USING **ESSENTIAL**SPELLING.

WELCOME TO **ESSENTIAL**SPELLING, A TEACHING RESOURCE FROM HFL EDUCATION.

This resource can be used as a scheme for spelling on its own, or in conjunction with the school's existing scheme, to give supplementary teaching guidance. The complete resource features a suite of teaching sequences for each year group; these are designed to be taught in order, as they track back to each other and follow on in logical progression.

The length of time needed to deliver a sequence will depend on the needs of your class and the amount of time given to the teaching of spelling each week. **As a guide, each sequence is designed to be one or two days' work if you have a daily 20-minute session of spelling**. You should therefore aim to work on two to three sequences per week across the year in order to complete the programme of study. The sequences have been ordered so that each one builds on spelling knowledge from the ones before. Words containing grapheme–phoneme correspondence (GPCs) beyond the current sequence are generally not introduced.

What is different about **ESSENTIAL**SPELLING?

This spelling resource focuses on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words and not just to a list of words given for that week. It also provides links to prior knowledge and tracks back to related objectives so that teachers can give targeted support to children who are not yet able to spell words from their year group programme of study. The sequences follow the daily phonics model of **Review**, **Teach**, **Practise** and **Apply**.

Unlike other resources, **ESSENTIAL**SPELLING places an emphasis on the **Review** stage of the teaching sequence. This is not "What did we learn this week?" but instead "What do we already know that might help us to spell words in this sequence?" The **Review** session is essential because it gives teachers an opportunity for

assessment for learning and gives pupils the chance to build connections between existing knowledge and new knowledge.

Similarly, the **Teach** part of the sequence has a huge focus in this resource. **ESSENTIAL**SPELLING provides essential knowledge, which will support teachers in explaining and unpicking the learning behind the lesson.

Wherever possible, all children should take part in all stages of the sequence, regardless of prior spelling attainment. The **Review** section always tracks back to prior learning, and the **Teach** section introduces new learning as well as strategies for tackling spelling. Unless children are supported towards age-related spellings, their learning gap will grow wider.

Occasionally, a **BUFFER ZONE** will indicate a point after which learning will be more complex. The buffer zone should not be crossed unless children are confident with the learning before it. Material after the buffer zone could be used as a challenge for some children or reviewed at a later date.

ESSENTIALSPELLING then offers the chance to tailor learning more specifically to the current needs and spelling attainment of the children, whilst allowing them all to work on the same objectives. The **Practise** and **Apply** sections give children the opportunity to rehearse spelling patterns and use them in context. Each sequence has suggestions labelled **Minor gaps** and **Major gaps**. During the **Review** section, you may feel that some children have small gaps in their knowledge and would benefit from revisiting and

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reinforcing the prior learning. Furthermore, you may have noticed that this is an area of weakness in their independent writing. If this is the case, you may prefer children to work on the activities described in the **Minor gaps** section.

There may also be one or two children with very little spelling confidence. They may have large gaps in certain areas, such as choosing the appropriate vowel or knowing how to add suffixes to words. They may be in the early stages of language acquisition or have cognitive difficulties. In these cases, you might like to focus on the Major gaps section during the Practise and Apply parts of the lesson.

In either case, **it is important that groupings are fluid** and meet the needs of the children in a particular area. Children may have gaps in some areas but not in others. Use the ideas and scaffolds suggested to support children to accessing the same learning objective, but do review on a lesson-by-lesson basis.

Occasionally, children may be receiving **additional** phonics support tying into the schools Systematic Synthetic Phonic (SSP) scheme and this work will inform the pitch and content of the practise section of each spelling lesson.

The **Practise** sections are generally straightforward, and many contain resources that could be used to support the learning. However, apps and interactive whiteboard activities could be used as well as or instead of the activity provided.

Likewise, the **Apply** sections follow a regular pattern of children discussing their learning and spelling words in the context of short sentences. Spelling tests are not mentioned, but dictations will show whether learning has been assimilated. If single-word tests are given, spaced recall is more helpful than testing children on lists of words from that week. Essentially, throwing in words from previous weeks will help children bring words from short-term into long-term memory.

