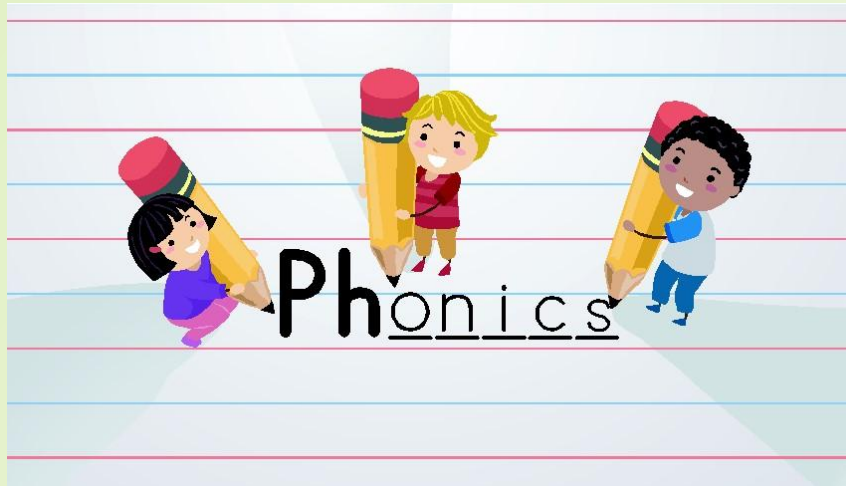




Spelling Log

Phase 6

Name: _____

Class: _____



Why do I need a Spelling Log?

Well, English is a very tricky language! Although there are only 44 sounds (we call those phonemes), there are over 200 ways to write them (graphemes). For example, there are eleven ways of writing the 's' sound. Another example is the long 'a' sound which can be written like 'play' or 'rain' or 'make' or 'eight' or 'table'. This means that it can be pretty difficult to remember which spelling to use. So that's why we have the spelling log...so you can practice those sounds, spot them in different words, write them down, and see which ones you need to practice the most. On top of that, there are lots of spelling rules to do with word endings and beginnings...prefixes...suffixes...and lots of other strange patterns...it never ends! At the back, you'll find all of those words we use the most – just to check we're spelling those right too!

How can I use the Spelling Log?

Every time you learn a new sound or spelling rule in your phonics group, in your reading group or in any of your lessons, you can write the word with that sound in your spelling log...this will help you to remember which sound to use in the different words. You might speak to someone at school (perhaps your teacher or a friend) or at home (a parent or a brother or sister) to help you think of ways to remember the tricky bit and maybe they can help you to practise too? The more you see these words and practise, the easier it will be! Because you'll be writing your words down, you can always return to them and this will help you to spot patterns. There's even a space at the back to practice those words you find most tricky!

Right...let's get spelling...

Contents

Type	Spelling Rule	Page
Suffixes	-ing for present continuous tense verbs (inc. double consonants, dropping the <i>e</i>)	4
	-ed for past tense verbs (inc. double consonants)	6
Tricky words	Common Irregular verbs – to research and find	8
Suffixes	-er added to adjectives (inc. double consonants, changing a <i>y</i> to an <i>i</i>)	10
	-est added to adjectives (inc. double consonants, changing a <i>y</i> to an <i>i</i>)	12
	-s added to base word	14
	-es (inc. words ending in <i>f</i> and changing to -ves)	14
	-es (inc. revisiting changing a <i>y</i> to an <i>i</i> - plural -ies)	15
	-y (inc. changing a <i>y</i> to an <i>i</i> - plural -ies)	16
	-ly added to adjectives to form adverbs (inc. changing a <i>y</i> to an <i>i</i>)	18
	-y added to nouns to form adjectives	20
	-ness added to adjectives to form nouns (inc. changing a <i>y</i> to an <i>i</i>)	22
	-ment added to verbs to form nouns	24
	-ful added to nouns to form adjectives (inc. changing a <i>y</i> to an <i>i</i>)	26
	-less added to nouns to form adjectives	28
The 'w' special'	The ' or ' sound after w (using an a)	30
	The ' ur ' sound after w (using an o – were being an exception)	
	The ' w ' sound after qu	
	The ' r ' sound spelt wr	
Ending in the 'v' sound (adding an <i>e</i>)	-ve	33
Common Prefixes	un-	35
	mis-	
	dis-	
	To research and find others.	
-ant or -ent and -ance or -ence	-ant	38
	-ent	
	-ance	

