



Supporting Spelling at Home

Overview

As children progress through school, they are encouraged to make increasingly reliable choices in the spelling of words.

From Y2 onwards, children will have specific words to practice based on a progressive scheme designed to support the spelling of the most common words in the English language.

It is important that children are not discouraged from ambitious vocabulary choices in their writing and so, while some spelling may be corrected in their work, selections are made based on the most topic relevant or useful spelling patterns for them to work on.

When children are writing, they are encouraged to put a row of dots under a word they are not sure how to spell and then check this when they have finished rather than interrupting their train of thought.

There is a balance to be struck between encouraging accuracy in spelling and making this something that puts children off writing altogether. However, avoiding spelling correction does not encourage children to spell accurately and can suggest to children that it is not something that matters.

It is also recognised that, for some children, no matter how often they practise, spelling remains a very challenging aspect of literacy. This may mean that other strategies to support them will be needed. If you are concerned, please contact your child's class teacher in the first instance.

Assessment in Spelling

In Key Stage 1, the Little Wandle Phonics Scheme is the primary source of spelling for children to follow based on their phonetic development in reading and writing.

At the point in which they finish this programme (for some children this may be during Key Stage 2), children will learn a range of different words that follow a particular pattern, including common prefixes and suffixes, homophones and also the National Curriculum common exception words which are a statutory requirement. These words do not typically follow any pattern so can be difficult to learn but as part of their writing assessment, are one indicator as to whether the child is working at age-related expectations.

In their bi-annual assessments, children will have a spelling test to complete, the results of which contribute to their overall SPaG score. At Great Chesterford, we also assess spellings in December and July to provide a 'spelling age' following the SWST scheme. This enables teachers to identify particular areas of weakness and address these as needed.

Continuing to refer to phonics can help with the spelling of many of the most commonly used words and making connections with familiar words can help with learning less familiar.

Year 3 and Year 4 Statutory Spellings

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

Year 5 and Year 6 Statutory Spellings

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

Glossary

SPaG: An abbreviation for 'Spelling, Punctuation and Grammar' – sometimes known as GPS (Grammar, Punctuation and Spelling)

Grapheme: A letter or group of letters used to represent a particular phoneme when writing. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.

Phoneme: The smallest unit of sound that can be identified in words.

Ascenders: The part of a lowercase letter that rises above the height of most lowercase letters. The tall parts of b, d, h, k and l are ascenders

Descenders: The part of a lowercase letter that drops below the writing line. The tails of g, j, p, q and y are all descenders. In play, the p and the y have descenders

Mnemonic: A memory aid — something that helps you remember information. To spell 'because -big elephants can always understand small elephants

Glossary (continued)

Digraph: A pair of letters that work together to make one sound (phoneme)

Examples: **sh** in *ship*, **ch** in *chair*, **th** in *that*, **ea** in *team* (vowel digraph)

Trigraph: A group of three letters that work together to make one sound (phoneme)

Examples: **tch** in *match*, **igh** in *light*, **dge** in *bridge*

Prefix: a letter or group of letters that come at the beginning of a word to change the meaning (sometimes making it the opposite). un, im, pre, tele

Suffix: a letter or group of letters that come at the end of a word that either change the meaning of the grammatical function of a word:

joy**ful** - joy is a noun – the feeling of great happiness adding 'ful makes it an adjective e.g. I remembered the joyful song

play**ed** suffix shows past tense of the verb

Strategies for practise

Look, Say, Cover, Write, Check

The most common strategy.

Look: Look first at the whole word. If one part of the word is tricky, look at that in more detail.

Say: Say the word as you look at it using different ways of pronouncing it if that makes it easier to remember.

Cover: Cover the word.

Write: Write it from memory saying the word as you write it.

Check: Look at the correct spelling – if right, try writing it again a few times. If not, start again – which bit of the word was incorrect? Unpick that element to see why.

Trace, copy and replicate – then check.

Similar to the above.

Write the word out on a sheet of paper ensuring correct spelling and that is large enough to trace and say it at the same time. Move next to the trace over the word just written and write it out as you say it.

Turn the page over and write the word as you say it again and then check you have spelt it correctly.

Then, try with more than one word at a time. Once confident, miss out the tracing part.

Quick write

Write the word/words linked to the spelling pattern as many times as possible within a time constraint. Beat the clock – see if you can beat a previous score.

