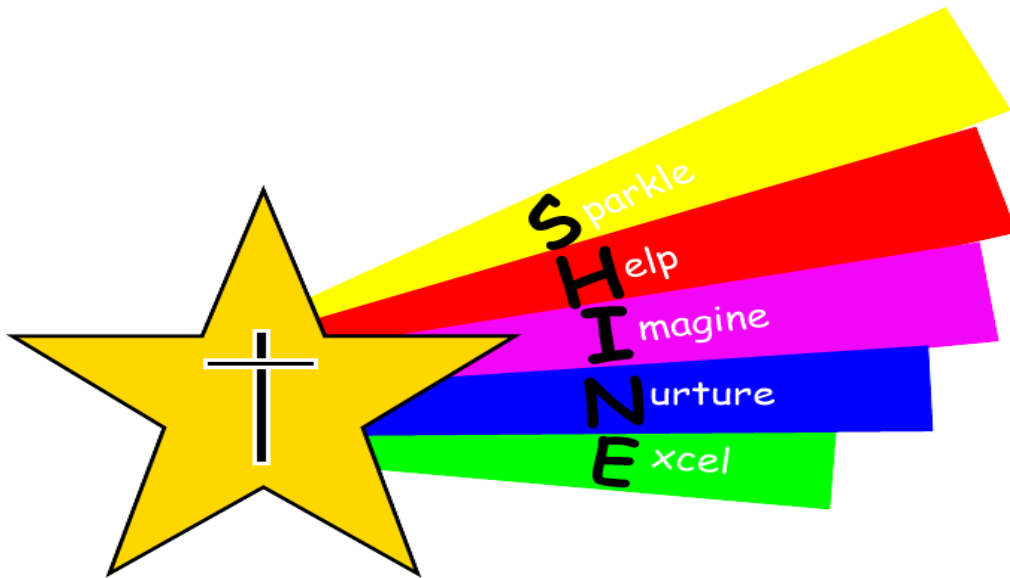


'Sparkle, Help, Imagine, Nurture, Excel



'Sparkle, Help, Imagine, Nurture, Excel



Spelling Words

SPELLING SUPPORT PACK FOR PARENTS

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Why is Spelling Valued at Minety Primary School?

Spelling is a key part of becoming a successful writer. We at Minety value the teaching and learning of spelling since it ...

- *Helps children to write more fluently, dedicating more of their energies towards creative writing (rather than the mechanical process of spelling)*
- *Gives our learners strategies to attempt to encounter unfamiliar words, enriching their vocabulary*
- *Gives children opportunity to investigate and understand the true meaning of words*
- *Develops confident writers*
- *Supports children with dyslexic tendencies*

RECEPTION CHILDREN NEED TO KNOW HOW TO:

*Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. Children do this by segmenting spoken words (“sound talking”) before choosing graphemes (alphabet letters) to represent the sounds.

YEAR ONE CHILDREN NEED TO KNOW HOW TO:

*Spell new words using phonics

*Consolidate their knowledge of segmenting sounds into their individual letters in order to spell them correctly.

*Revise and extend knowledge of words with adjacent consonants e.g. br as in b-r-u-sh

*Revise and extend knowledge of consonant digraphs taught in year R e.g. sh, ch, wh, ph etc.

*Revise and extend knowledge of vowel digraphs (e.g.s ee, ea) e.g. recognising that a long *a* sound could be spelt as *ae, a, ai, ay a-e*

* Revise and extend knowledge of trigraphs *ear* as *bear, pear, wear* can also be sounded as *ear, hear, beard etc.*

*Use knowledge of common word endings in spelling, such as plurals *ly* and *er*

*Read and spell two-syllable and three syllable words

*Spell compound words such as football, bedroom etc..

YEAR TWO CHILDREN NEED TO KNOW HOW TO:

*Revise and extend common word endings and use of double letters.

