



# St Gilbert's R.C. Primary School

## Spelling Bank

<b>YEAR GROUP: FIVE</b>			
<b>Objective:</b>	<b>About the objective :</b>	<b>Word Bank: * Year 5 and 6 word list</b>	
AUTUMN To double consonants when adding –ing.	Double the consonants are important rules for learning spellings. There is usually a root word which is a basic word with no suffix or prefix attached to it. An example of a suffix is – ing. So children have to know that you double the letter (consonant) when the root word letter precedes a vowel.	beg begging dig digging drop dropping hum humming run running win winning	beg begging dig digging drop dropping hum humming run running win winning drag dragging hug hugging
<b>Rule:</b>			
Before adding ing to words ending with a single consonant preceded by a short vowel, double the consonant.			
<b>Objective:</b>		<b>Word Bank:</b>	
	<b>About the objective:</b>		
	Dropping the e rule is very useful for children to know. We usually drop the 'e' at the end of words when adding an ending that begins with a vowel suffix. For example remove the 'e' with –ing make-making, have- having . However there are exceptions such as <b>being</b> and <b>seeing</b> .		
AUTUMN To spell words where the e changes.		live living hope hoping care caring shame shaming tame	live living hope hoping care caring shame shaming tame



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		taming	taming tune tuning share sharing dar
<b>Objective:</b>	<b>About the objective:</b>	<b>Word Bank:</b>	
AUTUMN To spell words ending in ant, -ance and -ancy.	These are all suffixes - ant, -ance and – ancy. Children need to be confident in their knowledge of a noun, a verb and an adjective because these spellings are sometimes verbs and adjectives changed to abstract nouns.		
<b>Rule:</b>	This is a new objective added to Year 5.		
N/A		radiant reluctant observant significance* tolerance hesitant important instant assistance distance	Fragrance Ignorance Elegance Excellence Distance Brilliance Difference Violence Absence Existence Hindrance* Nuisance*
<b>Objective:</b>	<b>About the objective:</b>	<b>Word Bank:</b>	
	These are all suffixes- -ent , - ence, -ency. These spellings and the above are quite tricky. Perhaps use a dictionary to help children know the meaning and write the spellings in a sentence.		
AUTUMN To spell words ending in –ent, -ence, -ency.			
<b>Rule:</b>			
N/A		different difference violent violence evident evidence existent existence currency	different difference violent violence evident evidence existent existence* audience



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		decency	experience constituency currency absorbency decency dependency
<b>Objective:</b> AUTUMN To spell words ending in –able and –ible	<b>About the objective:</b> As a rule there are more words ending in – able. When a word ends in –able the main word (bit before the –able) is usually a complete word in itself. When a word ends in <i>-ible</i> , it's less likely that the part before the ending will be a recognisable English word. Take <i>possible</i> or <i>audible</i> , for example: 'possi' and 'aud' are not English words.	<b>Word Bank:</b>	
<b>Rule:</b>		able vegetable table fable cable reliable probable sensible responsible possible	able vegetable table fable cable achievable adaptable reliable probable sensible responsible possible horrible terrible edible
<b>Objective:</b> AUTUMN To spell words with the letter strings: ough, ear, ight, our, au, ice.	<b>About the objective:</b> What is a letter string? It's a group of letters that come in a word. Teachers may concentrate on letter strings in the middle or the end of a word.	<b>Word Bank:</b>	
<b>Rule:</b>		bough cough dough enough plough though bought thought brought drought sought thorough*  pear bear beard	right fight light night eight weight height freight tight  armour colour favour honour neighbour* rumour



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		search fear wear year tear dear near learn	pour your hour flour	twice mice dice apprentice
<b>Objective:</b>	<b>About the objective:</b>	<b>Word Bank:</b>		
SPRING To spell words with a soft c	In Year 5 children need to be able to detect when a word has a soft <b>c</b> and be able to spell it correctly. Note that there is a wide range of pronunciation of the letter c  The letter <b>c</b> is usually soft when followed by i, e.g. circus, accident.	cinema cinnamon circle circuit circular circulation city civil circus cistern pronunciation * sufficient*		cinema cinnamon circle circuit circular circulation circumference circumstance circus cistern citizen city civil decide decision pronunciation * sufficient*
<b>Rule:</b>				
<b>Objective:</b>	<b>About the objective:</b>	<b>Word Bank:</b>		
SPRING To spell plural words	Most Year 5 children know how to change most nouns by adding <b>s</b> to make it a plural form.  It becomes trickier when nouns ending in hissing, buzzing or shushing sounds <b>(s/x/ch/sh)</b> add <b>es</b> in the plural. This adds a syllable and makes it easier to say.	house houses city cities fox foxes baby babies cry cries		house houses city cities fox foxes baby babies cry cries party
<b>Rule:</b>				



