# The National Literacy Strategy 

## Spelling bank

Lists of words and activities
for the KS2 spelling objectives

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## Introduction

This booklet contains lists of words and ideas to help in the teaching of the Key Stage 2 spelling objectives set out in the National Literacy Strategy Framework for Teaching. They are drawn from the Word Level strand, predominantly from the section entitled 'Spelling Rules and Conventions', but with a few from the Vocabulary Extension' objectives.

A page is devoted to each individual objective, although there are obvious links between objectives, particularly those covering prefixes, suffixes, roots and modified endings. To ensure a smooth incline in learning, you will find it useful to look at examples from previous and later year groups to see how these strands develop.

The word lists are not exhaustive; they have been selected as the most common and appropriate words for the age group, and the most useful for teaching. Families of words have been represented by a single word rather than listing every variation.

Some objectives are revisited or, more accurately, approached from different angles. For example, the choices involved in putting $\mathbf{s}$ onto the end of a word are tackled as part of pluralisation, tense and the use of suffixes. This is a deliberate attempt to anchor key rules securely.

For each objective you will find not only a bank of useful words, but suggestions for teaching the objective in whole-class and group time. At the bottom of each page you will usually find notes which include the rules or conventions themselves.

For more specific ideas and lesson materials, look in the orange National Literacy Strategy booklet for Module 2 Word Level Work: Activity Resource Sheets'. For information, call 01536741171 or visit our web site at www.standards.dfee.gov.uk.

This booklet is issued as an extra support to the National Literacy Strategy training materials for 1999-2000, which include a 1.5 hour session on spelling for each year of Key Stage 2. Contact your Local Education Authority's Literacy Consultant/ sfor further details. Extracts from the training which may prove useful have been provided in the Appendices.

## Year 3 objectives

## Year 3 <br> Term 1

## Objective 8

How the spellings of verbs alter when ing is added

## Whole-class approaches

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


## Group task

- Card-sorting activities.


## Extension activity (very challenging)

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

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

## Notes

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


## Year 3 <br> Term 1

## Objective 9

To investigate and learn to use the spelling pattern le as in little, muddle, bottle, scramble, cradle

Whole-class approaches

- Collect a list of le words over time, from shared text or by brainstorming. Investigate the list for familiar patterns, particularly for the letters that tend to precede the le.
- Experiment in adding suffixes such as ly, ing, and draw attention to the dropping of the $\mathbf{e}$.


## Group tasks

- Sort the list of words into family groups, e.g. those preceded by double letters, those preceded by ck, etc.
- Word-hunt for more examples.
- Word-hunt for el and al words.

| ckle | able | Double letter + le | cle | dle |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| chuckle | able | middle | ripple | uncle | candle |
| prickle | table | giggle | nettle | article | handle |
| tickle | vegetable | guzzle | bottle | cycle | needle |
| cackle | fable | toggle | muddle | icicle | noodle |
| trickle | cable | kettle | hobble | obstacle | poodle |
| pickle | reliable | cattle | puddle | miracle | bundle |
|  | probable | stubble | cuddle | circle |  |
|  |  | little | wriggle | particle |  |
|  |  | bubble | rubble | cubicle |  |
|  |  | apple | nozzle | bicycle |  |
|  |  | ripple | sizzle |  |  |
|  |  | saddle | wobble |  |  |
|  |  | paddle | fiddle |  |  |


| ble | ible | ple |
| :--- | :--- | :--- |
| double | sensible | example |
| trouble | responsible | dimple |
| bible | possible | simple |
| fable | horrible | crumple |
| humble | terrible | ample |
| tumble |  | sample |
| grumble |  |  |
| rumble |  |  |

## Notes

- le is much more common than el or al.
- It is easy to distinguish between cel and cle because the $\mathbf{c}$ is always soft in the former and hard in the latter. (Compare parcel and particle).
- The vast majority of le endings are preceded by letters which feature an ascender or descender.
- al words include pedal, metal, cannibal, medal, petal, and the al suffix appears in words like medical and magical.
- el was originally a suffix meaning small. Examples include satchel, label, model, angel, parcel, quarrel, cancel, excel, channel, funnel and tunnel.
- There are a huge number of other le words which are part of a split digraph, e.g. sale, tale, whole, mile, etc. These have been excluded from the list. This particular le ending does not produce an extra syllable in the way it does in the list above.


## Year 3 <br> Term 1

## Objective 10

To recognise and spell common prefixes and how these influence word meanings, e.g. un, de, dis, re, pre

## Whole-class approaches

- Use magnetic letters to form prefixes for pre-written words on whiteboard; slide them into place and ask how the prefixes have changed the meaning of the words, and what the prefix means.
- Make sets of prefixes and words, hand them out and get children to find a 'partner'. Break the pairs and ask them to find new partners. Each child keeps a note of words created until they have done as many as they can. Compare lists.
- Generate words using the same prefix.


## Group tasks

- Play Kim's game - using 30 assorted word cards from the list below, children hunt for pairs in turns and use checklist for answers.
- Investigate other prefixes, working out the meaning of the prefix.


## Extension activities

- Play Definitions game - children provide a definition and challenge the class to find the right word.
- Find words using the letter sequence but not as a prefix, e.g. disturb, devil, read, preach and uncle.

| un | de | dis | re | pre |
| :--- | :--- | :--- | :--- | :--- |
| unable | demist | dishearten | rebound | precaution |
| unnell | deform | dislike | rebuild | predict |
| unhappy | decamp | dislodge | recycle | previous |
| untidy | decode | disown | recall | premature |
| untrained | defuse | displease | refill | preface |
| unlucky | deflate | disqualify | reform | prefix |
| unpopular | debug | disappoint | retreat | prepare |
| unpick | de-ice | disagree | recede |  |
| unseen | decompose | disappear | return |  |
| unusual |  | disconnect | replace |  |
| dishonest | revisit |  |  |  |
| untie |  |  | disinfect | replay |
| unnip |  | disembark | rewrite |  |
| unofficial |  | disobey | repay |  |

## Notes

- The word prefix has the prefix pre, and can help in your definition.
- un means 'not'; de means 'making the opposite of'; dis means 'not', 'the opposite of '; re means 'again'; pre means 'before.'
- A hyphen sometimes appears between the prefix and the word, e.g. de-ice.


## Year 3 <br> Term 1

## Objective 11

To use their knowledge of prefixes to generate new words from root words, especially antonyms, happy/ unhappy, appear/ disappear

## Whole-class approaches

- Write pairs of words (happy/ unhappy) in random order on the whiteboard - children sort and define how the antonym has been created.
- Play Make an Antonym game, using flashcards from the lists of words without prefixes below.
- Place Post-It notes over prefixes in antonyms in shared texts - ask children to work out the appropriate choice, or hold up correct prefix from a selection.


## Group tasks

- Play Kim's game - place cards upside down and hunt out the pairs of words and their opposites.
- Using prefixes covered so far, have the children select one and write down an antonym - three pairs of children in a group in a Beat-the-Clock activity.


## Extension activities

- Children select an antonym, then come up with synonyms - e.g. unhappy, miserable, depressed; unseen, invisible, camouflaged.
- Children prepare dominoes - antonym one side, synonym on the other - to be used by other groups.

| un |  | dis |  | others |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| well | unwell | appear | disappear | sense | nonsense |
| tidy | untidy | arm | disarm | stick | non-stick |
| usual | unusual | agree | disagree | fiction | non-fiction |
| certain | uncertain | approve | disapprove | clockwise | anti-clockwise |
| friendly | unfriendly | connect | disconnect | frost | defrost |
| do | undo | honest | dishonest | compose | decompose |
| able | unable | like | dislike | place | misplace |
| selfish | unselfish | please | displease | behave | misbehave |
| seen | unseen | qualify | disqualify | possible | impossible |
| kind | unkind | allow | disallow | probable | improbable |
| pleasant | unpleasant | comfort | discomfort | regular | irregular |
| popular | unpopular | trust | distrust | legal | illegal |
| happy | unhappy | order | disorder | sensitive | insensitive |
| fair | unfair | obey | disobey | visible | invisible |
| lucky | unlucky | continue | discontinue | convenient | inconvenient |

## Notes

- Just add the prefix - a no-nonsense rule. This accounts for the double $\mathbf{n}$ in unnecessary and the double $\mathbf{s}$ in dissatisfied.
- Useful for handwriting practice.
- Stressing the meaning of prefixes is a support for spelling and vocabulary.


## Year 3 <br> Term 2

## Objective 8 (1 of 2)

How words change when er and est are added

## Whole-class approach

- Identify words ending in er and est in Shared Reading/ Writing - show how changing the suffix changes the meaning.


## Group tasks

- Play a matching game - base words have to be paired with suffixes. Position additional function cards (e.g. Take away the final e') between base words and suffixes where appropriate.
- Investigation - find words that end with er and est and group them according to the spelling rule.


## Extension activities

- Find exceptions, e.g. good, better, best; bad, worse, worst; far, farther, farthest.
- Investigate the use of more and most, e.g. more curious, more intelligent, more sensible.

| Typical |  | words |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| quick | quicker | quickest | nice | nicer | nicest |
| cold | colder | coldest | late | later | latest |
| long | longer | longest | close | closer | closest |
| tall | taller | tallest | ripe | riper | ripest |
| rich | richer | richest | rude | ruder | rudest |


| Short (rap) vowels |  |  |  |  | y words |
| :--- | :--- | :--- | :--- | :--- | :--- |
| big | bigger | biggest | happy | happier | happiest |
| hot | hotter | hottest | chilly | chillier | chilliest |
| thin | thinner | thinnest | funny | funnier | funniest |
| fat | fatter | fattest | crazy | crazier | craziest |
|  |  |  | lucky | luckier | luckiest |

## Notes

- Most words just add er and est.
- Words ending in edrop the e and take the suffix.
- Words containing a short vowel before the final consonant double the consonant.
- Words ending in $\mathbf{y}$ change $\mathbf{y}$ to $\mathbf{i}$ to add the suffix.


## Year 3 <br> Term 2

## Objective 8 (2 of 2)

How words change when $\mathbf{y}$ is added

## Whole-class approaches

- Identify words ending in y in Shared Reading/ Writing - show how changing the suffix changes the meaning.
- Children attempt words on individual whiteboards and then show them.
- Investigate why some base words drop e or double their consonants when y is added. See below.


## Group task

- Find further examples.

| Typical words |  | Short word, <br> short (rap) vowe |  | e words |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| crisp | crispy | fun | funny | grease | greasy |
| smell | smelly | fur | furry | haze | hazy |
| cheek | cheeky | fat | fatty | laze | lazy |
| water | watery | run | runny | bone | bony |
| fuss | fussy | nut | nutty | smoke | smoky |
| full | fully | sun | sunny | stone | stony |

## Notes

- Most words just add $\mathbf{y}$.
- Double the final consonant if it is preceded by a short (rap) vowel.
- Words ending in digraph e drop the e to add the $\mathbf{y}$.


## Year 3 <br> Term 2

## Objective 9

To investigate and identify basic rules for changing the spelling of nouns when $\mathbf{s}$ is added

## Whole-class approaches

- Investigation - use word lists or card-sorting. Work out the rules.
- Clap out syllables for children to work out if they can hear the extra syllable, and thus add es (see the second of the Notes below).
- Use flashcards for $\mathbf{s}$ and es - ask children to hold up the correct ending for words given.


## Group task

- Play card games like Gin Rummy in which singulars that use the same ending are collected up.


## Extension activity

- Plural investigations
- words ending in vowels (es unless preceded by another vowel);
- words ending in $\mathbf{f}$ (ff add s; $\mathbf{f}$ or fe use ves);
- plurals that don't use s at all, e.g. children, men, women, teeth, oxen, geese, feet, deer, fish, sheep, mice, dice, lice, larvae, antennae, etc.

| Words as starting points for investigation |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| ash | ashes | box | boxes | brush | brushes |
| bush | bushes | church | churches | dish | dishes |
| glass | glasses | inch | inches | kiss | kisses |
| inch | inches | sandwich | sandwiches | tax | taxes |
| watch | watches | fox | foxes | witch | witches |
| game | games | rope | ropes | shoe | shoes |
| table | tables | time | times | tune | tunes |
| pen | pens | bean | beans | tick | ticks |
| cup | cups | pocket | pockets | school | schools |
| pond | ponds | window | windows | lip | lips |
| book | books | desk | desks | clasp | clasps |
| army | armies | party | parties | baby | babies |
| berry | berries | city | cities | fly | flies |
| jelly | jellies | penny | pennies | puppy | puppies |
| boy | boys | toy | toys | key | keys |
| ray | rays | display | displays | monkey | monkeys |
| delay | delays | day | days | donkey | donkeys |

## Notes

- Most words add $\mathbf{s}$.
- Add es if the word ends in a hissing/ buzzing/ shushing sound. Another way to remember this is to add es if you can hear an extra syllable when you make it plural. (The $\mathbf{e}$ is added to make the plural easier on the tongue, putting a buffer between too many $\mathbf{s}$ sounds.)
- Words ending in $\mathbf{e}$ - just add $\mathbf{s}$.
- Words ending in $\mathbf{y}$ - add $\mathbf{s}$ if the final letter is preceded by a vowel. If not, change the $\mathbf{y}$ to $\mathbf{i}$ and add es.


## Year 3 <br> Term 2

## Objective 10

To investigate, spell and read words with silent letters, e.g. knee, gnat, wrinkle

## Whole-class approaches

- Read a specially prepared text pronouncing all silent letters. A sk the children to notice and then comment on the silent letters. Can they see patterns or do they know other examples?
- Place Post-It notes over the silent letters. Ask children to guess the silent letter underneath. Alternatively, write on the board a random list with silent letters deleted, and invite children to insert the letter.
- Investigation - list words on boards and ask children if they can see any common patterns (e.g. silent $\mathbf{k}$ at the beginning is always followed by $\mathbf{n}$, and the $\mathbf{n}$ is always followed by a vowel).
- Make flashcards for $\mathbf{g n}$ and $\mathbf{k n}$. Call out examples from Lists 1 and 2 below and ask the children to hold up the appropriate silent-letter card.


## Group tasks

- Provide a set of cards in which the silent letter(s) have been separated from the rest of the word. Children match up letters with cards.
- Make collections of silent-letter words and work out patterns for different letters.
- Play Kim's game - children turn over two cards and keep any pair that has the same silent letters if they can pronounce the word.

| List 1 | List 2 | List 3 | List 4 | List 5 | List 6 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| knuckle | gnomes | write | rhyme | plumb | calf |
| knee | gnat | wrapper | rhubarb | dumb | half |
| knit | gnaw | wrong | wheat | numb | calm |
| knickers | gnu | wrist | whale | bomb | salmon |
| knob | gnash | wreck | when | tomb | chalk |
| knife | gnarled | wretch | whine | lamb | folk |
| knight |  | wrestle | rhino | thumb | yolk |
| knock |  | wrapper | honest | crumb | could |
| knot |  | wrinkle | chemist | debt | would |
|  | nneel |  | sword | whirl | doubt |
| nnow |  | answer |  |  |  |

## Notes

- Silent $\mathbf{b}$ occurs after $\mathbf{m}$, before $\mathbf{t}$; silent $\mathbf{k}$ and silent $\mathbf{g}$ are found before $\mathbf{n}$; silent I follows vowels a, o and ou - it produces a flat-sounding vowel; silent $\mathbf{w}$ often precedes $\mathbf{r}$.
- The term 'silent letter' is perhaps misleading because $\mathbf{k n}$ is a digraph representing one phoneme in the same way that th or es do. Interestingly, however, most of the examples above have at some time in history been pronounced out loud, and have been silenced by fashion and language evolution. Changing pronunciation accounts for many unexpected aspects of the English spelling system.


