

# 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 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: Adverbs of possibility. 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

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



Spelling Shed

Stage: 5

Spelling Rules: Words ending in '-ious.'

List: 1

Name:

## 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.

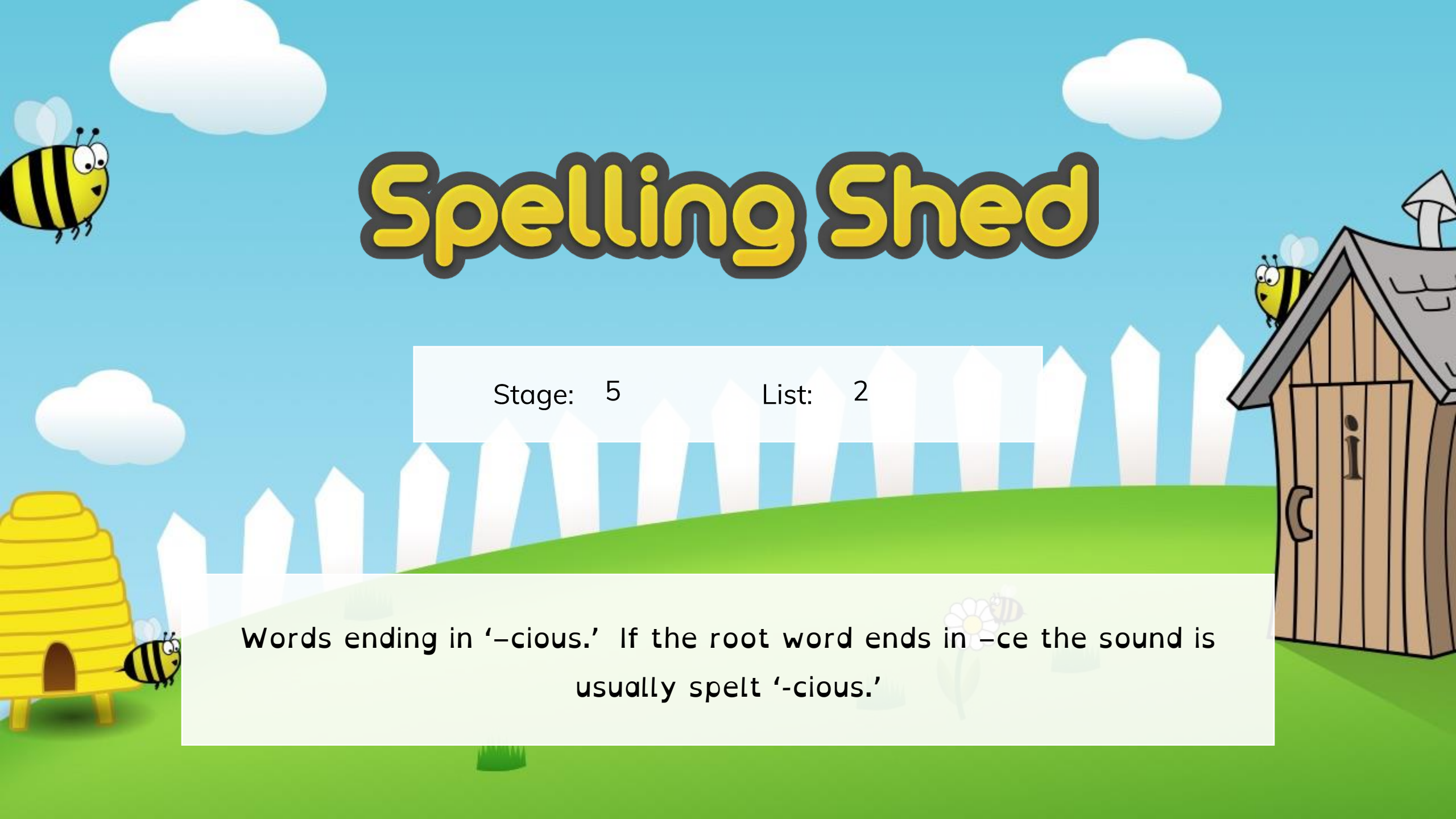
It was \_\_\_\_\_ that she did not like him.

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

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.



