



Allenbourn

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MIDDLE SCHOOL

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**Supporting Spelling at  
Home**

## **Introduction**

Dear Parents / Carers,

This booklet is intended to aid you in supporting your child's work in spelling during their time at Allenbourn Middle School.

We have aimed to provide you with a detailed guide to the spelling rules that will be covered during your child's time at school, each with a suggested word list, as well as providing some suggestions for how your child may be supported with learning their spellings.

If you have any questions about your child's progress in spelling, or would like any further advice on how to support them, please do not hesitate to contact their English teacher via the school office.

Thank you for your continued support.

# Spelling

Correct spelling is a key skill in being able to write fluently and clearly.

In school, pupils are taught to spell usually by sound (i.e. phonics) and by spelling rules, the exact strategy depending on the phase of learning and content being studied.

In years 5 and 6, pupils at AMS revise and build on spelling work from the entire Primary Curriculum, whilst adding new Upper Key Stage 2 content intended to widen their knowledge and vocabulary.

In Key Stage 3, the focus is on ensuring all rules are secure and extending into more ambitious vocabulary in a range of styles of writing.

It is common for pupils of all ages to have gaps in their spelling knowledge as they move through school – sometimes from much earlier in the curriculum. Some pupils, for example, may spell difficult words correctly but misspell simple homophones (such as there / their) or ‘-ed’ endings (such as ‘opend’ instead of ‘opened’).

It is important that these gaps are filled, as the earlier a rule occurs in the curriculum, the more frequently it will usually occur in writing. This, in turn, leads to a higher incidence of error in a pupil’s work.

Ultimately, the aim of any spelling teaching is for pupils to be able to fluently write sentences that use correctly spelled words throughout, rather than simply passing a test. As a result, the focus should be on *application* as much as on *memorisation*.

## Advice & Strategies for Learning Spellings

- Learn the meaning of the word and write it into a sentence.
- Think about the spelling rule being learned, rather than simply learning the words on the list.
  - Research other words that follow the same spelling rule and write them down.
- Say / Look / Cover / Write / Check
  - Say the word, then look at how it is spelled. Cover it and try to write it. Now check the spelling. Repeat this several times.
- Break the word into syllables and sound it out.
- Practise spellings for a short time every day, rather than the night before a test. They will stay in your child's memory better that way.
- Test your child's spellings – both verbally and written down.
- Encourage your child to create a poster of any tricky words. Write the word in bubble writing and decorate it.
- Can you or your child think of a rhyme (or mnemonic) to help them learn the word?
- What is the 'root' word? This may be a word they already know!
  - e.g. Criticise = Critic + ise
- Encourage your child to read every day – this will help their spelling!

## Using these Lists

The lists in this booklet are organised by spelling rule from the National Curriculum, which is how they are taught in class.

They can be:

- Used as a guide to what will be covered in class over time.
- Used to aid in practise of weekly spelling rules set by your child's class teacher (e.g. as a list of suggested words to test).
- Used as the basis for learning with your child if you wish to support them with spelling rules at home further to those covered in class.

Pupils should aim to be secure in the spellings in a certain section, then move on to the next only once the spellings in the current section are being used correctly in writing.

Rather than learning just the words in any given list, it is intended that pupils should use the lists as a springboard and research other words that fit the same rule (e.g. using a dictionary or the internet).

*The ultimate goal of any practise should be the ability to write the words correctly into a sentence or other piece of writing.*

### Some useful spelling terminology

*Exception* – a word that breaks or does not follow a rule

*Homophone* – a word that sounds like another word but with a different spelling and meaning

*Prefix* – a group of letters added to the start of a word that change the meaning (e.g. the prefix 'anti-' in the word 'antifreeze')

*Root Word* – a word inside another word that gives its basic meaning (e.g. the root word 'spell' in the word 'spelling')

*Syllable* – a unit of pronunciation in a word (e.g. water = wa-ter)

*Suffix* – a group of letters added to the end of a word that change the meaning, tense or word class (e.g. the suffix '-ing' in the word 'spelling').

