

Spelling in Key Stage 1

My Phase 5 Sound Mat

ay



ou



ie



ea



oy



ir



ue



ue



aw



wh



ph



ew



ew



oe



au



ey



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

fly	flying
sing	singing
go	going
talk	talking
cook	cooking
climb	climbing
meet	meeting
buzz	buzzing
play	playing
help	helping
cry	crying
eat	eating
walk	walking
read	reading

-ed

jump	jumped
look	looked
lick	licked
work	worked
burn	burned
yell	yelled
gasp	gasp
help	helped
start	started
hunt	hunted
watch	watched
touch	touched
push	pushed
wash	washed

-er

high	higher
tall	taller
help	helper
mix	mixer
test	tester
cold	colder
small	smaller
teach	teacher
sing	singer
paint	painter
catch	catcher
clean	cleaner
proud	prouder
watch	watcher

-est

bright	brightest
great	greatest
old	oldest
neat	neatest
soft	softest
warm	warmest
loud	loudest
smart	smartest
fast	fastest
long	longest
dull	dullest
sharp	sharpest
low	lowest
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.

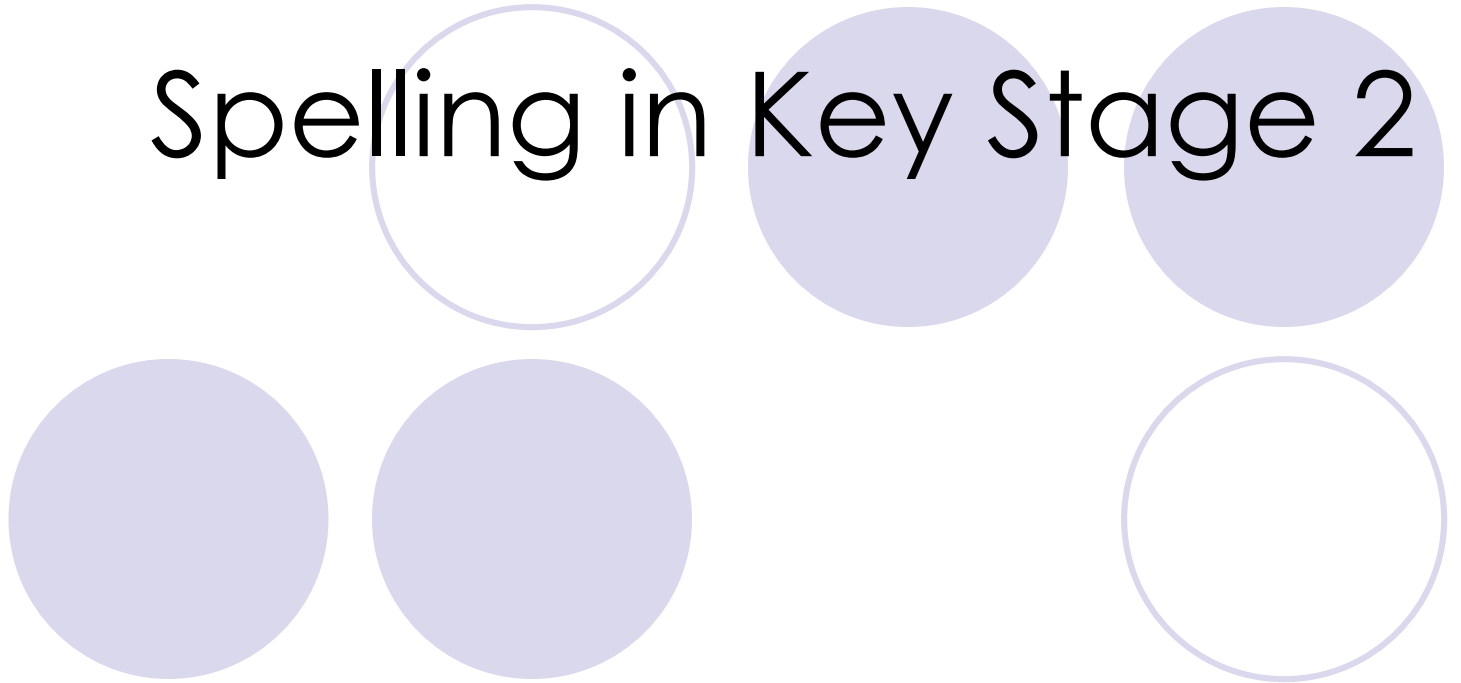
Adding -ful or -less can change verbs or nouns into adjectives.

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 <u>graceful</u> <u>proud</u> <u>bad</u> <u>quick</u> <u>lazy</u> <u>angry</u> <u>light</u> <u>gentle</u> <u>hopeless</u> <u>narrow</u>	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

The title is positioned at the top left. To its right, there are four decorative circles: two light purple circles with white outlines, one white circle with a light purple outline, and one solid light purple circle.

