

# Ashby Fields Primary School



## Spelling Programme 2016

### What spellings do your children need to know?

As part of the new framework that we have to teach to, children are expected to know certain spellings at different points of their school life. These are made up of words that follow a specific spelling rule or pattern and common exception words.

Common exception words may not follow a specific pattern and may not be able to be sounded out using phonics. These words used to be called sight words and following that high frequency words.

Each year group have a certain number of words that they are expected to know, as shown in this booklet. These spellings will be sent home during terms 1 and 2 and you may have some words being recapped throughout the year.

#### Common exception words - Year 1

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			

#### Common exception words - Year 2

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		

**Common exception words - Year 3**

Often	Heart	Address	Recent	Minute	Increase
Fruit	Natural	Difficult	Weight	Breath	Enough
Group	Remember	Different	Eight	Breathe	Arrive
Earth	Regular	Describe	Material	Centre	Perhaps
Build	Possible	Popular	Length	Circle	Mention
Learn	Heard	height	guide	Certain	Decide
Busy	Interest	Probably	Notice	Complete	Actual
strange	grammar	question	though	consider	answer
Believe	calendar	accident	accidentally	appear	bicycle
caught	century	continue	disappear	exercise	experience
experiment	extreme	famous	favourite	February	forwards
imagine	important	island	knowledge		

**Common exception words - Year 4**

Arrive	Learn	Guide	History	Breathe	Actually
Build	Often	Heard	Length	Complete	Interest
Circle	Breath	Notice	Perhaps	Describe	Material
Early	Busy	Recent	Minute	Different	Natural
Earth	Centre	Certain	Strange	Difficult	Popular
Fruit	Decide	Consider	Weight	Enough	Possible
Group	Eight	Famous	Actual	Grammar	Probably
Heart	guard	height	Address	increase	question
remember	though	woman	accident	answer	appear
continue	forward	promise	regular	Special	surprise
February	accidentally	believe	caught	exercise	extreme
imagine	island	library	bicycle	calendar	experience
experiment	favourite	important	knowledge	medicine	naughty
ordinary	position	promise	sentence	special	suppose
occasion	opposite	particular	possess	straight	purpose
therefore	thought	answer	continue	peculiar	experiment
potatoes	possession	quarter	reign	straight	separate
imagine	various	although			

## Common exception words - Year 5 and 6

Accommodate	Communicate	Environment	Interfere	Prejudice	Stomach
Accompany	Community	Especially	Interrupt	Privilege	Sufficient
According	Competition	Exaggerate	Language	Profession	Suggest
Achieve	Conscience	Excellent	Leisure	Programme	Symbol
Aggressive	Conscious	Existence	Lightening	Pronunciation	System
Amateur	Controversy	Explanation	Marvellous	Queue	Temperature
Ancient	Convenience	Familiar	Mischievous	Recognise	Thorough
Apparent	Correspond	Foreign	Muscle	Recommend	Twelfth
Appreciate	Criticise	Forty	Necessary	Relevant	Variety
Attached	curiosity	Frequently	Neighbour	Restaurant	Vegetable
Available	definite	Government	Nuisance	Rhyme	Vehicle
Average	Desperate	Guarantee	Occupy	Rhythm	yacht
awkward	Determined	Harass	Occur	Immediate / ly	
bargain	Develop	Hindrance	Opportunity	Secretary	
bruise	Dictionary	Identity	Parliament	Shoulder	
category	Disastrous	Sacrifice	Persuade	Signature	
cemetery	Embarrass	individual	physical	Sincere/ly	
committee	Equip -ped / ment			soldier	

Spellings that follow a specific rule have been split into different year groups too. Due to the number of different rules, we have not included them in this booklet, but you will see these sent home in your child's home/school communication booklet from Term three.

An example of a spelling rule may be:

adding -ed to words to change the tense.

I walk to school. (Present tense)

I walked to school. (Past tense)

### How will it work?

Your child will be given spellings on a weekly basis. They will be introduced to their spellings of the week in a 30 minute class session, delivered by their class teacher. This session will include:

#### Week 1

- ▶ Introducing the five spellings that the children are expected to learn at home with you.
- ▶ They will look at the words and their meanings, identify similarities between the words and given the opportunity to think about other words that they know are spelt in a similar way.
- ▶ They will be allowed to practice their spellings using a method of their choice (as explained further on in the booklet)
- ▶ At the end of the session the children will be tested on these spellings, in a random order.
- ▶ The children are then expected to practice these daily as part of their homework.

## Week 2

The children will be tested on their five spellings from the previous week. They will then be introduced to another five spellings but will also be expected to continue to practise the previous five. Therefore your child will need to practise ten spellings in total (five from week 1 and five from week 2)

## Week 3

The children will be tested on their ten spellings from the previous weeks. They will then be introduced to another five spellings but will also be expected to continue to practise the previous ten. Therefore your child will need to practise fifteen spellings in total (five from week 1, five from week 2 and five from week 3)

## Week 4

The children will be tested on their fifteen spellings from the previous week. They will then be introduced to another five spellings but will also be expected to continue to practise the previous fifteen. Therefore your child will need to practise twenty spellings in total (five from week 1, five from week 2, five from week 3 and five from week 4)

## Week 5

The children are at their maximum spellings to learn and whilst the children will gain another five spellings this week they will lose the first five spellings from week 1 off of their list in their home/school communication book.

The reason why there is a four week process in over learning and reinforcing spellings is to ensure that children have consolidated their knowledge and that this information has transferred from their short term to long term memory, meaning they will remember these when they are writing.

This process continues from now with twenty words per week.

### How can I help my children to learn their spellings?

Your child will be taught a variety of strategies to learn their spellings. They can use the spelling strategy that they find most successful. The strategies we are teaching are:

#### Look, cover, write, check

1. Look at the word
2. Cover it up.
3. Write the word
4. Check the spelling
5. If mis-spelt, try again
6. Check the spelling

### Chunking by syllables

1. Look at the word
2. Clap to find out how many syllables are in the word EG consider has three syllables con...sid...er
3. Write one syllable at a time. Your child may use the phonics to help them if suitable.

### Finding spelling patterns

1. Look at the list of spellings
2. What is the same? EG they all end in -ly
3. Children then learn the root word (the part that is different) and add on the spelling pattern.

### Looking at the shape of the words

For some children, they find learning spellings easier when they can differentiate by the shape of length of the word.

For example:

Look

right

disappear

Whichever spelling strategy your child uses is fine. Their class teacher will help them to find the one with the most successful outcomes.

Please talk to your child's class teacher if you would like to know any more about your child's strategy.

We hope you have found this booklet helpful and look forward to your child achieving well in their spellings and writing.