Spelling Shed

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





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

delicious

atrocious

conscious

ferocious

gracious

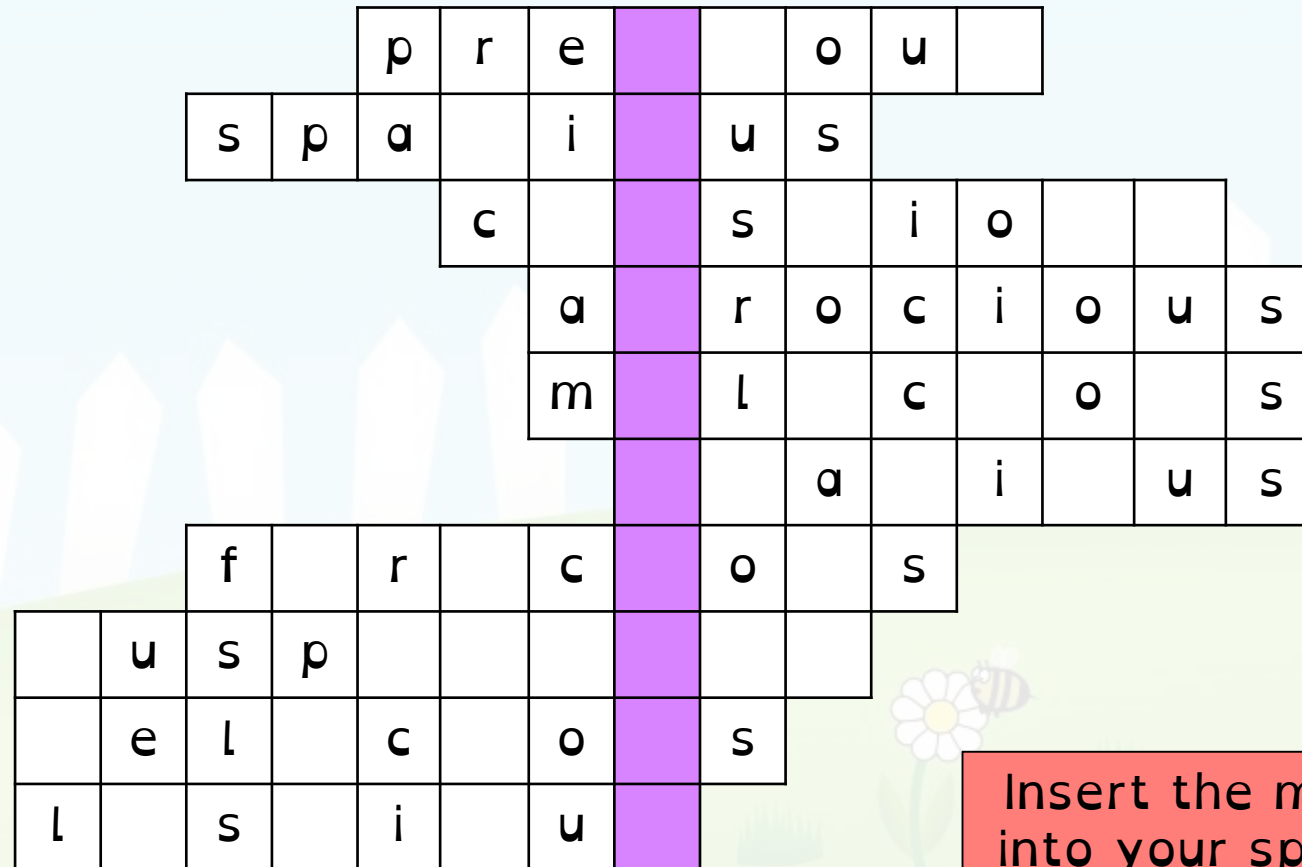
luscious

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

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 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> 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

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

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	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
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

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	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?
financial	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.
commercial		
provincial		
initial		
spatial		
palatial	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.
controversial		
initially		
controversially		
financially		





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: 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.  Name:
List: 5	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> 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:

## 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.



Spelling Shed

Stage: 5

Challenge words

List: 6

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</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.



# 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

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 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.





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.



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

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





# 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

## 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





Spelling Shed

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
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:

## 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

hesitant



# 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

## 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

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



**Spelling Shed**

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:

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



Spelling Shed

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:

## Spellings

innocence

decency

frequent

frequency

confident

competency

transparent

transparency

violent

violence

Draw a line to match each spelling to its definition.

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

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>	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.
dependable	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'.
comfortable		
understandable		
reasonable		
enjoyable		
reliable	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.
possible		
horrible		
terrible		
incredible		



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



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

## Spellings

dependable

comfortable

understandable

reasonable

enjoyable

reliable

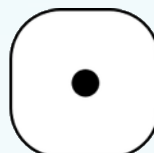
possible

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	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
dependable			
comfortable			
understandable			
reasonable			
enjoyable			
reliable			
possible			
horrible			
terrible			
incredible			



Spelling Shed

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					
							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

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	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

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?

---

---

---

---

---

---

---

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**Spelling Shed**

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
reliably			
dependably			
comfortably			
possibly			
horribly			
terribly			
visibly			
incredibly			
sensibly			
legibly			



Stage: 5

List: 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.

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	<b>Challenge Words</b>
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



Spelling Shed

Stage: 5

Challenge Words

List: 12

Name:

