

Year group: 5	Class: OR/LS To	Number of Weeks: 16		
Date	Spelling Foo	cus Text Type	Purpose	Text
25 <sup>th</sup> Aug 4 days	tch words, e.g ske hatch, watch, kitcl notch, hutch, snat witch, stretch, stit crutch, hatchet	nen, and punctuation ch,	To describe settings and characters ,	Boy at the Back of the Class by Onjali Rauf  Land of the Last Wild Cat by Lui Sit
1 <sup>st</sup> Sept	The /dʒ/ sound sp ge and dge at the words, and somet spelt as g elsewhe words before e, i a e.g. badge, edge, l dodge, fudge, age change, charge, bi village gem, giant, giraffe, energy jac jar, jog, join, adjus	and punctuation  and punctuation  Descriptive writing – explode the moment – from a distance closer, specific detail  idea of and punctuation  Descriptive writing – explode the moment – from a distance closer, specific detail  idea of and punctuation	To describe settings and characters ,	Boy at the Back of the Class by Onjali Rauf  Land of the Last Wild Cat by Lui Sit
8 <sup>th</sup> Sept	Suffixes beginning vowel letters to w more than one syl e.g. beginner, beg forgetting, forgott prefer, preferred, gardening, garden limiting limited, limitation	ords of lable, inning, en,	<ul> <li>To give a lesson or a warning</li> <li>To use dialogue to advance action</li> </ul>	Aesop's Fables by Michael Morpurgo
15 <sup>th</sup> Sept	NC Word List, incl climb, arrive, eigh answer from Y4 Pi	t, -	<ul> <li>To give a lesson or a warning</li> <li>To use dialogue to advance action</li> </ul>	Aesop's Fables by Michael Morpurgo
22 <sup>nd</sup> Sept	/ɪ/ sound spelt y elsewhere than at end of words, e.g. mystery, myth, gy gymnastics, Egypt	m,	<ul> <li>To give a lesson or a warning</li> <li>To use dialogue to advance action</li> </ul>	Aesop's Fables by Michael Morpurgo



	pyramid, hymn system, symbol, symbolic, lyric, typical, typically.			
29 <sup>th</sup> Sept	Suffix ful, e.g. joyful, beautiful, delightful, disgraceful, frightful, playful, graceful, helpful, merciful, peaceful, thoughtful, spiteful.	Poetry by a famous Poet	<ul> <li>To create empathy</li> <li>To explore relationships</li> </ul>	Benjamin Zephaniah
6 <sup>th</sup> Oct	Prefix auto, e.g. autobiography autograph, automatic autonomy, autopilot autofocus		PIXL Assessment Week	
13 <sup>th</sup> Oct	Endings which sound like /ʃən/, spelt -tion: invention, injection, action, hesitation, completion, nation operation, relation situation, translation pollution, revolution attraction, affection correction, construction option	Recount-Diaries	<ul> <li>To describe thoughts and feels</li> <li>To change tense</li> </ul>	Windrush Child by Benjamin Zephaniah
		HA	LF TERM	
27 <sup>th</sup> Oct	Endings which sound like /ʃən/, spelt –tion: imagination, organisation, ambition position, solution fiction, introduction caution, attention intention	Recount-Diaries	<ul> <li>To describe thoughts and feels</li> <li>To change tense</li> </ul>	Windrush Child by Benjamin Zephaniah
3 <sup>rd</sup> Nov		Science Fiction	<ul> <li>To imagine different worlds and realities</li> <li>To describe settings and characters</li> <li>To use dialogue to advance action</li> </ul>	Phoenix by SF Said



	invasion, occasion explosion, persuasion erosion			
10 <sup>th</sup> Nov	Endings which sound like /ʃən/, spelt –sion: collision, decision vision, division provision, television conclusion, intrusion illusion, corrosion	Science Fiction	<ul> <li>To imagine different worlds and realities</li> <li>To describe settings and characters</li> <li>To use dialogue to advance action</li> </ul>	Phoenix by SF Said
17 <sup>th</sup> Nov	Endings which sound like /ʃən/, spelt –ssion: expression, discussion, confession, permission, admission, transmission possession, profession depression, impression	Science Fiction	<ul> <li>To imagine different worlds and realities</li> <li>To describe settings and characters</li> <li>To use dialogue to advance action</li> </ul>	Phoenix by SF Said
24 <sup>th</sup> Nov	Endings which sound like /ʃən/, spelt -cian: musician, electrician, magician, politician, mathematician physician, clinician optician, technician beautician	Science Fiction	<ul> <li>To imagine different worlds and realities</li> <li>To describe settings and characters</li> <li>To use dialogue to advance action</li> </ul>	Phoenix by SF Said
1 <sup>st</sup> Dec	The suffix –ous Add ous: Joy = joyous poison = poisonous danger = dangerous mountain = mountainous hazard = hazardous  Remove last e then add ous: fame = famous adventure= adventurous ridicule = ridiculous	Discussion text	<ul> <li>To present a balanced overview of an issue</li> <li>To use more formal language</li> </ul>	School issue (mobile phone/uniform)