	-ence	
The ' dge ' sound	-dge	41
	g	
	j	
The ' n ' sound at the start of some words	kn-	44
	gn-	
The ' s ' sound spelt c	Before e , i and y	46
The ' l ' sound at the end of words	-le	48
	-el	
	-il	
The ' igh ' sound as a y	At the end of a word	51
The ' or ' sound	al	53
	all	
	alk	
The ' ee ' sound as ey (plural -eys)	At the end of words.	56
Contractions (using apostrophes to shorten two words into one)	not as the second word	58
	will as the second word	
	have as the second word	
Possessive apostrophes	For singular nouns.	61
-tion word endings		63
Homophones	there (relating to here and where)	65
	their (relating to they and them)	
	To research and find others.	
Compound words	To research and find others.	67
Polysyllabic words	Create a list and add own	69
Mnemonics	To develop my own.	71
Spellings for homework		72
Other words to learn	High Frequency /tricky words	83
	Next 200 words	86
	Common exception words and days and months	89
Grapheme charts		94
Glossary		96
Spellings for homework	Full list	97

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

The -ing suffix...the present continuous tense

[illegible]

Words

-ing rule or pattern:

- 1). Just add 'ing'
- 2). If a word ends in a short vowel sound, we double the consonant before adding 'ing', as in "shop/shopping".
- 3). If a verb ends in a 'y', just add 'ing'.
- 4). If a verb ends in an 'e', remove the 'e' and add 'ing'.

Activities and Dictations

-ing

[illegible]

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

The -ed suffix...the past tense

Words

[illegible]

-ed rule or pattern:

- 1). Just add 'ed' to root word.
- 2). Double the last letter if there is a short vowel sound before it.
- 3). If the word ends with e just add 'd'
- 4). If the word ends in a y drop y and add an i. e.g. cry – cried, spy – spied.

Activities and Dictations

-ed

[illegible]

Tricky irregular verbs – they don't follow the usual -ed or -ing rule!

[illegible]

Activities and Dictations

Irregular verbs

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

The -er suffix...added to an adjective

Words

[illegible]

-er rule or pattern:

- 1). Just add er to most adjectives
- 2). If the root word ends in 'e' just add an 'r'
- 3). Double the last consonant and add er if the root word has a short vowel sound. eg. big-bigger
- 4). If the root word ends in 'y', change the 'y' to an 'i' and add 'er'.
e.g. happy-happier

Activities and Dictations

-er

[illegible]

The -est suffix...the past tense

[illegible]

- 1). Just add est to most adjectives
- 2). If the root word ends in 'e' just add 'st'
- 3). Double the last consonant and add est if the root word has a short vowel sound. eg. big-biggest
- 4). If the root word ends in 'y', change the 'y' to an 'i' and add 'er'.
e.g. happy-happiest

Activities and Dictations

-est

[illegible]

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

Adding the 's' sound to the end of a word

Words

-s

-s rule or pattern:

Add -s to regular plurals. Adding an s is all you need to form a regular plural: file - files, centre - centres, girl - girls, book - books, computer - computers, ambition - ambitions...

If the word ends in a vowel (a, e, i, o, u) + y then just add s:

boy - boys, journey - journeys, key - keys, tray - trays

Words ending in ff add s: cliffs, sniffs, scoffs, toffs, stiffs, tiffs...

These words can be either ves or s: scarf - scarves or scarfs, dwarf - dwarves or dwarfs

-es (inc. words ending in *f* and changing to *-ves*)

-es rule or pattern:

1). Add es to words ending in -ch, -s, -sh, -x, -z:

wash - washes, box - boxes, match - matches, glass - glasses, bus - buses, business - businesses...

2). Change to ves or add s.

