

A

School Improvement
Liverpool

Spelling Toolkit

Year 6





Statutory Requirements with suggested timelines

Autumn

Consolidation of spellings from Year 4 and 5 with weekly investigation of a pattern the class/group are not solid in. Alongside this, there needs to be assessment of the application of these spellings in all their writing across the curriculum and used as part of the on-going modelled process of editing, reviewing and improving their writing as they go along.

- Use of the hyphen
- Words with the /i:/ sound spelt ei after c

Spring

- Words containing the letter-string ough
- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Summer

- Homophones and other words that are often confused



Introduction

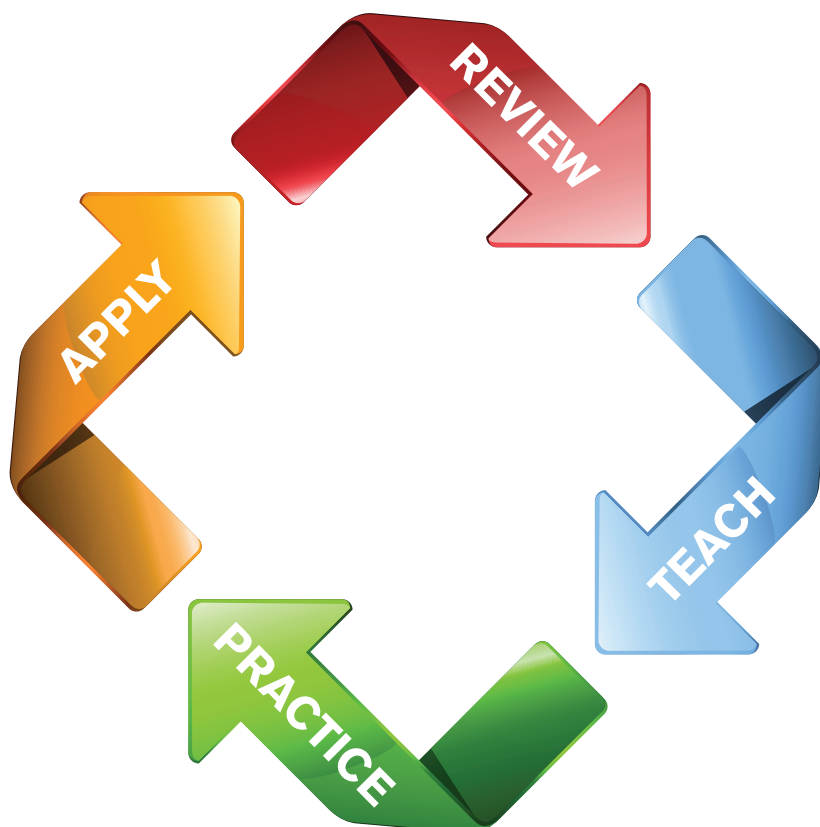
This has been produced by the English Team to support teachers in ensuring coverage of the statutory requirements for the National Curriculum.

There is a suggested teaching sequence for each spelling convention with page numbers of where to find the supporting children's resources for each sequence. Ways to capture assessment are listed by year group in the Appendix.

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The Spelling Cycle



Spelling Strategies

Roots

To learn my word I can find the word root. I can see whether the root has been changed when new letters are added. e.g. for a prefix, suffix or a tense change. e.g. smiling – root smile + ing; woman = wo + men; signal = sign + al

Mnemonics

Create rhymes, songs or little stories to help remember tricky words or word patterns e.g. "You need to have a pie before you can have a piece of it." "Could – o u lucky duck; people – people eat orange peel like elephants."

Analogy

Use words that I already know to help me. e.g. could, would should

Handwriting

Remember and practise the direction and movement of my pencil when I am writing it.

Syllables and Phonemes

Listen to how many syllables there are so I can break it into smaller bits to remember. Then I can identify the phonemes in each syllable." e.g. Sep-tem-ber.

Spelling journals

Look, cover, write and check

Have a go pads

If the children are unsure, they can 'try it out' on the pad. Sometimes we just need to see if it 'looks right'

Guided sessions

Children identify incorrect spellings and analyse them from their own work. Identify the 'tricky bit'. "There are 6 letters in this word and you got 5 of the right – we just need to remember to add ____"

Using phonic knowledge

A word of the day

Choose a word for the children to learn and display it somewhere. The children have to try and use it in their work at some point. At the end of the day remove the word from display and test the children on how to spell it. This is good for extending vocabulary as well.

