



Spelling,  
punctuation and  
grammar (SPaG) -

A guide for  
parents

**Year 5**

## **Introduction**

In the 2014 National curriculum for English, there is a very significant emphasis placed on SPAG (spelling, punctuation and grammar).

This booklet outlines the expectations for Year 5, including:

- The statutory word list (100 words) for Years 5 and 6
- The spelling rules/patterns covered in Years 5 and 6
- The grammar foci for Year 5
- The technical vocabulary pupils need to understand in Year 5

We appreciate that there is a lot of information in this booklet, and that it may be a lot to digest! Our rationale is to keep you informed, in order for us to work together to support children in their learning. Therefore, practical ideas for how you can help are included. If you have any queries, a wealth of information can be found online, and we are always here should you wish to ask us for more information.

## **Statutory word list**

The word lists for Years 5 and 6 are statutory. The list is a mixture of words children frequently use in their writing and those which they often misspell. Parents can support their children by ensuring that they are familiar with these words by applying them, using the range of games and activities listed in this booklet. They will also be a focus for homework and tests throughout the year.

## **Spelling rules/patterns**

As a school, we have decided to split the Year 5/6 spelling programme to make it more manageable. Please note that the sections that are highlighted in green are spelling patterns/rules that are to be covered in Year 5.

## **How is spelling taught in school?**

Your child will have a daily, short, focused session of spelling and grammar. During the session, new spelling patterns/rules and grammar content will be introduced and then reinforced through games and activities that encourage enquiry and pattern finding.

## **Parent/Carer support**

Parents can support their children by having a good understanding of the expectations and maintaining a focus on spelling and grammar at home. Once a fortnight your child will receive a spelling sheet with a list of spellings to practise and learn. These will consist of words from the Year 5 spelling or grammar programme. Your child will have a spelling test every other week and we will expect to see these words increasingly spelt correctly in their writing.

## Statutory word list

(Green highlighted words to be covered in Year 5)

accommodate	correspond	identity	queue
accompany	criticise	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience*	government	privilege	variety
conscious*	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

## Spelling rules/patterns

(Green highlighted words to be covered in Year 5)

Spelling Pattern	Rules and Guidance	Example Words
Endings -cious -tious	Not many common words end like this. If the root word ends in <b>-ce</b> , the sound is usually spelt as <b>c</b> - <i>e.g. vice - vicious, grace - gracious, space - spacious, malice - malicious.</i> <b>Exception:</b> <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings -cial -tial	<b>-cial</b> is common after a vowel letter and <b>-tial</b> after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i> ).	official, special, artificial, partial, confidential, essential
Endings -ant -ance -ancy -ent -ence -ency	Use <b>-ant</b> and <b>-ance/-ancy</b> if there is a related word with an 'a' (cat) or 'ay' sound in the right position; <b>-ation</b> endings are often a clue.  Use <b>-ent</b> and <b>-ence/-ency</b> after soft c, soft g and qu, or if there is a related word with a clear 'e' (hen) sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Endings -able -ible -ably -ibly	The <b>-able/-ably</b> endings are far more common than the <b>-ible/-ibly</b> endings. As with <b>-ant</b> and <b>-ance/-ancy</b> , the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b> .	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)

	<p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending.</p> <p>The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.</p> <p>The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p>	<p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in -fer</p>	<p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
<p>Use of the hyphen</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>
<p>Words with the 'e' (she) sound spelt ei after c</p>	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is 'e' Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p>	<p>deceive, conceive, receive, perceive, ceiling</p>
<p>Words containing the letter-string ough</p>	<p>ough is one of the trickiest spellings in English - it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough cough</p> <p>though, although, dough through</p> <p>thorough, borough</p> <p>plough, bough</p>

<p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.</p>	<p>doubt, island, lamb, solemn, thistle, knight</p>
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end -ce and verbs end -se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound - which could not be spelt c.</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p>
	<p>More examples:  aisle: a gangway between seats (in a church, train, plane).  isle: an island. aloud: out loud. allowed: permitted.  affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business).  altar: a table-like piece of furniture in a church.  alter: to change.  ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).  bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.  cereal: made from grain (e.g. breakfast cereal).  serial: adjective from the noun series - a succession of things one after the other.  compliment: to make nice remarks about someone (verb) or the remark that is made (noun).  complement: related to the word complete - to make something complete or more complete (e.g. her scarf complemented her outfit). descent: the act of descending (going down).</p>	<p>guessed: past tense of the verb guess guest: visitor  heard: past tense of the verb hear herd: a group of animals  led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)  morning: before noon  mourning: grieving for someone who has died  past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me)  passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on  principal: adjective - most important (e.g. principal ballerina) noun - important person (e.g. principal of a college)  principle: basic truth or belief  profit: money that is made in selling things  prophet: someone who foretells the future</p>

	<p>dissent: to disagree/ disagreement (verb and noun). desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. to draft in extra help)</p> <p>draught: a current of air.</p>	<p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of who is or who has</p>
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## Spelling Activities

Try some of these activities to help your child learn their spellings.