Some words ending in *f* or *fe* change to ves: knife - knives, life - lives, wife - wives, shelf - shelves

Activities and Dictations

$$-S, -eS,$$
[illegible]

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

The -y to an -ies...singular to plural

Words

Singular	Plural

-y to -ies rule or pattern:

If the word ends in a consonant + y change y to ies:
country - countries, baby - babies, body - bodies, memory - memories

Activities and Dictations

-y to -ies (single to plural)

[illegible]

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

The -ly suffix...added to verbs to make adverbs

Words

Verb	Adverb

-ly rule or pattern:

If the word ends in a vowel and the a consonant sound, just at 'ly'

If 'le' comes after a vowel, you should add 'ly' e.g. simple becomes simply.

If the word ends with a 'y': turn the 'y' into 'i' then add 'ly' e.g. angry becomes angrily, naughty becomes naughtily.

Activities and Dictations

$$-ly$$
[illegible]

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

The -y at the end of a noun...forming an adjective

Words

Noun	Adjective

-y rule or pattern:

One of the ways we can make a noun into an adjective is by adding the letter 'y' at the end of the word. E.g. rain becomes rainy.

If the noun ends in the letter 'e', you need to remove the 'e' and then add the y. E.g. scare becomes scary.

If the noun ends with a short vowel and a consonant, you need to add another consonant and then add 'y'.

Activities and Dictations

$$-y$$
This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general note-taking. There are no margins, text, or other markings present.

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

The -ness suffix...adding to adjectives to form nouns

Words

[illegible]

-ness rule or pattern: A noun ending in 'ness' means the state of being. For example tiredness is the state of being tired. Most of the time adding -ness is simple! We just add 'ness' to the end as a suffix.

When the adjectives end in a 'y', we usually change the 'y' to an 'i' and then add -ness E.g. lazy becomes laziness.

Activities and Dictations

-ness

[illegible]

Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

Words

-ment rule or pattern: The suffix 'ment' is used to turn a verb into a noun. Adding ment is the result of something. E.g. pay becomes payment.

If the verb ends in an 'e', remove the 'e' and add 'ment'. E.g. argue becomes argument

Dictations and activities

-ment

[illegible]

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

The -ful suffix...added to nouns to make adjectives

Words

Noun	Adjective

-ful rule or pattern: Adding ful changes a noun to an adjective (a describing word for a noun). For example: joy becomes joyful.

If the word ends in a consonant + y, change the y to an i before you add -ful. For example: beauty becomes beautiful.

Activities and Dictations

-ful

[illegible]

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

The -less suffix...added to nouns to make adjectives

Words

Noun	Adjective

-less rule or pattern: The suffix 'less' to turn a noun into an adjective. The suffix 'less' means without something. For example, care becomes careless.

If the root word ends in 'y', change to 'i' then add 'less' For example, penny becomes penniless.

Activities and Dictations

-less

[illegible]

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

Using the w and the 'w' sound...

Words

wa (or)

wa (or) rule or pattern:

The /or/ sound after a w is usually spelt 'wa'. For example, walk, warm

wo (ur)

wo (ur) rule or pattern:

The /ur/ sound after a 'w' is usually spelt 'wo'. For example: word, work, worm, worth, world

qu ('w')

qu ('w') rule or pattern:

The /σ/ after a 'qu' or 'w' is usually spelt with an 'a'. For example:
quantity, quality, watch, want, wonder

wr

wr rule or pattern: Words that start with the phoneme /r/ are sometimes spelt with the digraph 'wr'. The 'w' is a silent letter.

e.g. write, wrist, wrestle, wring

Activities and Dictations

wa, wo, qu

[illegible]

*Write in the words that you are learning (or spotting!) at the moment.
Can you spot and rules or patterns too about the letters and sounds,
like where they are in the word?*

Words ending in -ve

Words

-ve	

-ve rule or pattern: Few words end in just 'v'. Most times you have to use -ve. For example: love, wave

Activities and Dictations

-ve

[illegible]

*Write in the words that you are learning (or spotting!) at the moment.
Can you spot and rules or patterns too about the letters and sounds,
like where they are in the word?*

Prefixes – un-, mis-, dis-

Words

un

un meaning/rule or pattern: The prefix un- makes the word mean the opposite of the root word.

mis

mis meaning/rule or pattern: The prefix 'mis' means 'wrongly'

dis

dis meaning/rule or pattern:

The prefix 'dis' reverses the meaning of the word.

