

Practising Spellings At Home

The children will be given words to learn each Friday which we have been already practising at school during the week. They will be tested the following Friday and will therefore focus on the words for two weeks, (firstly at school, then at home).

We will be learning the Y3/4 and Y5/6 spellings over two years, so that the children repeat the course and focus on the rules and statutory spellings twice.

The words highlighted in **yellow** are statutory words which the children are expected to learn and know. These are repeated in our spelling scheme. The complete list of these words is attached for additional practise at home.

The words highlighted in **pink** are extra examples which fit the rule which may be used in school and can be learnt if children need additional words to learn.

Here are plenty of ideas to make spelling at home more fun!

It is really important that parents and caregivers are involved in helping children to learn spellings. Confidence in spelling allows us to write more freely and imaginatively. Please practise spellings EVERY school night. Here are some games or ideas you could use. Remember we learn by; Doing it, seeing it, saying it, writing/drawing it, listening to it so making sure you have variety of games and tasks is a great way to ensure the learning sticks!

1. Word Search:

Create your own word searches using spelling words. Or use this link to get your computer to do it for you. <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

2. Air spelling:

Choose a spelling word. With your index finger write the word in the air slowly, say each letter. Your parent needs to remind you that you need to be able to 'see' the letters you have written in the air. When you have finished writing the word underline it and say the word again. Now get your parents to ask you questions about the word. For example they could ask 'What is the first letter?' 'What is the last letter?' 'How many letters are there?' etc.

3. Rice Tray Spelling:

Ask your parents pour rice into a shallow box or tray (about 1cm deep) and then practice writing your spellings in it with your finger.

4. Scrabble Spelling:

Find the letters you need to spell your words and then mix them up in the bag. Get your parents to time you unscrambling your letters.

5. Pyramid Power:

Sort your words into a list from easiest to hardest. Write the easiest word at the top of the page near the middle. Write the next easiest word twice underneath. Write the third word three times underneath again until you have built your pyramid

6. Design A Word:

Pick one word and write it in bubble letters. Colour in each letter in a different pattern.

7. Sign Your Word:

Practice spelling your words by signing each letter. <http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/>

8. Water wash:

Use a paintbrush and water to write your words outside on concrete or pavements.

9. ABC Order:

Write your words out in alphabetical order. Then write them in reverse alphabetical order.

10. Story Time:

Write a short story using all your words. Don't forget to check your punctuation!

11. Simple Sentence:

Write a sentence for each of your words.

12. Colourful Words:

Use two different coloured pens to write your words. One to write the consonants and one to write the vowels. Do this a couple of times then write the whole word in one colour.

13. Finger Tracing:

Use your finger to spell out each of your words on your mum or dad's back. Then it's their turn to write the words on your back for you to feel and spell.

14. X-Words:

Find two of your spelling words with the same letter in and write them so they criss-cross.

15. Ambidextrous:

Swap your pen into the hand that you don't normally write with. Now try writing out your spellings with that hand.

16. Look, say, cover, write, check.

17. Missing Letters:

Ask your mum or dad to write out one of your words loads of times on piece of paper, but each time they have to miss out a letter or two. Then you have to fill in the missing letters. After you have checked them all try it again with another word.

18. Listen Carefully:

Ask your parents to spell out one of your words then you have to say what the word is they've spelt out.

19. Catch/skipping:

Throw a ball against the wall or to a partner and spell out each word as you catch the ball. Say each letter as you skip.

Word list - years 3 and 4.. practise at any time!

accident(ally)	enough	length	quarter
actual(ly)	exercise	library	question
address	experience	material	recent
answer	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women
disappear	interest	pressure	
early	island	probably	
earth	knowledge	promise	
eight/eighth	learn	purpose	

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Introduce spelling rules.</p> <p>New week's spelling work to be glued in to books.</p> <p>Use different colours to highlight spelling rule - e.g for prefixes or ough sounds.</p> <p>Write test words onto Look, say, cover. sheets if using in Y2</p>	<p>Model 'have a go'</p> <p>Check understanding of the meanings of all the words.</p> <p>Children write words into sentences.</p>	<p>Look, say... or different strategies:</p> <p>Different colours for different consonants/vowels, spelling triangles</p> <p>Finger spelling etc, see list...</p> <p>Test a friend..</p>	<p>Dictation - see back of book</p>	<p>Glue spelling words in Homework journals.</p> <p>Spelling test of previous week's words.</p> <p>Record scores.</p>

Each child to have a spelling journal, statutory word lists, have a go sheet, look say cover.. sheets, GPC chart.

Spelling - work for Year 2

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>Model 'have a go' spellings using GPC and have a go sheets,</p> <p>Y4 Raintree, p8, resource sheets 3.2 and 3.3</p> <p>See Raintree spelling strategy - Autumn term 2nd half, week 4 Lessons 16-19</p> <p>Abacus computer activity -g, -j, -dge, -ge</p> <p>https://staging.activelearnprimary.co.uk/resource/212647</p> <p>Abacus assessment sheet</p>	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>badge badger edge hedge ledge sledge bridge ridge lodger budget fudge judge nudge trudge sludge smudge</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>age cage page sage damage change bulge village strange</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. gem giant magic giraffe energy ginger general genius gentle geometry gym danger angel digest emergency energy engineer energy engineer giant imagine intelligent legend register stranger tragic</p> <p>The /dʒ/ sound is always spelt as j before a, o and u.</p> <p>jacket jar jog join adjust joke juggle enjoy joint jerseys jockeys journeys injuries jellies banjos jewellery journalist January subject</p>	<p>Week 1:</p> <p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, village,</p> <p>Week 2:</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>The /s/ sound spelt c before e, i and y</p> <p>See Raintree spelling strategy - Autumn 2nd half, week 5</p> <p>Lessons 21-23</p>	<p>race ice cell city fancy dice nice price rice slice spice twice rejoice cinema circle circuit circular circus citizen city cease cellar cement cent centipede centre centurion century certain cycle cyclist cyclone cygnet cymbals face palace place race space surface trace dice ice nice price rice slice spice twice chance dance pencil decide recite</p>	<p>Week 3:</p> <p>race, ice, cell, city, fancy, dice, face, place, twice, nice</p>
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>See Raintree spelling strategy - Autumn 2nd half week 6</p> <p>Lessons 26-30</p>	<p>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.</p> <p>knee kneel knew knickers knight knit knives knob knock knot know knuckle knife</p> <p>gnarled gnash gnat gnaw gnomes sign</p>	<p>Week 4:</p> <p>knock, know, knee, gnat, gnaw,</p>
<p>The /r/ sound spelt wr at the beginning of words</p> <p>Raintree Spelling Spring Term, 1st half, week 5</p> <p>Lessons 21-25</p>	<p>This spelling probably also reflects an old pronunciation.</p> <p>wrap wrapper wreck wrestle wriggle wrinkle wrist write wrong wriggly wrinkly</p>	<p>Week 4:</p> <p>write, written, wrote, wrong, wrap</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>The /l/ or /əl/ sound spelt -le at the end of words</p> <p>Raintree Spelling Spring Term, 1st half, week 2 Lessons 8-9</p>	<p>The -le spelling is the most common spelling for this sound at the end of words.</p> <p>bubble scribble cuddle middle muddle puddle paddle riddle saddle juggle smuggle apple battle bottle kettle little dazzle drizzle puzzle bible bundle candle dawdle handle needle noodle poodle chuckle prickle tickle uncle angle ankle grumble able cable fable sable table sample simple</p>	<p>Week 5: table, apple, bottle, little, middle</p>
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<p>The /l/ or /əl/ sound spelt -el at the end of words</p> <p>Abacus computer activity: https://staging.activelearnprimary.co.uk/resource/212649</p> <p>Raintree Spelling Summer Term, 1st half, week 1 Lessons 2-5</p>	<p>The -el spelling is much less common than -le.</p> <p>The -el spelling is used after m, n, r, s, v, w and more often than not after s.</p> <p>camel tunnel squirrel travel towel tinsel marvel excel rebel quarrel angel label cancel</p>	<p>Week 5: camel, tunnel, squirrel, travel, towel,</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>The /l/ or /əl/ sound spelt -al at the end of words</p> <p>Raintree Spelling Summer Term, 1st half, week 3 Lessons 11-12,</p> <p>Raintree Spelling Summer Term, 1st half, week 6 Lessons 26-28</p> <p>Extra teaching if needed:</p> <p>Abacus computer activity - consonants https://staging.activelearnprimary.co.uk/resource/212643</p>	<p>Not many nouns end in -al, but many adjectives do.</p> <p>accidental comical critical electrical eventual exceptional fatal final individual logical magical medical musical national natural normal occasional original ornamental personal practical regional sensational several traditional physical racial social special official financial commercial artificial torrential confidential essential influential initial partial circumstantial illogical irrational illegal impartial immoral immortal unusual impractical</p> <p>racial social special physical official financial exceptional artificial commercial torrential confidential essential influential initial partial</p>	<p>Week 6:</p> <p>metal, pedal, capital, hospital, animal, normal</p>
<p>Words ending -il</p> <p>Revise how a dictionary works:</p> <p>Raintree Spelling Spring Term, 2nd half, week 6 Lessons 29</p> <p>Raintree Spelling Summer Term, 2nd half, week 3</p>	<p>There are not many of these words.</p> <p>spoil pencil fossil nostril devil</p>	<p>Week 6:</p> <p>pencil, fossil, nostril, spoil,</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>Lessons 11-13</p> <p>Abacus assessment sheet</p>		
<p>The /aɪ/ sound spelt -y at the end of words</p> <p>Raintree Spelling Spring Term, 1st half, week 5</p> <p>Lessons 21-25</p>	<p>This is by far the most common spelling for this sound at the end of words.</p> <p>by cry dry fly fry my sky sly sty try apply deny rely reply supply</p>	<p>Week 7:</p> <p>cry, fly, dry, try, reply, July, my, by, fry, sky</p>
<p>Adding -es to nouns and verbs ending in -y</p> <p>Raintree Spelling Spring Term, 1st half, week 3</p> <p>Lessons 11-13</p> <p>Abacus computer activity:</p> <p>https://staging.acting.velearnprimary.co.uk/resource/212650</p> <p>Abacus assessment sheet</p>	<p>The y is changed to i before -es is added.</p> <p>armies berried babies centuries cities countries diaries dictionaries enemies fairies factories families hobbies injuries jellies ladies libraries lollies lorries memories arties photocopies ponies puppies</p> <p>applies bullies cries denies fries lies relies replies qualities satisfies spies supplies tries carries hurries marries scurries tidies varies worries</p>	<p>Week 8:</p> <p>flies, tries, replies, copies, babies, carries, cries, cities, ladies, puppies</p>
<p>Teach weeks 9-12 at same time</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>-y to -ied</p>	<p>The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i>.</p> <p>applied bullied cried denied fried lied relied replied satisfied spied supplied</p>	<p>Week 9:</p> <p>copied, cried, lied, worried, tidied, spied, bullied, satisfied, replied, tried</p>

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<p>Raintree Spelling Spring Term, 1st half, week 6 Lessons 26-28 Summer Term, 1st half, week 2 Lessons 6-10</p> <p>-y to -ier</p> <p>-y to -iest</p> <p>Add ing</p>	<p>tried carried hurried married scurried tidied varied worried</p> <p>angrier busier clumsier chillier cosier crazier dirtier dustier funnier happier healthier heavier hungrier lazier lonelier lovelier luckier merrier nastier noisier prettier rustier sillier tidier</p> <p>angriest busiest clumsiest chilliest cosiest craziest dirtiest dustiest funniest happiest healthiest heaviest hungriest laziest loneliest loveliest luckiest merriest nastiest noisiest prettiest rustiest silliest tidiest</p> <p>crying drying frying prying trying applying carrying denying hurrying marrying replying relying scurrying supplying tidying varying</p>	<p>Week 10: chillier, happier, busier, cosier, prettier, runnier, sillier, luckier, crazier, funnier</p> <p>Week 11: happiest, busiest, craziest, funniest, hungriest, luckiest, loveliest, dirtiest, angriest, chilliest</p> <p>Week 12: replying, crying drying frying prying trying</p>

