



Cracking Spelling™ © 2024 D Stinson Education Limited

English Language

Alphabetic system

26 letters creating 44 phonemes in 144 combinations to form about half a million words in current use

21 consonants; spoken English uses 24 consonant sounds – generally predictable

20 spoken vowel sounds but only 5 vowel letters

History

Germanic – Anglo Saxons, over ½ our words

Romance – French, Spanish and Portuguese

Classical – Greek and Latin

85% of English spelling system is predictable

Cracking Spelling in Key Stage 2

This spelling programme is designed to support and guide teachers in delivering the spelling expectations from the National Curriculum.

It is a prescriptive programme that focuses on ensuring children develop an investigative approach to spelling.

It builds on the children's understanding of the key principles - phonemic knowledge, morphemic knowledge and etymological knowledge.

Cracking Spelling in Key Stage 2

Phonemic knowledge:

Phonics

Spelling patterns and conventions

Homophones

Phonological knowledge

Morphological knowledge:

Root words

Compound words

Suffixes

Prefixes

Etymological knowledge:

Word derivations

Cracking Spelling in Key Stage 2

Throughout the programme, it supports children:

- in being able to recognise how these apply to each word, in order to learn to spell words.
- by providing activities to practise and assess their spelling.
- in building their spelling vocabulary.
- in developing their grammar understanding of the words in context.
- learning the statutory word lists in context.

Cracking Spelling in Key Stage 2

Within the programme, there is also the focus on the grammar understanding of the words that are the focus of the sessions. Therefore, the words have been colour coded in the sessions to show their function in sentences (see 8-word class sheet). If a word can function in a variety of ways, it has been left without colour to indicate so.

<p>Noun</p> <p>- a name given to people, places, things, events, qualities and ideas</p>	<p>Verb</p> <p>- is a ‘doing’ or ‘being’ word</p>
<p>Determiner</p> <p>- specify a noun</p> <p>a, an, the</p> <p>this, that, those</p> <p>my, your, his</p> <p>some, every</p>	<p>Adjective</p> <p>- give more information about pronouns and nouns</p>
<p>Pronoun</p> <p>- replace nouns</p> <p>I, you, he, she, it, me, him, her, we, they, us, them</p> <p>possessive pronoun – mine, his/hers, yours, ours, theirs</p> <p>relative pronoun – who, that, which, where, when, whose</p>	<p>Adverb</p> <p>- give extra meaning to a verb, adjective, another adverb or a whole sentence</p> <p>time – now, then, yesterday</p> <p>manner – slowly, hard, quietly</p> <p>place – outside, everywhere</p> <p>degree – very, quite, really</p>
<p>Preposition</p> <p>- show time (at midnight/during the film/on Friday)</p> <p>- position (at the station/in a field)</p> <p>-direction (to the station/over a fence)</p> <p>- relationship (with me, for the day)</p> <p>- cause/reason(because of, in spite of. instead of, due to)</p>	<p>Conjunction</p> <p><u>Coordinating</u></p> <p>- join words, phrases or clauses that are of equal status – and, but, so, or</p> <p><u>Subordinating</u></p> <p>- join clauses that are not of equal status - because, if, although, since, before, as, while, whenever, once, when, after</p>

Cracking Spelling in Key Stage 2

Rather than children learning the statutory word lists out of context, these have been included throughout the sessions. In the dictated sentences that have been provided as examples, the year 3/4 statutory words have been highlighted and year 5/6 statutory words highlighted to indicate their use – there should be an expectation throughout the year that the children should be spelling these correctly.

