

GREAT BRADFORDS JUNIOR SCHOOL



SPELLING SUPPORT PACK FOR PARENTS

Why is Spelling Valued at Great Bradfords Junior School

Spelling is a key part of becoming a successful writer. We at GBS value the teaching and learning of spelling since it...

- + Helps children to write more fluently, dedicating more of their energies towards creative writing (rather than the mechanical process of spelling)
- + Gives our learners strategies to attempt to encounter unfamiliar words, enriching their vocabulary
- + Gives children opportunity to investigate and understand the true meaning of words
- + Develops confident writers
- + Develops confident readers
- + Supports children with dyslexic tendencies

Steps to Becoming a Better Speller:

- ❖ Knowing prefixes/suffixes/roots: ex-, -ance, spell
- ❖ Knowing related/similar words: exude → exuberance
- ❖ Applying learnt sounds: ch, sh, i-e (inc. silent letters)
- ❖ Sounding it out (letters/syllables): d-o-g, ex-ube-r-ance
 - ❖ Learning spelling rules: “I before e except after c”
 - ❖ Knowing compound words: earache
 - ❖ Memory hooks: mnemonics or silly sayings
- ❖ Knowledge from learning other languages: beautiful
- ❖ Reading and writing with variety, frequently!

Spelling in Reception & Key Stage 1

Reception children

learn the following spelling objectives

- Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

Year One Children

learn the following spelling objectives

- Spell new words using phonics
- Segment sounds into their individual letters in order to spell them correctly
- Children move from spelling simple Consonant-Vowel-Consonant words i.e. b-i-g, c-a t, t-i-n to longer words that include common 2-letter sounds with consonants such as 'b-r-u-sh', 'c-r-u-n-ch'
- Recognise and use alternative ways of spelling the sounds already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
- Use knowledge of common word endings in spelling, such as plurals, -ly, -er
- Read and spell two-syllable and three syllable words

Year Two Children

learn the following spelling objectives

- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common word endings and use of double letters

By the end of Reception, your child should be aiming to spell (and read) all of these words:

Why not check that your child can spell these words and let them colour in the bricks on the wall if they are successful?

| | | | | | |
|------|------|------|------|------|------|
| a | an | as | at | if | in |
| is | it | of | off | on | can |
| dad | had | back | and | get | big |
| him | his | not | got | up | mum |
| but | put | will | that | this | then |
| them | with | see | for | now | down |
| look | too | the | to | I | no |
| go | into | he | she | we | me |
| be | was | you | they | all | are |
| my | her | | | | |

... and for those looking for a challenge:

| | | | | | |
|------|------|-------|----------|------|------|
| went | it's | from | children | just | help |
| said | have | like | so | do | some |
| come | were | there | little | one | when |
| out | what | | | | |

For the words they cannot spell, why not turn these words into flash cards and place them around the house for your child to spell regularly?

By the end of Year Two (KS1), your child should be aiming to spell (and read) all of these words:

Why not check that your child can spell these words and let them colour in the bricks on the wall if they are successful?

| | | | | | |
|----------|----------|-----------|-----------|---------|---------|
| don't | old | I'm | by | time | house |
| about | your | day | made | came | make |
| here | saw | very | put | oh | their |
| people | Mr | Mrs | looked | called | asked |
| could | water | away | good | want | over |
| how | did | man | going | where | would |
| or | took | school | think | home | who |
| didn't | ran | know | bear | can't | again |
| cat | long | things | new | after | wanted |
| eat | everyone | our | two | has | yes |
| take | thought | dog | well | find | more |
| I'll | round | tree | magic | shouted | us |
| other | food | fox | through | way | been |
| stop | must | red | door | right | sea |
| these | began | boy | animals | never | next |
| first | work | lots | need | that's | baby |
| fish | gave | mouse | something | bed | may |
| still | found | live | say | soon | night |
| narrator | small | car | couldn't | three | head |
| king | town | I've | around | every | garden |
| fast | only | many | laughed | let's | much |
| suddenly | told | another | great | why | cried |
| keep | room | last | jumped | because | even |
| am | before | gran | clothes | tell | key |
| fun | place | mother | sat | boat | window |
| sleep | feet | morning | queen | each | book |
| its | green | different | let | girl | which |
| inside | run | any | under | hat | snow |
| air | trees | bad | tea | top | eyes |
| fell | friends | box | dark | grandad | there's |
| looking | end | than | best | better | hot |

**By the end of Year Two (SK1), your child should be aiming to spell (and read) all of these words
[continued]:**

Why not check that your child can spell these words and let them colour in the bricks on the wall if they are successful?

| | | | | | |
|---------|--------|--------|--------|--------|--------|
| sun | across | gone | hard | floppy | really |
| wind | wish | eggs | once | please | thing |
| stopped | ever | miss | most | cold | park |
| lived | birds | duck | horse | rabbit | white |
| coming | he's | river | liked | giant | looks |
| use | along | plants | dragon | pulled | we're |
| fly | grow | | | | |

For the words they cannot spell, why not turn these words into flash cards and place them around the house for your child to spell regularly?

