

a	ay _{day}	ai _{paid}	a-e _{take}	ey _{they}	e	ee	ea	y	
i _{hi}	ie _{pie}	igh _{hig h}	i-e _{bike}	y _{my}	o _{no}	oa _{boat}	ow _{grow}	oe _{toe}	o-e _{rope}
ui _{fruit}	oo _{boot}	ue _{glue}	ou _{route}	ew _{blew}	u-e _{fume}	u _{put}	oo _{foot}	oul _{could}	ar _{car}
or _{for}	aw _{saw}	our _{four}	au _{sauce}	oor _{door}	ore _{more}	augh _{caught}		ow _{cow}	ou _{out}
ir _{fir}	er _{her}	ur _{hurt}		ear _{hear}	ere _{here}	eer _{beer}	air _{fair}	are _{care}	ear _{bear}
ack	eck	ick	ock	uck	sh	th	ng _{ing ang etc}	oi _{soil}	oy _{boy}
f	ph _{phone}	j	g _{ginger}	dge _{judge}	n	kn _{knight}	gn _{gnome}	ch	tch _{itch}
m	mb _{lam b}	r	wr _{write}	s	sc _{scene}	tion _{station}		ssion _{session}	

Phonics Grid

a	ay	ai	a-e	ey	e	ee	ea	y	
i	ie	igh	i-e	y	o	oa	ow	oe	o-e
ui	oo	ue	ou	ew	u-e	u	oo	oul	ar
or	aw	our	au	oor	ore	augh	ow	ou	
ir	er	ur		ear	ere	eer	air	are	ear
ack	eck	ick	ock	uck	sh	th	ng	oi	oy
f	ph	j	g	dge	n	kn	gn	ch	tch
m	mb	r	wr	s	sc	tion	ssion		

KS2 Spelling- A Guide for Parents

When we write we have to consider a number of aspects.

- We need to know what the purpose of our writing is and for whom we are writing.
- We need to think about the content and what form our writing will take, for example, is it a shopping list, a report, a letter to a friend, an email?
- We then need to think about the structure appropriate to the purpose and form of our writing –the use of sentences, paragraphs and punctuation.
- We then select the vocabulary that will best convey our meaning.
- And finally we think about how to spell the words we write.

Children can find writing a real challenge; they need encouragement, support and praise for their efforts. You can best support them by encouraging them to write on every possible occasion, praising their efforts and, importantly, by letting them see you writing whenever possible. You can play word games with them (e.g. **I spy**, **Find the word** puzzles), you can point to interesting or new words as you read to your child (without interrupting the flow of the story) and you can compose emails together.

Most of us, even if we consider ourselves to be good spellers, make spelling mistakes at some point. What is important is that we know what to do when we get stuck and we know how to correct our mistakes. The English language is a rich but complex language but, despite its complexity, 85% of the English spelling system is predictable. Your child will be systematically taught the conventions of the system and the spelling strategies needed to become a confident speller.

In Key Stage 2 we are moving to a 'little and often' approach to the teaching of spelling. The children will be split into 4 ability groups for spelling and they will work in these groups at various points during the week. The childrens' spelling levels will be carefully assessed and they will be slotted into the correct phase of our spelling overview. (A copy of this can be found on our website.) You will be informed which phase your child is working on. They will bring home regular spelling homework linked to their work in class. Any words sent home to learn will be;

- errors from their work
- common tricky words
- words from the spelling rule that they are working on
- topic related words

These will not be formally tested however the children will be encouraged to apply them to their writing. We will use testing diagnostically to see how the children are progressing and to decide if they are ready to move on to the next phase.

Here are some of the strategies that you might use to help your child with spelling at home:

- sounding words out: breaking the word down into phonemes (e.g. *c-a-t*, *sh-e-ll*) – many words cannot be sounded out so other strategies are needed
- dividing the word into syllables, say each syllable as they write the word (e.g. *re-mem-ber*)
- using the **Look, say, cover, write, check** strategy: look at the word and say it out aloud, then cover it, write it and check to see if it is correct. If not, highlight/ underline the incorrect part and repeat the process;
- using mnemonics as an aid to memorising a tricky word (e.g. *people: people eat orange peel like elephants; could: O U Lucky Duck*)
- finding words within words (e.g. *a rat* in *separate*)
- making links between the meaning of words and their spelling (e.g. *sign, signal, signature*) – this strategy is used at a later stage than others
- working out spelling rules for themselves – another later strategy
- using a dictionary as soon as they know how to.

