

SS Peter and Paul Catholic Primary School

Spelling Overview

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| Whole class teaching approaches | Group Work | Routines to support independence | Resources |
| Make explicit strategiesfor spelling new wordse.g. making analogiesfrom known words, use of mnemonics to memorise problematic spellings.• Use of over articulation(Wed-nes-day)• Syllabify words where appropriate.• Focus on root words or families.• Draw on rules and generalisations.• List the ways a word could be spelt.Make decisions on which version is correct.• Informal spelling tests/dictations.• Word of the week | * Guided reading and writing.
* Focusing on word structures:

Sorting/collecting words that sound alike and look alike; sound alike but don’t look alike; look alike but don’t sound alike.* Print hunt – using a newspaper and highlighter pens – find as many as you can with these letter string in (e.g.: ly – quickly, strangely etc.)
* Word and language study – e.g. word meanings (sign, signal, signature)
* Collect as many words as possible with a common prefix.
* Make word web of roots – e.g inter-view, inter-national, interrupt.
* Investigate spelling patterns /other word collections and investigations.
* Word games which emphasise visual memory e.g. pairs using common letter patterns.
 | Routine for learning newspelling• Exploring spellingpatterns,• Practising• Take away words toPractise.• Assessing patterns.Using spelling journals to keep a log of their own tricky words, personal spelling lists to learn.• Spelling attempts.* Informal tests, short dictations.
* Teach the use of dictionaries.

Ensure a standardised approach to proof reading and responding to writing.Establish a look, cover, say, write approach.Targeted individual support and intervention during the writing process (e.g. – guidedwriting)• Syllabification – clapping.• Analogy – sounds like.• Onset and rhyme – cat, bat, at, rat. | Word banks from class topics.Word mats some children.Displays showing collections of words e.g. with common prefixes, suffixes and their meanings.Word banks of words using same letter strings.A range of dictionaries and thesauruses. Look, cover, write and check.Create an editing table with appropriate resources (e.g.Word banks, dictionaries)Posters of ‘words we use a lot’Charts with examples of handwriting. |

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| Year 1 & 2 Spelling Overview |

