

# SPELLING AND GRAMMAR



Know the statutory guidelines for each year group.

Know the expectations across the whole school

Know what the statutory tests look like for spelling and grammar

To understand further the importance of spelling and grammar

To understand further how we teach GPAS



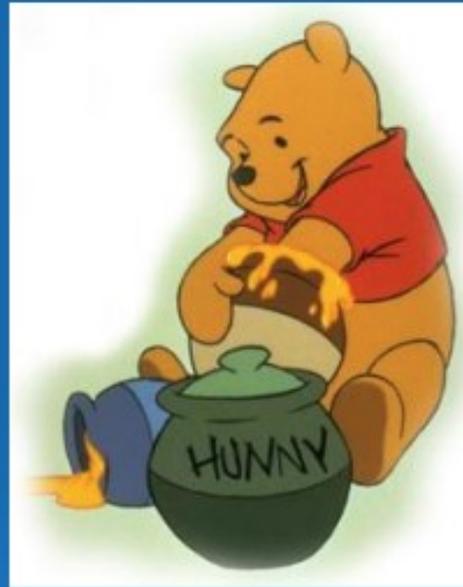
To equip every child with a range of spelling strategies (including phonics) to enable them to attempt to spell unfamiliar words

To equip every child with a range of dyslexia-friendly strategies that help them to learn spellings.

To enable children to build upon their own knowledge of spelling and follow the statutory guidelines.

To equip them with the confidence to apply this to their writing.

“My spelling is wobbly. It’s good spelling, but it wobbles, and letters get in the wrong place.”



## Winnie the Pooh

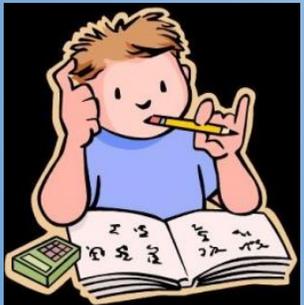
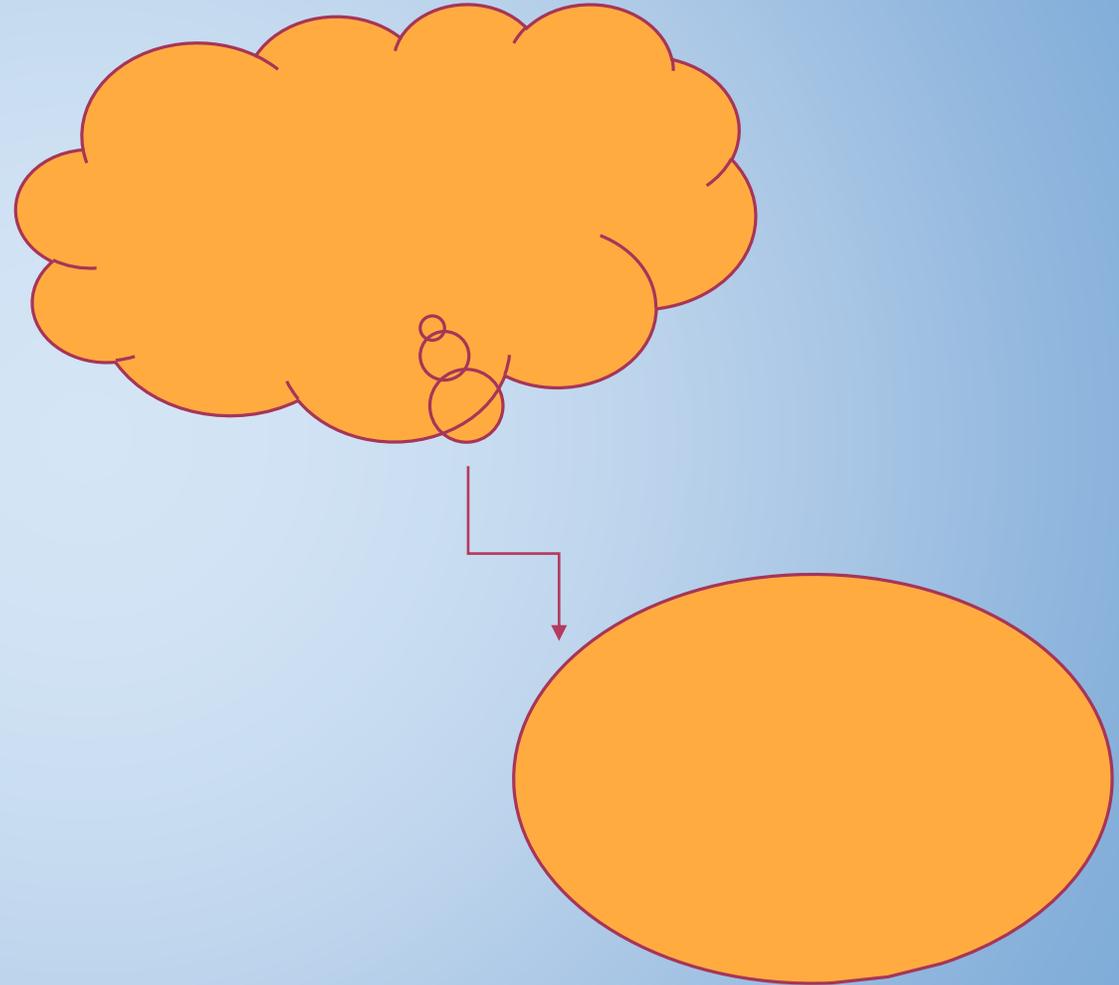
Good spelling instruction must give you the power to spell words you have never seen before

