

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

Practise, explore, investigate

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

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

Practice examples: homophones

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

Apply, assess, reflect

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

Note: Many children pronounce *are/our* as homophones and this can lead to errors in spelling. Help them to think about the position and function of the word in the sentence to help them get the right spelling.

Year 4 term 1(ii)

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

Revisit, explain, use

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

Notes for teachers

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

Suggestions for whole-class approaches

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

Teach, model, define

Suggestions for whole-class approaches

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

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

Practise, explore, investigate

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

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

Practice examples: plurals

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

Examples

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

Extension activities

- Children research words that have no singular (e.g. *scissors, trousers*).
- Research words that are the same in the singular and plural (e.g. *sheep, deer*).
- Research plurals with endings other than -s (e.g. *mice, men*).
- Research plurals of words ending in -o (e.g. *potatoes, tomatoes*).
- Are there any exceptions to the *f-ves* rule? (e.g. *roof – roofs*) What about *dwarf*? The plural given in most dictionaries is *dwarfs*, but some authors prefer *dwarves*.

Apply, assess, reflect

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

Year 4 term 2 (i)

To investigate and learn to spell words with common letter strings

Revisit, explain, use

Suggestions for whole-class approaches

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

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

Teach, model, define

Suggestions for whole-class approaches

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

Notes for teachers

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

Practise, explore, investigate

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

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

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

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

Apply, assess, reflect

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

Year 4 term 2 (ii)

To understand how suffixes change the function of words

Revisit, explain, use

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

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

Teach, model, define

Suggestions for whole-class approaches

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

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

Notes

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

Practise, explore, investigate

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

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

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

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

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

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

Extension activities

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

Apply, assess, reflect

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

Year 4 term 3 (i)

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

Revisit, explain, use

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

Teach, model, define

Suggestions for whole-class approaches

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

Practice examples: common contractions

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

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

Sample sentences:

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

Practise, explore, investigate

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

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

Extension activities

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

Apply, assess, reflect

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

Year 4 term 3 (ii)

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

Revisit, explain, use

Suggestions for whole-class approaches

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

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

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

Teach, model, define

Suggestions for whole-class approaches

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

Practise, explore, investigate

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

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

Practice examples: prefixes and meaning

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

Practice examples: words with Latin prefixes

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

Practice examples: words with affixes for diminutives

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

Extension activities

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

Apply, assess, reflect

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

Year 5 programme

Year 5 term 1 (i)

To spell unstressed vowels in polysyllabic words

Revisit, explain, use

Notes for teachers

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

Suggestions for whole-class approaches

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

Teach, model, define

Suggestions for whole-class approaches

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

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

Practise, explore, investigate

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

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

Practice examples: words with unstressed vowels

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

Practice examples: unstressed or silent consonants

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

Extension activities

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

Apply, assess, reflect

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

Year 5 term 1 (ii)

To spell words with common letter strings and different pronunciations

Revisit, explain, use

Suggestions for whole-class approaches

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

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

Teach, model, define

Suggestions for whole-class approaches

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

Practise, explore, investigate

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

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

Practice examples: the same letter string but different pronunciations

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

Practice examples: words with different spellings but the same pronunciation

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

Extension activities

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

Apply, assess, reflect

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

Year 5 term 2 (i)

To explore the spelling patterns of consonants and to formulate rules

Revisit, explain, use

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

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

Teach, model, define

Suggestions for whole-class approaches

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

Practise, explore, investigate

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

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

Practice examples: words containing the consonant c

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

Extension activities

- Children investigate the rule **i before e except after c**. Does this always apply? What sound does **ie** make in these words?
- Children collect more unusual examples of words containing the letter **c** (e.g. loch).

