

# Spelling Shed

Spelling Scheme of Work

Stage 5

Welcome to The Spelling Shed Year 5 scheme of work.



Spelling Shed

## What is included?

- 36 weekly spelling lists (see contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
  - One 20 – 30 minute lesson plan.
  - Resources to aid the delivery of the lesson.
  - One spelling practice sheet.
  - One homework sheet.

# Spelling lists – Stage 5



1. Words ending in '-ious.'
2. Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'
3. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
4. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
5. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
6. Challenge words
7. Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.
8. Words ending in '-ance.' '-ance' is used if there is an 'a' or 'ay' sound in the right place.
9. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
10. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
11. Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably
12. Challenge Words
13. Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
15. Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.
16. Words with 'silent' letters at the start.
17. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
18. Challenge Words
19. Words spelled with 'ie' after c.
20. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.
21. Words containing the letter string 'ough' where the sound is /aw/.
22. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
23. Adverbs of possibility. These words show the possibility that something has of occurring.
24. Challenge Words
25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
26. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
27. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
28. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
29. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
30. Challenge Words
31. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
32. Challenge Words
33. Revision: Year 5 words
34. Revision: Year 5 words
35. Revision: Year 5 words
36. Revision: Year 5 words



# Spelling Shed

Stage: 5

List: 1



Words ending in '-ious'





Stage: 5	Words ending in '-ious.'
List: 1	

<b>Spellings</b>
<b>ambitious</b>
<b>infectious</b>
<b>fictitious</b>
<b>nutritious</b>
<b>repetitious</b>
<b>amphibious</b>
<b>curious</b>
<b>devious</b>
<b>notorious</b>
<b>obvious</b>

Introduction	Today children will look at words that end in ious. Within this spelling list there are two main sounds at the end of the words – ‘tious’ (shus) and ‘ious’ (eeus).
Main Teaching Activity	<p>Use the power point slide containing all of the words for this week. Ask children to divide the words in to two groups depending on the sound at the end of them.</p> <p>Share their results and discuss and patterns they can spot (e.g. words ending tious (shus) tend to have root words ending in ‘tion’.</p>
Independent Activity	In small groups, one child picks a spelling list word and tells the others what it is. They must write the word on their whiteboard and the first child acts as teacher to check the spellings. The next child then becomes the teacher and they choose a word. Continue until all words have been spelled by the group.

Sort these spellings into two groups.

Those that have a 'tious' (shus) and 'ious' (eeus).

ambitious	repetitious	infectious	nutritious	curious
amphibious	fictitious	devious	notorious	obvious



Stage: 5	Words ending in '-ious.'
List: 1	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
ambitious					
infectious					
fictitious					
nutritious					
repetitious					
amphibious					
curious					
devious					
notorious					
obvious					



Stage: 5	Words ending in '-ious.'
List: 1	Name:

<b>Spellings</b>
ambitious
infectious
fictitious
nutritious
repetitious
amphibious
curious
devious
notorious
obvious

Write the correct spelling into each sentence.

The \_\_\_\_\_ creature was suited to both land and water.

The teacher's \_\_\_\_\_ laugh was \_\_\_\_\_ around school.

He was \_\_\_\_\_ and so he auditioned for The X Factor twice.

The \_\_\_\_\_ cat found himself trapped in the garden shed.

In the school canteen they delivered \_\_\_\_\_ meals each day.

It was \_\_\_\_\_ that she did not like him.

The criminal mastermind had a \_\_\_\_\_ plan.

The job was very \_\_\_\_\_ the same task over and over again.

She gave a \_\_\_\_\_ version of events. It wasn't the truth.



Stage: 5	Words ending in '-ious.'
List: 1	Answers:

Spellings
ambitious
infectious
fictitious
nutritious
repetitious
amphibious
curious
devious
notorious
obvious

Write the correct spelling into each sentence.

The amphibious creature was suited to both land and water.

The teacher's infectious laugh was notorious around school.

He was ambitious and so he auditioned for The X Factor twice.

The curious cat found himself trapped in the garden shed.

In the school canteen they delivered nutritious meals each day.

It was obvious that she did not like him.

The criminal mastermind had a devious plan.

The job was very repetitious the same task over and over again.

She gave a fictitious version of events. It wasn't the truth.



# Spelling Shed

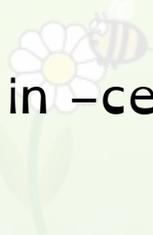


Stage: 5

List: 2



Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious.'





Stage: 5	Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious'.
List: 2	

<b>Spellings</b>
delicious
atrocious
conscious
ferocious
gracious
luscious
malicious
precious
spacious
suspicious

Introduction	Root words that end in 'ce' usually use 'cious' when adding the 'ious' suffix, however it is often not possible to identify a root word.
Main Teaching Activity	Get children to write each word on their mini white board and then, in pairs or as a table, pick two to look up in a dictionary. Feedback meanings to the class and see if a sentence can be made for some of the words.
Independent Activity	<p>Give each pair the 10 definition cards and the 10 blank cards, get them to write the words on to the blank cards and then turn them all over and mix them up.</p> <p>Play a matching game, each player takes two cards, if they match then they keep them, if they don't then they put them back – the winner has the most matching word/definition pairs.</p>



Cut up cards, write this week's spellings on to a card and then turn all of the cards over and play a word/definition matching game with a partner.

Something which tastes very nice.	Extremely wicked.	Aware of and responding to one's surroundings.	Savagely fierce, cruel or violent.	Courteous, kind and pleasant towards someone.
Appealingly strong to the senses.	Characterised by malice; intending someone to do harm.	Of great value, not to be wasted or treated carelessly.	Having a lot of space.	Showing cautious distrust of someone or something.



Stage: 5

Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious.'

List: 2

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
delicious					
atrocious					
conscious					
ferocious					
gracious					
luscious					
malicious					
precious					
spacious					
suspicious					





Stage: 5

Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious.'

List: 2

Answers:

## Spellings

delicious

atrocious

conscious

ferocious

gracious

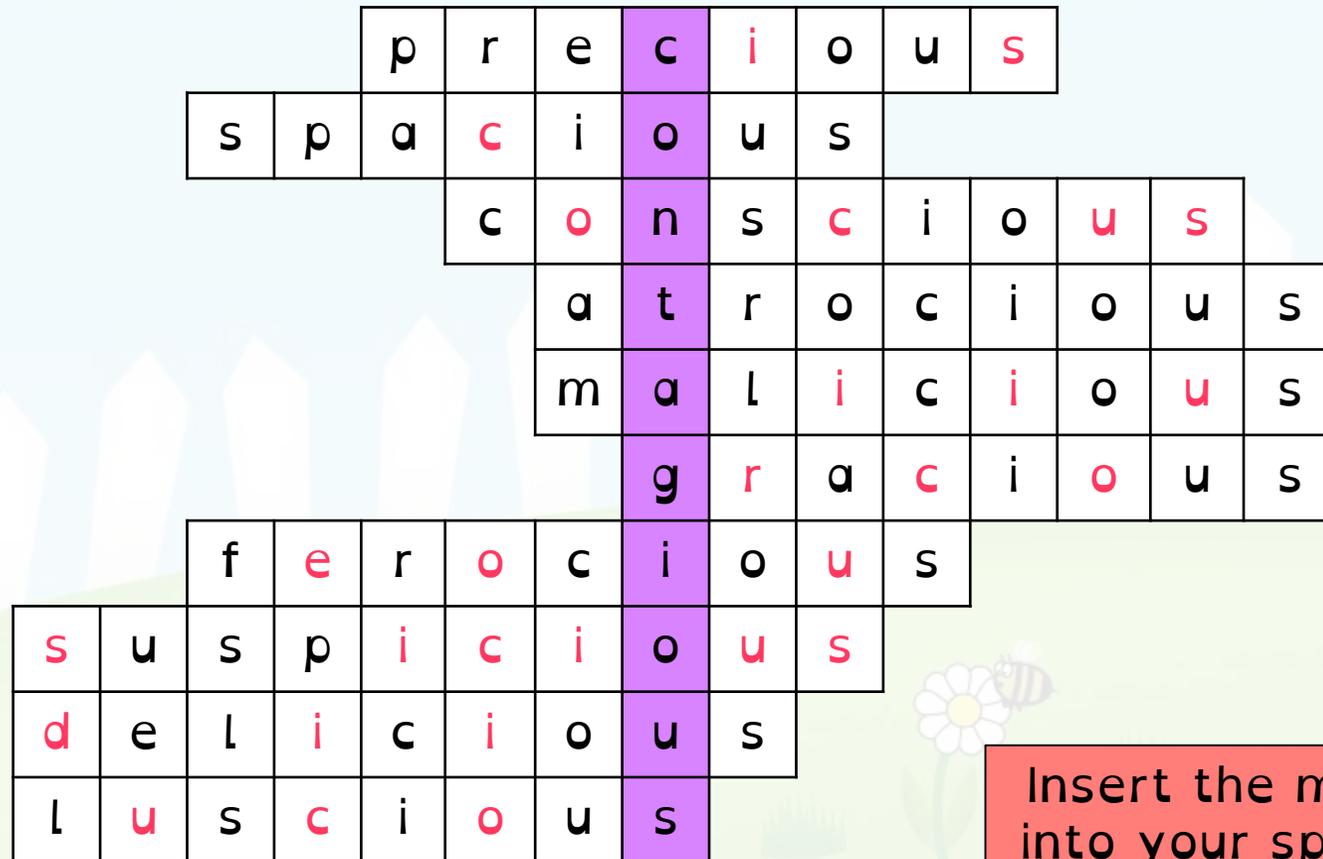
luscious

malicious

precious

spacious

suspicious



Insert the missing letters into your spellings to find a new word.



# Spelling Shed



Stage: 5

List: 3



Ending '-cial' and '-tial'. After a vowel '-cial' is most common and '-tial' after a consonant but there are many exceptions.





Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
List: 3	

<b>Spellings</b>
official
special
artificial
crucial
judicial
beneficial
facial
glacial
especially
multiracial

Introduction	Words ending in cial often have a vowel right before the suffix is added. But there are exceptions to the rule.
Main Teaching Activity	<p>Have children write down this week's spellings and circle or highlight if there is a vowel right before the suffix 'cial' or not. Are there any exceptions in this week's words?</p> <p>Share findings and discuss any misconceptions.</p>
Independent Activity	<p>Get children to write sentences containing the spelling words, can they add more than one of the spelling words to the same sentence?</p> <p>Discuss sentences with a partner to see if they can be improved.</p> <p>Share back to the class.</p>



Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
List: 3	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
official					
special					
artificial					
crucial					
judicial					
beneficial					
facial					
glacial					
especially					
multiracial					



Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
List: 3	
Name: _____	

Spellings
official
special
artificial
crucial
judicial
beneficial
facial
glacial
especially
multiracial

l	u	m	u	l	t	i	r	a	c	i	a	l	k	l	b
a	y	i	o	c	c	o	f	f	i	c	i	a	l	z	e
i	t	a	a	p	r	d	s	a	a	d	f	g	h	j	n
c	r	d	f	g	h	u	i	j	k	c	l	z	x	c	e
a	e	q	j	u	d	i	c	i	a	l	i	x	v	b	f
l	w	w	s	b	e	r	j	i	p	o	i	a	m	n	i
g	q	p	a	d	f	f	g	h	a	a	u	c	l	q	c
a	u	i	o	s	p	e	c	i	a	l	y	v	q	w	i
e	e	s	p	e	c	i	a	l	l	y	t	b	r	e	a
r	t	y	a	r	t	i	f	i	c	i	a	l	n	m	l

Can you find your spellings hidden in this word search?



Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
List: 3	

Answers:

Spellings
official
special
artificial
crucial
judicial
beneficial
facial
glacial
especially
multiracial

l	u	m	u	l	t	i	r	a	c	i	a	l	k	l	b
a	y	i	o	c	c	o	f	f	i	c	i	a	l	z	e
i	t	a	a	p	r	d	s	a	a	d	f	g	h	j	n
c	r	d	f	g	h	u	i	j	k	c	l	z	x	c	e
a	e	q	j	u	d	i	c	i	a	l	i	x	v	b	f
l	w	w	s	b	e	r	j	i	p	o	i	a	m	n	i
g	q	p	a	d	f	f	g	h	a	a	u	c	l	q	c
a	u	i	o	s	p	e	c	i	a	l	y	v	q	w	i
e	e	s	p	e	c	i	a	l	l	y	t	b	r	e	a
r	t	y	a	r	t	i	f	i	c	i	a	l	n	m	l

Can you find your spellings hidden in this word search?



# Spelling Shed



Stage: 5

List: 4



Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.





Stage: 5	Ending '-cial' and '-tial'. After a vowel '-cial' is most common and '-tial' after a consonant but there are many exceptions.
List: 4	

<b>Spellings</b>	Introduction	Words ending in 'tial' often have a consonant right before the suffix is added. But there are exceptions to the rule.
potential	Main Teaching Activity	Have children write down this week's spellings and circle or highlight if there is a consonant right before the suffix 'tial' or not. Are there any exceptions in this week's words? Which consonant seems more popular?  Share findings and discuss any misconceptions.
essential		
substantial	Independent Activity	Ask children to look at Evie's homework, she has made 7 mistakes in her spellings. Ask children to rewrite the spellings, highlighting her mistakes.  Click the mouse to hide the spelling list on the slide!  Share new spellings with the class and discuss.
influential		
residential		
confidential		
celestial		
preferential		
torrential		
circumstantial		





Stage: 5	Ending '-cial' and '-tial'. After a vowel '-cial' is most common and '-tial' after a consonant but there are many exceptions.
List: 4	

Answers:

Cover your spellings for this task

Spellings
potential
essential
substantial
influential
residential
confidential
celestial
preferential
torrential
circumstantial

Evie has scored 3/10 in her spelling test.  
Can you help her to work out which spellings are wrong and write them correctly?



potential  
esential  
substancial  
influential  
residencial  
confadential  
celestial  
preferencial  
torential  
circumstandtial

potential
essential
substantial
influential
Residential
confidential
celestial
preferential
torrential
circumstantial



Stage: 5	Ending '-cial' and '-tial'. After a vowel '-cial' is most common and '-tial' after a consonant but there are many exceptions.
List: 4	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
potential					
essential					
substantial					
influential					
residential					
confidential					
celestial					
preferential					
torrential					
circumstantial					



Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
List: 4	
Name: _____	

Circle the 10 correct spellings below.

Spellings
potential
essential
substantial
influential
residential
confidential
celestial
preferential
torrential
circumstantial

esential      torrentcial      influencial      essential      confidential      pottential  
 celestial      torrencial      circumstantial      circumstansial      confidencial      residential  
 substanttial      potential      essential      celesteal      potencial      influential  
 influentcial      preferential      celestiaall      sircumstantial      confidential      residencial  
 substantial      preferencial      substancial      preferential      residenttial      torrential

Cover your spelling list to make the task trickier!



Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
List: 4	

Answers:

Spellings
potential
essential
substantial
influential
residential
confidential
celestial
preferential
torrential
circumstantial

Circle the 10 correct spellings below.

estantial    torrentcial    influencial    essential    confidential    pottential  
celestial    torrencial    circumstantial    circumstansial    confidencial    residential  
 substanttial    potential    essential    celesteal    potencial    influential  
 influentcial    preferential    celestiaall    sircumstantial    confidential    residencial  
substantial    preferencial    substancial    preferential    residenttial    torrential

Cover your spelling list to make the task trickier!



# Spelling Shed



Stage: 5

List: 5



Ending '-cial' and '-tial'. After a vowel '-cial' is most common and '-tial' after a consonant but there are many exceptions.





Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
List: 5	

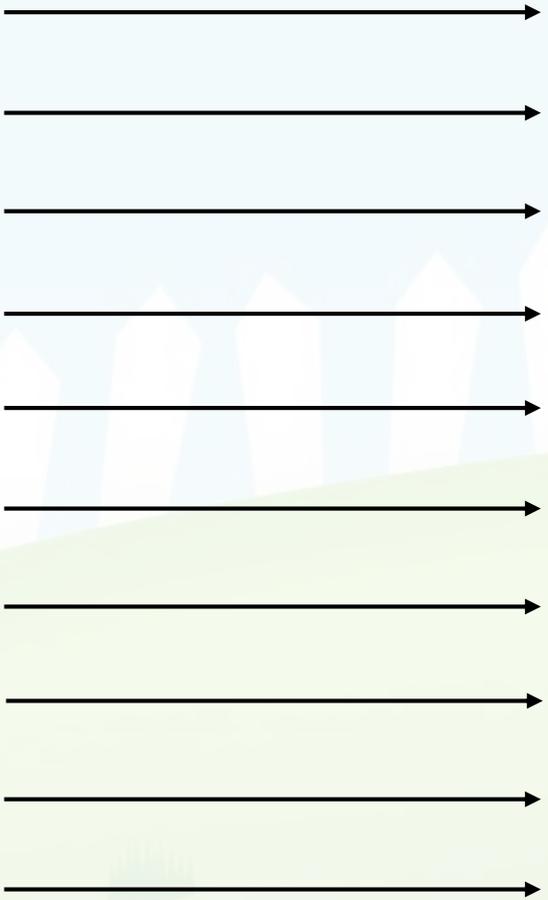
<b>Spellings</b>
financial
commercial
provincial
initial
spatial
palatial
controversial
initially
controversially
financially

Introduction	The last two spelling lists looked at 'cial' ending after a vowel and 'tial' endings after a consonant. There are exceptions to this rule and they just need to be remembered. This week is a list of exceptions to the rule. Can children think of any exceptions where the rule is reversed for example?
Main Teaching Activity	See if the children can think of another word from the same family, e.g. with a similar meaning/root word. For example financial and finance or commercial and commerce.  In pairs get them to write down the spellings and a linking word. This helps to develop the word in the child's head more effectively.
Independent Activity	Get the children to write down the word 'controversially' on their white boards and then see how many of their spelling words they can add in to a scrabble web as possible. There is a slide to support starting this if required.



Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
List: 5	

Spellings
financial
commercial
provincial
initial
spatial
palatial
controversial
initially
controversially
financially



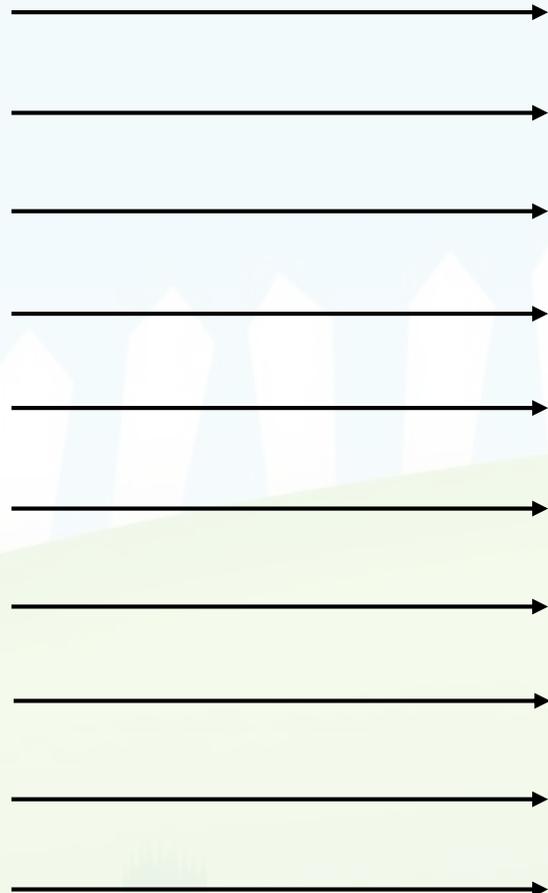
Spellings
finance





Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
List: 5	Answers:

Spellings
financial
commercial
provincial
initial
spatial
palatial
controversial
initially
controversially
financially



Spellings
finance
commerce
province
initially
space
palace
controversy
initial
controversial
financial



controversially

i  
n  
i  
a  
l  
l  
y

p  
a  
t  
i  
l

s p a t i a l

Answers:



Spelling Shed

controversially

i c o m m e r c i a l

n o n

p

i t r

a

v e

i

a provincial

i n i t i a l

a

f i n a n c i a l

L

s

i

L

a

s p a t i a l

L

f i n a n c i a l l y



Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
List: 5	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
financial					
commercial					
provincial					
initial					
spatial					
palatial					
controversial					
initially					
controversial ly					
financially					



Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
List: 5	
Name:	

<b>Spellings</b>
financial
commercial
provincial
initial
spatial
palatial
controversial
initially
controversially
financially

<b>Cover your spellings up. Can you add in the missing letters from each word?</b>	
s _ at _ _ l	in _ _ _ al _ y
_ _ _ trov _ _ _ ally	_ o _ _ e _ cial
co _ _ ro _ _ _ _ ial	_ _ _ _ _ ial
fin _ _ _ _ _ _ _	_ _ na _ _ _ a _ _ y
pr _ _ in _ _ al	p _ _ at _ _ l



Stage: 5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
List: 5	

Answers:

Spellings
financial
commercial
provincial
initial
spatial
palatial
controversial
initially
controversially
financially

Cover your spellings up. Can you add in the missing letters from each word?	
sp <u>a</u> t <u>i</u> al	Ini <u>t</u> ial <u>l</u> y
<u>c</u> on <u>t</u> ro <u>v</u> ers <u>i</u> ally	<u>c</u> om <u>m</u> er <u>c</u> ial
co <u>n</u> tr <u>v</u> ers <u>i</u> al	<u>i</u> n <u>i</u> tial
fin <u>a</u> nc <u>i</u> al	<u>f</u> in <u>a</u> nc <u>i</u> al <u>l</u> y
pr <u>o</u> vinc <u>i</u> al	pa <u>l</u> at <u>i</u> al



# Spelling Shed

Stage: 5

List: 6



Challenge words



Stage: 5

Challenge words

List: 6



Spelling Shed

## Challenge Week

Choose an activity from the challenge pack.

### Spellings

appreciate

cemetery

conscious

convenience

environment

immediately

language

sufficient

thorough

vegetable



Stage: 5	Challenge words
List: 6	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
appreciate					
cemetery					
conscious					
convenience					
environment					
immediately					
language					
sufficient					
thorough					
vegetable					

Stage: 5

Challenge words

List: 6

Name:



Spelling Shed

### Spellings

appreciate

cemetery

conscious

convenience

environment

immediately

language

sufficient

thorough

vegetable

Choose one of your spellings to complete the sentence.  
Only one of the pair is correct.

It was easy to \_\_\_\_\_ his slick BMX skills.

There was a \_\_\_\_\_ investigation into what had happened.

The ghosts haunted the \_\_\_\_\_ every evening at midnight.

They had \_\_\_\_\_ food to last a number of days.

“Begin your work \_\_\_\_\_!” instructed the teacher.

Chinese is the \_\_\_\_\_ spoken by the most people in the world.

The chef chopped the \_\_\_\_\_ and added it to the dish.

An escalator was available for the shopper’s \_\_\_\_\_.

We have decided to ban plastic bottles to protect the \_\_\_\_\_.

I wasn’t even \_\_\_\_\_ of what was happening beside me.

Stage: 5

Challenge words

List: 6

Answers:



## Spellings

appreciate

cemetery

conscious

convenience

environment

immediately

language

sufficient

thorough

vegetable

Choose one of your spellings to complete the sentence.  
Only one of the pair is correct.

It was easy to **\_appreciate\_** his slick BMX skills.

There was a **\_thorough\_** investigation into what had happened.

The ghosts haunted the **\_cemetery\_** every evening at midnight.

They had **\_sufficient\_** food to last a number of days.

“Begin your work **\_immediately\_!**” instructed the teacher.

Chinese is the **\_language\_** spoken by the most people in the world.

The chef chopped the **\_vegetable\_** and added it to the dish.

An escalator was available for the shopper’s **\_convenience\_**.

We have decided to ban plastic bottles to protect the **\_environment\_**.

I wasn’t even **\_conscious\_** of what was happening beside me.

# Spelling Shed

Stage: 5

List: 7

Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.



Stage: 5	Words ending in '-ant'. '-ant' is used if there is an 'a' or 'ay' sound in the right place.
List: 7	

<b>Spellings</b>	Introduction	Use -ant if there is a related word with /a/ or /ei/ sound in the right position; -ation endings are often a clue. E.g. observant, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, (hesit <u>a</u> tion), tolerant, (toler <u>a</u> tion), substance (substant <u>i</u> al)
abundant		
brilliant	Main Teaching Activity	Use the power point slide and select children to come up and draw the line between the beginning and the ending of the word. The words have been split and scrambled. A few of the words have similar endings so tell them to double check their choice!  Discuss the spelling list words and any misconceptions or errors.
constant		
distant		
dominant		
elegant		
fragrant	Independent Activity	Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made then the word is erased and they start again on the same word. Once the word is completed and correct the next child chooses a new word and it starts again.
ignorant		
tolerant		
vacant		



Stage: 5

Words ending in '-ant'. '-ant' is used if there is an 'a' or 'ay' sound in the right place.

List: 7

Name:

## Spellings

abundant

brilliant

constant

distant

dominant

elegant

fragrant

ignorant

tolerant

vacant

abun

brill

cons

dist

dom

ele

fra

ignora

tol

va

ant

iant

inant

grant

erant

dant

cant

tant

nt

gant

Your spellings have been split and scrambled.

Draw a straight line to match the two parts of each spelling or write them on your whiteboard.



Stage: 5

Words ending in '-ant'. '-ant' is used if there is an 'a' or 'ay' sound in the right place.

List: 7

Answers:

## Spellings

abundant

brilliant

constant

distant

dominant

elegant

fragrant

ignorant

tolerant

vacant

abun

brill

cons

dist

dom

ele

fra

ignora

tol

va

ant

iant

inant

grant

erant

dant

cant

tant

nt

gant

Your spellings have been split and scrambled.

Draw a straight line to match the two parts of each spelling or write them on your whiteboard.



Stage: 5	Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.
List: 7	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
abundant					
brilliant					
constant					
distant					
dominant					
elegant					
fragrant					
ignorant					
tolerant					
vacant					



Stage: 5	Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.
List: 7	
Name: _____	

Spellings
abundant
brilliant
constant
distant
dominant
elegant
fragrant
ignorant
tolerant
vacant

Use a dictionary to find out what your spellings mean.  
Create your own definition for 5 of your words.

Your word	Your definition
<input type="text"/>	<input type="text"/>

# Spelling Shed

Stage: 5

List: 8

Words ending in '-ance'. '-ance' is used if there is an 'a' or 'ay' sound in the right place.



Stage: 5	Words ending in '-ance'. '-ance' is used if there is an 'a' or 'ay' sound in the right place.
List: 8	

<b>Spellings</b>
abundance
brilliance
elegance
extravagance
tolerance
hesitancy
relevancy
vacancy
dominancy
abundancy

Introduction	Use -ance if there is a related word with /a/ or /ei/ sound in the right position; -ation endings are often a clue. E.g. observance, (observ <u>a</u> tion), dominance (domin <u>a</u> tion), hesitance, (hesit <u>a</u> tion), tolerant, (toler <u>a</u> tion), substance (substant <u>i</u> al)
Main Teaching Activity	Each child needs a whiteboard, you say a spelling list word and see how quickly the children can write down its root word and hold up their board. E.g. abundance/abundant brilliance/brilliant.  After each work discuss any errors or misconceptions.
Independent Activity	Get children to try and create two new words from the letters within a spelling list word.  For example:  abundance – dance – ace dominancy – man - day



Stage: 5	Words ending in '-ance'. '-ance' is used if there is an 'a' or 'ay' sound in the right place.
List: 8	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
abundance					
brilliance					
elegance					
extravagance					
tolerance					
hesitancy					
relevancy					
vacancy					
dominancy					
abundancy					





Stage: 5

Words ending in '-ance.' '-ance' is used if there is an 'a' or 'ay' sound in the right place.

List: 8

Answers:

## Spellings

abundance

brilliance

elegance

extravagance

tolerance

hesitancy

relevancy

vacancy

dominancy

abundancy

Put your spellings through the machine to find their root words ending in -ant

## Root Word

abundant

brilliant

elegant

extravagant

tolerant

hesitant

relevant

vacant

dominant

abundant



# Spelling Shed



Stage: 5

List: 9



Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu.  
There many exceptions to this rule.





Stage: 5	Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.
List: 9	

<b>Spellings</b>
innocence
decent
frequent
emergent
confidence
competence
transparent
eloquence
violent
intelligence

Introduction	Use the suffix 'ent' and 'ence' and a soft 'c' /s/ sound, soft 'g' /j/ sound and 'qu'. There are exceptions to this rule however.
Main Teaching Activity	<p>Get children to write down all of their spellings on a whiteboard and then put the rules up using the power point slide. Get them to divide the words up in to those with a root word with a soft 'c' end, those with a soft 'g', those with a 'qu' and those that are exceptions.</p> <p>Discuss the groupings and any misconceptions. 'c' - innocent, decent, violence 'qu' – frequent exceptions – confident, competent, transparent</p>
Independent Activity	<p>In small groups. One child writes a sentence with one of this week's spellings missing. E.g. We made _____ trips to France.</p> <p>The children on their table then write down the correct spelling on their whiteboards. The child who created the question shares which they thought was the right question and check each others' answers.</p>



Stage: 5

Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.

List: 9

## Spellings

innocence

decent

frequent

emergent

confidence

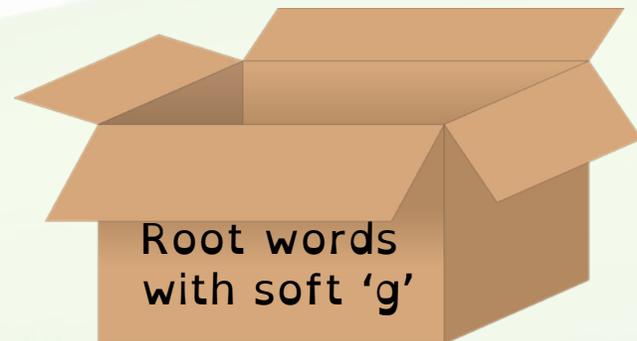
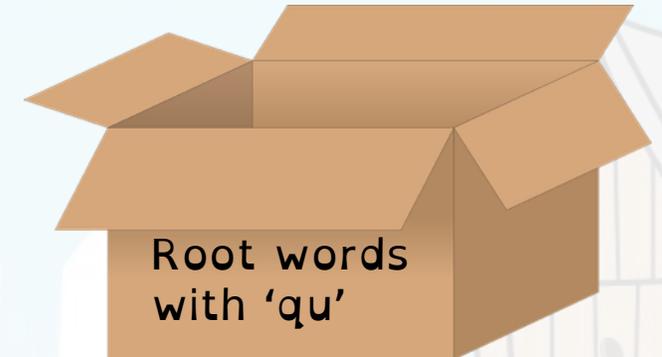
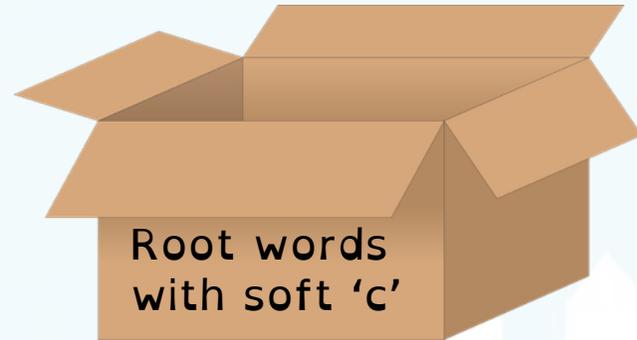
competence

transparent

eloquence

violent

intelligence





Stage: 5	Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.
List: 9	

<b>Spellings</b>
innocence
decent
frequent
emergent
confidence
competence
transparent
eloquence
violent
intelligence

innocence      decent

Root words with soft 'c'

eloquence      frequent

Root words with 'qu'

emergent      intelligence

Root words with soft 'g'

competence      confidence  
violent      transparent

Exceptions



Stage: 5	Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.  Name: _____
List: 9	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
innocence					
decent					
frequent					
emergent					
confidence					
competence					
transparent					
eloquence					
violent					
intelligence					



Stage: 5

Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.

