

# Lawley Primary School

## Spelling and Phonics Policy



### **INTRODUCTION**

Spelling is an integral part of all language development and cannot easily be separated from the writing process. Whenever possible, work conducted in this area should be taught through a range of purposeful tasks and in meaningful contexts. The school uses “Letters and Sounds” for the teaching of spelling and phonics and “Support for Spelling” and “Spelling Bank” are available to support the teaching of spelling at Key Stage 2. These should be used in conjunction with the specific year group spelling lists from the National Curriculum 2014 (see appendices).

### **AIMS**

All children should be taught:

- To recognise the critical features of words e.g. shape, length
- To recognise common spelling patterns and words within words
- To use independent spelling strategies e.g. sounding out, recognising common letter strings, spelling by analogy etc (all specified in Support for Spelling or Letters and Sounds)
- To use word banks and dictionaries
- To understand and use the spelling conventions and rules common to the English language (all specified in Support for Spelling and Letters and Sounds)

### **PHONICS**

At Lawley Primary School we have a consistent approach to phonics and use the ‘Letters and Sounds document’. In the Foundation stage and in Key Stage 1, phonics is taught on a daily basis for a 20 minutes. The children are taught, phonemes, graphemes, high frequency words and spelling patterns. There is a balance of hearing, reading and spelling the phonemes they are being taught.

Phonics is taught with small differentiated groups at their ability level by both teachers and teaching assistants.

## CONTENT

Contained within the Spelling policy is a detailed sequence of spelling skills which require teaching to the children in each specified year group. We endeavour to teach these skills through a range of interesting activities. Spelling is not something that comes naturally to most children and studies have shown that children do not all learn to spell by one particular method. At Lawley we use a variety of techniques to teach spelling. These are detailed below.

- \* **Visual** – this involves looking carefully at the word and trying to keep a picture in their mind.
- \* **Auditory** – this involves hearing the sounds in a word. Generally this is only a good technique for short words where it is easy to hear each and every sound correctly.
- \* **Kinesthetic** – this involves movement of the hand. If a child has written a word often enough, perhaps in practice, their hand can take over and they instinctively write the letters in the word they need to spell.

The Support for Spelling document prescribes the use of the Look, Cover, Say, Write, Check method. This is used at Lawley as follows:

- \* Look – look at the word they want to write after finding it spelt correctly.
- \* Say – say the word out loud to themselves several times while looking at the word.
- \* Cover – cover the word with their hand or close the book they found it in.
- \* Write – write the spelling for themselves.
- \* Check – let them check they have spelt it correctly by comparing it to the model.

## MARKING

A marking policy is in effect throughout the school and should therefore be referred to alongside this section of this policy. The teacher's recognition of the child's work, effort, achievement and progress is reflected in the marking of their work. The specific focus of a task should always be made clear to children and marked correspondingly. The marking of spellings needs to be done sensitively. If the specified focus of an activity was not to spell all words correctly then consideration should be given as to whether every incorrect spelling should be highlighted or not. Any correction of spelling should lead to new learning.

## RESOURCES

All classes have access to a variety of dictionaries appropriate to the abilities of the children. Many classes have phoneme charts and wordbanks displayed in the classrooms which the children are taught to use as part of their phonics/spelling strategies. The Spelling and Phonics policy details the specific lists of spellings which each year group should learn.

## **THE ROLE OF PARENTS**

Parents play a vital role in helping children learn spellings for homework. These spellings are differentiated, sent home once per week and the children are tested on them. There is no doubt that children who learn their spellings thoroughly find it easier to communicate in written form.

## **PLANNING, RECORDING AND ASSESSMENT**

Each member of staff follows the agreed format for planning, recording and assessing. The Spelling Policy provides clear guidance on the expectations appropriate to each year group and as such all class teachers should look to the document for planning. Literacy plans are completed on a medium and short term basis as are phonics plans. These should detail the specific teaching of spelling that will be delivered. Spelling is usually assessed on an informal basis by the class teacher in order to evaluate a child's progress and decide on future targets.

In Key Stage Two spelling and spelling patterns are taught 2/3 times as a week as part of the introduction to their literacy session. Differentiated spellings are sent out and the tested once a week.

In Foundation Two and Key Stage One the children have a list of 'zapper' words to learn. These are the high frequency words taken from 'letters and sounds'. In Key Stage One they have a spelling test once a week.

End of Key Stage One and Key Stage Two summative assessments include the assessment of spelling.

Phonics assessment takes place at the end of each half term. An assessment tracker is used for each phase and at the end of each term the assessment is collated and handed to the Literacy Coordinator. The children will then be grouped according to their ability, most children moving into new phonic phases.

## **CROSS CURRICULAR THEMES**

Spelling is not only developed through literacy lessons but throughout the curriculum. The children are encouraged to use correct spellings at all times. Spelling lists related to particular areas of study within other subjects are often created to further the children's spelling knowledge in the wider context.

## **SPECIAL EDUCATIONAL NEEDS**

Children with special needs are identified through regular teacher assessment. They are then supported through the procedures detailed in the school's SEN policy.

## **EQUAL OPPORTUNITIES**

We regard the achievement of every group of pupils to be of equal importance. This is reflected in the curriculum we teach. We value and reward the achievements of all pupils equally. We have high expectations of behaviour for every group in school. We aim to involve parents from every background and believe this is a significant benefit to the school.

