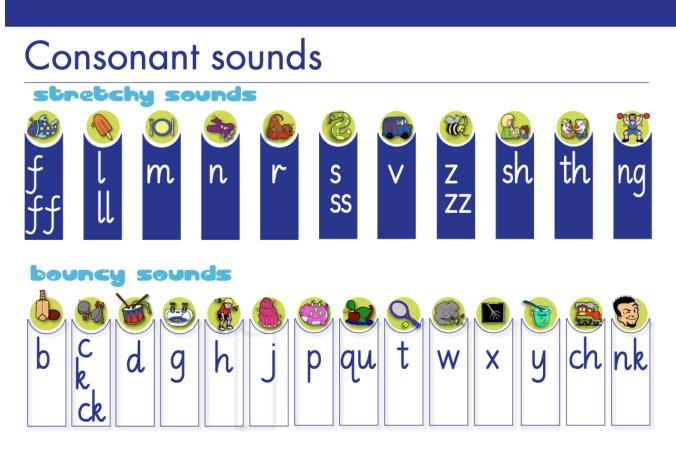
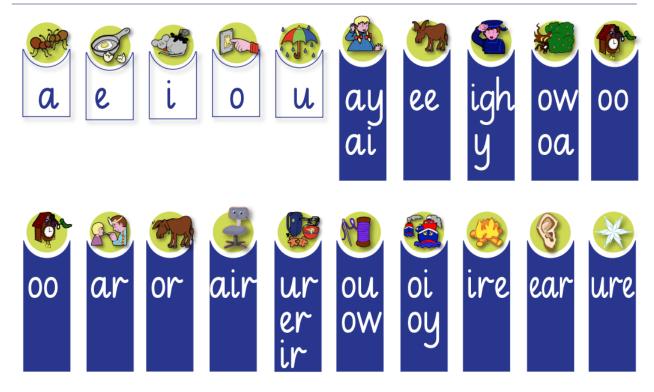
How to help your child with spelling

Focus on correcting **up to 3** spelling errors. Any additional words with spelling errors could be written down and added to a spelling review list for children to practise later.

	Has the child applied their phonic knowledge?	Is it a tricky word?	Has the child applied a spelling rule or pattern?
Example	e.g. if a child has spelled train as trayn, they have used the correct sound (phoneme) but chosen the wrong spelling of the sound (grapheme).	e.g. the word because is 'tricky' because the child can't use their phonic knowledge to spell all parts of the word.	e.g. the child has forgotten that verbs ending in y change to ies and ied (eg 'copy', 'copies' and 'copied')
What should I do?	Encourage them to try spelling the word both ways (train and trayn) and then discuss which is correct and why.	Encourage children to work out which part of the word is tricky. They can then practice the correct spelling.	Talk about any spelling rules that may help your child to spell the word correctly next time.
Resources	Phonics chart Reception Writing example	<u>'Words to learn' list</u> (including tricky words). Spelling strategies	Spelling rules for each year group

