

Spelling Shed

Spelling Scheme of Work



Welcome to The Spelling Shed Year 5 scheme of work.



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 practise sheet.
 - One homework sheet.

Spelling lists – Stage 5



1. Spelling Rules: Words ending in '-ious.'
2. Spelling Rules: Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'
3. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
4. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
5. Spelling Rules: 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. Spelling Rules: Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.
8. Spelling Rules: Words ending in '-ance.' '-ance' is used if there is an 'a' or 'ay' sound in the right place.
9. Spelling Rules: Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.
10. Spelling Rules: Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
11. Spelling Rules: 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. Spelling Rules: 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. Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
15. Spelling Rules: 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. Spelling Rules: Words with 'silent' letters at the start.
17. Spelling Rules: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
18. Challenge Words
19. Spelling Rules: Words spelled with 'ie' after c.
20. Spelling Rules: 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. Spelling Rules: Words containing the letter string 'ough' where the sound is /aw/.
22. Spelling Rules: Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
23. Spelling Rules: Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.
24. Challenge Words
25. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
26. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
27. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
28. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
29. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
30. Challenge Words
31. Revision: Year 5 words
32. Revision: Year 5 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

Spelling Rules: Words ending in '-ious.'



Spelling Shed

Stage: 5

Spelling Rules: Words ending in '-ious'

List: 1

Spellings

ambitious

infectious

fictitious

nutritious

repetitious

amphibious

curious

devious

notorious

obvious

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

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.

Share their results and discuss and patterns they can spot (e.g. words ending tious (shus) tend to have root words ending in 'tion'.

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



Spelling Shed

Stage: 5

Spelling Rules: Words ending in '-ious.'

List: 1

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
ambitious			
infectious			
fictitious			
nutritious			
repetitious			
amphibious			
curious			
devious			
notorious			
obvious			

Stage: 5	Spelling Rules: Words ending in ‘-ious.’
List: 1	



Spelling Shed

Spellings
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.



Spelling Shed

Stage: 5

List: 2

Spelling Rules: Words ending in ‘-cious.’ If the root word ends in -ce the sound is usually spelt ‘-cious.’



Spelling Shed

Stage: 5

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

List: 2

Spellings

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

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.

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.

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



Spelling Shed

Stage: 5

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

List: 2

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
delicious			
atrocious			
conscious			
ferocious			
gracious			
luscious			
malicious			
precious			
spacious			
suspicious			

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



Spellings
delicious
atrocious
conscious
ferocious
gracious
luscious
malicious
precious
spacious
suspicious

			p	r	e			o	u		
s	p	a		i			u	s			
			c				s		i	o	
				a			r	o	c	i	o
				m			l		c		o
								a		i	
					f		r		c		o
	u	s	p								
	e	l		c		o		s			
l		s		i		u					

Insert the missing letters into your spellings to find a new word with a different spelling rule.



Spelling Shed

Stage: 5

List: 3

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



Stage: 5

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

List: 3

Spellings

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

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?

Share findings and discuss any misconceptions.

Independent Activity

Get children to write sentences containing the spelling words, can they add more than one of the spelling words to the same sentence?

Discuss sentences with a partner to see if they can be improved.

Share back to the class.



Spelling Shed

Stage: 5

Spelling Rules: 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 st Attempt	2 nd Attempt	3 rd Attempt
official			
special			
artificial			
crucial			
judicial			
beneficial			
facial			
glacial			
especially			
multiracial			



Spelling Shed

Stage: 5

Spelling Rules: 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?



Spelling Shed

Stage: 5

List: 4

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



Spelling Shed

Stage: 5

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

List: 4

Spellings

potential

essential

substantial

influential

residential

confidential

celestial

preferential

torrential

circumstantial

Introduction

Words ending in 'tial' often have a consonant right before the suffix is added. But there are exceptions to the rule.

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.

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.



Spelling Shed

Stage: 5

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

List: 4

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
potential			
essential			
substantial			
influential			
residential			
confidential			
celestial			
preferential			
torrential			
circumstantial			



Spelling Shed

Stage: 5

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

List: 4

Name:

Spellings

potential

essential

substantial

influential

residential

confidential

celestial

preferential

torrential

circumstantial

Circle the 10 correct spellings below.

esential

torrentcial

influencial

essential

confidenttial

pottential

celestial

torrencial

circumstantial

circumstansial

confidencial

residential

substanttial

potential

essenttial

celesteal

potencial

influential

influentcial

preferential

celestiall

sircumstantial

confidential

residencial

substantial

preferencial

substancial

preferenttial

residenttial

torrential

Cover your spelling list to make the task trickier!



Spelling Shed

Stage: 5

List: 5

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



Stage: 5

Spelling Rules: 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

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

Spelling Rules: 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





Spelling Shed

controversially

i
n
i
a
l
l
y

p
a
a
t
i
l

s p a c i a l



Spelling Shed

Stage: 5	Spelling Rules: 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 st Attempt	2 nd Attempt	3 rd Attempt
financial			
commercial			
provincial			
initial			
spatial			
palatial			
controversial			
initially			
controversially			
financially			

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



Spelling Shed

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?

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



Spelling Shed

Stage: 5

List: 6

Challenge words

Stage: 5

Challenge words

List: 6



Spelling Shed

Spellings

appreciate

cemetery

conscious

convenience

environment

immediately

language

sufficient

thorough

vegetable

Challenge Week

Choose an activity from the challenge pack.

