

SPELLING RULES AND STRATEGIES

The spelling rules below are introduced in Level 5 (Year 3 and Year 4) and revisited in Year 5 and Year 6. By the end of Year 6, children are expected to know these rules and be able to use them consistently in their writing.

Spelling instruction requires a systematic exploration of spelling patterns and spelling strategies such as sounding out phonemes, onset and rime, syllabification, identifying smaller words in longer words, using blends and making use of the Look and Say method.

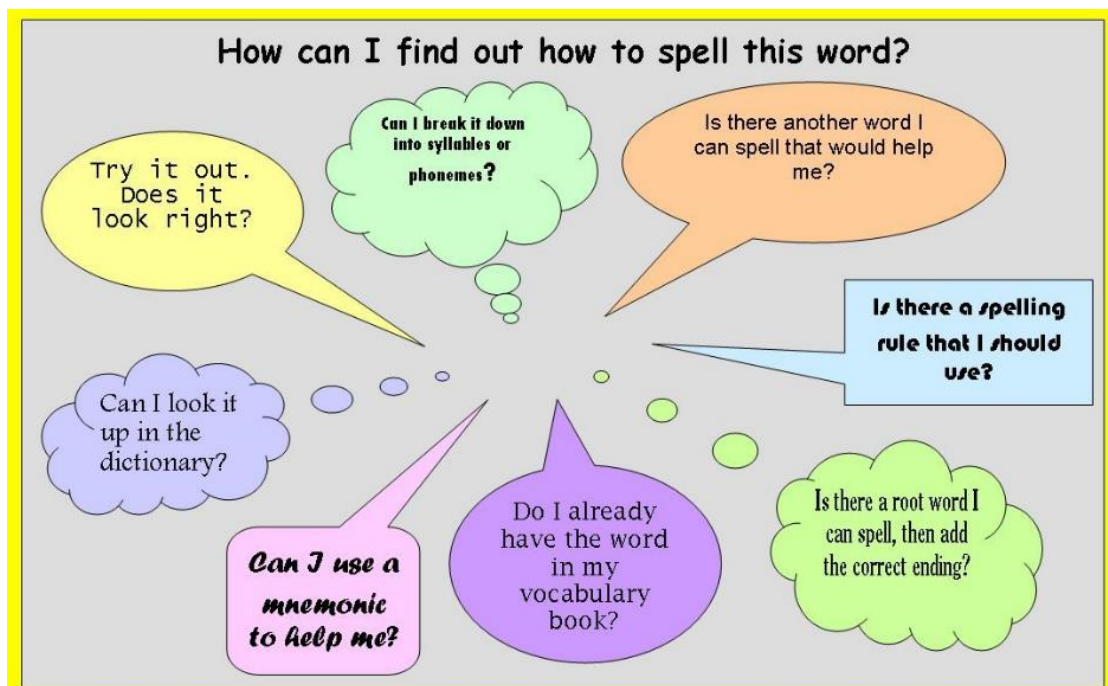
	Rule	Examples
Plurals	Add <i>-s</i> to the root (usually when it ends in consonant or <i>-e</i>)	castles, creatures, engines, materials, pieces, foundation, articles, visitors
	<i>-y</i> changes to <i>-i</i> , then add <i>-es</i>	bodies, cities, families
	Irregular plurals	people, feet, sheep, teeth, deer
	Words ending in <i>-ch</i> , <i>-sh</i> , <i>-x</i> or <i>-s</i> , add <i>-es</i> at the end	churches, brushes, foxes, dresses
	Words ending in <i>-f</i> , become <i>-ves</i> (some just add <i>-s</i>)	thieves, roofs
	Words ending in <i>o</i> , add <i>-s</i> or <i>-es</i> (Usually, it's an <i>-s</i> for a <i>vowel+o</i> at the end of the word, and <i>-es</i> for a <i>consonant+o</i>)	videos, potatoes
Verbs: Present/past/ future tense	Add <i>-ing</i>	building, climbing, gleaming, spreading, vanishing, fighting
	Drop final <i>-e</i> before adding <i>-ing</i>	challenging, escaping, including, moving, raising
	Double last consonant before adding <i>-ing</i>	beginning, planning, stopping, swimming
	Add <i>-ed</i> for past tense	absorbed, finished, disappeared, remained, stretched

