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Spelling Toolkit

Year 2





Statutory Requirements with suggested timelines

Term 1

- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
- The /s/ sound spelt c before e, i and y
- The /n/ sound spelt kn and (less often) gn at the beginning of words
- The /ɹ/ sound spelt wr at the beginning of words
- The /l/ or /əl/ sound spelt -le at the end of words
- The /l/ or /əl/ sound spelt -el at the end of words
- The /l/ or /əl/ sound spelt -al at the end of words

Term 2

- The /aɪ/ sound spelt -y at the end of words, words ending -il
- Adding -es to nouns and verbs ending in consonant-letter-y
- Adding -ed, -ing, -er and -est to root words ending in consonant-letter-y
- Adding the endings -ing, -ed, -er, -est and -y to words ending in vowel-letter-consonant-letter-e
- Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

Term 3

- The /ɔ:/ sound spelt a before l and ll
- The /ʌ/ sound spelt o
- The /i:/ sound spelt -ey
- The /ɒ/ sound spelt a after w and qu
- The /ɜ:/ sound spelt or after w
- The /ɔ:/ sound spelt ar after w
- The /ʒ/ sound spelt s
- The suffixes -ment, -ness, -ful and -less
- Contractions
- The possessive apostrophe (singular nouns)
- Words ending in -tion
- Homophones and near-homophones
- Common exception words



Introduction

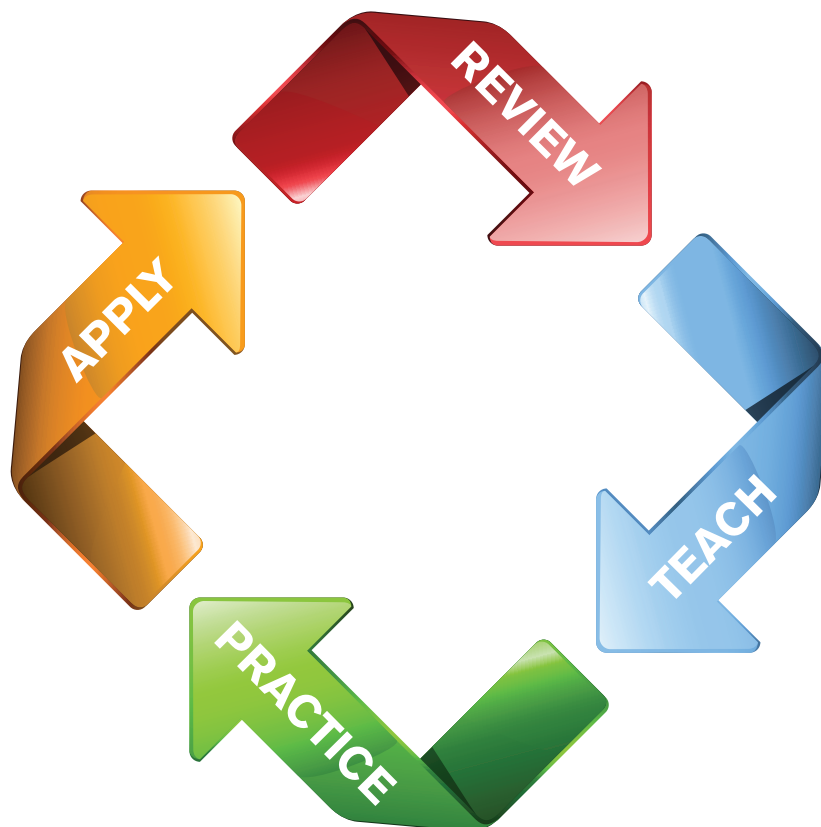
This has been produced by the English Team to support teachers in ensuring coverage of the statutory requirements for the National Curriculum.

There is a suggested teaching sequence for each spelling convention with page numbers of where to find the supporting children's resources for each sequence. Ways to capture assessment are listed by year group in the Appendix.

Contents

Suggested Games/Activities	3
Term 1 Spelling Convention Sequences	6
Term 2 Spelling Convention Sequences	16
Term 3 Spelling Convention Sequences	28
Pupil Resources to support Spelling Convention Sequences	37
Appendix	91
Year 1 words by term and convention	92
Year 2 words by term and convention	117

The Spelling Cycle



Games suggested in the Spelling Toolkit

Which One?

Write a word 3 ways and the children have to identify which is the correct spelling.

Find My Family

Children have a sticker with a word on and they have to find other children with words from the same word family.

Treasure Hunt

Children choose 2 cards that are face down, if they are a match they are treasure so go into the treasure box.

Teacher Definitions/Guess My Word

Children can see the words and the teacher or child gives a definition for the children to decide which word the teacher or child is defining.

Snowball

Children think of a word and write it down on scrap paper. Scrumple the paper up and throw into the middle of the circle or table, open the paper and see if they can think of another of the words to add to the paper. Scrumple and repeat depending on the number of words in this spelling convention/group.

Which One Fits?

Verbal, or written sentences, with a missing word. Children choose a word from the list that will fit in the sentence.

Quickwrite

Children write all the different words they can remember with the chosen spelling convention in one minute, or repeat the same word/s as many times as possible in a minute.

Which Hoop?

Children sort the words into the correct hoops, 2,3 or 4 depending on convention. Can use small PE hoops with the words cut out on card, or drawn hoops for the children to write the words in.

Word Hunt

Use the books on their tables to look for as many examples of the words as possible and keep a tally.

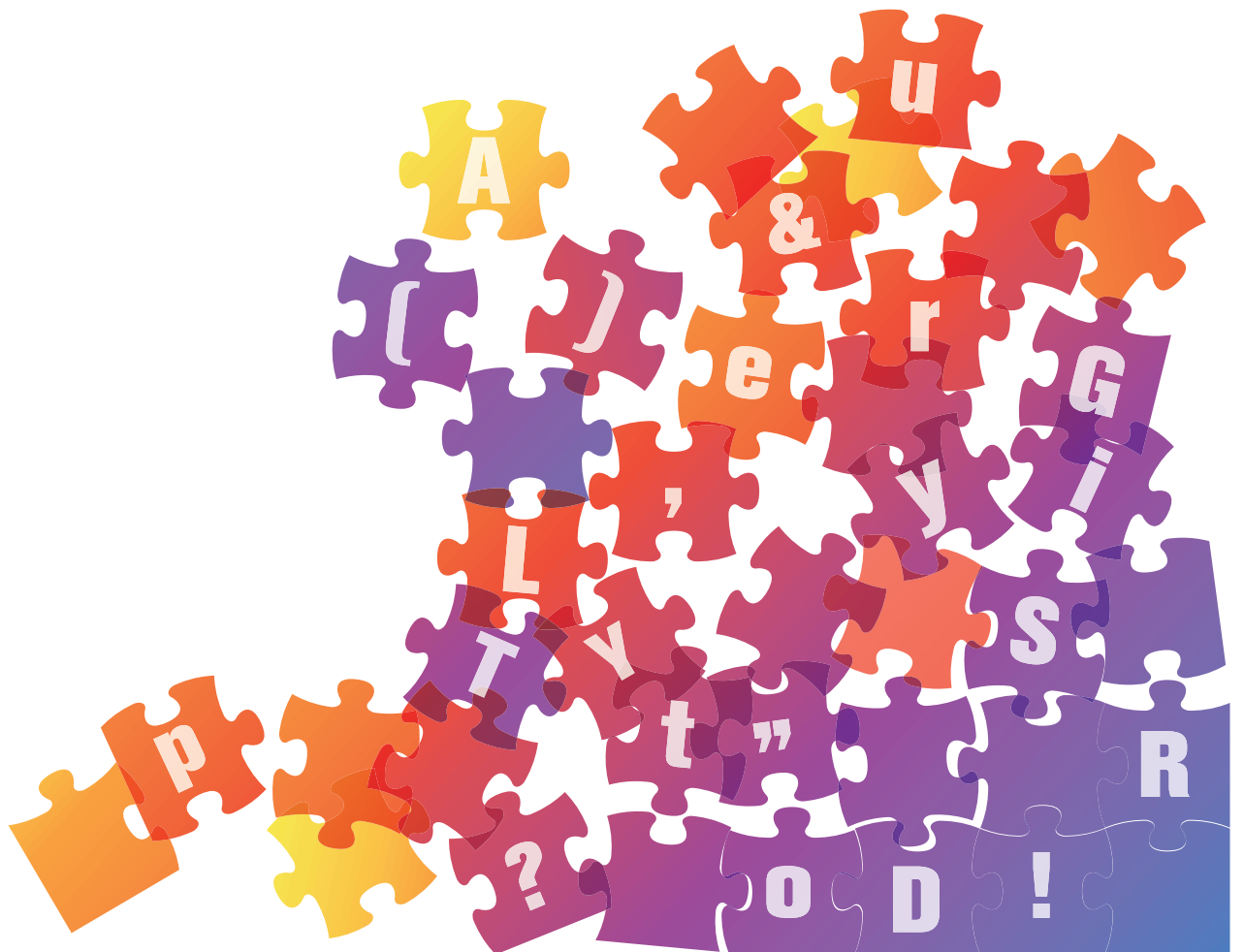
Human Words

1 letter on each card, children sort themselves into the right order and agree/get support from the other children.





