

ELS

developed by Knowledge Schools Trust

Essential Spelling





Essential Spelling Teacher's Handbook

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Contents

Key principles	4
Resources	5
Essential information	6
<i>ELS Essential Spelling</i> and the National Curriculum	9
Spellcheckers activity	9
Lesson structures	11
Term-by-term progression	13
Autumn 1: Lesson plans	16
Autumn 2: Lesson plans	28
Spring 1: Lesson plans	40
Spring 2: Lesson plans	50
Summer 1: Lesson plans	60
Summer 2: Lesson plans	70
Spelling support intervention	79
Assessments	81
Curriculum links: National Curriculum in England	95
Curriculum links: Curriculum for Excellence	97
Curriculum links: Curriculum for Wales	98
Curriculum links: The Northern Ireland Curriculum	100
Glossary	101

Key principles

Welcome to *ELS Essential Spelling*! This programme ensures that every child can spell confidently.

The principles of *ELS Essential Spelling* are:

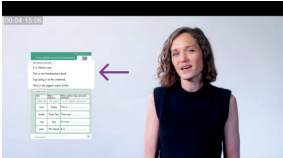
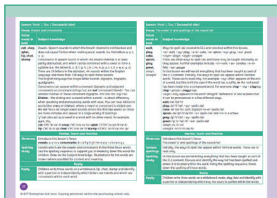
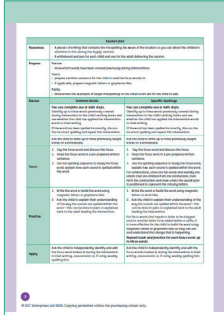
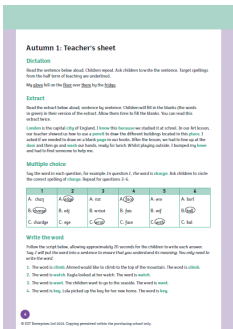
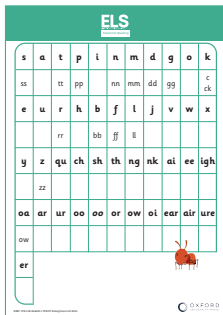
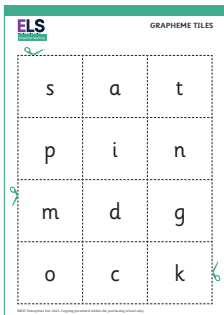
- the delivery of whole-class, high-quality first teaching with well-structured lesson plans
- the use of consistent terminology by teachers, children and parents
- the use of consistent resources that support effective teaching
- repetition and reinforcement of learning
- regular and manageable assessment to ensure that all children can spell with confidence
- training for all staff who are teaching *ELS Essential Spelling*, to ensure they know how to teach the lessons with confidence.

Training

To teach high-quality *ELS Essential Spelling* lessons, it is vital that all members of staff who are teaching the programme have received training. The *ELS Essential Spelling* training videos are found on your ELS dashboard and are in the training section under 'Essential Spelling'. This handbook gives teachers an outline of what is included. The training videos will give further explanation of the lessons and interventions, subject knowledge and guidance for assessment.



Resources

High-quality teacher training modules	ELS Essential Spelling Handbook	Clear programme overview and term-by-term progression	Well-structured daily lesson plans
			
Subject knowledge for every lesson	Interactive whiteboard presentations for every lesson	Apply book	Spelling support plans
Subject knowledge Ways to spell <i>rai</i> covered in ELS and revisited within this lesson: <ai> wait, <ay> play, <a-e> cake, <a> apron, <ey> grey, <ea> great, <ei> sleigh, <ai> straight There are other ways to spell <i>rai</i> and these may be taught discreetly as they appear. Further examples include: <ei> vein, <ae> sundae, <e> fete, <au> gauge In this lesson we will revisit everything that has been taught as part of the ELS content. Initially, the ways to spell <i>rai</i> appear within familiar words. These are to read only. For example, <ay> often appears at the end of a word, but this isn't the case if the word has a suffix, or the root word has been made into a compound word. For example: <i>play</i> + <i>ing</i> = <i>playing</i>; <i>play</i> + <i>group</i> = <i>playgroup</i>. <ai> only appears in the word 'straight'. Reference 'a' and explain that it can be pronounced in a few different ways. wait: /ai/ /ai/ /i/ play: /pi/ /ai/ /ai/ - <ay> spells /ai/ cake: /kei/ /ai/ /ai/ - split digraph <a-e> spells /ai/ apron: /ai/ /pi/ /ai/ /ai/ - <a> spells /ai/ and <on> is a schwa grey: /gi/ /ai/ /ai/ - <ey> spells /ai/ great: /gi/ /ai/ /ai/ - <ea> spells /ai/ sleigh: /slei/ /ai/ /ai/ straight: /srai/ /ai/ /ai/ /ai/			
Assessment materials	Sound mat	Spelling poster	Grapheme tiles
			

Essential information

Reading to writing

To be able to encode with success, children need to know, recognize and understand which sounds are represented by which spellings.

The English language is complex. There are 44 sounds but over 200 different ways to spell these sounds. We call these spellings the ‘code of the English language’. When children first learn this code, they are learning how to read words in English. Children are taught to decode and blend to read words, and then put meaning and context to them. By building their word and vocabulary knowledge, children will begin to build their own comprehension of texts. A strong start when learning to read is key and learning to read well within the first few years of school positively impacts children’s outcomes throughout their education.

The complexity of the code that underpins the English language makes it a challenging language to learn, not only for decoding but also for encoding. Children must have a strong grasp of the English language code to support spelling. They will have been taught that the sounds that appear in the English language can be spelled in different ways. The orthographic map (see the Glossary on page 101) built when learning to read can support the development and understanding of spelling. As children develop their understanding of vocabulary, their understanding of meaning can also support their spelling of a word. For example, when teaching homophones, we must teach the meaning of the words alongside the spellings.

ELS Essential Spelling provides children with the opportunity to revise the code they already know by looking at grapheme–phoneme correspondences (GPCs) they have already been taught. Within each lesson, the specific code being taught is shown within words and then studied. We know the importance of reading to underpin spelling and that is why *ELS Essential Spelling* continues to give children opportunities to read within each spelling lesson. The language mapping skills acquired by reading support and underpin encoding. Exposure and repetition are key to enabling children to become successful spellers.

Spoken English contains elements which make spelling more complex. Some of these are due to regional pronunciations, where accents can make decoding easier or more challenging, or where we cannot hear how part of a word has been spelled. This is the case when looking at schwas and elision.

Schwas are the unstressed vowel sounds within a word. These often sound like a short /u/: for example, ladder, elephant, again, author. Pronunciation of these words can vary. For some speakers, a vowel may have a schwa sound, whilst for others, the vowel may be pronounced as it is spelled.

The English language also features elisions, where a sound is elided over to make pronunciation easier. For example, the words ‘every’ and ‘interest’ become two-syllable words rather than three. The subject knowledge provided for each lesson will support your understanding and explanation of each of these elements.

ELS Essential Spelling avoids teaching set ‘rules’ as these are so often broken when writing in English. We have provided guidance for the general placement of spellings in words and where certain spellings are used in specific locations. The complexity of our language for spelling is why exposure, practice, repetition and seeing and hearing words in context is vital. The more opportunities children are given to read, the better understanding they will have in many other areas, including spelling.

Spelling lessons allow children to study a particular code, building on their exposure to reading and then developing their understanding when encoding. It is key that ample opportunities are given to review this and apply it when writing as part of the wider curriculum. *ELS Essential Spelling* lessons are an opportunity to focus on the code in depth, but you must ensure that children are applying their knowledge outside of the lessons in their day-to-day writing.

Using code as the approach to spelling

ELS Essential Spelling uses code knowledge as its approach to spelling, and is a programme designed to teach rather than test. The lessons allow children to build upon their understanding of the sounds they have previously been taught as part of their phonics programme, and give them the confidence to use this code to support spelling. For children to feel successful with this, it is important that they engage with high-quality teaching sessions where the more knowledgeable people (teaching staff) teach, explain and model this within the lessons and throughout the day. Again, exposure, practice, repetition and the giving of opportunities is vital for children to be able to do this with success independently.

Code knowledge

To enable children to spell successfully, they need to have a strong grasp of the main sounds of the English language and the code used to represent these sounds. All children entering Year 2 should have been taught these main sounds and the code used to represent these. They should have a secure understanding of this before moving on to *ELS Essential Spelling*.

For children who have used *Essential Letters and Sounds* as the approach to learning to read, *ELS Essential Spelling* is a continuation of this and builds upon the progression taught in Reception and Year 1. Much of the code studied in *ELS Essential Spelling* for Year 2 has been studied in *Essential Letters and Sounds* when learning to read. *ELS Essential Spelling* allows children to study this in more depth, as well as covering the spelling focuses outlined in the National Curriculum.

For those children who need support to consolidate their code knowledge to underpin reading, you should prioritise this using the interventions or lessons from your chosen systematic synthetic phonics (SSP) programme.

Key features of *ELS Essential Spelling*

ELS Essential Spelling is based upon teaching the essential information in the most systematic and clear way. The code taught in these lessons is taught to be remembered. Each lesson gives children the opportunity to practise applying the code or suffix taught within the lesson.

The 'Spelling sequence'

Children will also be encouraged to use the 'Spelling sequence' to aid them with hearing the sounds within the word.



Once children have used the 'Spelling sequence' to stretch the word, segment the word and orally blend the word, children can then use their knowledge and new learning to make an informed choice of the correct code needed to represent the sounds within the word. In every lesson, children are guided through this process with explicit instruction and explanation.

Other key features	
Me, then you	The teacher says something, and then the children repeat it exactly.
Give, give, give	The teacher teaches instead of testing the children. This means that teachers will take children through the process of spelling in steps and will give them the knowledge to be successful. Teaching, explaining and modelling spelling is imperative. Children need to be guided to independently develop the skills and knowledge to consistently spell words correctly. This does not mean that children are not allowed to have a go or have opportunities to try on their own. Instead, it means the teacher shows and explains what to do initially to ensure that, with practise, confidence and success is achieved.
Spaced practice	Practice, exposure and repetition are key. Children need to be given many opportunities to see words in context and in isolation to support their knowledge of the code used within our language.

***ELS Essential Spelling* and the National Curriculum**

ELS Essential Spelling covers all the statutory statements in the National Curriculum for Year 2/P3. (See pages 95–100 for more details.)

This includes:

- Specific code (spellings)
- Suffixes
- Homophones
- Apostrophes for possession and contraction
- Common words

The spelling appendix for Year 2/P3 within the English National Curriculum is vast. *ELS Essential Spelling* ensures that each spelling statement from the appendix is taught throughout the programme.

As children move through the programme, they will build upon what they have already been taught and will make connections with codes already studied. There are opportunities for children to review and consolidate earlier teaching and code knowledge.

ELS Essential Spelling will equip children with the knowledge required to make informed choices of which GPC to use when writing independently. The learning that takes place within *ELS Essential Spelling* lessons should be reviewed when writing as part of the wider curriculum. Draw children's attention to the specific spellings that may appear when writing in other areas of the curriculum. By encouraging children to see these links and reminding them of the taught spellings, we can support the development of encoding and ensure that it is being applied independently in writing.

Spellcheckers activity

ELS Essential Spelling includes a 'Spellcheckers' activity. This is to allow you time to model to children how to proofread and correct spellings within their work. The incorrectly spelled word is highlighted in blue in the lesson and the first two examples are underlined in the *Apply Book* so children don't have to work out which word is spelled incorrectly. The final example is not underlined so children can independently apply this proofreading skill alongside correcting the spellings. This activity supports children to focus on spelling the word correctly by applying the spelling focus of the lesson.

We have used common misspellings to provide time to teach the correct spelling of these words. The spellings during the lesson are for you, as the teacher, to model the correct spelling.

In the *Apply Book*, children are asked to correct spellings that they have already seen during the lesson. This activity provides the opportunity for children to apply the focus of the lesson independently. It replicates the need for children to independently correct errors in their work to ensure that they are meeting the expected standards.

Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be taught to make simple additions, revisions and corrections to their own writing by:

- *proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]*

National Curriculum, 2014

Lesson structures

ELS Essential Spelling is a whole-class spelling programme taught as three sessions each week. Content and planning have been provided for 14 weeks for the Autumn term, 12 weeks for the Spring term and 11 weeks for the Summer term to ensure that teachers can select content their class may need to review at the end of the year.

Due to the complexity of the code used in the English language and the breadth of the Year 2 spelling curriculum, we have provided a lesson plan for each lesson. These give you the structure of the lesson alongside the subject knowledge required to teach the lesson.

ELS Essential Spelling has 12 different types of lesson, which all follow a similar format. Children will make an independent application of their learning in the *Apply Book*, or write a dictated sentence that uses the spelling focus from the lesson.

We have explained the focus for the teaching in the table below. Each half term has its own introduction, along with the lesson plan for each day of teaching.

Type of lesson	Lesson overview and when it is taught (appearing in order)	
Successful start	These first two weeks of teaching allow you to review the teaching of ELS, or your chosen SSP programme, and review which letters are consonants or vowels, alongside reviewing common spellings of the vowel sounds /ai/, /ee/, /igh/, /oa/ and /y)oo/. There is support for you within the Subject knowledge. This is there to illustrate what you want children to identify and what you can discuss as part of your teaching.	Autumn 1
Teaching a specific spelling	These lessons review many of the GPCs taught as part of ELS. You will teach children the spelling for the sound and share where we commonly find it in words. There is support for you within the Subject knowledge to explain where we <i>usually</i> find the spellings within words. Whilst we do not teach 'rules' as these are often broken, you can explain that these spellings are most often found in specific locations.	Autumn 1 Autumn 2 Spring 1 Spring 2
Common Words (CWs)	These lessons focus on the common exception words listed in the National Curriculum. Many of these words have been taught in ELS as Harder to Read and Spell Words – this information has been included in the Subject knowledge. These words follow very rarely-used spellings or are words that are commonly used where you cannot hear the sounds within the words to support spelling.	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 2
Homophones	Homophones and near-homophones are taught for children to discern the difference in meanings of the differently-spelled words. These are all defined to support your explanations.	Autumn 2 Spring 1

Review	These lessons allow you to revisit all the spellings focused on in the programme so far. This allows for additional consolidation before moving onto suffixes and changes to the root word in subsequent teaching.	Autumn 2 Summer 2
Double the consonant before adding a suffix	These lessons look at words where the final consonant is sometimes doubled when a suffix starting with a vowel is added. With single-syllable words, this happens where the final vowel is preceded by a consonant. By reusing words across the teaching of suffixes, children will see how one root word can be changed by different suffixes.	Spring 1
Apostrophes	These lessons cover apostrophes for contraction and possession. They support your grammar curriculum and consolidate where we use apostrophes in the English language. Apostrophes for contraction explores the omission of letters and the use of apostrophes to signify the omission. Apostrophes for possession applies the use of an apostrophe to denote ownership.	Spring 2
Dropping <e> before adding a suffix	These lessons look at verbs. When the verb ends with an <e>, we drop the final <e> and add a suffix. This causes a change to the spelling of sounds within the word where the vowel sound was spelled with a split digraph. By reusing words across the teaching of suffixes, children will see how one root word can be changed by different suffixes.	Spring 2
How suffixes affect the root word	These lessons explore the changes to root words when applying suffixes. They support children to understand how word classes can change – at a very simple level – when adding a suffix. This aligns with the requirements for the English National Curriculum.	Summer 1
Adding a suffix where there is no change to the root word	These lessons look at adding a suffix to a root word where no changes in the spelling is required. By reusing words across the teaching of suffixes, children will see how one root word can be changed by different suffixes.	Summer 1
Grammar	These lessons give the opportunity to teach the information that underpins the suffix that is about to be taught. For example, how to form irregular plurals using <i>+<es> as in <i>babies</i> , or teaching what a comparative or superlative is before the teaching of <i>+<er> and <i>+<est> for <i>muddier</i> or <i>muddiest</i> .	Summer 2
Adding a suffix where there is a change to the root word	These lessons look at adding a suffix to a root word where there is a change in the spelling. In this term, the root word will end in a <y>, which will be replaced with an <i> before adding a suffix. By reusing words across the teaching of suffixes, children will see how one root word can be changed by different suffixes.	Summer 2