Stage: 5	Challenge words Name:
List: 6	



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
appreciate			
cemetery			
conscious			
convenience			
environment			
immediately			
language			
sufficient			
thorough			
vegetable			

Stage: 5	Spelling Rules: 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.



Spelling Shed

Stage: 5

List: 7

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



Stage: 5

Spelling Rules: Words ending in 'ant.' 'ant' Is used if there is an 'a' or 'ay' sound in the right place.

List: 7

Spellings

abundant

brilliant

constant

distant

dominant

elegant

fragrant

ignorant

tolerant

vacant

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, (observation), expectant (expectation), hesitant, (hesitation), tolerant, (toleration), substance (substantial)

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.

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.



Spelling Shed

Stage: 5

Spelling Rules: 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.



Spelling Shed

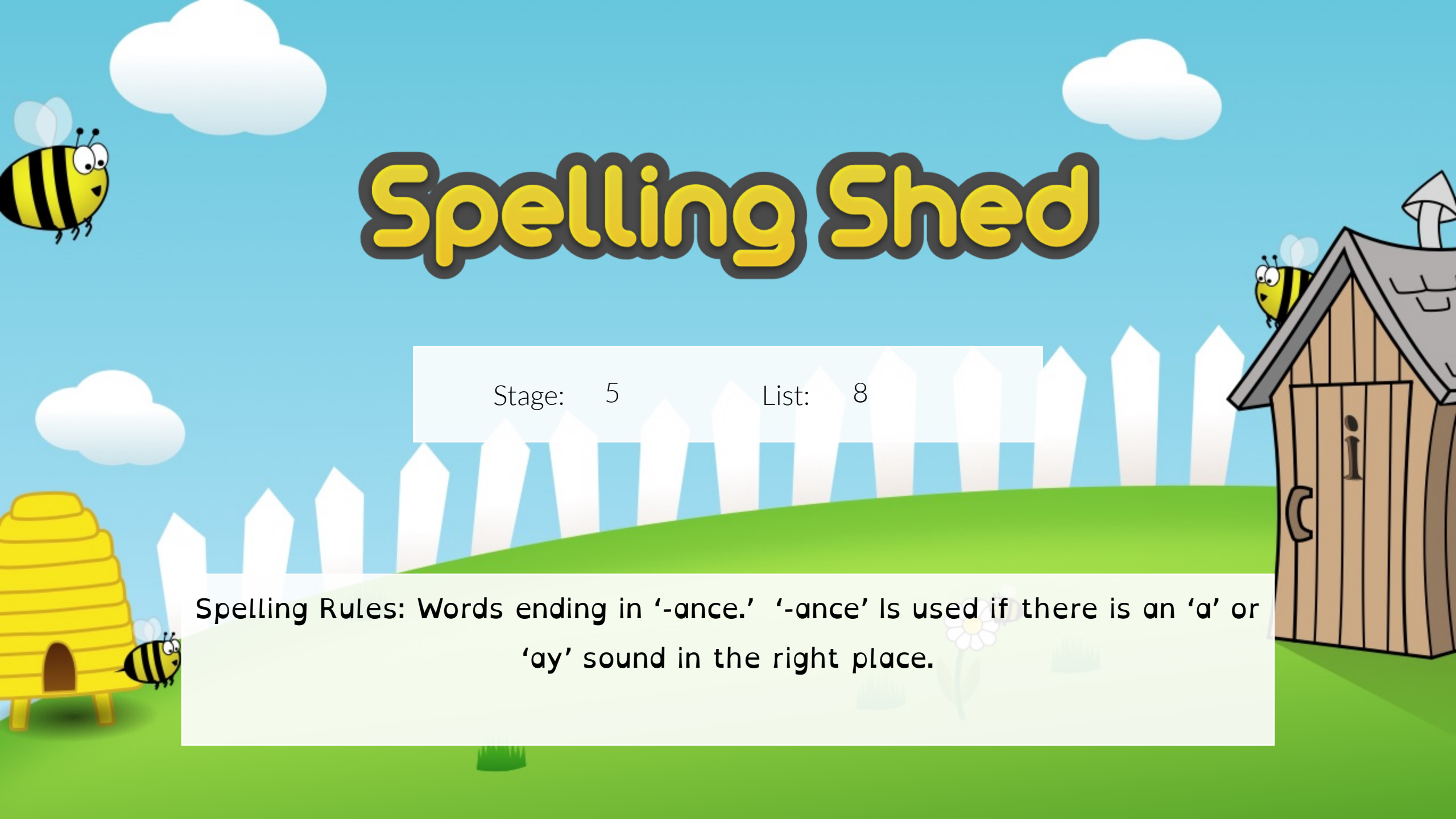
Stage: 5

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

List: 7

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
abundant			
brilliant			
constant			
distant			
dominant			
elegant			
fragrant			
ignorant			
tolerant			
vacant			



Spelling Shed

Stage: 5

List: 8

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



Spelling Shed

Stage: 5

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

List: 8

Spellings

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, (observation), dominance (domination), hesitance, (hesitation), tolerant, (toleration), substance (substantial)