Term 1



ge, dge

+ Resources p 40

e.g. badge, edge, hedge, wedge, bridge,
fridge, dodge, lodge, splodge, fudge, budge,
age, cage, rage, huge, change, range,
charge, bulge, village

Revisit – Which One? game - write in 3 different ways and children choose correct one - hedg, hedj, hedge.

Teach – the /dʒ/ sound spelt as ge and dge at the end of words.

Practise – play Find My Family to get into pairs, threes or on own (badge, huge, bulge, village).

Apply – tell a partner a sentence with each word in and then write down at least 3.

g or j?

+ Resources p 41

e.g. jar, jacket, jog, join, (adjust), gem, giant, (magic), giraffe, (energy)

Revisit – Quickwrite all the words they can think of with dz sound at the beginning.

Teach – the /dʒ/ sound spelt as g elsewhere in words before e, i and y.

Practise – play Treasure Hunt to match picture to word.

Apply – sort into groups by g or j, then sort g by letter it's before- e, i or y.



The /s/ sound spelt c before e, i and y

+ Resources p 42



e.g. race, face, space, ice, slice, dice, price, cell, city, fancy

Revisit – Play Teacher Definition.

Teach – usually c before e, i or y.

Practise – make up a mnemonic for one of the words, e.g. running aliens catching eggs(!?) for race.



Apply – write an acrostic poem for one or more of the words.



The /n/ sound spelt kn and (less often) gn at the beginning of words

+ Resources p 43

e.g. knee, know, knock, gnat, gnaw

Revisit – Snowball all words with kn or gn at beginning.

Teach – sort into families.

Practise – look, say, cover, write, check words.

Apply – tell partner sentence using each word correctly in context and write down at least 3.




The /ɹ/ sound spelt wr at the beginning of words

+ Resources p 44

 e.g. write, written, wrote, wrong, wrap

Revisit – Which One Fits? Put right word into the sentences (I have ? a letter to my friend to ask her to come and stay).

Teach – helps if the r is rolled slightly, an older style pronunciation - think posh voice.

 **Practise** – look, say, cover, write, check words.

Apply – use posh voice to present the news using some of the words in sentences.



The /l/ or /əl/ sound spelt – le at the end of words

+ Resources p 45

e.g. table, fable, apple, topple, bottle, little, middle, fiddle, juggle, double, trouble, terrible, horrible, sample, simple, example, candle, handle, needle, cradle, cycle, uncle, circle, tickle, trickle, tackle, chuckle

Revisit – Quickwrite all the words they can remember with the əl sound at the end.

Teach – le most common spelling for sound at end of words.


Practise – sort into correct columns.

Apply – make up a silly story using a selection of the words.




The /l/ or /əl/ sound spelt – el at the end of words


+ Resources p 47

 e.g. camel, tunnel, squirrel, travel, towel, trowel, tinsel

Revisit – tell me any words you can think of that end in el-
team point for each correct one. Take any ending le to show
difference.

 **Teach** – more commonly spelt le. Usually el follows m, n, r,
s, v or w.

Practise – look, say, cover, write, check words.

 **Apply** – word hunt in reading books, team points for table
that finds and proves most in 5 mins.



The /l/ or /əl/ sound spelt – al at the end of words

+ Resources p 48

e.g. metal(n), hospital(n), legal(adj), pedal(n), capital(n), animal(n), actual(adj)

Revisit – tell me any words you can think of that end in al-
team point for each correct one.

Teach – mainly adjectives and some nouns that end in al.

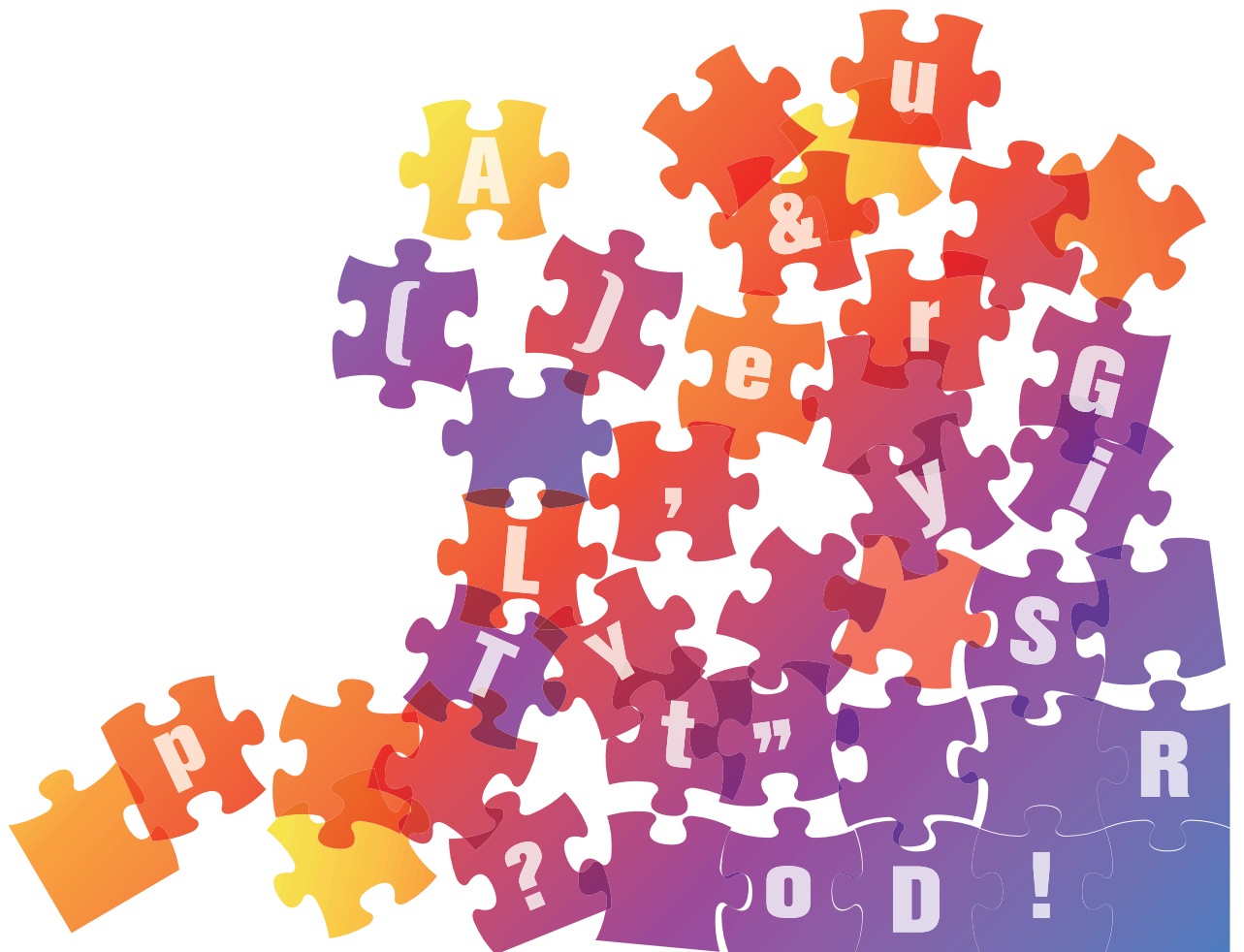
Practise – sort into adjectives and nouns.

Apply – tell partner how to spell and then use in sentences.





Term 2



The /aɪ/ sound spelt –y at the end of words

+ Resources p 50



e.g. cry, fly, dry, try, reply, July, my, by, fry, pry, why

Revisit – Snowball words with this ending.

Teach – this is the most common spelling for this sound at the end of words.



Practise – look, say, cover, write and check words.

Apply – make up a nonsense poem using some of the words.



Words ending -il

+ Resources p 51

e.g. pencil, fossil, nostril, pupil, stencil,
April, gerbil, lentil, basil

Revisit – play Teacher Definitions for some of the words.

Teach – not many words with this ending.

Practise – Quickwrite words in pairs and check.

Apply – tell partner verbal sentences using these words correctly and then write at least 3.



Adding -es to nouns and verbs ending in consonant-letter-y




+ Resources p 53

e.g. cry, fly, fry, try, reply, dry - verbs

sky, baby, penny, army, berry, cherry, puppy, jelly, day - nouns

Revisit – Snowball all the words they can remember ending in y.



Teach – sort words into verb and noun columns. Discuss what happens when add es- changes y to i.

Practise – add es to all the words and change y to i correctly.



Apply – make up a silly story using a selection of the words.

Adding -ed, -ing, -er and -est to root words ending in consonant letter-y

+ Resources p 55

e.g. cry, fly, fry, try, reply, dry, say, lay, happy

Revisit – Play Teacher Definition.

Teach – y changes to i before -ed, -er, -est, but not before -ing. Exceptions skiing and taxiing.

Practise – change root words and check they make sense, e.g fry, frier, fried, frying but not friest.

Apply – make up a poem with rhyming pairs.



Adding the endings -ing, -ed, -er, -est and -y to words ending in vowel letter-consonant letter-e



+ Resources p 57

e.g. hike, nice, shine, mine, like, strike, bike

Revisit – think of words and check they have vowel letter, consonant letter, e pattern to accept (v-c-e).



Teach – drop the e before adding -ing, -ed, -er, -est or -y to these words.

Practise – change root words and check they make sense, e.g. hike, hiked, hiking, hiker but not hiky or hikeest.



Apply – use words in verbal and written sentences and write at least 3 down.



Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

+ Resources p 59

e.g. hum, drum, stop, sit, pat, drop, sad, mad, bad, fat, run, mix, fix

Revisit – Which One fits? Put in correct missing words in sentences, e.g The man looked?

Teach – last consonant doubles to keep vowel sound short. Exception, x never doubles.

Practise – change root words and check they make sense, e.g hum, humming, hummed, hummer but not hummest.

Apply – choose some unusual words from the lists and tell your partner sentences with them.



The /ɔ:/ sound spelt a before l and ll

+ Resources p 61



e.g. all, ball, fall, tall, stall, small, walk, talk, stalk, always, also, almost, although

Revisit – Quickwrite words rhyming with all and talk.

Teach – usually spelt a before l or ll.

Practise – play Which Hoop? to sort into 1 or 2 ls.



Apply – play Word Hunt as groups to find the most examples in books.



The /ʌ/ sound spelt o

+ Resources p 62

e.g. other, brother, mother, another,
smother, nothing, Monday

Revisit – teacher gives definition of some of the words,
children say what the word is.

Teach – play Human Words to get the children to put the
letters in the right order.

Practise – look, say, cover, write and check words.

Apply – choose at least 3 of the words and use them in
sentences to show they understand them in context.



The /i:/ sound spelt -ey

+ Resources p 64

e.g. donkey, monkey, chimney, valley, trolley,
key

Revisit – team point for any words they can think of ending in ey that has the i: sound.

Teach – plural is just add an s.

Practise – write singular and plural version of each word.

Apply – make up a silly story with all the words in and read it to a partner.

The /b/ sound spelt a after w and qu

+ Resources p 66

e.g. squash, quantity, want, watch, wander

Revisit – teacher says sentence, children decide which word fits best.

Teach – a is the most common letter for the o sound (as in hot) after w and qu.

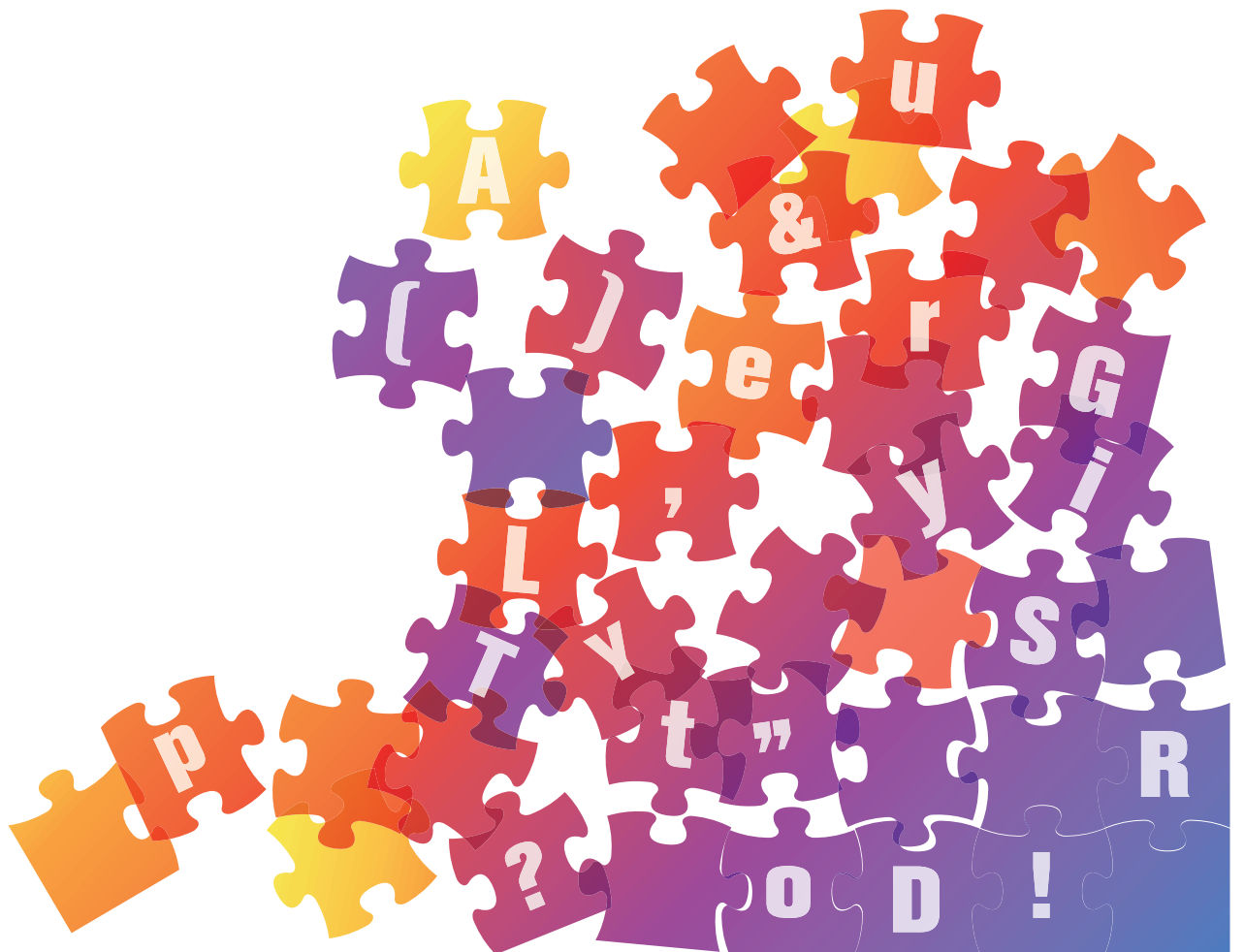
Practise – look, say, cover, write and check words.

Apply – make up an acrostic poem for at least one of the words.






Term 3



The /ɜ:/ sound spelt or after W


+ Resources p 70

 e.g. word, worm, work, world, worth

Revisit – play Human Words to sort into the right order.

Teach – not many words use this convention.

Practise – make up a mnemonic to help remember spelling,
e.g wobbly orang-utans reading magazines.

 **Apply** – make up sentences using the words to show
understanding in context.



The /ɔ:/ sound spelt ar after w

+ Resources p 71

e.g. war, warm, towards

Revisit – teacher gives definition of some of the words, children say what the word is.

Teach – not many words use this convention.

Practise – Quickwrite each word as many times as possible in 1 minute.

Apply – make up sentences using the words.



The /z/ sound spelt s

+ Resources p 73

e.g. television, vision, decision, treasure,
pleasure, measure, usual, usually, unusual

Revisit – play Human Words to sort into the right order.

Teach – play Find My Family to sort into groups
(-sion, -sure, us-).

Practise – look, say, cover, write and check words.

Apply – Which Word Fits? Put the correct word into
the sentences.

The suffixes -ment, -ness, -ful, -less and -ly

+ Resources p 75

e.g. enjoyment, employment, sadness, madness, gladness, careful, cheerful, playful, hopeful, hopeless, badly, sadly, gladly, madly

Revisit – class list of all the words they can think of with these suffixes- keep exception words separate on board and then discuss in teaching point.

Teach – if the suffix starts with a consonant, just add to root word.

Exceptions argu(e)ment and root words with 2 syllables ending in consonant and y- merriment(merry), happiness, happily(happy), plentiful(plenty), penniless(penny)


Practise – sort into root words and check they follow the pattern.

Apply – choose rhyming word pairs and make up a poem.




Contractions


+ Resources p 77


 e.g. won't, shan't, can't, wouldn't, shouldn't, couldn't, mustn't, it's, I'll, he'll, she'll, we'll, they'll, that's(is, has, was depending on tense in context), there's, where's

Revisit – Quickwrite words they can remember with apostrophes in them, rather than at end for possession - pick up any of these the children use and discuss.

 **Teach** – apostrophe shows where a letter/s would be if written in full.

Exception shan't- sha(II) n(o)t doesn't have 2 apostrophes even though letters omitted from 2 words.

 **Practise** – sort into missing word groups, e.g will, not, is, has.

 **Apply** – make up verbal sentences with a partner and write down at least 3 of them



The possessive apostrophe (singular nouns)

+ Resources p 79

e.g. Peter's, Ravi's, the girl's, the boy's, the woman's, the child's, the man's, the dog's, the cat's

Revisit – play Which One? To choose correct position for the apostrophe.

Teach – this is when we are showing something belongs to one person/thing, not a group.

Practise – verbal sentences to use the word with and without the apostrophe, e.g This is the house where Peter lives. This is Peter's house.

Apply – write sentences for at least 3 of the words to show how to use the apostrophe correctly.



Words ending in -tion

+ Resources p 81

e.g. station, motion, fiction, national,
section, infection

Revisit – teacher gives definition for children to choose the correct word.

Teach – sounds like shun, but spelt tion.

Practise – look, say, cover, write and check words.

Apply – use in sentences to show children understand the words in context.

Homophones and near-homophones

+ Resources p 83

e.g. there, their, they're, here, hear, quite, quiet, see, sea, bare, bear, one, won, sun, son, to, too, two, be, bee, blue, blew, new, knew, night, knight

Revisit – play Find My Family with the words.

Teach – need to learn these so they can use the words correctly in sentences.


Practise – play Treasure Hunt to match the words to the pictures.

Apply – children choose 2 different sets of homophones to show they understand how to use them correctly in sentences.



Common exception words


+ Resources p 87



e.g. door, floor, poor, because, find, kind, mind, behind, child(ren), wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, father, plant, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas.