Term-by-term progression

Year 2/Primary 3: Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs	Week 7
Day 1	Vowels and consonants	Spellings of /igh/	/j/ spelled <g>	/n/ spelled <kn>	/ee/ spelled <ey>	/or/ spelled <oor>	/u/ spelled <o>
Day 2	Spellings of /ai/	Spellings of /oa/	/j/ spelled <ge>	/n/ spelled <gn>	/s/ spelled <c>	Common Words: because, most	/o/ spelled <a>
Day 3	Spellings of /ee/	Spellings of /(y)oo/	/j/ spelled <dge>	/r/ spelled <wr>	/l/ spelled <il>	/igh/ spelled <i>	/or/ spelled <a>/<al>

Year 2/Primary 3: Autumn 2

	Week 1	Week 2	Week 3 Review	Week 4 Review	Week 5 Review	Week 6 CWs	Week 7 Review
Day 1	/zh/ spelled <s>	/ur/ spelled <or>	/j/ spelled <g>	/j/ spelled <ge>	/u/ spelled <o>	/oo/ spelled <o>	/j/ spelled <dge>
Day 2	/zh/ spelled <si>	/or/ spelled <ar>	/n/ spelled <gn>	/n/ spelled <kn>	/zh/ spelled <s> or <si>	/h/ spelled <wh>	/o/ spelled <a>
Day 3	Homophones	Homophones	/s/ spelled <c>	/ee/ spelled <ey>	/r/ spelled <wr>	/ai/ spelled <ea>	/or/ spelled <a>/<al>

Year 2/Primary 3: Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
Day 1	/l/ spelled <el>	Doubling consonants of CVC words when adding a suffix -ed /id/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -y	Homophones	/oa/ spelled <o>
Day 2	/l/ spelled <le>	Doubling consonants of CVC words when adding a suffix -ed /t/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -est	Homophones	/e/ and /ee/ spelled <e>
Day 3	/l/ spelled <al>	Doubling consonants of CVC words when adding a suffix -ed /d/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -ing	Homophones	/oa/ spelled <o>

Year 2/Primary 3: Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Day 1	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /id/	Drop <e> and add suffix -er	Drop <e> and add suffix -y	-tion endings
Day 2	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /t/	Drop <e> and add suffix -er	Drop <e> and add suffix -est	Common Words: people, busy, water
Day 3	Apostrophes for possession	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /d/	Drop <e> and add suffix -er	<a> spelled /ar/ and other Common Words	Common Words: would, should, could /oo/ spelled <oul>

Year 2/Primary 3: Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
Day 1	How suffixes affect the verb	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness after adding -ful/-less
Day 2	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness with no change to the root word
Day 3	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness with no change to the root word

Year 2/Primary 3: Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5 CWs	Week 6 CWs	Week 7
Day 1	<y> spelling /igh/ or /ee/	Plurals where dropping <y> add an <i> add -es	Comparatives vs superlatives	Doubling consonants of CVC words when adding a suffix -y	Common Words: sugar, eye, again	Review any previously taught content to ensure children have additional practice where required.	
Day 2	Drop the <y>, add an <i> add -ed Where <y> is spelling /igh/	Drop the <y> add an <i> add -es Where <y> is spelling /igh/	Drop the <y> add an <i> add -er	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er	Common Words: any, many, beautiful, hour		
Day 3	Drop the <y>, add an <i> add -ed Where <y> is spelling /ee/	Drop the <y> add an <i> add -es Where <y> is spelling /ee/	Drop the <y> add an <i> add -est	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -est	Common Words: parents, sure, clothes		

Autumn 1

This half term is made up of three different lesson types:
Successful start, Teaching a specific spelling and Common Words.

Successful start

The first two weeks of teaching allow you to review the teaching of ELS, or your chosen SSP programme, and review which letters are consonants or vowels, alongside reviewing common spellings of the vowel sounds /ai/, /ee/, /igh/, /oa/ and /(y)oo/. There is support for you within the Subject knowledge. This is there to illustrate what you want children to identify and what you can discuss as part of your teaching.

Teaching a specific spelling

These lessons review many of the GPCs taught as part of ELS. You will teach children the spelling for the sound and share where we commonly find it in words. There is support for you within the Subject knowledge to explain where we *usually* find the spellings within words. Whilst we do not teach 'rules' as these are often broken, you can explain that these spellings are most often found in specific locations.

Common Words (CWs)

These lessons focus on the common exception words listed in the National Curriculum. Many of these words have been taught in ELS as Harder to Read and Spell Words – this information has been included in the Subject knowledge. These words follow very rarely-used spellings or are words that are commonly used where you cannot hear the sounds within the words to support spelling.

CWs covered in this half term:

Focus on /or/ spelled <oor>: *door, floor, poor* and *moor*.

Two common words: *because* and *most*

Focus on /igh/ spelled <i>: *climb, mind, sign, find, child* and *tiger*.

Lesson: Week 1, Day 1 Successful start

Focus: Vowels and consonants

Focus words in bold	Subject knowledge
cat, shop, splat, lip, chat, stamp	Vowels: Speech sounds in which the breath channel is not blocked and does not cause friction when making vocal sounds (i.e. the letters a, e, i, o, u). Consonants: A speech sound in which the breath channel is at least partly obstructed, and which can be combined with a vowel to form a syllable (i.e. the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z). There are 26 letters in the alphabet, 44 sounds within the English language and more than 200 ways to spell these sounds. The English language has single letter sounds, digraphs, trigraphs, quadgraphs. Consonants can appear within consonant digraphs and adjacent consonants or consonant strings but are not 'consonant blends'. You can remind children of these consonant digraphs: /ch/ /sh/ /th/ /ng/ /nk/. Elision – the sliding over a sound within a word – is about efficiency when speaking and pronouncing words with ease. You can hear elision in words like <i>every</i> or <i>interest</i>, where a vowel or consonant is elided over. We will focus on longer vowel sounds across the first two weeks as these are more complex and appear in a large variety of spellings. 'y' can also act as a vowel in a word with no other vowel, for example: gym, shy. cat: CVC /k/ /a/ /t/ shop: CVC /sh/ /o/ /p/ splat: CCCVC /s/ /p/ /l/ /a/ /t/ lip: CVC /l/ /i/ /p/ chat: CVC /ch/ /a/ /t/ stamp: CCVCC /s/ /t/ /a/ /m/ /p/

Review, Teach and Practise

Showcase	Introduce this lesson's focus: vowels: a e i o u consonants: b c d f g h j k l m n p q r s t v w x y z
Spelling study	Explain which are the vowels and consonants in the three focus words. Use the spelling sequence to support you in breaking down the words for children. Draw on the Subject knowledge. Illustrations for the words are shown (where possible) for context and meaning.

Apply

Apply	Children write three words on a whiteboard: <i>lip, chat, stamp</i> and identify with a partner or independently which letters are vowels and which are consonants within each word.
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Lesson: Week 1, Day 2 Successful start

Focus: The vowel 'a' and spellings of the sound /ai/

Focus words in bold	Subject knowledge
wait, play, cake, apron, grey, great, sleigh, straight	Ways to spell /ai/ covered in ELS and revisited within this lesson: <ai> <i>wait</i>, <ay> <i>play</i>, <a-e> <i>cake</i>, <a> <i>apron</i>, <ey> <i>grey</i>, <ea> <i>great</i>, <eigh> <i>sleigh</i>, <aigh> <i>straight</i> There are other ways to spell /ai/ and these may be taught discreetly as they appear. Further examples include: <ei> <i>vein</i>, <ae> <i>sundae</i>, <e-e> <i>fete</i>, <au> <i>gauge</i> In this lesson we will revisit everything that has been taught as part of the ELS content. Initially, the ways to spell /ai/ appear within familiar words. These are to read only. For example, <ay> often appears at the end of a word, but this isn't the case if the word has a suffix, or the root word has been made into a compound word. For example: <i>play</i> + <i>-ing</i> = <i>playing</i>; <i>play</i> + <i>group</i> = <i>playgroup</i>. <aigh> only appears in the word '<i>straight</i>'. Reference 'a' and explain that it can be pronounced in a few different ways. wait: /w/ /ai/ /t/ play: /p/ /l/ /ai/: <ay> spells /ai/ cake: /k/ /ai/ /k/: split digraph <a-e> spells /ai/ apron: /ai/ /p/ /r/ /ə/ /n/: <a> spells /ai/ and <o> is a schwa grey: /g/ /r/ /ai/: <ey> spells /ai/ great: /g/ /r/ /ai/ /t/: <ea> spells /ai/ sleigh: /s/ /l/ /ai/ straight: /s/ /t/ /r/ /ai/ /t/

Review, Teach and Practise

Showcase	Introduce this lesson's focus: the vowel 'a' and spellings of the sound /ai/
Sample spellings	Initially, the ways to spell /ai/ appear within familiar words. These are to read only.
Spelling study	In this lesson we are revisiting everything that has been taught as part of the ELS content. Discuss and identify the way /ai/ has been spelled and where it is located within the word. Using the spelling sequence, break down the spelling of these words.

Apply

Apply	Children write three words on a whiteboard: <i>main, stay, lake</i> and identify with a partner or independently which way the sound is spelled within the words.
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Lesson: Week 1, Day 3 Successful start**Focus:** The vowel 'e' and spellings of the sound /ee/

Focus words in bold	Subject knowledge
bee, treat, money, athlete, baby, she, ceiling, police	Ways to spell /ee/ covered in ELS and revisited within this lesson: <ee> <i>bee</i>, <ea> <i>treat</i>, <ey> <i>money</i>, <e-e> <i>athlete</i>, <y> <i>baby</i>, <e> <i>she</i>, <ei> <i>ceiling</i>, <i> <i>police</i> There are other ways to spell /ee/ and these may be taught discreetly as they appear. Further examples include: <ae> <i>paediatric</i>, <i-e> <i>machine</i> bee: /b/ /ee/ treat: /t/ /r/ /ee/ /t/: <ea> spells /ee/ money: /m/ /u/ /n/ /ee/: <o> spells /u/ and <ey> spells /ee/ athlete: /a/ /th/ /l/ /ee/ /t/: split digraph <e-e> spells /ee/ baby: /b/ /ai/ /b/ /ee/: <y> spells /ee/ she: /sh/ /ee/: <e> spells /ee/ ceiling: /s/ /ee/ /l/ /i/ /ng/ police: /p/ /ə/ /l/ /ee/ /s/:

Review, Teach and Practise

Showcase	Introduce this lesson's focus: the vowel 'e' and spellings of the sound /ee/
Sample spellings	Initially, the ways to spell /ee/ appear within familiar words. These are to read only.
Spelling study	In this lesson we will revisit everything that has been taught as part of the ELS content. Discuss and identify the way /ee/ has been spelled and where it is located within the word. Using the spelling sequence, break down the spelling of these words.

Apply

Apply	Children write three words on a whiteboard: <i>green, seat, sunny</i> and identify with a partner or independently which way the sound is spelled within the words.
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Lesson: Week 2, Day 1 Successful start**Focus:** The vowel 'i' and spellings of the sound /igh/

Focus words in bold	Subject knowledge
light, pie, time, tiger, sky, eye, island, buy	Ways to spell /igh/ covered in ELS and revisited within this lesson: <igh> <i>light</i>, <ie> <i>pie</i>, <i-e> <i>time</i>, <i> <i>tiger</i>, <y> <i>sky</i>, <eye> <i>eye</i>, <is> <i>island</i>, <uy> <i>buy</i> There are other ways to spell /igh/ and these may be taught discreetly as they appear. Further examples include: <ye> <i>bye</i>, <ai> <i>Dubai</i>, <ei> <i>feisty</i>, <ia> <i>diamond</i> light: /l/ /igh/ /t/ pie: /p/ /igh/: <ie> spells /igh/ time: /t/ /igh/ /m/: split digraph <i-e> spells /igh/ tiger: /t/ /igh/ /g/ /ə/ /r/: <i> spells /igh/ and the <e> is a schwa sky: /s/ /k/ /igh/: <y> spells /igh/ eye: /igh/: <eye> spells /igh/ (This word is also taught as a CW.) island: /igh/ /l/ /ə/ /n/ /d/ buy: /b/ /igh/

Review, Teach and Practise

Showcase	Introduce this lesson's focus: the vowel 'i' and spellings of the sound /igh/
Sample spellings	Initially, the ways to spell /igh/ appear within familiar words. These are to read only.
Spelling study	In this lesson we will revisit everything that has been taught as part of the ELS content. Discuss and identify the way /igh/ has been spelled and where it is located within the word. Using the spelling sequence, break down the spelling of these words.

Apply

Apply	Children write three words on a whiteboard: <i>night, tie, line</i> and identify with a partner or independently which way the sound is spelled within the words.
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Lesson: Week 2, Day 2 Successful start**Focus:** The vowel 'o' and spellings of the sound /oa/

Focus words in bold	Subject knowledge
float, snow, doe, note, host, dough, plateau	Ways to spell /oa/ covered in ELS and revisited within this lesson: <oa> <i>float</i>, <ow> <i>snow</i>, <oe> <i>doe</i>, <o-e> <i>note</i>, <o> <i>host</i>, <ough> <i>dough</i>, <eau> <i>plateau</i> There are other ways to spell /oa/ and these may be taught discreetly as they appear. Further examples include: <au> <i>mauve</i>, <oo> <i>brooch</i> float: /f/ /l/ /oa/ /t/ snow: /s/ /n/ /oa/: <ow> spells /oa/ doe: /d/ /oa/: <oe> spells /oa/ note: /n/ /oa/ /t/: split digraph <o-e> spells /oa/ host: /h/ /oa/ /s/ /t/: <o> spells /oa/ dough: /d/ /oa/ plateau: /p/ /l/ /a/ /t/ /oa/

Review, Teach and Practise

Showcase	Introduce this lesson's focus: the vowel 'o' and spellings of the sound /oa/
Sample spellings	Initially, the ways to spell /oa/ appear within familiar words. These are to read only.
Spelling study	In this lesson we will revisit everything that has been taught as part of the ELS content. Discuss and identify the way /oa/ has been spelled and where it is located within the word. Using the spelling sequence, break down the spelling of these words.

Apply

Apply	Children write three words on a whiteboard: <i>coat, grow, phone</i> and identify with a partner or independently which way the sound is spelled within the words.
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Lesson: Week 2, Day 3 Successful start**Focus:** The vowel 'u' and spellings of the sound /oo/ or /yoo/

Focus words in bold	Subject knowledge
scoop, blue, crew, flute, unicorn, move, group, juice, shoe, beautiful	Ways to spell /yoo/ covered in ELS and revisited within this lesson: <oo> <i>scoop</i>, <ue> <i>blue</i>, <ew> <i>crew</i>, <u-e> <i>flute</i>, <u> <i>unicorn</i>, <o> <i>move</i>, <ou> <i>group</i>, <ui> <i>juice</i>, <oe> <i>shoe</i>, <eau> <i>beautiful</i>. There are other ways to spell /yoo/ and these may be taught discreetly as they appear. Another example is: <ough> <i>through</i> scoop: /s/ /k/ /oo/ /p/: <oo> spells /oo/ blue: /b/ /l/ /oo/: <ue> spells /oo/ crew: /k/ /r/ /oo/: <ew> spells /oo/ flute: /f/ /l/ /oo/ /t/: split digraph <u-e> spells /y+oo/ unicorn: /yoo/ /n/ /i/ /k/ /or/ /n/: <u> spells /yoo/ move: /m/ /oo/ /v/: <o> spells /oo/ and <ve> spells /v/ group: /g/ /r/ /oo/ /p/ juice: /j/ /oo/ /s/ shoe: /sh/ /oo/ beautiful: /b/ /yoo/ /t/ /ə/ /f/ /ə/ /l/: both the <i> and <u> are schwas

Review, Teach and Practise

Showcase	Introduce this lesson's focus: the vowel 'u' and spellings of the sound /oo/ or /yoo/
Sample spellings	Initially, the ways to spell /oo/ or /yoo/ appear within familiar words. These are to read only.
Spelling study	In this lesson we will revisit everything that has been taught as part of the ELS content. Discuss and identify the way /oo/ or /yoo/ has been spelled and where it is located within the word. Using the spelling sequence, break down the spelling of these words.