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

Stage: 5	Challenge Words
List: 12	
Name: _____	

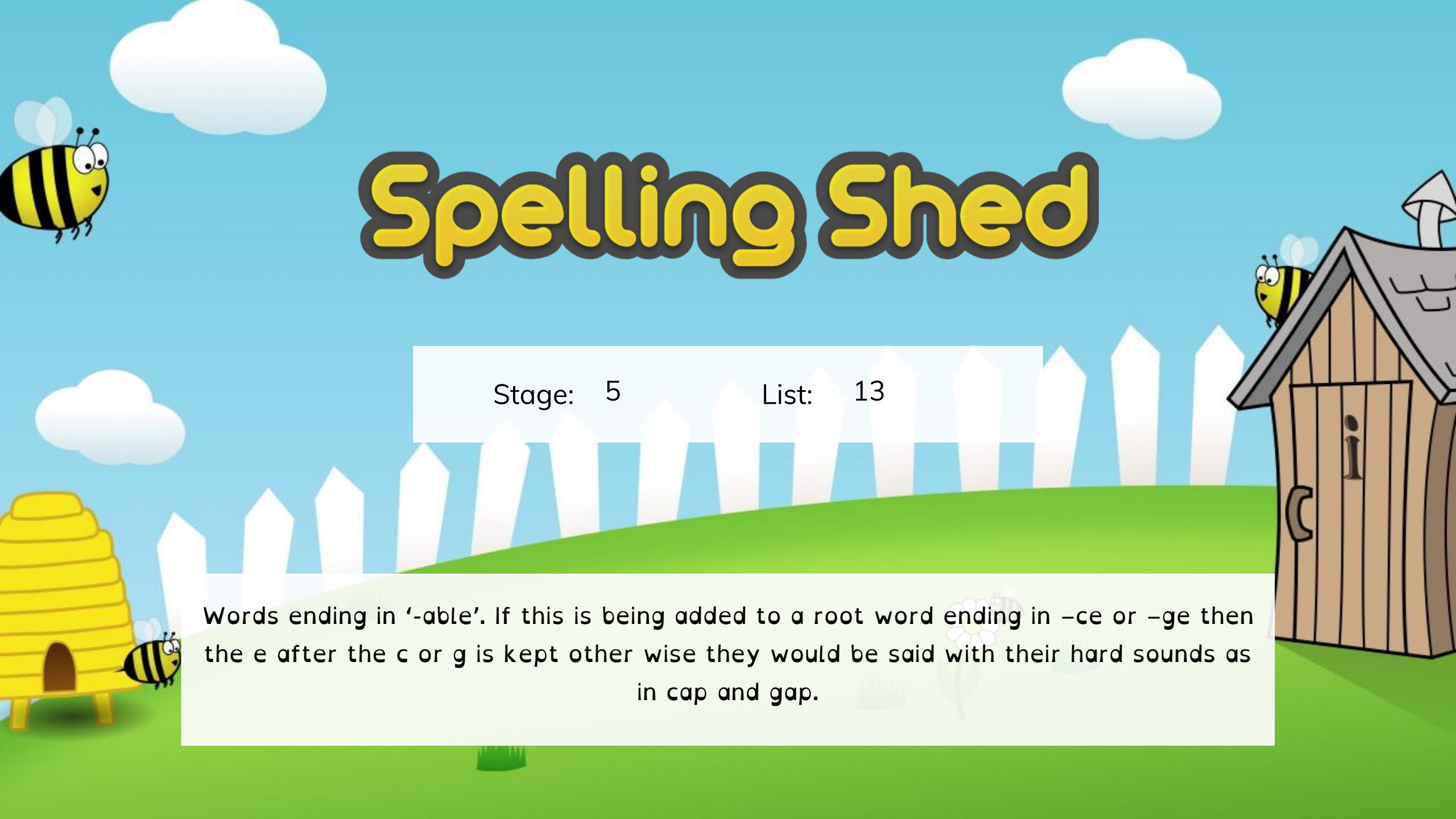


Spelling Shed

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

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	

Spellings	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 changeable.  Can the children think of any examples?
changeable	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).
noticeable		
manageable	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.
agreeable		
knowledgeable		
replaceable		
microwaveable		
salvageable		
rechargeable		
irreplaceable		





Spelling Shed

adore

change

love

believe

replace

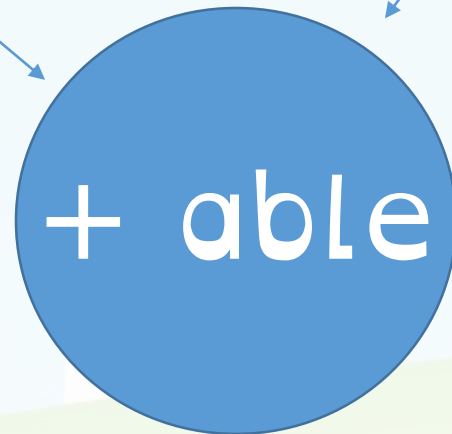
manage

dispose

salvage

debate

notice





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 other wise 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
changeable			
noticeable			
manageable			
agreeable			
knowledgeable			
replaceable			
microwaveable			
salvageable			
rechargeable			
irreplaceable			



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.

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

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?




**Spelling Shed**

Stage: 5

Spelling Rules: 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
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

