

# Spelling Workshop

**March 2022**

# Overview

- ❖ Challenges our children face
- ❖ Assessment
- ❖ Spelling curriculum
- ❖ Tricky words
- ❖ Spelling journals
- ❖ Helping at home
- ❖ Dyslexia
- ❖ Questions

My spelling is wobbly.  
It's good spelling but it wobbles  
and the letters get in  
the wrong places.



# Assessment

## Key Stage 1 Writing Teacher Assessment Framework Continuum 2022



Working Towards The pupil can, after discussion with the teacher:	Expected The pupil can, after discussion with the teacher:	Greater Depth The pupil can, after discussion with the teacher:
Write sentences that are sequenced to form a short narrative (real or fictional)	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
		Make simple additions, revisions and proof-reading corrections to their own writing
	Write about real events, recording these simply and clearly	
Demarcate some sentences with capital letters and full stops	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Use the punctuation taught at key stage 1 mostly correctly This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2) <u>2</u> / <u>1</u> / 'contraction <u>1</u> possession (singular) / ,lists / capital letters for people, places, days of the week and the personal pronoun I
	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	
	Use present and past tense mostly correctly and consistently	
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
Spell some common exception words*	Spell many common exception words*	Spell most common exception words*
Form lower-case letters in the correct direction, starting and finishing in the right place	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
Form lower-case letters of the correct size relative to one another in some of their writing	Use spacing between words that reflects the size of the letters	Use the diagonal and horizontal strokes needed to join some letters.
Use spacing between words		

2019 national curriculum tests

## Key stage 1

### English grammar, punctuation and spelling

#### Paper 1: spelling

First name	
Middle name	
Last name	

Total marks

2019 national curriculum tests

## Key stage 1

### English grammar, punctuation and spelling

#### Paper 2: questions

First name	
Middle name	
Last name	

Total marks

# Spelling Shed

## Spelling lists – Stage 2



1. Spelling Rules: The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds.
2. Spelling Rules: The /j/ sound spelled -ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'
3. Spelling Rules: The /j/ sound spelled with a g.
4. Spelling Rules: The /s/ sound spelled c before e, i and y.
5. Spelling Rules: The /n/ sound spelled kn and gn at the beginning of words.
6. Challenge Words
7. Spelling Rules: The /r/ sound spelled 'er' at the beginning of words.
8. Spelling Rules: The /l/ or /ul/ sound spelled '-le' at the end of words.
9. Spelling Rules: The /l/ or /ul/ sound spelled '-le' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.
10. Spelling Rules: The /l/ or /ul/ sound spelled '-al' at the end of words.
11. Spelling Rules: Words ending in '-il.'
12. Challenge Words
13. Spelling Rules: The long vowel 'i' spelled with a y at the end of words.
14. Spelling Rules: Adding '-es' to nouns and verbs ending in 'y.'
15. Spelling Rules: Adding '-ed' to words ending in y. The y is changed to an i.
16. Spelling Rules: Adding '-er' to words ending in y. The y is changed to an i.
17. Spelling Rules: Adding '-ing' to words ending in 'e' with a consonant before it.
18. Challenge Words
19. Spelling Rules: Adding 'er' to words ending in 'e' with a consonant before it.
20. Spelling Rules: Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
21. Spelling Rules: Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.
22. Spelling Rules: The 'ar' sound spelled 'a' before ll and ll.
23. Spelling Rules: The short vowel sound 'a.'
24. Challenge Words
25. Spelling Rules: The /ee/ sound spelled '-ey'
26. Spelling Rules: Words with the spelling 'ar' after w and qu.
27. Spelling Rules: The /er/ sound spelled with a or ar.
28. Spelling Rules: The /z/ sound spelled s.
29. Spelling Rules: The suffixes '-ment' and '-ness'
30. Spelling Rules: The suffixes '-ful' and '-less' If a suffix starts with a consonant letter, it is added straight onto most root words.
31. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
32. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
33. Spelling Rules: Words ending in '-tion.'
34. Spelling Rules: Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.
35. Challenge Words
36. Challenge Words

## 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 who even  
only father who  
both class whole  
old grass any  
cold pass many



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# Tricky words



## 200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	night	lots	night	room	than	wanted
again	book	eggs	gave	I'll	magic	one	round	that's	water
air	box	end	giant	inside	man	or	run	there's	way
along	boy	even	girl	its	many	only	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	stop	tree	work
bed	didn't	floppy	hat	live	need	rabbit	stayed	two	would
been	different	fly	he's	lived	never	really	sun	under	yes
before	dog	food	head	long	new	red	take	us	
began	door	found	home	looking		right	tea		
best	dragon	fox	horse						
better	duck	friends	hot						

## Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	consider	enough	grammar	interest	<b>Nn</b>	perhaps	question	suppose
accident	breathe	continue	exercise	group	island	natural	popular	<b>Rr</b>	surprise
accidentally	build	<b>Dd</b>	experience	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
actual	busy	decide	experiment	guide	knowledge	notice	possess	regular	therefore
actually	business	describe	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	thought
address	<b>Cc</b>	different	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
although	calendar	difficult	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
answer	caught	disappear	favourite	height	library	often	pressure	sentence	<b>Vv</b>
appear	centre	<b>Ee</b>	February	history	<b>Mm</b>	opposite	probably	separate	various
arrive	century	early	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
<b>Bb</b>	certain	earth	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
believe	circle	eight	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
bicycle	complete	eighth	<b>Gg</b>	important	minute	peculiar	quarter	strength	women



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## Years 5 and 6 Statutory Spellings

<b>Aa</b>	accommodate accompany achieve aggressive amateur ancient apparent appreciate attached available average awkward	<b>Cc</b>	category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity	<b>Ee</b>	embarrass environment equipment equipped especially exaggerate excellent existence explanation	<b>Hh</b>	harass hindrance  <b>Ii</b> identity immediate immediately individual interfere interrupt	<b>Nn</b>	necessary neighbour nuisance  <b>Oo</b> occupy occur opportunity	<b>Rr</b>	recognise recommend relevant restaurant rhyme rhythm	<b>Tt</b>	temperature through twelfth
<b>Bb</b>	bargain bruise	<b>Dd</b>	definite desperate determined develop dictionary disastrous	<b>Ff</b>	familiar foreign forty frequently	<b>Ll</b>	language leisure lightning	<b>Pp</b>	parliament personal physical prejudice privilege profession programme pronunciation	<b>Ss</b>	sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient	<b>Vv</b>	variety vegetable vehicle
				<b>Gg</b>	government guarantee	<b>Mm</b>	marvellous mischievous muscle	<b>Qq</b>	queue	<b>Yy</b>	yacht		



