






Mini Mystery: Spelling Rules

One of these culprits is responsible for stealing one thing from each of the sentences below. Each of the culprits has been caught red-handed, carrying their stolen goods away from the scene.

To crack the case, solve the puzzles and find the suspect who has every word or letter needed to correctly complete the sentences.

The suspects are:

 <p>Ray Franklin the letter 'b' confidence draft referred incredibly</p>	 <p>Georgia Black incredibly draught the letter 'b' referred confidence</p>	 <p>Khadija Zika confidance currant reffered incredibly the letter 'k'</p>	 <p>Wu Good the letter 'b' incredably past confidance referred</p>	 <p>Douglas Graham connfidance mourning the letter 'n' reffered incredible</p>
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Puzzle 1

Which word is missing from the sentence below? Tick **one** answer.

Do not climb on the roof; it is _____ dangerous.

- incredible
 incredible
 incredably
 incredibly

Puzzle 2

Which word is missing from the sentence below? Tick **one** answer.

The player strolled onto the pitch brimming with _____.

- confidance
 confidence
 connfidance
 connfidance

Puzzle 3

Insert the missing silent letter into the sentence below.

The police knew they had the correct suspect; there was no dout about it.

Mini Mystery: Spelling Rules

Puzzle 4

Which word is missing from the sentence below? Tick **one** answer.

The doctor _____ the patient for further tests.

referred

reffered

referred

reffered

Puzzle 5

Insert the correct homophone into the sentence below.

The broken window let in a terrible _____.






Which culprit stole from the sentences? _____

Mini Mystery: Spelling Rules

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Puzzle 1

Which word is missing from the sentence below? Tick **one** answer.

Do not climb on the roof; it is incredibly dangerous.

incredible

incredible

incredably

incredibly

Puzzle 2

Which word is missing from the sentence below? Tick **one** answer.

The player strolled onto the pitch brimming with confidence.

confidance

confidence

confnidence

confnidance

Puzzle 3

Insert the missing silent letter into the sentence below.

The police knew they had the correct suspect; there was no dout about it.

The police knew they had the correct suspect; there was no doubt about it.

Mini Mystery: Spelling Rules

Puzzle 4

Which word is missing from the sentence below? Tick **one** answer.

The doctor referred the patient for further tests.

referred

reffered

referred

reffered

Puzzle 5

Insert the correct homophone into the sentence below.

The broken window let in a terrible draught.

Which culprit stole from the sentences? **Georiga Black**.

Year 6 SATs Survival: Grammar, Punctuation & Spelling Booster Intervention Pack 6: Spelling Overview

	Session 1	Session 2	Session 3	Session 4	Session 5
Warm-Up	<p>ough Dear Me! Read and sort word cards according to the sound made by the letter string 'ough' in the word.</p>	<p>i Before e Except After c Use the rule to insert the correct letter pattern into a series of words. Will it be 'ie', 'ei' or an exception to the rule?</p>	<p>-fer Kerfuffle Recap the rule of adding suffixes to words ending in -fer, then select the correct spelling from three given words.</p>	<p>Sneaky Silent Letters Identify which silent letter is missing from a word and insert it into the correct place on a series of word cards.</p>	<p>Which Witch? Select and use the correct spelling of homophones and commonly confused words to fit into a given sentence.</p>
Input	<p>-cious or -tious Recap the spelling rule and reasoning behind the -cious and -tious spelling patterns and discuss exceptions to the rule. Can children complete and sort words into piles?</p>	<p>-cial or -tial Recap the spelling rule and reasoning behind the -cial and -tial spelling patterns and discuss exceptions to the rule. Can children complete and sort words into piles?</p>	<p>-ance or -ence Recap the spelling rule and reasoning behind the -ance and -ence spelling patterns. Similarly, discuss that -ancy and -ency work in the same way.</p>	<p>-able or -ible Recap the spelling rule and reasoning behind the -able and -ible spelling patterns. Similarly, discuss that -ably and -ibly work in the same way.</p>	<p>Rule Recap Recap the spelling rules covered this week by asking children to add the correctly-spelled ending onto a range of incomplete words.</p>
Apply	<p>Spot the Mistakes Children to read through a short story, identifying words which have incorrectly applied the -cious and -tious spelling rules.</p>	<p>Spelling Rule Spinner Use the spinner to land on a word ending. Children find a word card which would require that word ending to be correct.</p>	<p>Ending Jigsaws Children complete the word correctly by matching together two jigsaw pieces, adding either an -ance or -ence ending.</p>	<p>Mixed-Up Maze Children follow and colour the correctly-spelt path of words to find their way through the word maze.</p>	<p>Spelling Test Consolidate knowledge of mixed spelling rules by completing Spelling Dictation Test 6.</p>
Assess & Review	<p>Speedy Spellings Children to complete a short test of five -cious and -tious spellings in SATs dictation style. Mark and self-assess application of the rule.</p>	<p>Speedy Spellings Children to complete a short test of five -cial and -tial spellings in SATs dictation style. Mark and self-assess application of the rule.</p>	<p>Speedy Spellings Children to complete a short test of five -ance and -ence spellings in SATs dictation style. Mark and self-assess application of the rule.</p>	<p>Speedy Spellings Children to complete a short test of five -able and -ible spellings in SATs dictation style. Mark and self-assess application of the rule.</p>	<p>Celebrate Celebrate the child's spelling achievements with stickers and certificates. Use the opportunity for verbal feedback.</p>

Suggested Home Learning Links:

A Mini Mystery Game specifically covering and consolidating spelling rules.