For example: dishonest – not honest

Disrespectful – not respectful

Displeasing – not pleasing

Activities and Dictations

un, mis, dis

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

*Write in the words that you are learning (or spotting!) at the moment.
Can you spot and rules or patterns too about the letters and sounds,
like where they are in the word?*

Using -ent, -ence, -ant and -ance

Words

-ent

-ent rule or pattern:

1). The suffix -ent comes after soft c or soft g. For example:
magnificent or intelligent

2). The suffix -ent also comes after 'qu', 'ti' or 'ci'. For example:
frequent and ancient.

-ence

-ence rule or pattern:

Words ending in -ence are nouns.

Use the suffix ence/-ency after soft c (/s/ sound), soft g (/j/ sound)
and qu

-ant

-ant rule or pattern: - Use the '-ant' suffix with words ending in '-y'. Words ending in '-y' often take the related suffix '-ance', which exclusively forms nouns, but only a few will take '-ant' (usually to form adjectives). -ant and -ance/-ancy suffixes are normally used if there is a related word ending in -ation, remove -ce and replace it with -cious. For example: observant

-ance

-ance rule or pattern: When the base word is an adjective that ends in -ant. -You should memorize words that end in -ancy. However, if the base word is a verb that ends in -ate, you should remove the final e and add -ancy.

Activities and Dictations

-ent, -ence, -ant, -ance

[illegible]

*Write in the words that you are learning (or spotting!) at the moment.
Can you spot and rules or patterns too about the letters and sounds,
like where they are in the word?*

When to use -dge, g, j

Words

-dge

-dge rule or pattern:

The /j/ sound is spelt 'dge' at the end of the word after the short vowel. For example: bridge and edge.

g

g rule or pattern:

The g is always unvoiced and is at the start or middle of a word followed by 'e', 'i' or 'y'. For example: age, huge, change.

j

j rule or pattern: : 'j' usually found at the start of the word. For example: jumper, jelly and jet.

Activities and Dictations

-dge, -g, -j

[illegible]

*Write in the words that you are learning (or spotting!) at the moment.
Can you spot and rules or patterns too about the letters and sounds,
like where they are in the word?*

The 'n' sound at the start of words

Words

kn	

kn rule or pattern: Words that start with the phoneme /n/ are sometimes spelt with the digraph 'kn'. For example: knot and knee.

gn	

gn rule or pattern:

Very occasionally, the /n/ sound at the start of a word can also be spelt with 'gn'. For example: gnome and gnaw.

Activities and Dictations

kn, gn

[illegible]

*Write in the words that you are learning (or spotting!) at the moment.
Can you spot and rules or patterns too about the letters and sounds,
like where they are in the word?*

The 's' sound as a c...before e, i and y

Words

The 's' sound as a c rule or pattern: the /s/ sound can be spelt 'c' before 'e', 'i' and 'y'. or example: fancy, race and city. The grapheme 'c' before 'e', 'i' and 'y' makes an unvoiced (soft) /s/ sound.

Dictations and Activities

The 's' sound as a c...before e, i and y

[illegible]

*Write in the words that you are learning (or spotting!) at the moment.
Can you spot and rules or patterns too about the letters and sounds,
like where they are in the word?*

The 'l' sound at the end of words

Words

-le

-le rule or pattern:

If the -le word has a short vowel sound, the consonant before it is doubled e.g. little.

If the -le word has a long vowel sound then the consonant before the -le is single. Eg title, circle able bible.

-el

-el rule or pattern: 'el' spelling is less common than 'le'. The 'el' spelling is used after 'm', 'n', 'r', 'v', 'w' and more often than not after 's'. For example: camel and tinsel.

-il

-il rule or pattern: The 'il' spellings are not very common.