Revisit – share in groups on flashcards and try to say them.



Teach – exception words are tricky only because they contain one or more GPCs (grapheme phoneme correspondences) that the children have not yet been taught.

Practise – look, say, cover, write and check the words.

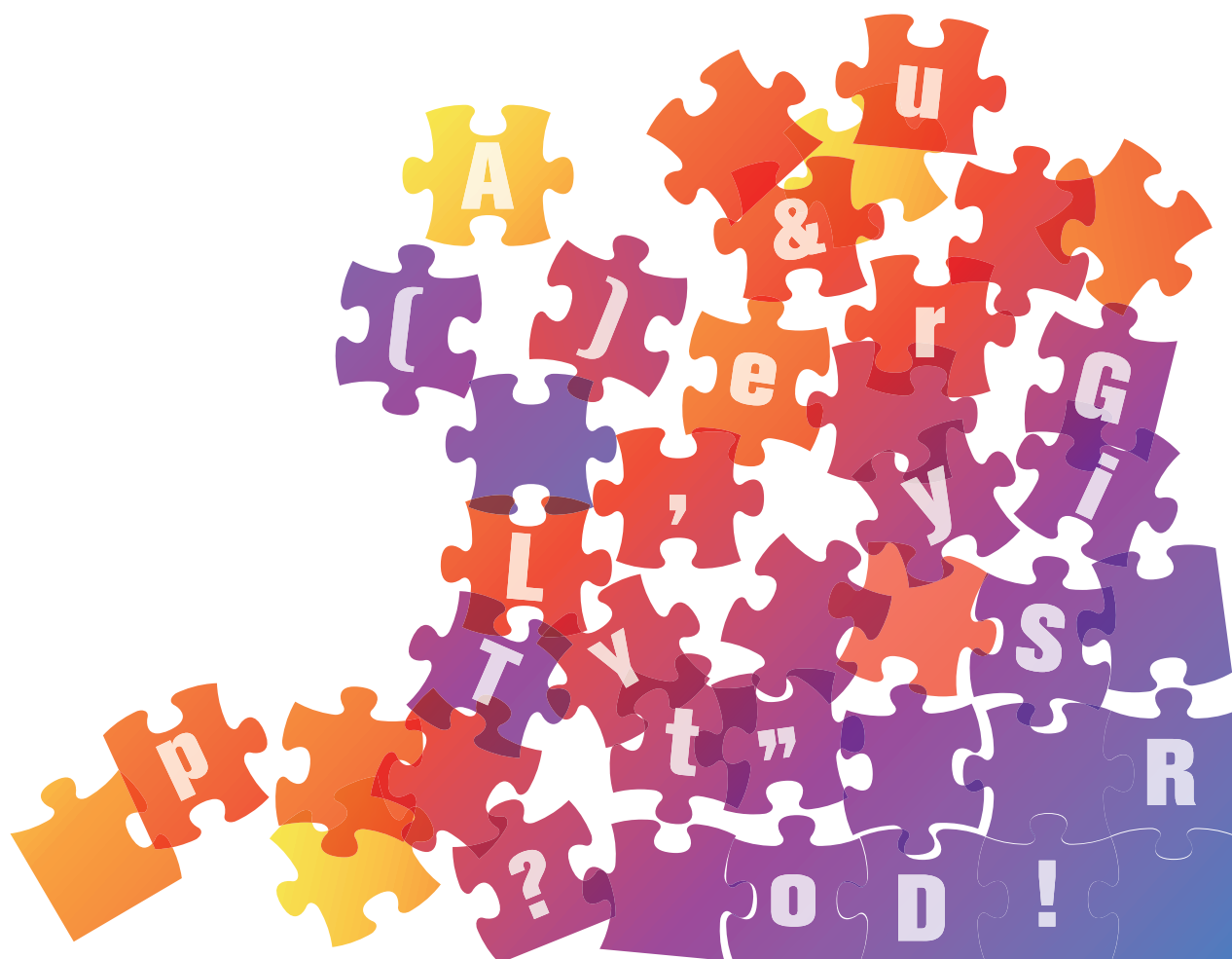


Apply – make up mnemonics to help the children remember them.

Resources

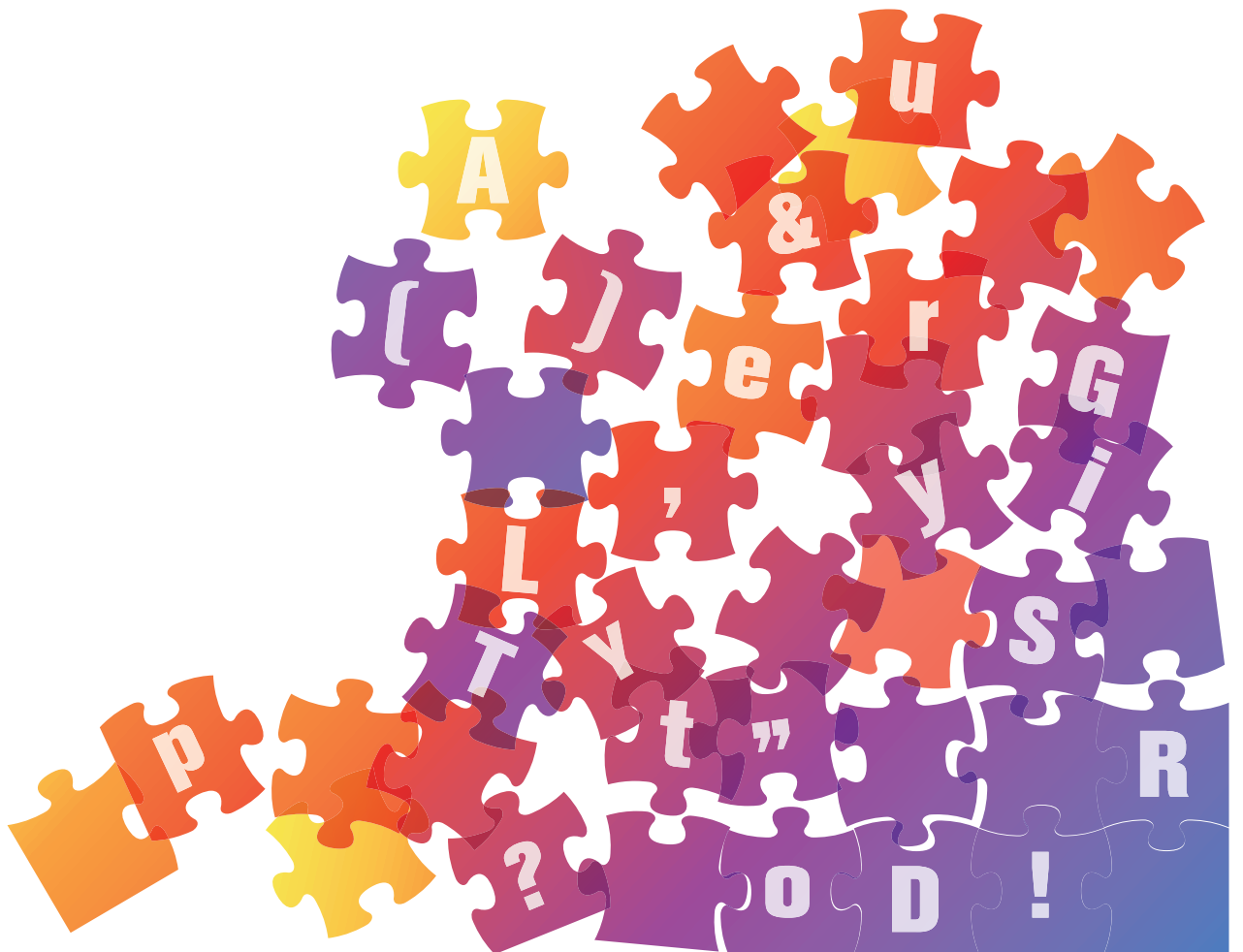
For the Spelling Toolkit

Year 2





Term 1



ge, dge

e.g. badge, edge, hedge, wedge, bridge, fridge, dodge, lodge, splodge, fudge, budge, age, cage, rage, huge, change, range, charge, bulge, village



Tell a partner a sentence with each word in and then write down at least 3.

1. _____

2. _____

3. _____



g or j?

e.g. jar, jacket, jog, join, (adjust), gem, giant, (magic), giraffe, (energy)

1. Sort the words into groups.

g	j

2. Sort g words by the letter it's before.

ge	gi	gy

3. Which is the most common letter it's in front of?



c before e, i and y

e.g. race, face, space, ice, slice, dice, price, cell, city, fancy



1. Make up a mnemonic for one of the words, e.g. running aliens catching eggs(!?) for race.

2. Write an acrostic poem for one or more of the words.

Ice – cream on a sunny day



Children running round getting hot

Eating ice – cream to cool down.



kn and gn at the beginning of words

e.g. knee, know, knock, gnat, gnaw

1. look, say, cover, write, check words.

knee	
know	
knock	
gnat	
gnaw	

Tell a partner a sentence with each word in and then write down at least 3.

1. _____

2. _____

3. _____



wr at the beginning of words

e.g. write, written, wrote, wrong, wrap

1. look, say, cover, write, check words.



write	
written	
wrote	
wrong	
wrap	

2. Use your posh voice to present the news using some of the words in sentences. You might want to make some notes to help you.