Apply

Apply	Children write three words on a whiteboard: <i>moon, screw, June</i> and identify with a partner or independently which way the sound is spelled within the words.
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Lesson: Week 3, Day 1 Teaching a specific spelling

Focus: /j/ spelled <g>

Focus words in bold	Subject knowledge
gem, cage, giant, page , gadget , ginger	Ways to spell /j/ covered in ELS: <j> <i>jellyfish</i> , <g> <i>giraffe</i> , <ge> <i>barge</i> , <dge> <i>bridge</i> . Where /j/ appears at the beginning of a word, it is spelled <j> or <g>. A <g> spelling /j/ is usually followed by an <e>, <i> or <y>: <i>gem</i> , <i>giraffe</i> , <i>lethargy</i> . In the words <i>age</i> , <i>page</i> , <i>cage</i> , <i>rage</i> the /j/ is spelled <g> and is the consonant within the split digraph. Note how /j/ spelled <g> appears in different places within the focus words. page: /p/ /ai/ /j/: split digraph <a-e> and <g> spells /j/ gadget: /g/ /a/ /d/ /j/ /i/ /t/: <g> spells /j/ and <e> spells /i/ ginger: /j/ /i/ /n/ /j/ /ur/: both instances of <g> spell /j/ and <er> spells /ur/

Review and Teach

Spread of spellings	First, discuss all the ways we know how to spell the sound /j/. Point out these spellings within each word. You can explain which letter combinations are spelling the sound /j/.
Showcase	Introduce this lesson's focus: /j/ spelled <g>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>page</i> , <i>gadget</i> , <i>ginger</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply *Apply Book* page 5 is completed on this day.

Lesson: Week 3, Day 2 Teaching a specific spelling

Focus: /j/ spelled <ge>

Focus words in bold	Subject knowledge
barge, fringe, hinge, change , large , charge	Ways to spell /j/ covered in ELS: <j> <i>jellyfish</i> , <g> <i>giraffe</i> , <ge> <i>barge</i> , <dge> <i>bridge</i> . Where /j/ appears at the end of a word preceded by a longer vowel sound or consonant sounds, it is usually spelled <ge>. It is spelled <dge> if preceded by a short vowel sound. For example: <ge> <i>barge</i> , <i>change</i> , <i>fringe</i> ; <dge> <i>sledge</i> , <i>hedge</i> , <i>sludge</i> . change: /ch/ /ai/ /n/ /j/: <a> spells /ai/ and <ge> spells /j/ large: /l/ /ar/ /j/: <ge> spells /j/ charge: /ch/ /ar/ /j/: <ge> spells /j/

Review and Teach

Spread of spellings	First, discuss all the ways we know how to spell the sound /j/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /j/.
Showcase	Introduce this lesson's focus: /j/ spelled <ge>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>change</i> , <i>large</i> , <i>charge</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply *Apply Book* page 6 is completed on this day.

Lesson: Week 3, Day 3 Teaching a specific spelling	
Focus: /j/ spelled <dge>	
Focus words in bold	Subject knowledge
hedge, bridge, fudge, fridge, edge, badge	Ways to spell /j/ covered in ELS: <j> <i>jellyfish</i> , <g> <i>giraffe</i> , <ge> <i>barge</i> , <dge> <i>bridge</i> . Where the /j/ sound is at the end of a word and immediately preceded by a short vowel sound, we usually spell it <dge>. fridge : /f/ /r/ /i/ /j/: <dge> spells /j/ edge : /e/ /j/: <dge> spells /j/ badge : /b/ /a/ /j/: <dge> spells /j/
Review and Teach	
Spread of spellings	First, discuss all the ways we know how to spell the sound /j/. Point out these spellings within each word. You can explain which letter combinations are spelling the sound /j/.
Showcase	Introduce this lesson's focus: /j/ spelled <dge>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>fridge, edge, badge</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.
Apply	
Apply	<i>Apply Book</i> page 7 is completed on this day.

Lesson: Week 4, Day 1 Teaching a specific spelling	
Focus: /n/ spelled <kn>	
Focus words in bold	Subject knowledge
knee, knight, knot, knock, knit, know	The letter <k> is silent when preceding an <n>, forming <kn>. Examples are <i>knock, knit, kneel, knot</i> . In Old English, these words may have been spelled <cn>, but this spelling was replaced with <kn>. Words such as <i>knave, knife, knock</i> and <i>knit</i> most likely came from a Germanic root, where the <k> would have been pronounced – for example, /k/ /n/ /ee/ or /k/ /n/ /igh/ /t/. Over time, the <k> was elided over to ease pronunciation, and became silent. knock : /n/ /o/ /k/: <kn> spells /n/ and <ck> spells /k/ knit : /n/ /i/ /t/: <kn> spells /n/ know : /n/ /oa/: <kn> spells /n/ and <ow> spells /oa/
Review and Teach	
Spread of spellings	First, discuss all the ways we know how to spell the sound /n/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /n/.
Showcase	Introduce this lesson's focus: /n/ spelled <kn>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>knock, knit, know</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.
Apply	
Apply	<i>Apply Book</i> page 8 is completed on this day.

Lesson: Week 4, Day 2 Teaching a specific spelling

Focus: /n/ spelled <gn>

Focus words in bold	Subject knowledge
gnome, sign, design , reign, align , gnaw	The letter <g> is usually silent when preceding an <n>, forming <gn>. Examples are <i>gnarl</i> , <i>align</i> , <i>reign</i> , <i>campaign</i> . These words usually have a Germanic origin, and in Old English both the <g> and <n> would most likely have been pronounced. design: /d/ /i/ /z/ /igh/ /n/: <e> spells /i/, <s> spells /z/, <i> spells /igh/ and <gn> spells /n/ align: /ə/ /l/ /igh/ /n/: <a> is a schwa, <i> spells /igh/ and <gn> spells /n/ gnaw: /n/ /or/: <gn> spells /n/ and <aw> spells /or/

Review and Teach

Spread of spellings	First, discuss all the ways we know how to spell the sound /n/. Point out these spellings within each word. You can explain which letter combinations are spelling the sound /n/.
Showcase	Introduce this lesson's focus: /n/ spelled <gn>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>design</i> , <i>align</i> , <i>gnaw</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 9 is completed on this day.
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Lesson: Week 4, Day 3 Teaching a specific spelling

Focus: /r/ spelled <wr>

Focus words in bold	Subject knowledge
write, wrap, wren, wrong , wrist , wrinkle	Many words beginning with <wr> spelling /r/ come from the idea of twisting: <i>wrist</i> , <i>wreath</i> , <i>wring</i> , <i>wriggle</i> , <i>wrap</i> . wrong: /r/ /o/ /ng/: <wr> spells /r/ wrist: /r/ /i/ /s/ /t/: <wr> spells /r/ wrinkle: /r/ /i/ /nk/ /l/: <wr> spells /r/ and <le> spells /l/

Review and Teach

Spread of spellings	First, discuss all the ways we know how to spell the sound /r/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /r/.
Showcase	Introduce this lesson's focus: /r/ spelled <wr>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>wrong</i> , <i>wrist</i> , <i>wrinkle</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 10 is completed on this day.
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Lesson: Week 5, Day 1 Teaching a specific spelling	
Focus: /ee/ spelled <ey>	
Focus words in bold	Subject knowledge
key, donkey, kidney, hockey , valley , chimney	Words where <ey> represents the long /ee/ sound usually end with an unstressed syllable. For example, <i>money</i> , <i>honey</i> , <i>chimney</i> . This also applies to words where the final /ee/ sound is spelled with a single <y> (<i>many</i> , <i>funny</i>). We <i>usually</i> find this spelling of /ee/ in 2-syllable words. hockey : /h/ /o/ /k/ /ee/: <ck> spells /k/ and <ey> spells /ee/ valley : /v/ /a/ /l/ /ee/: <ll> spells /l/ and <ey> spells /ee/ chimney : /ch/ /i/ /m/ /n/ /ee/: <ey> spells /ee/
Review and Teach	
Spread of spellings	First, discuss all the ways we know how to spell the sound /ee/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /ee/.
Showcase	Introduce this lesson's focus: /ee/ spelled <ey>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>hockey</i> , <i>valley</i> , <i>chimney</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.
Apply	
Apply	<i>Apply Book</i> page 11 is completed on this day.

Lesson: Week 5, Day 2 Teaching a specific spelling	
Focus: /s/ spelled <c>	
Focus words in bold	Subject knowledge
cycle, space, mice, face , city , slice	<c> usually represents /s/ before <e>, <i> or <y>. For example, <i>cent</i> , <i>city</i> , <i>Lucy</i> . face : /f/ /ai/ /s/: split digraph <a-e> spells /ai/ and <c> spells /s/ city : /s/ /i/ /t/ /ee/: <c> spells /s/ and <y> spells /ee/ slice : /s/ /l/ /igh/ /s/: split digraph <i-e> spells /igh/ and <c> spells /s/
Review and Teach	
Spread of spellings	First, discuss all the ways we know how to spell the sound /s/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /s/.
Showcase	Introduce this lesson's focus: /s/ spelled <c>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>face</i> , <i>city</i> , <i>slice</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.
Apply	
Apply	<i>Apply Book</i> page 12 is completed on this day.

Lesson: Week 5, Day 3 Teaching a specific spelling	
Focus: /l/ spelled <il>	
Focus words in bold	Subject knowledge
gerbil, basil, utensil, pencil, fossil, nostril	<il> is the least common way to spell /l/. pencil: /p/ /e/ /n/ /s/ /l/: <c> spells /s/ and <il> spells /l/ fossil: /f /o/ /s/ /l/: <il> spells /l/ nostril: /n/ /o/ /s/ /t/ /r/ /l/: <il> spells /l/
Review and Teach	
Spread of spellings	First, discuss all the ways we know how to spell the sound /l/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /l/.
Showcase	Introduce this lesson's focus: /l/ spelled <il>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>pencil, fossil, nostril</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.
Apply	
Apply	<i>Apply Book</i> page 13 is completed on this day.

Lesson: Week 6, Day 1 Common Words	
Focus: /or/ spelled <oor>	
Focus words in bold	Subject knowledge
door, floor, poor, moor	/or/ spelled <oor> may have originally been spelled <or> in some words before spellings were standardized. For example, the spelling of <i>floor</i> in Old English was <i>flōr</i> . <i>Door, poor</i> and <i>floor</i> appear within the National Curriculum as common exception words. However, /oor/ spelled <oor> has already been taught as a GPC in ELS in Year 1/P2, Summer 2. door: /d/ /or/: <oor> spells /or/ floor: /f/ /l/ /or/: <oor> spells /or/ poor: /p/ /or/: <oor> spells /or/
Review and Teach	
Spread of spellings	First, discuss all the ways we know how to spell the sound /or/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /or/.
Showcase	Introduce this lesson's focus: /or/ spelled <oor>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows four words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell two of the focus words on a whiteboard: <i>door, poor</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence containing the third focus word: <i>'The sign says the floor is wet.'</i> This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 6, Day 2 Common Words

Focus: because, most

Focus words in bold	Subject knowledge
because, most	<i>because</i> and <i>most</i> were taught within ELS. because – was made up of <i>by</i> and <i>cause</i> in Middle English. It means ‘for the reason that’ and is used as a conjunction. most – comes from Old English word <i>mast</i>, meaning ‘of greater number or amount’. <i>Most</i> is an adverb used to form several superlatives where the ending -est is omitted. For example: <i>It was the most expensive pair of shoes in the shop.</i> because: /b/ /i/ /k/ /aw/ /z/ or /b/ /i/ /k/ /o/ /z/ or /b/ /i/ /k/ /u/ /z/ depending on accent; <e> spells /i/, <au> spells either /aw/, /o/ or /u/, depending on accent, and this should be focused on, <se> spells /z/ most: /m/ /oa/ /s/ /t/: <o> spells /oa/

Review, Teach and Practise

Showcase	Introduce this lesson’s focus: because and most.
Spellings in a sentence	With your support, children read sentences that contain the Common Words.
Spelling study	Teach the children to spell the two focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you.
Apply	
Apply	Children write a dictated sentence containing the focus words: ‘ <i>Most of us enjoy the weekend because we can rest.</i> ’ This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 6, Day 3 Common Words

Focus: /igh/ spelled <i>

Focus words in bold	Subject knowledge
climb, mind, sign, find, child, tiger	<i> is the focus GPC within these spellings. As <i> is less commonly used on its own to spell /igh/, these are ‘common exception words’. <i>Find, kind, mind, behind, child, wild, climb</i> appear within the National Curriculum. However, /igh/ spelled <i> has already been taught as a GPC in ELS in Y1/P2, Spring 1. climb: /k/ /l/ /igh/ /m/: <i> spells /igh/ and <mb> spells /m/ child: /ch/ /igh/ /l/ /d/: <i> spells /igh/ tiger: /t/ /igh/ /g/ /ur/: <i> spells /igh/ and <er> spells /ur/

Review and Teach

Spread of spellings	First, discuss all the ways we know how to spell the sound /igh/. Point out these spellings within each word. You can explain which letter combinations are spelling the sound /igh/.
Showcase	Introduce this lesson’s focus: /igh/ spelled <i>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the two of the focus words on a whiteboard: <i>tiger, climb</i> . The images (where possible) are there to remind children which words they are writing.
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Apply

Apply	Children write a dictated sentence containing the third focus word: ‘ <i>The child was kind to the new boy.</i> ’ This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 7, Day 1 Teaching a specific spelling

Focus: /u/ spelled <o>

Focus words in bold	Subject knowledge
monkey, month, honey, front , glove , London	<o> can spell the short /u/ sound and it is often used before a <v>, <n> or <th>. For example, <i>oven</i>, <i>month</i>, <i>other</i>. Good to know, but not covered in Y2/P3 content: Some words with the short /u/ sound did originally contain the <u> spelling. But, over time, these were changed when next to <m>, <n>, <w>, <r> and <v>. This was possibly done to make the word easier to read. front: /f/ /r/ /u/ /n/ /t/: <o> spells /u/ glove: /g/ /l/ /u/ /v/: <o> spells /u/ and <ve> spells /v/ London: <o> spells /u/ in the first instance; the second <o> is a schwa

Review and teach

Spread of spellings	First, discuss all the ways we know how to spell the sound /u/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /u/.
Showcase	Introduce this lesson's focus: /u/ spelled <o>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the reading sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>front</i> , <i>glove</i> , <i>London</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply *Apply Book* page 14 is completed on this day.

Lesson: Week 7, Day 2 Teaching a specific spelling

Focus: /o/ spelled <a>

Focus words in bold	Subject knowledge
swans, swallow, wasp, wash , want , watch	This is the most common way to spell /o/ after a <qu> or <w>, for example, <i>squash</i>, <i>wash</i>, <i>quantity</i>, <i>swan</i>. wash: /w/ /o/ /sh/: <a> spells /o/ want: /w/ /o/ /n/ /t/: <a> spells /o/ watch: /w/ /o/ /ch/: <a> spells /o/ and <tch> spells /ch/

Review and Teach

Spread of spellings	First, discuss all the ways we know how to spell the sound /o/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /o/.
Showcase	Introduce this lesson's focus: /o/ spelled <a>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>wash</i> , <i>want</i> , <i>watch</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply *Apply Book* page 15 is completed on this day.

Lesson: Week 7, Day 3 Teaching a specific spelling	
Focus: /or/ spelled <a>/<al>	
Focus words in bold	Subject knowledge
wall, chalk, small, ball, talk, stall	The /or/ sound is usually spelled with an <a> before <l> or <ll>. ball: /b/ /or/ /l/: <al> spells /or/ talk: /t/ /or/ /k/: <al> spells /or/ stall: /s/ /t/ /or/ /l/: <al> spells /or/
Review and Teach	
Spread of spellings	First, discuss all the ways we know how to spell the sound /or/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /or/.
Showcase	Introduce this lesson's focus: /or/ spelled <a> or <al>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>ball, talk, stall</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.
Apply	
Apply	<i>Apply Book</i> page 16 is completed on this day.

Autumn 2

This half term is made up of four different lesson types:

Teaching a specific spelling, Homophones, Common Words and Review.

Teaching a specific spelling

These lessons review many of the GPCs taught as part of ELS. You will teach children the spelling for the sound and share where we commonly find these in words. There is support for you within the Subject knowledge to explain where we *usually* find the spellings within words. Whilst we do not teach 'rules' as these are often broken, you can explain that these spellings are most often found in specific locations.