# Overview of spelling objectives

## Objectives for Years 2 to 6

Year 2	Year 3	Year 4	Year 5	Year 6
<p>To secure the reading and spelling of words containing different spellings for phonemes</p> <p><i>To understand and begin to learn the conventions for adding the suffix <b>-ed</b> for past tense and <b>-ing</b> for present tense</i></p>	<p>To consolidate knowledge of adding suffixes and to investigate the conventions related to the spelling pattern <b>-le</b></p> <p><i>To spell regular verb endings and to learn irregular tense changes (e.g. go/went)</i></p>	<p>To distinguish between the spelling and meaning of homophones</p> <p><i>To investigate, collect and classify spelling patterns related to the formation of plurals</i></p>	<p>To spell unstressed vowels in polysyllabic words</p> <p><i>To spell words with common letter strings and different pronunciations</i></p>	<p><i>To embed the use of independent spelling strategies for spelling unfamiliar words</i></p> <p><i>To investigate the meaning and spelling of connectives (e.g. furthermore, nevertheless)</i></p>
<p><i>To split compound words into their component parts and use this knowledge to support spelling</i></p> <p><i>To learn how to add common inflections (suffixes) to words</i></p>	<p><i>To know what happens to the spelling of nouns when s is added</i></p> <p><i>To understand how words change when the suffixes are added</i></p>	<p>To investigate and learn to spell words with common letter strings</p> <p><i>To understand how suffixes change the function of words</i></p>	<p>To explore the spelling patterns of consonants and to formulate rules</p> <p><i>To explore less common prefixes and suffixes</i></p>	<p>To revise and extend work on spelling patterns, including unstressed vowels in polysyllabic words</p> <p><i>To use what is known about prefixes and suffixes to transform words (e.g. negation, tense, word class)</i></p>
<p><i>To add common prefixes to root words and to understand how they change meaning</i></p> <p>To discriminate syllables in multisyllabic words as an aid to spelling</p>	<p>To embed the correct use and spelling of pronouns (n.b. phonemic and morphological)</p> <p><i>To develop knowledge of prefixes to generate new words from root words</i></p>	<p><i>To understand the use of the apostrophe in contracted forms of words</i></p> <p><i>To revise and investigate links between meaning and spelling when using affixes</i></p>	<p>To investigate and learn spelling rules for adding suffixes to words ending in <b>e</b> or words ending in <b>-y</b> and words containing <b>ie</b></p> <p><i>To identify word roots, derivations and spelling patterns as a support for spelling</i></p>	<p>To spell unfamiliar words by using what is known of word families and spelling patterns</p> <p><i>To revise and use word roots, prefixes and suffixes as a support for spelling</i></p>

### Key:

Objectives in **red** are phonemic or phonological

Objectives in **blue** are morphological

## Primary Framework objectives – Strand 6: Word structure and spelling

*Most children learn:*

- *that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading;*
- *to spell words accurately by combining the use of knowledge of grapheme-phoneme correspondence as the prime approach, and also morphological knowledge and etymological information;*
- *a range of approaches to learn and spell irregular words.*

### Year 2 objectives

- *Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns, including common inflections and use of double letters*
- *Read and spell less common alternative graphemes, including trigraphs*

Term 1	Term 2	Term 3
<p>i. <i>To secure the reading and spelling of words i. containing different spellings for phonemes (e.g. /igh/, igh, ie, y, i-e – l, night, tie, my)</i></p> <p>ii. <i>To understand and begin to learn the ii. conventions for adding the suffix -ing for present tense and -ed for past tense (e.g. play – playing, played)</i></p> <p><i>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</i></p>	<p>i. <i>To split compound words into their component i. parts and to use this knowledge to support spelling (e.g. milkman, pancake)</i></p> <p>ii. <i>To learn how to add common inflections (suffixes) ii. to words (e.g. plurals, -ly, -ful: book – books, loud – loudly, harm – harmful)</i></p> <p><i>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</i></p>	<p>i. <i>To add common prefixes to root words and to i. understand how they change meaning (e.g. happy – unhappy, fair – unfair)</i></p> <p>ii. <i>To discriminate syllables in multisyllabic words as ii. an aid to spelling (e.g. tomorrow, together)</i></p> <p><i>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</i></p>

<b>Year 3 objectives</b> <ul style="list-style-type: none"> <li>• Spell high- and medium-frequency words</li> <li>• Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words</li> <li>• Spell unfamiliar words, using known conventions including grapheme/ phoneme correspondence and morphological rules</li> </ul>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
i. To consolidate knowledge of adding suffixes i. and to investigate the conventions related to the spelling pattern <i>-le</i> ii. To spell regular verb endings and to learn ii. irregular tense changes (e.g. carry – carries, carried, go – went) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.	i. To know what happens to the spelling of nouns i. when <i>-s</i> is added (e.g. army – armies, ash – ashes) ii. To understand how words change when suffixes ii. are added (e.g. homeless, reliable) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.	i. To embed the correct use and spelling of i. pronouns (e.g. my, your, his) ii. To develop knowledge of prefixes to generate ii. new words from root words (e.g. sense – nonsense, cook – precook) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.
<b>Year 4 objectives</b> <ul style="list-style-type: none"> <li>• Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words</li> <li>• Distinguish between the spelling and meaning of common homophones</li> <li>• Know and apply common spelling rules</li> <li>• Develop a range of personal strategies for learning new and irregular words</li> </ul>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
i. To distinguish between the spelling and meaning i. of homophones (e.g. new – knew, heard – herd) ii. To investigate, collect and classify spelling ii. patterns related to the formation of plurals (e.g. church – churches, box – boxes) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.	i. To investigate and learn to spell words with i. common letter strings ii. To understand how suffixes change the function ii. of words (e.g. verbs into nouns: create – creation, nouns into verbs: apology – apologise) Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.	i. To understand the use of the apostrophe in i. contracted forms of words (e.g. I’ll, you’re) ii. To revise and investigate links between meaning ii. and spelling when using affixes Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words

<b>Year 5 objectives</b> <ul style="list-style-type: none"> <li>• Spell words containing unstressed vowels</li> <li>• Know and use less common prefixes and suffixes (e.g. <b>im-</b>, <b>ir-</b>, and <b>-cian</b>)</li> <li>• Group and classify words according to their spelling patterns and meanings</li> </ul>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p>i. To spell unstressed vowels in polysyllabic words i. (e.g. company, poisonous)</p> <p>ii. To spell words with common letter strings and ii. different pronunciations (e.g. <b>-ough</b>: tough, plough, through)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>	<p>i. To explore the spelling patterns of consonants i. and to formulate rules (e.g. full becomes <b>-ful</b> when used as a suffix, c is soft when followed by i)</p> <p>ii. To explore less common prefixes and suffixes (e.g. ii. <b>-ian</b>: magician, <b>im-</b>: immature, <b>il-</b>: illegal)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words</p>	<p>i. To investigate and learn spelling rules for adding i. suffixes to words ending in <b>e</b>, words ending in <b>-y</b> and words containing <b>ie</b> (e.g. live, living, lively, lifeless, happy, happiness, happier)</p> <p>ii. To identify word roots, derivations and spelling ii. patterns as a support for spelling (e.g. sign, signature, signal)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>
<b>Year 6 objectives</b> <ul style="list-style-type: none"> <li>• Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words</li> <li>• Use a range of strategies to edit, proofread and correct spelling in their own work, on paper and on screen</li> </ul>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p>i. To embed the use of independent spelling i. strategies for spelling unfamiliar words (e.g. phonemic, syllabic, visual, word families, mnemonics, etymology)</p> <p>ii. To investigate the meaning and spelling of ii. connectives (e.g. furthermore, nevertheless)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>	<p>i. To revise and extend work on spelling patterns, i. including unstressed vowels in polysyllabic words (e.g. definite, separate, miniature)</p> <p>ii. To use what is known about prefixes and suffixes ii. to transform words (e.g. negation, tenses, word class)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>	<p>i. To spell unfamiliar words by using what is known i. of word families and spelling patterns</p> <p>ii. To revise and use word roots, prefixes and suffixes ii. as a support for spelling</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p>



