

## ll and zz grapheme at the end of a word

ll

bell  
smell  
bottle  
fill

zz

fizz  
buzz  
whizz  
fuzz

# Year 1

I will press  
the bell

Year 1 have found Cracking Spelling a great support in the classroom. It has enabled a more structured and clearer plan, progressing at a steady pace. I feel that the Cracking Spelling programme has really helped us slow down and unpick spelling rules to help children embed their knowledge and skills for writing. I have found that the children enjoy exploring words and patterns within them.

During other areas of the curriculum, children have used their knowledge from their spelling sessions to independently write words e.g. we covered the spelling rule ss special friends to make the sound /s/. We noticed that a short vowel sound comes before the special friend in all of our given words. A child then applied this rule in his writing 'I need special friends ss don't I?' I asked how he knew and he said because 'e' is a vowel sound so special friends -ss in mess.'

# Year 2

## Phoneme spotter story.

At the edge of a small village, a giant lived in a large house. His house was hidden behind a huge hedge. The children would dodge that part of the village because they said he was strange. Instead of walking past his house, they would have to cross the nearby bridge to avoid him. They did not know that he had magic powers and was a genius at making fudge.

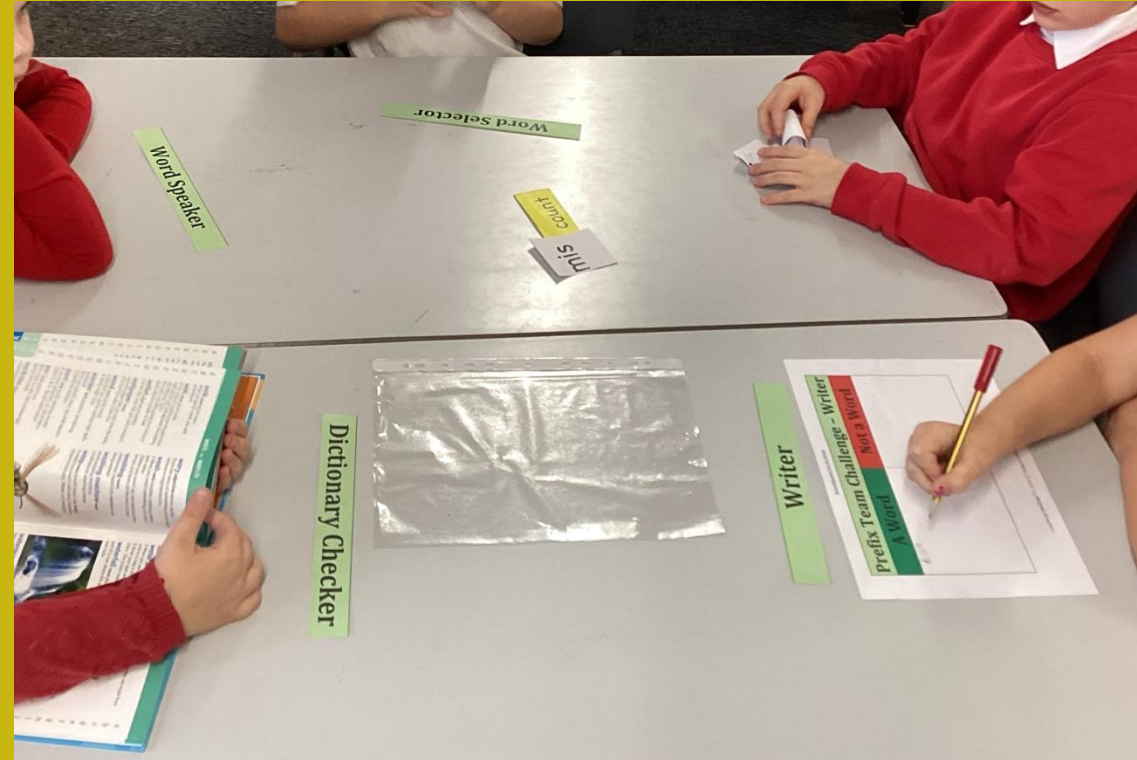
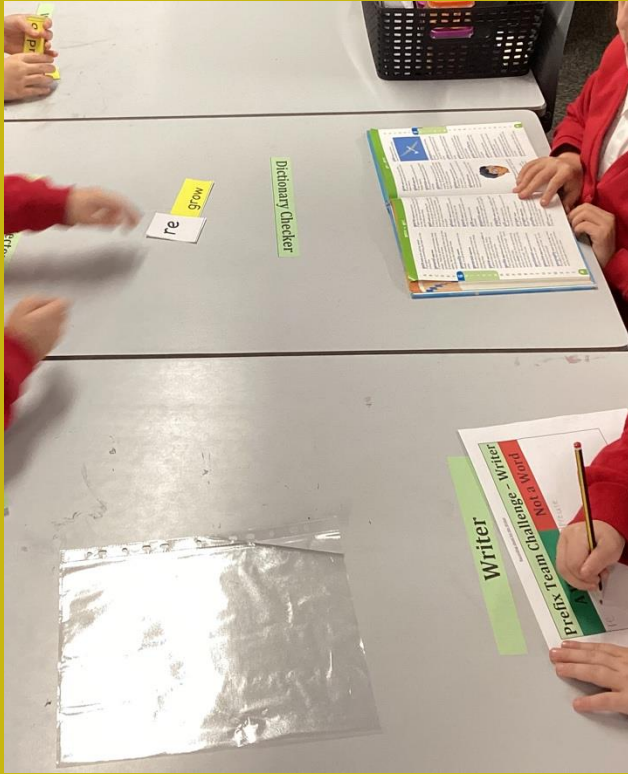
One day the children gained the courage to walk down the passage near his house. They expected him to charge out in a rage if they saw him. When they were close, the giant jumped out and offered them cold fudge from his fridge and asked them to take a message back to the village.