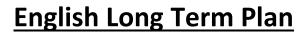
8 <sup>th</sup> Dec	Change y to an i then add ous:  vary = various  fury = furious  victory = victorious  The suffix -ous	Discussion text	To present a balanced overview of an issue	Space race/travel
o Dec	Humour = humorous, Glamour = glamorous, Vigour = vigorous Odour = odorous  courageous, outrageous, gorgeous, advantageous	DISCUSSION CEAC	To use more formal language	Film clips
15 <sup>th</sup> Dec 4 days	The suffix ous, e.g. serious, obvious previous, curious devious, dubious notorious, oblivious hideous, spontaneous courteous, tremendous, enormous, jealous, fabulous, generous, ravenous	Discussion text	<ul> <li>To present a balanced overview of an issue</li> <li>To use more formal language</li> </ul>	Space race/travel Film clips
Year group: 5	Class: OR/LS	Term: Spring 2026 – Ra	iders & Traders	Number of Weeks: 11
		All	the World a Stage	
Date	Spelling focus	Genre/Text Type	Purpose	Text
5 <sup>th</sup> Jan 4 days	NC Word List	Narrative Poem	<ul><li>To tell a story</li><li>To create empathy for the characters</li></ul>	Highwayman
12 <sup>th</sup> Jan	Words ending with the /g/ sound spelt – gue sound spelt (French in origin): league, tongue, fatigue intrigue, vague, rogue	Narrative Poem	<ul> <li>To tell a story</li> <li>To create empathy for the characters</li> </ul>	Highwayman



	plague			
	p.100.0			
19 <sup>th</sup> Jan	Words ending with the /k/ sound spelt –que (French in origin): antique, unique, mosque, cheque plaque, picturesque grotesque	Myths & legends	<ul> <li>To provide a fictional explanation for a natural phenomena</li> <li>To give information about the way people lived</li> <li>To use dialogue to convey character</li> </ul>	Norse Mythology for Kids: Tales of Gods, Creatures and Quests by Mathias Nordvig
26 <sup>th</sup> Jan	Homophones and near- homophones	Myths & legends	<ul> <li>To provide a fictional explanation for a natural phenomena</li> <li>To give information about the way people lived</li> <li>To use dialogue to convey character</li> </ul>	Norse Mythology for Kids: Tales of Gods, Creatures and Quests by Mathias Nordvig
2 <sup>nd</sup> Feb	Endings which sound like /ʃəl/ cial, e.g. official, special, artificial, beneficial, crucial, facial, official, racial, social, superficial.	Myths & legends	<ul> <li>To provide a fictional explanation for a natural phenomena</li> <li>To give information about the way people lived</li> <li>To use dialogue to convey character</li> </ul>	Norse Mythology for Kids: Tales of Gods, Creatures and Quests by Mathias Nordvig
	Exceptions to rule: financial, commercial, provincial			
9 <sup>th</sup> Feb	Endings which sound like /ʃəl/ tial, e.g. partial, confidential, essential, torrential, confidential, essential, initial, partial, potential, residential, spatial, substantial.		PIXL Assessment Week	
			HALF TERM	
23 <sup>rd</sup> Feb	Homophones and near- homophones	Fantasy	<ul> <li>To fuel the imagination</li> <li>To describe settings and characters</li> <li>To use dialogue to advance the action</li> </ul>	A Stage Full of Shakespeare Stories b Angela McAllister (Macbeth)

