

Dear Parents and Carers,

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

Government spellings from the Year 5 list:

| | |
|-----------|-----------|
| community | curiosity |
|-----------|-----------|

Spelling rules and patterns:

| W/C 3/01 | W/C 17/01 | W/C 24/01 | W/C 31/01 | W/C 7/02 |
|---|---|--|---|--|
| 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 | 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](https://www.twinkl.co.uk)

The expectations of the spelling curriculum are demanding so please regularly support your child to learn these statutory 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

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Word list – years 5 and 6

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