List: 9

Name:

Draw a line to match each spelling to its definition.

## Spellings

innocence

decent

frequent

emergent

confidence

competence

transparent

eloquence

violent

intelligence

Using force  
to hurt.

Being clever

The ability to  
be  
successful.

Being well  
spoken

Without  
guilt.

Happening  
often.

See-through.

Certainty about  
your ability.

Good and  
moral  
behaviour.

Starting to  
appear



Stage: 5

Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.

List: 9

Answers:

## Spellings

innocence

decent

frequent

emergent

confidence

competence

transparent

eloquence

violent

intelligence

Without  
guilt.

Good and  
moral  
behaviour.

Happening  
often.

Starting to  
appear

Certainty about  
your ability.

The ability to  
be  
successful.

See-through.

Being well  
spoken

Using force  
to hurt.

Being clever



# Spelling Shed

Stage: 5

List: 10



Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation'.



Stage: 5	Words ending in -able and -ible. -able is used where there is a related word ending -ation.
List: 10	

<b>Spellings</b>
dependable
comfortable
understandable
reasonable
enjoyable
reliable
possible
horrible
terrible
incredible

Introduction	Today the children will look at words ending in 'able' and 'ible' and try and work out some spellings rules to help identify them. Explain that '-able' is more common than '-ible' as a suffix.
Main Teaching Activity	<p>Give children the list of '-able' and '-ible' words. Demonstrate how to highlight the suffix in a few of the words so that children can identify the root word more easily. In pairs, ask the children to group the words in the list according to ending/root words etc and look for any patterns or rules that occur.</p> <p>Things to look for: 'able' is often used on words where the root word can still be heard e.g vary/variable. 'ible' is more common when the root word cannot be heard e.g. incredible, but there are exceptions like 'accessible'.</p>
Independent Activity	Use the power point slide to and a dice generator or a class set of dice to complete this activity. Children work in pairs or on their own to role the die for each word and record their answer, where required.



Look at the endings of these words, can you spot a pattern?

Think about the root words. Are there exception words that don't fit the pattern?

forgivable	gullible	disposable	incredible
incredible	likable	susceptible	fashionable
suggestible	terrible	excitable	knowledgeable

Stage: 5

Words ending in -able and -ible. -able is used where there is a related word ending -ation.

List: 10



Spelling Shed

## Spellings

dependable

comfortable

understandable

reasonable

enjoyable

reliable

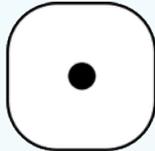
possible

horrible

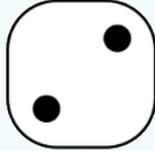
terrible

incredible

Roll a die or ask someone to pick a number from 1-6 for each spelling.



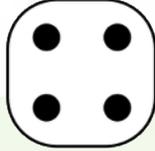
Write your word in a full sentence.



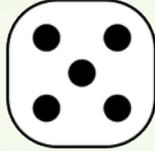
Write your word in capital letters.



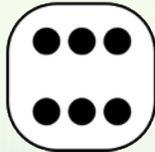
Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.



Stage: 5	Words ending in -able and -ible. -able is used where there is a related word ending -ation.
List: 10	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
dependable					
comfortable					
understandable					
reasonable					
enjoyable					
reliable					
possible					
horrible					
terrible					
incredible					



Stage: 5

Words ending in -able and -ible. -able is used where there is a related word ending -ation.

List: 10

Name:

## Spellings

dependable

comfortable

understandable

reasonable

enjoyable

reliable

possible

horrible

terrible

incredible

	n	e	s	t	n		b	e						
			c	o	f	r		b	e					
								r	r			e		
				j	y		b	e						
					s	s		l						
				d	p	e		a	l	e				
				r		i		b						
			h		r	r	i		l	e				
	n		r		d		b		e					
							r		a	s		a	l	

Insert the missing letters into your spellings to find a new '-able' word.





# Spelling Shed

Stage: 5

List: 11

Words ending in -ably and -ibly.





Stage: 5	Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably.
List: 11	

<b>Spellings</b>
reliably
dependably
comfortably
possibly
horribly
terribly
visibly
incredibly
sensibly
legibly

Introduction	Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably. When they add '-ibly'/'-ably', they are turning the word into an adverb.
Main Teaching Activity	<p>Read the words out to the class one at a time and get them to write the word on their board and hold it up, they need to decide if the word has the 'ably' or 'ibly' ending.</p> <p>Discuss any misconceptions or errors (sensibly is an exception word)</p>
Independent Activity	<p>Children to write 8 sentences containing spelling words, can anyone add more than one of the words to the same sentence? Get a partner to check the spellings in the sentences.</p> <p>Share sentences in pairs or as a class.</p>



Stage: 5	Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably.
List: 11	
Name: _____	

<b>Spellings</b>
reliably
dependably
comfortably
possibly
horribly
terribly
visibly
incredibly
sensibly
legibly

Can you select 8 of your spellings to write into sentences?

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Stage: 5	Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably.
List: 11	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
reliably					
dependably					
comfortably					
possibly					
horribly					
terribly					
visibly					
incredibly					
sensibly					
legibly					

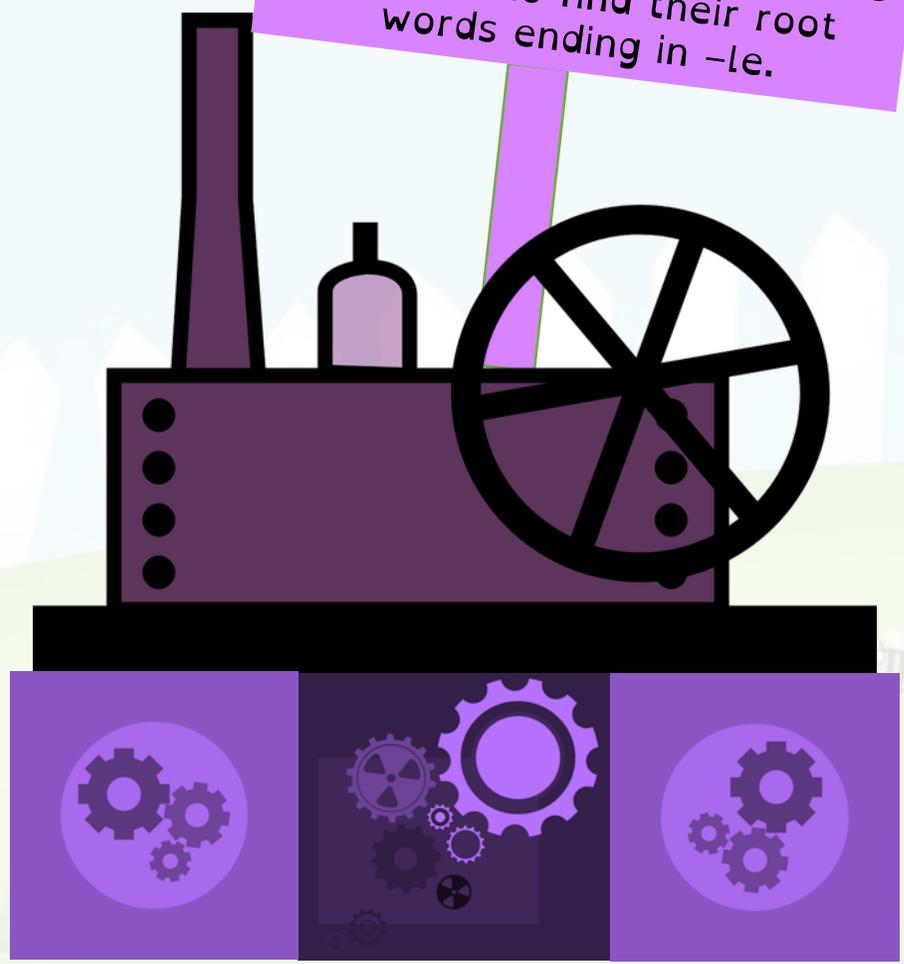


Stage: 5	Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably.
List: 11	
Name: _____	

Put your spellings through the machine to find their root words ending in -le.

## Spellings

reliably
dependably
comfortably
possibly
horribly
terribly
visibly
incredibly
sensibly
legibly



Root Word
reliable
terrible

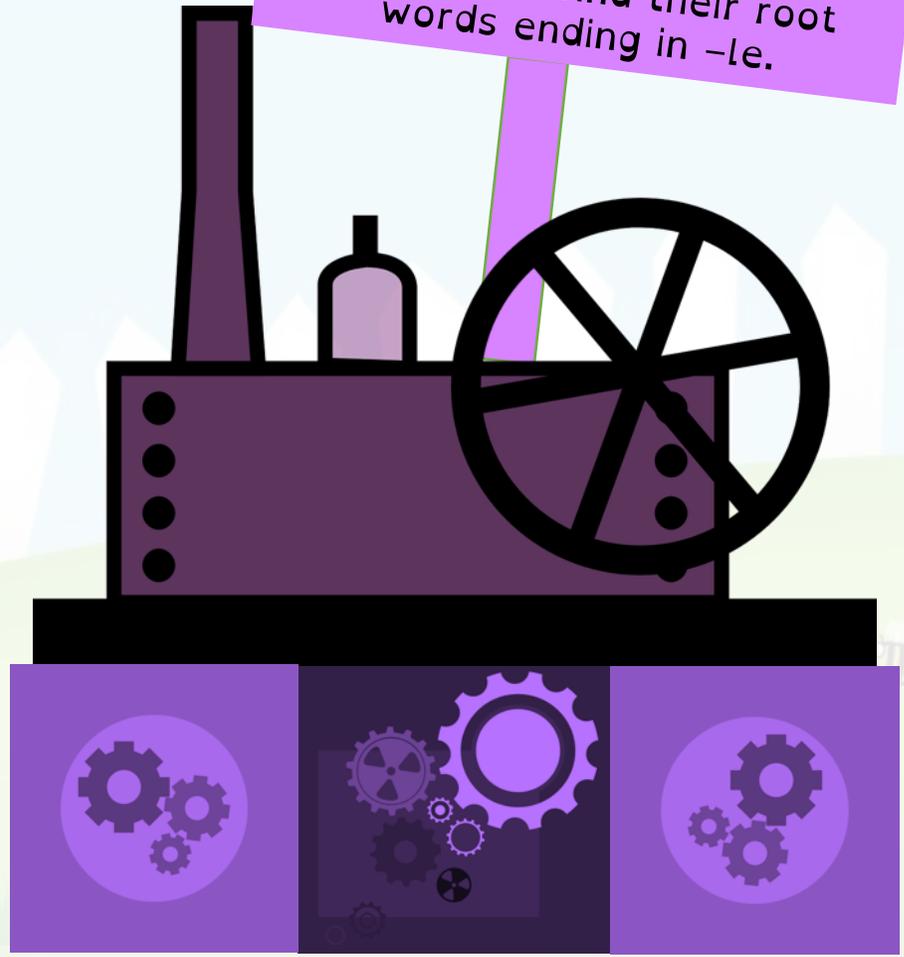


Stage: 5	Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably.
List: 11	

Answers:

Put your spellings through the machine to find their root words ending in -le.

Spellings
reliably
dependably
comfortably
possibly
horribly
terribly
visibly
incredibly
sensibly
legibly



Root Word
reliable
dependable
comfortable
possible
horrible
terrible
visible
incredible
sensible
legible



# Spelling Shed

Stage: 5

List: 12



Challenge Words



Stage: 5

**Challenge Words**

List: 12

Name:



**Spelling Shed**

## Challenge Week

Choose an activity from the challenge pack.

### Spellings

accommodate

available

controversy

dictionary

marvellous

opportunity

secretary

sincerely

suggest

twelfth



Stage: 5	<b>Challenge Words</b>
List: 12	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
accommodate					
available					
controversy					
dictionary					
marvellous					
opportunity					
secretary					
sincerely					
suggest					
twelfth					



Stage: 5

Challenge Words

List: 12

Name:

Spellings

accommodate

available

controversy

dictionary

marvellous

opportunity

secretary

sincerely

suggest

twelfth

a	r	b	a	y	r	a	d	i	c	t	i	o	n	a	r	y
s	c	d	o	p	p	o	r	t	u	n	i	t	y	n	g	l
i	q	c	o	n	t	r	o	v	e	r	s	y	l	z	m	p
n	r	t	o	z	y	o	x	t	c	k	p	x	j	f	b	x
c	s	w	e	m	a	r	v	e	l	l	o	u	s	g	h	q
e	t	e	w	g	m	r	d	w	s	z	g	f	y	s	t	e
r	p	l	n	l	e	o	l	m	w	s	u	g	g	e	s	t
e	g	f	f	m	s	e	d	d	o	k	g	j	i	i	h	c
l	q	t	p	h	u	s	i	a	v	a	i	l	a	b	l	e
y	o	h	v	n	s	u	t	c	t	u	v	m	h	n	f	d
r	f	f	j	u	d	s	e	c	r	e	t	a	r	y	z	e

Can you find your spellings hidden in this word search?

Stage: 5

Challenge Words

List: 12

Answers:



Spelling Shed

Spellings

accommodate

available

controversy

dictionary

marvellous

opportunity

secretary

sincerely

suggest

twelfth

a	r	b	a	y	r	a	d	i	c	t	i	o	n	a	r	y
s	c	d	o	p	p	o	r	t	u	n	i	t	y	n	g	l
i	q	c	o	n	t	r	o	v	e	r	s	y	l	z	m	p
n	r	t	o	z	y	o	x	t	c	k	p	x	j	f	b	x
c	s	w	e	m	a	r	v	e	l	l	o	u	s	g	h	q
e	t	e	w	g	m	r	d	w	s	z	g	f	y	s	t	e
r	p	l	n	l	e	o	l	m	w	s	u	g	g	e	s	t
e	g	f	f	m	s	e	d	d	o	k	g	j	i	i	h	c
l	q	t	p	h	u	s	i	a	v	a	i	l	a	b	l	e
y	o	h	v	n	s	u	t	c	t	u	v	m	h	n	f	d
r	f	f	j	u	d	s	e	c	r	e	t	a	r	y	z	e

Can you find your spellings hidden in this word search?



# Spelling Shed



Stage: 5

List: 13



Words ending in '-able'. If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.



