

Spelling and High Frequency Word Objectives Year Five

Spelling Rules

I can read and spell the following graphemes. I can usually use the graphemes to spell a wide range of words correctly.

-cial (special)	-tial (initial)	-ant (expectant)	-ance (expectance)	-ancy (expectancy)	-ent (emergent)	-ence (emergence)	-ency (emergency)	fer + suffix (referring / reference)	/i:/ sound ei after c (deceive)
Ough (brought)	Ough (rough)	Ough (through)	Ough (although)	Ough (plough)	Silent b (doubt, thumb)	Silent k (knight)	Silent n (solemn)	Silent t (thistle)	Homophones / commonly confused words
Spelling Patterns									

High Frequency Words

I can read and spell the following 50 HFW.

WW5	sincere(ly)	soldier	stomach	sufficient	suggest	symbol	system	temperature	thorough	variety
WW4	lightning	necessary	occupy	occur	opportunity	persuade	profession	recommend	relevant	shoulder
WW3	excellent	existence	explanation	familiar	forty	frequently	hindrance	immediate(ly)	individual	language
WW2	competition	communicate	community	convenience	definite	determined	develop	dictionary	environment	especially
WW1	accommodate	accompany	according	achieve	aggressive	ancient	apparent	attached	average	category

Writing and SPaG Objectives Year Five

		I can perform my own compositions, using appropriate intonation, volume and movement so that the meaning is clear.		I can spell 50 words from the Year 5 and 6 spelling list.
		I proof-read my work to correct spelling and punctuation mistakes.	I can use verb prefixes (e.g. dis-, de-, mis-, over- and re-).	I can spell a growing number of homophones and commonly confused words.
		I can evaluate and edit by ensuring the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	I can convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).	I can spell words containing the silent b, k, n and t such as thumb, knight, solemn and thistle.
		I can evaluate and edit by ensuring I use the consistent and correct use of tense throughout a piece of writing.	I can punctuate using bullet points consistently.	I can spell words containing 'ough' such as brought, rough, through, although and plough.
		I can evaluate and edit my work by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	I can use a colon to introduce a list.	I can use a hyphen to join a prefix to a root word such as re-enter.
		I can evaluate and edit by assessing the effectiveness of my own and others' writing.	I can use semi-colons, colons or dashes to mark boundaries between independent clauses.	I can spell the /i:/ sound ei after c such as deceive.
I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.		I can draft and write using further organisational and presentational devices to structure the text and guide the reader.	I can use brackets, dashes or commas to indicate parenthesis.	I can add suffixes beginning with vowel letters to words ending in -fer.
I can use a thesaurus.		I can draft and write using devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly).	I can use hyphens to avoid ambiguity.	I can spell words that end in '-ency' such as emergency.
I can use a dictionary to check the spelling and meaning of words.		I can draft and write using devices to link ideas across paragraphs using adverbials for time, place and number or tense choices.	I can use commas to clarify meaning or avoid ambiguity.	I can spell words that end in '-ence' such as emergence.
I know that the spelling of some words needs to be learnt specifically.		I can précis a longer passage to create a short text with the same meaning.	I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.	I can spell words that end in '-ent' such as emergent.
I can use knowledge of morphology and etymology in spelling.		In narratives, I can draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	I can use modal verbs or adverbs to indicate degrees of possibility.	I can spell words that end in '-ancy' such as expectancy.
I can continue to distinguish between homophones and other words that are often confused.	I choose the writing tool that is best suited to the task.	I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	I can use expanded noun phrases to convey complicated information concisely.	I can spell words that end in '-ance' such as expectance.
I can spell words that include silent letters, such as 'knight' and 'solemn'.	I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.	I can plan for narrative writing by considering how authors have developed characters and settings in what I have read, listened to or seen performed.	I can use the perfect form of verbs to mark relationships of time and cause.	I can spell words that end in '-ant' such as expectant.
I can use further prefixes and suffixes using the guidance for adding them.		I plan my writing by noting and developing initial ideas, drawing on reading and research where necessary.	I can use passive verbs to affect the presentation of information in a sentence.	I can spell words that end in '-tial' such as essential.
		I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.		I can spell words that end in '-cial' such as official.
Writing Transcription	Handwriting	Writing Composition	Vocabulary, Grammar & Punctuation	Spelling Rules