A low-stakes, manageable way of creating spaced repetition opportunities is "spelling tennis". This is where children work in pairs to select ten words from their partner's personal list of spellings and words from previous weeks. They then take it in turns to test each other on these words and can mark these between themselves. This makes spelling tests more relevant to individuals.

After any kind of dictation or test, it is imperative that children talk through successes and mistakes with a partner, for example, "I remembered to double the consonant here, but I forgot to include an 'e' there."

It is important that children are able to articulate their learning throughout the sequence and that teachers address any difficulties or misconceptions along the way. This resource is designed so that children can build on prior learning, make connections with existing

knowledge and learn strategies that will help them develop their spelling competence. It is through explaining what they have learnt about the patterns and processes of spelling that they will improve their ability to spell accurately.

A final point to make is about the words chosen for study. Whilst the objectives in the Year 5 Programme of Study are statutory, there are no prescribed lists of words in the national curriculum 2014 beyond the statutory list found at the end of the spelling appendix. Aside from this list, the words exemplified in **ESSENTIAL**SPELLING have been chosen to fit the objectives and match the kind of vocabulary that Y5 children might find useful. Words for each sequence incorporate previously learnt spelling patterns, but try to avoid those that may not yet have been studied. Words chosen for the **Minor/ Major gaps** sections reflect more straightforward GPCs, recap on previous objectives, or offer easier variants of the spelling pattern being studied.

Systematic Synthetic Phonics Schemes (SSPs) **ESSENTIAL**SPELLING is designed to follow on from any SSP scheme. Throughout the document reference is made to phases, based on the DfE suggested progression, which is in turn based upon the original progression in Letters and Sounds. Most SSP schemes will follow this but consult your school's scheme for any variations.

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AUTUMN TERM - REVISION

(in order to fit this into the Autumn Term, you may have to adjust the number of weeks spent on each aspect. Although this is all revision, it is vital for ongoing spelling success.)

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INTERNATIONAL PHONETIC ALPHABET (NON-STATUTORY)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in this document. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

CONSONANTS				VOWELS			
/b/	bad	/ŋ/	sing	/ɑː/	father, arm	/ɪə/	beer
/d/	dog	/θ/	both	/ɒ/	hot	/iː/	she, bead, see, scheme, chief
/ð/	this	/p/	pet	/æ/	cat	/ɔː/	launch, raw, born
/dʒ/	gem, jug	/r/	red	/aɪ/	mind, fine, pie, high	/ɔɪ/	coin, boy
/f/	if, puff, photo	/s/	sit, miss, cell	/aʊ/	out, cow	/ʊ/	book
/g/	gum	/ʃ/	she, chef	/ɛ/	hen, head	/ʊə/	tour
/h/	how	/t/	tea	/eɪ/	say, came, bait	/uː/	room, you, blue, brute
/j/	yes	/tʃ/	check	/ɛə/	air	/ʌ/	cup
/k/	cat, check, key, school	/v/	vet	/əʊ/	cold, boat, cone, blow	/ɜː/	fern, turn, girl
/l/	leg, hill	/w/	wet, when	/ɪ/	hit	/ə/	farmer
/m/	man	/z/	zip, hens, buzz				
/n/	man	/ʒ/	pleasure				

This chart is adapted slightly from the version provided on the DfE's website to support the Year 1 phonics screening check.

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LEARNING OBJECTIVE:
Revision of commonly used and misspelt words from Y2–Y4

SEQUENCE 1
Y5 Commonly used and misspelt words

REVISIT, EXPLAIN, USE

Test: give the class a test of some of the most commonly used Y3/4 statutory word list, some of the Y2 CEWs, and Y2 and Y3/4 homophones that seem commonly misspelt such as **believe**, **people**, **your**/**you're**.

If any children score below 75%, explore further into Y2 CEWs and see where the gaps are.

What were the commonly misspelt words for the class?

Share examples of commonly misspelt words, especially any that you have noticed coming up in children's independent writing.