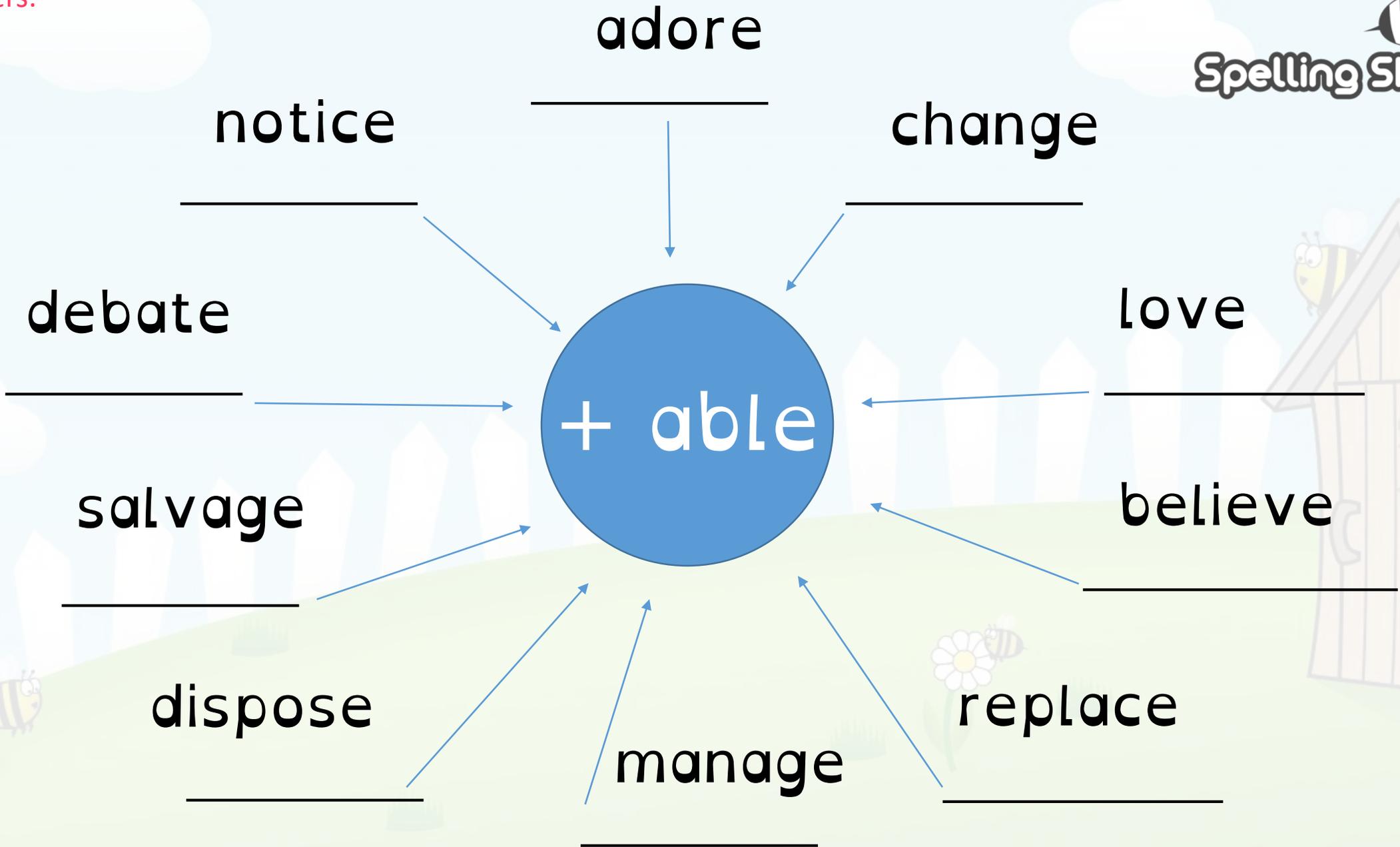


Stage: 5	Words ending in '-able'. If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
List: 13	

<b>Spellings</b>
changeable
noticeable
manageable
agreeable
knowledgeable
replaceable
microwaveable
salvageable
rechargeable
irreplaceable

Introduction	<p>When adding 'able' to root words that end with 'ce' /s/ or 'ge' /j/, unlike in usual spelling rules, the 'e' remains to avoid the soft sound becoming a hard sound – e.g. changeable would be changeable.</p> <p>Can the children think of any examples?</p>
Main Teaching Activity	<p>Get the children to add the suffix 'able' to the end of the words on the power point, they need to listen to see if the end sound of the root word is hard or soft to know whether to remove the final 'e' or not.</p> <p>Share their findings and discuss if there are any exceptions (there aren't in this selection of words).</p>
Independent Activity	<p>A Spelling Bee is a classic spelling game which will help your students spell and review words from their spelling lists. Divide your class into two teams and have each team stand along an opposite wall of the classroom. Give one word (from the list) at a time to each student, alternating teams. If the student spells the word correctly, they go to the end of the line until their turn comes up again. If they spells the word incorrectly, they sit down. The last team standing wins.</p>

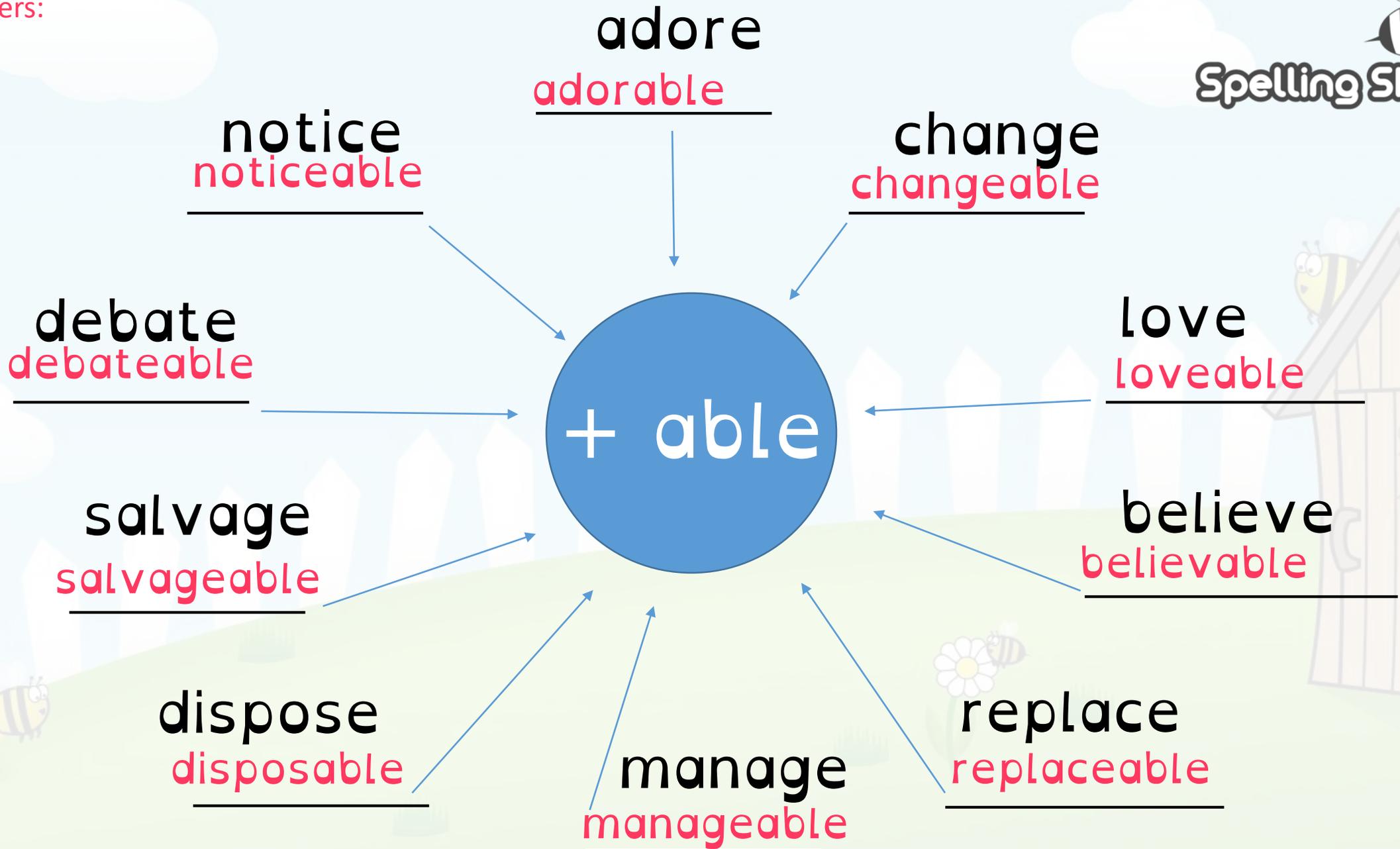
Answers:



Answers:



Spelling Shed





Stage: 5	Words ending in '-able'. If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap.
List: 13	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
changeable					
noticeable					
manageable					
agreeable					
knowledgeable					
replaceable					
microwaveable					
salvageable					
rechargeable					
irreplaceable					



Stage: 5	Words ending in '-able'. If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
List: 13	
Name: _____	

<b>Spellings</b>
changeable
noticeable
manageable
agreeable
knowledgeable
replaceable
microwaveable
salvageable
rechargeable
irreplaceable

Write the correct spelling into each sentence.

The \_\_\_\_\_ batteries meant that the toy could be recharged.

The weather was very \_\_\_\_\_ upon the side of the mountain.

After the accident, the car was not \_\_\_\_\_.

The music teacher was very \_\_\_\_\_ about the different instruments in the orchestra.

Going without water for more than a couple of days is not \_\_\_\_\_.

\_\_\_\_\_ meals are not \_\_\_\_\_ to everybody's taste.

The broken window was \_\_\_\_\_ and soon the caretaker had a new one.

It was \_\_\_\_\_ that there were a number of children absent from school.

The lost photographs were \_\_\_\_\_.



Stage: 5	Words ending in '-able'. If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
List: 13	

Answers:

Spellings
changeable
noticeable
manageable
agreeable
knowledgeable
replaceable
microwaveable
salvageable
rechargeable
irreplaceable

Write the correct spelling into each sentence.

The rechargeable batteries meant that the toy could be recharged.

The weather was very changeable upon the side of the mountain.

After the accident, the car was not salvageable.

The music teacher was very knowledgeable about the different instruments in the orchestra.

Going without water for more than a couple of days is not manageable.

microwaveable meals are not agreeable to everybody's taste.

The broken window was replaceable and soon the caretaker had a new one.

It was noticeable that there were a number of children absent from school.

The lost photographs were irreplaceable.



# Spelling Shed

Stage: 5

List: 14



Adverbs of time (temporal adverbs) these are words to develop chronology in writing.



Stage: 5	Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
List: 14	

<b>Spellings</b>	Introduction	Adverbs of time are added to writing to develop time frame and chronology. Ask children if they can think of any of these sorts of words?
afterwards		
immediately	Main Teaching Activity	Give the children the blank cards and ask them to copy down the spelling words, one to each card (can be done in pairs). Ask them to decide a way to group the words based on any links they can find. E.g. they could do a group of words that mean 'in the past' (e.g. previously) a group that are 'during' (whilst) and a group for 'the future' (e.g. tomorrow). Can they add any more to their groups of words? For example currently, next, soon, still, later, now, last year....
earlier		
eventually		
previously		
finally		
recently	Independent Activity	Get children to write a short paragraph using the words from their spelling list and any they discovered in the last activity. Try to use one of the adverbs at the start of a sentence.  Share some of the paragraphs with the class.
yesterday		
tomorrow		
whilst		

Copy the spelling list words on to the cards,  
can you add any more adverbs of time?




Stage: 5	Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
List: 14	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
afterwards					
immediately					
earlier					
eventually					
previously					
finally					
recently					
yesterday					
tomorrow					
whilst					



Stage: 5	Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
List: 14	
Name: _____	

Spellings	Use each of your spellings to create a sentence. Underline the spelling.
afterwards	
immediately	
earlier	
eventually	
previously	
finally	
recently	
yesterday	
tomorrow	
whilst	



# Spelling Shed

Stage: 5

List: 15

Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.





Stage: 5	Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.
List: 15	

<b>Spellings</b>
referring
preferred
transferring
reference
referee
preference
transference
difference
inference
conferring

Introduction	When adding a suffix to root words that end in 'fer', the final 'r' is dropped when the 'fer' is not stressed in the newly created word. If the 'fer' is still stressed then the final 'r' remains creating double 'rr'.
Main Teaching Activity	The spelling list contains a mix of words based on how they are pronounced. Show children the power point slide and ask them to create the new word by adding 'ing' and 'ence' to each root word and following the rule about whether or not the sound 'fer' is stressed or not.
Independent Activity	In small groups, draw two stick figures on two white boards. Each figure should have the same number of parts. The goal is to make the other group's stick man invisible before the other group does it to you. Give each group a word to spell. If they spell it correctly, erase one piece of the other group's stick figure. If they do not spell the word correctly, leave their stick figure unchanged. Then repeat. The first team with an invisible man loses!



Add the suffixes 'ing' and 'ence' to each of the words in the list and decide if they need a double 'r' or not.

Answers:

refer
prefer
transfer
differ
infer
confer

+ ing

+ ence

referring
preferring
transferring
differing
inferring
conferring

Reference
preference
transference
difference
inference
conference



Spelling Shed





Stage: 5

Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.

List: 15

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
referring					
preferred					
transferring					
reference					
referee					
preference					
transference					
difference					
inference					
conferring					



Stage: 5	Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.
List: 15	
Name: _____	

Spellings	
referring	○
preferred	○
transferring	○
reference	○
referee	○
preference	○
transference	○
difference	○
inference	○
conferring	○

Draw a line to match each spelling to its definition.

A way in which things are dissimilar.

The action of transferring something.

Directing to someone else for help.

A source of information.

The official in charge of the match.

The act of granting something.

When one thing is liked more than another.

Moving from one place to another.

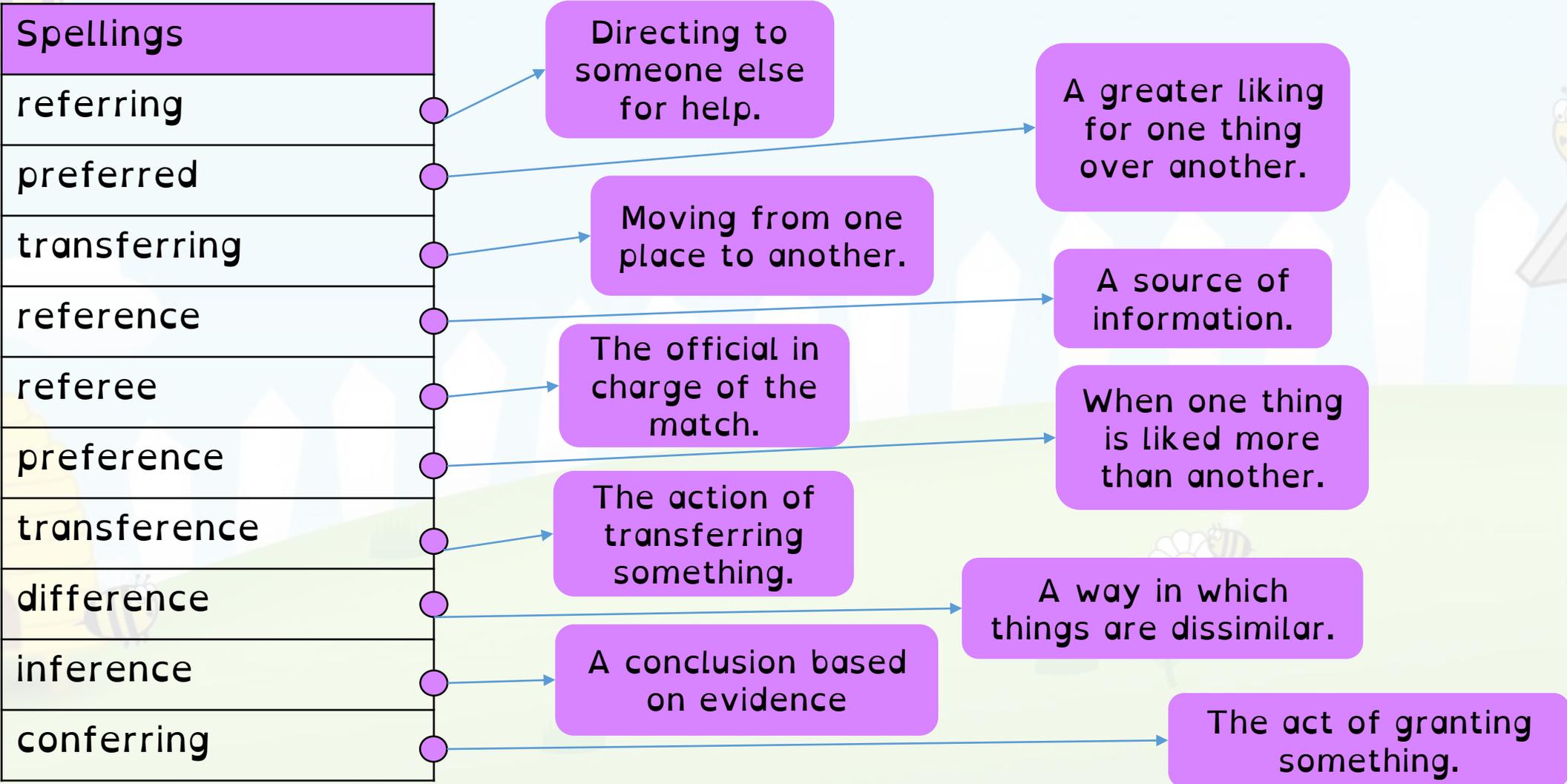
A greater liking for one thing over another.

a conclusion based on evidence



Stage: 5	Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.
List: 15	

Answers:





# Spelling Shed

Stage: 5

List: 16



Words with 'silent' letters at the start.