## Section 1 – Laying Foundations

These are the first group of spelling rules and words initially covered in Key Stage 1.

It is common for pupils, even for those who are spelling more difficult words confidently, to make mistakes with these 'easier' rules.

These are the key rules that occur most commonly in writing, and all pupils should look to master these before moving on.

<b>ff, ll, ss, zz, ck</b>	<b>nk</b>	<b>-tch</b>
off well wall miss kiss buzz fuzz back black track	bank tank think drink honk plonk sunk	catch fetch kitchen notch hutch

<b>-ve</b>	<b>-s, -es (for plurals &amp; verbs)</b>	<b>-ing, -ed, -er</b>
have live give gave love above glove serve	cats dogs spends rocks thanks catches watches buses	hunting hunted hunter buzzing buzzed buzzer jumping jumped jumper

<b>-er, -est</b>	<b>ai, oi</b>	<b>ay, oy</b>
grander grandest fresher freshest quicker quickest	rain wait train paid afraid oil join coin point soil	day play say way stay boy toy enjoy annoy

<b>a-e</b>	<b>e-e</b>	<b>i-e</b>
made cane sane take safe	these theme complete	five ride like time side

<b>o-e</b>	<b>u-e</b>	<b>ar</b>
home those woke hope hole	June rule rude use tube tune	car start park arm garden

<b>ee</b>	<b>ea (1)</b>	<b>ea (2)</b>
see tree green meet week	sea dream meat each read (present tense)	head bread meant instead read (past tense)

er (1)	er (2)	ir
her term verb person	better under summer winter sister	girl bird shirt first third

ur	oo (1)	oo (2)
turn hurt church burst Thursday	food pool moon zoo soon	book took foot wood good

oa	oe	ou
boat coat road coach goal	toe goes	out mouth about around sound

ow (1)	ow (2)	ue
now how brown down town	own blow snow grow show	blue clue true rescue Tuesday



<b>ew</b>	<b>ie (1)</b>	<b>ie (2)</b>
new flew few grew drew flew	lie tie pie cried tried dried	chief field thief

<b>igh</b>	<b>or</b>	<b>ore</b>
high night light bright right	for short born horse morning	more score before wore shore

<b>aw</b>	<b>au</b>	<b>air</b>
saw draw yawn crawl	author August dinosaur astronaut	fair pair air hair chair

<b>ear (1)</b>	<b>ear (2)</b>	<b>are</b>
dear hear beard near year	bear pear wear	bare dare care share scared

<b>-y</b>	<b>ph</b>	<b>wh</b>
very happy funny party family	dolphin alphabet phonics elephant	when where which wheel while

<b>k</b>	<b>un-</b>	<b>Compound Words</b>
Kent sketch kit skin frisky	unhappy undo unload unfair unlock	football playground farmyard bedroom blackberry

<b>Common Exception Words 1</b>		
a are ask be by busy come do friend full has his he here house	I is love my me no one once our put push pull said says some	so she school the to today there they were was where we you your

## Section 2 – Mastering the Basics

This is the second group of spelling rules and words first introduced during Key Stage 1.

As with section 1, it is common even for older pupils to make mistakes with these rules. These rules also occur frequently in writing, and so it is important that they are secure before moving on.

<b>-dge</b>	<b>-ge</b>	<b>g, j ('j' sound)</b>
badge edge bridge dodge fudge	age huge change charge bulge village	gem giant magic giraffe energy jacket jar jog join adjust

<b>c (s sound)</b>	<b>kn, gn</b>	<b>wr</b>
race ice cell city fancy	knock knee know gnat gnaw	write written wrote wrong wrap

<b>-le</b>	<b>-el</b>	<b>-al</b>
table apple bottle little middle	camel tunnel squirrel travel towel tinsel	metal pedal capital hospital animal

<b>-il suffix</b>	<b>-y</b>	<b>-es (for words ending in y)</b>
pencil fossil nostril	cry fly dry try reply July	flies tries replies copies babies carries