For example: pencil, fossil, nostril, April

Activities and Dictations

-le, -el, -il

[illegible]

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

Using a y at the end of words

Words

y	

y at the end rule or pattern: In English, the short /i/ sound is often represented by the letter 'i'. However, sometimes the letter 'y' is used to spell the short /i/ sound instead. The 'y' spelling is common in words of Greek origin. For example: gym, hymn and mystery.

y	

'y' as /igh/: Often found at the end of a word. For example: sky, reply, butterfly

Activities and Dictations

'y' as an /i/ sound

[illegible]

*Write in the words that you are learning (or spotting!) at the moment.
Can you spot and rules or patterns too about the letters and sounds,
like where they are in the word?*

The 'or' sound using al

Words

al

al rule or pattern: The /or/ sound at the beginning of a word is often spelt 'al'. For example: also, always, alright.

all

all rule or pattern: When the /or/ sound comes at the end of a word, followed by an /l/ sound, it is often spelt 'all'. For example: call, tall and fall.

-alk

-alk rule or pattern: The /or/ sound before an 'lk' is usually spelt 'alk'. For example: walk and talk.

Activities and Dictations

al , -all, -alk

[illegible]

*Write in the words that you are learning (or spotting!) at the moment.
Can you spot and rules or patterns too about the letters and sounds,
like where they are in the word?*

The 'ee' sound at the end of words (and eys for plural)

Words

-ey	-eys

ey and eys at the end of words - rule or pattern: Normally, the long /e/ sound at the end of a word is spelt using just the letter **y**. Sometimes, it is spelt 'ey' or 'eys' For example: trolley, monkey and valley. The plural of most of these words will end in 'eys'

Activities and Dictations

The 'ee' sound at the end of words (and eys for plural)

[illegible]

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

Contractions – not, will, have

Words

not	n't

not – n't rule or pattern: An **apostrophe** is a punctuation mark used to create a **contraction**. Use an apostrophe to show that one or more letters have been left out of a contraction. In each case that the apostrophe appears precisely in the position of the omitted letters: we write can't, not *ca'nt, and aren't, not *are'nt.

will	'll

will – 'll rule or pattern: We use the 'll contraction to show we have omitted (taken out) the letters 'wi' in will. Instead of writing I will, we write I'll; you will becomes you'll. The contraction goes where the missing letters would go.

have

've

have – 've rule or pattern: We use the 've contraction to show we have omitted (taken out) the letters 'ha' in have. Instead of writing I have, we write I've; you have becomes you've. The contraction goes where the missing letters would go.

Activities and Dictations

not - n't, will - 'll, have - 've

[illegible]

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

The possessive apostrophe

Words

Single noun	With possession

Possessive apostrophe rule or pattern: Apostrophes can also be used to show that an object belongs to someone or something. For example if the shoes belong to the boy, we can write: the boy's shoes. If we are writing about the legs of the chair, we can write: the chair's legs.

Activities and Dictations

The possessive apostrophe

[illegible]

*Write in the words that you are learning (or spotting!) at the moment.
Can you spot and rules or patterns too about the letters and sounds,
like where they are in the word?*

The 'shun' sound

Words

The 'shun' sound rule or pattern: The sound /shun/ is spelled TWO ways: -tion and -sion. If you aren't sure which to use, try -tion; -tion is the more commonly used form. But if the original word ends in ss, the /shun/ sound is always spelled -sion. If you hear /zhun/ in a word, it can only be spelled -sion.

Activities and Dictations

The 'shun' sound

[illegible]

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

Homophones...what others do I know?

Words

there	their	they're	
-	_____	_____	_____
-	_____	_____	_____
-	_____	_____	_____
-	_____	_____	_____
-	_____	_____	_____
-	_____	_____	_____
-	_____	_____	_____
-	_____	_____	_____
-	_____	_____	_____

there or their or they're Homophones are words h the that have same pronunciation but different meanings, origins, or spelling. For example: Their means it belongs to them, eg "I ate their sweets." They're is short for 'they are' eg "They are going to be cross." There refers to a place, eg "I'm going to hide over there."

Activities and Dictations

Homophones

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings on the page.