<p>Statutory requirements</p>	<p>Rules and guidance (non-statutory)</p>	<p>Spelling Test Words (non-statutory)</p>
		<p>applying carrying denying hurrying</p>
<p>Teach week 13-16 together Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Drop -e, add -ing</p> <p>Drop- e, add -ed</p> <p>Drop -e, add -er</p>	<p>The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: <i>being.</i></p> <p>closing driving hoping joking liking lining making naming poking saving scraping shaking sliding smiling smoking stroking taking timing tuning using waving bouncing calculating celebrating competing composing damaging dancing deciding decreasing exploring imagining including increasing measuring pausing preserving puncturing traipsing whistling wrestling wriggling writing</p> <p>amazed closed lined named saved smiled tuned used waved baked hoped joked liked shaped smoked fated hated mated stated disused grumbled surprised included juggled displeased replaced disabled misbehaved refused decoded stroked dawdled served</p> <p>closer nicer driver joker liker liner maker poker saver scraper shaker slider smoker taker timer tuner user waver closest nicest</p>	<p>Week 13: shaking, hiking, sliding, hoping, joking, taking, smiling, using, waving, making</p> <p>Week 14: used, named, joked, hoped, closed, smiled, baked, surprised, grumbled, liked</p> <p>Week 15: nicer, driver, joker, user,</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
Drop -e, add -est Drop -e, add -y	smoky wave - wavy shake - shaky shine - shiny	closer, nicest, closest, smoky, wavy, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	<p>The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short').</p> <p>Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i>.</p> <p>patting clapping cutting digging dragging dropping flapping getting grabbing hopping hugging humming letting planning running shopping skipping spinning stepping wetting winning slipping stopping</p> <p>chatted chopped clapped dragged dripped dropped fitted grabbed hopped hugged patted permitted pinned planned popped rubbed skipped slapped slipped stepped stopped trapped wrapped</p> <p>fatter planner shredder winner spinner skipper swimmer beginner thinner fitter robber shopper chopper hopper runner drummer rubber cutter bigger hotter</p> <p>biggest thinnest fattest fittest hottest</p> <p>runny sunny funny</p>	<p>Week 16:</p> <p>patting, patted, humming, hummed, dropping, dropped, popped, saddest, fatter, fattest,</p> <p>Week 17</p> <p>runner, runny slipped, dropped, fatter, bigger, biggest, hottest, skipped, hopped</p>
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	Week 18: all, ball, call, walk, talk, always, also,

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
	all ball call walk talk always small tall wall stalk almighty almost alone along already also altogether always	already, altogether, small
<p>The /ʌ/ sound spelt o</p> <p>Raintree Spelling Summer Term, 2nd half, week 2 Lessons 8-9</p> <p>Abacus computer activity - vowels: https://staging.activelearnprimary.co.uk/resource/212644</p>		<p>Week 19:</p> <p>other, mother, brother, nothing, Monday</p>
Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>The /i:/ sound spelt -ey</p>	<p>The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>). trolley turkey valley donkey jersey jockey journey key monkey chimney abbey</p>	<p>Week 19:</p> <p>key, donkey, monkey, chimney, valley</p>
<p>The /ɒ/ sound spelt a after w and qu</p> <p>Raintree Spelling Spring Term, 2nd half, week 1 Lessons 1-3</p>	<p>a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.</p> <p>wad wallet wand wand wander want was wash wasp watch swab swallow swamp swan swap swat</p> <p>squabble quality quantity quarter squash qualified</p>	<p>Week 20:</p> <p>want, watch, wander, quantity, squash</p>
<p>The /ɜ:/ sound spelt or after w</p>	<p>There are not many of these words.</p>	<p>Week 20:</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>Raintree Spelling Summer Term, 1st half, week 5 Lessons 21-23</p>	<p>word work worm world worth earthworm</p>	<p>word, work, worm, world, worth</p>
<p>The /ɔ:/ sound spelt ar after w Raintree Spelling Summer Term, 1st half, week 3 Lessons 13-15</p>	<p>There are not many of these words.</p>	<p>Week 21: war, warm, towards</p>
<p>The /z/ sound spelt s Raintree Spelling Spring Term, 2nd half, week 2 Lessons 6-8</p>		<p>Week 21: television, treasure, usual Revision: biggest, closed, happiest, pencil</p>
<p>The suffixes -ment, -ness, -ful, -less and -ly Raintree Spelling Spring Term, 2nd half, week 5 Lessons 21-23 Raintree Spelling Summer Term, 1st half, week 4 Lessons 16-20 -ment</p>	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>Week 22: enjoyment, kindness, merriment, excitement</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>-ness</p> <p>ful</p> <p>-less</p> <p>-ly</p> <p>Abacus computer activity - suffixes: https://staging.avelearnprimary.co.uk/resource/212646</p>	<p>achievement advertisement amusement arrangement employment encouragement enjoyment environment excitement government management movement ornament replacement statement</p> <p>braveness childishness darkness fairness foolishness kindness lateness suddenness wickedness willingness</p> <p>emptiness happiness heaviness hungriness laziness loneliness tidiness</p> <p>oastful careful faithful forgetful handful grateful harmful hateful helpful hopeful mouthful painful playful powerful spiteful thankful useful beautiful</p> <p>delightful doubtful fanciful pitiful plentiful resentful respectful sorrowful successful thoughtful truthful wonderful</p> <p>ageless careless endless fearless helpless homeless hopeless lifeless painless powerless seedless shameless smokeless speechless thankless timeless useless colourless thoughtless</p> <p>blindly bravely correctly fairly hardly kindly lively lonely loudly proudly sadly shyly slightly slowly suddenly sweetly</p> <p>angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily</p>	<p>happiness, plentiful, penniless, darkness, laziness, sadness,</p> <p>Week 23: playful, careful, hopeless, badly, happily, careless, useless, firstly, suddenly, slowly</p>

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<p>and:</p> <p>https://staging.aktivellearnprimary.co.uk/resource/212645</p> <p>Abacus assessment sheet</p>	<p>prettily readily speedily steadily wearily</p> <p>comfortably cuddly gently horribly miserably possibly probably simply sparkly suitably terribly visibly wiggly wrinkly</p>	
<p>Contractions</p> <p>Raintree Spelling Spring Term, 1st half, week 2 Lessons 6-7 and week 6, lesson 26</p>	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> - <i>cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p> <p>aren't can't couldn't didn't doesn't don't hadn't hasn't haven't he'd he'll he's I'd I'll I'm I've isn't it's let's mightn't mustn't shan't she'd she'll she's shouldn't that's there's they'd they'll they're they've we'd we're we've weren't what'll what're what's what've where's who'd who'll who're who's who've won't wouldn't you'd you'll you're you've</p>	<p>Week 24:</p> <p>can't, didn't, hasn't, couldn't, it's, I'll, mustn't, I've, they've, won't</p>
<p>The possessive apostrophe (singular nouns)</p> <p>Raintree Spelling Spring Term, 2nd half, week 4 Lessons 16-18</p>	<p>Simon's coat Sarah's jumper</p> <p>the boy's toys the girl's friend the dog's bone the computer's mouse the car's engine the man's boat the woman's bike</p>	<p>Week 25:</p> <p>Megan's, Ravi's, the girl's, the child's, the man's...</p>

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<p>Raintree Spelling Summer Term, 1st half, week 5 Lessons 24-25</p>		
<p>Words ending in - tion</p> <p>Raintree Spelling Spring Term, 2nd half, week 6 Lessons 27-28</p>	<p>action addition addiction ambition attention competition condition devotion education fiction fraction information investigation multiplication prediction question reaction reflection relation station affection caution celebration circulation composition conversation conservation description direction examination exhibition indigestion precaution prescription promotion protection quotation sensation separation subtraction ventilation vibration refraction transaction</p>	<p>Week 26 :</p> <p>station, fiction, motion, national, section, addition, action, fraction, question, direction</p>
Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>Homophones and near-homophones</p> <p>Raintree Spelling Spring Term, 1st half, week 4, Lessons 19</p> <p>2nd half, week 2, lessons 9-10.</p>	<p>It is important to know the difference in meaning between homophones.</p>	<p>Week 27:</p> <p>there/their/they're, here/hear, quite/quiet, see/sea,</p> <p>Revision: always</p> <p>Week 28:</p> <p>bare/bear, one/won, sun/son, to/too/two,</p>

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<p>Summer Term, 2nd half, week 2 Lessons 6-7</p> <p>Abacus computer activity - homophones:</p> <p>https://staging.aktivlearnprimary.co.uk/resource/212648</p>		<p>Revision: used</p> <p>Week 29:</p> <p>be/bee, blue/blew, night/knight</p> <p>Revision: also, altogether, cried, surprised</p>
<p>Common exception words</p> <p>Raintree Spelling Summer Term, 1st half, week 6 Lessons 30</p> <p>Summer Term, 2nd half, week 3 Lessons 14-15</p> <p>Abacus assessment sheet</p> <p>Abacus computer activity - common exceptions:</p> <p>https://staging.aktivlearnprimary.co.uk/resource/212651</p>	<p>Some words are exceptions in some accents but not in others - e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p>	<p>Week 30:</p> <p>door, floor, poor, because, find, kind, behind, child, wild, climb,</p> <p>Week 31:</p> <p>most, only, both, old, cold, gold, hold, told, every, everybody,</p> <p>Week 32:</p> <p>even, great, break, steak, pretty, beautiful, after, fast, last, past,</p> <p>Week 33:</p> <p>father, class, grass, pass, plant, path,</p>

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		<p>bath, hour, move, prove,</p> <p>Week 34:</p> <p>improve, sure, sugar, eye, could, should, would, who, whole, any,</p> <p>Week 35:</p> <p>many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas - and/or others according to programme used.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>

Lamerton C of E Primary School

Spellings for years 3 and 4

Weekly rules	Rules and guidance	Spelling List words for each week
<p>WEEKS 1 &2</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Model 'have a go' spellings using GPC and have a go sheets,</p> <p>Y3 Raintree, p8, resource sheets 3.2 and 3.3</p> <p>Raintree Spelling Y3 Block 1, lessons 1-2</p> <p>Raintree Spelling Y4 Block 2, lessons 13-15</p> <p>Abacus activity:</p> <p>https://staging.velearnprimary.co.uk/resource/212628</p> <p>Abacus assessment sheet</p>	<p>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.</p> <p>e.g. forget<u>ting</u></p>	<p>WEEK 1:</p> <p>forgetting, forgotten, beginning, beginner, prefer, preferred</p> <p>accident(ally)</p> <p>actual(ly)</p> <p>address answer</p> <p>WEEK 2:</p> <p>gardening, gardener, limiting, limited, limitation</p> <p>appear arrive</p> <p>believe bicycle</p> <p>calendar</p>

Weekly rules	Rules and guidance	Spelling List words for each week
<p>WEEK 3</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>Raintree Spelling Y3</p> <p>Block 2, lessons 9-10</p>	<p>hymn crypt calypso crystal</p> <p>cygnet gypsy lyric mystery</p> <p>oxygen physics symbol system</p> <p>symptom syrup typical</p>	<p>WEEK 3:</p> <p>myth, gym, Egypt, pyramid, mystery</p> <p>caught centre</p> <p>century certain</p> <p>circle</p>
<p>WEEK 4</p> <p>The /ʌ/ sound spelt ou</p> <p>Raintree Spelling Y4</p> <p>Block 6, lessons 4-6</p>	<p>enough couple cousin rough</p> <p>tough southern nourish courage</p>	<p>WEEK 4:</p> <p>young, touch, double, trouble, country</p> <p>complete consider</p> <p>continue decide</p> <p>describe</p>
<p>WEEK 5</p> <p>More prefixes</p> <p>Raintree Spelling Y3</p> <p>Block 1, lessons 3-4</p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>disable disarm disclose</p> <p>discover disease disgrace</p> <p>dislike disorder disown</p> <p>displease disrepair distrust</p> <p>disuse disadvantage disallow</p> <p>disappear disapprove</p> <p>disassemble disbelief</p> <p>disbelieve discharge discolour</p>	<p>WEEK 5:</p> <p>different difficult</p> <p>disappear early</p> <p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>unable unbeaten unblock</p> <p>uncover uncut undo</p> <p>unfair unfit unfold</p> <p>unhappy unkind unload</p> <p>unlucky unpack unselfish</p> <p>unwell unwilling unwind</p> <p>unheard unaccompanied</p>

