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Support for Spelling

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Contents

Introduction	2
Overview of spelling objectives	4
A suggested sequence for the teaching of spelling	8
Year 2 programme	13
Year 3 programme	33
Year 4 programme	53
Year 5 programme	71
Year 6 programme	89
Appendices	105
Appendix 1: Knowledge of the spelling system	105
Appendix 2: Learning and practising spellings	108
Appendix 3: Application of spelling in writing	112
Appendix 4: A guide for parents	115
Appendix 5: The first 100 high-frequency words	116
Appendix 6: The next 200 most common words in order of frequency	117

Introduction

Teachers want their pupils to become fluent and effective writers; accurate spelling is a means to that end. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

The two factors that make English such a rich language also define its complexity: the alphabetic system and the history of the language.

The alphabetic system is efficient, 26 letters creating 44 phonemes in 144 combinations to form about half a million words in current use. The English alphabet includes 21 consonants; spoken English uses 24 consonant sounds, so the match between how we say a consonant and how we write it is generally predictable. The rich array of vowels poses particular problems: there are 20 spoken vowel sounds but only five vowel letters, for example, the long **a** sound is represented in a range of ways: e.g. **ai**, **a-e**, **ea**, **ay**, **eigh**.

The other factor influencing our spelling is history. There are three main historical sources for English spelling patterns:

- **Germanic** – from the Anglo Saxons, over half our words fall into this category;
- **Romance** – Latin, French and, in the 16th century, Spanish and Portuguese;
- **Greek** – the language of areas of knowledge, (e.g. physics, philosophy).

The English language has absorbed thousands of words from all over the world, through trade and commerce. These words and phrases continue to enrich the language and give us a great wealth of expression.

The implications of this, for teachers of spelling, may seem daunting but 85% of the English spelling system is predictable. The keys to supporting our pupils to become confident spellers lie in teaching the strategies, rules and conventions systematically and explicitly, and helping pupils recognise which strategies they can use to improve their own spelling.

A balanced spelling programme includes five main components:

- understanding the principles underpinning word construction (phonemic, morphemic and etymological);
- recognising how (and how far) these principles apply to each word, in order to learn to spell words;
- practising and assessing spelling;
- applying spelling strategies and proofreading;
- building pupils' self-images as spellers.

Over the years, the National Strategies have produced a range of materials concerned with the teaching of spelling. These materials have been reviewed and built into a new programme to support teaching within the Primary Framework.

A good spelling programme gradually builds pupils' spelling vocabulary by introducing patterns or conventions and continually practising those already introduced. Experience has confirmed that short, lively, focused sessions are more enjoyable and effective than an occasional skills session.

Spelling strategies need to be taught explicitly and applied to high-frequency words, cross-curricular words and individual pupils' words. Proofreading should be taught during shared and guided writing sessions and links should be made to the teaching of handwriting.

Knowledge of the spelling system

In order to spell we need both phonemic knowledge and morphological knowledge.

Phonemic knowledge

This is the correspondence between letters (graphemes) and sounds (phonemes). It includes knowledge about:

- **phonics** (e.g. *knowledge about letter and sound correspondence, differences between long and short vowels, the identification, segmentation and blending of phonemes in speech and how these influence spelling*);
- **spelling patterns and conventions** (e.g. *how the consonant doubles after a short vowel, words with common letter strings but different pronunciations*);
- **homophones** (e.g. *words with common pronunciations but different spelling: to, two, too*).
- **Phonological knowledge**. This relates to:
 - syllables and rhymes;
 - analogy.

Morphological knowledge

This is the spelling of grammatical units within words (e.g. *horse = 1 morpheme, horses = 2 morphemes*). It includes knowledge about:

- **root words** – contain one morpheme and cannot be broken down into smaller grammatical units (e.g. *elephant, table, girl, day*) and are sometimes referred to as the *stem* or *base* form;
- **compound words** – two root words combined to make a word (e.g. *playground, football*);
- **suffixes** – added after root words, and change the spelling and meaning of a word (e.g. *hope – hoping, walk – walked, happy – happiness*);
- **prefixes** – added before a root word, and change the meaning but rarely affect the spelling of a word (e.g. *replace, mistake*);
- **etymology** (word derivations) – words in the English language come from a range of sources; understanding the origin of words helps pupils' spelling (e.g. *audi relates to hearing – audible, audience, audition*).

The table on page 4 gives an overview of the distribution of the teaching of the two broad types of knowledge, from Year 2 to Year 6. The learning objectives for these years are laid out on pages 5 to 7 and are organised into the three terms per year.

The teaching of spelling strategies, high-frequency and cross-curricular words should be built into each half-term's work, in addition to the phonemic, phonological and morphological knowledge.

For additional information on the spelling system please see Appendix 1.

Overview of spelling objectives

Objectives for Years 2 to 6

Year 2	Year 3	Year 4	Year 5	Year 6
<p>To secure the reading and spelling of words containing different spellings for phonemes</p> <p>To understand and begin to learn the conventions for adding the suffix -ed for past tense and -ing for present tense</p> <p>To split compound words into their component parts and use this knowledge to support spelling</p> <p>To learn how to add common inflections (suffixes) to words</p>	<p>To consolidate knowledge of adding suffixes and to investigate the conventions related to the spelling pattern -le</p> <p>To spell regular verb endings and to learn irregular tense changes (e.g. go/went)</p> <p>To know what happens to the spelling of nouns when s is added</p> <p>To understand how words change when the suffixes are added</p>	<p>To distinguish between the spelling and meaning of homophones</p> <p>To investigate, collect and classify spelling patterns related to the formation of plurals</p> <p>To investigate and learn to spell words with common letter strings</p> <p>To understand how suffixes change the function of words</p> <p>To understand the use of the apostrophe in contracted forms of words</p> <p>To revise and investigate links between meaning and spelling when using affixes</p>	<p>To spell unstressed vowels in polysyllabic words</p> <p>To spell words with common letter strings and different pronunciations</p> <p>To explore the spelling patterns of consonants and to formulate rules</p> <p>To explore less common prefixes and suffixes</p> <p>To investigate and learn spelling rules for adding suffixes to words ending in e or words ending in -y and words containing ie</p> <p>To identify word roots, derivations and spelling patterns as a support for spelling</p>	<p>To embed the use of independent spelling strategies for spelling unfamiliar words</p> <p>To investigate the meaning and spelling of connectives (e.g. furthermore, nevertheless)</p> <p>To revise and extend work on spelling patterns, including unstressed vowels in polysyllabic words</p> <p>To use what is known about prefixes and suffixes to transform words (e.g. negation, tense, word class)</p> <p>To spell unfamiliar words by using what is known of word families and spelling patterns</p> <p>To revise and use word roots, prefixes and suffixes as a support for spelling</p>
<p>To add common prefixes to root words and to understand how they change meaning</p> <p>To discriminate syllables in multisyllabic words as an aid to spelling</p>	<p>To embed the correct use and spelling of pronouns (n.b. phonemic and morphological)</p> <p>To develop knowledge of prefixes to generate new words from root words</p>			

Key:

Objectives in **red** are phonemic or phonological
Objectives in **blue** are morphological

Primary Framework objectives – Strand 6: Word structure and spelling

<p>Most children learn:</p> <ul style="list-style-type: none"> that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading; to spell words accurately by combining the use of knowledge of grapheme-phoneme correspondence as the prime approach, and also morphological knowledge and etymological information; a range of approaches to learn and spell irregular words. 		
<p>Year 2 objectives</p> <ul style="list-style-type: none"> Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns, including common inflections and use of double letters Read and spell less common alternative graphemes, including trigraphs 		
Term 1	Term 2	Term 3
<p>i. To secure the reading and spelling of words containing different spellings for phonemes (e.g. /igh/, igh, ie, y, i-e – I, night, tie, my)</p> <p>ii. To understand and begin to learn the conventions for adding the suffix -ing for present tense and -ed for past tense (e.g. play – playing, played)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>	<p>i. To split compound words into their component parts and to use this knowledge to support spelling (e.g. milkman, pancake)</p> <p>ii. To learn how to add common inflections (suffixes) to words (e.g. plurals, -ly, -ful: book – books, loud – loudly, harm – harmful)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>	<p>i. To add common prefixes to root words and to understand how they change meaning (e.g. happy – unhappy, fair – unfair)</p> <p>ii. To discriminate syllables in multisyllabic words as an aid to spelling (e.g. tomorrow, together)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>

Year 3 objectives <ul style="list-style-type: none"> ● Spell high- and medium-frequency words ● Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words ● Spell unfamiliar words, using known conventions including grapheme/ phoneme correspondence and morphological rules 			
Term 1	Term 2	Term 3	
i. To consolidate knowledge of adding suffixes and to investigate the conventions related to the spelling pattern -le ii. To spell regular verb endings and to learn irregular tense changes (e.g. carry – carries, carried, go – went) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.	i. To know what happens to the spelling of nouns when -s is added (e.g. army – armies, ash – ashes) ii. To understand how words change when suffixes are added (e.g. homeless, reliable) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.	i. To embed the correct use and spelling of pronouns (e.g. my, your, his) ii. To develop knowledge of prefixes to generate new words from root words (e.g. sense – nonsense, cook – precook) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.	
Year 4 objectives <ul style="list-style-type: none"> ● Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words ● Distinguish between the spelling and meaning of common homophones ● Know and apply common spelling rules ● Develop a range of personal strategies for learning new and irregular words 			
Term 1	Term 2	Term 3	
i. To distinguish between the spelling and meaning of homophones (e.g. new – knew, heard – herd) ii. To investigate, collect and classify spelling patterns related to the formation of plurals (e.g. church – churches, box – boxes) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.	i. To investigate and learn to spell words with common letter strings ii. To understand how suffixes change the function of words (e.g. verbs into nouns: create – creation, nouns into verbs: apology – apologise) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.	i. To understand the use of the apostrophe in contracted forms of words (e.g. I'll, you're) ii. To revise and investigate links between meaning and spelling when using affixes Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words	

Year 5 objectives			
<ul style="list-style-type: none">● Spell words containing unstressed vowels● Know and use less common prefixes and suffixes (e.g. im-, ir-, and -cian)● Group and classify words according to their spelling patterns and meanings			
Term 1	Term 2	Term 3	
<ul style="list-style-type: none">i. To spell unstressed vowels in polysyllabic words (e.g. company, poisonous)ii. To spell words with common letter strings and different pronunciations (e.g. -ough: tough, plough, through) <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>	<ul style="list-style-type: none">i. To explore the spelling patterns of consonants and to formulate rules (e.g. full becomes -ful when used as a suffix, c is soft when followed by i)ii. To explore less common prefixes and suffixes (e.g. -ian: magician, im-: immature, il-: illegal) <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words</p>	<ul style="list-style-type: none">i. To investigate and learn spelling rules for adding suffixes to words ending in e, words ending in -y and words containing ie (e.g. live, living, lively, lifeless, happy, happiness, happier)ii. To identify word roots, derivations and spelling patterns as a support for spelling (e.g. sign, signature, signal) <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>	
Year 6 objectives			
<ul style="list-style-type: none">● Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words● Use a range of strategies to edit, proofread and correct spelling in their own work, on paper and on screen			
Term 1	Term 2		Term 3
<ul style="list-style-type: none">i. To embed the use of independent spelling strategies for spelling unfamiliar words (e.g. phonemic, syllabic, visual, word families, mnemonics, etymology)ii. To investigate the meaning and spelling of connectives (e.g. furthermore, nevertheless) <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>	<ul style="list-style-type: none">i. To revise and extend work on spelling patterns, including unstressed vowels in polysyllabic words (e.g. definite, separate, miniature)ii. To use what is known about prefixes and suffixes to transform words (e.g. negation, tenses, word class) <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>		<ul style="list-style-type: none">i. To spell unfamiliar words by using what is known of word families and spelling patternsii. To revise and use word roots, prefixes and suffixes as a support for spelling <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>

A suggested sequence for the teaching of spelling

Transition from Year 1 to Year 2

Children will have followed a programme of discrete phonics teaching in the Reception Year and in Year 1. By the end of Year 1, the expectation is that most children will be secure at phase 5, though further work will be required to ensure they have the knowledge and understanding of alternative spellings for each phoneme. This is addressed in the spelling objectives for Year 2.

For those children who are not yet secure at phase 5, it will be necessary to continue with daily phonics sessions. Further guidance can be found at www.standards.dcsf.gov.uk/nationalstrategies.

The teaching sequence

This sequence presumes five short starter sessions (approximately 15 minutes) over a two-week period. The sequence is designed to be used flexibly; the number of sessions spent on each part of the sequence will vary according to the needs and ability of the children, as related to the specific spelling focus. Learning to spell is a cumulative process; the materials gradually build the children's spelling vocabulary by introducing new words and giving continual practice of words already introduced. During each half-term, ten sessions should be used for teaching the specific spelling objective and five sessions should be used for the direct teaching of spelling strategies, proofreading, high-frequency words, specific cross-curricular words and personal spelling targets. Therefore, over a six-week half-term, there will be approximately ten sessions devoted to the specific spelling focus and five sessions devoted to the broader spelling activities. The suggested sequence is the same for every age group and every term. An example of one half-term's spelling programme is included on page 11. A bank of approaches is suggested for each part of the sequence for the teacher to select from, to use and develop according to the needs of the class. It is strongly advised that each child has a spelling journal, not only for the spelling activities but also for the assessment dictation, so that the teacher and the children have a clear record of progress.

The sequence

Revisit, explain, use

Children learn best when their next step builds on what they already know. The approaches described in the first part of the sequence are lively oral and **Quick-write** activities with two purposes: to revise and secure prior learning and to introduce and explain new learning. An important aspect of this part of the sequence is that children use the words orally, in context, so that they have a clear understanding of what they are learning. For example, in a unit related to learning the correct spelling of verb endings, the children need to have a clear understanding of the concept of tense.

Teach, model, define

Is spelling caught or taught? For the majority of children, reading extensively is not sufficient to secure accurate spelling; spelling must be taught explicitly and systematically. This second part

of the sequence provides a range of direct teaching activities, including teacher modelling and involving the children in the new learning. For example, after an introductory activity based on the spelling of plurals, the teacher and children define the categories and generalise the rules for their formation. In most cases, this part of the sequence will require two or three sessions.

Practise, explore, investigate

This part of the sequence gives children the opportunity to work independently, in pairs or in small groups, using a range of strategies to practise and consolidate new learning. For example, in a Year 2 unit focused on common suffixes, one activity is: Collect adjectives with the suffixes **-y**, **-ful** and **-less** to describe a fairytale character such as Cinderella's ugly sister (e.g. *hateful, careless, thoughtless, fussy, lazy*).

Many of the activities described in this part of the sequence could be used for homework.

An extension section is included in this part of the sequence that provides more challenging activities. This could be used for the whole class, with teacher support or for groups and individuals who would benefit from more demanding activities.

Apply, assess, reflect

This final part of the sequence gives children the opportunity to reflect on what they have learnt and to recognise their achievements. The session follows a consistent pattern for the children to:

- revise new learning;
- apply the words orally and in writing;
- reflect and assess their progress.

For example, after a unit focused on transforming words, using prefixes and suffixes, the revision is an oral game: **Give a word, transform a word**. One child gives a word in a sentence that has to be changed by the next child, and so on. *This book is important, that book is unimportant, the writing was legible, the writing was illegible.*

The children are asked to apply their learning in writing, both through a short dictated piece and by composing their own sentence for their partner to transform by adding affixes to selected words.

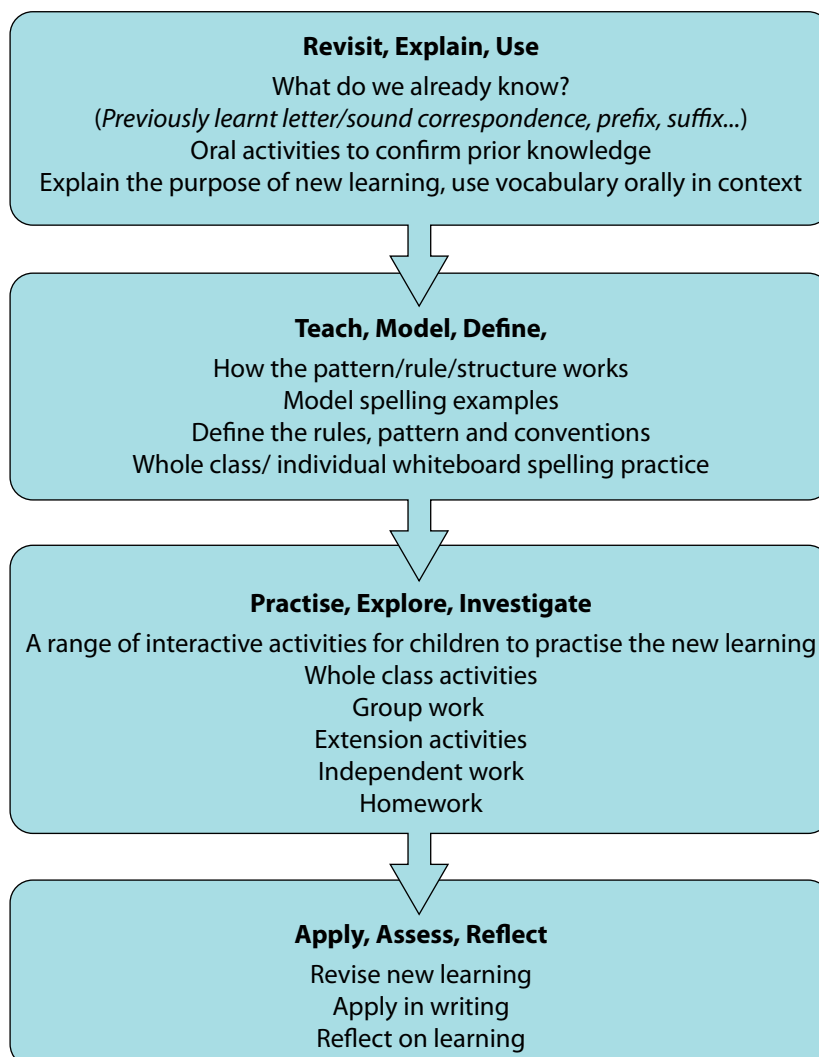
Finally, there is an opportunity for the children to discuss and reflect on their learning and make notes in their spelling journals. This part of the sequence will normally take two sessions although some teachers may prefer to have one longer 30-minute assessment session.

A set of example practice words is included in each unit. This is not an exhaustive list, nor is it intended that the children slavishly learn each one, as in a **spelling list**. The key principle is that the children are learning *about* words rather than given words to learn. The aim of each unit is that the children have an understanding of the patterns and structures of words and are able to apply their learning to their writing. Of course, learning words has a place: for example, words that the children find difficult, subject-specific words, exceptions to the rule. However, it is important that the children are encouraged to understand that most of our spelling follows rules and conventions and, by learning about these, they will be able to apply this knowledge to the spelling of words they have not met in print before.

Assessment activities are included in every unit and it is intended that day-to-day assessment is a principle of this programme.

Periodic assessment will also be required, to ensure children are making progress against national criteria (Assessing Pupils' Progress, AP8).

THE TEACHING SEQUENCE



An example of one half-term's spelling sessions Year 3 term 1 (ii) (15-minute sessions)

Spelling focus: To spell regular verb endings and to learn irregular tense changes **Cross-curricular focus:** The Romans

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Monday Revisit <i>Revise verbs through action games. Model oral activity:</i> <i>Today I ...</i> <i>Yesterday I ...</i> <i>Children work in pairs to provide an oral example.</i>	Monday Teach <i>Introduce concept of irregular verbs, build class collection.</i>	Monday Practise <i>Practise group activities – past tense, alphabet.</i>	Monday Apply/assess <i>Revise learning, assess individual whiteboard responses.</i>	Monday Revisit <i>Memory strategies for learning and remembering cross-curricular words.</i>	Monday
Tuesday	Tuesday Teach <i>Introduce concept of irregular verbs, build class collection.</i>	Tuesday	Tuesday Apply/assess <i>Revise learning, assess individual whiteboard responses.</i>	Tuesday	Tuesday <i>Practise with a partner, learning the spelling of Roman topic words.</i>
Wednesday Revisit <i>Secure understanding of the concept of present and past tense; oral work, paired whiteboard activity.</i>	Wednesday	Wednesday Practise <i>Groups collect past-tense verbs on a theme; the playground, PE, in the dining hall...</i> <i>Highlight irregular verbs.</i>	Wednesday	Wednesday Teach <i>Introduce words for our Roman topic next half-term: Roman, soldier, chariot, invade. Discuss meaning and context.</i>	Wednesday
Thursday	Thursday Teach <i>Collect more examples of irregular past-tense verbs, sort into spelling categories.</i>	Thursday	Thursday Apply/assess <i>Dictation, two sentences containing past-tense verbs.</i>	Thursday	Thursday Apply/assess <i>Assess spelling of H/F words and Roman topic words.</i>
Friday Teach <i>Use poem to change verbs into past tense.</i> <i>Class sort into regular spelling categories.</i>	Friday	Friday Practise <i>Paired work.</i> <i>Each pair to choose five irregular past-tense verbs and learn them together.</i>	Friday	Friday Practise <i>Paired work.</i> <i>Use spelling strategies for learning the spelling of new words.</i>	Friday

Year 2 programme

Year 2 term 1 (i)

To secure the reading and spelling of words containing different spellings for phonemes

Revisit, explain, use

Notes for teachers

This unit is based on the assumption that the children have completed phase 5 of the Phonics programme and are ready to extend their knowledge of the English spelling system.

- As this is a unit of consolidation and transition, the sessions should be used flexibly. For example, there may be three **revisit** sessions, two or three teaching sessions and four or more practice sessions. Alternatively, a teacher may follow the complete sequence two or three times, using different vowel phonemes on each occasion.
- The focus of the unit is to revisit all the combinations of spellings for each vowel phoneme and to ensure children can distinguish between long and short vowel phonemes.

Suggestions for whole-class approaches

Orally, sort and revise words in each of the long vowel phoneme groups:

- /ai/ (e.g. *train, made, great, gate, way, brake*);
- /ee/ (e.g. *sea, seed, be, week, meat, bean, seen*);
- /igh/ (e.g. *write, night, sigh, try*);
- /oa/ (e.g. *so, toe, blow, road, roll*);
- /(y)oo, oo/ (e.g. *blew, glue, too, do, two*).
- Play **I spy with my little eye something that rhymes with...train**, etc.
- Confirm that, although there are only five vowel letters, the same sound can be spelt in different ways (e.g. *wait, late, great*) and the same spelling can represent different sounds (e.g. *read, break, bread*).
- Provide examples of words containing a short vowel phoneme: *dog, sun, cat, leg, bit*. Ask the children to repeat the words and identify the short vowel.
- Practise oral discrimination: listen to the word – is the vowel short or long?

Teach, model, define

Suggestions for whole-class approaches

Select an appropriate short story and enlarge the text. Display it and read to the children, asking them to listen out for the focus phoneme for example /ai/ or /ee/. Remove the story from view and re-read it, asking the children to indicate (thumbs up) whenever they hear the focus phoneme.

This activity can be repeated using a different focus phoneme.

Do a human word sort. Give out cards with words containing the focus phoneme. The children have to read the word and find others with the same spelling of the long vowel sound.

