

Spelling in Key Stage 1

My Phase 5 Sound Mat

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au



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a-e



e-e



i-e



o-e



u-e



u-e



*even

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Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Suffixes -ing, -ed, -er and -est (with no change to the root word)

A suffix is an 'ending' used at the end of a root word to turn it into another word.

-ing		-ed		-er		-est	
fly	flying	jump	jumped	high	higher	bright	brightest
sing	singing	look	looked	tall	taller	great	greatest
go	going	lick	licked	help	helper	old	oldest
talk	talking	work	worked	mix	mixer	neat	neatest
cook	cooking	burn	burned	test	tester	soft	softest
climb	climbing	yell	yelled	cold	colder	warm	warmest
meet	meeting	gasp	gasped	small	smaller	loud	loudest
buzz	buzzing	help	helped	teach	teacher	smart	smartest
play	playing	start	started	sing	singer	fast	fastest
help	helping	hunt	hunted	paint	painter	long	longest
cry	crying	watch	watched	catch	catcher	dull	dullest
eat	eating	touch	touched	clean	cleaner	sharp	sharpest
walk	walking	push	pushed	proud	prouder	low	lowest
read	reading	wash	washed	watch	watcher	smooth	smoothest

Suffixes -ment, -ful, -less, -ness and ly

A suffix is an 'ending' used at the end of a root word to turn it into another word. Sometimes, the root word has to be changed before a suffix is added.

Adding -ment can change a verb into a noun.

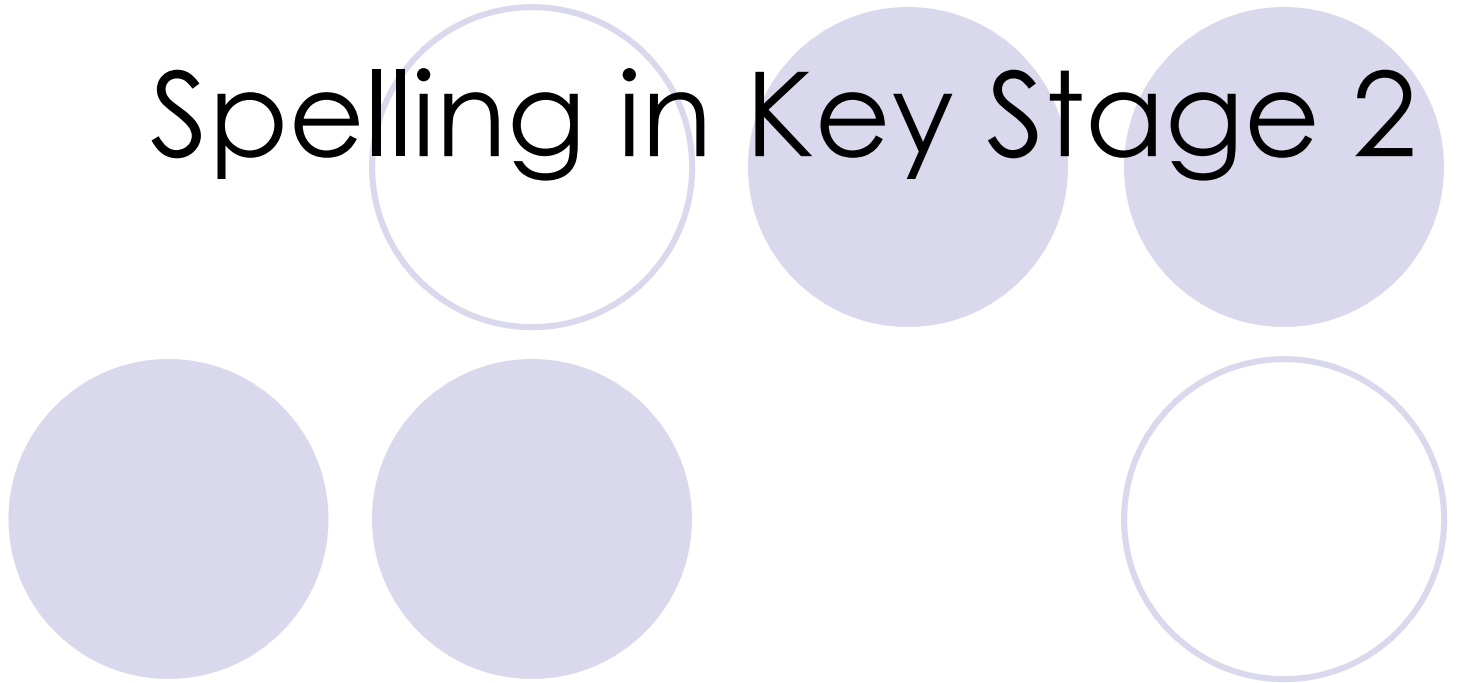
Adding -ful or -less can change verbs or nouns into adjectives.