The children enjoyed the fudge and thanked the giant before they left with his message written on orange paper.

Alternative graphemes - /j/ phoneme		
Grapheme representations		
g	ge	dge
giant	Page	fridge
gum	message	bridge
genius	Strange	hedge
gia	large	dodge
gm	barge	SPodge
genius	damage	nudge
German	orange	edge
germ		fudge
gem		
tragic		
magic		
engine		



# Year 3

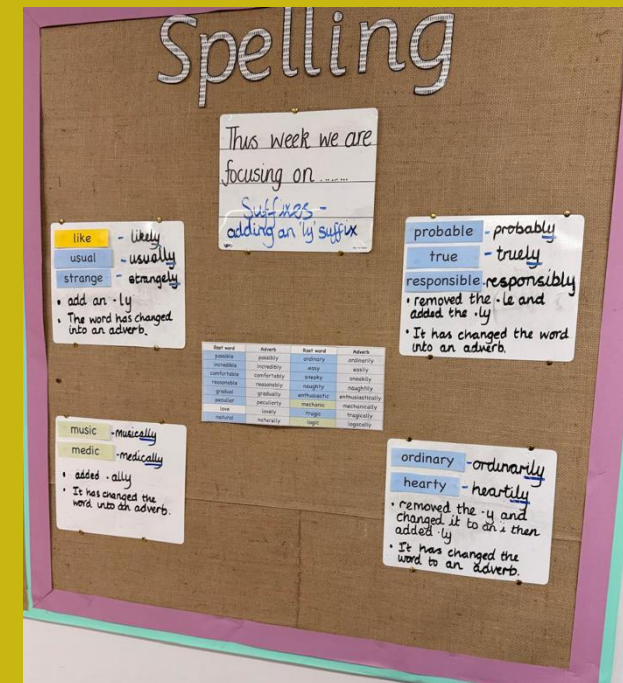
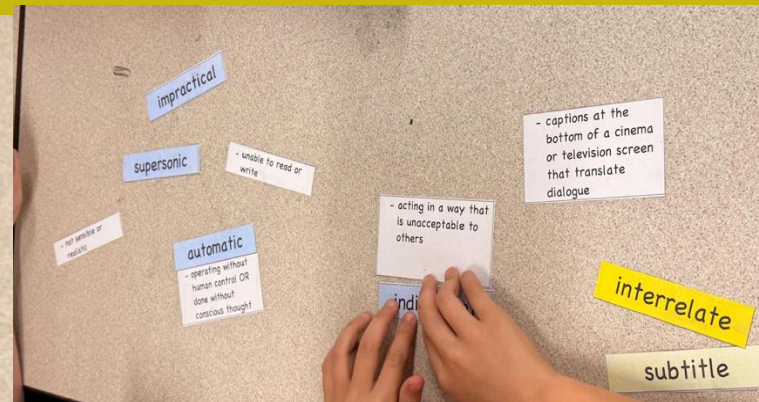
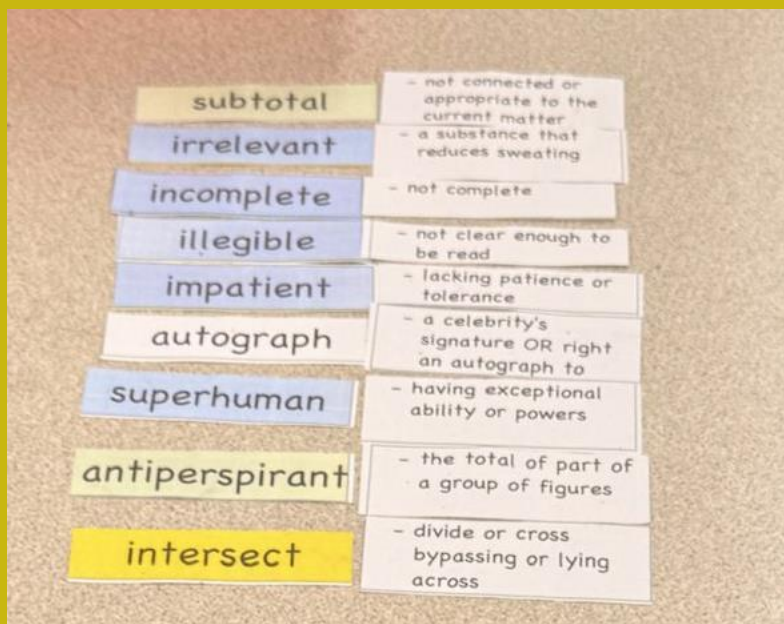