<p><b><u>Scrambled words</u></b></p> <p>Fold a piece of paper into 3 columns. Write the words in the first column, then write each word again in the second column with the letters all jumbled up. Fold the correct answers behind the page and see if a partner can unscramble the words correctly.</p>	<p><b><u>Air and back spelling</u></b></p> <p>Write the word in the air, really big, then really small, saying each letter as it is written. If the word can be sounded out, use the phonemes, if not, use the letter names. Try writing words on each other's backs and see if your partner can say what word you're writing.</p>	<p><b><u>Acrostic</u></b></p> <p>Use your target word to make an acrostic poem with each line beginning with the next letter to spell out the word- it's easier to remember if the poem makes sense! e.g. what:</p> <p><b>W</b>hile Sam was walking down the path,  <b>H</b>e saw a cat that stared, then laughed.  <b>A</b> cat that laughs is quite a feature,  <b>T</b>ell me, have you seen such a creature?</p>	<p><b><u>Write a story</u></b></p> <p>Write a paragraph/ story containing as many words as possible that follow the spelling rule/pattern you are focusing on.</p>
<p><b><u>Letter Writing</u></b></p> <p>Write a letter to a friend, family member, teacher or super hero. Underline the spelling rules that you have focused on in your letter.</p>	<p><b><u>Colourful words</u></b></p> <p>Use two different colours to write your words- one for vowels another for consonants then write them all in one colour.</p>	<p><b><u>Rainbow writing</u></b></p> <p>Write your words over and over, each time on top of the last but in a different colour- create a rainbow word.</p>	<p><b><u>Graffiti wall</u></b></p> <p>Create a graffiti wall, inspired by graffiti artists, draw you target words again and again across a page to create the artwork.</p>

<p><b><u>Ambidextrous</u></b></p> <p>Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand.</p>	<p><b><u>Words within words</u></b></p> <p>Write down target words and then see how many other words you can make from the same letters.</p>	<p><b><u>Words without vowels</u></b></p> <p>Write spelling words in a list, replace all the vowels with a line. Can your partner fill in the gaps? (Also could be done without consonants instead, which is easiest?)</p>	<p><b><u>Make Some Music</u></b></p> <p>Write a song or rap that includes your words. Share with a friend or family member.</p>
<p><b><u>Pyramid power</u></b></p> <p>Sort a given group of words into a list from easiest to hardest. Write the easiest once in the middle at the top of the page, the next easiest twice underneath, third easiest three times below that etc so forming a pyramid.</p>	<p><b><u>Hangman</u></b></p> <p>Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man.</p>	<p><b><u>ABC Order</u></b></p> <p>Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first?</p>	<p><b><u>Squiggly / Bubble spelling words</u></b></p> <p>Write a list of your spelling words twice - once in your regular writing, then in squiggly or bubble letters.</p>
<p><b><u>Consonant circle</u></b></p> <p>Write a list of examples of your spellings. Circle all the consonants.</p>	<p><b><u>Sign your words</u></b></p> <p>Use sign language finger spelling to sign your words.  <a href="http://www.unitykid.com/signlanguage.html">http://www.unitykid.com/signlanguage.html</a>  <a href="http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/">http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/</a></p>	<p><b><u>UPPER and lower</u></b></p> <p>Write a list of your spelling words, firstly in UPPERCASE and then in lowercase.</p>	<p><b><u>Across and down</u></b></p> <p>Write all of your spelling words across and then down starting with the first letter.  W h e n  h  e  n</p>
<p><b><u>Back Writing</u></b></p> <p>Use your finger to spell your words, one letter at a time on your partners back. Partner has to guess the word.</p>	<p><b><u>Find your words</u></b></p> <p>Using your reading book, list as many spellings that follow the rule as possible.</p>	<p><b><u>Choo- Choo words</u></b></p> <p>Write the entire list end- to-end as one long word (like a train). Use a different coloured crayon for each word.  E.g.  hopmopestopdrop</p>	<p><b><u>Connect the dots</u></b></p> <p>Write your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil. Can you do this with joined up writing?</p>