-cious

-tious

The root word is **vice**
The adjective would be **vi**_ _ _ _ _

The root word is **price**
The adjective would be **pre**_ _ _ _ _

The root word is **conscience**
The adjective would be **cons**_ _ _ _ _

The root word is **malice**
The adjective would be **mali**_ _ _ _ _

The root word is **fierce**
The adjective would be **fero**_ _ _ _ _

The root word is **ambition**
The adjective would be **ambi**_ _ _ _ _

The root word is **caution**
The adjective would be **cau**_ _ _ _ _

The root word is **infection**
The adjective would be **infec**_ _ _ _ _

The root word is **nutrition**
The adjective would be **nutri**_ _ _ _ _

The root word is **superstition**
The adjective would be **supersti**_ _ _ _ _

The root word is **religion**
The adjective would be **relig**_ _ _ _ _

The root word is **contagion**
The adjective would be **contag**_ _ _ _ _

'or' like in sort

'uff' like in gruff

'oe' like in toe

'oo' like in zoo

'ow' like in cow

'uh' like in courage

dough

bought

tough

ought

plough

although

enough

brought

though

rough

borough

bough

thought

nought

thorough

fought

through

Spelling: Session 1

Preparation	<p>Print: ough Dear Me! Word Cards, -cious or -tious Word Cards, Spot the Mistakes Story, Speedy Spellings Task Sheet, Speedy Spellings Teacher Script, Speedy Spellings Answer Cards.</p> <p>Trim: ough Dear Me! Word Cards, -cious or -tious Word Cards, Speedy Spellings Answer Cards.</p> <p>Source: Pencils</p>
Warm-Up	<p>ough Dear Me! Explain to the child that the 'ough' letter string is one of the trickiest spellings in the English language because it is used to spell a number of different sounds. Present the child with the ough Dear Me! Word Cards and ask them to read them aloud. Show the child the heading cards from within the pack. Explain that the 'ough' in the words on the cards will make one of six different sounds. Ask the child to re-read the words and, this time, sort them into piles according to the sound that the 'ough' letter string makes in the word. Address any misconceptions. The cards should be sorted as follows:</p> <p>'or' like in sort: bought, ought, brought, thought, nought, fought</p> <p>'uff' like in gruff: tough, enough, rough</p> <p>'oe' like in toe: dough, although, though</p> <p>'oo' like in zoo: through</p> <p>'ow' like in cow: plough, bough</p> <p>'uh' like in courage: borough, thorough</p> <p>Can the child sort words containing the 'ough' letter string by the sound 'ough' makes in the word?</p>
Input	<p>-cious or -tious Explain today that you are going to recap the spelling rules for a common word ending – the sound 'shus' made by the spelling patterns -cious and -tious. These word endings are usually used to create adjectives from nouns.</p> <p>The ending -cious is used when the root word ends with the letters 'ce'. When the root word ends in 'ce', remove the 'e' and add -cious. For example, the noun 'space' becomes the adjective 'spacious' and the noun 'malice' becomes the adjective 'malicious'.</p> <p>The ending -tious is used when the root word ends with the letters 'tion'. When the root word ends in 'tion', remove this ending and replace it with 'tious'. For example, the noun 'nutrition' becomes the adjective 'nutritious' and the noun 'caution' becomes the adjective 'cautious'.</p> <p>As with most spelling rules, there are exceptions. If the root word has a different ending, the adjective created is likely to end in 'ious'. For example, the noun 'religion' would become the adjective 'religious' and the noun 'contagion' would become the adjective 'contagious'. There are exceptions which differ completely, such as the adjective 'fictitious'. The exceptions to the rule simply need to be learnt.</p> <p>Provide the child with the shuffled -cious or -tious Word Cards. Ask the child to look at the ending of the root word on the card and use this to help them to decide on the correct spelling rule to apply. Encourage the child to verbalise their logic as they complete the words on the cards, spelling them correctly. Address any misconceptions.</p> <p>Is the child able to recognise and apply the rules for adding -cious and -tious word endings?</p>

Apply	<p>Spot the Mistakes</p> <p>Provide the child with the Spot the Mistakes Story. Ask them to read through the fake news article and circle any words that apply the -cious or -tious spelling rules incorrectly. There are six errors in total. Ask the child to then correct the six errors, verbally providing their reasoning as to why the spelling is incorrect, for example:</p> <ul style="list-style-type: none"> <i>I know that the word 'caucious' is incorrect because the root word 'caution' ends in 'tion'. This means the correct spelling should be 'cautious'.</i> <p>Is the child able to use their knowledge of the -cious and -tious spelling rules to identify and correct mistakes within a piece of text?</p>
Assess & Review	<p>Speedy Spellings</p> <p>Provide the child with the Speedy Spellings Task Sheet. Explain that you are going to quickly assess their knowledge of the spelling rules they have recapped in today's session. Using the Speedy Spellings Teacher Script, conduct the spelling test. Then, give the child the Speedy Spellings Answer Cards so that they are able to assess their own work. Address any misconceptions and support the child with any corrections.</p> <p>Can the child independently apply the -cious and -tious spelling rules to unseen words?</p>

ambitious

cautious

malicious

nutritious

suspicious

Speedy Spellings Session 1 Task Sheet

1. My sister is quite _____.
2. Be _____ when handling dangerous materials.
3. The bully acted in a _____ way.
4. My lunch today was healthy and _____.
5. The way you are acting is making me _____.

End of test

Speedy Spellings Session 1

Teacher notes:

- Each speedy spelling test should take approximately 5 minutes to complete and mark, although you should allow pupils as much time as they need to complete them.
- Before the test, please read out the following instructions: 'Listen carefully to the instructions I am going to give you. I am going to read 5 sentences to you. Each sentence has a word missing on your sheet. You should listen carefully to the missing word and fill this in, making sure you spell it correctly. I will read the word, then the word within a sentence, then repeat the word. Do you have any questions?'
- Once pupils' questions have been answered, you should read the 5 spellings as shown below. Leave at least a 10-second gap between spellings.
- You should take care not to overemphasise spelling when reading out the words.

Speedy Spellings Session 1

Spelling 1: The word is **ambitious**.

My sister is quite ambitious.

The word is **ambitious**.

Spelling 2: The word is **cautious**.

Be cautious when handling dangerous materials.

The word is **cautious**.

Spelling 3: The word is **malicious**.

The bully acted in a malicious way.

The word is **malicious**.

Spelling 4: The word is **nutritious**.

My lunch today was healthy and nutritious.

The word is **nutritious**.

Spelling 5: The word is **suspicious**.

The way you are acting is making me suspicious.

The word is **suspicious**.

FEROCIOUS LION'S REPETITIOUS RAMPAGE

Residents in Leigh are again *caucious* today as the rebellious lion has made another *ambicious* escape from the town's zoo.

The *vitious* creature, potentially carrying numerous *infecious* diseases, made its way to the spacious woodland of Lilford Park to feast on the *luscious* greenery and *scrumptious* shrubs.

