

OUR LADY OF THE ROSARY CATHOLIC SCHOOL
YEAR 5 SPELLING SCOPE AND SEQUENCE

SOUND STRATEGY	VISUAL STRATEGY	MEANING STRATEGY	CONNECTING STRATEGY	CHECKING STRATEGY
<ul style="list-style-type: none"> <input type="checkbox"/> Breaks multisyllabic words into syllables as one way to solve words, e.g. chocolate, mineral 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes a large number of high-frequency and topic words <input type="checkbox"/> Uses visual knowledge to spell uncommon letter patterns, e.g. drought, journey, your, tour, sour 	<ul style="list-style-type: none"> <input type="checkbox"/> Applies spelling generalisations for adding suffixes <input type="checkbox"/> Adds suffixes to bases, e.g. 'ly', 'ist', 'er', 'or', 'ment', 'proof', 'ive', 'ship', 'ion', 'able', 'ible', 'ful' and understands how these change the meaning of the word <input type="checkbox"/> Uses superlative and comparative suffixes and irregular forms, e.g. 'er', 'est', good, better, best <input type="checkbox"/> Uses more difficult homophones correctly, e.g. soar/sore <input type="checkbox"/> Uses contractions correctly <input type="checkbox"/> Uses knowledge of word origins and roots to spell related words, e.g. vision, television <input type="checkbox"/> Understands the structure of words, including prefixes, suffixes, base and compound words, and can utilise them in spelling new words <input type="checkbox"/> Recognise portmanteaus, i.e. words made by combining parts of other words, e.g. blog, podcast 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise when a word doesn't look right, and is able to generate alternative spellings <input type="checkbox"/> Uses a range of spelling strategies to recall and attempt to spell new words 	<ul style="list-style-type: none"> <input type="checkbox"/> Proofreads own writing, making use of a variety of resources, including print, live and electronic

TERM ONE SPELLING SCOPE AND SEQUENCE

EN3-4A: draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts

- ☐ Develop and apply contextual knowledge
- ☐ Understand and apply knowledge of language forms and features
- ☐ Respond to and compose texts

Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<p><u>Morphological Word Families</u> Focus: Building morphological word families (<i>words that are connected through a common base</i>)</p> <p>Inquiry Question: How will knowing the meaning of the word and finding the base help us to spell other words?</p> <p>Big Idea: exploring free bases (e.g. 'cover') and bound bases (e.g. 'pend') with an exploration of 'make', 'do', 'create', 'kind' and 'paint'</p>		<p><u>Proofreading</u> Focus: Proofreading</p> <p>Inquiry Question: What do I need to know and be able to do to be a successful proofreader?</p> <p>Big Idea: identifying spelling errors and examining ways to correct spelling</p> <p>**Ongoing revision and support embedded in each spelling cycle**</p>		<p><u>Suffixes - Adjective Forming</u> Focus: Suffixes that change words from nouns to adjectives - 'al', 'ic', 'ish' and 'y'</p> <p>Inquiry Question: How does a suffix change the meaning and function of a word?</p> <p>Big Idea: recognising suffixes that change nouns to adjectives, each meaning 'having characteristics of'</p>		<p><u>Plurals</u> Focus: Investigating plurals of Latin and Greek origins and other loan words</p> <p>Inquiry Question: Why don't all plurals have the 's' or 'es' suffix?</p> <p>Big Idea: understanding the plural form of loan words, e.g. radius - radii</p>		<p><u>Apostrophes - Contraction</u> Focus: Apostrophes of contraction</p> <p>Inquiry Question: How do we know when to use an apostrophe of contraction?</p> <p>Big Idea: understanding the function of contractions to show omitted letters</p>	

TERM TWO SPELLING SCOPE AND SEQUENCE

EN3-4A: draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts

- ☐ Develop and apply contextual knowledge
- ☐ Understand and apply knowledge of language forms and features
- ☐ Respond to and compose texts

