

The National
Literacy Strategy

Spelling bank

Lists of words and activities
for the KS2 spelling objectives

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Introduction

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

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

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

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

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

For more specific ideas and lesson materials, look in the orange National Literacy Strategy booklet for Module 2 'Word Level Work: Activity Resource Sheets'. For information, call 01 536 7411 71 or visit our web site at www.standards.dfee.gov.uk.

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

Year 3 objectives

Year 3 Term 1

Objective 8

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

Whole-class approaches

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

Group task

- ◆ Card-sorting activities.

Extension activity (very challenging)

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

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

Notes

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

Year 3 Term 1

Objective 9

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

Whole-class approaches

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

Group tasks

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

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

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

Notes

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

Year 3 Term 1

Objective 10

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

Whole-class approaches

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

Group tasks

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

Extension activities

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

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

Notes

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

Year 3 Term 1

Objective 11

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

Whole-class approaches

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

Group tasks

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

Extension activities

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

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

Notes

- ◆ Just add the prefix – a no-nonsense rule. This accounts for the double **n** in *unnecessary* and the double **s** in *dissatisfied*.
- ◆ Useful for handwriting practice.
- ◆ Stressing the meaning of prefixes is a support for spelling and vocabulary.

Year 3 Term 2

Objective 8 (1 of 2)

How words change when **er** and **est** are added

Whole-class approach

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

Group tasks

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

Extension activities

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

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

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

Notes

- ◆ Most words just add **er** and **est**.
- ◆ Words ending in **e** drop the **e** and take the suffix.
- ◆ Words containing a short vowel before the final consonant double the consonant.
- ◆ Words ending in **y** change **y** to **i** to add the suffix.

Year 3 Term 2

Objective 8 (2 of 2)

How words change when **y** is added

Whole-class approaches

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

Group task

- ◆ Find further examples.

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

Notes

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

Year 3 Term 2

Objective 9

To investigate and identify basic rules for changing the spelling of nouns when **s** is added

Whole-class approaches

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

Group task

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

Extension activity

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

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

Notes

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

Year 3 Term 2

Objective 10

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 3 Term 2

Objective 12

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 3 Term 2

Objective 13

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 3 Term 2

Objective 14

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

Whole-class approaches

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

Group tasks

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

Some words as starting points for investigation

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

Some useful suffixes

| | | | | | |
|------|-----|------|------|------|------|
| ship | ful | ness | ment | hood | less |
| er | est | ly | ish | dom | like |

Notes

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

Year 3 Term 2

Objective 15

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 3 Term 3

Objective 8

Identify short words within longer words as an aid to spelling

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 3 Term 3

Objective 9

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

Whole-class approaches

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

Group tasks

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

Extension activity

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

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

Notes

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

Year 3 Term 3

Objective 10

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

Whole-class approaches

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

Group task

- ◆ Match prefix cards, as above, but using unfamiliar prefixes. Invite children to match them up by working out their meanings from known words.

Extension activity

- ◆ Thesaurus work
 - look up *beautiful* – list synonyms and experiment with adding prefixes;
 - make a list of 'bad behaviour' words and present at plenary – *unhelpful, antisocial, misbehaviour*.

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

Notes

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

Year 3 Term 3

Objective 11

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 3 Term 3

Objective 14

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 4 Objectives

Year 4 Term 1

Objective 5

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

Whole-class approaches

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

Group tasks

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

Extension activities

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

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

Notes

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

Year 4 Term 1

Objective 6

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

Whole-class approaches

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

Group tasks

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

Extension activities

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

| | | | | | |
|-------|---------|-------|-----|-----|-----|
| were | where | we’re | you | yew | ewe |
| their | they’re | there | too | two | to |

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

Notes

- ◆ The homophones in this list apply to the high frequency word list only. For further homophones, consult Y5.T2.O6.
- ◆ Many homophone choices are best taught as a grammatical issue, e.g. *there/their*.
- ◆ Analogy with family groups can be helpful, e.g. *our, your; here, where, there*.