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	Spelling Rules: Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.
List: 8	
Name:	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
abundance			
brilliance			
elegance			
extravagance			
tolerance			
hesitancy			
relevancy			
vacancy			
dominancy			
abundancy			

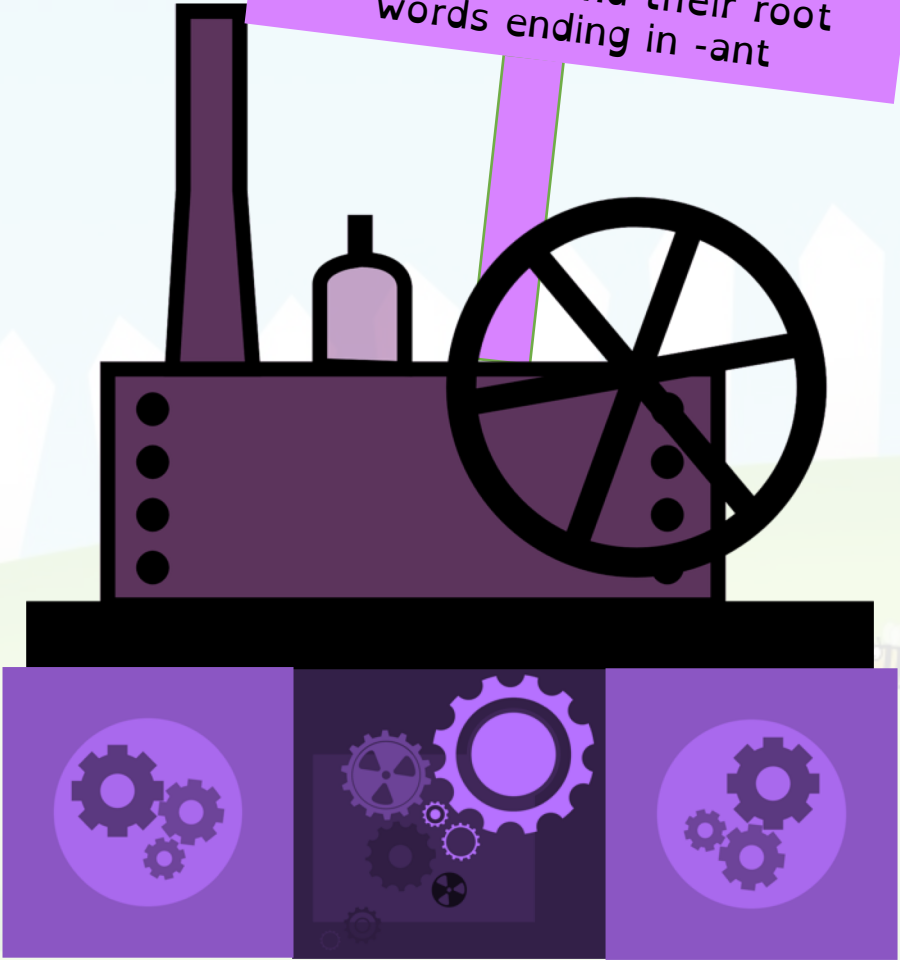
Stage: 5	Spelling Rules: Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.
List: 8	
Name: _____	



Spelling Shed

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

Spellings
abundance
brilliance
elegance
extravagance
tolerance
hesitancy
relevancy
vacancy
dominancy
abundancy



Root Word
abundant
hesitant



Spelling Shed

Stage: 5

List: 9

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



Stage: 5

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

List: 9

Spellings

innocence

decency

frequent

frequency

confident

competency

transparent

transparency

violent

violence

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

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.

Discuss the groupings and any misconceptions.

'c' - innocent, decent, violence

'qu' - frequent

exceptions - confident, competent, transparent

Independent Activity

In small groups. One child writes a sentence with one of this week's spellings missing. E.g. We made _____ trips to France.

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.

Stage: 5

List: 9

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



Spelling Shed

Spellings

innocence

decency

frequent

frequency

confident

competency

transparent

transparency

violent

violence

root words
with soft 'c'

root words
with 'qu'

root words
with soft 'g'

exceptions



Stage: 5

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

List: 9

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
innocence			
decency			
frequent			
frequency			
confident			
competency			
transparent			
transparency			
violent			
violence			

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



Spelling Shed

Draw a line to match each spelling to its definition.

Spellings

innocence

decency

frequent

frequency

confident

competency

transparent

transparency

violent

violence

using force to
hurt

how see
through it is

happening often

certain about
your ability

actions or
words intended
to harm

see through

good and moral
behaviour

the ability to be
successful

without guilt

the number of
times
something
happens



Spelling Shed

Stage: 5

List: 10

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



Stage: 5

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

List: 10

Spellings

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

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.

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'.

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

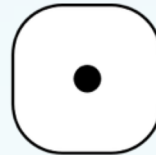
Stage: 5	Spelling Rules: Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
List: 10	



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.



