

Year 5 Spellings Term 3

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

Test Date	8/01/2024	15/01/2024	22/01/2024	29/01/2024	05/02/2024
Rule	Words ending in 'able'	Adverbials of time	Adding suffixes to words ending 'fer'	Words with silent letters at the start	Words with silent letters
	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
	changeable	finally	referring	writer	build
	noticeable	earlier	referee	knight	autumn
	agreeable	tomorrow	reference	knife	lamb
	<i>attached</i>	<i>system</i>	<i>interrupt</i>	<i>immediate</i>	<i>achieve</i>
	<i>according</i>	<i>signature</i>	<i>explanation</i>	<i>desperate</i>	<i>average</i>
	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
	manageable	yesterday	preferred	knowledge	doubt
	microwaveable	whilst	preference	knuckle	island
	knowledgeable	recently	difference	wreath	thistle
	<i>correspond</i>	<i>programme</i>	<i>conscience</i>	<i>determined</i>	<i>guarantee</i>
	<i>curiosity</i>	<i>privilege</i>	<i>temperature</i>	<i>sincere</i>	<i>apparent</i>
	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
	replaceable	afterwards	transferring	wreckage	solemn
	salvageable	immediately	transference	wrestler	receipt
	rechargeable	eventually	inference	mnemonic	ascent
	irreplaceable	previously	conferring	pterodactyl	disciple
	<i>exaggerate</i>	<i>parliament</i>	<i>prejudice</i>	<i>disastrous</i>	<i>committee</i>

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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!