Play word sort. Draw three columns on the whiteboard and write a different grapheme at the top of each one (e.g. **e**, **ea**, **ee**. Children contribute words to be sorted on the whiteboard or flipchart). Repeat with other examples.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- **Phoneme spotter:** children have copies of a text to highlight a particular phoneme. Then they write the word and the phoneme on a separate sheet, for example:
 - *train* – **ai**
 - *gate* – **a-e**
 - *lane* – **a-e**
- When they have completed it they should list all the different ways of spelling the phoneme. Repeat with other vowel phonemes.
- **Partner work:** give the children sets of common words with a particular phoneme. Ask them to take turns in saying the word and writing the word. They should then check their spellings.
 - **/ai/** *made, make, away, take, play, day, came, name, they, great, baby, paper, again*
 - **/ee/** *me, he, she, we, be, been, being, see, seen, tree, people, these*
 - **/igh/** *I, my, by, why, like, time, night, five, nine, nineteen*
 - **/oa/** *so, no, go, going, home, old, told, over, open, only, both*
 - **/(y)oo/** *blue, true, glue*

Extension activities

- Ask the children to make a poster highlighting long and short vowels in words.
- Can they explain the differences between them?

Practice examples: words containing long vowel phonemes

/ai/	<i>made</i>	<i>sale</i>	<i>late</i>
	<i>train</i>	<i>sail</i>	<i>day</i>
	<i>rain</i>	<i>paper</i>	<i>break</i>
	<i>baby</i>	<i>make</i>	<i>pale</i>
/ee/	<i>see</i>	<i>weak</i>	<i>bead</i>
	<i>sea</i>	<i>seed</i>	<i>seat</i>
	<i>meat</i>	<i>meet</i>	<i>read</i>
	<i>chief</i>	<i>bee</i>	<i>field</i>
/igh/	<i>cry</i>	<i>night</i>	<i>time</i>
	<i>sigh</i>	<i>shine</i>	<i>polite</i>
	<i>slide</i>	<i>nice</i>	<i>nine</i>
	<i>try</i>	<i>lie</i>	<i>pie</i>
/oa/	<i>toe</i>	<i>alone</i>	<i>grow</i>
	<i>soap</i>	<i>slow</i>	<i>home</i>
	<i>low</i>	<i>show</i>	<i>note</i>
	<i>phone</i>	<i>window</i>	<i>those</i>
/(y)oo/ /oo/	<i>use</i>	<i>tune</i>	<i>blue</i>
	<i>new</i>	<i>cube</i>	<i>glue</i>
	<i>blew</i>	<i>huge</i>	<i>to</i>

Apply, assess, reflect

- Revise long and short vowel phonemes and ask the children to give examples of words containing each type.
- Dictate two sentences containing long and short vowels, for example:
 - *On my way home from school I saw a cat with a mouse in its mouth. I told my mum about it.*
 - *On the same day each week my friend comes to tea. We like to make things with paper, glue and crayons.*
- Check sentences, noting successful attempts, and discuss errors.
- Ask children to create a sentence that includes two words, each with a long vowel phoneme, and two words, each with a short vowel phoneme. Underline the vowel phonemes.
- **What have you learnt?** Provide an opportunity for the children to reflect on their learning. Ask them to add words that they find difficult to their **personal words to learn list** in their spelling journals.

Year 2 term 1 (ii)

Understand and begin to learn the conventions for adding the suffix -ed for past tense and -ing for present tense

Revisit, explain, use

Suggestions for whole-class approaches

- Before teaching the children to spell past-tense verb forms, it is important they understand about the class of words described as **verbs** and the meaning of **past** and **present** in relation to tense.
- The children will be able to use tense changes in speech, including irregular tense changes (e.g. *go – went, blow – blew*). However, for the purposes of understanding the conventions related to spelling, it is important to begin with regular past and present verb tense changes using single syllable verbs.
- Establish understanding of the term **verb** as an action word, by playing small drama games.
- Play oral games requiring changing tense from present to past and the reverse, for example:
 - *Today I am playing, yesterday I played.*
 - *Today I am painting a seaside picture, yesterday I painted a house on fire.*
 - *When I was little I scribbled, now I write.*
 - *When I was little I cried when I wanted something, now I ask.*
- Look at pictures of famous artists' scenes, discuss what is happening and collect the present tense verbs, for example:
 - *talking, chatting, looking, snowing, skating, walking, running, falling, eating.*
- Use small drama activities (e.g. **What are you doing today?** One child mimes and other children guess activities such as cleaning your teeth, brushing your hair.).
 - **What did you do yesterday?** A child replies in the past tense: *I cleaned my teeth, I brushed my hair.*

- Explain that a **verb** is an action word and every sentence contains a verb. It is important we learn how to spell the verbs to show when the action takes place. When we are talking about what has happened already, this is called the **past tense**. What is happening now is called the **present tense**.
- The spelling of the verb changes according to the tense and we are going to begin to learn the rules for spelling verbs.

Teach, model, define

Suggestions for whole-class approaches

Many familiar poems provide good opportunities for transposing tenses. For example, the poem on the left has been transposed into the poem on the right.

Using a poem

Today	Yesterday
Sophie looks for a book	<i>Sophie looked for a book</i>
Ahmed counts to ten	<i>Ahmed counted to ten</i>
Alice wants to cook	<i>Alice wanted to cook</i>
George searches for a pen	<i>George searched for a pen</i>
Archie hops in the playground	<i>Archie hopped in the playground</i>
Mia skips around	<i>Mia skipped around</i>

Choose a poem or use the verse *Today* above and read it aloud.

- Identify the verbs with the children, to establish that they are written in the present tense.
- Invite the children to give you the past-tense forms of the verbs they have identified.
- Scribe the new version of the poem with the past tenses written in.
- Look at the past-tense verbs. What spelling pattern do they all have? Emphasise that even when the final phoneme sounds different, the spelling pattern is the same. Sometimes the **ed** ending is two phonemes (*wanted*) and sometimes only one (*skipped*).
- Look at the two versions of the verbs. What do the children notice about *skips* and *hops* when they are written in the past tense? (*Remove the s* and **double the consonant**.)
- Explain that if a base word ends in a single consonant letter preceded by a single vowel letter, double the consonant letter. Another way of saying this is that there needs to be two consonant letters between a 'short' vowel and a suffix beginning with a vowel e.g. *hop*, *hopping*, *hopped*.
- **Quick-write** activity: ask the children to change the verbs to past tense: *stop* – *stopped*, *hug* – *hugged*, *beg* – *begged*, *knot* – *knotted*, *fit* – *fitted*, *grab* – *grabbed*. Repeat the process with **-ing**.
 - Establish that **-ed** and **-ing** are suffixes and, before they are added to the end of words, sometimes the spelling of the word has to change.
 - What happens to the following verbs: splash, jump, fetch, when you add **-ing** or **-ed**? Or to lift, dust?
 - Explain that for many verbs, you just add **-ed** or **-ing** (e.g. *play* – *played*, *playing*; *enjoy* – *enjoyed*, *enjoying*; *walk* – *walked*, *walking*).

- Introduce words where the long vowel is split (e.g. *bake, hope, like*). Explain that the **e** is dropped before the **-ed** or **-ing** is added (e.g. *hope – hoped, hoping*). Demonstrate this using magnetic letters. Invite examples from the class.
- Draw three columns on the whiteboard, corresponding to the three possible actions to take when adding **-ed** to verbs.
- Invite the children to change verbs ending in **y** preceded by a vowel into past or present tense.

Adding -ed to verbs

Add -ed	Drop the e and add -ed	Double the final consonant and add -ed
---------	------------------------	--

- Shuffle a pack of verb cards (see suggestions over the page).
- Show the first card.
- Ask the children to discuss the verb with their talk partners and decide which column it belongs in.
- Place the word in the correct column.
- Repeat.

You may wish to repeat this activity for present tense verbs – adding **ing**

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- The children work in small groups. Each child needs a whiteboard and pen and the group needs a large piece of flipchart paper with the three columns labelled **Add -ed**, **Drop the e and add -ed**, **Double the final consonant and add -ed**.
 - The verb cards should be placed in a pile, face-down.
 - One child takes a card from the pile and shows it to the group.
 - The children decide which column the word belongs to and try changing the word on their whiteboards. If all agree, one child records the word in the agreed column on the flipchart paper.
 - Repeat the process.
- Give the children regular past-tense verbs to sort into categories: sounding **t** (e.g. *jumped*), sounding **d** (e.g. *called*), sounding **ed** (e.g. *wanted*). The purpose is to confirm that, although the endings are pronounced differently, they are all spelt with **-ed**.
- Children change a text written in the present tense into the past tense, for example, this sports report.
 - *Jones sprints down the right wing. Collier passes him the ball. Jones darts forward, spots Carrick and aims carefully. Kirby tries to take the ball but Carrick dodges him, dribbles the ball neatly round Kirk and kicks it high to Johnson. Johnson heads the ball and scores. One-nil. The fans clap, cheer and hug each other.*
- Make a past-tense zigzag book based on a theme, for example, *After a walk*, *After a cooking or PE session* or *A past season: Last summer I...*

- **Partner work:** children select three verbs from each category (add **-ed**, drop the **e** and add **-ed**, double the final consonant and add **-ed**). They write the present tense then add **ed** with their partner. They practise learning and writing these words.

Practice examples: regular verbs

Typical words			Words ending in e			Words with short vowels and ending in a single consonant		
help	helping	helped	hope	hoping	hoped	hop	hopping	hopped
ask	asking	asked	care	caring	cared	chat	chatting	chatted
enjoy	enjoying	enjoyed	share	sharing	shared	clap	clapping	clapped
pull	pulling	pulled	like	liking	liked	plan	planning	planned
look	looking	looked	smile	smiling	smiled	rub	rubbing	rubbed
jump	jumping	jumped	phone	phoning	phoned	stop	stopping	stopped
float	floating	floated	use	using	used	hug	hugging	hugged
groan	groaning	groaned	bake	baking	baked	slip	slipping	slipped

Extension activities

- Children research what happens to verbs ending in **y** preceded by a consonant when they are changed to the past tense.
- Children research past tense verbs that don't add **ed**.
- In both cases, they present findings to the class.

Apply, assess, reflect

- Revise the term **verb** and invite the children to provide examples.
- Revise the concept of **past tense** and again invite examples.
- Dictate two sentences containing verbs in the present tense, for children to convert to the past tense, for example:
 - *Mrs Jones looks at the children as she rests in the park. Eddie kicks the ball to Ellie. She picks it up but drops it. Josie smiles and skips with her rope. Ben licks his ice-cream and Ahmed rolls down the hill.*
- Show the past-tense version and check for errors.
- Invite the children to write their own past-present tense sentence (e.g. *Yesterday I... but today I...*). **What have you learnt?** Provide an opportunity for children to reflect on their learning. Invite them to select the verbs they are unsure about, write them in their journals and practise the **Look, say, cover, write, check** strategy in order to learn them.

Year 2 term 2 (i)

To split compound words into their component parts and to use this knowledge to support spelling

Revisit, explain, use

Notes for teachers

- Spelling is not specifically a grammatical issue, but it does arise frequently when children are learning about the structure of words. Understanding the structure and meaning supports accurate spelling.
- Words in the English language can be classified into three broad categories:
 - **simple words** – words that cannot be reduced any further without destroying their meaning (e.g. *girl*);
 - **complex words** – words that have had suffixes or prefixes added to them, which has changed the meaning (e.g. *girls*);
 - **compound words** – words that consist of two simple words joined together (e.g. *girlfriend*).

This unit focuses on the structure of compound words and splitting them into parts to support spelling.

Suggestions for whole-class approaches

- Ask the class if any of their road names combine two words to make one word (e.g. *Maytree Avenue*, *Eggbridge Lane*, *Catford Road*).
- When two words are joined together to form one word it is called a **compound word**.
- Give the sentence: *When I went out into the playground at playtime I played football.*
 - Point out the two words in each compound word. It's important that the children understand that each word can stand alone and the two words are joined together to form a new word.
- Invite the children to clap the two beats for each word.
- Ask the children to think of other compound words. It may be useful to give a topic (e.g. *in the playground*, *at the seaside*).

Teach, model, define

Suggestions for whole-class approaches

- **Find a partner:** give out simple words written on cards. Ask the children to find a partner to make a compound word.
 - Examples include: *play-ground*, *play-time*, *foot-ball*, *green-house*, *farm-house*, *car-park*, *hair-brush*, *fair-ground*, *see-saw*, *wheel-chair*, *cow-boy*, *sun-shine*, *church-yard*
- Read words together and check children's understanding of their meaning. Check that children understand the term **compound word**.
- Demonstrate spelling a compound word (e.g. *seaside*), clap for each word, draw two boxes, write the words in the boxes, modelling your thoughts aloud: *The first word is sea, that is s*

followed by **ea** to make the long vowel /**ee**/ phoneme. The second word is side – **s** followed by the long vowel /**ie**/ phoneme (split digraph) and **d**, so together I have the word *seaside*.

- Say a compound word (at this stage keep it to two simple words), such as *backbone*, clapping the words. Ask the children to join you. Write the compound word and draw boxes around each simple word. Ask the children to write down the letters for the first word and show you. Then ask the children to write down the letters of the second word and show you.
- Say another compound word and ask the children to clap each word, then draw boxes for the words on their whiteboards and show you.
- Ask the children to write down the letters in the first word and show you, then repeat with the second word.
- Summarise the routine, with the children joining in to help them remember it:
 - *Clap and count the beats, draw the boxes, write the letters for the first word, then the second word, say the compound word.*
- Demonstrate by collecting a group of compound words based on the same simple word (e.g. *man*: *mankind*, *manmade*, *manhunt*), referring to prior learning about long and short vowel phonemes.
- **Quick-write** activity: on individual whiteboards, children write a number of examples (e.g. *teatime*, *eggcup*, *backbone*).
- Extend this to two- and three-syllable words. Model breaking the words into beats for each syllable to support spelling. Use words such as *everywhere*, *everybody*.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- **Compound word hunt** activity: children search a page of text to find compound words.
- Create lists of compound words for one base word (e.g. *man*, *time*, *side*, *green*, *day*, *eye*).
- Give out a page of TV listings and invite the children to identify as many programme words as they can that are compound words.
- **Partner work**: children look at the list of compound words (below) and choose five with different long-vowel phonemes to learn and practise, with the help of a partner.
- Remind children of the routine: *clap and count the beats, draw the boxes, write the letters, say the word*.

Practice examples: compound words

High-frequency compound words	Compound words	
everyone	playground	hairbrush
everybody	goalkeeper	fairground
everything	paintbrush	downstairs
nowhere	upstairs	football
nobody	playground	seesaw
somewhere	birthday	waterfall
anyone	cornflakes	farmhouse
anywhere	carpark	weekend
anybody	halftime	dustbin
someone	greenhouse	earthworm
	bluebell	thumbnail

Extension activities

- Children research the history of unusual compound words (e.g. *breakfast, handkerchief, cupboard, sideboard, gunpowder*).
- Children choose three unusual compound words to make an information poster for the rest of the class.
- Children create a compound word that does not exist and give a dictionary definition for it.

Apply, assess, reflect

- Revise the term **compound word** and invite examples.
- Ask children what will help them to spell such long words. Revise the routine.
- Dictate three sentences containing compound words, for example:
 - *I heard a noise but nobody was there.*
 - *I went into the classroom, then the playground, but nobody was there.*
 - *Something made a noise, yes a paintbrush had fallen to the floor.*
- Check the sentences and use this opportunity to remind the children of the spelling routine.
- Ask the children to write an interesting sentence containing a compound word.
- **What have you learnt?** Provide an opportunity for children to reflect on their learning and to note down any compound words in their spelling journals that they need to practise and learn.

Year 2 term 2 (ii)

To learn how to add common inflections (suffixes) to words

Revisit, explain, use

Suggestions for whole-class approaches

This unit continues to develop learning about the spelling of words when adding suffixes.

- Revisit prior learning: spelling changes for past and present tense (from term 1).
- Revise short vowel phonemes.
- Write the following verbs on the whiteboard (e.g. *hop, beg, wish*).
- Invite the children to turn them into past-tense verbs (*hopped, begged, wished*).
- Ask what would happen if we added **-ing** to the words (*hopping, begging, wishing*).
- Revise the differences in spelling:

If the verb ends in a single consonant letter preceded by a single vowel letter and the suffix begins with a vowel, double the consonant letter before adding the suffix. Another way of explaining this is that there need to be two consonant letters between a 'short' vowel and a suffix beginning with a vowel (e.g. *hop, hopped, hopping; run, running, runner*)
- Explain that **-ed** and **-ing** change the tense of verbs and the name for them is **suffixes**.
- Write the verbs containing long vowel phonemes (e.g. *play, hope, float*) on the whiteboard.
- Invite the children to add the suffixes **-ed** and **-ing** to each in turn, commenting on spelling changes (*playing, played, hoping, hoped, floating, floated*).
- Explain the rule: If the verb has a split digraph within it, drop the **e** if the suffix begins with a vowel.
- The children are now going to learn how to add some different suffixes to words and to learn how to spell the words and use them in writing.

Teach, model, define

Suggestions for whole-class approaches

- Explain the terms **singular** and **plural**.
- Explain that one suffix they all know is **-s**, when we want to say more than one (e.g. *table – tables, girl – girls, doll – dolls*).
- This changes when the word ends in **-y** (e.g. *army – armies*); the **-y** changes to **i**.
- Practise: *one dog but two..., one party but many...*
- Establish that adding **-s** or changing **y** to **i** and adding **-es** changes the word from *one* to *more than one*.
- **Quick-write** activity: children practise changing words from singular to plural (at this stage use only regular plurals, **-s** and **-ies**).
- Write the word *fun* on the whiteboard. Say: *Someone told me a fun joke the other day*. Then say: *That doesn't sound right. What should I say? Yes, funny, can you help me to spell it?*

- *Fun – funny.* Ask: *Why do we have double n before I add -y?*
- Explain that adding the **-y** suffix changes the word *fun* into an adjective: *funny*.
- Practise on individual whiteboards, adding the suffix **-y** to *fur, nut, sun*.
- Ask: *What happens if we add the suffix -y to words ending in e?* Demonstrate (e.g. *laze – lazy, smoke – smoky*).
- Practise with other words (e.g. *bone, stone, grease*).
- Ask what happens if you add the suffix **-y** to most words (e.g. *cheek, fuss, smell, water*). *Just add y* (*cheeky, fussy, smelly*).
- **Whiteboard activity:** children work with a partner to write three sentences with adjectives, using the suffix **-y**.
- Repeat the process, forming adjectives with the suffix **-ful**, meaning *full of* (e.g. *wish – wishful, pain – painful, hate – hateful, beauty – beautiful, wonder – wonderful*).
- Explain that, when **ful** is added, most words stay the same, except for words ending in **y**.
- Introduce the suffix **-less**, meaning *without*. Invite examples (e.g. *home – homeless, fear – fearless, care – careless*).
- Summarise, adding suffixes to words by practising using various adjectives in sentences and discussing spelling conventions, for example:
 - *He told a funny story.*
 - *Her ankle was very painful.*

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Model this activity first.
 - Give groups of children cards, each with a root word on it, and a large sheet of paper with columns headed with the conventions for adding the suffixes for plurals or for forming adjectives **-s**, **-y**, **-ful**, **-less**. Use the number of categories as appropriate.

Adding suffixes for forming plurals

Add -s	Change y to i and add -es
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- The cards should be placed face-down on the table.
- One child takes a card from the pile and shows it to the group.
- The children decide which suffix would be added and to which column the word belongs. They try it on their whiteboards. When all the children in the group agree, one child records the new word on the paper.
- Repeat the process for forming adjectives.
- Children collect adjectives with the suffixes **-y**, **-ful** or **-less** to describe a fairytale character such as Cinderella's ugly sister (e.g. *hateful, careless, thoughtless, fussy, lazy*) or Jack from *Jack and the beanstalk* (e.g. *fearless, kindly, thoughtful, careless, cheeky, forgetful*).
- Children refer to one or two pages of a storybook and look for adjectives ending with the suffixes **-ful**, **-y** and **-less**. They write the collection in their spelling journals.

- **Partner work:** set this task.
 - Choose three words with the **-y** suffix, three with the **-ful** suffix and three with the **-less** suffix, that you find tricky or difficult to spell but will be useful in your writing. Write the word and check the meaning in your dictionary. Highlight the tricky part and, with a partner, learn them and then practise writing them.

Practice examples: adding suffixes to form plurals

Add -s		Change y to i and add -es	
boy	boys	party	parties
girl	girls	army	armies
table	tables	baby	babies
pen	pens	lady	ladies

Practice examples: adding suffixes to form adjectives

-ful	-y	-less
wishful	funny	careless
hopeful	misty	homeless
sorrowful	nutty	endless
painful	sunny	speechless
beautiful	chilly	fearless
hateful	lucky	
forgetful	crispy	
careful	fussy	
restful	bony	
useful	stony	

Extension activities

Ask the children to take some magazine advertisements for one product, such as chocolates, soap or films. They collect all the adjectives and decide:

- which is the most common;
- how many have a **-y** suffix;
- how many a **-ful** suffix;
- how many a **-less** suffix;
- what other suffixes are used to form adjectives?

Apply, assess, reflect

- Revise the term **suffix** and the suffixes they have learnt so far: **-ed, -ing, -y, -s, -ful, -less**.
- Ask the children to provide sentences including examples of words, using each suffix.
- Dictate sentences, for example:
 - *At my party, we had lots of cakes and jellies. We played games and watched a DVD.*
 - *It was a beautiful day yesterday, warm with hazy sunshine. I walked through the leaves which were crunchy under my feet.*
- Compare the sentences with the correct versions, note successes and highlight any errors, identifying the part of the word that was incorrect
- **What have you learnt?** Give the children an opportunity to reflect on their learning. Invite the children to write any words they find difficult into their spelling journals and practise the **Look, say, cover, write, check** strategy.

Year 2 term 3 (i)

To add common prefixes to root words and to understand how they change meaning

Revisit, explain, use

Suggestions for whole-class approaches

- Revise the term **suffix** and invite examples (e.g. *plurals – boys, past tense – walked, present tense – running, adjectives – funny, beautiful, painless*).
- Confirm with the children that a suffix is added to the *end* of a word to change it from present tense to past tense, from singular to plural, from noun to adjective and that this sometimes means changing the spelling of the word.
- Write pairs of words (using the prefix **un-**) in random order on the whiteboard (e.g. *happy – unhappy, well – unwell, tidy – untidy*).
- Ask the children to say what adding **un-** before the word has done to the meaning of the word.
- Invite the children to give pairs of sentences, using the pairs of words (e.g. *I am happy when I go swimming. I am unhappy when I'm in trouble*).
- Explain to the children that **un-** is called a **prefix** and comes *before* a word to change its *meaning*.

- Ask the children what the meaning of **un-** before a word could be. Establish **un-** means *not*.
- Explain that they are going to learn how to add other prefixes to words to change the meaning of the word.

Teach, model, define

Suggestions for whole-class approaches

- Use magnetic letters to form the opposite of prewritten words on the whiteboard. Include **un-** and **dis-** (e.g. *well – unwell, like – dislike, lucky – unlucky, obey – disobey, agree – disagree*).
- Invite the children to explain what they think **dis-** before a word does to the meaning of the word. Explain that this is another prefix meaning *not* or *the opposite of*.
- Whiteboard activity: show a word card, say the word in a sentence and ask the children to write the word meaning the opposite by adding or removing a prefix.
- Give out cards with prefixes **un-** and **dis-**. Hold up the prefix to go before the word.
- **Change the word, change the sentence.** Write a sentence on the board. The children rewrite the sentence in their journals, using a prefix or removing a prefix to change the meaning of the sentence, for example:
 - *I like peas and potatoes.*
 - *I felt well yesterday.*
- Establish that a prefix is added before a word without any changes in spelling to the word.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Children play **Pairs**: they place cards upside down and hunt for the pairs of words.
- Children collect words using the prefix **un-**.
- Collect words using the prefix **dis-**.
- **Partner work**: each child chooses five tricky words for them both to write in their spelling journals (e.g. *unnecessary, unusual, dissatisfied, disobey*) and uses a dictionary to check the meaning. They highlight the tricky parts and support each other to learn and practise the words.