Segmentation Strategy

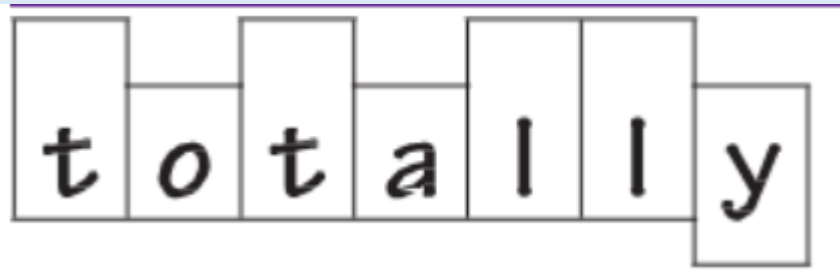
Split the word into its constituent phonemes in the correct order to support spelling e.g.

Sp - ea - king

Draw around the words to show the shape

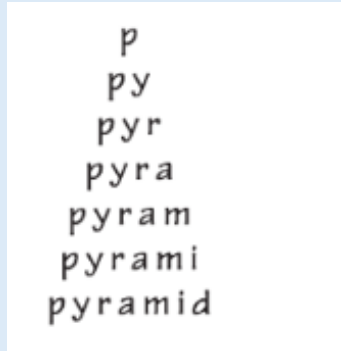
Draw round the words making a clear distinction in size where there are ascenders and descenders.

Observe the shape of the word and the letters in each box. Write the word out trying to make the same shape.



Pyramid Words

This method encourages thinking of each letter separately.



Mnemonic

Create a memorable phrase to remember words e.g. because – big elephants can always understand small elephants

Say the word in a funny or memorable way

Emphasising letters that might be missed in words e.g. Wed-nes-day, inter-esting, the n in environment (don't forget 'Ron') helps to remember the spelling.

Clapping and counting the syllables

Think about how a word might be sung to break it into its constituent parts (syllables) e.g ha-ppi – ness

Missing letters

For common spelling patterns e.g. 'i before e except after c', write the letters at the beginning and end and just focus on the part to be learnt.

f_____ld

This works well when the vowels are the parts that need to be learnt.

Draw an image around the word

(This doesn't work for all spellings)

This aims to make the word memorable. Try to link the meaning to the spelling to make it noticeable.



AI/ Chat GPT

This can be a useful tool to ask for banks of words with the same pattern or for common patterns

Some specific rhymes/ tips that might help

‘When two vowels go out walking, the first one does the talking and usually says its name’.

This can be used for words with a vowel digraph like **team**, **float**, **rain**, **read** (present tense) **tie**, in all of these words the second vowel is silent.

For split digraph words that end in a silent ‘e’ when adding the suffix ‘ing’ the e is dropped
‘Drop the ‘e’ add i-n-g’ e.g. words like make, smile, like, snore – it is also very common for other words that end in ‘e’ such as like believe, assure, create, survive

For CVC (consonant, vowel, consonant) verbs like sit, dig, swim, drop, bat the pattern is to double the last consonant and add ‘ing or ‘ed.

ible/able **nearly** always adding the able suffix when the word makes sense without the suffix e.g. desir**able**, depend**able**, comfort**able** and ‘ible when it isn’t leg**ible**, horrib**le**, poss**ible**. It is also then possible to add ly so ibly/ably for the adverb depending on whether it was ible/able.

Adding 'shun' as a suffix to make a noun (it's never spelt shun!)

If the root word ends in a te – it will be ...tion

educate/educat**ion**, meditate/meditat**ion**, sedate/sedat**ion**

If the root word ends on se or d(e) it will be ...sion

decide/decis**ion**, suspend/ suspens**ion**, revise/ revis**ion**

Shun can also be spelt 'cian as in musician, magician, electrician where the root ends in a 'c'

'OY'

The 'oy' sound at the end of a word is always likely to be 'oy' whereas if it is within a word, it is more likely to be 'oi'

toy/boy/employ/destroy

boiler/point/ foil /soil

Changing a 'y' to an 'i' when adding a suffix

Very common that when adding a suffix to a root word that ends in y that it changes to an 'i' e.g.

Baby/ bab**ies**, family/ famili**es**, spy/ sp**ied** marry/marr**ied**, happy/happ**iest**, chilly/chill**iest**

'i before e except after c'

Check for the letter 'c' first. If the letters come after one, you use the 'ei' spelling rule, regardless of sound.