## THE TEACHING SEQUENCE

### Revisit, Explain, Use

What do we already know?

*(Previously learnt letter/sound correspondence, prefix, suffix...)*

Oral activities to confirm prior knowledge

Explain the purpose of new learning, use vocabulary orally in context



### Teach, Model, Define,

How the pattern/rule/structure works

Model spelling examples

Define the rules, pattern and conventions

Whole class/ individual whiteboard spelling practice



### Practise, Explore, Investigate

A range of interactive activities for children to practise the new learning

Whole class activities

Group work

Extension activities

Independent work

Homework



### Apply, Assess, Reflect

Revise new learning

Apply in writing

Reflect on learning

# Foundation

# Stage

**Phase Two – High-frequency words**

a	can	up	the
an	dad	mum	to
as	had	but	I
at	back	put	no
if	and		go
in	get		into
is	big		
it	him		
of	his		
off	not		
on	got		

**Phase Three – High frequency words**

will	see	he	you
that	for	she	they
this	now	we	all
then	down	me	are
them	look	be	my
with	too	was	her

**Phase Four – High frequency words**

went	said	were
it's	have	there
from	like	little
children	so	one
just	do	when
help	some	out
	come	what

**Phonics Phase Two**

(+i)	(+n)	(+m)	(+d)
it	an	am	dad
is	in	man	sad
sit	nip	mam	dim
sat	pan	mat	dip
pit	pin	map	din
tip	tin	Pam	did
pip	tan	Tim	Sid
sip	nap	Sam	and

(+g)	(+o)	(+c)	(+k)
tag	got	can	kid
gag	on	cot	kit
gig	not	cop	Kim
gap	pot	cap	Ken
nag	top	cat	
gas	pop		
pig	God		
dig	Mog		

(+ck)	(+e)	(+u)	(+r)
kick	get	up	rim
sock	pet	mum	rip
sack	ten	run	ram
dock	net	mug	rat
pick	pen	cup	rag
sick	peg	sun	rug
pack	met	tuck	rot
ticket	men	mud	rocket
pocket	neck	sunset	carrot

(+h)	(+b)	(+f and ff)	(+l and ll)	(+ss)
had	but	of	lap	ass
him	big	if	let	less
his	back	off	leg	hiss
hot	bet	fit	lot	mass
hut	bad	fin	lit	mess
hop	bag	fun	bell	boss
hum	bed	fig	fill	fuss
hit	bud	fog	doll	hiss
hat	beg	puff	tell	pass
has	bug	huff	sell	kiss
hack	bun	cuff	Bill	Tess
hug	bus	fan	Nell	fusspot
	Ben	fat	dull	
	bat		laptop	
	bit			
	bucket			
	beckon			
	rabbit			

**Phonics Phase Three**

(+j)	(+v)	(+w)	(+x)
jam	van	will	mix
Jill	vat	win	fix
jet	vet	wag	box
jog	Vic	web	tax
Jack	Ravi	wig	six
Jen	Kevin	wax	taxi
jet-lag	visit	cobweb	vixen
jacket	velvet	wicked	exit

(+y)	(+z/zz)	(+qu)
yap	zip	quiz
yes	Zak	quit
yet	buzz	quick
yell	jazz	quack
yum - yum	zigzag	liquid

ch	sh	th	ng
chop	ship	them	ring
chin	shop	then	rang
chug	shed	that	hang
check	shell	this	song
such	fish	with	wing
chip	shock	moth	rung
chill	cash	thin	king
much	bash	thick	long
rich	hush	path	sing
chicken	rush	bath	ping-pong

ai	ee	igh	oa	oo	
wait	see	high	coat	too	look
Gail	feel	sigh	load	zoo	foot
hail	weep	light	goat	boot	cook
pain	feet	might	loaf	hoof	good
aim	jeep	night	road	zoom	book
sail	seem	right	soap	cool	took
main	meet	sight	oak	food	wood
tail	week	fight	toad	root	wool
rain	deep	tight	foal	moon	hook
bait	keep	tonight	boatman	rooftop	hood

ar	or	ur	ow	oi
bar	for	fur	now	oil
car	fork	burn	down	boil
bark	cord	urn	owl	coin
card	cork	burp	cow	coil
cart	sort	curl	how	join
hard	born	hurt	bow	soil
jar	worn	surf	pow!	toil
park	fort	turn	row	quoit
market	torn	turnip	town	poison
farmyard	cornet	curds	towel	tinfoil

<b>ear</b>	<b>air</b>	<b>ure</b>	<b>er</b>
ear	air	sure	hammer
dear	fair	lure	letter
fear	hair	assure	rocker
hear	lair	insure	ladder
gear	pair	pure	supper
near	cairn	cure	dinner
tear		secure	boxer
year		manure	better
rear		mature	summer
beard			banner

**Words with a combination of two Phase Three graphemes**

cheep	sheet	thing	thorn	teeth	coach
tooth	harsh	short	church	singer	shear
chair	waiter	arch	chain	faith	sheep
sharp	poach	shoal	shook	shark	march
torch	orchard	north	farmer	shorter	longer
looking	powder	lightning	porch	thicker	booth