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TEACH, MODEL, DEFINE

Remind children that the words in the Y3/4 statutory word list can seem like tricky words but even they have some predictable graphemes. There is often just one tricky bit – a letter or letters that does or do not fit our known GPCs or use rarer forms of GPCs.

Invite the children to look at the word **fruit**. Explain that it is tricky because there is an unexpected letter **i**, which is silent, but that the rest of the word follows expected GPCs. Show the children that artificial articulation, to say "**fru-it**", might help, as it would with words such as **Wed-nes-day** or **is-land**.

Model how the use of mnemonics can be used to aid spelling of these words. **NB:** Try not to make them too complex, and try to include the word as the first letter, so the child has less to remember. Or just create a mnemonic for the tricky bit such as: "*There is **a rat** in sepa**ra**te*". Invite the class to come up with ways to remember homophones in context such as "**You're** going to love this. **You are**!"

Show the children how to make links between words such as **medical** and **medicine**, or **nature** and **natural**.

Support children to find words that all follow the same pattern, and create a silly sentence such as:
Henry the Eighth was famous for his great height and weight, or *I don't be**lie**ve your **lie**.*

Remind children that, sometimes, writing a word out two or three different ways helps you to spot which way it should be written:
sentance, **sentence**, **sentense**.

If they are not sure of a spelling while they are writing, children could draw a wobbly or dotted line underneath the word and come back to it at the end of the session. They can then check using a dictionary or word mat.

Demonstrate proofing strategies such as:

- Read and check as you write – every time you put in a full stop, reread the complete sentence to check for spelling errors.
- Read a text from the bottom up or one sentence at a time.
- Read the text aloud and saying each word clearly, with expression.
- Place a ruler or piece of paper under the text, to read one line at a time and block out the rest of the text.
- Swap books with a partner and use the above strategies.

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PRACTISE, EXPLORE, INVESTIGATE

Ask children to write out some of the words that they did not get right in the test and colour the parts that they found tricky. They can then try to rewrite the word several times and picture the different parts. Invite children to use a phoneme frame to plot out words.

Pose the question: "How can we remember some of the words with tricky letter strings?"

Allow discussion, and then invite children to invent their own mnemonics for words with which they struggle.

Extension: children who are 100% accurate with the Y3 & 4 words can be given words from the Y5 & 6 statutory word list and do the same activities.

MINOR GAPS

Ensure Y2 CEWs are secure. Ask children to write out some of the words that they did not get right in the test and colour the parts that they found tricky. They can then try to rewrite the word several times and picture the different parts.

MAJOR GAPS

Ensure Y1 CEWs are secure. Ask children to write out some of the words that they did not get right in the test and colour the parts that they found tricky. They can then try to rewrite the word several times and picture the different parts.

APPLY, ASSESS, REFLECT

Dictation of short sentences using the Y3 & 4 target words (bold) and including some Y2 CEWs or homophones (underlined).
For example:
*You should not hold your **breath** while riding a **bicycle**.*
*Which is larger – an **eighth** or a **quarter**?*

Children should write the complete sentence, and marking can be done by children, in pairs.

Ask children to devise simple sentences that include examples of words from the Y3 & 4 word list, common exception words and words frequently misspelt by the class.

Give children a passage with 20 errors of high-frequency words such as the one below. Ask them to proofread the passage and then share the correct version. Children score a mark for each word they have corrected, up to a maximum of 20/20.

Encourage children to take responsibility for proofing these words in their independent writing. In KS2 these words can be known as non-negotiable – they must be spelt correctly moving forward. This means that children should look out for these words in their writing and correct them independently, where possible. Furthermore, teachers should prioritise these words when they are misspelt in a child's writing and draw a child's attention to the error. Early intervention here will help children to commit these words to sight vocabulary and make the spelling automatic. As these words are written so frequently, the incorrect version soon becomes automatic if not addressed, and the habit is then hard to undo.

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AN ORDINRY DAY

It was Monday morning, and I didn't want to get out of bed. Shorly there was still time to snooze.
But mum shouted, "We're late!" so I rushed threw my morning routine with a mouth full of toast and half-brushed hair.