*I take it you already know  
Of tough and bough and cough and dough?  
Others may stumble, but not you,  
On hiccough, thorough, lough and through?  
Well done! And now you wish, perhaps,  
To learn of less familiar traps?  
Beware of heard, a dreadful word  
That looks like beard and sounds like bird,  
And dead: it's said like bed, not bead -  
For goodness sake don't call it deed!  
Watch out for meat and great and threat  
(They rhyme with suite and straight and debt).  
A moth is not a moth in mother,  
Nor both in bother, broth in brother,  
And here is not a match for there  
Nor dear and fear for bear and pear,  
And then there's dose and rose and lose -  
Just look them up - and goose and choose,  
And cork and work and card and ward,  
And font and front and word and sword,  
And do and go and thwart and cart -  
Come, come, I've hardly made a start!  
A dreadful language? Man alive!  
I'd mastered it when I was five!*

'Learning to spell involves the integration of several skills. These include knowledge of phonological representations, grammatical and semantic knowledge, as well as the formulation of analogies with words in visual memory and the knowledge of orthographic rules and conventions.' (Lennox and Siegel)

# SPOT THE CORRECT SPELLING

- A) ARCHEAOLOGICAL
- B) ARCEAOLOGICAL
- C) ARCHAEOLOGICAL
- D) ARCHEOLOGICAL
- E) ARCHAEOLOGICLE



# SPOT THE CORRECT SPELLING IN A SENTENCE

1. ON WEDNESDAY EVENINGS I GO TO CHOIR PRACTISE/PRACTICE.
2. I NEED TO PRACTISE/PRACTICE PLAYING THE PIANO BEFORE THE CONCERT.
3. THE TVLA LICENCE/LICENSE YOU TO WATCH TELEVISION.
4. BEFORE LEARNING TO DRIVE, YOU MUST APPLY FOR A PROVISIONAL DRIVING LICENCE/LICENSE.