Encourage your child to have a go at spelling words they are unsure of by saying the words slowly and counting the units of sounds. You can help them to use the strategies outlined above and praise their efforts.

Spelling Phases

<p><u>Phase 1</u> How the spellings of verbs alter when ing, ed and s are added Spelling pattern le as in <i>little, muddle, bottle</i>, Common prefixes and how these influence word meanings, e.g. un, de, dis, re, pre To use knowledge of these prefixes to generate new words from root words, especially antonyms. Silent letters</p>
<p><u>Phase 2</u> er & est added to words y added to words Basic rules for plurals Compound words Use apostrophe in shortened forms of simple words- <i>don't</i>.</p>
<p><u>Phase 3</u> Suffixes ly, ful, less & how these influence meaning To use these suffixes to generate new words from root words Irregular tense changes e.g. <i>go/went, can/could</i> Use apostrophe to spell contracted forms of longer words, e.g. <i>couldn't</i> Homonyms – same spelling multiple meanings & explain how context helps gain meaning (bank, bow)</p>
<p><u>Phase 4</u> Two-syllable words with double consonants Homophones Suffixes al, ary, ic Suffixes ship, hood, ness, ment Ways nouns & adjectives become verbs by use of suffix ate, ify, etc - investigate patterns, generate rules</p>
<p><u>Phase 5</u> What happens to words ending in f when suffix added Words with common endings: ight etc Suffixes: ible, able, ive, tion, sion, ic, ist Prefixes: al, mis, ex non, co, anti and use to generate new words Investigate origins/ meanings words with common roots, - <i>advent, invent</i></p>
<p><u>Phase 6</u> Explore where certain letters appear in words deduce conventions for using at beg, mid & end of words Explore where certain letter strings appear in words deduce conventions for beg, mid & end of words Spell words with common letter strings but different pronunciations e.g. <i>journey, could, route</i> Distinguish the 2 forms: its possessive& it's; contracted 'it is' Prefixes: auto, bi, trans, tele, circum How compound words can aid spelling even where pronunciation obscures it, e.g. <i>handbag, cupboard</i></p>
<p><u>Phase 7</u> Examine properties of words ending in vowels other than e Diminutives -suffixes ette; prefixes: mini; adjectives <i>little</i>; nouns <i>sapling</i> nicknames-Jonesy Pluralisation when we change f to ves Word roots & spelling patterns, e.g. <i>sign, signature, signal</i> C is usually soft when followed by i, e.g. <i>circus, accident</i></p>
<p><u>Phase 8</u> Explore spelling of consonants & formulate rules: • ll in full becomes l when used as a suffix Words ending with single consonant preceded by a short vowel double consonant then add ing or ed Words that have common letter strings but different pronunciations, e.g. <i>rough, cough, bough</i>; Possessive pronouns, e.g. <i>their, theirs; my, mine</i> To distinguish between Revise homophones, (sound same different spelling) <i>eight, ate</i> I before e except after c ONLY when sound is 'ee' e.g. receive. Note and learn these words.</p>
<p><u>Phase 9</u> Unstressed vowels in polysyllabic words, e.g. <i>company, portable</i> Recognise the spelling & meaning of prefixes: in, im, ir, il, pro, sus Words ending in modifying e - drop e when adding ing – <i>taking</i> - keep e when add suffix beginning with consonant e.g. <i>hopeful, lovely</i> Words ending in y preceded by consonant change y to ie when adding suffix except for suffixes ly or ing, How to transform words, e.g. change tenses: ed, ing negation: un im il make comparatives er, est, ish; changing verbs to nouns ion, ism, ology; nouns to verbs: ise, ify, en</p>

Strategies to help children learn spellings:

- look, say, cover, write, check
- looking for words within words
- using rhymes to aid memory e.g.
Whales Always Snore – was
- saying the word as it is spelt
- following the rule or pattern
- looking closely at the shape of the word
- put the words up around the house
- look for them when reading