<u>Glossary</u>

Blending- Blending is the process of combining syllables from their phonemes in the correct order to read whole words.

Digraph- A digraph is a two-letter grapheme that represent one phoneme/ sound. For example /sh/ represents one phoneme/sound in 'shop' and the vowel digraph /oa/ represents one phoneme/sound in 'boat'.

Exception Words – Words which don't follow the rules and patterns and are therefore often misspelt.

Hemograph- Homographs are words that are spelled the same but have different meanings (and may or may not have different pronunciations). For example the word, 'read', "He read that whole book!" compared to "I like to read in bed".

Homophone – Homophones are words which sound the same but are spelt differently such as 'there', 'their' and 'they're'.

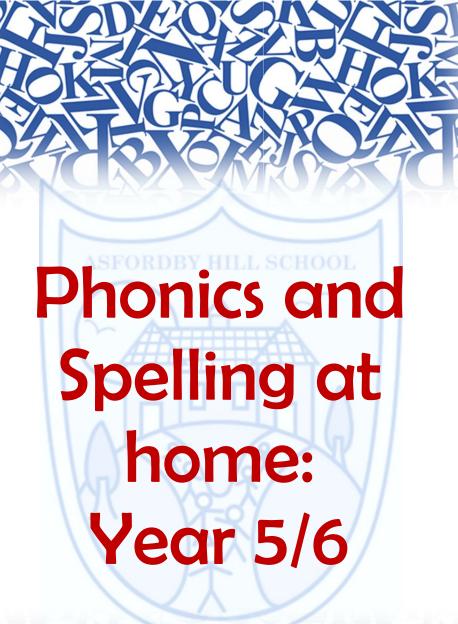
Phoneme- A phoneme is the smallest unit of sound in a word.

\$egmenting- "I want to spell frog, what phonemes can I hear, and what graphemes are those phonemes represented by?" It is the reverse skill to blending, and also called spelling.

\$pelling Pattern- Spellings which follow a particular pattern, such as double consonant words.

\$pelling Rule A rule that can be applied to many rules to help with remembering different spelling patterns, e.g. i before e, except after c.

\$plit Digraph- A split digraph is where another letter comes in between the two graphemes of a single phoneme/sound, for example, the 'K' in 'make' separates the digraph /ae/, creating split digraph /a_e/.



Curriculum expectations in Year 5/6

"Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in both Key Stage One and Lower Key Stage Two, pupils should continue to be supported in understanding and applying the concepts of word structure.

Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently."

The word lists in Year 3/4 and 5/6 are statutory and contain a mixture of words that pupils frequently use n their writing as well as those that they commonly misspell.

-National Curriculum (2014)

Not only will children receive these lists for practice at home, they will also receive lists based on spelling rules and patterns that they will need to learn, consolidate and then, most importantly, apply to their writing.

Different Learning Styles

Verbal- reading, speaking and writing

- \Rightarrow Writing out words using different handwriting and letter styles.
- \Rightarrow Writing dictation sentences with the spelling words
- Mathematical-logical
- ⇒ Grouping the words (letters/syllables/consonants)
- $\Rightarrow\,$ Putting words in order of easiest and most difficult to spell and analysing why they were ordered that way.
- Visual/Spatial- art, shape and space
- ⇒ Create artwork based on the spellings
- ⇒ Rainbow Words spell words using different coloured markers or crayons for each letter.
- Kinaesthetic- physical and 'hands on'
- \Rightarrow Hop on one foot as spelling the words. Or you could skip!
- \Rightarrow Play Google Spell Up
- Musical- rhythm and pulse
- \Rightarrow Write a song based on the spelling words
- \Rightarrow Create a hand clapping chant (or you could rap the words!)
- Interpersonal working in groups
- ⇒ Mystery Letters in pairs write words with missing letters. Child must figure out which letters are missing
- \Rightarrow Children to design their own spelling games for others to use.
- Intrapersonal working independently
- ⇒ Use 'Look, Write, Cover, Check'
- ⇒ Organise your words into alphabetical order
- \Rightarrow Use your spellings to write a story



Year 5/6 Word List

accommodate accompany accordina achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience

conscious

controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign fortv frequently government guarantee harass

hindrance

identity

individual

interfere

interrupt

language

lightning

marvellous

mischievous

muscle

necessary

neighbour

nuisance

occupy

occur

opportunity

parliament

persuade

physical

prejudice

privilege

profession

queue

programme

pronunciation

leisure

immediate(ly)

recognise recommend relevant restaurant rhyme rhvthm sacrifice secretary shoulder sianature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

Year 5/6 Useful Websites

Google Spell-up- https://spellup.withgoogle.com/

BBC Bitesize KS2 English—https://www.bbc.com/bitesize/subjects/ zv48q6f

Eduplace.com-http://www.eduplace.com/kids/hmsv/smg/

Spelling Frame- https://spellingframe.co.uk/

Spelling Bee- https://spelling-bee.com/?fca=1&success=0#/

Spelling City- https://www.spellingcity.com/

Skills Wise- http://primarygamesarena.com/Play/SpellingLetterpatterns-games-1072

Fun Brain- https://www.funbrain.com/games/spellaroo

Year 5/6 Useful Apps Spelling Shed (£2.99 Apple App Store)

Mr Thorne's Spell book (£1.99 Apple App Store)

Spelling Monster (£0.99 Apple and Google Play Stores)

Spelling Whizz (£0.99 Apple App Store)

Your Spelling, Ages 5-11 (£2.99 Apple App Store)



Spelling Games and Activities



<u>Year 5/6 Spelling</u> <u>Patterns</u>

Endings which sound like $/\int \partial s / \partial s / ds =$ **cious or – tious**. If the root word ends in -ce, the $/\int / s$ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious

Endings which sound like /ʃəl/ -cial is common after a vowel letter (official, special, artificial) and -tial after a consonant letter (confidential, essential), but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province)

Words ending in – ant, –ance/–ancy, –ent, –ence/–ency. Use –ant and – ance/–ancy if there is a related word with a /œ/ or /ei/ sound in the right position; – ation endings are often a clue, observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation),

Use -**ent and -ence/-ency** after soft c (/s/ sound), soft g (/d₃/ sound) and qu, or if there is a related word with a clear $|\varepsilon|$ sound in the right position (innocent, innocence, decent, decency).

Words ending in – **able and –ible**. Words ending in – **ably and -ibly** (adorable/adorably)

Adding suffixes beginning with vowel letters to words ending in – fer (transferring, transferred). The r is not doubled if the –fer is no longer stressed (reference, referee, preference, transference).

The **'i before e except after c'** rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).

Ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds, ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough .

Words with '**silent' letters** (i.e. letters whose presence cannot be predicted from the pronunciation of the word) -doubt, island, lamb, solemn, thistle, knight.

Homophenes and other words that are often confused . In the pairs of words opposite, nouns end –ce and verbs end – se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.