This is a fantastic programme which is easy to use and provides teaching staff with everything they need to deliver a lesson, including a detailed script.

# Year 4

## Spelling Test

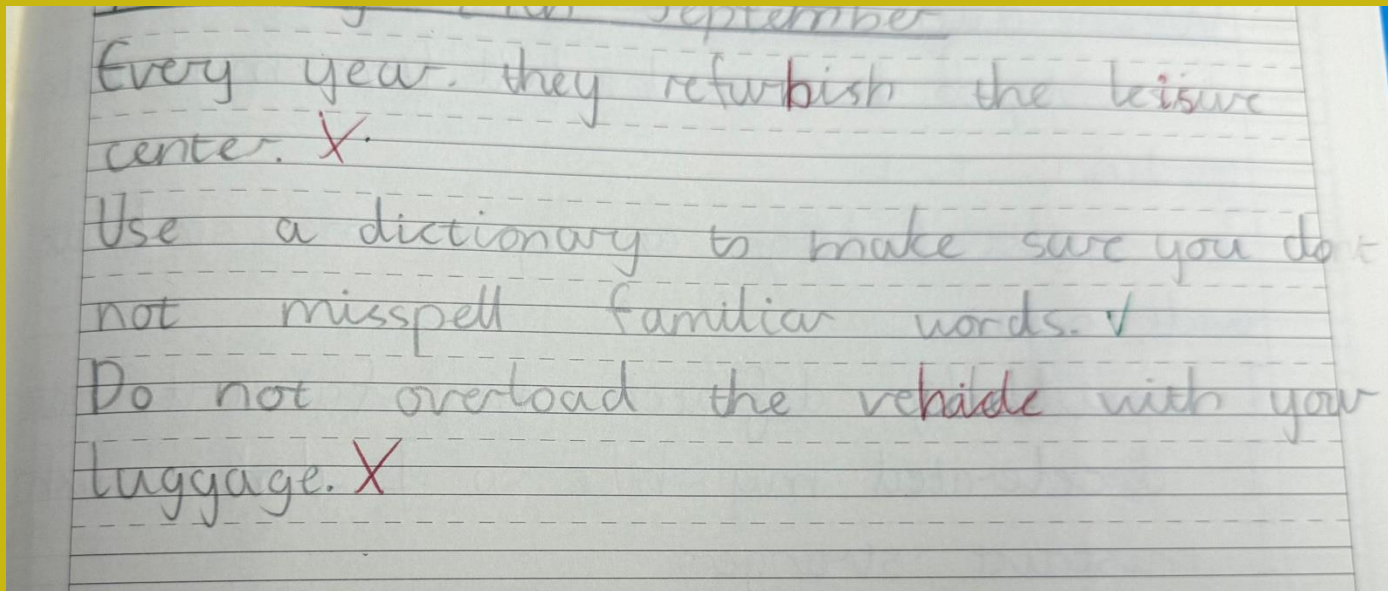
1. He listened✓ but he could not hear a sound.
2. The propeller✓ spun round at great speed.
3. The children were answering✓ the questions accurately.
4. We preferred✓ our new school.
5. They kept forgetting✓ to bring their books.





