

St Paulinus Catholic Primary School



"Inspiring all to live, learn and love in the light of Jesus"

(I am the light of the world; whoever follows me will never walk in darkness but will have the light of life.)

cf John 8:12)

Spellings



Spelling is
~~diffecolt~~
~~challengeng~~
hard.

This booklet provides information for parents and carers on how to help their child with spellings in Year 2 onwards.

If you have any queries regarding the content of this booklet, please talk to your child's teacher.

'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community

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Your child has now completed Phase 2,3,4 and 5 of the letters and sounds curriculum. Rather than completing a phonics lesson they now have a spelling lesson.

Purpose

Learning to spell correctly is a crucial skill for life. Children begin to learn the basics of the language as soon as they start school, through phonics, and their skills and knowledge build as they progress.

However, the English language is one of the most difficult languages in the world to learn to spell, as there are so many different ways of spelling the same sounds, and different sounds represented by the same letter strings!

Many words in the English language follow specific rules, and children will be taught these rules at school. However, some words just have to be learnt, and the weekly spelling list can often be greeted with dread by parents!

Spelling Rules

Compound words

These are two words joined together e.g. blackberry, football and sunshine.

ff, ss, ll, zz and ck

Children will work on learning the spelling of words containing consonants shown in red. These usually come after a short vowel sound in a word, e.g: mess, fuzz and peck. Exceptions include if, us and bus.

k or c?

The letter 'k' is used instead of 'c' before 'i' 'e' and 'y' e.g: kit



'ge' or 'dge'

Words ending in 'ge' and 'dge' e.g: edge, lodge and breakage, understanding that the letter 'j' is never used to end the spelling of a word. We use 'dge' after a short vowel sound but 'ge' after any other sound.

At other points within the word ...

- a letter 'g' is used before letters y, i or e, such as gem and magic.
- a letter 'j' is used before u, o or a, such as join and adjust.

's' or 'c'?

A 'c' is used before letters y, i or e, e.g: cell and fancy

kn/gn/wr

Words such as gnome, knit and writing.

'-el' or '-le' ?

Words ending in le, eg: little or stable understanding that 'el' is less common but used after w, v, r, n, m, and s eg: travel, fennel, trowel

In addition children will learn how to spell words ending in 'al' and 'il' eg:

Animal, carnival and pencil.

Ending in 'y'

To prevent children from misspelling the ending with an 'i', children will be taught that 'y' is the most common ending for this sound, eg: reply and fly.

Ending in 've'

Most words ending with the 'v' sound are followed by an 'e', e.g: pave, have and live.



The Possessive Apostrophe

When saying something belongs to someone else we add an apostrophe to show belonging, eg: the teacher's apple or the cat's toy.

Contractions (shortened from)

These are words such as we'll, they've and haven't. The apostrophe stands in for the missing letter. For example, we'll is the shortened form of 'we will', missing out the second 'w' and 'I' and replacing with an apostrophe.

A very common error is putting an apostrophe where it isn't needed, eg: using it's to indicate something belongs to 'it' when in fact it means it is or it has.

Adding Suffixes

Root Word

This is the basic word before adding a prefix or a suffix e.g.

Root word (paint) + suffix (ing) = painting

Adding '-ing', '-er', '-ed' and '-est'

In the verbs ending in two constants, then we can simply add the suffix

+ing - painting, working

+er - fresher, painter

+ed - played, watered

+est - quickest, fastest

The general rule is that if a suffix ends in a constant, you can add it to most words without having to do anything.

+ful - careful, painful, playful, restful

+ly - sadly, brightly, lately

+ness - darkness, sadness

+ment - payment, development

+less - priceless, helpless, harmless



If the word ends in 'y' (with a constant before it) such as carry, we change the 'y' for a 'i' then add the ending.



+er - carrier
+ed - carried
+est - happiest
+ly - happily
+ness - happiness

The exception is with 'ing' as we keep the 'y' and do not change it to 'i'. With the exception of taxiing and skiing.

Adding these to words ending in 'e' means that we must remove the 'e' and add the chosen ending. Eg: take - taking. This does not apply for being.

When a short vowel is followed by one consonant at the end of the root word, double the last consonant and add the suffix. (short vowel, one consonant, double, It needs a friend). For example; The letter "u" is a short vowel in the word run. It is followed by one consonant (n), therefore the last letter (n) is doubled - running.

If the short vowel is followed by two consonants (mp), as in the word jump, the last consonant is not doubled - jumping.

beg begged begging
clip clipped clipping
dim dimmed dimming

Adding 's' and 'es'

If more than one and the word ends in -s, -sh, -ch, -x, or -z, you add -es.

Otherwise you add s for example; bus becomes buses, wash becomes washes, cat becomes cats and cup becomes cups.



Adding a Prefix

The prefix 'un' is added to the beginning of words to change their meaning.

un + - unkind, unclean,

prefix root word suffix
uncomfortable



200 Common Words

Throughout Year 1 and 2 your child will be expected to read and spell the following 200 common words.



| | | | | |
|-----------|---------|----------|---------|----------|
| water | away | good | want | over |
| how | did | man | going | where |
| would | or | took | school | think |
| home | who | didn't | ran | know |
| bear | can't | again | cat | long |
| things | new | after | wanted | eat |
| everyone | our | two | has | yes |
| play | take | thought | dog | well |
| find | more | I'll | round | tree |
| magic | shouted | us | other | food |
| fox | through | way | been | stop |
| must | red | door | right | sea |
| these | began | boy | animals | never |
| next | first | work | lots | need |
| that's | baby | fish | gave | mouse |
| something | bed | may | still | found |
| live | say | soon | night | narrator |
| small | car | couldn't | three | head |
| king | town | I've | around | every |
| garden | fast | only | many | laughed |



Common Exception Words

Exception words are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way.

Some exception words are used very frequently, which is why children are introduced to them very early on in their phonics learning (in Reception, alongside high frequency words, and in Key Stage 1).

Year 1

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, ask, friend, school, put, push, pull, full, house, our

Year 2

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



Spelling Strategies to Use at Home

Some words just have to be learnt, and the weekly spelling list can often be greeted with dread! If you and your child are looking for some new and fun ways to get the spellings of words learn, try these:

| | | |
|--|--|--|
| <p>Use each word in a silly sentence. The sillier the sentence, the more memorable. Underline the spelling word in each sentence.</p> | <p>Write out the words on the computer. Use different fonts and different colours for the different letters.</p> | <p>Write a sentence or short paragraph that contains every single one of your words.</p> |
| <p>Make up a code for your words e.g. A=1, B=2 and so on. See if someone else can crack your code.</p> | <p>Write each word and incorporate it into a silly picture. For example, if one of the words is 'thumb' draw a hand with the word itself instead of the thumb.</p> | <p>Make a mini-dictionary. Sort the words into alphabetical order then write them out with a definition next to each one. For a challenge, see if you can also say whether each word is a noun, verb, adjective etc.</p> |
| <p>Play charades with the words. When each one is guessed, spell it.</p> | <p>Make a word search with your words and list them underneath.</p> | <p>Write out the letters in the words with different coloured felt-tips or pencil crayons.</p> |
| <p>Paint your words onto paper, write them in water with a big brush onto the outside wall of the house, or write them on the ground with coloured chalks.</p> | <p>Play hangman with a partner, using your words.</p> | <p>Ask your helper to write your words as anagrams (mixing up the letters) Can you work out which one is which?</p> |

Your child will have their own favourites, but experiment with a variety of strategies so that learning the spellings is part of a game rather than a chore.