Weekly rules	Rules and guidance	Spelling List words for each week
<p>WEEK 6</p> <p>Raintree Spelling Y4</p> <p>Block 2, lessons 4-6</p> <p>Abacus assessment sheet</p>	<p>discomfort disconnect disease</p> <p>disembark disembowel</p> <p>disfigure dishearten dishonest</p> <p>disinfect disinterested</p> <p>disjointed disobedient</p> <p>disqualify dissatisfy</p> <p>disadvantaged disappeared</p> <p>disappointed discontinued</p> <p>disqualified dissatisfied</p> <p>dissolved</p> <p>misdeal misfire mishear</p> <p>misplace misread mistake</p> <p>misunderstand misuse</p> <p>misadventure miscalculate</p> <p>misfortune misinform</p> <p>misinterpret misjudge</p> <p>mismanage misunderstand</p> <p>misinformed misinterpreted</p> <p>mismanaged</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>inaccessible inaccurate</p> <p>inadequate inarticulate</p> <p>inattentive inaudible incapable</p> <p>incomplete inconsiderate</p> <p>inconvenient incredible</p>	<p>unachievable</p> <p>unannounced unappealing</p> <p>unarmed unashamedly</p> <p>unattached unattainable</p> <p>unattractive unaware</p> <p>unbeaten unbelievable</p> <p>unbreakable uncertain</p> <p>uncomfortable</p> <p>unconscious undisturbed</p> <p>ungrateful uninterested</p> <p>unmistakable unofficial</p> <p>unpleasant unpopular</p> <p>unqualified unsociable</p> <p>unusual</p> <p>WEEK 6:</p> <p>in-: inactive, incorrect</p> <p>earth eight eighth</p> <p>enough exercise</p> <p>experience</p> <p>experiment</p> <p>extreme</p>

Weekly rules	Rules and guidance	Spelling List words for each week
	<p>indecent indefinite independent indigestion inedible inefficient inexcusable inexpensive insignificant insincere insoluble invisible involuntary inexcusable indestructible invincible inaccurately inconsiderately indecently insensitively insignificant insincerely</p>	

Weekly rules	Rules and guidance	Spelling List Words for each week
WEEK 7	<p>Before a root word starting with l, in- becomes il. illiterate illogical illegitimate</p> <p>Before a root word starting with m or p, in- becomes im-. imbalance immeasurable immobile immoral immovable impartial impassable imperceptible impermanent impermeable imperturbable impervious implausible impolite important impossible impractical imprecise improbable improper</p>	<p>WEEK 7: illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect famous favourite February</p>

Weekly rules	Rules and guidance	Spelling List Words for each week
<p>WEEK 8</p> <p>Raintree Spelling Y3 Block 2, lessons 4-6</p> <p>Abacus activities : https://staging.actingprimary.co.uk/resource/212630</p>	<p>Before a root word starting with r, in- becomes ir-.</p> <p>irrational irresistible irreversible irritated irrational irresponsible irrevocable irreverent Irrelevant irreversible irrecoverable irradiation irascible irrigable irreparable irremovable</p> <p>re- means 'again' or 'back'.</p> <p>refill reform refuse repay replace replay reuse revisit redo refresh react renew reject reheat repeat rewrite rewind remove</p> <p>retake recycle rebuild rewire</p>	<p>WEEK 8:</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>forward(s) fruit</p>
<p>WEEK 9</p>	<p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p>	<p>WEEK 9:</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>grammar group</p>

Weekly rules	Rules and guidance	Spelling List Words for each week
<p>WEEK 10</p> <p>Raintree Spelling Y3 Block 4, lessons 4-6</p>	<p>super- means 'above'.</p> <p>superfast, superglue, supersonic, supervision</p>	<p>WEEK 10:</p> <p>super-: supermarket, superman, superstar guard guide heard heart height history imagine</p>
<p>WEEK 11</p> <p>Extra abacus activity:</p> <p>https://staging.activelearnprimary.co.uk/resource/212635</p>	<p>auto- means 'self' or 'own'.</p> <p>autograph autobiography automatic autopilot autopsy automobile</p>	<p>WEEK 11:</p> <p>auto-: autobiography, autograph library material medicine mention minute natural naughty notice</p>
<p>WEEK 12</p> <p>Raintree Spelling Y4 Block 4, lessons 4-6</p> <p>Raintree Spelling Y4 Block 6, lessons 5-6</p>	<p>anti- means 'against'.</p> <p>antifreeze antibody anti-virus antibiotic</p>	<p>WEEK 12:</p> <p>anti-: antiseptic, anti-clockwise, antisocial increase important interest island knowledge learn length</p>

Weekly rules	Rules and guidance	Spelling List Words for each week
<p>WEEK 13</p> <p>The suffix -ation</p> <p>Extra abacus activity:</p> <p>https://staging.actingprimary.co.uk/resource/212634</p>	<p>The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.</p> <p>investigation frustration liberation animation operation narration quotation elation rotation levitation relation dictation formation deviation restoration</p>	<p>WEEK 13 :</p> <p>information, adoration, sensation, preparation, admiration</p> <p>occasion(ally) often opposite ordinary particular</p>
<p>WEEK 14</p> <p>The suffix -ly</p> <p>Raintree Spelling Y3 Block 2, lessons 14-15 (Y2 revision)</p> <p>Raintree Spelling Y4 Block 6, lessons 9-11</p> <p>Abacus assessment sheet</p>	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>weekly wisely blindly bravely correctly fairly hardly kindly lively lonely loudly proudly shyly slightly slowly suddenly sweetly accurately</p> <p>anxiously arguably conscientiously definitely entirely immediately in/accurately in/considerately in/decently in/sensitively in/significant in/sincerely necessarily patiently secretly separately strangely sufficiently surreptitiously suspiciously</p>	<p>WEEK 14:</p> <p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>peculiar perhaps popular position possess(ion)</p>

	Rules and guidance	
<p>WEEK 15</p> <p>Raintree Spelling Y4 Block 5, lessons 4-6</p> <p>Abacus assessment sheet</p>	<p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>clumsily easily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily hungrily necessarily guiltily noisily</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p>	<p>WEEK 15:</p> <p>happily, angrily</p>
<p>WEEK 16</p> <p>Abacus activity: https://staging.activelearnprimary.co.uk/resource/212629</p>	<p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>automatically critically logically magically mechanically medically musically physically comically</p> <p>(adding -ly) -finally usually completely sadly</p>	<p>gently, simply, humbly, nobly</p> <p>possible potatoes pressure probably</p> <p>WEEK 16:</p> <p>basically, frantically, dramatically</p> <p>promise purpose quarter question recent regular reign</p>
<p>WEEK 17</p>	<p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>WEEK 17:</p> <p>Truly, duly, wholly, remember sentence separate special straight strange strength</p>
<p>WEEK 18 & 19</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Raintree Spelling Y4 Block 3, lessons 4-6</p>	<p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. <i>teacher, catcher, richer</i>,</p>	<p>WEEK 18:</p> <p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure, pressure</p>

	Rules and guidance	
<p>Abacus activity: https://staging.actingprimary.co.uk/resource/212631 Abacus assessment sheet</p>	<p><i>stretcher.</i> enclosure composure closure capture figure future manufacture mixture picture premature puncture signature temperature vulture</p>	<p>WEEK 19: disclosure leisure pressure exposure reassure adventure miniature signature temperature manufacture</p>
<p>WEEK 20 Endings which sound like /ʒən/ Raintree Spelling Y4 Block 5, lessons 4-6 Abacus activities: https://staging.actingprimary.co.uk/resource/212633</p>	<p>If the ending sounds like /ʒən/, it is spelt as -sion. collision conclusion corrosion erosion exclusion explosion extension inclusion intrusion occasion persuasion repulsion revision supervision transfusion</p>	<p>WEEK 20: division, invasion, confusion, decision, collision, television expansion extension comprehension tension</p>
<p>WEEK 21 & 22 The suffix -ous Raintree Spelling Y4 Block 6, lessons 1-3 Abacus activity: https://staging.actingprimary.co.uk/resource/212632 Abacus assessment sheet</p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. perilous luminous marvellous adventurous nervous ridiculous miraculous mischievous carnivorous herbivorous omnivorous armorous endeavorous harborous honorous</p> <p>Sometimes there is no obvious root word. fabulous generous tempestuous scrupulous ominous</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p>	<p>WEEK 21: poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, WEEK 22: vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, advantageous gorgeous</p>

	Rules and guidance	
	<p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, anxious conscientious conscious delicious furious glorious gracious infections luscious luxurious mysterious previous rebellious scrumptious surreptitious suspicious tedious victorious suspicious precious conscious delicious obvious but a few words have e. miscellaneous nauseous righteous simultaneous</p>	

Statutory requirements	Rules and guidance	Spelling Test Words
<p>WEEK 23-25 Endings which sound like /ʃən/, spelt -tion, <i>Raintree Spelling Y4 Block 5, lessons 4-6</i></p> <p>-sion, -ssion, <i>Raintree Spelling Y4 Block 4, lessons 9-11</i></p>	<p>Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>-tion is the most common spelling. operation situation relation imagination organisation ambition position revolution solution fiction introduction caution description</p> <p>It is used if the root word ends in t or te. translation pollution attraction affection correction construction option education</p> <p>-ssion is used if the root word ends in ss or -mit. agression depression impression mission oppression possession procession profession progression succession suppression</p> <p>-sion is used if the root word ends in d or se. intentions ascension division invasion confusion collision</p> <p>Exceptions: <i>attend - attention, intend - intention.</i></p>	<p>WEEK 23: invention, injection, action, hesitation, completion pollution, attraction correction, option education</p> <p>WEEK 24 : expression, discussion, confession, permission, admission expansion, extension, comprehension, tension, confusion</p>

Statutory requirements	Rules and guidance	Spelling Test Words
<p>-cian Abacus assessment sheet</p>	<p>-cian is used if the root word ends in c or cs.</p>	<p>WEEK 25 : musician, electrician, magician, politician, mathematician, accident(ally) actual(ly) address answer appear</p>
<p>WEEK 26 Words with the /k/ sound spelt ch (Greek in origin) Raintree Spelling Y3 Block 4, lesson 15</p>		<p>WEEK 26: scheme, chorus, chemist, echo, character suppose surprise therefore though/although chaise parachute moustache</p>
<p>WEEK 27 Words with the /ʃ/ sound spelt ch (mostly French in origin) Raintree Spelling Y3 Block3, lesson 9-11,</p>		<p>WEEK 27: chef, chalet, machine, brochure thought through various weight woman/women</p>
<p>WEEK 28 Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Raintree Spelling Y3</p>	<p>colleague catalogue dialogue plague vague fatigue intrigue vogue rogue monologue prologue synagogue technique cheque torque plaque mosque picturesque baroque grotesque physique mystique opaque critique boutique oblique</p>	<p>WEEK 28 : league, tongue, arrive believe bicycle calendar caught centre unique antique</p>

Statutory requirements	Rules and guidance	Spelling Test Words
Block 2, lesson 14		
<p>WEEK 29</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Raintree Spelling Y4</p> <p>Block 3, lessons 1-3</p>	<p>In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/.</p> <p>scenario scenery scientist scissors abscess adolescent ascend chord chemistry stomach ache anchor schedule arachnophobia mechanic hypochondriac chaos character choir Christmas chemistry chemical chorus chemotherapy chrysalis chronic architect orchestra scheme technology</p>	<p>WEEK 29:</p> <p>science, scene, discipline, fascinate, crescent century certain circle complete consider</p>
<p>WEEK 30</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Raintree Spelling Y3</p> <p>Block 4, lessons 8-10</p> <p>Raintree Spelling Y4</p> <p>Block 2, lessons 9-10</p>	<p>abseil beige feign feint rein reign surveillance veil sleigh neigh inveigh freight eight</p>	<p>WEEK 30:</p> <p>vein, weigh, eight, neighbour, they, obey continue decide describe different</p>

