

# Llangyfelach Primary School



# Foundation Phase Spelling

spelling/ sound	Statutory requirements	Rules and guidance (non-statutory)	Examples
	<ul style="list-style-type: none"> <li>• All letters of the alphabet and the sounds which they most commonly represent.</li> <li>• Consonant digraphs and the sounds which they represent</li> <li>• Vowel digraphs and the sounds which they represent</li> <li>• The process of segmenting words into sounds before choosing graphemes to represent the sound</li> <li>• Words with adjacent consonants</li> <li>• Rules and guidelines which have been taught</li> </ul>		

**RECEPTION**

		<b>Jolly Phonics. Set 1 Sounds</b>	<b>Read , write and blend:</b>
s		Ssss the snake	
a		Ants on my arm	
t		Tennis	sat, pin, pan, tap, pat, sap, sip etc
i		Inky Mouse	
p		Ppp party pig	
n		Nnnn the aeroplane	
		<b>Jolly Phonics. Set 2 Sounds</b>	
c/k		Castanets, Flying my kite	
e		Eggs in the pan	
h		Hop	hat, pen, mad, did, rat, cat etc
r		Rip the rag	
m		Mmm rub my tummy	
d		Bang the drum	
		<b>Jolly Phonics. Set 3 Sounds</b>	
g		Gurgle down the drain	
o		Light on and off	
u		Up the umbrella	put, lap, bat, bib, bed, sun, mud etc
l		Lick the lollipop	
f		Fff the fish	
b		Bat and ball	
		<b>Jolly Phonics. Set 4 Sounds</b>	
ai		Child at the doctor having a hearing test	
j		Jelly on the plate	
oa		Child saying oh!	See Jolly Phonics word lists.
ie		Sailor saying 'ie'	

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ee		Donkey ee	
or		<i>Donkey or</i>	
		<b>Jolly Phonics. Set 5 Sounds</b>	
z		<i>Buzzy bee</i>	
w		<i>Ww wind</i>	
ng		<i>Weight litter</i>	
v		<i>van</i>	See Jolly Phonics word lists.
oo		<i>Cuckoo clock</i>	
		<i>Cuckoo clock</i>	
		<b>Jolly Phonics. Set 6 Sounds</b>	
y		Yo-yo	
x		X-ray	
ch		Train	
sh		Baby sleeping	See Jolly Phonics word lists.
th		Naughty clowns	
th		Naughty clowns	
		<b>Jolly Phonics. Set 7 Sounds</b>	
qu		Quack quack	
ou		Owl! Finger on a needle	
oi		Sailors at sea	See Jolly Phonics word lists.
ue		Barbecue	
er		Mixer in the bowl	
ar		Say ar at the doctor	
		<b>CVC- Spelling Patterns</b>	
am			am dam ham jam ram yam Sam Pam
as			as gas has
ad			bad dad had lad mad pad sad
at			at bat cat fat hat mat pat rat sat
i			if in it is
im			din him rim
is			is his
id			bid did hid kid lid rid
it			bit fit hit kit lit pit sit
an			an can fan man pan ran van Dan
in			bin din fin in pin sin tin win
ip			dip hip lip nip pip rip sip tip zip
ag			bag gag nag rag sag tag wag

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ig		big dig fig pig rig
od		cod nod pod rod
ot		cot dot got hot jot lot not pot rot
on		on won son ton
op		cop hop mop pop top bop
og		bog cog dog fog hog jog log
um		gum hum mum rum sum
us		bus us
ud		bud mud
ut		but cut gut hut nut rut
un		bun fun gun nun run sun
up		cup pup
ug		bug dug hug jug lug mug rug tug
ub		cub pub rub tub
es		yes less mess
ed		bed fed led red wed
et		bet get jet let met net pet set vet wet yet
en		den hen men pen ten Ben Ken Len
eg		beg leg peg
ax		fax tax wax Max
ix		fix six
ox		box fox
sh		shaft shed shell shift shin ship shop shock shop shun shut shy ash cash crash flash slash mash rash smash dish fish wish brush crush hush rush selfish chop chat chess chest chicken chill chin chip chuck arch bench drench rich
<b>CCVC CVCC CCVCC</b>		
mp		camp damp lap stamp tramp limp dump jump lump plump trumpet
ass		brass class glass grass pass
ast		blast cast last past mast fast
ask		ask mask task
sm		small smell
st		mist best nest test vest west cost lost dust just must rust stack stall stamp stand stick stiff still sting stink step stop stuck
sn		snag snap snip snug

