



**Support for Spelling**  
(second edition)







# Introduction

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

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

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

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

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

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

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

A balanced spelling programme includes five main components:

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

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

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

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

## Knowledge of the spelling system

In order to spell we need both phonemic knowledge and morphological knowledge. Understanding word derivation – etymological knowledge – also supports spelling ability.

### Phonemic knowledge

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

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

### Morphological knowledge

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

- \* **root words** – contain one morpheme and cannot be broken down into smaller grammatical units (e.g. *elephant, table, girl, day*) and are sometimes referred to as the *stem* or *base* form;
- \* **compound words** – two root words combined to make a word (e.g. *playground, football*);
- \* **suffixes** – added after root words, changing the meaning and often the spelling of a word (e.g. *beauty – beautiful, happy – happiness*). Some suffixes, called *inflectional suffixes* (or *inflections*), modify words to indicate, for example, plurals (e.g. *boy – boys, fox – foxes*) or verb tenses (e.g. *walk – walks – walking – walked*);
- \* **prefixes** – added before a root word, and change the meaning but rarely affect the spelling of a word (e.g. *replace, mistake*);

### Etymological knowledge

- \* **etymology** (word derivations) – words in the English language come from a range of sources; understanding the origin of words helps pupils' spelling (e.g. *audi relates to hearing – audible, audience, audition*).

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

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

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



# Overview of spelling objectives

## Objectives for Years 2 to 6

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

### Key:

Objectives in red are phonemic or phonological  
Objectives in blue are morphological and etymological

Primary Framework objectives – Strand 6: Word structure and spelling

Most children learn:

- that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading;
- to spell words accurately by combining the use of knowledge of grapheme-phoneme correspondence as the prime approach, and also morphological knowledge and etymological information;
- a range of approaches to learn and spell irregular words.

**Year 2 objectives**

- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns, including common suffixes and use of double letters
- Read and spell less common alternative graphemes, including trigraphs

**Term 1**

- i. To secure the reading and spelling of words containing different spellings for phonemes (e.g. /igh/, igh, ie, y, i-e – I, night, tie, my)
- ii. To understand and begin to learn the conventions for adding the suffix **-ing** for present tense and **-ed** for past tense (e.g. play – playing, played)

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.

**Term 2**

- i. To split compound words into their component parts and to use this knowledge to support spelling (e.g. milkman, pancake)
- ii. To learn how to add common suffixes to words (e.g. plurals, **-ly**, **-ful**: book – books, loud – loudly, harm – harmful)

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.

**Term 3**

- i. To add common prefixes to root words and to understand how they change meaning (e.g. happy – unhappy, fair – unfair)
- ii. To discriminate syllables in multisyllabic words as an aid to spelling (e.g. tomorrow, together)

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.