<b>Phoneme</b>	The smallest unit of sound
<b>Grapheme</b>	The written representation of a sound
<b>Morpheme</b>	The smallest unit of meaning in a word
<b>Root word</b>	The form of a word after all affixes are removed
<b>Compound word</b>	A word made up of two other words
<b>Etymology</b>	The history of a word
<b>Prefix</b>	A morpheme added to the start of a root word
<b>Suffix</b>	A morpheme added to the end of a root word
<b>Inflected ending</b>	Words where the ending has been changed to indicate tense, number etc
<b>Pronoun</b>	Often replace a noun
<b>Homophone</b>	Words that sound the same but are spelt differently and have different meanings

# What makes a good speller?

Good visible memory

positive attitude

Recognise rhyme and rhythm

perseverance

Distinguish sounds around them

Oral blending and segmenting

Observe order of events

recognise parts of a whole

Syllables

Rules/conventions /strategies

Recognising Patterns

Exceptions /tricky words

Alphabet – sounds and names

Link letters with sounds

Hold a pen

Prefixes /suffixes

Inflected endings

## What can you do to help ?

Spend some time helping – little and often is best

Play games – make it as fun and enjoyable as possible

Lots of encouragement !

## EYFS

1. Experiments with mark-making, sometimes ascribing meaning to the marks.
2. Uses some clearly identifiable letters to communicate meaning.
3. Represents some sounds correctly in writing.
4. Writes own name and other words from memory.
5. Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.
6. Attempts writing for a variety of purposes, using features of different forms.
7. Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
8. Begins to form captions and simple sentences, sometimes using punctuation.
9. Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.

# First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

# Year 1 and 2 Common Exception Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Year 3 and 4 Word List (New Curriculum)

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

## Word list – years 5 and 6

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

A miniature tortoise unexpectedly and unbelievably raced towards a pleasant hill. He carefully climbed up and mysteriously another tortoise was already there. He anxiously went over to converse with the tortoise but instantly felt overwhelmed. He regularly spoke to other tortoises but this one seemed rather exuberant in manner.

# TESTS END OF KS1 SATS

## Spelling

P. There was a big \_\_\_\_\_ in the garden.

1. I need to \_\_\_\_\_ my holiday suitcase.

2. The \_\_\_\_\_ is dark at night.

3. The snail hid inside its \_\_\_\_\_.

4. My friend has a new \_\_\_\_\_ sister.

5. After tea I will \_\_\_\_\_ Grandma.

6. My friend has brown \_\_\_\_\_.

7. A flock of geese is \_\_\_\_\_ overhead.

8. The swing was made from a \_\_\_\_\_ of wood.

9. The class learnt about \_\_\_\_\_ in maths.

10. I like to \_\_\_\_\_ to my friends at playtime.

11. My sister \_\_\_\_\_ her horse every weekend.

12. I had a \_\_\_\_\_ to eat at playtime.

13. I lost one \_\_\_\_\_ when building a snowman.

14. My \_\_\_\_\_ cat likes to sleep all day.

15. My shoes \_\_\_\_\_ my red dress.

16. My mum works in an \_\_\_\_\_.

17. The fireman had a long \_\_\_\_\_.

18. The ball \_\_\_\_\_ higher on the hard ground.

19. The nurse was \_\_\_\_\_ with my sore arm.

20. My teacher told us some funny \_\_\_\_\_.

1. Pack
2. Sky
3. Shell
4. Baby
5. Phone
6. Eyes
7. Flying
8. Plank
9. Money
10. Talk
11. Rides
12. Pear
13. Glove
14. Lazy
15. Match
16. Office
17. Ladder
18. Bounces
19. Gentle
20. stories

# TEST

## END OF KS2 SATS

### Spelling task

1. Jordan's messy room was in a state of \_\_\_\_\_.
2. David gave a \_\_\_\_\_ on the door before entering.
3. Anita was \_\_\_\_\_ her shoes.
4. The coat was made from a \_\_\_\_\_ fabric.
5. I am \_\_\_\_\_ you help with your homework.
6. Eagles have excellent \_\_\_\_\_.
7. Ali \_\_\_\_\_ his hat in the crowded cloakroom.
8. The mountains could be seen in the \_\_\_\_\_.
9. Freya thought that her painting was \_\_\_\_\_.
10. It is \_\_\_\_\_ to drop litter in the playground.