Spelling Shed

Stage: 5

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

List: 10

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
dependable			
comfortable			
understandable			
reasonable			
enjoyable			
reliable			
possible			
horrible			
terrible			
incredible			

Stage: 5	Spelling Rules: Spelling Rules: 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								
							t		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

Spelling Rules: 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



Stage: 5	Spelling Rules: 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	

Spellings	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.
reliably	Main Teaching Activity	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. Discuss any misconceptions or errors (sensibly is an exception word)
dependably		
comfortably	Independent Activity	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. Share sentences in pairs or as a class.
possibly		
horribly		
terribly		
visibly		
incredibly		
sensibly		
legibly		



Spelling Shed

Stage: 5

List: 11

Spelling Rules: 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

Name:

Spellings

reliably

dependably

comfortably

possibly

horribly

terribly

visibly

incredibly

sensibly

legibly

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



Spelling Shed

Stage: 5	Spelling Rules: 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 Name:
List: 11	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
reliably			
dependably			
comfortably			
possibly			
horribly			
terribly			
visibly			
incredibly			
sensibly			
legibly			



Stage: 5

List: 11

Spelling Rules: 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

Name:

Spellings

reliably

dependably

comfortably

possibly

horribly

terribly

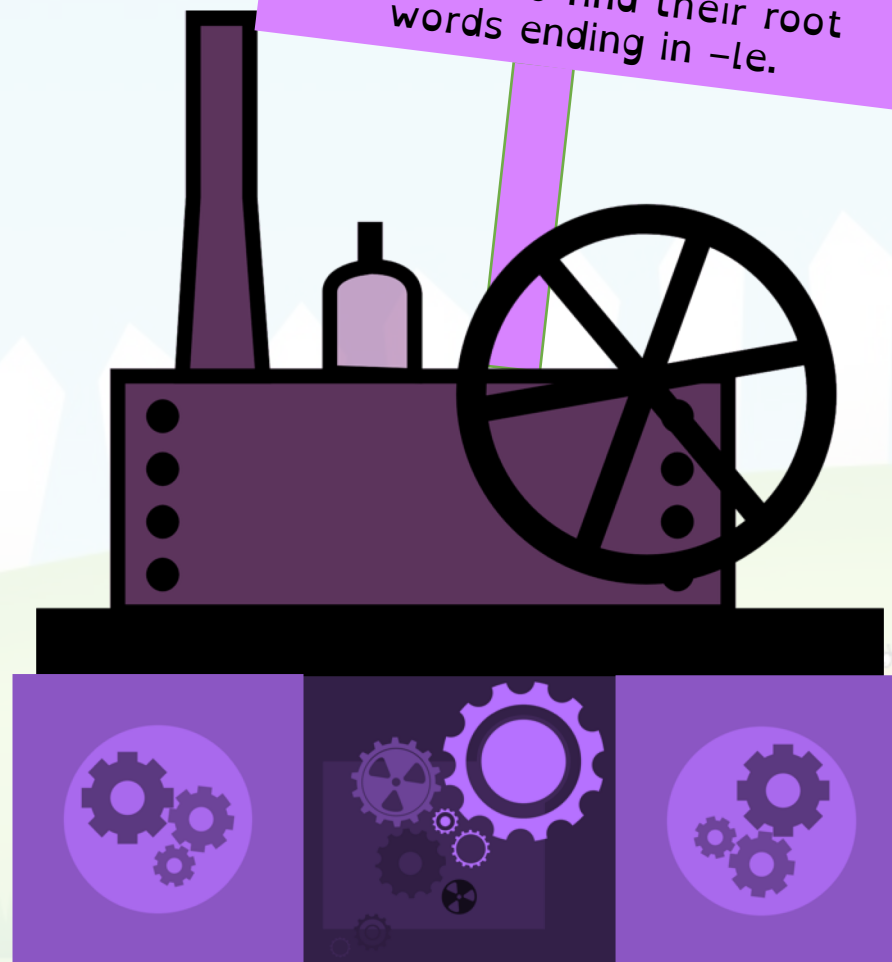
visibly

incredibly

sensibly

legibly

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



Root Word

reliable

terrible



Spelling Shed

Stage: 5

List: 12

Challenge Words

Stage: 5

Challenge Words

List: 12



Spelling Shed

Spellings

accommodate

available

controversy

dictionary

marvellous

opportunity

secretary

sincerely

suggest

twelfth

Challenge Week

Choose an activity from the challenge pack.

Stage: 5	Challenge Words
List: 12	
Name: _____	



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
accommodate			
available			
controversy			
dictionary			
marvellous			
opportunity			
secretary			
sincerely			
suggest			
twelfth			

Stage: 5

Challenge Words

List: 12

Name:



Spelling Shed

Spellings

accommodate

available

controversy

dictionary

marvellous

opportunity

secretary

sincerely

suggest

twelfth

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

Spelling Rules: 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

Spelling Rules: 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

Spellings

changeable

noticeable

manageable

agreeable

knowledgeable

replaceable

microwaveable

salvageable

rechargeable

irreplaceable

Introduction

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 changable.

Can the children think of any examples?

Main Teaching Activity

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.

Share their findings and discuss if there are any exceptions (there aren't in this selection of words).

Independent Activity

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.



Spelling Shed

adore

change

notice

love

debate

+ able

believe

salvage

replace

manage

dispose



Spelling Shed

Stage: 5

Spelling Rules: 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:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
changeable			
noticeable			
manageable			
agreeable			
knowledgeable			
replaceable			
microwaveable			
salvageable			
rechargeable			
irreplaceable			



Stage: 5

Spelling Rules: 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:

Spellings

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 _____.



