

SPELLING

INTENT

- To build on prior spelling knowledge and prepare for the next phase - GCSE.
- To identify those with a spelling weakness and provide interventions based on their need.

IMPLEMENTATION

All children undertake spelling homework in KS2. The homework explores a spelling or grammar rule each week. The teacher will decide how much class teaching is required for each rule when they set the homework.

In KS2 spelling is monitored through an annual spelling age test and termly SATs spelling papers. In KS3, spelling is monitored through an annual spelling age test.

INTERVENTIONS

Students who have been identified with SEN and a spelling weakness are put forward for a spelling for intervention in Y5. Students who have a spelling weakness, but would otherwise reach expected standard, are offered intervention in Y6. Other students are picked up for intervention in Y7 and 8.

Children found to have not grasped the basic phonic sounds will take part in an Individualised Literacy Intervention (ILI) on a one to one basis, subject to parental consent. Those children with phonic knowledge, but not able to access Key Stage 2 English, will participate in Read, Write Inc. Other children in Key Stage 2 or 3 who do not understand the rules of spelling who are identified as possibly benefitting from an intervention known as Spelling Detectives will undertake a ten week course to support.

IMPACT

All children improve in their spelling age. The general monitoring is in an annual spelling test, but for those undertaking spelling detectives this is assessed at the start and end of the ten week intervention. Results are recorded and vary from an increase in spelling age from six months to twenty four months.

Year 5 Term 1A Overview

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

| Week 1 Words with endings that sound like /shuhs/ spelt with -cious | Week 2 Words with endings that sound like /shuhs/ spelt with -tious or -ious | Week 3 Words with the short vowel sound /i/ spelt with y | Week 4 Words with the long vowel sound /i/ spelt with y | Week 5 Homophones & near homophones | Week 6 Homophones & near homophones | Week 7 Review Week |
|---|--|---|--|---|---|---|
| vicious | ambitious | symbol | apply | past | farther | Within this assess & review week, use the provided Year 5 Autumn Term 1 Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| gracious | cautious | mystery | supply | passed | father | |
| spacious | fictitious | lyrics | identify | proceed | guessed | |
| malicious | infectious | oxygen | occupy | precede | quest | |
| precious | nutritious | symptom | multiply | aisle | heard | |
| conscious | contentious | physical | rhyme | isle | herd | |
| delicious | superstitious | system | cycle | aloud | led | |
| suspicious | pretentious | typical | python | allowed | lead | |
| atrocious | anxious | crystal | hygiene | affect | mourning | |
| ferocious | obnoxious | rhythm | hyphen | effect | morning | |

Year 5 Term 1B Overview

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| Week 1 Words with 'silent' letters | Week 2 Words with 'silent' letters | Week 3 Modal verbs | Week 4 Words ending in 'ment' | Week 5 Adverbs of possibility and frequency | Week 6 Statutory Spelling Challenge Words | Week 7 Review Week |
|--|--|-----------------------|-------------------------------------|--|---|--|
| doubt | wrestle | can | equipment | certainly | vegetable | Within this review week, use the provided Year 5 Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| lamb | wrapper | could | environment | definitely | vehicle | |
| debt | island | may | government | possibly | bruise | |
| thumb | aisle | might | parliament | perhaps | soldier | |
| solemn | debris | must | enjoyment | probably | stomach | |
| autumn | mortgage | shall | document | frequently | recommend | |
| column | Christmas | should | management | often | leisure | |
| knight | yacht | will | movement | occasionally | privilege | |
| knuckle | guarantee | would | replacement | rarely | occur | |
| knot | guilty | ought | statement | always | neighbour | |

Year 5 Term 2A Overview

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| Week 1 Creating nouns using -ity suffix | Week 2 Creating nouns using -ness suffix | Week 3 Creating nouns using -ship suffix | Week 4 Homophones & Near Homophones | Week 5 Homophones & Near Homophones | Week 6 Homophones & Near Homophones | Week 7 Review Week |
|---|--|---|---|--|--|---|
| community curiosity ability visibility captivity activity eternity flexibility possibility sensitivity | happiness hardness madness naughtiness silliness tidiness childishness willingness carelessness foolishness | membership ownership partnership dictatorship championship craftsmanship fellowship apprenticeship citizenship sponsorship | stationary stationery steal steel wary weary who's whose fate fete | alter altar ascent assent bridal bridle cereal serial compliment complement | principal principle profit prophet descent dissent desert dessert draft draught | <p>Within this review week, use the provided Year 5 Term 2A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupils' progress against the objectives that have been covered within this half-term.</p> |

