

phonemes prefixes
homophones
graphemes suffixes

Cracking
Spelling™

Year Six

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Introduction

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. 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 that follows). If a word can function in a variety of ways, it has been left without colour to indicate so.

In addition to this, 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.

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.

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.

Teach

This second part of the sequence introduces the new learning, using teacher modelling and involving the children in the new learning.

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.

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.

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.

8-word classes

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

Statutory Word list – Year 3 and 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear	early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island	knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise	purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
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Statutory Word list – Year 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

National Curriculum Statutory Requirements from Appendix 1

Autumn 1	From Appendix 2 - Year 5 - More prefixes – verb prefixes - Endings which sound like /shus/ spelt -cious or -tious - Use of the hyphen
Autumn 2	- Words with /ee/ sound spelt ei after c - Words containing the letter-string ough
Spring 1	- Endings which sound like /shul/ - Homophones and other words that are often confused
Spring 2	- 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	- Adding suffixes beginning with vowel letters to words ending in -fer - Words with 'silent' letters
Summer 2	- Further prefixes - Using prefixes and suffixes to change word status

NB. All units are planned according to NC expectations for Year 5 and 6. Previous year group units can be used to address any particular spelling weaknesses or revise content domains assessed in the end of key stage 2 spelling test. Please see following table.

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 /ʃən/, 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

Although I have chosen the Year 4 units, there are extra units in the Year 3 programme if you wanted some children to have some pre-teaching before whole class sessions.

Spelling Overview 15-to-20-minute sessions

Autumn 1			
Week 1	Revise – prefixes – revisit prefixes from Year 3 and 4 – in-, il-, im-,ir-dis-, re-, pre-, mis- Prefix grid	Revise – prefixes – revisit prefixes from Year 4 – sub-, inter-, super-, anti-, auto- Prefix grid	Teach – verb prefixes dis-, mis-, re-, de-, over-, under- further understanding of the meaning of these prefixes
Week 2	Practise – verb prefixes Prefix grid – how many verbs ? dis-, re-, mis, de-, under-, over-	Apply – prefixes Creating antonyms and matching prefixes to words	Apply – prefixes Spelling test
Week 3	Revise – words ending in -ous -ous suffix grid	Teach – endings which sound like /shus/ spelt -cious or -tious Word sort	Practise - endings which sound like /shus/ spelt -cious or -tious Word sort and endings which sound like /shus/ grid
Week 4	Practise - endings which sound like /shus/ spelt -cious or -tious Match the definition	Apply - endings which sound like /shus/ spelt -cious or -tious Create sentences	Apply - endings which sound like /shus/ spelt -cious or -tious Spelling test
Week 5	Revise – identifying punctuation previously taught	Revise – identifying noun phrases within sentences	Teach – use of the hyphen Creating single adjectives using a hyphen in noun phrases and sentences
Week 6	Teach – use of the hyphen Hyphens linking prefixes to verbs	Practise - use of the hyphen Creating noun phrases and sentences from adjectives with hyphens and identifying which verb completes a sentence	Apply – use of the hyphen Inserting hyphens and identifying correct use of hyphens

Autumn 1
Week 1
Session 1 - Revise

Display Week 1 Revise activities – set 1.

correct, logical, mature, regular

What word class are these? **The words are adjectives.**

(**correct** and **mature** can be a **verb** and **regular** can be a **noun** but for this unit they are being used as **adjectives**).

Which **prefix** would add to **correct**? **in-**. What is the new word? **incorrect**. What does it mean? **Not correct**. When it has the opposite meaning of a word, it is an **antonym**. **incorrect** is an **antonym** of **correct**.

Which **prefix** would add to **logical**? **il-**. What is the new word? **illogical**. What does it mean? **Not logical** – not using sound reasoning. When it has the opposite meaning of a word, what is it called? **It is an antonym**.

Which **prefix** would add to **mature**? **im-**. What is the new word? **immature**. What does it mean? **Not mature** – showing no maturity. When it has the opposite meaning of a word, what is it called? **It is an antonym**.

Which **prefix** would add to **regular**? **ir-**. What is the new word? **irregular**. What does it mean? **Not regular**. When it has the opposite meaning of a word, what is it called? **It is an antonym**.

Display Week 1 Revise activities – set 2.

What word class are these when the **prefix** is added? **They are adjectives when the prefix is added.**

Display words from Week 1 Revise activities – set 3 the root words.

agree, visit, heat, lead

What word class are these? **The root words are verbs.**

(Although **visit, heat** and **lead** can also be **nouns**, for this unit they are being used as **verbs**).