# Year 5

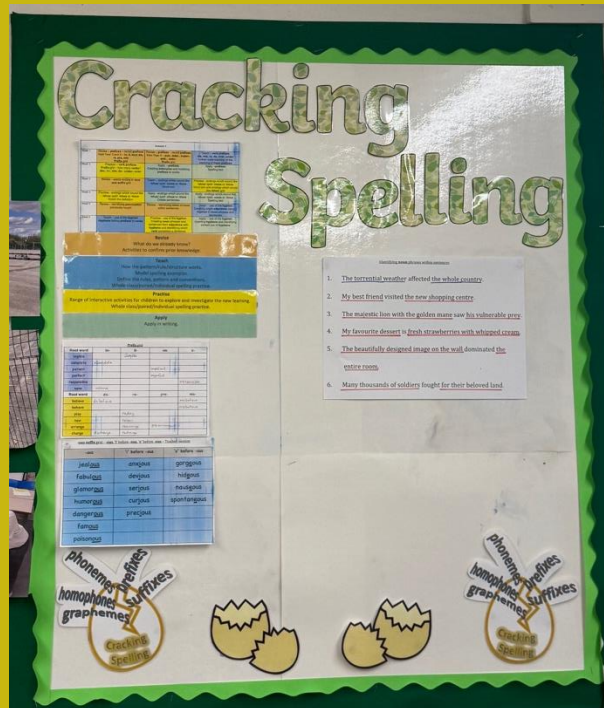
The programme's engaging and systematic approach has transformed how we teach spelling. Pupils are not only spelling words accurately but they are understanding the 'why' behind them. It has made spelling both purposeful and enjoyable and we have seen significant improvements in accuracy and enthusiasm.