Chant

Derivations

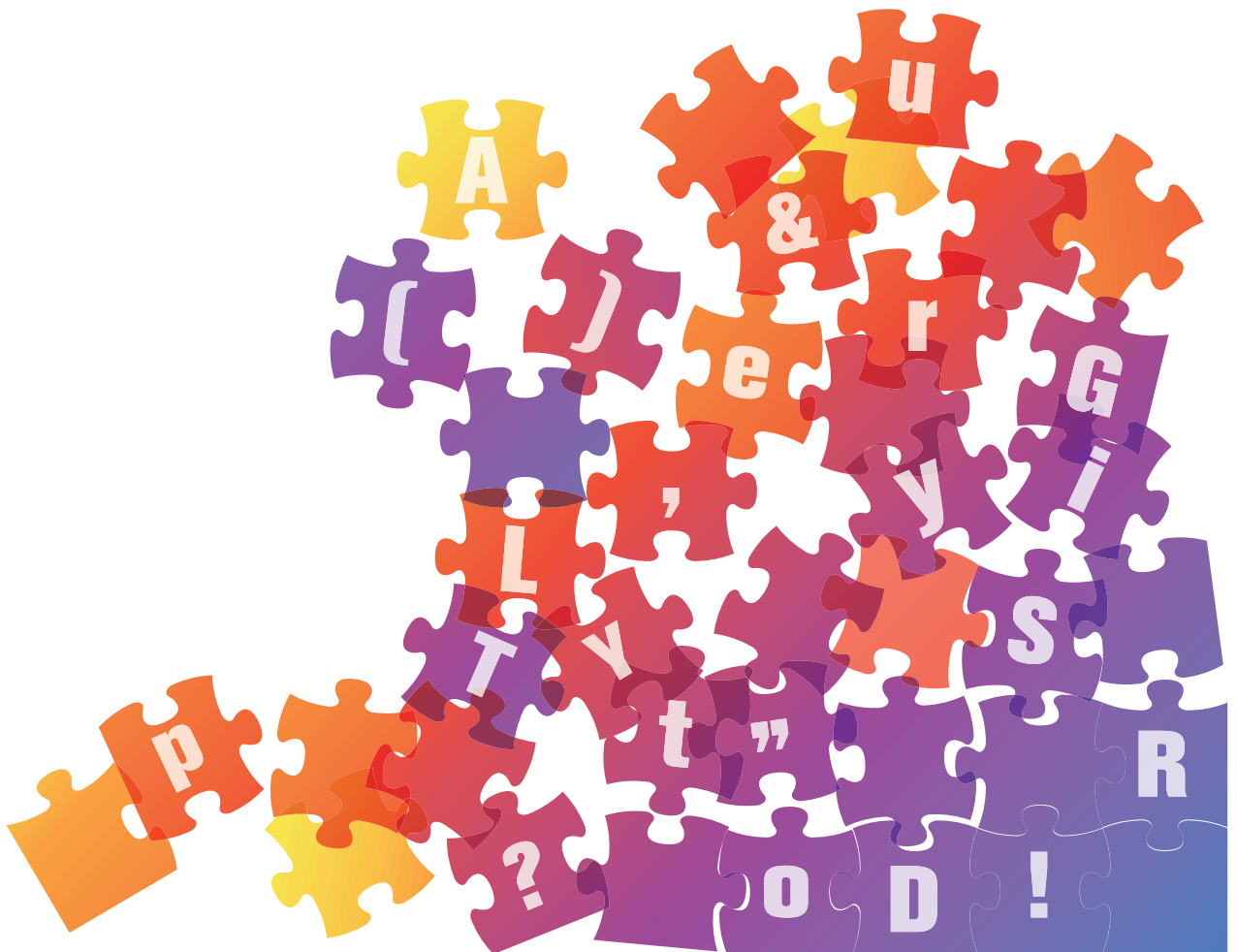
E.g. audio, auditory, audible – hearing

Words within words





Term 1



Use of the hyphen

+ Resources p 20

co-ordinate, re-enter, co-operate, co-own



Revisit – give the definition, children to guess words.

Teach – 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.

Practise – play Word Hunt.

Apply – write the definition of each word.



Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



Words with the /i:/ sound spelt ei after c

+ Resources p 22

deceive, conceive, receive, perceive, ceiling

Revisit – Snowball as many words using a hyphen as possible.

Teach – the ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/.

Exceptions – protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).

Practise – create rules and mnemonics for the exception words.