Statutory requirements	Rules and guidance	Spelling Test Words
<p>WEEK 31</p> <p>Possessive apostrophe with plural words</p> <p>Raintree Spelling Y4, block 5, lessons 8-9</p> <p>Block 6, lessons 5-6</p> <p>Abacus activity:</p> <p>https://staging.activelearnprimary.co.uk/resource/212626</p>	<p>The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural - e.g. <i>children's</i>).</p> <p>teachers' scouts' brownies' child's tooth's foot's sheep's women's people's dogs'</p>	<p>WEEK 31:</p> <p>girls', boys', babies', children's, men's, mice's, difficult disappear early earth</p> <p>(Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</p>
<p>WEEK 32 - 36</p> <p>Homophones and near-homophones</p> <p>Use a dictionary to check meanings</p> <p>Raintree Spelling Y3 Block 4, lessons 9-11</p> <p>Raintree Spelling Y3 Block 6, lessons 9-11</p> <p>Raintree Spelling Y4 Block 3, lessons 10-13</p> <p>Raintree Spelling Y4 Block 5, lessons 10-12</p>		<p>WEEK 32:</p> <p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break,</p> <p>WEEK 33: (11)</p> <p>fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll,</p> <p>WEEK 34:</p> <p>knot/not, mail/male, main/mane, meat/meet, medal/meddle,</p>

Statutory requirements	Rules and guidance	Spelling Test Words
<p>Week 35; Raintree Spelling Y4 Block 1, lessons 10-12</p>		<p>WEEK 35: (11) missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, WEEK 36: weather/whether, whose/who's eight eighth enough exercise experience experiment</p>

Spelling - years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>WEEK 1 - 4 (Y3/4 REVISION) WEEK 1: Prefixes Raintree Y6, block 3, lesson 13, block 4, lessons 11-12, block 6 lessons 8-10</p> <p>WEEK 2: Suffixes Raintree Y6, block 2, lessons 9-11</p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p> <p>Not many common words end like this. conscious precious unconscious suspicious delicious vicious spacious gracious subconscious ferocious malicious judicious vivacious luscious atrocious</p>	<p>WEEK 1:</p> <p>dis-: disappoint, disagree, mis-: misbehave, misspell (mis + spell) in-: incorrect illegal, illegible immature, immortal, impossible, impatient, accommodate accompany according achieve</p> <p>WEEK 2: poisonous, dangerous, various tremendous, enormous, humorous, courageous, outrageous hideous, spontaneous, aggressive amateur ancient apparent appreciate</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>WEEK 3 &4: Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>Abacus activity - dictionary skills: https://staging.activelearnprimary.co.uk/resource/2126 20</p>	<p>precocious tenacious vicious auspicious audacious ambitious cautious contentious infectious conscientious nutritious pretentious fictitious superstitious propitious vexatious fractious ostentatious facetious surreptitious</p> <p>If the root word ends in -ce, the /ʃ/ sound is usually spelt as c - e.g. <i>vice</i> - <i>vicious</i>, <i>grace</i> - <i>gracious</i>, <i>space</i> - <i>spacious</i>, <i>malice</i> - <i>malicious</i>.</p> <p>Exception: <i>anxious</i>.</p> <p>Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p>	<p>WEEK 3: invention, injection, hesitation, completion expression, discussion, confession, permission, admission</p> <p>attached available average awkward bargain bruise</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>WEEK 5-7: Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Abacus activity: https://staging.activelearnprimary.co.uk/resource/212610</p> <p>Abacus assessment sheet</p>	<p>WEEK 4: -sion is used if the root word ends in d or se. Exceptions: <i>attend - attention, intend - intention.</i></p> <p>-cian is used if the root word ends in c or cs.</p>	<p>WEEK 4: expansion, extension, comprehension, musician, electrician, magician, politician, mathematician, category cemetery committee communicate community competition conscience</p> <p>WEEK 5: vicious, precious, conscious, delicious, conscious controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
		<p>WEEK 6:</p> <p>malicious, suspicious ambitious, cautious, disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign</p> <p>WEEK 7:</p> <p>fictitious, infectious, nutritious forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>WEEK 8-10: Endings which sound like /ʃəl/ Abacus activity: https://staging.activelearnprimary.co.uk/resource/212611 Raintree Y6, block 3, lessons 7-9</p> <p>Abacus assessment sheet</p>	<p>-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p> <p>social special official financial commercial crucial judicial artificial provincial racial beneficial superficial unofficial facial glacial especial psychosocial sacrificial prejudicial antisocial multiracial</p> <p>potential essential initial substantial residential presidential partial influential differential spatial confidential martial sequential impartial preferential consequential celestial existential circumstantial prudential torrential referential exponential palatial</p>	<p>WEEK 8: partial, confidential, essential leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament</p> <p>WEEK 9: official, special, artificial, persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant</p> <p>WEEK 10: restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>WEEK 11 - 15: Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Abacus activity: https://staging.activelearnprimary.co.uk/resource/212612</p> <p>Raintree Y6, block 5, lessons 8-10</p> <p>Abacus assessment sheet</p>	<p>Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue.</p> <p>important significant defendant servant assistant constant sergeant relevant tenant pleasant peasant consultant merchant giant infant applicant brilliant participant accountant dominant warrant instant distant covenant unpleasant elephant pregnant protestant reluctant elegant inhabitant variant ant irrelevant attendant descendant claimant migrant occupant informant ignorant dependant extravagant pollutant triumphant</p> <p>performance importance finance distance insurance balance advance appearance circumstance dance glance significance assistance resistance alliance entrance substance allowance acceptance instance enhance assurance appliance attendance stance ambulance relevance guidance compliance inheritance disturbance ignorance renaissance romance nuisance utterance clearance surveillance tolerance resemblance abundance reassurance annoyance avoidance elegance grievance reliance maintenance</p> <p>pregnancy fancy redundancy consultancy tenancy expectancy discrepancy vacancy accountancy occupancy infancy truancy malignancy conservancy ascendancy</p>	<p>WEEK 11:</p> <p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), thorough twelfth variety vegetable vehicle yacht accommodate</p> <p>WEEK 12:</p> <p>tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial) accompany according achieve aggressive amateur ancient apparent appreciate attached available</p> <p>WEEK 13:</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial) average awkward bargain bruise category cemetery</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>Raintree Y6, block 6, lessons 7-10</p>	<p>constancy militancy hesitancy poignancy vibrancy buoyancy</p> <p>Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p> <p>-ent:</p> <p>government development different went moment management present department president patient movement event student agreement environment treatment parent statement investment employment argument extent represent parliament equipment element comment prevent client current document recent payment accident assessment content involvement commitment requirement agent arrangement independent spent improvement appointment settlement experiment incident establishment</p> <p>-ence:</p> <p>experience evidence difference influence defence science conference reference presence sentence confidence existence</p>	<p>WEEK 14:</p> <p>committee communicate community competition conscience conscious controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop</p> <p>WEEK 15:</p> <p>assistant, assistance, obedient, obedience, independent, independence, dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence</p> <p>-ency:</p> <p>agency emergency currency efficiency frequency presidency consistency urgency dependency decency inconsistency sufficiency transparency regency proficiency complacency</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
	<p>silence audience absence consequence violence sequence offence licence intelligence preference hence independence essence fence residence incidence competence correspondence conscience interference pence dependence negligence occurrence emergence obedience coincidence convenience commence insistence excellence inference prominence patience prevalence</p>	<p>insufficiency indecency fluency</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>WEEK 16-20: Words ending in -able and -ible Words ending in -ably and -ibly Abacus activity: https://staging.activelearnprimary.co.uk/resource/2126 <u>13</u> Raintree Y5, block 1, lessons 9-11,</p>	<p>The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. advisable agreeable avoidable capable breakable disposable employable fashionable identifiable inexcusable manageable miserable portable probable remarkable respectable sociable valuable vegetable</p>	<p>WEEK 16: explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>Raintree Y6, block 1, lessons 5-7</p> <p>Abacus assessment sheet</p> <p>Raintree Y5 block 3, lessons 9-11 (- ibly, -ably)</p>	<p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending.</p> <p>The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation.</p> <p>The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. <i>sensible</i>).</p> <p>accessible audible credible destructible edible flexible impossible indestructible invincible legible responsible reversible susceptible</p> <p>probably presumably reasonably inevitably considerably notably invariably remarkably comfortably preferably suitably arguably understandably uncomfortably unreasonably noticeably conceivably reliably irritably miserably predictably tolerably unmistakably undeniably unquestionably inextricably regrettably justifiably unbelievably</p>	<p>WEEK 17:</p> <p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), leisure lightning marvellous mischievous muscle necessary</p> <p>WEEK 18:</p> <p>tolerable/tolerably (toleration) changeable, noticeable, forcible, legible neighbour nuisance occupy occur opportunity parliament persuade physical</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
	<p>profitably admirably inexplicably improbably unavoidably uncontrollably impeccably inescapably agreeably amiably ably appreciably</p> <p>audibly forcibly visibly ostensibly imperceptibly impossibly plausibly irresistibly indelibly responsibly flexibly perceptibly</p>	<p>WEEK 19: dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>prejudice privilege profession programme pronunciation queue recognise recommend relevant</p> <p>WEEK20: possible/possibly, horrible/horribly, terrible/terribly, restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
		<p>WEEK 21:</p> <p>visible/visibly, incredible/incredibly, sensible/sensibly stomach sufficient suggest symbol system temperature thorough twelfth variety</p>
<p>WEEK 22-23: Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Raintree Y6, block 1, lessons 8-10</p> <p>Abacus assessment sheet</p>	<p>The r is doubled if the -fer is still stressed when the ending is added. conferring deferring inferring misinferring misreferring</p> <p>The r is not doubled if the -fer is no longer stressed. differing offering reoffering suffering interfering differed interfered reoffered suffered circumference difference indifference</p>	<p>WEEK 22: referring, referred, referral, preferring, preferred, transferring, transferred vegetable vehicle yacht accommodate accompany according achieve aggressive</p> <p>WEEK 23: reference, referee, preference, transference amateur ancient apparent appreciate attached available average awkward bargain bruise category</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>WEEK 24: Use of the hyphen Raintree Y5, block 1, lessons 7-9</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>WEEK 24: co-ordinate, re-enter, co-operate, co-own cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise (critic + ise)</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>WEEK 25-26: Words with the /i:/ sound spelt ei after c</p> <p>Raintree Y5 block 4, lessons 13-15</p>	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>conceit receipt conceited deceit</p> <p>Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	<p>WEEK 25: deceive, conceive, receive, perceive, ceiling</p> <p>curiosity definite</p> <p>desperate determined</p> <p>develop dictionary</p> <p>disastrous embarrass</p> <p>environment</p> <p>equip (-ped, -ment)</p> <p>WEEK 26: especially exaggerate</p> <p>excellent existence</p> <p>explanation familiar</p> <p>foreign forty</p> <p>frequently government</p> <p>guarantee harass</p> <p>hindrance identity</p> <p>immediate(ly)</p>
<p>WEEK 27-29: Words containing the letter-string ough</p> <p>Abacus activity: https://staging.activelearnprimary.co.uk/r</p>	<p>ough is one of the trickiest spellings in English - it can be used to spell a number of different sounds.</p>	<p>WEEK 27: ought, bought, thought, nought, brought, fought rough, tough, enough cough</p> <p>individual interfere</p> <p>interrupt language</p> <p>leisure</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>esource/2126 12</p> <p>Raintree Y5, block 1, lessons 2-4.</p> <p>Raintree Y6, block 3, lessons 1-3,</p> <p>Abacus assessment sheet</p>		<p>WEEK 28:</p> <p>lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege</p> <p>WEEK 29:</p> <p>though, although, dough through thorough, borough plough, bough profession programme pronunciation queue recognise recommend relevant</p>
<p>WEEK 16:</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>	<p>WEEK 30:</p> <p>doubt, island, lamb, solemn, thistle, knight restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>pronunciation of the word)</p> <p>Abacus activity:</p> <p>https://staging.activelearnprimary.co.uk/resource/212617</p> <p>Raintree Y5, block 1, lessons 7-9</p> <p>Abacus assessment sheet</p>		<p>WEEK 31:</p> <p>stomach sufficient</p> <p>suggest symbol</p> <p>system temperature</p> <p>thorough twelfth</p> <p>variety vegetable</p> <p>vehicle yacht</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>WEEK 32...</p> <p>Homophones and other words that are often confused</p> <p>Raintree Y5, block 1, lessons 12-14</p> <p>block 3, lessons 12-14, block 4, lesson 10</p> <p>block 5, lessons 13-15, block 6, lessons 10-11</p> <p>Raintree Y6, block 2, lessons 4-6</p> <p>Abacus assessment sheet</p>	<p>In the pairs of words opposite, nouns end -ce and verbs end -se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound - which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane).</p> <p>isle: an island.</p> <p>aloud: out loud.</p> <p>allowed: permitted.</p> <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>).</p> <p>effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>).</p> <p>altar: a table-like piece of furniture in a church.</p> <p>alter: to change.</p> <p>ascent: the act of ascending (going up).</p> <p>assent: to agree/agreement (verb and noun).</p>	<p>WEEK 32:</p> <p>advice/advise</p> <p>device/devise</p> <p>licence/license</p> <p>accommodate accompany</p> <p>according achieve</p> <p>aggressive amateur</p> <p>ancient apparent</p> <p>appreciate</p> <p>WEEK 33:</p> <p>practice/practise</p> <p>prophecy/prophesy</p> <p>farther: further</p> <p>father: a male parent</p> <p>attached available</p> <p>average awkward</p> <p>bargain bruise</p> <p>category cemetery</p> <p>committee</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
	<p>bridal: to do with a bride at a wedding.</p> <p>bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal).</p> <p>serial: adjective from the noun <i>series</i> - a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun).</p> <p>complement: related to the word <i>complete</i> - to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>WEEK 34:</p> <p>guessed: past tense of the verb <i>guess</i></p> <p>guest: visitor</p> <p>heard: past tense of the verb <i>hear</i></p> <p>herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i></p> <p>lead: present tense of that verb, or else the metal which is very heavy (as <i>heavy as lead</i>)</p> <p>communicate community</p> <p>competition conscience</p> <p>conscious controversy</p> <p>convenience correspond</p> <p>criticise (critic + ise)</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
		<p>WEEK 35:</p> <p>morning: before noon</p> <p>mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)</p> <p>passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before</p> <p>proceed: go on</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
<p>Homophones and other words that are often confused (continued)</p> <p>Raintree Y6, block 4, lessons 5-7, block 6, lessons 14-18</p>	<p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. to draft in extra help)</p> <p>draught: a current of air.</p>	<p>principal: adjective - most important (e.g. <i>principal ballerina</i>) noun - important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>curiosity definite</p> <p>desperate determined</p> <p>develop dictionary</p> <p>disastrous</p>