Spelling Shed Overview - Year 1 & 2

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|  1. Spelling Rules: The /f/ sound spelled ff usually following a single vowel.2. Spelling Rules: The /l/ sound spelled as ‘ll’ and usually comes straight after a single vowel in short words.3. Spelling Rules: The /s/ sound spelled /ss/ usually straight after a single vowel letter in short words.4. Spelling Rules: The z sound spelled ‘zz’ usually comes straight after a single vowel in short words. There are exceptionswhich can be spelled with an ‘s’.5. Spelling Rules: The /ck/ sound. This sound is usually spelled as ck and comes straight after a single vowel letter in shortwords.6. Spelling Rules: The /nk/ sound found at the end of words. This sound usually comes after a vowel.7. Spelling Rules: -tch This sound is usually spelled as ‘tch’ when it comes after a single vowel letter.8. Spelling Rules: The /v/ sound at the end of words. English words hardly ever end with the letter v, so if a word endswith a /v/ sound, the letter e usually needs to be added after the v.9. Spelling Rules: Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as –s. If it forms anextra syllable, then it is spelled as –es.10. Spelling Rules: Adding the endings – ing and –ed to verbs. If the verb ends in two consonant letters (the same ordifferent), the ending is simply added on.11. Spelling Rules: Adding –er and –est to adjectives.12. Spelling Rules: The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.13. Spelling Rule: ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.14. Spelling Rule: The long vowel sound /a/ spelled with the split digraph a-e15. Spelling Rule: The long vowel sound /e/ spelled with the split digraph e-e.16. Spelling Rule: The long vowel sound /i/ spelled with a split digraph i-e.17. Spelling Rules: The long vowel sound /o/ spelled with the split digraph o\_e.18. Spelling Rules: The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or atthe end of words.19. Spelling Rules: The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.20. Spelling Rules: Long vowel sound /e/ spelled ee. The letters ‘ee’ make a long vowel sound like in the word see. This is acommon way of spelling the sound and is found in the middle of words and sometimes at the end. | 21. Spelling Rule. The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in themiddle and end of words.22. Spelling Rules: The short vowel sound /e/ spelled ea.23. Spelling Rules: The vowel digraph er. In these words the sound is stressed24. Spelling Rules: The vowel digraph er. In these words the sound is unstressed and found at the end of words.25. Spelling Rules: The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.26. Spelling Rules: The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/27. Spelling Rules: The short vowel sound ‘oo’ as in foot. \*Standard English pronunciation has been used here. In someparts of England the –ook words may have a longer sound.28. Spelling Rules: The ‘oa’ digraph can come at the beginning or in the middle of words but very rarely at the end. The ’oe’digraph can be sometimes found at the end of words.29. Spelling Rules: The ’ou’ digraph. This digraph can be can be found at the beginning and in the middle of words. The onlycommon English word ending in ‘ou’ is you.30. Spelling Rules: The ‘ow’ digraph. This digraph can make two different sounds like in ‘cow’ or in ‘blow.’31. Spelling Rules: The ‘oo’ and ‘yoo’ sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it islikely that they will be spelled ew or ue.32. Spelling Rules: The digraph ‘ie’ making the /aɪ / sound as in pie.33. Spelling Rules: The digraph ‘ie’ making the /ee/ sound.34. Spelling Rules: The long vowel sound /i/ spelled ‘igh.’ This is usually found in the middle of words but sometimes at theend of words too.35. Spelling Rules: The /or/ sound. The vowel digraph ‘or’ and trigraph ‘ore.’ It is more likely that when at the end of a wordthen it will be spelled with an ‘e.’36. Spelling Rules: The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to bespelled with an aw and at the beginning of a word with au.37. Spelling Rules: The /er/ sound spelled ‘air.’ This spelling is commonly found in the middle or at the end of words but cansometimes used at the beginning of words too.38. Spelling Rules: The trigraph ‘ear’ as in hear.39. Spelling Rules: The /er/ sound spelled with ’ear’ or ‘are’40. Spelling Rules: Words with ’ph’ or ‘wh’ spellings |

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| Year 2 & 3 Spelling Overview |

Spelling Shed Overview - Year 2

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| 1. Spelling Rules: The /j/ sound spelled –dge at the end of words. This spelling is used after theshort vowel sounds.2. Spelling Rules: The /j/ sound spelled –ge at the end of words. This spelling comes after all soundsother than the ‘short vowels.’3. Spelling Rules: The /j/ sound spelled with a g.4. Spelling Rules: The /s/ sound spelled c before e, i and y.5. Spelling Rules: The /n/ sound spelled kn and gn at the beginning of words.6. Challenge Words7. Spelling Rules: The /r/ sound spelled ’wr’ at the beginning of words.8. Spelling Rules: The /l/ or /ul/ sound spelled ’-le’ at the end of words.9. Spelling Rules: The /l/ or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m,n, r, s, v, w and commonly s.10. Spelling Rules: The /l/ or /ul/ sound spelled ‘-al’ at the end of words.11. Spelling Rules: Words ending in ’-il.’12. Challenge Words13. Spelling Rules: The long vowel ‘i’ spelled with a y at the end of words.14. Spelling Rules: Adding ‘-es’ to nouns and verbs ending in ‘y.’15. Spelling Rules: Adding ‘-ed’ to words ending in y. The y is changed to an i.16. Spelling Rules: Adding ‘-er’ to words ending in y. The y is changed to an i.17. Spelling Rules: Adding ‘ing’ to words ending in ‘e’ with a consonant before it. | 18. Challenge Words19. Spelling Rules: Adding ‘er’ to words ending in ‘e’ with a consonant before it.20. Spelling Rules: Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the shortvowel sound.21. Spelling Rules: Adding ‘–ed'’ to words of one syllable. The last letter is doubled to keep the shortvowel sound.22. Spelling Rules: The ‘or’ sound spelled ’a’ before ll and ll23. Spelling Rules: The short vowel sound ‘o.’24. Challenge Words25. Spelling Rules: The /ee/ sound spelled ‘–ey’26. Spelling Rules: Words with the spelling ‘a’ after w and qu.27. Spelling Rules: The /er/ sound spelled with o or ar.28. Spelling Rules: The /z/ sound spelled s.29. Spelling Rules: The suffixes ‘-ment’ and ‘-ness’30. Spelling Rules: The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is addedstraight onto most root words.31. Spelling Rules: These words are homophones or near homophones. They have the samepronunciation but different spellings and/or meanings32. Spelling Rules: These words are homophones or near homophones. They have the samepronunciation but different spellings and/or meanings.33. Spelling Rules: Words ending in ‘-tion.’34. Spelling Rules: Contractions – the apostrophe shows where a letter or letters would be if thewords were written in full.35. Challenge Words36. Challenge Words |