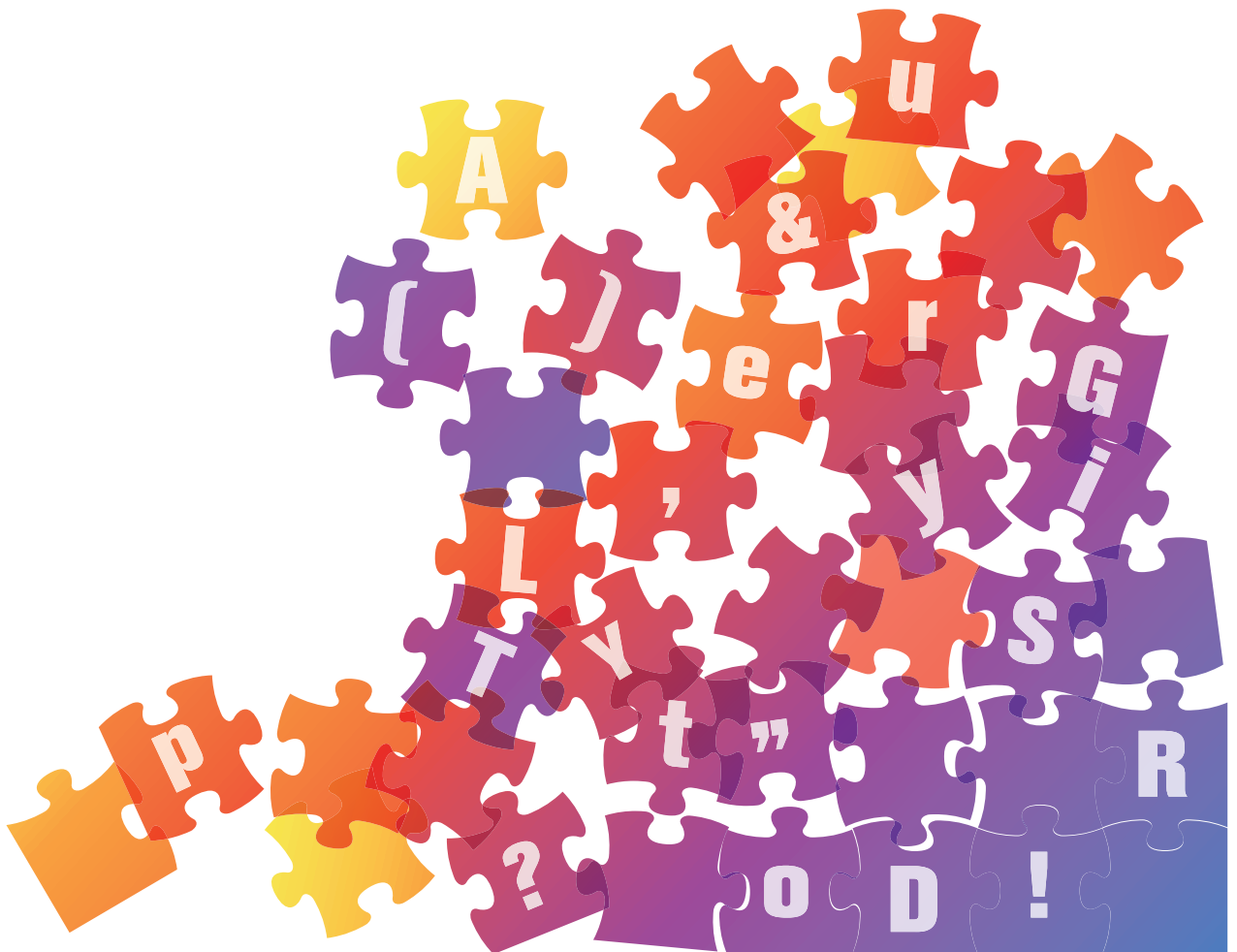
Apply – children sort words into groups of their choosing (e.g ie, ei exceptions).

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.






Term 2




Words containing the letter-string ough

+ Resources p 26


 ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough

Revisit – Quickwrite as many words fitting a particular rule or exception as they can in 30 seconds. (e.g. Challenge the children to think of exception words for the ‘i before e’ rule).

 **Teach** – ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.

Practise – look, cover, write, check.

Apply – use ough words to create a poem.

 **Assess** – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.



Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

+ Resources p 28

doubt, island, lamb, solemn, thistle, knight

Revisit – put up the spelling pattern and ask the children to come up with as many words using that pattern as they can.

Teach – 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.

Practise – investigate how many words can we find with a particular silent letter. Use dictionaries to help.

