

Waverley Abbey Spelling Guidance.

Spelling is a key part of becoming a successful writer. At Waverley Abbey we actively teach spelling because being confident at spelling;

- 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
- develops confident readers
- supports children with dyslexic tendencies

It is important that children use their spellings in writing. Often children get 100% in their spelling tests each week, which is commendable and should be applauded; they then don't use them in their written work. This can often be because although they know how to spell the word, they are not sure what it means or how to use it in a sentence. This means they don't use it and so lose it. This is why the focus at Waverley Abbey has moved to Spelling for Writing.

To help your child with spelling, try some of the fun games and activities which can be found on the following links. Many of these activities do not require you to sign up at all and are linked to KS2 and the national curriculum spelling lists.

- https://www.spellzone.com/word_lists/index.cfm
- <http://www.funenglishgames.com/spellinggames.html>
 - <https://www.bbc.com/bitesize/topics/zt62mnb>

Statutory Spelling Requirements at KS1.

By the end of KS1 (entry into Year 3) your child should be able to spell
all of these words.

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
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				

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

Year 3/4 must also learn the following words from the statutory word list as listed in the National Curriculum guidance.

Year 3/year 4 statutory word list grouped by area

suffix -ly, -ally	-ible words	split digraph – long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible	Two letters make one sound that are split (e.g. guide - 'i-e') arrive decide describe extreme guide surprise (review work from Year 1)	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
'n' spelt as 'kn'	-ough letter strings enough though/although thought through (currently taught in Years 5/6)		
knowledge knowledgeable	Words from other countries bicycle (cycle - from the Greek for <i>wheel</i>) (bi-meaning 'two')		
-tion and -sion words mention occasion position possess(ion) question	'i' sound spelt as 'u' busy/business		
'or' sound spelt 'ough' caught naughty (regional pronunciation)	adding prefixes (dis)appear (dis)believe (re)build (re)position	cross-curricular words earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length	
'el', 'ey' and 'elgh' sounds eight/eighth reign weight height (exception)	unstressed vowels different favourite February interest library ordinary separate	's' sound spelt as 'c' before 'e', 'i' and 'y' bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
adverbials therefore	double consonants address appear arrive different difficult disappear grammar occasion opposite pressure suppose		
-ous words famous various			

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Year Five children learn the following spelling objectives

- Words ending in vowels other than 'e'
- Pluralisation – adding 's', 'es', 'ves', 'ies'
- To collect and investigate the meaning and spelling of words using the following prefixes (word beginnings): auto-, circum-, bi-, trans-, tele-
- To identify where modified root words come from and spelling patterns
- To explore spelling patterns of consonants and formulate rules: 'll' in full becomes 'l' when used as a suffix (word ending)
- To explore spelling patterns of consonants and formulate rules: double consonants when adding '-ing'.
- To explore spelling patterns of consonants and formulate rules: soft 'c'
- To investigate words that have common letter strings but different pronunciations
- To distinguish between homophones (words which *sound* the same but are spelt differently)
- The correct use and spelling of possessive pronouns
- e.g. **Their** dog was called Max.
- To recognise and spell the suffix '-cian' etc
- To spell unstressed (hard to hear) vowels in polysyllabic words
- To investigate and learn spelling rules: words ending in modifying e - drop e when adding 'ing'; words ending in modifying e - keep e when adding a suffix beginning with a consonant; words ending in y preceded by a consonant change y to ie when adding suffix; 'i' before 'e', except after 'c'
- To transform words by changing tenses
- To recognise the spelling and meaning of the prefixes 'in-', 'im-', 'ir-', 'il-', 'pro-' and 'sus-'

Year Six children learn the following spelling objectives

- To use word roots, prefixes (word beginnings) and suffixes (word endings) as a support for spelling
- To investigate meanings and spellings of connectives (words which join parts of a sentence together or words which connect a sentence with the one before)
- To revise and extend work on spelling patterns for unstressed vowels (those vowels which aren't easily heard) in words with several syllables from Year 5
- To revise and consolidate work from Year 5 with particular focus on:
 - learning and inventing spelling rules
 - inventing and using mnemonics (e.g. OCEAN: Only Cats Eyes Are Narrow) for irregular or difficult spellings
 - unstressed vowel spellings in polysyllabic words
 - To invent words using known roots, prefixes and suffixes
e.g. vacca + phobe = someone who has a fear of cows.

Along with these spelling objectives, Year 5/6 must also learn the following words.

Year 5/year 6 statutory word list grouped by area

Unstressed vowels	Other words	le are adjacent	-ous words
accommodate bruise category cemetery definite desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable	amateur average awkward bargain controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning muscle neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht	soldier sufficient variety ancient foreign (<i>exception to the pattern</i>)	disastrous marvellous mischievous
			Words originating from other countries
		Double consonants	conscience conscious desperate yacht
			Cross-curricular words
			forty temperature twelfth
Unstressed consonants			-le words
government			available vegetable vehicle muscle
Suffixes and prefixes			
according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)			'c' makes 's' sound before 'i'; 'e' and 'y'
		Word families	cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
'l' before 'e' except after 'c' when the sound is 'ee'	-tion words	'y' makes the 'i' as in 'bin' sound	
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	competition explanation profession pronunciation	physical symbol system (this is revision from year 3/year 4)	
	-ough letter strings		
	thorough		

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