## Year 3 <br> Term 2

## Objective 12

To recognise and generate compound words, e.g. playground, airport, shoelace, underneath; and to use this knowledge to support their spelling

## Whole-class approaches

- Display a selection of compound words. Invite children to spot what they have in common. Introduce the term compound word.
- Display the word time. Ask children to offer words that can be placed before or after time to make a list of compound words. Repeat using green, day, eye and sand.
- Use a page of a TV listings and invite children to take time out in pairs to identify as many programme names as they can which are compound words. Make a class list.


## Group tasks

- Make a list of group addresses. Discuss and highlight any road names that combine two/ three words to make a compound word.
- Use maps and atlases to collect place names that are compound words.
- Use an illustration of a Greek myth to spot objects that are compound words, e.g. footpath, seaside, eyebrow.
- Collect and categorise compound words, e.g. verbs/ nouns/ prepositions.
- Use cards containing common base words to create lists of compounds.

| Useful <br> words base High-frequency words Examples Harder <br> examples <br> sun one everyone someone churchyard | sideboard |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| time | woman | everybody | somebody | football |
| man | no | cupboard |  |  |
| play | any | norything | something | waistband |
| mouth | bome | soakfast |  |  |
| no-one |  | paintbrush | deadline |  |
| hand | where | nobody | upstairs | gunpowder |
| day | thing | nothing | bricklayer | windmill |
| green | head | anywhere | blackboard | bonfire |
| eye | every | anyone | weekend | dustbin |
| sand | out | anybody | earthworm | clockwise |
| body | in | anything | goalkeeper | grandmother |
| playground | chambermaid |  |  |  |

## Notes

- Many compounds have historical roots to deduce or research (see final column).
- Compounds are two or three whole words that combine to make one.
- Compounds will most often be nouns.
- The spelling of the base words usually remains unchanged.


## Year 3 Term 2

## Objective 13

To recognise and spell common suffixes and how these influence word meanings, e.g. ly, ful, less

## Whole-class approaches

- Create class collections of words with common suffixes and group them (e.g. see table below).
- Investigation - seek patterns, base words and generalisations about spellings, e.g. Why is 'islander' island +er but voyager = voyag +er? What do the suffixes mean?
- Create new words - fit base words to suffixes to create new words and define their meanings, e.g. Oncer.
- Draw together groups of words created by adding different suffixes to a base word, e.g. careful, careless, carer, carefully.


## Group tasks

- Play a matching card game - matching the root word to its suffix.
- Use card wheel - root words on the front wheel and suffixes on the rear wheel. Real words can be identified and new words can be created.

| ly | ful | less | er | able |
| :--- | :--- | :--- | :--- | :--- |
| kindly | wishful | careless | teacher | reliable |
| friendly | hopeful | thoughtless | reader | drinkable |
| properly | sorrowful | homeless | driver | touchable |
| actually | painful | lifeless | farmer | sinkable |
| especially | successful | fearless | Londoner | breakable |
| eventually | hateful | jobless | islander | enjoyable |
| originally | forgetful | thankless | villager | avoidable |
| personally | beautiful | headless | voyager | readable |
| weekly | resentful | speechless | manager | unavoidable |
| likely | pitiful | endless | teenager | arguable |
| really | merciful | merciless | baker | probable |

## Notes

- Iy, ful and less are consonant suffixes. In most cases, the suffix is added without adaptation to the root word, except for words ending in $\mathbf{y}$, which change to an $\mathbf{i}$.
- er and able are vowel suffixes. If the root word ends in an e then it must be dropped before the suffix is added, e.g. describe + able $=$ describable. If it ends in $\mathbf{y}$, change the $\mathbf{y}$ to an $\mathbf{i}$.
- Iy means 'in this manner.'
- ful means 'full of.'
- less means 'without'.
- er means 'for' or 'belonging to.'
- able means 'able to.'


## Year 3 <br> Term 2

## Objective 14

To use their knowledge of suffixes to generate new words from root words, e.g.
proud/ proudly, hope/ hopeful/ hopeless

Whole-class approaches

- Collect examples of words with suffixes, generalise about their effects on the base word, especially if it ends in $\mathbf{e}$ or $\mathbf{y}$. Use the patterns to generate additional examples (real and invented) that belong in those groups.
- Brainstorm words with a particular suffix. Groups compete against the clock to collect most words.
- Use 'show me' cards - present a base word (see below) and ask children to brainstorm and show suitable suffixes.


## Group tasks

- Find/ invent synonyms for given words using the same suffix, e.g. friendless/ mateless; basinful/ bowlful; fairly/ justly, and work out the meaning of the suffixes.
- Play 'Find the word' - from a given definition and a suffix find the right word, e.g. Which ful means "longing for something"?'

| Some words as starting points for |  |  |  |  | investigation |
| :--- | :--- | :--- | :--- | :--- | :--- |
| proud | like | sick | quiet | mind | glad |
| hope | kind | arm | room | thought | cold |
| nice | child | friend | doubt | sure | tune |
| home | care | fruit | life | lone | cheer |
| mist | time | hurt | rich | pain | shame |
| thirst | king | near | free | use | lone |


| Some useful suffixes |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :---: |
| Ship | ful | ness | ment | hood | less |  |
| er | est | ly | ish | dom | like |  |

## Notes

- The function of these suffixes is to change one part of speech into another, e.g. a noun to an adjective (friend/ friendly).
- In some cases the root word needs modification before the suffix can be added, e.g. words ending in $\mathbf{y}$ and $\mathbf{e}$.


## Year 3 Term 2

## Objective 15

To use the apostrophe to spell shortened forms of words, e.g. don't, can't

## Whole-class approaches

- Display or write newspaper headlines which feature contraction apostrophes. Highlight the apostrophes. Teach the use of the apostrophe. Invite children to try placing apostrophes in words already contracted, but with the apostrophe removed. Emphasise that the apostrophe represents missing letters and not the joining of the two words.
- List the full forms. Invite the children to contract. Also try this vice versa offer the contraction and invite children to expand.
- Use magnetic letters to demonstrate the replacement of letters with an apostrophe. Alternatively, use children holding whiteboard letters.
- Generalise about the type of words that attract contractions (verbs and pronouns).


## Group tasks

- Check own written work.
- Word hunts.
- Discuss why a writer might choose an apostrophised form rather than the full form.

| do not | don't | I had | I'd | she is/ has | she's |
| :--- | :--- | :--- | :--- | :--- | :--- |
| cannot | can't | I would | I'd | he is/ has | he's |
| is not | isn't | I have | I've | it is/ has | it's |
| does not | doesn't | I will | I'll | there is/ has | there's |
| will not | won't | I am | I'm |  |  |

## Notes

- The contractions in this list are drawn from the high-frequency word lists.
- Apostrophes are used where two words have been joined and some letters missed out so that a contraction is formed.
- Note the homophone issue (its/ it's, there's/ theirs).
- Contractions occur more frequently in informal language.


## Year 3 <br> Term 3

## Objective 8

Identify short words within longer words as an aid to spelling

## Whole-class approaches

- Show a word on a magnetic board/ class board. Ask the children to identify other words within it - the letters of these words must appear consecutively within the word on display.
- Focus on high-frequency words and invite suggestions for illustrating them to make the words memorable.


## Group tasks

- Which of the children's names has the most words in it?
- Make a collection of subject-specific words which have other words within them, e.g. topic words, PE words. Give the collection to another group and challenge them to find the same (or a greater) number of words within words.
- Find a word with seven words within it. Which was the shortest word which had seven other words within it?
- Survey which are the most commonly occurring words within words.

| A nother | Something | Whatever | Father |
| :---: | :---: | :---: | :---: |
| a <br> an <br> no <br> not <br> other <br> the <br> he <br> her | so <br> some <br> me <br> met <br> thin <br> in <br> thing | what hat hate at ate eve ever | fat <br> at the her |
| M other | Pretending | Constable | High-frequency words |
| moth <br> other <br> the <br> he <br> her | ten <br> tend <br> end <br> ending <br> tending <br> din <br> in | con <br> on <br> stable <br> table <br> stab <br> tab <br> able | that them then when want what where your friend |

## Notes

- Recognising words within words develops visual spelling strategies. It is important therefore that the words discovered have their letters appearing consecutively in the original word.
- Sometimes the words within words are roots which preserve their original meaning, e.g. grand + mother. Sometimes they are incidental.


## Year 3 Term 3

## Objective 9

To recognise and spell the prefixes mis, non, ex, co, anti

Whole-class approaches

- Display a list of words beginning with these prefixes and teach their meaning directly (see Notes).
- Look out for words in shared texts which have any of these prefixes. Cover with Post-It notes and ask children to work out the relevant prefix.
- Play Prefix Charades.
- Use Prefix Fans - teacher provides the root word and children select and show a suitable prefix.


## Group tasks

- Children scan real texts - e.g. adverts, newspapers - and highlight prefix words with these prefixes.
- In pairs, children select and test each other on the spelling and meaning of words listed.


## Extension activity

- Produce a 'new'list of words to promote an imaginary product, e.g. antiburglar, anti-frizz! Create an advertisement for a product.

| mis | non | ex | co | anti |
| :--- | :--- | :--- | :--- | :--- |
| misbehave | non-stick | exit | co-education | antidote |
| miscalculate | non-stop | extend | coincidence | antibiotic |
| misplace | non-smoker | explode | co-operate | antifreeze |
| miscount | non-violent | excursion | co-star | antiseptic |
| misdeal | non-starter | exchange | co-writer | anti-clockwise |
| misfire | nonsense | export |  |  |
| misfortune | non-fiction | exclaim |  |  |
| mishear | non-drip | external |  |  |
| misinform |  | expel |  |  |
| exterior |  |  |  |  |
| misread |  | exile |  |  |

## Notes

- mis means 'wrong', 'false'; non means 'not', 'opposite of'; ex means 'out' or 'outside of'; co means 'joint', together'; anti means 'against'; col/ I, comm, corr are based on co and have the same meaning.
- New hyphenated words are appearing all the time, especially in advertising.


## Year 3 <br> Term 3

## Objective 10

To use their knowledge of these prefixes to generate new words from root words, e.g. lead/mislead, sense/ nonsense, and to understand how they give clues to meaning, e.g. extend, export, explode; mislead, mistake, misplace

## Whole-class approaches

- Revise prefixes covered already - ask for two examples for every prefix.
- Revise by matching up sets of 'prefix' cards and 'meaning' cards.
- Write down ten words from the list of root words below, and ask them to experiment orally, making new words by adding different prefixes. Do they sound correct? Which words are more likely to be correct? How do we know? How can we check?


## Group task

- Match prefix cards, as above, but using unfamiliar prefixes. Invite children to match them up by working out their meanings from known words.
Extension activity
- Thesaurus work
- look up beautiful - list synonyms and experiment with adding prefixes;
- make a list of 'bad behaviour' words and present at plenary - unhelpful, antisocial, misbehaviour.

| Prefixes and meanings | More prefixes and <br> meanings |  | Roots to <br> work with |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| re | again | pre | before | cool | sleep |
| de | undo | non | not | face | awaken |
| anti | against | inter | between | make | act |
| bi | two | ex | out of | dead | live |
| contra | against | un | not | grow | marine |
| in | not | sub | under | place | visit |
| ab | away from | mis | wrong | clean | write |

## Notes

- Remembering prefixes and their meanings helps both spelling and vocabulary.


## Year 3 Term 3

## Objective 11

To use the apostrophe to spell further contracted forms of words, e.g. couldn't

## Whole-class approaches

- Remind the class of previous work on contractions. Display or write newspaper headlines which feature apostrophes for contractions from the word bank. Highlight the apostrophes. Invite the children to offer the extended forms and identify the missing letters. Emphasise that the apostrophe represents missing letters and not the joining of two words.
- Use magnetic letters to demonstrate the replacement of letters with an apostrophe. Alternatively, children could use individual whiteboards to attempt contractions.


## Group tasks

- Word hunt and classify according to word contracted, e.g. not, is, are, have, had, would, us (let's).
- Using selected newspaper headlines, invite groups to discuss what the apostrophe represents and write in the missing letters above. Also discuss the reason for choosing the apostrophised form.
- Write two paragraphs describing a robbery - one a formal police report; the other by the victim. Why choose apostrophes?
- Use some of the words in the last column of the table below to generate discussion and find further examples of poetic licence, dialect and word play.

| Pronouns |  |  |  | Other contractions |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| I'm | I'II | I've | I'd | can't | o'clock |
| You're | You'll | You've | You'd | won't | tis |
| He's | He'll | He's | He'd | shan't | ma'am |
| She's | She'll | She's | She'd | aren't | mix 'n' match |
| We're | We'll | We've | We'd | hadn't | Toys ' $¢$ 'Us |
| They're | They'll | They've | They'd | haven't couldn't weren't | salt 'n' vinegar pick 'n' mix tell 'em |

## Notes

- A postrophes are used where two or more words have been joined and some letters missed out so that a contraction is formed.
- Contractions occur more frequently in informal language.
- Won't and shan't are unusual because the base words have been modified.
- In older texts, would, should and could are shortened using Id.


## Year 3 <br> Term 3

## Objective 14

To explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. form (shape or document), wave (gesture, shape or motion)

## Whole-class approaches

- From a collection of mixed words, invite the children to spot any that have two meanings. Teach the term homonym.
- Display pairs of sentences which use the same homonyms. Ask the children to read them aloud. Discuss how they worked out which image to bring to mind. Emphasise the significance of context and meaning.
- Show sets of five words - each set contains one word which is not a homonym. Play Spot the Odd One Out.
- Show a joke where word play has used homonyms. Discuss how humour was created.
- Display pairs of sentences that use words from the list below which have the same spelling but different meaning and pronunciation. Ask children to read aloud. How did they know which pronunciation to use? Emphasise the importance of context to make sense.


## Group tasks

- Make sets of 'odd one out' for other groups to guess.
- Search for funny poems, jokes and puns. Explain how they work.
- Compose pairs of sentences using homonyms, e.g. Mum gave her son a wave. Sam jumped over the wave. Illustrate humorous absurdities, e.g. Sam jumping over his mother's waving hand.

| Homonyms |  |  |  |  | Contrasting sounds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| age | crane | letter | leaves | watch | bow |
| fit | club | spot | flat | dear | tear |
| train | bank | grate | table | jam | row |
| fat | light | snap | safe | arms | wind |
| rose | pop | warm | plain | wave | lead |
| form | tug | lead | plane | last | wound |
| ring | stand | race | float | bat | sow |
| sound | book | gum | foot | yard | read |

## Notes

- Homonyms lend themselves to the discussion of grammar, e.g. their relationship to other words in a sentence shows whether they are a verb, a noun or an adjective.


## Year 4 Objectives

## Year 4 <br> Term 1

## Objective 5

To spell two-syllable words containing double consonants, e.g. bubble, kettle, common

## Whole-class approaches

- Warm up with oral activities distinguishing between long and short (rap) vowels.
- Use the contrasting words list to show how long vowels in the middle of words are followed by one consonant, but short vowels are followed by two.
- Distribute prepared cards among the children and ask each child in turn to read aloud their word. A sk the rest to work out whether it has a long or short sound, and therefore one or two consonants. The child holds up their card to show the right answer.
- Use whiteboards so that children can attempt simple words applying this rule.


## Group tasks

- Make lists of family or topic words with double letters after short vowels (see below).
- Learn the high-frequency words (see below).


