



USING ESSENTIALSPELLING.

WELCOME TO ESSENTIALSPELLING, 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 ESSENTIALSPELLING?

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, **ESSENTIALSPELLING** 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.

ESSENTIALSPELLING 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

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 6 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 **ESSENTIALSPELLING** have been chosen to fit the objectives and match the kind of vocabulary that Y6 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) **ESSENTIALSPELLING** 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	/ɑ:/	f ather, arm
/d/	dog	/ɒ/	h ot
/ð/	this	/æ/	cat
/dʒ/	gem , jug	/aɪ/	m ind, fine , pie , high
/f/	if , puff , photo	/aʊ/	out , cow
/g/	gum	/ɛ/	hen , head
/h/	how	/eɪ/	say , came , bait
/j/	yes	/ɛə/	air
/k/	cat , check , key , school	/əʊ/	cold , boat , cone , blow
/l/	leg , hill	/ɪ/	hit
/m/	man		
/n/	man		
/ŋ/	sing		
/θ/	both		
/p/	pet		
/r/	red		
/s/	sit , miss , cell		
/ʃ/	she , chef		
/t/	tea		
/tʃ/	check		
/v/	vet		
/w/	wet , when		
/z/	zip , hens , buzz		
/ʒ/	pleasure		
		/ɪə/	beer
		/i:/	she , bead , see , scheme , chief
		/ɔ:/	launch , raw , born
		/ɔɪ/	coin , boy
		/ʊ/	book
		/ʊə/	tour
		/u:/	room , you , blue , brute
		/ʌ/	cup
		/ɜ:/	fern , turn , girl
		/ə/	farmer

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

LEARNING OBJECTIVE:

Revision of words from the Y3/4 statutory word list

SEQUENCE 1

Y6 Revision of high-frequency words

REVISIT, EXPLAIN, USE

Test: give the class a test of the Y3/4 statutory word list.

If any children score below 75%, present them with some of the 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.

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 part, with a letter or letters that does or do not fit our known GPCs (grapheme–phoneme correspondence – letter(s) representing each sound) 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. Alternatively, create a mnemonic for the tricky bit such as: “*I like fruit*”.

Another example is the word **business**: once **busy** is learnt, with due attention to the unusual spelling of the /i/ sound as **u**, **business** can then be spelt as **busy** + **ness**, with the **y** of busy changed to **i**, according to the rule.

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

Support children to find words that all follow the same pattern and create a silly sentence such as, *I heard aliens reached **Earth** earlier this year.*

Remind children that, sometimes, writing a word out a couple of different ways helps you to spot which way it should be written:

sentence, sentence, sentense.

Demonstrate proofing strategies such as reading a text from the bottom up or one sentence at a time.

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 try out 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 using these words.

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.

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 the 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 such high-frequency, the incorrect version soon becomes automatic if not addressed and the habit is then hard to undo.

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.

THE HOBBIT

In a hole in the ground there lived a Hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.

I suppose hobbits need some description nowadays, since they have become rare and shy of the Big People, as they call us. They are (or were) a little people, about half our height, and smaller than the bearded dwarves. Hobbits have no beards. There is little or no magic about them, except the ordinary everyday sort which helps them to disappear quietly and quickly when large stupid folk like you and me come blundering along, making a noise like elephants which they can hear a mile off. They are inclined to be fat in the stomach; they dress in bright colours (chiefly green and yellow); wear no shoes, because their feet grow natural leathery soles and thick warm brown hair like the stuff on their heads (which is curly); have long clever brown fingers, good-natured faces and laugh deep fruity laughs (especially after dinner, which they have twice a day when they can get it). Now you know enough to go on with. As I was saying, the mother of this hobbit - Bilbo Baggins, that is - was the famous Belladonna Took, one of the three remarkable darters of the Old Took, head of the hobbits who lived across The Water, the small river that ran at the foot of The Hill.

This text has been adapted from the original in **The Hobbit by J.R.R Tolkien** and appears with permission of **Harper Collins Publishers Ltd © 1937 J.R.R. Tolkien.**

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LEARNING OBJECTIVE:

To distinguish between the spelling and meaning of homophones

SEQUENCE 2

Y6 Homophones

REVISIT, EXPLAIN, USE

Ask children to explain what they know by the term “homophone”. Confirm that a homophone is a word that sounds the same as another but is spelt differently, e.g. **mail, male; to, too, two**. Children might be interested in the etymology of the word here. “Homophone” is from the ancient Greek words “**homos**”, meaning “**same**”, and “**phone**”, meaning “**sound**” or “**voice**”. Similarly, we have “**homograph**” (“same image”), meaning spelt the same but with different meaning or even sound, such as “**row**” meaning “**argument**” or “**line**” or “**move** (a boat) through water using oars”.

