



# Spelling in KS2

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# Agenda



## **Overview and progression/consistency of approach**

- The link between phonics and spelling
- What is spelling in KS2? How do children learn to spell?
- The KS2 SATs spelling test
- What is an effective lesson?
- An example lesson and unit structure
- Using dictation
- A speedy road map of spelling rules and progression of year-by-year content
- Key strategies for effective learning

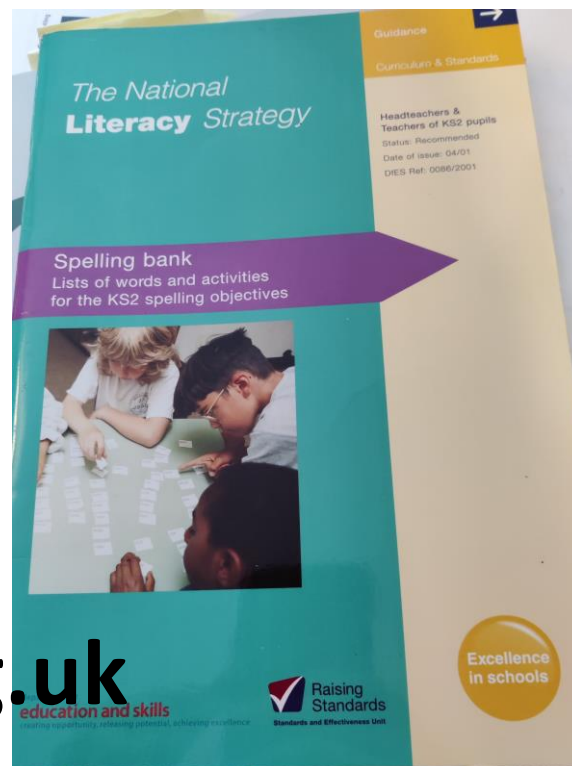
# Letters and Sounds:

Principles and Practice of High Quality Phonics

Updated.....

Lettersandsounds.org.uk

Letters and Sounds: Phase Six



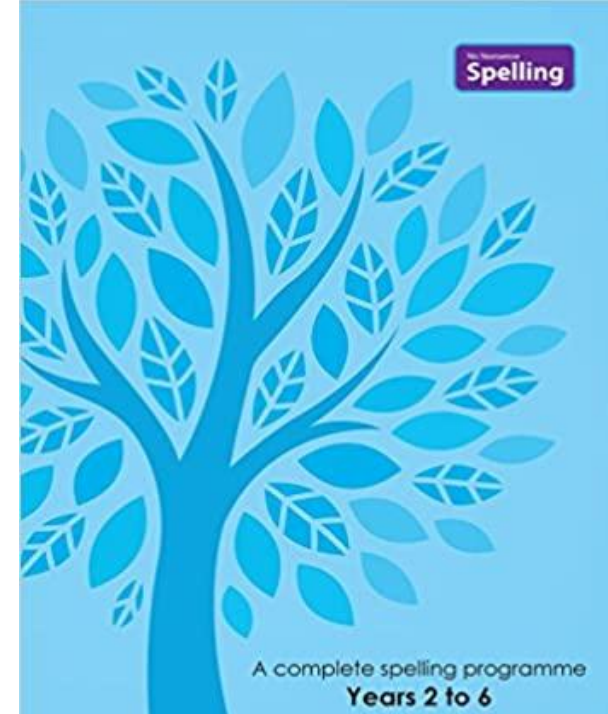
## English Appendix 1: Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers



## Spelling – work for years 3 and 4

### Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

### New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.  Like un- the prefixes dis- and mis-	dis- disappoint



# Reflect....

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What SSP do you use? Why?

How well do you know it? Progression in skills?

How well does phonics progress into spelling in KS2?

How often is it taught?

How consistently/effectively is it taught?

What resources are used in KS2?



# Updated progression

## 2.3 The former Phase 6

2.3.1 The former Phase 6 is concerned with what is best considered **spelling development** rather than **phonics**. However, it does not constitute a full and adequate spelling programme. It has therefore been omitted from this update and *Letters and Sounds* now finishes with Phase 5.

### 3.1 The progression

3.1.1 The progression of grapheme-phoneme correspondences (GPCs) learned in Phases 2, 3 and 4 remains largely unchanged. One important phoneme, /nk/, that was not included in the original has now been added. More specific coverage of some double consonants has also been added. One phoneme from the original, /ure/, has been omitted as its occurrence amongst commonly encountered words is rare.

3.1.2 The intended pace of learning through the Reception year has been adjusted so that the progression falls more conveniently into half-term units, at the same time ensuring all the necessary coverage to enable children to reach expected standards at the appropriate times.

3.1.3 Although a range of alternative GPCs were introduced in Phase 5 of the original *Letters and Sounds*, the intended order for teaching these was unclear. For the sake of clarity and consistency, a structured sequence for teaching this material has been developed, based on the frequency of occurrence of the GPCs involved, as well as on the experience of effective practice.

3.1.4 Whilst this updated progression requires a good pace of learning to be maintained, time is also built in for review and revision. Experience in effective schools shows very clearly that this is the best route to ensuring success for all. They demonstrate that, as long as appropriate support is provided when needed, this pace of progress is perfectly achievable with almost all children, regardless of background.

RECEPTION Term One	PHASE 2
RECEPTION Term Two	PHASE 3
RECEPTION Term Three	PHASE 4
YEAR ONE	PHASE 5

# Common exception words

4.1.1 'Common Exception words' (sometimes referred to as 'tricky words') are frequently used words that, although decodable in themselves, cannot be decoded by children using the grapheme-phoneme correspondences they have been taught up to that point. Many of these words cease to be tricky in the later stages of SSP, as more alternative GPCs are learned.

4.1.2 Whilst including common exception words facilitates the formation of simple, decodable sentences, learning them adds to young learners' cognitive load and also disrupts the systematic approach of SSP. Common exception words should be kept to a minimum in the early stages.

4.1.3 The original 'tricky words' from *Letters and Sounds* have been largely retained, with some additions. For example 'sure' and 'pure' have been added as 'tricky words' now that the phoneme /ure/ has been omitted from the GPC teaching.

4.1.4 Those common exception words (CEWs) included in the National Curriculum, but not in the original version of *Letters and Sounds*, have now been incorporated.

4.1.5 The pace of learning of the common exception words has been adapted based on the experience of effective practice.

## Reception

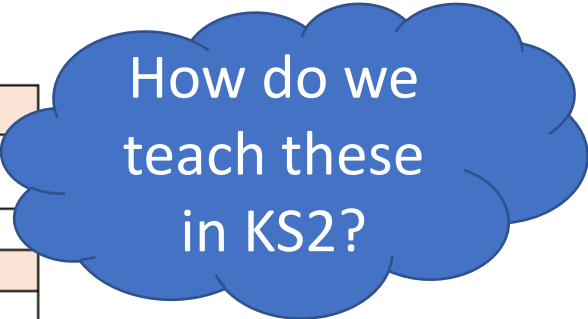
Autumn Term 1 <sup>st</sup> Half: New Common Exception Words
is I the

Autumn Term 2 <sup>nd</sup> Half: New Common Exception Words
put pull full as and his her has no go to into she push he of we me be

\* The common exception words: *put*, *pull*, *full* and *push* may not be tricky in some regional pronunciations and in which case should not be treated as such.

Spring Term 1 <sup>st</sup> Half: New Common Exception Words
was you they my by all are sure pure

Spring Term 2 <sup>nd</sup> Half: No New Common Exception Words
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Review all taught so far
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Summer Term 1 <sup>st</sup> Half: New Common Exception Words
said so have like some come love do were here little says there when what one out today

Summer Term 2 <sup>nd</sup> Half: No New Common Exception Words
Review all taught so far

## Year 1

Autumn Term 1 <sup>st</sup> Half: Review Common Exception Words Phases 2-4
Phases 2-4 is I the e put pull full as and his her has no go to into she push he of we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\* The common exception words: *put*, *pull*, *full* and *push* may not be tricky in some regional pronunciations and in which case should not be treated as such.

Autumn Term 2 <sup>nd</sup> Half: New Common Exception Words
their people oh your Mr Mrs Ms ask could would should our house mouse water want

\*The common exception word: *ask* may not be tricky in some regional pronunciations and in which case should not be treated as such.