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sp		span spat spill spin spit spell spot spun
sk		skid skill skin skip sky
sl		slap slim slip slot slum
sw		swam swin swell swop
dr		drag dress drill drip drop drum
tr		track trap trick trip trot truck
tw		twig twin twist
nd		and band grand hand handbag land sand wind windmill bend end lend mend second spend send pond fund
nt		ant pant plant bent dent lent rent sent spent tent went blunt grunt hunt invent
ng		bang fang gang hang rang sang long song hung lung sung
pt		crept kept slept swept wept
pl		plan plot plum plug pluck
pr		pram prick prod
gl		glad glum
gr		grab grill grin grip
cl		clap cliff click cling clip clock clot club
cr		crab crack crisp
bl		black bless blob block blot
br		brick bring
ft		drift gift lift swift left soft
fl		flag flap flat flick flip flock
fr		frill frog from frost
lt		belt felt melt smelt halt salt
lp		help yelp pulp
lk		talk walk stalk
th		than that the them then there thin thing think this bath path with both cloth clothes

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Week	spelling	Statutory requirements	Rules and guidance (non-statutory)	Examples
<b>YEAR 1</b>				
<b>Revision of Reception Work – Jolly Phonics Sets 1-7</b>				
1	ee:ea			sea beach each peach reach teach lead read speak weak deal real clean cheap beat eat cheat heat meat neat seat treat ease speak steal steam cream dream scream team mean please east beast feast easy eager appear disappear disease decrease increase reason season treason breathe defeat repeat retreat treatment
2	oi		The digraph <b>ois</b> never used at the end of English words.	coil coin foil join oil point soil toil choice voice rejoice avoid spoil spoilt toilet ointment joint point appointment disappoint anoint noise poison made cage page cake lake make take care came game name same date gate late mate gave save wave shade brake flake shake flame shame plane grape shape plate grave shave slave care fare share square stare
3	a-e			tide wide bike hike like time fine line mine pine wine pipe wise bite kite size wise inside Smile stile while chime crime slime shine spine fire hire shire spire tire wire alive drive live prize
4	i-e			coke joke poke woke hole dome home cope hope pope rope hose nose roe vote broke broken choke smoke spoke spoken woken stone throne close those chose chosen froze frozen
5	o-e			
6	u-e		Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	cube tube rude duke tune cute chute use abuse fuse brute huge
7	or: aw			claw draw flaw in-law jaw law outlaw paw raw saw straw lawn yawn awkward awful
8	air: are			bare dare care share scared square aware

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9	ur			disturb church murder murmur burn burnt return Saturn turn surprise purpose curse nurse purse burst Thursday Saturday hurt further urgent
10	ir: er		unstressed schwa sound : under	under over never silver river sister another brother mother father together paper water after brighter farmer faster fighter lighter neater prouder reader slower starter stronger teacher tighter weaker worker baker braver closer dancer driver larger later liner maker nicer rider ripper ruder shaver smiler timer wider
11	ir: er		stressed sound : her	her herb verb term stern verse nerve serve
12	ir: ear			early earn earth earthquake earthworm heard learn pearl rehearse research search yearn
13	ow			allow brow cow how now brown clown crown down drown town crowd powder towel owl growl flower power shower tower bow
14	ai		The digraph <b>ais</b> never used at the end of English words.	wait Gail hail nail pail sail again brain drain pain grain paint plain rain saint train faith affair afraid against bargain Britain certain complain curtain complain curtain despairerentainfountain mountain obtain praise raise refrain remain repair straight traipe
15	oa		The digraph <b>oais</b> very rare at the end of an English word.	load road toad loaf cloak oak soak soap boat coat float gloat goat oat throat approach poach coach goal groan loan moan boast coast roast toast
16	<u>oo</u> : ew		Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>ew</b> . If words end in the /oo/ sound, <b>ewis</b> a more common spelling than <b>oo</b> .	blew chew crew dew drew few flew grew Jew new renew screw stew threw
17	ire			
18	ear			dear ear fear hear near spear year
19	ure	not in 2014 curriculum		sure pure treasure measure creature feature miniature signature temperature
20	-ft	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight	cliff sniff stiff huff puff stuff off
21	-ll			ball call fall hall tall wall bell fell hell sell tell well yell