<b>-ed, -ing, -er, -est (for words ending in a consonant and then 'y')</b>	<b>-ed, -ed, -er, -est, -y (for words ending in a consonant and then 'e')</b>	<b>-ing, -ed, -er, est, -y (1 syllable words ending in a vowel and consonant)</b>
copied copier happier happiest cried replied copying crying replying	hiking hiked hiker nicer nicest shiny	patting patted humming hummed dropping dropped sadder saddest fatter fattest runner runny

<b>-al, -all</b>	<b>o</b>	<b>-ey</b>
all ball call walk talk always	other brother mother nothing Monday	donkey key chimney monkey valley

<b>w, qu</b>	<b>wor-</b>	<b>-war-</b>
want watch wander quantity squash	word work worm world worth	war warm towards

<b>s</b>	<b>-ment, -ness, -ful, -less, -ly</b>	<b>Contractions</b>
television treasure usual	enjoyment sadness careful playful plainness badly merriment happiness plentiful penniless happily	can't didn't hasn't couldn't it's (it is) I'll

Possessive Apostrophe (singular nouns)	-tion	Homophones
Megan's Ravi's the girl's the child's the man's	station fiction motion national section	their / there / they're here / hear quite / quiet see / sea bare / bear one / won blue / blew sun / son to / too / two be / bee night / knight

Common Exception Words 2		
door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every great	break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure would who	whole any many clothes busy people water again half money Mr. Mrs. parents Christmas everybody even sugar eye could should

## Section 3 – Moving On

These spelling rules are introduced during Lower Key Stage 2, but as with earlier sections, it is common for older pupils to use one or more of these rules incorrectly, necessitating revision or re-teaching.

Suffixes	y	ou
forgetting forgotten beginning beginner prefer preferred gardening gardener limiting limited limitation	myth Egypt gym pyramid misery	young touch double trouble country

dis-, mis-, in-	il-, im-, ir-	re-, sub-
disappoint disagree disobey misbehave mislead misspell inactive incorrect	illegal illegible immature immortal impossible impatient imperfect	redo refresh return reappear redecorate subdivide subheading submarine submerge

<b>inter-, super-</b>	<b>anti-, auto-</b>	<b>-ation</b>
interact intercity international interrelated supermarket superman superstar	antiseptic anti-clockwise antisocial autobiography autograph	information adoration sensation preparation admiration

<b>-ly (to form adverbs)</b>	<b>-sure, -ture</b>	<b>-sion</b>
sadly completely usually finally comically happily angrily gently simply humbly nobly basically frantically dramatically	measure treasure pleasure enclosure creature furniture picture nature adventure	division invasion confusion decision collision television



<b>-tion</b>	<b>-sion, -ssion</b>	<b>-tian</b>
invention injection action hesitation completion	expansion extension comprehension tension expression discussion confession permission admission	musician electrician magician politician mathematician

<b>ch (1)</b>	<b>ch (2)</b>	<b>-gue, -que</b>
scheme chorus choir chemist echo character	chef chalet machine brochure	league tongue antique unique

<b>sc</b>	<b>ei, eigh, ey</b>	<b>Possessive Apostrophe (plural nouns)</b>
science discipline scene fascinate crescent	vein weigh eight neighbour they obey	girls' boys' babies' childrens' mens' mice's

## Homophones

accept / except affect / effect ball / bawl berry / bury brake / break fair / fare grate / great groan / grown here / hear	heel / heal / he'll knot / not mail / male main / mane meat / meet medal / meddle missed / mist peace / piece plain / plane	rain / rein / reign scene / seen weather / whether whose / who's
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**Statutory Word List  
(Lower Key Stage 2)**

accident(ally)	February	possess(ion)
actual(ly)	forward(s)	possible
address	fruit	potatoes
answer	grammar	pressure
appear	group	probably
arrive	guard	promise
believe	guide	purpose
bicycle	heard	quarter
breath	heart	question
breathe	height	recent
build	history	regular
busy/business	imagine	reign
calendar	increase	remember
caught	important	sentence
centre	interest	separate
century	island	special
certain	knowledge	straight
circle	learn	strange
complete	length	strength
consider	library	suppose
continue	material	surprise
decide	medicine	therefore
describe	mention	though/although
different	minute	thought
difficult	natural	through
disappear	naughty	various
early	notice	weight
earth	occasion(ally)	woman/women
eight/eighth	often	
enough	opposite	
exercise	ordinary	
experience	particular	
experiment	peculiar	
extreme	perhaps	
famous	popular	
favourite	position	

