**Rainbow Spellings**



**Year 5**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Autumn 1****Red** | **Autumn 2****Orange** | **Spring 1****Yellow** |
| averagebruisedevelopexcellentfortymuscleoccurrhymesuggestvehicle | ancientdictionaryequipmentequippedespeciallylightningneighbourstomachsystemvegetable | achievefamiliaridentityleisureoccupyphysicalqueueshouldersymboltwelfth |
|  |  |  |
|  |  |  |
| **Spring 2****Light-green** | **Summer 1****Dark-green** | **Summer 2****Light-blue** |
| definiteexplanationlanguagepersuaderecogniserhythmsoldiertemperaturethoroughvariety | availableawkwarddesperateenvironmentimmediateindividualopportunityrecommendrestaurantyacht | Any 20 from the whole list |
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**Things Good Spellers Do**

* Say the word slowly and listen to the sounds.
* Think about other words with the same/similar letter patterns.
* Break the word into parts (chunking).
* Break the word into syllables.
* Find smaller words within bigger words.
* Highlight the ‘tricky’ part.
* Think about the root word and then add prefixes or suffixes.
* Use memory tricks to help (mnemonics).
* Remember taught spelling rules.
* Learn spelling lists.
* Look at the word to check it looks right.
* Say the word how it is spelt.