Cracking Spelling in Key Stage 2

accident(ally)	early	knowledge	purpose	accommodate	criticise (critic + ise)	individual	relevant
actual(ly)	earth	learn	quarter	accompany	curiosity	interfere	restaurant
address	eight/eighth	length	question	according	definite	interrupt	rhyme
answer	enough	library	recent	achieve	desperate	language	rhythm
appear	exercise	material	regular	aggressive	determined	leisure	sacrifice
arrive	experience	medicine	reign	amateur	develop	lightning	secretary
believe	experiment	mention	remember	ancient	dictionary	marvellous	shoulder
bicycle	extreme	minute	sentence	apparent	disastrous	mischievous	signature
breath	famous	natural	separate	appreciate	embarrass	muscle	sincere(ly)
breathe	favourite	naughty	special	attached	environment	necessary	soldier
build	February	notice	straight	available	equip (–ped, –ment)	neighbour	stomach
busy/business	forward(s)	occasion(ally)	strange	average	especially	nuisance	sufficient
calendar	fruit	often	strength	awkward	exaggerate	occupy	suggest
caught	grammar	opposite	suppose	bargain	excellent	occur	symbol
centre	group	ordinary	surprise	bruise	existence	opportunity	system
century	guard	particular	therefore	category	explanation	parliament	temperature
certain	guide	peculiar	though/although	cemetery	familiar	persuade	thorough
circle	heard	perhaps	thought	committee	foreign	physical	twelfth
complete	heart	popular	through	communicate	forty	prejudice	variety
consider	height	position	various	community	frequently	privilege	vegetable
continue	history	possess(ion)	weight	competition	government	profession	vehicle
decide	imagine	possible	woman/women	conscience*	guarantee	programme	yacht
describe	increase	potatoes		conscious*	harass	pronunciation	
different	important	pressure		controversy	hindrance	queue	
difficult	interest	probably		convenience	identity	recognise	
disappear	island	promise		correspond	immediate(ly)	recommend	

Cracking Spelling in Key Stage 2

The programme is sequenced using a progressive teaching sequence.

The teaching sequence

This sequence comprises of three short sessions (approximately 15 minutes) every week. The sequence is designed to be used flexibly; the number of sessions spent on each part of the sequence will vary according to the needs and ability of the children.

The programme and activities are designed to build the children's spelling vocabulary by introducing new words and giving continual practice of words already introduced.

A detailed teaching approach is outlined in each session, indicating what the teaching practitioner should say highlighted in grey and the expected response from the pupils in yellow.

Cracking Spelling in Key Stage 2

Revise

The approaches described in the first part of the sequence are activities with two purposes: to revise and secure prior learning and to introduce and explain new learning. These revise sessions are designed to consolidate and deepen earlier learning from the previous year group or previous key stage. They can also be a good source for identifying any previous misconceptions.

Teach

This second part of the sequence introduces the new learning, using teacher modelling and involving the children in the new learning. These teach sessions are designed to promote discussion around the new learning and ensure pronunciation of new vocabulary is modelled correctly.

Cracking Spelling in Key Stage 2

Practise

This part of the sequence provides the children with the opportunity to explore and investigate independently, in pairs or in small groups, using strategies to practise and consolidate the new learning. These practise sessions are designed to develop children as investigative spellers – detecting and understanding patterns and rules rather than just learning rules.

Apply

This final part of the sequence gives children the opportunity to apply their learning in writing, both through a short, dictated piece, by composing their own sentence or spelling tests (set out like end of key stage tests).

The key principle is that the children are learning about words rather than given words to learn.

The aim of each unit is that the children understand the patterns and structures of words and can apply their learning to their writing.

Cracking Spelling in Key Stage 2

Spelling Teaching Sequence

Revise

What do we already know?
Activities to confirm prior knowledge.

Teach

How the pattern/rule/structure works.
Model spelling examples.
Define the rules, pattern and conventions.
Whole class/paired/individual spelling practice.

Practise

Range of interactive activities for children to explore and investigate the new learning.
Whole class/paired/individual spelling practice.

Apply

Apply in writing.

Cracking Spelling in Key Stage 2

The Teaching Sequence

Every year group has been mapped out using the National Curriculum appendix 1 programmes of study throughout the year.