11. The tiger stalked its \_\_\_\_\_ through the jungle.
12. Compared with \_\_\_\_\_ years, the team did well.
13. My \_\_\_\_\_ Ryan has red hair.
14. My brother has a \_\_\_\_\_ for music.
15. Jasmine's \_\_\_\_\_ expression showed how happy she felt.
16. The children needed \_\_\_\_\_ rucksacks for the visit.
17. I needed to fill in my \_\_\_\_\_ on the form.
18. My mum painted the \_\_\_\_\_ blue.
19. There is a great \_\_\_\_\_ in accents across Britain.
20. The mother swan \_\_\_\_\_ guarded her nest.

1. Disorder
2. Knock
3. Polishing
4. Washable
5. Offering
6. Vision
7. Misplaced
8. Distance
9. Brilliant
10. Thoughtless
11. Prey
12. Previous
13. Cousin
14. Passion
15. Facial
16. Lightweight
17. Nationality
18. Ceiling
19. Variation
20. Ferociously

- Which words do children find most challenging to spell?
- Why is regular repetition important?
- How do we know if a child has learnt a spelling?
- What could your child do if they can spell these words accurately?

# Some useful websites:

<http://www.woodlands-junior.kent.sch.uk/interactive/literacy.html#7>

<http://www.kidspell.com/>

[http://funschool.kaboose.com/globe-rider/explorer-adventures/games/game\\_aton-ra\\_the\\_lost\\_statue.html](http://funschool.kaboose.com/globe-rider/explorer-adventures/games/game_aton-ra_the_lost_statue.html)

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.bbc.co.uk/schools/wordsandpictures/longvow/poems/fpoem.shtml>

<http://www.funbrain.com/kidscenter.htm>

<http://www.bbc.co.uk/schools/spellits/>

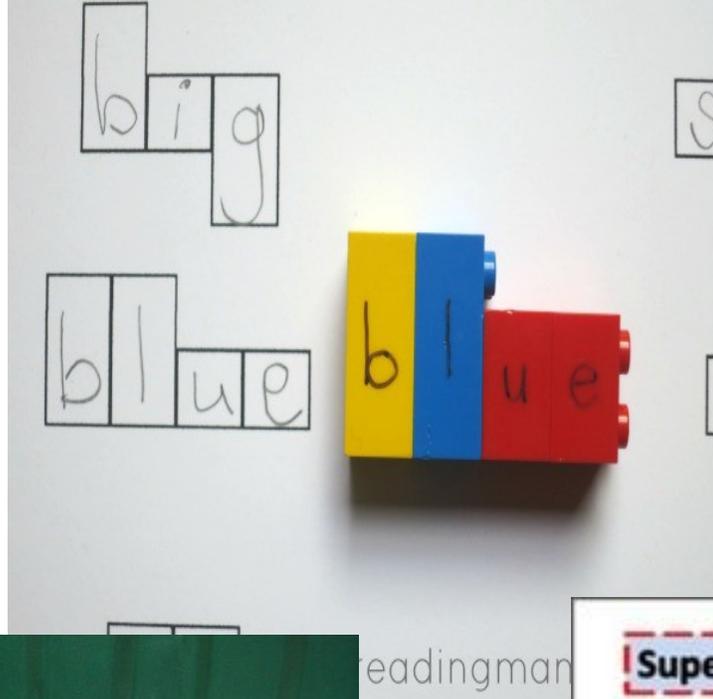
<http://www.parentsintouch.co.uk/Spelling-worksheets>

# Spelling strategies

Look at the word – does it look right?

has had  
going





### Rollin' Rainbow Spelling

Roll the dice and write your spelling word that number of times in the color listed.

- 1 dot: Spell the word in red.
- 2 dots: Spell the word in orange.
- 3 dots: Spell the word in yellow.
- 4 dots: Spell the word in green.
- 5 dots: Spell the word in blue.
- 6 dots: Spell the word in purple.

www.layers-of-learning.com



readingman

### Super Silent "E" Board Game

Start: cave, bike, lime, fine, time

End: line

Roll & Read

state, made, male, stale, whale, pale, hide, wide, wipe, life, dime, slime, mine, white, date, bite, site



Are you a  
**GRAMMAR**  
**GURU?**

**Q U I Z**  
**T I M E !**

Which sentence shows that you are **most likely** to be away next week?