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22	-ss	<b>and ck</b>	after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	hiss kiss miss bless dress less mess press cross across moss fuss
23	-zz			buzzfizzfizzfuzzjazzwhizz
24	-ck			back pack rack sack kick lick pick sick tick deck neck peck lock rock sock duck luck muck suck tuck back crack lack rack stack track flick block clock rock shock smock duck stuck truck
25	-nk	<b>The /n/ sound spelt n before k</b>		bank blank plank sank stank tank blink drink ink pink sink stink wink
26	-tch		The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	catch hatch latch match patch thatch watch sketch fetch stretch itch pitch stitch switch witch kitchen clutch hutch
27	-ve		English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have live give
28	-s	<b>Adding s and es to words (plural of nouns and the third person singular of verbs)</b>	If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	cats hats nets nuts pets pots rats cups mops pips beds lids pads rods vans bins hens bags legs pigs boasts boats books chairs coins goals rooms seeds shops teams bikes games homes shapes tubes cages noises pages prizes roses sizes cooks thinks sweets screams speaks waves hopes hates slides likes addresses angles bubbles diseases farmers flowers horses houses markets murderers nights nurses parks puppets shirts streams surprises
29	-es			benches lunches beaches peaches gases buses brushes bushes crashes fishes wishes classes dresses glasses kisses boxes foxes sixes staxes buzzes coaches teaches preaches reaches fishes rushes wishes crushes hisses fizzes churches
30	-ing	<b>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</b>	<b>-ing</b> and <b>-eralways</b> add an extra syllable to the word and <b>-edsometimes</b> does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>-ed</b> . If the verb ends in two consonant letters (the same or different), the ending is simply added on. hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	beating boiling coaching fishing floating joining looking painting preaching reading sailing shooting sleeping teaching thinking burning counting discovering disturbing drawing filtering frightening gleaming hurting murmuring parking renewing returning starting streaming throwing watering working
31	-ed			asked blocked called camped crossed killed packed passed pecked picked pressed puffed rocked sacked sniffed tricked walked enjoyed joined moaned nailed opened played sailed looked cooked soaked booted floated heated invented noted painted pointed shifted waited dented dusted ended funded grunted

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				handed hunted landed lifted listed melted mended planted rusted tested assorted crowded disobeyed displeased disturbed flawed frightened marked murdered powered sorted turned surrounded discovered started revisited exploited obtained remained repaired cemented complained
32	-er			hunter jumper buzzer boxer runner walker singer
33	-er	<b>Adding -er and -est to adjectives where no change is needed to the root word</b>	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	colder longer older richer smaller smoother sweeter taller braver closer ripper safer wider wiser
34	-est			coldest longest oldest richest smallest sweetest bravest safest brightest fastest kindest neatest slowest strongest weakest wildest bravest closest largest latest nicest ripest rudest
<b>Continuation of vowel digraphs</b>				
35	e-e			these theme complete
36	e:ea			bread dead head instead read ready spread thread meadow deaf health weapon measure pleasure treasure breath death feather weather leather threaten heaven heavy
37	oe			toe goes buffaloes cargoes dominoes echoes eskimoes heroes mangoes potatoes tomatoes volcanoes]
38	oo: ue		Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>ue</b> . If words end in the /oo/ sound, <b>ue</b> is a more common spelling than <b>oo</b> .	blue clue true rescue Tuesday
39	igh: ie		Links to past tense rule for a word ending in a y. Change the y to i.	lie tie pie applied cried denied fried lied relied replied satisfied spied supplied tried
40	ee: ie			achieve belief believe brief chief field fiend friend grief mischief niece piece pier relief shield shriek siege thief
41	or: or			or cord fork form worn fort deform storm born corn morning torn horse north port short snort sort sport cornet
42	or: ore			more score before wore shore
43	or: au			sauce saucer fault haul autumn trauma haunt launch laundry taunt applause august <i>because</i> cause clause pause author
44	air: ear			bear pear wear
45	ee: -y			bony flaky greasy lazy nosy prickly rosy scary shiny slimy smiley smoky sparkly spiky stony tasty wavy
46	ur			church purse nurse turn disturb burn surprise