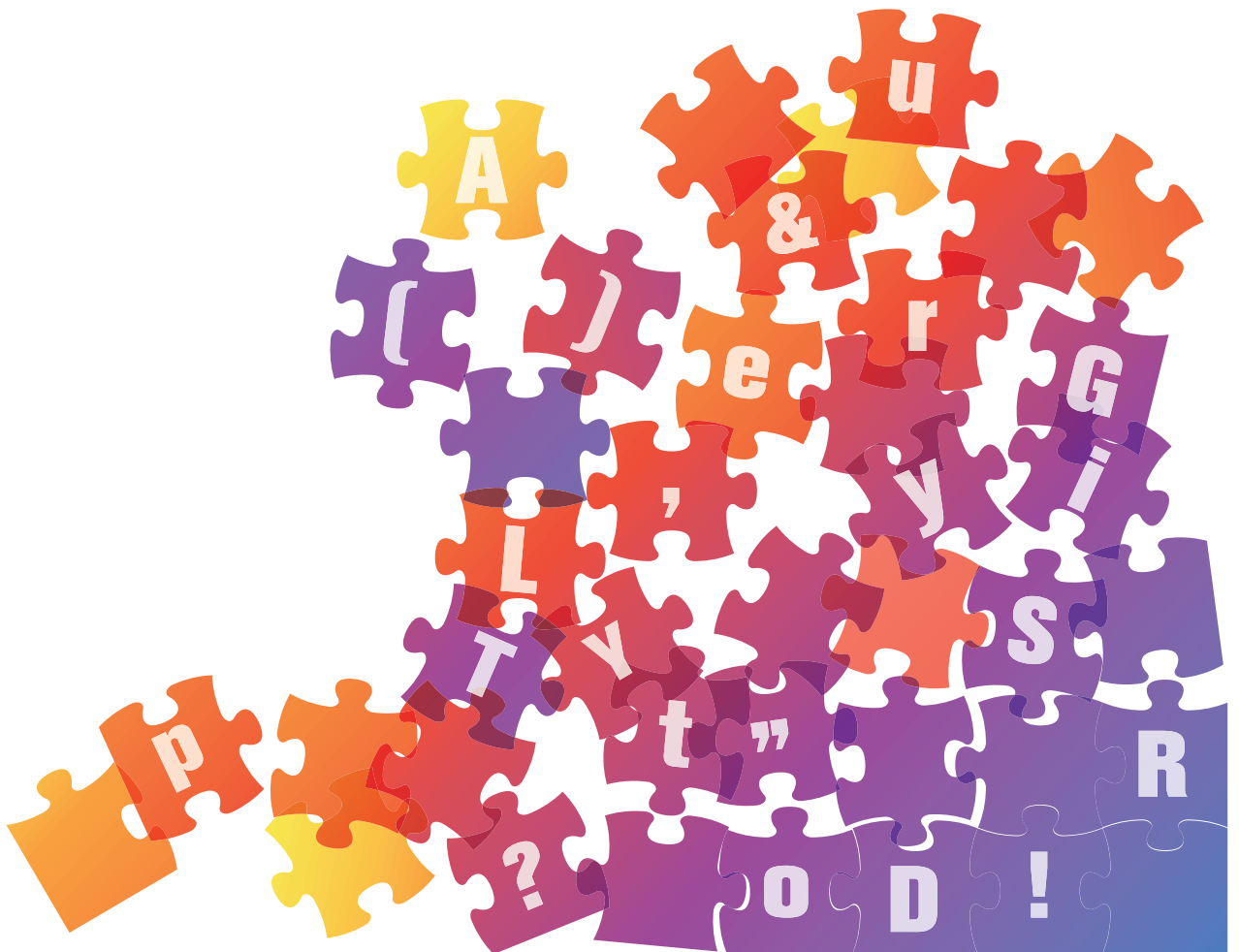
Apply – come up with mnemonics to help remember some of the silent letters.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.





Term 3



Homophones and other words that are often confused

+ Resources p 32

advice/advise



device/devise

licence/license

practice/practise

prophecy/prophecy

farther/further/father

guessed/guest

heard/herd



lead/lead

morning/mourning

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) passed: past tense of the verb 'pass' (e.g. I passed him in the road)

precede/proceed

principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief

profit: money that is made in selling things

prophet: someone who foretells the future

stationary/stationery

steal/steel

wary: cautious weary: tired

who's: contraction of who is or who has


whose: belonging to someone

(e.g. Whose jacket is that?)





Revisit – Quickwrite


Teach – the –able/–ably endings are far more common than the –ible/–ibly endings.

