

## Year 5 Spellings Term 4 2025

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	03/03/2025	10/03/2025	17/03/2025	24/03/2025	31/03/2025
Rule	Words spelt 'ie' after c	Words with an 'ee' sound spelt 'ei' (after c)	Words containing letter string 'ough' where the sound is aw	Words with the letter string 'ough' where the sound is o, ow or uff	Adverbs of possibility
	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>
	science	either	bought	though	possibly
	ancient	receive	fought	although	rarely
	species	deceive	thought	dough	probably
	people	children	sugar	beautiful	sentence
	which	said	improve	because	parent
	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>
	efficient	neither	ought	rough	definitely
	scientist	seize	sought	enough	often
	glacier	protein	nought	tough	certainly
	bruise	category	muscle	rhyme	variety
	attach	develop	physical	rhythm	occupy
	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>
	deficient	caffeine	brought	plough	frequently
	sufficient	receipt	wrought	bough	infrequently
	emergencies	perceive	afterthought	toughen	occasionally
	inefficient	conceive	thoughtfulness	doughnut	obviously
	environment	government	twelfth	parliament	neighbour

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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!