## Phonics Phase Four

### CVCC words

Words using letter sets			Words using Phase Three graphemes		Polysyllabic words	
went	best	fond	champ	shift	children	shampoo
it's	tilt	gust	chest	shelf	helpdesk	Chester
help	lift	hand	tenth	joint	sandpit	giftbox
just	lost	next	theft	boost	windmill	shelter
tent	tuft	milk	Welsh	thump	softest	lunchbox
belt	damp	golf	chimp	paint	pondweed	sandwich
hump	bust	jump	bench	roast	desktop	shelving
band	camp	fact	sixth	toast	helper	Manchester
dent	gift	melt	punch	beast	handstand	chimpanzee
felt	kept		chunk	think	melting	champion
gulp	tusk		thank	burnt	seventh	thundering
lamp	limp	ask				
wind	soft	fast				
hump	pond	last				
land	husk	daft				
nest	cost	task				
sink	bank					
link	bunk					
hunt						

### CCV and CCVC words

Words using letter sets		Words using Phase Three graphemes			
from	grip	green	flair	clear	speech
stop	glad	fresh	trail	train	smear
spot	twin	steep	cream	swing	thrill
frog	sniff	tree	clown	droop	
step	plum	spear	star	spoon	
plan	gran	smell	creep	float	<b>Polysyllabic words</b>
speck	swim	spoil	brown	smart	treetop
trip	clap	train	stair	groan	starlight
grab	drop	spoon	spoil	brush	floating
track		sport	spark	growl	freshness
spin	glass	thrush	bring	scoop	
flag	grass	trash	crash	sport	
	brass	start	bleed	frown	

**CCVCC, CCCVC and CCCVCC words**

Words using letter sets			Words using Phase Three graphemes	Polysyllabic words
stand	crust		crunch	driftwood
crisp	tramp	graft	drench	twisting
trend	grunt	grant	trench	printer
trust	crept	blast	Grinch	
spend	drift	grasp	shrink	
glint	slept	slant	thrust	
twist	skunk			
brand	think		spring	
frost	thank		strap	
cramp	blink		string	
plump	drank		scrap	
stamp	blank		street	
blend	trunk		scrunch	
stunt				



# Year One

**In Year One time must be spent recapping on the words from Foundation Stage and incorporating the new Year One words.**

**Phase Five – High frequency words**

don't	day	oh
old	made	their
I'm	came	people
by	make	Mr
time	here	Mrs
	saw	looked
house	very	called
about	put	asked
your		could

**Phonics Phase Five**

ay	ou	ie	ea	oy	ir	ue	ue
day	out	pie	sea	boy	girl	clue	cue
play	about	lie	seat	toy	sir	blue	due
may	cloud	tie	bead	joy	bird	glue	hue
say	scout	die	read	oyster	shirt	true	venue
stray	found	cried	meat	Roy	skirt	Sue	value
clay	proud	tried	treat	destroy	birth	Prue	pursue
spray	sprout	spied	heap	Floyd	third	rue	queue
tray	sound	fried	least	enjoy	first	flue	statue
crayon	loudest	replied	steamy	royal	thirteen	issue	rescue
delay	mountain	denied	repeat	annoying	thirsty	tissue	argue

aw	wh		ph	ew	ew	oe	au	ey
saw	when	who	Phillip	blew	stew	toe	Paul	money
paw	what	whose	Philippa	chew	few	hoe	haul	honey
raw	which	whole	phonics	grew	new	doe	daub	donkey
claw	where	whom	sphinx	drew	dew	foe	launch	cockney
jaw	why	whoever	Christopher	screw	pew	woe	haunted	jockey
lawn	whistle		dolphin	crew	knew	Joe	Saul	turkey
yawn	whenever		prophet	brew	mildew	goes	August	chimney
law	wheel		phantom	flew	nephew	tomatoes	jaunty	valley
shawl	whisper		elephant	threw	renew	potatoes	author	trolley
drawer	white		alphabet	Andrew	Matthew	heroes	automatic	monkey

a-e	e-e	i-e	o-e	u-e	
came	these	like	bone	June	huge
made	Pete	time	pole	flute	cube
make	Eve	pine	home	prune	tube
take	Steve	ripe	alone	rude	use
game	even	shine	those	rule	computer
race	theme	slide	stone		
same	gene	prize	woke		
snake	scene	nice	note		
amaze	complete	invite	explode		
escape	extreme	inside	envelope		

**Known graphemes for reading: alternative pronunciations**

<b>a</b>				<b>e</b>		<b>i</b>		<b>o</b>		<b>u</b>		
hat	acorn	fast	was	bed	he	tin	mind	hot	no	but	unit	put
	bacon	path	what		me		find		so		union	pull
	apron	pass	wash		she		wild		go		unicorn	push
	angel	father	wasp		we		pint		old		music	full
	apricot	bath	squad		be		blind		don't		tuba	bush
	bagel	last	squash		the		child		gold		future	bull
	station	grass	want		recent		kind		cold		human	Cushion
	nation	after	watch		frequent		grind		told		stupid	awful
	Amy	branch	wallet		region		behind		both		duty	playful
	lady	afternoon	wander		decent		remind		hold		humour	pudding

<b>ow</b>		<b>ie</b>		<b>ea</b>		<b>er</b>		<b>ou</b>			
down	low	pie	chief	sea	head	farmer	her	out	you	could	mould
	grow		brief		dead		fern		soup	would	shoulder
	snow		field		deaf		stern		group	should	boulder
	glow		shield		ready		Gerda				
	bowl		priest		bread		herbs				
	tow		yield		heaven		jerky				
	show		shriek		feather		perky				
	slow		thief		pleasant		Bernard				
	window		relief		instead		servant				
	rowing-boat		belief		breakfast		permanent				

<b>y</b>				<b>ch</b>			<b>c</b>		<b>g</b>		<b>ey</b>	
yes	by	gym	very	chin	school	chef	cat	cell	got	gent	money	they
	my	crystal	happy		Christmas	Charlene		central		gym		grey
	try	mystery	funny		chemist	Chandry		acid		gem		obey
	why	crystal	carry		chord	Charlotte		cycle		Gill		prey
	dry	pyramid	hairy		chorus	machine		icy		gentle		survey
	fry	Egypt	smelly		Chris	brochure		cent		ginger		
	sky	bicycle	penny		chronic	chalet		Cynthia		Egypt		
	spy	Lynne	crunchy		chemical			success		magic		
	fry	cygnet	lolly		headache			December		danger		

	reply	rhythm	merrily		technical			accent		energy		
--	-------	--------	---------	--	-----------	--	--	--------	--	--------	--	--