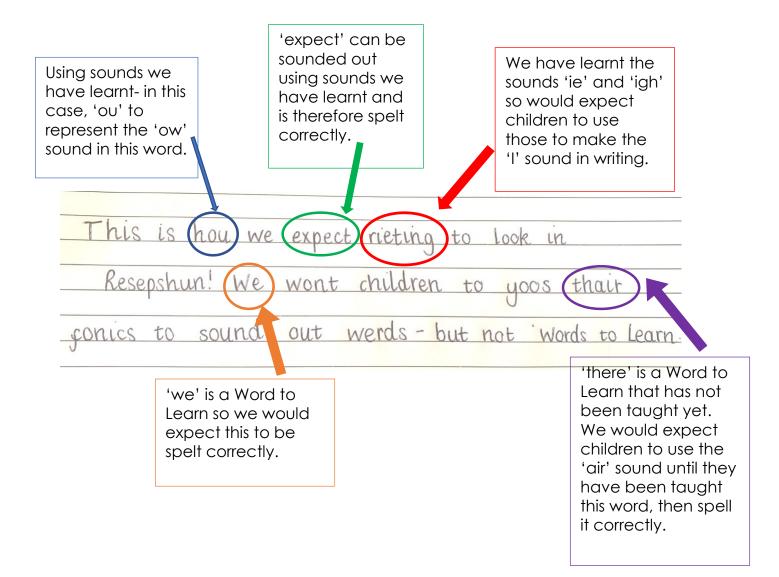


Vowel sounds



RECEPTION PHONICS

Reception writing example



Words to learn (including 'tricky' words)

Reception Words to learn

a	at	go	is	in	my	she	they
all	be	he	has	it	no	so	γου
and	by	her	have	like	of	to	was
are	do	his	I	me	said	the	we

Tricky words (bold)

Tricky= Cannot be spelt correctly using the usual representation of sound eg '**is**' will be pronounced but not spelt **'iz**'

Year 1 Words to learn

ask	full	little	people	today	Monday	zero	
asked	here	looked	pull	want	Tuesday	one	eleven
called	house	love	push	were	Wednesday	two	twelve
come	1'11	Mr	put	what	Thursday	three	thirteen
does	l'm	Mrs	says	when	Friday	four	fourteen
eye(s)	it's	once	school	where	Saturday	five	fifteen
friend		our	some	who	Sunday	six	sixteen
			their	why		seven	seventeen
			there	your		eight	eighteen
			these			nine	nineteen
						ten	twenty

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

Contractions:

ľm	it's	he's	she's	you 're	they're	isn't	can't	didn't	don't	doesn't
l am	it is	he is	she is	you are	they are	is not	can not	did not	do not	does not

1'11	he'll	she'll	we'll	you'll	they'll	it'll	won't
l will	he will	she will	we will	you will	they will	it will	will not
I shall							

wouldn't	couldn't	shouldn't	aren't	hasn't	haven't	wasn't	weren't	
would	could	should	are not	has not	have	was	were	
not	not	not			not	not	not	

Year 3 Words to learn

address	decide	famous	imagine	particular	straight
answer	describe	favourite	interest	peculiar	strange
appear	different	February	length	popular	strength
arrive	disappear	group	library	promise	surprise
believe	eight/ eighth	guard	material	purpose	therefore
caught	enough	heard	natural	question	thought
century	exercise	heart	notice	remember	through
consider	experience	height	opposite	separate	various
continue	extreme	history	ordinary		weight

Year 4 Words to learn

accident(ally)	centre	experiment	knowledge	perhaps	sentence
actual(ly)	certain	forward(s)	league	position	special
bicycle	circle	fr∪it	learn	possible	straight
breath	complete	grammar	medicine	potatoes	suppose
breathe	difficult	guide	minute	probably	though/ although
build	disappoint	important	naughty	quarter	usually
busy/business	early	increase	occasion(ally)	reign	woman/ women
calendar	earth	island	often	regular	

Year 5 Words to learn

				ا
accommodate	competition	explanation	necessary	secretary
according	conscious	foreign	nuisance	signature
aggressive	convenience	frequently	occur	soldier
ancient	criticise (critic + ise)	guarantee	parliament	sufficient
appreciate	desperate	hindrance	physical	symbol
available	develop	immediate (ly)	privilege	temperature
awkward	disastrous	interfere	queue	twelfth
bruise	environment	language	recommend	vegetable
cemetery	especially	lightning	restaurant	yacht
communicate	excellent	mischievous	rhythm	

Year 6 Words to learn

accompany	community	exaggerate	marvellous	rhythm
achieve	conscious	existence	muscle	sacrifice
amateur	controversy	familiar	neighbour	shoulder
apparent	correspond	foreign	оссиру	sincere (ly)
apparent	curiosity	forty	persuade	stomach
attached	definite	government	profession	sufficient
average	determined	harass	pronunciation	suggest
bargain	dictionary	identity	recognise	system
category	embarrass	individual	relevant	thorough
committee	equip (-ped, -ment)	leisure	rhyme	vehicle