Homophones

Homophones and near-homophones are taught to enable children to discern the difference in meanings of differently-spelled words. These are all defined to support your explanations.

Common Words (CWs)

These lessons focus on the common exception words listed in the National Curriculum. Many of these words have been taught in ELS as Harder to Read and Spell Words (HRSWs) – this information has been included in the Subject knowledge. These words follow very rarely-used spellings or are words that are commonly used where you cannot hear the sounds within the words to support spelling.

CWs covered in this half term:

Focus on /oo/ spelled <o>: *who, to, approve, move, prove* and *improve*.

Focus on /h/ spelled <wh>: *whom, who, whole* and *whose*.

Focus on /ai/ spelled <ea>: *great, break* and *steak*.

Review

These review lessons allow you to revisit all the spellings focused on in the programme so far. This allows for additional consolidation before moving on to suffixes and changes to the root word in subsequent teaching.

Lesson: Week 1, Day 1 Teaching a specific spelling

Focus: /zh/ spelled <s>

Focus words in bold	Subject knowledge
treasure, usual , measure, closure , casual, pleasure	/zh/ is the voiced version of the unvoiced /sh/. It often appears in the middle of words. Good to know, but not covered in Y2/P3 content: /zh/ can be spelled with <s> <i>treasure</i>, <si> <i>vision</i>, <ge> <i>collage</i>, <g> <i>regime</i>, <j> <i>déjà vu</i>, <z> <i>seizure</i>, <ti> <i>equation</i>. There are other ways to spell this sound, but these appear very infrequently. usual: /ʏoo/ /zh/ /oo/ /ə/ /l/: accents will affect the pronunciation of the second <u> as for some it may sound like a /w/ closure: /c/ /l/ /oa/ /zh/ /ə/ /r/: <o> spells /oa/, <s> spells /zh/ and <re> spells /r/ pleasure: /p/ /l/ /e/ /zh/ /ə/ /r/: <ea> spells /e/, <s> spells /zh/ and <ure> spells /ur/

Review and Teach

Spread of spellings	First, discuss all the ways we know how to spell the sound /zh/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /zh/.
Showcase	Introduce this lesson's focus: /zh/ spelled <s>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>usual</i> , <i>closure</i> , <i>pleasure</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 17 is completed on this day.
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Lesson: Week 1, Day 2 Teaching a specific spelling

Focus: /zh/ spelled <si>

Focus words in bold	Subject knowledge
vision, Asia, decision , version , confusion, conclusion	/zh/ is the voiced version of the unvoiced /sh/. It often appears in the middle of words. The focus words of this lesson feature <sion>. This spelling cannot be easily discerned when listening for the sounds within the word. In <sion> the <o> is a schwa. decision: /d/ /i/ /s/ /i/ /zh/ /ə/ /n/: <e> spells /i/, <c> spells /s/ and <si> spells /zh/ version: /v/ /ur/ /zh/ /ə/ /n/: <er> spells /ur/ and <si> spells /zh/ conclusion: /c/ /o/ /n/ /c/ /l/ /oo/ /zh/ /ə/ /n/: <u> spells /oo/ and <si> spells /zh/

Review and Teach

Spread of spellings	First, discuss all the ways we know how to spell the sound /zh/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /zh/.
Showcase	Introduce this lesson's focus: /zh/ spelled <si>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>decision</i> , <i>version</i> , <i>conclusion</i> .
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 18 is completed on this day.
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Lesson: Week 1, Day 3 Homophones**Focus:** Homophones

Focus words in bold	Subject knowledge
blue/blew, knight/night, quite/quiet	Homophones and 'near homophones' are taught to ensure children know the different meanings of words that sound the same or similar. blue – an adjective used to describe the colour blue or explain a feeling. /b/ /l/ /oo/: <ue> spells /oo/ blew – the past tense of blow. /b/ /l/ /oo/: <ew> spells /oo/ knight – a mounted soldier in Medieval times. /n/ /igh/ /t/: <kn> spells /n/ night – describes the time between sunset and sunrise. /n/ /igh/ /t/ quite – adverb, meaning to some degree. /kw/ /igh/ /t/: split digraph <i-e> spells /igh/ quiet – adjective, meaning not making much noise. /kw/ /igh/ /schwa/ /t/: <qu> spells /kw/ and <e> is a schwa

Review and Teach

Showcase	Introduce this lesson's focus: homophones. You will see an example of a homophone on the screen.
Spellings in a sentence	With your support, children read sentences that contain the homophones, and these are highlighted.
Sample spellings	The next slide shows six words that contain the homophones for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the homophones. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell two pairs of homophones on a whiteboard: <i>blue/blew, knight/night</i> . The images (where possible) are there to remind children which words they are writing.
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Apply

Apply	Children write a dictated sentence containing the other pair of homophones: ' <i>The children were quite quiet.</i> ' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 2, Day 1 Teaching a specific spelling**Focus:** /ur/ spelled <or>

Focus words in bold	Subject knowledge
worm, world, artwork, worst, work, worthy	When spelling the stressed /ur/ sound after a <w>, we usually spell it <or>. worst: /w/ /ur/ /s/ /t/: <or> spells /ur/ work: /w/ /ur/ /k/: <or> spells /ur/ worthy: /w/ /ur/ /th/ /ee/: <or> spells /ur/ and <y> spells /ee/

Review and Teach

Spread of spellings	First, discuss all the ways we know how to spell the sound /ur/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /ur/.
Showcase	Introduce this lesson's focus: /ur/ spelled <or>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>worst, work, worthy</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 19 is completed on this day.
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Lesson: Week 2, Day 2 Teaching a specific spelling

Focus: /ur/ spelled <ar>

Focus words in bold	Subject knowledge
warm, award, warden, toward , reward , wardrobe	When spelling the /or/ sound after <w>, we usually spell it <ar>. toward : /t/ /oo/ /w/ /or/ /d/: <o> spells /oo/ and <ar> spells /or/ reward : /r/ /i/ /w/ /or/ /d/: <e> spells /i/ and <ar> spells /or/ wardrobe : /w/ /or/ /d/ /r/ /oa/ /b/: <ar> spells /or/ and split digraph <o-e> spells /oa/

Review and Teach

Spread of spellings	First, discuss all the ways we know how to spell the sound /or/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /or/.
Showcase	Introduce this lesson's focus: /or/ spelled <ar>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words for children. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>toward</i> , <i>reward</i> , <i>wardrobe</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 20 is completed on this day.
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Lesson: Week 2, Day 3 Homophones

Focus: Homophones

Focus words in bold	Subject knowledge
pair/pear, be/bee, to/two	Homophones and 'near homophones' are taught to ensure children know the different meanings of words that sound the same or similar. pair – noun, two things of the same type. /p/ /air/ pear – noun, a green or yellow fruit. /p/ /air/: <ear> spells /air/ be – verb, used to link, describe or give more information. /b/ /ee/: <e> spells /ee/ bee – noun, flying insect. /b/ /ee/ to – preposition (showing receiving, direction, end, limit, range, relationships or comparison [not exhaustive]) /t/ /oo/: <o> spells /oo/ two – the number two. /t/ /oo/: <wo> spells /oo/

Review and Teach

Showcase	Introduce this lesson's focus: homophones. You will see an example of a homophone on the screen.
Spellings in a sentence	With your support, children read sentences that contain the homophones, and these are highlighted.
Sample spellings	The next slide shows six words that contain the homophones for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the homophones. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell two pairs of homophones on a whiteboard: <i>pair/pear</i> , <i>be/bee</i> . The images (where possible) are there to remind children which words they are writing.
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Apply

Apply	Children write a dictated sentence containing the other pair of homophones: ' <i>I need to oil the two doors.</i> ' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 3, Day 1 Review	
Focus: Reviewing /j/ spelled <g>	
Focus words in bold	Subject knowledge
gem, cage, giant, huge, gentle, logic (The first three words appeared in the first lesson where this spelling was taught.)	Ways to spell /j/ covered in ELS: <j> <i>jellyfish</i> , <g> <i>giraffe</i> , <ge> <i>barge</i> , <dge> <i>bridge</i> . Where the /j/ sound appears at the beginning of a word, it is spelled <j> or <g>. A <g> spelling /j/ is usually followed by an <e> <i> or <y>: <i>gem</i> , <i>giraffe</i> , <i>lethargy</i> . In the words <i>age</i> , <i>page</i> , <i>cage</i> , <i>rage</i> the /j/ is spelled <g> and is the consonant within the split digraph. huge : /h/ / (y)oo/ /j/: split digraph <u-e> spells / (y)oo/ and <g> spells /j/ gentle : /j/ /e/ /n/ /t/ /l/: <g> spells /j/ and <le> spells /l/ logic : /l/ /o/ /j/ /i/ /c/: <g> spells /j/
Review and Teach	
Spread of spellings	First, you will see six words. These show the three different spellings we will be reviewing this week.
Showcase	Introduce this lesson's focus: reviewing /j/ spelled <g>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>huge, gentle, logic</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence featuring a word/words shown within the lesson: 'The giant gem was sparkling blue.' This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 3, Day 2 Review	
Focus: Reviewing /n/ spelled <gn>	
Focus words in bold	Subject knowledge
gnome, sign, design, assign, resign, campaign (The first three words appeared in the first lesson where this spelling was taught.)	The letter <g> is usually silent when preceding an <n>, forming <gn>. Examples are <i>gnarl, align, reign, campaign</i> . This usually denotes a Germanic origin to the word, and in Old English both the <g> and <n> would most likely have been pronounced. assign : /ə/ /s/ /igh/ /n/: <ss> spells /s/, <i> spells /igh/ and <gn> spells /n/ resign : /r/ /i/ /z/ /igh/ /n/: <e> spells /i/, <s> spells /z/, <i> spells /igh/ and <gn> spells /n/ campaign : /c/ /a/ /m/ /p/ /ai/ /n/: <gn> spells /n/
Review and Teach	
Spread of spellings	First, you will see six words. These show the three different spellings we will be reviewing this week.
Showcase	Introduce this lesson's focus: reviewing /n/ spelled <gn>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>assign, resign, campaign</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence featuring a word/words shown within the lesson: 'The gnome's sign said to stop walking on the grass.' This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 3, Day 3 Review	
Focus: Reviewing /s/ spelled <c>	
Focus words in bold	Subject knowledge
cycle, space, mice, twice, place, fancy (The first three words appeared in the first lesson where this spelling was taught.)	<c> usually represents /s/ before <e>, <i> or <y>. For example, <i>cent, city, Lucy</i> . twice: /t/ /w/ /igh/ /s/: split digraph <i-e> spells /igh/ place: /p/ /l/ /ai/ /s/: split digraph <a-e> spells /ai/ and <c> spells /s/ fancy: /f/ /a/ /n/ /s/ /ee/: <c> spells /s/ and <y> spells /ee/
Review and Teach	
Spread of spellings	First, you will see six words. These show the three different spellings we will be reviewing this week.
Showcase	Introduce this lesson's focus: reviewing /s/ spelled <c>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>twice, place, fancy</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence featuring a word/words shown within the lesson: 'Let's cycle through the city to school.' This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 4, Day 1 Review	
Focus: Reviewing /j/ spelled <ge>	
Focus words in bold	Subject knowledge
barge, fringe, hinge, range, verge, exchange (The first three words appeared in the first lesson where this spelling was taught.)	Ways to spell /j/ covered in ELS: <j> <i>jellyfish</i> , <g> <i>giraffe</i> , <ge> <i>barge</i> , <dge> <i>bridge</i> . Where /j/ appears at the end of a word preceded by a longer vowel sound or consonant sounds, it is usually spelled <ge>. It is spelled <dge> if preceded by a short vowel sound. For example: <ge> <i>barge, change, fringe</i> ; <dge> <i>sledge, hedge, sludge</i> . range: /r/ /ai/ /n/ /j/: <a> spells /ai/ and <ge> spells /j/ verge: /v/ /ur/ /j/: <er> spells /ur/ and <ge> spells /j/ exchange: /e/ /x/ /ch/ /ai/ /n/ /j/: <a> spells /ai/ and <ge> spells /j/
Review and Teach	
Spread of spellings	First, you will see six words. These show the three different spellings we will be reviewing this week.
Showcase	Introduce this lesson's focus: reviewing /j/ spelled <ge>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>range, verge, exchange</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence featuring a word/words shown within the lesson: 'The barge is tied to the verge.' This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 4, Day 2 Review	
Focus: Reviewing /n/ spelled <kn>	
Focus words in bold	Subject knowledge
knee, knight, knot, knew, known, kneel (The first three words appeared in the first lesson where this spelling was taught.)	The letter <k> is silent when preceding an <n>, forming <kn>. Examples are <i>knock, knit, kneel, knot</i> . In Old English, these words may have been spelled <cn>, but this was replaced with <kn>. Words such as <i>knave, knife, knock</i> and <i>knit</i> most likely came from a Germanic root, where the <k> would have been pronounced - for example, /k/ /n/ /ee/ or /k/ /n/ /igh/ /t/. Over time, the <k> was elided over to ease pronunciation, and became silent. knew: /n/ /(y)oo/ or /n/ /oo/: <kn> spells /n/ and <ew> spells either /(y)oo/ or /oo/, depending on accent known: /n/ /ow/ /n/: <kn> spells /n/ kneel: /n/ /ee/ /l/: <kn> spells /n/
Review and Teach	
Spread of spellings	First, you will see six words. These show the three different spellings we will be reviewing this week.
Showcase	Introduce this lesson's focus: reviewing /n/ spelled <kn>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>knew, known, kneel</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence featuring a word/words shown within the lesson: 'The knight knelt on the step.' This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 4, Day 3 Review	
Focus: Reviewing /ee/ spelled <ey>	
Focus words in bold	Subject knowledge
key, donkey, kidney, trolley, turkey, journey (The first three words appeared in the first lesson where this spelling was taught.)	Words where <ey> represents the long /ee/ sound usually end with an unstressed syllable. For example, <i>money, honey, chimney</i> . This also applies to words where the final /ee/ sound is spelled with a single <y> (<i>many, funny</i>). trolley: /t/ /r/ /o/ /l/ /ee/: <ll> spells /l/ and <ey> spells /ee/ turkey: /t/ /ur/ /k/ /ee/: <y> spells /ee/ journey: /j/ /ur/ /n/ /ee/: <ou> spells /ur/ and <ey> spells /ee/
Review and Teach	
Spread of spellings	First, you will see six words. These show the three different spellings we will be reviewing this week.
Showcase	Introduce this lesson's focus: reviewing /ee/ spelled <ey>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>trolley, turkey, journey</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence featuring a word/words shown within the lesson: 'The donkey walked in the forest.' This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 5, Day 1 Review	
Focus: Reviewing /u/ spelled <o>	
Focus words in bold	Subject knowledge
monkey, month, honey, other , Monday , worry (The first three words appeared in the first lesson where this spelling was taught.)	<o> can spell the short /u/ sound and it is often used before a <v>, <n> or <th>. For example, <i>oven</i> , <i>month</i> , <i>other</i> . Good to know, but not covered in Y2/P3 content: some words with the short /u/ sound did originally contain the <u> spelling. But, over time, these were changed when next to <m>, <n>, <w>, <r> and <v>. This was possibly done to make the word easier to read. other : /u/ /th/ /ur/: <o> spells /u/ and <er> spells /ur/ Monday : /m/ /u/ /n/ /d/ /ai/: <o> spells /u/ and <ay> spells /ai/ worry : /w/ /u/ /r/ /ee/ or /w/ /o/ /r/ /ee/ (accent depending): <o> spells /u/ more commonly, though it can spell /o/, <rr> spells /r/ and <y> spells /ee/
Review and Teach	
Spread of spellings	First, you will see six words. These show the three different spellings we will be reviewing this week.
Showcase	Introduce this lesson's focus: reviewing /u/ spelled <o>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words for children. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>other</i> , <i>Monday</i> , <i>worry</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence featuring a word/words shown within the lesson: 'The monkey sat and ate honey.' This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 5, Day 2 Review	
Focus: Reviewing /zh/ spelled <s> or <si>	
Focus words in bold	Subject knowledge
treasure, television, usual, measure , vision , Asia (The first three words appeared in the first lesson where this spelling was taught.)	/zh/ is the voiced version of the unvoiced /sh/. It often appears in the middle of words. Good to know, but not covered in Y2/P3 content: /zh/ can be spelled with <s> <i>treasure</i> , <si> <i>vision</i> , <ge> <i>collage</i> , <g> <i>regime</i> , <j> <i>déjà vu</i> , <z> <i>seizure</i> , <ti> <i>equation</i> . There are other ways to spell this sound, but these appear very infrequently. measure : /m/ /e/ /zh/ /ur/: <ea> spells /e/, <s> spells /zh/ and <ure> spells /ur/ vision : /v/ /i/ /zh/ /ə/ /n/: <si> spells /zh/ Asia : /ai/ /zh/ /ə/: <a> spells /ai/, <si> spells /zh/ and the <a> is a schwa.
Review and Teach	
Spread of spellings	First, you will see six words. These show the three different spellings we will be reviewing this week.
Showcase	Introduce this lesson's focus: reviewing /zh/ spelled <s> or <si>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>measure</i> , <i>vision</i> , <i>Asia</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence featuring a word/ words shown within the lesson: 'There was treasure on the television.' This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 5, Day 3 Review**Focus:** Reviewing /r/ spelled <wr>

