

# Spelling Shed

Spelling Scheme of Work



# Spelling Shed

Spelling Program



# Spelling lists – Stage 1



1. The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.
2. The /k/ sound spelled 'k' before e, l and y. The /nk/ sound found at the end of words usually comes after a vowel.
3. The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.
4. Some words end with an /e/ sound spelled 'y'. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'.
5. Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.
6. Adding the suffixes -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
7. Adding -er, -est and un- to words.
8. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.
9. The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.
10. The ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.
11. The long vowel sound /a/ spelled with the split digraph a-e
12. The long vowel sound /e/ spelled with the split digraph e-e.
13. The long vowel sound /i/ spelled with a split digraph i-e.
14. The long vowel sound /o/ spelled with the split digraph o\_e.
15. The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words.
16. The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.
17. Long vowel sound /e/ spelled ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.
18. The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.
19. The short vowel sound /e/ spelled ea.
20. The vowel digraph er. In these words the sound is stressed
21. The vowel digraph er. In these words the sound is unstressed and found at the end of words.
22. The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.
23. The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/
24. The short vowel sound 'oo' as in foot. \*Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.
25. The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.
26. The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.
27. The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'
28. The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.
29. The digraph 'ie' making the /ai / sound as in pie.
30. The digraph 'ie' making the /ee/ sound.
31. The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words too.
32. The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'
33. The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au.
34. The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.
35. The /er/ sound spelled with 'ear' or 'are'
36. Words with 'ph' or 'wh' spellings.



# Spelling Shed

Stage: 1

List: 1

Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.





Stage: 1	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	

Spellings
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

Introduction	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant. This week's words are shown in random order. Sound the words out and count the sounds. Ask the children if they can see a pattern with the last sound. Discuss that the /k/ sound is usually written as "ck".
Main Teaching Activity	Read the sentence for each word and ask children for the word and spelling to reinforce the double-consonant rule.
Independent Activity	Ask the children to choose one of their words to complete the two sentences. Then ask them to choose three more words and write their own sentences. Work in pairs or with support if necessary. Share sentences and spellings with the class.

Stage: 1

Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.

List: 1

Name:



**Spelling Shed**

**puff**

**doll**

**clock**

**back**

**grass**

**kiss**

**fluff**

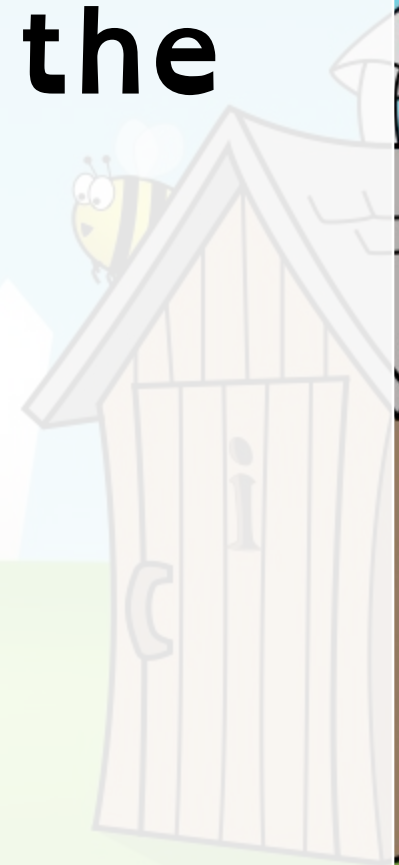
**bell**

**buzz**

**fizz**



A \_\_\_\_\_ of smoke came from the train.



Answer:

A **\_puff\_** of smoke came from the train.







Spelling Shed



The kitten was covered in \_\_\_\_\_.



Answer:

The kitten was covered in **\_fluff\_**.





Spelling Shed



The teacher rang the \_\_\_\_\_.



Answer:



The teacher rang the **\_bell\_**.





Spelling Shed

The \_\_\_\_\_ has a blue dress.





Answer:

The **\_doll\_** has a blue dress.