## Extension activities

- Create a double-letter alphabet, e.g. rabbit, sudden, scuffle.
- Work out which consonants never make doubles and why not.
- What happens in words of more than two syllables?
- Exceptions: mod words (modern, modest, model, etc.)

| Contrasting words |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| diner biter coma | dinner bitter comma | writing taping pole | written <br> tapping <br> pollen | hoping super lady | hopping supper laddy |
| Thematic words |  |  |  |  |  |
| Adjectives <br> A nimals <br> Verbs <br> Cooking <br> Garden | happy <br> rabbit <br> grabbed <br> batter <br> apple | messy <br> puppy <br> messed <br> butter <br> willow | silly <br> kitten <br> kissed <br> pepper <br> holly | jolly otter bossed carrot cherry | funny <br> hippo fussed coffee berry |
| High-frequency words |  |  |  |  |  |
| common <br> follow <br> daddy <br> pillow <br> funny | rotten <br> sudden <br> puppy <br> swallow <br> running | letter stopped dinner carry happy | tennis swimming shopping summer sorry | better penny getting butter written | happy <br> mummy <br> silly <br> cotton <br> kettle |

## Notes

- Double the letter after a short (rap) vowel in the middle of words.
- No words use hh, jj, kk, qq, vv, ww, xx.
- Some imported words use cc (broccoli, cappuccino).


## Year 4 <br> Term 1

## Objective 6

To distinguish between the spelling and meanings of common homophones, e.g. to/ two/ too; they're/ their/ there; piece/ peace

## Whole-class approaches

- Teach words and meanings directly, and display.
- Place Post-It notes over homophones in shared texts and ask children to work out which one fits.
- Make individual flashcards (e.g. there/ their) for children and ask them to hold up the correct spelling in response to a sentence in which the meaning is clear.
- Riddles - 'What opens locks and is always found beside water?'


## Group tasks

- Play Kim's game - place cards face-down and hunt out the pairs. You can claim a pair if you can prove you know the correct meaning using a dictionary.
- Play Sound Snap with a limited number of priority words.
- Invent mnemonics and ways of working out the correct choice.
- Play Beat the Spellchecker - write a 100-word story or report that beats the spellchecker. Team with the most cheats wins.


## Extension activities

- Look for homonyms (same spelling, different meanings, e.g. bear).
- Research history of words to explain the origin of some homophones' spellings.

| were <br> their | where <br> they're | we're <br> there | you <br> too | yew <br> two | ewe <br> to |
| :--- | :--- | :--- | :--- | :--- | :--- |


| be | bee | see | sea | heard | herd |
| :--- | :--- | :--- | :--- | :--- | :--- |
| new | knew | no | know | might | mite |
| right | write | morning | mourning | place | plaice |
| through | threw | great | grate | eyes | ice |
| hole | whole | l | eye | for | four |
| are | our | in | inn | of | have |

## Notes

- The homophones in this list apply to the high frequency word list only. For further homophones, consult Y5.T2.06.
- Many homophone choices are best taught as a grammatical issue, e.g. there/ their.
- Analogy with family groups can be helpful, e.g. our, your; here, where, there.


## Year 4 <br> Term 1

## Objective 7

To spell regular verb endings s, ed, ing (link to grammar work on tenses)

## Whole-class approaches

- Investigate how each ending is added in each of the four cases listed below. Use lists to encourage children to generalise and add further examples.
- Whiteboard activity - children write correct form in response to a spoken word.
- Play human spellings. Distribute large letter cards (or create using individual whiteboards), including plenty of $\mathbf{y}, \mathbf{i}, \mathbf{e}$ and $\mathbf{s}$ cards. Invite children to group together to create a verb ending in $\mathbf{y}$, then ask the $\mathbf{i}, \mathbf{e}$ and $\mathbf{y}$ children to form a 3rd person singular form.


## Group tasks

- Play card sorts, matches and games, e.g. collect word families, collect es endings.
- Use a selection of words on the list to make word sums for the children, e.g. drop + ed = $\qquad$ save + ing $=$ $\qquad$ , wash + s =
- Make concertina books which incorporate a time line. Children record personal experience or historical knowledge using words on the list, e.g. When I was three I looked like this ... Now I look like this .... The Tudors travelled by horse .... In the future well all be travelling in electric cars. Use writing frames to help less confident children.
- Use the lists below for word investigations, e.g. can children spot the rule for doubling of consonants? Can they find further examples of the word families on the lists below?

| Typical of most words |  |  | Ending in consonant + y |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| cooks <br> plays <br> invents <br> jumps <br> looks <br> shows <br> works | cooked <br> played <br> invented <br> jumped <br> looked <br> showed <br> worked | cooking <br> playing inventing jumping looking showing working | carries <br> cries <br> marries <br> relies <br> spies <br> tries <br> fries | carried <br> cried <br> married <br> relied <br> spied <br> tried <br> fried | carrying <br> crying <br> marrying <br> relying <br> spying <br> trying <br> frying |
| Short vowels |  |  | Ending in hissing/ buzzing sounds |  |  |
| drags <br> drops <br> grabs <br> hugs <br> shops <br> stops | dragged dropped grabbed hugged shopped stopped | dragging dropping grabbing hugging shopping stopping | touches <br> washes <br> buzzes <br> hisses <br> rushes <br> fixes | touched <br> washed <br> buzzed <br> hissed <br> rushed <br> fixed | touching <br> washing <br> buzzing <br> hissing <br> rushing <br> fixing |
| Ending in $\mathbf{e}$ |  |  |  |  | fizzing wishing |
| saves notes explores | saved noted explored | saving noting exploring |  |  |  |

## Notes

- It is difficult to practise the future tense, not least because the future tense does not exist as such in English, but is formed in combination with other verbs (I will go, I am going to go).
- Most verbs simply add $\mathbf{s}$, ed and ing to indicate tenses.
- When a single-syllable verb ends with a consonant preceded by a short vowel you double the final consonant when adding ed or ing.
- If a word ends in e, avoid the double e by dropping one as necessary.
- If a word ends in a consonant plus $\mathbf{y}$, change $\mathbf{y}$ to $\mathbf{i}$ before adding es or ed, but to avoid creating a double $\mathbf{i}$, keep the $\mathbf{y}$ in place for the adding of ing.
- If a word ends in a hissing or buzzing sound, add an $\mathbf{e}$ before the $\mathbf{s}$. This makes it sayable, and helpfully creates an extra syllable.


## Year 4 <br> Term 1

## Objective 8

To spell irregular tense changes, e.g. go/ went, can/ could

Whole-class approaches

- Establish conventional tense endings, e.g. ed. Brainstorm or collect up irregular tense endings and sort them into like groups, e.g. ow - ew; ing - ang; ind - ound; ell - old.
- Reinforce the past/ present concept by using adverbials (Last year ... Long ago ... Today ... Now).
- Create poems and texts in Shared Writing that draw on tense transformations, e.g. Then/ Now - Once we ate food that was mushy and gooey. Now we eat burgers and chips and chop suey.


## Group tasks

- Make small books entitled A History of Me. Left-hand pages record past experiences. Right-hand pages record present experiences. Use writing frames to help less confident children use words on the list.
- Play card sorts, matches and games (e.g. Rummy) using pairs from the list below. Cut cards into onsets and rimes to play word dominoes to make it more challenging.

| blow | blew | think | thought | eat | ate |
| :--- | :--- | :--- | :--- | :--- | :--- |
| grow | grew | fight | fought | can | could |
| throw | threw | buy | bought | go | went |
| know | knew | take | took | is | was |
| sing | sang | shake | shook | are | were |
| ring | rang | wear | wore | have | had |
| drink | drank | tear | tore | does | did |
| begin | began | tell | told | get | got |
| feed | fed | sell | sold | hear | heard |
| meet | met | rise | rose | make | made |
| creep | crept | write | wrote | sit | sat |
| keep | kept | ride | rode | shoot | shot |
| sleep | slept | drive | drove | teach | taught |
| sweep | swept | speak | spoke | catch | caught |
| weep | wept | break | broke | bite | bit |
| find | found | give | gave | hide | hid |
| wind | wound | see | saw | send | sent |
| swim | swam | dig | dug | spend | spent |
| run | ran | slide | slid | bend | bent |

## Notes

- These irregular plural forms are survivals from Old English in which change of medial vowel was widely used to indicate change of tense. They are called 'strong' verbs in some textbooks.


## Year 4 Term 1

## Objective 9 (1 of 2)

To recognise and spell the suffixes al, ary, ic

## Whole-class approaches

- In Shared Reading and Writing identify words with these suffixes (use the term suffix) and, over a period of weeks, build lists of these words.
- Investigation - what is the general meaning of the suffixes and what spelling patterns do they follow?


## Group tasks

- Investigation - using dictionaries, including rhyming and crossword dictionaries, collect words to add to the class collections of words with one or other of these suffixes.
- Investigation - identify the root words behind some words with these suffixes.

| al | ary | ic |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| medical | traditional | stationary | February | historic | organic |
| personal | capital | dictionary | salary | supersonic | atomic |
| seasonal | vocal | revolutionary |  | specific | traffic |
| exceptional | missionary |  | horrific |  |  |
| occasional |  | necessary |  | metallic |  |
| national | anniversary |  | angelic |  |  |
| sensational | library |  | epidemic |  |  |
| additional |  |  | rhythmic |  |  |

## Notes

- al, ary and ic are vowel suffixes. Root words drop a final e or change y to i before taking the suffix.
- al often follows on and ic.
- ary - in some cases the root is not always obvious, e.g. temporary = tempor(al) + ary. Unstressed, it is often confused with ery. One approach is to seek out base words ending in e to indicate ery, e.g. stationer or saddle.
- Roots are often hard to detect in this group of words.


## Year 4 Term 1

## Objective 9 (2 of 2)

To recognise and spell the suffixes ship, hood, ness, ment

## Whole-class approaches

- In Shared Reading and Writing identify words with these suffixes (use the term suffix) and, over a period of weeks, build lists of these words.
- Investigation - what is the general meaning of the suffixes, e.g. what does ship mean in ownership, authorship, etc?


## Group tasks

- Investigation - using dictionaries, including rhyming and crossword dictionaries, collect words to add to the class collections of words with one or other of these suffixes.
- Investigation - identify the root words behind some words with these suffixes.
- Investigation of similar suffixes, e.g. dom, like, ish, some, ance, ence, ism, ology, craft, ation.
- Investigation of multiple suffixes, e.g. worthlessness.

| ship | hood | ness | ment |
| :--- | :--- | :--- | :--- |
| membership | childhood | fairness | enjoyment |
| ownership | falsehood | kindness | employment |
| partnership | priesthood | tidiness | ornament |
| dictatorship | neighbourhood | loveliness | document |
| workmanship | fatherhood | silliness | management |
| championship | motherhood | nastiness | environment |
| craftsmanship | knighthood | wickedness | government |
| apprenticeship |  | childishness | replacement |
| fellowship |  | willingness | ointment |
|  |  | fitness | statement |
|  |  | worthlessness | movement |
|  |  | carelessness |  |
|  | foolishness |  |  |
|  | left-handedness |  |  |
|  |  | absent-mindedness |  |
|  |  |  |  |

## Notes

- ship, hood, ness and ment are simply added unless a final $\mathbf{y}$ needs to be changed to $\mathbf{i}$.
- Roots are often hard to detect in this group of words.
- The language is full of suffixes which suggest a state of being.


## Year 4 <br> Term 1

## Objective 14

The ways in which nouns and adjectives. e.g. fix, simple, solid, drama, dead can be made into verbs by use of the suffixes ate, ify, etc.; investigate spelling patterns and generate rules to govern the patterns

Whole-class approaches

- Make a verb factory - build lists of words over time by brainstorming or collecting from shared text, to show how nouns, adjectives and verbs can be formed from each other.
- Investigation - collect and generalise about the way words attach suffixes to change their function. Establish patterns and rules.


## Group tasks

- Play word-match games - match verb card to its adjective or noun.
- Play Make a Verb game - invent new verbs from nouns/ adjectives, e.g. nice/ nicify (not so far-fetched - think of pretty and prettify).
- Word sort - put words into two piles: those that will have to undergo a change before adding a verb suffix and those that won't.
- Investigate exceptions when creating nouns, e.g. poor - poverty; clear - clarity; curious - curiosity.

| Into verbs  Into nouns  Useful base words <br> (ate, en, ify, ise)  | (tion, <br> (ty, |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| pollen | pollinate | educate | education | clear | fertile |
| note | notify | dictate | dictation | deaf | light |
| elastic | elasticate | create | creation | solid | straight |
| medicine | medicate | simple | simplicity | quantity | glory |
| apology | apologise | able | ability | category | good |
| standard | standardise | pure | purity | loose | like |
| length | lengthen | stupid | stupidity | dark | flat |
| deep | deepen | hard | hardness | appetite | horror |
| dead | deaden | happy | happiness | class | poor |
| pure | purify | mad | madness | less | mobile |

## Notes

- One of the functions of a suffix is to change a part of speech; in this case a noun or an adjective into a verb and a verb or adjective into a noun.
- The main suffixes are listed above; others are: efy (liquefy) and esce (effervesce).
- Most words just add the suffix.
- When the root word already has a suffix, or it ends in $\mathbf{e}$ or $\mathbf{y}$, it has to be removed before the new suffix can be added. Watch out, however, for words ending in $\mathbf{y}$ if you are adding ness - the $\mathbf{y}$ changes to $\mathbf{i}$. Fortunately, the $\mathbf{i}$ is clearly pronounced.


## Year 4 <br> Term 2

## Objective 5

To investigate what happens to words ending in $\mathbf{f}$ when suffixes are added

## Whole-class approaches

- Investigation - collect up words ending in $\mathbf{f}$ and $\mathbf{f e}$ and their plurals. Generalise the spelling rules.
- Use 'show me' cards for fs and ves.
- In Shared Reading or oral storytelling, cover endings with Post-It notes and ask children to work out the correct endings. (A Visit to the Zoo would naturally include several of the target words.)
Alternative: Teacher models story using the singular forms in column 1, then tells the story using plural forms. Children hold up correct cards for endings used.


## Group tasks

- Play Kim's game (in pairs) with flashcards.
- Use Where's Wally? books by Martin Handford to make a game, or display identifying target words in the pictures.

| F/ ves |  | ff/ s |  | Words ending in $\mathbf{e}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| calf <br> elf <br> half <br> leaf <br> loaf <br> self <br> scarf <br> self <br> shelf <br> thief <br> wolf | calves <br> elves <br> halves <br> leaves <br> loaves <br> selves <br> scarves <br> selves <br> shelves <br> thieves <br> wolves | cuff <br> staff <br> sniff <br> puff <br> stuff <br> cliff <br> surf <br> bluff | cuffs <br> staffs <br> sniffs <br> puffs <br> stuffs <br> cliffs <br> surfs <br> bluffs | knife <br> life <br> safe <br> wife <br> believe <br> glove <br> curve <br> swerve | knives <br> lives <br> saves <br> wives <br> believes <br> gloves <br> curves <br> swerves |
|  |  |  |  | Unusual words |  |
|  |  |  |  | belief chief | beliefs chiefs |

## Notes

- Most words ending in $\mathbf{f}$ change to ves in the plural.
- Words ending in ff add $\mathbf{s}$.
- Words ending in fe use ves.
- Sometimes a ves ending indicates a change of word class from noun to verb, e.g. belief - believes; grief - grieves; proof - proves.


## Year 4 Term 2

## Whole-class approach

- Build lists of words with common endings. Investigate for patterns, e.g parts of speech. Identify spelling difficulties (e.g. phonological variety of ough) and model strategies for problem-solving (see Notes below).


## Objective 6

To spell words with the common endings: ight, etc.