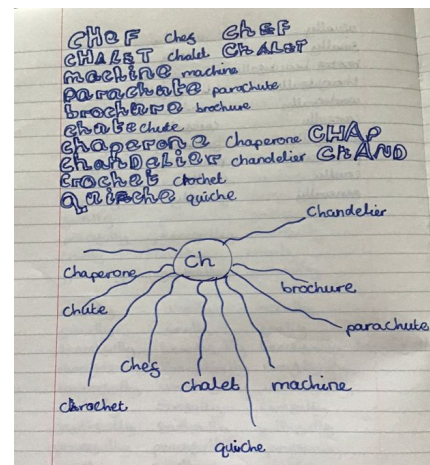
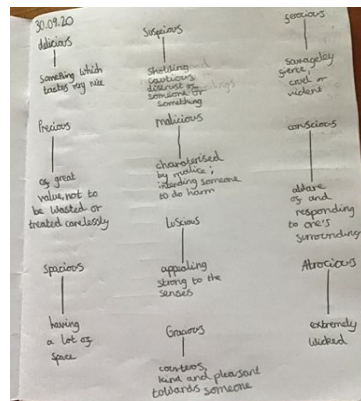
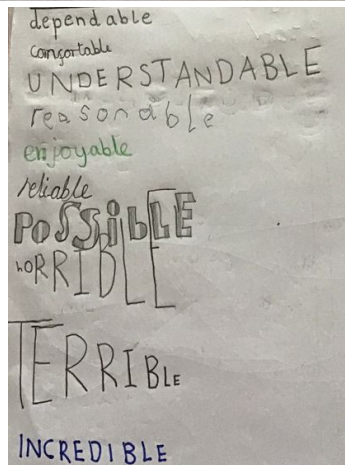
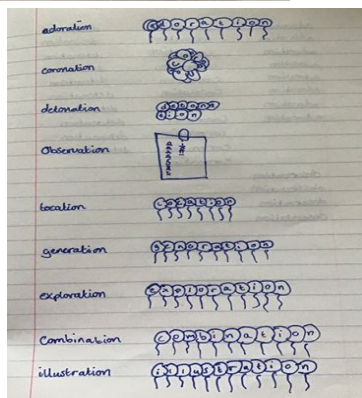
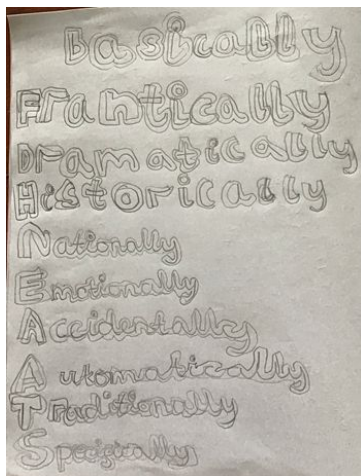
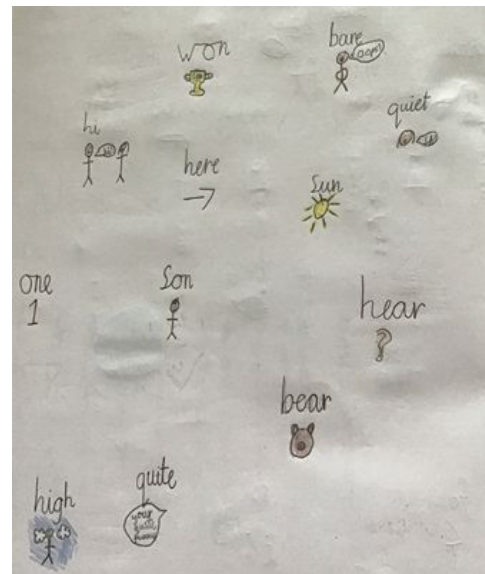
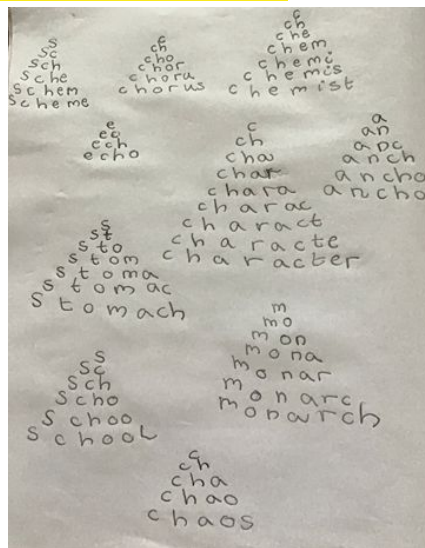
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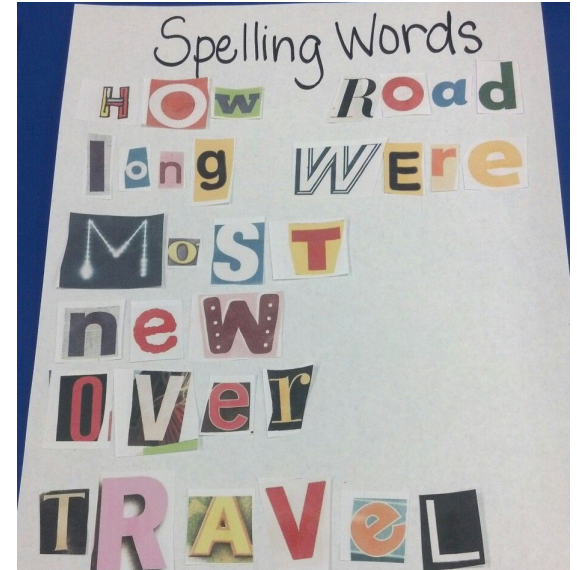
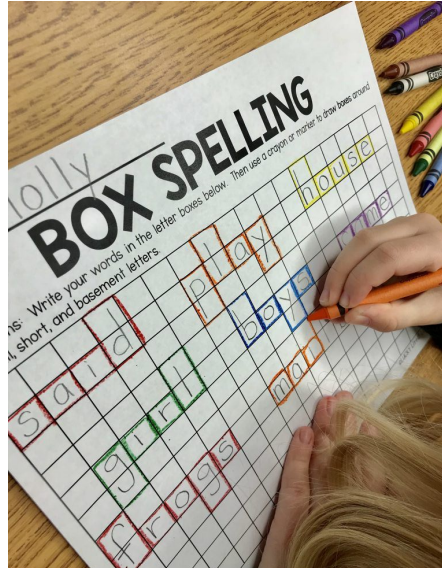
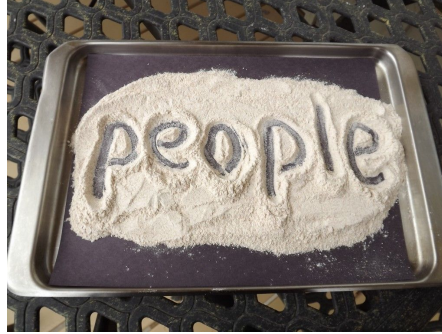


