



## **SPELLING AT CRANBROOK EDUCATION CAMPUS PRIMARY PHASE (2016-18 Year R-4)**

The teaching and learning involved in spelling is an important part of the process of becoming a successful writer.

Knowledge of spelling helps children to write more fluently, dedicating more of their energies towards creative writing (rather than the mechanical process of spelling). It also gives learners strategies to attempt to encounter unfamiliar words, enriching their vocabulary. Through the teaching and learning of spelling we give children opportunity to investigate and understand the true meaning of words. The methods used in effective teaching of spelling help to develop confident writers and readers and support children with dyslexic tendencies.



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## Reception children learn the following spelling objectives

\*Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

## Year One children learn the following spelling objectives

\*Spell new words using phonics

\*Segment sounds into their individual letters in order to spell them correctly

\*Children move from spelling simple Consonant-Vowel-Consonant words i.e. b-i-g, c-a-t, t-i-n to longer words that include common 2-letter sounds with consonants such as 'b-r-u-sh', 'c-r-u-n-ch'

\*Recognise and use alternative ways of spelling the sounds already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives

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

\*Read and spell two-syllable and three-syllable words

## Year Two children learn the following spelling objectives

\*Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common word endings and use of double letters



**By the end of Reception, 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?**

a	an	as	at	if	In
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	put	will	that	this	then
them	with	see	for	now	down
look	too	the	to	I	no
go	into	he	she	we	me
be	was	you	they	all	are
my	her				
<b><i>...and for those looking for a challenge:</i></b>					
went	it's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

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?



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?

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




**By the end of Year 2 (KS1), your child should be able to spell (and read) all of these words [continued]**

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

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

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?

**WEBSITES WE RECOMMEND  
FOR  
KEY STAGE 1 / RECEPTION**



Online word searches focusing on words with key sounds.  
<http://www.ictgames.com/hybrid.html>

A huge variety of spelling games to keep you sharp.  
<http://www.ictgames.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 Mathletics. This requires the purchase of a licence.  
[www.spelladrome.co.uk](http://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](http://www.spellingcity.com)



## Year 3 children learn the following spelling objectives

- How the spelling of verbs change when 'ing' is added  
e.g. shop → shopping
- To investigate and learn to use the spelling pattern 'le'
- To recognise and spell common prefixes, (word beginnings)  
e.g. un, de, dis, re, pre
- To use their knowledge of prefixes to generate new words from root words  
e.g. prefix + root = new word : dis + establish = disestablish
- How words change when 'er' and 'est' are added on the end
- How words change when 'y' is added on the end
- To investigate and identify basic rules for changing the spelling of nouns when 's' is added  
e.g. brush → brushes; pencil → pencils
- To investigate, spell and read words with silent letters
- To recognise and generate compound words  
e.g. motor + cycle = motorcycle; tooth + paste = toothpaste
- To recognise and spell common suffixes (word endings) and how these influence word meanings, e.g. '-ly', '-ful', '-less'
- To use their knowledge of suffixes to generate new words from root words
- To use the apostrophe to spell shortened forms of words
- To recognise and spell the prefixes 'mis-', 'non-', 'ex-', 'co-', 'anti-'
- To use their knowledge of these prefixes to generate new words from root words  
e.g. mis + understood = misunderstood
- To use the apostrophe to spell further shortened forms of words
- To explore homonyms (words which *look* the *same* but with multiple meanings) and explain how the meanings can be distinguished by context  
e.g. Shoot that arrow using a **bow**. **Bow** to your audience. Pirates are seen on the **bow** of the ship! Tie that ribbon with a **bow**.