Adding -ness can change an adjective into a noun.

Adding -ly can change an adjective into an adverb.

-ment		-ful/-less		
verb refresh enjoy pay disappoint employ manage govern punish treat agree	noun <u>refreshment</u> <u>enjoyment</u> <u>payment</u> <u>disappointment</u> <u>employment</u> <u>management</u> <u>government</u> <u>punishment</u> <u>treatment</u> <u>agreement</u>	verb or noun use care thought mind doubt hope fear help colour	adjective -ful <u>useful</u> <u>careful</u> <u>thoughtful</u> <u>mindful</u> <u>doubtful</u> <u>hopeful</u> <u>fearful</u> <u>helpful</u> <u>colourful</u>	adjective -less <u>useless</u> <u>careless</u> <u>thoughtless</u> <u>mindless</u> <u>doubtless</u> <u>hopeless</u> <u>fearless</u> <u>helpless</u> <u>colourless</u>
-ness		-ly		
adjective happy bright gloomy ill sad black ugly polite silly late	noun <u>happiness</u> <u>brightness</u> <u>gloominess</u> <u>illness</u> <u>sadness</u> <u>blackness</u> <u>ugliness</u> <u>politeness</u> <u>silliness</u> <u>lateness</u>	adjective graceful proud bad quick lazy angry light gentle hopeless narrow		
				adverb <u>gracefully</u> <u>proudly</u> <u>badly</u> <u>quickly</u> <u>lazily</u> <u>angrily</u> <u>lightly</u> <u>gently</u> <u>hopelessly</u> <u>narrowly</u>

Spelling in Key Stage 2





❖ Spelling logs from year 3 – personalised spellings recorded and tested at least fortnightly

❖ Spelling logs should go between school and home (like the reading record)

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	qu
answer	enough	library	re
appear	exercise	material	re
arrive	experience	medicine	re
believe	experiment	mention	re
bicycle	extreme	minute	se
breath	famous	natural	se
breathe	favourite	naughty	sp
build	February	notice	st
busy/business	forward(s)	occasion(ally)	st
calendar	fruit	often	st
caught	grammar	opposite	su
centre	group	ordinary	su
century	guard	particular	th
certain	guide	peculiar	th
circle	heard	perhaps	th
complete	heart	popular	th
consider	height	position	va
continue	history	possess(ion)	w
decide	imagine	possible	w
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

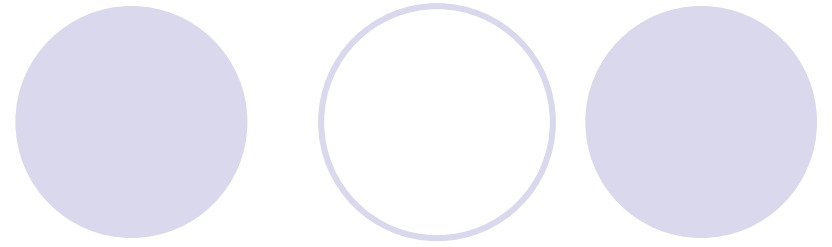
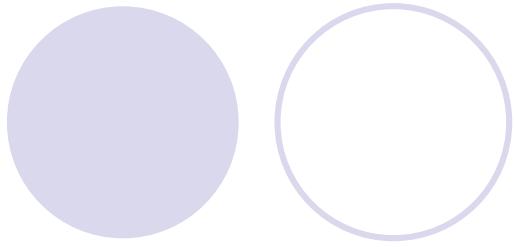
Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