Maths was differcult today. Mr Barnes gave us a test, and I wasn't compleetly ready for it. I tried to rember what we had been learning recently, but I wasn't serten of some of the ansers.

After break, we had to write a sentance using our new vocabulary words. I offen do well at this.

At lunchtime, Mia shared her favrite crisps with me, and we joked about a programme we'd seen.
We laughed so much I nearly lost my breathe. She's the most spetial friend- she's always there for me.

In science, we learned about volcanoes. My knowlige of this subject is amazing- I wouldof been happy to discuss it all day.

The day felt long, but I stayed awake untill home time. I probly should have listened more carefully to the information about the class trip, althogh my head was too full of volcano facts.

I tried to discribe the volcanic process to mum on the way home. "Lava is molten rock or magma!"
I explained. Mum said I should be a scientist when I leave school.

I smiled. Maybe I ackualy will.

AN <u>ORDINARY</u> DAY

It was Monday morning, and I didn't want to get out of bed. **<u>Surely</u>** there was still time to snooze.
But mum shouted, "We're late!" so I rushed **<u>through</u>** my morning routine with a mouth full of toast and half-brushed hair.

Maths was **<u>difficult</u>** today. Mr Barnes gave us a test, and I wasn't **<u>completely</u>** ready for it. I tried to **<u>remember</u>** what we had been learning recently, but I wasn't **<u>certain</u>** of some of the **<u>answers</u>**.

After break, we had to write a **<u>sentence</u>** using our new vocabulary words. I **<u>often</u>** do well at this.

At lunchtime, Mia shared her **<u>favourite</u>** crisps with me, and we joked about a programme we'd seen.
We laughed so much I nearly lost my **<u>breath</u>**. She's the most **<u>special</u>** friend- she's always there for me.

In science, we learned about volcanoes. My **<u>knowledge</u>** of this subject is amazing- I **<u>would have</u>** been happy to discuss it all day.

The day felt long, but I stayed awake **<u>until</u>** home time. I **<u>probably</u>** should have listened more carefully to the information about the class trip, **<u>although</u>** my head was too full of volcano facts.

I tried to **<u>describe</u>** the volcanic process to mum on the way home. "Lava is molten rock or magma!"
I explained. Mum said I should be a scientist when I leave school.

I smiled. Maybe I **<u>actually</u>** will.

LEARNING OBJECTIVE:
Revision of plurals

SEQUENCE 2
Y5 Plurals of words

REVISIT, EXPLAIN, USE

Ask children what the word "plural" means and elicit that it means "more than one of". Invite children to work in pairs to compose some simple instructions for others about how to add plurals.

Come back together and take feedback:

- Remind that most plurals just add **s** and **es** – if the ending sounds like "**s**" or "**z**", it is spelt as **-s**. If the ending sounds like "**iz**" and forms an extra beat, it is spelt as **-es**, such as **bushes**, **witches** or **boxes** (Y1). Ask children to look at the examples they have generated and see whether that fits.
- Remind children how to add **es** to words ending in a consonant followed by a **y** such as jelly. Change the **y** to an **i** before adding **-es** (Y2). Again, check the examples. Did the singular word end in a **y**?
- Remind that if a word ends in **-ey**, the y remains as it is and an **s** is simply added, e.g. **key** > **keys** (Y1).
- Show the children some further examples of irregular plurals. At this point, you could introduce the pattern of words ending in a single **-f** that pluralise by dropping the **f** and adding **-ves**, e.g. **thief** > **thieves**, **dwarf** > **dwarves**, **life** > **lives** (note that words ending in **ff** just add **-s**, e.g. **cliff** > **cliffs**).

Together, compile a set of Rules for Plurals.

TEACH, MODEL, DEFINE

Show how to break words up into syllables and check each sound is represented (as well as any unexpected letters), e.g. **signature**: **sig-nat-ure** > **signatures**; **committee**> **com-mit-tee** > **committees**.