Year 4 Term 1

Objective 7

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 4 Term 1

Objective 8

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 4 Term 1

Objective 9 (1 of 2)

To recognise and spell the suffixes **al**, **ary**, **ic**

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 4 Term 1

Objective 9 (2 of 2)

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 4 Term 1

Objective 14

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 4 Term 2

Objective 5

To investigate what happens to words ending in **f** when suffixes are added

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 4 Term 2

Objective 6

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

Whole-class approach

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

Group tasks

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

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

Notes

- ◆ **ight** – most words ending in the 'ight' sound use **ight**. A handful of words use the split digraph **i-e** (but they include common words like *white*, *kite*). A number of scientific terms end in **ite**, (e.g. *bauxite*) or **yte** (e.g. *byte*). **ight** words are generally nouns.
- ◆ **tion** – words ending in **tion** are almost exclusively nouns. The **tion** ending is generally predictable from its sound. Exceptions can generally be sorted out: adjectives (chiefly to do with nationality) often end in **ian** (e.g. *Russian*); nouns of occupation often end in **cian** (e.g. *optician*) and there is a tiny handful of isolates (e.g. *ocean*). See Y5 T2 O8 for further detail and ideas to stretch able children.
- ◆ **ious** – the **ious** ending is generally predictable from its sound, and there are relatively few exceptions (*hideous*, *beauteous*, *plenteous*). **ious** words are generally adjectives.
- ◆ **ial** – the **ial** ending is almost entirely stable, and preceded by either **t** or **c**. There are relatively few exceptions. **ial** words are generally adjectives.
- ◆ **ough** – an example of extreme variation. Best learnt by exception: *bough*, *plough* (and perhaps *Slough*, the town) are effectively the only occasions when the final 'ow' sound is made by **ough** rather than by **ow**. *Through* is an isolate – the only case of an 'oo' sound. *Though*, *dough*, *thought* and *thorough* are also isolates. That leaves words like *tough* and *enough*, which are also isolates (other words use **uff**).

Year 4 Term 2

Objective 7

To recognise and spell the prefixes: **al**, etc.

Whole-class approaches

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

Group task

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

Extension activities

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

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

Notes

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

Year 4 Term 3

Objective 5 (1 of 2)

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

Whole-class approach

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

Group task

- ◆ Provide word cards using **v** and **k** and ask children to categorise by sound, then work out where it appears in a word most frequently, and what letters commonly precede or follow it.

Extension activity

- ◆ Draw up a new grid for other letters. Interesting examples include: **h, c, p, g, q, t, x, y**.

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

Notes

- ◆ **v** – no words end in **v**, except colloquials, e.g. *gov, spiv*.
- ◆ **k** – often preceded by **l, r, n** and **c** at the ends of words – *wok* and *yak* are exceptional because the **k** is preceded by a vowel.

Year 4 Term 3

Objective 5 (2 of 2)

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

Whole-class approach

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

Group task

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

Extension activity

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

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

Notes

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

Year 4 Term 3

Objective 6

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

Whole-class approaches

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

Group tasks

- ◆ Use crossword dictionaries and other resources to create lists of words with common letter strings but different pronunciations. Try **ough, ow, ai, ry, ie, gh**.
- ◆ Investigation– identify patterns:
 - ◆ Which pronunciation is the most common?
 - ◆ Which pronunciation is least common?
 - ◆ Do pronunciations follow any patterns? (Try looking at position in word, letters preceding and letters following.)
- ◆ Identify mnemonics and other tricks to avoid potential confusions (e.g. *tough* and *stuff*).