Stage: 5	Words with 'silent' letters at the start.
List: 16	

<b>Spellings</b>
knight
wreckage
writer
knowledge
knuckle
wreath
pterodactyl
mnemonic
wrestler
knife

Introduction	There are lots of words in the English language that have silent letters. These can occur throughout a word but today we will look at words with a silent first letter.
Main Teaching Activity	Get the children to copy down the spelling list on to their whiteboards and circle the silent sounds in each of the words.  Can they add any more words that they can think of with a silent first letter.  Share back with the class and discuss any ideas.
Independent Activity	Show the children the power point slide with pictures of other word that begin with a silent letter. See if they can write down the correct spelling for each picture. If you click once on the slide then a gap fill word will show for each picture if support is required.

What are these pictures?



Spelling Shed

\_ s \_ \_ a m \_



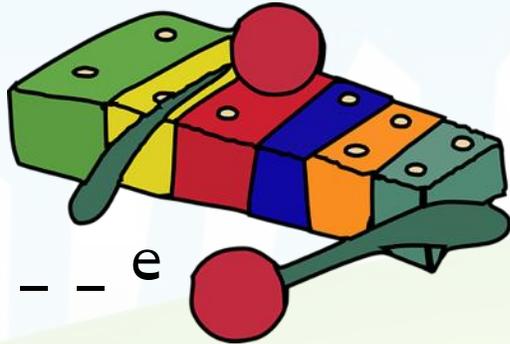
\_ \_ i \_ k \_



\_ s \_ c \_ \_ c



\_ \_ o \_ e

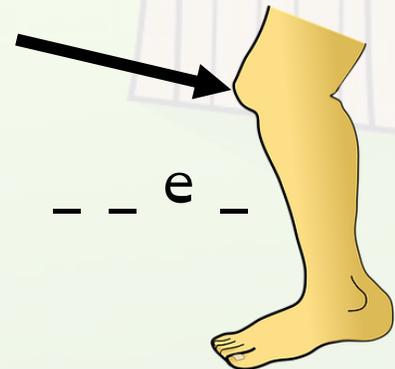


\_ y \_ \_ p \_ \_ e

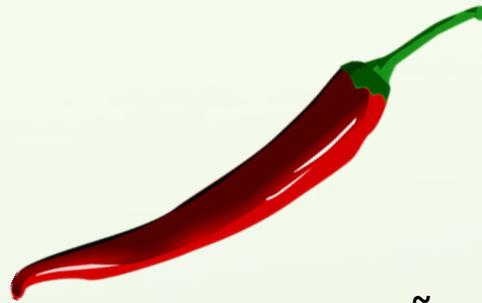
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\_ \_ e \_



\_ n \_ t



\_ a \_ \_ p \_ ñ o

# What are these pictures?

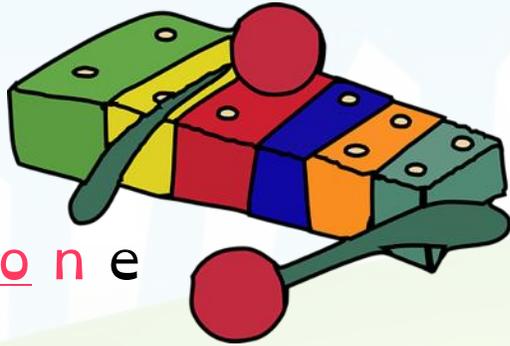
Answers:



t s u n a m i



g n o m e



x y l o p h o n e



p s y c h i c



w r i n k l e

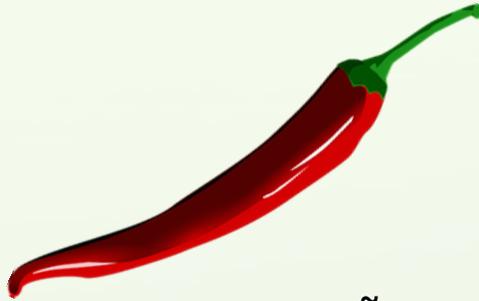
k n o t



w r e s t l e



k n e e



j a l a p i ñ o



S
K
W
W
K
Y
K
W
P
M
W
K



Stage: 5	Words with 'silent' letters at the start. Name:
List: 16	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
knight					
wreckage					
writer					
knowledge					
knuckle					
wreath					
pterodactyl					
mnemonic					
wrestler					
knife					

Stage: 5

Words with 'silent' letters at the start.

List: 16

Name:



Spelling Shed

Spellings

knight

wreckage

writer

knowledge

knuckle

wreath

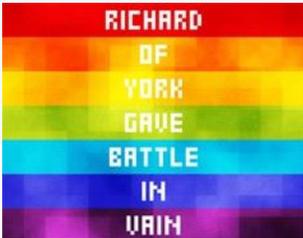
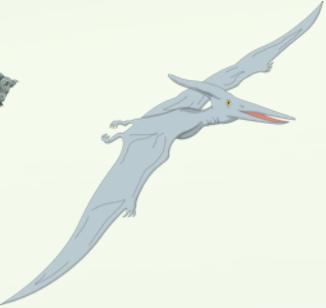
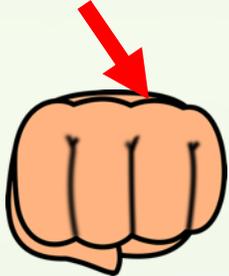
pterodactyl

mnemonic

wrestler

knife

Match each spelling with the correct image.

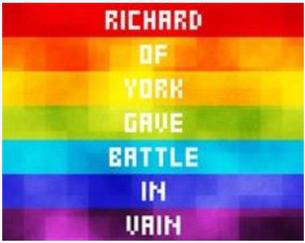
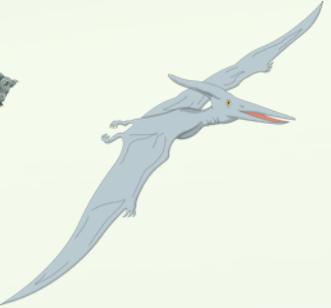
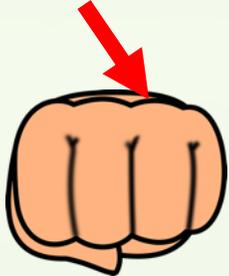
				
				

Stage: 5	Words with 'silent' letters at the start.
List: 16	Answers:



Match each spelling with the correct image.

Spellings
knight
wreckage
writer
knowledge
knuckle
wreath
pterodactyl
mnemonic
wrestler
knife

				
wrestler	writer	mnemonic	knowledge	wreath
				
wreckage	pterodactyl	knife	knuckle	knight



# Spelling Shed



Stage: 5

List: 17



Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).





Stage: 5	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).
List: 17	

<b>Spellings</b>
doubt
island
lamb
solemn
thistle
autumn
build
receipt
ascend
disciple

Introduction	There are lots of words in the English language that have silent letters. These can occur throughout a word and cannot be predicted from the pronunciation of the word. Can the children think of any examples?
Main Teaching Activity	Using the power point slide as children to come and circle the silent sound in each of the spelling list words.  Discuss the finding and any misconceptions.
Independent Activity	Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made then the word is erased and the you start again on the same word. Once the word is completed and correct the next child chooses a new word and it starts again.

Which sounds are silent in the words below?  
Circle them.

doubt	island	Lamb	solemn	ascend
thistle	autumn	build	receipt	disciple

Which sounds are silent in the words below?  
Circle them.

Answers:

doub <b>t</b>	is <b>l</b> and	lamb <b>b</b>	sole <b>m</b> n	asc <b>e</b> nd
thistle	autumn <b>n</b>	bu <b>l</b> id	rece <b>i</b> pt	disc <b>i</b> ple



Stage: 5	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
List: 17	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
doubt					
island					
lamb					
solemn					
thistle					
autumn					
build					
receipt					
ascend					
disciple					







# Spelling Shed

Stage: 5

List: 18



Challenge Words



Stage: 5

**Challenge Words**

List: 18



**Spelling Shed**

## Challenge Week

Choose an activity from the challenge pack.

### Spellings

amateur

ancient

awkward

criticise

excellent

foreign

pronunciation

symbol

yacht

equipment

Stage: 5

**Challenge Words**

List: 18

Name:



**Spelling Shed**

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
amateur					
ancient					
awkward					
criticise					
excellent					
foreign					
pronunciation					
symbol					
yacht					
equipment					

Stage: 5

Challenge Words

List: 18

Name:



Spelling Shed

Spellings

amateur

ancient

awkward

criticise

excellent

foreign

pronunciation

symbol

yacht

equipment

Insert your spellings into the story so that it makes sense.

Albert the \_\_\_\_\_ archaeologist found an \_\_\_\_\_ artefact hidden below the surface of the soil of the school playground.

Using his \_\_\_\_\_ he uncovered a strange \_\_\_\_\_ and some words written in a \_\_\_\_\_ language.

Albert tried to read it out loud but the \_\_\_\_\_ was difficult. He was shy and \_\_\_\_\_ around his classmates. They would make fun of him and \_\_\_\_\_ his archaeological finds.

“ \_\_\_\_\_!” he thought to himself as he turned the artefact over in his hands. “I’ll be rich. I could buy a \_\_\_\_\_ perhaps or a super car!”



Stage: 5

Challenge Words

List: 18

Answers:

### Spellings

amateur

ancient

awkward

criticise

excellent

foreign

pronunciation

symbol

yacht

equipment

Insert your spellings into the story so that it makes sense.

Albert the amateur archaeologist found an ancient artefact hidden below the surface of the soil of the school playground. Using his equipment he uncovered a strange symbol and some words written in a foreign language.

Albert tried to read it out loud but the pronunciation was difficult. He was shy and awkward around his classmates. They would make fun of him and criticise his archaeological finds. “Excellent!” he thought to himself as he turned the artefact over in his hands. “I’ll be rich. I could buy a yacht perhaps or a super car!”



# Spelling Shed

Stage: 5

List: 19

Words spelled with 'ie' after c.





Stage: 5	Words spelled with 'ie' after c.
List: 19	

<b>Spellings</b>	Introduction	You may have heard the rhyme 'i before e except after c' but there are exceptions to this rule and we will look at these today as they need to be learnt rather than following a rule.
ancient		
science	Main Teaching Activity	Using the power point slide, get children to study the beginning and end of the words and try to match them up to make a correct spelling. A few are very similar and so get them to double check their final spellings!  Share the results.
species		
efficient		
deficient		
glacier		
scientists	Independent Activity	Use the words in the spelling list to create 8 sentences, share with a partner to see if they can be improved and to check the spellings.  Share some sentences as a class.
sufficient		
emergencies		
inefficient		

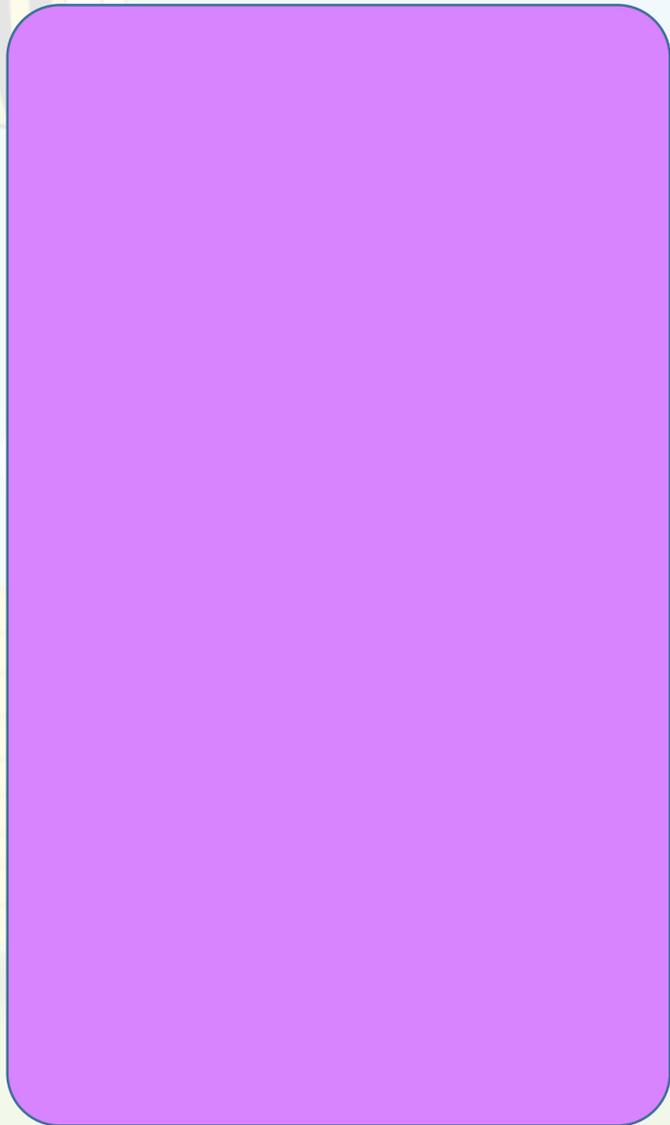


Stage: 5

Words spelled with 'ie' after c.

List: 19

Click to hide the spelling list!



anc
sc
spec
eff
defi
gla
suffi
emerg
ineffic
sci

ience
cier
cient
ient
icient
entists
cient
encies
ient
ies

Match the beginning sound to its ending.