Choose some words from the Y3/4 or Y5/6 spelling programme of study, or those that will present a challenge to children's vocabulary. Model spelling these words and adding a plural. For example, **century**: "**Cent** begins with a **soft c** followed by **ent**, like the word centimetre ("cent" means "100"). Then I am going to add the suffix **-ury**. A century is one hundred years. If I want to pluralise this word, I will have to remove the **y** from the end and change it to **i** before adding **-es**, just like the word **baby**. So **century** becomes **centuries**. I could use it in a sentence like this: **The castle was built many centuries ago.**"

Explore the meanings of any wards taught.

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PRACTISE, EXPLORE, INVESTIGATE

Give children a list of words that they have to pluralise: choose words from the Y3/4 and Y5/6 statutory word list.

APPLY, ASSESS, REFLECT

Revisit learning and discuss any misconceptions.

Dictate a sentence using words taught – application of rules to words not previously practised. e.g. **We store all varieties of matches in small boxes.**
To avoid difficulties, their identities will be kept secret.

MINOR GAPS

Practise plurals of Y3/4 words, especially those ending in **y**.

MAJOR GAPS

Go back to Y1 and 2 introduction of plurals: starting by adding **s/es** (and then changing **y** to **i** before adding **es**). Give children a list of words that they have to pluralise:
stick, **woman**, **monkey**, **party**, **sheep**, **wife**, **box**, **match**, **house**, **mouse**, **sandwich**, **goose**, **dish**, **computer**, **family**, **baby**.

Provide sentences with some correct/ incorrect examples. Children underline plural, check and correct where necessary.

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LEARNING OBJECTIVE:
Understand rules for applying suffixes beginning with consonant letters Y5

SEQUENCE 3
Y5 Consonant letter suffixes

REVIST, EXPLAIN, USE

Invite children to explain their understanding of the terms "consonant", "suffix" and "root word".

Spend some time counting morphemes (units of meaning) in words with affixes, e.g. **happy** (1), **happiness** (2 – **happy**+**ness**), **unhappily** (3 – **un**+**happy**+**ly**))

Ask children to list some of the suffixes they know and organise them into two groups, beginning with vowel/consonant.

Explain that this sequence focuses on the consonant suffixes: **-ment**, **-ness**, **-ful**, **-less**, **-ly**. Invite the children to work with a partner to record an example of root words plus any of these suffixes, and discuss any patterns they see when adding these suffixes. What do they notice?

Review: Confirm that if a suffix starts with a consonant letter, it is added straight onto most root words, without any change to the last letter of the word (including retaining the final **e**.

Exceptions: 1) **argument** 2) Root words ending in **-y**, if the root has more than one syllable, e.g. **merriment**, **happiness**, **plentiful**, **penniless**, **happily**.

TEACH, MODEL, DEFINE

Teach the meaning of each of these suffixes and support the children to discover that these suffixes will change the word class of the root.

- The suffixes **-ness** and **-ment** will generate a noun from an adjective or verb such as: **A happy child is full of happiness,** or **I enjoy singing as it gives me enjoyment.**
- The suffixes **-ful** and **-less** will turn a noun into an adjective: **If you do not have a penny, you are penniless.**
- The suffix **-ly** will convert an adjective into an adverb: **When people are kind, they behave kindly towards others**.

Present children with a set of root words that create a vocabulary challenge, and discuss the meanings of these words. Model the addition of suffixes for a couple, and show the children how they can spell words by building morphemes. For example, **resent**+**ment** > **resentment**; **resent**+**ful** > **resentful**. Ensure children understand the meanings of the newly created words.

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PRACTISE, EXPLORE, INVESTIGATE

Use root and suffix cards to build words (these include some of the statutory spellings).

"Which words can use several of the suffixes? Can any use more than one at once?"

Can the children create pairs of antonyms, e.g. **merriment** / **misery**; **penniless** / **wealthy**, to show their understanding of these words?

MINOR GAPS

Consolidate learning of **-ful**, **-less** and **-ly**, as these are most commonly used. Encourage children to write the suffixes in a different colour and underline any tricky parts.

