



### 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 6

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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	
/b/	<b>bad</b>
/d/	<b>dog</b>
/ð/	<b>this</b>
/dʒ/	<b>gem, jug</b>
/f/	<b>if, puff, photo</b>
/g/	<b>gum</b>
/h/	<b>how</b>
/j/	<b>yes</b>
/k/	<b>cat, check, key, school</b>
/l/	<b>leg, hill</b>
/m/	<b>man</b>
/n/	<b>man</b>
/ŋ/	<b>sing</b>
/θ/	<b>both</b>
/p/	<b>pet</b>
/r/	<b>red</b>
/s/	<b>sit, miss, cell</b>
/ʃ/	<b>she, chef</b>
/t/	<b>tea</b>
/tʃ/	<b>check</b>
/v/	<b>vet</b>
/w/	<b>wet, when</b>
/z/	<b>zip, hens, buzz</b>
/ʒ/	<b>pleasure</b>

Vowels	
/ɑ:/	<b>father, arm</b>
/ɒ/	<b>hot</b>
/æ/	<b>cat</b>
/aɪ/	<b>mind, fine, pie, high</b>
/aʊ/	<b>out, cow</b>
/ɛ/	<b>hen, head</b>
/eɪ/	<b>say, came, bait</b>
/ɛə/	<b>air</b>
/əʊ/	<b>cold, boat, cone, blow</b>
/ɪ/	<b>hit</b>
/ɪə/	<b>beer</b>
/i:/	<b>she, bead, see, scheme, chief</b>
/ɔ:/	<b>launch, raw, born</b>
/ɔɪ/	<b>coin, boy</b>
/ʊ/	<b>book</b>
/ʊə/	<b>tour</b>
/u:/	<b>room, you, blue, brute</b>
/ʌ/	<b>cup</b>
/ɜ:/	<b>fern, turn, girl</b>
/ə/	<b>farmer</b>

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 to explain what they know by the term “homophone”. Confirm that a homophone is a word that sounds the same as another but is spelt differently, e.g. *mail, male; to, too, two*. Children might be interested in the etymology of the word here. “Homophone” is from the ancient Greek words “homos”, meaning “same”, and “phone”, meaning “sound” or “voice”. Similarly, we have “homograph” (“same image”), meaning spelt the same but with different meaning or even sound, such as “row” meaning “argument” or “line” or “move (a boat) through water using oars”.

Show homophones that often crop up in class spelling errors. e.g. *their / there, your / you're*. Remind children of the differences in meaning for common homophones / the homophones with which the class tend to struggle. Together, orally compose sentences that use the words in context.

Invite the children to share any mnemonics they remember from previous years that help them to recall which version of a spelling. Mnemonics could take the form of a rhyme or ditty (e.g. *big elephants can't always understand small elephants*) or a visual image or, in this case, an analogy or link to a word or concept that is related.

For example:

*A pen and paper in the stationery tray. We are stationary in the car park.*

*A piece of pie*

*Read it loud and aloud*

*A practical practice*

*isle and island*

*heard / hear / ear*

*where / here / there*

## Teach, Model, Define

Show the children some of the pairs of homophones from Y3/4 and Y5/6 teaching, where one of the words is a verb: *passed / past, missed / mist, guessed / guest, allowed / aloud*. Can children explain how they might recognise which of these is a verb in each case (-ed endings)?

Teach children about the difference between verbs and nouns such as *advice / advise, device / devise, licence / license, practice / practise, prophecy / prophesy*. Explain the convention that nouns are generally spelt with a c and verbs with an s. Also compare *affect* – verb (*affect > affected*) and *effect* – generally a noun (*effect > effective*).

## Practise, Explore, Investigate

Play homophone pairs: copy the word grid below onto card and give sets to pairs or small groups of children. Children should place the cards face down and take it in turns to turn over two cards. If children reveal a pair, they can only keep it if they can correctly explain the difference between each word to the other players. At the end of the game, the winner of each group reads out his/her pairs, declaring whether each one is a noun or verb (or giving the word in context of a sentence) and challenges the other players in the group to spell the correct version each time.