Year 5 Term 2B Overview

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014

| Week 1 Words with an /or/ sound spelt 'or' | Week 2 Words with /or/ sound spelt 'au' | Week 3 Convert nouns or adjectives into verbs using the suffix -ate | Week 4 Convert nouns or adjectives into verbs using the suffix -ise | Week 5 Convert nouns or adjectives into verbs using the suffix -ify | Week 6 Convert nouns or adjectives into verbs using the suffix -en | Week 7 Review Week |
|--|---|---|--|--|--|--|
| forty scorch absorb decorate afford enormous category tornado according opportunity | pause cause sauce fraud launch author August applaud astronaut restaurant | pollinate captivate activate motivate communicate medicate elasticate hyphenate alienate validate | criticise advertise capitalise finalise equalise fertilise terrorise socialise visualise vandalise | amplify solidify signify falsify glorify notify testify purify intensify classify | blacken brighten flatten lengthen mistaken straighten shorten thicken tighten toughen | Within this review week, use the provided Year 5 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |

Year 5 Term 3A Overview

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.

| Week 1 Words containing the letter string 'ough' | Week 2 Words containing the letter string 'ough' | Week 3 Adverbials of time | Week 4 Adverbials of place | Week 5 Words with an /ear/ sound spelt 'ere' | Week 6 Statutory Spelling Challenge Words | Week 7 Review Week |
|---|---|------------------------------|-------------------------------|---|---|--|
| though | plough | yesterday | nearby | sincere | amateur | Within this review week, use the provided Year 5 Term 3A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| although | bough | tomorrow | everywhere | interfere | ancient | |
| dough | drought | later | nowhere | sphere | bargain | |
| doughnut | brought | immediately | inside | adhere | muscle | |
| through | bought | earlier | downstairs | severe | queue | |
| cough | wrought | eventually | outside | persevere | recognise | |
| trough | thought | recently | upstairs | atmosphere | twelfth | |
| rough | ought | previously | underneath | mere | profession | |
| tough | borough | finally | behind | hemisphere | develop | |
| enough | thorough | lately | somewhere | austere | harass | |

Year 5 Term 3B Overview

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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---------------------------------|---|---|--|--|
| Unstressed vowels in polysyllabic words | Adding verb prefixes de- and re- | Adding verb prefix over- | Convert nouns or verbs into adjectives using suffix -ful | Convert nouns or verbs into adjectives using suffix -ive | Convert nouns or verbs into adjectives using suffix -al | Review Week |
| definite | deflate | overthrow | boastful | attractive | musical | Within this review week, use the provided Year 5 Term 3B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| desperate | deform | overturn | faithful | creative | political | |
| literate | decode | overslept | doubtful | addictive | accidental | |
| secretary | decompose | overcook | fearful | assertive | mathematical | |
| stationary | defuse | overreact | thankful | abusive | functional | |
| dictionary | recycle | overtired | beautiful | cooperative | tropical | |
| Wednesday | rebuild | overcoat | pitiful | exhaustive | bridal | |
| familiar | rewrite | overpaid | plentiful | appreciative | central | |
| original | replace | overlook | fanciful | offensive | global | |
| animal | revisit | overbalance | merciful | expressive | industrial | |

Year 6 Term 1A Overview

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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|--|---|---|---|--|---|
| Ambitious Synonyms: Adjectives | Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy | Adjectives ending in -ant into nouns ending in -ance/-ancy | Adjectives ending in -ent into nouns ending in -ence/-ency | Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. | Hyphens: To join compound adjectives to avoid ambiguity | Review Week |
| aggressive | advice | observant | innocent | co-operate | man-eating | Within this review week, use the provided Year 6 Autumn Term 1 Dictation Passages and the Spot the Mistake with Mr Whoops selfcorrection activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| hostile | advise | observance | innocence | co-ordinate | little-used | |
| awkward | device | expectant | decent | co-own | rock-bottom | |
| obstinate | devise | expectancy | decency | co-author | wide-eyed | |
| desperate | licence | hesitant | excellent | re-enter | pig-headed | |
| frantic | license | hesitancy | excellence | re-educate | tight-fisted | |
| disastrous | practice | tolerant | confident | re-examine | cold-hearted | |
| calamitous | practise | tolerance | confidence | re-evaluate | stone-faced | |
| marvellous | prophecy | relevant | existent | re-energise | green-eyed | |
| spectacular | prophecy | relevance | existence | re-elect | short-tempered | |