Police have made *spurious* attempts to catch the beast and have advised residents that the situation is *treacherous*.

"We are *suspitious* about the *repeticious* nature of this incident," commented PC Rory. "Our local shrubbery must be *incredibly delicious*!"

Answers

FEROCIOUS LION'S REPETITIOUS RAMPAGE

Residents in Leigh are again **cautious** today as the rebellious lion has made another **ambitious** escape from the town's zoo.

The **vicious** creature, potentially carrying numerous **infectious** diseases, made its way to the spacious woodland of Lilford Park to feast on the *luscious* greenery and *scrumptious* shrubs.

Police have made *spurious* attempts to catch the beast and have advised residents that the situation is *treacherous*.

"We are **suspicious** about the **repetitious** nature of this incident," commented PC Rory. "Our local shrubbery must be *incredibly delicious*!"

-cial

-tial

fa_ial

offi_ial

benefi_ial

spe_ial

so_ial

cru_ial

residen_ial

confiden_ial

poten_ial

essen_ial

influen_ial

par_ial

finan_ial

controver_ial

dec__ve

conc__ve

rec__ve

perc__ve

c__ling

n__ce

f__ld

f__rce

p__ce

shr__k

obed__nt

l__

prot__n

caff__ne

s__ze

Spelling: Session 2

Preparation	<p>Print: i Before e Except After C Word Cards, -cial or -tial Word Cards, Spelling Rule Spinner, Spelling Rule Word Cards, Speedy Spellings Teacher Script, Speedy Spellings Task Sheet, Speedy Spellings Answer Cards.</p> <p>Trim and prepare: i Before e Except After C Word Cards, -cial or -tial Word Cards, Spelling Rule Spinner, Spelling Rule Word Cards, Speedy Spellings Answer Cards.</p> <p>Source: A split pin, thick card, pencils.</p>
Warm-Up	<p>i Before e Except After c</p> <p>Recap the rule of 'i' before 'e' except after 'c' and explain that, although this is true for some words, there are also many exceptions, such as 'protein', 'caffeine' and 'seize'. Present the children with the shuffled i Before e Except After C Word Cards. Ask them to use the rule and the exceptions to add the two missing letters to the middle of each word. Address any misconceptions. The answers should be:</p> <p>ei: deceive, conceive, receive, perceive, ceiling</p> <p>ie: niece, field, fierce, piece, shriek, obedient, lie</p> <p>Exceptions: protein, caffeine, seize</p> <p style="color: green;">Can the child correctly spell words by applying the 'i' before 'e' except after 'c' rule?</p>
Input	<p>-cial or -tial</p> <p>Explain today that you are going to recap the spelling rules for a common word ending – the sound 'shul' made by the spelling patterns -cial and -tial. Although these word endings sound the same, there is a simple way to decide which spelling pattern should be used.</p> <p>The ending -cial is used if the ending is required after a vowel sound in the word. For example, the spelling -cial is used after the 'oa' sound in 'social' and after the 'e' sound in special.</p> <p>The ending -tial is used if the ending is required after a consonant sound in the word. For example, the spelling -tial is used after the consonant 'n' in 'potential' and after the 'n' in 'circumstantial'.</p> <p>As with most spelling rules, there are seven exceptions: financial, commercial, provincial, initial, spatial, palatial and controversial, the latter of which breaks the rule entirely by using an 's'. These seven exceptions simply need to be learnt. You may wish to write these on a whiteboard or piece of paper for the child to see.</p> <p>Provide the child with the shuffled -cial or -tial Word Cards. Ask the child to add the correct missing letter to the centre of the word based on the recapped rules, warning them to watch out to see if any of the seven exceptions are present. Encourage the child to verbalise their logic as they complete the words on the cards, spelling them correctly. Address any misconceptions.</p> <p style="color: green;">Is the child able to recognise and apply the rules for adding -cial and -tial word endings?</p>

<p>Apply</p>	<p>Spelling Rule Spinner Provide the child with the previously made Spelling Rule Spinner and trimmed Spelling Rule Word Cards. Ask the child to spin the spinner and then find a word card which requires that spelling rule in order to correctly complete the word. Ask the child to verbalise their logic as they choose the card, such as:</p> <ul style="list-style-type: none"> • <i>I know that this word would need to end in -cial because the ending comes after a vowel sound.</i> <p>Continue spinning the spinner until all word cards have been used. Is the child able to use their knowledge of the -cial and -tial spelling rules to correctly complete words?</p>
<p>Assess & Review</p>	<p>Speedy Spellings Provide the child with the Speedy Spellings Task Sheet. Explain that you are going to quickly assess their knowledge of the spelling rules they have recapped in today's session. Using the Speedy Spellings Teacher Script, conduct the spelling test. Then, give the child the Speedy Spellings Answer Cards so that they are able to assess their own work. Address any misconceptions and support the child with any corrections. Can the child independently apply the -cial and -tial spelling rules to unseen words?</p>

official

special

partial

essential

confidential



Speedy Spellings Session 2 Task Sheet

1. I bought my team's _____ football shirt.
2. Your birthday is a _____ day for you.
3. There was a _____ closure of the road.
4. It is _____ that you listen carefully.
5. I will keep your secret _____.

End of test

Speedy Spellings Session 2

Teacher notes:

- Each speedy spelling test should take approximately 5 minutes to complete and mark, although you should allow pupils as much time as they need to complete them.
- Before the test, please read out the following instructions: 'Listen carefully to the instructions I am going to give you. I am going to read 5 sentences to you. Each sentence has a word missing on your sheet. You should listen carefully to the missing word and fill this in, making sure you spell it correctly. I will read the word, then the word within a sentence, then repeat the word. Do you have any questions?'
- Once pupils' questions have been answered, you should read the 5 spellings as shown below. Leave at least a 10-second gap between spellings.
- You should take care not to overemphasise spelling when reading out the words.

Speedy Spellings Session 1

Spelling 1: The word is **official**.

I bought my team's official football shirt.

The word is **official**.

Spelling 2: The word is **special**.

Your birthday is a special day for you.

The word is **special**.

Spelling 3: The word is **partial**.

There was a partial closure of the road.

The word is **partial**.

Spelling 4: The word is **essential**.

It is essential that you listen carefully.

The word is **essential**.

Spelling 5: The word is **confidential**.