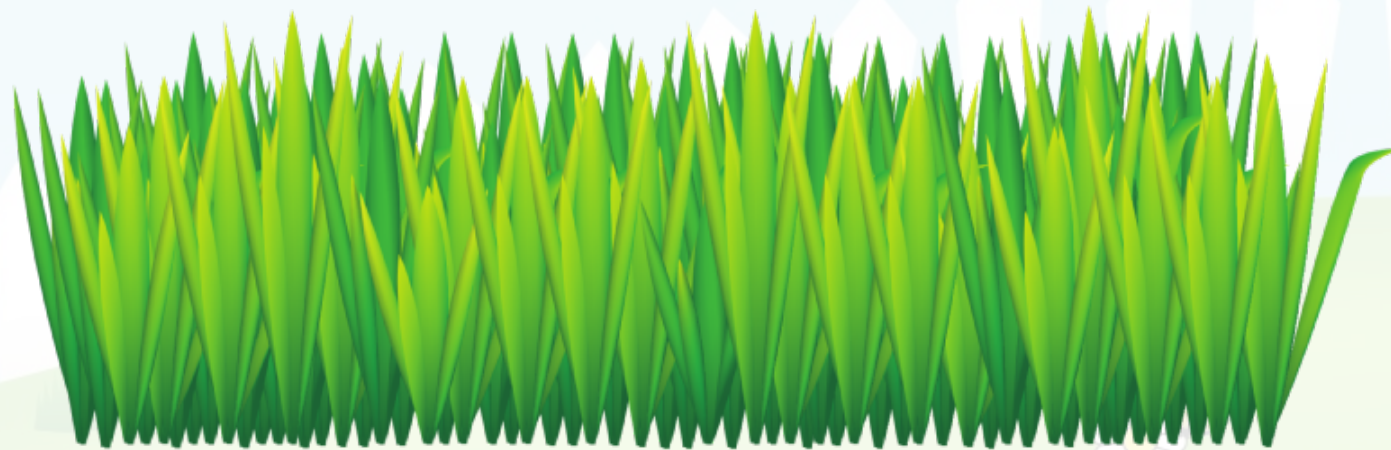




Spelling Shed



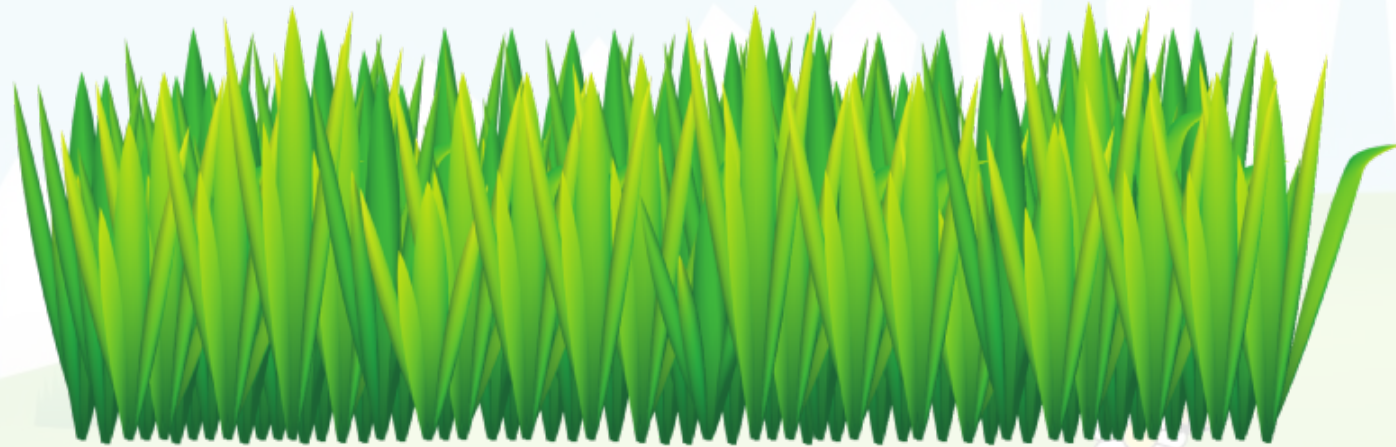
The \_\_\_\_\_ on the field is green.



Answer:



The **\_grass\_** on the field is green.





Spelling Shed

The mermaid blew a \_\_\_\_\_.



Answer:



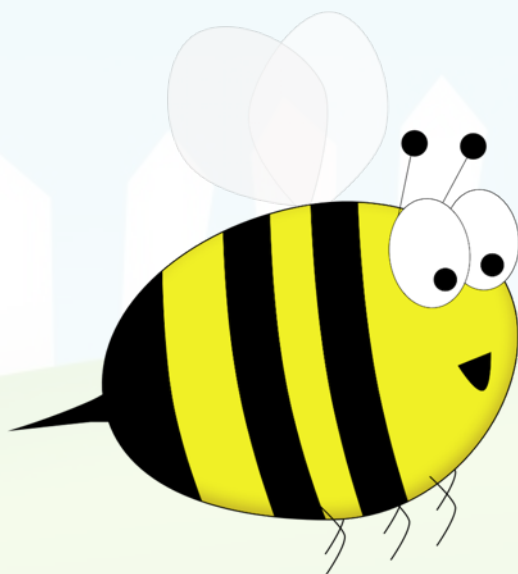
The mermaid blew a **\_kiss\_**.







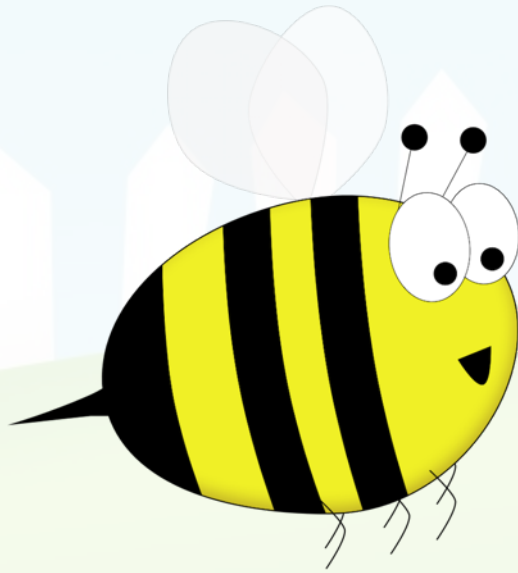
Bumble's wings \_\_\_\_\_.



Answer:



Bumble's wings **\_buzz\_**.





Spelling Shed



The can was full of \_\_\_\_\_.



Answer:



The can was full of **\_fizz\_**.





Spelling Shed

You tell the time by  
using a \_\_\_\_\_.





Answer:



You tell the time by  
using a **\_clock\_**.





Spelling Shed

The girl's hair ran down her

\_\_\_\_\_.



Answer:



The girl's hair ran down her  
**\_back\_**.





Spelling Shed

Stage: 1

Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.

List: 1

## Spellings

puff

fluff

bell

doll

grass

kiss

buzz

fizz

clock

back

Chose one of your words to complete the two sentences. Try to write three sentences of your own.

Your word

Your sentence

The clouds looked like balls of \_\_\_\_\_ in the sky.

"Can you hear the church \_\_\_\_\_?" asked mum.



Spelling Shed

Stage: 1

Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.

List: 1

Answers

## Spellings

puff

fluff

bell

doll

grass

kiss

buzz

fizz

clock

back

Chose one of your words to complete the two sentences. Try to write three sentences of your own.

Your word

Your sentence

The clouds looked like balls of fluff in the sky.

"Can you hear the church bell?" asked mum.





Stage: 1	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
puff					
fluff					
bell					
doll					
grass					
kiss					
buzz					
fizz					
clock					
back					



Stage: 1	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	
Name: _____	

Spellings
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

p	u	f	f	q	d	b	e	l	l
a	v	r	f	l	u	f	f	o	p
j	d	o	l	l	n	b	l	k	g
w	v	e	i	s	p	q	j	n	r
f	b	u	z	z	a	c	h	i	a
c	l	o	c	k	g	r	n	o	s
v	g	a	h	y	s	k	i	s	s
a	b	a	c	k	f	b	c	f	m
k	x	l	z	c	f	i	z	z	z

Find and color your spellings which are hiding in this grid.