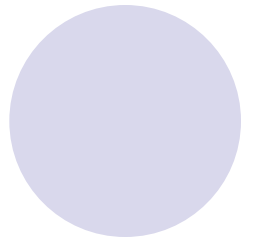
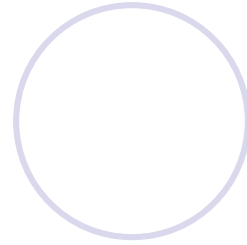
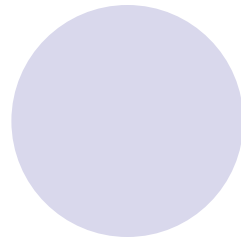
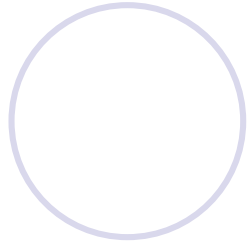
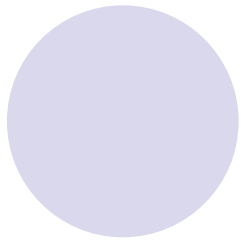
- Children have the opportunity to review their own written work;
- They may identify spelling errors by underlining the incorrect section of the word;
- They are then encouraged to check the spellings.



Ungentlemanly



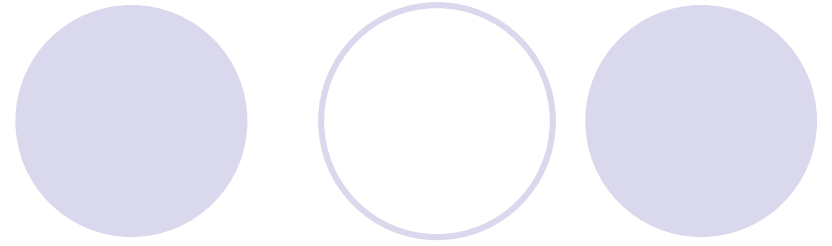
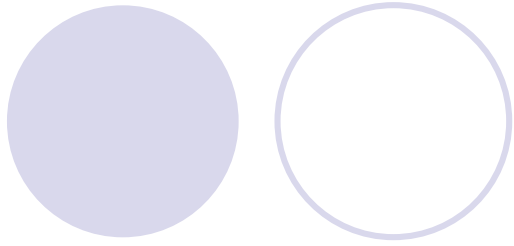
Ungentlemanly



gentlemanly

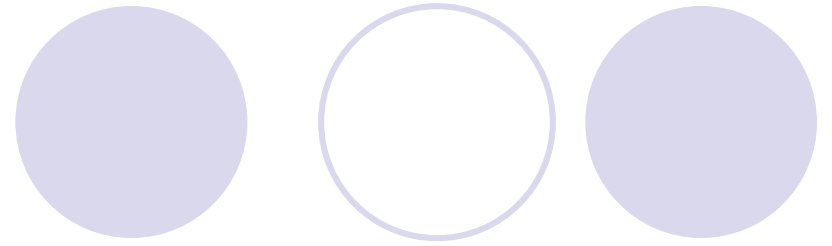
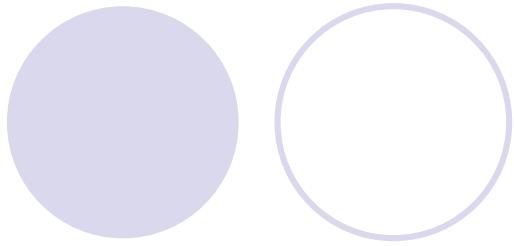


gentleman



gentle

man



Ungentlemanly

Using text

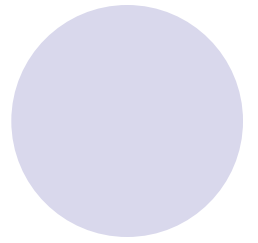
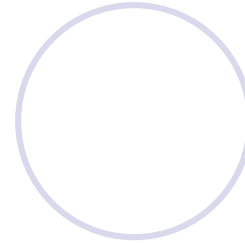
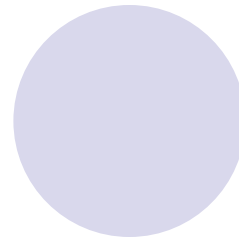
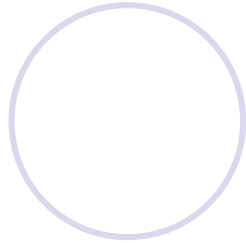
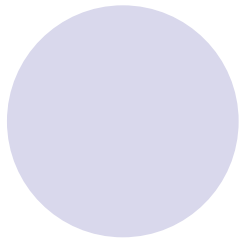


- Our approach to the teaching of English - 'Reading into Writing';
- Children may be encouraged to find spelling patterns and conventions in texts read;
- We also undertake investigations into spelling patterns and vocabulary for different purposes.



Spelling investigations

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



Any questions?