-le at the end of words

e.g. table, fable, apple, topple, bottle, little, middle, fiddle, juggle, double, trouble, terrible, horrible, sample, simple, example, candle, handle, needle, cradle, cycle, uncle, circle, tickle, trickle, tackle, chuckle

1. Sort into correct rows.

b	c	d	g

k	p	t



2. Make up a silly story using a selection of the words.

I started to juggle right in the middle of the road on my cycle.



-el at the end of words

e.g. camel, tunnel, squirrel, travel, towel, trowel, tinsel

1. look, say, cover, write, check words.

camel	
tunnel	
squirrel	
travel	
towel	
trowel	
tinsel	

2. Play word hunt in reading books, team points for the group that finds (and proves) the most in 5 mins.



-al at the end of words

e.g. metal, hospital, legal, pedal, capital, animal, actual



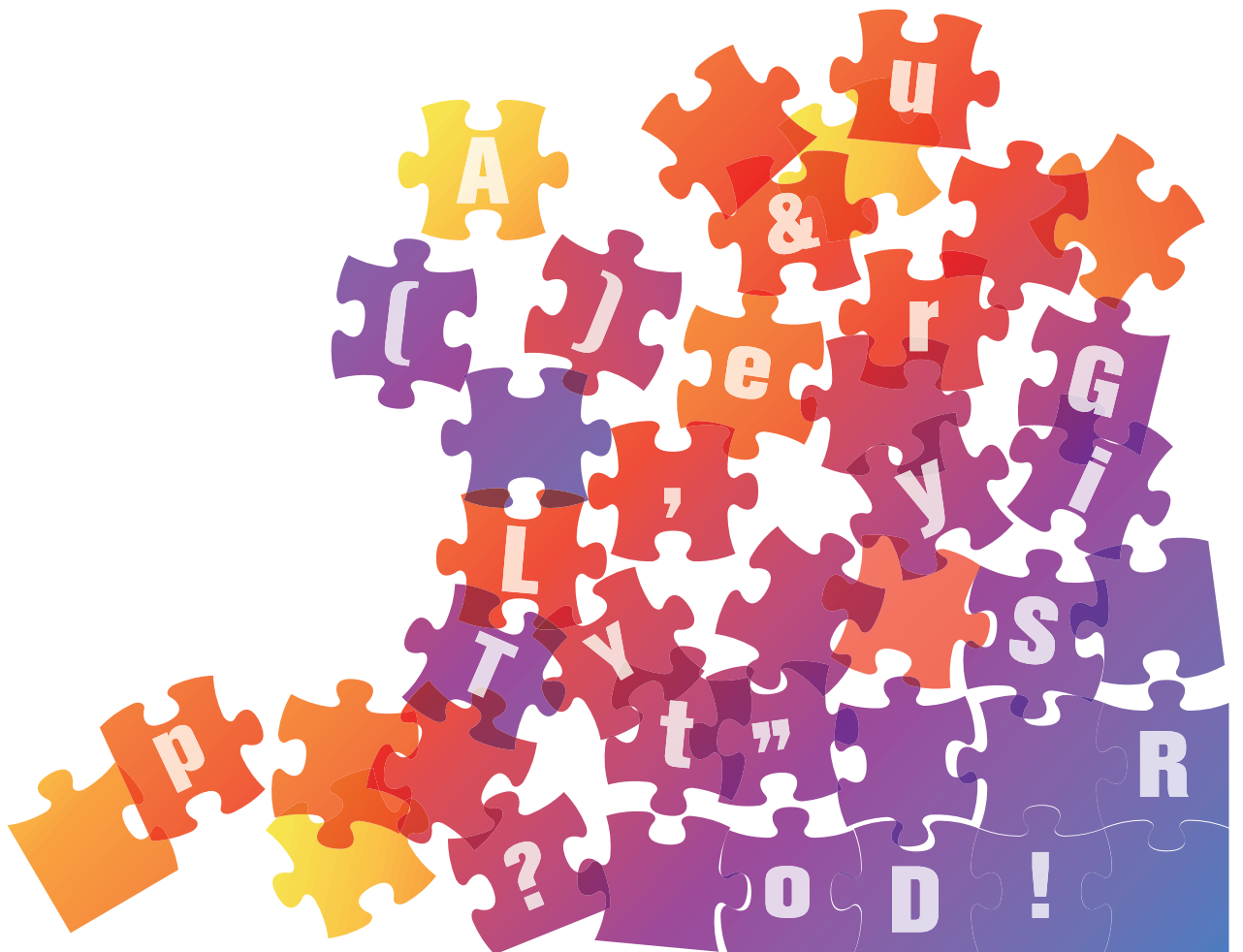
1. Sort into adjectives and nouns.

adjective	noun

2. Tell your partner how to spell each word and then use in sentences.



Term 2



The /ai/ sound spelt -y at the end of words

e.g. cry, fly, dry, my, reply, July, fry, try, by, why



1. Look, say, cover, write and check words.



2. Make up a nonsense poem using some of the words.



words ending -il

e.g. pencil, fossil, nostril, pupil, stencil, April, gerbil, lentil, basil

Tell a partner a sentence with each word in and then write down at least 3.

1.

2.



3.



4.

5.



Adding -es to nouns and verbs ending in consonant letter-y

e.g. cry, fly, fry, try, reply, dry- verbs

sky, baby, penny, army, berry, cherry, puppy,
jelly -nouns

1. Add es to all the nouns and change y to i correctly.

noun	add -es	y to i?
sky		
baby		
penny		
army		
berry		
cherry		
puppy		
jelly		



Adding -ed, -ing, -er and -est to root words ending in -y

e.g. cry, fly, fry, try, reply, dry, say, lay, happy

1. Change root words and check they make sense.

root word	-ed	-ing	-er	-est
cry				
fly				
try				
reply				
dry				
say				
lay				
happy				



Adding the endings -ing, -ed, -er, -est and -y to words ending in vowel -consonant-e

e.g. hike, nice, shine, mine, like, strike, bike

1. Change root words and check they make sense.

root word	-ed	-ing	-y	-er	-est
hike					
nice					
shine					
mine					
like					
strike					
bike					



2. Use words in verbal and written sentences and write at least 3 down.

1.



2.

3.



Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a consonant after a vowel

e.g. hum, drum, stop, sit, pat, drop, sad, mad, bad, fat, run, mix, fix

1. Change root words and check they make sense.

root word	-ed	-ing	-y	-er	-est
hum					
drum					
stop					
sit					
pat					
drop					
sad					



root word	-ed	-ing	-y	-er	-est
mad					
bad					
fat					
run					
mix					
fix					



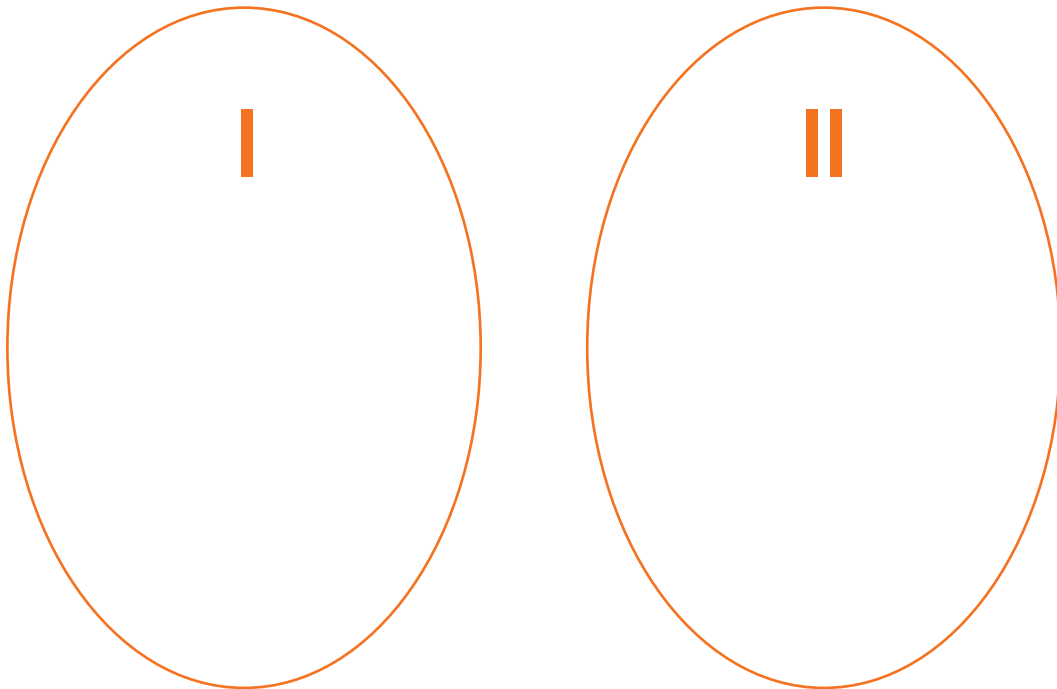
2. Choose some unusual words from the lists and tell your partner sentences with them.



a before l and ll

e.g. all, ball, fall, tall, stall, small, walk, talk, stalk, always, also, almost, although

1. Play Which Hoop? to sort into 1 or 2 ls.



2. Play Word Hunt as groups to find the most examples in books.





e.g. other, brother, mother, another, smother, nothing, Monday



1. Look, say, cover, write and check words.

other	
brother	
mother	
another	
smother	
nothing	
Monday	

2. Choose at least 3 of the words and use them in sentences to show you understand how to use them correctly.



1.