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47	ph	New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin alphabet autograph autobiography biography cellophane elephant geography graph nephew orphan paragraph phantom phase pheasant phrase photocopy photograph physical sphere telephone
48	wh			whale what wheat when where whether which while whine whisker whisper whistle white who whole whose why anywhere everywhere somewhere
49	c: k	Using k for the /k/ sound	The /k/ sound is spelt as 'k' rather than as c before e, i and y.	Kent kept kill king kiss skid skill skin skip sky kit frisky sketch
50	un-	Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unload unlucky unpack unselfish unwell unwilling unwind unaccompanied unachievable unannounced unappealing unarmed unashamedly unattached unattainable unattractive unaware unbeaten unbelievable unbreakable uncertain uncomfortable unconscious undisturbed ungrateful uninterested unmistakable unofficial unpleasant unpopular unqualified unsociable unusual
51		compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	bedroom blackbird bonfire cloakroom clockwise cupboard database football goalkeeper goodnight grandfather handbag household joystick outside paintbrush playground popcorn sandwich tablecloth upstairs waterproof weekend windmill
	Red words	Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	<i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used</i>

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Week	spelling	Statutory requirements	Rules and guidance (non-statutory)	examples
<b>YEAR 2</b>				
1	dge	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	At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʊ/ and /ʌ/ sounds (sometimes called ‘short’ vowels).  After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word.	badge badger edge hedge ledge sledge bridge ridge lodger budget fudge judge nudge trudge sludge smudge
2	dge: ge			age cage page sage damage change bulge village strange
3	dge: g		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
4	dge: j		The letter j is never used for the /dʒ/ (“dge”) sound at the end of English words.	jacket jar jog join adjust joke juggle enjoy joint jerseys jockeys journeysinjuries jellies banjos jewellery journalist January subject
5	s: c	The /s/ sound spelt c before e, i and y		race ice cell city fancy dice ice 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
6	n: kn	The /n/ sound spelt kn and (less often) gn at the beginning of words	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	knee kneel knew knickers knight knit knives knob knock knot know knuckle knife
7	n: gn			gnarled gnash gnat gnaw gnomes sign
8	r: wr	The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation	wrap wrapper wreck wrestle wriggle wrinkle wrist write wrong wriggly wrinkly
9	l: le	The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	bubble scribble cuddle middle muddle puddle paddle riddle saddle juggle smuggle apple battle bottle kettle little dazzle drizzle puzzle bible bundle candle dawdle handle noodle poodle poodle chuckle prickly tickle uncle angle ankle grumble able cable fable sable table sample simple

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10	i : el	<b>/l/ or /al/ sound spelt -el at the end of words</b>	The -el spelling is much less common than -le. The -el spelling is used after m, n, r, s, v, w and more often than not after s.	camel tunnel squirrel travel towel tinsel marvel excel rebel quarrel angel label cancel
11	i : al	<b>The /l/ or /al/ sound spelt -al at the end of words</b>	Not many nouns end in -al, but many adjectives do.	accidentalcomicalcriticalelectricaleventualexceptionalfatalfinalindividualallogicalmagicalmedicalmusicalnationalnaturalnormaloccasionaloriginalornamentalpersonalpracticalregionalseasonalsevenaitraditionalphysical racial social special official financial commercial artificial torrential confidential essential influential initial partial circumstantial illogical irrational illegal impartial immoral immortal unusual impractical al racial social special physical official financial exceptionalartificial commercial torrential confidential essential influential initial partial
12	i : il	<b>Words ending -il</b>	There are not many of these words	spoil pencil fossil nostril devil
13	igh : y end	<b>The /ay/ sound spelt -y at the end of words</b>	This is by far the most common spelling for this sound at the end of words.	by cry dry fly fry my sky sly sty try apply deny rely reply supply
14	Plural y - ies Nouns	<b>Adding -es to nouns and verbs ending in -y</b>	The y is changed to i before -es is added.	armies berried babies centuries cities countries diaries dictionaries enemies fairies factories families hobbies injuries jellies ladies libraries lollies lorries memories arties photocopies ponies puppies
15	Plural y - ies			applies bullies cries denies fries lies relies replies qualities satisfies spies supplies tries carries hurries marries scurries tidies varies worries
16	y to ied	<b>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</b>	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 skiing and taxing.	applied bullied cried denied fried lied relied replied qualified satisfied spied supplied tried carried hurried married scurred tidied varied worried
17	y to ier			angrier busier clumsier chillier cosier crazier dirtier duster funnier happier healthier heavier hungrier lazier lonelier lovelier luckier merrier nastier noisier prettier rustier sillier tidier