Display words from Week 1 Revise activities – set 4 – **prefix** added.

What word class are these when the **prefix** is added? **They are verbs when the prefix is added.**

What has adding **dis-** before the **verb** done to the meaning of the **verb**? **It means not/opposite of. It is an antonym of agree.**

What has adding **re-** before the **verb** done to the meaning of the **verb**? **It means again.**

What has adding **pre-** before the **verb** done to the meaning of the **verb**? **It means before.**

What has adding **mis-** before the **verb** done to the meaning of the **verb**? **It means not/ opposite of. It is an antonym of lead.**

Children have a **prefix** grid from Week 1 Revise activities. Complete the grid by writing complete word underneath correct column(s).

Session 2 – Revise

Revisit from Year 4 **prefixes**. **sub-**, **inter-**, **super-**, **anti-**, **auto-**.

Display Week 1 Revise activities – set 5.

submarine, **subtropical**, **international**, **interact**, **supermarket**, **supervise**, **anticlockwise**, **autobiography**

One **prefix** at a time.

SUB-

submarine and **subtropical** – Say the complete words. What is the **prefix**? **sub-**. What could the **prefix sub-** mean? **Under/beneath or one small part of a larger thing.**

Which word is the **prefix** representing under/beneath? **submarine.**

Which word is the **prefix** representing one small part of a larger thing? **subtropical.**

INTER-

international and **interact** – Say the complete words. What is the **prefix**? **inter-**. What could the **prefix inter-** mean? **Between/among**

SUPER-

supermarket and **supervise**, – Say the complete words. What is the **prefix**? **super-**. What could the **prefix super-** mean? **Above/over or more than usual**

Which word is the **prefix** representing more than usual? **supermarket.**

Which word is the **prefix** representing above/over? **supervise.**

ANTI-

anticlockwise – Say the complete word. What is the **prefix**? **anti-**. What could the **prefix anti-** mean? **Against/opposite of**

AUTO-

autobiography – Say the complete word. What is the **prefix**? **auto-**. What could the **prefix auto-** mean? **Self/own.**

Put children into pairs and provide them with the **prefix** sheet from Week 1 Revise activities – **sub**, **inter**, **super**, **anti**, **auto**. As a pair, how many words can they generate using the **prefixes** – **sub**, **inter**, **super**, **anti**, **auto**?

Session 3 – Teach

Display Week 1 Teach activities – set 1.

disconnect, reverse, misjudge, defrost, overreact, underestimate

What word class are these? **They are verbs.**

One **prefix** at a time.

DIS-

disconnect – Say the complete word. What is the **prefix**? **dis-**. What could the **prefix dis-** mean? **Not or undoing of an action. It makes the word an antonym of the root word.**

RE-

reverse – Say the complete word. What is the **prefix**? **re-**. What could the **prefix re-** mean? **Again or back.**

MIS-

misjudge – Say the complete word. What is the **prefix**? **mis-**. What could the **prefix mis-** mean? **Not, badly or wrong/incorrect. It makes the word an antonym of the root word.**

DE-

defrost - Say the complete word. What is the **prefix**? **de-**. What could the **prefix de-** mean? **Reverse action/remove, down or away from.**

OVER-

overreact – Say the complete word. What is the **prefix**? **over-**. What could the **prefix over-** mean? **Too much or above.**

UNDER-

underestimate – Say the complete word. What is the **prefix**? **under-**. What could the **prefix under-** mean? **Not enough or below.**

Week 2

Session 1 – Practise

Children have a **prefix** grid – how many **verbs**? from Week 2 Practise activities. How many **verbs** can they create from the **prefixes** provided? Complete the grid by writing the **verbs** underneath the correct column(s). **dis-, re-, mis-, de-, over-, under-**
The teacher version gives multiple possibilities of **verbs** that could be created for each **prefix** and could be used for further discussions.

Session 2 – Apply

From Week 2 Apply activities, children complete both the ‘creating **antonyms**’ and ‘matching **prefixes** to words’ sheets.

Session 3 – Apply

Spelling test – children have the spelling test sheet from Week 2 Apply activities. The teacher reads out the sentence with the spelling and the children write the correct spelling in the space provided in the sentence.

- 1 Give the spelling number.
- 2 Say: *The word is ...*
- 3 Read the context sentence.
- 4 Repeat: *The word is ...*