<p><b><u>Rhyming words</u></b></p> <p>Write a list of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same spelling pattern).</p>	<p><b><u>Adding my words</u></b></p> <p>Each letter has a value. Consonants are worth 10 Vowels are worth 5</p> <p>Find as many spellings that follow the rule / pattern and add up your score.</p>	<p><b><u>Spelling poem</u></b></p> <p>Write a poem using several of your spelling words. Underline the words that you use. You can write any style of poem.</p>	<p><b><u>X words</u></b></p> <p>Find two target words with the same letter in and then write them so they criss cross.</p>
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## Year 5 Grammar Content

Year 5: Detail of content to be introduced (statutory requirement)	
Word	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p><b>Verb prefixes</b> [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p> <p><i>Children will be expected to use thesauruses to improve their selection and variety of vocabulary - this can be a focus at home for any piece of writing.</i></p>
Sentence	<p><b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i>, <i>surely</i>] or <b>modal verbs</b> [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>
Text	<p>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>

## Year 5 Grammar Terminology

<p>Modal verb</p>	<p>Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i>.</p> <p>A modal verb only has finite forms and has no suffixes (e.g. <i>I sing - he sings</i>, but not <i>I must - he musts</i>).</p>	<p><i>I <u>can</u> do this maths work by myself. This ride <u>may</u> be too scary for you! You <u>should</u> help your little brother. Is it going to rain? Yes, it <u>might</u>.</i></p> <p><i>Canning swim is important. [not possible because <u>can</u> must be finite; contrast: <i>Being able to swim is important</i>, where <i>being</i> is not a modal verb]</i></p>
<p>Relative pronoun</p>	<p>A relative pronoun is used to connect a clause or phrase to a noun or pronoun. You see them used every day with the most common relative pronouns being: <i>who, whom, which, whoever, whomever, whichever, and that</i>.</p>	<p>Spaghetti, <u>which</u> many of us enjoy, can be messy. This is the book <u>that</u> everyone is talking about. She wrote to the person <u>whom</u> she had met last month. We didn't bring the receipt, <u>which</u> was a big mistake. I have a friend <u>whose</u> cat is annoying.</p>
<p>Relative clause</p>	<p>A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p>	<p>In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.</p> <p><i>That's the <b>boy</b> <u>who lives near school</u>.</i> [<i>who</i> refers back to <i>boy</i>]</p> <p><i>The <b>prize</b> <u>that I won</u> was a book.</i> [<i>that</i> refers back to <i>prize</i>]</p> <p><i>The <b>prize</b> <u>I won</u> was a book.</i> [the pronoun <i>that</i> is omitted]</p> <p><i><b>Tom broke the game</b>, <u>which annoyed Ali</u>.</i> [<i>which</i> refers back to the whole clause]</p>

<p>Parenthesis Bracket ( ) Dash</p>	<p>Parentheses are <u>punctuation</u> marks (either <u>commas</u>, <u>dashes</u> or <u>brackets</u>) which are used in pairs to offset additional information in a <u>sentence</u>.</p> <p>The additional information is called a <u>parenthesis</u>. The parentheses (i.e., the commas, dashes, or brackets) are known as <i>parenthetical punctuation</i>.</p>	<p>Mrs Allan, 64 at the time, rang the police immediately. (In this example, commas have been used as parentheses.)</p> <p>Due to pub quizzes, Buzz Aldrin — the second man on the Moon — is now as famous as Neil Armstrong. (In this example, dashes have been used as parentheses.)</p> <p>Mrs O'Grady's other macaw (called 'Billy Two') rides a motorized skateboard. (In this example, brackets have been used as parentheses.)</p>
<p>Cohesion</p>	<p>A text has cohesion if it is clear how the meanings of its parts fit together. <u>Cohesive devices</u> can help to do this.</p> <p>In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.</p>	<p><b>A visit</b> has been arranged for <u>Year 6</u>, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. <b>This is an overnight visit.</b> <u>The centre</u> has beautiful grounds and a <i>nature trail</i>. During the afternoon, <u>the children</u> will follow <i>the trail</i>.</p>
<p>Ambiguity</p>	<p>Anything that is said to be <b>ambiguous</b> is open to more than one interpretation.</p> <p><b>Sentences</b> and <b>words</b> that are <b>ambiguous</b> have more than one possible meaning.</p>	<p><b>Put the box on the table by the window in the kitchen</b> is an ambiguous sentence. It could mean any of the following:</p> <ul style="list-style-type: none"> <li>• Put the box onto the table that is by the window in the kitchen.</li> <li>• Take the box that is on the table and put it by the window in the kitchen.</li> <li>• Take the box off the table that is by the window and put it in the kitchen.</li> </ul>

## Websites for Grammar

[http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/)

<http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

<http://www.funbrain.com/grammar/>

<http://learnenglishkids.britishcouncil.org/en/grammar>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.grammar-monster.com/>