Spelling Shed

Stage: 5

List: 14

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



Stage: 5

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

List: 14

Spellings

afterwards

immediately

earlier

eventually

previously

finally

recently

yesterday

tomorrow

whilst

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?

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....

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.

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



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



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
afterwards			
immediately			
earlier			
eventually			
previously			
finally			
recently			
yesterday			
tomorrow			
whilst			



Spelling Shed

Stage: 5

Spelling Rules: 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

Spelling Rules: 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

List: 15

Spelling Rules: 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.

Spellings

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!



diff
inf
com

+ ing

+ ence



Spelling Shed

Stage: 5

Spelling Rules: 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.
Name:

List: 15

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
referring			
preferred			
transferring			
reference			
referee			
preference			
transference			
difference			
inference			
conferring			



Spelling Shed

Stage: 5

List: 15

Spelling Rules: 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.

Name:

Draw a line to match each spelling to its definition.

Spellings

referring

preferred

transferring

reference

referee

preference

transference

difference

inference

conferring

a way in which
things are
dissimilar

a source of
information

the act of
granting
something

a greater liking
for one thing
over another

the action of
transferring
something

when one thing
is liked more
than another

a conclusion
based on
evidence

directing to
someone else
for help

the official in
charge of the
match

moving from
one place to
another



Spelling Shed

Stage: 5

List: 16

Spelling Rules: Words with 'silent' letters at the start.



Stage: 5

Spelling Rules: Words with 'silent' letters at the start.

List: 16

Spellings

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 picture?



Spelling Shed

_ s _ _ a _ _



_ _ i _ k _ e



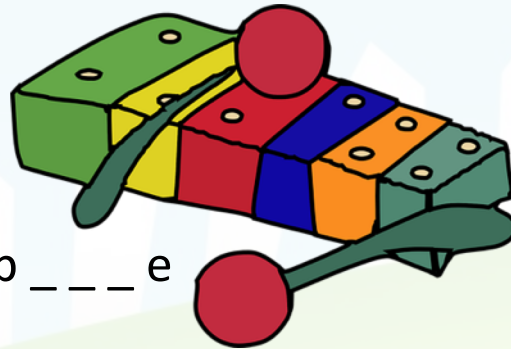
_ s _ c _ _ c



_ _ o _ e



_ y _ _ p _ _ _ e



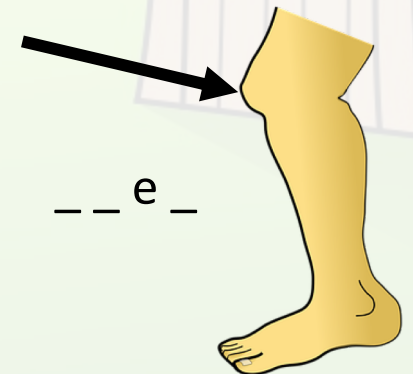
_ n _ t



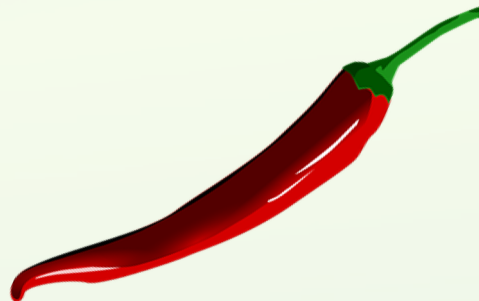
w _ e _ _ _ e



_ _ e _



_ a _ _ _ _ o





Spelling Shed

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






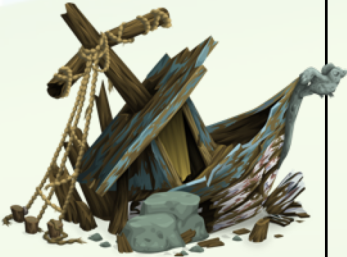
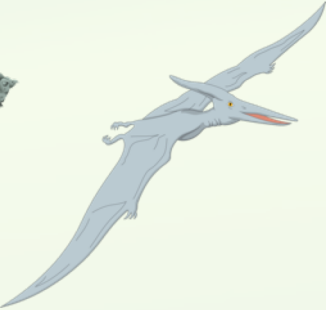

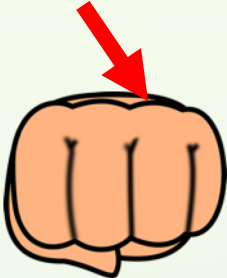

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
knight			
wreckage			
writer			
knowledge			
knuckle			
wreath			
pterodactyl			
mnemonic			
wrestler			
knife			