Spelling Strategies

Pyramid Writing	Rainbow writing	Create a mnemonic
bec beca becau becaus because	Write the word over and over again using different colours.	rhythm Rhythm Helps Your Two Hips Move.
Sound Buttons	Underline the tricky part	Look, Say, Cover, Write, Check
Suppose	sep <u>a</u> rate	Look at the word
	library	Say it out loud Cover it up Write it
**Note, this may not work for words you cannot 'sound out'	n <u>augh</u> ty	Check whether it is spelt correctly

Reception Spelling Patterns and Rules

Children are taught to use phonics to support spelling and to 'sound out the words.'

Most words should be spelled using children's phonic knowledge, with the children 'sounding out' the words and using the graphemes (spelling) that they have learned to represent the sounds. This means that they may not appear to be spelled correctly. In Reception, children are taught at least one grapheme for each phoneme (sound) as shown on the phonics chart.

Children 'sound out' words by breaking them down into their phonemes, e.g. 'car' is 'car', dog is 'd-o-g' and chicken is 'ch-i-ck-e-n'. In some words, sounding out will result in words being spelled correctly, as in the examples above. In others, children may use graphemes that are appropriate but not the correct spelling- for instance 'bone' as 'boa-n' or 'happy' as 'h-a-pp-ee'. We encourage children to spell words using their phonic knowledge, so they have an independent strategy for spelling.

Year 1 Spelling Patterns and Rules

Having learnt at least one way to represent each sound, the children in Year 1 are taught that **the same sounds can be made by different groups of letters**, for example: oy and oi (as in 'toy' and 'coin') and will be taught alternate spellings for known sounds. They will also look at how **the same groups of letters can make different sounds**, for example: ea in 'bead' and 'bread'. In addition they will be taught the following:

- Use of split digraphs for long vowel sounds eg o_e as in 'rope'; a_e as in 'tape';
- Words ending -y sounding 'ee' eg happy, family
- New consonant spellings ph and wh eg elephant, wheel,
- Using k for the /k/ sound before e eg skin, sketch
- Adding the prefix –un eg unfair, unhappy
- Compound words eg football, farmyard, bedroom
- Words ending ff, ck, zz, II, ss such as 'fluff', 'luck', 'buzz', 'fill' and 'kiss'
- Words ending 'nk 'such as 'bunk' and 'sink
- Words with tch pattern eg fetch, kitchen
- Words ending with 'v' sound spelled with -ve eg have, drive
- Adding s and es to words (plural of nouns and the third person singular of verbs) eg run/runs; fox foxes; catch catches
- Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word eg hunting, hunted, hunter
- Adding –er and –est to adjectives where no change is needed to the root word eg quicker, quickest

Year 2 Spelling Patterns and Rules

- /dj/ sound spelt as -ge and -dge and 'g' before e,i,y eg edge, age, huge, giant, magic
- 's' sound spelt with c before e, i and y eg race, city
- 'R' sound spelt wr at the beginning of words eg write, wrong
- Silent letters k, g and w at the beginning of words eg 'knock', 'know' and 'write'
- Words ending -le, -el, -al and il eg 'apple', middle, 'tunnel', 'animal', 'pencil'
- The /ai/ sound spelt -y at the end of words eg cry, reply
- The /ee/ sound at the end of a word spelt ey (donkey, monkey)
- The /3/ sound spelt 's' as in treasure, television, usual
- Verbs ending y which then changes to ies and ied eg 'copy', 'copies' and 'copied'
- Dropping the e off the end of a word when adding -ing, -ed, -er as in 'hiking', 'hiked' and 'hiker'
- Words which need a consonant to be doubled before adding -ing, -ed (as in 'pat', 'patting', 'patted')
- Unusual uses of vowels, such as 'o' being used for the 'u' sound ('other') and 'a' being used for the 'or' sound ('warm')
- Words containing suffixes (groups of letters added to the end of a word) including -ly, ment, -ful, -ness and -less
- Words where apostrophes are used to show contractions, eg 'do not' changing to 'don't'; can not to can't
- The possessive apostrophe (singular nouns) eg Megan's hair; the child's toy; the man's trousers
- Words ending -tion eg 'fiction', station
- Homophones (pairs of words that sound the same but are spelt differently) eg hear/here; their/there; son/sun; blue/blew)

