

Ysgol Y Faenol Bodelwyddan



SPELLING PATTERNS LEARNING OBJECTIVES UNIT 3

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:

Objective 13:

Identify short words within longer words as an aid to spelling

Objective 14:

To recognise and spell the prefixes mis, non, ex, co, anti

Objective 15:

To use their knowledge of these prefixes to generate new words from root words, e.g. lead/mislead, sense/nonsense, and to understand how they give clues to meaning, e.g. extend, export, explode; mislead, mistake, misplace

Objective 16:

To use the apostrophe to spell further contracted forms of words, e.g. couldn't

Objective 17:

To explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. form (shape or document), wave (gesture, shape or motion)

Objective 18:

To spell two-syllable words containing double consonants, e.g. bubble, kettle, common

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

Objective 13:

Identify short words within longer words as an aid to spelling

Another	Something	Whatever	Father
a an no not other the he her	so some me met thin in thing	what hat hate at ate eve ever	fat at the her
Mother	Pretending	Constable	High-frequency words
moth other the he her	ten tend end ending tending din in	con on stable table stab tab able	that them then when want what where your friend

Activities:

Show a word. Ask the children to identify other words within it – the letters of these words must appear consecutively within the word.

Focus on high-frequency words and invite suggestions for illustrating them to make the words memorable.

Find a word with seven words within it. Which was the shortest word which had seven other words within it?

Survey which are the most commonly occurring words within words

Notes

- Recognising words within words develops visual spelling strategies. It is important therefore that the words discovered have their letters appearing consecutively in the original word.
- Sometimes the words within words are roots which preserve their original meaning, e.g. grand + mother. Sometimes they are incidental.

Objective 14:

To recognise and spell the prefixes **mis**, **non**, **ex**, **co**, **anti**

mis	non	ex	co	anti
misbehave	non-stick	exit	co-education	antidote
miscalculate	non-stop	extend	coincidence	antibiotic
misplace	non-smoker	explode	co-operate	antifreeze
miscount	non-violent	excursion	co-star	antiseptic
misdeal	non-starter	exchange	co-writer	anti-clockwise
misfire	nonsense	export		
misfortune	non-fiction	exclaim		
mishear	non-drip	external		
misinform		expel		
misread		exterior		
mistake		exile		

Activities:

Display a list of words beginning with these prefixes and teach their meaning directly (see Notes).

Play Prefix Charades.

Use Prefix Fans – provides the root word and children select and show a suitable prefix.

Children scan real texts – e.g. adverts, newspapers – and highlight prefix words with these prefixes.

Select and test on the spelling and meaning of words listed.

Produce a 'new' list of words to promote an imaginary product e.g. antiburglar, anti-frizz! Create an advertisement for a product

Notes:

- mis means 'wrong', 'false'; non means 'not', 'opposite of'; ex means 'out' or 'outside of'; co means 'joint', 'together'; anti means 'against'; col/l, comm, corr are based on co and have the same meaning.
- New hyphenated words are appearing all the time, especially in advertising.

Objective 15:

To use their knowledge of these prefixes to generate new words from root words, e.g. lead/mislead, sense/nonsense, and to understand how they give clues to meaning, e.g. extend, export, explode; mislead, mistake, misplace

Prefixes and meanings		More prefixes and meanings		Roots to work with	
re	again	pre	before	cool	sleep
de	undo	non	not	face	awaken
anti	against	inter	between	make	act
bi	two	ex	out of	dead	live
contra	against	un	not	grow	marine
in	not	sub	under	place	visit
ab	away from	mis	wrong	clean	write

Activities

Revise prefixes covered already – ask for two examples for every prefix.

Match up sets of ‘prefix’ cards and ‘meaning’ cards.

Write down ten words from the list of root words below, and ask them to experiment orally, making new words by adding different prefixes. Do they sound correct? Which words are more likely to be correct? How do we know? How can we check?

Match prefix cards, as above, but using unfamiliar prefixes. Invite children to match them up by working out their meanings from known words.