Show homophones that often crop up in class spelling errors. e.g. **their / there, your / you’re**.

Remind children of the differences in meaning for common homophones / the homophones with which the class tend to struggle.

Together, orally compose sentences that use the words in context.

Invite the children to share any mnemonics they remember from previous years that help them to recall which version of a spelling. Mnemonics could take the form of a rhyme or ditty (e.g. **big elephants can’t always understand small elephants**) or a visual image or, in this case, an analogy or link to a word or concept that is related.

For example:

A **pen** and **paper** in the **stationery** tray. We are **stationary** in the **car** park.

A **piece** of **pie**.

Read it **loud** and **aloud**.

A **practical** **practice**.

isle and **island**.

heard / **hear** / **ear**.

where / **here** / **there**.

TEACH, MODEL, DEFINE

Show the children some of the pairs of homophones from Y3/4 and Y5/6 teaching, where one of the words is a verb: **passed / past, missed / mist, guessed / guest, allowed / aloud**. Can children explain how they might recognise which of these is a verb in each case (-ed endings)?

Teach children about the difference between verbs and nouns such as **advice / advise, device / devise, licence / license, practice / practise, prophecy / prophesy**. Explain the convention that nouns are generally spelt with a **c** and verbs with an **s**. Also compare **affect** – verb (**affect** > **affected**) and **effect** – generally a noun (**effect** > **effective**).

Discuss the meanings of the words explored and share sentences that demonstrate the words in context.

For example: **Jamie bought a TV licence so that he was licensed to watch television at home.**

PRACTISE, EXPLORE, INVESTIGATE

Play homophone pairs: copy the word grid below onto card and give sets to pairs or small groups of children. Children should place the cards face down and take it in turns to turn over two cards. If children reveal a pair, they can only keep it if they can correctly explain the difference between each word to the other players. At the end of the game, the winner of each group reads out his/her pairs, declaring whether each one is a noun or verb (or giving the word in context of a sentence) and challenges the other players in the group to spell the correct version each time.

MINOR GAPS

Revisit learning and discuss any misconceptions from Y5/6, plus focus on repeated recall of higher-frequency words that use either version of a homophone. Look for the tricky part of each word and highlight it. Create mnemonics for each.

MAJOR GAPS

Intervention plus teaching and repeated recall of homophones that use either version of the homophone from Y3/4 and Y2 lists that are the highest-frequency: **there/their/they're**, **here/hear**, **see/sea**, **bare/bear**, **one/won**, **sun/son**, **to/too/two**, **be/bee**, **blue/blew**, **ate/eight**, **hear/here**. Create mnemonics for each.

APPLY, ASSESS, REFLECT

Devise two sentences that include examples of these homophones. Show the child the sentences with gaps where the homophone should be. Invite them to choose the correct homophone.

For example:

— He is licensed to kill because he has a licence from MI5.

— You're advised to listen to her advice.

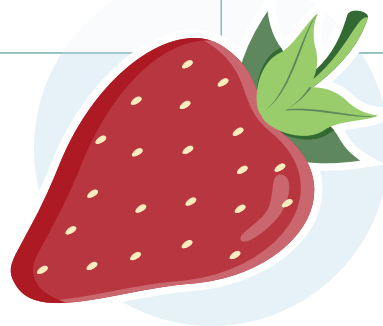
Dictate a sentence, for example:

"Today we practised long jump."

Analyse errors and talk about why they might have been made. Read out two pairs of homophones and ask the children to create new sentences, using the given words.

Y1	
Statutory statement	Non-statutory words
N/A.	
Y2	
Statutory statement	Non-statutory words
Homophones.	there/their/they're, here/hear, quite/quiet, see/ sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight.
Y3/4	
Statutory statement	Non-statutory words
Homophones.	berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, missed/mist, peace/piece, plain/plane, rain/rein/reign, weather/whether, whose/who's, eight/ate.
Y5/6	
Statutory statement	Non-statutory words
Homophones and other words that are often confused.	advice/advise, device/devise, licence/license, practice/practise, effect/affect prophecy/prophecy, weary/wary, dessert/desert aisle/isle, allowed/aloud, altar/alter, bridal/bridle, complement/compliment, cereal/serial, assent/ascent, dissent/descent, heard/herd, mourning/ morning, guest/guessed, led/lead, farther/father, who's/whose, draft/draught, stationery/ stationary, steel/steal, profit/prophet, principle/principal, passed/past.

advice	advise	device	devise
licence	license	practice	practise
prophecy	prophecy	weary	wary
dessert	desert	affect	effect
missed	mist	passed	past
guessed	guest	bury	berry



LEARNING OBJECTIVE:

Understand rules for applying suffixes beginning with vowel letters: **-ed** and **-ing** / **-er** and **-est** / **-y** – keep, chop or change the ending Y6

SEQUENCE 4

Y6 Vowel suffixes

REVISIT, EXPLAIN, USE

Ask children to explain the meaning of the terms “root words” and “suffix”. Which suffixes do they know? List, e.g. **-ed**, **-ing**, **-ly**, **-ness**.