Stage: 1	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	

Answers:

Spellings
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

p	u	f	f	q	d	b	e	l	l
a	v	r	f	l	u	f	f	o	p
j	d	o	l	l	n	b	l	k	g
w	v	e	i	s	p	q	j	n	r
f	b	u	z	z	a	c	h	i	a
c	l	o	c	k	g	r	n	o	s
v	g	a	h	y	s	k	i	s	s
a	b	a	c	k	f	b	c	f	m
k	x	l	z	c	f	i	z	z	z

Find and color your spellings which are hiding in this grid.



# Spelling Shed

Stage: 1

List: 2

The /k/ sound is spelt as k rather than as c before e, i and y. The /nk/ sound found at the end of words and usually comes after a vowel.



Stage: 1	The /k/ sound is spelt as k rather than as c before e, i and y. The /nk/ sound found at the end of words and usually comes after a vowel.
List: 2	

Spellings	Introduction	Say some of the words to the children, can they pick up the sound that appears in every word? Ask them to sound out the words and clap when they hear the /k/ sound. Explain the spelling rules: The /k/ sound is spelt as k rather than as c before e, i and y. The /nk/ sound is often found at the end of words and usually comes after a vowel.
bank	Main Teaching Activity	Using the power point slide, discuss the meaning of the spelling list this week. Get children to come out and underline the /k/ or /nk/ sound in each word.
honk		
tank	Independent Activity	Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.  The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.
pink		
think		
kit		
skin		
frisky		
sketch		
basket		



Circle the /k/ or /nk/ sound in each word. What do the words mean? Can you use them in a sentence?



honk	bank	tank	pink	think
kit	skin	frisky	sketch	basket

Circle the /nk/ sound in each word. What do the words mean? Can you use them in a sentence?

Answers:

honk	bank	tank	pink	think
kit	skin	frisky	sketch	basket



Stage: 1	The /nk/ sound found at the end of words. This sound usually comes after a vowel.
List: 2	
Name:	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
bank					
honk					
tank					
pink					
think					
kit					
skin					
frisky					
sketch					
basket					



Spelling Shed

Stage: 1

The /nk/ sound found at the end of words. This sound usually comes after a vowel.

List: 2

Name:

## Spellings

bank

honk

tank

pink

think

kit

skin

frisky

sketch

basket

ba\_\_

ta\_\_

ho\_\_

fris\_\_y

Add "k" or  
"nk" to these  
words and read  
them out loud.

s\_\_in

thi\_\_

\_\_it

bas\_\_et

pi\_\_

s\_\_etch



Spelling Shed

Stage: 1

The /nk/ sound found at the end of words. This sound usually comes after a vowel.

List: 2

Answers:

## Spellings

bank

honk

tank

pink

think

kit

skin

frisky

sketch

basket

bank

tank

honk

frisky

Add "k" or  
"nk" to these  
words and read  
them out loud.

skin

think

kit

basket

pink

sketch



# Spelling Shed

Spelling Program



# Spelling lists – Stage 2



1. The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds.
2. The /j/ sound spelled -ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'
3. The /j/ sound spelled with a g.
4. The /s/ sound spelled c before e, i and y.
5. The /n/ sound spelled kn and gn at the beginning of words.
6. Challenge Words
7. The /r/ sound spelled 'wr' at the beginning of words.
8. The /l/ or /ul/ sound spelled '-le' at the end of words.
9. The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.
10. The /l/ or /ul/ sound spelled '-al' at the end of words.
11. Words ending in '-il.'
12. Challenge Words
13. The long vowel 'i' spelled with a y at the end of words.
14. Adding '-es' to nouns and verbs ending in 'y.'
15. Adding '-ed' to words ending in y. The y is changed to an i.
16. Adding '-er' to words ending in y. The y is changed to an i.
17. Adding 'ing' to words ending in 'e' with a consonant before it.
18. Challenge Words
19. Adding 'er' to words ending in 'e' with a consonant before it.
20. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
21. Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.
22. The 'or' sound spelled 'a' before ll and ll
23. The short vowel sound 'o.'
24. Challenge Words
25. The /ee/ sound spelled '-ey'
26. Words with the spelling 'a' after w and qu.
27. The /er/ sound spelled with o or ar.
28. The /z/ sound spelled s.
29. The suffixes '-ment' and '-ness'
30. The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.
31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings
32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
33. Words ending in '-tion.'
34. Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.
35. The possessive apostrophe (singular)
36. Challenge Words



# Spelling Shed

Stage: 2

List: 1

The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds



Spelling Shed

Stage: 2	The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds
List: 1	

Spellings
badge
edge
bridge
dodge
fudge
ridge
smudge
judge
wedge
lodge

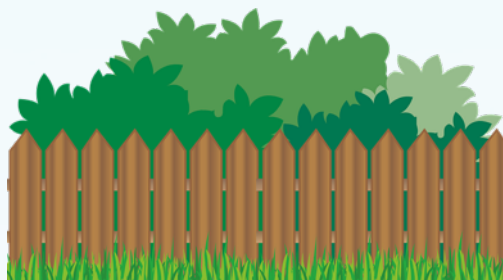
Introduction	The /j/ sound at the end of a word can be spelled using 'dge'. The rule is that this sound follows a short vowel sound,
Main Teaching Activity	<p>Show children the spelling list and say the words. Can they hear a sound that appears in each word? If they correctly spot the /j/ sound then ask them to speak with a partner for 20 seconds and then write down, on a whiteboard, the letters that they think are creating the sound /j/. Share the answers and discuss the spelling rule.</p> <p>In pairs, can they think of any other words that end with the 'dge' spelling?</p>
Independent Activity	Look at the images, can children work out what they are and how to spell them? Remember that each image will have the spelling rule ending!