2.

3.



-ey words

e.g. donkey, monkey, chimney, valley, trolley, key



singular	plural
donkey	

1. Complete the table above.



a after w and qu

e.g. squash, quantity, want, watch, wander



1. Look, say, cover, write and check words.

squash	
quantity	
want	
watch	
wander	

2. Make up an acrostic poem for at least one of the words.

quality _____



umbrellas _____

are always _____

necessary when it starts _____

to rain in the city, even _____



if you wear a coat _____

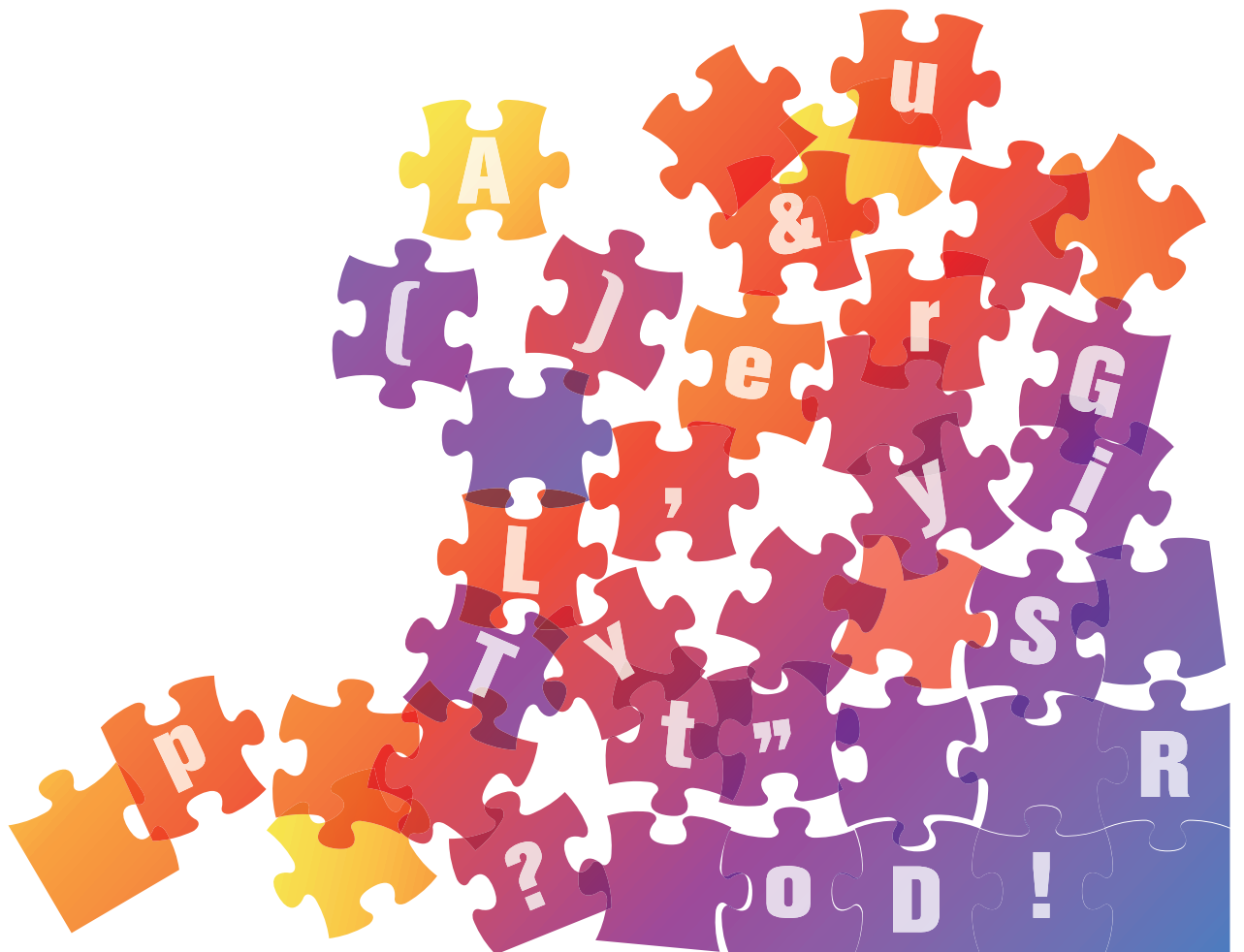


you dry _____





Term 3



or after w

e.g. word, worm, work, world, worth

1. Make up a mnemonic to help remember spelling,



e.g wobbly orang-utans reading magazines.

2. Make up sentences using the words to show you know how to use them.

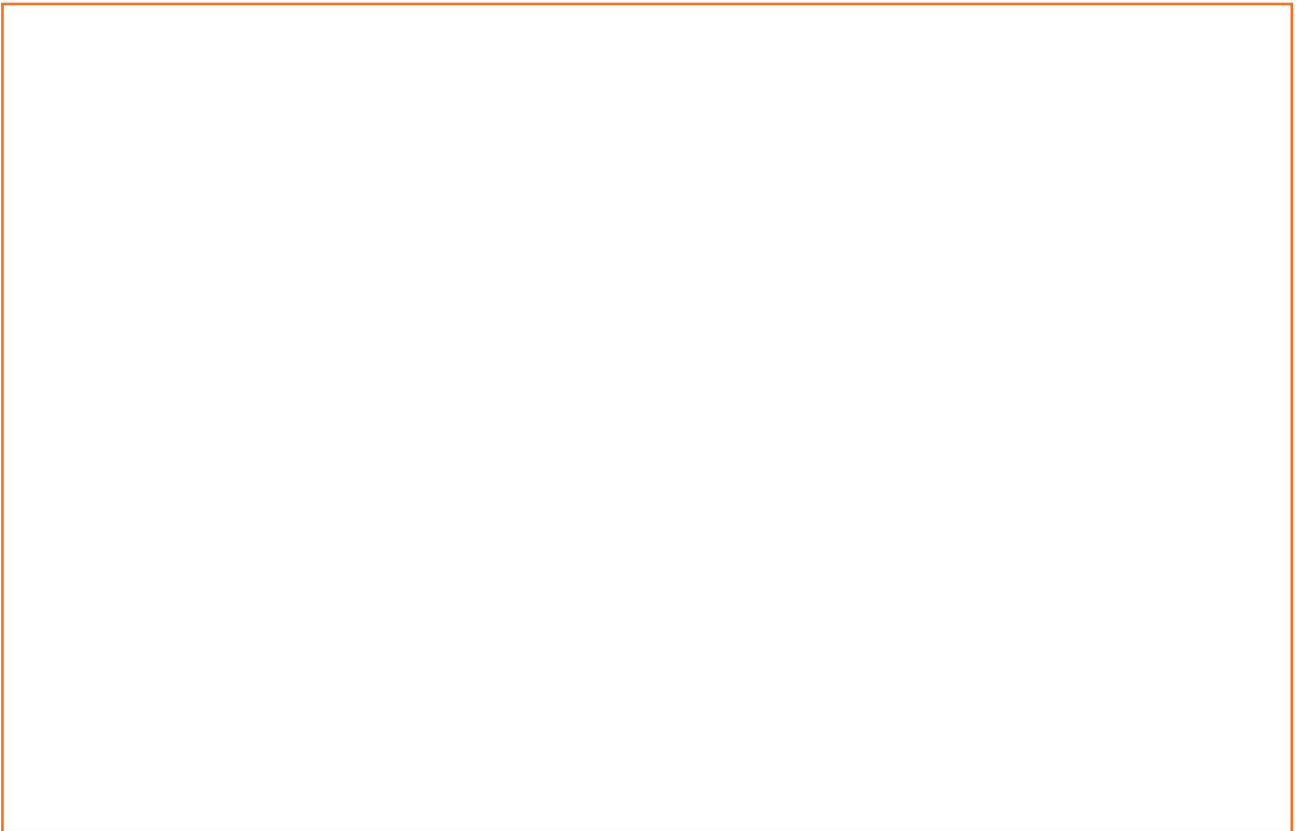




ar after w

e.g. war, warm, towards

1. Quickwrite each word as many times as possible in 1 minute.



2. Write sentences using the words.

1.



2.

3.



The 'z' sound spelt s

e.g. television, vision, decision, treasure, pleasure, measure, usual, usually, unusual

1. Look, say, cover, write and check words.

television	
vision	
decision	
treasure	
pleasure	
measure	
usual	
usually	
unusual	

2. Which word fits? Put the correct word into the sentences.

It was _____ to find the dog in the cat's bed.

It gave me great _____ having an ice-cream on a hot, sunny day.

I switched on the _____ after finishing my homework.



I went to the optician so they could check my _____
was ok.

We searched for the _____ chest
buried in the sand.

I had to _____ the present to check I had
enough wrapping paper.

I _____ have cereal and toast for breakfast.

I had to make a _____ about which film I
wanted to watch at the cinema.

I sat in my _____ place on the sofa to watch tv.