	Double last consonant before adding <i>-ed</i> (usually one/two syllable root words)	grabbed, occurred, planned, slipped
	verb ending in <i>-y</i> , change <i>-y</i> into <i>-i</i> , then add <i>-ed</i>	carried, qualified, satisfied
	Verbs adding just <i>-d</i>	disguised, excited, involved, required
Adverbs (<i>-ly</i>)	Double consonants	actually, carefully, generally
	Add <i>-ly</i> to words ending in consonant or after long vowel	frequently, highly, importantly, extremely
	Drop <i>-e</i> , then add <i>-ly</i>	gently
<i>-ie-</i> or <i>-ei-</i>	<i>i</i> before <i>e</i> except after <i>c</i> (does not always apply)	believe, pierce, friends, ceiling
Prefix (alter the meaning of the word)	<i>anti-</i> ; <i>auto-</i> , <i>bi-</i> ; <i>dis-</i> ; <i>in-</i> ; <i>im-</i> ; <i>ir-</i> ; <i>mis-</i> ; <i>multi-</i> , <i>over-</i> ; <i>pre-</i> ; <i>semi-</i> ; <i>sub-</i> ; <i>super-</i> ; <i>un-</i>	antisocial, autobiography, bilingual, disadvantage, invisible, improper, irresponsible, misunderstanding, multi-media, oversleep, prehistory, semicircle, subway, supernatural, unlovable,
Suffix	<i>-al</i> , <i>-ee</i> , <i>-er</i> , <i>-ful</i> , <i>-hood</i> , <i>-ify</i> , <i>-ity</i> , <i>-ion</i> , <i>-ism</i> , <i>-ist</i> , <i>-ive</i> , <i>-less</i> , <i>-ment</i> , <i>-ness</i> , <i>-or</i> , <i>-ous</i> , <i>-ship</i> ,	brutal, employee, employer, hopeful, childhood, purify, flexibility, pollution, journalism, pianist, active, useless, enjoyment, happiness, supervisor, furious, friendship,
Superlatives	Add <i>-est</i> to describe the highest or lowest limit	biggest, largest, nastiest
Comparatives	Add <i>-er</i> to make direct comparatives	bigger, larger, nastier
Compound words	Joining two words together	countryside, headquarters, throughout
Silent letters in words	Many letters are used 'silently' in words. Children should be able to identify their presence by considering the word structure.	castles, hedges, knowledge, wrestling

Homophones	Words with the same sound but spelt differently	heard – herd, weight – wait; where – wear – were
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Teaching strategies

- Good spellers have good memories AND good problem solving.
- Learners need to develop a range of strategies for spelling and can ask themselves, “**What can I do to help me spell this word?**”
- Having a repertoire of strategies and knowing when to apply them, is key to successful spelling.
- Strategies give learners skills and actions for HOW to spell unfamiliar or unseen words.
- Transferable to all words – learners are not limited to the words they know, have seen or used.
- Spelling should be regarded as a thinking process involving a strategic approach, not a rote-learning task (McKenzie, 2005).
- The aim is to help learners develop a variety of spelling strategies and draw attention to common spelling patterns through analogy with other known words.



Spelling Strategies

1.	Sounding out the Word	Sounding the word out little by little.
2.	Mnemonics	Encourage learners to make up their own mnemonic (when possible) Because – big elephants can always understand small elephants. Colours of the Rainbow – Richard of York gained battle in vain
3.	Highlight helper	Colour in tricky parts of the word Wed <u>nes</u> day, col <u>ou</u> r.
4.	Say it as you spell it	Wed/nes/day; be/ca/use
5.	Chanting a charm	Difficulty = Mrs D, Mrs I, Mrs FFI, Mrs C, Mrs U, Mrs LTY
6.	Look Cover Write Check	Copy the correct spelling on paper, look at the word and memorise it by using the above strategies. Then cover the word and write it down. Uncover the original and check your spelling.
7.	Dictionary	Look up the word in a dictionary. Think about letter order.
8	Word structure	Learn common prefixes and suffixes and use them to break down words into parts to make them easier to learn (e.g. re – port – ed).
9	Syllables	Break words up into syllables. This is also called chunking.
10.	Words within words	Look for smaller words in the big word: elephant teacher
11,	Spelling by analogy	Knowing the correct spelling of one word can facilitate the spelling of other words that are related by sound or visual patterns: e.g., knowing how to spell take facilitates the spelling of words such as make, lake, bake, baker and bakery.

