

Llangyfelach Primary School



KS2 Spelling

YEAR 3

Revision of work from years 1 and 2: Pay special attention to the rules for adding suffixes.

Wk	Spelling	Statutory requirements	Rules and guidance (non-statutory)	Examples
1	i: y	The /i/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth gym Egypt pyramid mystery hymn crypt calypso crystal cygnet gypsy lyric mystery oxygen physics symbol system symptom syrup typical
2	u: ou	The /u/ sound spelt ou	These words should be learnt as needed.	young touch double trouble country young enough couple cousin rough tough southern nourish courage
3	k: ch	Words with the /k/ sound spelt ch (Greek in origin)		scheme chorus chemist echo character chord chemistry stomach ache anchor schedule arachnophobia mechanic hypochondriac chaos character choir Christmas chemistry chemical chorus chemotherapy chrysalis chronic architect orchestra scheme technology
4	sh: ch	Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef chalet machine brochure chaise cached parachute moustache
6	g: gue	Words ending with the /g/ sound spelt –gue the		analogue league colleague catalogue dialogue plague vague fatigue intrigue vogue rogue monologue prologue synagogue
7	k: que	Words ending with the /k/ sound spelt –que (French in origin)		technique cheque unique critique antique torque plaque mosque picturesque baroque grotesque physique mystique opaque boutique oblique
8	s:sc	Words with the /s/ sound spelt sc (Latin in origin)	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/	scenario scene scenery science scientist scissors discipline fascinate crescent abscess adolescent ascend
9	ay:ei	Words with the /eɪ/ sound spelt ei, eigh, or ey		vein abseil beige feign feint rein reign surveillance veil
10	ay: eigh			weigh eight neighbour sleigh neigh inveigh freight eight
11	ay: ey			they obey

12	,	reg plural	Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural – e.g. children's).	girls' boys' babies'	
13		un-	Most prefixes are added to the beginning of root words without any changes in spelling	the prefix un– has a negative meaning	unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unload unlucky unpack unselfish unwell unwilling unwind unheard 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	
14	Prefixes		dis-	the prefix dis– has a negative meaning	disable disagree disarm disclose discover disease disgrace dislike disobey disorder disown displeasure disrepair distrust disuse disadvantage disallow disappear disappoint disapprove disassemble disbelief disbelieve discharge discolour discomfort disconnect disease disembark disembowel disfigure dishhearten dishonest disinfect disinterested disjointed disobedient disqualify dissatisfy disadvantaged disappeared disappointed discontinued disqualified dissatisfied dissolved	
15		mis		the prefix mis– has a negative meaning	misbehave misdeal misfire mishear mislead misplace misread misspell mistake misunderstand misuse misadventure miscalculate misfortune misinform misinterpret misjudge mismanage misunderstand misinformed misinterpreted mismanaged	
16		re-		re– means 'again' or 'back'.	refill reform refresh refuse replay replace replay return reuse revisit redo refresh react redo renew reject rehear repeat rewrite rewind remove retake recycle rebuild rewire	

17	+ly	The suffix –ly The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.	The suffix –ly starts with a consonant letter, so it is added straight on to most root words. Exceptions:	weekly wisely blindly bravely correctly fairly hardly kindly lively lonely loudly proudly sadly shyly slightly slowly suddenly sweetly accurately	
				anxiously arguably conscientiously definitely entirely immediately in/accurately in/considerately in/decently insensitively in/significant in/sincerely necessarily patiently secretively separately strangely sufficiently surreptitiously suspiciously	
18	suffix –ly	y to an i	(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.	angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily hungrily necessarily guiltily noisily	
				gently simply humbly nobly	
19	le to ly	The suffix –ous	(2) If the root word ends with –le, the –le is changed to –ly.	poisonous dangerous mountainous famous perilous luminous marvellous adventurous nervous ridiculous miraculous mischievous	
20			Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	tremendous enormous jealous fabulous generous tempestuous scrupulous ominous	
21		Words with endings -sure	The ending spelt –sure.	measure treasure pleasure enclosure composure closure disclosure enclosure leisure pressure exposure reassure	
22	-sure			The ending is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.	
23	-ture	Endings in -sion	If the ending sounds like /sh/, it is spelt as –sion	collision confusion conclusion corrosion decision division erosion exclusion explosion extension inclusion intrusion invasion occasion persuasion repulsion revision supervision television transfusion	
24	-sion			Sometimes there is no obvious root word.	