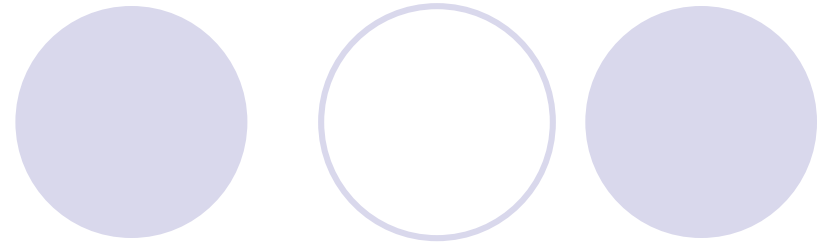
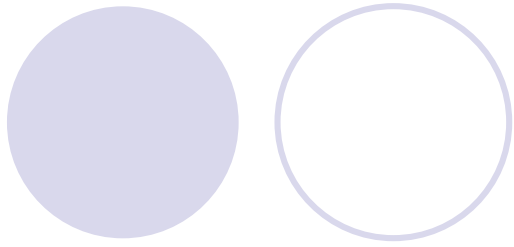
Identifying and addressing personal spelling errors



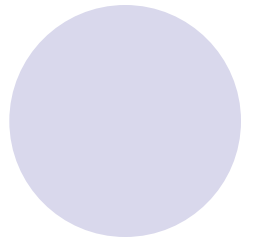
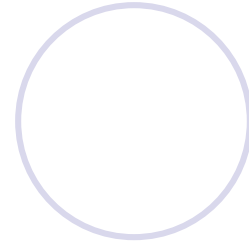
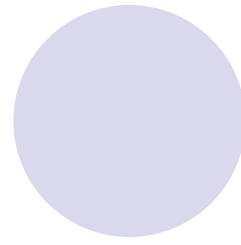
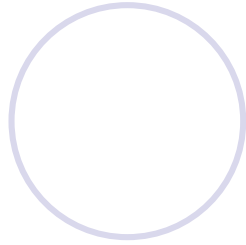
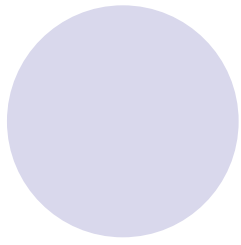
- Children have the opportunity to review their own written work;
- They may identify spelling errors by underlining the incorrect section of the word;
- They are then encouraged to check the spellings.



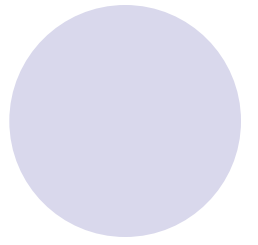
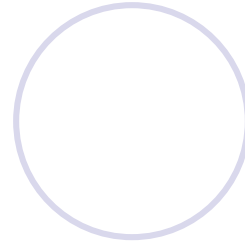
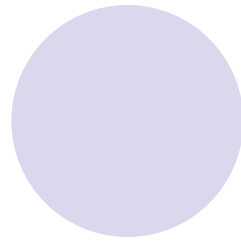
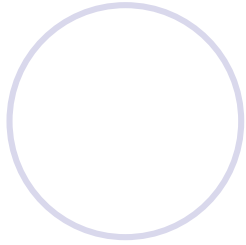
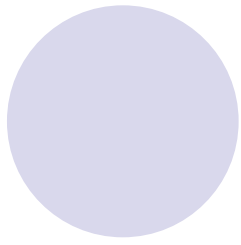
Ungentlemanly