Statutory requirements	Rules and guidance (non-statutory)	Spelling Test Words (non-statutory)
		<p>WEEK 36:</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p> <p>embarrass environment</p> <p>equip (-ped, -ment)</p> <p>especially exaggerate</p>

Word list - years 5 and 6

accommodate	definite	lightning	
accompany	desperate	marvellous	
according	determined	mischievous	sincere(ly)
achieve	develop	muscle	soldier
aggressive	dictionary	necessary	stomach
amateur	disastrous	neighbour	sufficient
ancient	embarrass	nuisance	suggest
apparent	environment	occupy	symbol
appreciate	equip (-ped, -ment)	occur	system
attached	especially	opportunity	temperature
available	exaggerate	parliament	thorough
average	excellent	persuade	twelfth
awkward	existence	physical	variety
bargain	explanation	prejudice	vegetable
bruise	familiar	privilege	vehicle
category	foreign	profession	yacht
cemetery	forty	programme	
committee	frequently	pronunciation	
communicate	government	queue	
community	guarantee	recognise	
competition	harass	recommend	
conscience*	hindrance	relevant	
conscious*	identity	restaurant	
controversy	immediate(ly)	rhyme	
convenience	individual	rhythm	
correspond	interfere	sacrifice	
criticise (critic + ise)	interrupt	secretary	
curiosity	language	shoulder	
	leisure	signature	

CLASS SPELLING ACTIVITIES

It has been found that children learn to spell better, quicker and more easily if they are given short but fun activities on a daily basis. Tasks that are **interactive** and can be undertaken **collaboratively** are more effective than worksheets and will lead to pupils becoming more independent and focused learners.

Below are some suggestions for spelling activities that you may wish to try out in your classroom. Some are more suited to one particular stage but others can be used in every class from P1 – P7.

Spelling Strategies

Pupils should be given **strategies** to help them learn to spell.

A list of suggested strategies is given at the end of this booklet in the secondary section.

Additional strategies could include:

- **Rhyme** – if they can spell mouse, they should be able to spell house
- Write the word with **different coloured pens** to break it into sections. This will help to teach the pupils to learn to spell in ‘chunks’ rather than ‘letter by letter’
- Use **different coloured post- its**, one for each word. This will help pupils visualise the word when they are trying to recall it.
- Write the word in **sand, finger paint** etc –helps form memory hooks.
- Use **big paper and big felt pens** – not always a jotter.
- **Chant the syllables** eg Wed-nes-day, emphasising the tricky bit. Use actions for each syllable.
- **Draw a picture** to help with a word eg big elephants can always understand small elephants = because
- **Make the word into a picture** eg bed could be drawn to look like a bed

1. Look, Cover, Write, Check - TRIOS

This is often the basic method used in classes but the expectation is that the pupil will be motivated and be able to self teach. Mistakes are often written out three times and become embedded.

Try putting them in same ability trios. They check each others’ lists and then swap around again so the checkers are checked!

Alternatively, the teacher shows the pupils the word, covers it and then the pupils write the word. The teacher would then show the word again for the pupils to check. Again this method has a higher success rate than when the pupils work as individuals.

2. Look, Cover, Write, Check – ‘SHOW ME’

Pupils work in pairs. Both pupils look at the same word. It is then covered and both pupils write the word on an individual whiteboard. They then reveal their word - ‘one two three, show me’ and check that they both have the same spelling. This is repeated with every word on their list. A quick activity that is very effective, It can also be done in trios or quartets.

3. FLASH CARDS

This is similar to the 'show me' activity above. Pupils quickly write out words on flash cards making sure that they have the correct spellings. One reads aloud from a card and the other pupil writes the word on a whiteboard. This time when they say 'show me', one shows the correct spelling on the card and the other shows their attempt on the whiteboard. Pupils take turns reading or spelling.

4. DEFINITIONS

Make this exercise a more worthwhile learning experience by asking pupils to work in pairs. Pupils are given one dictionary to share and work together to find and write the definition of each word. By using a selection of dictionaries, pairs can then share and compare their definitions with another pair.

5. SPELLING ALOUD

Using flashcards, as above, one pupil reads a word aloud. Their partner spells the word out loud. If they spell correctly, they 'win' the card. If they are incorrect, the card is put to the bottom of the pile. Pupils take turns and the 'winner' is the one who has most cards at the end of the game.

6. SPELLING TENNIS

You may have seen this one on the television programme 'Hardspell'. Older children really enjoy this one as it can be quite challenging. Pupils work in trios.

One takes on the role of both 'reader' and 'checker'. The other two pupils spell the word by saying alternative letters until the whole word is spelt. If a mistake is made, the checker stops the game and shows them the correct spelling. The word is then spelt again and then put to the bottom of the pile. Correct words are discarded. Pupils take turns to be the checker.

7. ALPHABETICAL ORDER

Pupils write out their spelling list in alphabetical order. This activity is best used with middle and upper stage pupils but is particularly effective at making them look closely at the spelling of words that begin with the same letter eg when learning common words. This could be an individual activity but, as a follow up activity, pupils could work together to check they both have the same order.

8. MUDDLED LETTERS

Pupils rewrite each of their spelling words in a muddled up fashion eg 'beautiful' could be written 'befitualu'. It is better if they always put the initial letter in the correct place. This is a great activity, as pupils have to scrutinise each word to make sure they have got all the correct letters. These muddled lists are then swapped with someone with same spelling words. Without looking at the correct list, pupils have to rewrite each word correctly.

9. DICTIONARY RACE

Pupils work in threes using a dictionary each. They take turns to call out one of their spelling words which is then hidden. The idea is to be the first to locate the word in the dictionary. This not only helps them to remember how to spell, it is also excellent for practising dictionary skills. You can turn it into a game by giving them counters to win.

10. SYLLABLES

Working in twos, pupils split their spelling words into syllables eg beau-ti-ful.

Again close attention to details is needed so it helps them to retain more difficult spellings.

11. WORDS WITHIN WORDS

Pupils try to find smaller words inside each of their spelling words without rearranging the letters.

Eg using the word 'practising', you could find – 'act' 'sing' 'in' 'is'. Set a time limit, say 10 minutes, for them to work individually to find as many as possible using all their spelling words.

Finish off with an oral feedback session to pull all their suggestions together.

12. SILLY STORY

Working in pairs, pupils write a short story (about a paragraph) using as many of their spelling words as possible. Again, set a time limit of about 10 minutes. Stories can be shared with another pair or with the whole class – the stories are usually very silly so children enjoy this activity.

13. KIM's GAME

This game can be played in groups of 4 to 6. Spelling words are written on cards and laid out on the table. The pupils study the words. They then look away and a nominated person removes *one* of the cards. Pupils turn back, look at the remaining cards and have 2 minutes (use an egg timer) to write the missing word on a whiteboard which they keep hidden. All the guesses are then revealed at the same time. If they are correct, they win a point, but only if it is spelt correctly!

14. MAGNETIC LETTERS

Working with a partner, younger pupils would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters. This would continue until all the words are displayed. Another pair would then be asked to check their spellings.

15. WORDSEARCH

Using squared paper, pupils make a wordsearch with their spelling words. Words are NOT written out underneath. They need to look really closely to make sure that they haven't made a mistake and that they have included all their words.

For the next spelling session, wordsearches are swapped with another member of the same spelling group. Words are ringed and then written out underneath. How many can they find? They are then swapped back and marked by the original owner of the wordsearch.

16. MNEMONICS

Show the children an example of a mnemonic and explain why they are used eg big elephants can always understand small elephants because

Working with a partner, pupils try to make up a mnemonic for one or two of their trickiest spelling words. A time limit should be set – again about 10 minutes. Their mnemonics can then be shared with another pair, the whole group or displayed on the wall for everyone to use.

17. LUCKY DIP

This is a game best played in twos or threes. Pupils take turns to pick out 12 plastic letters from a bag. They mustn't look into the bag, as it is 'lucky dip'. The picked letters are placed in front of them and the rest of the letters are left in the bag. The idea is to make one of their spelling words out of the letters. The pupils take turns to pick one new letter out of the bag and discard one that

they don't want any more. This carries on until someone has the right letters to make one of their spelling words. The others check that it is indeed spelt correctly. The game then starts over again.

18. GUESS THE WORD

Pupils work in pairs. One pupil chooses one of their spelling words, and then writes one letter on a whiteboard at a time. They can begin *anywhere* in the word – it does not have to be at the beginning. The other pupil tries to guess the word after each letter is added. If they guess correctly, they must spell the whole word to win the points. The fewer letters that have been given – the more points to be won.

19. CROSSWORD

Using squared paper, pupils make a crossword using their spelling words. Definitions are written below to form the clues. The children may have already written the definitions during a previous spelling session.

During a further session, crosswords are swapped and completed by another member of the group. These would then be checked by the pupil who created the crossword.

20. NOUGHTS AND CROSSES

This is a very simple activity where pupils can work within mixed or same ability pairings. Pupils swap lists and ask their partner to spell one of the words. If the word is spelt correctly, the appropriate mark is placed on a noughts and crosses grid. If wrong, no mark is written but their mistake explained and the correct spelling shown. A 10-15 minute time limit is probably long enough to play several games.

21. WALK ABOUT

Don't be put off by the title. Children of all ages love this *and* it's very effective!

The whole class walks about the class with their list of words. When the teacher calls a set signal (eg 'spell'), each pupil greets the person nearest to them and swaps lists. By doing this all spelling abilities can work together. They then ask each other to spell 3 words from the list. If they are both correct, they swap the lists back again and move on. If one or more is wrong, they get one minute to study the words and are then asked again.

22. DRAGON'S DINNER

Pupils have counters, one for each of their target words. They take turns in spelling. If they make a misspelling, they lose a counter to the dragon. The dragon can be a pupil with a list of the words or all other pupils can have a list to check the words and the dragon can be a picture/model. How much dinner does the dragon get?

23. FIND THE WORD

This is a good activity for younger pupils who are learning how to spell High Frequency words. Each pair is given a highlighter pen and piece of text, for example a newspaper or advert. The teacher writes a few common words on the blackboard and the children highlight as many as they can find. Younger children may need to be given a highlighter each or you may ask that each common word is highlighted using a different colour.

This activity can also be used to highlight a spelling pattern in older classes eg 'ight' , 'ei/ie'. Once highlighted, the words could be written in a list to share with another group.