The 'ie' spelling pattern is used *most* of the time if those letters make the sound 'igh' or 'ee' in a word. Here are some examples:

lie

thief

fiery

niece

The 'ei' spelling pattern is used *most* of the time if those letters make the sound 'ay' in the word. Here are some examples:

vein

weight

neighbour

veil

Understanding Word Families

A single word can have lots of variations in all its different forms, but all of the forms relate to the same meaning so they all belong to the same word family.

Noun: care

Verb: care, cared, cares, caring

Adjective: caring, careful, careless, carefree

Adverb: carefully, carelessly

When adding a prefix/suffix, or sometimes both, the root word will stay the same (although note in 'caring' the rule for dropping the e applies:

Friend

Friendly

Unfriendly

Colour

Colourful

Discolour

Some commonly misspelt homophones and near homophones

THERE



Let's go and play over **there**.

Refers to a place.

THEIR



I like **their** red balloon.

Indicates ownership.

THEY'RE



They're going to play.

Contraction for "they are".

twinkl

To

To is a preposition.

It is used with a destination or verb to show direction.

Two

Two is the number 2.



Too is an adverb.

It means the same as 'in addition to', 'also' or to show an excess of something.

twinkl
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witch

Every witch has wit! A witch's hat must itch!



which

Which asks a question like **what**, **why** and **where**.



'Hour' is a noun.
It is used to count time - a collection of 60 minutes.
This car journey is taking **hours**!



'Our' is a determiner.
It is used to show that something belongs to the speaker and their group.
That is **our** dog Bella.



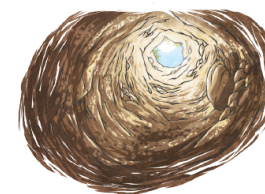
'Here' can be an adverb, noun or an adjective.
It is used to give a specific location.



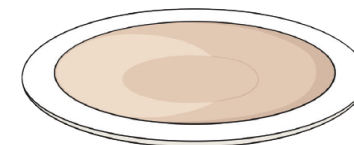
'Hear' is a verb.
The ability to perceive sounds using ears.
It can also be used to state the act of listening to something or paying attention to.



hole and whole



There is a **hole** in the ground.



James ate the **whole** cake!



wear

'wear' is a verb.

It is used for something that is on someone as clothing, decoration or protection. It can also be used for something that is being damaged over time.

where

'where' can be used as an adverb or a conjunction.

It is used to ask questions about a location or to mention the place something is happening.

were

'were' is a verb.

It is the plural past tense form of the verb 'be'.



your

Where's **your** pencil case?

Indicates ownership.

you're

You're my best friend.

Contraction of 'you are'.



Saw

Verb: The past tense of 'see'.

Noun: A sharp tool used for cutting wood or metal.

Example: I saw my friends yesterday.

I used a saw to cut the piece of wood.

Sore

Referring to a painful wound or part of the body.

Example: My legs were sore after running.

Soar



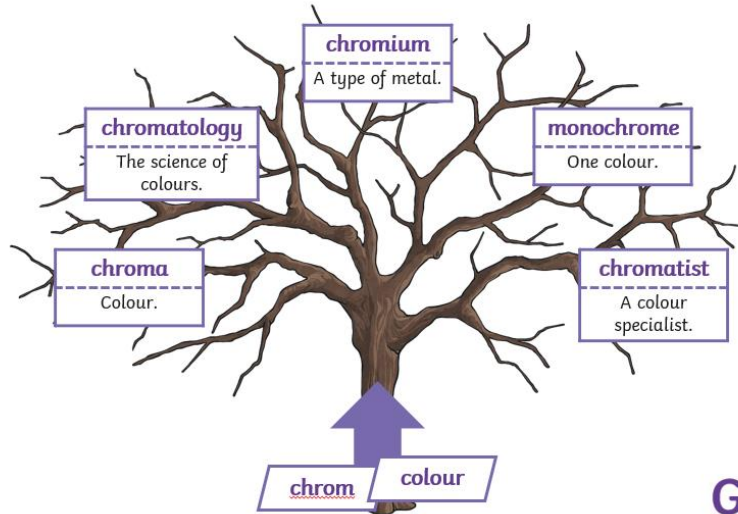
To fly or rise high.

Example: The eagle began to soar above the mountains.

