

About the KS2 (Year 5 and 6) Spelling Resources on SaveTeachersSundays.com

The new 2014 curriculum has statutory requirements for which graphemes (spelling patterns) and words need to be taught in each year group. The Spelling Resources on www.SaveTeachersSundays.com (STS) cover all of these graphemes and words.

Who developed the Spelling Resources?

As with all of the resources on [STS](http://www.SaveTeachersSundays.com), I (Raymond Rodgers, owner of STS) developed the spelling resources. In addition to working in an outstanding primary school in London, I have also completed a Postgraduate Diploma (a Masters without the dissertation) in Dyslexia and Literacy.

Symbols / Conventions used

Phonemes (sounds) are given in brackets e.g. long (a) or (ā) for the sound in 'train'.

Graphemes (spelling patterns) are just given in letters or are underlined e.g. ai or ai

Resources for each lesson

- Two homework worksheets, each containing 9 to 10 words
- A PowerPoint with lists of the words for the week, as well as dictation sentences

How the Spelling Resources can be used

- as a stand-alone way to teach children spelling
- to complement an existing scheme
- as (or as part) of a catch-up programme for older / EAL children

Year 5 Spelling Resources on SaveTeachersSundays.com

The Year 5 Spelling resources cover revision of the graphemes that children will have been taught to spell with in Years 1 to 4. Although these resources revise the same graphemes, they **use different words** to those used in previous years:

Year 5 Spellings

Autumn 1 – Long (e): ea words 4, ea words 5, ea words 6, ea words 7, ea words 8, ea words 9, ee words 4, ee words 5, ee words 6, ee words 7, ee words 8, ee and eat at the end of words 2, long (e) as y at the end of words 2, long (e) homophones 2

Autumn 2 – Long (e) and long (o): -ey words 2, e-e words 2, long (e) in open syllables 2, oa words 3, oa words 4, o-e words 3, o-e words 4, long (o) in open syllables 2 and 3, ow words 3, oe words, long (o) as o at the end of words, short (e) as ea 2

Spring 1 – Long (a) and long (u): ai words 3, ai words 4, ai words 5, a-e words 4, a-e words 5, a-e words 6, a-e words 7, long (a) in open syllables 2, long (a) as ay and ey, ei words, long (a) homophones 2, long (u) as u-e words 3, long (u) in open syllables 2, long (u) as ue 2

Spring 2 – Long (oo) and long (i): long (oo) as oo 3 and 4, -oose and long (oo) as ui, long (oo) as u-e 2, long (oo) as ew 2, long (oo) in open syllables 2, i-e words 3, i-e words 4, i-e words 5, long (i) in open syllables 3, long (i) as y at the end of words 2, long (i) as y in the middle of words 2

Summer 1 – r-controlled vowels: ar words 2, er words 2, ir words 2, ur words 2, -are and –air, ear words 2, -eer, -ier and -eir, -ere and –ierce, or words 2, ore words 2, oar, our and oor, -aw words, au words 2, wa and qua words 2

Summer 2 – Others and final syllables: short ow words 2, oi and oy words 2, oi and oy words 3, oi and oy words 4, -ble words, -dle words, -fle and –gle words, -cle and –kle, -ple words, -stle and –zle, -tle words, -el and –ol words and –al words

Year 5 Spelling Resources on SaveTeachersSundays.com

The Year 6 Spelling resources continue revision of graphemes from Years 1 to 4, as well as covering the new graphemes and words that children are expected to learn in Year 5 and Year 6:

Year 6 Spellings

Autumn 1: -cious, -tious, -cial, -tial, -ant, -ent 1, -ent 2, -ent 3, -ance, -ence, -ancy and -ency, -ough, -ought and -aught, adding suffixes to -fer words

Autumn 2: -able, suffix able (just add), suffix able (change y to l or drop e), suffix able (keep e), -ible, -mb, silent l and -mn, gu-, rh-, gh- and -bt, other silent letters, l before e, except after c 1 and 2

Spring 1: Hyphenated prefixes, -ard, Year 5 and Year 6 Word List words 1, 2, 3, 4, 5, 6, 7 and 8, -ate, -ite and -it, -ine (in) and -ine (een),

Spring 2: -ary (e.g. library), -er (e.g. member), -ar (e.g. cellar), -ice (e.g. office), -tion 2, -ation 2, Homophones and confusable words 1, 2 and 3, -sion 2, -ssion, -cian and -ture

Summer 1: -ous, -us, ou words, Long (u) as eu and (sh) as ch, y-e words, suffix ist, suffix est, -our (e.g. humour), -or (e.g. anchor), suffix er, suffix or, suffix al and suffix ee, long (e) as i words 1 and 2 (e.g. pizza)

Summer 2: soft g 2, soft c 2, (f) as ph, -eon (surgeon) and prefix uni, prefix aer and prefix mal, prefix fore, other prefixes, irregular words 1, 2 and 3 (e.g. ocean), -gue, -que and -quet and long (o) as o at the end of words 2 (e.g. tempo)

How to use the resources

The KS2 spelling resources are primarily intended to be used as homework.

