

6-7 > Spelling Scheme

Introduction

While the TES SPaG spellings can be used in a pick and mix manner, we have structured the lists to be a complete, 36 module, spelling scheme for each year group, that provides new National Curriculum coverage.

The second page of this document outlines each module. An additional 36 page document lists the words in a handy 'look-cover-write' format, along with any relevant notes.

The interactive games come in two styles, "Choose Me" or "Correct Me". The first is a simpler multiple choice game. The second provides a typical misspell which the child needs to correct. Some modules have both game styles available, others just one. Both games put the word in the context of a sentence.

The intention is that the 36 modules can be covered in a normal school year, but could be covered over a longer (or shorter) period of time depending on the needs of the learner. Each year extends on from the previous, with some revision of key concepts in each year.

Structure

Spellings are grouped into Phonics (including tricky words), Word Work and Key Words.

For this age (year 2) the 12 Phonics and 12 Word Work exercises use the same words and order, week by week, that are used in the TES Phonics website Modules 13 to 16 (refer to the table below).

The Phonics lists are similar to the later phases of Letters and Sounds, tying those lists to the spelling appendices of the National Curriculum. The Word Work lists are derived from both the spelling and grammar appendices, mainly dealing with adding suffixes. They cover the types of rules and patterns covered in Phase 6 of Letters and Sounds.

The final 12 modules are selected from established words-to-learn lists. For this age, the 120 words are all from the 300 high frequency words, with an emphasis on longer/trickier words that all children at this age would find useful in their day-to-day writing.

Year One

While this SPaG product does not provide materials for year 1, we have included, in a separate document, the spelling lists for year one, enabling the school to implement a full TES spelling scheme (or for the lists to be used for catch-up). Again, these word lists roughly follow the progression of Letters and Sounds, paying attention to the requirements of the National Curriculum. The same words are used in the TES Phonics website (Modules 1 to 12) which provides a fuller range of materials to support these word lists.

Font

The spelling lists are in a Sassoon font. If you don't have this font, the document will substitute a font from your computer. If this happens, it is possible to change the whole document to a font of your preference by 'selecting all' and changing the font (pressing ctrl A will 'select all', but the option can also be found in the drop-down menus in your word processor). An alternative PDF version of each document is also available. This **will** retain the font but is not editable. Please let us know if you have any problems viewing the documents or have any suggestions.

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<p style="text-align: center;">Term 1</p> <p style="text-align: center;">Phonics: Alternative spellings for vowel sounds, alternative // spellings, soft and silent letters Word Work: Plurals, Verb suffixes -s, -es, -ed, -ing, and contractions and possession Phonics: Some alternative spellings</p>			
Week 1	Phonics 1	Revising alternative spellings - long vowels	e.g. came, funny, smile, note, blue
Week 2	Phonics 2	Revising alternative spellings – other vowel sounds	e.g. paw, three, bird, brown, point
Week 3	Phonics 3	Spelling alternatives for // at the end of words	e.g. middle, tunnel, pedal, fossil
Week 4	Phonics 4	Soft g sound	e.g. hedge, message, magic
Week 5	Phonics 5	Soft c sound	e.g. ice, city, fancy, science
Week 6	Phonics 6	Silent letter g, k, w, b	e.g. sign, know, write, climb
Week 7	Word Work 1	Singular to plural nouns	e.g. holidays, knives, babies, people
Week 8	Word Work 2	Verb suffixes -s and -es	e.g. starts, reaches, hurries
Week 9	Word Work 3	Verb suffixes -ed and -ing	e.g. amazed, worrying, grabbed
Week 10	Word Work 4	Contraction and possession	e.g. wasn't, should've, brother's
Week 11	Phonics 7	/ur/ spelling alternatives	e.g. world, worst, earth
Week 12	Phonics 8	/or/ spelling alternatives	e.g. talk, pour, warm
<p style="text-align: center;">Term 2</p> <p style="text-align: center;">Phonics: More alternative spellings and exception words Word Work: Changing word class with suffixes, homophones, near homophones and more plurals</p>			
Week 13	Phonics 9	/ar/ and /igh/ spelling alternatives	e.g. rather, calm, laugh, wild
Week 14	Phonics 10	Short vowel spelling alternatives	e.g. ready, many, watch, gym
Week 15	Phonics 11	Exception words	e.g. veil, even, ache, over
Week 16	Phonics 12	The /zh/ sound + alternative spellings for /sh/ and /ch/	e.g. station, mission, usual, nature
Week 17	Word Work 5	Nouns based on verbs by adding -er	e.g. reader, worrier, swimmer
Week 18	Word Work 6	Suffixes -ness, -ment, -ful and -less	e.g. kindness, agreement, hopeful
Week 19	Word Work 7	Making adjectives by adding -y and -ly	e.g. curly, lovely, sunny, noisy
Week 20	Word Work 8	Making an adjective stronger by adding -er or -est	e.g. faster, tidier, highest, laziest
Week 21	Word Work 9	Making adverbs by adding -ly	e.g. proudly, gently, angrily
Week 22	Word Work 10	Homophones set 1	e.g. their/they're/there, to/too, son/sun
Week 23	Word Work 11	Homophones set 2 and near homophones	e.g. our/hour, no/know, quite/quiet
Week 24	Word Work 12	More singular to plural nouns	e.g. boxes, donkeys, lorries, deer
<p style="text-align: center;">Term 3</p> <p style="text-align: center;">The final spelling block of 12 weeks is dedicated to “words to learn”. These are still presented as weekly spellings but could, instead, be approached as a spelling challenge.</p>			
1	what there this have went like some then were little		
2	down when looked very children just about their people your		
3	could house asked saw make water away want over going		
4	where would school think home who know bear again new		
5	things after wanted everyone our thought well more round tree		
6	magic shouted other through right these began animals never next		
7	need mouse something still found live soon night small town		
8	around every garden only many laughed much suddenly told another		
9	great why cried keep last jumped because even before clothes		
10	place mother boat window sleep morning queen each different which		
11	inside under trees eyes friends dark looking better across gone		
12	hard really once please first stopped ever lived birds horse		

Note: the only exclusions from the National Curriculum are apostrophes for contraction and possession which are covered in the grammar and punctuation sections of the site.