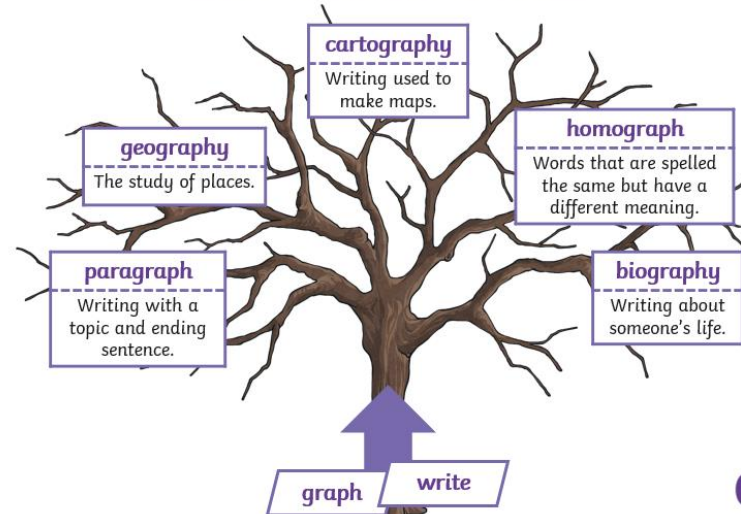


Etymology: Understanding the origins of a word can help to understand how it is spelt. Lots of our words have their origins in other languages. Here are some examples that might be used for older children.