Can children organise these into two groups (suffixes beginning with vowels and suffixes beginning with consonants)? ... Not forgetting **y**, which the children will need to be reminded is an honorary vowel for the purpose of this learning.

Explain that they are going to focus on the vowel suffixes today (**-ed**, **-ing**, **-er**, **-est**, **-y**).
“Do you notice any patterns when you are adding vowel suffixes? What do we do?
What do you notice?”

Remind children that **-ed** and **-ing** are suffixes, that are added to verbs to change them to the past or continuous forms. For example: **walk** is a verb and we can add **-ed** or **-ing** to write the verb forms **walked** or **walking**.

Can children explain what the suffixes **-er**, **-est** and **-y** do to words?
Elicit that these suffixes create adjectives and can help us to compare words. For example:
sleep > **sleepy** > **sleepier** > **sleepiest**, e.g. **You were the sleepiest baby ever seen.**
fun > **funny** > **funnier** > **funniest**, e.g. **Her jokes were funnier last week.**
Can children explain why and how sleep and fun change before the suffixes are added?

Ask children to discuss what they think happens when adding the vowel suffix **-ation**, e.g. **decorate** > **decoration**. Agree that it turns a verb into a noun.

TEACH, MODEL, DEFINE

Reteach the rules that, when you add suffixes beginning with vowel letters, you either:

- Do nothing, just add (where word ends in two consonants) (Y1) – **sort**, **sorting**, **sorted**/
long, **longer**, **longest**.
- Drop **e** and add the suffix (Y2) – **dance**,
dancing, **danced** / **nice**, **nicer**, **nicest**.
- Change **y** to **i** and add the suffix (where the word ends with consonant followed by a **y** and only for **-ed**) (Y2) **reply**, **replying**, **replied**,
copy, **copying**, **copied** but **play**, **playing**,
played/ **noisy**, **noisier**, **noisiest**.
- Double the final consonant and add the suffix (where the word ends in a short vowel sound and consonant) (Y2) – **shop**, **shopping**,
shopped, **fit**, **fitting**, **fitted** / **fit**, **fitter**, **fittest**.

PRACTISE, EXPLORE, INVESTIGATE

Provide the children with some root words and ask them to explore which suffixes can be added and how they might change the root words in some cases.

Provide children with the table below and ask them to add vowel suffixes, as directed, to the words from the Y5/6 statutory word list, then explain what process they had to do.

MINOR GAPS

Focus on one key area that is not secure, such as changing **y** to **i**. Ensure children can hear the short vowel / long vowel.

MAJOR GAPS

Adding either **-ed** / **-ing** or **-er** / **-est**, where there is no change to a word (try to stick to single-syllable roots). Use a phoneme frame to plot out the root and then add **-ing** or **-ed** as a complete suffix.

p	l	ay
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 + ed**APPLY, ASSESS, REFLECT**

Revisit learning and discuss any misconceptions.

Dictate sentences, using target words with suffix endings. e.g.

They criticised her for forgetting her loneliest friends.

She thanked them for their communication.

Y1	
Statutory statement	Non-statutory words
Adding -ing , -ed and -er to verbs where the root word doesn't change.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper.
Adding -er and -est to adjectives where the root word doesn't change.	grander, grandest, fresher, freshest, quicker, quickest.
Y2	
Statutory statement	Non-statutory words
Adding -ed , -ing , -er and -est to a root word ending in -y with a consonant before it.	copied, copier, happier, happiest, cried, replied (exceptions: copying, crying, skiing, taxiing).
Adding -ing , -ed , -er - est and -y to words ending in -e , with a consonant before it.	hiking, hiked, hiker, nicer, nicest, shiny.
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.
Y3/4	
Statutory statement	Non-statutory words
Adding suffixes beginning with vowels (to words of more than one syllable).	forgetting, forgotten, beginning, beginner, preferred.

Root word	-ed	-ation	Explain
determine			
occupy			
communicate			
separate			
explain			
recommend			
accommodate			
appreciate			
exaggerate			

Root word	-ed	-ing	Explain
criticise			
occur			
recognise			
attach			
sacrifice			
interfere			
embarrass			
accompany			

LEARNING OBJECTIVE:

Understand helpful conventions that apply when adding the suffixes **-able** / **-ably** and **-ible** / **-ibly**

SEQUENCE 8

Y6 Words ending **-able**, **-ably**, **-ible**, **-ibly**

REVISIT, EXPLAIN, USE

Confirm that children can explain the terms “suffix” and “root word”.

