

phonemes  
homophones  
graphemes  
prefixes  
suffixes

Cracking  
Spelling™

# Year Five

## **Introduction**

This spelling programme is designed to support and guide teachers in delivering the spelling expectations from the National Curriculum. It is a prescriptive programme that focuses on ensuring children develop an investigative approach to spelling. Within the programme, there is also the focus on the grammar understanding of the words that are the focus of the sessions. Therefore, the words have been colour coded in the sessions to show their function in sentences (see 8-word class sheet that follows). If a word can function in a variety of ways, it has been left without colour to indicate so. In addition to this, rather than children learning the statutory word lists out of context, these have been included throughout the sessions. In the dictated sentences that have been provided as examples, the year 3/4 statutory words have been highlighted and year 5/6 statutory words highlighted to indicate their use – there should be an expectation throughout the year that the children should be spelling these correctly.

## **The teaching sequence**

This sequence comprises of three short sessions (approximately 15 minutes) every week. The sequence is designed to be used flexibly; the number of sessions spent on each part of the sequence will vary according to the needs and ability of the children.

The programme and activities are designed to build the children's spelling vocabulary by introducing new words and giving continual practice of words already introduced.

A detailed teaching approach is outlined in each session, indicating what the teaching practitioner should say highlighted in grey and the expected response from the pupils in yellow.

### **Revise**

The approaches described in the first part of the sequence are activities with two purposes: to revise and secure prior learning and to introduce and explain new learning.

### **Teach**

This second part of the sequence introduces the new learning, using teacher modelling and involving the children in the new learning.

### **Practise**

This part of the sequence provides the children with the opportunity to explore and investigate independently, in pairs or in small groups, using strategies to practise and consolidate the new learning.

### **Apply**

This final part of the sequence gives children the opportunity to apply their learning in writing, both through a short, dictated piece, by composing their own sentence or spelling tests (set out like end of key stage tests).

The key principle is that the children are learning about words rather than given words to learn.

The aim of each unit is that the children understand the patterns and structures of words and can apply their learning to their writing.

## Spelling Teaching Sequence

### **Revise**

What do we already know?  
Activities to confirm prior knowledge.

### **Teach**

How the pattern/rule/structure works.  
Model spelling examples.  
Define the rules, pattern and conventions.  
Whole class/paired/individual spelling practice.

### **Practise**

Range of interactive activities for children to explore and investigate the new learning.  
Whole class/paired/individual spelling practice.

### **Apply**

Apply in writing.

8-word classes

<p><b>Noun</b> - a name given to <b>people, places, events, qualities and ideas</b></p>	<p><b>Verb</b> - is a <b>'doing' or 'being'</b> word</p>
<p><b>Determiner</b> - specify a <b>noun</b> a, an, the this, that, those my, your, his some, every</p>	<p><b>Adjective</b> - give more information about <b>pronouns and nouns</b></p>
<p><b>Pronoun</b> - replace <b>nouns</b> I, you, he, she, it, me, him, her, we, they, us, them <b>possessive pronoun</b> – mine, his/hers, yours, ours, theirs <b>relative pronoun</b> – who, that, which, where, when, whose</p>	<p><b>Adverb</b> - give extra meaning to a <b>verb, adjective, another adverb</b> or a whole <b>sentence</b> <b>time</b> – now, then, yesterday <b>manner</b> – slowly, hard, quietly <b>place</b> – outside, everywhere <b>degree</b> – very, quite, really</p>
<p><b>Preposition</b> - show <b>time</b> (at midnight/during the film/on Friday) - <b>position</b> (at the station/in a field) -<b>direction</b> (to the station/over a fence) - <b>relationship</b> (with me, for the day) - <b>cause/reason</b>(because of, in spite of. instead of, due to)</p>	<p><b>Conjunction</b> <u><b>Coordinating</b></u> - join <b>words, phrases or clauses</b> that are of equal status – and, but, so, or <u><b>Subordinating</b></u> - join <b>clauses that are not of equal status</b> - because, if, although, since, before, as, while, whenever, once, when, after</p>