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

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



# A suggested sequence for the teaching of spelling

## Transition from Year 1 to Year 2

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

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

## The teaching sequence

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

## The sequence

### Revisit, explain, use

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

### Teach, model, define

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



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

### Practise, explore, investigate

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

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

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

### Apply, assess, reflect

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

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

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

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

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

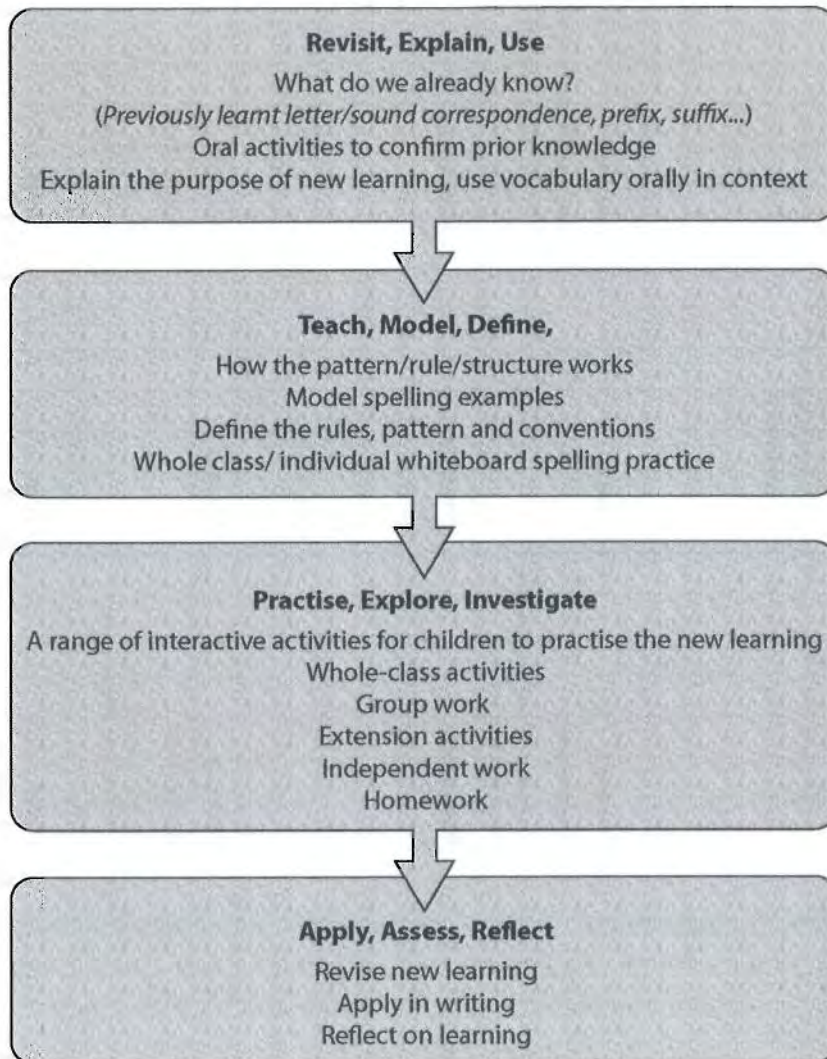
A set of example practice words is included in each unit. This is not an exhaustive list, nor is it intended that the children slavishly learn each one, as in a **spelling list**. The key principle is that the children are learning *about* words rather than given words to learn. The aim of each unit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

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

Periodic assessment will also be required, to ensure children are making progress against national criteria (Assessing Pupils' Progress, AF8).



### THE TEACHING SEQUENCE



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

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

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



# Year 2 programme

## Year 2 term 1 (i)

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

### Revisit, explain, use

#### Notes for teachers

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

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

#### Suggestions for whole-class approaches

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

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

### Teach, model, define

#### Suggestions for whole-class approaches

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





This activity can be repeated using a different focus phoneme.

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

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

## Practise, explore, investigate

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

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

### Extension activities

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

Practice examples: words containing long vowel phonemes

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



## Apply, assess, reflect

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

## Year 2 term 1 (ii)

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

## Revisit, explain, use

### Suggestions for whole-class approaches

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

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

## Teach, model, define

### Suggestions for whole-class approaches

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

#### Using a poem

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

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

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



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

### Adding -ed to verbs

Add -ed	Drop the e and add -ed	Double the final consonant and add -ed
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- \* Shuffle a pack of verb cards (see suggestions over the page).
- \* Show the first card.
- \* Ask the children to discuss the verb with their talk partners and decide which column it belongs in.
- \* Place the word in the correct column.
- \* Repeat.

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

## Practise, explore, investigate

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

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

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

### Practice examples: regular verbs

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

### Extension activities

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

### Apply, assess, reflect

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



## Year 2 term 2 (i)

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

### Revisit, explain, use

#### Notes for teachers

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

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

#### Suggestions for whole-class approaches

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

### Teach, model, define

#### Suggestions for whole-class approaches

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

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

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

## Practise, explore, investigate

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

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



Practice examples: compound words

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

Extension activities

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

Apply, assess, reflect

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

## Year 2 term 2 (ii)

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

**Note:** An inflection is a particular kind of suffix. We use inflectional suffixes to turn nouns into plurals (boy - boys), to show possession (boy - boy's - boys'), adjectives into comparatives or superlatives (small - smaller - smallest) and to alter the tense and person of verbs (walk - walks - walking - walked).

### Revisit, explain, use

#### Suggestions for whole-class approaches

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

- Revisit prior learning: spelling changes for past and present tense (from term 1).
- Revise short vowel phonemes.
- Write the following verbs on the whiteboard (e.g. *hop, beg, wish*).
- Invite the children to turn them into past-tense verbs (*hopped, begged, wished*).
- Ask what would happen if we added **-ing** to the words (*hopping, begging, wishing*).
- Revise the differences in spelling:  
If the verb ends in a single consonant letter preceded by a single vowel letter and the suffix begins with a vowel, double the consonant letter before adding the suffix. Another way of explaining this is that there need to be two consonant letters between a 'short' vowel and a suffix beginning with a vowel (e.g. *hop, hopped, hopping; run, running, runner*).
- Explain that **-ed** and **-ing** change the tense of verbs and that they are a type of suffix.
- Write the verbs containing long vowel phonemes (e.g. *play, hope, float*) on the whiteboard.
- Invite the children to add the suffixes **-ed** and **-ing** to each in turn, commenting on spelling changes (*playing, played, hoping, hoped, floating, floated*).
- Explain the rule: If the verb has a split digraph within it, drop the **e** if the suffix begins with a vowel.
- The children are now going to learn how to add some different suffixes to words and to learn how to spell the words and use them in writing.