Focus words in bold	Subject knowledge
write, wrap, wren, wrote, written, wrapper (The first three words appeared in the first lesson where this spelling was taught.)	Many words beginning with <wr> spelling /r/ come from the idea of twisting: <i>wrist, wreath, wring, wriggle, wrap</i> . wrote: /r/ /oa/ /t/: <wr> spells /r/ and split digraph <o-e> spells /oa/ written: /r/ /i/ /t/ /n/: <wr> spells /r/, <tt> spells /t/ and <e> is an elision wrapper: /r/ /a/ /p/ /ur/: <wr> spells /r/, <pp> spells /p/ and <er> spells /ur/

Review and Teach

Spread of spellings	First, you will see six words. These show the three different spellings we will be reviewing this week.
Showcase	Introduce this lesson's focus: reviewing /r/ spelled <wr>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>wrote, written, wrapper</i> . The images (where possible) are there to remind children which words they are writing.
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Apply

Apply	Children write a dictated sentence featuring a word/words shown within the lesson: 'Write their name on the wrapping paper.' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 6, Day 1 Common Words**Focus:** /oo/ spelled <o>

Focus words in bold	Subject knowledge
who, to, approve, move, prove, improve	This is the <o> spelling the long vowel sound /oo/. <i>Move, prove, improve</i> appear within the National Curriculum as common exception words. However, /oo/ spelled <o> has already been taught as a GPC in ELS in Y1/2 Summer 2. There are a limited number of words: <i>lose, prove, move, do, who, to, whom, womb, tomb</i> and other variations of these words with suffixes, for example, <i>doing</i> . move: /m/ /oo/ /v/: <o> spells /oo/ and <ve> spells /v/ prove: /p/ /r/ /oo/ /v/: <o> spells /oo/ and <ve> spells /v/ improve: /i/ /m/ /p/ /r/ /oo/ /v/: <o> spells /oo/ and <ve> spells /v/

Review and Teach

Spread of spellings	First, you will see all the ways we know how to spell the sound /oo/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /oo/.
Showcase	Introduce this lesson's focus: /oo/ spelled <o>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>move, prove</i> . The images (where possible) are there to remind children which words they are writing.
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Apply

Apply	Children write a dictated sentence containing the other focus word: 'If you practise, you'll improve.' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 6, Day 2 Common Words	
Focus: /h/ spelled <wh>	
Focus words in bold	Subject knowledge
whom, who , whole , whose	<i>Who</i> and <i>whole</i> were taught as HRSWs in ELS. There are a limited number of words that begin with this spelling. Example words: <i>whooping (cough)</i>, <i>wholly</i>, <i>who</i>, <i>whom</i>, <i>whose</i>, <i>whole</i>. The <wh> for /h/ pronunciation, for some dialects, can be characterised by the expulsion of a longer breath when compared with a shorted /h/ at the beginning of words such as 'hut'. who: /h/ /oo/: <wh> spells /h/ and <o> spells /oo/ whole: /h/ /oa/ /l/: <wh> spells /h/, split digraph <o-e> spells /oa/ whose: /h/ /oo/ /z/: <wh> spells /h/, <o> spells /oo/ and <se> spells /z/
Review and Teach	
Spread of spellings	First, you will see all the ways we know how to spell the sound /h/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /h/.
Showcase	Introduce this lesson's focus: /h/ spelled <wh>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows four words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell two of the focus words on a whiteboard: <i>who</i> , <i>whose</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence containing the third focus word: ' <i>The whole class of children joined in.</i> ' This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 6, Day 3 Common Words	
Focus: /ai/ spelled <ea>	
Focus words in bold	Subject knowledge
break , great , steak	We find the <ea> spelling of /ai/ in these three common words: <i>break</i>, <i>great</i>, <i>steak</i>. The other place in which we find this spelling is names. For example: <i>Yeats</i>, <i>Eamonn</i>. All three of these focus words were taught as part of ELS in Y1/P2, Spring 1. break – from the Old English <i>brecan</i> meaning 'to break'. /b/ /r/ /ai/ /k/: <ea> spells /ai/ great – from the Germanic word <i>grauta</i>, meaning 'thick'. /g/ /r/ /ai/ /t/: <ea> spells /ai/ steak – from Norse origin, 'steik' or 'steikja' meaning 'roasted' or 'roasted on a stick'. /s/ /t/ /ai/ /k/: <ea> spells /ai/
Review and Teach	
Spread of spellings	First, you will see all the ways we know how to spell the sound /ai/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /ai/.
Showcase	Introduce this lesson's focus: /ai/ spelled <ea>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows three words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell two of the focus words on a whiteboard: <i>great</i> , <i>steak</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence containing the third focus word: ' <i>The children enjoy break time.</i> ' This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 7, Day 1 Review	
Focus: Reviewing /j/ spelled <dge>	
Focus words in bold	Subject knowledge
hedge, bridge, fudge, lodge , wedge , sledge (<i>The first three words appeared in the first lesson where this spelling was taught.</i>)	Ways to spell /j/ covered in ELS: <j> <i>jellyfish</i> , <g> <i>giraffe</i> , <ge> <i>barge</i> , <dge> <i>bridge</i> . Where the /j/ sound is at the end of a word and immediately preceded by a short vowel sound, we usually spell it <dge>. lodge : /l/ /o/ /j/: <dge> spells /j/ wedge : /w/ /e/ /j/: <dge> spells /j/ sledge : /s/ /l/ /e/ /j/: <dge> spells /j/
Review and Teach	
Spread of spellings	First, you will see six words. These show the three different spellings we will be reviewing this week.
Showcase	Introduce this lesson's focus: reviewing /j/ spelled <dge>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>lodge</i> , <i>wedge</i> , <i>sledge</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence featuring a word/words shown within the lesson: <i>'The hedge at the lodge was a vivid green.'</i> This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 7, Day 2 Review	
Focus: Reviewing /o/ spelled <a>	
Focus words in bold	Subject knowledge
swans, swallow, wasp, want , salt , squash (<i>The first three words appeared in the first lesson where this spelling was taught.</i>)	This is the most common way to spell /o/ after a <qu> or <w>, for example, <i>squash</i> , <i>wash</i> , <i>quantity</i> , <i>swan</i> . want : /w/ /o/ /n/ /t/: <a> spells /o/ salt : /s/ /o/ /l/ /t/: <a> spells /o/ squash : /s/ /kw/ /o/ /sh/: <qu> spells /kw/ and <a> spells /o/
Review and Teach	
Spread of spellings	First, you will see six words. These show the three different spellings we will be reviewing this week.
Showcase	Introduce this lesson's focus: reviewing /o/ spelled <a>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>want</i> , <i>salt</i> , <i>squash</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence featuring a word/words shown within the lesson: <i>'The swans want to peck at the reeds.'</i> This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 7, Day 3 Review	
Focus: Reviewing /or/ spelled <a>/<al>	
Focus words in bold	Subject knowledge
wall, chalk, small, fall, call, also <i>(The first three words appeared in the first lesson where this spelling was taught.)</i>	The /or/ sound is usually spelled with an <a> before <l> or <ll>. fall: /f/ /or/ /l/: <a> spells /or/ and <ll> spells /l/ call: /c/ /or/ /l/: <a> spells /or/ and <ll> spells /l/ also: /or/ /s/ /oa/: <al> spells /or/ and <o> spells /oa/
Review and Teach	
Spread of spellings	First, you will see six words. These show the three different spellings we will be reviewing this week.
Showcase	Introduce this lesson's focus: reviewing /or/ spelled <a>/<al>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>fall, call, also</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence featuring a word/words shown within the lesson: <i>'Draw a small circle with the chalk.'</i> This sentence can be written in an exercise book or on a whiteboard.

Spring 1

This half term is made up of four different lesson types:

Teaching a specific spelling, Double the consonant before adding a suffix, Homophones and Common Words.

Teaching a specific spelling

These lessons review many of the GPCs taught as part of ELS. You will teach children the spelling for the sound and share where we commonly find these in words. There is support for you within the Subject knowledge to explain where we *usually* find the spellings within words. Whilst we do not teach 'rules' as these are often broken, you can explain that these spellings are most often found in specific locations.

Double the consonant before adding a suffix

These lessons look at words where the final consonants are sometimes doubled when a suffix starting with a vowel is added. With single-syllable words, this happens where the final vowel is preceded by a consonant. By reusing words across the teaching of suffixes, children will see how one root word can be changed by different suffixes. For example: **chat** – *chatty, chatting, chatted, chatter*.

Here we have revisited the -ed ending separated into the three ways we hear the sound at the end of words. The <ed> spelling can be heard as /i/ /d/, /t/ or /d/.

Homophones

Homophones and near-homophones are taught for children to discern the difference in meanings of differently-spelled words. These are all defined to support teacher explanations.

Common Words (CWs)

These lessons focus on the common exception words listed in the National Curriculum. Many of these words have been taught in ELS as Harder to Read and Spell Words (HRSWs) – this information has been included in the Subject knowledge. These words follow very rarely-used spellings, or are words that are commonly used where you cannot hear the sounds within the words to support spelling.

CWs covered in this half term:

Focus on /oa/ spelled <o>: *cold, old, gold, told, hold, stroll*.

Focus on /e/ and /ee/ spelled <e>: *ever, every, everybody, eve, even, evening*.

Focus on /oa/ spelled <o>: *only, both, post, echo, most, going*.

Lesson: Week 1, Day 1 Teaching a specific spelling	
Focus: /l/ spelled <el>	
Focus words in bold	Subject knowledge
tunnel, travel , label, model, cancel , vowel	Every syllable needs a vowel, whether it can be heard or not. If a word ends with /l/ and there is no vowel within the final syllable, it is <i>likely</i> to be spelled <el>, <le> or <al>. tunnel : /t/ /u/ /n/ /l/: <nn> spells /n/ and <el> spells /l/ travel : /t/ /r/ /a/ /v/ /l/: <el> spells /l/ cancel : /k/ a/ /n/ /s/ /l/: <c> spells /s/ and <el> spells /l/
Review and Teach	
Spread of spellings	First, look at all the ways we know how to spell the sound /l/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /l/.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>tunnel, travel, cancel</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.
Apply	
Apply	<i>Apply Book</i> page 21 is completed on this day.

Lesson: Week 1, Day 2 Teaching a specific spelling	
Focus: /l/ spelled <le>	
Focus words in bold	Subject knowledge
apple, middle, able , little, handle, title	Every syllable needs a vowel, whether it can be heard or not. If a word ends with /l/ and there is no vowel within the final syllable, it is <i>likely</i> to be spelled <el>, <le> or <al>. When you can hear the /l/ at the end of the word, it is most likely spelled <le>, especially if there is a consonant before the /l/ sound. apple : /a/ /p/ /l/: <pp> spells /p/ and <le> spells /l/ middle : /m/ /i/ /d/ /l/: <dd> spells /d/ and <le> spells /l/ able : /ai/ /b/ /l/: <a> spells /ai/ and <le> spells /l/
Review and Teach	
Spread of spellings	First, look at all the ways we know how to spell the sound /l/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /l/.
Showcase	Introduce this lesson's focus: /l/ spelled <le>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>apple, middle, able</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.
Apply	
Apply	<i>Apply Book</i> page 22 is completed on this day.

Lesson: Week 1, Day 3 Teaching a specific spelling

Focus: /l/ spelled <al>

Focus words in bold	Subject knowledge
metal, capital, petal, total, central, final	Every syllable needs a vowel, whether it can be heard or not. If a word ends with /l/ and there is no vowel within the final syllable, it is <i>likely</i> to be spelled <el>, <le> or <al>. Good to know, but not covered in Year 2/P3 content: where a root word ends in an <e>, you remove the <e> and use <al>. For example: <i>survive</i> – <i>survival</i> . metal: /m/ /e/ /t/ /l/: <al> spells /l/ capital: /k/ /a/ /p/ /i/ /t/ /l/: <al> spells /l/ total: /t/ /o/ /t/ /l/: <o> spells /oa/ and <al> spells /l/

Review and Teach

Spread of spellings	First, look at all the ways we know how to spell the sound /l/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /l/.
Showcase	Introduce this lesson's focus: /l/ spelled <al>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>metal, capital, total</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 23 is completed on this day.
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Lesson: Week 2, Day 1 Double the consonant before adding a suffix

Focus: Doubling consonants of CVC words when adding a suffix -ed (/i/ /d/)

Focus words in bold	Subject knowledge
spotted, knitted, plotted, chatted, fitted, dotted	Final consonants are sometimes doubled when a suffix starting with a vowel is added. With single-syllable words, this happens where the final vowel is preceded by a consonant. Remind children that we cannot always <i>hear</i> the -ed ending. If we use the sounds that we can hear to support our spelling knowledge, we can discern where -ed should be used. In this lesson, we are doubling the <t>, so the -ed ending spells the sounds /i/ /d/. spot: /s/ /p/ /o/ /t/ spotted: /s/ /p/ /o/ /t/ /i/ /d/ <tt> spells /t/ and <ed> spells /i/ /d/ knit: /n/ /i/ /t/: <kn> spells /n/ knitted: /n/ /i/ /t/ /i/ /d/: <tt> spells /t/ and <ed> spells /i/ /d/ chat: /ch/ /a/ /t/ chatted: /ch/ /a/ /t/ /i/ /d/: <tt> spells /t/ and <ed> spells /i/ /d/

Review and Teach

Showcase	First, introduce this lesson's focus: doubling consonants of CVC words when adding a suffix -ed (/i/ /d/).
Spellings in a sentence	With your support, children read sentences that contain double consonants with a suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you, highlighting the sounds (/i/ /d/) of the -ed ending.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>chatted, knitted</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: ' <i>She spotted her friends in the playground.</i> ' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 2, Day 2 Double the consonant before adding a suffix**Focus:** doubling consonants of CVC words when adding a suffix -ed (/t/)

Focus words in bold	Subject knowledge
swapped, wrapped, chopped, stopped, popped, tipped	Final consonants are sometimes doubled when a suffix starting with a vowel is added. With single-syllable words, this happens where the final vowel is preceded by a consonant. Remind children that we cannot always <i>hear</i> the -ed ending. If we use the sounds that we can hear to support our spelling knowledge, we can discern where -ed should be used. In this lesson, we are doubling the <p>, so the -ed ending spells the sound /t/. swap: /s/ /w/ /o/ /p/: <a> spells /o/ swapped: /s/ /w/ /o/ /p/ /t/: <pp> spells /p/ and <ed> spells /t/ wrap: /r/ /a/ /p/: <wr> spells /r/ wrapped: /r/ /a/ /p/ /t/: <pp> spells /p/ and <ed> spells /t/ stop: /s/ /t/ /o/ /p/ stopped: /s/ /t/ /o/ /p/ /t/: <pp> spells /p/ and <ed> spells /t/

Review and Teach

Showcase	First, introduce this lesson's focus: doubling consonants of CVC words when adding a suffix -ed (/t/).
Spellings in a sentence	With your support, children read sentences that contain double consonants with a suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you, highlighting the sound (/t/) of the -ed ending.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>stopped, swapped</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: <i>'He wrapped the gift for his friend.'</i> This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 2, Day 3 Double the consonant before adding a suffix**Focus:** Doubling consonants of CVC words when adding a suffix -ed (/d/)