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

## 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'.

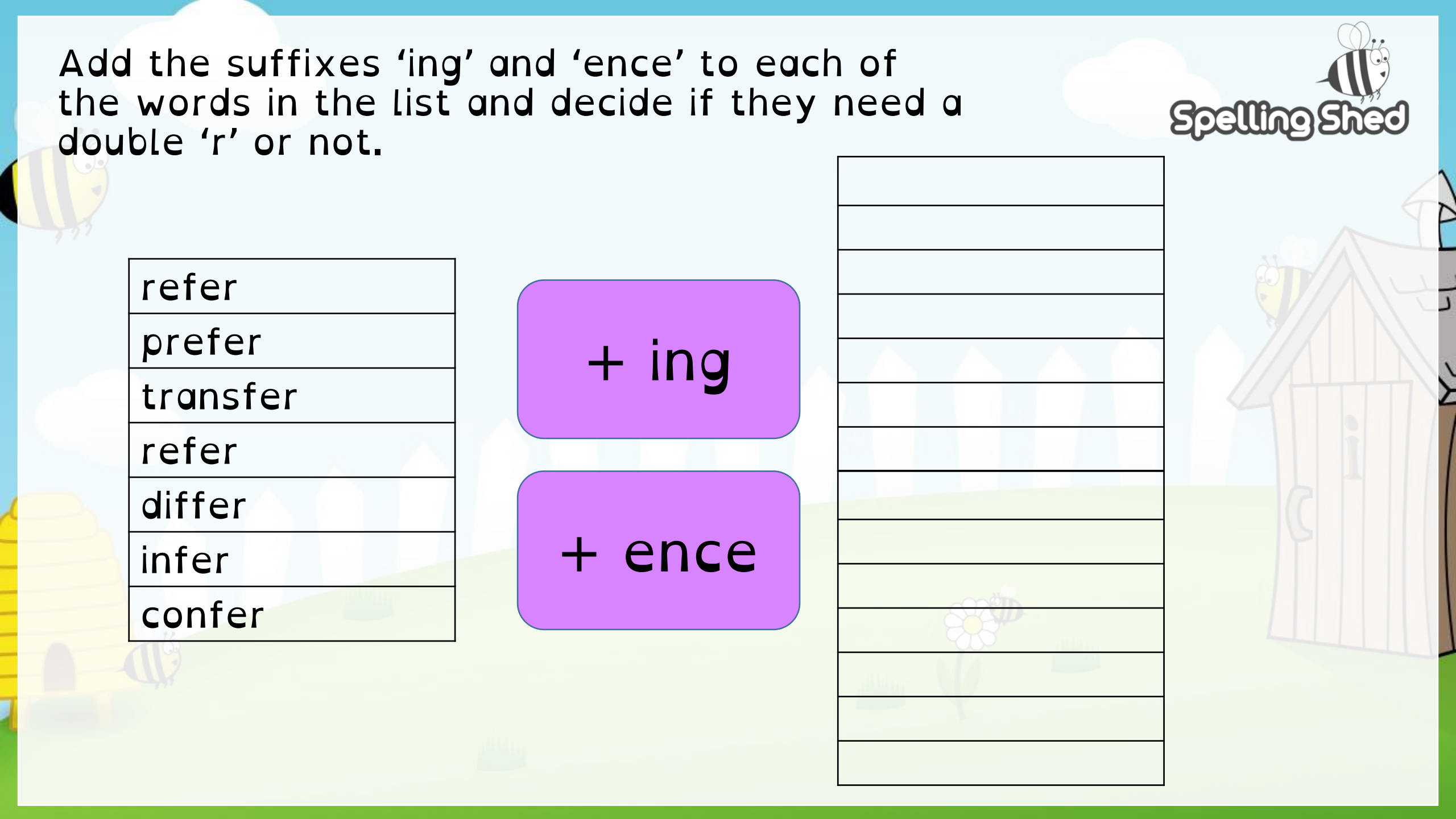
### Main Teaching Activity

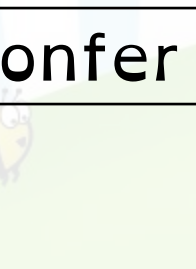
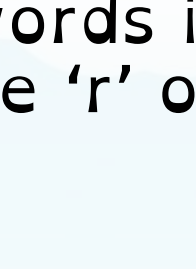
The spelling list contains a mix of words based on how they are pronounced. Show children the power point slide and ask them to create the new word by adding 'ing' and 'ence' to each root word and following the rule about whether or not the sound 'fer' is stressed or not.

### 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!



[illegible]




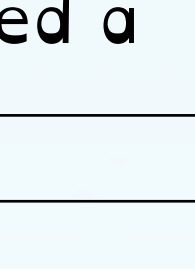
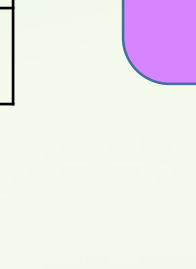
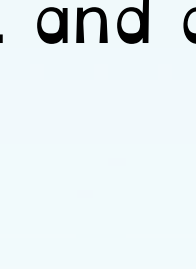


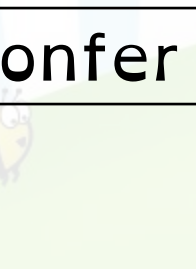
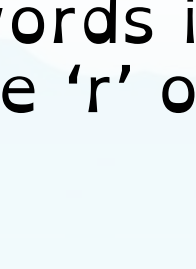
Add the suffixes 'ing' and 'ence' to each of the words in the list and decide if they need a double 'r' or not.

refer
prefer
transfer
refer
differ
infer
confer

+ ing

+ ence




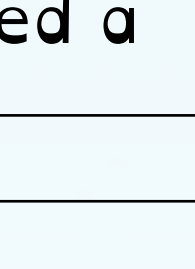
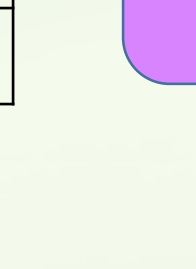
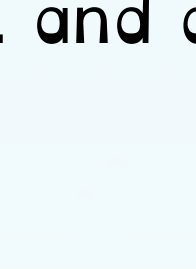


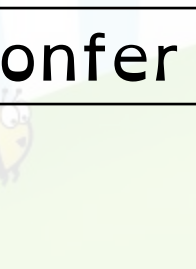
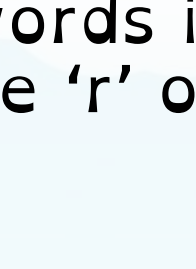
Add the suffixes 'ing' and 'ence' to each of the words in the list and decide if they need a double 'r' or not.

refer
prefer
transfer
refer
differ
infer
confer

+ ing

+ ence




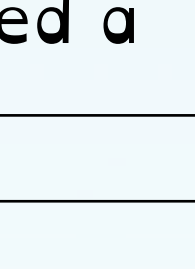
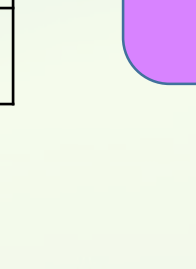
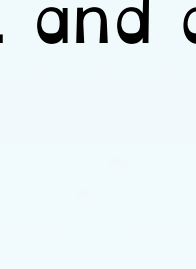


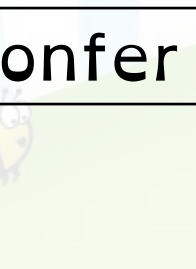
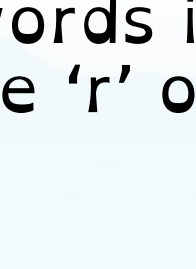
Add the suffixes 'ing' and 'ence' to each of the words in the list and decide if they need a double 'r' or not.

refer
prefer
transfer
refer
differ
infer
confer

+ ing

+ ence




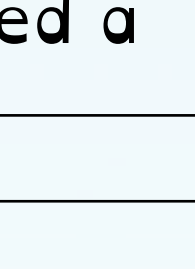
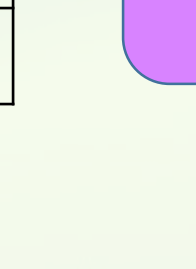
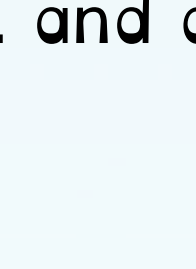


Add the suffixes 'ing' and 'ence' to each of the words in the list and decide if they need a double 'r' or not.

refer
prefer
transfer
refer
differ
infer
confer

+ ing

+ ence

[illegible]



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
referring			
preferred			
transferring			
reference			
referee			
preference			
transference			
difference			
inference			
conferring			



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.

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



# Spelling Shed

Stage: 5

List: 16

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 pictures?



Spelling Shed

\_ s \_ \_ a m \_



\_ \_ i \_ k \_



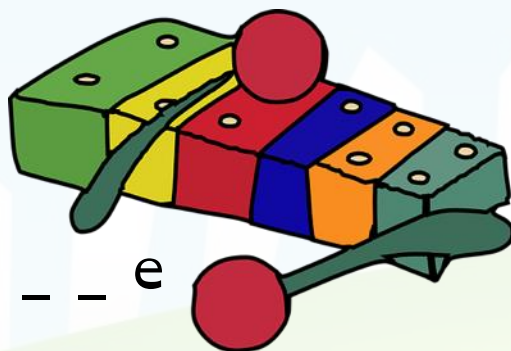
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\_ s \_ c \_ \_ c