*Use basic rules for changing the spelling of nouns when s is added e.g. *brush(es), pencil(s)*

*To revise and extend compound words e.g. *motor + cycle = motorcycle*

*Silent letters such as *k* and *g* e.g. *knock, know, knee, gnat, gnaw*

**r* sound spelt as *wr* e.g. *write, wrong, written, wrap, wrote*

**S* sound spelt as *c* before *e, i* and *y*

**l* sound is spelt as *le* at the end of words e.g. *table, apple, bottle, little*

*The knowledge of endings or suffixes are revised and extended e.g. *ly, ness, ful, ment, less, tion*

*Words change when *er* and *est* are added on to the end.

*The possessive apostrophe is taught e.g. *Megan's, the girl's, the man's,*

*Homophones & near homophones are taught e.g. *there/their, quite/quiet*

*How words change when *y* is added on the end

BY THE END OF RECEPTION, YOUR CHILD SHOULD BE AIMING TO SPELL (AND READ) **ALL** OF THESE WORDS:

<i>a</i>	<i>an</i>	<i>as</i>	<i>at</i>	<i>if</i>	<i>in</i>
<i>is</i>	<i>it</i>	<i>of</i>	<i>off</i>	<i>on</i>	<i>can</i>
<i>dad</i>	<i>had</i>	<i>back</i>	<i>and</i>	<i>get</i>	<i>big</i>
<i>him</i>	<i>his</i>	<i>not</i>	<i>got</i>	<i>up</i>	<i>mum</i>
<i>but</i>	<i>put</i>	<i>will</i>	<i>that</i>	<i>this</i>	<i>then</i>
<i>them</i>	<i>with</i>	<i>see</i>	<i>for</i>	<i>now</i>	<i>down</i>
<i>look</i>	<i>too</i>	<i>the</i>	<i>to</i>	<i>I</i>	<i>no</i>
<i>go</i>	<i>into</i>	<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>				

....and for those looking for a challenge:

<i>went</i>	<i>it's</i>	<i>from</i>	<i>children</i>	<i>just</i>	<i>help</i>
<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>out</i>
<i>when</i>	<i>what</i>	<i>why</i>	<i>who</i>	<i>which</i>	<i>whose</i>

For the words they cannot spell, why not turn these words into flash cards and place them around the house for your child to spell regularly.

Remember also to revise the words once a half-term just to check they have retained the correct spellings for them all.

BY THE END OF YEAR 2 (KS1), YOUR CHILD SHOULD BE AIMING TO SPELL (AND READ) ALL OF THESE WORDS:

Why not check that your child can spell these words and let them colour in the bricks on the wall if they are successful?

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

BY THE END OF YEAR 2 (KS1), YOUR CHILD SHOULD BE AIMING TO SPELL (AND READ) **ALL** OF THESE WORDS:

Why not check that your child can spell these words and let them colour in the bricks on the wall if they are successful?

<i>sun</i>	<i>across</i>	<i>gone</i>	<i>hard</i>	<i>floppy</i>	<i>really</i>
<i>wind</i>	<i>wish</i>	<i>eggs</i>	<i>once</i>	<i>please</i>	<i>thing</i>
<i>stopped</i>	<i>ever</i>	<i>miss</i>	<i>most</i>	<i>cold</i>	<i>park</i>
<i>lived</i>	<i>birds</i>	<i>duck</i>	<i>horse</i>	<i>rabbit</i>	<i>white</i>
<i>coming</i>	<i>he's</i>	<i>river</i>	<i>liked</i>	<i>giant</i>	<i>looks</i>
<i>use</i>	<i>along</i>	<i>plants</i>	<i>dragon</i>	<i>pulled</i>	<i>we're</i>
<i>fly</i>	<i>grow</i>	<i>running</i>	<i>swimming</i>	<i>tapped</i>	<i>stopped</i>

WEBSITES WE RECOMMEND

FOR

INFANTS (YEARS RECEPTION TO YEAR 2)

Online word searches focussing on words with key sounds.

<http://www.ictgames.com/hybrid.html>

A huge variety of spelling games to keep you sharp.

<http://www.ictgame.com/literacy.html>

BBC Bitesize activities aimed at practising a range of KS1 spelling techniques.