Practice examples

Un-		Dis-	
happy	unhappy	like	dislike
lucky	unlucky	please	displease
seen	unseen	own	disown
usual	unusual	agree	disagree
do	undo	appear	disappear
tie	untie	obey	disobey
zip	unzip	honest	dishonest
dress	undress	trust	distrust
well	unwell	allow	disallow
fold	unfold	order	disorder

Extension activities

- **Definitions game:** children provide the definition and challenge the class to find the right word.
- Children take a paragraph from a storybook and rewrite it so that it has the opposite meaning. (Not all the words will require **un-** or **dis-**.)

Apply, assess, reflect

- Revise the term **prefix** and invite children to suggest examples.
- **Show and tell.** Write a word on the whiteboard and ask the children to write the opposite.
- Dictate two sentences for the children to write in their spelling journals, using words with the prefixes **un-** and **dis-**, for example:
 - *The king was displeased, he was unable to go outside because it was raining.*
 - *He disliked this unpleasant weather.*
- Together, check the sentences against the correct version and ask the children to note the parts of the words that are incorrect and to write the correct versions and highlight the tricky parts.
- **What have we learnt?** Give the children the opportunity to reflect on their learning and to add words with the prefix **un-** or **dis-**, that they would like to use in their writing, to their spelling journals.

Year 2 term 3 (ii)

To discriminate syllables in multisyllabic words as an aid to spelling

Revisit, explain, use

Suggestions for whole-class approaches

This unit offers opportunities to consolidate earlier learning: **compound words**, **suffixes** and **prefixes**.

- The focus is on identifying syllables in words to support spelling.
- First the children need to understand the term **syllable**.
- Say a name and then clap the syllables (e.g. *Jane Potter*, *Ahmed Patel*, *Katie Jackson*). After each one, say the number of syllables.
- Explain that a syllable is a beat, so *Jane* is one syllable, *Pott* is the second syllable and *er* is the third syllable.
- Ask the children, in turn, to clap the syllables of their own names while the rest of the class count them and make a tally chart.
- How might splitting words into syllables help with spelling?
- Split the word *elephant* into syllables: *el-e-phant*. Demonstrate by drawing three lines on the whiteboard to represent the syllables. Then write down the letters for each phoneme in each syllable and read the word. Repeat, with other words, as necessary.
- Give children the opportunity to try the same method on their whiteboards, using other words such as *seventeen*, *beautiful*, *classroom*.
- Explain to the children that they are going to learn about ways to help them when they are spelling long words.

Teach, model, define

Suggestions for whole-class approaches

Explain that there are many ways of helping us to spell long words.

- Tell the children that they have already learnt quite a few things to help them, during this term.
 - Splitting a word into syllables (beats).
 - Writing the letters to represent the phonemes for each syllable.
 - Thinking if the word has a prefix or a suffix.
 - Knowing that when the word is in the past tense it is likely to have an **-ed** ending.
 - Explain to children that they are going to practise applying all that they have learnt to the spelling of some long words.
- Demonstrate. Say *unimportant*, clap the syllables, draw lines to show the syllables, then write the phonemes for each syllable, explaining your thinking.
 - *The first syllable is un. I know that it is a prefix and that the next syllable /im/, is the beginning of the base word. The next syllable has the /or/ phoneme in it, port, and the final syllable has three phonemes, a-n-t, and there's my word – unimportant.*

- Demonstrate with further examples and involve the children in the routine: *Clap, count, draw the lines, write* (e.g. *thankful, unforgiving, disagree, jumped, wanted, wishing, following*).
- Revise **past tense, present tense, prefix, suffix**, as necessary.
- Invite the children to try a long word (e.g. *something*) on their whiteboards and then show it. Ask children to explain how they worked it out.
- Repeat this process until the children are confident in determining the spelling of long words, using all the information available to them.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Give children sets of words, written on cards, to classify into any groups as they wish (e.g. by number of syllables, type of prefix, type of suffix, long vowels, short vowels). Ask each group to explain their reason for the grouping.
- Children play **Clap and count**.
 - Working in groups of four, they put the word cards face-down on the table.
 - When it is their turn, each child should take the top word from the pile, read it aloud and put it face-down in front of them.
 - The children go through the routine: clap and count the syllables, draw the lines, write the letters.
 - The child then reveals the card and everybody checks the accuracy of their spelling.
 - They gain one point for the correct number of syllables and one point for each syllable spelt correctly.
 - Repeat until each child has had at least one turn then add up the scores to determine the winner.
- **Partner work**: children take five long words each and practise spelling them, using the routine: *Clap, count, draw, write*, then test each other. Can they practise the routine silently?
- Children play **Build a word**. Give them prefixes, suffixes and base words to build new long words. Can they build a word with both a prefix and a suffix (e.g. *disappearing, unwanted*)? Ask the children to write the words they have built in their spelling journals.

Practice examples: multisyllabic words

unworn	unhappily
unforgiving	merciful
thankful	unselfish
plentiful	unpopular
powerful	discomfort
fearful	spending
another	skipping
something	grandmother
whatever	grandfather
pretending	tomorrow
wonderful	together

Extension activities

- Children play **Create a word**. Ask them to use all that they know about how words are structured to create three new words and make a dictionary definition for each one. They then explain how they are spelt to the class.
- Children look at a page of text and find the longest word. What does it mean? How is it structured (built)?

Apply, assess, reflect

- Revise the syllable counting routine and ask the children to apply it by spelling words on their individual whiteboards. Check for understanding.
- Dictate two sentences containing long words, for example:
 - *The fairies lived underneath the ground in Neverland.*
 - *They were unable to disappear until one day a powerful wizard came to help them.*
- Check sentences against the correct version and check children's understanding. Note all successful attempts. Ask the children to write any words that were incorrect into their spelling journal and to highlight the tricky part so that they will remember it next time.
- Give the children five words and ask them to choose two to include in a sentence. Check their sentences and ask children to write all five words into their journals, check the meaning and practise spelling them.
- **What have you learnt about spelling long words?** Provide an opportunity for the children to reflect on their learning and to discuss successes and difficulties.

Year 3 programme

Year 3 term 1 (i)

To consolidate understanding of adding suffixes and to investigate conventions related to the spelling pattern -le

Revisit, explain, use

This unit consolidates understanding of suffixes added to verbs and the conventions governing their use and introduces a new focus : the spelling pattern **-le** at the end of two-syllable words.

- Draw a table with three columns on the whiteboard and writes the following words : *hop, run, shut, clap, swim* in the first column. Ask the children to add the suffixes **ed** and **ing** to these words and write them in the second and third columns. What happens to them?
- Highlight the double consonants and invite the children to explain the convention:
When the base word ends in a single consonant letter and the suffix begins with a vowel, double the consonant letter. Another way of explaining this is that there need to be two consonant letters between a short vowel and a suffix beginning with a vowel.
- Repeat the activity with the following words : *write, hope, ride, smile, drive, decide* and again invite the children to explain the convention: If a base word ends in an **e** which is part of a split digraph, drop the **e** if the suffix begins with a vowel (e.g. *hoping*) but keep the **e** if the suffix begins with a consonant (e.g. *hopeful*).
- Allow time for children to practise the convention, using individual whiteboards, and to compose sentences, using the example words above.
- Explain to the children that they are now going to learn another spelling pattern that will help them when they are writing.

Teach, model, define

Suggestions for whole-class approaches

- Explain that good spellers know what usually happens when certain letters form a pattern in words. Refer back to their successes with suffixes **-ed** and **-ing**.
- Introduce the letter pattern that they are now going to investigate and learn to use: **-le** at the end of two-syllable words.
- Play **Find your team**, using three categories of **-le** words.
 - Split the children into three teams. Appoint a captain to search for the rest of the team.
 - Give each captain a card with a prompt, as set out below, to help them look for a particular spelling pattern, and attach another copy of the card to their back.

Find your team

<i>Two different consonants before -le</i>	<i>A double consonant before -le</i>	<i>One consonant before -le</i>
<i>e.g. candle</i>	<i>e.g. bottle</i>	<i>e.g. beetle</i>

- Give out a word card to each child or pair of children. They need to look carefully at how the word is spelt.
- When you say: *Go*, the captains start checking the word cards and add people to their team, or team members find their captain.
- Stop the children after a few minutes and look at each team's cards. Award two points for each correct word card.
- After the game, ask the children what they notice about the vowels in their team's words (all long or all short vowel phonemes).
- Help the children to form a rule for spelling words ending in **le**.

If a word contains a short vowel phoneme, there are always two consonants between the vowel and -le (candle) or kettle where the consonant is doubled.

If there is a long vowel phoneme there is one consonant before -le (beetle).

- **Note:** ck is treated as a double consonant.

Practice examples: Find your team

Two different consonants before -le	A double consonant before -le	One consonant before -le
grumble	battle	needle
handle	middle	sparkle
simple	muddle	people
bundle	apple	startle
example	giggle	fable
crumple	cattle	bible
tinkle	nettle	steeple
single	puddle	noodle
tumble	little	table
candle	bottle	beetle

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- **Word sort** activity: invite the children to sort words into family groups and explain the group (e.g. those preceded by double letters, those preceded by **-ck**, **-able** words).
- Carry out a word hunt for more examples.
 - **Note:** There are very many **-le** words that are part of a split digraph, for example, *sale, tale, whole, mile*. These are not included in this unit because the **-le** does not produce the extra syllable in speech.
- **Partner work:** children work in pairs to learn five words from each category (e.g. words with a double consonant, two different consonants, a single consonant before **le**).
- Investigate other **-l** endings, **-al**, **-le**; **-le** is the most common, particularly after a short vowel.
- Extend learning to two-syllable words containing double consonants (e.g. *dinner, kitten, tennis, happy*). Does the double consonant always follow a short vowel phoneme?
- Are there any consonants that are never doubled? Why? Think about **hh, jj, kk, vv, ww, xx**. Some imported words use **cc** (e.g. *broccoli, cappuccino*).

Practice examples: -le words

-ckle	-able	Double letter + -le	-cle	-dle	-ble	-ible	-ple
chuckle	table	bubble	uncle	candle	double	sensible	example
prickle	vegetable	apple	cycle	handle	trouble	horrible	simple
tickle	reliable	ripple	icicle	needle	bible	sensible	crumple
cackle	cable	paddle	obstacle	noodle	fable		dimple
trickle		nettle	miracle	poodle	humble		
		cuddle	circle	bundle	grumble		
		sizzle	bicycle		rumble		
		wriggle					
		hobble					

Extension activities

- Children create a double-letter alphabet, using words such as *rabbit, sudden, scuffle*).
- They make a poster to explain the rule to a younger child.
- Children carry out a word hunt for words ending in **-el** and **-al**.

Apply, assess, reflect

- Revise the conventions for words ending in **-le**.
- Dictate two sentences that include **-le** words with long and short vowel phonemes, for example:
 - *In the middle of the night I heard a noise.*
 - *I lit a candle and saw a little beetle scuttle across my room.*
 - *It went under the table and over an apple and disappeared.*
- Check for accuracy and review learning.
- Ask children to look at their sentences and check, in pairs, identifying correct spellings and underlining errors.
- Create a sentence. Give the children three words from the unit in order to create a new sentence.
- Invite examples and check for errors.
- Give children an opportunity to reflect on their learning.
- **What have you learnt?** Were there any problems?
- Provide an opportunity for children to select three words that they find difficult, to add to their spelling journals to practise the **Look, say, cover, write, check** strategy.

Year 3 term 1 (ii)

To spell regular verb endings and to learn irregular tense changes

Revisit, explain, use

Suggestions for whole-class approaches

This unit extends learning from Year 2 term 1 on **past tense verbs**.

- Revise the term **verb** and stress the importance of these *action words* in everything we say or write. They tell us what is happening.
 - *Yesterday I cooked lasagne.*
 - *Long ago there lived a beautiful princess.*
 - *Last year...*
 - *When I was little...*
- Write each past tense verb on a flipchart sheet.
- Reiterate that a verb is an action word. However, the two most common of these words are not in themselves actions. They are *to be* and *to have*.
 - *Today I have an apple, yesterday I had a pear.*
 - *Today it is raining yesterday it was sunny.*
- Highlight the verbs. This is a difficult concept and it may need more than one session for the children to grasp it.
- Invite the children, in pairs, to compose a *yesterday and today* sentence to show they understand the concept. Repeat several times.

- **Whiteboard activity:** ask children to write the correct response to the spoken regular present-tense verb (e.g. *cooks – cooked, jumping – jumped, shows – showed*).
- Explain to the children that they are going to continue learning about verb tenses and more unusual ways of showing the past tense.

Teach, model, define

Suggestions for whole-class approaches

Read the poem below (or use any other text).

IT

It hops and wobbles

Over rocks and stones.

It whimpers and whispers

And softly moans.

In darkness it glows

Like the moon in the sky.

What is it, this form, this creature

this mess?

I try and I try to look at its face.

I laugh and cry, I've got it!

Can you guess?

It's a poor alien from outer space!

- Change all the verbs into the past tense.
- Sort the past tense verbs into categories: *verbs with a double consonant, verbs where just -ed has been added, verbs that end in -y.*
- Establish the convention (related to previous unit and to Year 2 term 1).
 - Single syllable verb ending in a single consonant letter preceded by a single vowel letter, double the final consonant (e.g. *skip – skipped*).
 - Verbs with more than one syllable or a long vowel phoneme, remove the **s/es** add **ed** (e.g. *searches – searched, looks – looked*).
 - Verbs ending in **y**, preceded by a consonant, change to **i** and add **ed** (e.g. *carry – carried*).
- Spend time revising and extending knowledge from Year 2 on the formation of regular verb endings.

Practice examples: regular verb endings

Typical of most verbs			Verb ends in single consonant letter			Verb ends in consonant -y		
cooks	cooked	cooking	drops	dropped	dropping	carries	carried	carrying
plays	played	playing	grabs	grabbed	grabbing	cries	cried	crying
jumps	jumped	jumping	stops	stopped	stopping	tries	tried	trying
works	worked	working	hugs	hugged	hugging	spies	spied	spying
looks	looked	looking				marries	married	marrying
Verb ends in -e			Verb ends in hissing or buzzing sounds					
saves	saved	saving	rushes	rushed	rushing			
loves	loved	loving	hisses	hissed	hissing			
notes	noted	noting	washes	washed	washing			
bathes	bathed	bathing	touches	touched	touching			

- When the children are secure in their knowledge of the regular verbs, introduce the exceptions.
- Explain that the verbs they have worked with so far follow a spelling pattern when the tense is changed; they are called **regular verbs**. Verbs that do not follow a pattern are known as **irregular verbs**.
- Explain that they use irregular verbs every day but have probably not realised it.
- To illustrate this, ask the children to change these sentences into the past tense.
 - *I go to school.*
 - *I catch a ball.*
 - *I tell a story.*
 - *I break a toy.*
- Explain that, although it may look as though each of the irregular past-tense verbs looks totally different, most do fall into categories and knowing and understanding these will help with spelling them.
- Spend time collecting other examples from the class and sort them into groups:
 - **-ow, -ew** (e.g. *blow, blew*);
 - **-ing, -ang** (e.g. *sing, sang*);
 - **-ind, -ound** (e.g. *find, found*);
 - **-ell, -old** (e.g. *sell, sold*).

Note: These irregular verbs are a survival from Old English, in which the change of the medial vowel was widely used to indicate change of tense.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Give out cards with present and irregular past tense for children to sort into groups.
- Ask children, in small groups, to create a past-tense alphabet:
 - *Yesterday I...*
 - *Ate an apple*
 - *Bought a cake*
 - *Caught a fish*
 - *Drank lemonade*
 - *Emptied the bin...*
- Children make a collection of past-tense verbs based on a theme (e.g. *after a PE session, after a cooking session, after playtime, after a holiday*).
- Compose a past-tense poem, each line beginning with, for example, *Yesterday, Long ago, When I was young...*
- **Partner work:** children, in pairs, choose five irregular past-tense verbs that are difficult for them. They identify the tricky part and highlight it, then support each other in learning the verbs. They test each other in writing them. Then they repeat, with another five.

Practice examples: irregular tense changes

blow	blew	think	thought	eat	ate
grow	grew	fight	fought	go	went
throw	threw	buy	bought	is	was
know	knew	take	took	are	were
sing	sang	shake	shook	hear	heard
ring	rang	wear	wore	make	made
drink	drank	tear	tore	sit	sat
begin	began	tell	told	catch	caught
feed	fed	sell	sold	bite	bit
meet	met	write	wrote	send	sent
creep	crept	drive	drove	bend	bent
sleep	slept	speak	spoke	hide	hid

Extension activities

- Children create a poster to explain verbs in the past tense.
- Children rewrite the poem, using different verbs in the past tense.

Apply, assess, reflect

- Revise general rules about forming the past tense with a **Show me** whiteboard activity. Say:
 - Write the past tense of look. Show me.
 - Write the past tense of drop. Show me.
 - Write the past tense of moan. Show me.
 - Write the past tense of carry. Show me.
 - Write the past tense of see. Show me.
- Check and reinforce learning.
- Prepare a sentence for conversion to past tense (e.g. *Today I go to school and I am wearing my warm coat because it is cold. I meet my friend and we play in the playground*).
- Check the verbs, note successful spelling, and discuss errors.
- Give the children an opportunity to reflect on their learning and to note the conventions in their spelling journal.
- Reflect on learning. **What have you learnt?** Invite the children to write five irregular past-tense verbs they find difficult into their spelling journals and to use spelling strategies to remember them.

Year 3 term 2 (i)

To know what happens to the spelling of nouns when -s is added

Revisit, explain, use

This unit continues and extends work begun in Year 2 term 2 on plurals.

- Use a rhyme to illustrate regular plurals, for example:

One dog but two cats,

One ball and two bats,

One church but four preachers,

One school and five teachers.

What is this about, can you guess? Is the answer: if there's more than one, you just add **s**?

- Highlight nouns from the rhyme above and revise the terms **singular** and **plural**.
- Revise the term **noun** and ask the children to say and then write the plurals of *table*, *child*, *church*, *baby*.
- Check results and confirm correct attempts.
- Now return to the question from the rhyme: Is it that if there's more than one you just add **s**? Is this true? Collect examples.

- Ask the children to compose a sentence, using a plural noun.
- Explain to the children that, while many nouns just add **s** for the plurals, there are conventions for other nouns. Learning the patterns of these is the focus of this unit.

Teach, model, define

Suggestions for whole-class approaches

- Give out singular and plural cards and ask children to sort them into groups. (You may want to limit the noun groups and use an additional session.)
- Ask children to explain how they have grouped them, giving their reasons.
- Define categories and generalise rules.
 - *Most nouns add **s** – table/tables.*
 - *Nouns ending in a hissing or buzzing sound add **es** to make it easier to pronounce – box/boxes, ash/ashes.*
 - *Nouns ending in a vowel and **y** just add **s** – key/keys.*
 - *Nouns ending in a consonant then **y** change **y** to **i** and then add **es** – army/armies.*
- **Show me** activity: children practise, in pairs, on individual whiteboards, transforming nouns to plurals and holding up their whiteboards.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Children choose a card (make cards with words from the practise examples below) and find as many examples as they can of nouns that follow the same pattern for making plurals.
- Children make up a rhyme, as above, using plural nouns:
 - *One... but two...*
 - *Two... and three...*
 - *Three... but four...*
 - *Four... but five...*
- Ask the children to complete a cloze passage with deleted plurals.
- Build a collection of nouns that have plurals with endings other than **-s**.
- Introduce plurals that do not end in **s**, (e.g. *child – children, mouse – mice*). Build a class collection.
- **Partner work:** children, in pairs, select five different examples of forming plurals (e.g. **-s**, **-es**, **-ies**). They support each other in practising using them and learning to spell them.

Practice examples: singular and plural nouns

bush	bushes	box	boxes	brush	brushes
glass	glasses	church	churches	dish	dishes
watch	watches	fox	foxes	witch	witches
game	games	rope	ropes	tune	tunes
table	tables	time	times	school	schools
pen	pens	pocket	pockets	baby	babies
book	books	window	windows	fly	flies
boy	boys	day	days	berry	berries
cup	cups	key	keys	jelly	jellies
pond	ponds	display	displays	puppy	puppies

Extension activities

- Children research unusual plurals and build a collection.
- Children research the plurals of words ending in vowels.
- Children prepare a *Did you know?* information poster for other members of the class.

Apply, assess, reflect

- Review learning. Ask children to complete each sentence orally and write an example.
 - For most nouns add...to form a plural.
 - For nouns ending in a hissing or buzzing sound add...
 - For nouns ending in **y** add...
- Check examples for each category.
- Dictate two sentences, with singular nouns, for the children to convert to plurals and write in their spelling journals. For example:
 - In my classroom, there are twenty desk made into five table and there are two box on each table for pen and pencil.
 - Outside there is a tree with berry on it and two pond and five bench for child to sit on.
- Check spellings of plurals, discuss errors.
- Invite children to reflect on their learning and to write in their journals five plurals they want to remember. They practise the **Look, say, cover, write, check** strategy.

Year 3 term 2 (ii)

To understand how words change when suffixes are added

Revisit, explain, use

Suggestions for whole-class approaches

This unit builds on work from Year 2 term 2 and extends understanding of the spelling and function of the suffixes **-ly**, **-ful**, **-less**, **-er** and **-able**.

- Revise adding the **-y** suffix.
- Create sentences, using adjectives with the **-y** suffix, for example:
 - *It was a sunny day yesterday.*
 - *The boy told a funny joke.*
 - *The old man stumbled on the stony road.*
- Ask children what the base word was for each of the adjectives (*sun, fun, stone*).
- Ask them to say why some base words drop the **e** or double the consonants when **y** is added. (Refer to previous learning.)
- Give the children examples of base words for them to change into adjectives by adding **y**.
- Invite the children to form adjectives orally from base words (from Year 2). It will support children if the base word is given in a sentence, for example:
 - *It is a (beauty) day. – beautiful.*
 - *She made some (care) mistakes. – careless.*
 - *Superman was (fear) when he faced the enemy. – fearful or fearless.*
- Explain to the children that adding **y**, **ful**, **ly** or **less** to a base word makes it into an adjective. We are going to continue to find other ways of adding a suffix to change the meaning and spelling of words.

Teach, model, define

Suggestions for whole-class approaches

- Introduce comparatives, adding **er** and **est**.
 - *It was cold yesterday. It is colder today.*
 - *Joe is tall but Amil is taller.*
 - *This is the nicest meal I've ever tasted.*
- Invite the children to give oral examples of adding **er** and **est**.
- Look at the following words with the short vowel (e.g. *big, slim*) and ask the children to try writing the comparatives on their individual whiteboards.

Practice examples: comparatives

Typical words			-e words			Short vowels			-y words		
quick	quicker	quickest	nice	nicer	nicest	big	bigger	biggest	happy	happier	happiest
cold	colder	coldest	late	later	latest	hot	hotter	hottest	chilly	chillier	chilliest
long	longer	longest	close	closer	closest	thin	thinner	thinnest	funny	funnier	funniest
tall	taller	tallest	ripe	riper	ripest	fat	fatter	fattest	lucky	luckier	luckiest

- Establish that the rules for adding **ed** and **ing** are the same as those for adding **er** and **est** to words.
- Collect examples, use the words in sentences.
- Introduce the suffix **-able** (e.g. *enjoy – enjoyable, rely – reliable*). Invite examples from the class in the context of sentences.
- Invite groups of children to find as many adjectives as they can, in a given time, ending with a specific suffix (**-er, -est, -ly, -ful, -less, -able**). Remind children they may have to change the base word if it ends in **e** or **y**.
- Invite the children to give a meaning for each suffix.
- Note: -ly** means *in this manner*.
 - less** means *without*.
 - ful** means *full of*.
 - able** means *able to*.
 - er** and **-est** relate to *more* and *most*.
 - er** can also mean *belonging to* (e.g. *islander, villager*).

