




Summer 1 Spellings – Year 5



| | Week 1 (25/4) Unit 12 <i>Words ending in shul spelt -cial or -tial.</i> | Week 2 (2/5) <i>Special focus 12</i> | Week 3 (9/5) Words ending with the silent letter b | Week 4 (16/5) Rule: Words ending in -ible | <i>No spellings this week</i> |  |
|---|---|---|--|---|-----------------------------------|---|
| 1 | artificial | bruise | lamb | incredible | | |
| 2 | confidential | recognise | limb | terrible | | |
| 3 | essential | nuisance | thumb | legible | | |
| 4 | financial | criticise | tomb | invisible | | |
| 5 | initial | rhyme | crumb | responsible | | |
| 6 | official | whistle | doubt | accessible | | |
| 7 | partial | system | debt | impossible | | |
| 8 | social | hustle | subtle | edible | | |
| 9 | special | curiosity | climb | sensible | | |
| 10 | officially | castle | bomb | visible | | |
| 11 | partially | aloud | plumber | horrible | | |
| 12 | especially | listen | comb | irreversible | | |
| Charmelion must learn these 4 spellings | 13 | continents | allowed | father | identify |  |
| | 14 | climate | symbol | believe | tolerant | |
| | 15 | navigate | asked | excellent | immediate | |
| | 16 | essentially | adapt | confident | ancient | |
| Wartortle must learn these 4 spellings. | 13 | where | for | long | she |  |
| | 14 | when | be | went | have | |
| | 15 | whose | got | about | here | |
| | 16 | were | it's | off | big | |

All year 5 children must practise the first 12 spellings, which contain the spelling rule taught that week; everyone will be tested on these on Friday. Every year 5 will also be put in a spelling group (Charmelion or Wartortle for the Spring Term). They must practise these four additional spellings, so that they learn 16 spellings in total each week.