

Welcome to ESSENTIALspelling, a teaching resource from Herts for Learning.

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. There are around 30 sequences in each year group and each sequence represents a series of lessons, rather than one lesson. 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. Roughly speaking, each sequence is designed to be a week's work if you have the equivalent of four x 15-20 minute sessions of spelling teaching per week.

What is different about ESSENTIALspelling?

This spelling resource is different to other spelling schemes. It focuses more on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words and not just 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. Throughout the document, the extended titles: "**Revisit, Explain, Use; Teach, Model, Define; Practise, Explore, Investigate; Apply, Assess, Reflect**" have been used to indicate the full purpose of each section.

Unlike other resources, **ESSENTIALspelling** places an emphasis on the **Review** stage of the teaching sequence. This is not 'what did we learn last 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 that will support teachers to explain and unpick the learning behind the lesson.

Wherever possible, all children should take part in these parts 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.

However, this resource does then offer a teacher the chance to tailor learning more specifically to the current needs and spelling attainment of the children. The **Practise** and **Apply** sections give children the opportunity to rehearse spelling patterns and use them in context. Below these sections are two further sections: **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 shoring up 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 who have little spelling confidence. They may have large gaps in certain areas, such as choosing the appropriate vowel, or 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 rare cases, you may feel that it is more appropriate for certain children to tackle this work during the **Teach** section.

The **Practise** sections are generally straightforward and resource light so that teachers do not have to spend time copying and cutting, or explaining rules of games. However, several example resources are included and these could be adapted to work with other sequences. Homework is not mentioned but could be given to fit the sequence.

Likewise, the **Apply** sections follow a regular pattern of children discussing their learning and spelling words in the context of short dictations. Occasionally, an **Apply** section will contain an extended writing activity to challenge the children to choose and use words independently and in context. 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. In other words, 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 recall opportunities is 'spelling tennis'. This is where children work in pairs to select 10 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: "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.

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progression Year 5

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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:/	father, arm
/d/	dog	/ɒ/	hot
/ð/	this	/æ/	cat
/dʒ/	gem, jug	/aɪ/	mind, 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	/ɪə/	beer
/n/	man	/i:/	she, bead, see, scheme, chief
/ŋ/	sing	/ɔ:/	launch, raw, born
/θ/	both	/ɔɪ/	coin, boy
/p/	pet	/ʊ/	book
/r/	red	/ʊə/	tour
/s/	sit, miss, cell	/u:/	room, you, blue, brute
/ʃ/	she, chef	/ʌ/	cup
/t/	tea	/ɜ:/	fern, turn, girl
/tʃ/	check	/ə/	farmer
/v/	vet		
/w/	wet, when		
/z/	zip, hens, buzz		
/ʒ/	pleasure		

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

Revisit, Explain, Use

Ask children what the word “plural” means and elicit that it means “more than one of”. Invite children to work in pairs to compose some simple instructions for others about how to add plurals.

Come back together and take feedback:

- Remind that most plurals just add *s* and *es* – if the ending sounds like “*s*” or “*z*”, it is spelt as *-s*. If the ending sounds like “*iz*” and forms an extra beat, it is spelt as *-es*, such as *bushes*, *witches* or *boxes* (Y1). Ask children to look at the examples they have generated and see whether that fits.
- Remind children how to add *es* to words ending in a consonant followed by a *y* such as *jelly*. Change the *y* to an *i* before adding *-es* (Y2). Again, check the examples. Did the singular word end in a *y*?
- Remind that if a word ends in *-ey*, the *y* remains as it is and an *s* is simply added, e.g. *key* > *keys* (Y1).
- Show the children some further examples of irregular plurals. At this point, you could introduce the pattern of words ending in a single *-f* that pluralise by dropping the *f* and adding *-ves*, e.g. *thief* > *thieves*, *dwarf* > *dwarves*, *life* > *lives* (note that words ending in *ff* just add *-s*, e.g. *cliff* > *cliffs*).