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



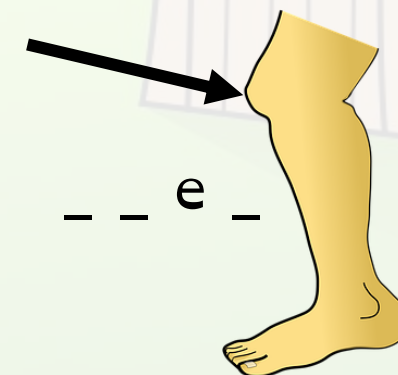
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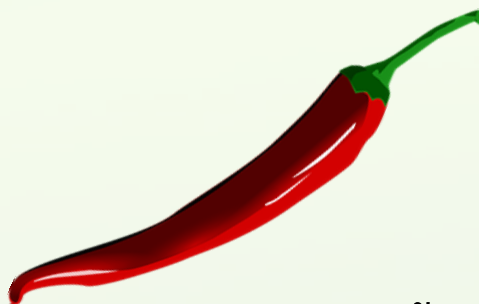
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\_ \_ e \_



\_ a \_ \_ p \_ ño





Spelling Shed







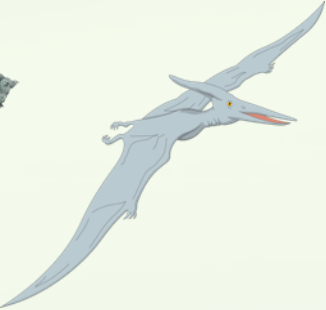

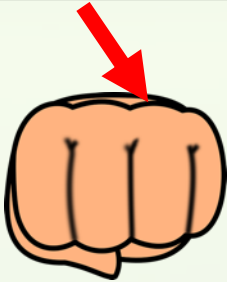

Stage: 5	Spelling Rules: Words with 'silent' letters at the start.  Name:
List: 16	

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

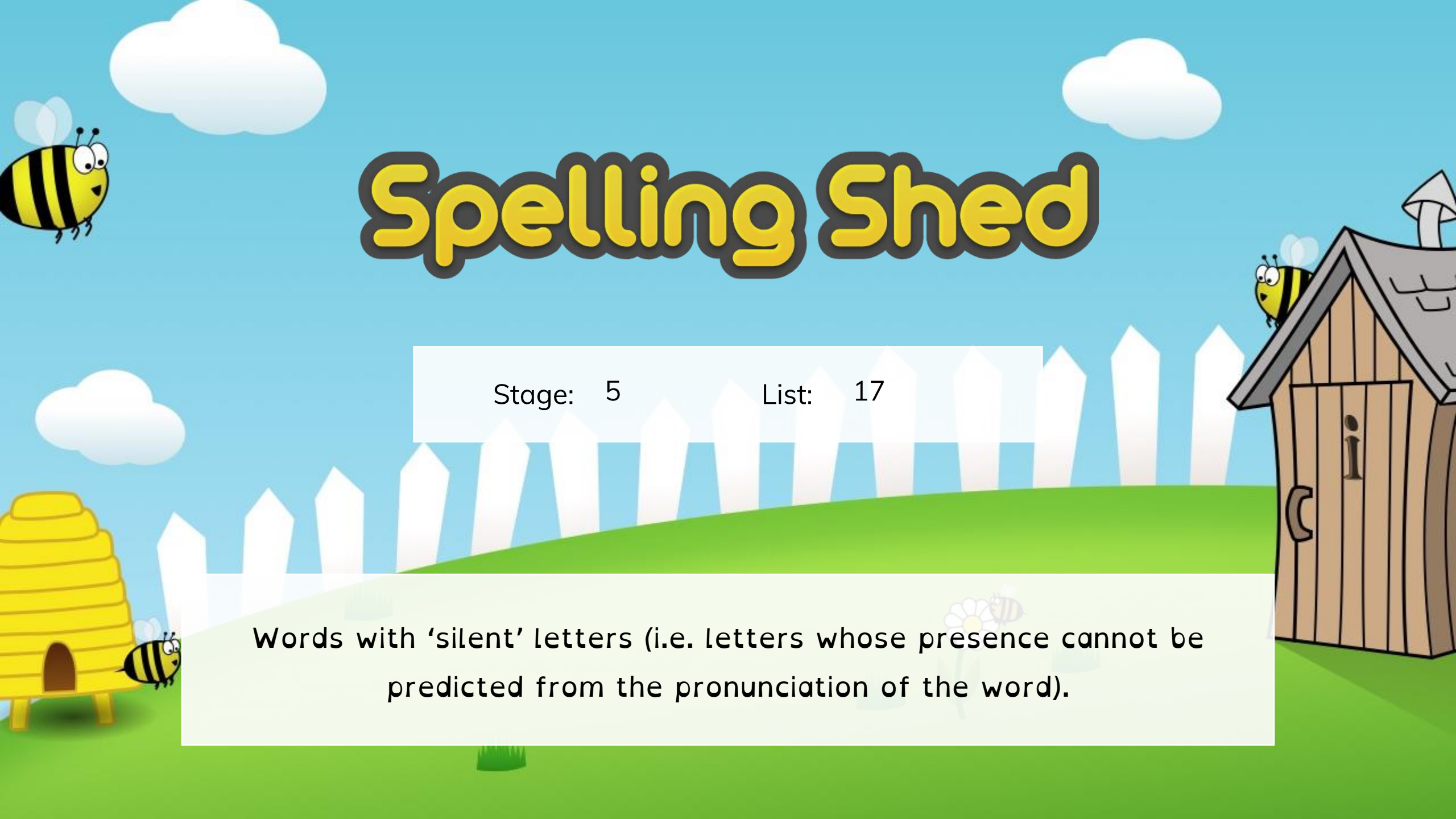
Stage: 5	Spelling Rules: Words with 'silent' letters at the start.
List: 16	
Name: _____	

Spellings
knight
wreckage
writer
knowledge
knuckle
wreath
pterodactyl
mnemonic
wrestler
knife

Match each spelling with the correct image.