 As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.

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 otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending.

 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.

 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).



Practise – play Which One's Right? with a selection of the words.

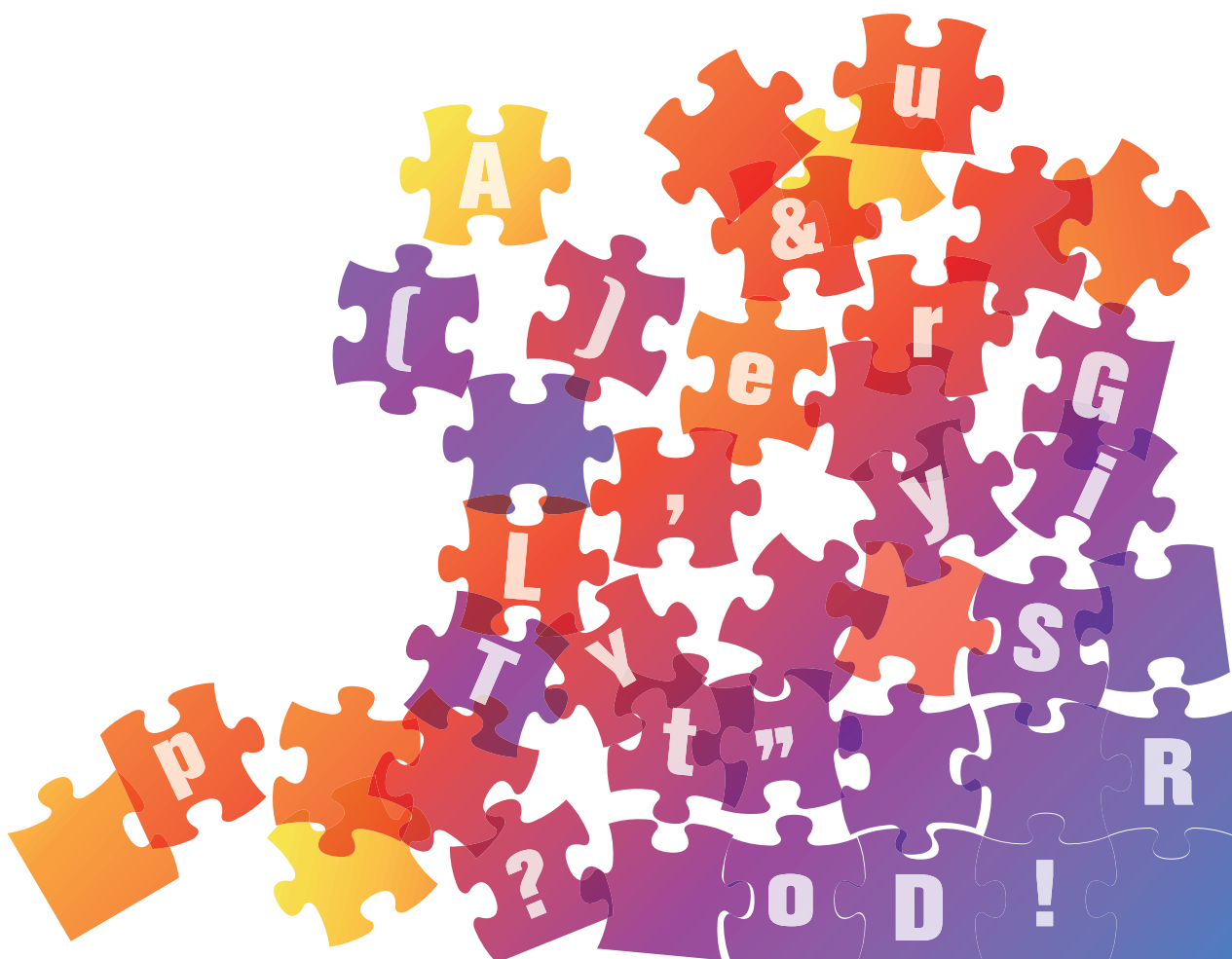
Apply – write words correctly in context.

Assess – tell the children that you will be giving them a reward for every time they use and spell the words correctly over the next couple of weeks.





Resources For the Spelling Toolkit Term 1



Use of the hyphen

**e.g. co-ordinate, re-enter, co-operate,
co-/pre-own**

1. Make up a mnemonic for one of the words, e.g running aliens catching eggs(!?) for race.



word	Tally + pages
co-ordinate	
re-enter	
co-ordinate	
co-own	

Discuss your findings.



2. Write the definition for each word.



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