The suffixes -ment, -ness, -ful, -less and -ly

e.g. enjoyment, employment, sadness, madness, gladness, careful, cheerful, playful, hopeful, hopeless, badly, sadly, gladly, madly

1. Add a suffix and check they make sense.

root	ment	ness	ful	less	ly
enjoy	enjoyment	X	X	X	X
sad					
employ					
mad					
glad	X	gladness	X	X	gladly
care					
cheer					
play					
hope					
bad					



Contractions

e.g. won't, shan't, can't, wouldn't, shouldn't, couldn't, mustn't, it's, I'll, he'll, she'll, we'll, they'll, that's, there's (is, has, was depending on tense), where's (is, was depending on tense)

1. Sort into missing word groups.

will	not	is	has



2. Make up sentences with a partner and write down at least 3 of them.

1.

2.

3.



The possessive apostrophe (singular nouns)

e.g. Peter's, Ravi's, the girl's, the boy's, the woman's, the child's, the man's, the dog's, the cat's

1. Make up verbal sentences to use the word with and without the apostrophe, e.g This is the house where Peter lives. This is Peter's house.

2. Write sentences for at least 3 of the words to show how to use the apostrophe correctly.



1.



2.

3.



Words ending in -tion

e.g. station, motion, fiction, national, section, infection

1. Look, say, cover, write and check words.

station	
motion	
fiction	
national	
section	
infection	

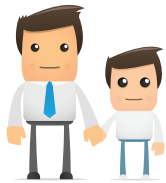


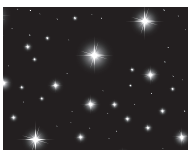
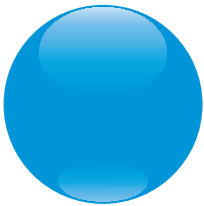
Homophones and near-homophones

e.g. there, their, they're, here, hear, quite, quiet, see, sea, bare, bear, one, won, sun, son, to, too, two, be, bee, blue, blew, new, knew, night, knight

1. Match the words to the pictures.







Common exception words

1. door, floor, poor, because, find, kind, mind, behind, child(ren), wild, climb

2. most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty

3. beautiful, after, father, plant, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole

4. any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas.



1. Look, say, cover, write and check words.

door	
floor	
poor	
because	
find	
kind	
mind	
behind	
child/ren	
climb	
wild	
most	
only	
old	
cold	
gold	
hold	
told	
every	
everybody	
even	
great	
break	
steak	
pretty	
both	

Make up mnemonics to help you remember some of the words.

2. Look, say, cover, write and check words.

beautiful	
after	
father	
plant	
hour	
move	
prove	
improve	
sure	
sugar	
eye	
could	
should	
would	
who	
whole	

Make up mnemonics to help you remember some of the words.



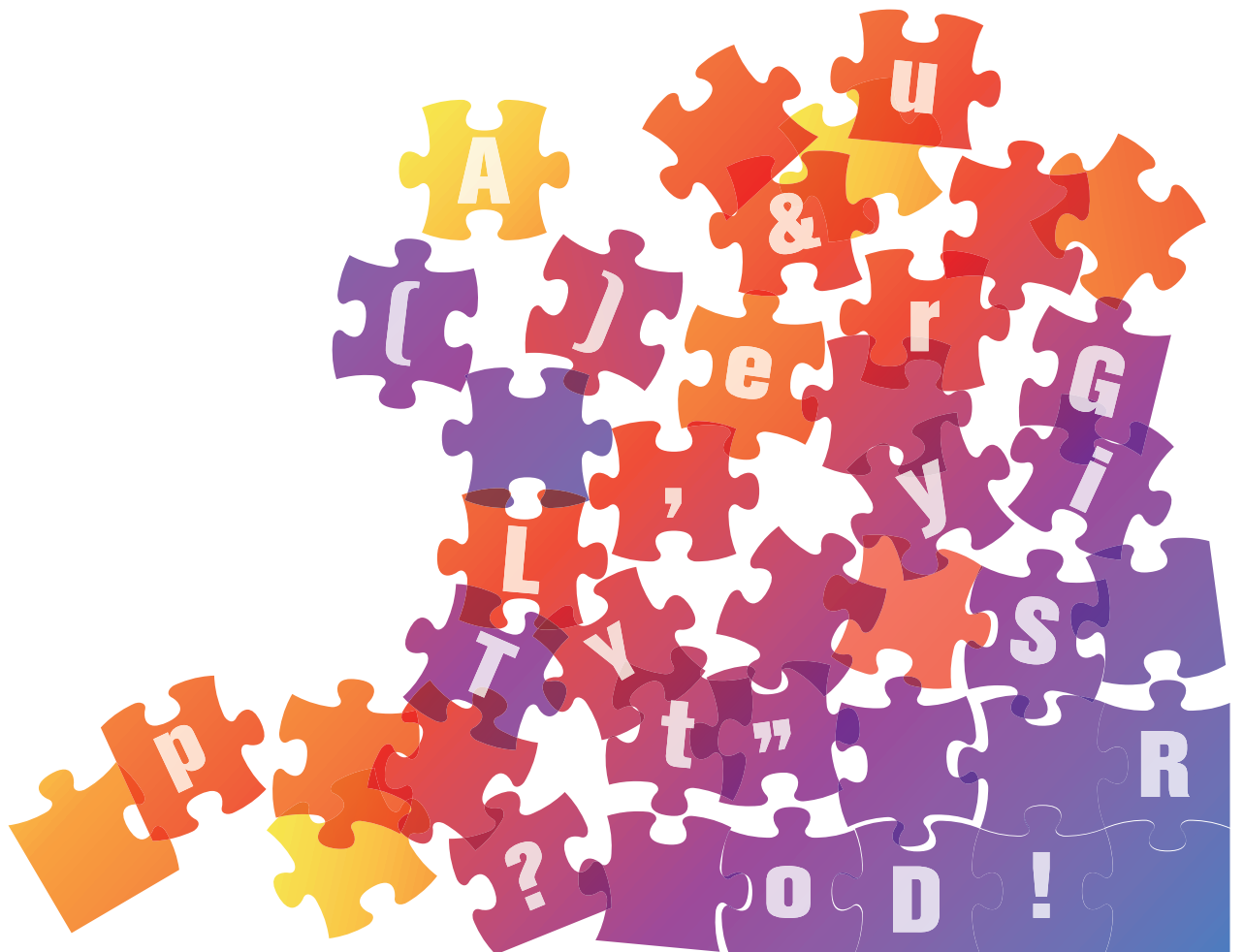
3. Look, say, cover, write and check words.

any	
many	
clothes	
busy	
people	
water	
again	
half	
money	
Mr	
Mrs	
parents	
Christmas	

Make up mnemonics to help you remember some of the words.



Appendix



Year 1 Term 1 Words

ff

word	read	spell	apply
off			
stiff			
staff			
stuff			
cliff			

ll

word	read	spell	apply
tall			
stall			
call			
fall			
sell			
tell			
fell			
fill			
kill			
till			
pull			
cull			
well			
full			
dull			
doll			
loll			
roll			
toll			
yell			

SS

word	read	spell	apply
hiss			
boss			
toss			
moss			
miss			
mess			
across			
loss			
dress			
cross			
press			
class			
less			
pass			
miss			
kiss			

ZZ

word	read	spell	apply
fizz			
jazz			
frizz			
fuzz			
whizz			
buzz			



ck

word	read	spell	apply
pick			
lick			
track			
truck			
peck			
quick			
quack			
luck			
sock			
sack			
rack			
back			
pack			
tick			
kick			
stick			

oo

word	read	spell	apply
too			
spoon			
soon			
moon			
pool			
fool			
food			
zoo			

ur


word	read	spell	apply
turn			
Thursday			
burst			
lurch			
church			
hurt			
burn			

ar

word	read	spell	apply
car			
harm			
charm			
farm			
arm			
far			
mark			
lark			
park			
part			
start			
star			





ai and oi



word	read	spell	apply
rain			
gain			
pain			
foil			
joint			
point			
soil			
boil			
coin			
join			
afraid			
laid			
paid			
train			
wait			

ay and oy



word	read	spell	apply
boy			
pay			
away			
way			
stay			
pray			
day			
say			
play			
annoy			
enjoy			
toy			



ea (long e sound)

word	read	spell	apply
read			
reach			
teach			
each			
cheat			
seat			
meat			
clean			
dream			
pea			
sea			
bead			
knead			

ee

word	read	spell	apply
meet			
peek			
sleek			
seek			
week			
fee			
tree			
see			
green			
seen			
been			
fleet			
feet			
sheet			

ou

word	read	spell	apply
out			
found			
pound			
sound			
around			
round			
mouth			
snout			
sprout			
scout			
about			

igh

word	read	spell	apply
high			
light			
sight			
fright			
bright			
fight			
night			

ie- i sound

word	read	spell	apply
lie			
dried			
died			
tried			
cried			
pie			
tie			

ir

word	read	spell	apply
girl			
thirst			
first			
flirt			
shirt			
third			
bird			
twirl			



ue

word	read	spell	apply
blue			
Tuesday			
rescue			
true			
clue			



ew

word	read	spell	apply
new			
blew			
chew			
threw			
drew			
flew			
grew			
few			



ph and wh words

word	read	spell	apply
phone			
phonics			
alphabet			
dolphin			
elephant			
who			
wheel			
which			
why			
when			
where			
what			

oa

word	read	spell	apply
foal			
goal			
coach			
toad			
road			
moat			
float			
coat			
boat			



oe

word	read	spell	apply
toe			
goes			
toes			



a-e

word	read	spell	apply
game			
same			
lame			
fame			
plate			
gate			
slate			
skate			
cage			
safe			
jade			
fade			
made			
fare			
bare			
share			
care			
shake			
take			
cake			
bake			