## Group tasks

- Use crossword/ rhyming dictionaries to build lists of words with common endings.
- Using lists of words with a common ending look for patterns, e.g. part of
speech, syllable counts, etc.
- Look for mnemonics or other tricks to fix the spelling of tricky words.

| ight | tion | ious | ial | ough |
| :--- | :--- | :--- | :--- | :--- |
| light | reaction | infectious | partial | bough |
| fight | subtraction | previous | special | although |
| night | electrocution | obvious | official | through |
| right | promotion | tedious | racial | cough |
| bright | devotion | serious | artificial | rough |
| slight | composition | glorious | financial | tough |
| fright | ambition | curious | social | enough |

## Notes

- ight - most words ending in the 'ight'sound use ight. A handful of words use the split digraph i-e (but they include common words like white, kite). A number of scientific terms end in ite, (e.g. bauxite) or yte (e.g. byte). ight words are generally nouns.
- tion - words ending in tion are almost exclusively nouns. The tion ending is generally predictable from its sound. Exceptions can generally be sorted out: adjectives (chiefly to do with nationality) often end in ian (e.g. Russian); nouns of occupation often end in cian (e.g. optician) and there is a tiny handful of isolates (e.g. ocean). See Y5 T2 08 for further detail and ideas to stretch able children.
- ious - the ious ending is generally predictable from its sound, and there are relatively few exceptions (hideous, beauteous, plenteous). ious words are generally adjectives.
- ial - the ial ending is almost entirely stable, and preceded by either $\mathbf{t}$ or $\mathbf{c}$. There are relatively few exceptions. ial words are generally adjectives.
- ough - an example of extreme variation. Best learnt by exception: bough, plough (and perhaps Slough, the town) are effectively the only occasions when the final 'ow' sound is made by ough rather than by ow. Through is an isolate - the only case of an 'oo' sound. Though, dough, thought and thorough are also isolates. That leaves words like tough and enough, which are also isolates (other words use uff).


## Year 4 <br> Term 2

## Objective 7

To recognise and spell the prefixes: al, etc.

## Whole-class approaches

- Display lists of words (see table below), and teach the meanings of the prefixes, thus teasing out the meanings of the words.
- Display cards with prefixes and roots and ask children to join up and define words which use both.


## Group task

- Ask groups to devise a 100-word story using the a words linked by meaning. Suitable titles include Sea-Saga, Battle or Summer Garden.


## Extension activities

- Ask children to look for older poetry which may use words like abloom, aglitter.
- Skim through a dictionary, looking for new words to add to the lists below these must hold to the meaning of the prefix.

| ad | af | al | a |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| adjective | affix | almighty | aloft | another | asleep |
| adverb | affable | alone | aground | abide | awake |
| admire | affection | almost | afield | aglitter | alive |
| advance | affect | already | aboard | abloom | alert |
| advise | affluent | always | away | afloat | ablaze |
| advent | afflict | altogether | astride | around | apart |
| addition | affirm | also |  |  |  |
| adjoin |  | although |  |  |  |
| adjacent |  |  |  |  |  |
| adjust |  |  |  |  |  |

## Notes

- ad means 'towards' - just add; af means tending towards' - double the f; al means 'all' + base word - drop one of the Is; a means 'in a state of' (words in the a list above have a sense of 'on' or 'in') - just add.
- Teach words within words, e.g. an +other = another.


## Year 4 <br> Term 3

## Objective 5 (1 of 2)

To explore the occurrence of certain letters within words, e.g. $\mathbf{v}$ and $\mathbf{k}$; deduce some of the conventions for using them at the beginnings, middles and endings of words

## Whole-class approach

- Brainstorm examples in three columns - beginning, middle, end. Review differences in sound


## Group task

- Provide word cards using $\mathbf{v}$ and $\mathbf{k}$ and ask children to categorise by sound, then work out where it appears in a word most frequently, and what letters commonly precede or follow it.
Extension activity
- Draw up a new grid for other letters. Interesting examples include: $\mathbf{h}, \mathbf{c}, \mathbf{p}, \mathbf{g}$, $\mathbf{q}, \mathbf{t}, \mathbf{x}, \mathbf{y}$.

| v |  |  | k |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Beginning | Middle | End | Beginning | Middle | End |
| van | river | none | kick | broken | back |
| vase | novel |  | kill | shaken | dock |
| value | saved |  | keen | taken | kick |
| valley | wives |  | keep | tickle | trick |
| variety | caves |  | kept | pickle | work |
| vegetable | diver |  | kennel | choking | pork |
| verb | favour |  | kettle | stoked | tank |
| vein | given |  | kestrel | token | sink |
| veal | hover |  | kiss | crackle | wink |
| village | prevent |  | kit | stricken | walk |
| visit | liver |  | king | chuckle | talk |
| visa | savage |  | kerb | wrinkle | milk |
| visible | invent |  | kitten | ankle | lurk |

## Notes

- $\mathbf{v}$ - no words end in $\mathbf{v}$, except colloquials, e.g. gov, spiv.
- $\mathbf{k}$ - often preceded by I, $\mathbf{r}, \mathbf{n}$ and $\mathbf{c}$ at the ends of words - wok and yak are exceptional because the $\mathbf{k}$ is preceded by a vowel.


## Year 4

Term 3

## Objective 5 (2 of 2)

To explore the occurrence of certain letter strings, e.g. wa (e.g. swat, water), wo (e.g. worship, won) and ss (e.g. goodness, hiss, missile) within words; deduce some of the conventions for using them at the beginnings, middles and endings of words

## Whole-class approach

- Brainstorm examples in three columns - beginning, middle, end. Review differences in sound.


## Group task

- Provide word cards using the same letter string and ask children to categorise by sound, then work out where it appears in a word most frequently, and what letters commonly precede or follow it.


## Extension activity

- Draw up a new grid for other letter combinations, e.g. 00, ch, sc, which change their sounds in different contexts.

| wa |  | wo |  | ss |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Beginning | Middle | Beginning | Middle | Beginning | End |
| was | swamp | woman | swollen | none | guess |
| wasp | swallow | wok | sword |  | process |
| wander | dwarf | women | swore | Middle | goodness |
| war | swat | won't | awoke | session | likeness |
| wag | swarm | would |  | massive | fuss |
| warn | reward | wolf | End | lesson | discuss |
| want | swan | worry | two | possible | less |
| wait | towards | woof |  | missile | possess |
| wage | beware | wound |  | discussion | helpless |
| wake |  | wonder |  | passion | boss |
| wave | End | work |  | Russian | hiss |
| wash | none | wobble |  | procession | miss |
| watch |  | woke |  | possession | kiss |
| wax |  | wool |  |  | assess |
| water |  | word |  |  | success |
| wallet |  | worm |  |  | pass |

## Notes

- wa - often makes a long flat 'a' sound. Short a is uncommon. swa is a common string. No examples at the ends of words.
- wo - vast majority of examples with wo at the beginning; two is the only example with wo ending. swo is about the only string which places it in the middle of words unless you count compound words such as waxworks or roadworthy.
- ss - common at the end of words because of the ness and less suffixes, but note it changes to a 'sh' sound when you add an ion or ian ending, e.g. discuss/ discussion. No words begin with ss.


## Year 4 <br> Term 3

## Objective 6

To spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough; hour, journey, could, route, four

## Whole-class approaches

- Make class lists of words that exhibit common letter strings but are pronounced differently. Make connections to words that follow the same pattern (e.g. near and hear; bear and wear).
- Identify overlaps (e.g. clear and pier) and discuss and generate strategies for avoiding confusion (e.g. I measured the height and weight of eight people.')


## Group tasks

- Use crossword dictionaries and other resources to create lists of words with common letter strings but different pronunciations. Try ough, ow, ai, ry,


## ie, gh.

- Investigation- identify patterns:
- Which pronunciation is the most common?
-Which pronunciation is least common?
- Do pronunciations follow any patterns? (Try looking at position in word, letters preceding and letters following.)
- Identify mnemonics and other tricks to avoid potential confusions (e.g. tough and stuff).

| ough | ear | ight | ou | au | ice |
| :--- | :--- | :--- | :--- | :--- | :--- |
| tough | bear | light | out | aunt | practice |
| rough | hear | might | shout | sausage | notice |
| enough | wear | right | hour | haunt | police |
| cough | learn | bright | pour | autumn | nice |
| trough | earn | sight | yours | aura | spice |
| plough | hearth | tight | would | Laura | twice |
| thought | dear | weight | mourn | sauce | mice |
| though | dreary | freight | four | pause | rice |
| thorough |  |  |  |  |  |
| through | weary <br> fear <br> gear | hight <br> fight <br> night | route <br> journey <br> could | cause <br> because <br> trauma | dice |
| apprentice |  |  |  |  |  |
| Alice |  |  |  |  |  |

## Notes

- Note that accent and dialect have an impact on how words are pronounced in a locality.
- A feature of our sound-spelling system is that the same letter string can often be used to code more than one phoneme. In some cases the number of words involved is so small that they can be learned almost as isolates, e.g. there are only five words that end in eight. The most common sound is shared by eight, weight and freight; the other two words are height and sleight. Even the groups which are more numerous are within reasonable limits. For example, the group showing the greatest variety in the table above is tough, through, trough, plough and thought. Investigation will show that the number of common words that follow those models is quite small:
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).


## Year 4 <br> Term 3

## Objective 7

Collect/ classify words with common roots, e.g. advent, invent, prevent, press, pressure, depress, phone, telephone, microphone; investigate origins and meanings

## Whole-class approaches

- Provide and explain a root, then brainstorm and explain examples of it in use.
- Provide a list of words using the same root, and ask children to deduce the meaning.
- In Shared Reading, identify words built around common roots.
- Create word webs showing words related to a common root.
- Invent new words by combining common roots and affixes.


## Group tasks

- Use dictionaries and other word lists to create collections of words with common roots. (A rhyming dictionary will help to uncover words where the common root is at the end.)
- Use an etymological dictionary to create charts showing word links and origins.

| Words derived from other languages |  |  |
| :---: | :---: | :---: |
| from dec - ten decad decimal | from annus - year annual anniversary | from manus - hand manual manuscript |
| from graphein - write graph photograph | from aqua - water aquarium aqueduct | from mort - dead mortgage mortuary |
| from mikros - small microscope microlight | from unus - one unit union | from roi - king <br> royal <br> royalty |
| from octo - eight octagon octopus | from insula - island insulation peninsula | from presse - press express pressure |
| from skopein - to see telescope microscope | from nun - name noun announce | from voix - voice <br> voice <br> vocal |
| from ge - earth geology geography | from specere - to look spectator spectrum | from bloc-block blockage blockade |
| from naus - ship nausea nautical | from dictare - to say dictator dictionary | from copie - plenty copy photocopy |

## Notes

- Many roots are derived from other languages, Greek, Latin and French in particular. Investigation of these roots can make plain commonalities in spelling which phonology sometimes obscures (e.g. the link between reign and sovereign).
- See later objectives for further examples to stretch the able and interested.


## Year 4 <br> Term 3

## Objective 8

To practise extending and compounding words through adding parts, e.g. ful, ly, ive, tion, ic, ist; revise and investigate links between meaning and spelling

## Whole-class approaches

- In Shared Writing, experiment with word extension, evaluating the impact of alternatives, e.g. costly/ expensive.
- Investigation - identify base words from extended words, e.g. what is the base word behind manic?
- Build up words using multiple affixes, e.g. thank + full +ly = thankfully.
- Find words which use more than one suffix, e.g. correct - correctly, corrective, correction.


## Group tasks

- Use word wheels - base words on the front wheel and suffixes behind. Children have to match the right suffix to the base word.
- Create new words by combining base words and suffixes, e.g. computerist.
- Investigation - infer rules from examining cases, e.g. why is it hurtful but not beautyful?

| ful | ly | ive | tion | ic | ist |
| :--- | :--- | :--- | :--- | :--- | :--- |
| hopeful | quickly | explosive | correction | horrific | extremist |
| hurtful | secretively | corrosive | construction | photographic | machinist |
| wishful | thickly | expensive | production | terrific | violinist |
| beautiful | jokingly | relative | variation | allergic | artist |
| careful | strangely | narrative | resurrection | comic | balloonist |
| merciful | speedily | active | creation | energetic | instrumentalist |
| wonderful | normally | decorative | pollination | scientific | specialist |
| painful | wholly | furtive | examination | manic | novelist |
| thankful | curiously | massive | education | acidic | stockist |

## Notes

- ful, ly and tion are consonant suffixes. Generally, these consonant suffixes can be added without alteration to the base word, except for words ending in $\mathbf{y}$ which change to i. There are a few exceptions, e.g. wholly. Words ending in $\mathbf{t}$ drop the $\mathbf{t}$ before adding tion, e.g. construction. The underlying principle is to avoid an impossible glut of sounds in the mouth.
- ive, ic and ist are vowel suffixes. Before adding one of these vowel suffixes you must drop a final e or $\mathbf{y}$.


## Year 4 <br> Term 3

## Objective 9

To recognise and spell the suffixes: ible, able, ive, tion, sion

## Whole-class approaches

- In Shared Reading and Writing, identify words with these suffixes and build class collections organised under common headings. See lists below.
- Investigation - identify the root words. What changes have been made to these roots before adding the suffix? What generalisations can be made about rules, e.g. What happens if the root word ends in $\mathbf{e}$ ? Or in $\mathbf{y}$ ? Why touchable but not stopable?'
- Use 'show me' suffix cards for able and ible to be shown in response to a word.


## Group task

- Investigation - find words that can take more than one of these suffixes, e.g. adorable/ adoration; identifiable/ identification; prevention/ preventable.

| ible | able | ive | tion | sion |
| :---: | :---: | :---: | :---: | :---: |
| horrible terrible responsible possible edible reversible invincible indestructible susceptible | miserable probable adorable respectable forgivable disposable agreeable enviable identifiable enjoyable valuable breakable reliable | forgive <br> massive <br> excessive <br> aggressive <br> decisive <br> explosive <br> exclusive <br> expensive <br> native <br> inquisitive <br> competitive <br> motive <br> relative <br> active <br> attractive <br> captive <br> deceptive | inflation <br> vibration <br> dictation <br> temptation <br> education <br> expectation <br> conservation <br> creation <br> variation <br> pronunciation <br> punctuation <br> communication <br> qualification <br> navigation | decision division supervision explosion corrosion confusion transfusion television conclusion collision extension |

## Notes

- Final e deletion is common in the root word, e.g. reversible, valuable, creation.
- able endings are far more common than ible ones. A key to distinguishing between these endings is that dropping able leaves a generally recognisable word, e.g. agreeable; dropping ible usually leaves a stem, e.g. legible. If one can say 'I am able to... ', then the word is usually able. ible usually follows words ending in $\mathbf{s}$.
- tion words are far more common than sion, and are often preceded by an a.
- Many sion words are can be grouped together, e.g. inclusion/ conclusion/ exclusion; infusion/ transfusion/ effusion/ diffusion; illusion/ delusion. They are often formed from verbs ending in $\mathbf{d}$ or $\mathbf{d e}$ e. e.g. decide, explode.


## Year 4 Term 3

## Objective 10

To distinguish the two forms: its (possessive, no apostrophe) and it's (contracted 'it is') and to use these accurately in own writing

## Whole-class approaches

- If possible, find a text with examples of both words. Discuss difference. Try covering examples with Post-lt notes and ask children to work out the correct version.
- Work out ways of distinguishing the two, e.g. If you can substitute it is, then the correct form is it's. A nother way might be to think of the apostrophe in it's as the top of the missing letter i.
- Use 'show me' cards containing its and it's. You provide sentences and they hold up the correct card. Alternatively, use individual whiteboards, and ask children to write its in large handwriting. They can write in or rub out the apostrophe as appropriate. Sample sentences:

Whose coat is this? $\qquad$ mine! a lovely day today.
The elephant raised $\qquad$ trunk.
Hurry up, $\qquad$ going to rain!
The monster opened $\qquad$ mouth and roared.
The book had lost $\qquad$ last page.

## Group tasks

- Make it's/ its into target words'. Make a reminder card with the rules for remembering which is which.
- Create a flow chart to test for which form to use.
- Cloze. Insert correct version in a text where they are plentiful, but deleted.
- Play pairs or snap with four sets of cards: it is, it's, its, belonging to it.



