

7-8 > 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. Additional documents list 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, Word Work and Key/Tricky Words.

One year at a time! The National Curriculum groups the spelling patterns and word lists into bands of two years – Year 3 and 4 are combined and Year 5 and 6 are combined. **TES SPaG spreads the content of the appendices across each year**, apportioning the work according to perceived difficulty, providing a complete progression, ready to go.

For this age (year 3) the **Phonics words** cover some of the more tricky alternative spellings from Phase 5 of Letters and Sounds, also covering the more phonetic words listed in the Year 3 and 4 spelling appendix of the National Curriculum.

The **Word Work lists** are derived from both the spelling and grammar appendices, covering rules for adding suffixes, as well as common prefixes. They revise and extend on from Phase 6 of Letters and Sounds.

The final 12 sets of each year are selected from established **words-to-learn lists**. For this age, the 120 words are from the pre-new National Curriculum medium frequency word list. While there is a small amount of overlap with the year 2 high frequency list, these words are used regularly by children and this is an opportunity to either revise or assess spelling ability. The Year 3 and 4 words from the new N.C. are then dealt with in the year 4 lists.

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<p style="text-align: center;">Term 1</p> <p style="text-align: center;">Phonics: Alternative spellings</p> <p style="text-align: center;">Word Work: Revision and extension of plurals, verb suffixes -s, -es, -ed, -ing, -er. Irregular verbs</p>			
Week 1	Phonics 1	/s/ in words with stle and ste	e.g. whistle, jostle, listen, fasten
Week 2	Phonics 2	se at the end of words, pronounced /s/	e.g. house, grease, purse
Week 3	Phonics 3	se at the end of words, pronounced /z/	e.g. ease, noise, cheese, rise
Week 4	Phonics 4	/i/ spelt y or i	e.g. gym, mystery, itch, injure
Week 5	Phonics 5	Spelling /u/ as o(th) or ou	e.g. mother, another, touch
Week 6	Phonics 6	/k/ spelt ch	e.g. school, chemist, echo
Week 7	Word Work 1	Singular to plural nouns	e.g. cars, dishes, mangoes, calves
Week 8	Word Work 2	More singular to plural nouns	e.g. berries, holidays, feet
Week 9	Word Work 3	Verb suffixes -s, -es and -ed	e.g. walks, matches, carried
Week 10	Word Work 4	Verb suffix -ing and making nouns by adding -er	e.g. smelling, believing, shopper
Week 11	Word Work 5	Irregular verbs	e.g. saw, felt, broke
Week 12	Word Work 6	More irregular verbs	e.g. knew, bought, wore
<p style="text-align: center;">Term 2</p> <p style="text-align: center;">Word Work: Changing word class or meaning with suffixes and prefixes, homophones and near homophones</p>			
Week 13	Word Work 7	Making adjectives by adding -y	e.g. windy, muddy, hasty
Week 14	Word Work 8	Making adjectives by adding -ful and -less	e.g. homeless, skilful, beautiful
Week 15	Word Work 9	Making an adjective stronger by adding -er or -est	e.g. funniest, bigger, angrier
Week 16	Word Work 10	Making adverbs by adding -ly	e.g. sadly, finally, truly
Week 17	Word Work 11	Making adverbs by adding -ly (words ending -y or -le)	e.g. angrily, sleepily, sensibly
Week 18	Word Work 12	Making adverbs by adding -ly (words ending -c or -cal)	e.g. basically, frantically, comically
Week 19	Word Work 13	Prefixes de-, pre- and re-	e.g. refill, decoded, preview
Week 20	Word Work 14	Prefixes dis-, mis- and un-	e.g. disagree, misspell, uncertain
Week 21	Word Work 15	Prefixes il-, in-, im- and ir-	e.g. inactive, illegal, impatient
Week 22	Word Work 16	Word families	e.g. reserve/deserve, attract/distract
Week 23	Word Work 17	Homophones and near homophones	e.g. here/hear, halve/half
Week 24	Word Work 18	More homophones and near homophones	e.g. missed/mist, ferry/fairy
<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	baby during knew something thought write change happy much whole		
2	brought great morning those while before every lady sound together		
3	young almost paper began eyes leave started told being father		
4	light still tries below first found stopped turn until any		
5	different important only show word better follow friends such under		
6	upon between following suddenly used birthday garden sure walk clothes		
7	heard never window children head near why around does inside		
8	opened sister work asked don't jumped other small round world		
9	above outside along place balloon earth know sometimes today year		
10	also right animals didn't I'm often second woken can't half		
11	mother white across own brother gone money think where always		
12	coming high numbers ground without both goes might swimming watch		

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.