### Teach, model, define

#### Suggestions for whole-class approaches

- Explain the terms **singular** and **plural**.
- Explain that one suffix they all know is **-s**, when we want to say more than one (e.g. *table - tables, girl - girls, doll - dolls*).
- This changes when the word ends in **y** (e.g. *army - armies*); the **y** changes to **i**.
- Practise: *one dog but two...*, *one party but many...*
- Establish that adding **-s** or changing **y** to **i** and adding **-es** changes the word from *one* to *more than one*.



- **Quick-write activity:** children practise changing words from singular to plural (at this stage use only regular plurals, **-s** and **-ies**).
- Write the word *fun* on the whiteboard. Say: *Someone told me a fun joke the other day. Then say: That doesn't sound right. What should I say? Yes, funny, can you help me to spell it?*
- *Fun – funny.* Ask: *Why do we have double n before I add -y?*
- Explain that adding the **-y** suffix changes the word *fun* into an adjective: *funny*.
- Practise on individual whiteboards, adding the suffix **-y** to *fur, nut, sun*.
- Ask: *What happens if we add the suffix -y to words ending in e?* Demonstrate (e.g. *laze – lazy, smoke – smoky*).
- Practise with other words (e.g. *bone, stone, grease*).
- Ask what happens if you add the suffix **-y** to most words (e.g. *cheek, fuss, smell, water*). *Just add y (cheeky, fussy, smelly)*.
- **Whiteboard activity:** children work with a partner to write three sentences with adjectives, using the suffix **-y**.
- Repeat the process, forming adjectives with the suffix **-ful**, meaning *full of* (e.g. *wish – wishful, pain – painful, hate – hateful, beauty – beautiful, wonder – wonderful*).
- Explain that, when **-ful** is added, most words stay the same, except for words ending in **y**.
- Introduce the suffix **-less**, meaning *without*. Invite examples (e.g. *home – homeless, fear – fearless, care – careless*).
- Summarise, adding suffixes to words by practising using various adjectives in sentences and discussing spelling conventions, for example:
  - *He told a funny story.*
  - *Her ankle was very painful.*

## Practise, explore, investigate

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

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

#### Adding suffixes for forming plurals

Add <b>-s</b>	Change <b>y</b> to <b>i</b> and add <b>-es</b>
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- The cards should be placed face-down on the table.
- One child takes a card from the pile and shows it to the group.
- The children decide which suffix would be added and to which column the word belongs. They try it on their whiteboards. When all the children in the group agree, one child records the new word on the paper.
- Repeat the process for forming adjectives.
- Children collect adjectives with the suffixes **-y**, **-ful** or **-less** to describe a fairytale character such

as Cinderella's ugly sister (e.g. *hateful, careless, thoughtless, fussy, lazy*) or Jack from *Jack and the beanstalk* (e.g. *fearless, kindly, thoughtful, careless, cheeky, forgetful*).

- Children refer to one or two pages of a storybook and look for adjectives ending with the suffixes **-ful**, **-y** and **-less**. They write the collection in their spelling journals.
- **Partner work:** set this task.
  - Choose three words with the **-y** suffix, three with the **-ful** suffix and three with the **-less** suffix, that you find tricky or difficult to spell but will be useful in your writing. Write the word and check the meaning in your dictionary. Highlight the tricky part and, with a partner, learn them and then practise writing them.