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<p><b>Objective:</b> SPRING To spell plurals of words ending in f</p>	<p><b>About the objective :</b> Children need to remember that when changing words ending in <b>f or fe</b> into plurals, they need to take off the <b>f</b> and add <b>ves</b>. <b>As always there are exceptions.</b></p>	<p><b>Word Bank:</b></p>	
<p><b>Rule:</b></p>		<ul style="list-style-type: none"> <li>calf</li> <li>calves</li> <li>self</li> <li>selves</li> <li>thief</li> <li>thieves</li> <li>half</li> <li>halves</li> <li>wolf</li> <li>wolves</li> <li>knife</li> <li>knives</li> </ul>	<ul style="list-style-type: none"> <li>calf</li> <li>calves</li> <li>self</li> <li>selves</li> <li>thief</li> <li>thieves</li> <li>half</li> <li>halves</li> <li>wolf</li> <li>wolves</li> <li>knife</li> <li>knives</li> <li>loaf</li> <li>loaves</li> <li>life</li> <li>lives</li> </ul>
	<p>Nouns ending in consonant + y change y to i and add es. Compare nouns ending in vowel + y which simply add s. Several nouns ending in o add es in the plural. These tend to be older words, e.g. potatoes. Newer words like <b>patio</b> and <b>radio</b></p>		<ul style="list-style-type: none"> <li>parties</li> <li>watch</li> <li>watches</li> <li>lolly</li> <li>lollies</li> </ul>
<p><b>Objective:</b> SPRING To spell words where the y changes</p>	<p><b>About the objective:</b> When changing words ending in y to a plural, remove the y and add ies.</p>	<p><b>Word Bank:</b></p>	
		<ul style="list-style-type: none"> <li>city</li> <li>cities</li> <li>try</li> </ul>	<ul style="list-style-type: none"> <li>city</li> <li>cities</li> <li>try</li> </ul>



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<p><b>Rule:</b></p>		<p>tries lorry lorries worry worries cry cries baby babies</p>	<p>tries lorry lorries worry worries cry cries baby babies party parties puppy puppies</p>
<p><b>Objective:</b> SUMMER To spell words with the i before e rule.</p>	<p><b>About the objective:</b> The rule i before e except when there is a c beforehand is a very well-known rule in school. Encourage your child to know this rule.</p>	<p><b>Word Bank:</b></p>	
<p><b>Rule:</b></p>		<p>lie chief shield ceiling vein weird die handkerchief shriek receive</p>	<p>lie chief shield ceiling vein weird die handkerchief shriek receive rein protein pierce yield receipt</p>
<p><b>Objective:</b> SUMMER To spell polysyllabic words with unusual vowels.</p>	<p><b>About the objective:</b> Polysyllabic words are words containing more than one syllable. Pronouncing each syllable in a polysyllabic word is the first step in spelling the word. Encourage your child to count the</p>	<p><b>Word Bank:</b></p>	
<p><b>Rule:</b></p>		<p>carpet animal description boundary business stationary</p>	<p>abandoned abominable original predict familiar* carpet</p>



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	number of syllables in the word	category* catholic poisonous centre	animal description boundary business stationary category* catholic poisonous centre	
<b>Objective:</b> SUMMER To spell words with prefixes bi, trans, tele, circum, pro and sus.	<b>About the objective:</b> Prefixes are a groups of letters before a main word. Year 5 children need to learn how to spell words with the prefixes bi, trans, tele, circum, pro and sus.	<b>Word Bank:</b>		
<b>Rule:</b>		bisect bicycle biceps bifocals bilingual biplane  transmit transfer transport transparent translate transatlantic transplant	telephone telegraph telescope television telepathy telephoto  circumference circumnavigate circumstance circumvent circulate circus circular	proactive project provide produce propose proceed propeller  suspect suspense suspicion suspend sustain
<b>Objective:</b>	<b>About the objective:</b> In Year 5 children need to know about hyphens (-) and that they are used to link words and parts of words.	<b>Word Bank:</b>		
SUMMER To spell words with prefixes that require a hyphen.	We use a hyphen with a proper noun and do not allow the same vowel to double up. For instance- <b><i>pre-eminent and co-own</i></b>			
SUMMER To spell words with silent letters. (b, m, s, k, w, n, t)	<b>About the objective:</b> Children need to notice and remember when the silent letters are used. These spelling	plumb dumb numb	knuckle knit knot	Autumn column, condemn



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	<p>errors are very common.</p> <p>There are some common patterns (e.g. silent k at the beginning is always followed by n, and the n is always followed by a vowel).</p>	<p>bomb tomb lamb thumb crumb debt doubt</p> <p>mnemonic mnemic</p> <p>aisle island debris</p>	<p>knife knight knock kneel know</p> <p>write wrapper wrong wrist wreck wrestle wrinkle sword answer</p>	<p>hymn solemn</p> <p>asthma ballet castle gourmet listen rapport ricochet soften</p>		
<p><b>Objective:</b> SUMMER To spell words ending in vowels other than e.</p>	<p><b>About the objective:</b> Year 5 children will need to know the spellings of words ending in vowels <b>a,i,o and u</b>. They are noun words.</p>	<p><b>Word Bank:</b></p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="1449 903 1785 1484">           buffaloes dominoes heroes volcanoes echoes bacteria fungi macaroni ravioli spaghetti         </td> <td data-bbox="1785 903 2121 1484">           buffaloes dominoes heroes volcanoes echoes mangoes flamingos antennae bacteria criteria fungi macaroni ravioli spaghetti tagliatelli Sodas Delis Alibis Kiwis         </td> </tr> </table>			buffaloes dominoes heroes volcanoes echoes bacteria fungi macaroni ravioli spaghetti	buffaloes dominoes heroes volcanoes echoes mangoes flamingos antennae bacteria criteria fungi macaroni ravioli spaghetti tagliatelli Sodas Delis Alibis Kiwis
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