

# SPELLING TERMLY LETTER

**Spring**

**Stage 1**

**Kingfishers**

This letter is designed to offer information about how you can help your child's spelling development at home and sets out which spelling patterns your child will be learning each week. we now focus on how the children are spelling in their writing. The tasks at the end of this letter engage many of the spelling skills and will hopefully help to make spelling fun at home. Your child's word lists will be set on Spelling Shed each week.

## What We Do

At Claypole C of E Primary School we use the *Spelling Shed* programme to get children (Y1-Y6) off to a flying start with Spelling. The programme builds upon the phonics taught in KS1.

Children focus on one spelling pattern, or rule, for a number of sessions and develop their confidence and understanding of the words along the way. Each unit engages all the spelling skills, supporting the children to focus on learning and understanding the spellings.

Children have opportunities to apply their growing spelling abilities in every lesson and patterns are scaffolded according to their needs. Previous spelling patterns are recapped throughout the year and built on year by year.

The following slides set out the spelling patterns for your child this half term, sometimes we will include suggested words to simplify or to extend spellings.

To make spelling fun at home, please take a look at '**Spelling Tips for Parents**' and the '**Tic Tac Toe**' activities at the end of these slides. These tasks engage all the spelling skills and not just rote memorisation (which works on visual memory, which probably won't be beneficial to your child). Encourage your child to think about their Phonics lessons- ask them to sound out the word and think about the letter choices using the **Speed Sound Chart** on the following slide.

Please help your child to learn spelling rules using the 'tips' in red. There will always be exceptions, but they work most of the time. Spelling isn't about how many words they can spell, but more about the pattern they are learning.

*'Spelling is known to improve where pupils are taught a range of strategies and supported in finding out which strategy/ies suit them best.'*  
(DfE, 2012)

# Speed Sound Chart

## Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

## Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Tip: they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes

## Lesson 1: Words ending with 'ff', 'll', 'ss', 'zz' and 'ck'

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words ending with 'ff', 'll', 'ss', 'zz' and 'ck'

### This week's words

puff

fluff

bell

doll

grass

kiss

buzz

fizz

clock

back

Tip: The /k/ sound is spelt as k rather than as c before e, i and y.

## Lesson 2: Words with the /k/ sound spelled 'k' and the 'nk' spelling pattern

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the /k/ sound spelled 'k' and the 'nk' spelling pattern

### This week's words

bank  
kit

honk  
skin

tank  
mask

pink  
sketch

think  
basket

Tip: it is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.

## Lesson 3: Words with the 'tch' trigraph

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the 'tch' trigraph

### This week's words

catch

kitchen

hutch

ditch

match

fetch

switch

witch

patch

batch

Tip: If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending forms an extra syllable or ‘beat’ in the word, it is spelt as –es.

## Lesson 4: Adding ‘-s’ or ‘-es’ to make plurals

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words that are plurals by adding ‘-s’ or ‘-es’

### This week’s words

flowers  
cars

boxes  
dishes

lunches  
dogs

brushes  
foxes

churches  
boats

Tip: Suffixes where the base word doesn't change. The words with the suffix '-ing' are in the present tense. The action is happening now. The words with the suffix '-ed' are in the past tense. The action has happened.

## Lesson 5: Adding the suffixes '-ing' and '-ed'

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words by adding the suffixes '-ing' and '-ed'

### This week's words

looking

buzzing

jumping

helping

fizzing

looked

buzzed

jumped

helped

fizzed

Tip: if the adjective ends in two consonant letters (the same or different), the ending is simply added on  
The prefix un- is added to the beginning of a word without any change to the spelling of the root word.

## Lesson 6: Words with the prefix 'un-' and the suffixes '-er' and '-est'

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the prefix 'un-' and the suffixes '-er' and '-est'

### This week's words

fresher  
unhappy

quicker  
undo

higher  
unload

hardest  
unfair

darkest  
unlock

## Lesson 7: Compound words and words with unstressed vowels

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell compound words and words with unstressed vowels

This week's words				
pocket	balloon	carrot	thunder	sunset
football	playground	farmyard	bedroom	starfish

Tip: Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.