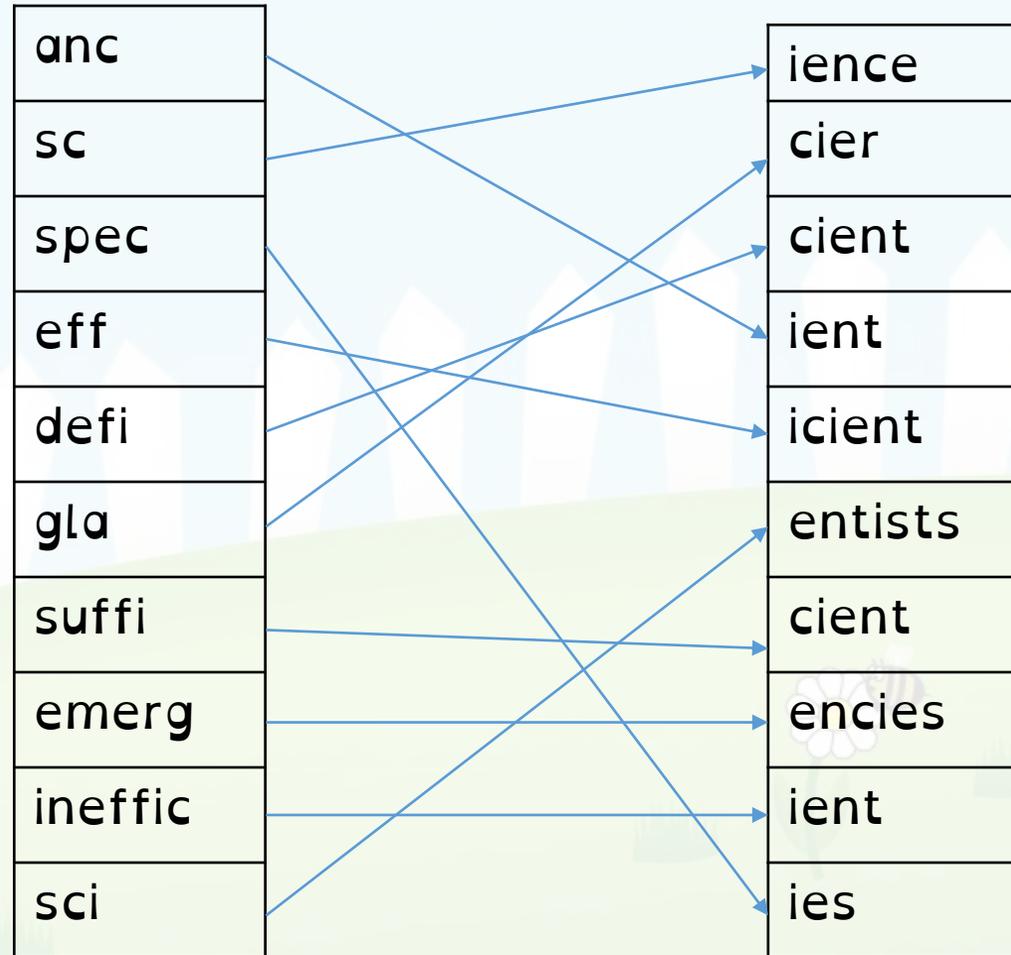


Stage: 5	Words spelled with 'ie' after c.
List: 19	

Answers:

Click to hide the spelling list!

Spellings
ancient
science
species
efficient
deficient
glacier
scientists
sufficient
emergencies
inefficient



Match the beginning sound to its ending.



Stage: 5	Words spelled with 'ie' after c.
List: 19	Name:

<b>Spellings</b>
ancient
science
species
efficient
deficient
glacier
scientists
sufficient
emergencies
inefficient

Can you select 8 of your spellings to write into sentences?

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Stage: 5	Words spelled with 'ie' after c.
List: 19	Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
ancient					
science					
species					
efficient					
deficient					
glacier					
scientists					
sufficient					
emergencies					
inefficient					





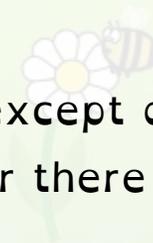
# Spelling Shed

Stage: 5

List: 20



Words with the 'ee' sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ however there are exceptions.





Stage: 5	Words with the 'ee' sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ however there are exceptions.
List: 20	

<b>Spellings</b>
deceive
conceive
receive
perceive
receipt
protein
caffeine
seize
either
neither

Introduction	The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/. However there are exceptions like those in the spellings.
Main Teaching Activity	<p>Get the children to copy down the spelling list on to their whiteboards, ask them to see if there is a common sound in each of these words which might be a spelling rule for the 'ei'. See if they can highlight the /ee/ sound in each word.</p> <p>Discuss that words with an /ee/ sound are often spelled 'ei' after a 'c'. The 'ei' spelling is more common in English words.</p>
Independent Activity	<p>Minute to win it. Speed spelling game. Groups of 4 children, one white board per group. Write 1, 2, 3, 4 down the left edge of the board.</p> <p>Teacher calls out one of the spelling list words, the first child writes the word as they think it should be, passes to next in the group and they write the word. When all 4 children have written the word they sit down. Teacher checks the spellings and if all are correct then they win.</p> <p>Restart with a new word.</p>



Stage: 5	Words with the 'ee' sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions.
List: 20	

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
deceive					
conceive					
receive					
perceive					
receipt					
protein					
caffeine					
seize					
either					
neither					



Stage: 5	Words with the 'ee' sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions.
List: 20	
Name: _____	

Spellings
deceive
conceive
receive
perceive
receipt
protein
caffeine
seize
either
neither

a	p	m	l	d	t	i	p	a	b	i	a	l	j	a	j
b	n	r	m	y	t	u	c	a	f	f	e	i	n	e	a
w	q	q	w	d	g	f	i	o	p	a	s	d	r	v	b
r	e	t	y	e	h	p	e	r	c	e	i	v	e	r	n
u	c	o	n	c	e	i	v	e	d	i	h	g	c	e	e
i	o	e	p	e	d	b	d	c	s	t	j	t	e	w	i
a	s	t	d	i	j	v	n	e	a	h	k	y	i	q	t
f	g	h	j	v	k	l	m	i	p	e	l	u	p	m	h
k	l	z	s	e	i	z	e	v	o	r	z	i	t	n	e
c	v	b	n	p	r	o	t	e	i	n	x	c	v	b	r

Can you find your spellings hidden in this word search?



Stage: 5

Words with the 'ee' sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions.

List: 20

Answers:

## Spellings

deceive

conceive

receive

perceive

receipt

protein

caffeine

seize

either

neither

a	p	m	l	d	t	i	p	a	b	i	a	l	j	a	j
b	n	r	m	y	t	u	c	a	f	f	e	i	n	e	a
w	q	q	w	d	g	f	i	o	p	a	s	d	r	v	b
r	e	t	y	e	h	p	e	r	c	e	i	v	e	r	n
u	c	o	n	c	e	i	v	e	d	i	h	g	c	e	e
i	o	e	p	e	d	b	d	c	s	t	j	t	e	w	i
a	s	t	d	i	j	v	n	e	a	h	k	y	i	q	t
f	g	h	j	v	k	l	m	i	p	e	l	u	p	m	h
k	l	z	s	e	i	z	e	v	o	r	z	i	t	n	e
c	v	b	n	p	r	o	t	e	i	n	x	c	v	b	r

Can you find your spellings hidden in this word search?



# Spelling Shed

Stage: 5

List: 21

Words containing the letter string 'ough' where the sound is /aw/.





Stage: 5	Words containing the letter string 'ough' where the sound is /aw/.
List: 21	

<b>Spellings</b>
bought
fought
thought
ought
sought
nought
brought
wrought
afterthought
thoughtfulness

Introduction	This week's list will look at the 'ough' spelling where the sound is pronounced /aw/ Can children think of any words with this spelling and sound?
Main Teaching Activity	<p>Give children the flashcards and ask them to sort in to piles of how the 'ough' grapheme is pronounced.</p> <p>How many different ways to pronounce the grapheme 'ough' can they identify? Here are some examples and why the grapheme is tricky!</p> <p>tough, rough /uf/ dough, though /oh/ cough, trough, /o/ bough, plough, /ow/ fought /aw/ through /oo/</p>
Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.

Sort into piles depending on how the 'ough' grapheme is pronounced.

tough	cough	bought	sought	bough
plough	ought	rough	fought	dough
wrought	though	trough	through	thought



## Play a word version of noughts and crosses:

- Each partner chooses a word from the spelling list and has to try and get three of their chosen word in a row.
- Winner has three in a row, all spelled correctly.
- Start again with new words.

<del>thought</del>	fought	
	thought	
fought		<del>thought</del>



Stage: 5	Words containing the letter string 'ough' where the sound is /aw/.
List: 21	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
bought					
fought					
thought					
ought					
sought					
nought					
brought					
wrought					
afterthought					
thoughtfulne ss					



Stage: 5	Words containing the letter string 'ough' where the sound is /aw/.
List: 21	
Name: _____	

<b>Spellings</b>
bought
fought
thought
ought
sought
nought
brought
wrought
afterthought
thoughtfulness

Write the correct spelling into each sentence.

The opposing armies \_\_\_\_\_ over the disputed territory.

The teacher \_\_\_\_\_ some cakes and \_\_\_\_\_ them to school.

I \_\_\_\_\_ the test was difficult. I couldn't answer all of the questions.

Starting to panic, Monty \_\_\_\_\_ an escape route.

I remembered, almost as an \_\_\_\_\_ to feed the cat.

\_\_\_\_\_ is equal to zero – it has no value.

The young boy was capable of such \_\_\_\_\_ towards others.

The hurricane \_\_\_\_\_ havoc across the small town.

Children in school \_\_\_\_\_ to behave respectfully to everyone.



Stage: 5	Words containing the letter string 'ough' where the sound is /aw/.
List: 21	Answers:

Spellings
bought
fought
thought
ought
sought
nought
brought
wrought
afterthought
thoughtfulness

Write the correct spelling into each sentence.

The opposing armies \_ **fought** \_ over the disputed territory.

The teacher \_ **bought** \_ some cakes and \_ **brought** \_ them to school.

I \_ **thought** \_ the test was difficult. I couldn't answer all of the questions.

Starting to panic, Monty \_ **sought** \_ an escape route.

I remembered, almost as an \_ **afterthought** \_ to feed the cat.

\_ **Nought** \_ is equal to zero – it has no value.

The young boy was capable of such \_ **thoughtfulness** \_ towards others.

The hurricane \_ **wrought** \_ havoc across the small town.

Children in school \_ **ought** \_ to behave respectfully to everyone.



# Spelling Shed

Stage: 5

List: 22

Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.





Stage: 5	Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
List: 22	

<b>Spellings</b>
though
although
dough
doughnut
rough
enough
tough
plough
bough
toughen

Introduction	As we discovered in the last lesson, there are many ways that the grapheme 'ough' can be pronounced. This list will look at words with the /ow/ sound. Can children remember any of the words we looked at last week with the /ow/ sound spelled 'ough'?
Main Teaching Activity	Ask children to copy down the spelling list and highlight the words that contain the /ow/ sound for the 'ough' grapheme. See if they can work out the sound for each of the other words in the spelling list.
Independent Activity	Use they power point slide and get children to either draw a line to match the word with the correct sentence or otherwise to copy down the correct sentences on to their whiteboards, adding the suitable word.

Stage: 5

Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.

List: 22



Spelling Shed

### Spellings

though

although

dough

doughnut

rough

enough

tough

plough

bough

toughen

Draw a line to match each spelling to an appropriate sentence.

"I've had  
\_\_\_\_\_!"

Even \_\_\_\_\_ I  
was there, I  
didn't see.

My favourite  
food is  
\_\_\_\_\_!

The boys  
were told off  
for being too  
\_\_\_\_\_.

The explorer  
was very  
\_\_\_\_\_ to  
survive that.

"You need to  
\_\_\_\_\_  
up."

You need to  
knead the  
\_\_\_\_\_ well.

The farmer  
used the  
\_\_\_\_\_.

The \_\_\_\_\_  
feel from the  
tree.

\_\_\_\_\_ it  
is raining, it  
is not cold.



Stage: 5

Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.

Answers:

List: 22

## Spellings

though

although

dough

doughnut

rough

enough

tough

plough

bough

toughen

Even **though**  
I was there, I  
didn't see.

**Although** it is  
raining, it is  
not cold.

You need to knead  
the **dough** well.

My favourite  
food is **doughnut**

The boys were told  
off for being too **rough**

"I've had  
**enough!**"

The explorer was very  
**tough** to survive that.

The farmer used  
the **plough**

The **bough**  
feel from the tree.

"You need to  
**toughen** up."



Stage: 5	Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
List: 22	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
though					
although					
dough					
doughnut					
rough					
enough					
tough					
plough					
bough					
toughen					



Stage: 5

Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.

List: 22

Name:

## Spellings

sought	bought
although	tough
nought	thought
doughnut	ought
thoughtfulness	though
enough	dough
bough	plough
brought	wrought
fought	afterthought
toughen	rough

oa  
sound

Like boat

Sort all of the spellings from the two lists into the correct group by sound.

aw  
sound

Like paw

uff  
sound

Like stuff

ow  
sound

Like cow



Stage: 5	Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
List: 22	Answers:

Spellings	
sought	bought
although	tough
nought	thought
doughnut	ought
thoughtfulness	though
enough	dough
bough	plough
brought	wrought
fought	afterthought
toughen	rough

**oa sound** Like boat

although  
doughnut  
dough  
though

Sort all of the spellings from the two lists into the correct group by sound.

**aw sound** Like paw

wrought  
ought  
thoughtfulness  
brought  
fought  
afterthought

thought  
bought

**ough sound** Like stuff

enough  
toughen  
tough  
rough

**ow sound** Like cow

plough  
bough



# Spelling Shed

Stage: 5

List: 23



Adverbs of possibility. These words show the possibility that something has of occurring.



Stage: 5	Language of possibility (modal verbs). These words show the possibility that something has of occurring.
List: 23	

<b>Spellings</b>	Introduction	Words that can be used to demonstrate how likely something is to happen. Can the children think of any words?
definitely	Main Teaching Activity	Get the children to copy the words on to their whiteboards in to groups of how likely something is to occur. For example, definitely and certainly would be together, occasionally and infrequently would be together, often and frequently would be together etc.  Share their groups and discuss any misconceptions over any of the words.
possibly		
probably	Independent Activity	Get the children to write down the word 'infrequently' on their white boards and then see how many of their spelling words they can add in to a scrabble web as possible. There is a slide to support starting this if required.
frequently		
infrequently		
occasionally		
rarely		
certainly		
obviously		
often		



Spelling Shed

o  
infrequently

t  
e  
n

r  
a  
r  
l  
y



Answers:

frequently

c

definitely

r

a

r

l

y

a

i

n

l

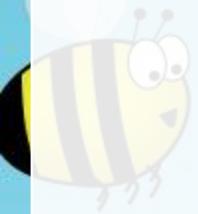
probably

o  
b  
v  
i  
o c c a s s i o n a l l y  
u  
p o s s i b l y  
l  
y

o  
i  
n  
f  
r  
e  
q  
u  
e  
n  
t  
l  
y



Spelling Shed





Stage: 5

Language of possibility (modal verbs). These words show the possibility that something has of occurring.