**Alternative spellings for each phoneme**

<b>/ch/</b>		<b>/j/</b>	<b>/m/</b>	<b>/n/</b>		<b>/r/</b>
picture	catch	fudge	lamb	gnat	knit	wrap
adventure	fetch	hedge	limb	gnaw	knob	wren
creature	pitch	bridge	comb	gnash	knot	wrong
future	notch	ledge	climb	gnome	knee	wrench
nature	crutch	nudge	crumb	sign	knock	write
capture	stitch	badge	dumb	design	knife	wrote
feature	match	lodge	thumb	resign	know	wreck
puncture	ditch	podgy	numb		knew	wry
signature	kitchen	badger	plumbing		knight	written
mixture	scratchy	dodging	bomber		knuckle	wretched

<b>/s/</b>		<b>/z/</b>	<b>/u/</b>	<b>/i/</b>		<b>/ear/</b>	
listen	house	please	some	happy	donkey	here	beer
whistle	mouse	tease	come	sunny	valley	mere	deer
bristle	grease	ease	done	mummy	monkey	severe	jeer
glisten	cease	rouse	none	daddy	chimney	interfere	cheer
Christmas	crease	browse	son	only	trolley	Windermere	peer
rustle	horse	cheese	nothing	gym	pulley	adhere	sneer
jostle	gorse	noise	month	crystal	Lesley		sheer
bustle	purse	pause	mother	mystery			veer
castle	grouse	blouse	worry	sympathy			career
wrestling	loose	because	brother	pyramid			steering

<b>/ar/</b>		<b>/air/</b>			<b>/or/</b>			<b>/ur/</b>		<b>/oo/</b>	
father	half	there	pear	bare	all	four	caught	learn	word	could	put
lather	calf	where	bear	care	always	pour	taught	earn	work	would	pull
rather	almond	nowhere	wear	dare	talk	your	naughty	earth	world	should	push
pass	calm	somewhere	tear	fare	walk	court	haughty	pearl	worm		full
path	qualm	everywhere	swear	hare	wall	fourth	daughter	early	worth		bush
bath	lip balm			mare	fall	Seymour	Vaughan	search	worse		bull
last	palm tree			square	ball	tour		heard	worship		cushion
grass				scare	hall	mourn		earnest	worthy		pudding
afternoon				stare	calling	fourteen		rehearsal	worst		playful
branching				share	beanstalk	tournament					

<b>/ai/</b>		<b>/ee/</b>					<b>/igh/</b>		
day	came	sea	these	happy	chief	key	pie	by	like
play	made	seat	Pete	sunny	brief	donkey	lie	my	time
may	make	bead	Eve	mummy	field	valley	tie	try	pine
say	take	read	Steve	daddy	shield	monkey	cried	why	ripe
stray	game	meat	even	only	priest	chimney	tried	dry	shine
clay	race	treat	theme	funny	yield	trolley	spied	fry	slide
spray	same	heap	complete	sadly	shriek	pulley	fired	sky	prize
tray	snake	least	Marlene	penny	thief	Lesley	replied	spy	nice
crayon	amaze	steamy	gene	heavy	relief	money	applied	deny	decide
delay	escape	repeat	extreme	quickly	belief	honey	denied	reply	polite

<b>/oa/</b>			<b>/(y) oo/</b>			<b>/oo/</b>		
low	toe	bone	cue	tune	stew	clue	June	blew
grow	hoe	pole	due	cube	few	blue	flute	chew
snow	doe	home	hue	tube	new	glue	prune	grew
glow	foe	woke	venue	use	dew	true	rude	drew
bowl	woe	those	value	cute	pew	Sue	fluke	screw
tow	Joe	stone	pursue	duke	knew	Prue	brute	crew
show	goes	woke	queue	huge	mildew	rue	spruce	brew
slow	Glencoe	note	statue	mule	nephew	flue	plume	flew
window	heroes	phone	rescue	amuse	renew	issue	rule	threw
rowing boat	echoes	alone	argue	computer	Matthew	tissue	conclude	Andrew

<b>/sh/</b>				<b>/zh/</b>
special	station	sure	chef	treasure
official	patience	sugar	Charlotte	television
social	caption	passion	Charlene	vision
artificial	mention	session	Michelle	pleasure
facial	position	mission	Chandry	leisure
				beige
				visual
				measure
				usual

# Year Two

**In Year Two time must be spent recapping on the words from Foundation Stage and Year One and then incorporating the new Year Two words.**

**Next 200 common words in order of frequency**

water	find	live	fun	better
away	more	say	place	hot
good	I'll	soon	mother	sun
want	round	night	sat	across
over	tree	narrator	boat	gone
how	magic	small	window	hard
did	shouted	car	sleep	floppy
man	us	couldn't	feet	really
going	other	three	morning	wind
where	food	head	queen	wish
would	fox	king	each	eggs
or	through	town	book	once
took	way	I've	its	please
school	been	around	green	thing
think	stop	every	different	stopped
home	must	garden	let	ever
who	red	fast	girl	miss
didn't	door	only	which	most
ran	right	many	inside	cold
know	sea	laughed	run	park
bear	these	let's	any	lived
can't	began	much	under	birds
again	boy	suddenly	hat	duck
cat	animals	told	snow	horse
long	never	another	air	rabbit
things	next	great	trees	white
new	first	why	bad	coming
after	work	cried	tea	he's
wanted	lots	keep	top	river
eat	need	room	eyes	liked
everyone	that's	last	fell	giant
our	baby	jumped	friends	looks
two	fish	because	box	use
has	gave	even	dark	along
yes	mouse	am	granddad	plants
play	something	before	there's	dragon
take	bed	gran	looking	pulled
thought	may	clothes	end	we're
dog	still	tell	than	fly
well	found	key	best	grow