I will keep your secret confidential.

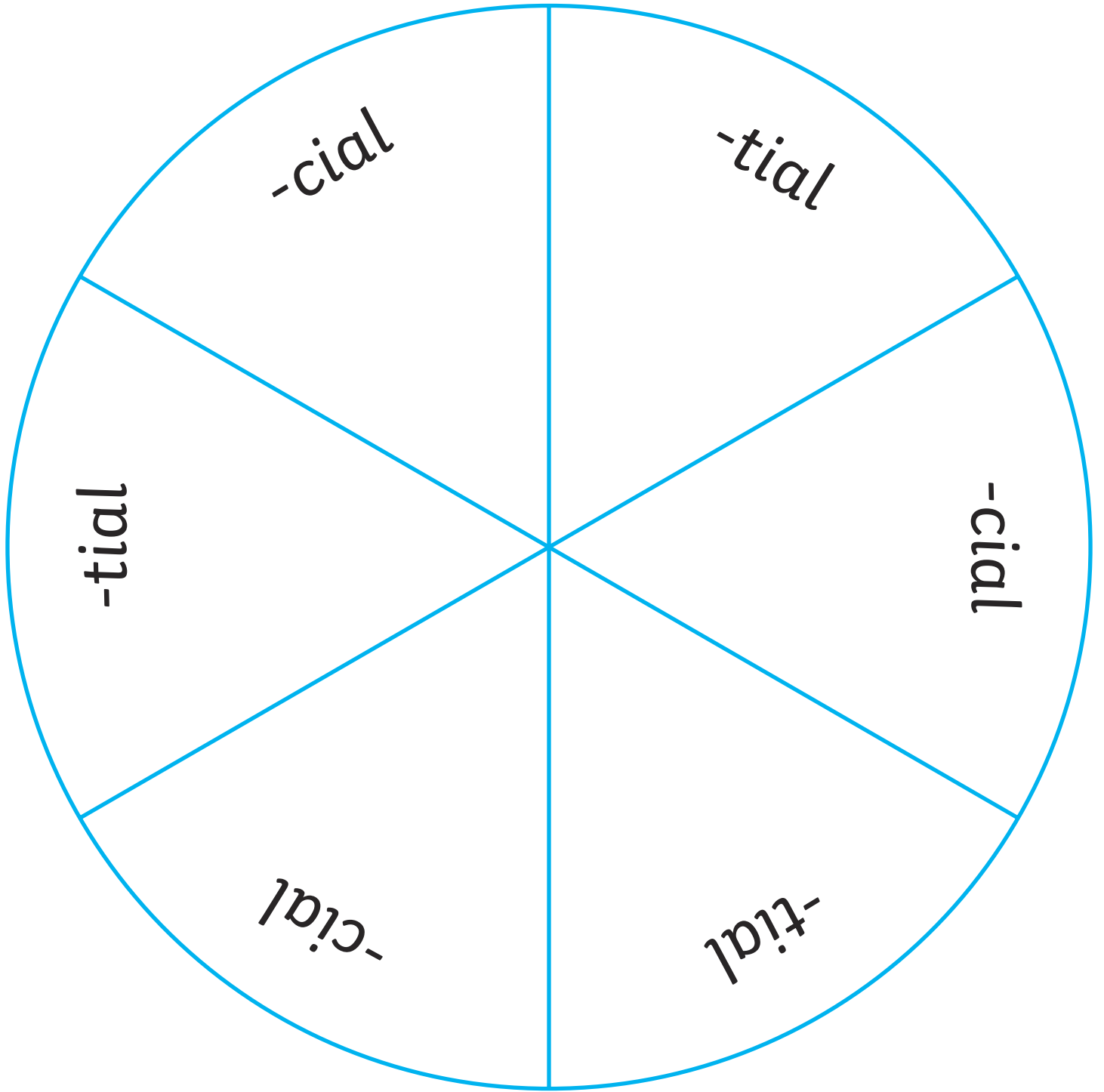
The word is **confidential**.

Spelling Rule Spinner

Instructions

1. Print the spinner and the arrow onto some thick card.
2. Attach the arrow to the centre of the spinner using a split pin.
3. Spin the spinner and land on a word ending.
4. Select a word card which requires that word ending to correctly complete the word.