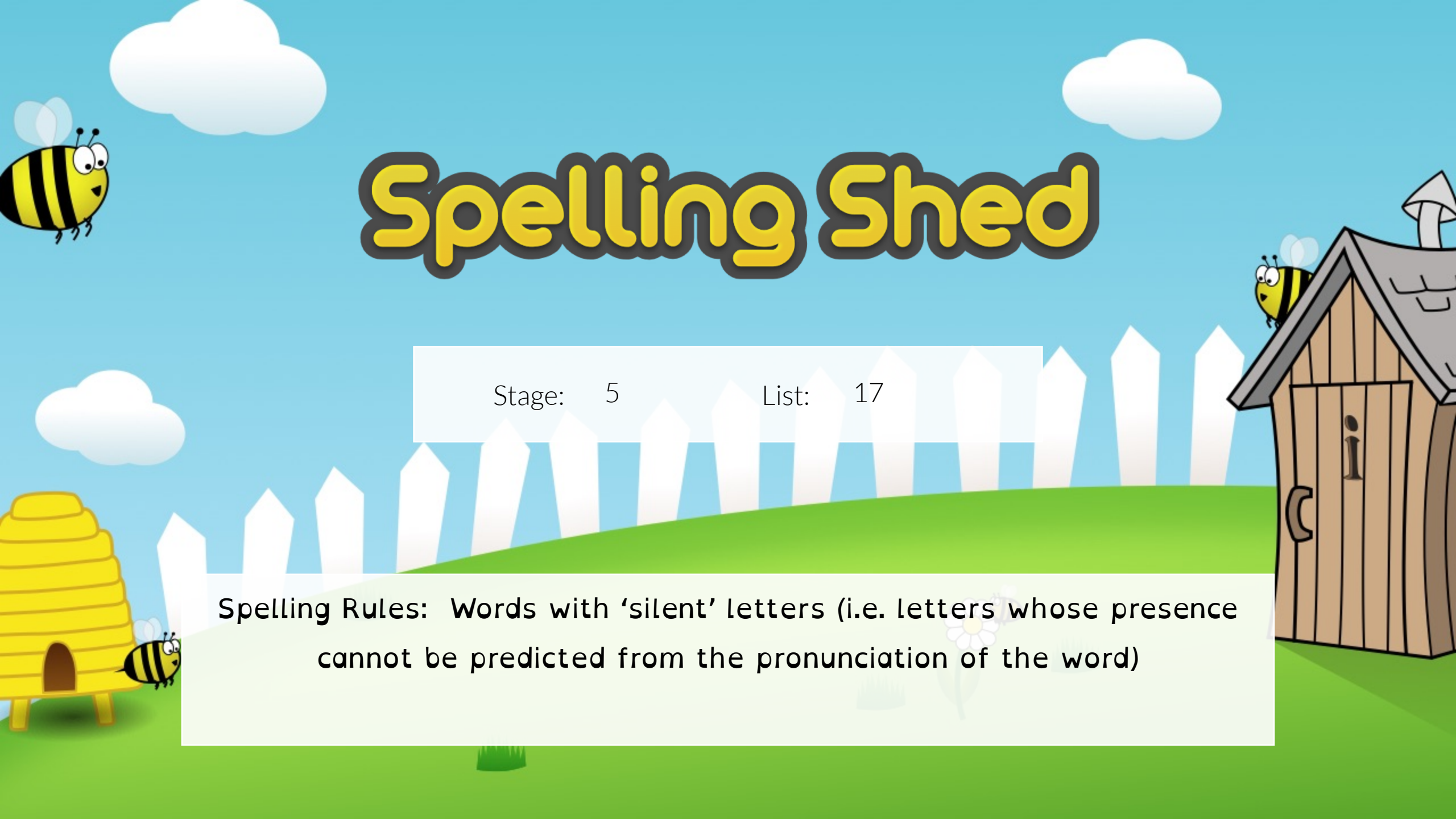
Stage: 5	Spelling Rules: Words with 'silent' letters at the start.
List: 16	
Name:	



Spellings
knight
wreckage
writer
knowledge
knuckle
wreath
pterodactyl
mnemonic
wrestler
knife

Match each spelling with the correct image.



Spelling Shed

Stage: 5

List: 17

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



Spelling Shed

Stage: 5

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

List: 17

Spellings

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



Spelling Shed

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

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
doubt			
island			
lamb			
solemn			
thistle			
autumn			
build			
receipt			
ascend			
disciple			



List: 17

Name:

disciple

Fill in the blanks
to complete the
grid.

[illegible]



Spelling Shed

Stage: 5

List: 18

Stage: 5	Challenge Week
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 Name:
List: 18	



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
amateur			
ancient			
awkward			
criticise			
excellent			
foreign			
pronunciation			
symbol			
yacht			
equipment			

Stage: 5	Challenge Words Name:
List: 18	



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!”



Spelling Shed

Stage: 5

List: 19

Spelling Rules: Words spelled with 'ie' after c.



Spelling Shed

Stage: 5

Spelling Rules: Words spelled with 'ie' after c.

List: 19

Spellings

ancient

science

species

efficient

deficient

glacier

scientists

sufficient

emergencies

inefficient

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.

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.

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.



Spelling Shed

Stage: 5

Spelling Rules: Words spelled with 'ie' after c.

List: 19

Click to hide the spelling list!

Match the beginning sound to its ending.

anc

sc

spec

eff

defi

gla

suffi

emerg

ineffic

sci

ience

cier

cient

ient

icient

entists

cient

encies

ient

ies

Stage: 5	Spelling Rules: Words spelled with 'ie' after c.
List: 11	
Name:	



Spelling Shed

Spellings
ancient
science
species
efficient
deficient
glacier
scientists
sufficient
emergencies
inefficient

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

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



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
ancient			
science			
species			
efficient			
deficient			
glacier			
scientists			
sufficient			
emergencies			
inefficient			



Stage: 5

Spelling Rules: Words spelled with 'ie' after c.

