Year 5 Spelling Overview

What we've learnt this half term

Half term:	Autumn 1, 2026/27
Spelling quiz:	Week 6

This half term, Year 5 have learnt the 49 spellings below through Ready Steady Spell, our spelling programme. Each week's words share a spelling pattern, and children are taught the pattern alongside the words so they can use it to spell other words that follow the same rule. This half term has been about adding endings to root words, plus some less predictable spellings: ei after c, ou as in touch, hyphens after prefixes and the silent h. Tricky words come from the national curriculum list of words children should be able to spell by the end of Year 6. Many don't follow the usual rules, so children learn them by sight and usually need more practice with them.

Week 6 is a practise and apply week, when children revisit the half term's words and sit a short spelling quiz on a selection of them. Spellings only stick if they keep being used, so please keep coming back to these at home after the quiz too. A few minutes, two or three times a week, does far more than one long session.

Week	Spelling focus	This week's words	Tricky words	Try this at home
Week 1	Doubling the last letter when the stress falls on the last syllable (com-**PEL**, compelled; ad-**MIT**, admitting). Adding **ly** straight on to a root word (quick, quickly).	compelled, embedding, admitting, propeller, quickly, exactly, suddenly, carefully	**accommodate, accompany**	Two common slips: carefully is careful + ly, so it has two l's. accommodate has a double c and a double m (it's big enough to accommodate both).
Week 2	Root words ending in a consonant + y change the **y** to **i** before **ly** (untidy, untidily). Root words ending in **le** swap it for **ly** (freckle, freckly).	untidily, sleepily, crazily, steadily, freckly, scribbly, dribbly, visibly	**according, persuade**	Say the root word first. Ends in y? Change it to i. Ends in le? Swap the le for ly. That's why it's visibly, not visiblely.
Week 3	Root words ending in **ic** add **ally** (classic, classically). **ei** after c making an ee sound (receive, receipt, deceit).	classically, drastically, specifically, realistically, receive, perceive, receipt, deceit	**opportunity, marvellous**	The old rhyme works here: i before e, except after c, when the sound is ee. receipt also has a silent **p**. Link it to reception, where you can hear the p.
Week 4	**ou** making a short u sound (trouble, touch). Using a **hyphen** after a prefix when the prefix ends in a vowel and the root word starts with one (co-operate, de-ice).	trouble, courage, country, touch, co-ordinate, re-enter, co-operate, de-ice	**rhythm, rhyme**	Without the hyphen, cooperate starts with coop, where chickens live. The hyphen stops two vowels running together and being misread.
Week 5	The silent **h**: at the start (honest, hour, heir), after g (ghost), in wh (when, whale) and hidden in the middle (rhyme, vehicle).	honest, hour, when, ghost, whale, white, heir, rhyme, vehicle	**queue**	When practising, sound out the silent h in an exaggerated way: g-**H**-ost, ve-**H**-icle. And queue is just q followed by **ueue**.
Week 6	**Practise and apply:** children revisit all of this half term's words and sit the half-termly spelling quiz on a selection of them.			

Ways to practise at home

QUICK-FIRE QUIZ
Read out five words from different weeks. Your child writes them, then checks against this sheet and fixes any mistakes.

IN A SENTENCE
Pick two words and write one sentence using both. Check the spelling, the capital letter and the full stop.

SORT IT
Write some of the words on scraps of paper and sort them by what happened when the ending was added: letter doubled, y changed to i, le swapped for ly, or ally added.

SPOT IT
Look out for this half term's words in reading books, on signs and on packaging, and point them out together.

LOOK, SAY, COVER, WRITE, CHECK
For any word that's still wobbly, use the same method as the weekly practice sheet.