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18	y to iest	past tense comparative superlative	angriest busiest clumsiest chilliest cosiest craziest dirtiest dustiest funniest happiest healthiest heaviest hungriest laziest loneliest loveliest luckiest merriest nastiest noisiest prettiest rustiest silliest tidliest
19	y+ing		crying drying frying prying trying applying carrying denying hurrying marrying replying relying scurrying supplying tidying varying
20	e to ing	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. The exception is being.	closing driving hopping joking liking lining making naming poking saving scrapping 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
21	e to ed	<b>Exceptions:</b> <b>Jokey smiley</b>	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
22	e to er		closer nicer driver hoper joker liker liner maker namer poker saver scraper shaker slider smiler smoker stroker taker timer tuner user waver
23	e to est		closest nicest
24	e to ey		smoky wave – wavy shake – shaky shine - shiny
25	ing	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	patting clapping cutting digging dragging dropping flapping getting grabbing hopping hugging humming letting planning running shopping skipping spinning stepping wetting winning slipping stopping
26	ed		chatted chopped clapped dragged dripped dropped fitted grabbed hopped hugged patted permitted pinned planned popped rubbed skipped slapped slipped stepped stopped trapped wrapped
27	er		fatter planner shredder winner spinner skipper swimmer beginner thinner fitter robber shopper chopper hopper runner drummer rubber cutter bigger hotter
28	est		biggest thinnest fattest fittest hottest
29	y	comparative	runny sunny funny

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			superlative	
30	or: a	The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ("or") is usually spelt as a before l and ll.	all ball call walk talk always small tall wall stalk almighty almost alone along already also altogether always
31	u: o	The /ʌ/ sound spelt o		other mother brother nothing Monday monkey
32	plural ey	The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (donkeys, monkeys, etc.).	trolley turkey valley donkey jerseyjockeyjourneykeymonkeychimneyabbey
33	o: a	The /b/ sound spelt a after w and qu	a is the most common spelling for the /b/ ('hot') sound after w and qu.	wadwalleatwandwandwanderwantwaswashwaspswatchswabswallowswarm pswanswapswat squabblequalityquantity quarter squash qualified
34	er: a	The /ɜ:/ sound spelt or after w	There are not many of these words.	word work worm world worth earthworm
35	or: a	The /ɔ:/ sound spelt ar after w	There are not many of these words.	war warn towards
36	ment	suffixes -ment, -ness, -ful, -less and '-ly'	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: bravenesschildishnessdarknessfairnessfoolishnesskindnesslatenesssuddennesswickednesswillingness (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable. (3) root words ending in -e with an l before it changes to -ly.	achievementadvertisementamusementarrangementemploymentencouragementenjoymentenvironmentexcitementgovernmentmanagementnovementornamentreplacementstatement bravenesschildishnessdarknessfairnessfoolishnesskindnesslatenesssuddennesswickednesswillingness emptiness happiness heaviness hungriness laziness loneliness tidiness
37	ness			
38	ful			boastfulcarefulfaithfulforgetfulhandfulgratefulharmfulhatefulhelpfulhopeful mouthfulpainfulplayfulpowerfulspitefulthankfulusefulbeautiful delightfuldoubtfulfancifulpityfulresentfulrespectfulsorrowfulsuccess fulthougtfultruthfulwonderful
39	less			agelesscarelessendlessfearlesshelplesshomelesshopellesslifellesspainless powerlessseedlessshamelesssmokelessspeechlessthankless timeless eless colourlessthroughless