# Spelling Shed

Stage: 5

List: 17

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

## 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 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt
doubt			
island			
lamb			
solemn			
thistle			
autumn			
build			
receipt			
ascend			
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

doubt

island

lamb

solemn

thistle

autumn

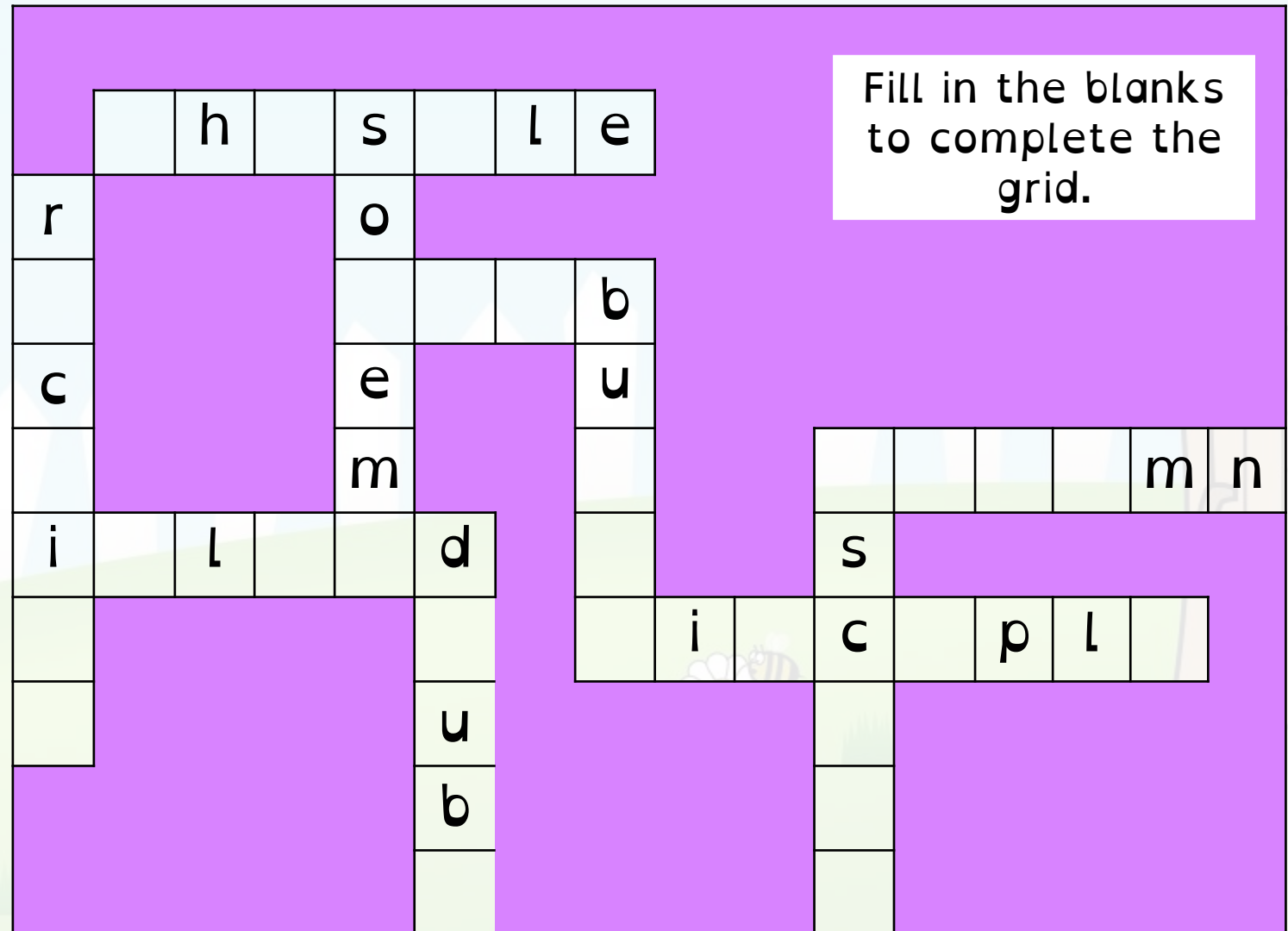
build

receipt

ascend

disciple

Fill in the blanks  
to complete the  
grid.





# 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





Spelling Shed

Stage: 5

Challenge Words

List: 18

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</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!”



# Spelling Shed

Stage: 5

List: 19

Words spelled with 'ie' after c.



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!

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

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

List: 11

Name:

## Spellings

ancient

science

species

efficient

deficient

glacier

scientists

sufficient

emergencies

inefficient

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

---

---

---

---

---

---

---

---

---

---



Spelling Shed

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

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



Name:



# 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.



Spelling Shed

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>	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.
deceive	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.
conceive		
receive	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.
perceive		
receipt		
protein		
caffeine		
seize		
either		
neither		





