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LEARNING OBJECTIVE:

Learn common alternative spellings for long vowel phoneme:
e /i:/ she, bead, see, scheme, chief

SEQUENCE 2

Y3 Revision of long e

REVISIT, EXPLAIN, USE

Check the children can tell you which letters are vowels.

Show the children the grapheme **ee** and ask what the phoneme correspondence is. Ask if the children know any other ways to write the grapheme that makes an “**ee**” sound (/i:/).

Is this a long sound or short sound? Compare **set** with **seat** and ensure children can hear the difference. Call out the words **ten** and **teen** / **chef** and **chief** and ask children to put their thumbs up if they can hear an “**ee**” sound.

Share a phoneme spotter story that exemplifies alternative spellings for **long e** phoneme, such as the one at the end of this sequence.

Identify words, collect in a best bet grid; share examples from below.

TEACH, MODEL, DEFINE

Use the best bet grid and select two or three teaching points to discuss, e.g. the most common spelling/positioning of the grapheme in words.

- vowel digraph **ee** (Y1)
- vowel digraph **ea** (Y1)
- vowel digraph **ie** (Y1)
- split vowel digraph **e_e** (Y1)
- grapheme **e** on its own

E.g. the **e-e** grapheme is uncommon and therefore not a good best bet. The digraph **ie** generally precedes an **f** or **v**: **thief**, **grieve**/ **belief**, **believe**.

Ask children to study the table and come up with other statements like this.

Model segmenting words into individual phonemes and placing them in a phoneme frame:

th	ie	f	s	qu	ea	k
----	----	---	---	----	----	---

Display words from the Y3/4 Statutory word list that use this phoneme: **believe**, **breathe**, **extreme**, and highlight the points to note in these spellings.

PRACTISE, EXPLORE, INVESTIGATE

Ask the children to write a word not on display containing the same phoneme as some of the words listed (e.g. **greet**).

Where there are potentially two possible spellings, ask the children to write which grapheme they think might be in a particular word and decide whether they think it is correct when they have looked at it written down, e.g. **greet** or **grete**? Children work with partners to create sets of words with the same **long e** grapheme.

APPLY, ASSESS, REFLECT

Revisit learning and discuss any misconceptions.

Dictate a sentence using words taught
e.g. **She will squeal if you speak while she is asleep.**

Ask children to come up with silly sentences that use the different GPCs studied.

Challenge children to look in their reading books for multisyllabic words using this grapheme:
easily, breathable, squeezing.

MINOR GAPS

Compare the two best bets for this phoneme and support children to create chains of words following the same pattern. Use rhyme and analogy.

Encourage children to use a phoneme frame to build words.

MAJOR GAPS

Choose the best bet and support child to segment words using a phoneme frame.

Ensure children can spell **he, me, she, we** from the Y1 CEW word list.

ee			ea			e-e	ie	e
see	cheek	been	lead	deal	eat	these	chief	he
three	Greek	green	read	heal	beat	Eve	thief	we
tree	leek	keen	bead	meal	bleat	Steve	grief	she
knee	meek	queen		peal	cheat	even	relief	be
agree	seek	seen	beak	real	heat	scene	brief	me
free	sleek	screen	freak	seal	meat	gene	belief	
	week		leak	steal	neat	Pete		recent*
creep		beet	peak	squeal	peat	complete*	field	
deep	bleed	feet	speak	veal	seat	extreme*	shield	
keep	breed	fleet	squeak		teat	scheme		
peep	creed	meet	streak	cheap	treat	theme	niece	
sheep	deed	sheet	weak	heap	wheat		piece	
sleep	feed	sleet		leap	repeat			
steep	greed	sweet	bean	reap			believe*	
sweep	need		clean				relieve	
weep	seed	freeze	Jean	sea	east		thieves	
	speed	breeze	lean	tea	beast		grieves	
feel	weed	sneeze	mean	plea	feast			
heel		wheeze		pea	least			
kneel	seem		team	peace	yeast			
peel		teen	steam		Easter			
reel	cheese	thirteen	beam	grease				
steel		eighteen	gleam	release				
wheel			ream	increase*				

*Words in the Y3/4 statutory word list

BEES

Bees are small, winged insects with a yellow and black body. Bees beat their wings about 200 times per second and that makes a buzzing sound. Bees visit flowers to collect pollen, which they eat. It is full of protein. We need these incredible creatures because they take pollen on their feet from plant to plant. This helps the flower to make seeds and grow fruit like strawberries and blackberries. For this reason, we need to protect bees and leave plenty of bee-friendly plants for them.