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40	ly			blindlybravelycorrectlyfairlyhardlykindlylivelylonelyloudlyproudlysadlyshyly slightlyslowlysuddenlysweetly angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily comfortably cuddly gently grumbly horribly miserably possibly probably simply sparkly suitably terribly visibly wriggly wrinkly
41	,	<b>Contractions</b>	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	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 shedd 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
42	,	<b>The possessive apostrophe (singular nouns)</b>		Simon's coat Sarah's jumper 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
43	-tion	<b>Words ending in -tion</b>		actionadditionaddictionambitionattentioncompetitionconditiondevotionedu cationfictionfractioninformationinvestigationmultiplicationpredictionquestio nreactionreflectionrelationstation affectioncautioncelebrationcirculationcompositionconversationconservati ondescriptiondirectionexaminationexhibitionindigestionprecautionprescrip tionpromotionprotectionquotationsensationseparationstractionventilation nvibrationrefraction transaction
44	homo- phones	<b>Homophones and near-homophones</b>	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight air- heir aisle- isle ante--anti- eye- I bare- bear be- bee brake- break buy- by cell- sell cent- scent cereal- serial coarse- course complement- compliment dam- damn dear- deer die- dye fair- fare fir- fur flour- flower or- four hair- hare heal- heel hear- here him- hymn hole- whole hour- our idle- idol in- inn knight- night knot- not know- no made- maid mail- male

Llangyfelach Spelling Scheme

			meat- meet morning- mourning none- nun oar- or one- won pair- pear peace- piece plain- plane poor- pour pray- prey principal- principle profit- prophet real- reel right- write roof- route sail- sale sea- see seam- seem sight- site sew- so shore- sure sole –soul some- sum son- sun stair- stare stationary- stationery steal- steel suite- sweet tail- tale their- there- they're to- too- two toe- tow waist- waste wait- weight way- weigh weak- week wear- where
	<b>Common exception words</b>	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat.  Great, break and steak are the only common words where the /er/ sound is spelt ea.  <b>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</b>	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.
<b>45</b>	<b>Red Words</b>		

## HIGH FREQUENCY WORDS

### COMMON WORDS(HIGH FREQUENCY)

The following list contain **suggested** list of words that could be used for the teaching of high frequency words as *part of* a whole school spelling programme. You will notice that the lists are shorter than some commercially produced material. By doing this, it has been found that the success rate for the majority of pupils is much higher. The lists do become progressively longer and have been graded into bronze, silver, gold, platinum and diamond covering YR-Y4. All 310 words could then be reinforced in Y5 and Y6 if necessary. Although you will find that some of your pupils will be able to spell many of the words at an earlier stage, you should aim for **all** your pupils to be able to spell **all** of the words at the suggested stage.

**\* All the lists are written in large font for pupils to use in their games and activities.**

### Reception HFWS

*These are the 12 key words that the children should learn to read, write and spell during the course of primary 1, adapted from McNally and Murray's key words.*

#### Bronze words (12 words)

a and he I in is it of that the to was

### Year 1 HFWS

*These are the 40 key words that the children should learn to read, write and spell during the course of primary 2, adapted from McNally and Murray's key words.*

### Revision of bronzeplus these 28 words

all are as at be but can came for had have him his my new no not on one said she so they two  
we when with you

## Year 2 HFWS

*These are the 100 key words that the children should learn to read, write and spell during the course of primary 3, adapted from McNally and Murray's key words.*

### **Revision of the first 40 words plus these 60 words**

about an back because been before big by call come could did do down first from get go going has  
her here if into like little look made make me more much must now off old only or our other out  
over right see some their them there then this up want well went were what where which who will

## Year 3 HFWS

*These are the 150 key words that the children should be taught and/or reinforced during the course of primary 4, adapted from McNally and Murray's key words plus suggestions from the Highland Literacy Officers.*

### **Revision of the previous 60 words plus these 90 words**

after again always am ask another any away baby ball best black blue book boy bring children day dinner don't door each  
egg end every farm fast fell find five fly four found girl gave give good green hand head help home house how jump  
just keep know last left live long many never next once open own play put read room round saw say school should soon  
stop take tell than these thing think three time too tree under very walk white why wish work woman would year your

## 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 syllable**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 'befitulau'. 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 **el**ephants **ca**n **al**ways **u**nderstand **s**mall **el**ephants **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', 'e/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	u	s
---	---	---	---	---	---	---	---	---	---

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

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

H	i	p	p	o	t	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. Spell, Spell, Trade

Each member of the group has one word on a piece of paper. The 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.