List: 23

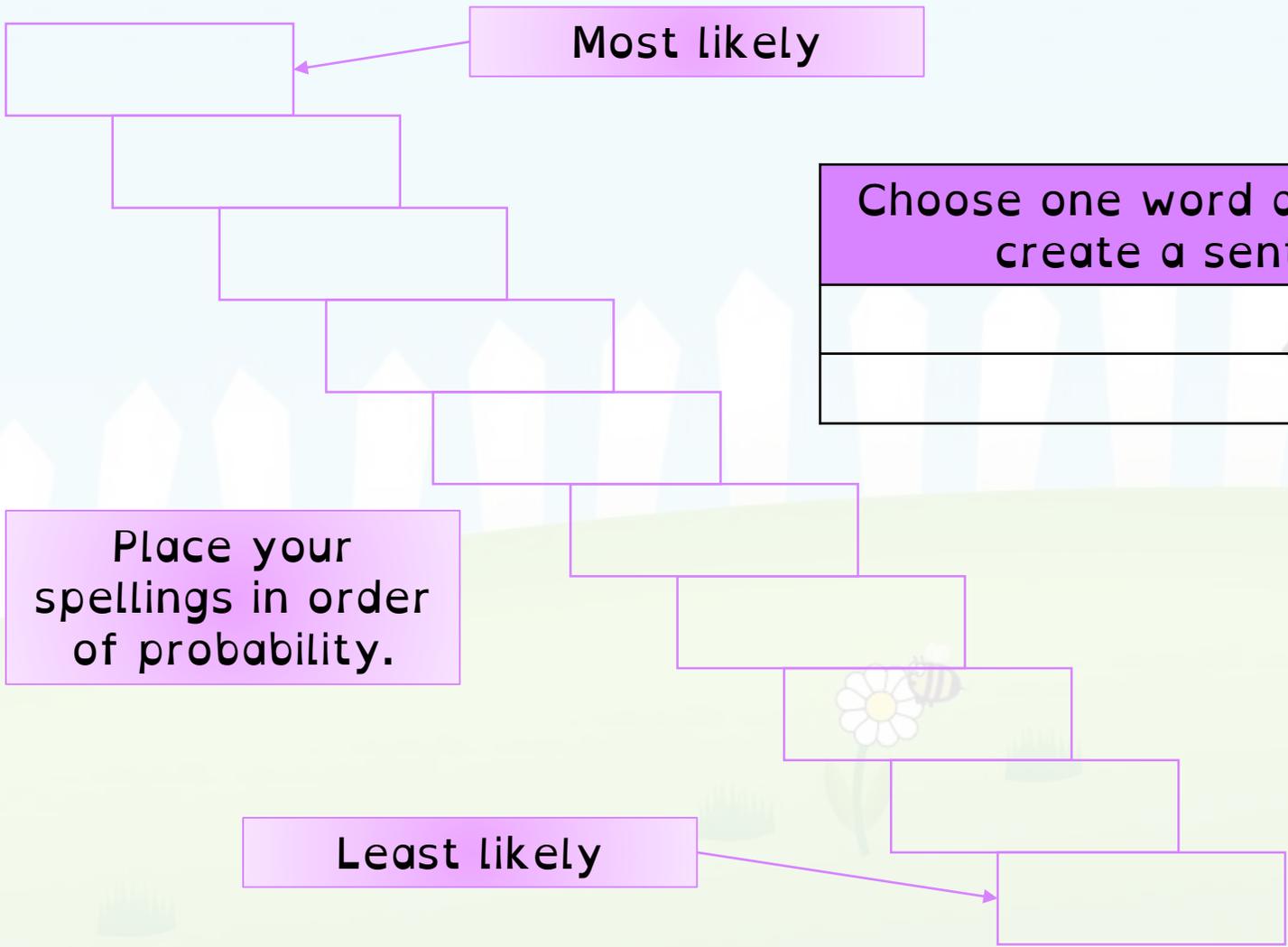
Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
definitely					
possibly					
probably					
frequently					
infrequently					
occasionally					
rarely					
certainly					
obviously					
often					



Stage: 5	Language of possibility (modal verbs). These words show the possibility that something has of occurring.
List: 23	
Name:	

Spellings
definitely
possibly
probably
frequently
infrequently
occasionally
rarely
certainly
obviously
often

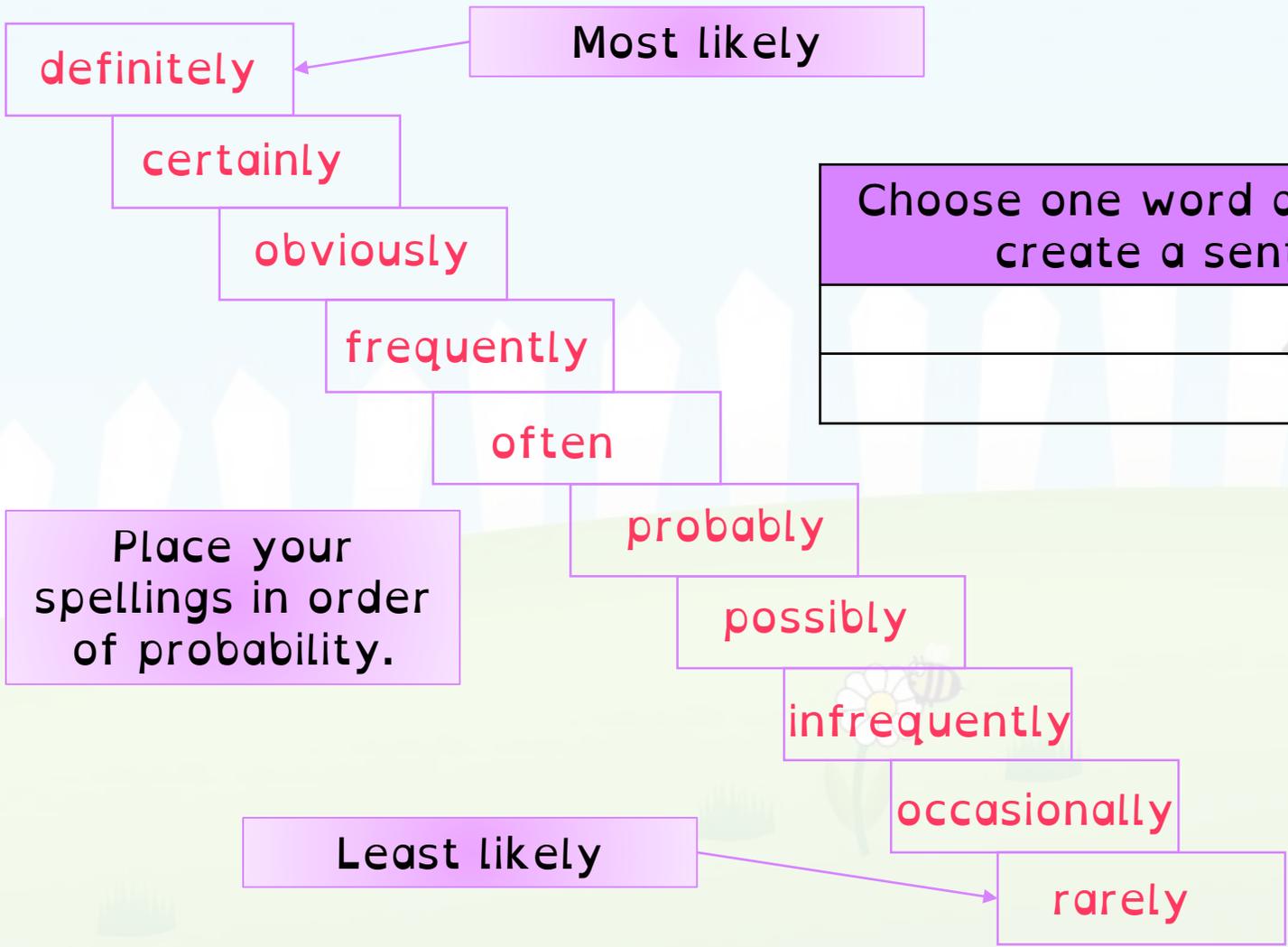




Stage: 5	Language of possibility (modal verbs). These words show the possibility that something has of occurring.
List: 23	

Answers:

Spellings
definitely
possibly
probably
frequently
infrequently
occasionally
rarely
certainly
obviously
often



Choose one word and use it to create a sentence.

---

---

Place your spellings in order of probability.



# Spelling Shed

Stage: 5

List: 24



Challenge words



Stage: 5

**Challenge Words**

List: 24

Name:



**Spelling Shed**

## Challenge Words

Choose an activity from the challenge pack.

### Spellings

accompany

communicate

conscience

desperate

disastrous

interfere

nuisance

queue

restaurant

rhythm

Stage: 5

**Challenge Words**

List: 24

Name:



**Spelling Shed**

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
accompany					
communicate					
conscience					
desperate					
disastrous					
interfere					
nuisance					
queue					
restaurant					
rhythm					

Stage: 5

Challenge Words

List: 24

Name:



Spelling Shed

Spellings

accompany

communicate

conscience

desperate

disastrous

interfere

nuisance

queue

restaurant

rhythm

Cover your spellings up. Can you add in the missing letters from each word?

n \_ \_ \_ \_ ce

\_ \_ \_ \_ \_ rate

disa \_ \_ \_ \_ us

\_ \_ \_ \_ \_ nicate

res \_ \_ \_ \_ ant

q \_ \_ \_ e

a \_ \_ \_ mpany

i \_ \_ er \_ \_ re

cons \_ \_ \_ nce

r \_ y \_ \_ m

Stage: 5

Challenge Words

List: 24

Answers:



Spelling Shed

Spellings

accompany

communicate

conscience

desperate

disastrous

interfere

nuisance

queue

restaurant

rhythm

Cover your spellings up. Can you add in the missing letters from each word?

nuisance

desperate

disastrous

communicate

restaraurant

queue

accompany

interfere

conscience

rhythm



# Spelling Shed

Stage: 5

List: 25

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.





Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 25	

<b>Spellings</b>
advice
advise
device
devise
licence
license
practice
practise
prophecy
prophecy

Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations (device/devise).
Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.  After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.
Independent Activity	Play word bingo – get each child to draw a grid to create 6 boxes on their white board. Ask them to write down 6 of the words on the PowerPoint.  Teacher randomly picks a word and says it as part of a sentence, children need to work out if they have the word (and double check they have the correct spelling) and cross it off. First to find all 6 wins.



The best \_\_\_\_\_ I ever got was  
to be myself.

Which is the correct spelling?

advise

advice

Answers:

The best advice I ever got  
was to be myself.

Which is the correct spelling?

advise

advice



It is easier to \_\_\_\_\_ a plan  
when you are not tired.

Which is the correct spelling?

device

devise

Answers:

It is easier to devise a plan  
when you are not tired.

Which is the correct spelling?

device

devise



I applied for my provisional \_\_\_\_\_  
before my driving lessons.

Which is the correct spelling?

licence

license

Answers:

I applied for my provisional \_  
**licence**\_ before my driving lessons.

Which is the correct spelling?

**licence**

license



The reception is just inside the  
doctor's \_\_\_\_\_.

Which is the correct spelling?

practice

practise

Answers:

The reception is just inside the  
doctor's **\_ practice\_**.

Which is the correct spelling?

**practice**

**practise**



The prophet whispered his  
\_\_\_\_\_ in to my ear.

Which is the correct spelling?

prophecy

prophecy

Answers:

The prophet whispered his \_  
**prophecy**\_ in to my ear. \_

Which is the correct spelling?

**prophecy**

prophecy

Choose 6 words to add to your bingo board.

prophecy	witch	prophecy	advice	licence
device	bear	practise	devise	which
license	practice	bare	advise	



Stage: 5

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 25

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
advice					
advise					
device					
devise					
licence					
license					
practice					
practise					
prophecy					
prophesy					



Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 25	
Name:	

Spellings
advice
advise
device
devise
licence
license
practice
practise
prophecy
prophecy

Choose one of your spellings to complete the sentence.  
Only one of the pair is correct.

The paramedic said, "I \_\_\_\_\_ you to rest your leg and apply ice."

The \_\_\_\_\_ in his hand would control all of the evil robots.

Our teacher gives a pen \_\_\_\_\_ to those children who write neatly.

The guitar club \_\_\_\_\_ schedule was posted on the library wall.

Sealed in a glass tube, the \_\_\_\_\_ which predicted Harry's fate glowed eerily.



Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 25	

Answers:

Spellings
advice
advise
device
devise
licence
license
practice
practise
prophecy
prophecy

Choose one of your spellings to complete the sentence.  
Only one of the pair is correct.

The paramedic said, "I **advise** you to rest your leg and apply ice."

The **device** in his hand would control all of the evil robots.

Our teacher gives a pen **license** to those children who write neatly.

The guitar club **practice** schedule was posted on the library wall.

Sealed in a glass tube, the **prophecy** which predicted Harry's fate glowed eerily.



# Spelling Shed



Stage: 5

List: 26



These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.





Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 26	

<b>Spellings</b>
aisle
isle
aloud
allowed
altar
alter
ascent
assent
farther
father

Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
Main Teaching Activity	Ask children to look at the pictures on the power point slide and write down what each one is. Then try and write down the homophone that has the same pronunciation. Click to expose the answer.  Compare answers with a partner and then share with the class.
Independent Activity	See if children can use the words from the main activity to create sentences which contain both homophones in the same sentence. E.g. I can see the sea from my garden.  Share sentences with the class.

Choose 6 words to add to your bingo board.



Spelling Shed



father



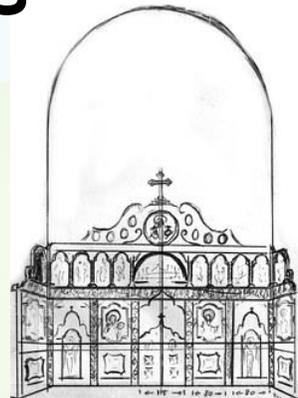
sea



isle



stairs



altar



rose



toes



maid



Stage: 5

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 26

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
aisle					
isle					
aloud					
allowed					
altar					
alter					
ascent					
assent					
farther					
father					



Stage: 5

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 26

Name:

## Spellings

aisle

isle

aloud

allowed

altar

alter

ascent

assent

farther

father



Marvin has completed his homophone homework below.

Can you mark it for him. Correct any incorrect answers for him.

The **aisle** of Madagascar can be found off the coast of Africa.

Albert was nervous as he read **aloud** in front of the whole school.

The Bishop stood at the **alter** any prayed solemnly.

Tired and weary, the explorers began their **assent** to the summit.

“Just a little **farther!**” she said as they turned the corner.



Stage: 5

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 26

Answers:

## Spellings

aisle

isle

aloud

allowed

altar

alter

ascent

assent

farther

father



Marvin has completed his homophone homework below.

Can you mark it for him. Correct any incorrect answers for him.

The ~~aisle~~ of Madagascar can be found off the coast of Africa.

isle

Albert was nervous as he read ~~aloud~~ in front of the whole school.

The Bishop stood at the ~~alter~~ any prayed solemnly.

altar

Tired and weary, the explorers began their ~~assent~~ to the summit.

ascent

“Just a little ~~farther~~!” she said as they turned the corner.



# Spelling Shed

Stage: 5

List: 27

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.





Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 27	

<b>Spellings</b>
guessed
guest
heard
herd
morning
mourning
past
passed
bridal
bridle

Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.  After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.
Independent Activity	Get the children to look at the spelling test that Jane has done on the power point slide. She has only got 24 out of 10. Can they see the 6 mistakes she has made? Get them to write all of the correct spellings on their whiteboards. Click to cover the spelling list.  Share the correct spellings together.



The \_\_\_\_\_ had just arrived  
after a long journey.

Which is the correct spelling?

guest

guessed

Answers:

The guest had just arrived  
after a long journey.

Which is the correct spelling?

guest

guessed



The enormous \_\_\_\_\_ of  
elephants crashed past the truck.

Which is the correct spelling?

heard

herd

Answers:

The enormous herd of elephants crashed past the truck.

Which is the correct spelling?

heard

herd



My Grandmother is \_\_\_\_\_ as my grandfather passed away last week.

Which is the correct spelling?

morning

mourning

Answers:

My Grandmother is m**ourning**n as  
my grandfather passed away last  
week.

Which is the correct spelling?

morning

**mourning**



Hooray! I \_\_\_\_\_ my driving  
test!

Which is the correct spelling?

past

passed

Answers:

Hooray! I passed my driving  
test!

Which is the correct spelling?

past

passed



We bought some beautiful dresses from the \_\_\_\_\_ shop.

Which is the correct spelling?

bridle

bridal

Answers:

We bought some beautiful dresses from the **\_bridal\_** shop.

Which is the correct spelling?

bridle

bridal





Stage: 5

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 27

Answers:

Cover your spellings for this task

## Spellings

guessed

guest

heard

herd

morning

mourning

past

passed

bridal

bridle

Jane has scored 4/10 in her spelling test.  
Can you help her to work out which spellings are wrong and write them correctly?



guessd  
gest  
heared  
herd  
morning  
moorning  
passt  
passed  
bridel  
bridle

guessed

guest

heard

herd

morning

mourning

past

passed

bridal

bridle



Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 27	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
guessed					
guest					
heard					
herd					
morning					
mourning					
past					
passed					
bridal					
bridle					



Stage: 5

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 27

Name: \_\_\_\_\_

## Spellings

guessed

guest

heard

herd

morning

mourning

past

passed

bridal

bridle

Insert each pair of homophones into the correct place in the sentence

I \_\_\_\_\_ a \_\_\_\_\_ of buffalo trundle past my tent this morning.

The \_\_\_\_\_ on the quiz show \_\_\_\_\_ the right answer.