Honeybees live in colonies in a hive and serve a queen bee. She is the chief who lays eggs in the hive. She sends her worker bees off on sprees to collect nectar from flowers to make honey. This is a high-energy food for them, and they can keep it for winter. Human beings like it too! A honeybee is one of the only insects that produce food that we can eat.

There are 20,000 other species of bee, including the bumblebee. These are slightly larger than the honeybee, but they're not scary, and you won't often see them in an angry swarm. You are more likely to find a bumble bee in a mouse hole, leaf litter, or even weaving in and out of large stones. Many bees are solitary creatures. This means they live alone and not in a group or hive.

In Britain, these busy insects are rarely seen in cold and rainy weather, but you will spot many on a lovely sunny day. You might see a bee pollinating a blossoming tree, resting on a poppy, hovering above a lily, or even flitting between flowery weeds like daisies. They are completely free to fly peacefully about, over fields and gardens, darting from one flower to another to eat the sweet nectar. If you ever see a bee looking lazy or asleep on the floor, it is probably thirsty. You can revive it by adding sugar to some water, and feed it to the bee on a spoon.



Read the information on bees, highlight all the words with the 'long e' vowel phoneme and plot them in the grid below. What do you notice?

ee		ea		ie	y	e
						ee

LEARNING OBJECTIVE:

Add the suffixes **-ing** or **-ed** to root words, doubling the final consonant after a short vowel sound

SEQUENCE 10

Y3 Doubling final consonant before adding **-ed** / **-ing**

REVISIT, EXPLAIN, USE

Ask children if they know what the word “suffix” means. What about “root word”? “Vowel”?

Explain that they are going to focus on adding **-ing** and **-ed** today, two of the vowel suffixes. What do they already know about adding **-ing** and **-ed** to verbs? Can children explain their understanding of “keep the root”, “drop the **e** from the root”, or “change the **y** to an **i** before adding **-ing** or **-ed**”?

List words: **jump** > **jumping**, **skip** > **skipping**, **swim** > **swimming**, **leap** > **leaping**, **wait** > **waiting**

Ask children whether they notice any patterns when adding vowel suffixes. Can they spot that some of these verbs have doubled the final consonant before adding **-ing** or **-ed**?

To be able to do this, children must be able to distinguish long and short vowel sounds. Reteach the distinction between short vowel sounds, which are generally made by the single letters **a, e, i, o, u** and long vowel sounds made when these letters “say their name” on their own or with another vowel. Teaching tip: Show the children how to feel for a sudden vibration in their Adam’s Apple, when they explosively push out the air in their mouth for a short “**a**” sound, for example, as compared with a more subtle, gliding, long “**ay**” sound. You might show them some words with only three letters (e.g. **hop, run, beg**), as these are the easiest to make the short vowel sound out of. Then, you can look at doubling the final consonant letter before adding the vowel suffix.

Give a few examples for each vowel:

pat/make/rain

bet/sleep/cream

hip/light/pie

spot/cone/road

tub/tube/moon

Then mix these words up a bit. Ask children to record the word long on one side of a whiteboard and short on the other. As you call out a word, children show you the side of the whiteboard that matches the vowel sound they have heard within the word.

Now show children words that feature some of the doubling of the spelling patterns they met in Y1:

- **miss, mess, buzz, well, ill, stuff, pick** (the /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff, ll, ss, zz** and **ck** if they come straight after a single vowel letter in short words)
- **jelly, poppy, silly, funny, happy** (double the consonant after a short vowel sound) and **baby, cosy, ruby** (single consonant after a long vowel sound)

This understanding is crucial to the following learning.

TEACH, MODEL, DEFINE

Present the words hopping and hoping – write on each side of piece of paper or whiteboard. “Show me which one says hopping. Which one says hoping?” Ask children to discuss how they knew, and report back.

- Explain that we do not double the final consonant if it is preceded by another consonant (as in **jumping** or **resting**) or a long vowel sound (such as *shooting* or *sleeping*). We do not need to double the final consonant if there is a short sound made by two vowels (such as *heading* or *looking*).
- Teach children that you need to double the consonant at the end of a root word before adding a vowel suffix where the word ends in a short vowel sound followed by a single consonant. Exception: **x** never doubles – **mixing, boxing** (see Y2 POS) and **y** acts as a vowel at the end of a word so does not double.