Cracking Spelling in Key Stage 2

Year 3

Autumn 1	<ul style="list-style-type: none"> - The suffix – ly - More prefixes
Autumn 2	<ul style="list-style-type: none"> - The /u/ sound spelt ou - The /i/ sound spelt y elsewhere than at the end of words - Words with the /k/ sound spelt ch (Greek in origin) - Words with the /sh/ sound spelt ch (mostly French in origin) - Words with the /ae/ sound spelt as ei, eigh or ey
Spring 1	<ul style="list-style-type: none"> - Homophones and near-homophones <ul style="list-style-type: none"> - The suffix – ation - The suffix – ous
Spring 2	<ul style="list-style-type: none"> - Endings which sound like /zhun/ - Words with endings sounding like /zhure/ and /chure/
Summer 1	<ul style="list-style-type: none"> - Endings which sound like /shun/ spelt – tion, -ssion
Summer 2	<ul style="list-style-type: none"> - Endings which sound like /shun/ spelt -sion, - -cian - Words ending with the /g/ sound spelt –gue and the /k/ sound spelt -que (French in origin) - Words with the /s/ sound spelt sc (Latin in origin)

Cracking Spelling in Key Stage 2

Year 4

Autumn 1	<ul style="list-style-type: none">- Adding suffixes beginning with vowel letters to words of more than one syllable<ul style="list-style-type: none">- More prefixes
Autumn 2	<ul style="list-style-type: none">- The /u/ sound spelt ou- The /i/ sound spelt y elsewhere than at the end of words- Words with the /k/ sound spelt ch (Greek in origin)- Words with the /sh/ sound spelt ch (mostly French in origin)- Words with the /ae/ sound spelt as ei, eigh or ey
Spring 1	<ul style="list-style-type: none">- Homophones and near-homophones<ul style="list-style-type: none">- The suffix – ation- The suffix – ous
Spring 2	<ul style="list-style-type: none">- Endings which sound like /zhun/- Words with endings sounding like /zhure/ and /chure/- Possessive apostrophe with plural words
Summer 1	<ul style="list-style-type: none">- Endings which sound like /shun/ spelt – tion, -sion, -ssion
Summer 2	<ul style="list-style-type: none">- Endings which sound like /shun/ spelt –cian- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt -que (French in origin)- Words with the /s/ sound spelt sc (Latin in origin)

Cracking Spelling in Key Stage 2

Year 5

Autumn 1	<p>From Appendix 2</p> <ul style="list-style-type: none">- More prefixes – verb prefixes- Converting nouns or adjectives into verbs using suffixes – -ate, -ify, -ise
Autumn 2	<ul style="list-style-type: none">- Words with /ee/ sound spelt ei after c- Words containing the letter-string ough- Endings which sound like /shus/ spelt -cious or -tious
Spring 1	<ul style="list-style-type: none">- Endings which sound like /shul/- Homophones and other words that are often confused
Spring 2	<ul style="list-style-type: none">- Words ending in -ant, -ance/-ancy- Words ending in -ent, -ence/-ency
Summer 1	<ul style="list-style-type: none">- Words ending in -able and -ible- Words ending in -ably and -ibly
Summer 2	<ul style="list-style-type: none">- Adding suffixes beginning with vowel letters to words ending in -fer- Words with 'silent' letters

Cracking Spelling in Key Stage 2

Year 6

Autumn 1	<ul style="list-style-type: none">- More prefixes – verb prefixes- Endings which sound like /shus/ spelt -cious or -tious- Use of the hyphen
Autumn 2	<ul style="list-style-type: none">- Words with /ee/ sound spelt ei after c- Words containing the letter-string ough
Spring 1	<ul style="list-style-type: none">- Endings which sound like /shul/- Homophones and other words that are often confused
Spring 2	<ul style="list-style-type: none">- Words ending in -ant, -ance/-ancy- Words ending in -ent, -ence/-ency- Words ending in -able and -ible- Words ending in -ably and -ibly
Summer 1	<ul style="list-style-type: none">- Adding suffixes beginning with vowel letters to words ending in -fer- Words with 'silent' letters
Summer 2	<p>From Appendix 2</p> <ul style="list-style-type: none">- Converting nouns or adjectives into verbs using suffixes – -ate, -ify, -ise

Cracking Spelling in Key Stage 2

The Teaching Sequence

Every half term has an overview of the sequence week by week.

