

Ysgol Y Faenol Bodelwyddan



SPELLING PATTERNS LEARNING OBJECTIVES UNIT 2

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:

7. To investigate and identify basic rules for changing the spelling of nouns when s is added
8. To investigate, spell and read words with silent letters, e.g. knee, gnat, wrinkle
9. To recognise and generate compound words, e.g. playground, airport, shoelace, underneath; and to use this knowledge to support their spelling
10. To recognise and spell common suffixes and how these influence word meanings, e.g. ly, ful, less
11. To use their knowledge of suffixes to generate new words from root words, e.g. proud/proudly, hope/hopeful/hopeless
12. To use the apostrophe to spell shortened forms of words, e.g. don't, can't

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

Objective 7:

To investigate and identify basic rules for changing the spelling of nouns when s is added

Words as starting points for investigation					
ash	ashes	box	boxes	brush	brushes
bush	bushes	church	churches	dish	dishes
glass	glasses	inch	inches	kiss	kisses
inch	inches	sandwich	sandwiches	tax	taxes
watch	watches	fox	foxes	witch	witches
game	games	rope	ropes	shoe	shoes
table	tables	time	times	tune	tunes
pen	pens	bean	beans	tick	ticks
cup	cups	pocket	pockets	school	schools
pond	ponds	window	windows	lip	lips
book	books	desk	desks	clasp	clasps
army	armies	party	parties	baby	babies
berry	berries	city	cities	fly	flies
jelly	jellies	penny	pennies	puppy	puppies
boy	boys	toy	toys	key	keys
ray	rays	display	displays	monkey	monkeys
delay	delays	day	days	donkey	donkeys

Activities:

Clap out syllables for children to work out if they can hear the extra syllable, and thus add es (see the second of the Notes below).

Make flashcards of s and es – ask children to hold up the correct ending for words read out.

Extension:

Investigate other plurals:

- words ending in vowels (es unless preceded by another vowel);
- words ending in f (ff add s; f or fe use ves);
- plurals that don't use s at all, e.g. children, men, women, teeth, oxen, geese, feet, deer, fish, sheep, mice, dice, lice, larvae, antennae, etc.

Notes

- Most words add s.
- Add es if the word ends in a hissing/buzzing/shushing sound. Another way to remember this is to add es if you can hear an extra syllable when you make it plural. (The e is added to make the plural easier on the tongue, putting a buffer between too many s sounds.)
- Words ending in e – just add s.
- Words ending in y – add s if the final letter is preceded by a vowel. If not, change the y to i and add es

Objective 8:

To investigate, spell and read words with silent letters, e.g. knee, gnat, wrinkle

List 1	List 2	List 3	List 4	List 5	List 6
knuckle	gnomes	write	rhyme	plumb	calf
knee	gnat	wrapper	rhubarb	dumb	half
knit	gnaw	wrong	wheat	numb	calm
knickers	gnu	wrist	whale	bomb	salmon
knob	gnash	wreck	when	tomb	chalk
knife	gnarled	wretch	whine	lamb	folk
knight		wrestle	rhine	thumb	yolk
knock		wrapper	honest	crumb	could
knot		wrinkle	chemist	debt	would
kneel		sword	whirl	doubt	should
know		answer			

Activities:

Place Post-It notes over the silent letters. Ask children to guess the silent letter underneath. Alternatively, write down a random list with silent letters deleted, and invite children to insert the letter.

List words and ask children if they can see any common patterns (e.g. silent k at the beginning is always followed by n, and the n is always followed by a vowel).

Make flashcards for gn and kn. Call out examples from Lists 1 and 2 and ask the children to hold up the appropriate silent-letter card.

Provide a set of cards in which the silent letter(s) have been separated from the rest of the word. Children match up letters with cards.

Play Kim's game – children turn over two cards and keep any pair that has the same silent letters if they can pronounce the word

Notes:

- Silent b occurs after m,;
- silent k and silent g are found before n;
- silent l follows vowels a, o and ou – it produces a flat-sounding vowel;
- silent w often precedes r.

