

## 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	12/01/2026	19/01/2026	26/01/2026	02/02/2026	09/02/2026
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
	<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>
	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>
	<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>
	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>
	<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>
	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!