<http://www.bbc.co.uk/schools/ks1bitesize/literacy>

A variety of games suitable for up to Year 2. Includes "Print out" worksheets for pen and paper practice. <http://www.bbc.co.uk/schools/wordsandpictures>

SPELLADROME -from the makers of Mathsletics. This requires the purchase of an individual licence. www.spelladrome.co.uk

SPELLING CITY – requires registration but many features are available without purchase. Customers can pay to upgrade and access the full portfolio of activities offered by this American site. www.spellingcity.com

SPELLING IN THE LOWER JUNIOR AGE GROUP – KS 2 (YRS 3 TO 4)

YEAR 3 & 4 CHILDREN NEED TO KNOW HOW TO:

- *Revise and extend their knowledge of how the spelling of verbs change when “ing” is added e.g. *shop - shopping*
- *Revise and extend their knowledge of using the spelling pattern “le”
- *Spell prefixes correctly e.g. *dis, mis, in, re, sub, inter, super, anti, auto*
- *Use their knowledge of prefixes to generate new words from root words e.g. prefix and root = new word: *dis + establish = disestablish*
- *Revise and extend their knowledge of suffixes e.g. *al, ary, ic, ship, hood*
- *Use and spell the suffix *ation* correctly
- *Revise and use the suffix *sion* correctly
- * Spell adverbs with *ly* correctly *sadly, completely* and know the exceptions *happily, angrily*, with the *ily* ending along with words that end in *ic* change to *basically, frantically, dramatically*
- *Words with the k sound originating from Greek are spelt ch e.g. *chemist*
- *Learn how to use the possessive apostrophe with plural words e.g. *girls’, boys’* but Cyprus would become *Cyprus’s* as singular.
- *To spell irregular tense changes e.g. *are – were*
- *Investigate and link the ways in which nouns and adjectives can be made into verbs by the use of suffixes *ate & ify* e.g. *simple – simplify, pollen – pollinate*
- *Investigate what happens to words ending in *f* when suffixes are added e.g. *shelf – shelves*
- *To distinguish the two forms of **its** (possessive no apostrophe) and **it’s** (contracted *it is*) and to use these accurately in own writing
- *To understand how diminutives are formed i.e. *-ish* changes the original word to take on a slightly lesser strength e.g. *mannish, boyish*

BY THE END OF YEAR 4 (Lower Juniors), YOUR CHILD SHOULD BE AIMING TO SPELL (AND READ) **ALL** OF THESE WORDS:

<i>accident</i>	<i>accidentally</i>	<i>actually</i>	<i>address</i>	<i>answer</i>	<i>appear</i>
<i>arrive</i>	<i>believe</i>	<i>bicycle</i>	<i>breath</i>	<i>breathe</i>	<i>build</i>
<i>busy</i>	<i>business</i>	<i>calendar</i>	<i>caught</i>	<i>centre</i>	<i>century</i>
<i>certain</i>	<i>circle</i>	<i>complete</i>	<i>consider</i>	<i>continue</i>	<i>decide</i>
<i>describe</i>	<i>different</i>	<i>difficult</i>	<i>disappear</i>	<i>early</i>	<i>earth</i>
<i>eight</i>	<i>eighth</i>	<i>enough</i>	<i>exercise</i>	<i>experience</i>	<i>experiment</i>
<i>extreme</i>	<i>famous</i>	<i>favourite</i>	<i>February</i>	<i>forward</i>	<i>forwards</i>
<i>fruit</i>	<i>grammar</i>	<i>group</i>	<i>guard</i>	<i>guide</i>	<i>heard</i>
<i>heart</i>	<i>height</i>	<i>history</i>	<i>imagine</i>	<i>increase</i>	<i>important</i>
<i>interest</i>	<i>knowledge</i>	<i>island</i>	<i>learn</i>	<i>length</i>	<i>library</i>
<i>material</i>	<i>medicine</i>	<i>mention</i>	<i>minute</i>	<i>natural</i>	<i>naughty</i>
<i>notice</i>	<i>occasionally</i>	<i>occasion</i>	<i>often</i>	<i>opposite</i>	<i>ordinary</i>
<i>peculiar</i>	<i>particular</i>	<i>peculiar</i>	<i>perhaps</i>	<i>popular</i>	<i>position</i>
<i>possess</i>	<i>possession</i>	<i>possible</i>	<i>potatoes</i>	<i>pressure</i>	<i>probably</i>
<i>purpose</i>	<i>quarter</i>	<i>question</i>	<i>recent</i>	<i>regular</i>	<i>reign</i>
<i>sentence</i>	<i>remember</i>	<i>separate</i>	<i>special</i>	<i>straight</i>	<i>strange</i>
<i>strength</i>	<i>suppose</i>	<i>surprise</i>	<i>therefore</i>	<i>though</i>	<i>although</i>
<i>thought</i>	<i>through</i>	<i>various</i>	<i>weight</i>	<i>woman</i>	<i>women</i>