In her white \_\_\_\_\_ gown the beautiful lady held tightly to the horse's \_\_\_\_\_.

He \_\_\_\_\_ his time researching events that had happened to his family in the \_\_\_\_\_.

On the \_\_\_\_\_ of the funeral, the people arrived at the church in \_\_\_\_\_.



Stage: 5

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 27

Answers:

### Spellings

guessed

guest

heard

herd

morning

mourning

past

passed

bridal

bridle

Insert each pair of homophones into the correct place in the sentence

I heard a herd of buffalo trundle past my tent this morning.

The guest on the quiz show guessed the right answer.

In her white bridal gown the beautiful lady held tightly to the horse's bridle.

He passed his time researching events that had happened to his family in the past.

On the morning of the funeral, the people arrived at the church in mourning.



# Spelling Shed

Stage: 5

List: 28

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.





Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 28	

<b>Spellings</b>
cereal
serial
complement
compliment
principal
principle
stationary
stationery
wary
weary

Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
Main Teaching Activity	Get the children to look at the five pictures and decide which of the spelling words match each one.  Discuss the spellings and any misconceptions.
Independent Activity	Ask the children to write a sentence for the remaining 5 words, work in pairs to check spellings, understanding of words and to improve the sentences. Write the final sentences up in neat handwriting.  Share with the class.



Spelling Shed



cereal



principal



stationary



weary



complimen  
t



Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 28	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
cereal					
serial					
complement					
compliment					
principal					
principle					
stationary					
stationery					
wary					
weary					



Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 28	
Name:	

<b>Spellings</b>
cereal
serial
complement
compliment
principal
principle
stationary
stationery
wary
weary



Marvin has completed his homophone homework below.

Can you mark it? Correct any spelling errors for him.

Dear Diary,

After eating my serial, I set off for school in the rain. I arrived late looking somewhat dishevelled which earned me a telling off from the principle. I tried to complement him on his new suit but this just got me another reprimand. I entered my classroom ready to start my work feeling tired and wary. I emptied my bag and realised I had forgotten my books and all of my stationary. After that the day just got worse.



Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 28	

Answers:

Spellings
cereal
serial
complement
compliment
principal
principle
stationary
stationery
wary
weary



Marvin has completed his homophone homework below. Can you mark it? Correct any spelling errors for him.

Dear Diary,

After eating my cereal, I set off for school in the rain. I arrived late looking somewhat dishevelled which earned me a telling off from the principal. I tried to compliment him on his new suit but this just got me another reprimand. I entered my classroom ready to start my work feeling tired and weary. I emptied my bag and realised I had forgotten my books and all of my stationery. After that the day just got worse.



# Spelling Shed

Stage: 5

List: 29



These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.



Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 29	

<b>Spellings</b>
affect
effect
precede
proceed
draft
draught
dessert
desert
whose
who's

Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
Main Teaching Activity	In pairs children each look up half of the spelling list in a dictionary and share the definitions with their partner so that they know what all 10 words mean. They can then create 5 sentences using 5 of the words.
Independent Activity	Play word bingo – get each child to draw a noughts and crosses board to create 6 boxes on their white board. Ask them to write down 6 of the words on the PowerPoint.  Teacher randomly picks a word and says it as part of a sentence, children need to work out if they have the word (and double check they have the correct spelling) and cross it off. First to find all 6 wins.



Stage: 5

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 29

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
affect					
effect					
precede					
proceed					
draft					
draught					
dessert					
desert					
whose					
who's					



Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 29	
Name: _____	

Spellings
affect
effect
precede
proceed
draft
draught
dessert
desert
whose
who's

d	f	a	g	h	j	k	l	z	x	c	v	b	p	n	m
q	f	f	g	h	e	d	r	a	f	t	z	x	r	c	w
w	d	f	a	s	d	f	g	h	s	j	k	l	o	v	h
h	s	e	f	f	e	c	t	h	d	o	y	t	c	b	o
o	a	c	a	j	k	s	d	f	g	r	h	u	e	m	s
s	e	t	t	r	l	m	n	b	v	c	a	w	e	q	e
y	r	y	t	p	r	e	c	e	d	e	o	u	d	w	e
x	z	p	o	i	w	e	r	t	y	q	o	p	g	a	s
z	d	e	s	s	e	r	t	j	k	l	p	y	t	h	r
x	c	v	v	b	n	m	k	u	g	d	e	s	e	r	t

Can you find your spellings hidden in this word search?



Stage: 5

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 29

Answers:

## Spellings

affect

effect

precede

proceed

draft

draught

dessert

desert

whose

who's

d	f	a	g	h	j	k	l	z	x	c	v	b	p	n	m
q	f	f	g	h	e	d	r	a	f	t	z	x	r	c	w
w	d	f	a	s	d	f	g	h	s	j	k	l	o	v	h
h	s	e	f	f	e	c	t	h	d	o	y	t	c	b	o
o	a	c	a	j	k	s	d	f	g	r	h	u	e	m	s
s	e	t	t	r	l	m	n	b	v	c	a	w	e	q	e
y	r	y	t	p	r	e	c	e	d	e	o	u	d	w	e
x	z	p	o	i	w	e	r	t	y	q	o	p	g	a	s
z	d	e	s	s	e	r	t	j	k	l	p	y	t	h	r
x	c	v	v	b	n	m	k	u	g	d	e	s	e	r	t

Can you find your spellings hidden in this word search?



# Spelling Shed

Stage: 5

List: 30



Challenge Words



Stage: 5

## Challenge Words

List: 30



# Spelling Shed

## Challenge Words

Choose an activity from the challenge pack.

### Spellings

achieve

apparent

bargain

bruise

community

mischievous

muscle

necessary

vehicle

system



Stage: 5	<b>Challenge Words</b>
List: 30	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
achieve					
apparent					
bargain					
bruise					
community					
mischievous					
muscle					
necessary					
vehicle					
system					

Stage: 5

Challenge Words

List: 30

Name:



Spelling Shed

Spellings

achieve

apparent

bargain

bruise

community

mischievous

muscle

necessary

vehicle

system

Write the correct spelling into each sentence.

If you \_\_\_\_\_ a \_\_\_\_\_ in your leg it can be very painful.

Everybody can \_\_\_\_\_ something if they put their mind to it.

The new \_\_\_\_\_ in the school canteen means everyone was served quickly.

It became very \_\_\_\_\_ that something had gone wrong.

He had a glint in his eye that made him look very \_\_\_\_\_.

It was \_\_\_\_\_ for the injured walker to be evacuated using an all-terrain \_\_\_\_\_.

Street dance practice was held every Thursday in the \_\_\_\_\_ centre.

"Everything Half Price – Grab Yourself A \_\_\_\_\_!" said the sign in the shop window.



Stage: 5

Challenge Words

List: 30

Answers:

Spellings

achieve

apparent

bargain

bruise

community

mischievous

muscle

necessary

vehicle

system

Write the correct spelling into each sentence.

If you bruise a muscle in your leg it can be very painful.

Everybody can achieve something if they put their mind to it.

The new system in the school canteen means everyone was served quickly.

It became very apparent that something had gone wrong.

He had a glint in his eye that made him look very mischievous.

It was necessary for the injured walker to be evacuated using an all-terrain vehicle.

Street dance practice was held every Thursday in the community centre.

"Everything Half Price – Grab Yourself A bargain!" said the sign in the shop window.



# Spelling Shed

Stage: 5

List: 31



Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.



Stage: 5	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
List: 31	

<b>Spellings</b>
co-ordinate
co-operate
co-own
co-author
re-enter
re-examine
re-evaluate
re-educate
re-explain
re-energise

Introduction	<p>Introduce a hyphen as joining two parts of a word together. Discuss why you might use a hyphen. Explain that a hyphen can be used to:</p> <ul style="list-style-type: none"><li>• Add a prefix where two adjacent vowels would create a diphthong (co-operate)</li><li>• To add a prefix and clarify meaning (re-cover vs recover)</li><li>• To join two words to make a compound word (ice-cream or forty-five)</li></ul>
Main Teaching Activity	<p>Show the words and ask pupils to group the words on a whiteboard into those that need a hyphen, those that do not and those that could be either. Discuss the groups and clarify any misconceptions.</p>
Independent Activity	<p>Pupils to independently write a paragraph including some of their spellings. Challenge to include all of them.</p>



# Put these words into groups

coown

hot dog

forty five

recover

reeducate

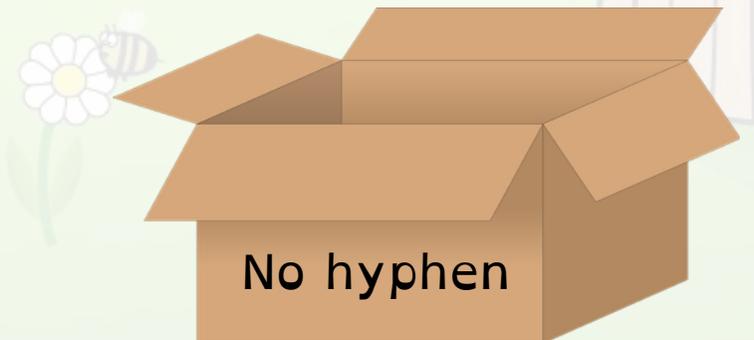
resign

reimagine

reexplain

icecream

cooperate





# Put these words into groups

forty five

coown

reeducate

icecream

reexplain

cooperate

recover

hot dog

resign

reimagine





Stage: 5	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
List: 31	
Name: _____	

<b>Spellings</b>
co-ordinate
co-operate
co-own
co-author
re-enter
re-examine
re-evaluate
re-educate
re-explain
re-energise

Can you write a paragraph using some of your spellings? Can you include them all?

---

---

---

---

---

---

---

---

---

---



Stage: 5	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
List: 31	

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
co-ordinate					
co-operate					
co-own					
co-author					
re-enter					
re-examine					
re-evaluate					
re-educate					
re-explain					
re-energise					



Stage: 5

Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

List: 31

Name:

## Spellings

co-ordinate

co-operate

co-own

co-author

re-enter

re-examine

re-evaluate

re-educate

re-explain

re-energise

			e					t	
	e						c		
							-		
	v						o	r	
							w		
							n		
									x
							x	a	
r		-					g		
									n
							c		
							r		

Complete the grid by filling in the missing letters.





# Spelling Shed

Stage: 5

List: 32



Challenge Words



Stage: 5

**Challenge Words**

List: 32



**Spelling Shed**

**Spellings**

immediate

sincere

changeable

afterwards

referring

knight

doubt

amateur

ancient

deceive

**Challenge Words**

Choose an activity from the Challenge Activity Pack



Stage: 5

**Challenge Words**

List: 32

Name:



**Spelling Shed**

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
immediate					
sincere					
changeable					
afterwards					
referring					
knight					
doubt					
amateur					
ancient					
deceive					



Stage: 5

Challenge Words

List: 32

Name:

## Spellings

immediate

sincere

changeable

afterwards

referring

knight

doubt

amateur

ancient

deceive

Draw a line to match each spelling to its definition.

From a long time ago.

Often changing.

Happens straight away.

Feeling of uncertainty.

A man of social high rank.

To make someone believe something untrue.

Truthful

Read something to gather information.

Doing something as a hobby.

After something else has happened.

Stage: 5

**Challenge Words**

List: 32

**Answers:**



**Spelling Shed**

**Spellings**

immediate

sincere

changeable

afterwards

referring

knight

doubt

amateur

ancient

deceive

Happens straight away.

Truthful.

Often changing.

After something else has happened.

Read something to gather information.

A man of social high rank.

Feeling of uncertainty.

Doing something as a hobby.

From a long time ago.

To make someone believe something untrue.

# Spelling Shed

Stage: 5

List: 33

Revision – spelling rules we have learned in Stage 5.

Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 33



**Spelling Shed**

## Spellings

bought

though

definitely

accompany

advice

aisle

guessed

cereal

affect

achieve

## Revision

Choose an activity from the Challenge Activity Pack





Stage: 5	Revision – spelling rules we have learned in Stage 5.
List: 33	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
bought					
though					
definitely					
accompany					
advice					
aisle					
guessed					
cereal					
affect					
achieve					



Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 33

Name:

## Spellings

bought

though

definitely

accompany

advice

aisle

guessed

cereal

affect

achieve

bou

ais

gue

tho

adv

achi

defin

cer

aff

accom

pany

eal

ect

itely

eve

le

ght

ssed

ice

ugh

Your spellings have been split and scrambled.

Draw a straight line to match the two parts of each spelling.



Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 33

Answers:

## Spellings

bought

though

definitely

accompany

advice

aisle

guessed

cereal

affect

achieve

bou

ais

gue

tho

adv

achi

defin

cer

aff

accom

pany

eal

ect

itely

eve

le

ght

ssed

ice

ugh

Your spellings have been split and scrambled.

Draw a straight line to match the two parts of each spelling.

# Spelling Shed

Stage: 5

List: 34

Revision – spelling rules we have learned in Stage 5.

Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 34



**Spelling Shed**

**Spellings**

fictitious

conscious

constant

elegance

frequent

understandable

comfortably

controversy

manageable

earlier

Revision

Choose an activity from the Challenge Activity Pack





Stage: 5	Revision – spelling rules we have learned in Stage 5.
List: 34	
Name:	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
fictitious					
conscious					
constant					
elegance					
frequent					
understandable					
comfortably					
controversy					
manageable					
earlier					





# Spelling Shed

Stage: 5

List: 35



Revision – spelling rules we have learned in Stage 5.

Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 35



**Spelling Shed**

**Spellings**

transferring

writer

ascend

awkward

species

receive

thought

dough

probably

conscience

Revision

Choose an activity from the Challenge Activity Pack





Stage: 5	Revision – spelling rules we have learned in Stage 5.
List: 35	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
transferring					
writer					
ascend					
awkward					
species					
receive					
thought					
dough					
probably					
conscience					

Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 35

Name:



**Spelling Shed**

**Spellings**

Use each of your spellings to create a sentence. Underline the spelling.

transferring

writer

ascend

awkward

species

receive

thought

dough

probably

conscience



# Spelling Shed



Stage: 5

List: 36



Revision – spelling rules we have learned in Stage 5.

Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 36



**Spelling Shed**

**Spellings**

**device**

**aloud**

**heard**

**complement**

**precede**

**community**

**principle**

**muscle**

**desert**

**stationary**

Revision

Choose an activity from the Challenge Activity Pack





Stage: 5	Revision – spelling rules we have learned in Stage 5.
List: 36	

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
device					
aloud					
heard					
complement					
precede					
community					
principle					
muscle					
desert					
stationary					



Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 36

Name:

Spellings

device

aloud

heard

complement

precede

community

principle

muscle

desert

stationary

Write the correct spelling into each sentence.

The car stood \_\_\_\_\_ at the red traffic light.

He read \_\_\_\_\_ and the teacher \_\_\_\_\_ him from the back of the room.

She wore a blue hat to \_\_\_\_\_ her scarf and gloves.

The whole \_\_\_\_\_ came out to welcome the heroes home.

He was a man of \_\_\_\_\_ and good to his word.

The teeth which \_\_\_\_\_ your adult teeth are commonly known as baby teeth.

The \_\_\_\_\_ allows scientists to collect rain in the dry \_\_\_\_\_.

As she sprinted away, she pulled a \_\_\_\_\_ in her thigh.

Stage: 5	Revision – spelling rules we have learned in Stage 5.
List: 36	Answers:



Spellings
device
aloud
heard
complement
precede
community
principle
muscle
desert
stationary

Write the correct spelling into each sentence.

The car stood stationary at the red traffic light.

He read aloud and the teacher heard him from the back of the room.

She wore a blue hat to complement her scarf and gloves.

The whole community came out to welcome the heroes home.

He was a man of principle and good to his word.

The teeth which precede your adult teeth are commonly known as baby teeth.

The device allows scientists to collect rain in the dry desert.

As she sprinted away, she pulled a muscle in her thigh.