

Ysgol Y Faenol Bodelwyddan



SPELLING PATTERNS LEARNING OBJECTIVES UNIT 4

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 19:

To distinguish between the spelling and meanings of common homophones, e.g. to/two/too; they're/their/there; piece/peace

Objective 20:

To spell regular verb endings s, ed, ing (link to grammar work on tenses)

Objective 21:

To spell irregular tense changes, e.g. go/went, can/could

Objective 22:

To recognise and spell the suffixes al, ary, ic

Objective 23:

To recognise and spell the suffixes ship, hood, ness, ment

Objective 24:

To investigate the ways in which nouns and adjectives. e.g. fix, simple, solid, drama, dead can be made into verbs by use of the suffixes ate, ify, etc.; investigate spelling patterns and generate rules to govern the patterns

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

Objective 19:

To distinguish between the spelling and meanings of common homophones, e.g. to/two/too; they're/their/there; piece/peace

were	where	we're	you	yew	ewe
their	they're	there	too	two	to

be	bee	see	sea	heard	herd
new	knew	no	know	might	mite
right	write	morning	mourning	place	plaice
through	threw	great	grate	eyes	ice
hole	whole	I	eye	for	four
are	our	in	inn	of	have

Activities:

Shows words and talk about meanings. Practise spelling the words.

Make individual flashcards (e.g. there/their) for children and ask them to hold up the correct spelling in response to a sentence in which the meaning is clear.

Play Kim's game – place cards face-down and hunt out the pairs. You can claim a pair if you can prove you know the correct meaning using a dictionary.

Look for homonyms (same spelling, different meanings, e.g. bear).

Research history of words to explain the origin of some homophones' spellings.

Notes

- The homophones in this list apply to the high frequency word list only.
- Many homophone choices are best taught as a grammatical issue, e.g. there/their.
- Analogy with family groups can be helpful, e.g. our, your; here, where, there.

Objective 20:

To spell regular verb endings s, ed, ing (link to grammar work on tenses)

Typical of most words			Ending in consonant + y		
cooks	cooked	cooking	carries	carried	carrying
plays	played	playing	cries	cried	crying
invents	invented	inventing	marries	married	marrying
jumps	jumped	jumping	relies	relied	relying
looks	looked	looking	spies	spied	spying
shows	showed	showing	tries	tried	trying
works	worked	working	fries	fried	frying
Short vowels			Ending in hissing/buzzing sounds		
drags	dragged	dragging	touches	touched	touching
drops	dropped	dropping	washes	washed	washing
grabs	grabbed	grabbing	buzzes	buzzed	buzzing
hugs	hugged	hugging	hisses	hissed	hissing
shops	shopped	shopping	rushes	rushed	rushing
stops	stopped	stopping	fixes	fixed	fixing
Ending in e			fizzes	fizzed	fizzing
saves	saved	saving	wishes	wished	wishing
notes	noted	noting			
explores	explored	exploring			

Activities:

Investigate how each ending is added in each of the four cases listed above. Use lists to encourage children to generalise and add further examples

Play card sorts, matches and games, e.g. collect word families, collect es endings.

Use the lists above for word investigations, e.g. can children spot the rule for doubling of consonants? Can they find further examples of the word families on the lists below?

Notes:

It is difficult to practise the future tense, not least because the future tense does not exist as such in English, but is formed in combination with other verbs (I will go, I am going to go).

Most verbs simply add s, ed and ing to indicate tenses.

When a single-syllable verb ends with a consonant preceded by a short vowel you double the final consonant when adding ed or ing.

If a word ends in e, avoid the double e by dropping one as necessary.

If a word ends in a consonant plus y, change y to i before adding es or ed, but to avoid creating a double i, keep the y in place for the adding of ing.

If a word ends in a hissing or buzzing sound, add an e before the s. This makes it sayable, and helpfully creates an extra syllable.

Objective 21:

To spell irregular tense changes, e.g. go/went, can/could

blow	blew	think	thought	eat	ate
grow	grew	fight	fought	can	could
throw	threw	buy	bought	go	went
know	knew	take	took	is	was
sing	sang	shake	shook	are	were
ring	rang	wear	wore	have	had
drink	drank	tear	tore	does	did
begin	began	tell	told	get	got
feed	fed	sell	sold	hear	heard
meet	met	rise	rose	make	made
creep	crept	write	wrote	sit	sat
keep	kept	ride	rode	shoot	shot
sleep	slept	drive	drove	teach	taught
sweep	swept	speak	spoke	catch	caught
weep	wept	break	broke	bite	bit
find	found	give	gave	hide	hid
wind	wound	see	saw	send	sent
swim	swam	dig	dug	spend	spent
run	ran	slide	slid	bend	bent

Activities

Brainstorm or collect irregular tense endings and sort them into like groups, e.g. ow – ew; ing – ang; ind – ound; ell – old.