List: 19

Name:

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

Spellings

ancient

science

species

efficient

deficient

glacier

scientists

sufficient

emergencies

inefficient

Your word

Your definition



Spelling Shed

Stage: 5

List: 20

Spelling Rules: 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

Spelling Rules: 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

Spellings

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

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.

Discuss that words with an /ee/ sound are often spelled 'ei' after a 'c'. The 'ei' spelling is more common in English words.

Independent Activity

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.

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.

Restart with a new word.



Stage: 5

Spelling Rules: 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 st Attempt	2 nd Attempt	3 rd Attempt
deceive			
conceive			
receive			
perceive			
receipt			
protein			
caffeine			
seize			
either			
neither			

Stage: 5	Spelling Rules: 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:	



Spelling Shed

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

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



Stage: 5

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

List: 21

Spellings

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

Give children the flashcards and ask them to sort in to piles of how the 'ough' grapheme is pronounced.

How many different ways to pronounce the grapheme 'ough' can they identify? Here are some examples and why the graphem is tricky!

tough, rough /uf/
dough, though /oh/
cough, trough, /o/
bough, plough, /ow/
fought /aw/
through /oo/

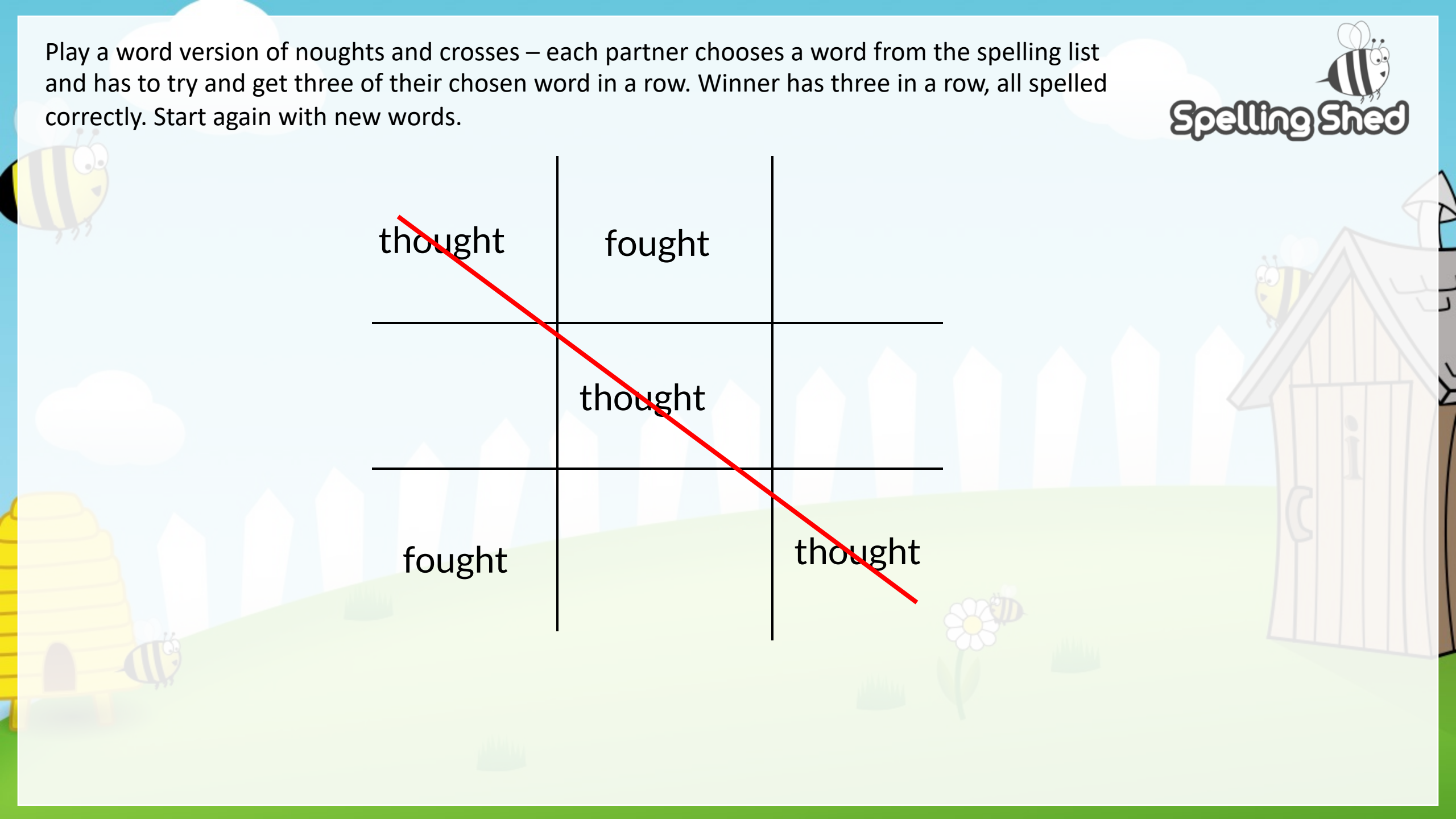
Independent Activity

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.



thought	fought	
	thought	
fought		thought



Spelling Shed

Stage: 5

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

List: 21

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
bought			
fought			
thought			
ought			
sought			
nought			
brought			
wrought			
afterthought			
thoughtfulness			

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



Spelling Shed

Spellings
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.