Spelling Shed Overview - Year 3

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| 1. Spelling Rules: The /ow/ sound spelled ‘ou.’ Found often in the middle of words, sometimes at thebeginning and very rarely at the end of words.2. Spelling Rules: The /u/ sound spelled ‘ou.’ This digraph is only found in the middle of words.3. Spelling Rule: The /i/ sound spelled with a ‘y.’4. Spelling Rules: Words with endings that sound like /ze/ as in measure are always spelled with ‘-sure.’5. Spelling Rules: Words with endings that sound like /ch/ is often spelled –’ture’ unless the rootword ends in (t)ch.6. Challenge words7. Spelling Rules: Words with the prefix ’re-’ ‘re-’ means ‘again’ or ‘back.’8. Spelling Rules: The prefix ’dis-’ which has a negative meaning. It often means ‘does not’ as indoes not agree = disagree.9. Spelling Rules: The prefix ’mis-’ This is another prefix with negative meanings.10. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable.The consonant letter is not doubled if the syllable is unstressed.11. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. Ifthe last syllable of a word is stressed and ends with one consonant letter which has just onevowel letter before it, the final consonant letter is doubled.12. Challenge words13. Spelling Rules: The long vowel /a/ sound spelled ‘ai’14. Spelling Rule: The long /a/ vowel sound spelled ’ei.’15. Spelling Rules: The long /a/ vowel sound spelled ’ey.’16. Spelling Rules: Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb.17. Spelling Rules: Homophones – words which have the same pronunciation but different meaningsand/or spellings.18. Challenge Words | 19. Spelling Rules: The /l/ sound spelled ‘-al’ at the end of words.20. Spelling Rules: The /l/ sound spelled ‘-le’ at the end of words.21. Spelling Rules: Adding the suffix ‘–ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to‘-ly.’22. Spelling Rules: Adding the suffix ‘-ally’ which is used instead of ‘-ly’ when the root word ends in ‘–ic.’23. Spelling Rules: Adding the suffix –ly. Words which do not follow the rules.24. Challenge Words25. Spelling Rules: Words ending in ‘-er’ when the root word ends in (t)ch.26. Spelling Rules: Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greeklanguage.27. Spelling Rules: Words ending with the /g/ sound spelled ‘–gue’ and the /k/ sound spelled ‘–que.’These words are French in origin.28. Spelling Rules: Words with the /s/ sound spelled ’sc’ which is Latin in its origin.29. Homophones: Words which have the same pronunciation but different meanings and/orspellings.30. Challenge Words31. Revision – spelling rules we have learned in Stage 3.32. Revision – spelling rules we have learned in Stage 3.33. Revision – spelling rules we have learned in Stage 3.34. Revision – spelling rules we have learned in Stage 3.35. Revision – spelling rules we have learned in Stage 3.36. Revision – spelling rules we have learned in Stage 3. |

Spellings that are to be learnt in Year 3



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| Year 4 & 5 Spelling Overview |