Focus words in bold	Subject knowledge
planned, stirred, jogged, hugged, wagged, drummed	Final consonants are sometimes doubled when a suffix starting with a vowel is added. With single-syllable words, this happens where the final vowel is preceded by a consonant. Remind children that we cannot always <i>hear</i> the -ed ending. If we use the sounds that we can hear to support our spelling knowledge, we can discern where -ed should be used. plan: /p/ /l/ /a/ /n/ planned: /p/ /l/ /a/ /n/ /d/: <nn> spells /n/ and <ed> spells /d/ stir: /s/ /t/ /ur/: <ir> spells /ur/ stirred: /s/ /t/ /ur/ /d/: <irr> spells /ur/ and <ed> spells /d/ wag: /w/ /a/ /g/ wagged: /w/ /a/ /g/ /d/: <gg> spells /g/ and <ed> spells /d/

Review and Teach

Showcase	First, introduce this lesson's focus: doubling consonants of CVC words when adding a suffix -ed (/d/).
Spellings in a sentence	With your support, children read sentences that contain double consonants with a suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you, highlighting the sound (/d/) of the -ed ending.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>planned, stirred, wagged</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 24 is completed on this day.
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Lesson: Week 3, Day 1 Double the consonant before adding a suffix

Focus: Doubling consonants of CVC words when adding a suffix -er

Focus words in bold	Subject knowledge
runner, hotter, spotter, jogger, stopper, drummer	Final consonants are sometimes doubled when a suffix starting with a vowel is added. With single-syllable words, this happens where the final vowel is preceded by a consonant. The suffix -er creates a comparative (<i>faster</i>), describes a person or thing that does something (<i>washer/dryer</i>), a person's job (<i>writer</i>), a person who lives in a place (<i>Northerner/Southerner</i>) or a person or thing that is something (<i>teenager</i>). run: /r/ u/ /n/ runner: /r/ /u/ /n/ /ər/: <nn> spells /n/ and <er> spells /ər/ hot: /h /o/ /t/ hotter: /h/ /o/ /t/ /ər/: <tt> spells /t/ and <er> spells /ər/ drum: /d/ /r/ /u/ /m/ drummer: /d/ /r/ /u/ /m/ /ər/: <mm> spells /m/ and <er> spells /ər/

Review and Teach

Showcase	First, introduce this lesson's focus: doubling consonants of CVC words when adding a suffix -er.
Spellings in a sentence	With your support, children read sentences that contain double consonants with a suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you, highlighting the -er ending of the word.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>runner, hotter</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: 'The drummer had many different drums.' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 3, Day 2 Double the consonant before adding a suffix

Focus: Doubling consonants of CVC words when adding a suffix -er

Focus words in bold	Subject knowledge
fitter, bigger, trimmer, sadder, wrapper, knitter	Final consonants are sometimes doubled when a suffix starting with a vowel is added. With single-syllable words, this happens where the final vowel is preceded by a consonant. The suffix -er creates a comparative (<i>faster</i>), describes a person or thing that does something (<i>washer/dryer</i>), a person's job (<i>writer</i>), a person who lives in a place (<i>Northerner/Southerner</i>) or a person or thing that is something (<i>teenager</i>). big: /b/ /i/ /g/ bigger: /b/ /i/ /g/ /ər/: <gg> spells /g/ and <er> spells /ər/ trim: /t/ /r/ /i/ /m/ trimmer: /t/ /r/ /i/ /m/ /ər/: <mm> spells /m/ and <er> spells /ər/ sad: /s/ /a/ /d/ sadder: /s/ /a/ /d/ /ər/: <dd> spells /d/ and <er> spells /ər/

Review and Teach

Showcase	First, introduce this lesson's focus: doubling consonants of CVC words when adding a suffix -er.
Spellings in a sentence	With your support, children read sentences that contain double consonants with a suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you, highlighting the -er ending of the word.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>sadder, trimmer</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: 'The kitten grew bigger and more friendly.' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 3, Day 3 Double the consonant before adding a suffix**Focus:** Doubling consonants of CVC words when adding a suffix -er

Focus words in bold	Subject knowledge
chatter, swimmer, planner, stirrer, hugger, popper	Final consonants are sometimes doubled when a suffix starting with a vowel is added. With single-syllable words, this happens where the final vowel is preceded by a consonant. The suffix -er creates a comparative (<i>faster</i>), describes a person or thing that does something (<i>washer/dryer</i>), a person's job (<i>writer</i>), a person who lives in a place (<i>Northerner/Southerner</i>) or a person or thing that <i>is</i> something (<i>teenager</i>). plan: /p/ /l/ /a/ /n/ planner: /p/ /l/ /a/ /n/ /ər/: <nn> spells /n/ and <er> spells /ər/ stir: /s/ /t/ /ur/: <ir> spells /ur/ stirrer: /s/ /t/ /ur/ /ər/: <irr> spells /ur/ and <er> spells /ər/ pop: /p/ /o/ /p/ popper: /p/ /o/ /p/ /ər/: <pp> spells /p/ and <er> spells /ər/

Review and Teach

Showcase	First, introduce this lesson's focus: doubling consonants of CVC words when adding a suffix -er.
Spellings in a sentence	With your support, children read sentences that contain double consonants with a suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you, highlighting the -er ending of the word.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>planner, stirrer, popper</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 25 is completed on this day.
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Lesson: Week 4, Day 1 Double the consonant before adding a suffix**Focus:** Doubling consonants of CVC words when adding a suffix -y

Focus words in bold	Subject knowledge
runny, foggy, muddy, dotty, chatty, sunny	Final consonants are sometimes doubled when a suffix starting with a vowel is added. With single-syllable words, this happens where the final vowel is preceded by a consonant. The suffix -y is used to form adjectives that mean 'like' or 'to do with'. For example, <i>runny, foggy, sunny</i> . It can also be used (alongside <ie>) to create words that imply sentiment or meaning and familiarity. For example, <i>aunty/auntie, sweetie/sweetie</i> . run: /r/ /u/ /n/ runny: /r/ /u/ /n/ /ee/: <nn> spells /n/ and <y> spells /ee/ fog: /f/ /o/ /g/ foggy: /f/ /o/ /g/ /ee/: <gg> spells /g/ and <y> spells /ee/ sun: /s/ /u/ /n/ sunny: /s/ /u/ /n/ /ee/: <nn> spells /n/ and <y> spells /ee/

Review and Teach

Showcase	First, introduce this lesson's focus: doubling consonants of CVC words when adding a suffix -y.
Spellings in a sentence	With your support, children read sentences that contain double consonants with a suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you, highlighting the -y ending of the word.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>runny, foggy, sunny</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 26 is completed on this day.
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Lesson: Week 4, Day 2 Double the consonant before adding a suffix

Focus: Doubling consonants of CVC words when adding a suffix -est

Focus words in bold	Subject knowledge
saddest, hottest, biggest, glummiest, fittest, thinnest	Final consonants are sometimes doubled when a suffix starting with a vowel is added. With single-syllable words, this happens where the final vowel is preceded by a consonant. The suffix -est is used to make superlatives of adjectives, like <i>biggest, hottest, fittest</i> . A superlative is used as the highest degree of comparison between two or more things. For example: <i>he was the muddiest child on the football pitch.</i> sad: /s/ a/ d/ saddest: /s/ a/ d/ i/ s/ t/: <dd> spells /d/, <e>spells /i/ hot: /h/ o/ t/ hottest: /h/ o/ t/ i/ s/ t/: <tt> spells /t/, <e>spells /i/ fit: /f/ i/ t/ fittest: /f/ i/ t/ i/ s/ t/: <tt> spells /t/, <e>spells /i/

Review and Teach

Showcase	First, introduce this lesson's focus: doubling consonants of CVC words when adding a suffix -est.
Spellings in a sentence	With your support, children read sentences that contain double consonants with a suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you, highlighting the -est ending of the word.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>saddest, hottest, fittest</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 27 is completed on this day.
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Lesson: Week 4, Day 3 Double the consonant before adding a suffix

Focus: Doubling consonants of CVC words when adding a suffix -ing

Focus words in bold	Subject knowledge
running, fitting, wagging, hugging, chatting, chopping	Final consonants are sometimes doubled when a suffix starting with a vowel is added. With single-syllable words, this happens where the final vowel is preceded by a consonant. The suffix -ing is used to make the present participle of verbs, for example: <i>running, hugging, chatting</i> (and where the consonant isn't doubled) <i>eating, filming, wearing</i> . The suffix -ing can also be used to create an action, process or the result of something, for example: <i>painting, writing, meeting, cooking.</i> run: /r/ u/ n/ running: /r/ u/ n/ i/ n/ g/: <nn> spells /n/ and /i/ and /n/ appear in the -ing ending wag: /w/ a/ g/ wagging: /w/ a/ g/ i/ n/ g/: <gg> spells /g/ and /i/ and /n/ appear in the -ing ending chop: /ch/ o/ p/ chopping: /ch/ o/ p/ i/ n/ g/: <pp> spells /p/ and /i/ and /n/ appear in the -ing ending

Review and Teach

Showcase	First, you will introduce this lesson's focus: doubling consonants of CVC words when adding a suffix -ing.
Spellings in a sentence	With your support, children read sentences that contain double consonants with a suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spellings for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you, highlighting the -ing ending of the word.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>running, wagging, chopping</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 28 is completed on this day.
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Lesson: Week 5, Day 1 Homophones

Focus: Homophones

Focus words in bold	Subject knowledge
ate/eight, which/witch, one/won	Homophones and 'near homophones' are taught to ensure children know the different meanings of words that sound the same or similar. ate – past tense of the verb 'to eat'. /ai/ /t/: split digraph <a-e> with <t> as the consonant in the middle eight – meaning the number eight. /ai/ /t/: <eigh> spells /ai/ which – to determine a selection (this is the most age-appropriate definition). /w/ /i/ /ch/: <wh> spells /w/ witch – a person who claims to practise magic. /w/ /i/ /ch/: <tch> spells /ch/ one – meaning the number one. /w/ /u/ /n/: <o> spells /w+/u/ and <ne> spells /n/ won – the simple past tense of 'win'. /w/ /u/ /n/: <o> spells /u/

Review and Teach

Showcase	Introduce this lesson's focus: homophones. You will see an example of a homophone on the screen.
Spellings in a sentence	With your support, children read sentences that contain the homophones, and these are highlighted.
Sample spellings	The next slide shows six words that contain the homophones for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the homophones. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell two pairs of homophones on a whiteboard: <i>ate/eight, which/witch</i> . The images (where possible) are there to remind children which words they are writing.
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Apply

Apply	Children write a dictated sentence containing the third pair of homophones: ' <i>One child won the running race.</i> ' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 5, Day 2 Homophones

Focus: Homophones

Focus words in bold	Subject knowledge
here/hear, sun/son, buy/by	Homophones and 'near homophones' are taught to ensure children know the different meanings of words that sound the same or similar. here – (adverb, noun, adjective) in this place. /h/ /ear/: <ere> spells /ear/ hear – to take in a sound through your ear. /h/ /ear/ sun – the star in our planet's solar system which gives us light and warmth. /s/ /u/ /n/ son – a male in relation to his parents. /s/ /u/ /n/: <o> spells /u/ buy – to give money to get something. /b/ /igh/: <uy> spells /igh/ by – to describe a position, for example: it was the house by the lake. /b/ /igh/: <y> spells /igh/

Review and Teach

Showcase	Introduce this lesson's focus: homophones. You will see an example of a homophone on the screen.
Spellings in a sentence	With your support, children read sentences that contain the homophones, and these are highlighted.
Sample spellings	The next slide shows six words that contain the homophones for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the homophones. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell two pairs of homophones on a whiteboard: <i>here/hear, sun/son</i> . The images (where possible) are there to remind children which words they are writing.
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Apply

Apply	Children write a dictated sentence containing the third pair of homophones: ' <i>I popped by the shops to buy an ice cream.</i> ' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 5, Day 3 Homophones

Focus: Homophones

Focus words in bold	Subject knowledge
sea/see, he'll/heal, dear/deer	Homophones and 'near homophones' are taught to ensure children know the different meanings of words that sound the same or similar. sea – salty water that covers most of the Earth's surface. /s/ /ee/: <ea> spells /ee/ see – to look at. /s/ /ee/ he'll – contraction of 'he' + 'will'. /h/ /ee/ /l/: <e> spelling /ee/ in 'he' and <ll> spelling /l/ in 'will'. heel – the back of a human foot. /h/ /ee/ /l/ dear – loved or beloved. /d/ /ear/ deer – woodland animal /d/ /ear/: <eer> spelling /ear/

Review and Teach

Showcase	Introduce this lesson's focus: homophones. You will see an example of a homophone on the screen.
Spellings in a sentence	With your support, children read sentences that contain the homophones, and these are highlighted.
Sample spellings	The next slide shows six words that contain the homophones for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the homophones. Use the spelling sequence to break down the words for children. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell two pairs of homophones on a whiteboard: <i>sea/see, he'll/heel</i> . The images (where possible) are there to remind children which words they are writing.
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Apply

Apply	Children write a dictated sentence containing the third pair of homophones: <i>'Be careful, my dear – I spotted a deer over there.'</i> This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 6, Day 1 Common Words

Focus: /oa/ spelled <o>

Focus words in bold	Subject knowledge
cold, old, gold , told, hold , stroll	The <o> in these words is pronounced /oa/ as in 'soul'. old : /oa/ /l/ /d/: <o> spells /oa/ gold : /g/ /oa/ /l/ /d/: <o> spells /oa/ hold : /h/ /oa/ /l/ /d/: <o> spells /oa/

Review and Teach

Spread of spellings	First, look at all the ways we know how to spell the sound /oa/. Point out each of these spellings within each word. You can explain which letter combinations are spelling the sound /oa/.
Showcase	Introduce this lesson's focus: /oa/ spelled <o>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. You can click to the next screen to see the word/s with the target spelling highlighted
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words for children. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>old, hold</i> . The images (where possible) are there to remind children which words they are writing.
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Apply

Apply	Children write a dictated sentence containing the third focus word: <i>'Watch the gold butterfly.'</i> This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 6, Day 2 Common Words

Focus: /e/ and /ee/ spelled <e>

Focus words in bold	Subject knowledge
ever, every , everybody , eve, even , evening	Here we have the same pattern of spelling <eve> where the first <e> can spell /e/ or /ee/. The <eve> spelling has been read with the pronunciations found within this lesson as part of the ELS content. eve – a shortening of the old word ‘<i>even</i>’, meaning ‘<i>evening</i>’. even – level and smooth. ever – an adverb meaning always, for example: <i>an ever-present danger, ever since then</i>. everybody – a pronoun meaning every person. every: /e/ /v/ /r/ /ee/: <e> spells /e/, <ve> spells /v/ and <y> spells /ee/ everybody: /e/ /v/ /r/ /ee/ /b/ /o/ /d/ /ee/: <e> spells /e/, <ve> spells /v/ and <y> spells /ee/ in ‘every’ and ‘body’ even: /ee/ /v/ /n/: <e> spells /ee/ and <ve> spells /v/.

Review and Teach

Showcase	First, introduce this lesson’s focus: /e/ and /ee/ spelled <e>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>every, even</i> . The images (where possible) are there to remind children which words they are writing.
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Apply

Apply	Children write a dictated sentence containing the third focus word: ‘ <i>Everybody watched the film in the evening.</i> ’ This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 6, Day 3 Common Words

Focus: /oa/ spelled <o>

Focus words in bold	Subject knowledge
only , both , post, echo, most, going	These words have all been read as part of the ELS content. only: /oa/ /n/ /l/ /ee/: <o> spells /oa/ and <y> spells /ee/ both: /b/ /oa/ /th/: <o> spells /oa/ going: /g/ /oa/ /i/ /ng/: <o> spells /oa/

Review and Teach

Spread of spellings	First, look at all the ways we know how to spell the sound /oa/. Point out each of these spellings within each word. Explain which letter combinations are spelling the sound /oa/.
Showcase	Introduce this lesson’s focus: /oa/ spelled <o>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>only, going</i> . The images (where possible) are there to remind children which words they are writing.
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Apply

Apply	Children write a dictated sentence containing the third focus word: ‘ <i>Both of the classes have school lunches.</i> ’ This sentence can be written in an exercise book or on a whiteboard.
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Spring 2

This half term is made up of four different lesson types:

Apostrophes, Dropping <e> before adding a suffix, Teaching a specific spelling, and Common Words.

