

Our week by week Spelling lesson focus in Y5- Autumn Term 1	
1	Review frequently misspelt words including some homophones and near homophones e.g. Dictate short sentences using the Y3&4 target words (bold) and including some Y2 CEWs or homophones (underlined). For example: You <u>should</u> not hold <u>your</u> breath while riding a bicycle . <u>Which</u> is larger – an eighth or a quarter ? (word lists can be found online)
2	Review plurals – adding –s, -es, -ies, -ves e.g. centuries, signatures, committees, thieves, cliffs
3	Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly e.g. enjoyment, sadness, careful, playful, hopeless, plainness, badly, sadly, completely, usually, finally, comically
4	Review suffixes beginning with vowel letters to words e.g. add suffixes to root words such as: trap, clumsy, strange, question, remember, dry, separate
5	Focus on morphology using Y5/6 word lists in your Reading Record. Create word chains such as: necessary, unnecessary, unnecessarily; or recognise, recognised, recognising, recognisable, recognisably, unrecognisable, unrecognised, unrecognisably, recognition.
6	Review suffixes beginning with vowel letters to words with unstressed syllables e.g. add the suffix -ed / -ing, deciding whether to double the final consonant or not: garden, follow, worry, forget, control, admit, regret, begin, travel, occur, upset, water, label.

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