Spring Term 1 <sup>st</sup> Half: New Common Exception Words
any many again who whole where two school call different thought through friend work

Spring Term 2 <sup>nd</sup> Half: New Common Exception Words
once laugh because eye

# What is Spelling?

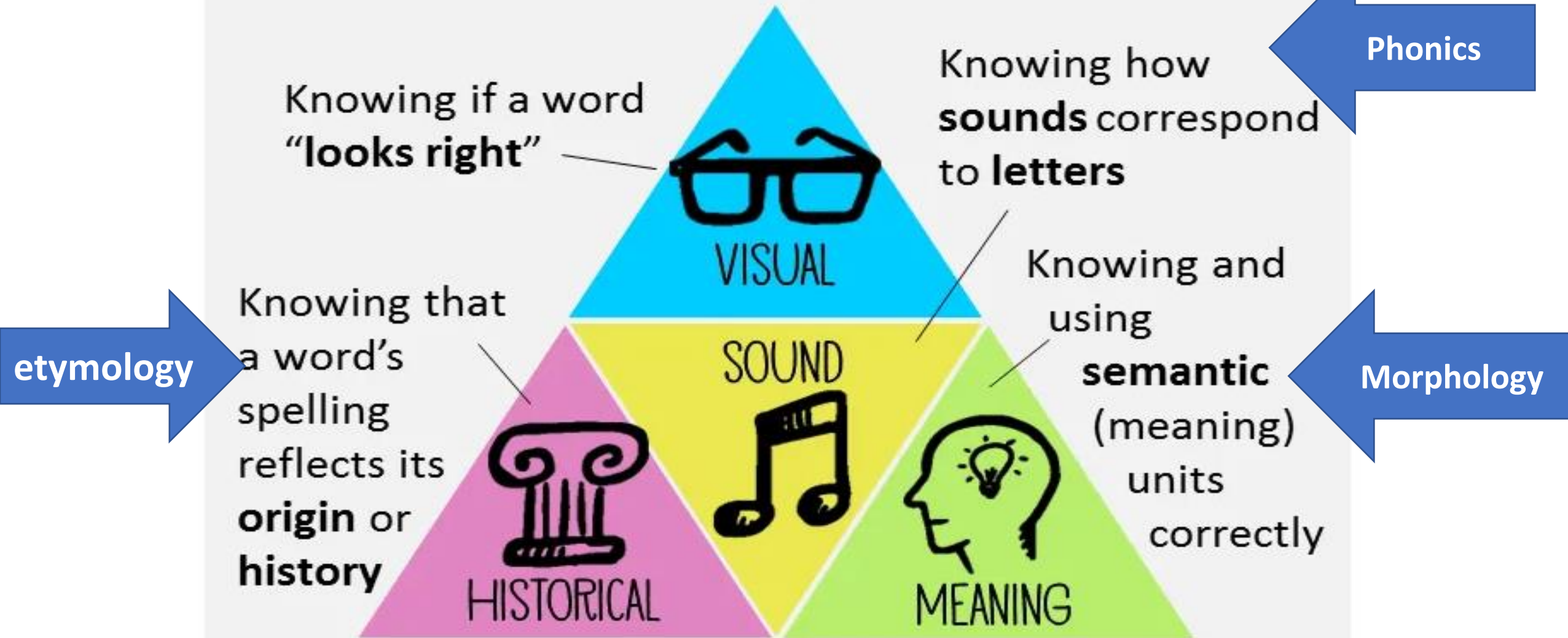
- **Phonics** (phase 1-5) (*understanding letter-sound correspondence and the individual parts that make up words*)
- **Morphology** (phase 6) (*understanding/recognising similar chunks in words, word families, and word parts*)
- **Etymology** (KS2) (*the study of the origin of words and the way in which their meanings have changed throughout history*)

**What pupils have already been taught?**

**General principles/knowledge of the spelling system**

**Application of skills - dictation**

# COMPONENTS OF EXPERT SPELLING

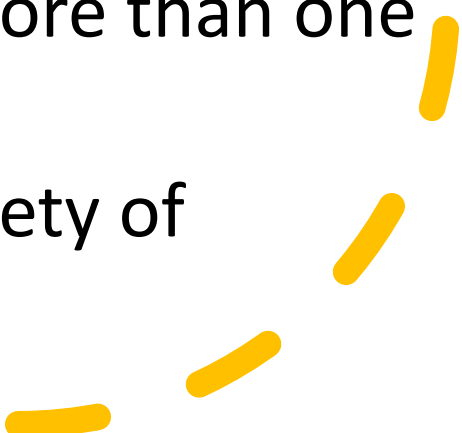


THE CLASSROOM KEY





Why is it so  
tricky?

- 26 letters of the alphabet
  - 44 sounds or 'phonemes'
  - 19 – vowel sounds
  - 25 – consonant sounds
- 
- One sound can be represented in a variety of different ways, e.g. shop, chef, sugar, tissue
  - Sounds can be represented by more than one letter, e.g. sh-o-p, ch-e-f
  - One spelling can represent a variety of sounds e.g. moon, book.
- 

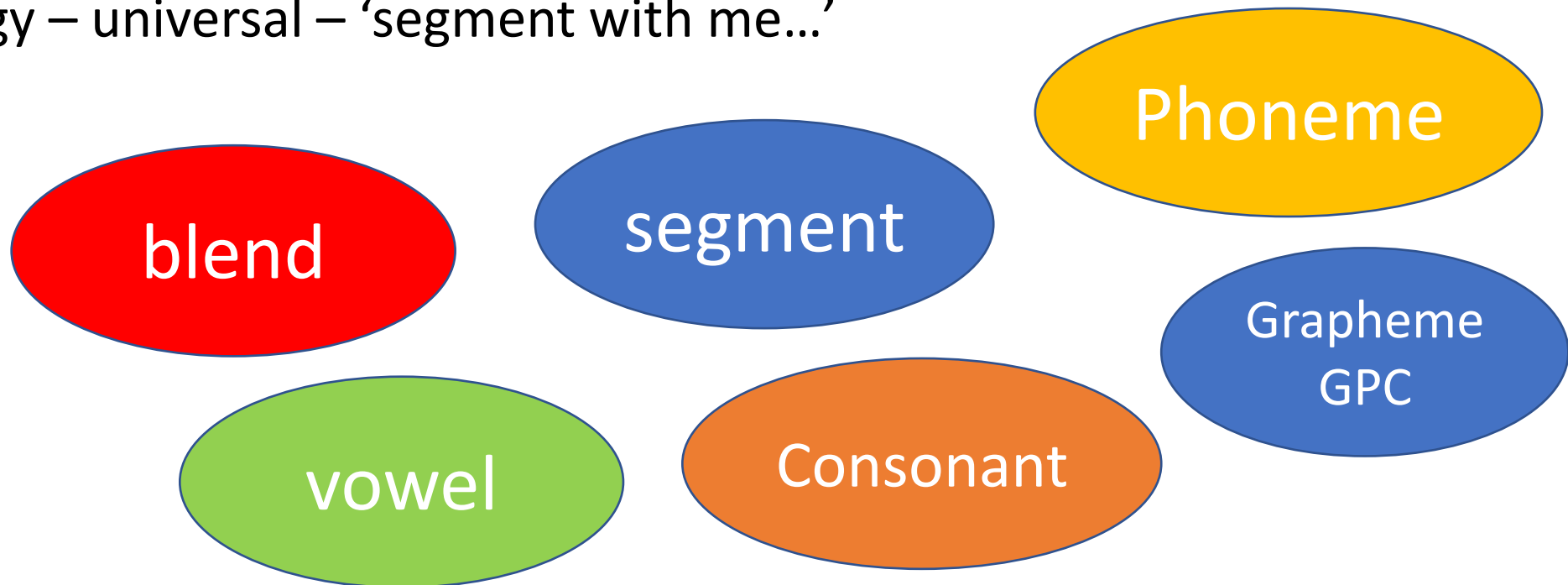
# Phase 6 – NC spelling objectives – Year 2

- **Where phonics meets spelling - 'the bridge'**
- Grounded in phonics – simple code (blending) advanced code (phase 5 and 6) choosing the right graphemes to represent phonemes and building word specific knowledge of the spellings of words
- In year 3 – must be secure in phase 6, if not go back to it!
- Use principles of effective phonics teaching in spelling too
- Use of terminology – universal – 'segment with me...'

Coat

• — •

- ✓ Say the word
- ✓ Say the sounds
- ✓ Write it



# Vowels and Consonants

- The alphabet is made up of 26 letters, 5 of which are vowels (a, e, i, o, u) and the rest of which are consonants.
- A **vowel** is a sound that is made by allowing breath to flow out of the mouth, without closing any part of the mouth or throat.
- A **consonant** is a sound that is made by blocking air from flowing out of the mouth with the teeth, tongue, lips or palate ('b' is made by putting your lips together, 'l' is made by touching your palate with your tongue).
- The letter 'y' makes a **consonant sound** when at the beginning of a word ('yacht', 'yellow') but a **vowel sound** when at the end of a word ('sunny', 'baby').