e-e

word	read	spell	apply
theme			
these			
scheme			
complete			
scene			

i-e

word	read	spell	apply
like			
alive			
five			
hive			
hide			
wide			
stride			
side			
ride			
wife			
life			
strike			
bike			







o-e



word	read	spell	apply
phone			
some			
home			
mole			
pole			
stole			
hole			
chose			
those			
shone			
scone			
lone			

u-e



word	read	spell	apply
cute			
tune			
tube			
use			
rude			
rule			
June			



OW

word	read	spell	apply
cow			
how			
now			
brown			
town			
clown			
frown			
own			
blow			
snow			
slow			
grow			
show			
tow			

er- unstressed

word	read	spell	apply
bigger			
stronger			
quicker			
better			
summer			
winter			
sister			



er- stressed

word	read	spell	apply
her			
term			
verb			



ie- e sound

word	read	spell	apply
chief			
relief			
grief			
thief			
field			
shield			

ear – ear or er sound



word	read	spell	apply
dear			
hear			
beard			
near			
year			
clear			
fear			
spear			
pear			
bear			
wear			

air

word	read	spell	apply
air			
flair			
chair			
hair			
pair			
fair			

tch

word	read	spell	apply
catch			
scratch			
witch			
fetch			
stitch			
ditch			
hutch			
hatch			
match			
batch			
latch			



nk

word	read	spell	apply
think			
honk			
sunk			
bunk			
trunk			
junk			
frank			
blank			
sank			
tank			
link			
stink			
blink			
brink			
clink			
sink			
pink			



are-air sound

word	read	spell	apply
bare			
dare			
care			
stare			
scare			
share			
scared			

or

word	read	spell	apply
for			
morning			
worn			
horse			
torn			
born			
sport			
short			
fort			



ore



word	read	spell	apply
sore			
spore			
tore			
shore			
wore			
before			
score			
more			

aw



word	read	spell	apply
claw			
crawl			
yawn			
draw			
raw			
saw			

au



word	read	spell	apply
author			
August			
astronaut			
dinosaur			

ending in v

word	read	spell	apply
love			
live			
gave			
give			
have			
active			
thrive			
dive			
hive			

compound words

word	read	spell	apply
football			
carport			
blackberry			
bedroom			
farmyard			
playground			



verb + ing, ed or er

word	read	spell	apply
stamp			
camp			
jump			
buzz			
hunt			
yell			
roll			
loll			
dull			
pull			
kill			
fill			



adding er and est to adjectives

word	read	spell	apply
bold			
cold			
old			
black			
slick			
thick			
quick			
fresh			
grand			



plurals- s and es

word	read	spell	apply
boy			
girl			
table			
pen			
party			
army			
baby			
lady			
cat			
dog			
spend			
rock			
thank			
catch			

prefix -un

word	read	spell	apply
unable			
unsteady			
unhappy			
unfair			
untidy			
undo			
unload			
unlock			
unimportant			



k for the /k/ sound



word	read	spell	apply
Kent			
sketch			
kit			
kin			
kill			
skin			
skill			
skip			
kettle			
skyscraper			
sky			

Words ending -y

(/i:/ or /ɪ/ depending on accent)



word	read	spell	apply
very			
easy			
scary			
runny			
sunny			
mummy			
tummy			
hungry			
thirsty			
family			
party			
funny			
steady			
ready			
happy			



Common exception words

word	read	spell	apply
the			
a			
do			
to			
today			
of			
said			
says			
are			
were			
was			
is			
his			
has			
I			
you			
your			
they			
be			
he			
me			
she			
we			
no			
go			
so			
by			
my			
here			



Common exception words

word	read	spell	apply
there			
where			
love			
come			
some			
one			
once			
our			
house			
full			
pull			
push			
put			
school			
friend			
ask			



dge

word	read	spell	apply
badge			
edge			
hedge			
badge			
bridge			
fridge			
dodge			
lodge			
splodge			
fudge			
budge			

ge

word	read	spell	apply
age			
cage			
rage			
huge			
change			
range			
charge			
bulge			
village			



g or j



word	read	spell	apply
jar			
jacket			
jog			
join			
adjust			
gem			
giant			
magic			
giraffe			
energy			

c before e, i and y



word	read	spell	apply
race			
face			
space			
ice			
slice			
dice			
price			
cell			
city			
fancy			

kn and gn words

word	read	spell	apply
knee			
know			
knock			
gnat			
gnaw			

wr words

word	read	spell	apply
write			
written			
wrote			
wrong			
wrap			



-le at the end of words

word	read	spell	apply
table			
fable			
apple			
topple			
bottle			
little			
middle			
fiddle			
juggle			
double			
trouble			
terrible			
horrible			
sample			
simple			
example			
candle			
handle			
needle			
cradle			
cycle			
uncle			
circle			
tickle			
trickle			
tackle			
chuckle			



The /l/ or /əl/ sound spelt -el at the end of words

word	read	spell	apply
camel			
tunnel			
squirrel			
travel			
towel			
trowel			
tinsel			

The /l/ or /əl/ sound spelt -al at the end of words

word	read	spell	apply
hospital			
metal			
actual			
legal			
pedal			
animal			
capital			



The /aɪ/ sound spelt -y at the end of words



word	read	spell	apply
cry			
fly			
dry			
my			
reply			
July			
supply			
by			
why			

Words ending -il




word	read	spell	apply
pencil			
fossil			
nostril			
pupil			
stencil			
April			
gerbil			
lentil			
basil			

Adding -es to nouns and verbs ending in consonant letter-y

word	read	spell	apply
puppy			
jelly			
cherry			
berry			
army			
penny			
baby			
sky			
dry			
reply			
try			
fry			
fly			
cry			




Adding -ed, -ing, -er and -est to root words ending in consonant letter-y



word	read	spell	apply
flying, flyer			
fryer, fried, frying			
crier, cried, crying			
tryer, tried, trying			
replied, replying, replier			
lay, laid, layer, laying			
happier, happiest			
say, saying			
dried, drying, drier, driest			

Adding the endings -ing, -ed, -er, -est and -y to words ending in vowel letter-consonant letter-e



word	read	spell	apply
hiking, hiked, hiker			
nicer, nicest			
shiny, shiniest, shinier, shined, shining			
mining, mined, miner			
liking, liked			
striking, struck, striker			
biking, biker, biked			

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

word	read	spell	apply
humming, hummed, hummer			
drumming, drummed, drummer			
stopping, stopped, stopper			
sitting, sitter			
patting, patted, patter			
dropping, dropped, dropper			
sadder, saddest			
madder, maddest			
badder, baddest			
fatter, fattest			
running, runner, runny			
mixing, mixed, mixer			
fixing, fixed, fixer			



The /ɔ:/ sound spelt a before l and ll



word	read	spell	apply
all			
ball			
fall			
tall			
stall			
small			
walk			
talk			
stalk			
always			
also			
almost			
although			

The /ʌ/ sound spelt o



word	read	spell	apply
other			
brother			
mother			
another			
smother			
nothing			
Monday			



The /i:/ sound spelt -ey

word	read	spell	apply
donkey			
monkey			
chimney			
valley			
trolley			
key			

The /ɒ/ sound spelt a after w and qu

word	read	spell	apply
squash			
quantity			
want			
watch			
wander			

The /ɜ:/ sound spelt or after w

word	read	spell	apply
word			
worm			
work			
world			
worth			



The /ɔ:/ sound spelt ar after w

word	read	spell	apply
war			
warm			
towards			



The /z/ sound spelt s

word	read	spell	apply
television			
vision			
decision			
treasure			
pleasure			
measure			
usual			
usually			
unusual			



The suffixes -ment, -ness, -ful, -less and -ly

word	read	spell	apply
enjoyment			
employment			
sadness			
madness			
gladness			
careful			
cheerful			
playful			
hopeful			
hopeless			
badly			
sadly			
madly			
gladly			



Contractions

word	read	spell	apply
won't			
shan't			
can't			
wouldn't			
shouldn't			
couldn't			
mustn't			
it's			
I'll			
he'll			
she'll			
we'll			
they'll			
that's			
there's			
where's			



The possessive apostrophe (singular nouns)

word	read	spell	apply
Peter's			
Ravi's			
the girl's			
the boy's			
the woman's			
the child's			
the man's			
the dog's			
the cat's			



Words ending in -tion

word	read	spell	apply
station			
motion			
fiction			
national			
section			
infection			

Homophones and near-homophones

word	read	spell	apply
there, their, they're			
here, hear			
quite, quiet			
see, sea			
bare, bear			
one, won			
sun, son			
to, too, two			
be, bee			
blue, blew			
new, knew			
night, knight			



Common exception words

word	read	spell	apply
door			
floor			
poor			
because			
find			
kind			
mind			
behind			
child(ren)			
wild			
climb			
most			
only			
both			
cold			
gold			
hold			
told			
every/body			
great			
even			
break			
steak			
pretty			
beautiful			
after			
father			
plant			



Common exception words

word	read	spell	apply
hour			
move			
prove			
improve			
sure			
sugar			
eye			
could			
should			
would			
who			
whole			
any			
many			
clothes			
busy			
people			
water			
again			
half			
money			
Mr			
Mrs			
parents			
Christmas			