Apply, assess, reflect

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

Year 5 term 2 (ii)

To explore less common prefixes and suffixes

Revisit, explain, use

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

Teach, model, define

Suggestions for whole-class approaches

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

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

Practise, explore, investigate

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

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

Practice examples of prefixes meaning *not*

in-	im-	ir-	il-
inactive	immature	irregular	illegal
indecent	immobile	irrational	illiterate
incapable	impossible	irresponsible	illegible
incredible	impatient	irresistible	illogical
inaccurate	impolite		
inoperative	imbalance		

Practice examples: non- and anti-

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

Extension activities

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

Apply, assess, reflect

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

Year 5 term 3 (i)

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

Revisit, explain, use

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

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

Teach, model, define

Suggestions for whole-class approaches

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

Practice matrix

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

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

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

Practice matrix: suffixes

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

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

Practise, explore, investigate

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

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

Practice examples

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

Practice examples: -ous

infectious	marvellous
previous	beauteous
obvious	continuous
gaseous	wondrous

Practice examples

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

Extension activities

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

Apply, assess, reflect

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

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

Year 5 term 3 (ii)

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

Revisit, explain, use

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

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

Practice matrix: Roots and affixes

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

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

Practice matrix: Roots and affixes

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

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

Teach, model, define

Suggestions for whole-class approaches

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

Practise, explore, investigate

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

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

Latin roots

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

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

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

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

Extension activities

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

Apply, assess, reflect

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

Year 6 programme

Year 6 term 1 (i)

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

Revisit, explain, use

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

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

1. Your thoughts about spelling

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

2. How do you try to spell?

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

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

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

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

Teach, model, define

Suggestions for whole-class approaches

Make strategies for learning spellings explicit.

Visual strategies involving the eye and hand

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

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

Auditory strategies involving the ear and mouth

The English language has 44 sounds but only 26 letters in the alphabet, so the sound a letter makes depends on other letters around it. Therefore it is important to think about using other strategies. There are ways in which you can use sound to help you spell.

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

Learning strategies based on mind and method

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

Practise, explore, investigate

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

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

Apply, assess, reflect

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

Example 1

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

Example 2

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

Year 6 term 1 (ii)

Investigate the meaning and spelling of connectives

Revisit, explain, use

This unit links to grammar work on connectives.

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

Teach, model, define

Suggestions for whole-class approaches

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

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

Practise, explore, investigate

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

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

Practice examples

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

Extension activities

Invite the children to:

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

Apply, assess, reflect

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

Year 6 term 2 (i)

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

Revisit, explain, use

Suggestions for whole-class approaches

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

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

Teach, model, define

Suggestions for whole-class approaches

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

Practise, explore, investigate

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

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

Practice examples (refer also to Year 5 term 1)

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

Extension activities

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

Apply, assess, reflect

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

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

Year 6 term 2 (ii)

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

Revisit, explain, use

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

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

Teach, model, define

Suggestions for whole-class approaches

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

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

Practise, explore, investigate

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

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

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

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

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

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

Using prefixes for negation

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

Useful matrix for transforming words, using prefixes and suffixes

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

Extension activities

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

Apply, assess, reflect

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

Year 6 term 3 (i)

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

Revisit, explain, use

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

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

Teach, model, define

Suggestions for whole-class approaches

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

Practise, explore, investigate

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

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

Extension activities

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

Apply, assess, reflect

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

Year 6 term 3 (ii)

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

Revisit, explain, use

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

Teach, model, define

Suggestions for whole-class approaches

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

Practise, explore, investigate

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

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

Matrix to complete

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

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

Practice examples: Latin roots

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

Extension activities

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

Apply, assess, reflect

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

Appendices

Appendix 1: Knowledge of the spelling system

In phase 6 children need to acquire more word-specific knowledge. They still need to segment words into phonemes to spell them, but they also learn that good spelling involves not only doing this and representing all the phonemes plausibly but also, where necessary, choosing the right grapheme from among several possibilities.

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

However, there are spelling conventions or guidelines that generalise across many words and that it is useful for children to understand. Children also need to recognise that all the conventions have some exceptions. For teaching purposes, exceptions can usually be dealt with as they arise in children's reading and writing.