Write in the words that you are learning (or spotting!) at the moment. Can you spot and rules or patterns too about the letters and sounds, like where they are in the word?

Compound words...how many can I find?

Words

[illegible]

Activities and Dictations

Compound words

[illegible]

Polysyllabic words...how many can I find?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are arranged in two vertical columns, each containing ten evenly spaced lines. The entire page is enclosed within a thin black rectangular border. There is no handwriting or other markings on the paper.

Activities and Dictations

Polysyllabic words

[illegible]

Mnemonics...how can they help me?

[illegible]

Autumn 1 Spellings for homework

water	play	that's	let's	trees
how	magic	something	great	think
home	fox	live	before	know
bear	must	small	fun	long
things	these	king	window	eat
everyone	next	garden	each	yes
		any	let	boat

[illegible]

[illegible]

Autumn 2 Spellings for homework

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>
away	take	first	much	bad
did	more	baby	why	well
or	shouted	bed	jumped	tree
can't	through	say	gran	food
new	red	car	place	stop
our	began	town	sleep	sea
under		girl	book	queen

[illegible]

[illegible]

Spring 1 Spellings for homework

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>
man took good didn't again after tea	two thought I'll us way door	boy work fish may soon couldn't hat	I've only suddenly cried mother feet which	never need mouse head every am different

[illegible]

[illegible]

Spring 2 Spellings for homework

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>
going school ran cat wanted has inside	dog round other been right animals	lots gave still might three around green	many keep even Tell sat morning another	would who whole any many clothes busy

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Summer 1 Spellings for homework

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>
door	mind	most	hold	would
floor	behind	only	told	who
poor	child	both	every	whole
because	children	old	eye	any
find	wild	cold	could	many
kind	climb	gold	should	clothes
				busy

[illegible]

Summer 2 Spellings for homework

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>
everybody	beautiful	class	hour	people
even	after	grass	move	water
great	fast	pass	prove	again
break	last	plant	improve	half
steak	past	path	sure	money
pretty	father	bath	sugar	parents
				Christmas

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

High Frequency Words (tricky words in ***bold italics***)

Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	<i>the</i>	<i>to</i>	<i>I</i>	<i>no</i>	<i>go</i>
<i>into</i>					

Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
<i>he</i>	<i>she</i>	<i>we</i>	<i>me</i>	<i>be</i>	<i>was</i>
<i>you</i>	<i>they</i>	<i>all</i>	<i>are</i>	<i>my</i>	<i>her</i>

Phase 4

went	it's	from	children	just	help
<i>said</i>	<i>have</i>	<i>like</i>	<i>so</i>	<i>do</i>	<i>some</i>
<i>come</i>	<i>were</i>	<i>there</i>	<i>little</i>	<i>one</i>	<i>when</i>
<i>out</i>	<i>what</i>				

Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	<i>oh</i>	<i>their</i>
<i>people</i>	<i>Mr</i>	<i>Mrs</i>	<i>looked</i>	<i>called</i>	<i>asked</i>
<i>could</i>					

[illegible]

[illegible]

Next 200 common words (in order)

water	away	good	want	over
how	did	man	going	where
would	or	took	school	think
home	who	didn't	ran	know
bear	can't	again	cat	long
things	new	after	wanted	eat
everyone	our	two	has	yes
play	take	thought	dog	well
find	more	I'll	round	tree
magic	shouted	us	other	food
fox	through	way	been	stop
must	red	door	right	sea
these	began	boy	animals	never
next	first	work	lots	need
that's	baby	fish	gave	mouse
something	bed	may	still	found
live	say	soon	night	narrator
small	car	couldn't	three	head
king	town	I've	around	every
garden	fast	only	many	laughed
let's	much	suddenly	told	another
great	why	cried	keep	room
last	jumped	because	even	am
before	gran	clothes	tell	key
fun	place	mother	sat	boat
window	sleep	feet	morning	queen
each	book	its	green	different
let	girl	which	inside	run
any	under	hat	snow	air
trees	bad	tea	top	eyes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Common Exception Words (and days and months)*