Year 6 Term 1B Overview

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| Week 1 Words ending in -able | Week 2 Words ending in -able | Week 3 Words ending in -ably | Week 4 Word families based on common words, showing how words are related in form and meaning | Week 5 Word families based on common words, showing how words are related in form and meaning | Week 6 Creating diminutives using prefixes micro- or mini- | Week 7 Review Week |
|------------------------------------|------------------------------------|------------------------------------|--|--|---|--|
| applicable | adorable | adorably | temperature | suggest | minibus | Within this review week, use the provided Year 6 Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| tolerable | valuable | valuably | temper | digest | miniskirt | |
| operable | advisable | believably | temperament | congestion | miniscule | |
| considerable | believable | considerably | tempered | gesture | minibeast | |
| dependable | desirable | tolerably | variety | gestation | minicab | |
| comfortable | excitable | changeably | vary | lightning | minimum | |
| reasonable | knowledgeable | noticeably | variation | daylight | microscope | |
| perishable | likeable | dependably | varied | enlighten | microchip | |
| breakable | changeable | comfortably | variable | twilight | microphone | |
| fashionable | noticeable | reasonably | variance | limelight | microwave | |

Year 6 Term 2A Overview

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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--|---|---|---|--|--|--|
| Adding suffixes beginning with vowel letters to words ending in -fer | Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) | Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning | Statutory Spelling Challenge Words | Review Week |
| referring referred referral reference referee preferring preferred preference transferring transference | siege niece grief chief fiend shriek believe achieve convenience mischievous | deceive conceive receive perceive ceiling receipt protein caffeine seize neither | commit committee transmit submit commitment emit permit intermittent omit unremitting | interrupt interfere intercept interject intertwine interim internal intersperse interloper interest | attached available average competition conscience controversy correspond embarrass especially exaggerate | Within this review week, use the provided Year 6 Term 2A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |

Year 6 Term 2B Overview

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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--|--|---|---|---|---|--|
| Words with endings which sound like /shuh/ after a vowel letter | Words with endings which sound like /shuh/ after a consonant letter | Words with a 'soft c' spelt /ce/ | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning | Statutory Spelling Challenge Words | Review Week |
| official | partial | cemetery | accommodate | signature | foreign | Within this review week, use the provided Year 6 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| special | confidential | certificate | accompany | assign | apparent | |
| artificial | essential | celebrate | access | design | appreciate | |
| social | substantial | necessary | accuse | designate | persuade | |
| racial | torrential | deceased | accost | significant | individual | |
| crucial | sequential | December | accrue | resignation | language | |
| facial | potential | sacrifice | accuracy | resign | sufficient | |
| beneficial | spatial | hindrance | accomplish | insignificant | determined | |
| superficial | marital | nuisance | accumulate | assignment | explanation | |
| antisocial | influential | prejudice | accentuate | signal | pronunciation | |

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| Week 1 Word families based on common words, showing how words are related in form and meaning | Week 2 Words that can be nouns and verbs | Week 3 Words that can be nouns and verbs | Week 4 Words with a long /o/ sound spelt 'ou' or 'ow' | Week 5 Words ending in -ible | Week 6 Words ending in -ibly | Week 7 Review Week |
|---|---|---|--|---|---|--|
| programme telegram hologram diagram grammar grammatical parallelogram monogram programmer program | challenge protest broadcast benefit charge function influence interest object damage | produce present reason silence support transport surprise scratch freeze balance | shoulder smoulder mould poultry soul shallow window blown known thrown | possible horrible terrible visible incredible sensible forcible legible responsible reversible | possibly horribly terribly visibly incredibly sensibly forcibly legibly responsibly reversibly | Within this review week, use the provided Year 6 Term 3A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |

Year 6 Term 3B Overview

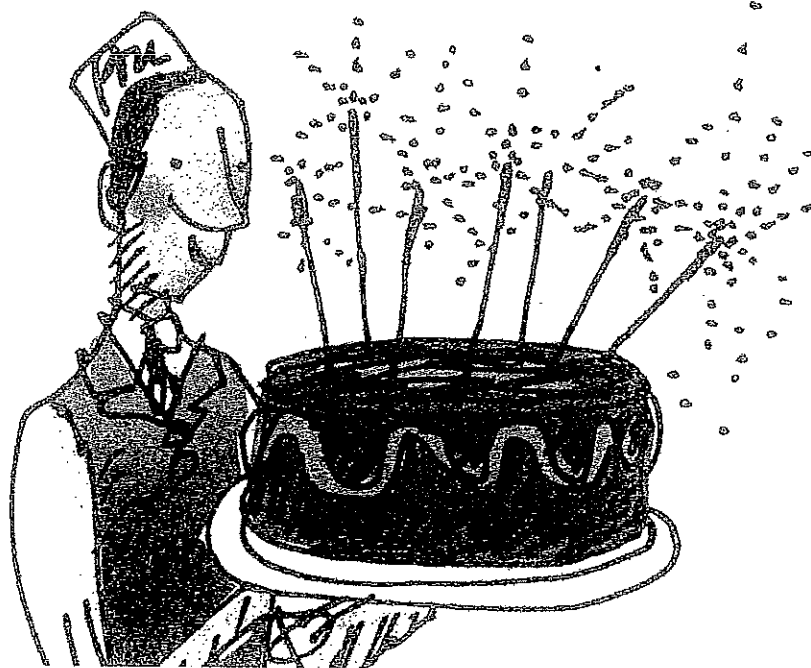
Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.

| Week 1 Synonyms & Antonyms | Week 2 Synonyms & Antonyms | Week 3 Synonyms & Antonyms | Week 4 Synonyms & Antonyms | Week 5 Synonyms & Antonyms | Week 6 Synonyms & Antonyms | Week 7 Review Week |
|--|--|--|--|--|--|--|
| bellowed | immense | ecstatic | deafening | scorching | ambled | Within this review week, use the provided Year 6 Term 3B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. |
| screached | vast | joyful | piercing | searing | tottered | |
| squealed | gigantic | exultant | blaring | sizzling | strolled | |
| shrieked | gargantuan | elated | ear-piercing | blistering | staggered | |
| squawked | mammoth | delighted | raucous | sweltering | sauntered | |
| whispered | miniature | despondent | silent | chilly | sprinted | |
| murmured | miniscule | forlorn | tranquil | frozen | raced | |
| breathed | insignificant | dejected | inaudible | arctic | darted | |
| sighed | microscopic | woeful | unobtrusive | bitter | dashed | |
| muttered | petite | dismal | peaceful | wintery | galloped | |



Spelling Log Book

Series developed by Ruth Miskin



OXFORD
UNIVERSITY PRESS

How can I help?

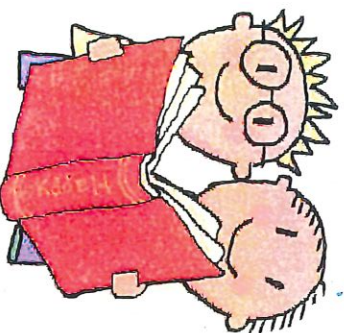
When you hear your child read at home it would be helpful to use some of the methods used by the TA. They might be a little different from what you are used to. We encourage your child to have a go at reading new words rather than relying on the adult telling them what they say straight away. We give more time to think about words they do not know and if they have made an error, then we repeat back what they have said, asking one of three questions:

- Does it make sense?
- Does it look right?
- Does it sound right?

It's all about giving the pupil confidence to have a go and learn by their mistakes in a safe, one to one environment.

If you want to know any more about how you can help your child at home, ask the SENCO at your school.

This leaflet has been put together by the Learning Support Service who support your school staff with training and development in connection with Special Educational Needs.



A Leaflet for Parents about

Individualised Literacy Interventions (ILI)



Support Services
for Education



You have received one of these leaflets because your child has been chosen to do some 1-to-1 sessions in school to support the development of their literacy skills.

'Individualised Literacy Intervention' sessions normally take place for 3 30 minute sessions each week, to help pupils with their reading, writing, spelling and phonics. Ideally this will happen in a quiet space in school away from their peers so that they can concentrate better and have the confidence to try new things.