24. JIGSAW

The teacher chooses one or two spelling words for each group and writes each of them onto a strip of card. This is repeated several times. Each card is then cut into sections – see below

H	i	p	p	o	t	a	m	a	m	u	s
---	---	---	---	---	---	---	---	---	---	---	---

H	i	p	p	o	t	a	m	a	m	u	s
---	---	---	---	---	---	---	---	---	---	---	---

H	i	p	p	o	t	a	m	a	m	u	s
---	---	---	---	---	---	---	---	---	---	---	---

H	i	p	p	o	t	a	m	a	m	u	s
---	---	---	---	---	---	---	---	---	---	---	---

Pieces are then muddled up and given out to the pupils. They can either put them back together at their desks but its much more fun if they are each given one piece and they must then find their partners and stand in the correct order. It is trickier than it looks as there can be several combinations to make the correct spelling.

25. The weakest Link?

Just like the TV programme. Pupils work in groups of 4-8. Each person has a whiteboard. The 'presenter' has a list of words and displays a timer. Each person is asked a spelling in turn. They either write the spelling on the whiteboard or say it aloud. At the end of each 'round' each person uses their whiteboard to 'vote' off who they think is the 'weakest link' and a new round begins with a shorter time limit.

26. Spell, Spell, Trade

Each member of the group has one word on a piece of paper. They walk about until they meet another member of their group. They then ask each other to spell their word. If they get it wrong, they are shown the word and then try again. Once they have both spelled the word, they trade and go off to meet another person. All groups can play this at the same time just by colour coding the paper ie the pupils with the yellow cards only meet up with yellow cards.

INTERACTIVE WEBSITES

Interactive free website www.spellingcity.com this is a great website! Pupils type in the words they are learning. The site recognises any misspellings and asks them to check and re-enter. The pupils can choose whether to be taught how to spell the word or a choice of several games all using their own words! It's excellent!

Another interactive website is www.northwood.org.uk/literacy.htm

MOVING ON..... into secondary school

A curriculum for Excellence states ‘ *The Literacy experiences and outcomes are applicable across the curriculum, in all aspects of learning and in all subject areas... staff in all settings have a responsibility to develop, reinforce and extend the skills which are set out in the literacy experiences and outcomes* ’

Third	Fourth
<p><i>LIT 3-21a</i></p> <p>I can use a range of strategies and resources to spell most of the words I need to use, including specialist vocabulary and ensure that my spelling is accurate.</p>	<p><i>LIT 4-21a</i></p> <p>I can use a range of strategies and resources independently to ensure that my spelling, including specialist vocabulary, is accurate.</p>

The average S1 pupil will be able to spell not only common words, but a vast collection of other words. Within the Highland Literacy Project, they will have developed strategies to enable them to work out how an unknown word might be spelt. It is the responsibility of all teachers to reinforce and extend these skills in all subjects.

How can this be done?

- Whereas pupils may not necessarily be taught spelling words, the first step would be to agree on set expectations in terms of spelling across *all* subjects areas. Pupils need to receive constant and consistent messages about what is acceptable.
- Specialist vocabulary – these words will most likely need to be taught and the most effective way is by making it interactive.

Idea: After initially introducing a new topic eg *features of a river basin* [Geography], pupils could be asked to brainstorm all the word they think they might need for this topic. This should be done collaboratively; preferably using a large piece of paper-groups of 3 work well.

Pupils write down all the words they think they will need, having a go as to how to spell them. They then swap papers with the next group and check their spellings. If they think it is spelt correctly, they give it a ✓; if not, they write their version below. This also gives them the opportunity to write down any additional words or to read words they didn't think of themselves.

The papers are rotated until it comes back to the beginning. Pupils are then able to see if their peers agreed with their spellings and it reinforces the vocabulary they will need. A final but correct version could be pinned to the wall for reference throughout the topic and added to.

This activity need only take 15 minutes but would help to teach them the specialist vocabulary needed in any subject.

Alternatively – the same process can be followed but with the teacher calling out specialist words

Idea: ‘Speed spell’. If several of the class are repeatedly spelling a key/important word wrong ask pupils to write the word at the top of a scrap piece of paper and fold the paper over. Ask them to write the word as many times as possible in a set time eg 52 seconds, folding the paper each time. Swap papers and count how many correct. Who won?

- You may wish to have a quick spelling check in the middle of the topic – this is best done in groups of 3 to support poor spellers and to increase learning.
- You can add some additional other words that you are finding are being misspelled in their writing.
- If teaching/showing some new vocabulary, try to show a supporting **strategy** to help them remember it eg
 - **mnemonic** eg *because* – *big elephants can always understand small elephants*. Pupils learn them more easily if they are funny or if they make them up themselves.
 - **memory hooks** These are usually personal eg Chihuahua hua ‘hairless underarm animal’ -forming a picture in your head that helps you to remember.
 - breaking it up into syllables orally [often called ‘**spell speak**’] eg bus-i-ness, Feb-ru-ary
 - **visual clues** – have a go- does it look right? Try another way – does that look right?
 - **Spelling rules** eg ‘*i before e except after c*’. 90% of words actually follow the rules
 - **Word meaning** words related in meaning are usually related in spellings eg *hear* and *heard*.
 - **Word derivation** Think about how some longer words are built up of parts that we do know how to spell eg *mis-under-stand-ing*
 - **Mix and match**. If you know how to spell television and headphone you can probably spell telephone
 - **Grammar** – A word’s function in a sentence may help with it’s spelling eg practice is the noun and practise is the verb
 - **Repetition** – Is part of the word repeated? eg Chihuahua
 - **Words inside words** – strategies ‘rate’

Subject specific spelling can be found on
www.spelling.hemscott.net/#school%20subjects

- Writing – it is a good idea to ask pupils to correct spellings in their writing. This can be done very effectively by peer correction. Pairing up, each proof reads the other's work and underlines words they think are spelled incorrectly. A maximum number should be agreed upon eg 6 words. Through discussion, words can be corrected (using a dictionary where needed).

It has been found that peer correction is more effective than teacher correction.

- The teacher may also highlight a few words to be corrected. Pupils can have a 5 minute walk about where they lend and borrow spellings until they have corrected all the words the teacher has highlighted.
- Many of the games and activities in the P1-7 section can be used, adapted or extended to be used in S1-3 in English and in other subjects.

Poorer spellers

- If the pupils are given additional support in a base, then the activities described in the P1-7 section would be also be applicable.
- **Additional strategies** (see secondary section above) plus
 - Keep a personal bookmark with words that they find particular tricky to spell
 - Make up a chant eg 'double c, double s for success'
 - Endings – 'o u lucky duck' to remember the ending for words such as would, could, should.
- **Interactive** free website www.spellingcity.com This is a great website! Pupils type in the words they are learning. The site recognises any misspellings and asks them to check and re-enter. The pupils can choose whether to be taught how to spell the word or a choice of several games all using their own words! It's excellent!
- Another interactive website is www.northwood.org.uk/literacy.htm

Additional sources of information and ideas for secondary teachers -

- ❖ Watch www.teachers.tv/video/3371 This video shows strategies for supporting pupils with Dyslexia
- ❖ Read *Secondary Intervention Secondary Intervention* 00954-2007DOC-EN-17
Secondary National Strategy © Crown copyright 2007
- ❖ www.literacytrust.org.uk/Database/Writing/spelling.html
- ❖ www.standards.dfes.gov.uk/secondary/keystage3/all/respub/en_y7bank

Year 3/4 statutory spelling dictations:

George **heard** his Grandma muttering under her **breath** in the front room. He had had **enough** of the evil **woman** and had a **surprise** in store for her. **Occasionally**, George stirred the **special** pot of super **strength medicine** that he had brewed. He couldn't have the liquid look any **different** to normal or Grandma would be sure to **notice** something **strange** was going on.

Dictation Activity 2

The Olympic Games will be a **popular** and **important** event in this year's summer **calendar**. Many athletes are currently **busy** training to try and gain their place in Olympic **history**. The **pressure** to perform at their best during the games is **extreme**. **Imagine** how it feels to **experience** walking out to **appear** in an Olympic final- your **heart** racing and you barely being able to **breathe**.

Dictation Activity 3

Although she never meant to do **naughty** things, people would always **describe** Kelly as **probably** the clumsiest girl on **Earth**. Today Kelly had just **accidentally** broken her mum's **favourite possession**: the ugly vase that stood on top of the fireplace. **Therefore**, she wasn't looking **forward** to mum coming home as Kelly was **certain** she would get the telling off of the **century**!

Dictation Activity 4

On 7th **February** each year, we celebrate the work of Charles Dickens as it is the day that the **famous** writer was born in 1812. Many people **believe** that Dickens was the finest writer of the 19th **century**. To mark the **occasion**, why not visit your local **library** and borrow one of his books. **Though** the language within them is sometimes **difficult** to understand, reading one his novels will surely help you to **learn** more about **grammar** and gain **knowledge** on complex **sentence** structures.

Dictation Activity 5

Richard Branson is **perhaps** one of the richest men in the world. His success didn't happen by **accident** - without **question** he has worked very hard to be in his **position**. Branson **actually** left school at 16 with no **particular** skills. In fact, his old head teacher, Mr Drayson, **thought** it was very **possible** that he would end up in prison! Richard made a **promise** to himself to prove Mr Drayson wrong. Which he did! **Through various business** ventures, he is now a happy and successful billionaire!

Dictation Activity 6

A **recent** study suggests that one **quarter** of the world's population still live without any electricity. **Often**, this is within the world's poorest countries or if you live on a very remote **island**. The UN are trying to **increase** the number of people who have access to power but it will take many years to **build** up the supply. Just **consider** what your **ordinary** life would be like if you didn't **possess** electricity at your home **address**. Why not conduct an **experiment** and try to live electricity-free for a day? How would you cope if your TVs, tablets and computers were to **disappear** for a whole 24 hours?

Dictation Activity 7

The Trooping of the Colour parade is held every year to honour The Queen's **actual** birthday, celebrate Her Majesty's **reign** and to help us **remember** that she is one of the most important **women** in the world. On the day of the parade, the **centre** of London is brought to a **complete** standstill when a **group** of royal **guards** **guide** the royal family through the busy streets. When they **arrive** back, a number of RAF planes perform a flyby **exercise** and pass **straight** over the skies of Buckingham Palace.

Dictation Activity 8

Early one morning, Handa set off to visit her friend with **eight** delicious pieces of **fruit** in a basket, which she carried above her head. In the **height** of the sun, Handa was tired but she knew that she must **continue**. So she walked on with **purpose** and felt thankful that she wasn't carrying heavy **potatoes**. Just then, Handa noticed something **peculiar**. With every passing **minute**, the **weight** of the basket was getting lighter and lighter. What was happening? Handa suddenly knew the **answer** when she **caught** sight of the naughty animals behind her, who were all chomping on her fruit!

Dictation Passage 9

From being very young, Joe had always had a **natural** talent for riding a **bicycle**. On his **eighth** birthday, he wasn't just given a **regular** kid's bike but a five-star stunt bike made from a lightweight **material** perfect for doing his flips and jumps. Luckily, just **opposite** his house was a skate park so he trained at **length** to become the best rider he could be. Over the years, he had many injuries, which included many cuts and bruises, five **separate** broken bones; not to **mention** the time he lost his front teeth! I **suppose** that's what can happen when you **decide** to attempt a full **circle** somersault in mid-air!

Mr Whoops spelling mistakes:

My favorite day of the week has always been a Sunday. Even as a young boy, I rimembur Sundays being diferent and speshial. Most weeks, I would visit Granny Whoops' house, where we would have roast beef, mashed potatos and Yorkshire puddings. Allthrough she was famos for her huge portions, I would make every last mouthful disapere. One Sunday lunchtime, I accidentilly tripped while carrying my plate. Luckily, Granny corght it but got covered in gravy! From then on, Granny made me promize never to walk around with crockery ever again. She's such an over-cautious womin!

Ocasionaly, I like to go for a walk in the countryside and look at the naturel beauty around me. I have a great inturest in wildlife. Theirfore, I often take my binoculars with me in case I nowtise any woodland birds or mammals. On a reacent trek, I herd a familiar call and I was lucky enuff to see ate woodpeckers all perched in one tree. What a wonderful suprise to acktually see such a rare species. Planet Eurth is really a delightful place!