## Lesson 8: Words with the digraphs 'ai' and 'oi'

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the digraphs 'ai' and 'oi'

### This week's words

rain  
wait

train  
paid

afraid  
oil

join  
coin

point  
soil

Tip: The digraphs ai and oi are virtually never used at the end of English words

Week Commencing 21.04.25

## Lesson 9: Words with the digraphs 'ay' and 'oy'

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the digraphs 'ay' and 'oy'

### This week's words

day  
play

say  
way

stay  
clay

toy  
enjoy

joy  
cowboy

Tip: ay and oy are used for those sounds at the end of words and at the end of syllables.

Week commencing 28.04.25

## Lesson 10: **Words with the split digraph 'a\_e'**

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the split digraph 'a\_e'

### This week's words

made

same

take

plate

mistake

came

rake

safe

awake

snowflake

## Lesson 11: Words with the split digraph 'e\_e'

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the split digraph 'e\_e'

### This week's words

even  
delete

theme  
Chinese

these  
complete

evening  
athlete

eve  
extreme

## Lesson 12: Words with the split digraph 'i\_e'

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the split digraph 'i\_e'

### This week's words

five

like

side

spike

fire

ride

time

slide

trike

mine

## Lesson 13: Words with the split digraph 'o\_e'

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the split digraph 'o\_e'

### This week's words

home

hole

bone

hope

joke

woke

spoke

those

mole

phone

Tip: Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.

## Lesson 14: Words with the split digraph 'u\_e'

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the split digraph 'u\_e'

### This week's words

June  
rude

tube  
flume

huge  
rule

use  
tune

flute  
plume

## Lesson 15: Words with the digraph 'ar'

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the digraph 'ar'

### This week's words

car  
park

garden  
dark

art  
jar

arm  
hard

stars  
shark

## Lesson 16: Words with the digraph 'ee'

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the digraph 'ee'

### This week's words

feel

green

week

free

feet

tree

meet

see

sheet

seek

## Lesson 17: Words where the digraph 'ea' makes an /ee/ sound

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words where the digraph 'ea' makes an /ee/ sound

### This week's words

each  
reach

lead  
leap

squeak  
peach

teach  
leaf

beak  
real

## Lesson 18: Words where the digraph 'ea' makes an /e/ sound

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### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words where the digraph 'ea' makes an /e/ sound

### This week's words

head  
meant

wealth  
threat

dead  
bread

instead  
sweat


spread  
deaf

## Supporting spelling

### Multisensory strategies

see, hear, do

### Explore word shapes

said = 

### Find words within words

what: hat, at

### Highlight the tricky parts

pollution, orchid

### Highlight the vowels

independent

### Mnemonics

busy bus  
Friend until the end  
Does Oliver eat slugs?

## Supporting spelling

Say it as you  
spell it

i-ron  
b-e-a-utiful

Feel the word

Trace onto  
surface or  
partner's back

Use tactile  
letters

W<sub>4</sub> O<sub>1</sub> R<sub>1</sub> D<sub>2</sub>

Elkonin boxes

e qu i p m e n t

Morphology

Units of meaning, not  
units of sound

The example below shows an Elkonin box (phoneme frame) for the word *sheep*, which consists of three phonemes (sounds): /sh/ /ee/ /p/



sh	ee	p
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## Spelling Tips for Parents

All children learn in different ways, so it is worth trying a variety of strategies

Work on between 5 and 10 words at a time

Encourage your child to think about their Phonics lessons- ask them to sound out the word and think about the letter choices (use a **Speed Sound Chart**)

- Once your child has learned a spelling, practise writing it in a sentence that you read out.
- Put your child in charge of writing up lists such as a shopping list.
- Word searches, crosswords and other word-related activities based on your child's interests
- Help your child find out what a new word means or how to spell a word by helping them use a dictionary.
- Have a 'Word of the Day'; this can be a fun way of increasing vocabulary.
- Play games such as Bananagrams, Junior Scrabble, Hangman, TRUGs, Boggle
- Use commercially produced games such as Snakes and Ladders- spell a word every time you roll the dice, Jenga- spell word every time you take a block out, Connect 4 – spell every time you put a piece in etc.