PRACTISE, EXPLORE, INVESTIGATE

Provide a list of words. Children add the suffix endings, deciding whether to double the final consonant or not:

pat, grab, rain

peel, melt

skip, mix, pin

shop, stop, load, box

jump, hunt, put, shoot

Provide the children with the table below and ask them to add **-ed** to the following verbs and then add them into the table. Can they think of any more examples to add? E.g. **like, open, copy, stop, treat, live, colour, play, carry, keep, trip, ban.**

APPLY, ASSESS, REFLECT

Revisit learning and discuss any misconceptions. Can children articulate their understanding of when to double? Ask the children whether they think the table would look any different if you were to add **-ing** to the same words. (Give a reminder of copying, hurrying, etc.)

Can the children explain what happened to these words: **swim, write, hit** when you add **-ing**? What happens if you want to write these words in the past tense?

Dictate sentences using words taught.
e.g. **They skipped and hopped through the stream, getting cold and watching the ducks swimming.**

MINOR GAPS

- Focus on either of the two suffixes and secure before moving on.
- Double consonants where there is a short vowel before **-le** such as: **paddle, nettle, little, middle, bubble.**

MAJOR GAPS

- Doubling the consonants after a short vowel sound in words such as: **puppy, jelly, better, happy, sorry.**
- Doubling the consonants **s, l, z** after short vowels in words such as: **dress, grass, fizz, buzz, will, shell.**

Keep	Chop	Change	Double

LEARNING OBJECTIVE:

Understand rules for applying suffixes beginning with consonant letters **-ful** , **-less**

SEQUENCE 21

Y3 Revision of suffixes **-ful** and **-less**

REVISIT, EXPLAIN, USE

Ask children if they can explain the terms “suffix”, “root word”, “consonant” and “noun”.

Call out some of the words that children looked at previously that end in **-ment** or **-ness** such as **treatment** or **darkness**, and check that children are confident to add these suffixes.

Invite children to read the following words: **hopeless**, **hopeful**, **careless**, **careful**.

What can they tell you about these words, using the terms they have already discussed. Is there anything at all that they notice? (Two words ending in the suffix **-ful** and two in the suffix **-less**; two words are opposites of each other.)

TEACH, MODEL, DEFINE

Explain that you are going to focus on these two consonant suffixes today (**-ful**, **-less**). Tell children that these suffixes generally turn a noun into an adjective. For example: **If you are full of hope, you are hopeful** and **If you are without hope, you are hopeless**. The suffixes **-ful** and **-less** are antonyms of each other and many root words can add either of these suffixes. Point out that the word **full** has two **ls** but the suffix **-ful** only has one.

Model how to add these suffixes onto a root word to create words such as **hopeless**, **hopeful**, **careless**, **careful**.

Ask children what they notice about how to add these suffixes. Elicit responses that show children understand 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.

Now show them the exception: root words ending in **-y** – if the root has more than one syllable,

e.g. **beauty** + **-ful** = **beautiful**, **penny** + **-less** = **penniless**. Model this change.

Call out a couple of root words for children to add **-less** to, such as **aim**, **rest**, **price**, and then some to add **-ful** to, such as **pain**, **joy**, **mouth**.

PRACTISE, EXPLORE, INVESTIGATE

Ask children to read the words in the grid below and discuss/clarify the meaning of each word. Children work with partners and use the root words below to build words by adding either **-ful** or **-less** to create a related noun. Partners need to agree that a real word has been created. At the end of either activity, partners should challenge each other to spell words created by roots and suffixes and then use the completed card to check.

Encourage children to practise words that they have found difficult, by rewriting and writing the known part in one colour, the tricky part in one colour and the suffix in another. Try writing the word again, visualising each colour.

MINOR GAPS

Choose one of the suffixes to consolidate and help children to see the pattern. Then work on the other. Start with two-syllable words and ones with regular roots, to build confidence, e.g. **hopeful**.

Support children to practise any words using **-ment/-ness** that are high frequency, but that the children have not retained.

Encourage children to practise words that they have found difficult, by rewriting and writing the known part in one colour, the tricky part in one colour and the suffix in another. They could try writing the word again, visualising each colour.

MAJOR GAPS

Check CVC words plus **-ly** to see whether this suffix is now secure.

Support children to practise a few higher-frequency words using one other suffix, e.g. **careful, hopeful, beautiful, useful**, and thus build sight vocabulary.

Encourage children to practise words that they have found difficult, by rewriting and writing the known part in one colour, the tricky part in one colour and the suffix in another. They could try writing the word again, visualising each colour.

APPLY, ASSESS, REFLECT

Revisit learning and discuss any misconceptions.

Can children write sentences using any of the words practised, in context, to show their understanding of the word?

Can children add any more words to their grid?

-less words		-ful words	
doubt	sleep	beauty	pity
care	joy	hope	taste
mind	pain	sense	wonder
home	wish	mouth	noise



PRACTISE, EXPLORE, INVESTIGATE

Children write out the target words and underline the **ay** phoneme, spelt **ey**, **eigh** or **ei**.