**Statutory Word list – Year 3 and 4**

<p>accident(ally)                  actual(ly)                  address                  answer                  appear                  arrive                  believe                  bicycle                  breath                  breathe                  build                  busy/business                  calendar                  caught                  centre                  century                  certain                  circle                  complete                  consider                  continue                  decide                  describe                  different                  difficult                  disappear</p>	<p>early                  earth                  eight/eighth                  enough                  exercise                  experience                  experiment                  extreme                  famous                  favourite                  February                  forward(s)                  fruit                  grammar                  group                  guard                  guide                  heard                  heart                  height                  history                  imagine                  increase                  important                  interest                  island</p>	<p>knowledge                  learn                  length                  library                  material                  medicine                  mention                  minute                  natural                  naughty                  notice                  occasion(ally)                  often                  opposite                  ordinary                  particular                  peculiar                  perhaps                  popular                  position                  possess(ion)                  possible                  potatoes                  pressure                  probably                  promise</p>	<p>purpose                  quarter                  question                  recent                  regular                  reign                  remember                  sentence                  separate                  special                  straight                  strange                  strength                  suppose                  surprise                  therefore                  though/although                  thought                  through                  various                  weight                  woman/women</p>
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**Statutory Word list – Year 5 and 6**

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	



**National Curriculum Statutory Requirements from Appendix 1**

<b>Autumn 1</b>	<b>From Appendix 2</b> <ul style="list-style-type: none"> <li>- More prefixes – verb prefixes</li> <li>- Converting nouns or adjectives into verbs using suffixes – -ate, -ify, -ise</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>- Words with /ee/ sound spelt ei after c</li> <li>- Words containing the letter-string ough</li> <li>- Endings which sound like /shus/ spelt -cious or -tious</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>- Endings which sound like /shul/</li> <li>- Homophones and other words that are often confused</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>- Words ending in -ant, -ance/-ancy</li> <li>- Words ending in -ent, -ence/-ency</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>- Words ending in -able and -ible</li> <li>- Words ending in -ably and -ibly</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>- Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>- Words with 'silent' letters</li> </ul>

**Spelling Overview 15-to-20- minute sessions**

Autumn 1			
Week 1	Revise – <b>prefixes</b> – revisit <b>prefixes</b> from Year 3 and 4 – <b>in, il, im,ir</b>	Revise – <b>prefixes</b> – revisit <b>prefixes</b> from Year 3 and 4 – <b>dis, re, pre, mis</b>	Revise – <b>prefixes</b> <b>Prefix grid</b>
Week 2	Teach – <b>verb prefixes</b> <b>dis, mis, re</b> further understanding of the meaning of these prefixes	Teach – <b>verb prefixes</b> <b>de, over, under</b>	Practise – <b>verb prefixes</b> <b>Prefix grid – how many verbs?</b> <b>dis-, re-, mis-</b>
Week 3	Practise – <b>verb prefixes</b> <b>Prefix grid – how many verbs?</b> <b>de-, under-, over-</b>	Practise – <b>verb prefixes</b> Find the definition	Practise – <b>verb prefixes</b> Sentence challenge
Week 4	Apply – <b>verb prefixes</b> Dictation	Apply – <b>verb prefixes</b> Spelling test	Revise – <b>suffixes</b> <b>Suffix grid</b>
Week 5	Teach – converting <b>nouns</b> into <b>verbs</b> using <b>suffixes</b> – <b>-ate, -en, -ise, -ify</b>	Teach – converting <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> – <b>-ate, -en, -ise, -ify</b>	Practise – converting <b>nouns</b> into <b>verbs</b> using <b>suffixes</b> – <b>-ate, -en, -ise, -ify</b> <b>Suffix grid</b>
Week 6	Practise – converting <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> – <b>-ate, -en, -ise, -ify</b> <b>Suffix grid</b>	Apply - converting <b>nouns</b> and <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> Spelling test	Apply - converting <b>nouns</b> and <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> Spelling test



## Autumn 1

### Week 1

#### Session 1 - Revise

Display Week 1 Revise activities – more **prefixes** sheet.

The **prefix in-** can mean 'not'.

Before a root word starting with **l**, **in-** becomes **il-**.

Before a root word starting with **m** or **p**, **in-** becomes **im-**.

Before a root word starting with **r**, **in-** becomes **ir-**.

Display Week 1 Revise activities – set 1.

**complete, legible, patient, responsible**

What word class are these? **The words are adjectives.**

(**complete** can be a **verb** and **patient** can be a **noun** but for this unit they are being used as **adjectives**).

Which **prefix** would add to **complete**? **in-**. What is the new word? **Incomplete**. What does it mean? **Not complete** – not finished.

Which **prefix** would add to **legible**? **il-**. What is the new word? **illegible**. What does it mean? **Not legible** – not able to read.

Which **prefix** would add to **patient**? **im-**. What is the new word? **impatient**. What does it mean? **Not patient** – showing no patience.