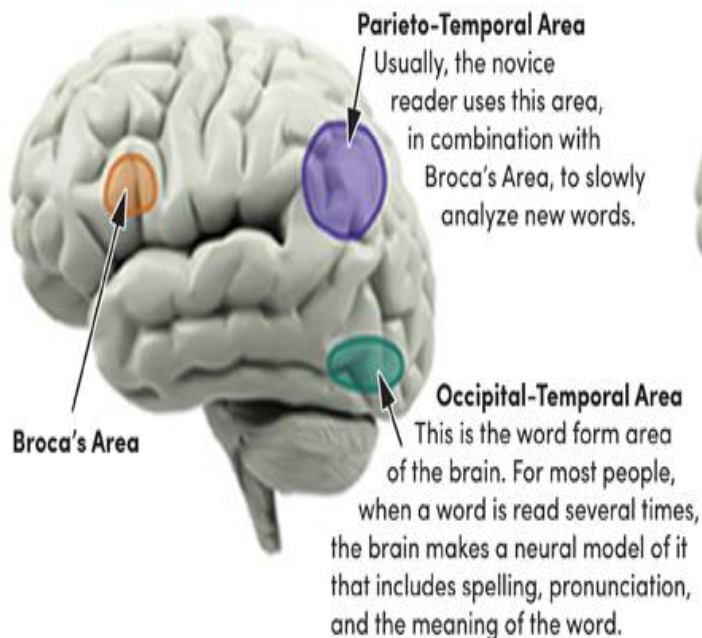
# Vowels and Consonants

- Sometimes **two vowels** are put together to make one sound, such as **ai**, **oo**, **ea**, **ie** which can be found in words such as **rain**, **boot**, **read** and **pie**. When two vowels are put together to make one sound, this is called a **vowel digraph**.
- Sometimes **two consonants** are put together to make one sound, such as **th**, **ch** and **sh** which can be found in words such as **bath**, **chip** and **mash**. When two consonants are put together to make one sound, this is called a **consonant digraph**.
- In English we rarely have three or more vowels together; **beautiful**, **queue**, **liaise**, **quail**, **quiet**, **squeal** are some of the few words that use this spelling pattern.
- **Every word in the English language contains a vowel**. This is quite a useful thing to know when playing hangman: go for the vowels first!

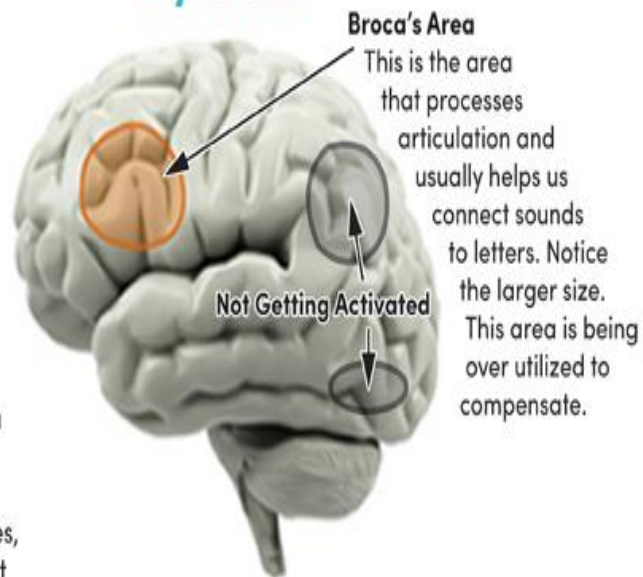


# NON-DYSLEXIC BRAIN vs. DYSLEXIC BRAIN WHEN READING

## Non-Dyslexic



## Dyslexic



Research in neuroscience reveals that the brain functions differently in people with dyslexia than those without it. These structural and neural differences make it more difficult for people with dyslexia to read, spell and write. For example, in the left brain hemisphere, three dominant areas of the brain are usually activated for reading, but in those with dyslexia, only one area of the brain is being stimulated.

## Complex Speed Sounds

### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							

# Words without vowels

f ld l d

sh ld s t

Get visual!



## Knowledge of the spelling system

In Phase Six children need to acquire more word-specific knowledge. They still need to segment words into phonemes to spell them, but they also learn that good spelling involves not only doing this and representing all the phonemes plausibly but also, where necessary, choosing the right grapheme from several possibilities.

In some cases, word-specific spellings (e.g. **sea/see**; **goal/pole/bowl/soul**; **zoo/clue/flew/you**) simply have to be learned. It is important to devote time in this phase to learning common words with rare or irregular spellings (e.g. **they**, **there**, **said**) as the quantity children write increases and without correction they may practise incorrect spellings that are later difficult to put right.

However, there are spelling conventions or guidelines that generalise across many words and that children should understand. Where there are exceptions these can usually be dealt with as they arise in children's reading and writing.

## Some useful spelling guidelines

1. The position of a phoneme in a word may rule out certain graphemes for that phoneme. The **ai** and **oi** spellings do not occur at the end of English words or immediately before suffixes; instead, the **ay** and **oy** spellings are used in these positions (e.g. **play, played, playing, playful, joy, joyful, enjoying, enjoyment**). In other positions, the /ai/ sound is most often spelled **ai** or **a**-consonant-vowel, as in **rain, date** and **bacon**. The same principle applies in choosing between **oi** and **oy**: **oy** is used at the end of a word or immediately before a suffix, and **oi** is used elsewhere. There is no other spelling for this phoneme.

Note that it is recommended that teachers should (at least at first) simply pronounce the relevant vowel sounds for the children – /a/, /e/, /i/, /o/ and /u/; /ai/, /ee/, /igh/, /oa/ and /oo/. Later the terms ‘long’ and ‘short’ can be useful when children need to form more general concepts about spelling patterns.

2. When an /o/ sound follows a /w/ sound, it is frequently spelt with the letter **a** (e.g. **was, wallet, want, wash, watch, wander**) – often known as the ‘w special’. This extends to many words where the /w/ sound comes from the **qu** grapheme (e.g. **quarrel, quantity, squad, squash**).
3. When an /ur/ sound follows the letter **w** (but not **qu**) it is usually spelt **or** (e.g. **word, worm, work, worship, worth**). The important exception is **were**.
4. An /or/ sound before an /l/ sound is frequently spelled with the letter /a/ (e.g. **all, ball, call, always**).



During Phase Six, children should also start to learn spelling conventions for adding common endings (suffixes) to words. Most children will have taken words with suffixes in their stride in reading, but for spelling purposes they now need more systematic teaching both of the suffixes themselves and of how the spelling of base words may have to change slightly when suffixes are added. Some grammatical awareness is also helpful here: just knowing that the regular past tense ending is spelt **-ed** is not enough – children also need to be aware that the word they are trying to spell is a past tense word. Without this awareness, they may, for example, spell **hopped** as **hopt**, **played** as **plaid**, **grabbed** as **grabd** and **started** as **startid** – perfectly accurate phonemically, but not correct. Conversely, once they have understood that the **-ed** ending can sometimes sound like /t/, they may try to spell **soft** as **soffed**, unless they realise that this word is not the past tense of a verb. (See ‘Introducing and teaching the past tense’ on page 170).

These are examples of common suffixes suitable for Phase Six:

- **-s** and **-es**: added to nouns and verbs, as in **cats**, **runs**, **bushes**, **catches**;
- **-ed** and **-ing**: added to verbs, as in **hopped**, **hopping**, **hoped**, **hoping**;
- **-ful**: added to nouns, as in **careful**, **painful**, **playful**, **restful**, **mouthful**;
- **-er**: added to verbs to denote the person doing the action and to adjectives to give the comparative form, as in **runner**, **reader**, **writer**, **bigger**, **slower**;
- **-est**: added to adjectives, as in **biggest**, **slowest**, **happiest**, **latest**;
- **-ly**: added to adjectives to form adverbs, as in **sadly**, **happily**, **brightly**, **lately**;
- **-ment**: added to verbs to form nouns, as in **payment**, **advertisement**, **development**;
- **-ness**: added to adjectives to form nouns, as in **darkness**, **happiness**, **sadness**;

# 111 rule

- Adding vowel suffixes
- Most important aspect of spelling in phase 6 – most crucial and transferable skill - must be secure
- Taught in phase 6 Spring term – may have been missed.
- Past tense – adding ed – why?
- Must teach past and present tense to secure this
- See Letters and Sounds phase 6

# 1 1 1 rule

Adding vowel suffixes ing ed able ible....