Thesaurus work

- look up beautiful – list synonyms and experiment with adding prefixes;
- make a list of ‘bad behaviour’ words unhelpful, antisocial, misbehaviour

Notes

- Remembering prefixes and their meanings helps both spelling and vocabulary

Objective 16:

To use the apostrophe to spell further contracted forms of words, e.g. couldn't

Pronouns				Other contractions	
I'm	I'll	I've	I'd	can't	o'clock
You're	You'll	You've	You'd	won't	'tis
He's	He'll	He's	He'd	shan't	ma'am
She's	She'll	She's	She'd	aren't	mix 'n' match
We're	We'll	We've	We'd	hadn't	Toys 'R' Us
They're	They'll	They've	They'd	haven't	salt 'n' vinegar
				couldn't	pick 'n' mix
				weren't	tell 'em

Activities

Remind learners of previous work on contractions. Emphasise that the apostrophe represents missing letters and not the joining of two words.

Word hunt in various texts (books, newspapers etc.) and classify according to word contracted, e.g. not, is, are, have, had, would, us (let's).

Write two paragraphs describing a robbery – one a formal police report; the other by the victim. Why choose apostrophes?

Use some of the words in the last column of the table below to generate discussion and find further examples of poetic licence, dialect and word play

Notes

- Apostrophes are used where two or more words have been joined and some letters missed out so that a contraction is formed.
- Contractions occur more frequently in informal language.
- Won't and shan't are unusual because the base words have been modified.

Objective 17:

To explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. form (shape or document), wave (gesture, shape or motion)

Homonyms					Contrasting sounds
age	crane	letter	leaves	watch	bow
fit	club	spot	flat	dear	tear
train	bank	grate	table	jam	row
fat	light	snap	safe	arms	wind
rose	pop	warm	plain	wave	lead
form	tug	lead	plane	last	wound
ring	stand	race	float	bat	sow
sound	book	gum	foot	yard	read

Activities:

From a collection of mixed words, invite the children to spot any that have two meanings. Teach the term homonym.

Display pairs of sentences which use the same homonyms. Ask the children to read them aloud. Discuss how they worked out which image to bring to mind. Emphasise the significance of context and meaning.

Show sets of five words – each set contains one word which is not a homonym. Play Spot the Odd One Out.

Display pairs of sentences that use words from the list above which have the same spelling but different meaning and pronunciation. Ask children to read aloud. How did they know which pronunciation to use? Emphasise the importance of context to make sense.

Ask children to make sets of 'odd one out' for others to guess.

Compose pairs of sentences using homonyms, e.g. Mum gave her son a **wave**. Sam jumped over the **wave**. Illustrate humorous absurdities, e.g. Sam jumping over his mother's waving hand.

Notes:

- Homonyms lend themselves to the discussion of grammar, e.g. their relationship to other words in a sentence shows whether they are a verb, a noun or an adjective.

Objective 18:

To spell two-syllable words containing double consonants, e.g. bubble, kettle, common

Contrasting words					
diner	dinner	writing	written	hoping	hopping
biter	bitter	taping	tapping	super	supper
coma	comma	pole	pollen	lady	laddy
Thematic words					
<i>Adjectives</i>	happy	messy	silly	jolly	funny
<i>Animals</i>	rabbit	puppy	kitten	otter	hippo
<i>Verbs</i>	grabbed	messed	kissed	bossed	fussed
<i>Cooking</i>	batter	butter	pepper	carrot	coffee
<i>Garden</i>	apple	willow	holly	cherry	berry
High-frequency words					
common	rotten	letter	tennis	better	happy
follow	sudden	stopped	swimming	penny	mummy
daddy	puppy	dinner	shopping	getting	silly
pillow	swallow	carry	summer	butter	cotton
funny	running	happy	sorry	written	kettle

Activities:

Warm up with oral activities distinguishing between long and short (rap) vowels.

Use the contrasting words list to show how long vowels in the middle of words are followed by one consonant, but short vowels are followed by two.

Read aloud some of the above words. Talk about whether it has a long or short sound, and therefore one or two consonants.

Ask children to attempt to spell simple words applying this rule.

Create a double-letter list, e.g. rabbit, sudden, scuffle.

Work out which consonants never make doubles and why not.

Exceptions: mod words (modern, modest, model, etc.)

Notes

- Double the letter after a short (rap) vowel in the middle of words.
- No words use hh, jj, kk, qq, vv, ww, xx.
- Some imported words use cc (broccoli, cappuccino).