

Stoneferry Primary School



Spelling for Years 1-6

Summer Term Week Ten (29th June)

Spelling across the school is taught through Rising Stars which follows the spelling rules set out in the National Curriculum.

This pack contains the spelling rules for all year groups for the next week along with ideas and templates for activities. In addition to this, common exception words for all phases are listed at the bottom. Children should be able to read and spell most of these by the end of each phase.

Packs will be updated weekly and added to the school website.

Suggested activities:

- Look at each word list - what do they children notice? Discuss the rule.
- Look, cover, write, check grids.
- Find the meaning of each word (younger children could draw an image to show what the word means).
- Picture match - have a picture to represent each word and ask the child to match it to the correct word.
- Write each word in a sentence.
- Be the teacher - an adult writes a paragraph containing focus words (some spelled correctly, others spelled incorrectly) and ask the child to spot the mistakes.

Twinkl is currently offering free resources and has plenty of worksheets for each rule.

Year 1

Adding -er to a verb

Adding the suffix -er always adds an extra syllable to the word.

If the verb ends in two consonant letters (the same or different), the ending is simply added on.

Word list

hunter

worker

helper

buzzer

painter

player

jumper

cleaner

wearer

singer

teacher

spender

stinger

Activity

- *Word cards.* Read each root word. Write it again with -er added. Put each one into a sentence.

hunt

buzz

sing

work

clean

teach

play

wear

Year 2

Suffixes: *-ness*, *-less*, *-ment*, *-ful* and *-ly*

If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. The exceptions to this rule are the word *argument* and root words ending in *-y* with a consonant before it but only if the root word has more than one syllable.

Word list					
root	<i>-ment</i>	<i>-ness</i>	<i>-ful</i>	<i>-less</i>	<i>-ly</i>
enjoy	enjoyment				
merry	merriment				merrily
argue	argument				
sad		sadness			sadly
plain		plainness			plainly
happy		happiness			happily
care			careful	careless	
play			playful		
hope			hopeful	hopeless	
plenty			plentiful		
penny				penniless	
bad					badly

Activity

- *Complete the sentence.* Use the words to choose a word, add a suffix and complete the sentence.

Complete the sentence

The children were very _____.

She didn't have any money so was _____.

I had an _____ with my friend.

He cried with _____.

root

argue

sad

penny

play

suffix

less

ment

ful

ness

Choose a root and
a suffix to complete
the sentence

Complete the sentence

He did very _____ in the test.

Leo was _____ and spilt the tea.

Despite her _____ she had very pretty eyes.

Food gives us _____ when it is good.

root

plain

bad

enjoy

care

suffix

ly

less

ness

ment

Choose a root and
a suffix to complete
the sentence

Year 3

in- and -il prefixes

Prefixes are groups of letters that can be added to the beginning of a word. They usually change the meaning of the root word. The prefixes *in-* and *il-* mean *not* and turn a root word into a negative. When a root word starts with 'l', the prefix used to turn the word into a negative is *il-* rather than *in-*.

Word list

inactive

incorrect

incapable

indirect

invalid

inaccurate

inaudible

illegal

illegible

illiterate

Activity

- *Change the word.* Add the correct prefix to the word in brackets to complete each sentence.

Change the word

- a) It is (legal) _____ to drive in the dark without lights.
- b) Babies are (capable) _____ of getting dressed on their own.
- c) I got all of my maths (correct) _____.
- d) It took ages to get here because we came a very (direct) _____ route.
- e) People worry about their health if they are (active) _____.



Year 4

Homophones

Homophones are words that sound the same but are spelled differently and have different meanings.

Word list

there they're their to too two bye buy by

Activity

- *Homophones.* Choose the correct spelling to complete the sentence.

Homophones

Read these sentences and choose the correct homophone. Write it into the space in the sentence.

- a) We are going (to/too/two) _____ the shops (to/too/two) _____ (by/bye/buy) _____ some comics.
- b) (There/Their/They're) _____ are (to/too/two) _____ players who let (there/they're/their) _____ team down (by/bye/buy) _____ messing about.
- c) I think that (there/they're/their) _____ (to/too/two) _____ good to play in this league.
- d) (To/Two/Too) _____ boys ran (by/bye/buy) _____ on (there/they're/their) _____ way (to/too/two) _____ the park.
- e) We waved as the car drove (by/bye/buy) _____ and the little girl waved (to/too/two) _____.

Year 5

CEW

Word list

identity

immediate(ly)

individual

interfere

interrupt

language

leisure

lightning

Activity

- *Word search.* Find each common exception word. Put each one into a sentence.

Word Search



How many words can you find?



o a f f y o m y m d h l a e z
r a d a q l h e m r e c r c e
r b t w r a a l m i e x d l
j t u n g a u u s d f r t a a
i w w p d f y u d r c i m s n
i j v t i h r f e i g g m y g
g w e t s e i t v q v k p u u
c h o p l e n d m y o i c v a
n z l u j i q x e f l j d y g
o h l r l i g h t n i n g n e
b k q r b w o q u j t x g k i
r y l e b c p b p l e i v h r
y l e t a i d e m m i p t i p
r c q n o i t a t y p u n y p
a q f i h z x y s d m l u n q

identity
immediately
individual
interfere
interrupt
language
leisure
lightning



Summer Term, Unit 10



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Year 6

Texting and spelling or...

Txtng and splng

There has been much concern about whether texting has a harmful effect on children's spelling, grammar and punctuation. Children have been investigating the rules and conventions of standard English spelling through this course. This unit is an opportunity for them to consider whether, in their view, texting does have an effect on spelling, but also to investigate whether texting has its own rules and conventions.

Activity

- *Sentence Doctor:* Can you work out what the text message says?
- *Challenge:* Write a 'text speak' message for someone else to re-write in full.

Sentence Doctor



Can you design your own Sentence Doctor paragraph using 'text speak' words for a partner to make better?



**How r u? W8 4 me
at park. Sorry, going
2 b 5 mins l8.**



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

Year 3 and 4 Common Exception Words

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



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Years 5 and 6 Statutory Spellings



Aa

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb

bargain
bruise

Cc

category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd

definite
desperate
determined
develop
dictionary
disastrous

Ee

embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff

familiar
foreign
forty
frequently

Gg

government
guarantee

Hh

harass
hindrance

Ii

identity
immediate
immediately
individual
interfere
interrupt

Ll

language
leisure
lightning

Mm

marvellous
mischievous
muscle

Nn

necessary
neighbour
nuisance

Oo

occupy
occur
opportunity

Pp

parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq

queue

Rr

recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss

sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt

temperature
thorough
twelfth

Vv

variety
vegetable
vehicle

Yy

yacht