

phonemes prefixes
homophones suffixes
graphemes

Cracking
Spelling™

Year Five

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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 - More prefixes – verb prefixes - Converting nouns or adjectives into verbs using suffixes – -ate, -ify, -ise, -en
Autumn 2	- 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	- 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
Summer 1	- Words ending in -able and -ible - Words ending in -ably and -ibly
Summer 2	- Adding suffixes beginning with vowel letters to words ending in -fer - Words with 'silent' letters

Spelling Overview 15-to-20-minute sessions

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

Autumn 1
Week 1
Session 1 - Revise

Display Week 1 Revise activities – more **prefixes** sheet.

The **prefix in-** can mean 'not'.

Before a root word starting with **l**, **in-** becomes **il-**.

Before a root word starting with **m** or **p**, **in-** becomes **im-**.

Before a root word starting with **r**, **in-** becomes **ir-**.

Display Week 1 Revise activities – set 1.

complete, legible, patient, responsible

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

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

Which **prefix** would add to **complete**? **in-**. What is the new word? **incomplete**. What does it mean? **Not complete** – not finished.

Which **prefix** would add to **legible**? **il-**. What is the new word? **illegible**. What does it mean? **Not legible** – not able to read.

Which **prefix** would add to **patient**? **im-**. What is the new word? **impatient**. What does it mean? **Not patient** – showing no patience.

Which **prefix** would add to **responsible**? **ir-**. What is the new word? **irresponsible**. What does it mean? **Not responsible** – not showing a sense of responsibility.

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.**

Session 2 – Revise

What is a **prefix**? A **prefix** comes before a word to change its meaning.

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

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

(Although **play** and **pay** 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.

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.

Root and write – teacher show root words from Week 1 Revise activities – set 5 one at a time and children show with appropriate **prefix** added – whiteboards/post its. **disagree, revisit, preheat, mislead**

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

Talk sentences – children choose a root and write word to put into a sentence orally.

Teacher model with **like/dislike**.

I like broccoli but dislike sprouts.

Session 3 - Revise

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

Week 2

Session 1 – Teach

Introduce further work on **verb prefixes**.

Display Week 2 Teach activities – set 1.

disbelieve, disconnect, rebuild, reverse, misjudge, misbehave

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

One **prefix** at a time.

DIS-

disbelieve and disconnect – Say the complete words. What is the **prefix**? **dis-**. What could the prefix **dis-** mean? **Not** or undoing of an action.

Which word is the **prefix** representing not? **disbelieve**.

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – unable to believe/not believe.**

Which word is the **prefix** representing undoing an action? **disconnect**.

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – break the connection.**

RE-

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

Which word is the **prefix** representing again? **rebuild**.

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – build again.**

Which word is the **prefix** representing back? **reverse**. With the prefix **re-** representing back, it is not always clear of the root word as **vers** is from the Latin root word meaning turned.

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – move backwards.**

MIS-

misjudge and misbehave – Say the complete words. What is the **prefix**? **mis-**. What could the prefix **mis-** mean? **Not**, badly or wrong/incorrect.

Which word is the **prefix** representing badly? **misbehave**.

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – behave badly.**

Which word is the **prefix** representing incorrectly? **misjudge**.

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – form a wrong/incorrect opinion of.**

Session 2 – Teach

Further work on **verb prefixes**.

Display Week 2 Teach activities – set 2.

defrost, decrease, derail, overreact, overlap, underline, underestimate

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

One **prefix** at a time.

DE-

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

Which word is the **prefix** representing reverse action/remove? **defrost.**

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – remove ice from.**

Which word is the **prefix** representing down? **decrease.**

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – make smaller or become fewer.**

Which word is the **prefix** representing away from? **derail.**

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – make a train leave the track.**

OVER-

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

Which word is the **prefix** representing too much? **overreact.**

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – react more strongly than is justified.**

Which word is the **prefix** representing above? **overlap.**

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – extend over so as to partly cover.**

UNDER-

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

Which word is the **prefix** representing below? **underline.**

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – draw a line under.**

Which word is the **prefix** representing not enough? **underestimate.**

What is the definition in the dictionary? (use Oxford English mini dictionary). **Verb – estimate to be smaller or less important than in reality.**

Session 3 - Practise

Children have a **prefix** grid 1 – how many **verbs**? from Week 2 & 3 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-**

The teacher version gives multiple possibilities of **verbs** that could be created for each **prefix** and could be used for further discussions.