WEBSITES WE RECOMMEND
FOR KEY STAGE 1 / RECEPTION

Online word searches focusing on words with key sounds.

<http://www.ictgames.com/hybrid.html>

A huge variety of spelling games to keep you sharp.

<http://www.ictgames.com/literacy.html>

BBC Bitesize activities aimed at practising a range of KS1 spelling techniques

<http://www.bbc.co.uk/schools/ks1bitesize/literacy/>

SPELLADROME – from the makers of Mathletics. This requires the purchase of a licence.

www.spellodrome.co.uk

SPELLING CITY – requires registration but many features are available without purchase. Customers can pay to upgrade and access the full portfolio of activities offered by this American site.

www.spellingcity.com

Spelling in Key Stage 2 (Yrs3-6)

Year Three children

learn the following spelling objectives

- How the spelling of verbs change when 'ing' is added, e.g. shop → shopping
- To investigate and learn to use the spelling pattern 'le'
- To recognise and spell common prefixes, (word beginnings) e.g. un, de, dis, re, pre
- To use their knowledge of prefixes to generate new words from root words e.g. prefix + root = new word : dis + establish = disestablish
- How words change when 'er' and 'est' are added on the end
- How words change when 'y' is added on the end
- To investigate and identify basic rules for changing the spelling of nouns when 's' is added e.g. brush → brushes; pencil → pencils
- To investigate, spell and read words with silent letters
- To recognise and generate compound words e.g. motor + cycle = motorcycle; tooth + paste = toothpaste
- To recognise and spell common suffixes (word endings) and how these influence word meanings, e.g. '-ly', '-ful', '-less'
- To use their knowledge of suffixes to generate new words from root words
- To use the apostrophe to spell shortened forms of words
- To recognise and spell the prefixes 'mis-', 'non-', 'ex-', 'co-', 'anti-'
- To use their knowledge of these prefixes to generate new words from root words e.g. mis + understood = misunderstood
- To use the apostrophe to spell further shortened forms of words
- To explore homonyms (words which *look* the same but with multiple meanings) and explain how the meanings can be distinguished by context, e.g. Shoot that arrow using a **bow**. **Bow** to your audience. Pirates are seen on the **bow** of the ship! Tie that ribbon with a **bow**.

Year Four children

learn the following spelling objectives

- To spell two-syllable words containing double consonants e.g. shopper, yellow
- To distinguish between the spelling and meanings of common homophones (words which sound the same but are spelt differently and mean different things) e.g. their / they're / there
- To spell regular verb endings 's', 'ed', 'ing'
- To spell irregular tense changes e.g. are → were
- To recognise and spell the suffixes (worded endings) '-al', '-ary', '-ic', '-ship', '-hood', '-ness', '-ment'
- Investigate the ways in which nouns and adjectives can be made into verbs by the use of the suffixes '-ate', '-ify', e.g. simple → simplify, pollen → pollinate
- Investigate spelling patterns and generate rules to explain the patterns
- To investigate what happens to words ending in 'f' when suffixes are added e.g. shelf → shelves
- To spell words with common endings
- To recognise and spell the prefixes (word beginnings) 'al-', 'af-', 'ad-', 'a-'
- To explore the occurrence of certain letters within words and work out some of the rules for using them at the beginnings, middles and endings of words
- To explore the occurrence of certain strings of letters within words and work out some of the rules for using them at the beginnings, middles and endings of words
- To spell words with common letter strings but different pronunciations e.g. ough → cough, thought, though
- To collect/classify words with common roots and investigate origins and meanings
- To practise extending and compounding words through adding parts
- Revise and investigate links between meaning and spelling
- To recognise and spell the suffixes '-ible', '-able', '-ive', '-tion', '-sion'
- To distinguish the two forms of **its** (possessive, no apostrophe) and **it's** (contracted 'it is') and to use these accurately in own writing
- To investigate compound words and recognise that they can aid spelling even when pronunciation obscures
- To understand how diminutives are formed i.e. -ish changes the original word to take on a slightly lesser strength of its original meaning i.e. mannish, boyish