In pairs, children read a word, turn it over to hide it, and try to spell it on their whiteboard. Compare and check.

Children sort words containing either version of the Y3/4 grapheme and look for links and patterns such as rhyming words **rein** and **vein** or **weight** and **eight**.

APPLY, ASSESS, REFLECT

Revisit learning and discuss any misconceptions.

Dictate a sentence using words taught. Try to mix words using different versions such as

The great cake weighed eight kilos.

MINOR GAPS

Split vowel digraph **a-e**: **made**, **came**, **same**, **take**, **safe**.

Using phoneme frames and creating groups of words, using the best bet grid.

MAJOR GAPS

rain, **wait**, **train**, **paid**, **afraid**, **day**, **play**, **say**, **way**, **stay**.

Using best bet of position to predict spelling **ai/ay**.

LEARNING OBJECTIVE:

Explore alternative pronunciations for a grapheme –
The /i/ sound, spelt **y**, elsewhere than at the end of words

SEQUENCE 30

Y3 Y elsewhere than at the end of a word

REVISIT, EXPLAIN, USE

Show the children the grapheme **y** and ask what the phoneme correspondence is. Can they think of any words with the **y** grapheme? What sound does the **y** make in each case?

Provide word cards. Can the children sort them into groups? What do the children notice about the different sounds the grapheme **y** makes in each group?

Ask the children to describe these groups, e.g. "In these words, the **y** is making a long vowel sound (**happy/reply**)", or "The **y** in these words is making a short vowel sound (**myth**)". If children are unable to articulate this, you may need to review their understanding of short and long vowel sounds.

TEACH, MODEL, DEFINE

Explain the teaching points from the list below:

- **y** as in **yes** (Reception)
- **y** as in **happy** (Y1 – Discuss that sometimes when adding a suffix the letter **y** changes to an **i**, e.g. **cherry** to **cherries**)
- **y** as in **fly** (Y2 – this is by far the most common spelling for this sound at the end of words)
- Introduce the new learning for Y3/4: **y** making a short **i** sound as in **myth**

There are not many of these words in every day language so display the most common examples that children will use and find useful such as **crystal, cygnet, Egypt, Egyptians, gymnastics, gypsy, hymn, lyrics, myth, mystery, oxygen, pyramid, symbol, symptom, syrup, system, typical** and explore the meaning of each word. Explain that the **y** spelling in the middle of a word is common in words of Greek origin.

A helpful tip for reading pronunciation is that when it comes at the end of the word, the letter **y** makes a long vowel sound (**e** – **happy** or **i** – **spy**); the letter **y** makes a short vowel (**i** – **myth**) when it's within a closed syllable (**i** – **gym/pyramid**).

PRACTISE, EXPLORE, INVESTIGATE

Display the grid below, containing words following the rules you have taught. Can the children now tell you the phoneme for each word when you point to one at a time? Move on to each word as quickly as possible.

In pairs, one child says a word from the patterns taught and both try to write it on whiteboards. Check and compare.

In pairs, one child writes a word, using any of the phoneme correspondences for the grapheme **y**. The partner must write a word that uses the same GPC so that a pair is created, e.g. Child A writes **lolly**, so child B could write **party**. Child B then writes **myth**, so child A could write **gym**.

MINOR GAPS

The /aɪ/ sound, spelt **-y**, at the end of words: **cry, fly, dry, try, reply, July, spy, why**.

Plus some teaching about what happens when adding vowel suffixes **-s** or **-ed**: **cries, spies, replied, tried**.

MAJOR GAPS

Words ending **-y** (/i:/ or /ɪ/): **very, happy, funny, party, family, February, party, lolly, pretty**.

Plus some teaching about what happens when pluralising e.g. **parties, families**.

APPLY, ASSESS, REFLECT

- Revisit learning and discuss any misconceptions.
- Dictate a sentence using words taught e.g **I ate a lolly with syrup and found a crystal at the party**.
- Children write a few lines of a short mystery: **Escape from the Mummy's Pyramid**.

Y1

Statutory statement	Non-statutory words
Words ending -y (/i:/ or /ɪ/)	very, happy, funny, party, family .

Y2

Statutory statement	Non-statutory words
The /aɪ/ sound, spelt -y at the end of words	cry, fly, dry, try, reply, July .

Y3/4

Statutory statement	Non-statutory words
The /ɪ/ sound, spelt y elsewhere than at the end of words	myth, gym, Egypt, pyramid, mystery .