Spelling Rule Spinner



offi_____

benefit_____

artifi_____

superfi_____

cru_____

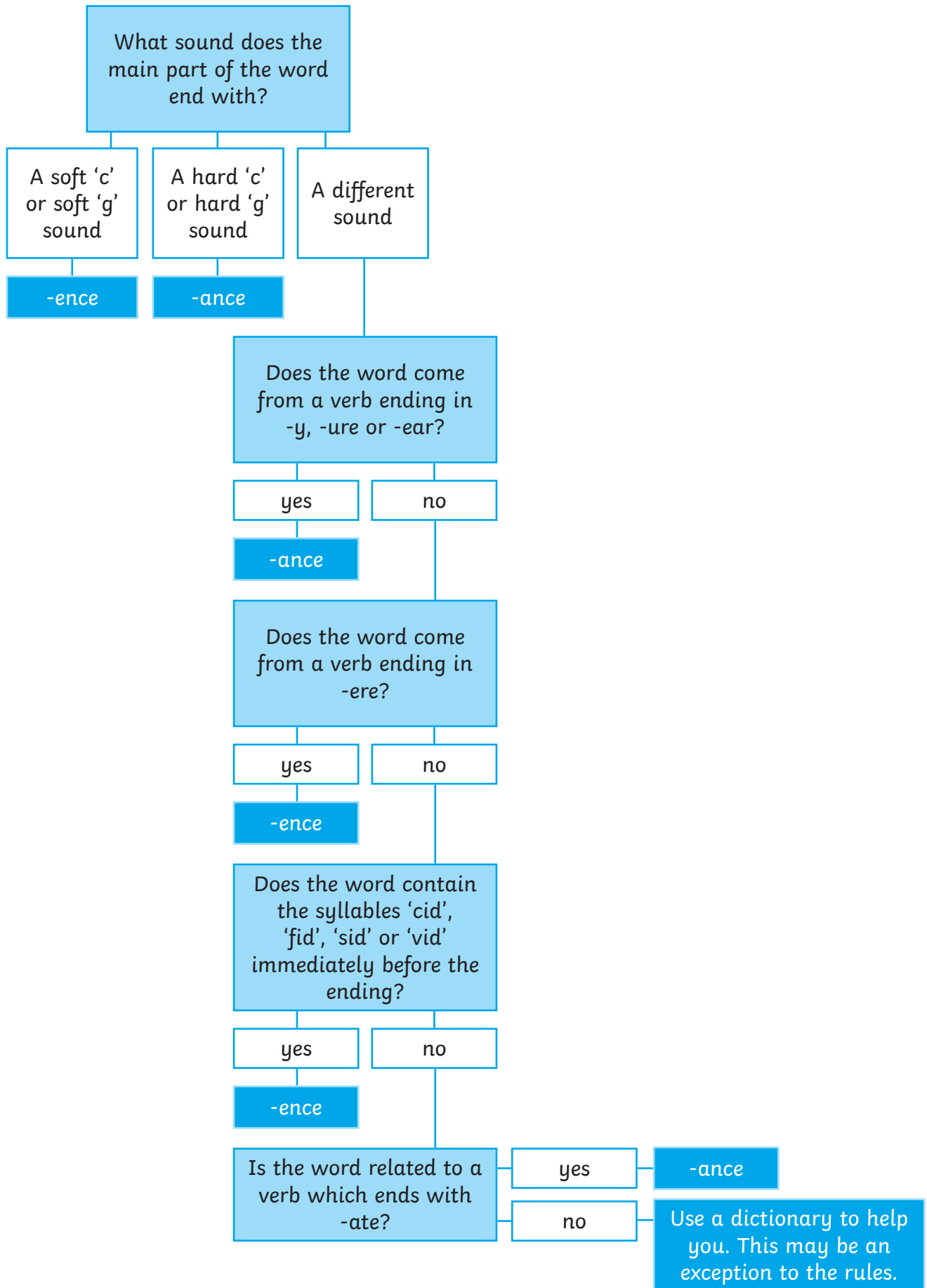
poten_____

influen_____

substan_____

presiden_____

consequen__



-ant / -ance

-ent / -ence

If the adjective is **eleg**____,
the noun would be **eleg**_____.

If the adjective is **observ**____,
the noun would be **observ**_____.

If the adjective is **toler**____,
the noun would be **toler**_____.

If the adjective is **hesit**____,
the noun would be **hesit**_____.

If the adjective is **innoc**____,
the noun would be **innoc**_____.

If the adjective is **abs**____,
the noun would be **abs**_____.

If the adjective is **emerg**____,
the noun would be **emerg**_____.

If the adjective is **evid**____,
the noun would be **evid**_____.

If the adjective is **exist**____,
the noun would be **exist**_____.

observ

ant/ance

expect

ant/ance

hesit

ant/ance

toler

ant/ance

innoc

ent/ence

obedi

ent/ence

evid

ent/ence

confid

ent/ence

The _____ gave the final decision.

refferree

referree

referee

I would have _____ a later appointment.

prefferred

preferred

prefered

They _____ the footballer to a new team.

transfferred

transferred

transferred

I asked my boss for a _____.

refference

referrence

reference

Spelling: Session 3

Preparation	<p>Print: -fer Kerfuffle Cards, -ance or -ence Flow Chart, -ance or -ence Word Cards, Ending Jigsaw, Speedy Spellings Teacher Script, Speedy Spellings Task Sheet, Speedy Spellings Answer Cards.</p> <p>Trim and prepare: -fer kerfuffle Cards, -ance or -ence Word Cards, Ending Jigsaw, Speedy Spellings Answer Cards.</p> <p>Source: Pencils, a dictionary.</p>
Warm-Up	<p>-fer Kerfuffle</p> <p>Recap the rule regarding adding suffixes beginning with vowel letters to words ending in -fer: the r is doubled if the -fer is stressed when the ending is added (such as in the word 'referred'). The r is not doubled if the -fer sound is no longer stressed (as in the word 'referee'). Present the child with the -fer Kerfuffle Cards. Ask the child to identify the correct spelling from the three options based on whether or not the -fer sound is still stressed in the word. Encourage the child to explain their thought process, reading the -fer words aloud to check for emphasis.</p> <p>Can the child correctly spell words ending in -fer when a suffix beginning with vowel letters has been added?</p>
Input	<p>-ance or -ence</p> <p>Explain that today you are going to recap the spelling rules for two common word endings – the spelling patterns -ance and -ence. Display the -ance or -ence Flow Chart throughout the input. Both the ending -ance and the ending -ence can be used to form nouns out of existing adjectives with the corresponding ending. For example, the noun 'elegance' ends in -ance and can be made from the adjective 'elegant' which has the -ant spelling pattern. The noun 'violence' ends in -ence and can be made from the adjective 'violent' which has the -ent spelling pattern. In these cases, the vowel clue from the adjective can help you to correctly spell the noun. If it is the noun itself that you need to spell, there are some tips that apply to many common spellings.</p> <p>Words are likely to end in -ance if:</p> <ul style="list-style-type: none"> • the word comes from a verb ending in -y, -ure or ear. Examples of this are 'alliance' (ally), 'insurance' (endure) or 'appearance' (appear); • the main part of the word ends in a hard 'c' or hard 'g' sound. Examples of this are 'elegance' or 'significance'; • the noun is related to a verb ending in -ate. Examples of this are 'tolerance' (tolerate) and 'dominance' (dominate). <p>Words are likely to end in -ence if:</p> <ul style="list-style-type: none"> • the word is formed from a verb ending in -ere. Examples of this are 'reverence' (revere) and 'adherence' (adhere); • the main part of the word ends in a soft 'c' or soft 'g' sound. Examples of this are 'emergence' (emerge) or 'innocence' (innocent); • if the word contains the syllables 'cid', 'fid', 'sid' or 'vid' immediately before the ending. Examples of this are 'evidence' and 'residence'.