Practice examples: adding suffixes to form plurals

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

Practice examples: adding suffixes to form adjectives

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



### Extension activities

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

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

### Apply, assess, reflect

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

## Year 2 term 3 (i)

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

### Revisit, explain, use

#### Suggestions for whole-class approaches

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

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

## Teach, model, define

### Suggestions for whole-class approaches

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

## Practise, explore, investigate

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

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



### Practice examples

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

### Extension activities

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

### Apply, assess, reflect

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

## Year 2 term 3 (ii)

### To discriminate syllables in multisyllabic words as an aid to spelling

#### Revisit, explain, use

#### Suggestions for whole-class approaches

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

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

#### Teach, model, define

#### Suggestions for whole-class approaches

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

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



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

## Practise, explore, investigate

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

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

Practice examples: multisyllabic words

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

Extension activities

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

Apply, assess, reflect

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



# Year 3 programme

## Year 3 term 1 (i)

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

### Revisit, explain, use

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

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

### Teach, model, define

#### Suggestions for whole-class approaches

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





Find your team

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

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

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

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

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

Practice examples: Find your team

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

## Practise, explore, investigate

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

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

### Practice examples: -le words

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

### Extension activities

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



## Apply, assess, reflect

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

## Year 3 term 1 (ii)

### To spell regular verb endings and to learn irregular tense changes

## Revisit, explain, use

### Suggestions for whole-class approaches

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

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

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

## Teach, model, define

### Suggestions for whole-class approaches

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

#### IT

*It hops and wobbles*

*Over rocks and stones.*

*It whimpers and whispers*

*And softly moans.*

*In darkness it glows*

*Like the moon in the sky.*

*What is it, this form, this creature*

*this mess?*

*I try and I try to look at its face.*

*I laugh and cry, I've got it!*

*Can you guess?*

*It's a poor alien from outer space!*

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



Practice examples: regular verb endings

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

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

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

## Practise, explore, investigate

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

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

### Practice examples: irregular tense changes

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



### Extension activities

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

### Apply, assess, reflect

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

## Year 3 term 2 (i)

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

#### Revisit, explain, use

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

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

*One dog but two cats,*

*One ball and two bats,*

*One church but four preachers,*

*One school and five teachers.*

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

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

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

## Teach, model, define

### Suggestions for whole-class approaches

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

## Practise, explore, investigate

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

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



Practice examples: singular and plural nouns

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

Extension activities

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

Apply, assess, reflect

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

## Year 3 term 2 (ii)

### To understand how words change when suffixes are added

#### Revisit, explain, use

#### Suggestions for whole-class approaches

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

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

#### Teach, model, define

#### Suggestions for whole-class approaches

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



Practice examples: comparatives

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

- ✱ Establish that the rules for adding **-ed** and **-ing** are the same as those for adding **-er** and **-est** to words.
- ✱ Collect examples, use the words in sentences.
- ✱ Introduce the suffix **-able** (e.g. *enjoy – enjoyable, rely – reliable*). Invite examples from the class in the context of sentences.
- ✱ Invite groups of children to find as many adjectives as they can, in a given time, ending with a specific suffix (**-er, -est, -ly, -ful, -less, -able**). Remind children they may have to change the base word if it ends in **e** or **y**.
- ✱ Invite the children to give a meaning for each suffix.
- ✱ **Note: -ly** means *having the qualities of* when it is attached to a noun to make an adjective. (It is also a common way of turning an adjective into an adverb, as in *beautiful – beautifully*. When used in this way, it means *in this manner*.)
  - **-less** means *without*.
  - **-ful** means *full of*.
  - **-able** means *being able to be – whatever is denoted by the root word* e.g. capable of being relied upon.
  - **-er** and **-est** relate to *more* and *most*.
  - **-er** can also mean *belonging to* (e.g. *islander, villager*) or someone or something performing an action (e.g. *rider, walker*).

Practice examples: changing words by adding suffixes

-ly	-ful	-less	-able	-er
kindly	wishful	hopeless	avoidable	taller
friendly	hopeful	painless	bearable	nicer
weekly	painful	useless	enjoyable	smarter
homely	forgetful	tuneless	drinkable	sweeter
lonely	pitiful	fearless	likeable	bigger
nearly	hateful	breathless	breakable	closer
freely	joyful	thankless	sinkable	hotter

## Practise, explore, investigate

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

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

### Comparatives matrix

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

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

### Extension activities

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



## Apply, assess, reflect

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

## Year 3 term 3 (i)

### To embed the correct use and spelling of pronouns

## Revisit, explain, use

### Notes for the teacher

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

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

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

### Suggestions for whole-class approaches

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

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

## Teach, model, define

### Suggestions for whole-class approaches

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

#### Matrix

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

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



## Practise, explore, investigate

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

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

### Pronouns

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

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

### Extension activities

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

### Apply, assess, reflect

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

... *His children came home from school and they had to do their homework.*

- **What have you learnt?** Give the children the opportunity to discuss their learning and to make notes in their spelling journals.

## Year 3 term 3 (ii)

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

Revisit, explain, use

### Suggestions for whole-class approaches

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

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

Teach, model, define

### Suggestions for whole-class approaches

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



## Practise, explore, investigate

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

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

### Practice examples: common prefixes

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

### Extension activities

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

### Apply, assess, reflect

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

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





# Year 4 programme

## Year 4 term 1 (i)

### To distinguish between the spelling and meaning of homophones

#### Revisit, explain, use

#### Suggestions for whole-class approaches

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

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

#### Teach, model, define

#### Suggestions for whole-class approaches

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