What can you see? Write down  
what these images are:



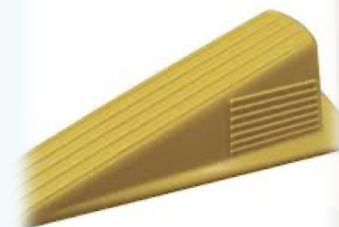
\_ r \_ d \_ \_



h \_ d \_ e



j u d \_ \_



w \_ d \_ \_



l o \_ \_ \_



\_ a \_ \_ e



f r \_ \_ \_ \_



Answers:

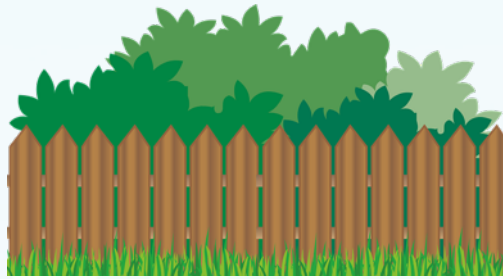


Spelling Shed

What can you see? Write down what these images are:



b r i d g e



h e d g e



j u d g e



w e d g e



l o d g e



b a d g e



f r i d g e



Stage: 2

The /j/ sound spelled -dge at the end of words.

List: 1

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
badge					
edge					
bridge					
dodge					
fudge					
ridge					
smudge					
judge					
wedge					
lodge					

Stage: 2	The /j/ sound spelt -dge at the end of words.
List: 1	
Name: _____	



Spelling Shed

Spellings
badge
edge
bridge
dodge
fudge
ridge
smudge
judge
wedge
lodge

Use your spellings to try and work out which words fit in the boxes.

Word grid 1: 


Word grid 2: 


Word grid 3: 


Word grid 4: 


Word grid 5: 


Word grid 6: 


Word grid 7: 


Word grid 8: 


Word grid 9: 


Word grid 10: 


Which words have been left out?

Stage: 2

The /j/ sound spelt -dge at the end of words.

List: 1

Answers:



Spelling Shed

### Spellings

badge

edge

bridge

dodge

fudge

ridge

smudge

judge

wedge

lodge

e d g e

b a d g e

d o d g e

Use your spellings to try and work out which words fit in the boxes.

b r i d g e

w e d g e

r i d g e

s m u d g e

Which words have been left out?



# Spelling Shed

Stage: 2

List: 2

The /j/ sound spelt -ge at the end of words. This spelling comes after all sounds other than the short vowels.





Stage: 2

The /j/ sound spelt –ge at the end of words. This spelling comes after all sounds other than the short vowels.

List: 2

## Spellings

age

huge

change

charge

bulge

village

range

orange

hinge

stage

### Introduction

Words that end with a /j/ sound that is spelling 'ge' have a sound that is not a short vowel.

### Main Teaching Activity

Ask children to listen to the words and spot the sound that is the same in each.

Use the power point slide to show the spelling list. Ask children to copy the words on their whiteboards and circle the sound that comes before the /j/ sound.

Feedback and discuss how this spelling occurs only in words without a short vowel sound.

### Independent Activity

Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word. For example:

charge – rage – hag  
orange – range – ran





Stage: 2	The /j/ sound spelt -ge at the end of words.
List: 2	
Name:	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
age					
huge					
change					
charge					
bulge					
village					
range					
orange					
hinge					
stage					



Stage: 2	The /j/ sound spelt -ge at the end of words.
List: 2	

Name: \_\_\_\_\_

Spellings
age
huge
change
charge
bulge
village
range
orange
hinge
stage

s	t	a	g	e	t	h	u	g	e
c	h	a	r	g	e	s	p	q	u
h	l	t	r	f	i	o	u	n	d
i	t	y	a	g	e	k	l	l	i
n	z	w	t	c	h	a	n	g	e
g	b	u	l	g	e	r	n	p	t
e	m	v	i	l	l	a	g	e	y
w	l	k	r	a	n	g	e	p	j
o	r	a	n	g	e	r	g	i	k

Can you find your spellings hidden in the word search?



Spelling Shed

Stage: 2

The /j/ sound spelt -ge at the end of words.

List: 2

Answers:

### Spellings

age

huge

change

charge

bulge

village

range

orange

hinge

stage

s	t	a	g	e	t	h	u	g	e
c	h	a	r	g	e	s	p	q	u
h	l	t	r	f	i	o	u	n	d
i	t	y	a	g	e	k	l	l	i
n	z	w	t	c	h	a	n	g	e
g	b	u	l	g	e	r	n	p	t
e	m	v	i	l	l	a	g	e	y
w	l	k	r	a	n	g	e	p	j
o	r	a	n	g	e	r	g	i	k

Can you find your spellings hidden in the word search?

# Spelling Shed

Spelling Program



# Spelling lists – Stage 3



1. The /ow/ and /u/ sounds spelled 'ou.'
2. Spelling Rule: The /i/ sound spelled with a 'y.'
3. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'
4. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.
5. Challenge words
6. The prefixes 're-', 'dis-' and 'mis'
7. Adding suffixes beginning with vowel letters to words of more than one syllable
8. Challenge words
9. The long vowel /a/ sound
10. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.
11. Homophones – words which have the same pronunciation but different meanings and/or spellings.
12. Challenge Words
13. The /l/ sound spelled '-al' or '-le' at the end of words.
14. Adding the suffixes '-ly' and '-ally'
15. Challenge Words
16. Words ending in '-er' when the root word ends in (t)ch.
17. Words with the /k/ sound spelled 'ch', originating from the Greek language. Words ending with the /g/ sound spelled '-gue', 'ch' pronounced /sh/ and the /k/ sound spelled '-que', originating from French. Words with the /s/ sound spelled 'sc', which is Latin in its origin.
18. Homophones: Words which have the same pronunciation but different meanings and/or spellings.
19. Challenge Words
20. Homophones
21. The prefixes 'in-' and 'il-' meaning not
22. The prefixes 'sub-' and 'inter-'
23. Challenge Words
24. The suffix '-ation'
25. Adding the suffix '-ly' to form adverbs
26. The suffix '-sion' pronounced /ʒən/
27. Challenge Words
28. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'
29. The suffix '-ous'
30. The long /e/ sound spelled with an 'i'
31. Challenge Words
32. The 'au' digraph
33. The suffix '-ion'
34. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
35. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
36. Challenge Words





# Spelling Shed

Stage: 3

List: 1

The /ow/ and /u/ sound spelled 'ou'





**Spelling Shed**

Stage: 3

The /ow/ and /u/ sound spelled 'ou'

List:

## Spellings

mouth

around

found

sound

hound

touch

double

country

trouble

young

### Introduction

The digraph 'ou' is pronounced as /ow/ or /u/, explain that this sound is most common in the middle of words and sometimes at the start. It is rare at the end of words where the 'ow' spelling is usually found (e.g. cow).