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
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
January
February
March
April
May
June
July
August
September
October
November
December

*some will be repeated from high frequency/next 200 words

[illegible]

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[illegible]

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Grapheme Chart



s

ss



a



t



p



i



n



m



d



g



o



c

k

ck



e



u



r



h



b



f

ff



l

ll



j



v



w



x



y



z

zz



qu



ch



sh



th



ng



ai



ee



igh



oa



oo



oo



ar



or



ur

er



ow



oi



ear



air



ure



Phases 2 3 5

Grapheme Chart

												
s	a	t	p	i	n	m	d	g	o	c	e	u
ss					kn	mb			(w)a	k	ea	o
c(e)					gn					ck		
c(i)										ch		
c(y)												
sc												
st(l)	r	h	b	f	l	j	v	w	x	y	z	qu
se	wr			ff	ll	g(e)		wh			zz	
				ph	le	g(i)					se	
						g(y)						
						dge						
												
ch	sh	th	ng	ai	ee	igh	oa	oo	oo	ar	or	ur
tch	ch			ay	ea	ie	ow	ew	u		aw	er
	c(ial)			a-e	e-e	i-e	o-e	ue	oul		au	ir
	c(ian)			eigh	ie	y	o	u-e			al	ear
	t(ion)			ey	y	i	oe					
	ss(ion)			ei	ey							
												
ow	oi	ear	air	ure	zh							
ou	oy	ere	are		s(ion)							
		eer	ear		s(ual)							
					s(ure)							

Sun, Apple, Tap, Pan, Insect, Nest, Mat, Dog, Goat, Octopus, Cat, Elephant, Umbrella, Rat, Hat, Bag, Fan, Leg, Jam, Van, Web, Fox, Yell, Zip, Queen, Chips, Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book, Star, Fork, Surf, Owl, Coins, Ear, Chair, Manure, Treasure

Glossary

Word	Definition
adjective	Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour.
consonant	Most of the letters of the alphabet are consonants sounds. Only the letters a, e, i, o, u and y can represent vowel sounds
digraph	One sound (phoneme) shown with two letters
grapheme	A letter or group of letters that is written to show a sound (phoneme)
noun	Nouns are sometimes called 'naming words' because they name people, places and 'things'
past tense	Verbs in the past tense are commonly used to: talk about the past talk about imagined situations make a request sound more polite. Most verbs take a suffix -ed, to form their past tense, but many commonly-used verbs are irregular.
phoneme	The smallest unit of sound. There are 44 phonemes in the English language.
prefix	Added to the beginning of a word to turn it into another word.
present tense	Verbs in the present tense are commonly used to: talk about the present talk about the future. They may take a suffix -s (depending on the subject).
suffix	Added to the end of a word to make a new word.
syllable	A syllable sounds like the beat of a word.
trigraph	A type of grapheme using 3 letters for one sound (phoneme).
vowel	A type of speech sound. In English, the vowels are a, e, i, o, u and y.

Year 2 Spelling Overview



<u>Autumn 1</u> Next 200 common words	<u>Autumn 2</u> Next 200 common words	<u>Spring 1</u> Next 200 common words	<u>Spring 2</u> Next 200 common words	<u>Summer 1</u> Common Exception Words	<u>Summer 2</u> Common Exception Words
water how home bear things everyone	away did or can't new our under	man took good didn't again after tea	going school ran cat wanted has inside	door floor poor because find kind	everybody even great break steak pretty
play magic fox must these next	take more shouted through red began	two thought I'll us way door	dog round other been right animals	mind behind child children wild climb	beautiful after fast last past father
that's something live small king garden any	first baby bed say car town girl	boy work fish may soon couldn't hat	lots gave still might three around green	most only both old cold gold	class grass pass plant path bath
let's great before fun window each let	much why jumped gran place sleep book	I've only suddenly cried mother feet which	many keep even Tell sat morning another	hold told every eye could should	hour move prove improve sure sugar
trees think know long eat yes boat	bad well tree food stop sea queen	never need mouse head every am different	snow top where laughed room key air	would who whole any many clothes busy	people water again half money parents Christmas