## Year Four children learn the following spelling objectives

- To spell two-syllable words containing double consonants e.g. shopper, yellow
- To distinguish between the spelling and meanings of common homophones (word which sound the same but are spelt differently and mean different things)  
e.g. their / they're / there
- To spell regular verb endings, 's', 'ed', 'ing'
- To spell irregular tense changes e.g. are → were
- To recognise and spell the suffixes (worded endings) '-al', '-ary', '-ic', '-ship', '-hood', '-ness', '-ment'.
- Investigate the ways in which nouns and adjectives can be made into verbs by the use of the suffixes '-ate', '-ify'. e.g. simple → **simplify**, pollen → **pollinate**
- Investigate spelling patterns and generate rules to explain the patterns
- To investigate what happens to words ending in 'f' when suffixes are added  
e.g. shelf → shelves
- To spell words with common endings
- To recognise and spell the prefixes (word beginnings) 'al-', 'af-', 'ad-', 'a-'
- To explore the occurrence of certain letters within words and work out some of the rules for using them at the beginnings, middles and endings of words
- To explore the occurrence of certain strings of letters within words and work out some of the rules for using them at the beginnings, middles and endings of words
- To spell words with common letter strings but different pronunciations  
e.g. ough → **cough, thought, though**
- To collect/classify words with common roots and investigate origins and meanings
- To practise extending and compounding words through adding parts
- Revise and investigate links between meaning and spelling
- To recognise and spell the suffixes '-ible', '-able', '-ive', '-tion', '-sion'.
- 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 investigate compound words and recognise that they can aid spelling even when pronunciation obscures
- To understand how diminutives are formed i.e. -ish changes the original word to take on a slightly lesser strength of its original meaning i.e. mannish, boyish






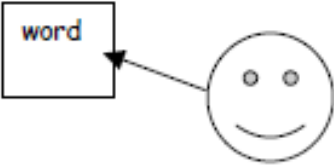
## Spelling Games\* To Help Your Child At Home...

\*V A K refers to the child's preferred learning style where:

V = Visual (learns from seeing)

A = Auditory (learns from hearing)

K = Kinaesthetic (learns from doing)

<p style="text-align: center;"><b>TIC-TAC-TOE</b></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> <div style="text-align: center;">  </div> <p>This encourages children to focus upon words which they find problematic and practise spelling them in a meaningful challenge.</p> <p><b>V K</b></p>	<p style="text-align: center;"><b>SAND, PAPER and PAINT</b></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><b>V K</b></p>
<p style="text-align: center;"><b>I SPY WITH MY LITTLE EYE...</b></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 e.g. "I spy with my little eye, 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><b>A</b></p>	<p style="text-align: center;"><b>SPELLAMEDOODLE</b></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><b>V A K</b></p>
<p style="text-align: center;"><b>HOLDING WORDS TO THE LEFT</b></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> <div style="text-align: center;">  </div> <p><b>V A</b></p>	<p style="text-align: center;"><b>NUMBER PLATES</b></p> <p>A game similar to COUNTDOWN. On a car journey, observe the number plates of cars: 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>This 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><b>V A</b></p>



**WEBSITES WE RECOMMEND  
FOR  
KEY STAGE 2**



**SPELLADROME** – from the makers of Mathletics.  
This requires the purchase of a licence.  
[www.spelladrome.co.uk](http://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](http://www.spellingcity.com)

**THE TIMES SPELLING BEE** – a whole site full of practice games for all levels.  
<http://www.timesspellingbee.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  
(just like the Y6 SATs test!)  
<http://www.learner.org/interactives/spelling/index.html>



### Super Spellers use hints and tricks to help them ...

**Look, Say, Cover, Write, Check** is a strategy used to help children learn their spellings.

A child is given a word to spell and:

- looks at it
- says it
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

This is a good method to teach children so that they practise learning the spellings of words, but also so that they are testing themselves.

Try using a **Mnemonic**. A mnemonic is a tool to help remember facts or information. It can be a song, rhyme, acronym, image, or a phrase to help remember a list of facts in a certain order. For example- Create a phrase from each letter of a word and turn it into an acrostic, which can be easier to remember than the word itself. See below a mnemonic to learn to spell “because”.

**Because:**

**B**ig

**E**lephants

**C**an

**A**lways

**U**nderstand

**S**mall

**E**lephants

Or your child might find it helps to draw pictures to help them to remember how words are spelt. The homophone their/ there- sounds the same but has different spellings and meanings – this little picture could help a child to remember both spellings and their meanings..