MAJOR GAPS

Consolidation of **-ly**, as this is most frequently used. Encourage children to use a phoneme frame to build the root words e.g.

| qu | i | ck | + ly |

APPLY, ASSESS, REFLECT

Revisit learning and discuss any misconceptions.

Dictate sentences using words taught e.g. **The King was merciful and graciously spared their lives. The thieves were thankful for their treatment and promised to live honestly in future.**

Y1	
Statutory statement	Non-statutory words
N/A.	
Y2	
Statutory statement	Non-statutory words
Suffixes **-ment**, **-ness**, **-ful**, **-less** and **-ly**.	**enjoyment**, **sadness**, **careful**, **playful**, **hopeless**, **plainness**, **badly**.
Y3/4	
Statutory statement	Non-statutory words
Suffixes **-ly**.	**sadly**, **completely**, **usually**, **finally**, **comically**.

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Build words with these root word and suffix cards.

embarrass	immediate	mischievous	beauty	-ment
worth	conscious	thorough	sincere	-less
govern	harass	decisive	busy	-ness
frequent	serious	environ	hope	-ly
use	weary	forget	content	-ful

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LEARNING OBJECTIVE:
Doubling a consonant when it is preceded by a short vowel

SEQUENCE 7
Y5 Words with double consonants

REVISIT, EXPLAIN, USE

Check children's understanding of long vowel sounds and short vowel sounds, through oral rehearsal of comparing words such as **pat**, **make**, **bet**, **sleep**, **hip**, **light**, **spot**, **cone**, **tub**, **tube**.

Ask children to look at the list of chosen words that have the /əl/ ending, spelt **-le**, and read the list aloud.

Can they organise these words into two groups?
table, **puddle**, **nettle**, **circle**, **angle**, **bottle**, **little**, **bubble**, **treacle**, **people**, **apple**, **middle**, **bible**.

Ask the children to identify the vowel sound in each of these words. Read a word out and ask the children to put their thumbs up if the word has a long vowel sound and clap if they hear a short vowel sound.

What do they notice? Support children to see that where there is a short vowel sound in a word ending in **-le**, we usually double the middle consonant.

Review previous linked learning that you need to double the consonant in the middle of a two-syllable word if the consonant is preceded by a single-vowel grapheme, making a short vowel sound such as: **rabbit**, **summer**, **better**, **sorry**, **puppy**, **kitten**, **jelly**, **borrow**, **silly**, **happy**, **penny**.

Exceptions: not **copy**, **habit**, **limit** or **rapid** and never double **j**, **k**, **h**, **v**, **w**, **x**, **y**.

Explain that we do not double the middle consonant if it already precedes a consonant cluster (such as *donkey*, *sister* or *under*).

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TEACH, MODEL, DEFINE

Reteach the distinction between short vowel sounds made by the single letters **a**, **e**, **i**, **o**, **u** and long vowel sounds made when these letters "say their name" or are joined by other vowels.

BUFFER ZONE - Do not move on until children are secure with the above learning

Do not proceed to new learning until these conventions are secure.

Explain that the knowledge of long and short vowel sounds, and the convention that we normally double a single consonant in a multisyllabic word after a short vowel sound, are helpful to learning some of the Y3/4 and Y5/6 spelling list words.

Here are the words from the national curriculum statutory word list for Y3/4 that include a double consonant after a short vowel:
appear, **arr**ive, **d**i**ff**erent, **d**i**ff**icult, **dis**a**pp**ear, **gr**a**mm**ar, **occ**asion, **opp**osite, **p**o**ss**ess, **p**o**ss**ible, **pr**e**ss**ure, **s**u**pp**ose.

Point out the double consonants and the short vowels that precede them.

Here are the words from the national curriculum statutory word list for Y5/6 that include a double consonant after a short vowel:
accommodate, accompany, according, aggressive, apparent, appreciate, attached, committee, communicate, community, correspond, embarrass, equipped, exaggerate, excellent, harass, immediate, marvellous, occupy, occur, opportunity, sufficient, suggest.

Check that the children understand each word – discuss any unknown vocabulary and place words in context.

Point out the double consonants and the short vowels that precede them.