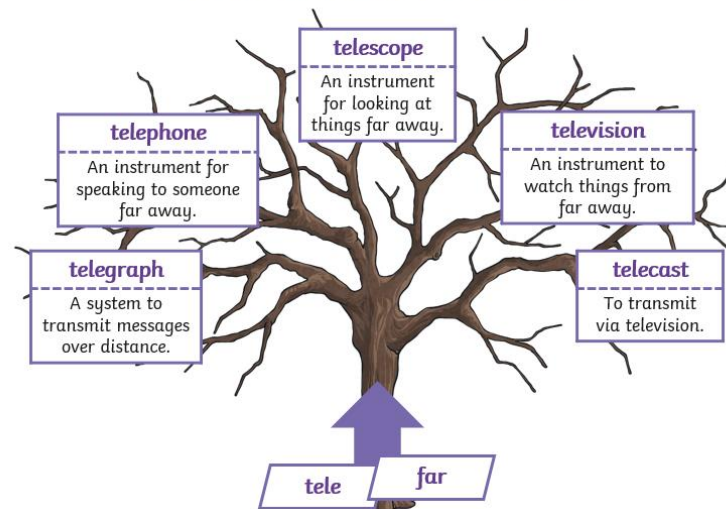
Greek Root Words



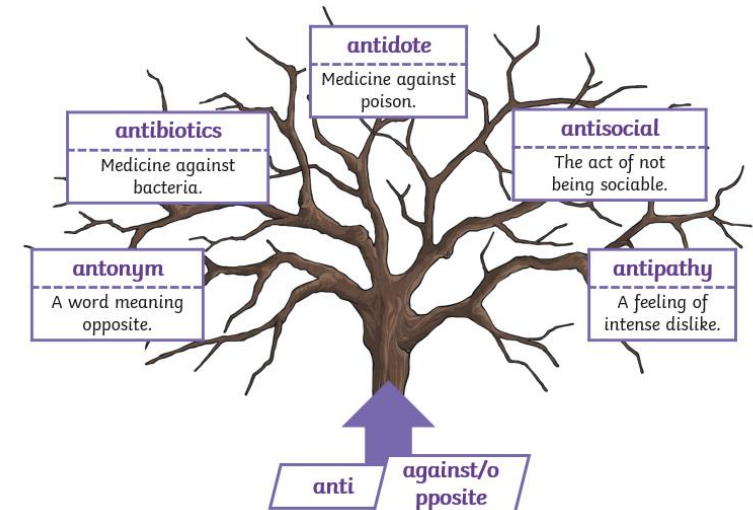
Greek Root Words



Greek Root Words



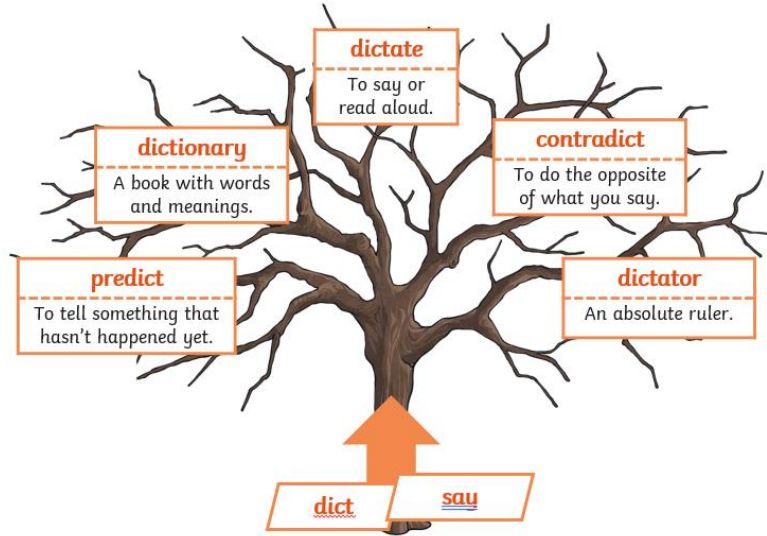
Greek Root Words



Latin Root Words

The diagram features a central brown tree trunk with several branches. At the base of the trunk is a large orange arrow pointing upwards. Below the arrow are two boxes: one with the word 'dict' and the URL 'www.ck12.org', and another with the word 'sau' and the URL 'www.ck12.org'. The branches lead to five boxes, each containing a word derived from the root 'dict' and its definition:

- dictate**: To say or read aloud.
- dictionary**: A book with words and meanings.
- contradict**: To do the opposite of what you say.
- predict**: To tell something that hasn't happened yet.
- dictator**: An absolute ruler.



Latin Root Words

brevity
Short in duration.

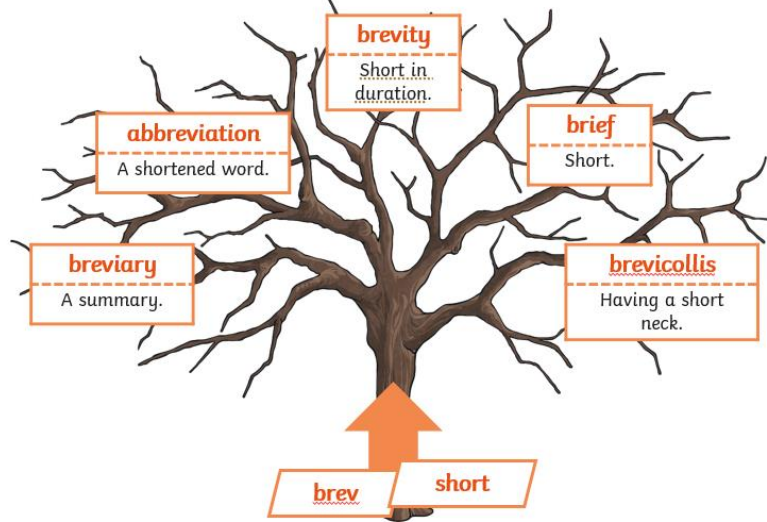
brief
Short.

brevicollis
Having a short neck.

breviary
A summary.

abbreviation
A shortened word.

brev
short



Latin Root Words

pacifier
A rubber item for a baby to suck on.

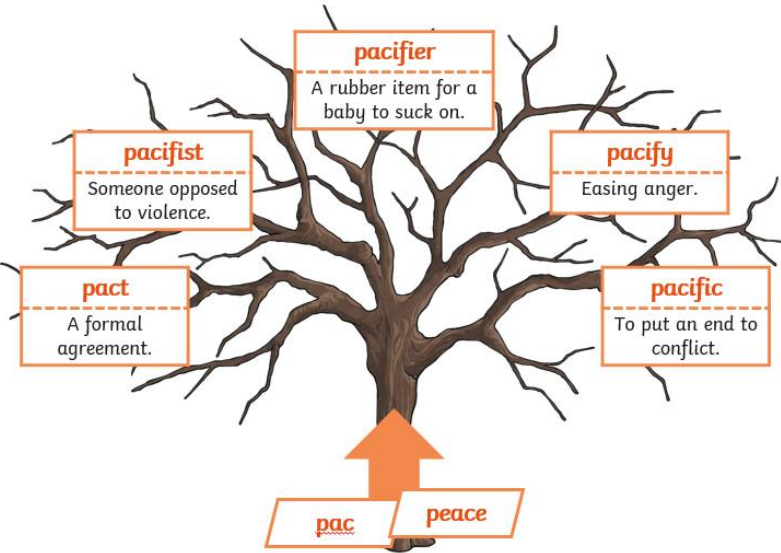
pacifist
Someone opposed to violence.