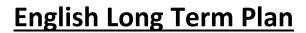


2 <sup>nd</sup> Mar	NC Word List	Fantasy	<ul> <li>To fuel the imagination</li> <li>To describe settings and characters</li> <li>To use dialogue to advance the action</li> </ul>	A Stage Full of Shakespeare Stories by Angela McAllister (Macbeth)	
9 <sup>th</sup> Mar	Words with the /s/ sound spelt sc (Latin in origin): science, discipline fascinate, crescent muscles, scissors scene, scenery, scenic scent, ascent descent, crescent	Fantasy	<ul> <li>To fuel the imagination</li> <li>To describe settings and characters</li> <li>To use dialogue to advance the action</li> </ul>	A Stage Full of Shakespeare Stories by Angela McAllister (Macbeth)	
16 <sup>th</sup> Mar	Words ending in – ant, ation	Explanation	<ul> <li>To explain how a process occurs</li> <li>To use technical vocabulary</li> </ul>	Reversible and irreversible changes	
23 <sup>rd</sup> Mar	Words ending in – ance/ancy	Explanation	<ul> <li>To explain how a process occurs</li> <li>To use technical vocabulary</li> </ul>	Revers	ible and irreversible changes
Year group: 5	Class: OR/LS	Term: Summer 2026 – C	olourful Cultures past to Coast	Number of Weeks: 12	
Date	Spelling Focus	Genre/Text Type	Purpose		Text
13 <sup>th</sup> Apr	Words ending in – ent/ence/ency	Descriptive Information Text - affluent country in Middle East, e.g. Dubai	<ul> <li>To give a detailed account of somewhere</li> <li>To describe and persuade</li> </ul>	Atlas of Adventure by Rachel Williams	
20 <sup>th</sup> Apr	Words ending in – ant, ance, ancy, ent, ence, ency – exceptions to the rules.	Descriptive Information Text - affluent country in Middle East, e.g. Dubai	To give a detailed account of somewhere     To describe and persuade	Atlas of Adventure by Rachel Williams	
27 <sup>th</sup> Apr	Words with the /eɪ/ sound spelt eigh, ei, eig, ey	Contemporary Fiction – journey story	<ul> <li>To take your reader on a journey</li> <li>To create empathy for characters</li> <li>To use dialogue to create character</li> </ul>	A Story Like the Wind by Gill Lewis	
4 <sup>th</sup> May 4 days	NC Word List	Contemporary Fiction – journey story	<ul> <li>To take your reader on a journey</li> <li>To create empathy for characters</li> <li>To use dialogue to create character</li> </ul>	A Story	Like the Wind by Gill Lewis





11 <sup>th</sup> May	Homophones and near-	Contemporary Fiction –	<ul> <li>To take your reader on a journey</li> <li>A Story Like the Wind by Gill Le</li> </ul>				
•	homophones	journey story	To create empathy for characters				
			To use dialogue to create character				
18 <sup>th</sup> May	Words with the /k/	Performance Poetry	<ul> <li>To perform</li> <li>Recollections of Arabian Night</li> </ul>				
20	sound spelt ch (Greek in	·	To use descriptive language     Alfred Lord Tennyson				
	origin):						
	monarch, architect						
	architecture, mechanic						
	mechanical, technical						
	technician, technology						
	chemist, chemistry	117	T TERM				
			FTERM				
1 <sup>st</sup> Jun	Words with 'silent'	Newspaper Report – recount	To retell events in order, to inform     The Giant's Necklace by Micha				
	letters (i.e. letters whose presence cannot be		To use the perfect tense Morpurgo				
	predicted from the		To use direct and reported speech				
	pronunciation of the						
	word)						
8 <sup>th</sup> Jun	Ending – cious or tious:						
o juli	vicious, precious,						
	conscious, delicious,	PIXL Assessment Week					
	malicious, suspicious						
	ambitious, cautious,						
	fictitious, infectious,						
th	nutritious		TI C' L' AL LL L AS'L				
15 <sup>th</sup> Jun	Words ending in –able and –ible	Newspaper Report – recount	To retell events in order, to inform  The Giant's Necklace by Micha				
	and –ible		To use the perfect tense Morpurgo				
			To use direct and reported speech				
22 <sup>nd</sup> Jun	Words ending in –ably	Poetry – the wave's	<ul> <li>To tell a story</li> <li>The Giant's Necklace by Micha</li> </ul>				
	and –ibly	perspective	To create empathy for the characters     Morpurgo				
29 <sup>th</sup> Jun	NC Word List	Persuasion/complaint –	To complain     The Giant's Necklace by Micha				
		formal letter	<ul> <li>To give details of the problems/issues with something</li> </ul>				
			To encourage or convince the reader				
			towards the same way of seeing things				
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6 <sup>th</sup> Jul 4 days	Homophones and near- homophones	Persuasion/complaint – formal letter	•	To complain To give details of the problems/issues with something To encourage or convince the reader	The Giant's Necklace by Michael Morpurgo
				To encourage or convince the reader	
				towards the same way of seeing things	