Practice examples: changing words by adding suffixes

-ly	-ful	-less	-able	-er
kindly	wishful	hopeless	avoidable	farmer
friendly	hopeful	painless	bearable	villager
weekly	painful	useless	enjoyable	teenager
homely	forgetful	tuneless	drinkable	Londoner
lonely	pitiful	fearless	likeable	baker
nearly	hateful	breathless	breakable	reader
freely	joyful	thankless	sinkable	teacher

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Give the children a list of base words and suffixes to form adjectives or adverbs.
- Compose two sentences, including three adjectives or adverbs that use different suffixes.
- **Give a clue** activity: give pairs of children a number of words with suffixes. They each have to choose a word and give a clue for their partner to guess the word they have chosen.
- Words can be formed using more than one suffix (e.g. *care, careful, careless, carelessly*). Ask children to investigate how to form different versions of the same base word, using suffixes.
- Ask children to fill a matrix to make comparatives.

Comparatives matrix

cold	colder	coldest
		happiest
	hotter	
big		
luck		
	closer	
		latest
thin		
		richest
nice		

- **Partner work:** children, in pairs, learn to spell the ten comparative adjectives in the matrix they have completed.

Extension activities

- Children investigate an advertisement, find the adjectives and highlight the suffixes. Which is the most common?
- Children research exceptions to comparatives (e.g. *good, better, best, bad, worse, worst*).
- Investigate the use of *more* and *most* (e.g. *more curious, most intelligent*).

Apply, assess, reflect

- Review learning. *What is a suffix? When does a suffix change the spelling of the base word? Which suffix means without? Do you know the meaning of any other suffixes?*
- Children change words by adding a suffix and changing the base word if they need to (e.g. *happy, beauty, kind, cheer, fur, pity, home, speech, enjoy, nice*).
- Check answers. There will be a range of possibilities (e.g. *happy* could become *happier, happiest, happily*). Discuss errors.
- Dictate sentences containing words with suffixes **-y, -ful, -less** and suffixes for comparatives, for example:
 - *The smallest girl in the class was also the funniest.*
 - *If you feel sad and hopeless she will make you feel happier.*
- Reflect on learning. **What have you learnt?** Children choose five words with suffixes that they find difficult but which will be useful for when they are writing. They add them to their journals.

Year 3 term 3 (i)

To embed the correct use and spelling of pronouns

Revisit, explain, use

Notes for the teacher

This unit focuses on a group of high-frequency grammatical words – pronouns.

A pronoun helps a speaker or writer to refer to people or things without naming them, thus avoiding repetition.

- There are various sub-groups of pronoun (e.g. possessive, reflexive, demonstrative). The term **pronoun** is sufficient at this stage; children should know that its function is to replace the name of a person or an object.

Suggestions for whole-class approaches

- To introduce the focus and to explain the purpose, read a short piece of text that repeats the nouns, for example:
 - *Sophie walked to school. Sophie was late. Mrs Brown, Sophie's teacher, would be annoyed. Sophie hung Sophie's coat on Sophie's peg and rushed to the classroom. 'Where have you been?' asked Mrs Brown. 'We were worried,' Mrs Brown said.*
- The children will be able to replace some (although not all) of the names with the appropriate pronoun.
- Explain that the focus of the unit is to learn to use and spell this group of words, which are called **pronouns**.
- Oral activity: read out a series of sentences, repeating the noun, and asking the children to provide the correct pronoun.
 - *The children got out the children's reading books and began to read the reading books*
 - *Mrs Jones was baking apple pie. Mrs Jones put the ingredients in a bowl and Mrs Jones began to mix the ingredients.*

- *The boys took the boys' football out onto the field and the boys began kicking the football.*
- Repeat as necessary.
- Invite the children, in pairs, to compose a similar sentence for their partner to try.
- Make a collection of pronouns used instead of people's names.
- Explain that, although these are only small words, they are used all the time and it's important that they are used and spelt correctly.

Teach, model, define

Suggestions for whole-class approaches

- Write an incomplete matrix, based on the one below, on a flipchart and complete the matrix with the children.

Matrix

I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

- Point out that the pronouns in column 2 and 3 mean *belonging to* (e.g. *it is my book, that book is mine*).
- Point out that the pronouns in column 2 need to be followed by nouns (e.g. *my coat, their football*). The words in column 3 stand alone (e.g. *Is that your pen or mine?*).
- Although these words are small words and very well used they are often misspelt. Point out strategies for remembering and learning the correct spelling.
 - *Mine* is related to *I* because it has an *i* in it.
 - *Yours* has *our* in it.
 - *They* and *their* are linked both have *the*.
 - *She* relates to *he, me* and *we*.
- Identify what the pronouns have in common (e.g. they tell us who things belong to, they replace the names of people or objects).
- Introduce demonstrative pronouns (e.g. *this, that, those, these*) and use them in sentences.
- Repeat with reflexive pronouns (e.g. *myself, herself, himself, yourself, yourselves, ourselves, themselves*).

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Children take a page of any book and list all the pronouns they find. They complete a survey of which are the most common.
- **Pronoun hunt:** where in sentences do pronouns tend to arise? How do they work in relation to the named person?
- **Who am I? Who are they? Who are we?** Make cards for a guessing game, using possessive pronouns (e.g. *Our noses are long, our skin is grey, our memories are long. Who are we? Elephants*).
- Give each group a copy of a text in which all the pronouns have been deleted. Ask the children to discuss which pronoun fits each gap.
- **Partner work:** children, in pairs, choose pronouns they need to learn to spell correctly and, with their partner, work out strategies for remembering the correct spelling. They test each other.

Pronouns

I	me	mine	myself	this
you	your	yours	yourself	that
he	him	his	himself	these
she	her	hers	herself	those
It	its	its	itself	
we	us	ours	ourselves	
they	them	theirs	themselves	

Note: **its** = belonging to it, **it's** = it is.

Extension activities

- Children research, and learn to use and spell, pronouns to use when they are talking about people or things generally (e.g. *anybody, somebody, everybody, nobody, anything*).
- Research older forms of pronouns (e.g. *thou, thee, thine*).

Apply, assess, reflect

- Individual whiteboard activity (**Show Me**). read out a sentence, omitting the pronoun, ask the children to write the correct pronoun, for example:
 - *Sophie went for a ride on ... bike.*
 - *The children enjoyed ... at the party.*
 - *Jake went to play with ... friends.*
 - *Whose is ... book? 'It's ... !' shouted Lukas.*
- Dictate sentences for children to write in their spelling journals e.g.:
 - *Mr Brown was happy. He was singing to himself as he cut the grass.*

- *His children came home from school and they had to do their homework.*
- **What have you learnt?** Give the children the opportunity to discuss their learning and to make notes in their spelling journals

Year 3 term 3 (ii)

To develop knowledge of prefixes to generate new words from root words

Revisit, explain, use

Suggestions for whole-class approaches

This unit revises and extends work from Year 2 term 3 on prefixes.

- Revise the term **prefix**. Use example of known prefixes **un-** and **dis-** (e.g. *well* – *unwell*, *lucky* – *unlucky*, *appear* – *disappear*, *obey* – *disobey*).
- Discuss how a prefix changes the meaning of a word.
- **Show me activity:** give the children the root word for them to write the opposite, using a prefix (e.g. *seen* – *unseen*, *agree* – *disagree*, *own* – *disown*, *appear* – *disappear*, *like* – *dislike* or *unlike*, *fair* – *unfair*, *certain* – *uncertain*).
- Invite the children to work in pairs to give examples (orally) of root words and prefix plus root word in the context of sentences (e.g. *It is safe to cross the road after looking to make sure the road is clear. It is unsafe to dash across the road without looking.*).
- Scribe the pairs of words to begin a class collection.
- Explain that the children are going to learn to spell different prefixes and to learn how adding a prefix before a word can change the meaning.

Teach, model, define

Suggestions for whole-class approaches

- Establish the rule: *A prefix is placed before a word. It does not usually change the spelling of a word but it does change its meaning.*
- Introduce new prefixes within a word and invite children to think about the meaning of the prefix (e.g. **re-**: *recycle* (again), **pre-**: *precook* (before), **de-**: *defrost* (do the opposite of), **mis-**: *mistake* (the opposite of)).
- Use magnetic letters to form prefixes to add to prewritten words on a whiteboard. Slide them into place to show how prefixes change the meaning of a word (e.g. *rewrite*, *preview*, *defuse*, *reload*, *preface*, *repaid*, *de-ice*, *decode*, *mishear*). Use dictionaries to confirm meanings of the words.
- Invite the children to work in pairs to provide sentences, using the words in context.
- Give out prefix cards and root words. The children find a partner to make a new word. Children write the new words in their spelling journals, then look for new partners.
- Compare lists and add new words to the class collection.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- How many words can you generate using the same prefix? (For example, *replay, rebound, return*).
- Sentence challenge. Compose a sentence containing two or three words with different prefixes (e.g. *I had to defrost the precooked meal before I returned to work.*).
- Select a word with a prefix. How many synonyms can you find? For example:
 - *unhappy: miserable, depressed, sad;*
 - *unseen: invisible, camouflage.*
- Children investigate real texts, such as newspapers and advertisements, and highlight prefix **-ed** words.
- **Partner work:** children, in pairs, choose at least one word, using each new prefix that they find difficult to learn (e.g. *disobeys, mistaken, decrease, prepaid*) and write alternative sentences. They highlight the tricky part and support each other in using strategies to learn the words.

Practice examples: common prefixes

De-	Re-	Pre-	Mis-
demist	rebuild	predict	misbehave
decode	recycle	prepare	misplace
decamp	refill	precaution	miscount
defuse	reform	prepay	mistake
defrost	return	prefix	misfire
deform	revisit	preview	mishear
deflate	rewrite	precook	
decrease	replace		
	reuse		

Extension activities

- Children investigate other prefixes. They establish the meaning and find words (e.g. **non-**, **anti-**, **ex-**). They present their findings to the class.
- Children invent a prefix, give it a meaning and apply it to base words.

Apply, assess, reflect

- Revise all the prefixes covered so far and their meanings.
- Dictate two sentences containing root words, for the children to convert into sentences with the opposite meaning, for example:
 - *The boy was happy as he had obeyed his teacher. He heard what his teacher had said.*

- Using the prefixes **pre-**, **de-**, **re-**, **mis-**, **un-** and **dis-**, make new words from *place*, *packed*, *mist*, *play*, *certain*, *please*, *write* and *take*.
- Reflect on learning. Children choose five or ten tricky words, with prefixes that they did not know before. They find out the meanings and write the words in their journals. They practise the **Look, say, cover, write, check** strategy to learn the new words.

Year 4 programme

Year 4 term 1 (i)

To distinguish between the spelling and meaning of homophones

Revisit, explain, use

Suggestions for whole-class approaches

A **homophone** is a word that sounds the same as another but is spelt differently (e.g. *mail, male; to, too, two*). It must be recognised that sound is not necessarily an indication of spelling.

- Children will be interested to know that the word *homophone* comes from the Greek: *homos* meaning *same* and *phone* meaning *sound*. In a language that uses about half a million words it is not surprising that there are so many coincidences.
- Many jokes in English rely on the idiosyncrasies of the language (e.g. *What is black and white and read all over? – a newspaper*) or riddles (e.g. *How many socks in a pair? – None because you eat a pear!*).
- Show homophones (e.g. *bare/bear, mail/male, see/sea*). In pairs, children orally compose sentences that use the words in context.
- Collect other examples of homophones from the children and ask them to use them in context.
- Can they compose a riddle? For example, *What opens locks and is always found beside water? (a key/quay)*.

Teach, model, define

Suggestions for whole-class approaches

- In many cases the spelling and meaning of the words has to be taught directly and linked with grammar, as in *their, they're* and *there*.
- Revise the definition and give example of homophones.
- Teach the differences in meaning for common homophones:
 - *to* – precedes a verb;
 - *two* – always used as a number;
 - *too* – means more than, as well as or also.
- Ask children what is missing from a simple sentence. *He wanted ... go home*. Model asking questions (e.g. *Is it a number? Is it more than? It's neither so it must be to*).
- Children work in pairs, with whiteboards, to discuss the correct choice in the context of a sentence.
 - *She bought ... tomato pizzas.*
 - *Goldilocks tasted the porridge; it was ... salty.*

- *The game was lost after ... minutes.*
- *No one knows the way ... go.*
- *He played football ... much.*
- Make individual flashcards for *to*, *two* and *too* and ask the children to hold up the correct spelling in response to a sentence in which the meaning is clear.
- Repeat the process with other common homophones (e.g. *wear/where/ ware; new/knew; ate/eight*).

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Collect examples of homophones from the class and check children's understanding of the definitions. Link to meaning as a first strategy for remembering the different spellings
- Pose the question: *How can we remember the different meanings?* Allow discussion and then suggest a mnemonic or ask children to invent their own mnemonics for common pairs of homophones:
 - *be/bee*
 - *new/knew*
 - *right/write*
 - *through/threw*
 - *hole/whole*
 - *are/our.*
- Suggest other learning strategies for remembering the difference, such as highlighting different letters and linking them with meaning (e.g. *beach* – *sea/bee*ch – *tree*).
- Children play **Pairs**. They place cards face-down and hunt out the pairs. They can claim a pair if they can prove they know the correct meaning, using a dictionary.
- Children play **Sound** snap, with a limited number of priority words.
- Children choose the correct homophone to help you complete a sentence or write a recipe.
 - *When you go shopping, remember that you will need/kneed to by/buy/bye these items: flour/flower, ate/eight eggs and some currants/currents for/four the recipe.*
- Ask children to make up their own descriptions for their partner to complete correctly.
- **Partner work:** give out lists of pairs of common homophones. Ask children to mark the homophones that they are confident to use accurately in their writing, and to circle one pair they are less certain about. They devise a strategy for learning and support each other in learning them.
- Share three or four examples from the class, discussing the effectiveness of the chosen strategy.

Practice examples: homophones

were	where	we're
their	they're	there
to	too	two
be	bee	
see	sea	
new	knew	
right	write	
through	threw	
here	hear	
hole	whole	
flour	flower	

Apply, assess, reflect

- Revise the term **homophone** and invite examples.
- Devise two sentences that include examples of common homophones. Show the children the sentences. Invite them to choose the correct homophone to help them write an account. For example:
 - *You must meet Mr Jones at ate/eight o'clock. Heel/he'll cell/sell you a cheep/cheap motor car.*
 - *I hear/here he has some grate/great cars at the moment.*
- Dictate a sentence, for example:
 - *I threw a ball it went right through the window.*
 - *When Jasmine came to tea she ate two pancakes.*
- Reveal the correct sentences and ask the children to read them. Ask which words were spelt correctly. Analyse errors and talk about why they might have been made.
- Read out two pairs of homophones and ask the children to create new sentences, using the given words.
- In pairs, children check the spelling of the new homophones.
- **What have you learnt?** Give the children an opportunity to think about what they have learnt and to add any pairs or groups of homophones that they find difficult to spell to their spelling journals.

Year 4 term 1(ii)

To investigate, collect and classify spelling patterns related to the formation of plurals

Revisit, explain, use

This unit revises work from Year 2 and Year 3 on plurals.

Notes for teachers

- Most nouns add **s** in the plural.
- Nouns ending in a hissing, buzzing or shushing sound (e.g. **ss, z, ch, sh**) add **es** in the plural. The extra syllable makes it easier to say (e.g. *dish* – *dishes*).
- Nouns ending in a consonant and **y** (e.g. *party, army*) change **y** to **i** and add **es**. Nouns ending with a vowel and **y** (e.g. *day, boy*) just add **s**.
- Several nouns ending in **o** add **es** in the plural. These tend to be older words (e.g. *potatoes, tomatoes*); newer words (e.g. *patio* – *patios*) just add **s**.

Suggestions for whole-class approaches

- Revise the terms **singular** and **plural**.
- Revise the term **suffix**.
- Ask the children what they already know about singular and plurals.
- Children collect examples and use them in sentences.
- Explain that, to form a plural, we add a suffix to change the word from singular to plural (e.g. *balloon* – *balloons*).
- Problems arise when the word has to change when the suffix for plurals **-s** or **-es** is added to the end of a word (e.g. *daisy* – *daisies*, *scarf* – *scarves*). Children need to know the conventions for these changes.
- Revise rules for plurals. Use **Show me** cards for **s** and **es** endings in response to an oral word (e.g. *church* – *churches*, *boy* – *boys*).
- Explain that in the following sessions they will be working out the rules for forming plurals of words with different endings.

Teach, model, define

Suggestions for whole-class approaches

- Give out a selection of cards with singular words that form plurals by adding **s**, adding **es** or changing **y** to **ies**, and also cards with the matching plural words.
- Ask the children with singular words to come to the front.
- Ask the children with plural words to join the child with their matching word (e.g. *pen* – *pens*, *church* – *churches*, *city* – *cities*).
- Model forming plurals – thinking aloud while you are writing.
- Quick whiteboard activity: write the plural of *baby*, *lunch*, *school*.
- Ask what happens when a word ends in **f** or **fe**, such as in *wolf* or *knife*. Ask children whether they can work out the rules.

- Establish the rule for changing words ending in **f**, **ff** or **fe**. For example:
 - Many nouns ending in **f** drop the **f** and add **ves** to the plural (*scarf* – *scarves*). Words ending in **fe** drop the **fe** and add **ves** (*knife* – *knives*). Words ending in **ff** just add **s** (*cliff* – *cliffs*).

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Give out a selection of cards with singular words and their plurals and ask children to group them according to the way they change their endings to accommodate the plural.
- Provide a cloze passage featuring deleted plurals.
- Children design a poster or a web page to explain spelling rules for plurals.
- Partner work:** plurals that do not follow a pattern are known as **irregular plurals** and they have to be learnt as exceptions. Working with a partner, children choose three irregular plurals and work out strategies for learning to spell them. They support each other. They repeat the process with a further three words.

Practice examples: plurals

-f and -fe endings		Irregular plurals	
thief	thieves	goose	geese
leaf	leaves	man	men
half	halves	mouse	mice
wolf	wolves	woman	women
knife	knives	tooth	teeth
loaf	loaves	child	children
life	lives	person	people
calf	calves	foot	feet
scarf	scarves		
wife	wives		

Examples

beach	beaches
bush	bushes
glass	glasses
watch	watches
game	games
table	tables
army	armies
berry	berries
delay	delays
display	displays
sandwich	sandwiches
fox	foxes
city	cities
window	windows
key	keys
monkey	monkeys
fly	flies
witch	witches
city	cities
sandwich	sandwiches
fox	foxes
coin	coins
age	ages
light	lights

Extension activities

- Children research words that have no singular (e.g. *scissors, trousers*).
- Research words that are the same in the singular and plural (e.g. *sheep, deer*).
- Research plurals with endings other than **-s** (e.g. *mice, men*).
- Research plurals of words ending in **-o** (e.g. *potatoes, tomatoes*).

Apply, assess, reflect

- Revise the conventions for forming plurals
- Dictate two sentences using plurals for example:
 - *The children made sandwiches from eight loaves of bread.*
 - *Afterwards the boys washed the dishes and the girls cleaned the tables.*
- Children create a sentence, using the plurals of three of the following words: *lunch, city, party, day, bus, box*.
- They check their spelling against an answer sheet. Did they make any errors? What was the tricky bit? What have they learnt?
- Reflect on learning. **What have you learnt?** Ask children to write three singular and plural pairs that they find difficult in their spelling journal. Practise the **Look, say, cover, write, check** strategy.

Year 4 term 2 (i)

To investigate and learn to spell words with common letter strings

Revisit, explain, use

Suggestions for whole-class approaches

- The efficiency of the language is such that 26 letters can be used to form 42 phonemes in 144 combinations. This means that the same letter string can often be used to code more than one phoneme (e.g. **ay, ai, ea, ae**).
- A **common letter pattern** is a sequence of letters that occurs frequently. Children will already be familiar with many letter strings (e.g. **ing, le, tch, str**). Ask for examples of words containing these letter strings. Developing an eye for common strings, and their most likely position in words, is a useful aid for correct spelling.
- Discuss letters that often occur together but are not always sounded (e.g. **kn** as in *know*, **mb** as in *lamb*, **wr** as in *wrinkle*). Every letter in the alphabet can be silent.
- Collect examples of words using **mb, wr, kn**. What is the most likely position in a word for each of these? Is **mb** ever found at the beginning of a word? Is **wr** ever at the end? Which of the three is the most common?
- The letter pattern **gh** often causes confusion (e.g. after **u** as in *taught, caught*, after **i** as in *straight, weight* and it may even be pronounced **f** as in *tough, cough*). This would seem to be an important pattern for direct teaching at this stage, with other letter patterns (e.g. **ight, igh, ough**).

- As an introduction to this set of sessions, ask for examples of letter patterns and invite a word collection of words using the pattern **ight**.
- Ask children to work in pairs, orally composing sentences containing words with the **ight** pattern, the **igh** pattern and the **ough** pattern.
- Explain to the children that understanding letter patterns helps with spelling words they may not have seen before, so in this unit they will be learning some of the most common but tricky letter patterns.

Teach, model, define

Suggestions for whole-class approaches

- **Quick-write** activity: ask children to write a word ending in **ight**, on their individual whiteboards. They show it and check it.
- Ask children if they can find words ending in **ight** but not sounding **ight** (e.g. *weight, eight*).
- Invite suggestions why this might be. (*Because of the vowel digraph.*)
- Ask if they can find any words ending in the same *sound* but not ending in the spelling **ight** (e.g. *bite, write, site*).
- Which spelling is the most common?
- Ask children if they can think of a way of remembering **ight** words. Suggest mnemonics such as *I go home tonight*.
- Ask children if they can find words ending in **igh** (e.g. *high, sigh, weigh*). Ask why *weigh* is pronounced differently. (*The vowel e precedes igh.*)
- Begin a collection of words containing the **igh** letter pattern.
- Build a list of words containing the **ough** letter pattern.
- Model grouping them according to pronunciation and ask which pronunciation is the most common.
- Practise the **Look, say, cover, write, check** strategy with this word, mark the correct letters and then highlight the incorrect letters to support learning.

Notes for teachers

- Most words ending in the **ight** sound are spelt using **ight**. However, a few words use the split digraph **i-e** (e.g. *white, kite*) and a few scientific words use **yte** (e.g. *byte*). It is helpful for the children to know that the most likely spelling of a word with the **ight** sound will be spelt in that way.
- Common words which follow the **ough** pattern are quite few in number:
 - **tough** – two cases (*tough, rough*);
 - **through** – one case;
 - **trough** – two cases (*trough, cough*);
 - **plough** – two cases (*bough, plough*);
 - **thought** – four cases (*bought, thought, nought, sought*).
 - Perhaps the most difficult case is *thorough*.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Give out sets of words containing common letter patterns (e.g. **ight**, **ough**, **ear**). Ask the children to sort them into groups according to the pronunciation.
- Which pronunciation is the most common? Which is the least common? Ask the children to discuss with a partner before responding.
- Is there any pattern in pronunciation? (*The position in word, letters preceding and letters following the pattern.*)
- Play **Guess the word**.
 - Select a word containing one of the letter patterns.
 - Draw dashes or lines to indicate the number of letters.
 - Draw a simple picture such as an animal, man or house, with the same number of parts as letters in the word.
 - Write the first letter of the word.
 - Ask for suggestions for the next letter and the next until the whole word is completed, discussing children's contributions at each point.
 - Delete part of the drawing for each incorrect guess.
- **Partner work:** children, in pairs, work together, practising the writing letter patterns, and words containing them, to fix the words in their memory.