SPELLING IN THE UPPER JUNIOR AGE GROUP – KS2 (YRS 5 TO 6)

YEAR 5 & 6 CHILDREN NEED TO KNOW HOW TO:

- *Pluralisation – adding *s, es, f, ves, y, ies*
- *Review and extend knowledge of prefixes – *auto, circum, trans, tele*
- *Spell patterns of consonants correctly and formulate rules e.g. *ll* in *full* becomes *l* when used as a suffix (at the end of a word).
- *Recognise and spell the suffix *cian* correctly e.g. *magician*
- *Spell unstressed (hard to hear) vowels in polysyllabic words
- *Revise and extend knowledge of prefixes e.g. *im-, ir-, il-, pro- and sus-*
- *Correctly spell endings –*cious, tious* as in *gracious, cautious, ambitious*
- *Correctly spell ending – *cial* e.g. *official, special*
- *Word endings *ant* and *ent* often **but not always** become *ency* or *ancy* in related endings e.g. *decent – decency, hesitant – hesitancy*
- *Correctly spell *ible* and *able* endings – often become *ably* and *ibly* e.g. *adorable – adorably, legible – legibly*
- *Use of the hyphen e.g. *co-own, co-ordinate*
- *Use the rule *i* before *e* unless after *c* e.g. *conceive*
- *Spell the tricky *ough* variation e.g. *bought, rough, though, thorough, bough*
- *Homophones that are often confused *advice-advise, device-devise, practise-practice, licence-license, prophecy-prophecy, father-further, guessed-guest, morning-mourning, past-passed, precede-proceed, principal-principle, profit-prophet, steal-steel, wary-weary, who's-whose*

BY THE END OF YEAR 6 (Upper Juniors), YOUR CHILD SHOULD BE AIMING TO SPELL (AND READ) **ALL** OF THESE WORDS:

<i>accommodate</i>	<i>accompany</i>	<i>according</i>	<i>achieve</i>	<i>aggressive</i>
<i>appreciate</i>	<i>apparent</i>	<i>ancient</i>	<i>attach</i>	<i>attached</i>
<i>available</i>	<i>average</i>	<i>awkward</i>	<i>bargain</i>	<i>avail</i>
<i>amateur</i>	<i>committee</i>	<i>cemetery</i>	<i>bruise</i>	<i>conscience</i>
<i>community</i>	<i>competition</i>	<i>category</i>	<i>critic</i>	<i>conscious</i>
<i>communicate</i>	<i>controversy</i>	<i>convenience</i>	<i>correspond</i>	<i>criticise</i>
<i>curiosity</i>	<i>definite</i>	<i>desperate</i>	<i>determined</i>	<i>develop</i>
<i>dictionary</i>	<i>disastrous</i>	<i>embarrass</i>	<i>environment</i>	<i>equip</i>
<i>equipped</i>	<i>equipment</i>	<i>especially</i>	<i>exaggerate</i>	<i>excellent</i>
<i>existence</i>	<i>explanation</i>	<i>familiar</i>	<i>foreign</i>	<i>forty</i>
<i>frequently</i>	<i>government</i>	<i>guarantee</i>	<i>harass</i>	<i>hindrance</i>
<i>identity</i>	<i>immediate</i>	<i>immediately</i>	<i>individual</i>	<i>interfere</i>
<i>interrupt</i>	<i>language</i>	<i>leisure</i>	<i>lightning</i>	<i>marvellous</i>
<i>mischievous</i>	<i>muscle</i>	<i>necessary</i>	<i>neighbour</i>	<i>nuisance</i>
<i>occupy</i>	<i>occur</i>	<i>opportunity</i>	<i>parliament</i>	<i>persuade</i>
<i>physical</i>	<i>prejudice</i>	<i>privilege</i>	<i>profession</i>	<i>programme</i>
<i>pronunciation</i>	<i>queue</i>	<i>recognise</i>	<i>recommend</i>	<i>relevant</i>
<i>restaurant</i>	<i>rhyme</i>	<i>rhythm</i>	<i>sacrifice</i>	<i>secretary</i>
<i>shoulder</i>	<i>signature</i>	<i>sincere</i>	<i>sincerely</i>	<i>soldier</i>
<i>stomach</i>	<i>sufficient</i>	<i>suggest</i>	<i>symbol</i>	<i>system</i>
<i>temperature</i>	<i>thorough</i>	<i>twelfth</i>	<i>variety</i>	<i>vegetable</i>
<i>vehicle</i>	<i>yacht</i>			