## Notes

- It's = it is;
- its = belonging to it.


## Year 4 <br> Term 3

## Objective 11

To investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. handbag, cupboard

## Whole-class approaches

- Make class collections of compound words by brainstorming or by collecting over a period of time from shared texts, for example. Identify the original words and any letters that are obscured by pronunciation.
- Shuffle cards to create new compound words.


## Group tasks

- Match words to form standard compounds or to create new ones.
- Develop definitions which show the difference in meaning between compound words and the word elements used on their own, e.g. what is the difference between a grandmother and a grand mother?
- Investigation - develop possible explanations for the change in pronunciation in some compound words, and what their origins might be, e.g. cupboard - board used to mean table.'
- Create highly visual A4 wall posters to 'advertise' the original components of compound words.

| Easy compounds | Tricky and curious compounds |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |
| windmill | weekend | everyone | cloakroom cupboard | starboard |
| bedroom | outside | anybody | handkerchief joystick | blackboard |
| football | blackbird | database | grandmother popcorn handbag |  |
| tablecloth | grasshopper | playground | goodnight | household raspberry |


| A selection of base words |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| in | to | house | wards | hold | grand |
| out | good | cloak | night | land | lord |
| box | school | dust | god | bin | child |
| farm | home | any | yard | work | one |
| back | bath | no | room | thing | ground |
| star | moon | shine | burst | pot | time |
| post | man | light | tea | wife | son |
| bed | some | play | stead | where | side |

## Notes

- A compound word is a word made up from two or more other words. A characteristic of compounds is that they are almost always pronounced with the stress on the first word element. Solid compounds are written as a single word, hyphenated compounds are linked with a hyphen, e.g. leg-iron. Over time, the meaning of compound words has drifted, adding an historical interest, e.g. cloakroom has survived the arrival of coats instead of cloaks. The days of the week and words like blackguard often yield to historical research. Biscuit means 'wwice-baked' in French. Thus, some apparently unreasonable spellings can be explained.
- Most compounds work by simply adding the two base words together without modification. If the first word ends in $\mathbf{y}$, that will often change to $\mathbf{i}$, e.g. handicraft.


## Year 4 <br> Term 3

## Objective 12

To understand how diminutives are formed, e.g. suffixes: ette; prefixes: mini; adjectives, e.g.little; nouns, e.g. sapling; and nicknames, e.g. Jonesy

## Whole-class approaches

- In shared text time, identify adjectives which indicate smallness.
- Brainstorm using one key word from each list to start children off. Identify the affix that indicates smallness, and also the root, e.g. cigar + ette.
- Discuss why diminutives are used, e.g. to express fondness - Jonesy (animals are often given names ending in $\mathbf{y}$ ); to mock, as in suffragette.
- Ask children to think about nicknames, and abbreviated forms (William Bill).
- Brainstorm adjectives that diminish. See the adjectives list below.


## Group tasks

- Look up origins of affixes in an etymological dictionary and report back. See Notes. Make up your own diminutives and define them. What, for instance, might a lessonette be? If we have books and Big Books, what about booklings? What would you call a tiny crumb? Half a speck of dust? A baby fly?
- Play Jigsaw game - create diminutives by fitting together roots and affixes.
- Research terms of endearment and baby language (see curiosities list below).

| mini | ette | ling | micro | Adjectives | Curiosities |
| :--- | :--- | :--- | :--- | :--- | :--- |
| minicomputer | brunette | duckling | microscope | small | Itsy-bitsy |
| miniature | cigarette | dumpling | microfilm | little | teeny-weenie |
| miniskirt | majorette | gosling | microchip | tiny | junior |
| miniscule | kitchenette | sapling | microphone | less | baby |
| minibus |  | darling |  | reduced- | puss-cat |
| mini-beasts |  | weakling |  | low- | diddums |
| minimum |  |  |  | -kin | pocket-sized |
| Mini car |  |  |  | -nano | titch |

## Notes

- ette is from French, and can have the secondary connotation of being a female version, e.g. usher, usherette.
- mini comes from the Latin minimus, meaning 'small.'
- micro - Latin, meaning 'tiny'.
- Be careful with ling. It's from old English and can mean 'having a certain quality' as in weakling, as well as meaning 'little.'


## Year 5 Objectives

## Year 5 <br> Term 1

## Objective 4

To examine the properties of words ending in vowels other than the letter $\mathbf{e}$

## Whole-class approaches

- Using food words from the lists below, brainstorm 'Foods from abroad' and list them in three columns (by endings: $\mathbf{a}, \mathbf{i}, \mathbf{o}$ ) with the plural morpheme $\mathbf{s}$ written in a different colour. Alternatively, distribute food cards and invite children to place their cards under country names written on board.
Transfer to world map later. Use the same strategy for Unusual animals of the world' or 'Musical words we know.'
- Generalise about adding endings.


## Group tasks

- Make small/ concertina booklets entitled: The A-Z of Italian Food, A Global Glossary of Gorgeous Grub, A round the World in Eighty A nimals/ Words, An Encyclopaedia of Exciting Eating, Plural Pianos and Singular Sonatas (musical terms). Use writing frames to encourage use of singular/ plural forms.
- Write alliterative list poems using plural forms, e.g. Pizzas are perfect for peckish children/ Samosas are scrummy for starving school kids.
- Use singular/ plural flashcards for the Pelmanism game. Differentiate by including regular/ irregular forms in the pack.

| LIST 1 |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| anacondas | corgis | haikus | patios | siestas | yoyos |
| areas | cuckoos | igloos | pianos | skis | zulus |
| armadillos | dahlias | jumbos | piccolos | sofas | zoos |
| bananas | dingos | kangaroos | piazzas | sombreros |  |
| banjos | discos | kiwis | pizzas | solos |  |
| bhajis | ecus | kimonos | pumas | sonatas |  |
| bongos | emus | magnolias | radios | tattoos |  |
| cameras | fiestas | matzos | risottos | tarantulas |  |
| casinos | galas | oratorios | rotas | tombolas |  |
| cellos | geckos | paellas | sambas | umbrellas |  |
| chapattis | gnus | pagodas | samosas | violas |  |
| concertos | gurus | pastas | saunas | visas |  |
| LIST 2 |  |  |  |  |  |
| buffaloes | dominoes | heroes | torpedoes | vetoes | volcanoes |
| cargoes | echoes | haloes | mangoes | flamingoes |  |
| LIST 3 |  |  |  |  |  |
| antennae | bacteria | criteria | fungi | phenomena |  |
| macaroni | ravioli | spaghetti | tagliatelli | strata |  |

## Notes

- Most nouns ending in o form their plural by adding s, especially musical terms, words recently introduced from other languages, abbreviations, and words ending in two vowels. There are some exceptions to this rule when es is added to form the plural (List 2).
- A few words keep the plural spelling of the original language (List 3). Some pasta terms are already plurals in Italian!
- Some of these words may be unknown to your class, but they have been included to serve a range of languages you may have in your classroom.


## Year 5 <br> Term 1

## Objective 5 (1 of 2)

To investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add $\mathbf{s}$ to most words; add es to most words ending in $\mathbf{s}, \mathbf{s h}, \mathbf{c h}$; when $\mathbf{y}$ is preceded by a consonant, change to ies; when $\mathbf{y}$ is preceded by a vowel, add s

## Whole-class approaches

- Create a list of singulars with their plurals, either by brainstorming, collecting over time or using the lists below. Ask children to group them according to the way they add or change their endings to accommodate the plural.
- Use 'show me' cards for s/ es endings. Children show the correct ending in response to an oral word.
- Individual whiteboards - children attempt to apply taught rules in response to a given word.
- Cloze passage featuring deleted plurals.


## Group tasks

- Investigation - after establishing the basic 'Add s' rule, children could conduct and open investigation into other ways of forming plurals.
- Do word sums, e.g. cargo +s= $\qquad$ ; babies - s = $\qquad$
- Play a card game or bingo featuring cards with pluralisation rules written in the squares, and in which cards are drawn featuring different words to be pluralised.
- Design posters or radio commercials to advertise a spelling rule.


## Extension activities

- Investigate:
- words that have no singular (e.g. trousers, scissors);
- words that are the same in the singular and plural (e.g. sheep, deer);
- plurals with endings other than s (e.g. mice, men);
- plurals of words ending in $\mathbf{0}$ (e.g. potatoes, tomatoes).

| Typical words |  | Hissing and buzzing <br> words |  | Consonant +y words |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| dog | dogs | hiss | hisses | city | cities |
| house | houses | bus | buses | try | tries |
| meal | meals | church | churches | lorry | lorries |
| balloon | balloons | dish | dishes | worry | worries |
| sister | sisters | lunch | lunches | cry | cries |
| school | schools | fox | foxes | baby | babies |
| day | days | box | boxes | party | parties |
| word | words | watch | watches | puppies | puppies |
| boy | boys | fish | fishes | lolly | lollies |
| girl | girls | patch | patches | jelly | jellies |

## Notes

- Most nouns add $\mathbf{s}$ in the plural.
- Nouns ending in hissing, buzzing or shushing sounds (s/ $\mathbf{x} / \mathbf{c h} / \mathbf{s h}$ ) add es in the plural. This adds a syllable and makes it easier to say.
- Nouns ending in consonant $+\mathbf{y}$ change $\mathbf{y}$ to $\mathbf{i}$ and add es. Compare nouns ending in vowel $+\mathbf{y}$ which simply add $\mathbf{s}$.
- Several nouns ending in $\mathbf{0}$ add es in the plural. These tend to be older words, e.g. potatoes. Newer words like patio and radio add $\mathbf{s}$ in the plural.


## Year 5 Term 1

## Objective 5 (2 of 2)

To investigate, collect and classify spelling patterns in pluralisation, e.g. change $f$ to ves

## Whole-class approaches

- Create a list of singulars with their plurals, either by brainstorming, collecting over time or by using the lists below. Invite children to group them according to the way they add and change their endings to accommodate the plural.
- Use 'show me' cards for s/ es endings. Children show the correct ending in response to an oral word.
- Individual whiteboards: children attempt to apply taught rules in response to a given word.
- Cloze passage featuring deleted plurals.


## Group tasks

- Investigation - after establishing the basic 'Add s' rule, children could conduct an open investigation into other ways of forming plurals.
- Word sums, e.g. self $+\mathbf{s}=$ $\qquad$
- Play card game or bingo featuring cards with pluralisation rules written in the squares, and in which cards are drawn featuring different words to be pluralised.
- Design posters or radio commercials to advertise a spelling rule.


## Extension activities

- words that have no singular (e.g. trousers, scissors);
- words that are the same in the singular and plural (e.g. sheep, deer);
- plurals with endings other than $\mathbf{s}$ (e.g. mice, men);
- plurals of words ending in $\mathbf{0}$ (e.g. potatoes, tomatoes).

| $\mathbf{f}$ and $\mathbf{f e}$ endings |  | Irregular plurals |  |
| :--- | :--- | :--- | :--- |
| calf | calves | antenna | antennae |
| self | selves | goose | geese |
| thief | thieves | man | men |
| half | halves | woman | women |
| wolf | wolves | mouse | mice |
| knife | knives | louse | lice |
| loaf | loaves | die | dice |
| life | lives | tooth | teeth |
| scarf | scarves | child | children |
| wife | wives | formula | formulae |

## Notes

- Many nouns ending in $\mathbf{f}$ drop the $\mathbf{f}$ and add ves in the plural. There are exceptions. ff words just add $\mathbf{s}$, for example.
- A number of nouns have unusual plurals. Some change the medial vowel (goose/ geese); some have retained the plural form of the original language (a singular, ae plural is Latin).
- Several nouns ending in o add es in the plural. These tend to be older words, e.g. potatoes. Newer words like patio and radio add $\mathbf{s}$ in the plural.


## Year 5 <br> Term 1

## Objective 6

To collect and investigate the meanings and spellings of words using the following prefixes: auto, bi, trans, tele, circum

## Whole-class approaches

- Write up the prefixes, divide the class into five groups, and ask them to write down as many words as they can in two minutes, for their prefix. Ask them to work out the meaning of the prefix, and teach if unknown.
- Play Speedy Dictionaries - pairs race against a 30 -second deadline to locate word and origin of a prefix in the dictionary.


## Group tasks

- Play Kim's game - collecting words with like prefixes.
- Play sorting games - for language of origin, for same prefix, scientific words, words linked to movement, etc.
- Search dictionary for new phrases like 'automatic focus, automatic door'.
- Search Science, Maths and Geography textbooks for examples of words in context.
- Do Yellow Pages wordsearch for companies which use prefixed words as company name, e.g. AutoGlaze. Try travel and transport companies, etc.
- Make links with other languages: words for motorways = autoroute (French); Autobahn (German); autopista (Spanish); autoput (Serbo-Croat).

| auto | circum | bi | tele | trans |
| :---: | :---: | :---: | :---: | :---: |
| autograph <br> autopsy <br> automaton <br> autobiography <br> automobile <br> automatic | circumference circumnavigate circumstance circumvent circulate circus circle circular | biceps bisect bicycle bifocals bilingual biplane | telephone <br> telegraph <br> telescope <br> television <br> telepathy <br> telephoto <br> Tele Tubbies | transmit transfer transport transparent translate transatlantic transplant |

## Notes

- auto means 'self'; circum means 'round', 'about'; bi means 'two' or 'twice'; tele means 'distant'; trans means 'across'.
- Use multicultural opportunities, drawing on other languages in the classroom.


## Year 5 <br> Term 1

## Objective 8

To identify word roots, derivations, and spelling patterns, e.g. sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission, in order to extend vocabulary and provide support for spelling

## Whole-class approaches

- Using the chart below, provide some examples of word roots and derivations on the board or flipchart. Provide further examples of word roots and ask children to think of words that are derivations. Record these next to the root words. Talk about the fact that many words in the English language are derived from other words and this can provide a clue to their spellings.
- Explain that many word roots and derivations are drawn from Latin and Greek, and provide examples of these. In group work, children can investigate the reasons why these two languages have had such an influence on the English language.


## Group tasks

- Provide each group with cards of root and associated words. Ask the children to sort the words into their relevant families or groups.
- Working in pairs, children decide/ use a dictionary to check which words in the group are nouns, verbs, adjectives, or adverbs.
- Children can develop their own card games, e.g. Beat Your Neighbour for groups of four. Twenty word roots and forty derivations (two per word root) are put onto cards. Each child starts with five word roots. The forty cards of derivations are placed face-down in the middle of the table and children take it in turns to select a word. Unwanted words are placed at the bottom of the pile. The first child to collect five sets of word roots and their derivations and be able to spell all the words in the sets (from memory) wins the game.

| act | actor | action | activity | react | reaction |
| :--- | :--- | :--- | :--- | :--- | :--- |
| child | children | childhood | childlike | childish | childless |
| electric | electrical | electricity | electrician | electronic | electrocute |
| take | mistake | mistaken | overtaken | overtaking | partaking |


| assist | assistant | assistance | balance | imbalance | unbalanced |
| :--- | :--- | :--- | :--- | :--- | :--- |
| bore | boring | boredom | call | recall | calling |
| claim | reclaim | reclaimable | cover | discover | discovery |
| examine | examination | examiner | give | given | forgiveness |
| govern | governor | government | hand | handler | handicraft |
| hero | heroic | heroism | joy | joyful | enjoyment |
| light | lightning | delighted | machine | machinery | machinist |
| medic | medical | medication | obey | disobey | disobedient |
| operate | cooperate | cooperation | pack | packet | package |
| pain | painkiller | painstaking | pass | passage | passenger |
| prison | imprisoned | imprisonment | press | impress | depression |
| prove | approval | disapprove | public | publication publicity |  |
| relate | relative | relation | shake | shakily | shaken |

## Note

- Encourage use of etymological dictionaries and thesauruses to support children in finding/ spelling derivations of words and their origins.