Apostrophes

These lessons cover both apostrophes for contraction and possession. They are here to support your grammar curriculum and to consolidate where we use apostrophes in the English language. The apostrophes for contraction lesson explores the omission of letters and the use of an apostrophe to signify the omission. The apostrophes for possession lesson applies the use of an apostrophe to denote ownership.

Dropping <e> before adding a suffix

These lessons look at verbs. When the verb ends with an <e>, you drop the final <e> and add a suffix. This causes a change to the spelling of sounds within the word where the vowel sound was spelled with a split digraph. By reusing words across the teaching of suffixes, children will see how one root word can be changed by different suffixes. For example: **bake** – *baked, baker, baking*.

We also revisit the -ed ending separated into the three ways we hear the sound at the end of words. The <ed> spelling can be heard as /i/ /d/, /t/ or /d/.

Teaching a specific spelling

These lessons review many of the GPCs taught as part of ELS. This term, we revisit the spelling -tion at the end of words. Suffixes can be added after -tion, but this is not part of the Year2/P3 curriculum.

Common Words (CWs)

These lessons focus on the common exception words listed in the National Curriculum. Many of these words have been taught in ELS as Harder to Read and Spell Words (HRSWs) – this information has been included in the Subject knowledge. These words follow very rarely-used spellings or are words that are commonly used where you cannot hear the sounds within the words to support spelling.

CWs covered in this half term:

Three common words: *people, busy* and *water*

Focus on /oo/ spelled <oul>: *would, could* and *should*

Lesson: Week 1, Day 1 Apostrophes

Focus: Apostrophes for contraction

Focus words in bold	Subject knowledge
can't, haven't, it's, didn't, I'll, couldn't	Contractions are the shortened form of a word or group of words. In English, we use apostrophes to show omitted letters in words that have been contracted. The apostrophe usually represents the elision of a vowel, for example <i>isn't</i> for <i>is not</i>. Apostrophes can, however, also represent a longer string of omitted letters, for example <i>I'd</i> for <i>I would</i>. Good to know, but not covered in Year 2/P3 content: apostrophes can be used for plurals of a single number or letter. For example, <i>she writes her 7's in the continental way or please form your b's and d's the right way round</i>. cannot – can't: the apostrophe replaces the letters <n> and <o> /k/ /ar/ /n/ /t/: <a> spells /a/ in <i>can</i>, but spells /ar/ in <i>can't</i> have not – haven't: the apostrophe replaces the letter <o> /h/ /a/ /v/ /n/ /t/: <ve> spells /v/ and the omitted <o> is an elision it is – it's: the apostrophe replaces the letter <i> /i/ /t/ /s/: the omitted <i> is an elision

Review and Teach

Showcase	Introduce this lesson's focus: apostrophes for contraction, and an example of a contraction.
Spellings in a sentence	With your support, children read sentences that contain contractions. Click to the next screen to see the word/s with the target spelling highlighted. Point out that the apostrophe signifies omitted letter/s.
Sample spellings	The next slide shows six words that contain the contractions for the lesson. Read these with the children and identify, with support if required, the original form of the words.
Spelling study	Teach the children to spell the three focus contractions. As you teach the focus words for the lesson, click to reveal the changes when writing a contraction. Step 1: the original words. Step 2: the section to be omitted. Step 3: the written contraction.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>can't, haven't, it's</i> . The original words that form the contraction are displayed.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Support children to identify how to spell the contraction (including the placement of the apostrophe) in the sentence.

Apply

Apply	<i>Apply Book</i> page 29 is completed on this day.
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Lesson: Week 1, Day 2 Apostrophes

Focus: Apostrophes for contraction

Focus words in bold	Subject knowledge
didn't, I'll, couldn't, hasn't, I'm, won't	Contractions are the shortened form of a word or group of words. In English, we use apostrophes to show omitted letters in words that have been contracted. The apostrophe usually represents the elision of a vowel, for example <i>isn't</i> for <i>is not</i>. Apostrophes can, however, also represent a longer string of omitted letters, for example <i>I'd</i> for <i>I would</i>. did not – didn't: the apostrophe replaces the letter <o> /d/ /i/ /d/ /n/ /t/: the omitted <o> is an elision I will – I'll: the apostrophe replaces the letters <w> and <i> /igh/ /l/: <i> spells /igh/ and the letter <w> and <o> are omitted could not – couldn't: the apostrophe replaces the letter <o> /k/ /oo/ /d/ /n/ /t/: the omitted <o> is an elision

Review and Teach

Showcase	Introduce this lesson's focus: apostrophes for contraction, and an example of a contraction.
Spellings in a sentence	With your support, children read sentences that contain contractions. Click to the next screen to see the word/s with the target spelling highlighted. Point out that the apostrophe signifies omitted letter/s.
Sample spellings	The next slide shows six words that contain the contractions for the lesson. Read these with the children and identify, with support if required, the original form of the words.
Spelling study	Teach the children to spell the three focus contractions. As you teach the focus words for the lesson, click to reveal the changes when writing a contraction. Step 1: the original words. Step 2: the section to be omitted. Step 3: the written contraction.

Practise

Spell the set	Children independently spell the focus words on a whiteboard: <i>didn't, I'll, couldn't</i> . The original words that form the contraction are displayed.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Support children to identify how to spell the contraction (including the placement of the apostrophe) in the sentence.

Apply

Apply	<i>Apply Book</i> page 30 is completed on this day.
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Lesson: Week 1, Day 3 Apostrophes	
Focus: Apostrophes for possession	
Focus words in bold	Subject knowledge
Jane's, Ms Kaur's, cleaner's, Ahmed's, Sarisha's, Harry's	The apostrophe here is used to denote possession. <i>Clara has a cat – It is Clara's cat.</i> Good to know, but not covered in Year 2/P3 content: For plural nouns, we usually use an apostrophe after the <s>, for example <i>windows' or houses'.</i> For names that end in <s>, you can choose whether or not to add the apostrophe, for example: <i>James' or James's</i> are both correct. Jane's: The apostrophe denotes that it belongs to Jane. Ms Kaur's: The apostrophe denotes that it belongs to Ms Kaur. cleaner's: The apostrophe denotes that it belongs to the cleaner.
Review and Teach	
Showcase	Introduce this lesson's focus: Apostrophes for possession, and an example of a possessive apostrophe.
Spellings in a sentence	With your support, children read sentences that contain possessive nouns. Click to the next screen to see the word/s with the target spelling highlighted. Point out that the apostrophe signifies possession.
Sample spellings	The next slide shows six words that contain possessive apostrophes. Read these with the children. You could suggest things that belong to each of these people.
Spelling study	Teach the children to include the apostrophe to show that something belongs to the person. You will see a sentence telling you what belongs to the person and then a rewritten sentence which includes the possessive apostrophe.
Practise	
Spell the set	Children independently insert the possessive forms of <i>Ahmed, Sarisha</i> and <i>Harry</i> into a sentence on a whiteboard: <i>'It is _____ hat.'</i>
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Support children to identify the correct way to spell the possessive word (including the placement of the apostrophe) in the sentence.
Apply	
Apply	<i>Apply Book</i> page 31 is completed on this day.

Lesson: Week 2, Day 1 Drop <e> before adding a suffix	
Focus: Drop <e> and add suffix -ing	
Focus words in bold	Subject knowledge
caring, dining, icing, hating, loving, tuning	<i>bake – baking</i> /ai/ was spelled with split digraph <a-e>, now /ai/ is spelled <a>. Where the verb ends with an <e>, drop the <e> and add -ing. Note that this changes the spelling of some sounds within the words. care: /k/ /air/: <are> spells /air/ caring: /k/ /air/ /i/ /ng/: <ar> now spells /air/ dine: /d/ /igh/ /n/: split digraph <i-e> spells /igh/ dining: /d/ /igh/ /n/ /i/ /ng/: <i> now spells /igh/ ice: /igh/ /s/: split digraph <i-e> spells /igh/ and <c> spells /s/ icing: /igh/ /s/ /i/ /ng/: <i> now spells /igh/
Review and Teach	
Showcase	First, introduce this lesson's focus: drop <e> and add suffix -ing, using the given example above.
Spellings in a sentence	With your support, children read sentences that contain verbs which have dropped the <e> and added the suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <e> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: the root words. Step 2: the <e> which is to be dropped before adding the suffix. Step 3: the new word including the -ing ending.
Practise	
Spell the set	Children independently spell two of the focus words on a whiteboard: <i>caring, dining</i> . The root words will be given.
Apply	
Apply	Children write a dictated sentence containing the third focus word: <i>'He put the icing on the cake.'</i> This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 2, Day 2 Drop <e> before adding a suffix

Focus: Drop <e> and add suffix -ing

Focus words in bold	Subject knowledge
filing, saving, shining, taping, making, tiring	<i>store – storing</i> /or/ was spelled <ore>, now /or/ is spelled <or>. Where the verb ends with an <e>, drop the <e> and add -ing. Note that this changes the spelling of some sounds within the words. file: /f/ /igh/ /l/: split digraph <i-e> spells /igh/ filing: /f/ /igh/ /l/ /i/ /ng/: <i> now spells /igh/ save: /s/ /ai/ /v/: split digraph <a-e> spells /ai/ saving: /s/ /ai/ /v/ /i/ /ng/: <a> now spells /ai/ shine: /sh/ /igh/ /n/: split digraph <i-e> spells /igh/ shining: /sh/ /igh/ /n/ /i/ /ng/: <i> now spells /igh/

Review and Teach

Showcase	First, introduce this lesson's focus: drop <e> and add suffix -ing, using the given example above.
Spellings in a sentence	With your support, children read sentences that contain verbs which have dropped the <e> and added the suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <e> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: the root words. Step 2: the <e> which is to be omitted before adding the suffix. Step 3: the new word including the -ing ending.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>filing, saving</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: <i>'The gem was shining in the light.'</i> This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 2, Day 3 Drop <e> before adding a suffix

Focus: Drop <e> and add suffix -ing

Focus words in bold	Subject knowledge
dancing, causing, smiling, writing, hiking, grating	<i>serve – serving</i> /v/ was spelled <ve>, now /v/ is spelled <v>. Where the verb ends with an <e>, drop the <e> and add -ing. Note that this changes the spelling of some sounds within the words. dance: /d/ /ar/ /n/ /s/ or /d/ /a/ /n/ /s/: <a> spells /a/ or /ar/, depending on accent and <ce> spells /s/ dancing: /d/ /ar/ /n/ /s/ /i/ /ng/ or /d/ /a/ /n/ /s/ /i/ /ng/: <c> now spells /s/ cause: /k/ /or/ /z/: <se> spells /z/ causing: /k/ /or/ /z/ /i/ /ng/: <s> now spells /z/ smile: /s/ /m/ /igh/ /l/: split digraph <i-e> spells /igh/ smiling: /s/ /m/ /igh/ /l/ /i/ /ng/: <i> now spells /igh/

Review and Teach

Showcase	First, introduce this lesson's focus: drop <e> and add suffix -ing, using the given example above.
Spellings in a sentence	With your support, children read sentences that contain verbs which have dropped the <e> and added the suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <e> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: the root words. Step 2: the <e> which is to be omitted before adding the suffix. Step 3: the new word including the -ing ending.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>dancing, causing, smiling</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 32 is completed on this day.
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Lesson: Week 3, Day 1 Drop <e> before adding a suffix

Focus: Drop <e> and add suffix -ed (/id/)

Focus words in bold	Subject knowledge
hated, dated, grated, rated, stated, berated	<i>grate – grated</i> /ai/ was spelled with split digraph <a–e>, now /ai/ is spelled <a>. Note that this is not ‘adding a <d>’, but the suffix -ed. Where the verb ends with an <e>, we drop the <e> and add <ed>. In these words, <ed> spells /i/ /d/ at the end of the word. hate: /h/ /ai/ /t/: split digraph <a–e> spells /ai/ hated: /h/ /ai/ /t/ /i/ /d/: <a> now spells /ai/ date: /d/ /ai/ /t/: split digraph <a–e> spells /ai/ dated: /d/ /ai/ /t/ /i/ /d/: <a> now spells /ai/ berate: /b/ /i/ /r/ /ai/ /t/: <e> spells /i/ and split digraph <a–e> spells /ai/ berated: /b/ /i/ /r/ /ai/ /t/ /i/ /d/: <a> now spells /ai/

Review and Teach

Showcase	First, introduce this lesson’s focus: drop <e> and add suffix -ed, using the given example above.
Spellings in a sentence	With your support, children read sentences that contain verbs which have dropped the <e> and added the suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <e> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: the root words. Step 2: the <e> which is to be omitted before adding the suffix. Step 3: the new word including the -ed ending.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>dated, berated</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: ‘ <i>He hated his work.</i> ’ This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 3, Day 2 Drop <e> before adding a suffix

Focus: Drop <e> and add suffix -ed (/t/)

Focus words in bold	Subject knowledge
liked, baked, chased, danced, typed, raked	<i>bake – baked</i> /ai/ was spelled with split digraph <a–e>, now /ai/ is spelled <a>. Note that this is not ‘adding a <d>’, but the suffix -ed. Where the verb ends with an <e>, we drop the <e> and add <ed>. In these words, <ed> spells /t/ at the end of the word. like: /l/ /igh/ /k/: split digraph <i–e> spells /igh/ liked: /l/ /igh/ /k/ /t/: <i> now spells /igh/ bake: /b/ /ai/ /k/: split digraph <a–e> spells /ai/ baked: /b/ /ai/ /k/ /t/: <a> now spells /ai/ type: /t/ /igh/ /p/: split digraph <y–e> spells /igh/ typed: /t/ /igh/ /p/ /t/: now <y> spells /igh/

Review and Teach

Showcase	First, introduce this lesson’s focus: drop <e> and add suffix -ed, using the given example above.
Spellings in a sentence	With your support, children read sentences that contain verbs which have dropped the <e> and added the suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <e> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words for children. Click to reveal the changes when writing words which follow this spelling. Step 1: the root words. Step 2: the <e> which is to be omitted before adding the suffix. Step 3: the new word including the -ed ending.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>liked, baked</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: ‘ <i>She typed her homework on the laptop.</i> ’ This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 3, Day 3 Drop <e> before adding a suffix

Focus: Drop <e> and add suffix -ed (/d/)

Focus words in bold	Subject knowledge
served, bored, named, raised, behaved, cared	<i>serve</i> – <i>served</i> /v/ was spelled <ve>, now /v/ is spelled <v>. Note that this is not ‘adding a <d>’, but the suffix -ed. Where the verb ends with an <e>, we drop the <e> and add <ed>. In these words, <ed> spells /d/ at the end of the word. serve: /s/ /ʊr/ /v/: <ve> spells /v/ served: /s/ /ʊr/ /v/ /d/: <v> now spells /v/ bore: /b/ /or/: <ore> spells /or/ bored: /b/ /or/ /d/: now <or> spells /or/ name: /n/ /ai/ /m/: split digraph <a–e> spells /ai/ named: /n/ /ai/ /m/ /d/: <a> now spells /ai/

Review and Teach

Showcase	First, introduce this lesson’s focus: drop <e> and add suffix -ed, using the given example above.
Spellings in a sentence	With your support, children read sentences that contain verbs which have dropped the <e> and added the suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <e> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words for children. Click to reveal the changes when writing words which follow this spelling. Step 1: the root words. Step 2: the <e> which is to be omitted before adding the suffix. Step 3: the new word including the -ed ending.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>served, bored, named</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply *Apply Book* page 33 is completed on this day.