Which **prefix** would add to **responsible**? **ir-**. What is the new word? **irresponsible**. What does it mean? **Not responsible** – not showing a sense of responsibility.

Display Week 1 Revise activities – set 2.

What word class are these when the prefix is added? **They are adjectives when the prefix is added.**

## Session 2 – Revise

What is a **prefix**? A **prefix** comes before a word to change its meaning. Display words from Week 1 Revise activities – set 3 the root words.

What word class are these? The root words are **verbs**.

(Although **play** and **pay** can also be **nouns**, for this unit they are being used as **verbs**).

Display words from Week 1 Revise activities – set 4 – **prefix** added.

What word class are these when the prefix is added? They are **verbs** when the **prefix** is added.

What has adding **dis-** before the **verb** done to the meaning of the **verb**? It means not/opposite of.

What has adding **re-** before the **verb** done to the meaning of the **verb**? It means again.

What has adding **pre-** before the **verb** done to the meaning of the **verb**? It means before.

What has adding **mis-** before the **verb** done to the meaning of the **verb**? It means not/ opposite of.

Root and write – teacher show root words from Week 1 Revise activities – set 5 one at a time and children show with appropriate **prefix** added – whiteboards/post its. **disagree, revisit, preheat, mislead**  
(Although **visit, heat** and **lead** can also be **nouns**, for this unit they are being used as **verbs**).

Talk sentences – children choose a root and write word to put into a sentence orally.

Teacher model with **like/dislike**.

**I like broccoli but dislike sprouts.**

## Session 3 - Revise

Children have a **prefix** grid from Week 1 Revise activities. Complete the grid by writing complete word underneath correct column(s).

## Week 2

### Session 1 – Teach

Introduce further work on **verb prefixes**.

Display Week 2 Teach activities – set 1.

**disbelieve, disconnect, rebuild, reverse, misjudge, misbehave**

What word class are these? **They are verbs.**

One **prefix** at a time.

**DIS-**

**disbelieve and disconnect**, – Say the complete words. What is the **prefix**? **dis-**. What could the prefix **dis-** mean? **Not** or undoing of an action.

Which word is the **prefix** representing not? **disbelieve**.

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – unable to believe/not believe.**

Which word is the **prefix** representing undoing an action? **disconnect**.

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – break the connection.**

**RE-**

**rebuild and reverse** – Say the complete words. What is the **prefix**? **re-**. What could the **prefix re-** mean? **Again** or back.

Which word is the **prefix** representing again? **rebuild**.

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – build again.**

Which word is the **prefix** representing back? **reverse**. With the **prefix re-** representing back, it is not always clear of the root word as **vers** is from the Latin root word meaning turned.

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – move backwards.**

**MIS-**

**misjudge and misbehave** – Say the complete words. What is the **prefix**? **mis-**. What could the **prefix mis-** mean? **Not**, badly or wrong/incorrect.

Which word is the **prefix** representing badly? **misbehave**.

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – behave badly.**

Which word is the **prefix** representing incorrectly? **misjudge**.

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – form a wrong/incorrect opinion of.**

# Autumn 1

## Week 1

### Revise Activities

## More prefixes

- The prefix **in-** can mean 'not'.
- Before a root word starting with **l**, **in-** becomes **il-**.
- Before a root word starting with **m** or **p**, **in-** becomes **im-**.
- Before a root word starting with **r**, **in-** becomes **ir-**.

complete

legible

patient

responsible



incomplete

illegible

impatient

irresponsible

appear

play

pay

behave

disappear

replay

prepay

misbehave

agree

visit

heat

lead

Prefix grid

Root word	in-	il-	-im	ir-
logical				
capable				
polite				
mobile				
relevant				
definite				
Root word	dis-	re-	pre-	mis-
appear				
spell				
call				
new				
arrange				
charge				

Prefix grid – completed teacher version

<b>Root word</b>	<b>in-</b>	<b>il-</b>	<b>-im</b>	<b>ir-</b>
logical		illogical		
capable	incapable			
polite			impolite	
mobile			immobile	
relevant				irrelevant
definite	indefinite			
<b>Root word</b>	<b>dis-</b>	<b>re-</b>	<b>pre-</b>	<b>mis-</b>
appear	disappear	reappear		
spell				misspell
call		recall		
new		renew		
arrange		rearrange	prearrange	
charge	discharge	recharge		



# Autumn 1

## Week 2

### Teach Activities

disbelieve

disconnect

rebuild

reverse

misjudge

misbehave

defrost

decrease

derail

overreact

overlap

underline

underestimate