## Year 5 Term 2

## Objective 4 (1 of 3)

To explore spelling patterns of consonants and formulate rules:

- II in full becomes I when used as a suffix

Whole-class approach

- Word search in text, or brainstorm. Work out the rule.


## Group task

- Do a wordsearch.

Extension activity

- Investigate if there is a similar effect when all and till are affixed to other words.

| Typical words |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| hope | hopeful | fear | fearful | wake | wakeful |
| thank | thankful | harm | harmful | scorn | scornful |
| play | playful | shame | shameful | doubt | doubtful |
| boast | boastful | faith | faithful | colour | colourful |
| care | careful | hand | handful | mouth | mouthful |


| y words |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| beauty | beautiful | plenty <br> pity | pitiful | plentiful | fancy |
| mercy | menciful | bounty | bountiful |  |  |

## Notes

- Drop the I when adding full.
- Change y to $\mathbf{i}$ when adding full.
- Distinguish between 'a hand full of ' and 'a handful of.'The first refers to the hand, the second refers to the quantity.
- all and till also drop the second I when they are affixed to other words, e.g. always, until.


## Year 5 <br> Term 2

## Objective 4 (2 of 3)

To explore spelling patterns of consonants and formulate rules:

- words ending with a single consonant preceded by a short vowel double the consonant before adding ing

Whole-class approaches

- Investigation - use the first group of words to draw a contrast between words that double and those that do not. The clue is in the sound of the preceding vowel.
- Provide base words and ask children in pairs to spell and show the extended word on a whiteboard.


## Group tasks

- Provide a mixture of base words that were not used in the whole-class activities. Have the children work in pairs to provide the correct spellings when adding ing, er, ed, est where appropriate.
- Provide children with newspaper or magazine articles. Ask them to find, highlight and record words that have consonants doubled where suffixes have been added.

| Contrasting sets |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :---: |
| hop | hopping | hopped | hope | hoping | hoped |  |
| dine | diner | dinner | write | writer | written |  |
| hid | hide | hidden | ride | rider | ridden |  |
| care | caring | careful | carry | carrying | carried |  |


| Doubled letters |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :---: |
| beg | begged | beggar | big | bigger | biggest |  |
| dig | digging | digger | drag | dragging | dragged |  |
| drop | dropping | dropped | mop | mopping | mopped |  |
| hum | humming | hummed | hug | hugging | hugged |  |
| run | runner | running | stop | stopper | stopped |  |
| sun | sunny | sunnier | fit | fitter | fittest |  |
| win | winning | winner | wet | wetter | wettest |  |


| Undoubled letters |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| beep | beeping | beeped | blast | blasting | blasted |
| burn | burner | burning | count | counter | counted |
| disgust | disgusted | disgusting | dream | dreamer | dreaming |
| feel | feeling | feeler | help | helped | helper |
| train | trainer | trained | trick | tricky | tricked |

## Notes

- Ensure that children understand the difference between short- and longvowel sounds.
- When you are providing examples of words with short- and long-vowel sounds, emphasise or exaggerate the sounding out and have the children join in.
- Short (rap) vowel = double consonant.
- Long vowel = single consonant.


## Year 5 <br> Term 2

## Objective 4 (3 of 3)

To explore spelling patterns of consonants and formulate rules:

- c is usually soft when followed by i, e.g. circus, accident

Whole-class approaches

- By investigation - use lists of words for ca, ce, ci, co and cu, and ask children to generalise about the way the words sound. Ask them to read aloud - to hear the difference and find the pattern.
- Alternatively, ask the children to brainstorm and decide what rules apply for words with the ca, ce, ci, co and cu pattern, e.g. call, calendar, camera, cardigan, carnival, recap celery, centimetre, centre, cereal, centipede, descend circle, cinema, cinnamon, decide coat, cobweb, coffin, cold, column, cow, disco cupboard, curtain, custard, customer, cut, discuss Have them decide which other c group belongs with the ci group, i.e. ce.


## Group tasks

- Independent investigation - give the children a group of cards containing a mix of $\mathbf{c}$ words and ask them to sort the words and work out the rule for themselves about the vowel following $\mathbf{c}$.
- Have the children find as many words as they can from the different c + vowel groups.


## Extension activity

- Ask the children to find and record examples of cy words (which also have the soft c sound).

| ci |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| cinema | cinnamon | circle | circuit | circular | circulation |
| circumference | circumstancecircus | incisor <br> cistern | citizen |  |  |
| city | accident | civil | decide | decision | decisive |
| decimal | incident | disciple | discipline | recite | recital |
| ce |  |  |  |  |  |
| ceiling | celebrate | celebrity | celery | cell | cellar |
| cellophane | certain | cement | cemetery | census | cent |
| centenary | centigrade | centipede | recent | centre | century |
| cereal | ceremony | incense | certificate | deceased | deceit |
| December | decent | descend | discern | except | receive |
| cy |  |  |  |  |  |
| cyanide | bicycle | cyclist | cyclone | cylinder | fancy |
| cynic | cynical | cypress | cyst | mercy | lacy |

## Notes

- ci, ce and cy usually soften the c.
- Exception for ce - Celt, Celtic - pronounced as Kelt, Keltic.


## Year 5 <br> Term 2

## Objective 5

To investigate words that have common letter strings but different pronunciations, e.g. rough, cough, bough; boot, foot

## Whole-class approaches

- Write word groups on the board and ask the children to sort them by sound.
- Postboxes - post words into the correct box.
- Investigation - what effect do preceding and following letters have on the pronunciation of the string?


## Group tasks

- Do word sorts.
- Play card games, collecting up similar sounds.
- Word ladders - children build a word around the string by changing or adding only one letter each turn, e.g. cough - rough - bough - bought brought.

| ight | ear | oo | ough | ie | our |
| :--- | :--- | :--- | :--- | :--- | :--- |
| right | pear | book | bough | lie | armour |
| fight | bear | boot | cough | pie | colour |
| light | rear | cook | dough | tie | favour |
| night | beard | food | enough | fried | honour |
| eight | search | foot | plough | lied | neighbour |
| weight | fear | good | though | tried | rumour |
| height | wear | hood | bought | niece | pour |
| freight | year | hook | brought | piece | your |
| tight | tear | hoot | drought | field | hour |
|  | dear | look | sought | shield | flour |
| near | loot | thought | grieve |  |  |
|  | learn | mood | wrought | thieves |  |
|  | earn | nook |  |  |  |
|  | yearn | pool |  |  |  |
|  | gear | rook |  |  |  |
|  | ear | root |  |  |  |
|  | hear | soot |  |  |  |
|  | heard | took |  |  |  |
| clear |  |  |  |  |  |
|  | hearth |  |  |  |  |
|  | earth |  |  |  |  |
| heart |  |  |  |  |  |
|  |  |  |  |  |  |

## Notes

- This objective extends the earlier teaching that, just as a phoneme can be spelled in more than one way, the same spelling may represent more than one phoneme.
- Use the lists to demonstrate how:
- pronunciation often depends on preceding and following sounds, e.g. an e before igh usually gives it a long 'ay' sound;
- (ie list) i interacts with other letters as part of a phoneme (e.g. thief) when its sound is unpredictable, and as a modified $\mathbf{y}$ (e.g. fried) when its sound is always $\mathbf{i}$;
- Usage can also depend on dialect (the our list is useful here).


## Year 5 <br> Term 2

## Objective 6

To distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. eight, ate; grate, great; rain, rein, reign

## Whole-class approaches

- Teach words and meaning directly, and display.
- Place Post-It notes over homophones in shared texts and ask children to work out which one fits.
- Make individual flashcards (e.g. there/ their) for children and ask them to hold up the correct spelling in response to a sentence in which the meaning is clear.
- Riddles - 'What opens locks and is always found beside water?'


## Group tasks

- Play Kim's game - place cards face-down and hunt out the pairs. You can claim a pair if you can prove you know the correct meaning using a dictionary.
- Play Sound Snap with a limited number of priority words.
- Invent mnemonics and ways of working out the correct choice.
- Play Beat the Spellchecker - write a 100-word story or report that beats the spellchecker. Team with the most cheats wins.


## Extension activities

- Look for homonyms (same spelling, different meanings, e.g. bear).
- Research history of words to explain the origin of some homophones spellings.

| rein | rain | reign | you | yew | ewe |
| :--- | :--- | :--- | :--- | :--- | :--- |
| rode | road | rowed | too | two | to |
| by | buy | bye | their | they're | there |
| sew | so | sow | cent | scent | sent |


| cell | sell | made | maid | cereal | serial |
| :--- | :--- | :--- | :--- | :--- | :--- |
| dear | deer | main | mane | key | quay |
| beach | beech | meet | meat | scene | seen |
| blue | blew | pane | pain | vain | vein |
| grate | great | peace | piece | waist | waste |
| hair | hare | plane | plain | fate | fete |
| here | hear | sum | some | flour | flower |
| herd | heard | read | red | bean | been |
| him | hymn | right | write | week | weak |
| hour | our | break | brake | leak | leek |
| knight | night | steel | steal | aloud | allowed |
| knot | not | stair | stare | board | bored |
| know | no | tail | tale | sun | son |

## Notes

- Many homophone choices are best taught as a grammatical issue, e.g. there/ their.
- Note that analogy with family groups can be helpful, e.g. ear, hear, heard; here, where, there.


## Year 5 <br> Term 2

## Objective 7

The correct use and spelling of possessive pronouns, linked to work on grammar, e.g. their, theirs; your, yours; my, mine

## Whole-class approaches

- Write on the board an incomplete list of possessive pronouns. Ask children to complete the pattern, then discuss what the pronouns have in common, e.g. they tell us who things belong to; they don't use people's names; they represent people's names. Identify the function of the words. Explain the name 'pronoun.'
- In Shared Reading and Writing, invite children to substitute pronouns for nouns, using pronoun 'show me'fans.
- Search for words within words, e.g. yours, mine.


## Group tasks

- Investigate the pattern by which the words in column 2 are followed by nouns, while those in column 3 stand alone.
- Make Who Am I?, Who Are They? and Who Are We? guessing-game cards, using the possessive pronouns, e.g. 'Our noses are long, our skin is grey, our memories are long. Who are we? Elephants.'
- Pronoun hunt - where in sentences do pronouns tend to arise? How do they work in relation to the named person?
- Create lines or poems based on possessive pronouns, e.g. 'your loss, my lucky find.'


## Extension activities

- Research older forms of pronouns, e.g. thee/ thine.
- Research pronouns in other languages, e.g. ta/ ton; mein/ meine.

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

## Note

- It's = it is; its = belonging to it.


## Year 5 Term 2

## Objective 8

To recognise and spell the suffix: cian, etc.

## Whole-class approaches

- Make class collections of 'shun' words. Categorise them according to word ending (see lists below).
- Develop and draw out patterns leading to general rules determining spelling pattern (see Notes below).
- Give a base word and ask children to write the correct 'shun' suffix, e.g. educate, magic. Alternatively, use a 'shun' fan for children to flash in response.


## Group tasks

- Suffix wheels - one child turns the wheel to move a suffix, into a window on the card, partner has to think of a 'shun' word with that suffix (checked in dictionary).
- Word building - roots and suffixes for 'shun' words on separate cards children have to match roots and suffixes to complete words correctly.
- Sorting activities - sort cards into piles, e.g. tion words into five piles depending on the preceding vowel, e.g. ation, etion, etc. Generalise and explain. (See Notes.)

| cian | sion | ssion | tion | other |
| :--- | :--- | :--- | :--- | :--- |
| physician | extension | profession | fiction | Venetian |
| optician | collision | session | fraction | Ocean |
| magician | confusion | percussion | direction | Asian |
| politician | exclusion | discussion | attention | Russian |
| electrician | transfusion | oppression | proportion |  |
|  | infusion | passion | reduction |  |
|  | explosion | mission | mansion |  |
|  | corrosion | possession | diction |  |
| ation | etion | ition | otion | ution |
| nation | completion | repetition | motion | distribution |
| station | deletion | competition | lotion | pollution |
| foundation |  | opposition | devotion | revolution |
| education |  | position | promotion | institution |
| translation |  | petition | emotion | constitution |
| demonstration |  | intuition |  | contribution |

## Notes

- cian - where words end in c; common in occupations.
- tion - the most common ending.
- sion - where the base word ends in d/de or $\mathbf{s} / \mathbf{s e}$ (e.g. explode, confuse).
- ssion - clear soft 'sh' sound.
- ation - long a is always followed by tion.
- otion/ ution/ etion - the base word usually contains the vowel, clearly pronounced.
- ution words are usually longer than three syllables; usion tends to be shorter.


## Year 5 <br> Term 3

## Objective 4

To spell unstressed vowels in polysyllabic words, e.g. company, portable, poisonous, interest, description, carpet, sector, freedom, extra, etc.

## Whole-class approaches

- Select a group of words that contain unstressed vowels and write them on the board or flip chart. Ask the children to work out what the words have in common and why people might have difficulty in spelling these words.
- Ask for suggestions as to how the spellings of such words could be memorised, e.g. exaggerated pronunciation where words are broken down into syllables - diff-er-ence; thinking of the root word, e.g. differ + the suffix ence use of mnemonics, e.g. 'pet on the carpet', 'Al is in hospital.'


## Group tasks

- Children work in pairs to develop further ideas/ mnemonics for supporting the spelling of words provided in the chart below.
- Ask the children to decide on categories for grouping the words, e.g. ary, ery, ory, erence.
- Children select a number of words from the categories which have prefixes and find the root word. They then repeat this activity with words that have suffixes and finally with words that have both prefixes and suffixes.

| abandoned | abominable | original | predict | familiar | carpet |
| :--- | :--- | :--- | :--- | :--- | :--- |
| animal | description | boundary | business | stationary | stationery |
| category | catholic | poisonous | centre | company | compromise |
| conference | offering | deafening | desperate | definite | definitely |
| dictionary | difference | different | doctor | prosperous | easily |
| explanatory | extra | factory | family | secretary | primary |
| flattery | smuggler | formal | freedom | frightening | general |
| generally | generous | Wednesday | heaven | hospital | separate |
| widening | interest | disinterest | interested | jewellery | voluntary |
| library | literacy | literate | illiterate | literature | lottery |
| marvellous | miserable | memorable reference | messenger | prepare |  |

## Notes

- Draw children's attention to the high number of words that contain the er and en patterns.
- Children can be supported in remembering the different spellings for stationary and stationery by using the mnemonic 'buy stationery from the stationer.'
- Helpful tactics:
- refer to root;
- build the word up to detect prefixes and suffixes, and syllables;
- refer to related words, e.g. definite - finite;
- say words as they might sound, e.g. Wed- nes-day.


## Year 5 <br> Term 3

## Objective 5 (1 of 3)

To investigate and learn spelling rules:

- words ending in modifying e drop e when adding ing, e.g. taking
- words ending in modifying e keep e when adding a suffix beginning with a consonant, e.g. hopeful, lovely

Whole-class approaches

- Generate a list of base words ending in a modifying e (i.e. the $\mathbf{e}$ is part of a vowel digraph which make a long-vowel sound on the preceding vowel), and their suffixes. Compare the effect of adding suffixes that begin with a vowel and others that begin with a consonant.


## Group task

- Mix and match a handful of base words with different suffixes. See below.

| Useful exemplars |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| live | living | lived | lively | lifeless |
| hope | hoping | hoped | hopeful | hopeless |
| care | caring | cared | careful | careless |
| shame | shaming | shamed | shameful | shameless |
| tune | tuning | tuned | tuneful | tuneless |


| Useful base words |  | Vowel suffixes |  | Consonant suffixes |
| :--- | :--- | :--- | :--- | :--- |
| sure | love | ing | est | ful |
| rehearse | age | ed | ism | ment |
| nice | use | ish | able | less |
| save | pave | er | al | ness |
|  |  |  |  | ly |

## Notes

- Drop the e to add vowel suffixes.
- Retain the e to add consonant suffixes.