<p>Input</p>	<p>The word endings -ancy and -ency behave in the same way and the same rules can be applied when deciding which spelling pattern to use.</p> <p>With support, ask the child to use their flow chart to complete the words on the -ance or -ence Word Cards. Encourage them to check their spelling using a dictionary.</p> <p>Explain that, as with all spelling rules, there are some exceptions to these rules which simply need to be learnt.</p> <p>With support, is the child able to recognise and apply the rules for adding -ance and -ence word endings?</p>
<p>Apply</p>	<p>Ending Jigsaw</p> <p>Provide the child with the trimmed and shuffled Ending Jigsaw pieces. Ask the child to match the beginning of the words to the spelling pattern which would correctly complete it. Use the -ance or -ence Flow Chart for support if required. Ask the child to verbalise their logic as they match pieces together, such as:</p> <ul style="list-style-type: none"> <i>I know that 'evid' needs the 'ent' spelling pattern because it has the syllable 'vid' directly before the word ending.</i> <p>Continue until all jigsaw pieces have been paired up.</p> <p>Is the child able to use their knowledge of the -ance and -ence spelling rules to correctly complete words?</p>
<p>Assess & Review</p>	<p>Speedy Spellings</p> <p>Provide the child with the Speedy Spellings Task Sheet. Explain that you are going to quickly assess their knowledge of the spelling rules they have recapped in today's session. Using the Speedy Spellings Teacher Script, conduct the spelling test. Then, give the child the Speedy Spellings Answer Cards so that they are able to assess their own work. Address any misconceptions and support the child with any corrections.</p> <p>Can the child independently apply the -ance and -ence spelling rules to unseen words?</p>

elegant

innocence

decency

hesitant

substance

Speedy Spellings Session 3 Task Sheet

1. Mum wore an _____ new ball gown.
2. The man maintained his _____ throughout the trial.
3. Will you have the _____ to apologise?
4. I was quite _____ to answer the question.
5. They fenced off the dangerous _____.

End of test

Speedy Spellings Session 3

Teacher notes:

- Each speedy spelling test should take approximately 5 minutes to complete and mark, although you should allow pupils as much time as they need to complete them.
- Before the test, please read out the following instructions: 'Listen carefully to the instructions I am going to give you. I am going to read 5 sentences to you. Each sentence has a word missing on your sheet. You should listen carefully to the missing word and fill this in, making sure you spell it correctly. I will read the word, then the word within a sentence, then repeat the word. Do you have any questions?'
- Once pupils' questions have been answered, you should read the 5 spellings as shown below. Leave at least a 10-second gap between spellings.
- You should take care not to overemphasise spelling when reading out the words.

Speedy Spellings Session 3

Spelling 1: The word is **elegant**.

Mum wore an elegant new ball gown.

The word is **elegant**.

Spelling 2: The word is **innocence**.

The man maintained his innocence throughout the trial.

The word is **innocence**.

Spelling 3: The word is **decency**.

Will you have the decency to apologise?

The word is **decency**.

Spelling 4: The word is **hesitant**.

I was quite hesitant to answer the question.

The word is **hesitant**.

Spelling 5: The word is **substance**.

They fenced off the dangerous substance.

The word is **substance**.

-able / -ably

-ible / -ibly

The root word is **comfort**.
The adjective would be **comfort**_____.
The adverb would be **comfort**_____.

The root word is **adore**.
The adjective would be **adore**_____.
The adverb would be **adore**_____.

The root word is **consider**.
The adjective would be **consider**_____.
The adverb would be **consider**_____.

The root word is **notice**.
The adjective would be **notice**_____.
The adverb would be **notice**_____.

The root word is **horror**.
The adjective would be **horr**_____.
The adverb would be **horr**_____.




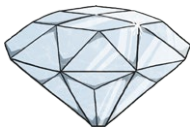

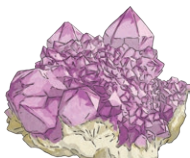
The root word is **terror**.
The adjective would be **terr**_____.
The adverb would be **terr**_____.

The root word is **vision**.
The adjective would be **vis**_____.
The adverb would be **vis**_____.

The root word is **audio**.
The adjective would be **aud**_____.
The adverb would be **aud**_____.

Mixed-Up Maze: The Missing Jewel

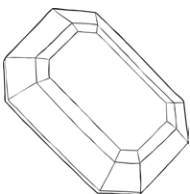

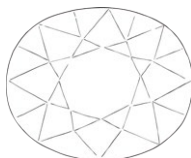
Follow the path of correctly spelt words to discover which of these precious stones has been stolen from the Tower of London.

Start					
likeable	available	incredable	incredable	tolerible	adorible
available	audable	noticable	enjoyible	changible	applicible
audible	breakable	visible	bearable	readable	forgettible
breakible	visable	bearible	readible	forgettable	acceptible
adorible	legable	inflatible	likeible	acceptable	advisible
applicible	dependible	adorable	advisable	inflatable	adorible
considerible	comfortible	desirable	justifible	desirible	understandible
tolerible	reasonable	justifiable	laughible	horrible	visable
changible	enjoyible	laughable	fashionible	terrable	changible
noticeible	measurible	fashionable	measurable	invincible	feasible
forcable	illegable	responsible	incredable	possible	convertible
terrable	horrible	plausable	sizible	payible	flexible
Emerald	Pearl	Ruby	Diamond	Sapphire	Amethyst
					

Mixed-Up Maze: The Missing Jewel

Answer Sheet

Follow the path of correctly spelt words to discover which of these precious stones has been stolen from the Tower of London.

Start					
likeable	available	incredable	incredable	tolerible	adorible
available	audable	noticable	enjoyible	changible	applicible
audible	breakable	visible	bearable	readable	forgettible
breakible	visable	bearible	readible	forgettable	acceptible
adorible	legable	inflatable	likeible	acceptable	advisible
applicible	dependible	adorable	advisable	inflatable	adorible
considerible	comfortible	desirable	justifiable	desirible	understandible
tolerible	reasonable	justifiable	laughible	horrible	visable
changible	enjoyible	laughable	fashionible	terrable	changible
noticeible	measurible	fashionable	measurable	invincible	feasible
forcable	illegable	responsable	incredable	possable	convertible
terrable	horrible	plausable	sizible	payible	flexible
Emerald	Pearl	Ruby	Diamond	Sapphire	Amethyst
					

