

Dear Parents and Carers,

The Year 5 spelling curriculum builds on the phonics children have been learning in Year 4. Children will be learning a wider range of representations for different sounds, with an emphasis on hearing and writing the sounds in polysyllabic words. The aim of the linguistic phonics programme is to develop children’s ability to apply their skills and existing knowledge to reason about spelling, while learning the statutory spellings and rules that make up the upper key stage 2 curriculum.

Please find below the sounds and corresponding spellings and words that Year 5 will be focussing on this half term in dedicated spelling lessons and throughout the week in other curriculum subject areas.

	W/C 15 th April	W/C 22 nd April	W/C 29 th April	W/C 6 th May	W/C 13 th May	W/C 20 th May
Sound	/p/	/j/	/k/	/ul/ /l/	/kw/ /th/	/m/
Spelling	p	j ge gg	c ch cc	le el l ll	qu the ng	m mb mm
Words:	competition correspond desperate develop explanation Plus revision of previously learnt sounds	jacket jar prejudice average language privilege vegetable exaggerate suggest	affect effect compliment category vehicle chorus accommodate accompany according occupy	isle aisle principle muscle vegetable vehicle tunnel aloud alter develop allowed especially marvellous	equipped equipment frequently soothe breathe bathe teethe language lightning	morning mourning cemetery determined embarrass familiar lamb crumb plumber committee immediately programme recommend

Words in red are from the Upper Key Stage 2 statutory word list. Please note – words may appear more than once across the term (or multiple terms) but the focus sound/spelling correspondence may be different.

Supporting your child’s spelling:

In school, we will be supporting children to split words into syllables and spell each syllable. The focus syllable will be the one containing the sound of the week. At home, encourage your child to split (segment) words into their syllables and support them to explore the spelling of each one. Please also encourage your child to look at word families where different prefixes/suffixes are added to one root word (e.g. communicate/communicated/communication) to create a different variation in meaning. Other ways to support your child’s learning at home include playing word games or puzzles, exploring the meanings of words they are learning in class and [fostering a curiosity about ambitious vocabulary](#) and how these words might be spelt. Encourage your child to ‘sound spot’ in texts they are reading independently and with you. Words containing these sounds can be recorded in your child’s reading record. [Please remember that a little bit of spelling chat/recall every day is better for long term memory gain than one mega session once a week!](#)

If you have any questions or concerns about your child’s spelling then please do not hesitate to get in touch with your child’s class teacher.

Yours Sincerely,
The Year 5 Team