Year Five children

learn the following spelling objectives

- Words ending in vowels other than 'e'
- Pluralisation – adding 's', 'es', 'f ves', 'y ies'
- To collect and investigate the meaning and spelling of words using the following prefixes (word beginnings): auto-, circum-, bi-, trans-, tele-
- To identify where modified root words come from and spelling patterns
- To explore spelling patterns of consonants and formulate rules: 'll' in full becomes 'l' when used as a suffix (word ending)
- To explore spelling patterns of consonants and formulate rules: double consonants when adding '-ing'
- To explore spelling patterns of consonants and formulate rules: soft 'c'
- To investigate words that have common letter strings but different pronunciations
- To distinguish between homophones (words which *sound* the same but are spelt differently)
- The correct use and spelling of possessive pronouns e.g. **Their** dog was called Max
- To recognise and spell the suffix '-cian' etc
- To spell unstressed (hard to hear) vowels in polysyllabic words
- To investigate and learn spelling rules: words ending in modifying e – drop e when adding 'ing'; words ending in modifying e – keep e when adding a suffix beginning with a consonant; words ending in y preceded by a consonant change y to ie when adding suffix; 'l' before 'e', except after 'c'
- To transform words by changing tenses
- To recognise the spelling and meaning of the prefixes 'in-', 'im-', 'ir-', 'il-', 'pro-' and 'sus-'

Year Six children

learn the following spelling objectives

- To use word roots, prefixes (word beginnings) and suffixes (word endings) as a support for spelling
- To investigate meanings and spellings of connectives (words which join parts of a sentence together or words which connect a sentence with the one before)
- To revise and extend work on spelling patterns for unstressed vowels (those vowels which aren't easily heard) in words with several syllables from Year 5
- To revise and consolidate work from Year 5 with particular focus on:
 - - learning and inventing spelling rules
 - Inventing and using mnemonics (e.g. OCEAN: Only Cats Eyes Are Narrow) for irregular or difficult spellings
 - Unstressed vowel spellings in polysyllabic words
 - To invent words using known roots, prefixes and suffixes e.g. vacca + phobe = someone who has a fear of cows

WEBSITES WE RECOMMEND FOR KEY STAGE 2

SPELLADROME – from the makers of Mathletics.

This requires the purchase of a licence.

www.spellodrome.co.uk

SPELLING CITY – requires registration but many features are available without purchase. Customers can pay to upgrade and access the full portfolio of activities offered by this American site.

www.spellingcity.com

An American site but provides good SATs-style practice for spelling within dictation passages (just like the Y6 SATs test!)

<http://www.learner.org/interactives/spelling/index.html>

Words and spelling patterns that have featured in previous Year 6 SATs

Spelling Tests:

Y6 SATs Spelling Words

| 'tion' sound | 'ive' words | 'al' words | 'ee' sound | Homophones |
|--|--|---|--|--------------------------------------|
| completion destination direction foundation generation invention pollution question | apprehensive destructive expensive | digital festival individual original special | accuracy emergency noisy ready sunny | heard practice weight where |

| Other Words | Suffixes | Prefixes | Double Letters | Silent Letter |
|--|---|--|---|---|
| amongst anchors audience aware between breeze capable change complete crawl crept first future journey moment most mysterious perform press purpose realistic serious shook silence sneeze symbol technique top tumble | beautiful carefully colourful effortless hopeful regardless successful wonderful | advertise almost believe destructive disappeared disturbed encounter encourage ensure important injured inspecting invention involved preserve prevent produce together transformed transported uncoiled unusual | apprehensive common different difficult excellent follow million opposite passenger pollution press slippery still successful sunny | castles climbing designed different environment hedges interesting knowledge known participate should strength stretched surprise wrestling |

| I before e | Compound Words |
|-------------------|---|
| believe pierce | countryside headquarters themselves throughout |