Play card sorts, matches and games using pairs from the list above.

Notes

- These irregular plural forms are survivals from Old English in which change of medial vowel was widely used to indicate change of tense.

Objective 22:

To recognise and spell the suffixes al, ary, ic

al		ary		ic	
medical	traditional	stationary	February	historic	organic
personal	capital	dictionary	salary	supersonic	atomic
seasonal	vocal	revolutionary		specific	traffic
exceptional		missionary		horrific	
occasional		necessary		metallic	
national		anniversary		angelic	
sensational		library		epidemic	
additional				rhythmic	

Activities

List words with these suffixes (use the term suffix) and, over a period of time, add to the lists of these words.

Investigation – what is the general meaning of the suffixes and what spelling patterns do they follow?

Investigation – using dictionaries, including rhyming and crossword dictionaries, to collect words to add to the list

Discuss and Identify the root words behind some words with these suffixes.

Notes

- al, ary and ic are vowel suffixes. Root words drop a final e or change y to i before taking the suffix.
- al often follows on and ic.
- ary – in some cases the root is not always obvious, e.g. temporary = tempor(al) + ary. Unstressed, it is often confused with ery. One approach is to seek out base words ending in e to indicate ery, e.g. stationer or saddle.
- Roots are often hard to detect in this group of words.

Objective 23:

To recognise and spell the suffixes ship, hood, ness, ment

ship	hood	ness	ment
membership	childhood	fairness	enjoyment
ownership	falsehood	kindness	employment
partnership	priesthood	tidiness	ornament
dictatorship	neighbourhood	loveliness	document
workmanship	fatherhood	silliness	management
championship	motherhood	nastiness	environment
craftsmanship	knighthood	wickedness	government
apprenticeship		childishness	replacement
fellowship		willingness	ointment
		fitness	statement
		worthlessness	movement
		carelessness	
		foolishness	
		left-handedness	
		absent-mindedness	

Activities:

Identify words with these suffixes (use the term suffix) and, over a period of time, build lists of these words.

Investigation – what is the general meaning of the suffixes, e.g. what does ship mean in ownership, authorship, etc?

Investigation – using dictionaries, including rhyming and crossword dictionaries, collect words to add to the collections of words with one or other of these suffixes.

Notes:

- ship, hood, ness and ment are simply added unless a final y needs to be changed to i.
- Roots are often hard to detect in this group of words.

Objective 24:

To investigate the ways in which nouns and adjectives. e.g. fix, simple, solid, drama, dead can be made into verbs by use of the suffixes ate, ify, etc.; investigate spelling patterns and generate rules to govern the patterns

Into verbs (ate, en, ify, ise)		Into nouns (tion, ity, ness)		Useful base words for activities	
pollen	pollinate	educate	education	clear	fertile
note	notify	dictate	dictation	deaf	light
elastic	elasticate	create	creation	solid	straight
medicine	medicate	simple	simplicity	quantity	glory
apology	apologise	able	ability	category	good
standard	standardise	pure	purity	loose	like
length	lengthen	stupid	stupidity	dark	flat
deep	deepen	hard	hardness	appetite	horror
dead	deaden	happy	happiness	class	poor
pure	purify	mad	madness	less	mobile

Activities:

Make a verb factory – build lists of words over time by brainstorming or collecting from texts, to show how nouns, adjectives and verbs can be formed from each other.

Investigation – collect and talk about the way words attach suffixes to change their function. Establish patterns and rules.

Play word-match games – match verb card to its adjective or noun.

Word sort – put words into two piles: those that will have to undergo a change before adding a verb suffix and those that won't.

Investigate exceptions when creating nouns, e.g. poor – poverty; clear – clarity; curious – curiosity.

Notes

- One of the functions of a suffix is to change a part of speech; in this case a noun or an adjective into a verb and a verb or adjective into a noun.
- The main suffixes are listed above; others are: efy (liquefy) and esce (effervesce).
- Most words just add the suffix.
- When the root word already has a suffix, or it ends in e or y, it has to be removed before the new suffix can be added. Watch out, however, for words ending in y if you are adding ness – the y changes to i. Fortunately, the i is clearly pronounced.