1

1

1

Just +

Double

Drop e

Yesterday...

posted  
played

Long  
vowel

1 syllable word  
Short vowel one consonant

beg  
begged

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Yesterday...

bake ~~e~~ + ed   
baked

Today...

bake ~~e~~ - e + i ng   
baking

usually don't see....  
.eed.....eing X

# How Do We Learn?

- One of the most effective techniques is to work on the **recall of information from our long-term memories**. Research that shows that we can strengthen our ability to **recall** long-term memories by **retrieving** them. This is called '**the retrieval effect**' or '**the testing effect**' and is where testing becomes a **learning tool** rather than an assessment tool (**Ofsted**).
- The more times we try and **retrieve** something, the stronger the memory gets. But it is the **struggle** that is important. If we re-teach content instead of getting children to try and **retrieve information** they've probably forgotten, the memory does not get strengthened in the same way.
- Learning stays in **short term memory** until we lock it into longer term memory - Orthographic store. Visual memory – take a photo, does it look right?
- If we do not use it **regularly**, it will be lost.
- **Revise and review** is a crucial element – helps to lock into long term memory – **little and often – repetition is key**.



# Common Spelling Mistakes:

- Using the wrong consonant (e.g., spelling cat as kat)
- Using the wrong vowel (e.g. spelling seat as seet)
- Leaving out consonants (e.g. spelling kicking as kiking)
- Leaving out a vowel (e.g. spelling plain as plan)
- Writing only one consonant, when a consonant should be doubled (e.g, spelling butter as buter)
- Leaving in an “e” that should be dropped (e.g., spelling riding as rideing)
- Reversing letters (e.g. spelling foil as fiol)
- Leaving out the “silent e” (e.g., spelling kite as kit)
- Using ys instead of ies (e.g. cherrys instead of cherries)
- Spelling words phonetically when a specific suffix should be used instead (e.g., spelling vacation as vacashin)
- Using an “s” instead of a “c” or a “c” instead of an “s” (e.g. absense instead of absence or offence instead of offense)
- Forgetting rules like “i before e except after c” (e.g. spelling receive as recieve)

Year

Common exception words	GPC (includes rare GPCs and vowel digraphs)	Homophones	Prefixes and suffixes	Word endings	Others
firend whent	perants fir clouser (closer) flow (flew) amzing nealy eaven	their (there) x 2.	phond horrerfied		argement argement

# The KS2 SATs spelling tests



Spelling should be a whole school responsibility

Be mindful of what it tested at the end of KS2. Whilst it is important to explicitly teach spelling across the school, it is also crucial for year 6 teachers to be aware of the pitch and coverage of words tested at the end of KS2.

70% of the spelling test rules were first introduced in years 3 and 4 with the remaining 30% focused on years 5 and 6.

Explicit teaching of spelling in years 3 and 4 is essential, as well as good phonics and spelling teaching within EYFS and KS1.

# The KS2 SATS spelling tests



2018 KS2 Spelling test words in order:

thumb (93.2%), trouble (86.8%), mixture (88.6%), portable (89.3%),  
dough (87.1%), science (83.8%), attention (80.5%), obtained (79.1%),  
weightless (77%), council (69.8%), suffered (77.7%), typical (61.6%),  
usually (59.5%), cautious (58.2%), essential (52.4%), vague (39.3%),  
adventurous (42.7%), architect (31.7%), descendant (18.9%) and  
inconceivable (14%).

(Percentages represent the number of pupils nationally who spelled that word correctly.)



**portable**

year 5/6 – suffixes – ible/able

Able more common than ible. If it ends in a consonant, add able e.g. comfortable, breakable, fixable, treatable. If the root word is complete add able.

**dough**

year 5/6 – letter strings (one of the trickiest!) (through, borough, nought, thought, rough, bough (alternative pronunciations – oa, ow)

‘Oh you gorgeous hunk!’ word families

**science**

year 2 – phase 6 (soft c) ‘likes to sit with his friend’ **ce**  
e i y city, central, cycle ‘paint a picture in your mind’

Year 3/4 – etymology (Latin) scene, fascinate, medicine

**attention**

year 2 – tion – station, revise in year 3/4 - suffix - sounds like shun – add to verb to form noun - information (tion/sion/ssion/cian)

tion is most common often preceded by an a. - if it ends in l, n, or, r add sion, all other letters – tion. **This is an exception!**

**essential**

year 5/6 – cial, tial endings

tial – after consonant

cial – after vowel (beneficial)

**weightless**

year 3/4 - rare letter strings (neighbour, eight) (alternative pronunciations – ey, ei, eigh)

**council**

year 2 – not many of these! (pencil, fossil, nostril) hard c, soft c  
near homophone (counsel)(year 3,4)

**e i y**

**suffered**

year 2 - adding vowel suffixes – (2 syllable) words ending in er

**obtained**

adding ed


**typical**

year 3/4 - y sounds like i not at end of word, unstressed vowel  
(over annunciate) what is the tricky bit? What else could the  
ending be? Colour in, find other examples, word web - gym,  
Egypt, mystery

# Key Stage 2 SATs past spelling test words

<b>words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b>	<b>adding suffixes beginning with vowel letters to words of more than one syllable</b>	<b>the /i/ sound spelt y other than at the end of words</b>	<b>endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</b>	<b>homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)</b>
sign knock straight crumb bruise thumb descendant	polishing nationality inspiring disobeyed obtained adventurous	gymnastics sympathetic typical	mission possession passion variation operation percussion attention	loose drawer prey coarse council
		<b>words with the /s/ sound spelt sc</b>		
		scent descendant		
<b>prefixes</b>	<b>words ending in -able and -ible words ending in -ably and -ibly</b>	<b>the suffix -ly</b>	<b>words with the /eɪ/ sound spelt ei, eigh, or ey</b>	<b>adding suffixes beginning with vowel letters to words ending in -fer</b>
discover dissolve disorder misplaced	edible unavoidably washable probable sensibly portable	ferociously likely originally usually	sleigh lightweight weightless	offering suffered
<b>the /ʌ/ sound spelt ou</b>		<b>endings that sound like /ʒən/</b>	<b>endings which sound like /ʃəl/</b>	<b>words with the /i:/ sound spelt ei after c</b>
country cousin thorough trouble		illusion vision	facial essential	ceiling inconceivable
<b>words with endings sounding like /ʒə/ or /tʃə/</b>	<b>words with the /ʃ/ sound spelt ch</b>	<b>the suffix -ous</b>	<b>words ending in -ant, -ance, -ancy, -ent, -ence, -ency</b>	<b>words containing the letter string ough</b>
posture mixture	parachute monarch architect	delicious ominous previous nervous adventurous	abundance distance brilliant substance violence science	thoughtless toughest dough
<b>words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</b>	<b>endings which sound like /ʃəs/ spelt -cious or -tious</b>			
vague	cautious			

These areas have not been tested yet: words with the /k/ sound spelt ch; common exception words and the suffix -ation

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# Key aspects of spelling in all year groups

- Prefixes
- Suffixes
- Word endings
- Homophones
- Common Exception Words

National Curriculum: English Appendix 1

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# Medium Term plan (draft)

## Spellonics NNC (in adapted order) By Janet Thompson ©Copyright 2020

### Year 3

#### Autumn term 1 Double or not? (2 syllable word)

Revise: 111 rule ed/ing/er/est/y ONE SYLLABLE WORDS/syllables

1a. present tense +ing just + / double it/ drop it 1b. past tense +ed just + / double it/ drop it GAP

1c. Revise drop it + ed/ing / double it +ed /ing

Double or not? Revise: long or short vowel words/ words with double consonant

1. Double rule +ed (two syllable words) 2. Double rule +ing "

3. Double rule + ed/ing " 4. Double or not? +ing 4a. +ed (only double when STRESS last syllable)

5. Read, spell and use irregular tense i.e run ran, swim, swam, etc GAP

#### Autumn term 2 ly (adjectives to form adverbs) GAP

Revise: + ed ing er est to a root word ending in -y with a consonant before it 'DROP Y' (drop y + i before adding vowel suffix ed, e rest, etc

NOT ing otherwise it would be 'il' so copying, spying. Yr2 PLURALS- singular/plurals GAP

1. just + ly (greatly) / Just + words ending in 'l' (really) / drop y + i + ly (luckily)

2. Add it if root ends in ic + ally (magically)

3. Change 'le' + ly (wiggly) + revise prior

4. Add it when root ends in ic + ally/drop 'le' + previous rules

5. Read and spell statutory words/ homophones (phonetically plausible= hear/here, knight/knight, knot/not, knew/new there/their, they're (revision) /break/brake, fair/fare, grate/great, groan/grown, meat/meet, plain/plane, main/mane) plus any as apt. 5a PAIRS- dictionary exploration/ sentence dictation/cloze passage/ make mnemonic/ poster or invent a trick, rainbow write. See Year 6 PPT.