Spelling Shed

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



Spelling Shed

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

deceive

conceive

receive

perceive

receipt

protein

caffeine

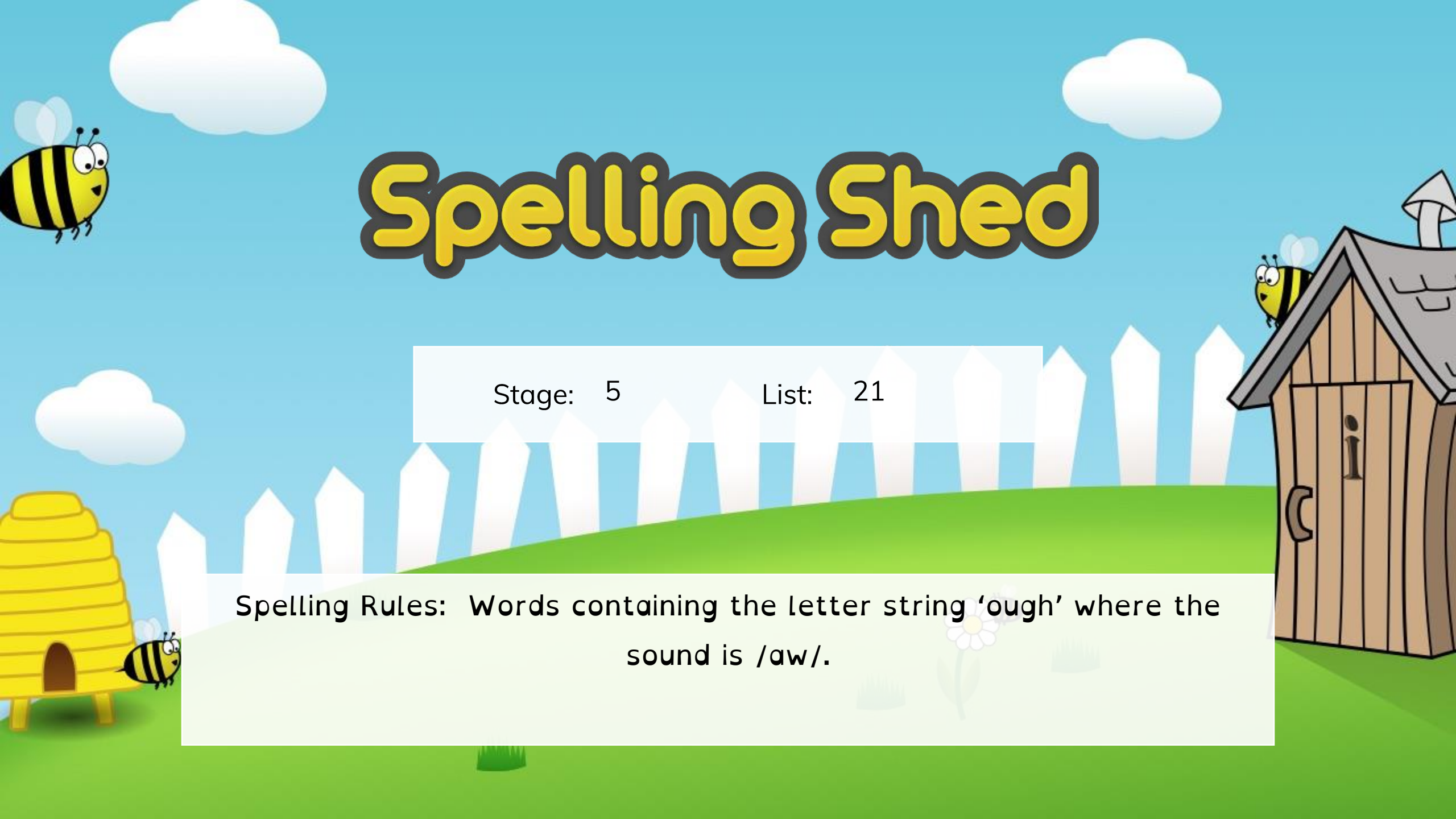
seize

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 grapheme 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





Spelling Shed

## 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 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt
bought			
fought			
thought			
ought			
sought			
nought			
brought			
wrought			
afterthought			
thoughtfulness			



Spelling Shed

Stage: 5

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

List: 21

Name:

## 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



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



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  
\_\_\_\_\_.

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

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 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> 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

Like boat

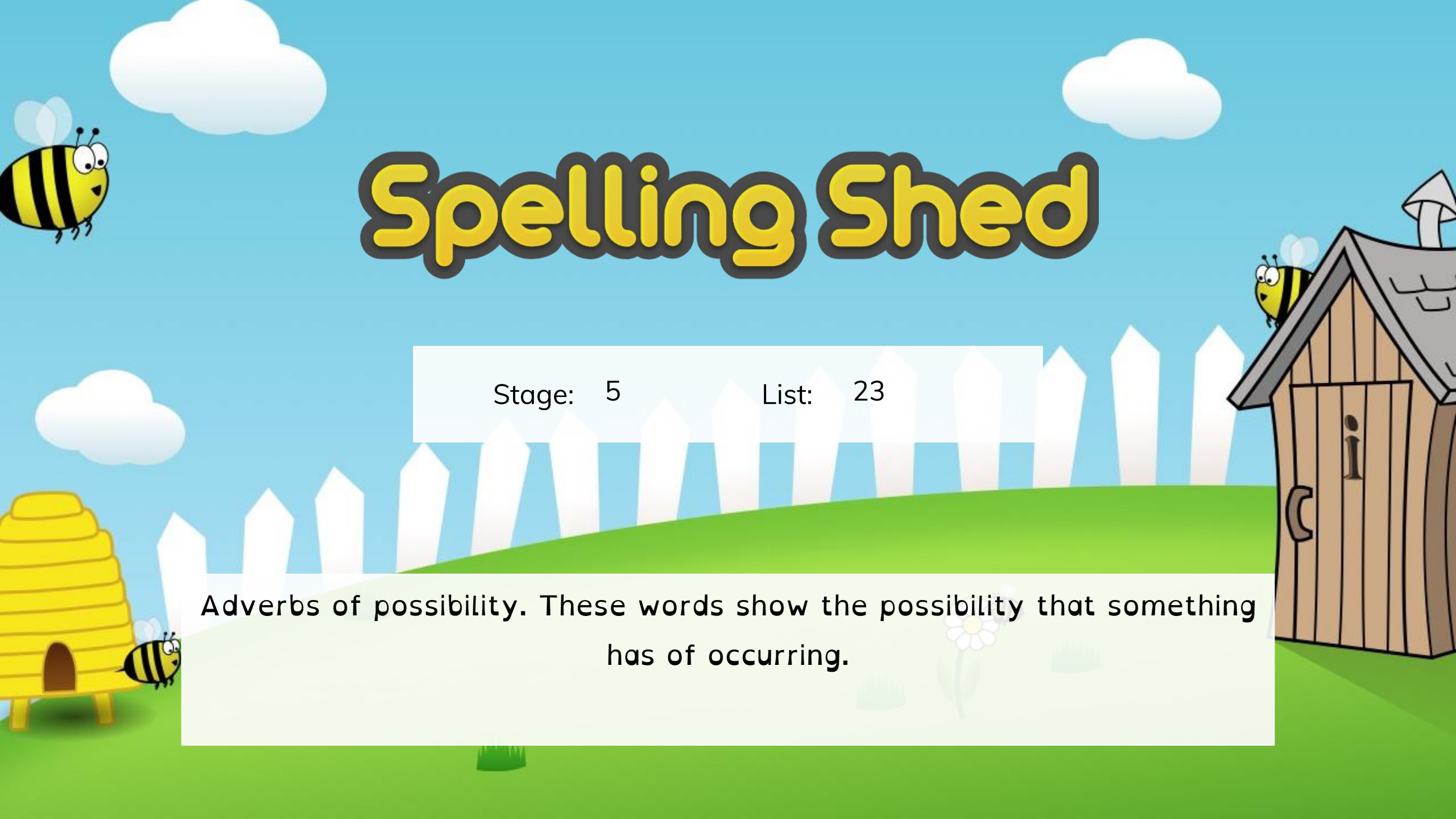
Sort all of the spellings from the two lists into the correct group by sound.