pact
A formal agreement.

pacify
Easing anger.

pacific
To put an end to conflict.

pac
peace



Latin Root Words

jur swear/law

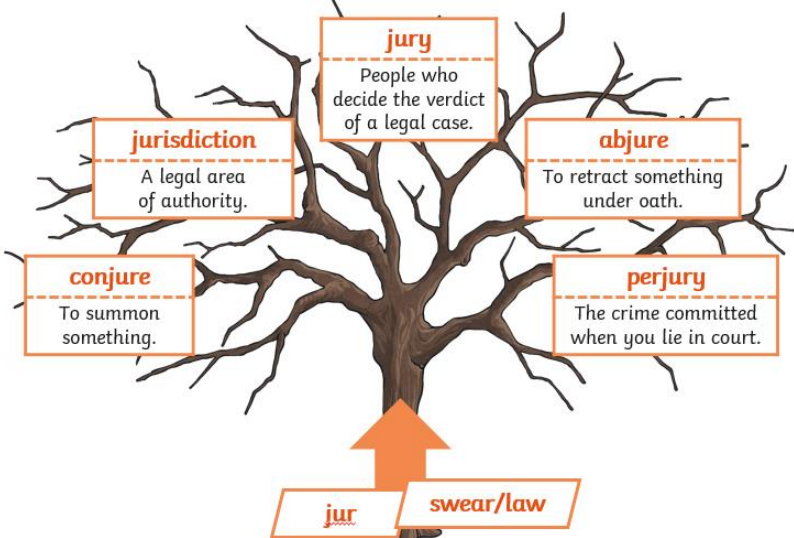
jury
People who decide the verdict of a legal case.

jurisdiction
A legal area of authority.

conjure
To summon something.

abjure
To retract something under oath.

perjury
The crime committed when you lie in court.

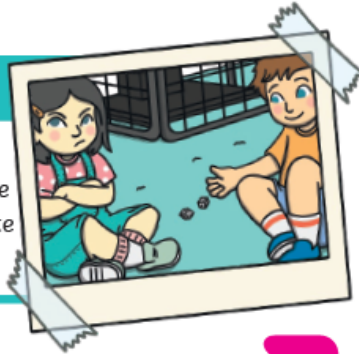


20 Fun Ways to Practise Spellings at Home

Is practising your spellings becoming boring? These fun methods can make learning how to spell so much more enjoyable. Have a go at a mixture; the more you try, the more spelling practise you'll get!

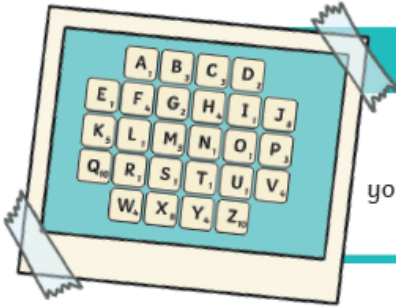
Spelling Dice

Choose one of your spellings and roll a dice. Follow the instruction that matches the number shown on the dice. Find the template at the end of the resource.



Scrabble Spelling

Make each word with letter tiles. Get someone else to take away a tile while you're not looking. Can you work out which letters have been removed?



Balloon Spelling

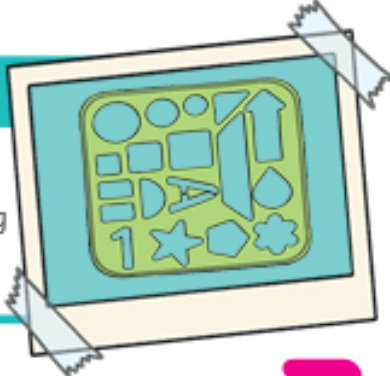
Write each spelling on a balloon. Blow up the balloons and hide them around the house. When you spell a word correctly on paper, go and find the matching balloon.