YEAR 4

Wk	spelling	Statutory requirements	Rules and guidance (non-statutory)	Examples	Homo-
Revision of work from years 2 and 3: Pay special attention to the rules for adding suffixes.					
1	double consonant	Adding suffixes beginning with vowel letters to words of more than one syllable	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.	forgetting beginning	
				forgotten	
				beginner prefer	
				preferred	
				gardenning limiting	
			The consonant letter is not doubled if the syllable is unstressed.	imitation	
				gardener	
				limited	
2	single consonant				
3	sub-	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.	sub- means 'under'.	subdivide subheading submarine submerge subspecies	
				interaction intercede interfere interim interject interlude	
				international intervene intercity interact interrupt	
				supervision supersonic superman supermarket superstar	
4	inter		inter-	means 'between' or 'among'.	
5	super		super-	means 'above'.	
6	anti		anti-	means 'against'.	
7	auto		auto-	means 'self' or 'own'.	

8	in-			The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	inaccessible inaccurate inactive inadequate inarticulate	
					inattentive inaudible incapable incomplete inconsiderate inconvenient incorrect incredible indecent indefinite independent indigestion inedible inefficient inexcusable inexpensive insignificant insincere insoluble invisible involuntary inexcusable indestructible invincible inaccurately inconsiderately indecently insensitively insignificant insincerely	
9	il-			Before a root word starting with l, in- becomes il	illegal illegible illiterate illogical illegitimate	
10	im-			Before a root word starting with m or p, in- becomes im-	imbalance immature immeasurable immobile immoral immortal immovable impartial impassable impatient imperceptible imperfect impermanent impermeable imperturbable impervious implausible impolite important impossible impractical imprecise improbable improper	
11	ir-			Before a root word starting with r, in- becomes ir-	irrational irregular irresistible irresponsible irreversible irrelevant irritated irrational irresponsible irrevocable irreverent irrelevant irreversible irrecoverable irradiation irascible irritable irreparable irremovable	
12	-ation			The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information adoration sensation preparation admiration investigation frustration liberation animation operation narration quotation elation rotation levitation relation dictation formation deviation restoration	
13	ic to ally			The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.	automatically critically logically magically mechanically medically musically physically	
14	Suffix -ly	odd		(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. (4) The words truly, duly, wholly.	truly duly wholly	
15	our to or			The suffix -ous	vigorous humorous glamorous armorous endeavorous harborous honorous	

16	geous		A final 'e' must be kept if the sound of 'g' is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i,	courageous outrageous advantageous gorgeous various anxious conscientious conscious delicious furious glorious gracious infections luscious luxurious mysterious obvious previous rebellious scrumptious serious surreptitious suspicious tedious victorious suspicious precious conscious delicious obvious	
17	ious		but a few words have e.	hideous spontaneous courteous hideous miscellaneous nauseous righteous simultaneous	
	eous				
18			Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. –tion is the most common spelling. It is used if the root word ends in t or te.	completion operation situation relation imagination organisation ambition position revolution solution fiction introduction caution description	
	tion				
19			–sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention.	invention injection action hesitation translation pollution attraction affection correction construction option education	
	tion				
20			–ssion is used if the root word ends in ss or –mit.	expansion extension comprehension tension intentions	
	tion				
21			–cian is used if the root word ends in c or cs.	admission aggression depression discussion expression impression mission oppression possession procession profession progression succession suppression	
	sion				
22			–cian is used if the root word ends in c or cs.	opitician politician musician electrician mathematician	
	ssion				
23	cian		(Note: singular proper nouns ending in an s use the 's' suffix e.g. Cyprus's population)	Agoraphobia claustrophobia hydrophobia paragrah pharaoh pharmacist pharynx phenomenon photosensitive photosynthesis physical physicist physiotherapy symphony	
	f: ph				
24			–cian is used if the root word ends in c or cs.	children's men's mice's child's tooth's foot's sheep's women's people's boys' dogs'	
	Possessive apostrophe with plural words				
25					
	plural				

	Homophones or near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/hot, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	
Word List for years Three and Four				

<p> accident(ally)actual(ly)addressanswerappeararrive believebicycledbreathbreathbuildbusy/business calendarcaughtcentrecenturycertaincirclecompleteconsidercontinue decidedescribedifferentdifficultdisappear earlyearthheight/eighththenoughhexerciseexperienceexperimentextreme famousfavouriteFebruaryforward(s)fruit grammargroupguardguide heardheartheighthistory imagineincreaseimportantinterestisland knowledge learnlengthlibrary materialmedicinementionminute naturalnaughtynotice occasion(ally)oftenoppositeordinary particularpeculiarperhapspopularpositionpossess(ion)possiblepotatoespressureprobablypromisepurpose quarterquestion recentregularreignremember sentenceseparatespecialstraightstrangestrengthsupposesurprise thereforethrough/althoughthroughththrough various weightwoman/women </p>	
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<p>Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual.</p> <p>Once root words are learnt in this way, longer words can be spelt correctly. if the rules and guidelines for adding prefixes and suffixes are also known.</p> <p>Examples:</p> <p>business: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as busy + ness, with the y of busy changed to i according to the rule.</p> <p>disappear: the root word appear contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix dis- is then simply added to appear.</p> <p>Understanding the relationships between words can also help with spelling.</p> <p>Examples:</p> <p>bicycle is cycle (from the Greek for wheel) with bi- (meaning two) before it.</p> <p>medicine is related to medical so the /s/ sound is spelt as c.</p> <p>opposite is related to oppose, so the schwa sound in opposite is spelt as o.</p>	
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YEAR 5