Spelling: Session 4

Preparation	<p>Print: Sneaky Silent Letters Cards, -able or -ible Word Cards, Mixed-Up Maze Sheet, Speedy Spellings Teacher Script, Speedy Spellings Task Sheet, Speedy Spellings Answer Cards.</p> <p>Trim and prepare: Sneaky Silent Letter Cards, -able or -ible Word Cards, Speedy Spellings Answer Cards.</p> <p>Source: Pencils, coloured pencils, a dictionary.</p>
Warm-Up	<p>Sneaky Silent Letters Present the child with the Sneaky Silent Letters Cards. Explain that one of the three silent letters listed is missing from the word. Ask the child to insert the missing letter into the correct place in the word, addressing any misconceptions.</p> <p style="color: green;">Can the child correctly spell words containing silent letters?</p>
Input	<p>-able or -ible Explain today that you are going to recap the spelling rules for two common word endings – the spelling patterns -able and -ible. Although these word endings can often sound the same in words, there is a simple way to decide which spelling pattern should be used. When the ending -able is used, the main part of the word which comes before the -able ending is normally a complete word in itself. An example of this is the word ‘breakable’ – the complete word ‘break’ can be seen before the ending -able. This rule is also true with root words that end in the letter ‘e’ – the letter ‘e’ is removed before the ending -able is added, such as with the words ‘pleasurable’, ‘adorable’ and ‘excitable’.</p> <p>When the ending -ible is used, the main part of the word is usually not a complete or recognisable word in itself. An example of this is the word ‘audible’ – ‘aud’ is not a recognisable word. This is the same with ‘illegible’, ‘incredible’, and ‘terrible’.</p> <p>The word endings -ably and -ibly behave in the same way and the same rules can be applied when deciding which spelling pattern to use.</p> <p>As with most spelling rules, there are exceptions to these rules, such as ‘reversible’, where the almost complete word ‘reverse’ can be seen before the word ending, yet the ending -ible is used. This is the same with ‘suggestible’, ‘flexible’ and ‘sensible’. Similarly, the word ‘amiable’ and ‘capable’ end with the spelling pattern -able yet do not have a complete or recognisable root word at the beginning.</p> <p>These particular exceptions simply need to be learnt.</p> <p>Provide the children with the shuffled -able or -ible Word Cards. Ask the child to complete the adjectives by adding either -able or -ible and to complete the adverbs by adding -ably or -ibly. Encourage the child to verbalise their logic as they complete the words on the cards, spelling them correctly. Address any misconceptions.</p> <p style="color: green;">Is the child able to recognise and apply the rules for adding -able and -ible word endings?</p>

Apply	<p>Mixed-Up Maze</p> <p>Provide the child with the Mixed-Up Maze Sheet. Ask the child to follow and colour the path of correctly-spelt words ending in -able or -ible by applying their knowledge of the spelling rules. Remind them of the exceptions and provide a dictionary for support. Address any misconceptions to support completion of the sheet.</p> <p>Is the child able to use their knowledge of the -able and -ible spelling rules to identify correctly-spelt words?</p>
Assess & Review	<p>Speedy Spellings</p> <p>Provide the child with the Speedy Spellings Task Sheet. Explain that you are going to quickly assess their knowledge of the spelling rules they have recapped in today's session. Using the Speedy Spellings Teacher Script, conduct the spelling test. Then, give the child the Speedy Spellings Answer Cards so that they are able to assess their own work. Address any misconceptions and support the child with any corrections.</p> <p>Can the child independently apply the -able and -ible spelling rules to unseen words?</p>

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s o l e m

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n i g h t

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k

n

noticeable

comfortable

incredible

considerable

visibly

Speedy Spellings Session 4 Task Sheet

1. There was a _____ change in the weather.
2. I sat in a _____ chair to read my book.
3. The _____ round of applause roared like thunder.
4. I have been waiting for a _____ length of time.
5. The witness was _____ shaken.

End of test

Speedy Spellings Session 3

Teacher notes:

- Each speedy spelling test should take approximately 5 minutes to complete and mark, although you should allow pupils as much time as they need to complete them.
- Before the test, please read out the following instructions: 'Listen carefully to the instructions I am going to give you. I am going to read 5 sentences to you. Each sentence has a word missing on your sheet. You should listen carefully to the missing word and fill this in, making sure you spell it correctly. I will read the word, then the word within a sentence, then repeat the word. Do you have any questions?'
- Once pupils' questions have been answered, you should read the 5 spellings as shown below. Leave at least a 10-second gap between spellings.
- You should take care not to overemphasise spelling when reading out the words.

Speedy Spellings Session 4

Spelling 1: The word is **noticeable**.

There was a noticeable change in the weather.

The word is **noticeable**.

Spelling 2: The word is **comfortable**.

I sat in a comfortable chair to read my book.

The word is **comfortable**.

Spelling 3: The word is **incredible**.

The incredible round of applause roared like thunder.

The word is **incredible**.

Spelling 4: The word is **considerable**.

I have been waiting for a considerable length of time.

The word is **considerable**.

Spelling 5: The word is **visibly**.

The witness was visibly shaken.

The word is **visibly**.

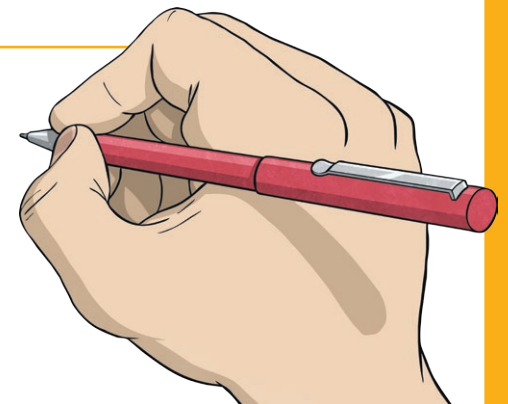
My Spelling is sensational!



Congratulations to _____

for _____

Date _____ Signed _____



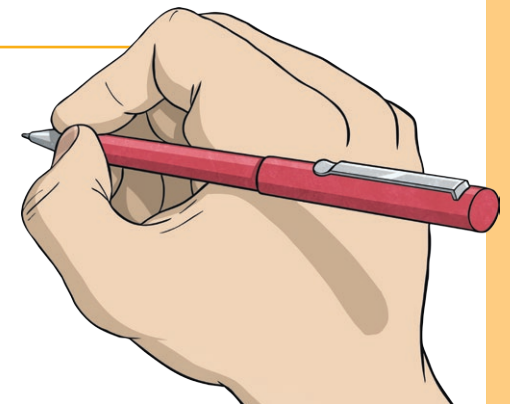
I'm a SPaG Superstar!