#### Spring Term 1 sure/ture ending

1. read and spell words ending in -ure

2. read and spell words ending in -sure

3. sort words ending -sur/ture 4. sentence work

5. statutory word investigation

6. Read and spell homophones (phonetically plausible= hear/here, knight/knight, knot/not, knew/new there/their, they're (revision) /break/brake, fair/fare, grate/great, groan/grown, meat/meet, plain/plane, main/mane) plus any as apt.

#### Spring Term 2 Prefixes dis mis in il

1. Revise un ( year 1)/ antonyms ( hot- cold) GAP

2. Negative meaning dis (disappoint) 3. Negative meaning mis (misbehave)

4. read and say, spell dis/mis 5. read and say, spell in (inactive)

6. read, say, and spell il ( il + legal= illegal) \*High achievers im irr ( double it= irregular/ immature)

\*\*ai-eigh ei (sound - a like) vein, weight, neighbour Revise ai ay a-e same sound but different spelling. Teach sounds like ai but spelt eigh/ ei.

#### Summer 1 Possessive apostrophe with reg/irregular plurals- girls'

1. Revise contractions for omission (cannot=can't) 2. singular/plural/ irregular plural (GAP) Singular possession (John's bag)

3. plural/ plural possession (The girls' toilets/ babies') 4. singular proper nouns (GAP) ending in an S (use the 's suffix e.g. Cyprus's population)

5. adding apostrophe to irregular plurals (children's) / IT'S -its- it is which is correct to use and when?

#### 6. more homophones/ statutory words

#### Summer 2 More Prefixes ir im sub, inter, super, anti, auto (form nouns) /meaning of words

1. im irr (double it= irregular/ immature)

2. re= (refresh) / irr, im (+ previous term)

1. Double or not
2. ly
3. sure/ture/ homophones
4. prefixes dis mis in il
5. possessive apostrophes- plurals/irregular plurals
6. More Prefixes ir im sub, inter, super, anti, auto (form nouns)



## Year 4

### Revise (YR3) 3 ways to spell 'shun' tion sion cian

#### Autumn Term 1 **ation (ion)**

**revise -tion ending** (yr2) (motion, fiction, station, national) (added to verbs to form nouns GAP) Revise 'zhuh' sound television/usual/treasure/ pleasure/ measure/ leisure (URE)

1. **ATION drop e + ation** (admire (V)- admiration (N) (1.1.1 rule drop e)

2. verb ends in 't' or 'te' + 'ion' invention injection, action, hesitate -hesitation, complete-completion (1.1.1 rule drop e)

2a. challenge! Sometimes + - (add or subtract) a vowel before adding 'tion' (add - addition; register - registration) challenge! Challenge 2 evolve- evolution,.

3. (revise previous rules) drop e + ation/ verb ends in t/te + ion/ change the vowel ( + -) then + tion + exceptions

#### Autumn Term 2 **sion/ssion cian**

1. **SION drop the 'd' /de + 'sion'** (pretend- pretension erode = erosion) ( 1.1.1 DROP E RULE)

1a. root ends ---se drop e + ion (tense- tension) sort and write the two methods so far.

2. after d,l,r,s use **SION** (suspend-suspension ( drop the d), excursion, propulsion) pattern seeking activity.

4. **SSION root ends in 'ss' 'mit' + short vowel in word** (expression, discussion, admit, permit-permission)\*short vowel pattern?

5. ssion or sion sort + exceptions

6. **CIAN** -root ends in ic/ics (occupations, i.e electric- electrician)

7. ssion/sion/cian read, say, sort. Dictionary work GAP

Now the tricky one! After **n**, some words have **tion** and some have **sion** (mansion/ pension) - how to remember? cian/ tion/ sion revision/exception

#### Spring Term 1 **OUS** (when an obvious root word usual vowel suffix rules apply)

1. **root\_\_our** drop the **U** send it to the end! (swap it for 'or') glamour - glamorous 1a. root\_\_ge (keep it soft rule) (courageous)

2. root ---our/ ---ge (recap the above 2 strategies)

3. root --- y gives the ending **ious** (glory- glorious)

4. **eous** root \_\_\_ 'ee' long sound, spell as 'i' serious devious / \* 'e' hideous spontaneous courteous read, sort, spell

5. -our/ keep it soft/ - y ending + ious/ ---ee/i sort/investigation

6. - **eous/ ious/ uous** (hideous, hilarious, strenuous) Dictionary/ sentence work/GAP

#### Spring Term 2 **anti- auto- super- inter- auto** (form nouns) /meaning of words

REVISE **im irr** (double it rule= irregular/ immature) **re=** (refresh) (+ previous term)

1. **sub** (under) -submarine

1a. **inter** (between/among)- interact

2. **super** (great)- supermarket

3. **anti** (against)/**auto** (self) /AFL

4,5,6 \* use the first 2 or 3 letters of a word to check its spelling in a dictionary \* word families based on common words (solve, solution, dissolve, insoluble and WORD MEANING.

#### Summer Term 1

**REVISE** prefixes re- ir- im / y at end of words (July/happy/monkey NOUNS GAP)

#### **ation (ion)** Verbs become nouns GAP

\*drop e + ation (admiration)

\* --t/ te drop e + ation (invention/ hesitation)

\*change the vowel ( + -) then + tion (less common- addition)

#### **sion (ion)** Verbs become nouns GAP

\*drop e/de + sion (pretension)

\*drop e/se + sion (tension)

\* after d l r s

\* root ends in 'ss' 'mit' + short vowel in word (expression)

#### **cian occupations!**

\*root ends in ic/ics + cian

1. tion sion
2. ssion cian
3. ous/eous
4. anti, auto, super, inter
5. more prefixes
6. prefixes re ir  
-y myth ai- vien/ ou-country/



## YEAR 5

### Autumn Term 1 **-ough** -cious or -tious

**ough** (oh you greedy hippo!) word family

1. sounds like **oa** or **ow**/ **uff off oo** (long) sort & read  
'oa' (although)/'or' (thought/fought near homophone) 'uff'/'off' (tough/cough) long 'oo' (through)
2. sounds like **oa** or **ow**/ **uff off oo** (long) sort & write
3. **oa/or/ow** / **uff off oo** sentence work/ AFL dictionary work/ mnemonic poster, etc.

#### **-cious/ -tious**

Noun Root word _____ce	Adjective Words ending -cious <i>Caterpillars inside oranges under sunshine are delicious?</i>
grace	Gracious
malice	Malicious

Noun Root word -----t-----	Adjective Words ending +tious -----tion
fraction	fractious
contention	contentious

4. Revise identifying and making nouns into adjectives GAP  
root word with 'c' + **tious** + sentence work
5. root word with 't' + **tious** + sentence work
6. root word- whole word pairs **-cious/ -tious**

### YEAR 5 Autumn Term 2 **-cial /tial endings**

Revise short/long vowels/AFL/ word families and meanings.

1. **cial after a vowel** aeiou match roots to changed word  
*1a sort* **cial** short or long vowel? *facial/ special-* is there a pattern?
2. **tial after a consonant** (essential) -Word building to spell/ match roots to changed word (pairs)  
2a. match **-tion** words to **tious** words
3. **tial/cial** sort and read/sort and write- -word building to spell
4. **tial/cial** sentence reading & writing 4a posters, rainbow writing
5. **Exceptions:** initial, financial, commercial, provincial (the spelling of the last three is clearly related to *finance, commerce and province*) rainbow writing. Sentence sums  
'grace-e +i ous= gracious'

### YEAR 5 Spring Term 1 **-ant, -ance, -ancy, -ent, -ence -ency** Adjectives to make nouns (GAP)

Revise **-ation** words/vowels

1. **ation/ ant/ance** word generation/ loop the loop ('elegant---elegance...\*over stress the vowel)
2. **ant/ance/ancy** word generation and sentence spotting/reading/cloze passage.
3. **ent/ence** word generation/ loop the loop ('different difference...\*over stress the vowel)
4. **ent/ence/ency** word generation and sentence spotting/reading/cloze passage.

1. **ough /tious/cious**
2. **cial/ tial**
3. **ant/ent/ancy/ency**
4. suffixes beginning with vowel letters to words ending in -fer revise double or not
5. **able ible** (ably ibly)
6. **ee' long sound spelt 'ei'**  
after c



## Year 6

### Autumn Term 1 Words with silent letters (unstressed vowels) hyphens?

Revise YEAR 5 / 1.1.1 RULE to add vowel suffixes/ word classes and how spelling changes adjectives to nouns, admire- admiration etc.

(Statutory words/ revise previous words)

Revise spelling strategies-

1. sound it out- chunk it/ over say it.