**Term 1 (i)****Practice examples: words containing long vowel sounds**

/ai/	made	sale	late
	train	sail	day
	Rain	paper	break
	baby	make	pale
/ee/	see	weak	bead
	sea	seed	seat
	meat	meet	read
	chief	bee	field
/igh/	cry	night	time
	sigh	shine	polite
	slide	nice	nine
	try	lie	pie
/oa/	toe	alone	grow
	soap	slow	home
	low	show	note
	phone	window	those
/(y) oo/ /oo/	use	tune	blue
	new	cube	glue
	blew	huge	to

**(ii)****Practise examples: regular verbs**

Typical words			Words ending in e			Words with short vowels and ending in a single consonant		
help	helping	helped	hope	hoping	hoped	hop	hopping	hopped
ask	asking	asked	care	caring	cared	chat	chatting	chatted
enjoy	enjoying	enjoyed	share	sharing	shared	clap	clapping	clapped
pull	pulling	pulled	like	liking	liked	plan	planning	planned
look	looking	looked	smile	smiling	smiled	rub	rubbing	rubbed
jump	jumping	jumped	phone	phoning	phoned	stop	stopping	stopped
float	floating	floated	use	using	used	hug	hugging	hugged
groan	groaning	groaned	bake	baking	baked	slip	slipping	slipped

**Term 2 (i)****Practice examples: compound words**

High-frequency compound words	Compound words	
everyone	playground	hairbrush
everybody	goalkeeper	fairground
everything	paintbrush	downstairs
nowhere	upstairs	football
nobody	playground	seesaw
somewhere	birthday	waterfall
anyone	cornflakes	farmhouse
anywhere	carpark	weekend
anybody	halftime	dustbins
someone	greenhouse	earthworm
	bluebell	thumbnail

**(ii)****Practice examples: adding suffixes to form plurals**

Add -s		Change y to I and add -es	
boy	boys	party	parties
girl	girls	army	armies
table	tables	baby	babies
pen	pens	lady	ladies

**Practice examples: adding suffixes to form adjectives**

-ful	-y	-less
wishful	funny	careless
hopeful	misty	homeless
sorrowful	nutty	endless
painful	sunny	speechless
beautiful	chilly	fearless
hateful	lucky	
forgetful	crispy	
careful	fussy	
restful	bony	
useful	stony	

**Term 3 (i)**

<b>un-</b>		<b>dis-</b>	
happy	unhappy	like	dislike
lucky	unlucky	please	displease
seen	unseen	own	disown
usual	unusual	agree	disagree
do	undo	appear	disappear
tie	untie	obey	disobey
zip	unzip	honest	dishonest
dress	undress	trust	distrust
well	unwell	allow	disallow
fold	unfold	order	disorder

**(ii)****Practice examples: multisyllabic words**

unworn	unhappily
unforgiving	merciful
thankful	unselfish
plentiful	unpopular
powerful	discomfort
fearful	spending
another	skipping
something	grandmother
whatever	grandfather
pretending	tomorrow
wonderful	together

# Year Three

**Term 1 (i)**

<b>Two different consonants before -le</b>	<b>A double consonant before -le</b>	<b>One consonant before -le</b>
grumble	battle	needle
handle	middle	sparkle
simple	muddle	people
bundle	apple	startle
example	giggle	fable
crumple	cattle	bible
tinkle	nettle	steeple
single	puddle	noodle
tumble	little	table
candle	bottle	beetle

<b>-ckle</b>	<b>-able</b>	<b>Double letter + -le</b>	<b>-cle</b>	<b>-dle</b>	<b>-ble</b>	<b>-ible</b>	<b>-ple</b>
chuckle	table	bubble	uncle	candle	double	sensible	example
prickle	vegetable	apple	cycle	handle	trouble	horrible	simple
tickle	reliable	ripple	icicle	needle	bible	sensible	crumple
cackle	cable	paddle	obstacle	noodle	fable		dimple
trickle		nettle	miracle	poodle	humble		
		cuddle	circle	bundle	grumble		
		sizzle	bicycle		rumble		
		wriggle					
		hobble					

**(ii)****Practice examples: regular verb endings**

Typical of most verbs			Verb ends in single consonant letter			Verb ends in consonant -y		
cooks	cooked	cooking	drops	dropped	dropping	carries	carried	carrying
plays	played	playing	grabs	grabbed	grabbing	cries	cried	crying
jumps	jumped	jumping	stops	stopped	stopping	tries	tried	trying
works	worked	working	hugs	hugged	hugging	spies	spied	spying
looks	looked	looking				marries	married	marrying
Verb ends in -e			Verb ends in hissing or buzzing sounds					
saves	saved	saving	rushes	rushed	rushing			
loves	loved	loving	hisses	hissed	hissing			
notes	noted	noting	washes	washed	washing			
bathes	bathed	bathing	touched	touched	touching			

**Practice examples: irregular tense changes**

blow	blew	think	thought	eat	ate
grow	grew	fight	fought	go	went
throw	threw	buy	bought	is	was
know	knew	take	took	are	were
sing	sang	shake	shook	hear	heard
ring	rang	wear	wore	make	made
drink	drank	tear	tore	sit	sat
begin	began	tell	told	catch	caught
feed	fed	sell	sold	bite	bit
meet	met	write	wrote	send	sent
creep	crept	drive	drove	bend	bent
sleep	slept	speak	spoke	hide	hid

**Term 2 (i)****Practice examples: singular and plural nouns**

bush	bushes	box	boxes	brush	brushes
glass	glasses	church	churches	dish	dishes
watch	watches	fox	foxes	witch	witches
game	games	rope	ropes	tune	tunes
table	tables	time	times	school	schools
pen	pens	pocket	pockets	baby	babies
book	books	window	windows	fly	flies
boy	boys	day	days	berry	berries
cup	cups	key	keys	jelly	jellies
pond	ponds	display	displays	puppy	puppies

**(ii)**

Typical words			-e words			Short vowels			-y words		
quick	quicker	quickest	nice	nicer	nicest	big	bigger	biggest	happy	happier	happiest
cold	colder	coldest	late	later	latest	hot	hotter	hottest	chilly	chillier	chilliest
long	longer	longest	close	closer	closest	thin	thinner	thinnest	funny	funnier	funniest
tall	taller	tallest	ripe	riper	ripest	fat	fatter	fattest	lucky	luckier	luckiest