Together, compile a set of Rules for Plurals.

Teach, Model, Define

Show how to break words up into syllables and check each sound is represented (as well as any unexpected letters), e.g. *signature*: *sig-nat-ure* > *signatures*; *committee* > *com-mit-tee* > *committees*.

Choose some words from the Y3/4 or Y5/6 spelling programme of study, or those that will present a challenge to children’s vocabulary. Model spelling these words and adding a plural. For example, *century*: “*Cent* begins with a soft *c* followed by *ent*, like the word *centimetre* (“cent” means “100”). Then I am going to add the suffix *-ury*. A century is one hundred years. If I want to pluralise this word, I will have to remove the *y* from the end and change it to *i* before adding *-es*, just like the word *baby*. So *century* becomes *centuries*. I could use it in a sentence like this: *The castle was built many centuries ago.*”

Practise, Explore, Investigate

Give children a list of words that they have to pluralise: choose words from the Y3/4 and Y5/6 statutory word list.

Minor gaps

Practise plurals of Y3/4 words, especially those ending in *y*.

Major gaps

Go back to Y1 and 2 introduction of plurals: starting by adding *s/es* (and then changing *y* to *i* before adding *es*). Give children a list of words that they have to pluralise: *stick, woman, monkey, party, sheep, wife, box, match, house, mouse, sandwich, goose, dish, computer, family, baby*.

Provide sentences with some correct/incorrect examples. Children underline plural, check and correct where necessary.

Apply, Assess, Reflect

- Revisit learning and discuss any misconceptions.
- Dictate a sentence using words taught – application of rules to words not previously practised.

e.g.

We store all varieties of matches in small boxes.

To avoid difficulties, their identities will be kept secret.

Revisit, Explain, Use

Note for teachers: *ough* is a tricky spelling because this string of letters represents many different sounds, and there are relatively few words with this spelling pattern. It is not the 'best bet' for any of the sounds, but many of the words that use this letter string are relatively high in frequency and so are best learnt as CEWs. Nonetheless, it is useful to support the children to see connections between these spellings and other known spellings.

NB: Teacher subject knowledge not necessary for pupils – *ough* is technically a quadgraph when the *gh* is silent, as in **though** (four letters, one grapheme, one phoneme); and a pair of digraphs when the *gh* is pronounced, as in **enough** (two pairs of letters making two separate sounds – *ou* plus *gh*).

Review, connect and investigate:

Review previously taught spellings that link the phoneme and grapheme *ou*:

Year 3/4 The /ʌ/ sound, spelt *ou* (*young, touch, young, double, trouble, country*) and in the suffix *-ous* (**famous, dangerous, poisonous, glamorous, various**)

Y2 CEW **could, should** and **would**

Y1 The /aʊ/ sound, spelt *ou* (*loud, round, ground, sound, mouth, south*)

Y1 The /u:/ sound, spelt *ou*, in the tricky word **you** (and in the Y3/4 list word group)

Y1 /ɔ:/ sound, spelt *ou* in the tricky word **your**

Show the children a mixture of different words using the *ou* digraph, and ask the children to read them and sort them, according to the sound made by the *ou*. Can they add any more words to each list? Ask which are the odd ones out (**you** and **your** are CEWS because they do not fit the GPCs taught at KS1 and are rare GPCs).

Show the children these words from the Y3/4 spelling list: **enough, though, although, thought, through**. Can the children see the *ou* digraph within the letter string? What else do they notice about these words? (E.g. that *gh* is mostly silent / *gh* makes an "f" sound in enough). Can they add any of these *ough* words to the groups they have created? Which are the odd ones out now? Ask children whether they know other words that using a silent *gh* (*light, flight, brighter, eight, weight, etc*) and any other where *gh* makes an "f" sound (*laugh, cough*).