2.spelling patterns/rules 1.1.1

3. word family- --old, ough (visual)

4. Word meaning( bicycle)

5. Trick, rhyme or mnemonic

1.Over pronounce silent letter, rainbow write and group silent b, c, etc

Silent	Silent	Silent	Silent	Silent	Silent
k	w	b	h	g	c

2. Identify words with silent letters in texts/ collect and group visually to see pattern.

3. Read and add missing words- over say the silent letter.

4 Oral games-read clue and partner guesses word. Check spelling in dictionary.

5. Rainbow write and invent a mnemonic or trick/ poster/ rhyme for spelling journal/ display.

### Autumn Term 2 More homophones

As prior unit.

1.Pairs isle/ isle dictionary definitions. Illustrate and display using a trick, strategy to remember. Invent and write new definitions.

2. Add missing words to sentences/ read and write sentences.

Continuous: Explore meaning/ word origins using dictionaries.

Further explore word families using spider grams to generate new words- use dictionary.

GAP- gather synonyms for words spelt.

Revise prior units- speedy wicked word warm up and then a modelled/ exploration of a spelling rule/pattern or strategy.

1. words with silent letters
2. more homophones
3. AFL revision





# Statutory words lists

**Teach the statutory word lists grouped by area**

Grouping these words by area will help you to teach them alongside the other spelling rules, then pupils will have a greater understanding of the words they are learning.





suffix -ly, -ally	-ible words	split digraph – long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible	Two letters make one sound that are split (e.g. guide - 'i-e') arrive decide describe extreme guide surprise (review work from Year 1)	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
	<b>-ough letter strings</b>		
'n' spelt as 'kn'	enough though/although thought through (currently taught in Years 5/6)		
knowledge knowledgeable			
<b>-tion and -sion</b>	<b>Words from other countries</b>	<b>cross-curricular words</b>	
words mention occasion position possess(ion) question	bicycle (cycle - from the Greek for wheel) (bi-meaning 'two')		
<b>'or' sound spelt 'augh'</b>	<b>'i' sound spelt as 'u'</b>	earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length	
caught naughty (regional pronunciation)	busy/business		
	<b>adding prefixes</b>		
	(dis)appear (dis)believe (re)build (re)position		
<b>'ei', 'ey' and 'eigh' sounds</b>		<b>'s' sound spelt as 'c' before 'e', 'i' and 'y'</b>	
eight/eighth reign weight height (exception)	<b>unstressed vowels</b>		
	different favourite February interest library ordinary separate		
<b>adverbials</b>			
therefore		bicycle centre century certain circle decide exercise experience medicine	
<b>-ous words</b>			
famous various	<b>double consonants</b>		
	address appear arrive		

Unstressed vowels	Other words	ie are adjacent	-ous words
accommodate bruise category cemetery definite desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable	amateur average awkward bargain controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning muscle neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht	soldier sufficient variety ancient foreign ( <i>exception to the pattern</i> )	disastrous marvellous mischievous
Unstressed consonants		Double consonants	Words originating from other countries
		accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest	conscience conscious desperate yacht
government			Cross-curricular words
Suffixes and prefixes			forty temperature twelfth
according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)		Word families	-le words
			available vegetable vehicle muscle
'i' before 'e' except after 'c' when the sound is 'ee'	-tion words		'c' makes 's' sound before 'i', 'e' and 'y'
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)		'y' makes the 'i' as in 'bin' sound	cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
	-ough letter strings	physical symbol system (this is revision from year 3/year 4)	

# How do we Teach Spelling?

## **Consistency of approach.....INTENT**

- Whole class teaching – mastery approach
- Principles of QFT – MOY
- Timetable between 60 and 75 minutes of instructional time per week
- Sequence learning over a week/2 weeks
- Daily lessons – 15 mins



# Testing As A Memory Aid

Testing is a key part of **the learning process** when it comes to spelling.

- Culminative teaching and learning
- Pre-test and end of week test – The Fab 5
- Children correct their own spelling (under teacher supervision);
- Statutory words lists/high frequency words;
- Explicit teaching/modelling - teaching children to look for and identify spelling patterns in the selected words - **word study**.

Monday	Tuesday	Wednesday	Thursday	Friday
Pre-test	Explicit spelling teaching: Examining spelling patterns including etymology, morphology and phonics.			Test
Self-mark and edit				Self-mark and edit

Monday	Wednesday	Monday	Wednesday	Friday
Pre-test Self edit and mark	Explicit teaching	Explicit teaching	Explicit teaching	Test Self edit and mark

Week 4	Lesson 8 Assess Words from statutory and personal spelling lists: pair-testing	Lesson 9 Teach The /ɪ/ sound spelt 'y'	Lesson 10 Practise/Apply The /ɪ/ sound spelt 'y'
Week 5	Lesson 11 Teach Proofreading	Lesson 12 Practise Proofreading	
Week 6	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Teach Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)	



# What should a lesson look like?

Explanations, instruction and any learning activities should be based upon:

- word origin and history (etymology);
- syllable patterns and units of meaning (morphology);
- letter patterns (phonics).

**Explicitly teach the spelling rules.**

In some schools, spelling is still assessed (in whatever form, e.g. test/activity) but not explicitly taught to pupils. Pupils need to be clear about the rules for spelling. A good strategy to use, which was widely utilised in the DfE Spelling bank.

## **Revise/Review**

Pupils review previous learning, either within the year group (previous day) or from previous years, so that they can consolidate their learning. The review work does not have to relate to the new learning but should be linked, where appropriate.

## **Teach/Model/Demonstrate**

Teachers explicitly teach a spelling rule or the particular spelling strategy that they can use to spell words effectively. Can also include the statutory word list words/common exception words, especially the words that do not follow any particular rule.

## **Practise/Investigate**

Pupils should be encouraged to work independently during this part of the lesson so that they can effectively try out their new learning.

## **Apply/Assess**

Pupils can discuss their new learning, and apply their new learning into their spoken language, reading and writing. Pupils should be encouraged to use their new words in their ongoing writing.

# Teaching spelling conventions

Tell the children the objective.



Introduce a set of relevant words.



Ask children to sort the words and identify patterns.



Help children to hypothesise and test their ideas.



Explain the principle behind the pattern, if appropriate.



Practise the convention.



Explore and extend, e.g. exceptions, variations, applications.

## Year 3 Term 1

### Objective 8

How the spellings of verbs alter when **ing** is added

# Examples of investigations

SHARED INVESTIGATION (teacher led)  
Investigate the adding of **ing** to words

### Prompts

- 1 Look at my list of words (see column 1). How would I change *clean* to *cleaning*? *See* to *seeing*? etc. Amend to become column 2.
- 2 If in doubt, just add **ing**. Most words do.
- 3 Here are some words (see columns 3 and 4) which do something rather odd when we add **ing**. What happens? Can you work out why this happens? What do they have in common? Further prompt: Look at the sound before the double letter.
- 4 Words which have a short (rap) vowel before the final consonant double it. It's useful for the reader too – s/he can see that the vowel is short.
- 5 Here's another group of words (see columns 5 and 6 – split digraphs) which do something different. What happens?
- 6 Does our other rule still hold good in this list? (Short vowels create doubles, long vowels don't). The rule does hold good.
- 7 Tell me three rules about adding **ing**, completing these sentences:
  - Most words ...
  - A short (rap) vowel just before the end tells us ...
  - Words ending in **e** will ...

Simple – add <b>ing</b>		Short vowels – double		Drop <b>e</b> + add <b>ing</b>	
clean	cleaning	hop	hopping	hope	hoping
think	thinking	shop	shopping	take	taking
dream	dreaming	shut	shutting	write	writing
say	saying	hug	hugging	bite	biting
do	doing	plan	planning	share	sharing
walk	walking	clap	clapping	decide	deciding
go	going	chat	chatting	drive	driving
send	sending	let	letting	care	caring
pack	packing	fit	fitting	make	making
jump	jumping	skip	skipping	save	saving
ask	asking	run	running	shine	shining

### Notes

- ◆ Most words just add **ing**.
- ◆ Words ending in **e** drop the **e** to add **ing**. (Caution: The dropped **e** applies to split digraphs – 'Magic **e**': It doesn't apply to other **e** endings – *seeing*, *being*, *freeing* – but as these are all high-frequency words, children don't usually suffer confusion about this. It is probably best to leave it unless children raise it or start making the error.)
- ◆ Words with a short vowel before the final letter double the final letter.