**Practice examples: changing words by adding suffixes**

-ly	-ful	-less	-able	-er
kindly	wishful	hopeless	avoidable	farmer
friendly	hopeful	painless	bearable	villager
weekly	painful	useless	enjoyable	teenager
homely	forgetful	tuneless	drinkable	Londoner
lonely	pitiful	fearless	likeable	baker
nearly	hateful	breathless	breakable	reader
freely	joyful	thankless	sinkable	teacher

**Term 3 (i)**

I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

**Pronouns**

I	me	mine	myself	this
you	your	yours	yourself	that
he	him	his	himself	these
she	her	hers	herself	those
it	its	its	itself	
we	us	ours	ourselves	
they	them	theirs	themselves	

**(ii)****Practice examples: common prefixes**

<b>de-</b>	<b>re-</b>	<b>pre-</b>	<b>mis-</b>
demist	rebuild	predict	misbehave
decode	recycle	prepare	misplace
decamp	refill	precaution	miscount
defuse	reform	prepay	mistake
defrost	return	prefix	misfire
deform	revisit	preview	mishear
deflate	rewrite	precook	
decrease	replace		
	reuse		



# Year Four

**Term 1 (i)****Practice examples: homophones**

were	where	we're
their	they're	there
to	too	two
be	bee	
see	sea	
new	knew	
right	write	
through	threw	
here	hear	
hole	whole	
flour	flower	

**(ii)**

<b>-f and -fe endings</b>		<b>Irregular plurals</b>	
thief	thieves	goose	geese
leaf	leaves	man	men
half	halves	mouse	mice
wolf	wolves	woman	women
knife	knives	tooth	teeth
loaf	loaves	child	children
life	lives	person	people
calf	calves	foot	feet
scarf	scarves		
wife	wives		

beach	beaches
bush	bushes
glass	glasses
watch	watches
game	games
table	tables
army	armies
berry	berries
delay	delays
display	displays
sandwich	sandwiches
fox	foxes
city	cities
window	windows
key	keys
monkey	monkeys
fly	flies
witch	witches
coin	coins

age	ages
light	lights

## Term 2 (i)

### Examples of words with the letter patterns -igh, -ough and -ear

<b>-igh</b>	<b>-ough</b>	<b>-ear</b>
light	rough	bear
fight	enough	hear
night	cough	wear
right	thought	dreary
bright	though	learn
slight	thorough	fear
fright	through	
eight	tough	
weight		
height		

## (ii)

### Practice examples: how the function of words can be changed by adding suffixes

<b>Into verbs(-ate, -en, -ify, -ise)</b>		<b>Into nouns (-tion, -ity, -ness)</b>	
pollen	pollinate	educate	education
medicine	medicate	create	creation
apology	apologise	stupid	stupidity
length	lengthen	hard	hardness
depth	deepen	happy	happiness
pure	purify	kind	kindness
beauty	beautify	cold	coldness
		pretty	prettiness
		lazy	laziness
		curious	Curiosity

### Practice examples: how words can be changed by adding -ible or -able

<b>-ible</b>	<b>-able</b>
horror - horrible	comfort - comfortable
terror - terrible	forgive - forgivable
eat - edible	enjoy - enjoyable
	agree - agreeable
	value – valuable

	break - breakable
	move - movable

### **Term 3 (i)**

#### **Practice examples: common contractions**

do not	don't	are not	aren't
cannot	can't	had not	hadn't
is not	isn't	have not	haven't
does not	doesn't	could not	couldn't
I had	I'd	you are	you're
I would	I'd	they are	they're
I have	I've	you will	you'll
I will	I'll	he will	he'll
I am	I'm	you have	you've

### **(ii)**

#### **Practice examples: prefixes and meaning**

<b>mis- meaning not</b>	<b>ex- meaning outside</b>	<b>re- meaning again</b>
misread	exclaim	replay
misfortune	exile	return
misinform	export	retry
misplace	explode	retake

#### **Practice examples: words with Latin prefixes**

<b>auto</b>	<b>circ</b>	<b>bi</b>	<b>tele</b>	<b>trans</b>
autograph	circumference	bisect	telephone	transport
autobiography	circus	bicycle	telegraph	transfer
automatic	circulate	bifocals	telescope	transparent
automobile	circle	biplane	television	transplant
	circular		telephoto	transmit
	circumstance			

#### **Practice examples: words with affixes for diminutives**

<b>mini-</b>	<b>-ette</b>	<b>-ling</b>	<b>micro-</b>
minibus	kitchenette	sapling	microscope
miniscule	cigarette	duckling	microchip
miniature		weakling	microfilm

mini-beasts			microphone
minimum			

# Year Five

**Term 1 (i)****Practice examples: words with unstressed vowels**

abandoned	original	familiar	carpet	animal	description
boundary	business	stationary	category	poisonous	dictionary
difference	different	deafening	definite	definitely	easily
library	marvellous	miserable	memorable	factory	hospital
family	primary	frightening	general	generous	generally
vegetable	doctor	geography	skeleton	jewellery	benefit
fattening	January	dandelion	medicine	television	similar

**Practice examples: unstressed consonants**

Wednesday	February
environment	government
handbag	handkerchief
cupboard	raspberry
champagne	castle
sign	doubt

**(ii)****Practice examples: the same letter string but different pronunciations**

<b>-ight</b>	<b>-ear</b>	<b>-oo</b>	<b>-ough</b>	<b>-ie</b>	<b>-our</b>
right	pear	book	bough	lie	colour
fight	bear	boot	cough	pie	neighbour
light	rear	cook	enough	field	pour
night	beard	good	plough	niece	your
eight	search	food	though	grieve	hour
weight	fear	hook	bought	thieves	flour
height	wear	mood	drought	tried	favour
freight	year	pool	sought		
tight	tear	took	thought		
	dear	rook			
	earn	root			

**Practice examples: words with different spellings but the same pronunciation**

<b>-cian</b>	<b>-sion</b>	<b>-tion</b>	<b>-ssion</b>
optician	extension	fiction	session
magician	confusion	fraction	profession
politician	explosion	direction	discussion
electrician	confusion	attention	mission
	collision	proportion	possession

	transfusion	nation	
		education	

## Term 2 (i)

### Practice examples: words containing the consonant c

ci-	ce-	cy-	ca-	co-
cinema	ceiling	cynic	calendar	coat
city	cereal	bicycle	camera	cobweb
decimal	December	cyclist	cardigan	cough
incident	celebrate	cylinder	recap	column
circle	celebrity	mercy	cancel	disco
circus	recent	fancy	Canada	collection
decide	centre	cypress		
incident	except			
accident	ceremony			
circular	receive			
circuit	celery			