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| Whole class teaching approaches | Group Work | Routines to support independence | Resources |
| Make explicit strategiesfor spelling new wordse.g. making analogiesfrom known words, use of mnemonics to memorise problematic spellings.• Use of over articulation(Wed-nes-day)• Syllabify words where appropriate.• Focus on root words or families.• Draw on rules and generalisations.• List the ways a word could be spelt.Make decisions on which version is correct.• Informal spelling tests/dictations.• Word of the week | * Guided reading and writing.
* Focusing on word structures:

Sorting/collecting words that sound alike and look alike; sound alike but don’t look alike; look alike but don’t sound alike.* Print hunt – using a newspaper and highlighter pens – find as many as you can with these letter string in (e.g.: ly – quickly, strangely etc.)
* Word and language study – e.g. word meanings (sign, signal, signature)
* Collect as many words as possible with a common prefix.
* Make word web of roots – e.g inter-view, inter-national, interrupt.
* Investigate spelling patterns /other word collections and investigations.
* Word games which emphasise visual memory e.g. pairs using common letter patterns.
 | Routine for learning newspelling• Exploring spellingpatterns,• Practising• Take away words toPractise.• Assessing patterns.Using spelling journals to keep a log of their own tricky words, personal spelling lists to learn.• Spelling attempts.* Informal tests, short dictations.
* Teach the use of dictionaries.

Ensure a standardised approach to proof reading and responding to writing.Establish a look, cover, say, write approach.Targeted individual support and intervention during the writing process (e.g. – guidedwriting)• Syllabification – clapping.• Analogy – sounds like.• Onset and rhyme – cat, bat, at, rat. | Word banks from class topics.Word mats some children.Displays showing collections of words e.g. with common prefixes, suffixes and their meanings.Word banks of words using same letter strings.A range of dictionaries and thesauruses. Look, cover, write and check.Create an editing table with appropriate resources (e.g.Word banks, dictionaries)Posters of ‘words we use a lot’Charts with examples of handwriting. |

Spellings that are to be learnt in Year 4 & 5 Cycle 1



Spellings that are to be learnt in Year 4 & 5 Cycle 2



Spelling Shed Overview – Year 4 & 5 – Cycle 1

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| 1. Spelling Rules: These words are homophones or near homophones. They have the samepronunciation but different spellings and/or meanings.2. Spelling Rules: The prefix ’in-’ can mean both ‘not’ and ‘in’/’into.’ In these spellings the prefix ’in-’means ‘not.’3. Spelling Rules: Before a root word starting with l, the ‘in-’ prefix becomes ‘il-’. Before a root wordstarting with r the prefix ‘in-’ becomes ’ir-’4. Spelling Rules: The prefix ‘sub-’ which means under or below.5. Spelling Rules: The prefix ‘inter-’ means between, amongst or during.6. Challenge Words7. Spelling Rules: The suffix ’-ation’ is added to verbs to form nouns.8. Spelling Rules: The suffix ’-ation’ is added to verbs to form nouns.9. Spelling Rules: Adding –ly to adverbs. Remembering words ending in ‘-y’ become ‘-ily’ and wordsending in ‘–le’ become ‘–ly.’10. Spelling Rules: Adding ‘-ly’ to to turn an adjective into an adverb when the final letter is ‘l.’11. Spelling Rules: Word with the ’sh’ sound spelled ch. These words are French in origin.12. Challenge Words13. Spelling Rules: Adding the suffix ‘–ion.’ When the root word ends in ’d,’ ‘de’ or ‘se’ then the suffix’-ion’ needs to be ‘-sion.’14. Spelling Rules: Adding the suffix –ous.’ Sometimes the root word is obvious and the usual rulesapply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root wordthough.15. Spelling Rules: The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the sound of ‘g’ isto be kept.16. Spelling Rules: The ‘ee’ sound spelled with an ‘i.’17. Spelling Rules: The suffix ‘-ous.’ If there is an ‘ee’ sound before the ’-ous’ ending, it is usuallyspelled as i, but a few words have e.18. Challenge Words. | 19. Spelling Rules: The ‘au’ digraph20. Spelling Rules: The suffix ‘-ion’ when the root word ends in ‘t’ or ‘te’ then the suffix becomes ’-tion.’21. Spelling Rules: The suffix ‘-ion’ becomes ’-ssion’ when the root word ends in ’ss’ or ‘mit.’22. Spelling Rules: The suffix ‘-cian’ used instead of ‘-sion’ when the root word ends in ’c’ or ‘cs’23. Spelling Rules: Adding ‘-ly’ to create adverbs of manner. These adverbs describe how the verb isoccurring.24. Challenge Words25. Spelling Rules: Homophones – words which have the same pronunciation but different meaningsand/or spellings.26. Spelling Rules: The /s/ sound spelled c before ’i’ and ‘e’.27. Spelling Rules: Some words have similar spellings, root words and meanings. We call theseword families. ’sol word family’ and ‘real word family’28. Spelling Rules: Some words have similar spellings, root words and meanings. We call these wordfamilies. ’phon word family’ and ‘sign word family’29. Spelling Rules: Prefixes – ’super-’ ‘anti’ and ‘auto.’30. Spelling Rules: The prefix bi- meaning two.31. Revision – spelling rules we have learned in Stage 4.32. Revision – spelling rules we have learned in Stage 4.33. Revision – spelling rules we have learned in Stage 4.34. Revision – spelling rules we have learned in Stage 4.35. Revision – spelling rules we have learned in Stage 4.36. Revision – spelling rules we have learned in Stage 4 |