Points to note:
necessary (no need to double after the **soft c**)

profession, programme, pronunciation (no need to double after the prefix **pro**, as it is technically **a** long **o**)

recognise, recommend (no need to double after the prefix **re-**, as it is technically **a** long **e**).

Show children how to chunk words into syllables or isolate the affixes to help spell them.

Syllables: **opp-o-site, press-ure, in-terr-upt.**

Morphemes: **poss/ible, occa/sion, inter/rupt.**

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PRACTISE, EXPLORE, INVESTIGATE

Children can choose words previously given that they find difficult to rewrite. They could write the doubles in a different colour and underline any tricky parts.

Provide children with the list of words below, which includes words from the Y3/4 and Y5/6 statutory words lists with the middle consonants blocked out. Children could work in pairs to decide whether to double that consonant and try to explain any patterns they see. If the consonant does not double after a short vowel, what might be the reason?

Can the children record any other words that have double consonants, to add to a class list?

APPLY, ASSESS, REFLECT

Revisit learning and discuss any misconceptions.

Can children explain why some of the consonants are doubled and others are not?

Can children write target words in a sentence to show understanding of the meaning?

Dictate sentences, using words taught e.g. **She possessed the opposite of good fortune. However, the committee thought it was a marvellous opportunity to help her.**

MINOR GAPS

Double consonants from the Year 3/4 list.

Adding **-ing**, **-ed**, **-er**, **-est** and **-y** to words of one syllable, ending in a single consonant letter after a single vowel letter: **patting**, **patted**, **humming**, **hummed**, **dropping**, **dropped**, **sadder**, **saddest**, **fatter**, **fattest**, **runner**, **runny**.

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Y2 learning of words with a double consonant before **-le** such as **middle**, **puddle**, **bottle**, **little**.

Review previous linked learning that you need to double the consonant in the middle of a two-syllable word, if the consonant is preceded by a single-vowel grapheme, making a short vowel sound such as: **rabbit**, **summer**, **better**, **sorry**, **kitten**, **jelly**, **borrow**, **silly**, **happy**, **penny**.
Exceptions: **copy**, **habit**, **limit** or **rapid**.

Some children may need to go further back and look at single-syllable words such as **dress**, **sniff**, **will** and **duck** that double the final consonant after a short vowel (noting that **-ck** effectively acts as a double **k**).

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Y3/4	
Adding suffixes beginning with vowels (to words of more than one syllable).	**forgetting**, **forgotten**, **beginning**, **beginner**, **preferred**.
Non-statutory guidance: If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	**gardening**, **gardener**, **limiting**, **limited**, **limitation**.
Words from the Y3/4 statutory word list that include a double consonant after a short vowel.	**appear**, **arrive**, **different**, **difficult**, **disappear**, **grammar**, **occasion**, **opposite**, **possess**, **possible**, **pressure**, **suppose**.
Y5/6	
Adding suffixes beginning with vowel letters to words ending in **-fer**.	**referring**, **referred**, **referral**, **preferring**, **preferred**, **transferring**, **transferred**.
Non-statutory guidance: The r is doubled if the **-fer** is still stressed when the ending is added.	**reference**, **referee**, **preference**, **transference**.
The **r** is not doubled if the **-fer** is no longer stressed. Words from the Y5/6 statutory word list that include a double consonant after a short vowel.	**accommodate**, **accompany**, **according**, **aggressive**, **apparent**, **appreciate**, **attached**, **committee**, **communicate**, **community**, **correspond**, **embarrass**, **equipped**, **exaggerate**, **excellent**, **harass**, **immediate**, **interrupt**, **marvellous**, **occupy**, **occur**, **opportunity**, **sufficient**, **suggest**.