### Minor gaps

Revisit learning and discuss any misconceptions from Y5/6, plus focus on repeated recall of higher-frequency words that use either version of a homophone. Look for the tricky part of each word and highlight it. Create mnemonics for each.

### Major gaps

Intervention plus teaching and repeated recall of homophones that use either version of the homophone from Y3/4 and Y2 lists that are the highest-frequency: *there/their/they're, here/hear, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, ate/eight, hear/here.* Create mnemonics for each.

## Apply, Assess, Reflect

Devise two sentences that include examples of these homophones. Show the child the sentences with gaps where the homophone should be. Invite them to choose the correct homophone.

For example:

-- He is licensed to kill because he has a licence from MI5.

-- You're advised to listen to her advice.

Dictate a sentence, for example:

"Today we practised long jump."

Analyse errors and talk about why they might have been made. Read out two pairs of homophones and ask the children to create new sentences, using the given words.



Year group	Statutory statement	Non-statutory words
1	• N/A	
2	• <i>Homophones</i>	<i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i>
3/4	• Homophones	<i>berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, missed/mist, peace/piece, plain/plane, rain/rein/reign, weather/whether, whose/who's, eight/ate</i>
5/6	• Homophones and other words that are often confused	<i>advice/advise, device/devise, licence/license, practice/practise, effect/affect prophecy/prophesy, weary/wary, dessert/desert</i>  <i>aisle/isle, allowed/aloud, altar/alter, bridal/bridle, complement/compliment, cereal/serial, assent/ascent, dissent/descent, heard/herd, mourning/morning, guest/guessed, led/lead, farther/father, who's/whose, draft/draught, stationery/stationary, steel/steal, profit/prophet, principle/principal, passed/past</i>

advice	advise	device	devise
licence	license	practice	practise
prophecy	prophesy	weary	wary
dessert	desert	affect	effect
missed	mist	passed	past
guessed	guest	bury	berry

## Revisit, Explain, Use

Share examples from children's miscue analysis of words where homophones are misspelt.

Explain that a homophone is a word that sounds the same as another but is spelt differently, e.g. *sum, some; to, too, two*. Show homophones often crop up in class spelling errors, e.g. *their / there; you're / your*.

## Teach, Model, Define

Teach the differences in meaning for common homophones / the homophones the class tend to struggle with, such as *your / you're*. Model how the use of mnemonics can be used to aid spelling of these words. For example, we can create associations, e.g.:

*father and mother*  
**serial** and **sequence**  
*loud* and **aloud**

Support children to create analogies with other words to remember spellings, e.g. a *practical practice, isle* and **island, heard/hear/ear, where/here/there**.

Explain that some words are not technically homophones as they do not sound exactly the same. However, these words do come in easily confused pairs, as the pronunciation is similar and the meaning linked in each case.

Ask children whether they can articulate the difference between the words *practice* and *practise*, or *advice* and *advise*.

Elicit that the former is a noun and the second a verb in each case. We can check that *practice* is a noun by putting the word *a/the* in front, e.g. *The football practice is cancelled*. We can check that *practise* is a verb by adding the word *to* in front, e.g. *Idris likes to practise football*. Similarly, model the sentence *That was good advice*, versus *Mercy was able to advise her friend*. Ask children to discuss how they would know the noun from the verb.

Helpfully, we can remember that the noun ends with a *ce* in each case and the verb ends in *se*.

Show children the following pairs of noun + verb "near homophones" and discuss the meaning of each word. Invite the children to suggest how they know which is the noun and which is the verb in each case.

*prophecy/prophecy, licence/license*

Explain that the following pair is also a noun/verb combination: *effect/affect*.

Discuss the meaning of each word and check that the children can recognise the difference. Invite them to suggest ways in which they might remember the difference.

## Teach, Model, Define continued...

Together, orally compose sentences that use the words in context, e.g.:

*James Bond lost his driving licence but he is still licensed to kill.*

*The effect of the poison soon wore off the rabbit, but the hamster was more seriously affected.*

Present the children with the following two pairs: *weary/wary, dessert/desert*

Explain the different meanings and ask children to create a mnemonic to help them

remember which word to use and when. For example: *dessert = sugar sweet / desert = sand*

## Practise, Explore, Investigate

In pairs, children give a definition of a word to a partner, who needs to decide which version of a homophone to write. For example, Child A says: "When you do something again and again to get better at it"; Child B should record the word *practise*. Child B might say: "When you find out how heavy something is"; Child A should then write *weigh*. Children work together to check any misconceptions.