## Year 5 <br> Term 3

## Objective 5 (2 of 3)

To investigate and learn spelling rules:

- words ending in $\mathbf{y}$ preceded by a consonant change y to ie when adding a suffix, e.g. flies, tried except for the suffixes ly or ing, e.g. shyly, flying


## Whole-class approaches

- Investigation - sort words and work out the rule.
- Fill out the lines of a grid (like the first batch of words in the one below), halting at the modified letters, to generalise.
- Demonstrate the adding of suffixes, then give children a key word (e.g. funny) to work on their whiteboards.


## Group tasks

- Children work in pairs to fill in or complete a prepared grid.
- Investigation - sorting words and generalising.
- Finding the obvious and less obvious suffixes which go on verbs (see second batch below).


## Extension activities

- investigate words ending in vowel +y;
- investigate whether the final letter changes in any other word when adding a suffix (alphabetically, e.g. stamina, scab, panic, card, concrete, stiff, flag, fish, etc.)

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


| Verbs |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| supply | supplying | supplied | supplicant | supplier |  |
| carry | carrying | carried | carrier | carriage |  |
| marry | marrying | married | marriage |  |  |
| try | trying | tried | trial |  |  |
| ally | allying | allied | alliance |  |  |
| vary | varying | varied | variety | variation | variable |
| reply | replying | replied | replicate | replication | replica |

## Notes

- $\mathbf{y}$ changes to $\mathbf{i}$ when you add the suffixes ness, er, est, ed, ly.
- An important exception is adding ing - it would be very odd to have a word containing a double $\mathbf{i}$, and difficult to say.
- No other final letter changes when adding a suffix (though letters can double).


## Year 5 <br> Term 3

## Objective 5 (3 of 3)

## To investigate and learn

 spelling rules:- i before e except after $\mathbf{c}$ when the sound is 'ee', e.g. receive. Note and learn exceptions


## Whole-class approaches

- Generate a list of words in which $\mathbf{i}$ and $\mathbf{e}$ are adjacent and invite children to search for patterns. Remind children that both digraphs can make different sounds, some of which overlap.
- Use 'show me' cards featuring ei and ie which children can show in response to a given oral word.


## Group tasks

- Investigation - collect words and find patterns to prime the whole-class session.
- Create a poster to advertise guidelines for choosing the correct digraph.
- Investigation - find as many ways of sounding ie as possible, with examples. Likewise with $\mathbf{a}$. Which are common and which are unique to each digraph?

| ie |  |  | cei | ei (long a) | ei (other) |
| :--- | :--- | :--- | :--- | :--- | :--- |
| lie | chief | shield | ceiling | vein | weird |
| die | handkerchief | shriek | receive | rein | protein |
| pie | pierce | yield | receipt | reign | their |
| tie | field | niece | deceit | veil | either |
| thief | priest | relief | perceive | weigh | neither |
| belief | fierce | pier | conceit | freight | height |
| grief | mischief | patient |  | eight | heir |
| brief | quiet | view |  | neighbour |  |
| piece | friend | ancient |  | sovereign |  |
| review | medieval | glacier |  | foreign |  |
| fiery | obedient | science |  |  |  |

## Notes

- Most words use ie.
- ie is the only word-ending.
- ei is the only word-beginning.
- cis usually followed by ei (science, glacier and ancient are troublesome exceptions).
- The long a sound generally indicates ei. Note that the long a pronunciation has drifted a little over time, and is also influenced by accent.
- Other common ei words (see chart, final column) are best memorised by exception.


## Year 5 Term 3

## Objective 6

To transform words, e.g. changing tenses: ed,
ing; negation: un, im, il; making comparatives: er, est, ish; changing verbs to nouns, e.g. ion, ism, ology; nouns to verbs: ise, ify, en

## Whole-class approaches

- Use a number of base words to generate examples of how a word may change its meaning and spelling when it is transformed by adding suffixes and prefixes. A sk children to identify 'when' and 'why' words:
- use particular endings, e.g. ise to create a verb, il to negate a word beginning with I;
- tend to modify their spelling, e.g. words ending in $\mathbf{e}$ and $\mathbf{y}$.


## Group tasks

- Race to collect the base words with most different forms.
- Each group specialises in one aspect, e.g. words ending in $\mathbf{y}$; words changing into nouns to report back to the plenary.
Extension activity
- Investigate how the same job might be done by adding a word, e.g. er by more, est by most).

| Base words |  | Negation | Verb to noun | Noun to verb |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| love | arm | help | un | tion | ise |
| hate | care | small | de | ism | ify |
| change | critic | art | dis | ness | ate |
| class | age | magnet | anti | ity | en |
| press | fool | possible | il | ist |  |
| child | medicine | legal |  | ir |  |
| educate | responsible | happy |  | im |  |
| long | kind | mobile |  | in |  |
| possible | decide | television |  |  |  |
| reduce | compose | simple |  |  |  |


| Tense | Comparatives |
| :--- | :--- |
| $s /$ es | er |
| d ed | est |
| ing | ish |
| en | like |

## Note

- See activities for some earlier objectives in this booklet (Y3/ T1/ 010 page 7, Y3/ T2/ 08 - page 9, Y4/ T1/ 07 - page 24, Y4/ T1/ 014 - page 28, Y4/ T3/ 08 - page 36).


## Year 5 <br> Term 3

## Objective 7

To recognise the spelling and meaning of the prefixes: in, im, ir, il, pro, sus

## Whole-class approaches

- Teach words and meanings directly, and display.
- Present lists and investigate spelling patterns.
- Write lists of words, then cover up the prefixes - choose which prefix will work.


## Group task

- Collect more words using alphabetical list in the Penguin Rhyming Dictionary.


## Extension activities

- Produce a set of insults for use in a drama activity in which children bandy insults in a row, choosing words from the in, ir and im lists, then compare them with insults which characters in Romeo and Juliet hurl at each other!
- Investigate the use of un, dis, de and anti.

| in | im | ir | il | pro | sus |
| :---: | :---: | :---: | :---: | :---: | :---: |
| inactive indecent incapable inconvenient inattentive incredible inverted inaccurate | immature immobile impractical impossible improbable improper impatient impolite | irregular <br> irrational irresponsible irresistible | illegal illiterate illegible | proactive project provide produce propose proceed propeller | suspect <br> suspense <br> suspicion <br> suspend <br> sustain |

## Notes

- in means 'not'.
- ir means 'not' - add to the beginning of words beginning with $\mathbf{r}$, thus producing double $\mathbf{r}$. Note several exceptions, however, e.g. unreasonable.
- il means 'not' - add to beginning of words beginning with I, thus producing double I. Note several exceptions, however, e.g. dislike, unload.
- im means 'not' - add to the beginning of words beginning with $\mathbf{m}$ and $\mathbf{p}$. Note several exceptions, however, e.g. unmade, displease.
- sus - a version of sub meaning 'under', but the meaning has drifted from being 'under the spotlight' in suspect to being 'held up' in suspend.
- pro means 'ahead'.
- Note the double letters created when the prefix is added to words beginning with the same letter.
- Words containing the letter string conform to the rules even though they lack the root meaning, e.g. illuminate, illustrate, irritate, irrigate.


## Year 6 Objectives

## Year 6 <br> Term 1

## Objective 5

To use word roots, prefixes and suffixes as a support for spelling, e.g.
aero, aqua, audi, bi, cede, clude, con, cred, duo, $\log (0)(y)$, hyd(ro) (ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex

## Whole-class approaches

- Investigation - provide a number of words using the same root and invite children to identify the common root and its meaning.
- Give the root and its meaning and ask children to generate a list of words which contain both the letters and the meaning.
- Provide cards containing common prefixes, roots and suffixes, and ask children to construct known words from these.


## Group tasks

- Use dictionaries to research and establish clusters of words using the same root.
- Create new words, e.g. aquaphone.
- Use etymological dictionary to research word histories.
- Investigate words based on numbers and research background, e.g. octo means 'eight' (Latin).
- Investigate other roots - e.g. cede ('yield'), clude ('shut'), con ('together'), cred ('belief'), duo ('two'), hydro/ a ('water'), photo ('light'), port ('carry'), scrib/ p ('write'), scope ('look'), sub ('under'), tri ('three'), ex ('outside').

| bi | two | bicycle | biped | binoculars | binary |
| :--- | :--- | :--- | :--- | :--- | :--- |
| aqua | water | aquarium | Aquarius | aquatic | aquaplane |
| aero | air | aeroplane | aerodrome | aeronauts | aerodynamic |
| super | greater | supernatural | Superman | supernova | superpower |
| micro | small | microscope | microfilm | microphone | microcosm |
| audi | hear | audible | audience | audition | auditorium |
| port | carry | transport | portable | import | export |
| trans | across | transport | transplant | transfer | transaction |
| prim | first | prime | primary | primrose | primate |
| auto | self | automatic | autograph | autobiography | automobile |
| phobia | fear | claustrophobia | arachnophobia | agoraphobia | xenophobia |
| ology | study | archaeology | biology | geology | zoology |
| tele | faroff | telephone | television | teleport | telecom |
| graph | to write | autograph | telegraph | photograph | graphic |
| re | again | replay | reply | reconsider | repeat |
| pre | before | preview | prehistoric | previous | prevent |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Year 6 Term 1

## Objective 6

To investigate meanings and spellings of connectives: therefore, notwithstanding, furthermore, etc.; link to Sentence Level work on connectives

## Whole-class approaches

- Start from a known text such as a report or journalistic writing. Highlight connectives and help class to work out their function - to connect.
- Identify phrases used as connectives, e.g. 'in addition', 'on the other hand'.
- Try substituting different connectives and consider how they change the meaning.
- Look at the position of the connective words or phrases. Where do they come in the sentence?
- Consider their features as words:
- some are simple words like and, so, but;
- some are connective phrases like in addition to;
- some are compound words (possibly derived from phrases) like notwithstanding.


## Group tasks

- Ask children to categorise connectives into simple and compound words. Compound words could be further split into two- and three-part words.
- Looking at the compound-word connectives, work out unknown meanings by looking at the separate parts of the word. Use a dictionary to check.


## Extension activity

- Use a King James Bible or other old text such as a legal document, to find further connectives, e.g. hereafter, howsoever, whomsoever.

| furthermore | then | however | so | nonetheless |
| :--- | :--- | :--- | :--- | :--- |
| but | because | therefore | and | moreover |
| henceforward | whenever | as | with | meanwhile |
| notwithstanding | after | when | although | if |
| since | nevertheless | while | besides | whatever |
| until | yet | for | consequently | whoever |
| whereas | alternatively |  |  |  |

## Notes

- Connectives are words (or phrases) that can be used to link one sentence to another or to extend sentences.
- A connective can be a conjunction, an adverb or an adverbial phrase.
- Compound connectives behave like other compound words; that is, the two (or three) original words don't change their spelling.


## A ppendix 1 <br> Spelling around the clock



## A ppendix 2 <br> Teaching spelling conventions

Tell the children the objective.


Introduce a set of relevant words.


Ask children to sort the words and identify patterns.


Help children to hypothesise and test their ideas.
—
Explain the principle behind the pattern, if appropriate.


Practise the convention.


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

## Using investigations

Benefits of working through investigation:

- It appeals to problem-solving instincts.
- It obliges children to be more active in deconstructing words.
- It models a useful self-help strategy.
- It makes conventions more rational.

Limitations of working through investigation:

- It depends on having a useful list of words.
- Children may not see a pattern or be able to explain it.
- Some rules are too complex for this treatment.
- You have to understand the rule yourself.
- Exceptions must be dealt with.

As an independent group activity:

- The word source must be reliable.
- The children may need helpful prompts or guides in case they get stuck.
- It needs to be checked, e.g. in a plenary.


# A ppendix 3 Examples of investigations 

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

## Year 3 <br> Term 1

## Objective 8

How the spellings of verbs alter when ing is added

## Prompts

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

- Most words...
- A short (rap) vowel just before the end tells us ...
- Words ending in e will ...

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

## Notes

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


## Year3 Term 2

## Objective 9

To investigate and identify basic rules for changing the spelling of nouns when $\mathbf{s}$ is added

## INDEPENDENT INVESTIGATION (working without the teacher) <br> Adding s to make a plural

## Prompts

1 Cut up the words so they are still in pairs, i.e. ash and ashes on one card.
2 Your first job is to work out how you decide whether to add $\mathbf{s}$ or es to the end of a word.
3 Make two lists with your words - those ending in $\mathbf{s}$ and those ending in es.
4 Look carefully at the es list and make new groups for different endings, e.g. words ending in $\mathbf{x}$.

5 Read the es lists aloud. What can you hear?
6 Try saying the es words without the e. Why is this difficult?
7 Write a rule about which endings need an es.
8 Check it by trying it on other words you know.
9 Try clapping out the syllables in your es lists. What happens when you add es? Does the same thing happen to words in the scolumn?
10 Look closely at the list of words ending in $\mathbf{s}$. What rules can you work out for adding sto:

- words ending in $\mathbf{e}$;
- words ending in $\mathbf{y}$ (two rules here);
- words ending in other letters.

11 Make a list of your own words ending in $f$. Can you work out what happens to these when you add $\mathbf{s}$ ?

| ash | ashes | box | boxes | brush | brushes |
| :--- | :--- | :--- | :--- | :--- | :--- |
| bush | bushes | church | churches | dish | dishes |
| glass | glasses | inch | inches | kiss | kisses |
| watch | watches | sandwich | sandwiches | tax | taxes |
| game | games | fox | foxes | witch | witches |
| table | tables | rope | ropes | shoe | shoes |
| pen | pens | time | times | tune | tunes |
| cup | cups | bean | beans | tick | ticks |
| pond | ponds | pocket | pockets | school | schools |
| book | books | window | windows | lip | lips |
| desk | desks | clasp | clasps | hat | hats |
| army | armies | party | parties | baby | babies |
| berry | berries | city | cities | fly | flies |
| jelly | jellies | penny | pennies | puppy | puppies |
| boy | boys | toy | toys | key | keys |
| ray | rays | display | displays | monkey | monkeys |
| delay | delays | day | days | donkey | donkeys |

## Notes

- Most words add s.
- Add es if the word ends in a hissing/ buzzing/ shushing sound. A nother way to remember this is to add es if you can hear an extra syllable when you make it plural. (The e is added to make the plural easier on the tongue, putting a buffer between too many $\mathbf{s}$ sounds.)
- Words ending in e- just add $\mathbf{s}$.
- Words ending in $\mathbf{y}$ - add $\mathbf{s}$ if the final letter is preceded by a vowel. If not, change the $\mathbf{y}$ to $\mathbf{i}$ and add es.


## SHARED INVESTIGATION (teacher led)

To spell two-syllable words containing double consonants

## Year 4 Term 1

## Objective 5

To spell two-syllable words containing consonants, e.g. bubble, kettle, common

## Prompts

1 Read aloud these pairs of words.
2 How many syllables in each word? (Try clapping.)
3 Come out and underline the first vowel in each word.
4 Read aloud this first pair and tell me what happens to the sound of that vowel.
5 Let's listen to the rest of the words. What happens?
6 Can anyone see a link between the sound of the vowel and the spelling of the word?
7 What kind of vowel comes before a double letter?
8 What happens if it's a long vowel?
9 Tell me the rule as simply as you can.
10 Can you think of any more examples of double letters in a two-syllable word?

| For comparing sounds |  | Further examples |  |  |
| :--- | :--- | :--- | :--- | :--- |
| diner | dinner | common | rotten | letter |
| biter | bitter | follow | sudden | stopped |
| coma | comma | daddy | puppy | summer |
| writing | written | pillow | swallow | carry |
| taping | tapping | funny | running | happy |
| pole | pollen | tennis | better | gobble |
| hoping | hopping | swimming | penny | mummy |
| super | supper | shopping | getting | silly |
| lady | laddy | winner | butter | cotton |
| slope | sloppy | sorry | kitten | kettle |

## Notes

- The children need to understand the short (rap) vowel sounds:
a as in ant;
e as in egg;
i as in ink;
0 as in orange;
$\mathbf{u}$ as in umbrella.
- Long vowels say their own name.
- Short (rap) vowels are followed by double consonants; long vowels are followed by single consonants.