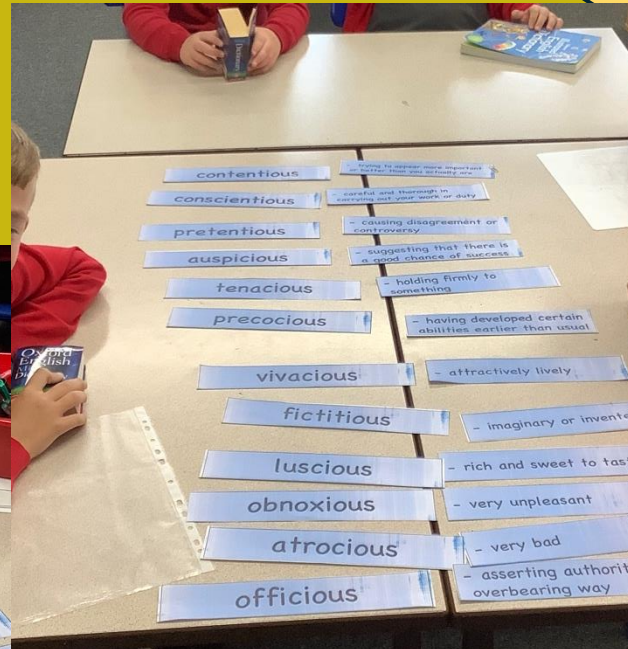
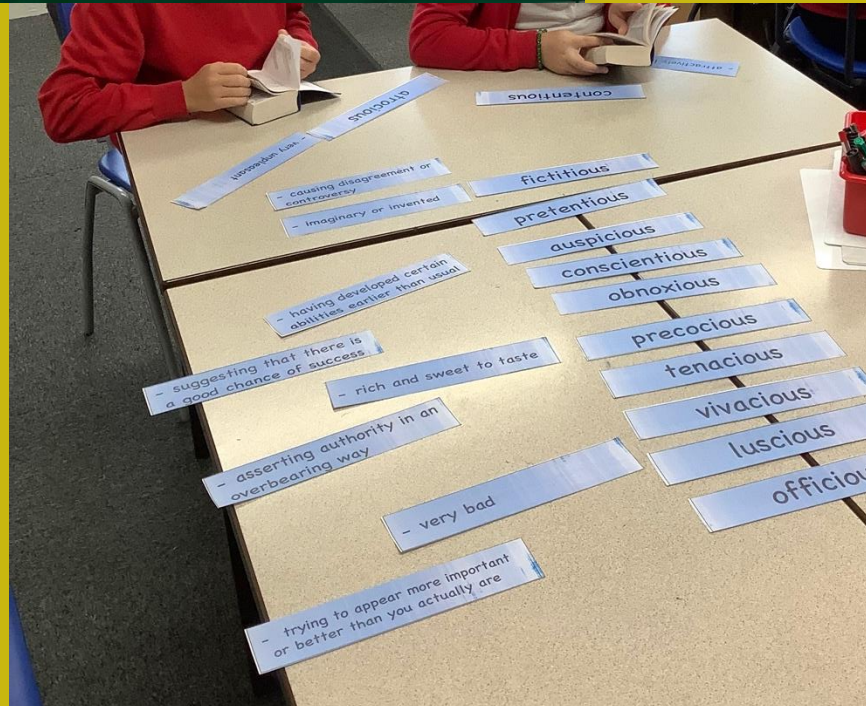
Pupil Suffix grid		
Root word	Suffixes to add	Spelling rule and word class the word has changed to
	<b>-ly</b>	
hasty	hastily	changed the y to an i ✓
actual	actually	added ly ✓
complete	completely	added ly ✓
	<b>-ally</b>	
frantic	frantically	added ally ✓
classic	classically	added ally ✓
enthusiastic	enthusiastically	added ally ✓
	<b>-ation</b>	
condense	condensation	took away e ✓
invite	invitation	took away e ✓
transform	transformation	added ation ✓
	<b>-ous</b>	
adventure	adventurous	added ous ✓
glory	glorious	changed y to an i ✓
continue	continuous	removed e ✓



# Year 6



Cracking Spelling has had a positive impact on our Y6 pupils. The structured approach provides clear progression and consistency, helping the children to build confidence over increasingly complex spelling patterns. The focus on word etymology has been particularly powerful. Pupils are now able to make meaningful connections between words, roots and origins. This all contributes to their deepened understanding across the spelling curriculum.



Prefix grid				
Root word	in-	il-	-im	ir-
legible		illegible ✓		
complete	incomplete ✓			
patient	inpatient ✗		impatient	
perfect			imperfect ✓	
responsible				irresponsible ✓
sane	insane ✓			
Root word	dis-	re-	pre-	mis-
believe	disbelieve ✓			misbelieve
behave				misbehave ✓
play		replay ✓		
new		renew	prenew ✗	
arrange		rearrange ✓	prearrange	
charge	discharge	recharge ✓		