Year 5

Handwriting booklet



Spring 1

Week | Spring | At school

Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.

 \sim · · · · \sim \circ ~ \mathcal{O} elenence. nei enee <u>erence</u> $\sim n$

Week | Spring | At home

Adding suffixes beginning with vowel letters to words ending

in -fer. The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.

`````  $\sim$   $\circ$ ~ eierence nei enee <u>erence</u>  $\sim n$ ..... 

## Week 2 Spring 1 At school

#### Use of the hyphen

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.

| co-ordinate |
|-------------|
| re-enter    |
| co-operate  |
|             |
| co-ordinate |
| re-enter    |
| co-operate  |
| LO-OWN      |
| co-ordinate |
| re-enter    |
| co-operate  |
| CO-OWN      |

## Week 2 Spring 1 At home

#### Use of the hyphen

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.

| <u>co-ordinate</u>     |
|------------------------|
| re-enter               |
| co-operate             |
| $\alpha$ - $\alpha$ Wh |
| co-ordinate            |
| re-enter               |
| co-operate             |
| $\alpha$ - $\alpha$ wh |
| co-ordinate            |
| re-enter               |
| co-operate             |
| <i>LO-O</i> WN         |

## Week 3 Spring 1 At school

Words with the /i:/ sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.

Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).

| deceive  |  |
|----------|--|
| conceive |  |
| receive  |  |
| perceive |  |
| ceiling  |  |
| deceive  |  |
| conceive |  |
| receive  |  |
| perceive |  |
| ceiling  |  |

## Week 3 Spring 1 At home

Words with the /i:/ sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.

Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).

| deceive  |  |
|----------|--|
| conceive |  |
| receive  |  |
| perceive |  |
| ceiling  |  |
| deceive  |  |
| conceive |  |
| receive  |  |
| perceive |  |
| ,<br>    |  |

Week 4 Spring 1 At school

Words containing the letter-string ough.

Ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.

| <u></u> |  |
|---------|--|
|         |  |

## Week 4 Spring 1 At home

Words containing the letter-string ough.

Ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.

caugh

## Week 5 Spring 1 At school

Words containing the letter-string ough.

Ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.



Week 5 Spring 1 At home

Words containing the letter-string ough.

Ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.



Week 6 Spring 1 At school

Words with 'silent' letters (i.e. letters whose presence cannot be

predicted from the pronunciation of the word) 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.

| doubt   |  |
|---------|--|
| island  |  |
| lamb    |  |
| solemn  |  |
| thistle |  |
| knight  |  |
| doubt   |  |
| island  |  |
| lamb    |  |
| solemn  |  |
| thistle |  |
| knight  |  |

Week 6 Spring 1 At school

Words with 'silent' letters (i.e. letters whose presence cannot be

predicted from the pronunciation of the word) 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.

| doubt   |             |
|---------|-------------|
| island  | _           |
| Lamb    |             |
| solemn  |             |
| thistle | _<br>_<br>_ |
| knight  | _<br>       |
| doubt   |             |
| island  | _           |
| lamb    | _<br>       |
| solemn  |             |
| thistle |             |
| knight  | -<br>       |

## Year 5

# Handwriting booklet



Spring 2

## Week | Spring 2 At school

Homophones and other words that are often confused.

In the pairs of words below, 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.

17/180 . \_ / 10N180  $| \supset \lambda \rangle$ . . . . . 2nsc $\sim$   $\sim$   $\sim$ 7 80 108

## Week | Spring 2 At home

Homophones and other words that are often confused.

In the pairs of words below, 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.

17/180 10N180  $| \supset \lambda \rangle$ . . . . .  $\sim$ 2nsc7 80  $\sim$ 

## Week 2 Spring 2 At school

Homophones and other words that are often confused.

#### More examples:

aisle: a gangway between seats (in a church, train, plane).

isle: an island.

aisie

iste

aloud: out loud.

allowed: permitted.

allowed

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).

effect

altar: a table-like piece of furniture in a church.

alter: to change.

alta

<u>ader</u>

## Week 2 Spring 2 At home

Homophones and other words that are often confused.

#### More examples:

ascent: the act of ascending (going up).

assent: to agree/agreement (verb and noun).

ascent

assent

bridal: to do with a bride at a wedding.

bridle: reins etc. for controlling a horse.

brida

bridle

cereal: made from grain (e.g. breakfast cereal).

serial: adjective from the noun series - a succession of things one after the other.

<u>cereal</u>

seria

compliment: to make nice remarks about someone (verb) or the remark that is made (noun).

complement: related to the word

zompliment

<u>complement</u>

## Week 3 Spring 2 At school

Homophones and other words that are often confused.

#### More examples:

complete - to make something

complete or more complete (e.g. her scarf complemented her outfit).

<u>complete</u>

complemented

farther: further

father: a male parent

<u>farthe</u>i

father

#### guessed: past tense of the verb guess

guest: visitor

<u>quesse</u>d

<u>quest</u>

heard: past tense of the verb hear

herd: a group of animals

heard

herd

Week 3 Spring 2 At home

Homophones and other words that are often confused.

#### More examples:

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)

120

tead

morning: before noon

mourning: grieving for someone who has died

morning

mourning

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)

passed

precede: go in front of or before

proceed: go on

<u>precede</u>

proceed

Week 4 Spring 2 At school

Homophones and other words that are often confused.

#### More examples:

descent: the act of descending (going down).

dissent: to disagree/disagreement (verb and noun).

descent

<u>dissent</u>

desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable)

dessert: (stress on second syllable) a sweet course after the main course of a meal.

desert

desert

dessert

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) draught: a current of air.

draft

<u>draught</u>

## Week 4 Spring 2 At home

Homophones and other words that are often confused.

#### More examples:

principal: adjective - most important (e.g. principal ballerina) principal; noun - important person (e.g. principal of a college) principle: basic truth or belief

principa

principle

profit: money that is made in selling things

#### prophet: someone who foretells the future

profil

<u>prophet</u>

stationary: not moving

stationery: paper, envelopes etc.

stationary

stationery

### steal: take something that does not belong to you

steel: metal

<u>stee</u>

Week 5 Spring 2 At school

Homophones and other words that are often confused.

#### More examples:

wary: cautious

weary: tired

W CL T Ų

weary

who's: contraction of who is or who has

whose: belonging to someone (e.g. Whose jacket is that?)

whois

whose

heel; the heel of your foot

heal; to make someone better

he'll; meaning he will

heel heal heal Week 5 Spring 2 At home

Homophones and other words that are often confused.

#### More examples:

accept; To accept most commonly means to receive willingly.

except; Except usually means apart from or excluding.

<u>accept</u>

except

affect; used as a verb. Its main meaning is 'to influence or make a difference to'

effect; as a noun, effect means 'a result or an influence':

scene; a view of something ie the play has 4 scenes.

seen; the past of something you see, eg I have seen this movie.

<u>scene</u>

<u>seen</u>