Examples of words with the letter patterns -igh, -ough and -ear

-igh	-ough	-ear
light	rough	bear
fight	enough	hear
night	cough	wear
right	thought	dreary
bright	though	learn
slight	thorough	fear
fright	through	
eight	tough	
weight		
height		

Apply, assess, reflect

- Discuss letter strings and why knowing them is a useful aid to spelling.
- Devise some sentences that contain the most common words from the unit and any other words from previous units for consolidation, for example:
 - *Last night I tried to do my homework, it was tough.*
 - *I had eight calculations to try to get right.*
 - *I was weary so I went to bed and decided to get up early to finish it.*
- Dictate the sentence for children to write in their journals.
- Give the children three words from the unit (e.g. *thorough, sight, thought*) and ask the children to create a new sentence.
- Children work with a partner. They show each other their sentences and check them.
- They show each other their three words and check the spelling, highlighting any errors.
- **What have I learnt?** Is there a tricky part of a word I need to remember in future? Give children an opportunity to reflect on their learning and to select a specified number of target words to add to their spelling journals. Practise using the **Look, say, cover, write, check** strategy with the words.

Year 4 term 2 (ii)

To understand how suffixes change the function of words

Revisit, explain, use

This unit builds on work from Year 2 term 2 and Year 3 term 2 on adding suffixes to words.

- The children should understand the term **suffix** and be able to demonstrate their learning by giving a suffix and illustrating it in a word. Ask for examples of suffixes and the word in context. Model this first.
 - *If I add -ed to a word I change it from the present tense to the past tense: walk/walked. Yesterday I walked to school. If I take the word 'Beauty' and change the y to i and add -ful, I have made the adjective 'beautiful'.*
- Revise other known common suffixes in the same way: **-y, -er, -est, -ly**.
- Establish a definition, for example: *A suffix is always placed at the end of a word and usually the word changes at the point where the two parts join.*
- Explain that suffixes change the job of a word (e.g. changing nouns to adjectives) and this is the focus of this unit: how to change words by adding suffixes.

Teach, model, define

Suggestions for whole-class approaches

- Revise the terms **noun, adjective, verb**. Invite the children to give examples of each type of word and to put each example in a sentence orally. Demonstrate (e.g. *Flower is a noun. I put a red flower in a vase.*).

- A suffix gives new meaning by changing the preceding word, for example:
 - to change the tense or status of a word (e.g. *walk* present tense, *walked* past tense);
 - to change the word class, for example, from noun to verb (e.g. *pollen* – *pollinate*);
 - to make an adjective from a noun (e.g. *vegetable* – *vegetarian*).
- To make verbs you can use **-en**, **-ify**, **-ate**. Model this for the children.
 - *Length* – I will **lengthen** your dress.
 - *Dead* – This tablet will **dead**en the pain.
- Children can use individual whiteboards to try changing the words *straight*, *strength*, *tight*, *loose*.
- Another way is to add **-ify**. Model, using *simple*. *This will simplify the work for you*. Note how using the suffix has changed the spelling.
- Children use individual whiteboards to try changing the words *pure*, *class*, *solid*.
- Another example is **-ate**. *The bees use pollen to pollinate a flower*.
- Children find their own examples and investigate other suffixes to change nouns into verbs.
- Repeat the process, showing how adjectives can be formed by adding a suffix. This is a very large group so perhaps **-able** and **-ible** should be a focus at this point, because these two are frequently confused (e.g. *agree* – *agreeable*, *reverse* – *reversible*).

Notes

- The deletion of the final **e** is common in the root word (e.g. *value* – *valuable*).
- The **able** ending is far more common than **ible**. A key to distinguishing between these endings is that dropping **able** generally leaves a recognisable word (e.g. *comfort* – *comfortable*). Dropping **ible** generally leaves a stem (e.g. *horr* – *horrible*).
- If you can say *I am able to...* before the verb, then the suffix is **-able** (e.g. *I am able to forgive* – *forgivable*).

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Build class collections of **-able/-ible** words, making notes of the vowel variations in spelling.
- In groups, children collect words with the same suffix. Play word-matching games (e.g. match the verb card to its adjective or noun).
- **Word-sort** activity: put words into two piles – those that have to undergo a change before adding a suffix and those that don't.
- **Investigation**: children collect words and generalise about the way that suffixes are attached to change their function; for example, how suffixes denote nationality (e.g. *America* – *American*, *Britain* – *British*, *Japan* – *Japanese*).
- **Partner work**: children select five tricky words with suffixes and write them in their journals. They highlight the tricky part. Then, with a partner, they practise spelling the words, supporting each other. They repeat with five more words.

Practice examples: how the function of words can be changed by adding suffixes

Into verbs (-ate, -en, -ify, -ise)		Into nouns (-tion, -ity, -ness)	
pollen	pollinate	educate	education
medicine	medicate	create	creation
apology	apologise	stupid	stupidity
length	lengthen	hard	hardness
depth	deepen	happy	happiness
pure	purify	kind	kindness
beauty	beautify	cold	coldness
		pretty	prettiness
		lazy	laziness
		curious	curiosity

Practice examples: how words can be changed by adding -ible or -able

-ible	-able
horror – horrible	comfort – comfortable
terror – terrible	forgive – forgivable
eat – edible	enjoy – enjoyable
	agree – agreeable
	value – valuable
	break – breakable
	move – movable

Extension activities

- Children build a collection of words with the suffixes **-al**, **-ary**, **-ic**, **-ist**.
- They identify the root words.
- They investigate how the word changes before the suffix is added.

Apply, assess, reflect

- What have we learnt about suffixes?
- Are there any spelling rules to help us?
- Dictate two sentences that include words with common suffixes and words from previous units for reinforcement. Children write them in their spelling journals. For example:
 - *My own stupidity spoilt my creation.*
 - *I left it outside and there was a terrible storm. It wasn't valuable but now it's lost.*
- Create a new sentence. Give the children two or three words with suffixes to put into sentences.
- Children check the spelling against a copy of the dictated sentences and the two or three words.
- **What have you learnt?** Give the children an opportunity to reflect on their learning and to add a specific number of words for individual learning to their spelling journals. Practise the **Look, say, cover, write, check** strategy to learn the spelling.

Year 4 term 3 (i)

To understand the use of the apostrophe in contracted forms of words

Revisit, explain, use

- Children will be familiar with some common contractions. This unit builds on the children's use of contractions in speech and promotes their understanding of how to interpret them in reading and how to use them in writing.
- Show some newspaper headlines that feature apostrophes for contractions.
- Highlight the apostrophes; invite the children to explain why the apostrophe has been used.
- Emphasise that the apostrophe represents missing letters, *not* the joining of two words.
- Demonstrate this, using magnetic letters and replacing the missing letters with the apostrophe.
- Ask children to work in pairs. One child composes a sentence with the contracted form of words (e.g. *I'm, I've, I'll, we've, we're*) and the other child repeats the sentence with the long forms of the words.
- What is the effect? Why might a writer use the apostrophe to contract words? (*For informality*)
 - *A writer might want to use contractions to create an authentic piece of dialogue.*
 - *A newspaper or advertisement may use it to catch attention.*

Teach, model, define

Suggestions for whole-class approaches

- Discuss the use of the apostrophe in contracted forms of words.
- Demonstrate in writing a couple of examples (e.g. *do not – don't, I had – I'd*), again emphasising that it replaces missing letters and must be placed precisely.
- List the full forms of the most common contractions (listed below).

Practice examples: common contractions

do not	don't	are not	aren't
cannot	can't	had not	hadn't
is not	isn't	have not	haven't
does not	doesn't	could not	couldn't
I had	I'd	you are	you're
I would	I'd	they are	they're
I have	I've	you will	you'll
I will	I'll	he will	he'll
I am	I'm	you have	you've

- Select from the list of contractions and ask the children to give the full form, on individual whiteboards, to assess their understanding.
- Explain the special case:
 - *it's* means *it is* or *it has*;
 - *its* means *belonging to it*.
- Using flash cards of *it's* and *its*, say a sentence and ask the children to hold up the correct card (e.g. *it's raining today/the cat licked its paws*).

Sample sentences:

- ... *a lovely day today*.
- *Whose coat is this? ... mine!*
- *The elephant raised ... trunk.*
- ... *Harry's birthday today*.
- *The book had lost ... last page.*

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Children carry out a word hunt in a given text and classify according to the word contracted (e.g. *don't*, *can't*).
- Collect newspaper headlines. Invite groups to discuss what the apostrophe represents and write in the missing letters.
- Play **Pairs** or **Snap** with four sets of cards: *it is*, *it's*, *its*, *belonging to it*.
- Ask children to write the following, replacing the full forms with contractions.
 - ***I am*** sorry Mrs Jones, ***you will*** have to stay here. I ***cannot*** contact your husband or your daughter as ***they are*** not answering their phones.
- Children write two sentences, using contracted forms, for their partner to write the full forms.

Extension activities

- Write two paragraphs describing a robbery – one as a formal police report, the other by the victim. In which version is the use of apostrophes more appropriate?
- Use the contractions *pick'n'mix*, *mix'n'match*, *o'clock* to generate discussion and find further examples of poetic licence, dialect and word play.

Apply, assess, reflect

- Ask the children what they have learnt about contractions. Ask them to write three contractions and their full forms on individual whiteboards. **Show me.**
- Dictate the following passage for children to write down:
 - *I'm going to ask you to take your writing to the headteacher. She'll be very pleased that you've written such an interesting story. It's very exciting.*
 - Children underline the contractions and check if they are correct.
- Children write these full forms as contractions: *he had, she will, do not*.
- Children check sentences and contractions with a partner.
- Children rehearse a sentence for a partner to write, check it and then change places.
- **What have you learnt?** Give children the opportunity to reflect on their learning and to discuss any difficulties. Invite the children to add notes and any difficult contractions, together with the full form, to their personal spelling journals.

Year 4 term 3 (ii)

To revise and investigate links between meaning and spelling when using affixes

Revisit, explain, use

Suggestions for whole-class approaches

This unit demonstrates how knowing the meaning of roots, prefixes and suffixes supports spelling.

- Revise prior learning about prefixes and how a prefix can change the meaning of a word.
- Ask the children to form words using **dis-** or **re-**;
 - appear;
 - satisfy;
 - obey;
 - build;
 - play;
 - do.
- Repeat this process with other words, as necessary.
- Ask the children what the prefixes **dis-** and **re-** mean. If they had to explain to a younger child when to add a prefix to a word, what would they say?
- Revise the meaning of **prefix** and **suffix**.

- Introduce the term **affix**, the general term for a prefix or suffix. An affix is placed at the beginning or end of a root word to change its meaning. An affix cannot stand alone. For example, *disappeared* from the root *appear* has both a prefix (**dis-**) and a suffix (**-ed**).
- Provide other examples and invite the children to give examples of words with both prefixes and suffixes.
- **Quick-write** activity: children write words with affixes (e.g. *uninvited*, *recreated*, *disagreeable*) on individual whiteboards. Invite the children to explain their strategies for spelling the words. Discuss strategies.
- Compose sentences orally, using words with prefixes and suffixes. Establish that:
 - a **prefix** rarely changes the spelling of a word;
 - a **suffix** frequently changes the spelling of a word at the join, when it is added to the end of a word.

Teach, model, define

Suggestions for whole-class approaches

- One of the reasons that the English language is so interesting is that there are many other languages threaded through it. Many prefixes and suffixes derive from the Germanic (old English), Latin, French and Greek languages. Understanding the meaning of these affixes will support spelling.
- Ask the children if they can work out the meanings of **auto-** (*self*), **circum-** (*round*), **tele-** (*distant*) and **trans-** (*across*).
- How many words can they find in two minutes, using each prefix?
- Ask the children if they can think of words meaning *small*.
- Introduce affixes that mean small: **-ette** (from the French), **mini-** (from Latin *minimus*), **micro-** (from Latin meaning *tiny*), **-ling** (from old English meaning *to have a certain quality*, as in *weakling*, as well as meaning *little*).

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Children practise extending and compounding words, using other suffixes (e.g. **-ive**, **-tion**, **-ic**, **-ist**).
- Children collect words with similar prefixes.
- Play sorting games (e.g. for language of origin, same prefix, scientific words, words linked to movement).
- Children find words that can take more than one suffix (e.g. *correct* – *correctly*, *corrective*, *correction*).
- Look up origins of affixes in an etymological dictionary and report to the class.
- Make up your own diminutives and give a dictionary definition (e.g. *What is a lessonette?*).
- **Partner work**: children select five words with either prefixes or suffixes that they didn't know before, then look up the meaning of each in the dictionary. They highlight the tricky part and, with the support of their partner, learn the meaning and spelling of the words. Repeat with five more words.

Practice examples: prefixes and meaning

Mis- meaning not	Ex- meaning outside	Re- meaning again
misread	exclaim	replay
misfortune	exile	return
misinform	export	retry
misplace	explode	retake

Practice examples: words with Latin prefixes

auto	circ	bi	tele	trans
autograph	circumference	bisect	telephone	transport
autobiography	circus	bicycle	telegraph	transfer
automatic	circulate	bifocals	telescope	transparent
automobile	circle	biplane	television	transplant
	circular		telephoto	transmit
	circumstance			

Practice examples: words with affixes for diminutives

mini-	-ette	-ling	micro-
minibus	kitchenette	sapling	microscope
miniscule	cigarette	duckling	microchip
miniature		weakling	microfilm
mini-beasts			microphone
minimum			

Extension activities

- Research words using prefixes for numbers (e.g. **uni-**, **bi-**, **tri-**, **quad-**, **pent-**, **hex-**, **sept-**, **oct-**, **dec-**).
- Research words containing other Latin prefixes (e.g. **aqua-**, **audi-**, **multi-**).

Apply, assess, reflect

- Revise the term **affix**, invite examples of words with both a prefix and a suffix.
- Revise the meaning of prefixes and suffixes taught during this unit.
- Dictate two sentences for the children to write in their spelling journal, for example:
 - *The children were transported on a minibus to the circus.*
 - *They asked the clowns for their autographs then they returned home.*
- Invite the children to write a sentence including three of the following words: *telephone, television, automatic, miniature, microscope.*
- **What have you learnt?** Give children the opportunity to reflect on their learning. Ask them to choose five words, with affixes, that cause them difficulties. Invite them to write them in their spelling journals and underline the tricky parts. They practise the **Look, say, cover, write, check** strategy to help them to learn the words.

Year 5 programme

Year 5 term 1 (i)

To spell unstressed vowels in polysyllabic words

Revisit, explain, use

Notes for teachers

- Dr Johnson's dictionary, published in 1755, signalled the standardisation of English and there have been few changes in spelling since. Pronunciation, however, has evolved and changed over the years.
- The **k** in *knife*, *know*, *knee*, comes from the old English (Germanic) language, and was pronounced up to the 17th century. It was dropped in speech but the spelling remains.
- There are many words in the English language that contain parts that we don't hear (e.g. *Wednes*day, *sepa*rate). The beat in the word falls elsewhere.

Suggestions for whole-class approaches

- Show examples of words with unstressed vowels and invite the children to work out what these words have in common and why they may present difficulties for spelling. (e.g. *Wednesday*, *poisonous*, *interested*).
- Beat the syllables. Break words down (e.g. *Wed-nes-day*, *in-ter-es-ted*, *bus-i-ness*). Revise from Year 3, counting the syllables. Invite the children to lead with other examples.
- Explain that the focus for this unit is to learn strategies for remembering and spelling the *unstressed* vowels in polysyllabic words.

Teach, model, define

Suggestions for whole-class approaches

- Give examples of words containing unstressed and/or silent vowels (e.g. *separate*, *definite*, *holiday*, *difference*, *chocolate*).
- Model strategies for remembering the unstressed part, for example:
 - I write the word out and use a highlighter pen to emphasise the unstressed part.
 - I look for words within words. I remember the *ar* syllable in *separate* because there is *a rat* in the middle.
 - I use **spell**, **speak** for some words: *choc-o-late*.
 - I think of the history of words. *Holiday* comes from *holy day* and when the two words are together the **y** becomes **i**.
 - I think of the word family (e.g. *definite*, *finite*, *infinity*).
 - I look for prefixes or suffixes and think of the root word (e.g. *differ* + **ence**).

- *To help you to remember:*
 - Refer to the root.
 - Build up the word to detect prefixes, suffixes and syllables.
 - Look at related words.
 - Say words as they might sound.
- Give the children three words with unstressed vowels and invite them to work out strategies for remembering them (e.g. *vegetable*, where *veg* is a stressed syllable, *Saturday*, where *sat* is a stressed syllable, *miniature*, where *min* is a stressed syllable).
- Discuss strategies.
- Repeat the process with another group of words.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Give the children examples of words and ask them to work in pairs to develop strategies for remembering them.
- Ask children to decide on categories for grouping the words (e.g. categories such as: **-ary**, **-ery**, **-ory**, **-ence**, *words with prefixes*, *words with suffixes*, *words with both*).
- Look for more examples in days of the week, months of the year.
- Look for words in which the consonant is difficult to hear (e.g. *government*, *environment*).
- **Partner work:** invite the children to choose ten words with unstressed vowels. They write them in their spelling journals, with a way of remembering each one. Ask them to work with a partner, supporting each other with strategies for remembering the unstressed vowel.

Practice examples: words with unstressed vowels

abandoned	original	familiar	carpet	animal	description
boundary	business	stationary	category	poisonous	dictionary
difference	different	deafening	definite	definitely	easily
library	marvellous	miserable	memorable	factory	hospital
family	primary	frightening	general	generous	generally
vegetable	doctor	geography	skeleton	jewellery	benefit
fattening	January	dandelion	medicine	television	similar

Practice examples: unstressed consonants

Wednesday	February
environment	government
handbag	handkerchief
cupboard	raspberry
champagne	castle
sign	doubt

Extension activities

- Extend this unit by investigating silent consonants (see examples above). Questions to pose include:
 - Is **k** the only silent consonant?
 - What is the most frequently used silent letter?
 - Where in a word does a silent letter appear?
 - Do any words contain more than one silent letter?

Apply, assess, reflect

- Review what we mean by **unstressed vowels** and collect examples orally.
- Invite children to explain their own strategies for remembering the unstressed parts in various words.
- Dictate two sentences containing the most common examples of words containing unstressed vowels, for example:
 - *On the first Wednesday in February, my family and I were involved in a frightening accident. We were all taken to hospital where the doctor examined us. We were then discharged.*
- Invite the children to compose their own sentences containing three words with unstressed vowels.
- Give children an opportunity to reflect on their learning and to discuss discoveries and strategies for remembering. Write words, with unstressed vowels, that have caused difficulties in spelling journals. Practise the **Look, say, cover, write, check** strategy.

Year 5 term 1 (ii)

To spell words with common letter strings and different pronunciations

Revisit, explain, use

Suggestions for whole-class approaches

This unit extends and consolidates earlier teaching related to the alphabetic code – that just as one phoneme can be spelt in more than one way, the same spelling can represent more than one phoneme.

- Revisit the term **phoneme** and invite examples of the same digraphs or trigraphs with different pronunciations (e.g. **ea**: *read, deaf, Reading* – the town, *bear*).
- Ask how many different ways the children can find the **ai** sound (e.g. *ate, eight, train, gate*).
- Explain that, just as one phoneme can be spelt in more than one way, the same spelling can represent more than one phoneme.
- Revise the **igh** letter string, from Year 4 term 2, and invite examples of words containing the string (e.g. **ight**: *light, night, right, eight, weight*; **igh**: *sigh, high*).
- Group according to pronunciation. Can children work out why *eight* and *straight* sound different from *right* and *bright*?
- Sometimes the position of the letter string in a word, its preceding letter or its following letter influences the pronunciation.
- Explain that the focus of this unit is to learn about words that sound as though they may be spelt differently, but contain the same pattern of letters.

Teach, model, define

Suggestions for whole-class approaches

- Invite children to write examples of words containing the **ough** letter string, on sticky notes. Place in rhyming groups. *Which is the most common pronunciation? Which word is the most difficult?* Children note this in their spelling journals and practise, using the **Look, say, cover, write, check** strategy.
- It is important that the children understand that *spelling as it sounds* is not a reliable strategy. They will be interested to know that spelling has remained largely unchanged since about the 1600s but pronunciation has not. Understanding common letter patterns and the most likely phonemes for that pattern will help with spelling. There will always be exceptions that can be noted down, practised and learnt.
- Model the process with the phoneme **ear** (e.g. *pear, learn, ear, earth*).
- The most common pronunciation rhymes with *ear*. The exceptions are *bear, wear, pear*. Different pronunciations occur when the **ear** sound is followed by a consonant (e.g. *heart, heard*); the words ending in **n** have the same sound (e.g. *learn, earn, yearn*).
- Model thinking aloud about spelling strategies, for example:
 - I can link *bear, wear and pear* together. I can make a short sentence to remember *earn, learn and yearn*: 'I love to learn I yearn to earn.' I can link *heard* with *ear* because *heard* has *ear* in it. The one I really have to make note of, because it's an exception, is *heart*.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Children work in pairs, collecting and grouping words with the letter string **our**.
- What can they discover about pronunciation?
- What strategies can they use to help them?
- Let them try other letter strings with different pronunciation (e.g. **au**: *sauce, because*; **ice**: *ice, notice*).
- Give children a list of words to sort into pronunciation groups.
- Children investigate other letter patterns in the same way and work out generalisations and exceptions (e.g. **oo**, **ei**, **ice**, **au**).
- Pose questions such as:
 - Does the pronunciation depend on the letter before or the letter after the letter string? For example, in *eight* – the vowel changes the **ight** pronunciation.
 - Can you choose a new letter string, collect words with this string and group them according to pronunciation?
- Children play **Snap**. Use sets of cards with letter strings (e.g. *thought, bought; ear, year; nice, spice*). When children get a rhyming pair they win a point.
- This work can be extended, reversing the procedure already described. Explain that the same pronunciation can be spelt in different ways. An important example is the phoneme that provides the pronunciation **shun**, see examples below. The children can follow similar investigative activities as for the same letter string and different pronunciations.

Practice examples: the same letter string but different pronunciations

-ight	-ear	-oo	-ough	-ie	-our
right	pear	book	bough	lie	colour
fight	bear	boot	cough	pie	neighbour
light	rear	cook	enough	field	pour
night	beard	good	plough	niece	your
eight	search	food	though	grieve	hour
weight	fear	hook	bought	thieves	flour
height	wear	mood	drought	tried	favour
freight	year	pool	sought		
tight	tear	took	thought		
	dear	rook			
	earn	root			

Practice examples: words with different spellings but the same pronunciation

-cian	-sion	-tion	-ssion
optician	extension	fiction	session
magician	confusion	fraction	profession
politician	explosion	direction	discussion
electrician	confusion	attention	mission
	collision	proportion	possession
	transfusion	nation	
		education	

Extension activities

- There are many more common letter patterns to investigate; for example, the soft **g** is often preceded by **d**. Ask children how many words they can collect with this letter pattern. Ask whether the soft **g** is always preceded by **d**. These words usually follow a short vowel (e.g. *edge, bridge, dodge, judge, badger*). Ask children if they can discover exceptions.
- There are other letter combinations that have different pronunciations. Research a new set of words with another letter string to present to the class.

Apply, assess, reflect

- Revise learning. *What is a common letter string? Collect examples and words containing them. Why do we need to recognise them? Do they always sound the same?*
- What strategies can we use to help with spelling exceptions?
- Dictate two sentences containing words with the same letter string but different pronunciations, for example:
 - One night last year I thought I heard a bear in the woods. My heart thumped in fear as I tried to phone the police.*
- Ask the children to write the sentences in their spelling journals, check them and, if there are errors, highlight the incorrect part.
- Children compose two sentences containing words with the same letter string but different pronunciations. They check their sentences with a partner.
- Reflect on learning. Which words caused difficulties? Note them in spelling journals and in spare moments practise **Look, say, cover, write, check**.