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

Notes

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

Year 4 Term 3

Objective 7

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 4 Term 3

Objective 8

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 4 Term 3

Objective 9

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

Whole-class approaches

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

Group task

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

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

Notes

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

Year 4 Term 3

Objective 10

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

Whole-class approaches

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

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

Group tasks

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

| | |
|------|-----|
| it's | its |
|------|-----|

Notes

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

Year 4 Term 3

Objective 11

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

Whole-class approaches

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

Group tasks

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

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

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

Notes

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

Year 4 Term 3

Objective 12

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 5 Objectives

Year 5 Term 1

Objective 4

To examine the properties of words ending in vowels other than the letter **e**

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 5 Term 1

Objective 5 (1 of 2)

To investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add **s** to most words; add **es** to most words ending in **s, sh, ch**; when **y** is preceded by a consonant, change to **ies**; when **y** is preceded by a vowel, add **s**

Whole-class approaches

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

Group tasks

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

Extension activities

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

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

Notes

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

Year 5 Term 1

Objective 5 (2 of 2)

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

Whole-class approaches

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

Group tasks

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

Extension activities

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

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

Notes

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

Year 5 Term 1

Objective 6

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 5 Term 1

Objective 8

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

Whole-class approaches

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

Group tasks

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

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

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

Note

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

Year 5 Term 2

Objective 4 (1 of 3)

To explore spelling patterns of consonants and formulate rules:

- **ll** in *full* becomes **l** when used as a suffix

Whole-class approach

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

Group task

- ◆ Do a wordsearch.

Extension activity

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

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

| y words | | | | | |
|---------|-----------|--------|-----------|--------|-----------|
| beauty | beautiful | plenty | plentiful | fancy | fanciful |
| pity | pitiful | mercy | merciful | bounty | bountiful |

Notes

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

Year 5 Term 2

Objective 4 (2 of 3)

To explore spelling patterns of consonants and formulate rules:

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

Whole-class approaches

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

Group tasks

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

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

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

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

Notes

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

Year 5 Term 2

Objective 4 (3 of 3)

To explore spelling patterns of consonants and formulate rules:

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

Whole-class approaches

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

Group tasks

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

Extension activity

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

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

Notes

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

Year 5 Term 2

Objective 5

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 5 Term 2

Objective 6

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

Whole-class approaches

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

Group tasks

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

Extension activities

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

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

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

Notes

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

Year 5

Term 2

Objective 7

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

Whole-class approaches

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

Group tasks

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

Extension activities

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

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

Note

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

Year 5 Term 2

Objective 8

To recognise and spell the suffix: **cian**, etc.

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 5

Term 3

Objective 4

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

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 5 Term 3

Objective 5 (1 of 3)

To investigate and learn spelling rules:

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

Whole-class approaches

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

Group task

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

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

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

Notes

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

Year 5 Term 3

Objective 5 (2 of 3)

To investigate and learn spelling rules:

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

Whole-class approaches

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

Group tasks

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

Extension activities

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

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

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

Notes

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

Year 5 Term 3

Objective 5 (3 of 3)

To investigate and learn spelling rules:

- **i** before **e** except after **c** when the sound is 'ee', e.g. *receive*. Note and learn exceptions

Whole-class approaches

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

Group tasks

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

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

Notes

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

Year 5 Term 3

Objective 6

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

Whole-class approaches

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

Group tasks

- ◆ Race to collect the base words with most different forms.
- ◆ Each group specialises in one aspect, e.g. words ending in **y**; words changing into nouns to report back to the plenary.

Extension activity

- ◆ Investigate how the same job might be done by adding a word, e.g. **er** by more, **est** by most).

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

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

Note

- ◆ See activities for some earlier objectives in this booklet (Y3/T1/O10 – page 6, Y3/T2/O8 – page 8, Y4/T1/O7 – page 23, Y4/T1/O14 – page 27, Y4/T3/O8 – page 36).

Year 5 Term 3

Objective 7

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

Whole-class approaches

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

Group task

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

Extension activities

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

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

Notes

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

Year 6 Objectives

Year 6 Term 1

Objective 5

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

aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex

Whole-class approaches

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

Group tasks

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

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

Year 6 Term 1

Objective 6

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

Whole-class approaches

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

Group tasks

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

Extension activity

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

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

Notes

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