YEAR 6 SATS SPELLING WORDS BASED ON PREVIOUS TESTS

PLURALS (Add s)	PLURALS Y to i + es	SUPERLATIVES	LY WORDS	C MAKES S
<i>attempts</i>	<i>bodies</i>	<i>biggest</i>	<i>actually</i>	<i>audience</i>
<i>carriages</i>	<i>cities</i>	<i>largest</i>	<i>approximately</i>	<i>centre</i>
<i>castles</i>	<i>families</i>	<i>nastiest</i>	<i>carefully</i>	<i>century</i>
<i>creature(s)</i>		<i>tallest</i>	<i>extremely</i>	<i>excellent</i>
<i>engines</i>		<i>widest</i>	<i>frequently</i>	<i>exciting</i>
<i>foundations</i>	VERB ENDINGS Double last letter add ing	VERB ENDINGS Change y to an i and add ed	<i>generally</i>	<i>necessary</i>
<i>hedges</i>	<i>beginning</i>	<i>carried</i>	<i>gently</i>	<i>notice</i>
<i>materials</i>	<i>planning</i>	<i>qualified</i>	<i>gingerly</i>	<i>silence</i>
<i>pieces</i>	<i>stopping</i>	<i>satisfied</i>	<i>gradually</i>	
<i>selects</i>	<i>swimming</i>	VERB ENDINGS Double letter add ed	<i>highly</i>	
<i>stripes</i>		<i>grabbed</i>	<i>importantly</i>	
<i>structures</i>		<i>occurred</i>	<i>particularly</i>	
<i>visitors</i>		<i>planned</i>	<i>perfectly</i>	
		<i>slipped</i>	<i>physically</i>	
		<i>stopped</i>	<i>smoothly</i>	
		<i>trapped</i>	<i>thoroughly</i>	

VERB ENDINGS Ing	VERB ENDINGS Drop e add ing	VERB ENDINGS ed	VERB ENDINGS Just add d	I Before E
<i>according</i>	<i>challenging</i>	<i>absorbed</i>	<i>arrived</i>	<i>believe</i>
<i>building</i>	<i>escaping</i>	<i>camped</i>	<i>disguised</i>	<i>pierce</i>
<i>climbing</i>	<i>exciting</i>	<i>delivered</i>	<i>excited</i>	VERB ENDINGS ed Cont. 2
<i>extinguishing</i>	<i>including</i>	<i>designed</i>	<i>illuminated</i>	
<i>fighting</i>	<i>moving</i>	<i>developed</i>	<i>injured</i>	<i>transformed</i>
<i>gleaming</i>	<i>raising</i>	<i>disappeared</i>	<i>involved</i>	<i>transported</i>
<i>interesting</i>	<i>wrestling</i>	<i>disturbed</i>	<i>judged</i>	<i>uncoiled</i>
<i>sprawling</i>		<i>echoed</i>	<i>released</i>	
<i>spreading</i>		<i>finished</i>	<i>replaced</i>	
<i>vanishing</i>		<i>rehearsed</i>	<i>required</i>	
		<i>remained</i>		
		<i>stretched</i>		