Year 5 term 2 (i)

To explore the spelling patterns of consonants and to formulate rules

Revisit, explain, use

This unit relates to the last unit (Year 5 term 1), focusing on the range of pronunciations for the consonant **c**.

- Explain that there are about half a million words in current use – far too many to learn by rote! It is helpful to learn the general rules of spelling so that we can spell words we have not seen before in print.
- Revisit spelling rules that the children have already encountered, for example, from Year 2 and Year 3, rules for adding the suffix **-ing**. For example:
 - most words add **ing**: *help – helping, spend – spending, walk – walking*;
 - if the root word ends in a single consonant letter preceded by a single vowel letter and the suffix begins with a vowel, double the consonant: *hop – hopping, run – running, win – winning*. Another way of stating this is that, there need to be two consonant letters between a ‘short’ vowel and a suffix beginning with a vowel;
 - if the word ends in *e* drop the *e* and add **ing**: *hope – hoping, like – liking, smile – smiling, ride – riding*.
- **Quick-write** activity: children practise in pairs, adding regular verb endings.
- Repeat the process with the suffix **-ful**. What is the rule?
 - *Full becomes ful at the end of a word.*
 - If a word ends in **y** it changes to **i** before **ful** (e.g. *beauty – beautiful, wish – wishful, sorrow – sorrowful*).
- Explain that, in this unit, the spotlight is on the consonant **c** and we are going to see if we can formulate rules to support the spelling of words containing that consonant.

Teach, model, define

Suggestions for whole-class approaches

- Explain that the consonant **c** has the widest range of sounds of all the English consonants (e.g. **k** – *cat*, **q** – *cue*, **s** – *city*, **sh** – *special*, **x** – *access*).
- Invite examples of words containing the different sounds for the letter **c**.
- Write words on sticky notes and group into *hard c* and *soft c* (e.g. *cat, city, ceiling, cupboard*).
- The children will be interested to know that the history of the language is responsible for the two pronunciations. The hard **c** sound is from the Germanic strand and the soft **c** sound is from the French strand.
- Collect words beginning with **c** followed by **a** (e.g. *car, carrot, can*).
- Can we form a rule? In words beginning with **c** followed by **a**, the **c** is a hard **c**.
- Collect words containing **c** followed by **i** (e.g. *city, cinema, circus*).
- Can we form a rule? In words beginning with **c** followed by **i** the **c** is soft.
- Repeat the process with the other vowels: **ce, co, cu**.
- Establish the conventions: for **ca, cu, co**, usually hard **c**; for **ci, ce**, usually soft **c**.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Collect words containing the combinations **ce**, **ci**. *Is the rule the same?*
 - **Note:** In words containing **ci**, **ce**, the **c** is soft but makes a **sh** sound (e.g. *ocean*, *special*, *suspicious*).
- Collect as many words as you can containing **ca**, **cu**, **co**. *Is the rule the same?*
- Investigate what happens with words with **cy** (e.g. *cyclist*, *mercy*). The **y** softens the **c**.
- Collect and investigate words with the suffixes **-cian** and **-cious**. What sound does the **ci** make?
- Investigate words containing double **c** (e.g. *accident*, *occasion*). *Does the rule stay the same?* (**cc** before **a**, **o**, **u** – hard; **cc** before **i**, **e** – soft)
- **Partner work:** children, in pairs, choose five words, each beginning with **c** but followed by a different vowel. They support each other in learning to spell them correctly. They repeat the process with five more words.

Practice examples: words containing the consonant c

ci-	ce-	cy-	ca-	co-
cinema	ceiling	cynic	calendar	coat
city	cereal	bicycle	camera	cobweb
decimal	December	cyclist	cardigan	cough
incident	celebrate	cylinder	recap	column
circle	celebrity	mercy	cancel	disco
circus	recent	fancy	Canada	collection
decide	centre	cypress		
Incident	except			
accident	ceremony			
circular	receive			
circuit	celery			

Extension activities

- Children investigate the rule **i before e except after c**.
- Children collect more unusual examples of words containing the letter **c** but pronounced as **q** or **x**.

Apply, assess, reflect

- Revise the rules for spelling associated with the consonant **c**.
- **Quick-write** activity: children use individual whiteboards to try out the rules (e.g. writing *cereal*, *collection*, *recent*, *circular*).
- Dictate two sentences, using a selection of words containing the consonant **c**, for example:
 - *To celebrate the occasion of my birthday in December, I went to the cinema with two friends. As we were driving out of the city we saw an accident involving a cyclist.*
- Children show their words and check for accuracy. Discuss any errors.
- Give the children an opportunity to reflect on their learning and to add five to ten examples of words containing **c** that they have found difficult to spell. They practise the **Look, say, cover, write, check** strategy with the examples.

Year 5 term 2 (ii)

To explore less common prefixes and suffixes

Revisit, explain, use

- Revise from earlier years (Year 2 term 3, Year 3 term 3, Year 4 term 3) the term **prefix**. Explain how a prefix can change the meaning of a word (e.g. **un-**: *happy* – *unhappy*, *well* – *unwell*, *selfish* – *unselfish*; **dis-**: *appear* – *disappear*, *agree* – *disagree*).
- Invite the children to write, on their whiteboards, a word using the prefix **un-**, a word using the prefix **dis-** and a word using the prefix **mis-**.
- Invite the children to work in pairs, orally, to give a positive sentence and a sentence with the opposite meaning, just using one of the prefixes **un-**, **dis-**, **mis-** (e.g. *I behaved well at the party* – *I misbehaved at the party*. *He was well yesterday* – *he was unwell yesterday*).
- Discuss other common prefixes for opposites (e.g. **anti-**, **non-**, **de-**). Collect examples.
- Explain to the children that this unit will extend the knowledge they already have about prefixes by introducing them to some more unusual examples.

Teach, model, define

Suggestions for whole-class approaches

- Revise the known prefixes for forming opposites, then introduce the term **antonym**.
- Explain that the children are going to learn some more unusual prefixes meaning *not*.
- Introduce the prefix **ir-** for words beginning with **r** (e.g. *regular* – *irregular*), producing a double **r**. Invite other examples: *responsible* – *irresponsible*, *rational* – *irrational*. Children add them to their spelling journals.

- **Note:** exception: *reasonable* – *unreasonable*. The use of **un-** makes it easier to pronounce, Let the children note this exception in their spelling journals.
- Introduce **il-** for words beginning with **l**, which produces the double **ll**. Invite examples (e.g. *legal* – *illegal*, *literate* – *illiterate*, but note some exceptions: *like* – *dislike*, *load* – *unload*). Children add these to their spelling journals.
- Introduce **in-** meaning *not* (e.g. *inactive*, *inaccurate*).
- Introduce **im-** for words beginning with **m**, **b** or **p** (e.g. *immature*, *improbable*, *imbalance*).
- Orally rehearse examples in sentences (e.g. *Sarah is a mature member of the class. It is convenient for you to come today.*).
- Children practise on whiteboards, forming opposites by using the prefixes **ir-**, **il-**, **im-** and **in-**.
- Children note in their spelling journals the different ways of expressing *not* by using prefixes.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Collect more words under each prefix heading **ir-**, **il-**, **im-** and **in-**, using the alphabetical list in a rhyming dictionary.
- Match the prefixes for negation to the correct root words.
- Discover exceptions to each convention.
- Use a description of a house for sale to replace positive with negatives (e.g. *The house is in a convenient position.*).
- Children make a poster to explain ways of saying *not*, for other children in the class.
- **Partner work:** children, in pairs, choose two example words for each prefix and support each other in learning how to spell them. They repeat the process with another set of words.

Practice examples of prefixes meaning *not*

In-	Im-	Ir-	Il-
inactive	immature	irregular	illegal
indecent	immobile	irrational	illiterate
incapable	impossible	irresponsible	illegible
incredible	impatient	irresistible	illogical
inaccurate	impolite		
inoperative	imbalance		

Practice examples: *non-* and *anti*

<i>Non-</i> meaning <i>not</i>	<i>Anti-</i> meaning <i>against</i>
non-stick	antidote
non-stop	antibiotic
nonsense	antifreeze
non-fiction	antiseptic
non-drip	anti-clockwise

Extension activities

- Children investigate other prefixes for *not* (e.g. **non-** and **anti-**). *How many words can you collect, using these prefixes?*
- Children could investigate other unusual prefixes (e.g. **ad-**, **ap-**, **af-**, **ag-**, **al-**, **as-**). When are they used?

Apply, assess, reflect

- Revisit the term **antonym**.
- Present a quick whiteboard **Show me** activity. Give the root word, ask the children to write the opposite (e.g. *appear, like, polite, mobile, capable*).
- Prepare sentences for children to insert the negatives, for example:
 - *The house is ----- and -----.* (*pleasant and clean*)
- Dictate two positive sentences for the children to change into negatives, for example:
 - *The teacher was patient with the responsible boy. 'It is possible to mark your work because it is legible,' she said.*
 - *The horse walked with balanced, regular steps towards the stable.*
- Dictate words for children to write the opposites in their spelling journals.
- Check and note successful attempts and discuss errors.
- Give the children an opportunity to think about what they have learnt and to write any words they find difficult to spell, with their definitions, in their spelling journals, highlighting the tricky part. They practise the **Look, say, cover, write, check** strategy to support spelling.

Year 5 term 3 (i)

To investigate and learn spelling rules for adding suffixes to words ending in e, words ending in -y and words containing ie

Revisit, explain, use

This unit continues the theme of understanding and learning spelling rules related to adding suffixes to the end of words.

- The aim is to explore and consolidate understanding of how suffixes work and the spelling rules involved. The unit revises and consolidates understanding of all suffixes learnt so far and introduces new suffixes.
- Check understanding of the terms **vowel**, **consonant** and **suffix**. Ask for examples.
- Revise earlier work on doubling consonants (e.g. *fit – fitter, hop – hopping, slip – slipping, win – winning*).
- Revisit the rule: *If a base word ends in a single consonant letter preceded by a single vowel letter, and the suffix begins with a vowel, double the consonant letter.*
- Children practise the rule on individual whiteboards.
- Ask children if they know what happens if the word ends in **c** (e.g. *panic – panicking; picnic – picnicking*). *We add a k, which acts as a double consonant.*

Teach, model, define

Suggestions for whole-class approaches

- Ask: *What happens to words ending in e when we add the suffixes that begin with a vowel (e.g. -ing, -er, -able)?*
- Invite children to give word pairs comprising a word ending in **e** and the same word changed by the addition of a suffix (e.g. *hope – hoping, live – living, care – caring, dare – daring*). The children could work in pairs to complete the matrix shown below.

Practice matrix

live	living	lived	lively	lifeless
hope	hoping	hoped	hopeful	hopeless
care				
shame				
tune				
change				
hate				

- Collect other examples and ask children to form a rule about adding vowel suffixes to words ending in **e**. (*Drop the e to add vowel suffixes.*)

- Ask the question, *What happens to words ending in e when the suffix begins with a consonant* (e.g. **-ness**, **-ment**, **-ful**, **-less**: *care – careless, amuse – amusement, hope – hopeless*). (Retain the **e** when the suffix begins with a consonant.) The children could work in pairs to complete the matrix shown below.

Practice matrix: suffixes

Vowel suffixes		Consonant suffixes	
-ing	-ed	-ful	-ment
-est	-able	-less	-ness
-er	-ish	-ly	

- Try the rule out with other words (e.g. *love, give, age, save, use*).
- Ask the children to discover the rule for adding suffixes to words ending in **y** by adding any of the suffixes **-ment**, **-ness**, **-ful**, **-est**, **-ed** to *happy, lazy, hungry, ready, empty*.
- Extend the established rules.
- Ask children what happens to words that have a vowel before the **y** (e.g. *play, say, enjoy*). The **y** does not change (e.g. *playing, played, saying, enjoyable, enjoyed*).
- What happens to the **y** if there is a consonant before it (e.g. *ready, empty, hungry*).
- Make the rule explicit. The **y** changes to **i** before the suffixes are added, except when adding **ing**. Then the **y** is retained and **ing** is added (e.g. *try – trying, carry – carrying*) to avoid double **i**.
- Extend this work by investigating the vowel suffix **-ous**, meaning *full of*, and the spelling changes required when adding it to words (e.g. *continuous, beautiful, gaseous, envious*). The vowels **e**, **i**, **o** and **u** are used to connect the word to the suffix.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Give children root words for them to add suffixes according to the established rules.
- Children work in pairs to fill in or complete a grid.
- Children build word collections to prove the rules.
- Give children words with suffixes for them to put into groups.
- Children find as many words as they can with the suffix **-ous** and group them according to the vowel that is used to join it to the word.
- **Partner work:** invite the children to choose ten words that require spelling changes before adding a suffix. Ask them to note them down, circle the tricky part and support each other to practise writing and learning to spell them.

Practice examples

happy	happiness	happier	happiest	happily
pretty	prettiness	prettier	prettiest	prettily
lazy	laziness	lazier	laziest	lazily
windy	windiness	windier	windiest	windily
ready	readiness	readier	readiest	readily
heavy	heaviness	heavier	heaviest	heavily
empty	emptiness	emptier	emptiest	emptily
hungry	hungriness	hungrier	hungriest	hungrily

Practice examples: -ous

infectious	marvellous
previous	beauteous
obvious	continuous
gaseous	wondrous

Practice examples

supply	supplying	supplied	supplier
carry	carrying	carried	carrier
marry	marrying	married	marriage
vary	varying	varied	variable

Extension activities

- Build a word grid with the range of suffixes along the top and sample words down the sides and then exchange with a partner.
- Research words with any of the suffixes **-ment**, **-ship** and **-hood**. What word class does the new word belong to? (e.g. *childhood*, *membership*, *enjoyment*).

Apply, assess, reflect

- Revisit the rules for adding suffixes to words ending in **e** and words ending in **y**.
- **Quick-write** activity: ask children to write words on whiteboards (e.g. *happiness*, *careless*, *excitement*). Ask them to explain why they have spelt the word in that way.
- Create a new sentence, using four words that require suffixes.

- Dictate two sentences with words ending with different suffixes, for example:
 - *It was the coldest, windiest day of the year.*
 - *The café supplied the traveller with a delicious meal. He hungrily ate the food.*
- **What have we learnt?** Give children an opportunity to discuss their learning. Ask them to add any words they find difficult to their spelling journals, highlighting any parts causing difficulties. They practise the **Look, say, cover, write, check** strategy.

Year 5 term 3 (ii)

To identify word roots, derivations and spelling patterns as a support for spelling

Revisit, explain, use

This unit encourages the children to look closely at word structure, word families and word histories to extend their vocabulary and develop spelling skills.

- Meaning is sometimes a better predictor of spelling than pronunciation (e.g. *please, pleasure, south, southern*).
- Children are fascinated to learn where words came from and they should be encouraged to use etymological dictionaries and thesauruses for support.
- Revisit prior learning about prefixes and suffixes from Year 4 term 3. A matrix is useful in giving a visual explanation of how words are built up.
- Invite the children to build as many words as they can from the information on the matrix below. Ask for examples and emphasise spelling changes needed before the suffix is added.

Practice matrix: Roots and affixes

Prefixes	Root	Suffixes
mis-		-en
over-	take	-ing
re-		

- Possible answers include: *mistaken, overtake, retake, taking, taken, mistaking, retaking, overtaking*. Repeat the process with the matrix below.

Practice matrix: Roots and affixes

Prefixes	Root	Affixes
dis-		-ance
re-	appear	-ing
		-ed

- **Quick-write** activity: ask children how many words containing the root *child* they can collect in one minute. Possible answers include: *children, childhood, childish, childless, childlike*.
- Discuss range of suffixes and if any spelling changes are needed.

Teach, model, define

Suggestions for whole-class approaches

- Explain that many words in the English language are derived from other words and this can provide a clue to both the meaning and spelling.
- Many word roots and derivations are drawn from Latin and Greek. Etymological dictionaries will help in finding derivations of words and their origins.
- Demonstrate, using the word *act*, how the word can be changed by adding prefixes and suffixes (e.g. *actor*, *action*, *react*, *activity*, *reaction*, *acted*).
- Collect words containing the root word *light* (e.g. *delight*, *delighted*, *lightening*, *delightful*). Explain how detecting the root word and looking at the suffixes and prefixes supports accurate spelling of the word.
- Ask the children, working in pairs, to find words related to the word *sign* (e.g. *signature*, *signal*, *significant*).
- Repeat with the word *obey* (e.g. *disobeyed*, *obedient*), each time pointing out how the word is structured.
- Repeat the process with other words as necessary.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Working in pairs, the children sort the words into nouns, verbs, adjectives or adverbs.
- Play a **Word family** game in which words from the same family are collected.
- Provide cards containing common prefixes, roots and suffixes and ask the children to construct words from these.
- Extend work from Year 4 term 3, using Latin roots. Give children the root and its meaning and ask them to generate a list of words that contain both the letters and the meaning. See the example below.

Latin roots

Root	Meaning	Word 1	Word 2	Word 3
prim-	first	primary	primitive	primrose
mob	to move	mobile	automobile	mobility

- **Partner work:** children choose three root words and find as many different words as they can from each one. They check the spelling and meaning in a dictionary and, with a partner, practise learning to spell them. Repeat the process with three new root words.

Practice examples: Can you add an extra word from the same root?

electric	electricity	electrical	
assist	assistant	assistance	
prove	approval	disapprove	
medic	medical	medicine	
light	lightening	delighted	
cover	discover	discovery	
prison	imprisoned	imprisonment	
hero	heroic	heroism	
claim	reclaim	exclaim	
joy	enjoy	enjoyment	
public	publicity	publication	

Extension activities

- Children use the etymological dictionary to find words derived from the same root (e.g. *biology, geology, zoology*). Work out the meaning of the root (e.g. *What does **ology** mean? – study*).
- Find other Latin prefixes that are numbers (e.g. **octo**-meaning *eight, octagon*). Find words for each and prepare an information poster for the class. Provide each group with cards of root and associated words. Ask the children to sort the words into their relevant families

Apply, assess, reflect

- Revise the term 'root'. Ask the children to give an example of a root and words derived from this.
- Revise common Latin roots and their meaning, e.g. **auto, graph, audi, trans**.
- Dictate a sentence containing common prefixes and suffixes and roots, e.g. The author **signed** a copy of his **autobiography**. When I looked at his **signature**, I was delighted. I showed my friends the **autograph**.
- Check words and highlight any errors.
- Give a root and ask the children to build words from the root and write them into their spelling journal.
- Choose a root word and use as many derivations as you can in a silly sentence.
- Reflect on learning. **What have you learnt?** What words are causing problems? Write three words into your spelling journals.
- Practise **Look, say, write, cover, check** with the words.

Year 6 programme

Year 6 term 1 (i)

To embed the use of independent spelling strategies for spelling unfamiliar words

Revisit, explain, use

This unit aims to encourage the children to become independent spellers and to develop strategies of their own that would improve their accuracy.

First, it may be useful to use a questionnaire to raise the children's awareness of spelling and themselves as spellers. Here is an example.

1. Your thoughts about spelling

- What is a good speller?
- Are you a good speller?
- If yes, why do you think you are?
- If no, why do you think you are not?
- What do you think helps to make a good speller?
- What do you think might make you become a good speller?

2. How do you try to spell?

- I listen to the sounds of the words in my head. **A**
- I write a list of possible spellings and choose the one I think looks right. **V**
- I try to think of a spelling rule. **L**
- I break the words into bits and say their sound. **A**
- I see the word inside my head. **V**
- I link to other words that are related to it. **L**
- I say the word aloud. **A**
- I find it just comes. **V**
- I look up the word in a dictionary. **L**

The answers to part 1 will provide useful points for discussion and show children's image of themselves as spellers.

The answers to part 2 will show the children's preferred style, **A** = auditory, **V** = visual, **L** = learning.

Explain that using a mixture of styles will be a great support for spelling and that you are going to revise a whole range of strategies for them to practise applying to learning spelling.

Teach, model, define

Suggestions for whole-class approaches

Make strategies for learning spellings explicit.

Visual strategies involving the eye and hand

- Try writing the word down in two or three different ways, in joined handwriting. This will fix the spelling in the hand.
- Use a highlighter pen to draw your attention to the part of the word you need to learn.
- Look for words within words (e.g. *get* in *vegetable*, *lie* in *believe*).
- Use the **Look, say, cover, write, check** strategy.
- Group together words that may not sound alike but have a shared pattern.

Discuss these visual strategies with the children and then ask them to try using a visual strategy to learn to spell a few words. Did the strategy help?

Auditory strategies involving the ear and mouth

The English language has 42 sounds but only 26 letters in the alphabet, so the sound a letter makes depends on other letters around it. Therefore it is important to think about using other strategies. There are ways in which you can use sound to help you spell.

- Listen to the word. Break it into syllables and then identify the phonemes in each syllable (e.g. *Sep-tem-ber*).
- When letters or parts of words are silent, say the words in an exaggerated way (e.g. *k-nife*, *bus-i-ness*).
- Giving a word a rhythm helps.
- Analogy is using words already known (e.g. *could*, *would*, *should*).
- Discuss the aural strategies with the children and then ask them to try using an aural strategy to learn to spell a few words. Did the strategy help?

Learning strategies based on mind and method

- Learning about the structure of words can help spelling. For example, find the root of a word and check whether it changes when prefixes or suffixes are added (e.g. *smiling*: root = *smile* + **ing**).
- Mnemonics are a useful memory aid (e.g. **Big elephants can always use small elephants**).
- Word origins (etymology) are useful in learning spellings. Etymological dictionaries give the origins of groups of words. This information will help to identify the letter or combination of letters to use.
- Homophones often cause difficulties. Learn them with other words that look the same rather than sound the same (e.g. *there*, *here*, *where*).
- Think of a spelling rule (e.g. *short vowel and single consonant, double the consonant when adding ing*).
- Discuss learning strategies with the children and give a few words for them to try learning and spelling. Did any strategy help?

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Children work in pairs with differentiated word lists. They look at each word and discuss which strategy will help them to learn the spelling.
- In pairs, children practise together, supporting each other in applying learning strategies to their spelling.
- Play **What comes next?**, a game that consolidates awareness of likely letter patterns in high-frequency words.

Apply, assess, reflect

- Ask children to look at their own writing and at the errors they made. Build a positive image by emphasising that they will never spell a word completely incorrectly. Some parts of the word will always be correct and the children just need to concentrate on the letters that were incorrect.
- Support them in categorising their errors. A matrix may help; below are two examples that will support children's self-analysis and help them in deciding on personal spelling priorities.
- Discuss the children's priorities for their personal spelling targets.

Example 1

My word	My spell check	I spelt it like it sounded	I used the wrong homophone	I forgot a spelling rule	I added an extra letter or I omitted a letter
There	their	× (but wrong meaning)	×		
ataked	attacked				×
disgusing	disgusting				×
jumpt	jumped	×			

Example 2

Type of misspelling	Example	Number of errors
Vowels (single or double)	wiegt (weight)	1
Consonants (single or double)	dout (doubt)	1
Common letter patterns	mounten (mountain) certen (certain)	2
Prefixes		
Suffixes	magition (magician) stasion (station) gorgous (gorgeous)	3
Plurals		
Past tense		

Year 6 term 1 (ii)

Investigate the meaning and spelling of connectives

Revisit, explain, use

This unit links to grammar work on connectives.