Year 3 Spelling Patterns and Rules

- Adding suffixes such as -er, -ing to verbs, eg 'beginner' -'beginning'; forgetting forgotton
- Words containing 'y' where it sounds like 'i', eg 'myth' and 'gym'
- Words containing 'ou' where it sounds like 'u' eg 'young' and 'touch'
- Spell works with the 'ay' sound spelt 'eigh' or 'ey' eg eight, they, weight
- Words containing prefixes (groups of letters added to the start of a word) such as un, mis-, dis-, in, re-, pre-
- Words containing suffixes (groups of letters added to the end of each word) such as -ly
- Words ending -sure and -ture (eg 'measure' and 'creature')
- Words ending sounding like 'zhun' -sion eg division, decision
- Words containing ch where it sounds like 'sh' or 'k' (such as 'chef' and 'scheme')
- Words ending -sure and -ture (eg 'measure' and 'creature')
- Homophones (pairs of words that sound the same but are spelled differently) eg: knot/not; break/brake; who's/whose)

Year 4 Spelling Patterns and Rules

- Adding -er, -ing to words of more than one syllable for example: 'beginner' and 'beginning'; prefer-preferred
- Apply knowledge of prefixes (groups of letters added to the start of a word) such as mis-, dis-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- eg disappoint, mislead, illegal, immature, irregular
- Words containing suffixes (groups of letters added to the end of each word) such as ation, -ly eg organisation, usually, completely
- Words using **sc** sounding **s** eg science, crescent, fascinate
- Words using **ch** sounding **k** eg choir, chemist
- Words ending -sion, -tion, -ssion, -cian (such as 'confusion', 'rejection', 'permission' and 'musician')
- Words ending -ous (eg 'dangerous' and 'courageous')
- Words ending -gue and -que (such as 'league' and 'antique')
- Homophones (pairs of words that sound the same but are spelled differently, for example: ball/bawl; fair/fare; main/mane; weather/whether)

Year 5 Spelling Rules

- Words ending -cious and -tious such as 'delicious' and 'superstitious'
- Words ending -cial and -tial such as 'special' and 'partial'
- Words ending -ant, -ance and -ancy such as 'hesitant', 'hesitance' and 'hesitancy'
- Words ending -ent, -ence and -ency such as 'patient', 'patience' and 'frequency'
- Words ending -able / -ably and -ible / -ibly such as 'comfortable' / 'comfortably' and 'horrible' / 'horribly'
- Words containing ough and looking at the different sounds in different words, for example: 'enough', 'through', 'although', 'plough'
- Silent letters in words which cannot be detected in pronunciation eg 'doubt', 'thistle' and 'solemn'
- Homophones (words which sound the same but are spelled differently) and other words that are confused for example: 'practice'/ 'practise'; heard/herd; serial/cereal; allowed/aloud

Year 6 Spelling Rules

- Adding -ing / -ed to words ending -fer, for example: prefer, preferring and preferred
- Use of the hyphen, for example: 'co-ordinate', 're-enter'
- Words containing ei, after c eg 'ceiling', deceive, receive and exceptions eg protein, seize
- Homophones (words which sound the same but are spelled differently) and other words that are often confused for example: principle/ principal; guessed/guest; advice/advise; precede/proceed