Spelling Shed Overview – Year 4 & 5 – Cycle 2

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| 1. Spelling Rules: Words ending in ‘-ious.’2. Spelling Rules: Words ending in ‘–cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’3. Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after aconsonant. But there are many exceptions.4. Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after aconsonant. But there are many exceptions.5. Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after aconsonant. But there are many exceptions.6. Challenge words7. Spelling Rules: Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.8. Spelling Rules: Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.9. Spelling Rules: Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There manyexceptions to this rule.10. Spelling Rules: Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending‘-ation.’11. Spelling Rules: Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if acomplete root word can be heard before it. ‘y’ endings comply with previously learned rules and isreplaced with ‘i’ as in rely > reliably12. Challenge Words13. Spelling Rules: Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge thenthe e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.14. Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.15. Spelling Rules: Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled ifthe –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled.16. Spelling Rules: Words with ‘silent’ letters at the start.17. Spelling Rules: Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from thepronunciation of the word)18. Challenge Words | 19. Spelling Rules: Words spelled with ’ie’ after c.20. Spelling Rules: Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies towords where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.21. Spelling Rules: Words containing the letter string ‘ough’ where the sound is /aw/.22. Spelling Rules: Words containing the letter string ’ough’ where the sound is /o/ as in boat or ‘ow’ as incow.23. Spelling Rules: Adverbs of possibility. These words show the possibility that something has ofoccurring.24. Challenge Words25. Spelling Rules: These words are homophones or near homophones. They have the same pronunciationbut different spellings and/or meanings.26. Spelling Rules: These words are homophones or near homophones. They have the same pronunciationbut different spellings and/or meanings.27. Spelling Rules: These words are homophones or near homophones. They have the same pronunciationbut different spellings and/or meanings.28. Spelling Rules: These words are homophones or near homophones. They have the same pronunciationbut different spellings and/or meanings.29. Spelling Rules: These words are homophones or near homophones. They have the same pronunciationbut different spellings and/or meanings.30. Challenge Words31. Spelling Rules: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in avowel letter and the root word also begins with one.32. Revision: Year 5 words33. Revision: Year 5 words34. Revision: Year 5 words35. Revision: Year 5 words36. Revision: Year 5 words |

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| Year 5 & 6 Spelling Overview |