Congratulations to _____

for _____

Date _____ Signed _____



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Spelling: Session 5

Preparation	<p>Print: Which Witch? Game Cards, Rule Recap Cards, Spelling Dictation Task Sheet, Spelling Dictation Test Script Sheets, Spelling Dictation Test Answer PowerPoint (printing optional), Celebration Pack Certificates and Stickers.</p> <p>Trim and prepare: Which Witch? game cards, Rule Recap cards, Celebration pack certificates and stickers.</p> <p>Source: Laptop or computer (optional), pencils.</p>
Warm-Up	<p>Which Witch?</p> <p>Present the child with the shuffled Which Witch? Game Cards. Explain to the child that there is one homophone missing from each sentence. Encourage the child to insert the correct missing word card into each sentence, addressing any misconceptions.</p> <p style="color: green;">Can the child correctly use commonly confused words and homophones in context?</p>
Input	<p>Rule Recap</p> <p>Explain that today you are going to recap the spelling rules that have been covered over the previous four sessions, -cious or -tious, -cial or -tial, -ance or -ence and -able or -ible. Present the child with the Rule Recap Cards. Explain that each word is missing its ending and they must use what they know about spelling rules to choose the correct spelling pattern to complete the word. Encourage the child to remember that there are exceptions to each spelling rule which simply need to be learnt. Support the children with completing each card, addressing any misconceptions. You may wish to use a dictionary to support independent self-assessment.</p> <p style="color: green;">Is the child able to recognise and apply the rules for correctly adding common word endings?</p>
Apply	<p>Spelling Test</p> <p>Provide the child with the Spelling Dictation Task Sheet. Explain that you are going to quickly assess their knowledge of Year 5 and 6 spelling rules that they may expect to be tested on during their SATs. Using the Spelling Dictation Test Script Sheets, conduct the spelling test. Then, using a digital or printed copy of the Spelling Dictation Test Answer PowerPoint, allow the child to assess their own work. Address any misconceptions and support the child with any corrections.</p> <p style="color: green;">Can the child independently spell unseen words containing Year 5 and 6 spelling rules?</p>
Assess & Review	<p>Celebrate</p> <p>Reward and celebrate the child's spelling successes using the Celebration Pack. Ask the child to comment on what they have learned, what they find tricky and what they would like further help with. You may also wish to use this time to provide and explain the home learning activity.</p> <p style="color: green;">Can the child comment on their own learning, identifying strengths and areas for development?</p>

English

KS2

2019

**Key Stage 2
National Curriculum Tests
English Grammar, Punctuation
and Spelling**

**Spelling Dictation Test 6 –
Dictation Script Sheets**

KS2 English Grammar, Punctuation and Spelling Test Paper 6

Teacher notes:

- Each spelling test should take approximately 10 minutes to complete, although you should allow pupils as much time as they need to complete them.
- For each test, please read out the following instructions: 'Listen carefully to the instructions I am going to give you. I am going to read 10 sentences to you. Each sentence has a word missing on your sheet. You should listen carefully to the missing word and fill this in, making sure you spell it correctly. I will read the word, then the word within a sentence, then repeat the word. Do you have any questions?'
- Once pupils' questions have been answered, you should read the 10 spellings as shown on the following pages. Leave at least a 10-second gap between spellings.
- You should take care not to overemphasise spelling when reading out the words.

The spellings should be read as follows:

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

Spelling Dictation Test 6 - Dictation Script Sheet

Question Number	Answer
1	The word is ache . My lower back has begun to ache. The word is ache .
2	The word is antique . The antique vase was worth a lot of money. The word is antique .
3	The word is precious . Take care of the people who are precious to you. The word is precious .
4	The word is essential . It is essential that you follow the instructions correctly. The word is essential .
5	The word is desperate . Fans were desperate to catch sight of the celebrity. The word is desperate .
6	The word is autograph . Please may I have your autograph? The word is autograph .
7	The word is pressure . Apply pressure to the wound to stem the flow of blood. The word is pressure .
8	The word is infectious . Try to prevent the spread of infectious diseases. The word is infectious .
9	The word is observant . If you are observant, you may see an asteroid. The word is observant .
10	The word is campaign . The politician's campaign was unsuccessful. The word is campaign .

You should now read all ten sentences again.

Give pupils the opportunity to make any changes they wish to their answers.

At the end of the test say: 'This is the end of the test. Please put down your pen or pencil.'

English

KS2

2019

Key Stage 2
National Curriculum Tests
English Grammar, Punctuation
and Spelling

Paper 6: Spelling Dictation Test

First Name						
Middle Name						
Last Name						
Date of Birth	Day		Month		Year	
School Name						
DfE Number						

Spelling Task

1. My lower back has begun to _____ .

.....

1 mark

2. The _____ vase was worth a lot of money.

.....

1 mark

3. Take care of people who are _____ to you.

.....

1 mark

4. It is _____ that you follow the instructions correctly.

.....

1 mark

5. Fans were _____ to catch sight of the celebrity.

.....

1 mark

6. Please may I have your _____ ?

.....

1 mark

7. Apply _____ to the wound to stem the flow of blood.

.....

1 mark

8. Try to prevent the spread of _____ diseases.

.....

1 mark

9. If you are _____ , you may see an asteroid.

.....

1 mark

10. The politician's _____ was unsuccessful.

.....

1 mark

END OF TEST

total for this page

Spelling Dictation

Test 6



Spelling Dictation – Test 4

My lower back has begun to **ache**.

The **antique** vase was worth a lot of money.

Take care of the people who are **precious** to you.

It is **essential** that you follow the instructions correctly.

Fans were **desperate** to catch sight of the celebrity.

Please may I have your **autograph**?

Apply **pressure** to the wound to stem the flow of blood.

Try to prevent the spread of **infectious** diseases.

If you are **observant**, you may see an asteroid.

The politician's **campaign** was unsuccessful.





I would _____ you to see a doctor.

You have not listened to my _____.

We walked _____ a huge church.

I _____ my friend's house as I rode on the bus.

Am I _____ to stay for tea?

Read the instructions _____.

The bad weather will _____ our plans.

The _____ on her behaviour was incredible!

advice

advise

past

passed

aloud

allowed

affect

effect