# Spelling journals

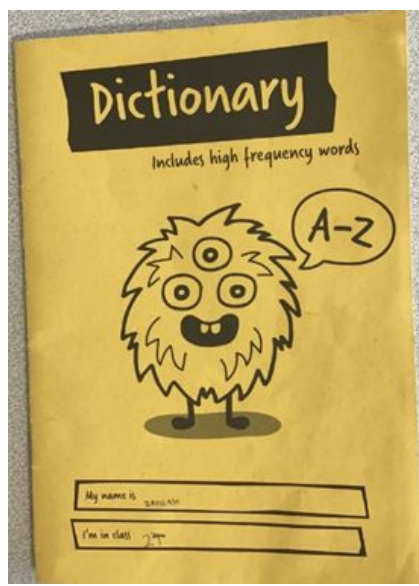
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agree	disagree
obey	disobey
able	disable
like	dislike
mount	dismount
appear	disappear
advantage	disadvantage
approve	disapprove
assemble	disassemble



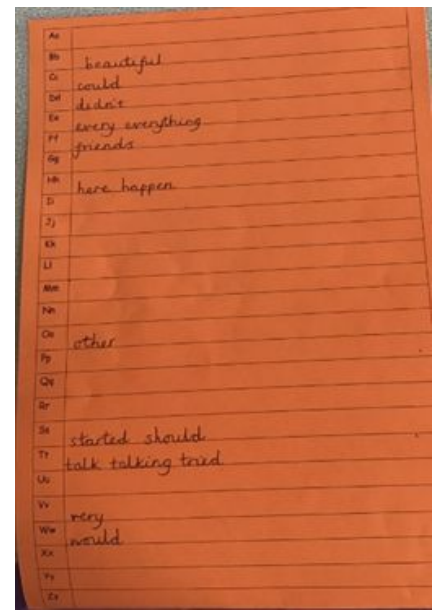
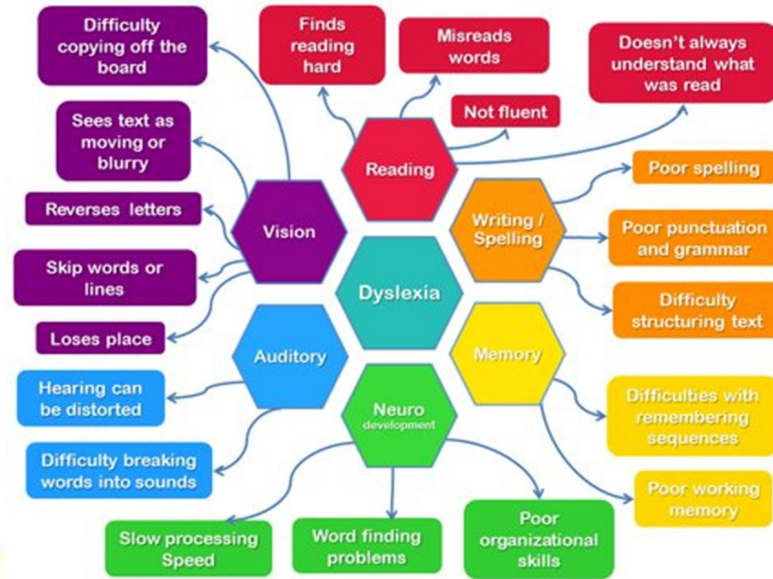
# Spelling at home





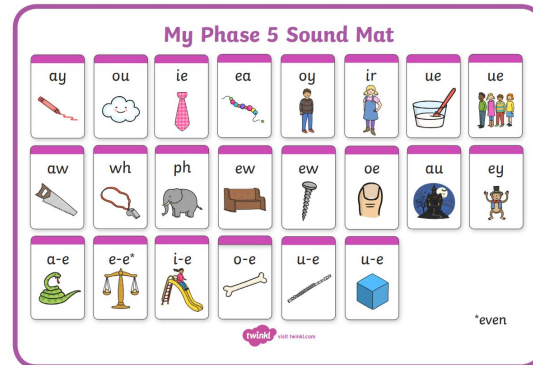


# Dyslexia



## The font for people with dyslexia

This font is especially designed for people with dyslexia. When they use it, they make fewer errors whilst they are reading. It makes reading easier for them and it takes less effort. The Dyslexia font is used by several schools, universities, speech therapists and remedial teachers.



# Questions