Tick **one**.

I could be away next week.

I might be away next week.

I shall be away next week.

I may be away next week.

Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.		
Joey's football skills are improving all the time.		
Joey is hoping to be a professional footballer.		

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Draw a line to match each sentence to the correct **determiner**.  
Use each determiner only **once**.

**Sentence**

At the zoo we saw \_\_\_\_\_ owl.

There was also \_\_\_\_\_ cute baby penguin.

I thought it was \_\_\_\_\_ best day ever.

**Determiner**

a

the

an

Draw a line to match each sentence to its correct **function**.  
Use each function box only **once**.

**Sentence**

I expect the weather to be fine at the weekend

Are we likely to have good weather this weekend

Check the weather before deciding where to go

What fantastic weather we have had this year

**Function**

question

command

statement

exclamation

a) Write an explanation of the word **antonym**.

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b) Write one word that is an **antonym** of fierce.

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Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
The school, <u>which has three playing fields</u> , opened in 1967.		
Although I had cycled to school, <u>I still had the energy for my lessons</u> .		
<u>We will be proud</u> if we try our best.		

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Rewrite the sentence below so that it is in the **active voice**.  
Remember to punctuate your sentence correctly.

The results were announced by the judges.

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Underline the **relative clause** in the sentence below.

The old house that is next to our school is for sale.



# GROWTH MINDSET

All of us make mistakes. This is how we learn.

Encourage a growth mindset in your child by praising them for their effort and recognising their mistakes and trying to fix them. Remember, there is no such thing as a 'good spelling' or a 'bad speller' - our intelligence and ability is not fixed, but can be developed and grow over time. This takes resilience and an understanding of how we learn.

# APPS FOR GPAS

## Best for progressive learning

### Mr Thorne's Spellbook, £1.99, Apple

Teacher Mr Thorne has become a [YouTube sensation with his educational phonics videos](#). His Spellbook app has 101 spelling tests based on the [order in which children learn phonics sounds](#), starting with words beginning with s, a, t, i, n, p and leading onto two- and three-letter sounds.



In each spelling test, your child listens to the word and then has to type it in correctly. Some tests also include tricky high frequency words with irregular spellings.

Getting 10/10 on a spelling test unlocks the safe and reveals a hidden treasure. Can your child collect all 101 artefacts and fill the empty shelves of the museum?

## Best for early learning



### First Words Deluxe, £4.99, Apple

Ideal for children who are just beginning to master letter sounds, First Words Deluxe teaches them to spell over 150 words in four categories: animals, at home, vehicles and other words. Many of these are short [CVC \(consonant, vowel, consonant\) words](#) of the type they'll learn in pre-school or [Reception](#), like 'bee' and 'jet.'

Each word, with a corresponding picture, appears on screen and is read aloud. Your child then needs to drag the letters below into the right places. Once they're all in place, they're rewarded with a short animation.

You can opt whether the voiceover refers to letters by their name or their phonics sound. You can also specify the minimum and maximum length of words your child can play with, and whether they appear in length order or randomly.

## Best for rewards



### Squeebles Spelling Test, £3.99, Apple and Android

This app lets you create [spelling](#) tests with your choice of words: great for practising weekly spellings. You can record the words in your own voice, and choose how long your child gets to study them before attempting to spell them.

You can set up different profiles so you can test each child on their own words.

Your child earns stars and cute creatures (Squeebles) for getting words right. They can then use these to play Squeeberangl, a boomerang game where they can compete against siblings or friends, or try to beat their own highest score.

You can also download a range of ready-made tests tailored to your child's age and stage, such as [high frequency words](#) and [tricky words](#) for confident readers.