Year 3 Autumn 1 - Focus – adding vowel suffixes - ed, ing, er, est				
Monday	Tuesday	Wednesday	Thursday	Friday
Pre-test	Explicitly teaching, examining patterns including etymology, morphology and phonics			test
<p><b>Introduce focus and recap rules</b> - 111</p> <p>5-10 words (can differentiate test)</p> <p>Include: <b>y</b>, ed, ing, er, est,</p> <p><b>lazy</b></p> <p><b>runny</b></p> <p>reached</p> <p>spied</p> <p>making</p> <p>finest</p> <p>carried</p> <p>tipping</p> <p>nicer</p> <p>buried</p> <p>happiest</p> <p>noisier</p> <p><b>Self mark and edit</b></p>	<p><b>Review</b></p> <p>Words they found hard – why?</p> <p>What is the hard bit?</p> <p><b>Teach</b></p> <p>How to adding ing using examples:</p> <p>ma<b>k</b>ing</p> <p>ho<b>p</b>ing</p> <p>si<b>t</b>ting</p> <p>see<b>ing</b></p> <p><b>Practise</b></p> <p>Sort words into grid and find rules and exceptions</p> <p><b>Apply</b></p> <p>Give passage with spellings in, are they correct?</p>	<p><b>Review</b></p> <p>Recap previous lesson</p> <p>Words they found hard – why?</p> <p>What is the hard bit?</p> <p><b>Teach</b></p> <p>How to add ed using examples:</p> <p>reac<b>h</b>ed</p> <p>spie<b>d</b></p> <p>carrie<b>d</b></p> <p>burie<b>d</b></p> <p><b>Practise</b></p> <p>Sort words into grid and find rules and exceptions</p> <p><b>Apply</b></p> <p>Write words correctly in sentences</p>	<p><b>Review</b></p> <p>Recap previous lesson</p> <p>Words they found hard – why?</p> <p>What is the hard bit?</p> <p><b>Teach</b></p> <p>How to add er/est using examples:</p> <p>Finest</p> <p>Nicer</p> <p>noisier</p> <p><b>Practise</b></p> <p>Sort words into grid and find rules and exceptions. Play Loop the Loop game</p> <p><b>Apply</b></p> <p>Show me – whiteboards – dictate a sentence, they spell the missing word</p>	<p><b>Dictation</b></p> <p>Different words but same rules.</p> <p>Differentiate</p> <p><b>Model</b> first if needed and then step back.</p> <p>Tick and fix</p> <p><b>Feed into next unit.</b></p>
<div>Build into next unit. Continuous revise and review</div> <div>Dictionary Skills</div>				

# Year 3 Term 1

## Objective 8

How the spellings of verbs alter when **ing** is added

Revise and review

### Whole-class approaches

- ◆ Collect up a list of **ing** words and their base words to compare. Investigate the effect of adding **ing** to the words in the 'ending in e' and 'short vowels' lists.
- ◆ Provide some base words and ask children to add **ing** on individual whiteboards to show you.

### Group task

- ◆ Card-sorting activities.

### Extension activity (very challenging)

- ◆ Add **ing** to words ending in
  - **c** (add in a **k**);
  - vowel + **y** (just add);
  - **l** (double the **l**).

Typical words		Words ending in e		Words with short vowels	
help	helping	hope	hoping	hop	hopping
ask	asking	take	taking	run	running
see	seeing	write	writing	shut	shutting
do	doing	drive	driving	chat	chatting
spend	spending	decide	deciding	clap	clapping
go	going	make	making	shop	shopping
enjoy	enjoying	care	caring	plan	planning
lead	leading	stare	staring	rub	rubbing
pull	pulling	hate	hating	slip	slipping
look	looking	like	liking	fit	fitting
jump	jumping	smile	smiling	tip	tipping
meet	meeting	come	coming	bet	betting
say	saying	ride	riding	win	winning
try	trying	amaze	amazing	sit	sitting
walk	walking	raise	raising	slim	slimming

### Notes

- ◆ Most words just add **ing**.
- ◆ Words ending in **e** drop the **e** to add **ing**.
- ◆ Words with a short vowel before the final letter double the final letter.

apply



# Road maps

## Speedway to Spelling!

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### YEAR 3 & 4 Verb endings + VOWEL suffixes

ING ED ER EST -Y ( ks1) / -ance/-able/-ible/-ation/-ous (KS2)

Soft c g

Soft c/g E I Y  
After ce ci cy /  
ge gi gy  
Hard c/g A O U  
After ga go gu

vowel suffix

-ance /ence -er- ed  
-ing- er -est (-y) -ation  
-able/-ible /ous

consonant suffix

-s -ly -less -y- ful  
-ship -ment -ness

Just +  
long vowel?  
2 different C's?  
Not CVC pattern?

When 2 vowels  
go walking the  
first does the  
talking!

ai ea ie oa  
ue

Remember... Plurals

consonant + s = toys

ee or igh?

happy\_ cry

+ le 2 consonants (same or different) / long vowel  
battle ramble table

1. Just +

2. DOUBLE UP

1 1 1 RULE!  
C V C

\*short vowel  
\*one consonant  
\*one syllable

Short vowel= double  
it! One consonant on  
the end is lonely and  
needs a friend!

+ es

+ es  
--o ---ch --sh -x

drop y  
+ i + es

babies  
(nouns and verbs)

Change f for V + es  
one leaf/ two leaves

cannot= can't it is= it's

\* it's NEVER used for possessive The cat scratched its tail.

Today...

appeal + ing = appealing  
paint + ing - painting

Yesterday...

appealed  
painted

Present Progressive Tense

Today we are + ing

stop + p + ing = stopping  
(root word)

Simple Past Tense

Yesterday we + ed

stop + p + ed = stopped  
(verb)

drop - dropped, dropping, dropper fat - fatter, fatten, fattest, fatty  
NO change needed for + consonant suffixes bag + ful = bagful

3. Two syllable words

✓ stress on the last syllable = double up the last letter

✗ Stress NOT on last syllable = NO change

Stress the last syllable = double it ✓

regret - regrettable, regretting, regretted  
commit - committing, committee, committed  
occur - occurring, occurrence, occurred

NO stress on the last = ✗ don't double

gar - garden - gardening

vis - visit - visiting visited target - targeted, targeting

DOUBLE THE 'L'

travel - travelled, traveller, travelling

cancel - cancelled, cancelling, cancellation

# Speedway to Spelling Rules/Patterns!

Janet Thompson

YEAR 5 & 6

+VOWEL SUFFIXES

Just + Double up Drop it 1 1 1 RULE!

1 syllable \*short vowel \*one consonant




Double the rr  when stressed

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.

**referring**, referred, referral, preferring,  
preferred, trans**fer**ring, transferred  
**reference**, **referee**, **preference**, transference

 **sh...us**

+ **cious**

When there's a 'c' use the 'c'

+ **tious**

When there's a 't' use 't'

(family relatives)

I owe you something!

Noun Root word _____ce	Adjective Words ending -cious Caterpillars inside oranges under sunshine are delicious?
grace	gracious
malice	malicious

Noun Root word -----tion	Adjective Words ending +tious
fraction	fractionous
contention	contentious

\*BUT when roots come from Latin suspicious precious delicious conscious atrocious! (most common)

+ **cial** after a.....  
**a e i o u**  
special

+ **tial** after a...  
**consonant**  
essential

**ent ence ant ance**

ending 

Use the **vowel clue** from the adjective to help spell the noun - and vice versa.

distant distance confident confidence

Soft c/g E I Y  
After ce ci cy / ge gi gy  
Hard c/g A O U  
After ga go gu

# Read, say a sentence, write!

(dictation)

Can we write a sentence?



**BATS**

**because**

**and**

**then**

**so**

**Challenge**



**or**

**but**

Weekly spellings

What is the pattern?

accident

face

city

electricity

cycle

palace

princess

celebrate

**\*sentence**

**\*experience**

**\*decide**

**\*exercise**

**\*certain**

**\*medicine**

Can you add adjectives too?