## INDEPENDENT INVESTIGATION (working without the teacher) Extending words which end in f

## Year 4 Term 2

## Objective 5

To investigate what happens to words ending in $\mathbf{f}$ when suffixes are added

## Prompts

1 Brainstorm three lists of words which end in $\mathbf{f f}, \mathbf{f}$ or $\mathbf{f e}$.
2 Split each list into nouns and verbs.
3 Put the nouns into the plural. Check the spellings in a spelling dictionary. Work out the rule about putting each list into the plural.
4 Put the verbs into different tenses by adding s, ing and ed. Work out the rule about adding endings to the verbs.
5 What other endings can you add?
6 There are a very small number of $\mathbf{f}$ nouns that just add $\mathbf{s}$. Can you think of them? Check your guesses in the dictionary.
7 Can you hear the $\mathbf{v}$ in the words that change? Try saying the words.

| Double $\mathbf{f}$ | Single $\mathbf{f}$ | fe | Exceptions |
| :--- | :--- | :--- | :--- |
| stuff | scarf | wife | chiefs |
| cliff | wolf | knife | dwarfs |
| cuff | calf | life | roofs |
| dandruff | leaf | safe | reefs |
| staff | shelf |  | briefs |
| sniff | self |  |  |
| scuff | elf |  |  |
| bluff | loaf |  |  |
| handcuff | half |  |  |
| fluff | deaf |  |  |

## Notes

- Plurals
- ff - add s;
- fand fe-change to ves.
- Verbs
- ff - just add the ending (e.g. bluffs);
- $\mathbf{f}$ - change to $\mathbf{v}$ and add ending (e.g. halving);
- fe - change to $\mathbf{v}$, drop the $\mathbf{e}$, add the ending (e.g. saves).
- Other endings
- Just add $\mathbf{y}$ or ish (e.g. fluffy, selfish);
- An interesting one: mischievous.


## SHARED INVESTIGATION (teacher led)

## Adding suffixes to words ending in y

## Year 5

Term 3

## Objective 5

To investigate and learn spelling rules:

- words ending in y preceded by a consonant change y to ie when adding a suffix, e.g. flies, tried except for the suffixes ly or ing, e.g. slyly, flying


## Prompts

1 Look at the adjectives in the empty grid. Help me to add suffixes to my first word, happy.
2 Now we've done a few, can you see any rules about adding suffixes to adjectives ending in $\mathbf{y}$ ?
3 Can you think of other adjectives ending in $\mathbf{y}$ (e.g. hungry, lazy). Does it work for them?
4 Let's try it with verbs ending in $\mathbf{y}$. What suffixes could we add?
5 You should be able to spot an exception here. Why would it be odd if we changed $\mathbf{y}$ to $\mathbf{i}$ when we add ing?
6 Can you think of other verbs? Does the rule hold good for them? (cry, fly, reply).

| Adjective | ness | er | est | ly |
| :--- | :--- | :--- | :--- | :--- |
| happy | happiness | happier | happiest | happily |
| pretty | prettiness | prettier | prettiest | prettily |
| lazy | laziness | lazier | laziest | lazily |


| Verb | ing | ed |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| marry | marrying | married | marriage |  |  |
| try | trying | tried | trial |  |  |
| vary | varying | varied | variation | variable | variety |

## Notes

- Change y to $\mathbf{i}$ when you add a suffix.
- Two important exceptions:
- keep the $\mathbf{y}$ when you add ing (can't have two is together);
- with words ending in vowel + consonant keep the $\mathbf{y}$ (can't have three vowels together);
- There are more varied suffixes for verbs.

INDEPENDENT INVESTIGATION (working without the teacher) To identify word roots, derivations and spelling patterns

## Year 5 Term 1

## Objective 8

To identify word roots, derivations and spelling patterns, e.g. sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission, in order to extend vocabulary and provide support for spelling

## Prompts

1 Find as many words as you can that include the word sign.

- In what sense do these words contain the meaning of the word sign?
- Say the words out loud. Circle the words in which the $\mathbf{g}$ is silent.
- Remembering the family of words will remind you to put in the $\mathbf{g}$.

2 Repeat this activity with the other words - bomb, muscle, medicine, finite, music, front, part and script.

- Explain how the words are linked in meaning.
- Look for differences in the way the words are sounded out.
- How can the word families help you with spellings?

3 Find other families of words linked by meaning and spelling.
4 Find other examples of silent or quiet letters which are sounded out by other words in the word family.

| sign | signal | significant | signpost | signature | signify |
| :--- | :--- | :--- | :--- | :--- | :--- |
| spectacle | inspection | spectator | spectacular | spectrum | retrospect |
| bomb | bombastic | bombardier |  |  |  |
| muscle | muscular |  |  |  |  |
| medicine | medical | medicinal |  | final |  |
| finite | infinity | definite | finish |  |  |
| music | musician | musical |  |  |  |
| front | frontier |  |  |  |  |
| part | partial | partition | particular | partake | participate |
| script | scripture | description | prescription | manuscript postscript |  |

## Notes

- Family words sometimes sound out silent letters, e.g. sign - signature.
- Family words can sometimes clarify unstressed or quiet letters, e.g. the second $\mathbf{i}$ in definite.


## SHA RED INVESTIGATION (teacher led)

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

## Year 6 Term 1

## Objective 5

To use word roots, prefixes and suffixes as a support for spellings, e.g. aero, aqua, audi, bi, cede, clude, con, cred, duo, $\log (0)(y)$, hyd(ro)(ra), ín, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex

## Prompts

1 Here are four words starting with bi. What do they mean? If I told you that bi means a certain number, can you work out what the number is? It was once a Greek word, which we borrowed. Can you think of any more words containing bi?
2 Here are four words starting with aqua. Can you work out what aqua means? Tell us how you worked it out. Can you think of other words with aqua in them?
3 Think about the word super. It was once a Latin word for 'greater.' Can you think of any words with super in them? Why do they mean 'greater'?
4 Here are some more examples to work out ...
5 What other roots can you spot in our list of words? (cycle, ped, nova, bio, geo, phon, visi). How can we work out their meanings?

| Some useful examples to start with: |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| bi | two | bicycle | biped | binoculars | binary |
| aqua | water | aquarium | Aquarius | aquatic | aquaplane |
| super | greater | supernatural | Superman | supernova | superpower |
| port | carry | transport | portable | import | export |
| trans | across | transport | transplant | transfer | transaction |
| auto | self | automatic | autograph | autobiography | automobile |
| phobia | fear | claustrophobia | arachnophobia | agoraphobia | xenophobia |
| ology | study | archaeology | biology | geology | zoology |
| tele | far off | telephone | television | telepathy | telecom |

## Notes

- Word roots' spellings are generally reliable, so they are useful for spelling. The word bicycle is a good example - the roots clarify where to place the $\mathbf{i}$ and $\mathbf{y}$.
- Build on from here by using the common prefixes and suffixes, e.g. re, pre, able, etc.


## Year 6 <br> Term 1/ 2 / 3

## Objective 4

Revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 Term 3

INDEPENDENT INVESTIGATION (working without the teacher) Revise the best way to spell unstressed vowels in polysyllabic words

## Prompts

1 Some vowels are difficult to make out because they are spoken quickly or quietly. The 'beat' in the word falls elsewhere, so they don't sound out clearly.
2 Write in a list the words separate, definite, vegetable, and parliament. Put a circle round the vowel that is hard to hear. Discuss how people in your group remember the correct spelling, and make a list of useful suggestions such as:

- saying it as it might sound if the vowel was clear (Parli - aaah! - ment);
- linking it to words in the same family (definite - finite, infinity);
- finding words within words (get in vegetable);
- making up a mnemonic (memory trick).

3 Look for more examples in the days of the week and the months of the year.
4 Look for more examples in your own writing or spelling log.
5 Find a way of remembering the unstressed vowel in each of your tricky words. Make an A4 wall poster for each one, to share with the rest of the class.
6 Look for words in which a consonant is hard to hear (e.g. handbag, government). What causes consonants to go quiet, and how can you remember them?

| Unstressed vowels |  |  |  | Unstressed <br> consonants |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| definite | separate | eewellery | skeleton | miniature | Wednesday |
| vegetable | parliament | benefit | locomotive | journalist | February |
| fattening | corporal | margarine | signature | Saturday | environment |
| astronomy | January | February | medicine | geography | government |
| dandelion | lemonade | alcohol | secretary | grammar | handbag |
| holiday | mathematics | history | lettuce | television | cupboard |
| telephone | parallel | consonant | similar | describe | raspberry |

## A ppendix 4 Differentiation issues

Have a clear plan for what children must, should and could learn, e.g.:

- must learn to add a simple suffix to the end of a word;
- should learn to change y to $\mathbf{i}$, and to drop the final e where appropriate;
- could learn to retain the $\mathbf{e}$ which keeps $\mathbf{c}$ and $\mathbf{g}$ soft.

Stage and direct the questions to stretch children at their own level.
To give extra support:

- Allow thinking time to engage less confident children.
- Ask open questions which will allow you to take different levels of contribution.
- Encourage additional adults to drop clues, but not answers.
- Precede the lesson with a preparation activity for weaker groups.
- Allocate time for consolidation work.

To extend:

- Take the investigation further, e.g. find exceptions, find similar rules, apply to other words.
- Set challenging investigations for able groups in independent time.
- Invite able groups to design, collect words and run an investigation with the rest of the class.


# A ppendix 5 <br> Whole-class consolidation activities 

- 'Show me' cards

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

- Individual whiteboards

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

- Postboxes

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

- Human words

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

## YEAR 3 TERM 1

Objective Activity
$8 \quad$ Whiteboards to try new ing spellings once the pattern has been taught.
$9 \quad$ Whiteboards to try new le spellings once the pattern has been taught.
10-11 'Show me' cards and/ or postboxes for dis, un, and anti and other comparable prefixes.

YEAR 3 TERM 2
Objective Activity
9 'Show me' cards for sor es endings.
10 Letter fans or whiteboards indicating the silent letter in response to spoken word or flashcard.
11 'Show me'cards for singular and plural words.
12-14 Cards or whiteboards containing words to join up into compounds.
15 Line up children holding whiteboard letters to create words such as cannot and ask an 'apostrophe' child to create a space for themselves by replacing other children.

## YEAR 3 TERM 3

Objective Activity
8 Use whiteboards or wall posters to collect up examples of words within words.
9-10 'Show me' cards or postboxes for dis, un, and anti and other comparable prefixes.
11 Line up children holding whiteboard letters and ask an 'apostrophe' child to create a space for themselves.

## YEAR 4 TERM 1

Objective Activity
$6 \quad$ 'Show me'cards for homophones.
7 Whiteboards to attempt the extension of words.
9 Suffix postboxes into which suitable words are posted, and then scanned for patterns and rules.
10 Whiteboards for spot test of key words.

## YEAR 4 TERM 2

Objective Activity
5 'Show me'cardsfors and ves.
6 Postboxes or wall poster to collect up words with common strings over a period of time. Children try to guess which will collect most. Try ight, tch, ough, ought, ould.
7
Whiteboards for spot test of key words.

## YEAR 4 TERM 3

Objective Activity
6 Postboxes to sort different pronunciations, e.g. rainbow, flower.
7 Whiteboards or wall posters to brainstorm lists of words using the same root, e.g. press.
8 Cards or whiteboards containing word parts to join up into compounds.
9 'Show me'cards for close suffixes, e.g. able, ible, tion and sion.
10 'Show me' cards for its and it's in response to a spoken sentence.

## YEAR 5 TERM 1

Objective Activity
5 'Show me'cards for suffix choices, e.g. sor es, ys or ies, fs or ves.
6 Use whiteboards or wall posters to collect up words using the same root, e.g. sign, bomb.

## YEAR 5 TERM 2

Objective Activity
5 Postboxes to sort words with different pronunciations, e.g. boot, foot.
$6 \quad$ 'Show me'cards for homophones in spoken sentences.
7 'Show me'cards for their/ theirs in response to spoken sentences.
8 Postboxes or wall posters for words which use different suffixes, e.g. cian, sion and tion, then study contents to find patterns, e.g. words ending in cuse cian; most words use tion; words ending in de or suse sion.

## YEAR 5 TERM 3

Objective Activity
4 Letter fans(vowels only) for identifying the unstressed vowel in a spoken word.
5 Use whiteboards to form modified words and show them, e.g. energy - energise.

## NATIONAL LITERACY STRATEGY

## YEAR 6 TERM 1

Objective Activity
4 Letter fans(vowels only) for identifying the unstressed vowel in a spoken word.
5 Postboxes, whiteboards or wall posters to collect up words using the same root, prefix or suffix in order to find patterns and deduce meanings.
6 Cards orwhiteboards containing word partsto join up into compounds.

## YEAR 6 TERM 2

Objective Activity
4 Wall posters for handy mnemonics.
Letter fans (vowels only) for identifying the unstressed vowel in a spoken word.

## YEAR 6 TERM 3

Objective Activity
4 Wall posters for handy mnemonics.
Letter fans (vowels only) for identifying the unstressed vowel in a spoken word.

## A ppendix 6 Spelling journals

A number of children are now successfully using spelling journals as a selfhelp device and a place to record their work on spelling. The journal can include:

- a log of personal errors;
- personal spelling lists to learn;
- aides-memoire of spelling conventions;
- working out from spelling investigations;
- dictionary of high frequency words learnt/ unlearnt;
- spelling targets;
- spelling tries';
- tests.


## Extracts from spelling journals

The following pages show a number of extracts from spelling journals.

1. Creating mnemonic phrases for tricky words
2. Applying a spelling convention taught in shared time
3. A list of words to learn, identified by child from own work
4. Investigating different ways of making the long o sound
5. Investigating different ways of making the long a sound
6. A brainstorm of collective nouns
7. A brainstorm of words derived from given roots
8. A spelling competition based on car number plates
9. A record of meanings of root words
10. Finding words within words
11. Using a dictionary to apply prefixes
12. Using a dictionary to find words using a given prefix

Special thanks to:
Jane Walters, Literacy Consultant, West Sussex LEA
Manor Hall County Middle School, Southwick
Edward Bryant Primary School, Bognor Regis
1.

2.

3. My Hordstolearn:

1. Could
2. Would
3. Might

4, Started
s. Stopped
6. through
thought thought
8. told

9, tres
10, Walked

Wednesday 21s Apill
The log ' $D$ ' stutho

5.


SPELLING BANK:APPENDIX 6
6.

7.

8.

Car Number Prates
Thursday $22^{\text {nd }}$ Tanwary 98
Use the letters to make a word. They must be in the Same order.
eg BTE-absolote

- bite

Ent-england
Ech-eachother-Speech
Sta-Station
Nks-Nuits
Bkg-Biking
Kkg-kicking
Oah - Coach
Re-Ragt-Drist
Mg-Muyfeled
Nimt-Animal-normal
KCN-KithenKitchen TDY-tidy
CHR-chair-children CRM-creamy
BRK-bark-break
BLD-bald-blood
SND-sand-sneered
CLK-chalk -
YLW-yellow
GDB-goodbye
9.

10.

11.

12.