Give children a copy of the text below: *A Saharan Adventure*. Children read the story and select the version of each homophone that fits the context in each case.

### Minor gaps

Revisit learning and discuss any misconceptions from Y5/6, plus focus on repeated recall of higher-frequency words from Y5/6 and Y3/4 that use either version of the homophone. Invite children to look for the tricky part of each word and highlight it. Encourage children to create mnemonics and analogies for each, then record words in the context of short sentences.

### Major gaps

Intervention plus teaching and repeated recall of homophones that use either version of the homophone and are the highest-frequency: *there/their/they're*, *here/hear*, *see/sea*, *one/won*, *sun/son*, *to/too/two*, *be/bee*, *your/you're*, *ate/eight*, *hear/here* and *where/were*.

Create mnemonics and analogy for each, then record words in the context of short sentences.

## Apply, Assess, Reflect

Dictate a sentence, for example:

- *We do not know whether the weather will be fine tomorrow.*
- *This morning, the world is in mourning for the people lost in the earthquake.*

Analyse errors and talk about why they might have been made. Read out two pairs of homophones and ask the children to create new sentences, using the given words.

Year group	Statutory statement	Non-statutory words
1	• N/A	
2	• Homophones	<i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i>
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5/6	• Homophones and other words that are often confused	<i>advice/advise, device/devise, licence/license, practice/practise, effect/affect prophecy/prophesy, weary/wary, dessert/desert</i>  <i>aisle/isle, allowed/aloud, altar/alter, bridal/bridle, complement/compliment, cereal/serial, assent/ascent, dissent/descent, heard/herd, mourning/morning, guest/guessed, led/lead, farther/father, who's/whose, draft/draught, stationery/stationary, steel/steal, profit/prophet, principle/principal, passed/past</i>

## A Saharan Adventure

*Choose which version of the homophone is correct in the context of the sentence; cross out the incorrect word in each case.*

Jasmine Bond was a licensed/licenced pilot, who's/whose flying skills were legendary in the world of aviation. Her father/farther had been in the RAF and had taught her how to operate light aircraft at the age of twelve. She was aloud/allowed to practise/practice flying at a disused airbase near there/their/they're family home, and honed her talent across the mountain ranges of Scotland. By nineteen, Jasmine was in charge of a full-sized cargo plain/plane, and she now led/lead a venture in Africa. Her fleet of aeroplanes could be commissioned by anyone in need of assistance across the vast continent. There/Their/They're was know/no situation that she could not handle.

This morning/mourning, Jasmine had been called to rescue a group of tourists two-hundred miles away, in the Sahara. The stranded souls had been caught in a sandstorm in the dessert/desert; their jeeps were now buried and rendered useless. Jas knew/new that she had a limited window for rescue- the tourists would soon run out of water in that unforgiving heat and any further sandstorms could affect/effect her own engines. The weather/whether in this region was not as predictable as people might imagine: the Sirocco Wind could be fierce at this time of year and, once the sun/son had disappeared, night-time temperatures could well plummet below zero. She quest/guessed that these unwitting tourists had booked a trek with an unscrupulous operator who was happy to put prophet/profit before safety. She had seen this situation all too/to often, although the locals all knew how important it was too/to be wary/weary of deals that seemed to/too good to be true.

As quickly as she could, Jas grabbed some essential supplies and checked the advise/advice from air traffic control. Once she was cleared for take-off, Jas made a rapid assent/ascent and began her mission. She was soon speeding over the barren landscape of the Sahara: across the undulating dunes, over a herd/heard of camels and towards the Tibetsi Mountains. As she neared the co-ordinates she had been given, Jas scanned the horizon for a glimpse of the tourists. In the distance, the plucky pilot could make out stationery/stationary objects that were undoubtedly the marooned jeeps, but before she could begin her descent/dissent, a red light on the controls began to blink urgently. A quick glance at the device/devise confirmed her

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