Some useful spelling guidelines

1. The position of a phoneme in a word may rule out certain graphemes for that phoneme. The **ai** and **oi** spellings do not occur at the end of English words or immediately before suffixes; instead, the **ay** and **oy** spellings are used in these positions (e.g. *play, played, playing, playful, joy, joyful, enjoying, enjoyment*). In other positions, the /ai/ sound is most often spelt **ai** or **a** consonant-vowel, as in *rain, date* and *bacon*. The same principle applies in choosing between **oi** and **oy**: **oy** is used at the end of a word or immediately before a suffix, and **oi** is used elsewhere. There is no other spelling for this phoneme.¹
2. When an /o/ sound follows a /w/ sound, it is frequently spelt with the letter **a** (e.g. *was, wallet, want, wash, watch, wander*) – often known as the **w-special**. This extends to many words where the /w/ sound comes from the **qu** grapheme (e.g. *quarrel, quantity, squad, squash*).
3. When an /ur/ sound follows the letter **w** (but not **qu**) it is usually spelt **or** (e.g. *word, worm, work, worship, worth*). The important exception is *were*.
4. An /or/ sound before an /l/ sound is frequently spelt with the letter **a** (e.g. *all, ball, call, always*).
5. English words do not end in the letter **v** unless they are abbreviations (e.g. *rev*). If a word ends in a /v/ sound, **e** must be added after the **v** in the spelling (e.g. *give, have, live, love, above*). This may seem confusing, because it suggests that the vowels should have their long sounds (as in *alive, save* and *stove*) but in fact there are very few words in the *give/have* category (i.e. words with short vowels) – they are mostly common words and are quickly learned.
6. **Elisions**, sometimes known as **contractions**, such as *I'm, let's* and *can't* are usually easy to spell, but children need to know where to put the apostrophe.²
7. Confusions are common between *their* and *there* and can persist unless appropriate teaching is given. *There* is related in meaning (place) and spelling to *here* and *where*. *Their* is related in meaning (plural person) and spelling to *they* and *them*. To avoid confusing children, experience shows it is advisable not to teach these two similar sounding words at the same time but to secure the understanding of one of them before teaching the other.³

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

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

Adding suffixes to words

During phase 6, children should also start to learn spelling conventions for adding common endings (suffixes) to words. Most children will have taken words with suffixes in their stride in reading, but for spelling purposes they now need more systematic teaching both of the suffixes themselves and of how the spelling of base words may have to change slightly when suffixes are added. Some grammatical awareness is also helpful here: just knowing that the regular past tense ending is spelt **-ed** is not enough – children also need to be aware that the word they are trying to spell is a past tense word. Without this awareness, they may, for example, spell *hopped* as *hopt*, *played* as *plaid*, *grabbed* as *grabd* and *started* as *startid* – perfectly accurate phonemically, but not correct. Conversely, once they have understood that the **-ed** ending can sometimes sound like /t/, they may try to spell *soft* as *soffed*, unless they realise that this word is not the past tense of a verb. These are examples of common suffixes suitable for phase 6:

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

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

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

Adding other suffixes

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

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

General guidelines for adding other suffixes

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

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

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

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

Appendix 2: Learning and practising spelling

Memory strategies

Purpose

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

Resources

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

Procedure

Whole-class work

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

Memory strategies

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

Learning words

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

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

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

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

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

Routine A

Preparation

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

Resources

- Sentence for dictation

Procedure

Routine A is made up of the following five elements.

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

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

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

Routine B

Preparation

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

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

Resources

- * Two sentences
- * Three word cards

Procedure

Routine B is made up of the following three elements.

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

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

Possible questions are:

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

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

Procedure

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

Do this for six consecutive days.

Appendix 3: Application of spelling in writing

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

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

Marking

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

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

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

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

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

Children gaining independence

Strategies for spelling during writing

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

Using spelling logs/journals

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

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

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

Proofreading

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

1. Preparation

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

2. Shared writing

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

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

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

3. Independent and guided writing

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

Using dictionaries and spelling checkers

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

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

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

Links with handwriting

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

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

Appendix 4: A guide for parents

Helping your child with spelling

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

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

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

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

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

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

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

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

Appendix 5: The first 100 high-frequency words

The first 100 high-frequency words in order

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

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

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

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

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

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

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Acknowledgement

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