### Main Teaching Activity

Using the power point slide, discuss the meaning of the spelling list this week. Get children to come out and underline the /ow/ or /u/ sound in each word. Notice that most often the sound comes in the middle of the word.

### Independent Activity

Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.

The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.

Discuss the meanings of the words below and then ask children to come out and underline the /ow/or /u/ sound in each word

mouth	around	found	sound	hound
touch	double	country	trouble	young

Answers:

Discuss the meanings of the words below and then ask children to come out and underline the /ow/ sound in each word



m <u>ou</u> th	ar <u>ou</u> nd	f <u>ou</u> nd	s <u>ou</u> nd	h <u>ou</u> nd
t <u>ou</u> ch	do <u>u</u> ble	co <u>u</u> try	tr <u>ou</u> ble	y <u>ou</u> ng



Stage: 3

The /ow/ and /u/ sound spelled 'ou'

List: 1

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
mouth					
around					
found					
sound					
hound					
touch					
double					
country					
trouble					
young					

Stage: 3

The /ow/ and /u/ sound spelled 'ou'

List: 1

Name:



Spelling Shed

Find and unscramble your spellings in the grids.

Spellings

mouth

around

found

sound

hound

touch

double

country

trouble

young

h	t	m	o	u

n	a	r	o	u	d

u	h	t	c	o

r	t	u	b	e	o	l

d	n	f	o	u

d	e	l	u	o	b

n	c	y	o	t	u	r

o	s	u	n	d

n	u	d	o	h

n	o	g	y	u

Stage: 3

The /ow/ and /u/ sound spelled 'ou'

List: 1

Answers:



Spelling Shed

Find and unscramble your spellings in the grids.

Spellings

mouth

around

found

sound

hound

touch

double

country

trouble

young

h	t	m	o	u
m	o	u	t	h

n	a	r	o	u	d
a	r	o	u	n	d

u	h	t	c	o
t	o	u	c	h

r	t	u	b	e	o	l
t	r	o	u	b	l	e

d	n	f	o	u
f	o	u	n	d

d	e	l	u	o	b
d	o	u	b	l	e

n	c	y	o	t	u	r
c	o	u	n	t	r	y

o	s	u	n	d
s	o	u	n	d

n	u	d	o	h
h	o	u	n	d

n	o	g	y	u
y	o	u	n	g





# Spelling Shed

Stage: 3

List: 2

Spelling Rule: The /i/ sound spelled with a 'y.'



Spelling Shed

Stage: 3

The /i/ sound spelled with a 'y'.

List: 2

## Spellings

gym

myth

Egypt

pyramid

mystery

symbol

synonym

lyrics

system

gymnastics

### Introduction

Some words contain an /i/ sound which is written with a /y/ instead of an 'i'. Very often the 'y' is the second letter of the word but not always.

### Main Teaching Activity

Using the power point slide, get children to split their whiteboard with a line down the middle. Then they can sort the words on the slide into words that use an 'i' for the /i/ sound and words that use a 'y' for it.

Discuss the results and look at misconceptions.

### Independent Activity

Using the power point slide, ask children to choose five of the words in their spelling list and write a sentence containing the chosen word. For a bonus point they can try and accurately include two of the words in one sentence!

Share sentences with the class.



Spelling Shed

Sort the spellings in to two boxes. Words with an /i/ sound that are spelled with an 'i' and words with an /i/ sound that are spelled with a 'y'.

him	gym	hippy	pyramid	skim	system
impossible	oxygen	fringe	mystery	lyric	imposter

/i/ spelled  
with an 'i'

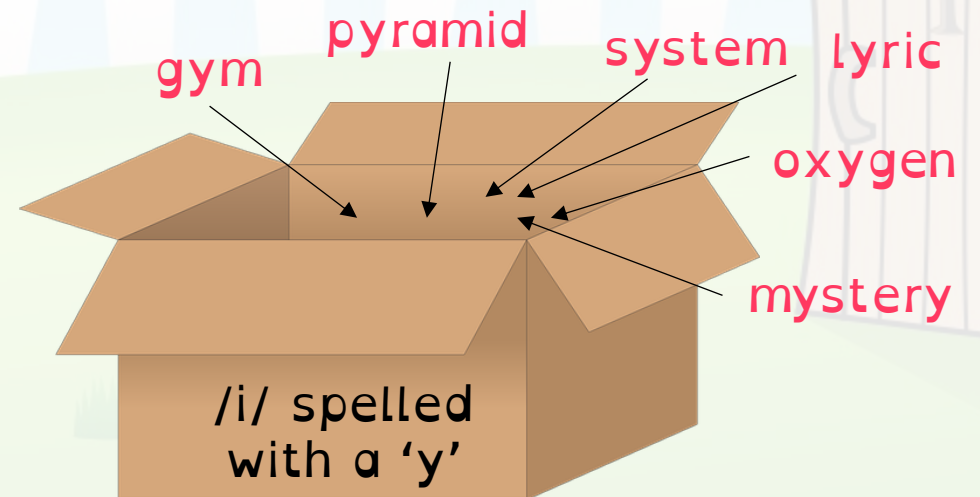
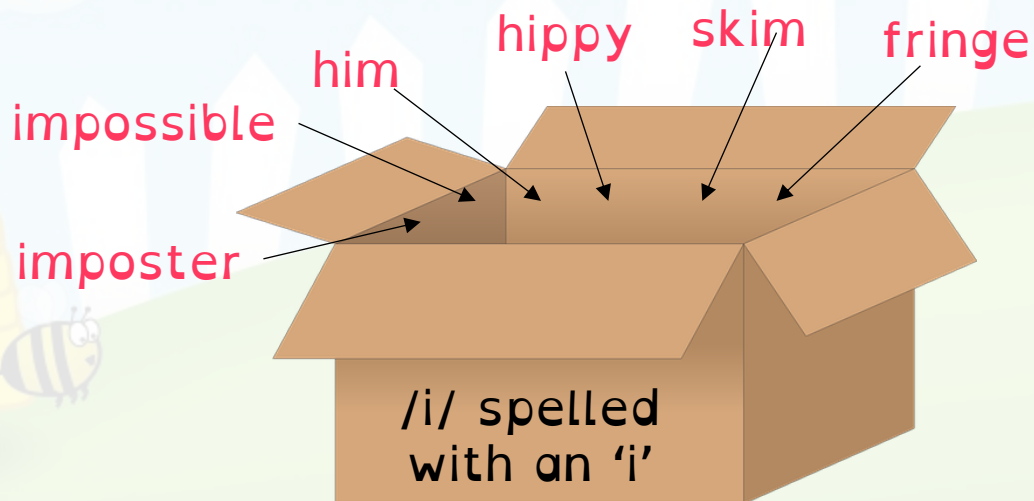
/i/ spelled  
with a 'y'

Answers:

Sort the spellings in to two boxes. Words with an /i/ sound that are spelled with an 'i' and words with an /i/ sound that are spelled with a 'y'.



him	gym	hippy	pyramid	skim	system
impossible	oxygen	fringe	mystery	lyric	imposter



Stage: 3	Spelling rule: The /i/ sound spelled with a 'y.'
List: 2	
Name:	



**Spelling Shed**

Copy down five of the words in your spelling list and write a sentence containing it.

Spellings
gym
myth
Egypt
pyramid
mystery
symbol
synonym
lyrics
system
gymnastics

Your word

Your sentence




Stage: 3	Spelling Rule: The /i/ sound spelled with a 'y.'
List: 2	
Name:	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
gym					
myth					
Egypt					
pyramid					
mystery					
symbol					
synonym					
lyrics					
system					
gymnastics					





Spelling Shed

Stage: 3

The /i/ sound spelled with a 'y.'

List: 2

Name:

### Spellings

gym

myth

Egypt

pyramid

mystery

symbol

synonym

lyrics

system

gymnastics

			y	r				d		g		
			n									
							s			t		m
	m		s									
	b											
			i									
			c									
							y	r				
							m					

Use your spellings, and the letters in the crossword, to work out the missing words.

Stage: 3

The /i/ sound spelled with a 'y.'

List: 2

Answers:



Spelling Shed

## Spellings

gym

myth

Egypt

pyramid

mystery

symbol

synonym

lyrics

system

gymnastics

			g							E		
		p	y	r	a	m	i	d		g	y	m
			m							y		
	s		n							p		
	y		a				s	y	s	t	e	m
	m	y	s	t	e	r	y					y
	b		t				n					t
	o		i				o					t
	l		c				n					
			s			l	y	r	i	c	s	
							m					

Use your spellings, and the letters in the crossword, to work out the missing words.

# Spelling Shed

Spelling Program



# Spelling lists – Stage 4



1. Homophones
2. The /s/ sound spelled c before 'i' and 'e'.
3. Prefixes – 'super-' 'anti-', 'auto-' and 'bi-'
4. Challenge Words
5. Words ending in '-ious.'
6. Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'
7. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
8. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
9. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
10. Challenge words
11. Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.
12. Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.
13. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
14. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
15. Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably
16. Challenge Words
17. Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
18. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
19. Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.
20. Words with 'silent' letters at the start.
21. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
22. Challenge Words
23. Words spelled with 'ie' after c.
24. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.
25. Words containing the letter string 'ough' where the sound is /aw/.
26. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
27. Adverbs of possibility. These words show the possibility that something has of occurring.
28. Challenge Words
29. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
30. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
33. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
34. Challenge Words
35. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
36. Challenge Words



# Spelling Shed

Stage: 4

List: 1

Homophones – words which have the same pronunciation but different meanings and/or spellings.





Stage: 4	Homophones – words which have the same pronunciation but different meanings and/or spellings.
List: 1	

Spellings	Introduction	Can the children remember what the word homophone means? Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Remind them how near homophones have slightly different pronunciations.
scene	Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.  After each example ask the children to share their responses and discuss any errors or misconceptions.  Teacher can choose to reveal the two spellings before or after the pupil attempts.
seen		
whose	Independent Activity	In small groups. One child writes a sentence with one of this week's spellings missing. E.g. We travelled to France by _____.  The children on their table then write down the correct spelling on their whiteboards. The child who created the question shares which they thought was the right question and check each others' answers.
who's		
affect		
effect		
here		
hear		
heel		
heal		



Spelling Shed


It was so noisy, the boy struggled to \_\_\_\_\_ what his mum said.

Which is the correct spelling?

here

hear

Answers:



It was so noisy, the boy struggled to hear what his mum said.

Which is the correct spelling?

here

hear





Spelling Shed

The teacher had lost the whiteboard  
rubber, she asked if anyone had  
----- it.

Which is the correct spelling?

seen

scene

Answers:



The teacher had lost the whiteboard  
rubber, she asked if anyone had  
seen it.

Which is the correct spelling?

seen

scene





Spelling Shed

\_\_\_\_\_ are these trainers?

Which is the correct spelling?

whose

who's



Answers:

whose are these trainers?

Which is the correct spelling?

whose

who's



Spelling Shed

At last her broken arm had begun  
to -----!

Which is the correct spelling?

heel

heal

Answers:



At last her broken arm had begun  
to heal!

Which is the correct spelling?

heel

heal





Spelling Shed

The \_\_\_\_\_ of plastic on the environment is devastating.

Which is the correct spelling?

effect

affect

Answers:



The effect of plastic on the environment is devastating.

Which is the correct spelling?

effect

affect



Stage: 4	Homophones – words which have the same pronunciation but different meanings and/or spellings.
List: 1	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
scene					
seen					
whose					
who's					
affect					
effect					
here					
hear					
heel					
heal					





Spelling Shed

Stage: 4

Homophones – words which have the same pronunciation but different meanings and/or spellings.

List: 1

Name:

## Spellings

scene

seen

whose

who's

affect

effect

here

hear

heel

heal

Choose one of your spellings to complete the sentence.  
Only one of the pair is correct.

The opening of the story set the \_\_\_\_\_ for the reader.

“\_\_\_\_\_ socks are these?” asked the teacher.

The medicine had an immediate \_\_\_\_\_.

It was difficult to \_\_\_\_\_ over the noise in the playground.

Daniel hurt his \_\_\_\_\_ playing football in the park.



Spelling Shed

Stage: 4	Homophones – words which have the same pronunciation but different meanings and/or spellings.  Answers:
List: 1	

Spellings
scene
seen
whose
who's
affect
effect
here
hear
heel
heal

Choose one of your spellings to complete the sentence.  
Only one of the pair is correct.

The opening of the story set the scene for the reader.

“whose socks are these?” asked the teacher.

The medicine had an immediate effect.

It was difficult to hear over the noise in the playground.

Daniel hurt his heel playing football in the park.



# Spelling Shed

Stage: 4

List: 2

The /s/ sound spelt c before 'i' and 'e'.



Stage: 4

The /s/ sound spelt c before 'i' and 'e'.

List: 2

## Spellings

circle

century

centaur

circus

princess

voice

medicine

celebrate

celery

pencil

### Introduction

Today we will look at the /s/ sound when it is spelled with a 'c'. This occurs generally when the 'c' comes before an 'i' or an 'e'.

### Main Teaching Activity

Show children the slide and ask them to, using mini whiteboard, sort the spelling list words in to words with 'i' before 'c' and words with 'e' before 'c'.

Discuss misconceptions and check understanding.

### Independent Activity

Using the power point ask children to work independently to identify the images and then spell what they are. Remind children that the 's' sound in the words will be spelled using a 'c'.

Check answers and discuss errors or misconceptions.

Get children to sort the spelling list words in to ones where the 'c' comes before an 'i' and ones where the 'c' comes before an 'e'.

circle  
century  
centaur  
circus  
princess

voice  
medicine  
celebrate  
celery  
pencil

'c' before i

'c' before e





Get children to sort the spelling list words in to ones where the 'c' comes before an 'i' and ones where the 'c' comes before an 'e'.

Answers:

circle  
century  
centaur  
circus  
princess

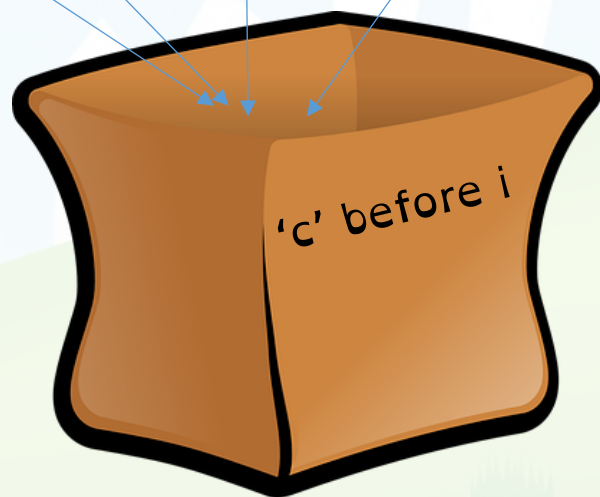
voice  
medicine  
celebrate  
celery  
pencil

medicine

circle

circus

pencil



celebrate

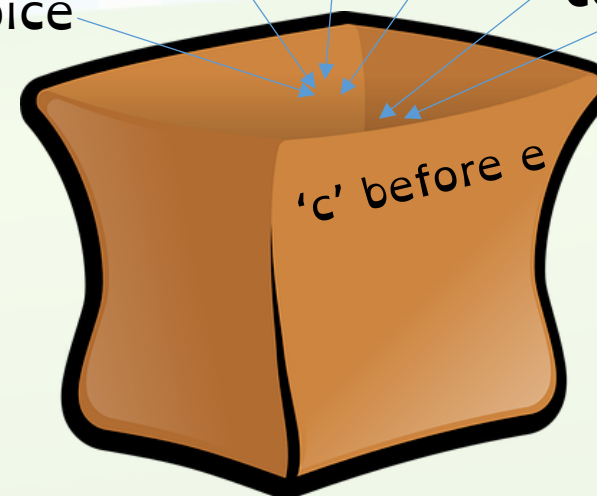
centaur

century

princess

celery

voice
















Spelling Shed

Look at the images below, can you spell what they are?










				100 Years
				

Answers:

Look at the images below, can you spell what they are?



Spelling Shed

				100 Years
circle	voice	circus	medicine	century
				
princess	celebrate	centaur	celery	pencil



Stage: 4	The /s/ sound spelt c before 'i' and 'e'.
List: 2	
Name:	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
circle					
century					
centaur					
circus					
princess					
voice					
medicine					
celebrate					
celery					
pencil					



Stage: 4	The /s/ sound spelled 'c' before 'e', 'i' and 'y'
List: 2	Name:

Cover your spellings for this task

# Spellings

circle

century

centaur

**circus**

princess

voice

# medicine

celebrate

celery

pencil



circle

century

sentaur

**sircus**

princess

voise

medisine

celebrate

**selry**

pencil

Marvin has scored 0/10 in his spelling test.

Can you help him out by writing the correct spellings into this grid?

[illegible]



Stage: 4

The /s/ sound spelled 'c' before 'e', 'i' and 'y'

List: 2

Answers:

Cover your spellings for this task

## Spellings

circle

century

centaur

circus

princess

voice

medicine

celebrate

celery

pencil

sircle

sentury

sentaaur

sircus

prinsess

voise

medisine

selebrate

selery

pencil



Marvin has scored 0/10 in his spelling test.

Can you help him out by writing the correct spellings into this grid?

circle

century

centaur

circus

princess

voice

medicine

celebrate

celery

pencil



# Spelling Shed

Spelling Program



# Spelling lists – Stage 5



1. Challenge Words
2. Challenge Words
3. Challenge Words
4. Challenge Words
5. Challenge Words
6. Challenge Words
7. Challenge Words
8. Challenge Words
9. Challenge Words
10. Challenge Words
11. Words with the short vowel sound /i/ spelled y
12. Words with the long vowel sound /i/ spelled with a y.
13. Adding the prefix '-over' to verbs.
14. Convert nouns or verbs into adjectives using suffix '-ful.'
15. Words which can be nouns and verbs.
16. Words with an /o/ sound spelled 'ou' or 'ow.'
17. Words with a 'soft c' spelled /ce/.
18. Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite
19. Words with the /f/ sound spelled ph.
20. Words with origins in other countries
21. Words with unstressed vowel sounds.
22. Words with endings /shuhl/ after a vowel letter.
23. Words with endings /shuhl/ after a consonant letter.
24. Words with the common letter string 'acc' at the beginning of words.
25. Words ending in '-ably.'
26. Words ending in '-ible'
27. Adding the suffix '-ibly' to create an adverb.
28. Changing '-ent' to '-ence.'
29. -er, -or, -ar at the end of words.
30. Adverbs synonymous with determination.
31. Adjectives to describe settings
32. Vocabulary to describe feelings.
33. Adjectives to describe character
34. Grammar Vocabulary
35. Grammar Vocabulary
36. Mathematical Vocabulary



# Spelling Shed

Stage: 5

List: 1

Challenge Words

Stage: 5

Challenge Words

List: 1



Spelling Shed

## Spellings

muscle

prejudice

available

determined

rhyme

identity

accommodate

suggest

competition

existence

## Challenge week

Choose an activity from the challenge week pack.



**Spelling Shed**

Stage: 5

**Challenge Words**

List: 1

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
muscle					
prejudice					
available					
determined					
rhyme					
identity					
accommodate					
suggest					
competition					
existence					



Stage: 5

Challenge Words

List: 1

Name:



Spelling Shed

## Spellings

accommodate

available

competition

determined

suggest

existence

identity

muscle

prejudice

rhyme

					p		e	j			i		e	
	c		o			o		a	t					
								n			t	y		
							s	t		n		e		
										y	m			
								a		a	b	l		
	o		p	e	t	i		i	o					
							g	g		s				
						t				m		n	e	d

Insert the missing letters into your spellings to find a new challenge word.



Stage: 5

Challenge Words

List: 1

Answers:



Spelling Shed

## Spellings

accommodate

available

competition

determined

suggest

existence

identity

muscle

prejudice

rhyme

						p	r	e	j	u	d	i	c	e	
a	c	c	o	m	m	o	d	a	t	e					
						i	d	e	n	t	i	t	y		
						e	x	i	s	t	e	n	c	e	
										r	h	y	m	e	
										m	u	s	c	l	e
						a	v	a	i	l	a	b	l	e	
c	o	m	p	e	t	i	t	i	o	n					
						s	u	g	g	e	s	t			
						d	e	t	e	r	m	i	n	e	d

Insert the missing letters into your spellings to find a new challenge word.



# Spelling Shed

Stage: 5

List: 2

Challenge Words

Stage: 5

## Challenge Words

List: 2



# Spelling Shed

### Spellings

accompany

average

conscience

develop

explanation

immediately

necessary

privilege

rhythm

symbol

### Challenge week

Choose an activity from the challenge week pack.



**Spelling Shed**

Stage: 5

**Challenge Words**

List: 2

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
accompany					
average					
conscience					
develop					
explanation					
immediately					
necessary					
privilege					
rhythm					
symbol					

Stage: 5

Challenge Words

List: 2

Name:



Spelling Shed

## Spellings

accompany

average

conscience

develop

explanation

immediately

necessary

privilege

rhythm

symbol

e	d	e	v	e	l	o	p	a	s	d	f	m	b	n	c
g	h	j	k	e	x	p	l	a	n	a	t	i	o	n	o
l	z	x	p	r	i	v	i	l	e	g	e	p	v	e	n
q	w	s	v	b	n	m	a	r	a	s	w	q	c	c	s
e	r	t	y	u	i	o	p	h	d	f	g	h	x	e	c
a	c	c	o	m	p	a	n	y	j	k	l	l	z	s	i
q	w	e	r	t	b	y	u	t	i	o	p	a	s	s	e
z	x	c	v	b	n	o	m	h	q	w	e	k	d	a	n
a	v	e	r	a	g	e	l	m	r	t	y	j	f	r	c
p	i	m	m	e	d	i	a	t	e	l	y	h	g	y	e

Can you find your spellings hidden in this word search?

Stage: 5

Challenge Words

List: 2

Answers:



Spelling Shed

## Spellings

accompany

average

conscience

develop

explanation

immediately

necessary

privilege

rhythm

symbol

e	d	e	v	e	l	o	p	a	s	d	f	m	b	n	c
g	h	j	k	e	x	p	l	a	n	a	t	i	o	n	o
l	z	x	p	r	i	v	i	l	e	g	e	p	v	e	n
q	w	s	v	b	n	m	a	r	a	s	w	q	c	c	s
e	r	t	y	u	i	o	p	h	d	f	g	h	x	e	c
a	c	c	o	m	p	a	n	y	j	k	l	l	z	s	i
q	w	e	r	t	b	y	u	t	i	o	p	a	s	s	e
z	x	c	v	b	n	o	m	h	q	w	e	k	d	a	n
a	v	e	r	a	g	e	l	m	r	t	y	j	f	r	c
p	i	m	m	e	d	i	a	t	e	l	y	h	g	y	e

Can you find your spellings hidden in this word search?