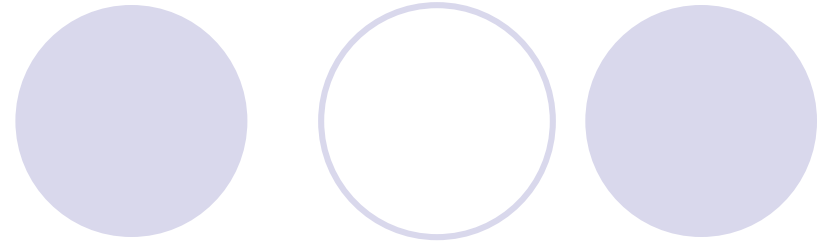
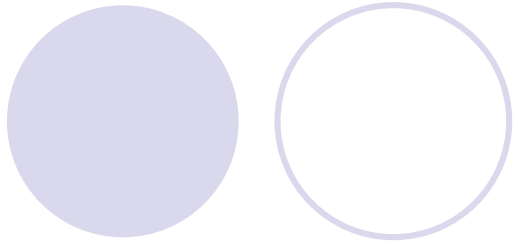
Ungentlemanly



gentlemanly

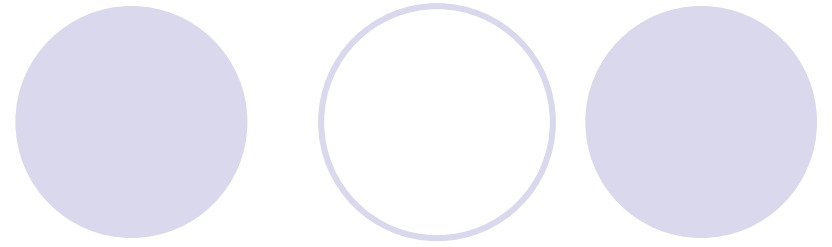
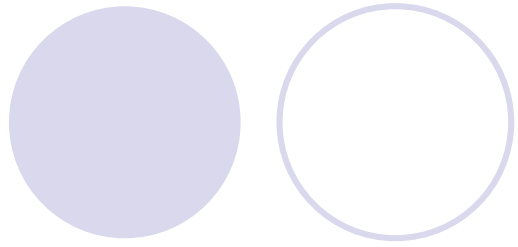


gentleman



gentle

man



Ungentlemanly

Using text

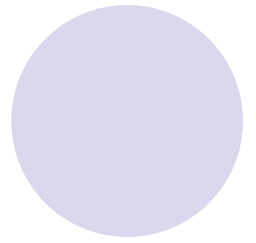
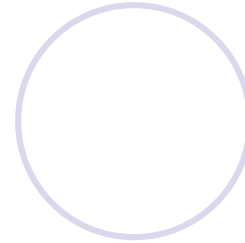
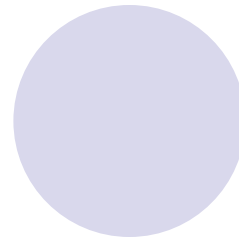
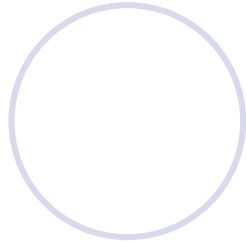
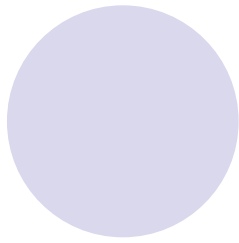
The title 'Using text' is positioned to the left of a series of five circles. The first circle is solid light purple and contains the text. The second circle is an outline. The third, fourth, and fifth circles are solid light purple, outline, solid light purple, outline, and solid light purple respectively.

- Our approach to the teaching of English - 'Reading into Writing';
- Children may be encouraged to find spelling patterns and conventions in texts read;
- We also undertake investigations into spelling patterns and vocabulary for different purposes.



Spelling investigations

- Children may look at specific spelling patterns, e.g. ough, -tial and -cial
- Deriving rules
- Finding and making links



Any questions?