Spellings that are to be learnt in Year 5 & 6 Cycle 1



Spellings that are to be learnt in Year 5 & 6 Cycle 2



Spelling Shed Cycle 1 – Year 5 & 6

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| 1. Challenge Words2. Challenge Words3. Challenge Words4. Challenge Words5. Challenge Words6. Challenge Words7. Challenge Words8. Challenge Words9. Challenge Words10. Challenge Words11. Spelling Rules: Words with the short vowel sound /i/ spelled y12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.13. Spelling Rules: Adding the prefix ‘-over’ to verbs.14. Spelling Rules: Convert nouns or verbs into adjectives using suffix ‘-ful.’15. Spelling Rules: Words which can be nouns and verbs.16. Spelling Rules: Words with an /o/ sound spelled ‘ou’ or ‘ow.’17. Spelling Rules: Words with a ‘soft c’ spelled /ce/.18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not;over – above/more; im – opposite | 19. Spelling Rules: Words with the /f/ sound spelled ph.20. Spelling Rules: Words with origins in other countries21. Spelling Rules: Words with unstressed vowel sounds.22. Spelling Rules: Words with endings /shuhl/ after a vowel letter.23. Spelling Rules: Words with endings /shuhl/ after a consonant letter.24. Spelling Rules: Words with the common letter string ’acc’ at the beginning of words.25. Spelling Rules: Words ending in ’-ably.’26. Spelling Rules: Words ending in ’-ible’27. Spelling Rules: Adding the suffix ‘-ibly’ to create an adverb.28. Spelling Rules: Changing ‘-ent’ to ‘–ence.’29. Spelling Rules: -er, -or, -ar at the end of words.30. Spelling Rules: Adverbs synonymous with determination.31. Spelling Rules: Adjectives to describe settings32. Spelling Rules: Vocabulary to describe feelings.33. Spelling Rules: Adjectives to describe character34. Grammar Vocabulary35. Grammar Vocabulary36. Mathematical Vocabulary |

Spelling Shed Cycle 2 – Year 5 & 6

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| 1. Spelling Rules: Words ending in ‘-ious.’2. Spelling Rules: Words ending in ‘–cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’3. Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after aconsonant. But there are many exceptions.4. Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after aconsonant. But there are many exceptions.5. Spelling Rules: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after aconsonant. But there are many exceptions.6. Challenge words7. Spelling Rules: Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.8. Spelling Rules: Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.9. Spelling Rules: Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There manyexceptions to this rule.10. Spelling Rules: Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending‘-ation.’11. Spelling Rules: Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if acomplete root word can be heard before it. ‘y’ endings comply with previously learned rules and isreplaced with ‘i’ as in rely > reliably12. Challenge Words13. Spelling Rules: Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge thenthe e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.14. Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.15. Spelling Rules: Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled ifthe –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled.16. Spelling Rules: Words with ‘silent’ letters at the start.17. Spelling Rules: Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from thepronunciation of the word)18. Challenge Words | 19. Spelling Rules: Words spelled with ’ie’ after c.20. Spelling Rules: Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies towords where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.21. Spelling Rules: Words containing the letter string ‘ough’ where the sound is /aw/.22. Spelling Rules: Words containing the letter string ’ough’ where the sound is /o/ as in boat or ‘ow’ as incow.23. Spelling Rules: Adverbs of possibility. These words show the possibility that something has ofoccurring.24. Challenge Words25. Spelling Rules: These words are homophones or near homophones. They have the same pronunciationbut different spellings and/or meanings.26. Spelling Rules: These words are homophones or near homophones. They have the same pronunciationbut different spellings and/or meanings.27. Spelling Rules: These words are homophones or near homophones. They have the same pronunciationbut different spellings and/or meanings.28. Spelling Rules: These words are homophones or near homophones. They have the same pronunciationbut different spellings and/or meanings.29. Spelling Rules: These words are homophones or near homophones. They have the same pronunciationbut different spellings and/or meanings.30. Challenge Words31. Spelling Rules: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in avowel letter and the root word also begins with one.32. Revision: Year 5 words33. Revision: Year 5 words34. Revision: Year 5 words35. Revision: Year 5 words36. Revision: Year 5 words |