The sessions are colour-coded to match the part of the teaching sequence that they are.

Autumn 1			
Week 1	Revise – prefixes – revisit prefixes from Year 3 and 4 – in, il, im,ir	Revise – prefixes – revisit prefixes from Year 3 and 4 – dis, re, pre, mis	Revise – prefixes Prefix grid
Week 2	Teach – verb prefixes dis, mis, re further understanding of the meaning of these prefixes	Teach – verb prefixes de, over, under	Practise – verb prefixes Prefix grid – how many verbs ? dis-, re-, mis-
Week 3	Practise – verb prefixes Prefix grid – how many verbs ? de-, under-, over-	Practise – verb prefixes Find the definition	Practise – verb prefixes Sentence challenge
Week 4	Apply – verb prefixes Dictation	Apply – verb prefixes Spelling test	Revise – suffixes Suffix grid
Week 5	Teach – converting nouns into verbs using suffixes – -ate, -en, -ise, -ify	Teach – converting adjectives into verbs using suffixes – -ate, -en, -ise, -ify	Practise – converting nouns into verbs using suffixes – -ate, -en, -ise, -ify Suffix grid
Week 6	Practise – converting adjectives into verbs using suffixes – -ate, -en, -ise, -ify Suffix grid	Apply - converting nouns and adjectives into verbs using suffixes Spelling test	Apply - converting nouns and adjectives into verbs using suffixes Spelling test

Cracking Spelling in Key Stage 2

The Activity Packs

Every year group has 6 activity packs for each half term.

These are referenced in the teachers' guide.

These contain all the resources needed for all the sessions.

Incorporated in the activities, there are also teacher completed versions of any activities to support teachers when reviewing the activities with the children.

Cracking Spelling in Year 6

Included in the Year 6 programme is a table showing previous year group units that can be used to address any particular spelling weaknesses or revise content domains assessed in the end of key stage 2 spelling test.

National Curriculum content domain and PoS	Units in 'Cracking Spelling'
- S38 - adding suffixes beginning with vowel letters to words of more than one syllable	Year 4 Autumn 1 – weeks 1-3
- S39 - the /i/ sound spelt y other than at the end of words	Year 4 Autumn 2 – Weeks 2-3
- S40 - the /u/ sound spelt ou	Year 4 Autumn 2 – Weeks 1-2
- S41 – prefixes	Year 4 Autumn1 – Weeks 3-6
- S42 – the suffix -ation	Year 4 Spring 1 – Weeks 4-5
- S43 - the suffix -ly	Year 3 Autumn 1 – Weeks 2-4
- S44 – words with ending /zhure/ and /chure/	Year 4 Spring 2 – Weeks 1-4
- S45 – endings which sound like /zhun/	Year 4 Spring 2 – Weeks 1-2
- S46 – the suffix – ous	Year 4 Spring 1 – Weeks 5-6
- S47 - endings which sound like /fən/, spelt –tion, –sion, –ssion, –cian	Year 4 Summer 1 – Weeks 1-3
- S48 - words with the /k/ sound spelt ch	Year 4 Autumn 2 – Weeks 3-5
- S49 – words with the /sh/ sound spelt ch	Year 4 Autumn 2 – Weeks 3-5
- S50 - Words ending with the /g/ sound spelt –gue and the /k/ sound spelt -que	Year 4 Summer 2 – Weeks 2-5
- S51 – words with the /s/ sound spelt sc	Year 4 Summer 2 – Weeks 5-6
- S52 – words with the /ae/ sound spelt as ei, eigh or ey	Year 4 Summer 2 – Weeks 2-5
- S54 - homophones and near homophones (Year 3 and 4)	Year 4 Spring 1 – Weeks 1-3