

Ysgol Y Faenol Bodelwyddan



SPELLING PATTERNS LEARNING OBJECTIVES UNIT 1

This unit contains lists of words and ideas to help in the teaching of the Key Stage 2 spelling objectives

A page is devoted to each individual objective, although there are obvious links between objectives.

The following objectives are covered in this unit of work:

1. How the spellings of verbs alter when ing is added
2. To investigate and learn to use the spelling pattern le as in little, muddle, bottle, scramble, cradle
3. To recognise and spell common prefixes and how these influence word meanings, e.g. un, de, dis, re, pre
4. To use their knowledge of prefixes to generate new words from root words, especially antonyms, happy/unhappy, appear/disappear
5. How words change when er and est are added
6. How words change when y is added

The word lists are not exhaustive; they have been selected as the most common and appropriate words for the age group.

Objective 1:

How the spellings of verbs alter when **ing** is added

Typical words		Words ending in e		Words with short vowels	
help	helping	hope	hoping	hop	hopping
ask	asking	take	taking	run	running
see	seeing	write	writing	shut	shutting
do	doing	drive	driving	chat	chatting
spend	spending	decide	deciding	clap	clapping
go	going	make	making	shop	shopping
enjoy	enjoying	care	caring	plan	planning
lead	leading	stare	staring	rub	rubbing
pull	pulling	hate	hating	slip	slipping
look	looking	like	liking	fit	fitting
jump	jumping	smile	smiling	tip	tipping
meet	meeting	come	coming	bet	betting
say	saying	ride	riding	win	winning
try	trying	amaze	amazing	sit	sitting
walk	walking	raise	raising	slim	slimming

Activities:

Collect up a list of ing words and their base words to compare. Talk about the effect of adding ing to the words in the 'ending in e' and 'short vowels' lists.

Provide some base words and ask children to add ing.

Make some card-sorting activities and play some games

Extension (challenging)

Add ing to words ending in

- c (add in a k);
- vowel + y (just add);
- l (double the l).

Notes

- Most words just add ing.
- Words ending in e drop the e to add ing.
- Words with a short vowel before the final letter double the final letter.

Objective 2:

To investigate and learn to use the spelling pattern **le** as in **little, muddle, bottle, scramble, cradle**

ckle	able	Double letter + le		cle	dle
chuckle	able	middle	ripple	uncle	candle
prickle	table	giggle	nettle	article	handle
tickle	vegetable	guzzle	bottle	cycle	needle
cackle	fable	toggle	muddle	icicle	noodle
trickle	cable	kettle	hobble	obstacle	poodle
pickle	reliable	cattle	puddle	miracle	bundle
	probable	stubble	cuddle	circle	
		little	wriggle	particle	
		bubble	rubble	cubicle	
		apple	nozzle	bicycle	
		ripple	sizzle		
		saddle	wobble		
		paddle	fiddle		

ble	ible	ple
double	sensible	example
trouble	responsible	dimple
bible	possible	simple
fable	horrible	crumple
humble	terrible	ample
tumble		sample
grumble		
rumble		

Activities:

Collect a list of le words from texts or by brainstorming.

Investigate the list for familiar patterns, particularly for the letters that tend to precede the le.

Talk about adding suffixes such as ly, ing, and draw attention to the dropping of the e.

Sort the list of words into family groups, e.g. those preceded by double letters, those preceded by ck, etc.

Word-hunt in books, comics, newspapers for more examples.

Word-hunt for el and al words.

Notes:

- le is much more common than el or al.
- It is easy to distinguish between cel and cle because the c is always soft in the former and hard in the latter. (Compare parcel and particle).

- The vast majority of le endings are preceded by letters which feature an ascender or descender.
- al words include pedal, metal, cannibal, medal, petal, and the al suffix appears in words like medical and magical.
- el was originally a suffix meaning small. Examples include satchel, label, model, angel, parcel, quarrel, cancel, excel, channel, funnel and tunnel.
- There are a huge number of other le words which are part of a split digraph, e.g. sale, tale, whole, mile, etc. These have been excluded from the list. This particular le ending does not produce an extra syllable in the way it does in the list above

Objective 3:

To recognise and spell common prefixes and how these influence word meanings, e.g. un, de, dis, re, pre

un	de	dis	re	pre
unable	demist	dishearten	rebound	precaution
unwell	deform	dislike	rebuild	predict
unhappy	decamp	dislodge	recycle	previous
untidy	decode	disown	recall	premature
untrained	defuse	displease	refill	preface
unlucky	deflate	disqualify	reform	prefix
unpopular	debug	disappoint	retreat	prepare
unpick	de-ice	disagree	recede	
unseen	decompose	disappear	return	
unusual		disconnect	replace	
undo		dishonest	revisit	
untie		disinfect	replay	
unzip		disembark	rewrite	
unofficial		disobey	repay	

Activities

Talk about the base word and ask how the prefixes have changed the meaning of the words, and what the prefix means.