Objective 9:

To recognise and generate compound words, e.g. playground, airport, shoelace, underneath; and to use this knowledge to support their spelling

Useful base words		High-frequency words		Examples	Harder examples
sun	one	everyone	someone	churchyard	sideboard
time	woman	everybody	somebody	football	cupboard
man	no	everything	something	waistband	breakfast
play	any	nowhere	somewhere	paintbrush	deadline
mouth	some	no-one		upstairs	gunpowder
hand	where	nobody		bricklayer	windmill
day	thing	nothing		blackboard	bonfire
green	head	anywhere		weekend	dustbin
eye	every	anyone		earthworm	clockwise
sand	out	anybody		goalkeeper	grandmother
body	in	anything		playground	chambermaid

Activities

Display a selection of compound words. Invite children to spot what they have in common. Introduce the term compound word.

Make a list of any other compound words

Use maps and atlases to collect place names that are compound words.

Make some cards containing common base words play around with them to see if you can come up with more compound word.

Notes

- Compounds are two or three whole words that combine to make one.
- Compounds will most often be nouns.
- The spelling of the base words usually remains unchanged.

Objective 10:

To recognise and spell common suffixes and how these influence word meanings, e.g. ly, ful, less

ly	ful	less	er	able
kindly	wishful	careless	teacher	reliable
friendly	hopeful	thoughtless	reader	drinkable
properly	sorrowful	homeless	driver	touchable
actually	painful	lifeless	farmer	sinkable
especially	successful	fearless	Londoner	breakable
eventually	hateful	jobless	islander	enjoyable
originally	forgetful	thankless	villager	avoidable
personally	beautiful	headless	voyager	readable
weekly	resentful	speechless	manager	unavoidable
likely	pitiful	endless	teenager	arguable
really	merciful	merciless	baker	probable

Activities

Create collections of words with common suffixes and group them (e.g. see table above).

Play a matching card game – matching the root word to its suffix.

Notes

- ly, ful and less are consonant suffixes. In most cases, the suffix is added without adaptation to the root word, except for words ending in y, which change to an i.
- er and able are vowel suffixes. If the root word ends in an e then it must be dropped before the suffix is added, e.g. describe + able = describable. If it ends in y, change the y to an i.
- ly means 'in this manner'.
- ful means 'full of'.
- less means 'without'.
- er means 'for' or 'belonging to'.
- able means 'able to'

Objective 11:

To use their knowledge of suffixes to generate new words from root words, e.g. proud/proudly, hope/hopeful/hopeless

Some words as starting points for investigation					
proud	like	sick	quiet	mind	glad
hope	kind	arm	room	thought	cold
nice	child	friend	doubt	sure	tune
home	care	fruit	life	lone	cheer
mist	time	hurt	rich	pain	shame
thirst	king	near	free	use	lone

Some useful suffixes					
ship	ful	ness	ment	hood	less
er	est	ly	ish	dom	like

Activities:

Make some cards of base words and suffixes – play around matching base words with suffixes and write a list of the new words generated

Notes:

- The function of these suffixes is to change one part of speech into another, e.g. a noun to an adjective (friend/friendly).
- In some cases the root word needs modification before the suffix can be added, e.g. words ending in y and e

Objective 12:

To use the apostrophe to spell shortened forms of words, e.g.
don't, can't

do not	don't	I had	I'd	she is/has	she's
cannot	can't	I would	I'd	he is/has	he's
is not	isn't	I have	I've	it is/has	it's
does not	doesn't	I will	I'll	there is/has	there's
will not	won't	I am	I'm		

Activities:

When reading look out for contraction apostrophes.

Invite children to try placing apostrophes in words already contracted, but with the apostrophe removed. Emphasise that the apostrophe represents

missing letters and not the joining of the two words.

Write a list of the full words. Invite the children to contract. Also try this vice versa – offer the contraction and invite children to expand.

Encourage children to check own written work.

Discuss why a writer might choose an apostrophised form rather than the full form.

Notes

- The contractions in the list are drawn from the high-frequency word lists.
- Apostrophes are used where two words have been joined and some letters missed out so that a contraction is formed.
- Contractions occur more frequently in informal language