## Further games and activities

1. **Make and Break:** Use magnetic /wooden/foam/plastic letters to make the word. Break the word up and then reform, saying the letter names each time.
2. **Rainbow Words:** Write the words on paper and ask your child to trace over the word in a few different felt tip colours. Encourage them to say the word over and over as they trace.
3. **Jigsaw Words:** Write the words on pieces of paper and cut the words into single letters. Ask your child to make each word.
4. **Stepping Stones:** Write the individual letters of the word on paper/card, then ask your child to step/jump/hop along the letters in the correct order.
5. **Eyes closed writing:** After practising each spelling a few times, ask your child to write the word with their eyes closed in joined up/cursive writing. This uses muscle memory and helps spelling.
6. **Highlighting:** Highlight the tricky part of the word e.g. **said** or the spelling pattern e.g. **nigh**t, **fligh**t. (letter patterns)
7. **Mnemonics:** Make up rhymes and draw a picture to help your child remember the letters e.g. You Open Umbrellas for **you**.
8. **Sensory:** Experiment with writing the words in different ways, e.g. use playdough, pipe cleaners, liquorice, glue/glitter etc. Your child could try tracing the words in a tray filled with sand/salt/flour. Chant letters to a rhythm.
9. **Outside:** Spell out the word using a squirty water bottle on the wall/patio. Also, write the word with a large paintbrush and water on a wall/ path/paper.
10. **Scrabble Spell:** Find the letters you need to spell a word (Scrabble tiles or wooden/magnetic letters) and mix them up in a feely bag. Pick a letter out at a time and build the word. This could be a timed activity.

# TIC TAC TOE

This board has different activities to help your child learn their spellings. Your child must choose at least three activities. The activities must make a tic tac toe line; vertical, horizontal or diagonal. Parents, you are encouraged to assist your child to make spelling a positive learning experience. Have fun!

## RAINBOW LETTERS

Write out each word using different rainbow colours.

## Handwrite

Practise writing your words in your best handwriting. Sit the letters on the line and think about which letters are ascenders and which are descenders. When joining letters, think about which letters need a horizontal join, which need a diagonal join and which letters do not join.

## Scramble

Ask an adult to write your words mixed up to see if you can unscramble them.

## Silly sentences

**Choose three words from the words you need to learn to spell and use all of them in one sentence.**

## CAPITAL LETTERS

WRITE YOUR WORDS IN CAPITAL LETTERS.

## COLOURS

Write your spellings out using red for vowel letters (a,e,i,o,u) and blue for consonants (the rest of the alphabet).

## Repeat

Write your words 3 times each.  
Write your words 3 times each.  
Write your words 3 times each.

## Mnemonics

Write down your own clever way of learning how to spell a tricky word, e.g.,

potatoes  
**pot a toes**

*I put my **toes** in a **pot***

## Step words

Write your words adding one letter at a time

w  
wa  
was

# TIC TAC TOE

This board has different activities to help your child learn their spellings. Your child must choose at least three activities. The activities must make a tic tac toe line; vertical, horizontal or diagonal. Parents, you are encouraged to assist your child to make spelling a positive learning experience. Have fun!

## RAINBOW LETTERS

Write out each word using different rainbow colours. Make the tricky part of the word stand out.

### Silly sentences

Choose three words from the words you need to learn to spell and use all of them in one sentence.