YEAR 6 SATS SPELLING WORDS BASED ON PREVIOUS TESTS

PREFIXES	DOUBLE LETTERS	SILENT LETTER	TION SOUND	OTHER WORDS
<i>advertise</i>	<i>apprehensive</i>	<i>castles</i>	<i>completion</i>	<i>amongst</i>
<i>almost</i>	<i>common</i>	<i>climbing</i>	<i>destination</i>	<i>anchors</i>
<i>believe</i>	<i>different</i>	<i>designed</i>	<i>direction</i>	<i>audience</i>
<i>destructive</i>	<i>difficult</i>	<i>environment</i>	<i>foundations</i>	<i>aware</i>
<i>engines</i>	<i>excellent</i>	<i>hedges</i>	<i>generation</i>	<i>between</i>
<i>disappeared</i>	<i>follow</i>	<i>interesting</i>	<i>invention</i>	<i>breeze</i>
<i>disturbed</i>	<i>million</i>	<i>knowledge</i>	<i>pollution</i>	<i>capable</i>
<i>encounter</i>	<i>opposite</i>	<i>known</i>	<i>question</i>	<i>change</i>
<i>encourage</i>	<i>passenger</i>	<i>participate</i>	<i>gradually</i>	<i>complete</i>
<i>ensure</i>	<i>pollution</i>	<i>should</i>	<i>highly</i>	<i>crawl</i>
<i>important</i>	<i>press</i>	<i>strength</i>	<i>importantly</i>	<i>crept</i>
<i>injured</i>	<i>slippery</i>	<i>stretched</i>	<i>particularly</i>	<i>first</i>
<i>inspecting</i>	<i>still</i>	<i>surprise</i>	<i>perfectly</i>	<i>future</i>
<i>invention</i>	<i>successful</i>	<i>wrestling</i>	<i>physically</i>	<i>journey</i>
<i>involved</i>	<i>sunny</i>	AL WORDS	<i>smoothly</i>	<i>moment</i>
<i>preserve</i>	SUFFIXES	<i>digital</i>	<i>thoroughly</i>	<i>most</i>
<i>prevent</i>	<i>beautiful</i>	<i>festival</i>	EE SOUND	<i>mysterious</i>
<i>produce</i>	<i>carefully</i>	<i>individual</i>	<i>accuracy</i>	<i>perform</i>
<i>together</i>	<i>colourful</i>	<i>original</i>	<i>emergency</i>	<i>press</i>
<i>transformed</i>	<i>effortless</i>	<i>special</i>	<i>noisy</i>	<i>purpose</i>
<i>transported</i>	<i>hopeful</i>	HOMOPHONES	<i>ready</i>	<i>realistic</i>
<i>uncoiled</i>	<i>regardless</i>	<i>heard</i>	<i>sunny</i>	<i>serious</i>
<i>unusual</i>	<i>successful</i>	<i>practice</i>	COMPOUND WORDS	<i>shock</i>
IVE WORDS	<i>wonderful</i>	<i>weight</i>	<i>countryside</i>	<i>silence</i>
<i>apprehensive</i>		<i>where</i>	<i>headquarters</i>	<i>sneeze</i>
<i>destructive</i>			<i>themselves</i>	<i>symbol</i>
<i>expensive</i>			<i>throughout</i>	<i>technique</i>
				<i>top</i>
				<i>tumble</i>

WEBSITES WE RECOMMEND FOR KEY STAGE 2

KEY STAGE 2 WEBSITES

SPELLADROME -from the makers of Mathsletics. This requires the purchase of an individual licence. www.spelladrome.co.uk

SPELLING CITY – requires registration but many features are available without purchase. Customers can pay to upgrade and access the full portfolio of activities offered by this American site. www.spellingcity.com