- **Before setting homework** – in Year 3 and 4, children are introduced to the grapheme/s using Directed Discovery Teaching (DDT), before being given the worksheets as homework. In Year 5 and 6, this is no longer the case because they are either revising previously learnt graphemes or learning graphemes that are so infrequently used that it is not worth introducing them through DDT.
- **Homework** - children complete two worksheets with 9-10 words containing the grapheme/s for the week. Each worksheet explains the spelling rule / pattern that the worksheet covers. The child then needs to practice writing each word four times.
- **After homework is completed** – children tested on the words that they learnt for homework and teacher dictates sentences for children to write. Children should be shown the correct answers and asked to highlight any corrections on their own work.

Using lead-in strokes or not

There are arguments for and against using lead-in strokes when forming letters. People who are in favour of using lead-in strokes argue that they make it easier for a child, because the child knows that they always start 'on the line'.

Personally I prefer not to teach children to use lead-in strokes for the following reasons:

1. It makes letter formation more complicated; therefore it can put children off writing, slow them down and cause them to have messy 'spider-writing'.
2. The letters o, r, v and w join 'through the grass (in the middle of the upper and lower lines)'. Teaching letters with an entry stroke from 'the ground' (the bottom line) causes problems when joining from these letters e.g. it can make an r look like an n.

Two versions of the joined / cursive worksheets are provided for each lesson: one with lead-in strokes and one without lead-in strokes. Ultimately it is up to each individual school to decide on their preference. The most important thing is that the decision is made as a whole school and all teachers are teaching letter formation and handwriting in the same way.

Principles behind the scheme and the rationale for these principles

The principles that the scheme is based on arise from specialist dyslexia teaching, however as with most things, what benefits children with Special Educational Needs can be of benefit to all children. The following are the key principles of the scheme, with the rationale behind each of them:

- Multisensory – dyslexic children often find learning sequences difficult (e.g. the sequence of letters to spell a word) and the auditory channel to their brain is often weaker than the visual or kinaesthetic channels. Regardless of whether all children do in fact have different learning styles, it would seem logical that teaching in a multi-sensory manner would be more effective. The children see the word (visual), say it aloud as they spell it (auditory) and join up the letters (kinaesthetic).
- Rules explicitly taught – although English can seem to be random when it comes to spelling, the majority of words are regular i.e. they conform to a given spelling rule e.g. -ll coming after a short vowel sound, as in 'spill' and 'bell'.
- Using letter names, not sounds - the significant number of words in English (especially high frequency / common words) that are spelt irregularly e.g. 'their', 'said' etc mean that letter names need to be used. Repetition of incorrect spelling of these high-frequency words e.g. 'sed' for 'said' can lead to this spelling becoming engrained; hence children can benefit from being taught these high-frequency, irregular words relatively early on.
- Clear distinction between regular and irregular words – this helps to ensure that children do not over-apply irregular spelling patterns e.g. spelling the word 'air' as /eir/ because that is how the (air) sound is represented in the word 'their'.
- Self-checking – allowing children to self-check their spellings means that they discover errors for themselves, hopefully making them less likely to repeat these errors. Self-checking is also less damaging to a child's self-esteem than having someone else telling them that they are wrong.
- In structure – this means that a word does not introduce a new rule or pattern, unless that is the one rule that is being introduced on that page. For example, the word 'wrong' would not be used to teach the pattern (ng) if the spelling pattern of wr- had not been taught previously.

Pen-lifts at syllable splits with longer words

Children should be encouraged to use pen lifts (lift the pen from the page so that not all letters are joined) with longer words. Not doing this will probably make writing longer words uncomfortable and cause letters to become increasingly squashed. Encouraging children to take a pen-lift where words break in to syllables will encourage them to use the strategy of syllabification, which is a crucial skill for spelling longer words.

Note: When creating the pages I have tried not to join letters either side of a syllable split. Unfortunately the programme that I used to create the pages does not seem to always make this break between letters apparent, so teachers may need to point this out to children.

Choice of style for each letter

The choice of how to form each letter was based on two main factors:

1. Keeping the letters as close to their print form as possible.
2. Using letter formations that allow a flowing, fluent cursive style e.g. for the letter k, the looped version allows for greater flow and fluency than the version without a loop.

Why is little emphasis placed on capital letter formation?

How a child forms a capital letter is not as important because they will not join capital letters to other letters. Capital letters are also more straightforward in that they all reach the top line, but do not go below the ground.

Why you should print, rather than photocopy, each worksheet

- the pale grey font used on the cursive handwriting sheets will show up poorly on photocopies
- the images will be not be as clear in black and white
- the worksheets look less engaging in black and white

(Of course if you are lucky enough to have a high-quality, colour photocopier this may be less of an issue.)

Why are there no editable versions of the cursive / joined worksheet?

The cursive / joined font is achieved through using a programme called 'Handwriting for Windows'. Unless you have this programme, the font will show up in Microsoft Office as unintelligible characters. If you would like to be able to create this font for yourself, the 'Handwriting for Windows' programme is available from the Dyslexia Action shop for around £30.