- Connectives can be single words, compound words or phrases that join texts together by referring and making links to what has gone before.
- Use a known text such as a report or piece of journalistic writing. Highlight connectives and help the class to work out their function – to connect phrases, sentences and ideas in different ways.
- Identify phrases used as connectives (e.g. *in addition, on the other hand*).
- Use connectives orally. Give a sentence stem and a range of connectives (e.g. *although, despite, meanwhile, however*) for the children to complete the sentences. For example:
 - *Archie went to school although he was ill.*
 - *The show went on despite...*
 - *Serena did her homework, meanwhile...*

Teach, model, define

Suggestions for whole-class approaches

- Make available a wide range of texts. Invite the children, in pairs, to look at two pages of text and to collect all the connectives they find.
- Make a class collection and place into categories:

- Some are single words (e.g. *because*).
- Some are connective phrases (e.g. *in addition to*).
- Some are compound words (e.g. *notwithstanding*).
- Define connectives as words or phrases that link one sentence to another, or extend sentences. Stress that connectives may be a single word, a group of words or a compound word.
- Revise strategies for spelling.
 - **Looking** – *based on eye and hand*
 - Use a highlighter pen to draw visual attention to the tricky part of the word.
 - Look for words within words.
 - Draw the shape of the word.
 - Write the word in a bright colour.
 - **Listening** – *based on ear and mouth*
 - Spell speak silent parts.
 - Break the word into syllables.
 - Put the word into a rhythm.
 - Say problem words in your head, sounding a silent letter.
 - **Learning** – *based on mind and method*
 - Learning more about word structure and word histories can help develop spelling skills.
 - Mnemonics are useful memory aids.
 - Word origins are useful.
 - Word patterns are useful.
 - Give the children three connectives (e.g. *although, nonetheless, alternatively*). Ask them to try learning them, using appropriate strategies.
- **Quick-write** activity: children write the words they have learnt on individual whiteboards and discuss the strategies they used for learning them.
- Repeat the process as necessary.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Ask children to categorise connectives into simple, compound words and phrases. (*Compound words could be further split into two- and three-part words.*)
- Classify connectives used for particular types of text, for example:
 - narrative (e.g. *eventually, until then, meanwhile...*)
 - explanation (e.g. *because, for example, in other words...*)
- Look at the compound-word connectives. Work out unknown meanings by looking at separate parts of the word. Use a dictionary to check.
- **Partner work:** children choose five to ten connectives that are new to them, write them in their journals and, with partner support, practise writing and learning them.

Practice examples

furthermore	however	nonetheless	because	meanwhile
henceforward	therefore	notwithstanding	alternatively	consequently
since	whereas	until	whenever	although
moreover	whatever	whoever	wherever	however
instead	In contrast	besides	anyway	after all
as a result of	finally	before	later	simultaneously
concurrently	In the beginning	for example	anyhow	eventually
firstly	secondly	In addition to	despite	afterwards

Extension activities

Invite the children to:

- research older texts to find less-frequently used connectives (e.g. *hereafter, howsoever, whosoever*)
- create a formal document using these connectives.

Apply, assess, reflect

- Revise the term **connective** and invite children to give oral examples set within sentences.
- Discuss useful strategies for remembering unusual words.
- Dictate a range of sentences containing connectives. Ask the children to write the connectives in their spelling journals, for example:
 - The car raced around the corner **although** the road was wet and slippery.*
 - Do not run in the corridors **because** it is dangerous.*
 - You can have spaghetti for your meal or **alternatively** you can have a salad.*
 - The children refused to eat their breakfast, **consequently** they were really hungry by playtime.*
 - I know I have not much time, **nonetheless** I'm determined to finish my project.*
 - Hannah feels ill **whenever** she eats bananas.*
- Give the children four connectives and ask them to choose two to use in two sentences.
- Reflect on learning. **What have I learnt?** What do I need to note in my journal? Give the children the opportunity to write in their spelling journals any connectives they wish to learn and use in their writing. They practise the **Look, say, cover, write, check** strategy to learn how to spell them.

Year 6 term 2 (i)

To revise and extend work on spelling patterns for unstressed vowels and consonants in polysyllabic words

Revisit, explain, use

Suggestions for whole-class approaches

This unit revises and extends prior learning from Year 5 term 1.

- Write a several words containing unstressed vowels on the whiteboard (e.g. *Wednesday*, *vegetable*, *miniature*, *primary*). Ask the children to work out what the words have in common and why people might have difficulty in spelling them.
- Explain that sometimes letters or complete syllables are difficult to hear and this can cause difficulties in spelling.
- **Quick-write** activity: use examples from Year 5 to help children to remember the unstressed vowels (e.g. *chocolate*, *Saturday*, *interest*). Discuss any errors.
- Explain that this unit will continue to focus on letter patterns for unstressed parts of words and strategies for spelling them.

Teach, model, define

Suggestions for whole-class approaches

- Show words with unstressed vowels (e.g. *Parliament*, *definite*, *poisonous*) and discuss strategies for remembering the correct spelling and model with examples:
 - **Spell speak** activity, saying the word as it would sound if the vowel was clear (e.g. *Wed-nes-day*);
 - beat the syllables (e.g. *choc-o-late*);
 - linking words in the same family (e.g. *definite* – *finite* – *infinity*);
 - finding words within words (e.g. *vegetable*);
 - inventing a mnemonic (e.g. *would* – *Oh You lucky duck*).
- On the whiteboard, write three words with unstressed vowels (e.g. *secretary*, *skeleton*, *history*). Invite the children, in pairs, to work out their own strategies for remembering the spelling of each word.
- Revise the **Look, say, cover, write, check** strategy for learning words. Demonstrate this using another word (e.g. *astronomy*).
- Give the children time to practise the three words above.
- Ask the children to write each word on their whiteboards in turn and show.
- Discuss learning strategies, successful attempts and any errors.
- Repeat the process with three more words.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Collect examples of unstressed vowels in names of days of the week and months of the year.
- Make the point that, in some word families, the silent letter is heard in some versions of the word but not in others (e.g. *sign, signature, signal, signify, signpost*). Collect word families where the vowel or consonant is not always silent.
- Collect examples of words containing unstressed consonants (e.g. *handbag*).
- **Partner work:** children choose ten words with an unstressed vowel, consonant or syllable and write them in their spelling journals. With their partner, they devise strategies for remembering the tricky part. They explain their strategies to a partner and then support each other in learning the words.

Practice examples (refer also to Year 5 term 1)

animal	miniature	predict	stationary
conference	offering	desperate	definite
centre	company	explanatory	prosperous
secretary	interest	disinterest	interested
separate	literature	February	memorable
reference	prepare	messenger	separate
astronomy	history	consonant	describe
margarine	medicine	miniature	parliament
Wednesday	secretary	Saturday	voluntary

Extension activities

- Children look for five words in which a consonant is hard to hear (e.g. *handbag, government*) and devise strategies for remembering them.
- Children look at a page of text. *How many words can you find with unstressed vowels?*

Apply, assess, reflect

- The whole class uses individual whiteboards to practise the **Look, say, cover, write, check** strategy for commonly mis-spelt examples.
- Discuss strategies for remembering the tricky part.
- Dictate two sentences containing words with unstressed vowels or consonants, for example:
 - *Last Wednesday, 3 February, our school held a 'Take care of our environment' day.*
 - *Each class had a separate theme, class one's theme was growing vegetables, ours was to make miniature gardens.*

- Children check the words for errors and add them to their spelling journals.
- Reflection. What have you learned? Write words to learn in your spelling journals and practise the **Look, say, cover, write, check** strategy with them.

Year 6 term 2 (ii)

To use what is known about prefixes and suffixes to transform words

Revisit, explain, use

This unit revises and consolidates all the learning so far about prefixes and suffixes.

- Revise: *What is a suffix?* Establish that a suffix is placed at the end of a word and changes the status of a word, singular to plural, present to past tense, noun to verb or adjective, verb to noun, comparatives.
- Encourage the children to use individual whiteboards to give examples of each type of suffix. Emphasise the spelling modifications: **y** to **i**, **y** to **ies**, dropping the **e**, doubling the consonant (e.g. *party – parties, church – churches, hope – hoping, skip – skipping, walk – walked, solid – solidify, run – runner; bright, brighter, brightest*).
- Revise: *What is a prefix?* Establish that a prefix is a morpheme (smallest unit of meaning) and it is placed in front of a word to change its meaning. Invite examples from the children (e.g. *un – unwell, dis – disabled, mis – mistake, anti – antidote*).

Teach, model, define

Suggestions for whole-class approaches

- Use a number of root words to generate examples of how a word may change its status, meaning and spelling by adding prefixes and suffixes (e.g. *love, loving, loved, unloved, lovely, beloved, loveliest, lovelier; care, caring, cared, uncaring, careless, careful*).
- Invite the children to find as many ways as possible of transforming the word *appear*, using prefixes and suffixes. Collect examples (e.g. *appear, disappear, appearing, reappear, appearance, apparition*).
- Discuss spelling changes and changes in meaning.
- Collect prefixes which transform words into negatives: **un-**, **de-**, **anti-**, **dis-**, **il-**.
- **Quick-write** activity: use one of the prefixes to transform words (e.g. *like, legal, freeze*).
- Collect suffixes for changing verbs to nouns. It may help the children to put the words in context.
 - *I wanted to educate my children.*
 - *The pupils at Brown Street school were given a good...*
 - *The teacher was kind to me.*
 - *The teacher showed me great...*
- Explain to the children that there are many different types of suffix that can be used to create nouns or adjectives and they are going to add to what they know already by investigating and practising using some more of the common suffixes.
- Summarise.

- **-ate, -en, -ify, -ise** are suffixes for changing nouns to verbs.
- **-tion, -ity, -ness** are suffixes for changing verbs to nouns.
- **de-, dis-, un-, anti-, non-** are prefixes for negation.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- *How many different forms of a word can you make from one root word? Try these words: decide, obey, comfort, kind.*
- *Which base word has the most different forms?*
- In groups, as a whole class or as a homework activity, children take one category of suffixes and investigate. Examples are:
 - What happens to words ending in **y** when suffixes are added?
 - Collect words changing into nouns.
 - Collect words changing into verbs.
 - Collect suffixes that show nationality (e.g. *Canada – Canadian, Britain – British, America – American*).
 - Collect examples of words ending in the **-shun** suffix (e.g. **-cian, -sion, -ssion, -tion, -etion**).
- **Partner work:** children choose ten words for negation, devise strategies for learning them and practise with a partner, supporting each other.
- Matrices are a useful way of collecting information about suffixes. Some examples are given below.

Change nouns to verbs, fill the spaces below and find two new ones

Noun	Suffix and spelling change- ate, -ify, -ise, -en	Verb
note	-ify (drop the e)	notify
apology		
length		
elastic		

Change words to nouns, fill the spaces below and add two new ones

Word	Suffixes: -tion, -ness, -ity and spelling change	Noun
create	tion (drop the e)	creation
kind	-ness (no change)	
able		
simple		
dark		

Using prefixes for negation

Word	Prefixes: un-, dis-, de-, il-, anti-	Negative
approve	dis	disapprove
legible		
usual		
connect		

Useful matrix for transforming words, using prefixes and suffixes

Root words	help, age, change, arm, class, care, possible, kind, reduce, art, press, small, educate, fool, compose, legal, decide, critic			
Prefixes for negation	Verb to noun	Noun to verb	Tense	Comparatives
un-	-tion	-ise	-s/-es	-er
de-	-ism	-ify	-ed	-est
dis-	-ness	-ate	-ing	-ish
anti-	-ity	-en		-like
il-	-ist			
im-				
in-				

Extension activities

- Create a completely new word to use as a root word. Make new words by adding prefixes and suffixes (e.g. *frewly*, from the poem *Jabberwocky*; *dewfrewlate*, to take away freedom).
- Text search. Search a page of narrative, a page of a newspaper and an advertisement for words with suffixes of a specific type (e.g. **-ness** suffixes or specific prefixes).
- Research more unusual prefixes and suffixes, find out their meanings and report back to the class.

Apply, assess, reflect

- **Give a word, transform the word** oral or whiteboard activity. One child begins with a word (e.g. *able*), the next child changes it (*disable*), the next child gives a word (e.g. *important*), the next child changes it (*unimportant*).
- Dictate two sentences, asking children to transform specific words, for example:
 - *The boy was responsible for climbing on the roof. He had obeyed the teacher – ‘you fool boy!’ he shouted.*
 - *The boy was help and seemed unafraid.*
- Check words, note successful attempts and discuss errors.
- **What have you learnt?** Give the children opportunities to reflect on their learning and to write the ten words with prefixes and suffixes that are causing spelling problems. They highlight the part that causes the problem and practise the **Look, say, cover, write, check** strategy with the words.

Year 6 term 3 (i)

To spell unfamiliar words by using what is known of spelling patterns and word families

Revisit, explain, use

This unit aims to encourage children to apply their knowledge of letter patterns and strings to the spelling of words that they have not encountered in print before.

- Explain that writers who are accurate spellers know the groups of letters that usually occur together in words. Therefore, when they want to spell a word they haven’t seen before, they apply this knowledge.
- Demonstrate this by asking the children to listen to a nonsense word and write it on their individual whiteboards (e.g. *grottle*). Ask the children how they spelt it. The majority will have written **tt** with **le** as the ending. Invite the children to explain why they have used these combinations of letters. (*Double the consonant after the short vowel, l endings are usually le, el is more unusual.*)
- Try a regular past-tense nonsense word (e.g. *sutted, sutting*). The majority will have written the **ed** and **ing** endings because the letter combinations are the usual combinations for past and present tense.
- Revise other common letter patterns (e.g. **ight** – *night*, **ough** – *cough*, **qu** – *queen, quarrel, oblique*; **u** always follows **q** (except in *Iraq*) so ask the children to try spelling *unique*).

Teach, model, define

Suggestions for whole-class approaches

- Explain to the children that they are going to learn about other common letter patterns and word families so that they can apply the knowledge to working out how to spell words that they have not seen in print before.
- Introduce the word *travel*. What happens when we write it in the past tense? *The l is doubled – travelled*. How would we spell *shovelled*? Children try on whiteboards and show their words. Repeat with *shrivelled, cancelled, quarrelled*.
- Can we define a rule? *When a vowel precedes the l, the l is doubled before ed is added*.
- Many words in the English language are derived from the Greek language. The Greek language does not use the letter **f**, but the letter **phi**, written as **φ**, so many technical or scientific words use a **ph** grapheme instead of **f** (e.g. *telephone, photograph*).
- Invite the children to use dictionaries to find words from the Greek, beginning with **phy-** (e.g. *physics*).
- Understanding word families helps with understanding meanings and knowing how to spell words. Model the example: *medicine, medical, medicinal, medicate*.
- Invite the children to find as many words as they can with *script* in them (e.g. *scripture, prescription, description, manuscript, postscript*). Invite the children to say what they think *script* means. Show how understanding the root word supports spelling and meaning.

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Invite groups of children to investigate other common letter patterns and to make word collections for each specific pattern. Patterns may include:
 - **ctu** (fracture)
 - **tch** (watch)
 - **wr** (wrist)
 - **gue** (rogue)
 - **mb** (comb)
- Build collections of word families:
 - spectacle (*inspection, spectator*)
 - finite (*definite, infinity*)
 - part (*partition, particular*)
- **Individual or partner work:** ask the children to choose a letter pattern that causes a problem. Suggest they look through the pages of a book or newspaper and concentrate on words containing that letter pattern, then make a note of them in their spelling journals and use **Looking, listening and learning** strategies to help them remember the pattern in words.

Extension activities

- Ask the children to investigate more unusual letter patterns in words, using an etymological dictionary in order to discover the origin and the meaning of words (e.g. **ps**: *psychic*, **pt**: *pterodactyl*, **pn**: *pneumonia*, **gn**: *foreign*, *gnarled*).

Apply, assess, reflect

- Discuss children's learning and invite them to give examples of common letter patterns and word families.
- Discuss letter pattern choices for pair practice. Ask the children to apply the pattern to their spelling.
- Dictate two sentences, using unusual words with common letter patterns, for example:
 - *The Lord Mayor had to hobble because he had fractured his leg so the function was cancelled.*
 - *All the spectators went home.*
- Children create their own sentence, using new words from their word family or letter pattern collection.
- Children choose ten new words to write in their journals and practise the **Look, say, cover, write, check** strategy to learn how to spell them.

Year 6 term 3 (ii)

To revise and use word roots, prefixes and suffixes as a support for spelling

Revisit, explain, use

- This unit extends and consolidates work, from Year 4 term 3 and Year 5 term 3, relating to etymology (word origins) and word structure (morphology).
- Dictionaries, both standard and etymological, are useful resources for this unit.
- Revise the meaning of **root**. A root word (e.g. *girl*, *pen*, *agree*, *take*) cannot be broken down into parts.
- Other words contain a root word with a prefix, suffix or both added (e.g. *appear*: root + **dis**- = *disappear*, add **-ed** = *disappeared*; there is a prefix before the root word and a suffix after it).
- Demonstrate this by explaining that the root word *form* is included in *uniform*, *formation*, *transform*.
- Invite children to add to the list orally (e.g. *inform*, *conform*, *deform*, *perform*, *formation*).
- Can they use these words in sentences?
- Ask if anyone knows the meaning of *form* (*shape*).
- Many root words in the English language derive from Latin and Greek.
- Revise from Year 4 and Year 5:
 - **auto** (*self*). Invite the children to write words on their whiteboards using this root (e.g. *autobiography*, *automatic*).
 - **circum** (*round*) – *circumference*, *circus*, *circle*. Invite the children to write words on their whiteboards, using this root.

Teach, model, define

Suggestions for whole-class approaches

- Say three words starting with the prefix **bi-** (e.g. *bicycle, biped, binoculars*). Ask children if they know what they mean. Say: *If I told you bi means a number, can you work out what the number is?* Explain that it comes from the Greek. Another word for a number is **quad**. Ask if they know any words containing *quad* (e.g. *quadrilateral, quadrangle*).
- Use the word *super*. It comes from the Latin word for *greater*. Ask if the children can think of any words with *super* in them. *Why do they mean greater?*
- Provide a list of words with the same Latin root (e.g. *spec: inspect, spectacles, suspect, spectator*).
- Invite suggestions for the meaning of *spec* (to see).
- Point out that the root is not always at the front of a word; sometimes it may have a suffix attached, or sometimes it may have both a prefix and a suffix. Demonstrate this and show how chunking words into prefix, root and suffix helps spelling (e.g. *retrospection = retro-spec-tion*).
- Repeat using the Latin root *tract* (e.g. *tractor – tract-or, subtract – sub-tract, attract (at = to) – attract, retract – re-tract*).
- Invite suggestions for the meaning of *tract* (to pull).
- Emphasise how knowing the root and breaking the word down into root, prefixes and suffixes helps spelling and helps to understand meaning.
- Demonstrate this with *bicycle* – the root clarifies where to place the **i** and **y**.
- Invite children to gather words on their whiteboards using *micro* (*small*, from the Greek *mikros*).
- Create a class word web with the root *dict*, to *speak* (e.g. *dictionary, dictate, predict, contradict*).

Practise, explore, investigate

Suggestions for whole-class, group, individual work and homework

- Provide cards containing common prefixes, roots and suffixes and ask children to construct words from them.
- In pairs, children build word webs using the word *construct* (*con = together, struct = build*).
- Investigate other common Latin roots (e.g. *phobia – fear, ology – study, pre – before, audi – hear, aero – air*).
- Give the children a matrix to complete, such as the one below.

Matrix to complete

Root	Meaning	Word 1	Word 2	Word 3
port	carry	transport	portable	transfer
phobia	fear			
ex	outside			

- Investigate words based on numbers and research their background (e.g. *octo*, Latin for *eight*).
- **Partner work:** provide a number of words that have common roots. The children practise writing and learning these words by chunking them into root, prefix, suffix.

Practice examples: Latin roots

aqua-	water	aquarium	aquatic	aquaplane	Aquarius
man-	hand	manufacture	manual	manuscript	manipulate
min-	small	minimum	minute	minus	minor
mari-	sea	maritime	marine	submarine	mariner
liber-	free	liberty	liberate	liberal	liberation
multi-	many	multiply	multitude	multiple	multiplicity
tri-	three	tricycle	tripod	triangle	triangular

Extension activities

- Use a matrix to investigate other roots: *cede* (yield), *clude* (shut), *cred* (belief), *photo* (light), *scrib/p* (write), *sub* (under), *vis* (see).
- Investigate a page of newsprint and highlight words with Latin or Greek roots. Keep a tally chart. Which type of root is the more common?
- Invent words containing a Latin root and affixes. Give a dictionary definition (e.g. *subaquaphone* – a telephone to use under water).

Apply, assess, reflect

- Revise the term **root** and invite examples.
- **Quick-write** activity: ask the children to write words containing common roots and show them (e.g. *transport*, *automatic*, *biography*). Discuss any errors. Emphasise the chunking of words into roots, prefix and suffix to help spelling.
- Dictate two sentences containing common roots for the children to write in their spelling journals, for example:
 - *I went to the play by public transport; my brother went on his bicycle.*
 - *We were so far back in the audience that we had to use binoculars and the actors were barely audible. I telephoned the manager the next day to complain.*
- Check the sentences and discuss spelling strategies to correct any errors.
- Reflect on learning. Give children an opportunity to look at the master list of words with common roots and compile their own *I want to remember* list of ten words that will be useful for them to know for their writing.

Appendices

Appendix 1: Knowledge of the spelling system

In phase 6 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 among 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 it is useful for children to understand. Children also need to recognise that all the conventions have some exceptions. For teaching purposes, exceptions 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 spelt **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.¹
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 spelt with the letter **a** (e.g. *all, ball, call, always*).
5. English words do not end in the letter **v** unless they are abbreviations (e.g. *rev*). If a word ends in a /v/ sound, **e** must be added after the **v** in the spelling (e.g. *give, have, live, love, above*). This may seem confusing, because it suggests that the vowels should have their long sounds (as in *alive, save* and *stove*) but in fact there are very few words in the *give/have* category (i.e. words with short vowels) – they are mostly common words and are quickly learned.
6. **Elisions**, sometimes known as **contractions**, such as *I'm, let's* and *can't* are usually easy to spell, but children need to know where to put the apostrophe.²
7. Confusions are common between *their* and *there* and can persist unless appropriate teaching is given. *There* is related in meaning (place) and spelling to *here* and *where*. *Their* is related in meaning (plural person) and spelling to *they* and *them*. To avoid confusing children, experience shows it is advisable not to teach these two similar sounding words at the same time but to secure the understanding of one of them before teaching the other.³

8. Giving vowel graphemes their full value in reading can help with the spelling of the **schwa** sound. For example, if children at first sound out the word *important* in their reading with a clear /a/ sound in the last syllable, this will help them to remember to spell the schwa sound in that syllable with the letter **a** rather than with any other vowel letter.
9. In deciding whether to use **ant** or **ent**, **ance** or **ence** at the end of a word, it is often helpful to consider whether there is a related word where the vowel sound is more clearly pronounced. When deciding, for example, between *occupant* or *occupent* the related word *occupation* shows that the vowel letter must be **a**.⁴

Note: The **i** before **e** except after **c** rule is not worth teaching. It applies only to words in which the **ie** or **ei** stands for a clear /ee/ sound and unless this is known, words such as *sufficient*, *veil* and *their* look like exceptions. There are so few words where the **ei** spelling for the /ee/ sound follows the letter **c** that it is easier to learn the specific words: *receive*, *conceive*, *deceive* (+ the related words *receipt*, *conceit*, *deceit*), *perceive* and *ceiling*.

Adding suffixes to words

During phase 6, 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. These are examples of common suffixes suitable for phase 6:

- **-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*;
- **-y**: added to nouns to form adjectives, as in *funny*, *smoky*, *sandy*.
- The spelling of a suffix is always the same, except in the case of **-s** and **-es**.