Invite children to suggest any words that end in the suffixes **-able** or **-ible**.

List these words on the board and discuss this vocabulary. Ask children to look at the list of words and try to notice any patterns or links between the words.

Ask children whether they see any connection between the roots of the words that all have the **-able** suffix, such as **understandable**, **considerable**, **suitable**, **enjoyable**. And what about the roots of those that end with the suffix **-ible**, such as **possible**, **horrible**, **terrible**, **visible**?

What do children notice about these words? Is there a rule?

Revise the convention that we normally add **-able** if the root word is a complete, recognisable word, e.g. **lock** > **lockable**, **consider** > **considerable**.

The **-ible** ending is generally used if a complete root word can not be heard before it, e.g. **poss** > **possible**. However, it also sometimes occurs when a complete word can be heard, e.g. **sensible**, **flexible**.

Remind children that the **-able** / **-ably** endings are far more common than the **-ible** / **-ibly** endings.

Hide the words and call some out. Invite children to record the spellings on their whiteboards. Discuss any misconceptions. Discuss vocabulary.

TEACH, MODEL, DEFINE

Reteach some guidance to support children with the choice of **-ible**, **-able**:

As with **-ant** and **-ance / -ancy**, the **-able** ending is also used if there is a related word ending in **-ation**, such as **adorable** (**adore**, **adoration**), **applicable** (**apply**, **application**), **considerable** (**consider**, **consideration**).

Explain that we normally just add the suffix to the root word. However:

- If the word ends in an **e** or consonant **+y**, then the usual rules of dropping the **e** or changing **y** to an **i** apply, e.g. **excite** > **excitable**, **rely** > **reliable**.
- If the **-able** ending is added to a word ending in **-ce** or **-ge**, the **e** after the **c** or **g** must be kept, as those letters would otherwise have their hard sounds (as in **cap** and **gap**) before the **a** of the **-able** ending, e.g. **change** > **changeable**, **notice** > **noticeable**.

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

Remind children that words ending in **-able** or **-ible** are adjectives used to describe something, such as a **terrible day** or an **excitable puppy**. We can turn these adjectives into adverbs by adding **-ly**, in the same way as we have for other adjectives in the past.

Model the addition of **-ibly**, **-ably** to words:

possible > **possibly**, **reasonable** > **reasonably**, **believable** > **believably**.

Ask the children what they notice about the addition of the suffix **-ly**, and help children to realise that the final **e** must be removed from the **-able** or **-ible** before adding **-ly**.

Alternatively, they can add **-ably**, **-ibly** straight onto roots, using the same guidance as for **-able**, **-ible** words.

Model turning **consider** into **considerably**, **enjoy** into **enjoyably** and **flex** into **flexibly**.

Invite the children to do the same with **comfort**, **terr** and **excite**.

Ensure the vocabulary is discussed, as some of these words will be unfamiliar to children.

Challenge: teach the children some of the trickier changes that need to be applied to root words: **tolerate** (**toleration**) > **tolerable**, **irritate** (**irritation**) > **irritable**, **apply** (**application**) > **applicable**, **divide** (**division**) > **divisible**. These words just need to be learned.

PRACTISE, EXPLORE, INVESTIGATE

Give children sentences with blanks where the **-able** / **-ible** / **-ably** / **-ibly** words would be.

Children try to find the word that goes in each gap, using their understanding of the word meaning to support their answer, e.g. **It is not _____ to eat too much sugar.**
(**advisable**/ **sensible**)

This is a _____ scary film. (terribly)

Challenge: give out root words below and ask children use the rule to complete the words, adding any of the **-able** / **-ible** / **-ably** / **-ibly** suffixes. There are some challenge words here – what are the conventions?

MINOR GAPS

Working on syllabification to segment multisyllabic words, to support children who sometimes miss out letters or syllables in words. Support children to sound out words and clap the syllables of the root word, e.g. **de-pend** / **en-joy** / **con-sid-er**, before ending **-ably** / **-ibly**. Focus on words that need no change to the root.

MAJOR GAPS

Focus on single-syllable words, plus any version of the suffixes, e.g. **lock+able**, **poss+ible**, **terr+ible**, **flex+ible**, **do+able**.

Focus on words that need no change to the root.

p	o	ss	+ ible
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APPLY, ASSESS, REFLECT

Revisit learning and discuss any misconceptions.

Children write a diary entry entitled **A changeable day**, using as many **-ible** / **-able** words as they can.

vis	horr	excuse	unbeat
consider	work	rely	adore
admire	irritate	suit	leg
believe	flex	poss	love
response	break	excite	depend
manage	enjoy	divide	notice