THE TIMES SPELLING BEE – a whole site full of practice games for all levels <http://www.timespellingbee.co.uk/Training/Default.aspx>

THE SPELLITS. A series of spelling activities taking place within the context of mystery solving, adventures and challenges. <http://www.bbc.co.uk/schools/spellits/index.shtml>

An American site but provides good SATS-style practice for spelling within dictation passages (similar to the Y6 SATs test!) <http://www.learner.org/interactives/spelling/index.html>

SPELLING GAMES TO HELP YOUR CHILD AT HOME

<p style="text-align: center;">TIC-TAC-TOE</p> <p>This game is similar to noughts and crosses but with key words. With two players, each person picks a word that is the most complex in the list and then cover it up. In each space, the child writes the word. They must make a row of three to win.</p> <p>This game encourages children to focus upon words which they find problematic and practise spelling them in a meaningful challenge.</p>	<p style="text-align: center;">SAND, PAPER AND PAINT</p> <p>Using sand, children write with their finger their spellings. This can also be used alongside look, say, cover, write and check. Children can use paint on paper in the same way and write their words with a paint brush or finger instead.</p> <p>This activity reinforces letter shape and common patterns of letters.</p>
<p style="text-align: center;">I SPY WITH MY LITTLE EYE</p> <p>This activity can be used with any child and focuses upon either the first letter of the word (as in the traditional game) or, more complicated, picking a specific pattern for the children to think of</p> <p>e.g “I spy with my little eyes, a word containing –ea- together” Peach? Etc.</p> <p>This game supports children in listening to spelling patterns and thinking of words which would fit the pattern.</p>	<p style="text-align: center;">SPELLAMEDOODLE</p> <p>Using one word, the children draw a picture using the word over and over again to make the lines of their picture. E.g. if the focus word was house, the children might draw a house where the walls and windows are constructed with the word written over and over again.</p> <p>This activity allows children to repeatedly write the word and is basically the same as Look, say, cover, write and check within a more interesting context. Your child must check that the word is spelt accurately each time.</p>
<p style="text-align: center;">HOLDING WORDS TO THE LEFT</p> <p>In learning new words, research has shown that in order to remember spellings, words should be held above and to the left of the child. This allows the brain to process and can therefore recall the word. As your child becomes better at spelling more complex words, they will recall the word – their eyes will avert to the same place as the word was introduced – observing the invisible word.</p>	<p style="text-align: center;">NUMBER PLATES</p> <p>A game similar to COUNTDOWN. On a car journey, observe the number plates of cars:</p> <p style="text-align: center;">DG72 TRC</p> <p>The aim of the game is to take the group of three letters and keeping them in that order, make the longest word possible.</p> <p>From this number plate you could make the following words.</p> <p style="text-align: center;">Track Trace Terrific Tracing</p> <p>The game encourages children to think about words, and may even be able to extend an existing word by adding a prefix or suffix.</p>

<p>COUNTDOWN/CONUNDRUMS The board game can be purchased but this is easy enough to set up yourself at home. From 2 packs of randomly selected vowels and consonants, picks 8 letters in total and beat the clock (you choose the time limit ... but no more than 3 mins) to create the longest correctly spelled word.</p> <p>Jumble up a known word to see if your child can solve the conundrum.</p>	<p>.... AND THE OBVIOUS ONES</p> <p>HANGMAN WORD SEARCHES JUNIOR SCRABBLE BOGGLE LOTTO WORD SNAP</p>
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STEPS TO BECOMING A BETTER SPELLER:

- *Knowing prefixes/suffixes/roots: ex-, -ance, spell.*
- *Knowing related/similar words exude- exuberance.*
- *Applying learnt sounds: ch, sh, i_e (inc. silent letters).*
- *Sounding it out (letters/syllables):*

d-o-g, ex-ube-r-ance
- *Learn spelling rules: "i before c except after e"*
- *Knowing compound words: earache*
- *Memory Hooks: mnemonics or silly sayings*
- *Knowledge from learning other languages: beautiful*
- *Reading and writing with variety, frequently!*