My most treasured posession is a dinosaur bone fossil, which I found while I was walking through caves in Wales. I don't supposs it's every day that you stumble upon something almost 65 million years old! It must have been there since the days of eurlly man. At first, I thought it was just some kind of stranje reflection from the water. I just couldn't beleave that suchan inportant piece of hisstory was right there in front of my eyes! The dinosaur probobly died in the shallow water and then got buried in the mud. The wayght of the mud and the preasure of the water caused the fossil to be formed over thousands of years. I considur it to be a fantastic find!

I have a very bizzy year this year. There are lots of dates with a big sircle drawn round them on my calinder. In Feburary, I am going on an exstream sports holiday to take part in lots of sports, including hand-gliding, abseiling and water-skiing. It should be a fun expeareance! Hopefully in May, there will be a very special occatian when I finally move house. It has taken such a long time to buld. I am so looking forwerd to having a new addrres. In June, Grandad and Granny Whoops will arreave in England to stay for a few weeks. Hopefully, my new spare room will be compleet by then so that they have somewhere to sleep!

Dear Diary,

What a day! It all started well...I was out happily riding my bicycle but I couldn't decide whether to go up Badger's Hill or take the opposite route into town. I thought that pedalling up the hill would give me more exercise so I turned left up the hill. A minute later and in a blink of an eye, a naughty squirrel scampered straight into my path. I swerved to avoid the silly animal, got my shoelaces caught in my spokes, and ended up splat in the center of a cow pat in a nearby field. Can you imagine how embarrassed I was? It's not like me to be so accident prone!

I am certain that I'll have better

luck tomorrow, Mr. Whoops x

Last week, I took part in a grammar and spelling competition at my local library. You needed to possess very special skills to be crowned 'English Expert of the Century'. Even though spelling is a big strength of mine (as you already know!), going into the final round I was in eighth position out of a group of ten contestants. My heart was pounding and I could barely breathe as I read out my final sentence. Unfortunately, I only won a bronze medal. Maybe I'll do better next year.

My most memorable day of school has to be the one particular day when I almost blew up the science block. It started off as just an ordinary chemistry lesson where our teacher wanted us to learn about how to separate solid material from liquids. During the experiment, a strange mist started to appear from my test tube. Not to mention, the very peculiar smell. The next thing I knew...BOOM! There was an actual explosion. I didn't know it was even possible for liquid to reach such a great height. It looked like a volcano exploding. Oops!

Last year, I was lucky enough to visit a popular Caribbean island. While I was there, I went on a tour of a local rainforest. All around me were trees filled with exotic fruit and stunning wildlife. Our tour guide was full of knowledge about the forest and there wasn't any question that he couldn't answer. He talked at length about deforestation and how a quarter of the trees had sadly already been cut down. This is a terrible shame as some plants found there are of great

importance for making medicine which kept the island in business. If they continue to destroy it, then I might not ever get to return to the fabulous place.

Dear Diary,

Well today was far from a regular day... I went to London with the sole purpose of seeing The Queen. Her Majesty is one of the most famous women in the world. Today was the great Trooping The Colour parade where the reign of Her Majesty is celebrated as well as her official birthday. Perhaps every person in London was there, or at least it felt like it with all the crowds and cheering. It was difficult to see and hear when the guards marched past and the noise began to increase even more when the crowd caught sight of The Queen herself. Various flowers were thrown onto her carriage and she often waved at the onlookers. When she smiled directly at me, I can't describe the feeling that came over me - it took my breath away.

What a memorable day!

Mr Whoops

X

Answers:

Activity 1

favourite	remember	different
special	potatoes	promise
although	famous	disappear
accidentally	caught	woman

Activity 2

occasionally	natural	eight
interest	therefore	heard
recent	enough	surprise
actually	notice	Earth

Activity 3

possession
believe
probably
consider

through
important
weight
history

early
suppose
pressure
strange

Activity 4

busy
forward
calendar
address

February
arrive
build
complete

experience
extreme
occasion
circle

Activity 5

bicycle
naughty
decide
straight

opposite
centre
thought
accident

exercise
imagine
minute
certain

Activity 6

library century
position sentence breathe

Y5/6 mistake exercises:

Last week, I entered a photography competition in my local newspaper. I was desperate to win because the marvelous prize was some new, state-of-the-art

equipment. As a very keen amateur photographer, I was determined to win. The task was to take a photograph in my local environment to communicate the beauty and history of my hometown of Whoopsville. I decided to take a photograph of the war memorials that commemorate the brave soldiers that gave their lives in battle at my local cemetery. My first attempt at getting a picture was disastrous because I got caught up in an aggressive thunder and lightning storm. But once the rain had ceased, I managed to get an excellent shot of a gravestone surrounded in poppies with a glorious sunny backdrop. They must have loved it - I won first prize

There was great controversy at the football match on Saturday when my local team, Whoopsville United played their local rivals, Grimthorpe Rangers. As soon as the first ball was kicked, it was immediately apparent that the temperature on the pitch was going to be heated. Tackles were flying in at every opportunity and the referee was finding it especially difficult to keep control. It was a good job that he was equipped with his yellow card! After what must have been the twelfth awkward tackle in the box and many bruises, the referee had no choice but to award a penalty to the home team in the 93rd minute. A queue of Grimthorpe players surrounded him and began to create a nuisance. The referee didn't welcome the tirade of abuse he was receiving so he gave two red cards to the players who had seemed to harass him the most.

Monday April 1st Dear Diary, I hate April Fool's Day! I have to spend my whole day looking over my shoulder waiting for my mischievous neighbour, Peter Pest, to play one of his usual pathetic tricks! He's a complete hinderer with absolutely no conscience, even when he manages to embarrass the people on his own street. According to him, we should all have a better sense of humour - what a joke! This year, my day started when I walked out of my house to one of Peter's familiar daft grins, so straight away, I knew he was up to something. I wearily had a thorough look around for any signs that might suggest trouble but I didn't notice anything...that was until I opened my vehicle door. He'd managed to interfere with my car and had attached a cream pie inside. So as I opened it...SPLAT...the pie launched straight into my face. You just wait for next year, Peter Pest!

Recently, I have made a conscious decision to learn a foreign language. I visited my local book shop and searched for the Japanese category - I've always wanted to visit Tokyo! There were many phrase books available and also treated myself to a bargain Japanese dictionary. The Japanese program I invested in comes

with a guarantee to have me fluent within just forty days, but at the moment I am finding the pronunciation of the Japanese words very challenging. Sometimes I have felt like giving up but I'm a determined individual so I have kept going! I really would love to equip myself with the skills to go to Tokyo and talk fluently with the local people.

Can you keep a secret? I've taken on a new profession - working for the Defence Secretary for the UK Government as an undercover agent! I now have to live a covert existence where nobody knows my secret identity. I frequently have to work in the parliament buildings so it is necessary for me to wear a disguise so that nobody is able to recognize me. No one will be able to interfere with the politicians while I'm around and if anyone does enter the buildings and there is a risk of any immediate danger, then they'll have to give a thorough explanation to me as to why they are there. I'm willing to sacrifice myself for my job...I'm just like James Bond!

Dear Mr. Councillor, I have decided to correspond with you to try and persuade you to not let the local council close Whoopsville Leisure Centre. Could you please recommend that it remain open at your next council meeting? Because you occupy such an important position, I am certain that they would listen to your opinion. If the closure does occur, there are no other local facilities for people to visit to work on their physical fitness and it would have a definite effect on the health of our community. Before I started visiting their gym, I didn't have one visible muscle in my stomach, and now I'm boasting a very impressive six-pack! To accompany my letter, I have also included a petition that contains over a hundred signatories.

Yours sincerely,

Mr Whoop

It is my great privilege to have been offered the position of chief of the local gardening committee. It's a fantastic thing to achieve as it is such an important role in the committee that I can't wait to develop. Nobody could ever criticise my gardening skills - I don't mean to exaggerate, but I am a horticultural genius! There is always much curiosity as to how I am able to grow such a massive variety of award-winning vegetables. Some of my competition entries have been phenomenal with onions, carrots and parsnips ten times the average size - enough to give a sufficient supply to a small restaurant!

After a recent Lotto win, I decided to purchase a small yacht with an on-board navigation system. I wanted to give my beautiful new boat a relivent name so I chose something to rime with my own name - she is now known as 'Honey Nut Loops'. Some of the multi-millionaires down at the harbour where she is acomodated act all snooty about her. Apparently my measly vessel doesn't fit in when she is surrounded by their luxurious liners and anshient sailboat status simbols - what terrible prejuwdice! At every conveenience, I try to take her out on the water and it is my sincere pleasure to listen to the rhythem of the waves lapping against her bow. I really appresiate the quiet life when I sail alone with no one or nothing to interupt me.

Y2 Spelling Dictations:

Week 1:

I was eating fudge on the edge of the huge bridge in the village, I saw a huge badge in a shop. I had some change so I dodged inside to buy it.

Week 2:

I found a magic gem in a jar inside Dad's jacket. I adjusted the lid and out popped a giant giraffe which had lots of energy so it joined me for a jog.

Week 3:

There was a race in a fancy place in the city. We rolled the dice twice to see who would go first. I couldn't face the ice so had a nice drink.

Week 4:

My knees knocked as the gnat gnawed.

I wrote that I had written to the wrong person.

I know how to wrap a gift.

Week 5:

I took my little apple off the towel in the middle of the table.

A camel chased a squirrel in the tunnel.

Week 6:

The fossil was in a normal metal box so it wouldn't spoil.

An animal went to hospital with a pencil in its nostril.

Week 7:

The sky in July is often dry.

I try not to cry if a fly lands in my food.

Week 8:

The ladies' puppies sit by the babies.

The bird cries as it flies over cities.

He carries the replies and copies the names on to his list.

Week 9:

I was worried but satisfied that she had not lied and was not being bullied. I tidied up and replied to the letter. I copied it neatly and spied a post box.

Week 10:

She was crazier and funnier when she was happier. Her house was busier but cosier and prettier than his which was chillier.

Week 11:

He was the luckiest, craziest, funniest, happiest dog in the world! His paws were the dirtiest and his owner was not the angriest but the loveliest when he cleaned the floor!

Week 12:

(Using words from previous weeks too)

I carried my crying babies as I hurried to the car. I was drying their faces as it was chillier before replying to my Mum. I was satisfied that they were happier and cosier.

Week 13:

I was waving my hiking poles whilst smiling and joking as I was sliding down the hill. I was shaking with laughter and making a fool of myself.

Week 14:

They were surprised to find named gifts of baked cakes and hoped they liked them. Bob grumbled and joked that his would be burnt.

Week 15:

The nicest driver had a shiny car with smoky, wavy lines. It was nicer than my car which was closest to us.

Week 16:

I was humming as I patted my fattest, saddest dog. She popped her head on my lap and dropped her paw on my slipper.

Week 17:

The runner dropped to the ground as she slipped on the runny oil.

The bigger kangaroo skipped over his fattest friend as he hopped on the hottest day of the year.

Week 18:

He is very small but can already talk and also walk. He always calls for a ball so we can chase it altogether.

Week 19:

On Monday my brother got his donkey stuck in the chimney. My mother had to get the other key but there was nothing she could do.

Week 20:

I work out the quantity of squash by wandering around, watching how much children drink.

I want to work out the number of words a book worm reads each day.

Week 21:

I saw the biggest, closed treasure chest on the television when I watched a war film.

I walked towards my mum as usual after school and felt happiest to feel her warm hug.

Week 22:

She was penniless in the darkness so the kindness of the lady took away some of her sadness.

The happiness and merriment at the party was super,

Week 23:

The careless man suddenly tripped over the playful puppy which slowly got up but it was hopeless as he was badly hurt.

Week 24:

I'll try again as I mustn't give up or I won't get better. I couldn't finish as I didn't start quickly so it's important to try harder.

Week 25:

The girl's cake was bigger than the man's so he ate hers. Bob's cake didn't seem big.

Week 26 :

The fraction question section was tricky. He liked the addition and subtraction ones.

She questioned the direction of the station.

Week 27:

They're all looking at their car sat over there on the drive.

I hear the quiet sea but cannot quite see it here.

Week 28:

The bare son who was two stood in the sun by the bear. It was too hot for the two of them to be having a race. I don't know which one would have won.

Week 29:

The bee was also surprised to find the knight by the blue flower in the night. He blew the bee away.

Week 30:

The poor, wild child climbed from the floor behind the chair because he wanted to reach the shelf by the door.