Some more ways to practise spelling

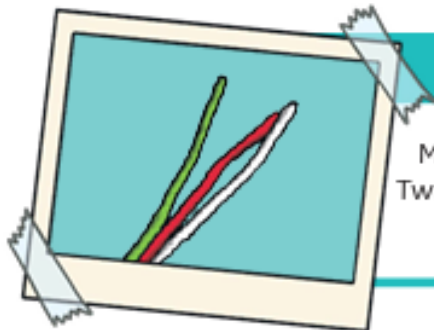
Stencil Spelling

Use letter stamps or stencils to spell the words. You could try making your own stamps by sticking string onto pieces of cardboard, painting the string and printing it onto paper. Can you make the letters print the right way round?



Sculpture Spelling

Make pipe cleaner sculptures of each word. Twist, bend and position the pipe cleaners to form letters.



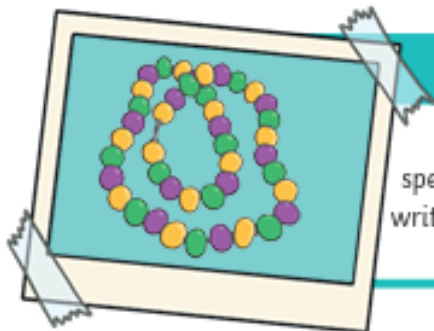
Mud Stick Spelling

Write each word into mud or sand with a stick or even your finger.



Bead Spelling

Do you have letter beads? Thread your spellings to make word jewellery. You could also write letters onto larger beads with a marker pen.



Jump Spelling

Spell your words aloud. Jump, clap or touch the floor each time you say a letter.



Pebble Spelling

Write letters onto pebbles you have at home. Spell your words by arranging the stones.



Research Spelling

Research the definition of each of your spellings. Write these meanings down on separate pieces of scrap paper or sticky notes. Write your spellings and match them to the definitions.



Fridge Spelling

Do you have magnetic letters on the fridge? Spell your words with these. Make sure you jumble them up once you're done so you can practise again the next day.



Paint Spelling

Paint the words onto paper. Use colours you think suit the word. Could you add pictures to help you remember the spelling?



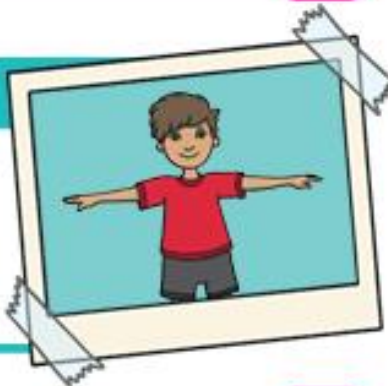
Hopscotch Spelling

Head outside and write your spellings with pavement chalk. You could draw a hopscotch grid, add your words and spell them as you play.



Shape Spelling

Use your whole body to make the shape of each letter in the word as you spell aloud. These could be made into a dance routine!



Building Brick Spelling

Build the words with building bricks or playdough.



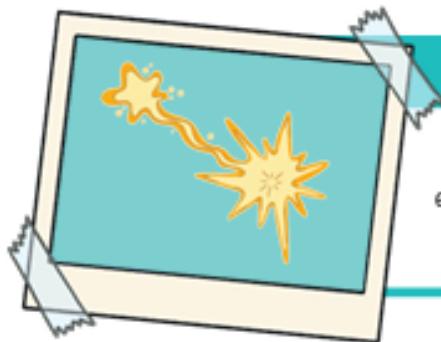
Water Spelling

Grab a water squirter and 'write' your spellings on the floor or a wall on a hot, dry day.



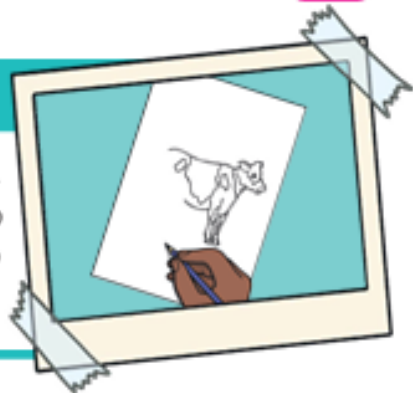
Laser Pointer Spelling

Use a laser pointer or torch to 'write' each word on the wall. This is really fun in the dark!



Drawing Spelling

Play a game with a friend or family member. Take it in turns to draw a picture that links to one of your spellings. The other person has to guess the word and spell it correctly.



Drama Spelling

Act out your word using no sounds. Someone else needs to guess the word and spell it correctly. Keep taking it in turns to be the actor and the guesser.