## Syllable Count

Clap and count each syllable in the words. Write the words showing the syllable breaks, e.g.,  
Py/ra/mid

## Handwrite

Practise writing your words in your best handwriting. Sit the letters on the line and think about which letters are ascenders and which are descenders. When joining letters, think about which letters need a horizontal join, which need a diagonal join and which letters do not join.

## Detective

Ask an adult to write the words without vowels for you to work out the missing letters, e.g.,  
f\_\_ld



## Mnemonics

Write down your own clever way of learning how to spell a tricky word, e.g.,

potatoes  
pot a toes

*I put my **toes** in a **pot***

## Word detective

Carry out a word observation, e.g.,

### decide

2 syllables

Long vowel sound i/ split digraph

Starts with a consonant

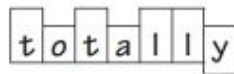
Ends with a vowel

Contains to vowels and 3 consonants

The c is a soft c

## Shape up!

Draw around your words making clear where there are descenders and ascenders. Look carefully at the shape of the word and letters in the box. Now try and write the word making sure that you get the same shape. E.g.,



## Step words

Write your words adding one letter at a time

p  
py  
pyr  
pyra  
pyram  
pyram  
pyrami  
pyramid

# TIC TAC TOE

This board has different activities to help your child learn their spellings. Your child must choose at least three activities. The activities must make a tic tac toe line; vertical, horizontal or diagonal. Parents, you are encouraged to assist your child to make spelling a positive learning experience. Have fun!

## Bubble Letters

Write your spelling words in bubble letters. After you write your words in bubble letters, colour your words with a crayon or coloured pencil.

## Fancy Letters

Write each of your spelling words using fancy letters. Your letters can have curly-q's or dots, for example. Have fun!

## Words

### Without Vowels

Write your spelling words on a list, but replace all the vowels with a line. Then go back to the beginning of your list and see if you can fill in the correct missing vowels.

## UPPER and Lower

Write your spelling words two times each.

First, write each word in UPPERCASE letters. Second, write each word in lowercase letters.

\*Example- SLIDE slide

## Squiggly Spelling Words

You are going to write your spelling words two times. First write in regular letters. Then write the words again in

squiggly letters!

## Three Times!

Write each spelling word three times.

First, write each word in pencil.

Second write each word in crayon.

Third, write each word in marker.

You MUST write neatly!

## Connect the Dots

Write each spelling word in dots and then connect the dots by tracing over them with a coloured pencil.

## Other Handed

First write your spelling words the way you usually do it.

Then, try writing the list with your other hand!

## Soundtalk your

### words

Pronounce the words using the phonemes



disappoint

## **Spelling Shed [www.edshed.com](http://www.edshed.com)**

Your child has a username and password for Spelling Shed. This programme sets out a weekly focus with word lists and activities matched to the spelling pattern or rule being taught in school each week. These set assignments (a game-format) build upon your child's spelling knowledge and will help build your child's confidence in spelling.

Once your child has logged in click on Spelling Shed 'Play!' and choose the set assignment. They can practise spellings and build up their Shed Score to support spelling lessons in class.

## Statutory Spelling Lists (Common Exception Words)

The children are taught the words from the statutory list from the National Curriculum. These are called red words RWI Phonics. The word-lists are a mixture of words pupils frequently use in their writing and those which they often misspell. **Tip: Red words/CEW contain a sound with an odd spelling. We can think of them as Red words because we need to stop and think about the odd part of the word before we write it. We can also think about the sounds/parts that we do know.**

A list of common exception words that children are expected to be able to spell by the end of each year group can be found at [home.oxfordowl.co.uk/english/primary-spelling/](https://home.oxfordowl.co.uk/english/primary-spelling/)

**If you have any questions, please contact your child's class teacher via their class email address. [kingfishers@claypoleprimary.org](mailto:kingfishers@claypoleprimary.org)**