Adding **-s** and **-es** to nouns and verbs

Generally, **-s** is simply added to the base word. The suffix **-es** is used after words ending in **s** (**s**), **ch**, **sh** and **z** (**z**), and when **y** is replaced by **i**. Examples include *buses*, *passes*, *benches*, *catches*, *rushes*, *buzzes*, *babies*. (In words such as *buses*, *passes*, *benches* and *catches*, the extra syllable is easy to hear and helps with the spelling.) Words such as *knife*, *leaf* and *loaf* become *knives*, *leaves* and *loaves* and again the change in spelling is obvious from the change in the pronunciation of the words.

Adding other suffixes

Other suffixes have just one spelling. As with **-s** and **-es**, many can be added to base words without affecting the spelling of the base word. Adding a suffix may sometimes mean, however, that the last letter of the base word needs to be dropped, changed or doubled, and there are guidelines for this. Once children know the guidelines, they can apply them to many different words. Only three kinds of base words may need their last letters to be changed – those ending in:

- an **-e** that is part of a split digraph (e.g. *hope, safe, use*);
- a **-y** preceded by a consonant (e.g. *happy, baby, carry*);
- a single consonant letter preceded by a single vowel letter (e.g. *hop, red, run*). This simplified version of the guideline applies reliably to single-syllable words. Later, children will need to learn that in words of more than one syllable, stress also needs to be taken into account.

General guidelines for adding other suffixes

Children should be taught to think in terms of base words and suffixes whenever appropriate. Suffixes are easily learned and many base words will already be familiar from phases 2 to 5.

1. If a base word ends in an **e** which is part of a split digraph, drop the **e** if the suffix begins with a vowel (e.g. *hope – hoping; like – liked*: the **e** before the **d** is part of the suffix, not part of the base word). Keep the **e** if the suffix begins with a consonant (e.g. *hope – hopeful; safe – safely*).
2. If a base word ends in **y** preceded by a consonant, change the **y** to **i** before all suffixes except those beginning with **i** (e.g. *happy – happiness, happier; baby – babies; carry – carried*). Keep the **y** if the suffix begins with **i**, as **ii** is not permissible in English (e.g. *baby – babyish; carry – carrying*).
3. If a base word ends in a single consonant letter preceded by a single vowel letter and the suffix begins with a vowel, double the consonant letter. Another way of stating this guideline is that there need to be two consonant letters between a short vowel (vowel sounds learned in phase 2) – and a suffix beginning with a vowel (e.g. *hop – hopped, hopping; red – redder, reddest; run – running, runner*).

In all other cases, the suffix can simply be added without any change being made to the spelling of the base word. This means that for words in 1 and 3 above, the spelling of the base word does not change if a suffix beginning with a consonant is added (e.g. *lame + ness = lameness; glad + ly = gladly*). Similarly, no change occurs if the base word ends in any way other than those mentioned in 1, 2 and 3 above.

1. Note that it is recommended that teachers should (at least at first) simply pronounce the relevant vowel sounds for the children rather than using the terms *long* and *short*, although these terms become useful when children need to form more general concepts about spelling patterns – /a/, /e/, /i/, /o/ and /u/, /ai/, /ee/, /igh/, /oa/ and /oo/.
2. They should be taught that it marks the place where letters are omitted.
3. An additional problem with the word *their* is its unusual letter order. However, if children know that *they, them* and *their* share the same first three letters, they are less likely to misspell *their* as *thier*.
4. Similarly, if unsure about *residance* or *residence*, the word *residential* shows that the letter must be **e**.

Appendix 2: Learning and practising spelling

Memory strategies

Purpose

- To develop familiarity with different strategies for memorising high-frequency or topic words

Resources

- Poster of memory strategies (see below)
- List of words to be spelt

Procedure

Whole-class work

1. Introduce the activity by explaining that in addition to knowing how a word is constructed we may need additional aids to memory.
2. Display the poster of five memory strategies and tell the children that it contains four good ideas for helping them to remember spellings, and a final emergency idea (in case nothing else works).
3. Write a word on the whiteboard, ask the children to read it together and clap the syllables.
4. Discuss with the children the features of the word that might make it difficult to remember and which memory strategy might be helpful.
5. Rub the word off the whiteboard and ask the children to write the word.
6. If children made errors, discuss them in relation to the memory strategy.
7. Repeat steps 3–6 with another word.
8. Write another word on the whiteboard, ask the children to read it and clap the syllables.
9. Ask the children to discuss with their partners which memory strategy they could use, then ask them to learn the word.
10. Rub the word off the whiteboard and ask the children to write the word.
11. Discuss the strategies chosen and their effectiveness for learning the word
12. Repeat steps 8–11 with two more words.
13. Finally dictate each word learned during the lesson for the children to write.

Memory strategies

Strategies	Explanations
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. <i>Sep-tem-ber, ba-by</i>)
Base words	To learn my word I can find its base word (e.g. Smiling – base <i>smile</i> + ing , e.g. <i>women</i> = wo + <i>men</i>)
Analogy	To learn my word I can use words that I already know to help me (e.g. <i>could</i> : <i>would, should</i>)
Mnemonics	To learn my word I can make up a sentence to help me remember it (e.g. <i>could</i> – <i>O U Lucky Duck</i> ; <i>people</i> – <i>people eat orange peel like elephants</i>)

Learning words

The best way of giving children words to memorise is to provide a sentence for children to learn so that they get used to using the target words in context. The sentences could be practised at home (or in time allocated during the school day) and then children can show what they have learned by writing the sentences at the beginning of spelling sessions.

The purpose of the following two routines is for children to:

- show what they have learned;
- practise writing words that follow the same pattern or convention;
- use the words in the context of a sentence;
- reflect on what they have learned and learn from their errors.

The children are involved in assessing their own learning as they check their work.

They are encouraged to explain their decisions about spelling so that they can understand their success and overcome misconceptions. They use their spelling logs to record words that they often have difficulty with.

Routine A

Preparation

- Select words and devise a sentence for dictation. Write out a list of all the words to be used in the routine, and the final sentence.

Resources

- Sentence for dictation

Procedure

Routine A is made up of the following five elements.

1. **Show me what you know.** Test the children on the words they have been learning. Either read the whole sentence and ask them to write it, or read the individual target words.

2. **Spell the word.** Select five more words that follow the same pattern or convention. Remind the children about the convention or spelling pattern they explored. Explain that they will be able to use what they have learned to try spelling the new words.
3. **Read out one word at a time.** Each child writes it, reads what they have written and checks that they are happy with it.
4. **Write the sentence.** Dictate a sentence that includes several target words. Break it into meaningful chunks, repeating each string of words several times. Give children time to check what they have written and remind them of the target features (e.g. **-ed** endings; different spellings of the long vowel phoneme, strategy for remembering a difficult bit).
5. **What have I learnt?** Display the list of words for children to use when they are checking their own work. They work in pairs supporting one another in identifying correct spellings and underlining any errors.

Focus on successful strategies, asking what the children have learned that has helped them spell this word correctly. Encourage the children to articulate what they know and how they have applied it. Then focus on some errors and help children to understand why they might have mis-spelt the word – were they tripped up by the difficult bit? Did they forget to apply the rule?

Routine B

Preparation

- Devise two sentences that include examples of words from this phase and incorporate words from previous phases. Select three words for the children to make into their own sentences. Write out the dictations, and the words as three word cards.

For this activity the children should write their sentences in a notebook so that there is an ongoing record of their progress.

Resources

- Two sentences
- Three word cards

Procedure

Routine B is made up of the following three elements.

1. **Write the sentence.** Dictate two sentences that include target words and other words needing reinforcement. Break each sentence into meaningful chunks, repeating each string of words several times. Give children time to check what they have written and ask them to look out for words they have been working on.

Is there a pattern to follow or a rule to apply?

2. **Create a new sentence.** Read out the three words you have chosen and provide children with a theme, for example: Create a new sentence about children eating lunch using the words *wanted*, *their* and *shared*. Give the children time to write their sentences, read through and check them. Have they used the strategies they have been learning to recall the correct spelling?
3. **What have I learnt?** Display the sentences from the earlier dictation and word cards for the new sentences. Ask children to check their work in pairs. They support one another in identifying correct spellings and underlining any errors.

Possible questions are:

- *Were there words in this dictation that you have mis-spelt before?*
- *Did you get them right this time? What strategy did you use to remember the difficult bit?*
- *Did you spell the target words correctly in your sentence?*

Give the children the opportunity to select one or two words to add to their spelling logs. For really tricky words the following process – simultaneous oral spelling – has proved useful for children. These are likely to be words that they use regularly and find difficult to spell.

Procedure

1. The children copy out word to be learned on a card.
2. They read it aloud and then turn the card over.
3. Ask them to write out the word, naming each letter as they write it.
4. They read aloud the word they have written.
5. Then ask them to turn the card over and compare their spelling with the correct spelling.
6. Repeat steps 2-5 three times

Do this for six consecutive days.

Appendix 3: Application of spelling in writing

Children's growing understanding of why words are spelt in a particular way is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever-increasing number of words accurately and to check and correct their work. This process is supported through:

- shared writing: the teacher demonstrates how to apply spelling strategies while writing and teaches proofreading skills;
- guided and independent writing: the children apply what they have been taught. This is the opportunity to think about the whole writing process: composition as well as spelling, handwriting and punctuation;
- marking the children's work: the teacher can assess their progress and their ability to understand and apply what has been taught, then identify targets for further improvement;
- teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.

Marking

Marking provides the opportunity to see how well individual children understand and apply what has been taught and should always relate to the specific focus for teaching.

- Set clear expectations when the children start to write. Remind them of the strategies, rules and conventions that they can apply. Expectations and marking will reflect the children's cumulative knowledge but the marking should not go beyond what has been taught about spelling. Ensure that the children know what the criteria for success are in this particular piece of work. For example: *Now that you understand the rules for adding **-ed** to regular verbs I will expect you to spell these words correctly.*
- Analyse children's errors. Look closely at the strategies the children are using.

What does this tell you about their understanding? For example, a child using *jumpt* instead of *jumped* is using phonological knowledge but does not yet understand about adding **-ed** to verbs in the past tense.

- Provide feedback and time to respond. In your comments to the children, focus on a limited number of spelling errors that relate to a particular letter string or spelling convention. Ensure that the children have had time to read or discuss your feedback and clarify expectations about what they should do next.
- Set mini-targets. Present expectations for independent spelling in terms of simple targets that will apply to all the writing the children do. These targets would generally be differentiated for groups, but it may be appropriate to tailor a target to include specific 'problem' words for an individual (e.g. I expect to spell these words correctly in all my writing: *said, they*).

Targets can be written into spelling logs for the children to refer to regularly.

Children gaining independence

Strategies for spelling during writing

Children need strategies to help them attempt spellings they are not sure of as they are writing, without interrupting the flow of their composition. Aim to build up routines where the children will try different strategies before asking for help.

Using spelling logs/journals

Children can each have a log – ideally in the form of a loose-leaf folder that can be added to – to record the particular spellings they need to focus on in their work. The spelling log can be used in the following two main ways.

1. As part of the spelling programme: a regular part of the spelling activities involves the children identifying specific words that they need to continue to work on. These could be words exemplifying a particular pattern or convention or high-frequency words. These words are put into the children's logs with tips on how to remember the spelling.
2. To record spellings arising from each child's independent writing: these words will be specific to the individual child and will be those that frequently trip them up as they are writing. These words can be identified as part of the proofreading process and children can be involved in devising strategies for learning them and monitoring whether they spell the target words correctly in subsequent work.

The children should have no more than five target words at a time and these should be reviewed at intervals (e.g. each half-term). The children can look for evidence of correct spellings in their independent writing and remove the word from the list once it has been spelt correctly five times in a row. The teacher can write the child's spelling target into the log so that the child can refer to it regularly.

Proofreading

Children need to be taught how to proofread their work as part of the writing process. Editing for spelling (or typographic errors) should take place after the writer is satisfied with all other elements of the writing. It is important that teachers model the proofreading process in shared writing.

1. Preparation

Towards the end of a unit of work, after the children have revisited and revised their work in terms of structure and content, sentence construction and punctuation, the teacher selects an example of one child's work, writes it out and makes a few changes so that it is not immediately recognisable.

2. Shared writing

Read through the work as the children follow, explaining that you are looking for a particular type of spelling error, related to specific recent teaching focuses (e.g. the spelling of **-ed** endings). Think aloud as you identify each error and encourage the children to go through the following routine.

- Underline the part of the word that looks wrong and explain why it looks wrong.
- Try out an alternative spelling.
- Ask yourself whether it looks right.
- Check from another source (e.g. words around the room, another child, spelling log, dictionary).
- Write in the correct spelling.

Repeat this until the target words have been corrected. Are there any patterns in these errors? Is there a strategy that would help the children to avoid the same errors in the future (e.g. consonant doubling for short vowels)?

3. Independent and guided writing

The children repeat the same process for their own writing across the curriculum. Less confident writers can be supported in this process with guided writing sessions.

Using dictionaries and spelling checkers

Children should be taught to use a dictionary to check their spelling. By phase 6, the repeated singing of an alphabet song at earlier phases should have familiarised them with alphabetical order. Their first dictionary practise should be with words starting with different letters, but once they are competent at this, they should learn how to look at second and subsequent letters when necessary, learning, for example, that words starting **al-** come before words starting **an-**, which come before words starting **as-**, and words starting **ben-** come before words starting **ber-**. Knowledge gained in phase 5 of different ways of spelling particular sounds is also relevant in dictionary use (e.g. a child who tries to look up *believe* under **belee-** needs to be reminded to look under other possible spellings of the /ee/ sound). Having found the correct spelling of a word, children should be encouraged to memorise it.

Unless a first attempt at spelling a word is logical and reasonably close to the target, a spelling checker may suggest words that are not the one required.

Children need to be taught not just to accept these suggestions, but to sound them out carefully to double-check whether the pronunciation matches that of the word they are trying to spell.

Links with handwriting

Developing a fluent joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked.

- Handwriting sessions. As children are taught the basic joins they can practise joining digraphs as one joined unit. This can develop into practising letter strings and complete words linked to the specific focus for teaching in the spelling unit (e.g. joining **w-a** to support work on the **w-special**).
- High-frequency words can be demonstrated and practised as joined units (e.g. *the, was, said*).
- Spelling sessions. The children need to see the target words written in joined script as frequently as possible and to practise writing words, for example, in dictations and at home, using joined script themselves.

Appendix 4: A guide for parents

Helping your child with spelling

When we write we have to consider a number of aspects.

- We need to know what the purpose of our writing is and for whom we are writing.
- We need to think about the content and what form our writing will take, for example, is it a shopping list, a report, a letter to a friend, an email?
- We then need to think about the structure appropriate to the purpose and form of our writing – the use of sentences, paragraphs and punctuation.
- We then select the vocabulary that will best convey our meaning.
- And finally we think about how to spell the words we write.

Children can find writing a real challenge; they need encouragement, support and praise for their efforts. You can best support them by encouraging them to write on every possible occasion, praising their efforts and, importantly, by letting them see you writing whenever possible. You can play word games with them (e.g. **I spy, Find the word** puzzles), you can point to interesting or new words as you read to your child (without interrupting the flow of the story) and you can compose emails together.

Most of us, even if we consider ourselves to be good spellers, make spelling mistakes at some point. What is important is that we know what to do when we get stuck and we know how to correct our mistakes.

The English language is a rich but complex language but, despite its complexity, 85% of the English spelling system is predictable. Your child will learn the rules and conventions of the system and the spelling strategies needed to become a confident speller.

Here are some of the strategies that will help your child become a confident and accurate speller:

- sounding words out: breaking the word down into phonemes (e.g. *c-a-t, sh-e-ll*) – many words cannot be sounded out so other strategies are needed;
- dividing the word into syllables, say each syllable as they write the word (e.g. *re-mem-ber*);
- using the **Look, say, cover, write, check** strategy: look at the word and say it out aloud, then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process;
- using mnemonics as an aid to memorising a tricky word (e.g. *people: people eat orange peel like elephants; could: O U lucky duck*);
- finding words within words (e.g. *a rat in separate*);
- making links between the meaning of words and their spelling (e.g. *sign, signal, signature*) – this strategy is used at a later stage than others;
- working out spelling rules for themselves – a later strategy;
- using a dictionary as soon as they know how to.

Encourage your child to have a go at spelling words they are unsure of. This will give them the opportunity to try out spelling strategies and to find those that they find useful. You can help them to use the strategies outlined above and praise their efforts.

Appendix 5: The first 100 high-frequency words

The first 100 high-frequency words in order

1. <i>the</i>	26. <i>are</i>	51. <i>do</i>	76. <i>about</i>
2. <i>and</i>	27. <i>up</i>	52. <i>me</i>	77. <i>got</i>
3. <i>a</i>	28. <i>had</i>	53. <i>down</i>	78. <i>their</i>
4. <i>to</i>	29. <i>my</i>	54. <i>dad</i>	79. <i>people</i>
5. <i>said</i>	30. <i>her</i>	55. <i>big</i>	80. <i>your</i>
6. <i>in</i>	31. <i>what</i>	56. <i>when</i>	81. <i>put</i>
7. <i>he</i>	32. <i>there</i>	57. <i>it's</i>	82. <i>could</i>
8. <i>I</i>	33. <i>out</i>	58. <i>see</i>	83. <i>house</i>
9. <i>of</i>	34. <i>this</i>	59. <i>looked</i>	84. <i>old</i>
10. <i>it</i>	35. <i>have</i>	60. <i>very</i>	85. <i>too</i>
11. <i>was</i>	36. <i>went</i>	61. <i>look</i>	86. <i>by</i>
12. <i>you</i>	37. <i>be</i>	62. <i>don't</i>	87. <i>day</i>
13. <i>they</i>	38. <i>like</i>	63. <i>come</i>	88. <i>made</i>
14. <i>on</i>	39. <i>some</i>	64. <i>will</i>	89. <i>time</i>
15. <i>she</i>	40. <i>so</i>	65. <i>into</i>	90. <i>I'm</i>
16. <i>is</i>	41. <i>not</i>	66. <i>back</i>	91. <i>if</i>
17. <i>for</i>	42. <i>then</i>	67. <i>from</i>	92. <i>help</i>
18. <i>at</i>	43. <i>were</i>	68. <i>children</i>	93. <i>Mrs</i>
19. <i>his</i>	44. <i>go</i>	69. <i>him</i>	94. <i>called</i>
20. <i>but</i>	45. <i>little</i>	70. <i>Mr</i>	95. <i>here</i>
21. <i>that</i>	46. <i>as</i>	71. <i>get</i>	96. <i>off</i>
22. <i>with</i>	47. <i>no</i>	72. <i>just</i>	97. <i>asked</i>
23. <i>all</i>	48. <i>mum</i>	73. <i>now</i>	98. <i>saw</i>
24. <i>we</i>	49. <i>one</i>	74. <i>came</i>	99. <i>make</i>
25. <i>can</i>	50. <i>them</i>	75. <i>oh</i>	100. <i>an</i>

Table from Masterton, J., Stuart, M., Dixon, M. and Lovejoy, S. (2003) *Children's Printed Word Database* (accessible at www.essex.ac.uk/psychology/cpwd). Economic and Social Research Council funded project, R00023406. Used with kind permission.

Appendix 6: The next 200 most common words in order of frequency

This list is read down the columns (i.e. in the list, *water* is most frequently used and *grow* is the least frequently used).

<i>water</i>	<i>fox</i>	<i>let's</i>	<i>fell</i>
<i>away</i>	<i>through</i>	<i>much</i>	<i>friends</i>
<i>good</i>	<i>way</i>	<i>suddenly</i>	<i>box</i>
<i>want</i>	<i>been</i>	<i>told</i>	<i>dark</i>
<i>over</i>	<i>stop</i>	<i>another</i>	<i>grandad</i>
<i>how</i>	<i>must</i>	<i>great</i>	<i>there's</i>
<i>did</i>	<i>red</i>	<i>why</i>	<i>looking</i>
<i>man</i>	<i>door</i>	<i>cried</i>	<i>end</i>
<i>going</i>	<i>right</i>	<i>keep</i>	<i>than</i>
<i>where</i>	<i>sea</i>	<i>room</i>	<i>best</i>
<i>would</i>	<i>these</i>	<i>last</i>	<i>better</i>
<i>or</i>	<i>began</i>	<i>jumped</i>	<i>hot</i>
<i>took</i>	<i>boy</i>	<i>because</i>	<i>sun</i>
<i>school</i>	<i>animals</i>	<i>even</i>	<i>across</i>
<i>think</i>	<i>never</i>	<i>am</i>	<i>gone</i>
<i>home</i>	<i>next</i>	<i>before</i>	<i>hard</i>
<i>who</i>	<i>first</i>	<i>gran</i>	<i>floppy</i>
<i>didn't</i>	<i>work</i>	<i>clothes</i>	<i>really</i>
<i>ran</i>	<i>lots</i>	<i>tell</i>	<i>wind</i>
<i>know</i>	<i>need</i>	<i>key</i>	<i>wish</i>
<i>bear</i>	<i>that's</i>	<i>fun</i>	<i>eggs</i>
<i>can't</i>	<i>baby</i>	<i>place</i>	<i>once</i>
<i>again</i>	<i>fish</i>	<i>mother</i>	<i>please</i>
<i>cat</i>	<i>gave</i>	<i>sat</i>	<i>thing</i>
<i>long</i>	<i>mouse</i>	<i>boat</i>	<i>stopped</i>
<i>things</i>	<i>something</i>	<i>window</i>	<i>ever</i>
<i>new</i>	<i>bed</i>	<i>sleep</i>	<i>miss</i>
<i>after</i>	<i>may</i>	<i>feet</i>	<i>most</i>
<i>wanted</i>	<i>still</i>	<i>morning</i>	<i>cold</i>
<i>eat</i>	<i>found</i>	<i>queen</i>	<i>park</i>
<i>everyone</i>	<i>live</i>	<i>each</i>	<i>lived</i>
<i>our</i>	<i>say</i>	<i>book</i>	<i>birds</i>

Table from Masterton, J., Stuart, M., Dixon, M. and Lovejoy, S. (2003) *Children's Printed Word Database* (accessible at www.essex.ac.uk/psychology/cpwd). Economic and Social Research Council funded project, R00023406. Used with kind permission.

<i>two</i>	<i>soon</i>	<i>its</i>	<i>duck</i>
<i>has</i>	<i>night</i>	<i>green</i>	<i>horse</i>
<i>yes</i>	<i>narrator</i>	<i>different</i>	<i>rabbit</i>
<i>play</i>	<i>small</i>	<i>let</i>	<i>white</i>
<i>take</i>	<i>car</i>	<i>girl</i>	<i>coming</i>
<i>thought</i>	<i>couldn't</i>	<i>which</i>	<i>he's</i>
<i>dog</i>	<i>three</i>	<i>inside</i>	<i>river</i>
<i>well</i>	<i>head</i>	<i>run</i>	<i>liked</i>
<i>find</i>	<i>king</i>	<i>any</i>	<i>giant</i>
<i>more</i>	<i>town</i>	<i>under</i>	<i>looks</i>
<i>I'll</i>	<i>I've</i>	<i>hat</i>	<i>use</i>
<i>round</i>	<i>around</i>	<i>snow</i>	<i>along</i>
<i>tree</i>	<i>every</i>	<i>air</i>	<i>plants</i>
<i>magic</i>	<i>garden</i>	<i>trees</i>	<i>dragon</i>
<i>shouted</i>	<i>fast</i>	<i>bad</i>	<i>pulled</i>
<i>us</i>	<i>only</i>	<i>tea</i>	<i>we're</i>
<i>other</i>	<i>many</i>	<i>top</i>	<i>fly</i>
<i>food</i>	<i>laughed</i>	<i>eyes</i>	<i>grow</i>

Table from Masterton, J., Stuart, M., Dixon, M. and Lovejoy, S. (2003) *Children's Printed Word Database* (accessible at www.essex.ac.uk/psychology/cpwd). Economic and Social Research Council funded project, R00023406. Used with kind permission.

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