## (ii)

### Practice examples of prefixes meaning not

in-	im-	ir-	il-
inactive	immature	irregular	illegal
indecent	immobile	irrational	illiterate
incapable	impossible	irresponsible	illegible
incredible	impatient	irresistible	illogical
inaccurate	impolite		
inoperative	imbalance		

### Practice examples: non- and anti

non- meaning not	anti- meaning against
non-stick	antidote
non-stop	antibiotic
nonsense	antifreeze
non-fiction	antiseptic
non-drip	anti-clockwise

**Term 3 (i)**

live	living	lived	lively	lifeless
hope	hoping	hoped	hopeful	hopeless
care	caring	cared	careful	careless
shame	shaming	shamed	shameful	shameless
tune	tuning	tuned	tuneful	tuneless
change	changing	changed		
hate	hating	hated	hateful	

**Practice matrix: suffices**

Vowel suffixes		Consonant suffixes	
-ing	-ed	-ful	-ment
-est	-able	-less	-ness
-er	-ish	-ly	

**Practice examples**

happy	happiness	happier	happiest	happily
pretty	prettiness	prettier	prettiest	prettily
lazy	laziness	lazier	laziest	lazily
windy	windiness	windier	windiest	windily
ready	readiness	readier	readiest	readily
heavy	heaviness	heavier	heaviest	heavily
empty	emptiness	emptier	emptiest	emptily
hungry	hungriness	hungrier	hungriest	hungrily

**Practice examples –ous**

infectious	marvellous
previous	beauteous
obvious	continuous
gaseous	wondrous

**Practice examples**

supply	supplying	supplied	supplier
carry	carrying	carried	carrier
marry	marrying	married	marriage
vary	varying	varied	variable



**(ii)****Practice matrix: Roots and affixes**

Prefixes	Root	Suffixes
mis-		-en
over-	take	-ing
re-		

**Practice matrix: Roots and affixes**

Prefixes	Root	Affixes
dis-		-ance
re-	appear	-ing
		-ed

**Latin roots**

Root	Meaning	Word 1	Word 2	Word 3
prim-	first	primary	primitive	primrose
mob	to move	mobile	automobile	mobility

**Practice examples: Can you add an extra word from the same root?**

electric	electricity	electrical	
assist	assistant	assistance	
prove	approval	disapprove	
medic	medical	medicine	
light	lightening	delighted	
cover	discover	discovery	
prison	imprisoned	imprisonment	
hero	heroic	heroism	
claim	reclaim	exclaim	
joy	enjoy	enjoyment	
public	publicity	publication	

# Year Six

**Term 1 (i)****Apply, assess, reflect****Example 1**

My word	My spell check	I spelt it like it sounded	I used the wrong homophone	I forgot a spelling rule	I added an extra letter or I omitted a letter
there	their	X (but wrong meaning)	x		
ataked	attacked				x
disgusing	disgusting				x
jumpt	jumped	x			

**Example 2**

Type of misspelling	Example	Number of errors
Vowels (single or double)	wiegt (weight)	1
Consonants (single or double)	dout (doubt)	1
Common letter patterns	mounten (mountain) certen (certain)	2
Prefixes		
Suffixes	magition (magician) stasion (station) gorgous (gorgeous)	3
Plurals		
Past tense		

**(ii)****To classify connectives**

furthermore	however	nonetheless	because	meanwhile
henceforward	therefore	notwithstanding	alternatively	consequently
since	whereas	until	whenever	although
moreover	whatever	whoever	wherever	however
instead	in contrast	besides	anyway	after all
as a result of	finally	before	later	simultaneously
concurrently	in the beginning	for example	anyhow	eventually

firstly	secondly	in addition to	despite	afterwards
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## Term 2 (i)

**Practice example: words with unstressed vowel, consonant or syllable (refer also to Year 5 term 1)**

animal	miniature	predict	stationary
conference	offering	desperate	definite
centre	company	explanatory	prosperous
secretary	interest	disinterest	interested
separate	literature	February	memorable
reference	prepare	messenger	separate
astronomy	history	consonant	describe
margarine	medicine	miniature	parliament
Wednesday	secretary	Saturday	voluntary

## (ii)

**Change nouns to verbs, fill the spaces below and find two new ones**

Noun	Suffix and spelling change -ate, -ify, -ise, -en	Verb
note	-ify (drop the e)	notify
apology		
length		
elastic		

**Change words to nouns, fill the spaces below and add two new ones**

Word	Suffixes: -tion, -ness, -ity and spelling change	Noun
create	-tion (drop the e)	creation
kind	-ness (no change)	kindness
able		
simple		
dark		

**Using prefixes for negation**

Word	Prefixes: un-, dis-, de-, il-, anti-	Negative
approve	dis	disapprove
legible		
usual		
connect		

**Useful matrix for transforming words, using prefixes and suffixes**

Root word	help, age, change, arm, class, care, possible, kind, reduce, art, press, small, educate, fool, compose, legal, decide, critic			
Prefixes for negation	Verb to noun	Noun to verb	Tense	Comparatives
un-	-tion	-ise	-s/-es	-er
de-	-ism	-ify	-ed	-est
dis-	-ness	-ate	-ing	-ish
anti-	-ity	-en		-like
il-	-ist			
im-				
in-				

**Term 3 (i)****Revisit, explain, use****Apply, assess, reflect****(ii)****Matrix to complete**

Root	Meaning	Word 1	Word 2	Word 3
port	carry	transport	portable	transfer
phobia	fear			
ex	outside			

**Practice examples: Latin roots**

aqua-	water	aquarium	aquatic	aquaplane	Aquarius
man-	hand	manufacture	manual	manuscript	manipulate
min-	small	minimum	minute	minus	minor
mari-	sea	maritime	marine	submarine	mariner
liber-	free	liberty	liberate	liberal	liberation
multi-	many	multiply	multitude	multiple	multiplicity
tri-	three	tricycle	tripod	triangle	triangular