Revision of work from previous years

spelling	Statutory requirements	Rules and guidance (non-statutory)	examples [www.morewords.com is a really useful site]
1 -cious	Endings which sound like /ʃəs/ spelt -cious or -tious .	Not many common words end like this. If the root word ends in -ce , the /ʃ/?/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.	conscious precious unconscious suspicious delicious vicious spacious gracious subconscious ferocious malicious judicious vivacious luscious atrocious precocious tenacious auspicious audacious
2 -tious		Exception: anxious	ambitious cautious contentious infectious conscientious nutritious pretentious fictitious superstitious propitious vexatious fractious ostentatious facetious surreptitious unpretentious
3 -cial	Endings which sound like /ʃəl/	-cial is common after a vowel letter	social special official financial commercial crucial judicial artificial provincial racial beneficial superficial unofficial facial glacial especial psychosocial sacrificial prejudicial antisocial multiracial
4 -tial		-tial after a consonant letter. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	potential essential initial substantial residential presidential partial influential differential spatial confidential marital sequential impartial preferential consequential celestial existential circumstantial prudential torrential referential exponential palatial inertial inconsequential insubstantial interstitial experiential quintessential evidential deferential
5 -ant	Words ending in -ant , -ance/-ancy , -ent , -ence/-ency	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /e/?/ sound in the right position; -ation endings are often a clue.	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
6 -ance			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
7	-ancy			pregnancy fancy redundancy consultancy tenancy expectancy discrepancy vacancy accountancy occupancy infancy truancy malignancy conservancy ascendancy constancy militancy hesitancy poignancy vibrancy buoyancy
8	-ent		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 /ʔ/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt!	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 component rent sent
9	-ence			experience evidence difference influence defence science conference reference presence sentence confidence existence silence audience absence consequence violence sequence offence licence intelligence preference hence independence essence fence residence incidence competence correspondence science interference pence dependence negligence occurrence emergence obedience coincidence convenience commence insistence excellence interference prominence patience prevalence
10	-ency			agency emergency currency efficiency tendency frequency constituency presidency consistency deficiency urgency dependency contingency insolvency potency decency inconsistency sufficiency transparency regency proficiency complacency delinquency latency solvency insurgency expediency insufficiency indecency residency fluency immunodeficiency competency excellency leniency patency clemency inefficiency
11	-able	Words ending in –able and –ible	The –able/–ably endings are far more common than the –ible/–ibly endings.	adorable advisable agreeable avoidable capable breakable changeable comfortable disposable employable enjoyable fashionable identifiable inexcusable manageable miserable noticeable portable probable reliable remarkable replaceable respectable sociable valuable vegetable
12	-ible	Words ending in –ably and –ibly	As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.	accessible audible credible destructible edible flexible horrible impossible indestructible invincible legible possible responsible reversible sensible susceptible terrible visible
13	-ably		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	probably presumably reasonably inevitably considerably notably invariably remarkably comfortably preferably suitably arguably understandably uncomfortably unreasonably noticeably conceivably reliably irritably miserably predictably unmistakably

			<p>otherwise have their 'hard' sounds (as in cap and gap) 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. The first five examples opposite are obvious: in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.</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. sensible).</p>	<p>undeniably unquestionably inextricably regrettably justifiably unbelievably profitably admirably inexplicably improbably unavoidably uncontrollably impeccably inescapably agreeably amiably ably appreciably</p>	
14	-ibly			<p>possibly terribly audibly forcibly sensibly visibly ostensibly horribly imperceptibly impossibly plausibly irresistibly indelibly invisibly responsibly flexibly perceptibly incredibly</p>	
15		stressed	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>The r is doubled if the -fer is still stressed when the ending is added.</p>	<p>conferring deferring inferring misinferring misreferring preferring referring retransferring transferring conferred deferred inferred misinferred misreferred preferred referred retransferred transferred conferral deferral referral transferral referencing refereeing preferencing buffering chaffering coffering differing goffering offering proffering reoffering suffering chamfering interfering pilfering buffered chaffered chamfered conferred differed goffered interfered offered pilfered proffered reoffered suffered unbuffered conferencing</p>	
16	Suffixes		unstressed	<p>The r is not doubled if the -fer is no longer stressed.</p>	<p>feral transferral circumference conference counter transference deference difference indifference inference interference misreference nonconference non-interference preference reference teleconference transference videoconference</p>
17	-	hyphen	<p>Use of the hyphen</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>co-ordinate re-enter co-operate co-own</p>	