Spelling Shed

Stage: 5

List: 22

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



Spelling Shed

Stage: 5

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

List: 22

Spellings

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 the 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

List: 22

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



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
_____.

You need to
knead the
_____ well.

The explorer was
very _____ to
survive that.

"You need to
_____ up."

_____ it is
raining, it is not
cold.

The farmer used
the _____.

The _____ feel
from the tree.



Stage: 5

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

List: 22

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
though			
although			
dough			
doughnut			
rough			
enough			
tough			
plough			
bough			
toughen			

Stage: 5

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

List: 22

Name:



Spelling Shed

Spellings

sought

bought

although

tough

nought

thought

doughnut

ought

thoughtfulness

though

enough

dough

bough

plough

brought

wrought

fought

afterthought

toughen

rough

oa
sound

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

aw
sound

ow
sound



Spelling Shed

Stage: 5

List: 23

Spelling Rules: Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.



Stage: 5

Spelling Rules: Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.

List: 23

Spellings

definitely

possibly

probably

frequently

infrequently

occasionally

rarely

certainly

obviously

often

Introduction

Words that can be used to demonstrate how likely something is to happen. Can the children think of any words?

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.

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.

o
infrequently
t
e
n

r
a
r
l
y



Spelling Shed

Stage: 5

Spelling Rules: Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.

List: 23

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
definitely			
possibly			
probably			
frequently			
infrequently			
occasionally			
rarely			
certainly			
obviously			
often			



Spelling Shed

Stage: 5

Spelling Rules: 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

Most likely

Choose one word and use it to
create a sentence.

Place your
spellings in order
of probability.

Least likely



Spelling Shed

Stage: 5

List: 24

Stage: 5

List: 24



Spelling Shed

Spellings

accompany

communicate

conscience

desperate

disastrous

interfere

nuisance

queue

restaurant

rhythm

Challenge Words

Choose an activity from the challenge pack.

Stage: 5	Challenge Words Name:
List: 24	



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd 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



Spelling Shed

Stage: 5

List: 25

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



Stage: 5

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

List: 25

Spellings

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.



Spelling Shed

The best _____ I ever got was
to be myself.

Which is the correct spelling?

advise

advice



Spelling Shed

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

Which is the correct spelling?

device

devise



Spelling Shed

I applied for my provisional _____
before my driving lessons.

Which is the correct spelling?

licence

license



Spelling Shed

The reception is just inside the
doctor's _____.

Which is the correct spelling?

practice

practise



Spelling Shed

The prophet whispered his
_____ 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	



Spelling Shed

Stage: 5

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

List: 25

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
advice			
advise			
device			
devise			
licence			
license			
practice			
practise			
prophecy			
prophecy			



Spelling Shed

Stage: 5

Spelling Rules: 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.



Spelling Shed

Stage: 5

List: 26

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



Spelling Shed

Stage: 5

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

List: 26

Spellings

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



isle



stairs



sea



rose



altar



maid



toes



Spelling Shed

Stage: 5

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

List: 26

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
aisle			
isle			
aloud			
allowed			
altar			
alter			
ascent			
assent			
farther			
father			



Spelling Shed

Stage: 5

Spelling Rules: 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.



Spelling Shed

Stage: 5

List: 27

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



Spelling Shed

Stage: 5

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

List: 27

Spellings

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.



Spelling Shed



The _____ 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



Spelling Shed

My Grandmother is _____ as my grandfather passed away last week.

Which is the correct spelling?

morning

mourning




Spelling Shed

Hooray! I _____ 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





List: 27

Cover your spellings for this task



guessd
gest
heared
herd
morning
moorning
passt
passed
bridel
bridle

[illegible]



Spelling Shed

Stage: 5

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

List: 27

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
guessed			
guest			
heard			
herd			
morning			
mourning			
past			
passed			
bridal			
bridle			



Spelling Shed

Stage: 5

Spelling Rules: 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 _____.



Spelling Shed

Stage: 5

List: 28

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



Spelling Shed

Stage: 5

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

List: 28

Spellings

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



compliment



Spelling Shed

Stage: 5

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

List: 28

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
cereal			
serial			
complement			
compliment			
principal			
principle			
stationary			
stationery			
wary			
weary			



Spelling Shed

Stage: 5

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

List: 28

Name:

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 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 stationery. After that the day just got worse.



Spelling Shed

Stage: 5

List: 29

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



Stage: 5

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

List: 29

Spellings

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.



Spelling Shed

Stage: 5

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

List: 29

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
affect			
effect			
precede			
proceed			
draft			
draught			
dessert			
desert			
whose			
who's			

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



Spelling Shed

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
e	s	e	f	f	e	c	t	h	d	o	y	t	c	b	o
r	a	c	a	j	k	s	d	f	g	r	h	u	e	m	s
t	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

Spellings

achieve

apparent

bargain

bruise

community

mischievous

muscle

necessary

vehicle

system

Challenge Week

Choose an activity from the challenge pack.



Stage: 5	Challenge Words Name:
List: 30	



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
achieve			
apparent			
bargain			
bruise			
community			
mischievous			
muscle			
necessary			
vehicle			
system			

Stage: 5	Challenge Words Name:
List: 30	



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.