## Section 4 – Broadening Horizons

The focus in this final section is on more complex patterns, words with more syllables and on widening pupils' useable vocabulary.

This is the final group of rules that should be secure by the end of Year 6, and then extended and built upon as pupils move into Key Stage 3.

<b>-cious, -tious</b>	<b>-cial, -tial</b>	<b>-ant, -ance, -ancy</b>
vicious precious conscious delicious malicious suspicious ambitious cautious fictitious infectious nutritious	official special artificial partial confidential essential	observant observance expectant expectance expectancy hesitant hesitancy tolerant tolerance substance

<b>-ent, -ence, -ency</b>	<b>-ant, -ance, -ent, -ence (exceptions)</b>	<b>-able, -ably</b>
innocent innocence decent decency frequent frequency confident confidence	assistant assistance obedient obedience independent independence	adorable / adorably applicable / applicably considerable / considerably tolerable / tolerably changeable noticeable dependable comfortable understandable reasonable reliable

<b>-ible, -ibly</b>	<b>-fer</b>	<b>Hyphens</b>
<p>possible / possibly  horrible / horribly  terrible / terribly  visible / visibly  incredible / incredibly  sensible / sensibly  forcible  legible</p>	<p>referring  referred  referral  preferring  preferred  transferring  transferred  reference  referee  preference  transference</p>	<p>co-ordinate  re-enter  co-operate  co-own</p>

<b>ei (after c)</b>	<b>ough (1)</b>	<b>ough (2)</b>
<p>deceive  conceive  receive  perceive  ceiling</p>	<p>ought  bought  thought  nought  brought  fought  rough  tough  enough  cough</p>	<p>though  although  dough  through  thorough  borough  bough  plough</p>

<b>Homophones</b>		
<p><b><i>(noun / verb)</i></b></p> <p>advice / advise  device / devise  licence / license  practice / practise</p> <p>***</p>	<p>aisle / isle / I'll  aloud / allowed  affect / effect  altar / alter  ascent / assent  bridal / bridle  cereal / serial  compliment /  complement  descent / dissent  desert/dessert  draft / draught  father / farther</p>	<p>guessed / guest  heard / herd  led / lead  morning / mourning  past / passed  precede / proceed  principal / principle  profit / prophet  stationary /  stationery  steal / steel  wary / weary  who's / whose</p>

<b>Silent Letters</b>
<p>doubt  island  lamb  thistle  solemn  knight</p>

**Statutory Word List  
(Upper Key Stage 2)**

accommodate	environment	prejudice
accompany	equip (–ped, –ment)	privilege
according	especially	profession
achieve	exaggerate	programme
aggressive	excellent	pronunciation
amateur	existence	queue
ancient	explanation	recognise
apparent	familiar	recommend
appreciate	foreign	relevant
attached	forty	restaurant
available	frequently	rhyme
average	government	rhythm
awkward	guarantee	sacrifice
bargain	harass	secretary
bruise	hindrance	shoulder
category	identity	signature
cemetery	immediate(ly)	sincere(ly)
committee	individual	soldier
communicate	interfere	stomach
community	interrupt	sufficient
competition	language	suggest
conscience	leisure	symbol
conscious	lightning	system
controversy	marvellous	temperature
convenience	mischievous	thorough
correspond	muscle	twelfth
criticise (critic + ise)	necessary	variety
curiosity	neighbour	vegetable
definite	nuisance	vehicle
desperate	occupy	yacht
determined	occur	
develop	opportunity	
dictionary	parliament	
disastrous	persuade	
embarrass	physical	