			<p>Compounds with these prefixes are sometimes (but not always) hyphenated to avoid doubling a vowel or tripling a consonant, and sometimes even to prevent initial misreading or mispronunciation.</p> <ol style="list-style-type: none"> 1. To avoid doubling a vowel: anti-art anti-administration co-opt (but cooperation) de-emphasize 2. To avoid tripling a consonant: shell-like 3. To prevent initial reading or mispronunciation: re-cover vs. recover (I will re-cover the sofa when I recover from the flu.) 	
		<p>Words with the /i:/ sound spelt ei after c</p>	<p>The 'i' before e except after 'c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p>	
18	ee:ei	<p>Words containing the letter-string ough</p>	<p>ough is one of the trickiest spellings in English – it can be used to spell a</p>	<p>ceiling conceit deceive perceive receive receipt conceited conceive deceit</p>
	ough	<p>or u f</p>	<p>ought bought thought nought brought fought</p>	<p>rough tough enough chough</p>

		0	<p>number of different sounds.</p>	
		o-e		
		oo		
		u		
		ow		
	<p>silent</p>	<p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.</p>	
				cough
				though although dough
				through breakthrough
				thorough borough plough bough
		<p>a - artistically logically musically romantically, b - bomb dumb lamb numb thumb doubt debt climb comb crumbs numb subtle tomb c - abscess ascend ascent conscience conscious crescent descend descent disciple fascinate fluorescent incandescent isosceles luminescent miscellaneous muscle obscene resuscitate scenario scene scent scissors d - Wednesday sandwich handsome edge bridge handkerchief e – breathe g – sign champagne gnaw reign align assign benign campaign cologne consign design feign foreign gnarl gnash gnat gnaw gnome gnu resign h - honest ghost heir hour what whether rhubarb rhyme ache anchor archaeology architect archives chaos character characteristic charisma chemical chemist chemotherapy chlorine choir cholera chord choreograph chorus Christian Christmas chrome echo leprechaun loch mechanical melancholy monarch monochrome orchestra orchid psychic scheme school stomach technical technique technology i - business k - knead knife knight knock knot know knack knapsack knave knead knee kneel knell knew knickers knife knit knob knoll knot knowledge knuckle l – would should calf half salmon talk yolk folk calm calf half m – mnemonic n - autumn column condemn damn hymn solemn o – colonel p - corps coup pneumonia psychology receipt pseudo psychiatrist psychiatry psychotherapy psychotic receipt r – s- aisle island debris apropos bourgeois t - asthma ballet castle gourmet listen rapport ricochet soften apostle bristle bustle fasten glisten hustle jostle listen moisture mortgage often * nestle rustle soften * thistle trestle whistle wrestle u - guess guard guide guilt guitar baguette biscuit build built circuit disguise guest guide guild guile guillotine guilty guise rogue</p>		

		<p>Homophones and other words that are often confused</p>	<p>silhouette w - answer sword two whole wrist write who awry playwright sword wreck wrangle wrap wrapper wrath wreak wreath wreck wreckage wren wrench wrest wrestle wretch wretched wriggle wring wrinkle wrist writ write writhe wrong wrote wrought wrung wry x – faux pas z - rendezvous</p>
		<p>In these pairs of words, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. advice/advise device/devise licence/license practice/practise prophecy/prophecy</p>	<p>Alphabetically</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. The weather may affect our plans)</p> <p>effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business.).</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>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 series – 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 complete – to make something complete or more complete (e.g. her scarf complemented her outfit)</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/farther: further</p> <p>father: a male parent</p> <p>guessed: past tense of the verb guess</p> <p>guest: visitor</p> <p>heard: past tense of the verb hear</p> <p>herd: a group of animals</p> <p>led: past tense of the verb lead</p> <p>lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)</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. In the past) or preposition or adverb showing place (e.g. he walked past me)</p> <p>passed: past tense of the verb 'pass' (e.g. I passed him in the road)</p> <p>precede: go in front of or before proceed: go on</p> <p>principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)</p> <p>principle: basic truth or belief</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 who is or who has</p> <p>whose: belonging to someone (e.g. Whose jacket is that?)</p>
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Word list for years 5 and 6

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

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidelines for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.
Understanding the history of words and relationships between them can also help with spelling. Examples:
Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scio meaning I know.
The word desperate, meaning 'without hope', is often pronounced in English as desp'rate, but the -sper- part comes from the Latin spero, meaning 'I hope', in which the e was clearly sounded.
Familiar is related to family, so the /e/ sound in the first syllable of familiar is spelt as a.

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 '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 **u**nderstand **s**mall 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', '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.