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><u>Apostrophes - Possession</u> Focus: Apostrophes of possession</p> <p>Inquiry Question: How do we know when to use an apostrophe of possession?</p> <p>Big Idea: understanding the function of apostrophes to show ownership</p>		<p><u>Suffixes - Noun Forming</u> Focus: Investigating the noun-forming suffix 'ion', with a focus on morphological structure</p> <p>Inquiry Question: How does the base change when adding the suffix 'ion'? How does the suffix change the word class?</p> <p>Big Idea: exploring nominalisation through changing nouns to verbs using suffix 'ion'</p>		<p><u>Letter Patterns</u> Focus: Final syllabic 'le' letter pattern</p> <p>Inquiry Question: Why do some words with a final 'le' have a preceding single consonant and some have a double consonant or two consonants?</p> <p>Big Idea: developing spelling generalisations relating to 'le' letter patterns</p>		<p><u>Suffixes</u> Focus: Investigating suffixes 'ible', 'able' and 'al'</p> <p>Inquiry Question: How do the suffixes 'ible', 'able' and 'al' compare to the letter pattern 'le'?</p> <p>Big Idea: developing a deeper understanding of suffixes meaning 'able to' and 'having characteristics of'</p>		<p><u>Prefixes</u> Focus: Investigating prefixes commonly used in Mathematics to denote size or number, e.g. 'milli' or 'tri'</p> <p>Inquiry Question: How does adding a prefix to the beginning of a base change its meaning?</p> <p>Big Idea: developing a deeper understanding of the way prefixes change the meaning of different words when added to a base.</p>	

TERM THREE SPELLING SCOPE AND SEQUENCE

EN3-4A: draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts

- ☐ Develop and apply contextual knowledge
- ☐ Understand and apply knowledge of language forms and features
- ☐ Respond to and compose texts

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Compound Words Focus: Recognising both bases in a compound word contribute to meaning but belong to separate morphological word families Inquiry Question: How do compound words fit with morphological word families? Big Idea: developing a deeper understanding of compound words		Etymology Focus: Words come from many different languages Inquiry Question: How does understanding word origins help us to notice similarities between words of the same origin? Big Idea: examining the history of a range of loan words and exploring similarities between words of the same origins.		Letter Patterns Focus: Examining 'our' letter pattern Inquiry Question: Why do some words share the letter pattern 'our' but have different pronunciations? Bid Idea: developing spelling generalisations relating to 'our' letter patterns		Suffixes Focus: Exploring comparative and superlative suffixes Inquiry Question: How do comparative and superlative suffixes change the meaning and function of words? Big Idea: examining superlative and comparative suffixes, including irregular forms, e.g. 'er', 'est', good, better, best		Etymology & Morphology Focus: Connecting etymology and morphological word families Inquiry Question: How does the origin of a base word help us to understand the morphological word family it belongs to? Big Idea: Examining bases derived from Latin, Greek & French origins (e.g. 'joy' derived from French)	

TERM FOUR SPELLING SCOPE AND SEQUENCE

EN3-4A: draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts

- ☐ Develop and apply contextual knowledge
- ☐ Understand and apply knowledge of language forms and features
- ☐ Respond to and compose texts

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Suffixes (Noun Forming) Focus: Investigating suffixes 'ment', 'ship', 'or' and 'er' Inquiry Question: How does a suffix change the meaning and function of a word? Big Idea: developing a deeper understanding of suffixes meaning 'represents the result or product of an action', 'position held' and 'person who'		Homophones Focus: Exploring more difficult homophones using context to identify correct spelling Inquiry Question: How does understanding meaning and context help us to spell challenging homophones? Big Idea: understanding the importance of meaning and context when using homophones		Suffixes (Adjective Forming) Focus: Investigating suffixes 'ive', 'ly' and 'ous' Inquiry Question: How does a suffix change the meaning and function of a word? Big Idea: developing a deeper understanding of suffixes meaning 'tending to be', 'having characteristics of' and 'having qualities of'		REVISION OF CONCEPTS AND SPELLING STRATEGIES Focus: Inquiry Question: Big Idea:		REVISION OF CONCEPTS AND SPELLING STRATEGIES Focus: Inquiry Question: Big Idea:	