

# Stoneferry Primary School



Spelling for Years 1-6

Summer Term Week Nine (22<sup>nd</sup> 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 and -est to adjectives

Adding the suffixes -er and -est always adds an extra syllable to the word.  
If the adjective ends in two consonant letters (the same or different), the ending is simply added on.

<b>Word list</b>			
grander	grandest	softer	softest
fresher	freshest	brighter	brightest
quicker	quickest	darker	darkest
louder	loudest	weaker	weakest
stronger	strongest	faster	fastest
taller	tallest	sweeter	sweetest
longer	longest	higher	highest
older	oldest	nearer	nearest
smarter	smartest	lighter	lightest
shorter	shortest	smaller	smallest

### Activity

- *Suffix addition.* Read each root word. Write it again with the suffixes -er and -est added.

## Suffix addition

-er = more

-est =  
most

<b>Root word</b>	<b>Add -er</b>	<b>Add -est</b>
weak		
fresh		
loud		
long		
old		
bright		
short		
light		
sweet		
near		

## Year 2

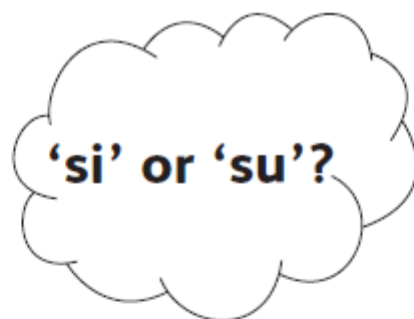
### the /z/ sound spelled 's', as in *television*

Words with this sound spelled 'si' often finish with 'sion'.

Word list	
'si'	'su'
collision	casual
decision	leisure
television	measure
version	pleasure
vision	treasure
	unusual
	usual

### Activity

- *'si' or 'su'?* Decide whether the word should be spelled 'si' or 'su'.



colli __ on	deci __ on
ca __ al	televi __ on
mea __ re	plea __ re
trea __ re	ver __ on
unu __ al	vi __ on
u __ al	lei __ re

## Year 3

### *-sion and -tion endings*

Verbs can be changed into nouns by having the /shun/ sound added to the end, e.g. *confuse* (verb) – *confusion* (noun). When following this convention, words ending in 't', lose the 't' and have the suffix *-tion* added, e.g. *correct* + *-tion* = *correction*. Words ending in 'de' lose the 'de' and have the suffix *-sion* added, e.g. *collide* + *-sion* = *collision*.

#### **Word list**

divide

tense

complete

decide

televise

invent

explode

expand

inject

collide

extend

act

persuade

comprehend

divert

confuse

hesitate

### Activity

- *The Director's Cut.* Use the focus words to fill the gaps by adding *-sion* or *-tion* to them. For example, the first missing word is *division* (coming from *divide*).

## The Director's Cut

As I ran through the darkness, I came to a \_\_\_\_\_ in the path. I stopped. I knew I had to make a \_\_\_\_\_ about which way to go. There was no time for \_\_\_\_\_ so I sprang into \_\_\_\_\_. I turned right. Suddenly, I heard the sound of an \_\_\_\_\_. There was a \_\_\_\_\_ of colours and sounds and I fell to the ground in \_\_\_\_\_.

'Cut!' called the director. I rolled over, \_\_\_\_\_ draining from my body. I'd done it. I'd just filmed my first \_\_\_\_\_ appearance and I knew that it wouldn't be my last!





## Year 4

### Homophones

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

#### **Word list**

hole	whole	father	farther
vein	vain	isle	aisle
new	knew	cereal	serial
blue	blew	whether	weather
sea	see	pause	paws
so	sew	meet	meat
sun	son	feet	feat
aloud	allowed	bye	buy

### Activity

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

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## Homophones

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

- a) Eddie decided that running a marathon was bad for his (feet/feat) \_\_\_\_\_.
- b) Mum told me to (poor/pour) \_\_\_\_\_ the tea into the mugs.
- c) She said it did not matter (whether/weather) \_\_\_\_\_ I had seen the film before.
- d) I read an adventure story about four children who found buried treasure on an (isle/aisle) \_\_\_\_\_.
- e) I love watching (cereals/serials) \_\_\_\_\_ on TV.
- f) I saw the dog run off with the (whole/hole) \_\_\_\_\_ piece of (meet/meat) \_\_\_\_\_.
- g) The ceremony to celebrate the Queen's (reign/rain) \_\_\_\_\_ was completely spoilt by torrential (reign/rain) \_\_\_\_\_.

## Year 5

### Turning adjectives into adverbs

*For example: lazy - lazily*

This unit picks up on the addition of the suffix *-ly*, first introduced in the Year 3/4 Programme of Study for spelling. The purpose in returning to it here is to clarify issues relating to the modification of the root word, which often results in confusion for the speller, e.g. whether to double the 'l', use *-ally* or *-ily*. The links to grammar (conversion of adjectives to adverbs; the role of the fronted adverbial) may help to explain the use of the *-ly* ending. The use of drama is designed to make the vocabulary meaningful.

#### **Word list**

lazily	clumsily	noisily	greedily	sleepily	grumpily
slowly	quickly	softly	silently	quietly	loudly
cheerfully	excitedly	masterfully	thoughtfully	proudly	comically
frantically	dramatically	mechanically	gently	nobly	humbly

### Activity

- Complete the grid.

Adjectives	Adverbs
sad	
happy	
ecstatic	
miserable	
angry	
cross	

## Year 6

### Etymology – American or British?

In the present day, children receive English communication – oral and written – from a massive range of sources, and through a range of different media.

The 'National Curriculum for English Appendix 1: Spelling' lists the spellings that children need to learn, but much of the written language that children experience will be spelled differently, influenced by American writers and global advertising.

This unit identifies some of the differences between the American and British spelling of English words and explains how those differences came about.

Word list (British spellings used)							
favourite	centre	catalogue	traveller	skilful	authorise	defence	draught
colour	theatre	prologue	marvellous	wilful	criticise	licence	plough
flavour	metre	epilogue	modelling	instil	recognise	practice	programme
neighbour	fibre	dialogue	jeweller	fulfil	organise	offence	cheque
humour	spectre	travelogue	equalled		realise	pretence	grey

### Activity

- *Word List.* Find the American spellings for each word.
- *Email:* Change the American spellings into the correct British spelling.

## Email from American publishers

Hi there, guys!

Let us introduce ourselves. We are the American publishers of a Spelling Guide we would like to export to British schools, but it will need to be changed for a British audience – you guys spell funny!

Can you go through the attachment and make the necessary changes, to show us what needs to be done?

We would really appreciate it.

Chuck Ittaway and Chip Buttie  
Educational Publishers

## Email attachment 1 – American English

**The neighbor whose sense of humor does not make him flavor of the month!**

My next-door neighbor has a very strange sense of humor. His idea of fun is to stand in the center of his back garden pretending he is on stage in the theater. How weird is that?

He stands in the garden, only meters from our back door, performing dialog from his favorite plays at full volume. He says he is modeling himself on the marvelous actors of the past.

For all I know, he is very skillful in what he does, but he does not seem to realize that the more he practices, the more offense he causes. Whatever we say, he just plows on and on until he completes his full program. It's making me turn gray.

I think I'll try giving him a check. He'll be the first actor I know who is paid not to perform.



## 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

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