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o—upy (c)	pu—le (z)	rea—onable (s)
dan—er (g)	reco—end (m)	a—ear (p)
su—icient (f)	be—ieve (l)	co—unicate (m)
pre—ure (s)	re—evant (l)	fa—iliar (m)
emba—a— (r & s)	su—est (g)	a—ached (t)
o—ortunity (p)	i—ediate (m)	a—o—odate (c & m)
fo—ty (r)	co—ier (p)	di—erent (f)

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LEARNING OBJECTIVE:
Spell words with the soft c from the Year 5/6 spelling list

SEQUENCE 8
Y5 Words with soft c

REVISIT, EXPLAIN, USE

One session:
Revisit the **soft c** followed by **e**, **i** or **y** learnt in Y2, e.g. **city**, **face**, **space**, **cell**, **nicer**, **icy**, **fancy**, **dice**, **rice**, **once**, **twice**.

Present the above words on the board. What can the children tell you about these words? Elicit that they all have the letter **c** in them, making the phoneme '**s**'. Some of the words rhyme with each other (can they add to them, e.g. **lace**, **spice**?) Can the children come up with a rule or convention for **soft c**? (I.e. in English, **soft c** is only followed by the letters **e**, **i or y**.)

Can the children sort the words into three columns?

Now show children these words from the Y3/4 list: **accident**, **bicycle**, **centre**, **century**, **certain**, **circle**, **decide**, **exercise**, **experience**, **medicine**, **notice**, plus the words **celebrate**, **ceremony**, **cyber**, **recipe**.

Does their rule fit these words too?

Children could work in pairs to write these words out, colouring in the different tricky parts. Present a selection of these **soft c** words on the board, blanking out three letters, including the **soft c**. Ask the children to try to rewrite the words in full. Compare answers with a partner. How did they get on?

TEACH, MODEL, DEFINE

Show the Y5/6 list words. Can children identify any words in the list that use the **soft c** spelling? **ancient**, **appreciate**, **cemetery**, **criticise**, **convenience**, **excellent**, **existence**, **hindrance**, **necessary**, **nuisance**, **prejudice**, **pronunciation**, **sacrifice**, **sincere** (**ly**), **sufficient**. Which of these words have more of a "**sh**" than an "**s**" sound?

Support the children to group the words by creating analogies, e.g.:
hind*rance*, exist*ence*, suffi*cient*, excell*ent*, expe*rience*, nuis*ance*, conven*ience*, anc*ient*
prejud*ice*, sacrif*ice*, n*ice*, d*ice*, not*ice*
appre*ciation*, pronun*ciation*
*cen*tre, *cen*tury, *cem*etery, ne*ces*sary
criti*cise*, exer*cise*, de*cide*
sin*cere*, h*ere*.

Show the children how to break the words up into syllables (**ex-cell-ent**) or useful letter strings – **exer-cise**, **exist-ence**.

Explore the meanings of these words.

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PRACTISE, EXPLORE, INVESTIGATE

Invite children to use a dictionary to look up words beginning with **c**, where the **c** is soft like an **s**. Ask them to record these in three columns: **ce/ci** and **cy**. Do they notice any similarities between the words? Children could work in pairs and, choosing the ten most useful words from the list, they could underline and discuss the tricky part of each word and then test each other on the spellings. Did they remember the tricky part?

Can they add the words from the list they are working on (Y2 / Y3/4 or Y5/6), under the correct columns?

APPLY, ASSESS, REFLECT

Revisit learning and discuss any misconceptions.

Children could work in small groups to create dictionary entries for these words, giving a meaning and an example sentence using the word for each entry.

Can children write a paragraph for a news report entitled "The Bicycle Accident" that includes as many '**soft c**' words as they can squeeze in? Ask the children to underline and check each of these words in a partner's piece.

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Revise words from Y3/4 list: **accident**, **bicycle**, **centre**, **century**, **certain**, **circle**, **decide**, **exercise**, **experience**, **medicine**, **notice**.

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Consolidate spelling with **soft c** in words such as **nice**, **ice**, **fancy**, **city**, **centre**, **face**, **space**.

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accident	conceive	bicycle	centre	century
certain	circle	decide	receipt	exercise
experience	perceived	medicine	notice	ceiling
deceit	existence	deceiving	excellent	necessary
criticise	sincerely	sacrifice	pronunciation	prejudice
nuisance	appreciate	ancient	once	receive

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