What is an individualised literacy intervention?

An individualised literacy intervention is a support programme that links all aspects of a pupil's literacy work. This type of 1-to-1 programme is called a 'Wave 3' intervention. It is appropriate for any pupil experiencing difficulty with literacy and usually has good results.

Your child will be working with a trained Teaching Assistant (TA), on a 1-to-1 basis. The TA will be delivering the intervention devised in collaboration with the Special Educational Needs Co-ordinator (SENCO). They will also discuss this with the class teacher. The programme initially lasts about 10 weeks to help your child improve his/her:

- Reading
- Spelling
- Phonics
- Sentence
- Writing

What will happen?

Your child's reading and spelling levels will be assessed at the start and again at the end, so that we can find out how best to help them and we can measure progress.

Phonics is the method of teaching reading and spelling that links letter symbols (graphemes), and their sounds (phonemes). Individual letters and sounds are taught first, and then pupils are taught how to blend them together.


There is no homework involved, but it would be useful for you to talk to the TA and find out which sounds and words your child is working on, so that you can support their learning at home by playing word games with them. The school can advise you on this.



Spelling Rules – A brief guide for adults

Most of us have a sense of how to spell words, without having really thought about the rules we are applying.

There are rules however. You will find these explained in different ways, and, of course, there are always exceptions to the rules.



spelling
rules

Here is a quick guide to refer to:

- ✓ When a vowel digraph is used (two letters to make one long vowel sound) the rule 'when two vowels go walking the first one does the talking' usually applies.
- ✓ The letters used to represent long vowels vary according to position within the root word.
 - /a/ uses **ai** in the middle and **ay** at the end. (**rain/play**)
 - /o/ uses **oa** in the middle and **ow** at the end. (**boat/low**)
 - /i/ mostly uses **igh** in the middle and **y** at the end. (**night/my**)
 - /u/ uses **ue** and **ew** in the middle and final positions (**blue/new**)
 - /e/ uses **ee** and **ea** in the middle and final positions (**peat/reed**)
 - oi** is usually used in the middle and **oy** at the end. (**boil/boy**)
 - ou** as in ouch comes before **nd/t/d/se** and **th** and is never used at the end of words. (**sound/out/loud.mouse/mouth**)
 - ow** is used at the end of a word and before a vowel (**cow /flower**) an n (brown) or an l (growl)
- ✓ When a split digraph is used there is a consonant between two vowels, which makes the first vowel long. (**hop/hope/hoping**)
- ✓ After a short vowel double the consonant. If the sound is /k/ we usually use **ck** rather than cc or kk. The double consonant stops the vowel from becoming long. (**hop/hopping lacking**)
- ✓ **c** comes before **a,o or u** (**cat, cop, cup**)
- ✓ **k** comes before **e or i**, (**kit, kettle**)
- ✓ **ck** is usually the choice for /c/ after a short vowel (**duck, pocket**)
- ✓ If a word ends with /s/ we mainly use a double **ss** after a short vowel.
- ✓ If a word ends with /s/ we use **ce** after a long vowel (**chance**)

- ✓ Final **f/s/l/z**: double the consonant when it follows a short vowel.
(huff/loss/ball/fuzz)
- ✓ When a **short o** sounds follows w we often use **a** (was, swap, wasp)
- ✓ When an /ur/ sound follows w we often use **or** (worth, worst)
- ✓ **Soft c**: when c is followed by e, i or y it is said as s rather than k (ice, icy, circle)
- ✓ **Soft g**: when g is followed by e, i or y it is said as j in many cases.
(Germ, gym, gin)
- ✓ English words **never end in j**.
- ✓ At the end of words with a long vowel use ge. (range)
- ✓ At the end of words with a short vowel use dge. (ledge)
- ✓ In the same way 'tch' usually follows a short vowel. (match)
- ✓ **No English words end in v**, use ve. (Have, live)
- ✓ Best choice for an /i/ sound at the end of a word is **y** (cry)
- ✓ If a word ends in ie we change it to y before adding ing (die, dying)
- ✓ If we add ing to a word ending in e we usually take away the e
(hoping) because the i does the same job as the e in marking the split digraph
- ✓ When a noun **ends in f** we change it to **v** to pluralise it (wolf/wolves)
- ✓ When a noun ends in **y** we change it to **i** to pluralise