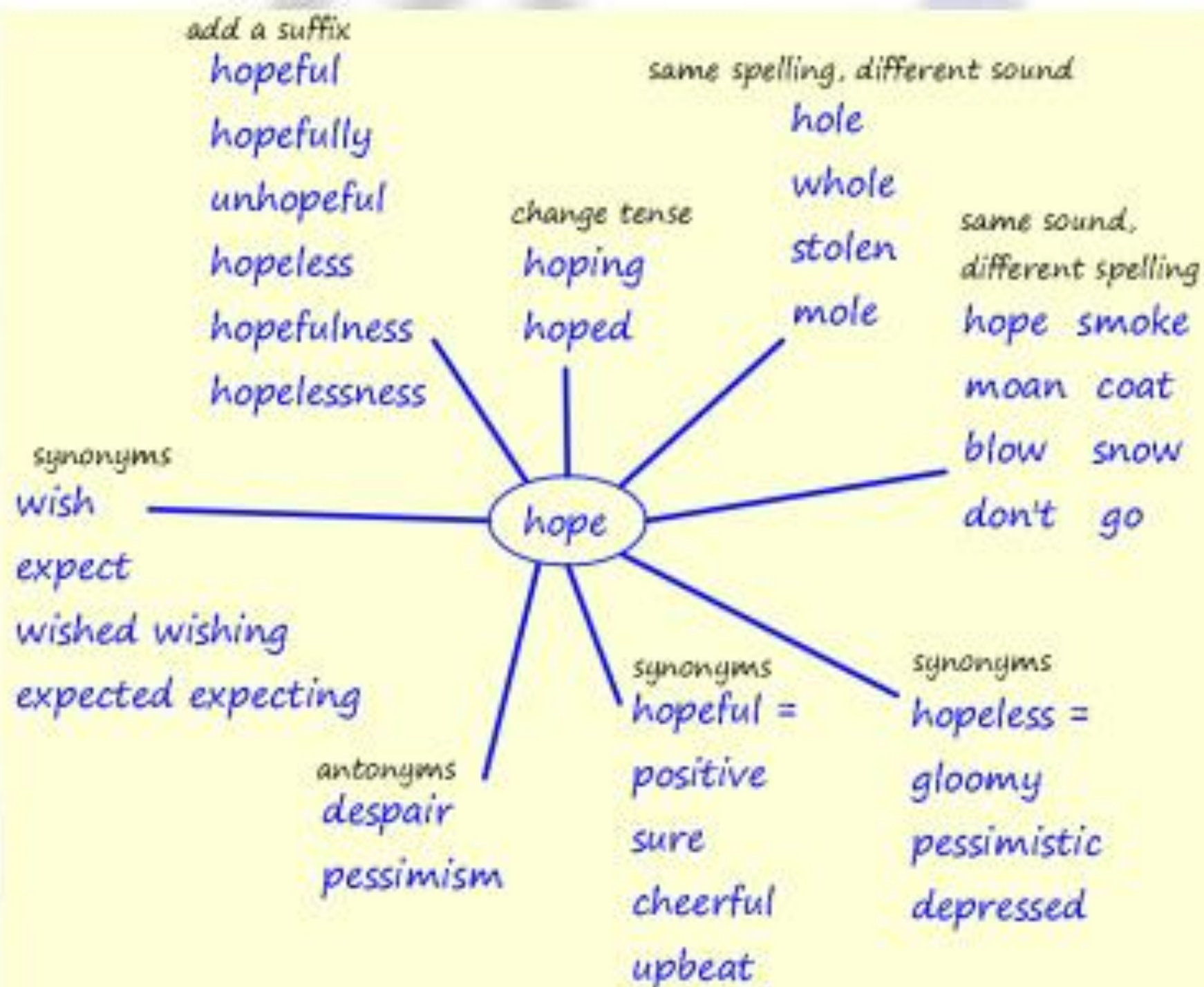
# Useful strategies – top tips

Strategies	Explanations
1. Syllables	To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. <b>Sep-tem-ber</b> , <b>ba-by</b> )
2. Base words	To learn my word I can find its base word (e.g. <b>Smiling</b> – base <b>smile</b> + <b>ing</b> , e.g. <b>women</b> = <b>wo</b> + <b>men</b> )
3. Analogy	To learn my word I can use words that I already know to help me (e.g. <b>could</b> : <b>would</b> , <b>should</b> )
4. Mnemonics	To learn my word I can make up a sentence to help me remember it (e.g. <b>could</b> – O U Lucky Duck; <b>people</b> – people eat orange peel like elephants)

# Word Detective

Phonemes	Vowels	Consonants	Letters (Graphemes)	Syllables	Digraphs  Trigraphs  Split digraphs
<div> <div>           Linking vocabulary with spelling         </div> <div>           jubilent         </div> <div>           Pronunciation            Recognition            Definition         </div> </div>					
Rhymes with....	Words inside	Rule I can spot	Prefix/ suffix	Word type Adjective, noun, verb	







# Resources

## Whole-class consolidation activities

### ◆ 'Show me' cards

To each child, distribute cards with which they will indicate choices, e.g. **s** or **es**. When you provide a word, they show you the card they think is correct. This strategy obliges every child to pay attention and participate. The teacher can see at a glance who has understood the rule and who has not.

### ◆ Individual whiteboards

Each child has a whiteboard (these can be made by laminating A4 white card). The cards can be used to practise and show spellings, perhaps examples already flashed and hidden by the teacher. Alternatively, they can be used to try out rules on new words, and then shown simultaneously to the teacher. Whiteboards are good for participation, brainstorming and at-a-glance assessment.

### ◆ Postboxes

Two trays or boxes are used to sort cards. For example, a **rainbow** box and a **cow** box could be used to collect cards for different pronunciations of **ow**. A set of cards can be distributed among members of the class ready for posting, and later, the postbox can be emptied to look for patterns.

### ◆ Human words

Each child has a letter card, and children stand in line to create words. Spelling transformations can then be made by other children carrying, for example, an apostrophe. Another version of this uses base words with which different compound words can be formed.

Phoneme chart

# Spelling Journals

Pupils to take responsibility for their spelling learning

Pupils to refer back to previous learning

Teachers to see how pupils are tackling tricky bits of spelling

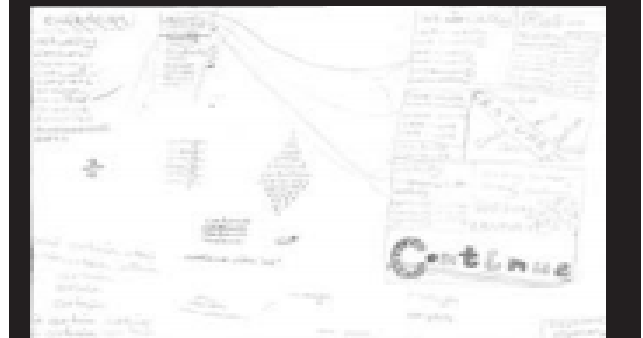
Teachers and pupils to discuss spelling with parents and carers

Spelling journals can take many forms and are much more than just a word book. Spelling journals can be used for

- practising strategies
- learning words
- recording rules/conventions/generalisations as an aide-memoire
- word lists of really tricky words (spelling enemies)
- 'Having a go' at the point of writing
- ongoing record of statutory words learnt
- investigations
- recording spelling targets or goals
- spelling tests.

In the programme, there is flexibility for journals to be set up in a variety of ways. Below are a few recommendations:

- Make sure that the journal can be used flexibly. A blank exercise book gives much more scope for pupils to try out ideas and organise their learning than a heavily structured format.
- Model different ways of using the journal. A class spelling journal or examples from different pupils could be used to do this.
- Give time for pupils to use their journals and to review them.
- Do the majority of spelling work in the journal.



# Have a go...

1. Model writing a sentence and being unsure about how to spell a word. Talk about the tricky part in the word and some of the choices you might have for that part. You could refer to a GPC chart to find the choices if appropriate.
2. Model writing the word with two or three choices on your own enlarged version of a Have a go sheet and then model choosing the one that you think looks right and using it in your sentence. It is important that pupils learn to ask themselves the question 'Does it look right?' or 'Have I seen it like this in a book?' to help them make their choices.
3. If you are still unsure of the spelling, put a wiggly line under it in the sentence to signal that this needs checking by the teacher, or the pupil if appropriate, during proofreading time.
4. Model continuing with writing and *not* checking the correct version of the spelling at this point. This is important so that the flow of writing is not unnecessarily slowed.
5. Make sure you model this process briefly in writing in all curriculum areas.
6. Pupils use their own Have a Go sheet (or group sheet) whenever they write and refer to GPC charts and other classroom displays as support, as well as specific strategies that have been taught for using at the point of writing.
7. Remind them never to make more than three attempts at a word.

Misspelt words will need to be corrected in line with your school's spelling and marking policy. Some of these words may be included in pupils' individual word lists for learning.



# Intent

## **Learning spellings**

A school policy can help inform

- the strategies for learning spellings that are being taught
- routines for learning spellings
- links with home learning.

Learning needs to happen in school and at home. There is little evidence, though, that the traditional practice of learning spellings (usually 10) at home and being tested on them (usually on a Friday) is effective. However, there is a high expectation within the new National Curriculum that pupils will learn many increasingly complex words. Within the programme, learning spellings is built into each six-week block. Within the sessions a range of strategies for learning spellings are introduced and practised. This enables pupils to choose the strategies they find most effective for learning different words.

## **Tips for learning spellings at home**

Learning at home needs to be an extension of the practice in school. Consider

- limiting the number of words to five or less a week to ensure success and enable deeper learning
- making sure pupils and parents have access to the range of learning strategies which have been taught in school, to use in home learning
- assessing spellings in context, for example: learning spellings in a given sentence, generating sentences for each word, assessing through unseen dictated sentences
- keeping an ongoing record of words learnt and setting very high expectations of correct application in writing once a word has been learned.

The learning strategies on the next two pages are introduced incrementally throughout the programme and can then be used to support learning spellings at home.



Any Questions?