Week 31:

I told everybody that most of the gold was old and that they could only hold it with both hands if they could be careful.

Week 32:

We had a great break last June staying in the pretty house, in the beautiful woods. Even my steak was great!

Week 33:

The plants edging the grass path moved in the wind. We both spent an hour with my father passing through.

Week 34:

Who could improve this cake? The whole thing hasn't any sugar on top so I am sure we should try that first. Does anyone have any?

Week 35:

Mr and Mrs Black are busy people as the parents of half a dozen children. Imagine how much money they have to spend on many clothes again this Christmas!

KS2 Spelling Dictations:

Week 1:

As I was actually only just beginning to learn to play the recorder, I had forgotten half the notes and I had accidentally left the answers at school.

I am disappointed that you misbehaved in an immature way. I disagree that it was impossible for you to accommodate the needs of others. According to the teacher, you were impatient.

Week 2:

I believe I arrived on my bicycle when the gardener appeared with his calendar. It limited my ability to talk to him as I was worried that I might fall off.

Various hideous, aggressive, ancient, poisonous, dangerous monsters of tremendously enormous proportions lashed out at the courageous amateur who did not appreciate the apparently spontaneous attack.

Week 3:

The mystery of the pyramid in Egypt was certain to be in the centre of the paper last century.

The invention of a new injection caused an awkward discussion as the massive bruise attached to the patient was not part of the bargain. There was a hesitation before the completion of the trial.

Week 4:

I touched the young puppy just enough to feel his soft fur. The trouble was, I decided to continue stroking him as I was completely happy so I missed my bus.

The electrician in my community communicated with the politician after winning a competition to re-wire the extension to the cemetery. The expansion needed a mathematician and a magician to comprehend the plans!

Week 5:

It was difficult to disagree with the mother when her boy misbehaved and disobeyed her. So I disappeared early in the conversation.

I was conscious that the vicious dog was determined to eat my precious dictionary. I didn't want to cause controversy by criticising the desperate owner.

Week 6:

The science exercise was enough to demonstrate to us that it would be incorrect to believe that the earth is the eighth planet from the sun. We didn't need an extremely exciting experiment to prove it!

I was embarrassed by having a disastrous trip to a foreign environment. I thought I was especially equipped for an excellent existence there but I had exaggerated my capabilities and needed an explanation in a familiar language!

Week 7:

In February, the pupils illegible writing made the teacher impatient and frustrated.

It is illegal, though possible to drive at 100 miles per hour.

Forty fictitious reports were guaranteed to hinder the identity of the individual. The government interrupted and interfered with the police's investigation.

Week 8:

The man reappeared to redecorate my kitchen. He had been irresponsible and needed to refresh the paint and redo the fruit wallpaper. His excuse were irrelevant and most irregular!

There was a marvellous, special, confidential meeting in parliament last night, which gave an essential opportunity for mischievous ministers to give partial consent to the deal. It will be necessary for them to occupy their time reading the 500 page document with neighbours at their leisure.

Week 9:

The submarine submerged as the intercity train sped by. It caused an international disaster.

The pronunciation of the word privilege is relevant when learning the word.

The official special new advert for the artificial grass persuaded the professional football teams to recognise the relevant argument against natural grass and recommend it for amateur clubs.

Week 10:

The superstar's guard in the supermarket imagined that he'd heard superman crash from a height onto the history magazines. Imagine the excitement!

The soldier had sufficient food in the restaurant so sacrificed his meal to his secretary. He suggested that his stomach sincerely did not need more food in his system. The secretary ate to the rhythm and rhyme of the music in the warm temperature of her surroundings.

Week 11:

I noticed in the library that an autobiography was missing and mentioned it to the librarian. "Just a minute whilst I take my natural medicine," she said. "Someone naughty must have pinched it!"

The thoroughly observant, hesitant harbour master was expectant that a variety of vegetables should be accommodated in the twelfth yacht. However, another vehicle seemed to be significantly full of them.

Week 12:

I was interested to learn that is important to rub antiseptic into the skin in an anti-clockwise direction in increasingly large circles. The knowledge will stay with me for a length of time though discussing it is rather antisocial!

My tolerance to the strong substance was not substantial. According to my Mother, apparently, she had to accompany me in the ancient ambulance (which was the only vehicle available) with a note of explanation attached in order to assist the amateur medical team in dealing with my aggressive reaction.

Week 13:

Occasionally, we stand in no particular order, in an ordinary line, opposite the war memorial. The preparation of the information shared often takes a while. There is a sensation of admiration amongst us all.

The frequency of occasions in which the average prisoner claims their innocence gives me little confidence in their awkward recounts. The decency of people owning up and striking a bargain falls into a minute category.

Week 14:

It is perhaps peculiar that the popular possessions of children are usually completely science based. I am completely convinced that comically themed toys are finally and sadly overlooked.

Definitely don't criticise the committee as they are part of the community desperately trying to develop the convenience of buses to and from Tavistock. I am conscious that any controversy will communicate a negative vibe and I am determined to improve competition between the transport companies.

Week 15:

It is probably possible to gently cook potatoes in a pressure cooker. The knight nobly fought the dragon which was angrily attacking the castle. It was simply humbling to watch him. Happily, he won.

The obedience of the assistant in the disastrous, embarrassing situation was excellent. I can't exaggerate enough how her existence and independence, especially in a hazardous environment, gave assistance to the successful result.

Week 16:

I basically promised to regularly question the children to make sure they had learned their spellings. A quarter of the class had not. I dramatically told them the purpose of learning them!

I dramatically promised I'd watch the recent match. A quarter of the way through I frantically questioned the purpose of switching players. It basically wasn't the regular decision of the manager.

The explanation given by the individual who interrupted and harassed the foreign minister and interfered with the government computer was forty minutes long. She was immediately arrested due to being a hindrance.

Week 17:

I truly remember special birthdays if I keep a list on a separate piece of paper. It is wholly strange for me to forget as it is a strength of mine.

The adorable, marvellous, mischievous child had a considerable amount of leisure time. It was necessary to guide her to select appropriate activities.

Week 18:

It was a pleasure to measure the treasure I'd found in the old furniture outside the sheep enclosure. The creatures had a nature adventure as they escaped through the gate.

It was noticeable that the weather was changeable. My neighbour, who occupies Croft Cottage, is a nuisance and I am trying to persuade the council to forcibly remove her as the situation is intolerable.

Week 19:

The adventure we had at the leisure centre was exciting. The temperature of the water was freezing though and the pool staff reassured us that the water pressure was being fixed by the manufacturer tomorrow.

It is recommended by the teaching profession that it is reasonable to recognise different pronunciations. It is understandable that people should feel comfortable when saying scone. We should not be prejudiced towards one pronunciation.

Week 20:

The invasion decision caused division between the two countries. The expansion of the British army meant a collision was inevitable. The extension of the television documentary gave us a better comprehension of the tension in France.

The rhythm and rhyme band was booked by the soldier's secretary who sincerely believed it was possibly the best available. It all went horribly wrong in the restaurant which was a terrible shame. The secretary sacrificed his time, shouldered the blame and played his guitar instead.

Week 21:

Y3/4 use Active Learn 'ous' dictation

I had an incredibly thorough and sensible system in place which was sufficiently visible for all to see. Every twelfth symbol was black, suggesting December when the temperature is cold. A variety of other colours symbolised other months.

Week 22:

The outrageous, hideous monster spontaneously jumped out. It was obvious that the gorgeous man was curious. This was a serious situation.

I tried to accommodate the vehicle on my yacht. To achieve this, I referred to my manual and according to page 3, the preferred technique is to aggressively shout at the driver!

Week 23:

He took the option to have his injection without hesitation as the action would prevent illness. The attraction of the invention proved an education to everyone.

The referee attached a reference for the ancient teacher. It was apparent that he was appreciated by the school and the transference of his skills would help amateurs. It was awkward that he had an average sized bruise on the day of his interview.

Week 24:

I have an admission or really a confession to make which may cause discussion, tension and confusion. I gave permission for an extension or really an expansion

of the football pitch. For some, comprehension of my decision will be impossible. Others will have an expression of joy on their faces.

BMW avoided further confusion and tension by giving permission to broadcast their admission that the pollution caused by their engines was too high. The confession prompted discussion as people gained comprehension that they would need to pay more tax as a result.

NASA co-ordinated the rockets re-entry to earth. The committee communicated as a community. They were conscious of competition from other nations who would criticise their decisions and needed to consciously co-operate. The convenience of their work stations being close helped them correspond and ensured no astronauts ended up in the cemetery.

Week 25:

I actually couldn't find the correct address of the electrician or magician. They appeared not to be in my book so I accidentally wrote to a mathematician and a musician!

I was desperate to receive a definite quote to repair my ceiling. However, I was embarrassed to perceive that the builder was trying to deceive me. My curiosity got the better of me and I was determined to develop a clearer idea as to the costs of equipment required.

Week 26:

I suppose the cartoon character's moustache could have become tangled in the parachute therefore surprising him. Though the echo of his scream must have formed a chorus of screams.

The identity of the forty familiar government faces was immediately easy for the newsreader, especially due to the existence of an excellent power point explanation, displayed on her screen. She could not exaggerate how much of a hindrance it would have been, not to have its guaranteed availability.

Week 27:

The chef loaded the various weights of table cloths into the chalet's washing machine and sat down to look through his cooking brochure. He thought the woman selling expensive ingredients was demanding too much money.

She decided to interfere and interrupt the conversation with a cough as she thought it would be enough to have brought the couple to silence. However, one tough individual fought on and continued in his own language at leisure.

Week 28:

My colleague brought in a catalogue. I wrote her a cheque for a unique bicycle. The price was grotesque but I believe it is worth it. Maybe it will become an antique centre piece.

My mischievous neighbour was a nuisance yesterday when she tried to persuade me to take the opportunity to walk her marvellous dog during a lightning storm. The task was not a privilege as I tore a muscle and found it necessary to limp home.

Week 29:

He was fascinated by the crescent moon during science yesterday. It took a certain amount of discipline to consider the various stages in the moon's complete cycle.

Although the professional baker joined the queue of the recommended 'Bread course', he was thoroughly unsure whether the programme would be relevant and therefore recognised by his tutor. He ploughed on though but found the pronunciation of some breads difficult.

Week 30:

My neighbours continue to weigh themselves every day to see if their weight is different. They describe their weight loss or gain and decide if they should change their diet in any way.

I doubt that the lamb was sacrificed before it was eaten in the restaurant. The solemn knight pinched the thistle for the soldier and sincerely hoped he would appreciate the gesture.

Week 31:

ALL PRACTICE PLURAL POSSESSION:

The girl's skirts were much bigger than her three sister's skirts.

The mice's cheese had been eaten.

The boys' bags were all over the floor in the classroom.

All babies are cute but babies' teddies are cuter.

Week 32:

I accepted the invitation to the ball. I had to brake hard to stop the car. My dog likes to bury his bone under the berries. She began to bawl when her toy broke. The rain will affect how many people will come. Did loosing effect you?

I was given the advice to devise a plan to achieve my dream. According to the licence I bought, only amateurs can be accompanied due to the ancient building not being able to accommodate many people. I appreciate the decision.

Week 33:

I grate cheese on my great big pizza. He'll groan if he hears that you've grown to big for the fair rides. My heel will heal soon.

I went to band practice to further my ability to perform the attached tune less awkwardly before the cemetery committee. I wanted to fulfil dad's prophecy that I would become a better than average player of my bargain horn.

Week 34:

We will meet at the main hall to receive our medals for the male team. Last time, I had to meddle with the knot in my ribbon.

I guessed that my guest had lost the controversial community competition as I heard him heavily criticise the other participants instead of complimenting them.

Week 35:

The mist and rain covered the plane from view and could not be seen. The scene was peaceful though we missed seeing the spitfire.

I passed the people mourning silently yesterday morning like a group from the past, proceeding the coffin. The disastrous event had caused desperation.

The principal told her curious pupils that they should be determined to develop good principles.

Week 36:

Whether you are eight or older, you are old enough to know that exercise is important in good or bad weather. The experience will be good for you. Who's coming? Whose experiment notes are these?

The prophet was stationary as he told the crowd of the coming of Jesus.

Whose steel pen is this? The stationery equipment is especially old and not worth stealing as no profit can be made. Who's going to try?

Don't exaggerate environmental disasters or you will embarrass yourself.

