

**Spelling: Long term overview  
YEAR 5**

*Use this guidance in conjunction with National Curriculum English Appendix 1: Spelling*

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Statement from the tracker</b>	I can spell homophones and other words that are often confused.	I can spell words with the suffixes beginning with vowel letters (ed, ence, ing) to words ending in 'fer.'	I can spell words with the suffix able/ible/ably/ibly.	I can spell words containing the letter string -ough.	I can spell words with the suffixes ious and tious.	I can spell words with ie/ei including words which are exceptions to the rule.
<b>Linked NC objectives</b>	Homophones and other words that are often confused	Adding suffixes beginning with vowel letters to words ending in -fer	Words ending in -able and -ible  Words ending in -ably and -ibly	Words containing the letter-string ough	Endings which sound like /ʃəs/ spelt -cious or -tious	Words with the /i:/ sound spelt ei after c
<b>Words from the NC list</b>	accommodate according aggressive available average competition conscious desperate	bruise identity individual shoulder signature soldier existence familiar	restaurant rhyme secretary bargain category community temperature twelfth	marvellous neighbour nuisance occur language lightning dictionary excellent government	suggest symbol recognise recommend profession programme	vegetable interfere especially stomach foreign forty