

things	new	after	wanted	eat	thing
everyone	our	two	has	yes	cold
play	take	thought	dog	well	horse
find	more	I'll	round	tree	river
magic	shouted	us	other	food	along
fox	through	way	been	stop	please
must	red	door	right	sea	most
these	began	boy	animals	never	duck
next	first	work	lots	need	he's
that's	baby	fish	gave	mouse	use
something	bed	may	still	found	once
live	say	soon	night	narrator	miss
small	car	couldn't	three	head	birds
king	town	I've	around	every	coming
garden	fast	only	many	laughed	looks
let's	much	suddenly	told	another	eggs
great	why	cried	keep	room	ever
last	jumped	because	even	am	lived
before	gran	clothes	tell	key	white
fun	place	mother	sat	boat	giant
window	sleep	feet	morning	queen	grow
each	book	its	green	different	fly
let	girl	which	inside	run	we're
any	under	hat	snow	air	pulled
trees	bad	tea	top	eyes	dragon
fell	friends	box	dark	grandad	wish
there's	looking	end	than	best	wind
better	hot	sun	across	gone	really
hard	floppy				

# Marston Montgomery Primary School



## Helping your child with spellings



*“Learning for Life”*

## Introduction

When the New National Curriculum 2014 was introduced, it increased the expectations of children across English and Mathematics. Spelling, as an area of English is no exception to this. Previously, children were encouraged to use new words and have a go at spelling them. The content of their writing was what counted. Now, with the new curriculum, children need to be spelling words correctly as well as thinking about the content of their writing.

At the end of Key Stage One (Year2) pupils are now expected to,-

- Spell many common exception words
- Spell some words with contracted forms
- Add suffixes to spell words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly
- Write capital letters and lower case letters of the correct size and in the correct place

At the end of Key Stage Two (Year 6) pupils are now expected to,-

- Spell most words correctly, including common exception words (Year 5 and 6 lists)
- Maintain legibility, fluency and speed in handwriting.

## First 100 High Frequency Words

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into	will	that	this	then	them
with	see	for	now	down	look
too	he	she	we	me	be
was	you	they	all	are	my
her	out	what	could	called	asked
went	It's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked		

Most children need to be able to read and spell these words by the end of ...

## Next 200 High Frequency Words

Water	away	good	want	over	stopped
how	did	man	going	where	park
would	or	took	school	think	rabbit
home	who	didn't	ran	know	liked
bear	can't	again	cat	long	plants

We have included the common exception word lists for Years 1 and 2 and the first 300 high frequency words.

### Year 1 Common Exception Words

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

One of the expectations of the new curriculum is that all pupils can spell these words at the end of year 1.

### Year 2 Common Exception Words

door	floor	poor	because	find	kind
mind	behind	child(ren)	wild	climb	most
only	both	cold	gold	hold	told
every/body	great	even	break	steak	pretty
beautiful	after	father	plant		

One of the expectations of the new curriculum is that all pupils can spell these words at the end of year 2.

## What will we do at school?

In class all staff will expect the children to copy words from the board correctly. When they are asked to correct a spelling they will then be expected to spell that word correctly in their next piece of work.

During the week, time will be built in to the timetable for the children to practise their spellings.

In the juniors the children will use a Spelling Collection Book. They will have a half termly list showing the words and rules to be learned during that time. This will be kept at home. Each week, they will copy the relevant words from the list into their spelling collection book.

In the Infants children have their own personal word books in which they are expected to “have a go” at spelling before asking an adult. The children in Years 1 and 2 will also have a weekly spelling test.

## How can you help at home?

The children in Years 1 to 6 receive spellings to

spellings to try to keep it interesting.

### **Look, Cover, Write, Check**

You can do this by writing the word, letting them look at the word, then covering it while they write and checking that they have written it correctly. This can be repeated several times.

**Tip** – use different colour pens to make it more interesting.

### **Word Search**

Create a word search using your spelling words, or use this link to get the computer to do it for you – <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

### **Scrabble Spelling**

Find the letters you need to spell your words and then mix them up in the bag. Get your parents to time you unscrambling the letters. For extra maths practice you could work out the value of each word.

### **Pyramid Power**

Sort your words into a list from easiest to hardest. Write the easiest word at the top of the page in the middle. Write the next easiest word twice underneath. Write the third easiest word three times.

underneath, carry on until you have built your pyramid.

### **Water Wash**

Use a paintbrush and water to write your words outside on concrete or pavements.

### **ABC Order**

Write your words out in alphabetical order.

### **Memory Game**

Make pairs of word cards. Turn them all over and mix them up. Turn two cards over, if they match you get to keep them, if they do not you have to turn them over again. Try and match all the pairs.

### **X-Words**

Find two of your spelling words with the same letter in and write them so they criss-cross.

### **Listen Carefully**

Ask your parents to spell out one of your words then you have to say what the word is.