Y6 SATs Spelling Words

| Plurals add s | Plurals y to an l and add es | Verb Endings ing | Verb Endings drop e add ing | Verb Endings double last letter add ing |
|---|---------------------------------|--|---|---|
| attempts carriages castles creature(s) engines foundations hedges materials pieces selects stripes structures visitors | bodies cities families | according building climbing extinguishing fighting gleaming interesting sprawling spreading vanishing | challenging escaping exciting including moving raising wrestling | beginning planning stopping swimming |

| Superlatives | Verb Endings ed | Verb Endings double letter add ed | Verb Endings change y to an l and add edd | Verb Endings just add d |
|---|--|---|---|---|
| biggest largest nastiest tallest widest | absorbed camped delivered designed developed disappeared disturbed echoed finished rehearsed remained stretched transformed transported uncoiled | grabbed occurred planned slipped stopped trapped | carried qualified satisfied | arrived disguised excited illuminated injured involved judged released replaced required |

| 'ly' words | 'c' makes 's' |
|--|---|
| actually approximately carefully extremely frequently generally gently gingerly gradually highly importantly particularly perfectly physically smoothly thoroughly | audience centre century excellent exciting necessary notice silence |

**words in bold
have been
repeated in more
than one years
test**


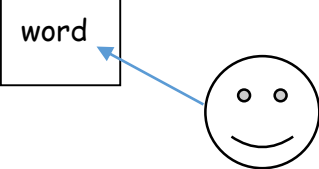
Spelling Games* To Help Your Child At Home...

*V A K refers to the child's preferred learning style where:

V = Visual (learns from seeing)

A = Auditory (learns from hearing)

K = Kinaesthetic (learns from doing)

| | |
|--|--|
| <p style="text-align: center;">TIC-TAC-TOE</p> <p>This game is similar to noughts and crosses but with key words. With two players, each person picks a word that is the most complex in the list and then cover it up. In each space, the child writes the word. They must make a row of three to win.</p>  <p>This encourages children to focus upon words which they find problematic and practise spelling them in a meaningful challenge.</p> <p>V K</p> | <p style="text-align: center;">SAND, PAPER AND PAINT</p> <p>Using sand, children write with their finger their spellings. This can also be used alongside look, say, cover, write and check. Children can use paint on paper in the same way and write their words with a paint brush or finger instead.</p> <p>This activity reinforces letter shape and common patterns of letters.</p> <p>V K</p> |
| <p style="text-align: center;">I SPY WITH MY LITTLE EYE...</p> <p>This activity can be used with any child and focuses upon either the first letter of the word (as in the traditional game) or, more complicated, picking a specific pattern for the children to think of, e.g. "I spy with my little eye, a word containing -ea- together" Peach? Etc.</p> <p>This game supports children in listening to spelling patterns and thinking of words which would fit the pattern.</p> <p>A</p> | <p style="text-align: center;">SPELLAMEDOODLE</p> <p>Using one word, the children draw a picture using the word over and over again to make the lines of their picture. E.g. if the focus word was house, the children might draw a house where the walls and windows are constructed with the word written over and over again.</p> <p>This activity allows children to repeatedly write the word and is basically the same as Look, say, cover, write and check within a more interesting context. Your child must check that the word is spelt accurately each time.</p> <p>V A K</p> |
| <p style="text-align: center;">HOLDING WORDS TO THE LEFT</p> <p>In learning new words, research has shown that in order to remember spellings, words should be held above and to the left of the child. This allows the brain to process and can therefore recall the word. As your child becomes better at spelling more complex words, they will recall the word – their eyes will avert to the same place as the word was introduced – observing the invisible word.</p>  <p>V A</p> | <p style="text-align: center;">NUMBER PLATES</p> <p>A game similar to COUNTDOWN. On a car journey, observe the number plates of cars: DG72 TRC</p> <p>The aim of the game is to take the group of three letters and keeping them in that order, make the longest word possible. From this number plate you could make the following words:</p> <p style="text-align: center;">Track Trace Terrific Tracing</p> <p>This game encourages children to think about words, and may even be able to extend an existing word by adding a prefix or suffix.</p> <p>V A</p> |
| <p style="text-align: center;">COUNTDOWN/CONUNDRUMS</p> <p>The board game can be purchased but this is easy enough to set up yourself at home. From 2 packs of randomly selected vowels and consonants, pick 8 letters in total and beat the clock (you choose the time limit... but no more than 3 mins!) to create the longest correctly spelled word.</p> <p>Jumble up a known word to see if your child can solve the conundrum.</p> <p>V K</p> | <p style="text-align: center;">... AND THE OBVIOUS ONES</p> <p style="text-align: center;">HANGMAN WORD SEARCHES JUNIOR SCRABBLE BOGGLE LOTTO WORD SNAP</p> <p>V A K</p> |