aw  
sound

Like paw

ow  
sound

Like cow



# 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

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

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



Spelling Shed

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

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

Challenge words

Stage: 5

**Challenge Words**

List: 24

Name:



**Spelling Shed**

**Spellings**

accompany

communicate

conscience

desperate

disastrous

interfere

nuisance

queue

restaurant

rhythm

Challenge Words

Choose an activity from the challenge pack.







Spelling Shed

Stage: 5

Challenge Words

List: 24

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</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



# 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

## 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 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> 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

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

## 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 on 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.

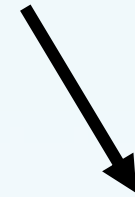
Share sentences with the class.



Choose 6 words to add to your bingo board.



Spelling Shed



father



isle

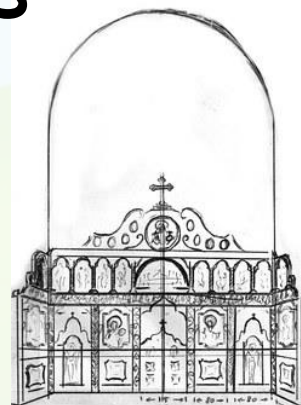


stairs

toes



maid



altar



rose



sea





**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 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> 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

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

## 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





Spelling Shed

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



Spelling Shed

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

Which is the correct spelling?

bridle

bridal







**Spelling Shed**

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
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

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: 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



complimen  
t





**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 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> 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

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





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

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	<b>Challenge Words</b>  Name:
List: 30	



**Spelling Shed**

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</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.





# Spelling Shed

Stage: 5

List: 31

Revision – spelling rules we have learned in Stage 5.

Stage: 5	Revision – spelling rules we have learned in Stage 5.
List: 31	



Spelling Shed

Spellings
ambitious
delicious
official
potential
financial
appreciate
abundant
fragrant
innocence
dependable

## Revision

Choose an activity from the Challenge Activity Pack



Spelling Shed

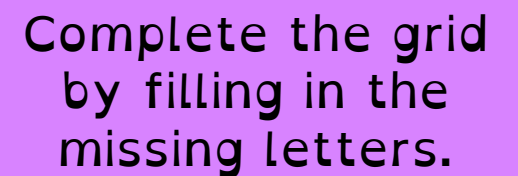
Stage: 5	Revision – spelling rules we have learned in Stage 5.
List: 31	
Name:	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt
ambitious			
delicious			
official			
potential			
financial			
appreciate			
abundant			
fragrant			
innocence			
dependable			



Name:

## dependable





# Spelling Shed

Stage: 5

List: 32

Revision – spelling rules we have learned in Stage 5.



Stage: 5	Revision – spelling rules we have learned in Stage 5.
List: 32	



Spelling Shed

Spellings
reliably
accommodate
changeable
afterwards
referring
knight
doubt
amateur
ancient
deceive

## Revision

Choose an activity from the Challenge Activity Pack



Spelling Shed

Stage: 5	Revision – spelling rules we have learned in Stage 5.
List: 32	
Name:	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt
reliably			
accommodate			
changeable			
afterwards			
referring			
knight			
doubt			
amateur			
ancient			
deceive			

Stage: 5	Revision – spelling rules we have learned in Stage 5.
List: 32	
Name:	



Spelling Shed

Spellings	
reliably	<input type="radio"/>
accommodate	<input type="radio"/>
changeable	<input type="radio"/>
afterwards	<input type="radio"/>
referring	<input type="radio"/>
knight	<input type="radio"/>
doubt	<input type="radio"/>
amateur	<input type="radio"/>
ancient	<input type="radio"/>
deceive	<input type="radio"/>

Draw a line to match each spelling to its definition.

From a long  
time ago.

Often  
changing.

In a  
consistently  
good way.

Feeling of  
uncertainty.

To make  
someone  
believe  
something  
untrue.

Provide  
somewhere  
to stay.

A man of  
social high  
rank.

Read something  
to gather  
information.

Doing  
something as  
a hobby.

After  
something else  
has happened.



# 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	



Spellings
bought
though
definitely
accompany
advice
aisle
guessed
cereal
affect
achieve

Revision

Choose an activity from the Challenge Activity Pack





**Spelling Shed**

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
bought			
though			
definitely			
accompany			
advice			
aisle			
guessed			
cereal			
affect			
achieve			



Spelling Shed

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.



# 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



**Spelling Shed**

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
fictitious			
conscious			
constant			
elegance			
frequent			
understandable			
comfortably			
controversy			
manageable			
earlier			





Name:

earlier

## Your definition



# 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	



Spellings
transferring
writer
ascend
awkward
species
receive
thought
dough
probably
conscience

Revision

Choose an activity from the Challenge Activity Pack



Spelling Shed

Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 35

Name:

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



**Spelling Shed**

Stage: 5

Revision – spelling rules we have learned in Stage 5.

List: 35

Name:

## Spellings

transferring

writer

ascend

awkward

species

receive

thought

dough

probably

conscience

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





# Spelling Shed

Stage: 5

List: 36

Revision – spelling rules we have learned in Stage 5.

Stage: 5
List: 36

Revision – spelling rules we have learned in Stage 5.



Spellings
transferring
writer
ascend
awkward
species
receive
thought
dough
probably
conscience

Revision

Choose an activity from the Challenge Activity Pack





Spelling Shed

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
device			
aloud			
heard			
complement			
precede			
community			
principle			
muscle			
desert			
stationary			



Spelling Shed

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.