

Year 5 Spellings Term 3 2018

Please help your child to learn these words. Try out some of the strategies on the back of this sheet



Go for Diamond! Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the **Ruby** words each week. Some of you will be expected to learn the **Amber** and the **Diamond** words too. Have a go at learning the words every night for a few minutes. **Every**

Friday we will check your progress. **REMEMBER:** Use the Look, Say, Cover, Write and Check Strategy!

<i>Test date:</i> 11/01/19	<i>Test date:</i> 18/01/19	<i>Test date:</i> 25/01/19	<i>Test date:</i> 01/02/19	<i>Test date:</i> 08/02/19	<i>Test date:</i> 15/02/19
words ending in '-able'	adverbs of time	adding suffixes beginning with vowel letters to words ending in -fer	words with 'silent' letters at the start	words with 'silent' letters	Challenge words
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
agreeable	finally	difference	knife	lamb	<i>excellent</i>
noticeable	tomorrow	preferred	writer	island	<i>symbol</i>
changeable	afterwards	conferring	knight	build	<i>equipment</i>
<i>calendar</i>	<i>heard</i>	<i>naughty</i>	<i>consider</i>	<i>favourite</i>	<i>certain</i>
<i>February</i>	<i>breathe</i>	<i>medicine</i>	<i>experience</i>	<i>therefore</i>	<i>describe</i>
<i>perhaps</i>	<i>purpose</i>	<i>early</i>	<i>popular</i>	<i>thought</i>	<i>separate</i>
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
manageable	immediately	referring	wreckage	doubt	<i>awkward</i>
replaceable	yesterday	transferring	knowledge	thistle	<i>yacht</i>
rechargeable	recently	reference	knuckle	ascend	<i>pronunciation</i>
<i>promise</i>	<i>century</i>	<i>busy</i>	<i>potatoes</i>	<i>library</i>	<i>signature</i>
<i>recent</i>	<i>pressure</i>	<i>surprise</i>	<i>reign</i>	<i>experiment</i>	<i>bruise</i>
<i>caught</i>	<i>straight</i>	<i>question</i>	<i>difficult</i>	<i>particular</i>	<i>muscle</i>
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
knowledgeable	earlier	referee	wreath	solemn	<i>amateur</i>
microwaveable	eventually	transference	wrestler	autumn	<i>ancient</i>
salvageable	whilst	inference	mnemonic	receipt	<i>criticise</i>
irreplaceable	previously	conferring	pterodactyl	disciple	<i>foreign</i>
<i>rhyme</i>	<i>frequently</i>	<i>persuade</i>	<i>variety</i>	<i>government</i>	<i>language</i>
<i>attached</i>	<i>recognise</i>	<i>hindrance</i>	<i>opportunity</i>	<i>parliament</i>	<i>nuisance</i>

NB: The first set of words in each group follow the Y5 spelling patterns to be learned. The words in italics are from the KS2 spelling lists.

Year 5 Spellings Term 3 2018

Please help your child to learn these words. Try out some of the strategies on the back of this sheet



Use your eyes

- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



Use your brain

- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?



Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way
e.g. Wed-nes-day



Use your friend

- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger - can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.



REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!