

Dear Parents and Carers,

Please find enclosed the spellings that Year 5 are working on until February half term:

**Spelling rules and patterns:**

W/C 7/01	W/C 14/01 and 21/01	W/C 28/01	W/C 4/02	W/C 11/02
Creating nouns using -ity suffix	Adding the -tion and -sion suffix	Creating nouns using -ness suffix	Creating nouns using -ship suffix	Homophones and near homophones
community curiosity ability visibility captivity activity eternity flexibility possibility sensitivity	anticipation depression hesitation apprehension tension, frustration elation celebration confrontation suspension revulsion aggression confusion expectation	happiness hardness madness nastiness silliness tidiness childishness willingness carelessness foolishness	membership ownership partnership dictatorship championship craftsmanship fellowship apprenticeship citizenship sponsorship	stationary/ stationery steal/steel wary/weary who's/whose fate/fete alter/altar ascent/assent bridal/bridle cereal/serial compliment/ complement principal/principle profit/prophet descent/dissent desert/dessert draft/draught

*\*Objectives that are in red are a Y5/Y6 statutory requirement from [Appendix 1 of NC 2014](#) and individual words highlighted red are from the Y5/Y6 statutory spelling list. The additional sets: either revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word; or relate to a word, sentence or punctuation objective from the English [Appendix 2 of the NC 2014](#).*

Source: [Twinkl.co.uk](http://www.twinkl.co.uk)

The expectations of the spelling curriculum are demanding so please regularly support your child to learn the government words. Talking about strategies that best help them to learn particular spelling patterns can be powerful, for example mnemonic rhymes, pronouncing the word in a certain way, looking at the shape that any ascenders or descenders create, connecting the spelling to others in the same word family. Children should understand the meaning of the word and use it correctly in context by saying and writing the spellings in sentences.

Thank you for your support. If you have any questions about your child's spellings, please contact their class teacher who will be happy to discuss them with you.

Yours sincerely,

The Year 5 Team

# New Curriculum Spelling List Years 5 and 6

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition

conscience  
conscious  
controversy  
convenience  
correspond  
criticise  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip  
equipped  
equipment  
especially  
exaggerate  
excellent

existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate  
immediately  
individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous

muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme

rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere  
sincerely  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht