



Spelling – Vocabulary Extension

This set of non-negotiables for spelling, which will be taught explicitly as well as where applicable across ALL SUBJECTS. It is **ESSENTIAL** that you have read and know the national curriculum objectives for the year group you are planning spelling (vocabulary extension) for **AS WELL AS** the year/key stage **ABOVE** and **BELOW**. These non-negotiables must be shared with your teaching team and class, on more than one occasion if necessary, it will also be shared with parents/carers.

The non-negotiables are as follows:

All spelling teaching (including that of phonics) will be part of this cyclical sequence:

- **Revisit, explain, use** – Look for what children already know, what learnt letter sound, correspondence, prefix, suffix, etc. has been taught. **The purpose of new learning and vocabulary will be shared orally, in context.**
- **Teach, model, define** – Look at how the pattern/structure/rule works. You will model spelling examples. Here it is important to define the rules, pattern and conventions. It is important here to complete whiteboard spelling practice as a whole class, group and individual learning.
- **Practise, explore, investigate** – This part of the sequence will include a range of interactive activities for children to practise the new learning. This will be through: whole class activities, group work, extension activities, independent learning as well as homework.
- **Apply, assess, reflect** – New learning will be revised here and applied in writing. Reflection of learning and edit and review in writing is vital for embedded learning here.
- **Staff will teach by patterns/sounds/rules, NEVER just simple lists.**
- **Staff MUST teach spelling as a problem-solving activity, e.g., investigate different ways of making the ‘a’ sound in words as in way, hey, hay, etc.**
- **Staff will link spelling/vocabulary extension to English Grammar and Punctuation learning too, within English as well as across the curriculum.**
- **Staff will use activities from Spell Well and the Spelling Bank (but bear in mind the focus is the patterns, NOT the year groups, as it was generated from a curriculum prior to that of 2014).**
- **Staff may use rules guide (see Appendix A).**
- **Staff will test children in various ways and must put spelling into context, e.g., test via dictation, test the RULE/SOUND, NOT a list.**
- **Spelling must be assessed in daily writing also to contribute to teacher assessment.**
- **Staff MUST teach spelling rules as rhymes as and where appropriate.**
- **Spelling tests are not essential every week. If carried out, there will be up to 10 spellings in KS1 for all and up to 15 for KS2.**
- **Spelling tests may be done through dictation at times, so that staff are not relying on knowing how well children spell through the use of tests.**

Staff will pursue CPD in Phonics/Spelling teaching:

- All KS2 staff will ensure that they have experience in observing and participating in at **least 3 lessons** in Phonics at Reception and/or Year 1.
- All EYFS/KS1 staff will ensure that they have experience in observing and participating in at **least 3 lessons** in Spelling/Vocabulary Extension in KS2.

Know that:

- The alphabetic system is efficient, 26 letters creating 44 phonemes in 144 combinations to form about half a million words in current use. The English alphabet includes 21 consonants; spoken English uses 24 consonant sounds, so the match between how we say a consonant and how we write it is generally predictable. The rich array of vowels poses particular problems: there are 20 spoken vowel sounds but only five vowel letters, for example, the long **a** sound is represented in a range of ways: e.g. **ai, a-e, ea, ay, eigh**.
- The other factor influencing our spelling is history. There are three main historical sources for English spelling patterns:
 - **Germanic** – from the Anglo Saxons, over half our words fall into this category;
 - **Romance** – Latin, French and, in the 16th century, Spanish and Portuguese;

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- **Greek** – the language of areas of knowledge, (e.g. physics, philosophy).
 - The English language has absorbed thousands of words from all over the world, through trade and commerce. These words and phrases continue to enrich the language and give us a great wealth of expression.
 - A **balanced spelling programme** includes five main components:
 - Understanding the principles underpinning word construction (**phonemic, morphemic and etymological**).
 - Recognising how (and how far) these principles apply to each word, in order to learn to spell words.
 - Practising and assessing spelling.
 - Applying spelling strategies and proofreading.
 - Building pupils' self-images as spellers.

Appendix A

Let's look at the top ten rules in a very basic way with no exceptions just the bare bones of the rule. If you want a more detailed spelling rules course then check out the course on [udemy.com/spelling-rules-course](https://www.udemy.com/spelling-rules-course) for my in-depth spelling rules course with worksheets and exercises.

1. the "i before e except after c", only when it rhymes with 'bee' rule

believe - receive

As a basic rule this is great

but what about ancient, leisure, neighbour

The rhymes with 'bee' part means there is an exception, where it is not when sounded like 'a' as in neighbour or weigh."

(i before e rule) believe, achieve, (except after c), receive, ceiling (but not when c is sounded like sh) ancient, proficient

not when sounded like 'a') eight, beige

But there are exceptions always exceptions so watch out for them.

2. Changing "y" to "ies"

You might not know the spelling rule but you might know the spelling pattern - most people do.

When the word ends in a vowel + y just add 's'

key → keys

delay → delays

trolley → trolleys

(because we can't have three vowels in a row delaiies x)

If the word has a consonant before the 'y':

take away the 'y' and add 'i-e-s'

baby → babies

company → companies

difficulty → difficulties

3. Adding -es to words ending in -s, -ss, -z -ch -sh -x

This was added centuries ago to stop the plural 's' clashing with these letters and it softens the 's' sound to a 'z' sound

bus → buses

business → businesses

watch → watches

box → boxes

quiz → quizzes

4. 1:1:1 doubling up rule

put - putting, big-bigger, quiz - quizzes, swim - swimming...

When a word has one syllable + 1 vowel next to 1 consonant we double up the final consonant with a vowel suffix:

sit - sitter, big - biggest, tap - tapping, shop - shopper/shopping, fat - fatten, fattening, fatter, fattest...

This happens in longer words when the stress is on the final syllable:

begin (beGIN) - beginner, beginning

refer (reFER) - referring, referred

occur (ocCUR) - occurring, occurred, occurrence

5. Drop the 'e' rule

We usually drop the final silent "e" (from words with a split-vowel digraph) when we add vowel suffix endings, for example:

write + ing → writing

hope + ed = hoped

excite + able = excitable

joke - joker

large - largish

close - closing

sense + ible = sensible

opposite + ion = opposition

imagine + ation = imagination

We keep the 'e' if the word ends in -CE or -GE to keep a soft sound, with able/ous

courage + ous = courageous

outrage + ous = outrageous

notice + able = noticeable

manage + able = manageable

6. Changing the "y" to "i" when adding suffix endings.

If a word ends in a consonant + Y, the Y changes to i (unless adding endings with "i" -ing -ish, which already begins with an i)

beauty+ful > beauti+ful =beautiful, beautify, beautician

happy + ness = - happiness, happily, happier, happiest

angry + er = angrier, angriest, angrily,

pretty: prettier, prettiest but prettyish

ready: readily readiness

dry: dried, BUT drying, dryish

defy: defies, defied, but defying

apply: applies, applied but applying

7. "-f" to "-ves" or "-s"

Most words ending in "-f" or "-fe" change their plurals to "-ves"

calf - calves

half - halves

knife - knives

leaf - leaves

loaf - loaves

life - lives

wife - wives

shelf - shelves

thief - thieves

yourself - yourselves

Some words can have both endings -ves or -s:

scarf - scarfs/scarves

dwarf - dwarfs/dwarves

wharf - wharfs/wharves

handkerchief - handkerchiefs/handkerchieves

Words ending in -ff you just add -s to make the plural.

cliff - cliffs

toff - toffs

scuff - scuffs

sniff - sniffs

Some words ending in -f add -s:

Nouns which end in two vowels plus -f usually form plurals in the normal way, with just an -s

chief - chiefs

spooof - spoofs

roof - roofs

chief - chiefs

oaf - oafs

EXCEPTIONS: thief - thieves, leaf - leaves

8. Words ending in -ful

The suffix -FUL is always spelt with one L, for example:

grate + ful = grateful

faith + ful = faithful

hope + ful = hopeful

careful

helpful

useful

grateful

beautiful (notice the "y" becomes "i")

9. Adding -ly

When we add -ly to words ending in -ful then we have double letters

gratefully

faithfully

hopefully

We also add -ly to words ending in 'e'

love + ly = lovely

like + ly = likely

live + ly = lively

complete + ly = completely

definite + ly = definitely

BUT not truly (true + ly) This is a common misspelled word.

We change the end 'e' to 'y' in these -le words

gentle > gently

idle > idly

subtle > subtly

10. When we add "all" to the beginning of words we drop the l

all + so = also

all + most = almost

although

always

almighty

already

alright (all right as two words is used in more formal English)

altogether (Note that altogether and all together do not mean the same thing. Altogether means 'in total', as in there are six bedrooms altogether, whereas all together means 'all in one place' or 'all at once', as in it was good to have a group of friends all together; they came in all together.)

OTHER EXAMPLES OF RULES:

Rule 1 C always softens to /s/ when followed by E, I, or Y.
Otherwise, C says /k/.

Rule 2 G may soften to /j/ only when followed by E, I, or Y.
Otherwise, G says /g/.

Rule 3 English words do not end in I, U, V, or J.

Rule 4 A E O U usually say their names at the end of a syllable.

Rule 5 I and Y may say /i/ or /i/ at the end of a syllable.

Rule 6 When a one-syllable word ends in a single vowel Y, it says /i/.

Rule 7 Where I and Y may say long /ē/.

7.1 Y says long /ē/ only in an unstressed syllable at the end of a multi-syllable word.

7.2 I may say /ē/ with a silent final E, at the end of a syllable, and at the end of foreign words.

Rule 8 I and O may say /i/ and /ō/ when followed by two consonants.

Rule 9 AY usually spells the sound /ā/ at the end of a base word.

Rule 10 When a word ends with the phonogram A, it says /ā/.
A may also say /ā/ after a W or before an L.

Rule 11 Q always needs a U; therefore, U is not a vowel here.

Rule 12 Silent Final E Rules

12.1 The vowel says its name because of the E.

12.2 English words do not end in V or U.

- 12.3** The C says /s/ and the G says /j/ because of the E.
- 12.4** Every syllable must have a written vowel.
- 12.5** Add an E to keep singular words that end in the letter S from looking plural.
- 12.6** Add an E to make the word look bigger.
- 12.7** TH says its voiced sound /TH/ because of the E.
- 12.8** Add an E to clarify meaning.
- 12.9** Unseen reason.
- Rule 13** Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules.
- Rule 14** Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant only if the syllable before the suffix is stressed.*
*This is always true for one-syllable words.
- Rule 15** Single vowel Y changes to I when adding any ending, unless the ending begins with I.
- Rule 16** Two I's cannot be next to one another in English words.
- Rule 17** TI, CI, and SI are used only at the beginning of any syllable after the first one.
- Rule 18** SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -ship.
- Rule 19** To make a verb past tense, add the ending -ED unless it is an irregular verb.
- Rule 20** -ED, past tense ending, forms another syllable when the base word ends in /d/ or /t/.
Otherwise, -ED says /d/ or /t/.
- Rule 21** To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES.
Occasional nouns have no change or an irregular spelling.
- Rule 22** To make a verb 3rd person singular, add the ending -S, unless the word hisses or changes; then add -ES. Only four verbs are irregular.
- Rule 23** AI- is a prefix written with one L when preceding another syllable.
- Rule 24** -Ful is a suffix written with one L when added to another syllable.
- Rule 25** DGE is used only after a single vowel which says its short (first) sound.
- Rule 26** CK is used only after a single vowel which says its short (first) sound.
- Rule 27** TCH is used only after a single vowel which does not say its name.
- Rule 28** AUGH, EIGH, IGH, OUGH. Phonograms ending in GH are used only at the end of a base word or before the letter T.
The GH is either silent or pronounced /f/.
- Rule 29** Z, never S, spells /z/ at the beginning of a base word.
- Rule 30** We often double F, L, and S after a single vowel at the end of a base word. Occasionally other letters also are doubled.
- Rule 31** Schwa Rules

31.1 Any vowel may say one of the schwa sounds, /ǘ/ or /ĩ/, in an unstressed syllable or unstressed word.

31.2 O may also say /ǘ/ in a stressed syllable next to W, TH, M, N, or V.

31.3 AR and OR may say their schwa sound, /er/, in an unstressed syllable.