Teach, Model, Define

Show the children words featuring the quadgraph ough, using each of these phonemes:
The /ɔ:/ sound, spelt *or/ore/aw/au* (*for/more/saw/haunt*): *bought, brought, fought, ough, nought, sought, thought*

The /u:/ sound, spelt *oo/u-e/ue/ew* (*room/cube/blue/new*): *through*

The /əʊ/ sound, spelt *oa/oe/o-e/ow* (*boat/toe/cone/blow*): *although, dough, though*

The /aʊ/ sound, spelt *ow/ou* (*cow/mouth*): *bough, plough*

The /ʌ/ sound, spelt *u/ou* (*cup/hunt/touch*): *borough, thorough* (*many place names, such as Middlesbrough or Peterborough*)

Can the children come up with words that use alternative GPCs for each of these sets? Explain that this is a rare spelling pattern and not the best bet for each of these phonemes. Nonetheless, many of these words are common words and will need to be learned as exceptions to the more likely choices for each phoneme.

In addition, a few English words use the digraph *gh* after *ou* to represent an “f” sound:

ou makes a short “o” sound in *cough, trough*

ou makes a short “u” sound in *enough, rough, tough*

Practise, Explore, Investigate

Pairs game: Children can create their own game of pairs by writing *ough* words onto cards on sticky notes. They overturn these and take it in turns to reveal two words. If the words have matching phonemes (check by listening for the rhyme), they keep the pair, and if not, place them back down. Once children have collected a pair, they should cover the cards and attempt to spell each word correctly. If they do, they can keep the pair. *Through* should be included, even though it will not have a partner. When this card is left, children count up the number of pairs they have to find the winner.

Give children the phoneme spotter below and ask them to underline the *ough* words in the text. They should then complete the table to sort the words by phoneme.

Challenge – give children the phoneme spotter, with gaps where the *ough* words should be, and children need to use their knowledge of the context to fill the gaps.

Minor gaps

Review high-frequency words with these rarer spelling patterns: *could, should, would, our, you, your, enough, though, although, thought, through, young, touch, young, double, trouble, country*.

Colour the tricky part, practise through speedwriting and LSCWC, and try writing these words in a silly sentence such as: *She could see a young pup as she flew through the country.*

Major gaps

Learning high-frequency words with these irregular spellings: *could, should, would, our, you, your*.

Revisit any of the earliest KS1 long or controlled vowel sounds that do not seem to be secure, exploring analogies and best-bet strategies:

The /ɔ:/ sound, spelt *or/ore* (*for/more*)

The /u:/ sound, spelt *oo/u-e/ue/ew* (*room/cube/blue/new*)

The /əʊ/ sound, spelt *oa/oe/o-e/ow* (*boat/toe/cone/blow*)

The /aʊ/ sound, spelt *ow/ou* (*cow/mouth*)

Apply, Assess, Reflect

Revisit learning and discuss any misconceptions.

Children write their own phoneme spotter mini-story, using as many words as possible with the *ough* string.

Challenge children to include and check some of these more common words in their next piece of writing. For example, can they include the conjunctions *although/though* or the preposition *through*?

A tough day

As I travelled through the borough of Westminster on my way to the Houses of Parliament, I started to develop an irritating cough. I fought the urge to turn around and go home, although in hindsight, I ought to have done so. Clearly, my fellow passengers had had enough of me by the time I'd reached my stop so, upon exiting the station, I sought out the nearest chemist. There I bought the strongest cough syrup I could. By now, I was feeling rougher than ever and wished I'd brought a drink with me. My temperature was rising but I ploughed on, determined to reach my destination. However, on passing a café, I decided to nip in and buy a coffee ... and maybe a cake or doughnut, to re-energise. Though busy, the café had a couple of spare tables. Gratefully, I slumped into the nearest chair, whereupon I instantly fell asleep and missed my meeting! I was thoroughly ashamed of myself. What a tough day!

Find words using the <i>ough</i> string that rhyme with:						
snow	other	new	off	puff	cow	more

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