Make cards of the prefixes and the words. Match them back together or play Kim's game.

Extension

Play Definitions game – provide a definition and challenge the learner to find the right word.

Find words using the letter sequence but when it is not a prefix, e.g. disturb, devil, read, preach and uncle.

Notes

- un means 'not';
- de means 'making the opposite of';
- dis means 'not', 'the opposite of';
- re means 'again';
- pre means 'before'
- A hyphen sometimes appears between the prefix and the word, e.g. de-ice

Objective 4:

To use their knowledge of prefixes to generate new words from root words, especially antonyms, happy/unhappy, appear/disappear

un		dis		others	
well	unwell	appear	disappear	sense	nonsense
tidy	untidy	arm	disarm	stick	non-stick
usual	unusual	agree	disagree	fiction	non-fiction
certain	uncertain	approve	disapprove	clockwise	anti-clockwise
friendly	unfriendly	connect	disconnect	frost	defrost
do	undo	honest	dishonest	compose	decompose
able	unable	like	dislike	place	misplace
selfish	unselfish	please	displease	behave	misbehave
seen	unseen	qualify	disqualify	possible	impossible
kind	unkind	allow	disallow	probable	improbable
pleasant	unpleasant	comfort	discomfort	regular	irregular
popular	unpopular	trust	distrust	legal	illegal
happy	unhappy	order	disorder	sensitive	insensitive
fair	unfair	obey	disobey	visible	invisible
lucky	unlucky	continue	discontinue	convenient	inconvenient

Activities

Write down words and ask learners to think of the paired word (happy/unhappy)

Play flashcards. Play Kim's game – place cards upside down and hunt out the pairs of words and their opposites.

Children select an antonym, then come up with synonyms – e.g. unhappy, miserable, depressed; unseen, invisible, camouflaged.

Children prepare dominoes – antonym one side, synonym on the other

Notes

- Just add the prefix – a no-nonsense rule. This accounts for the double n in unnecessary and the double s in dissatisfied.
- Useful for handwriting practice.
- Stressing the meaning of prefixes is a support for spelling and vocabulary

Objective 5:

How words change when **er** and **est** are added

Typical words			e words		
quick	quicker	quickest	nice	nicer	nicest
cold	colder	coldest	late	later	latest
long	longer	longest	close	closer	closest
tall	taller	tallest	ripe	riper	ripest
rich	richer	richest	rude	ruder	rudest

Short (rap) vowels			y words		
big	bigger	biggest	happy	happier	happiest
hot	hotter	hottest	chilly	chillier	chilliest
thin	thinner	thinnest	funny	funnier	funniest
fat	fatter	fattest	crazy	crazier	craziest
			lucky	luckier	luckiest

Activities:

Think of words ending in **er** and **est**– talk about how changing the suffix changes the meaning.

Play a matching game – base words have to be paired with suffixes.

Extension:

Find exceptions, e.g. good, better, best; bad, worse, worst; far, farther, farthest.

Investigate the use of **more** and **most**, e.g. more curious, more intelligent, more sensible.

Notes:

- Most words just add **er** and **est**.
- Words ending in **e** drop the **e** and take the suffix.
- Words containing a short vowel before the final consonant double the consonant.
- Words ending in **y** change **y** to **i** to add the suffix.

Objective 6:

How words change when y is added

Typical words		Short word, short (rap) vowel		e words	
crisp	crispy	fun	funny	grease	greasy
smell	smelly	fur	furry	haze	hazy
cheek	cheeky	fat	fatty	laze	lazy
water	watery	run	runny	bone	bony
fuss	fussy	nut	nutty	smoke	smoky
full	fully	sun	sunny	stone	stony

Activities:

Think of words ending in y – talk about how changing the suffix changes the meaning.

Discuss that some base words drop e or double their consonants when y is added.

Notes

- Most words just add y.
- Double the final consonant if it is preceded by a short (rap) vowel.
- Words ending in digraph e drop the e to add the y.