Lesson: Week 4, Day 1 Drop <e> before adding a suffix

Focus: Drop <e> and add suffix -er

Focus words in bold	Subject knowledge
closer, user, driver, safer, braver, ruder	<i>bake</i> – <i>baker</i> /ai/ was spelled with split digraph <a–e>, now /ai/ is spelled <a>. The suffix -er creates a comparative (<i>faster</i>), describes a person or thing that does something (<i>washer/dryer</i>), a person’s job (<i>writer</i>), a person who lives in a place (<i>Northerner/Southerner</i>) or a person or thing that is something (<i>teenager</i>). In these words, -er spells /ər/ at the end of the word. close: /k/ /l/ /oa/ /s/: split digraph <o–e> spells /oa/ closer: /k/ /l/ /oa/ /s/ /ər/: <o> now spells /oa/ use: /ʏ/oo/ /s/ or /ʏ/oo/ /z/: split digraph <u–e> spells /ʏ/oo/ and <s> spells /s/ or /z/ depending on accent user: /ʏ/oo/ /s/ /ər/ or /ʏ/oo/ /z/ /ər/: <u> spells /ʏ/oo/ drive: /d/ /r/ /igh/ /v/: split digraph <i–e> spells /igh/ driver: /d/ /r/ /igh/ /v/ /ər/: <i> now spells /igh/

Review and Teach

Showcase	First, introduce this lesson’s focus: drop <e> and add suffix -er, using the given example above.
Spellings in a sentence	With your support, children read sentences that contain verbs which have dropped the <e> and added the suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <e> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: the root words. Step 2: the <e> which is to be omitted before adding the suffix. Step 3: the new word including the -er ending.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>closer, driver</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: <i>‘Leave the desk clear for the next user.’</i> This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 4, Day 2 Drop <e> before adding a suffix

Focus: Drop <e> and add suffix -er

Focus words in bold	Subject knowledge
carer , hater, finer , cutter, maker , later	<i>store</i> – <i>storer</i> /or/ was spelled <ore>, now /or/ is spelled <or>. The suffix -er creates a comparative (<i>faster</i>), describes a person or thing that does something (<i>washer/dryer</i>), a person's job (<i>writer</i>), a person who lives in a place (<i>Northerner/Southerner</i>) or a person or thing that <i>is</i> something (<i>teenager</i>). In these words, -er spells /ər/ at the end of the word. care: /k/ /aɪ/: <are> spells /aɪ/ carer: /k/ /aɪ/ /ər/: now <ar> spells /aɪ/ make: /m/ /aɪ/ /k/: split digraph <a-e> spells /aɪ/ maker: /m/ /aɪ/ /k/ /ər/: <a> now spells /aɪ/ fine: /f/ /ɪgh/ /n/: split digraph <i-e> spells /ɪgh/ finer: /f/ /ɪgh/ /n/ /ər/: <i> now spells /ɪgh/

Review and Teach

Showcase	First, introduce this lesson's focus: drop <e> and add suffix -er, using the given example above.
Spellings in a sentence	With your support, children read sentences that contain verbs which have dropped the <e> and added the suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <e> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: the root words. Step 2: the <e> which is to be omitted before adding the suffix. Step 3: the new word including the -er ending.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>carer</i> , <i>maker</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: 'I need a finer point to my pencil.' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 4, Day 3 Drop <e> before adding a suffix

Focus: Drop <e> and add suffix -er

Focus words in bold	Subject knowledge
dancer , smiler , writer , nicer, larger, wider	<i>serve</i> – <i>server</i> /v/ was spelled <ve>, now /v/ is spelled <v>. The suffix -er creates a comparative (<i>faster</i>), describes a person or thing that does something (<i>washer/dryer</i>), a person's job (<i>writer</i>), a person who lives in a place (<i>Northerner/Southerner</i>) or a person or thing that <i>is</i> something (<i>teenager</i>). In these words, -er spells /ər/ at the end of the word. dance: /d/ /ɑr/ /n/ /s/ or /d/ /ɑ/ /n/ /s/: <a> spells /ɑ/ or /ɑr/, depending on pronunciation and <ce> spells /s/ dancer: /d/ /ɑr/ /n/ /s/ /ər/ or /d/ /ɑ/ /n/ /s/ /ər/: <c> now spells /s/ smile: /s/ /m/ /ɪgh/ /l/: split digraph <i-e> spells /ɪgh/ smiler: /s/ /m/ /ɪgh/ /l/ /ər/: <i> now spells /ɪgh/ write: /r/ /ɪgh/ /t/: <wr> spells /r/ and split digraph <i-e> spells /ɪgh/ writer: /r/ /ɪgh/ /t/ /ər/: <wr> spells /r/ and <i> now spells /ɪgh/

Review and Teach

Showcase	First, introduce this lesson's focus: drop <e> and add suffix -er, using the given example above.
Spellings in a sentence	With your support, children read sentences that contain verbs which have dropped the <e> and added the suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <e> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: the root words. Step 2: the <e> which is to be omitted before adding the suffix. Step 3: the new word including the -er ending.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>dancer</i> , <i>smiler</i> , <i>writer</i> . The root words will be given.
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Spelling selection	Children drag and drop the correct spelling to complete the word.
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Spellcheckers	Model how to proofread and correct the word highlighted in blue.
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Apply

Apply	<i>Apply Book</i> page 34 is completed on this day.
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Lesson: Week 5, Day 1 Drop <e> before adding a suffix

Focus: Drop <e> and add suffix -y

Focus words in bold	Subject knowledge
greasy, hazy, shiny, simply, slimy, icy	<i>simple – simply</i> /l/ was spelled <le>, now /l/ is spelled <l>. The suffix -y is used to form adjectives that mean 'like' or 'to do with'. For example, <i>runny, foggy, sunny</i> . It can also be used (as well as <ie>) to create words that imply sentiment or familiarity. For example, <i>aunty/auntie, sweetie/sweetie</i> . grease: /g/ /r/ /ee/ /s/: <ea> spells /ee/ and <se> spells /s/ greasy: /g/ /r/ /ee/ /s/ /ee/: <s> now spells /s/ and <y> spells /ee/ haze: /h/ /ai/ /z/: split digraph <a-e> spells /ai/ hazy: /h/ /ai/ /z/ /ee/: <a> now spells /ai/ and <y> spells /ee/ shine: /sh/ /igh/ /n/: split digraph <i-e> spells /igh/ shiny: /sh/ /igh/ /n/ /ee/: <i> now spells /igh/

Review and Teach

Showcase	First, introduce this lesson's focus: drop <e> and add suffix -y, using the given example above.
Spellings in a sentence	With your support, children read sentences that contain verbs which have dropped the <e> and added the suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <e> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: the root words. Step 2: the <e> which is to be omitted before adding the suffix. Step 3: the new word including the -y ending.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>greasy, hazy, shiny</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 35 is completed on this day.
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Lesson: Week 5, Day 2 Drop <e> before adding a suffix

Focus: Drop <e> and add suffix -est

Focus words in bold	Subject knowledge
largest, safest, closest, nicest, latest, finest	<i>brave – bravest</i> /ai/ was spelled with split digraph <a-e>, now /ai/ is spelled <a>. The suffix -est is used to make superlatives of adjectives like <i>fastest, hottest, quickest</i> . A superlative is the highest degree of comparison between three or more things, for example: <i>he was the muddiest child on the football pitch</i> . In the ending -est, the <e> spells /i/ and is pronounced /i/ /s/ /t/. large: /l/ /ar/ /j/: <ge> spells /j/ largest: /l/ /ar/ /j/ /i/ /s/ /t/: <g> now spells /j/ safe: /s/ /ai/ /f/: split digraph <a-e> spells /ai/ safest: /s/ /ai/ /f/ /i/ /s/ /t/: <a> now spells /ai/ close: /k/ /l/ /oa/ /s/: split digraph <o-e> spells /oa/ closest: /k/ /l/ /oa/ /s/ /i/ /s/ /t/: <o> now spells /oa/

Review and Teach

Showcase	First, introduce this lesson's focus: drop <e> and add suffix -est, using the given example above.
Spellings in a sentence	With your support, children read sentences that contain verbs which have dropped the <e> and added the suffix. You can click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <e> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words for children. Click to reveal the changes when writing words which follow this spelling. Step 1: the root words. Step 2: the <e> which is to be omitted before adding the suffix. Step 3: the new word including the -est ending.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>largest, safest, closest</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 36 is completed on this day.
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Lesson: Week 5, Day 3 Common Words	
Focus: /ar/ spelled <a> and other Common Words	
Focus words in bold	Subject knowledge
fast , after, rather , father , class, grass	Accents will affect whether these words use <a> to spell the sound /ar/. <i>After, fast, last, past, father, class, grass, pass</i> appear within the National Curriculum. This GPC is taught in ELS in Year 1/ P2 Spring 1. fast: /f/ /ar/ /s/ /t/ or /f/ /a/ /s/ /t/: <a> spells /ar/ or /a/, depending on pronunciation rather: /r/ /ar/ /th/ /ər/: <a> spells /ar/ or /a/, depending on pronunciation father: /f/ /ar/ /th/ /ər/: <a> spells /ar/ or /a/, depending on pronunciation
Review and Teach	
Spread of spellings	First, look at all the ways we know how to spell the sound /ar/. Point out each of these spellings within each word. Explain which letter combinations are spelling the sound /ar/.
Showcase	Introduce this lesson's focus: /ar/ spelled <a> and other Common Words.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Practise	
Spell the set	Children independently spell two of the focus words on a whiteboard: <i>father, rather</i> . The images (where possible) are there to remind children which words they are writing.
Apply	
Apply	Children write a dictated sentence containing the third focus word: 'We ran as fast as lightning during playtime.' This sentence can be written in an exercise book or on a whiteboard.

Lesson: Week 6, Day 1 Teaching a specific spelling	
Focus: -tion endings	
Focus words in bold	Subject knowledge
action , fiction , fraction, reaction , pollution, education	The -tion ending shows an action, process, outcome or state, for example: <i>reaction, completion, imagination</i>. The -tion or /sh/ /ən/ ending was taught in ELS Year 1/P2, Spring 2. The <o> is a schwa – the unstressed vowel sound. This lesson includes root words which drop the <e> before adding the suffix -tion. action: /a/ /k/ /sh/ /ən/: <ti> spells /sh/ fiction: /f/ /i/ /k/ /sh/ /ən/: <ti> spells /sh/ reaction: /r/ /ee/ /a/ /k/ /sh/ /ən/: <e> spells /ee/ and <ti> spells /sh/
Review and Teach	
Showcase	Introduce this lesson's focus: -tion endings with a given example.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning. You can mention here that you can hear the <t> sound in the root words <i>react, act, pollute, educate</i> but you cannot hear the /t/ in -tion as the <ti> spells /sh/.
Practise	
Spell the set	Children independently spell the focus words on a whiteboard: <i>action, fiction, reaction</i> . The images (where possible) are there to remind children which words they are writing.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.
Apply	
Apply	<i>Apply Book</i> page 37 is completed on this day.

Lesson: Week 6, Day 2 Common Words

Focus: people, busy, water

Focus words in bold	Subject knowledge
people, busy, water	These three words contain GPCs that are rarely used, and we cannot 'hear' the spelling within the word. You can overtly pronounce these words to hear each sound, and this can support the spelling of these words. <i>People</i> and <i>water</i> have been taught as HRSWs in ELS. people – comes from Latin <i>populace</i>, meaning 'a people or a nation'. We pronounce the sounds /p/ /ee/ /p/ /l/. We only spell /ee/ using <eo> in the word <i>people</i>. busy – comes from Old English, <i>bisig</i>, meaning busy, eager or anxious. We pronounce the sounds /b/ /i/ /z/ /ee/. We commonly spell the sound /ee/ with a <y> at the end of words. We pronounce <s> as /z/ in <i>his</i>, <i>is</i>, <i>as</i>. We pronounce <u> as /i/ in <i>busy</i> and <i>business</i>. water – unsurprisingly, this word is an ancient one! It has relatives in most languages English is connected to. A common ancestor in Indo-European language was <i>wodor</i>. We can pronounce the sounds in this word /w/ /or/ /t/ /ur/ or /w/ /o/ /t/ /ur/. The <a> spells the sound /or/, making it hard to discern.

Review, Teach and Practise

Showcase	Introduce this lesson's focus: people, busy and water.
Spellings in a sentence	With your support, children read sentences that contain the Common Words.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Apply

Apply	Children write a dictated sentence containing the Common Words: 'The people were busy collecting water.' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 6, Day 3 Common Words

Focus: /oo/ spelled <oul>

Focus words in bold	Subject knowledge
would, could, should	These are the only three words where we spell /oo/ (short /oo/) as <oul>. <i>Would</i>, <i>could</i> and <i>should</i> have been taught as HRSWs in ELS. would – a verb or auxiliary verb. A simple past tense and past participle of <i>will</i>. /w/ /oo/ /d/: <oul> spells /oo/ could – an auxiliary verb, the simple past tense of <i>can</i>. /k/ /oo/ /d/: <oul> spells /oo/ should – an auxiliary verb, the simple past tense of <i>shall</i>. /sh/ /oo/ /d/: <oul> spells /oo/

Review and Teach

Showcase	Introduce this lesson's focus: /oo/ spelled <oul>.
Spellings in a sentence	With your support, children read sentences that contain the target spelling. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows three words that contain the spelling for the lesson. Use the spelling sequence to break down the spellings of each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>would</i> , <i>could</i> . The images (where possible) are there to remind children which words they are writing.
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Apply

Apply	Children write a dictated sentence containing the third focus word: 'If you can help someone, you should!' This sentence can be written in an exercise book or on a whiteboard.
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Summer 1

This half term is made up of two different lesson types:

How suffixes affect root words and Adding a suffix where there is no change to the root word.

How suffixes affect the root word

These lessons explore how root words change when suffixes are applied. They support children to understand how word classes can change – at a very simple level – when adding suffix. This aligns with the requirements for the National Curriculum.

“Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]

Formation of adjectives using suffixes such as –ful, –less

Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs”

Adding a suffix where there is no change to the root word

These lessons look at adding a suffix to a root word where no changes in the spelling is required. By reusing words across the teaching of suffixes, children will see how the meaning of one root word can be changed by different suffixes.

For example: **help** – *helpful, helpfully, helpfulness, helpless, helplessly, helplessness.*

Lesson: Week 1, Day 1 How suffixes affect the root word

Focus: How suffixes affect the verb

Focus words in bold	Subject knowledge
excitement, improvement, replacement	When teaching this content, we are looking at adding the noun suffix -ment to a root word. When adding -ment to the verb, we form a noun. 'To excite' becomes 'excitement'; 'to improve' becomes 'improvement'; 'to replace' becomes 'replacement'. excitement: The children were filled with excitement for the school trip. improvement: The athlete worked hard to show improvement. replacement: The washing machine broke, so they must buy a replacement.

Review and Teach

Showcase	Introduce this lesson's focus: how suffixes affect the verb.
Spellings in a sentence	With your support, children read sentences that contain verbs that are now nouns with the addition of the suffix -ment. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	This slide shows three words that will be studied in the lesson.
Spelling study	Over the next three slides, explain that the words have changed from a verb to a noun. Show the verb along with the noun, and provide example sentences to support understanding. Talk about the spelling of the words and the fact that adding -ment has not modified the spelling. You can ask children to write these words to support their understanding.

Practise and Apply

Sorting	Children separate the verb from the verb which has the added suffix, making it a noun. Examples are given, then children must decide which is the verb and which is the noun, and sort them.
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Lesson: Week 1, Day 2 Adding a suffix where there is no change to the root word

Focus: Suffix -ment with no change to the root word

Focus words in bold	Subject knowledge
enjoyment, treatment, payment, employment, pavement, movement	adding the noun suffix -ment to a root word. enjoy – enjoyment: noun, finding delight in something. /e/ /n/ /j/ /oi/ /m/ /e/ /n/ /t/: <oy> spells /oi/ treat – treatment: noun, the way somebody acts towards another or deals with something, or the use of medicine or exercise to help cure illness. /t/ /r/ /ee/ /t/ /m/ /e/ /n/ /t/: <ea> spells /ee/ employ – employment: noun, to be in a state of having paid work. /e/ /m/ /p/ /l/ /oi/ /m/ /e/ /n/ /t/: <oy> spells /oi/

Review and Teach

Showcase	Introduce this lesson's focus: suffix -ment with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -ment added, changing them from a verb to a noun. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Here you will show how the addition of -ment changes the root word. Discuss the change in use, if required.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>enjoyment, treatment</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: 'To earn money, you need employment.' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 1, Day 3 Adding a suffix where there is no change to the root word

Focus: Suffix -ment with no change to the root word

Focus words in bold	Subject knowledge
statement, agreement, refreshment, enchantment, disappointment, amazement	This teaching content looks at -ment as being the result of a verb, condition, quality or process. state – statement: noun, a clear expression of something in speech or writing. /s/ /t/ /ai/ /t/ /m/ /e/ /n/ /t/: split digraph <a–e> spells /ai/ agree – agreement: noun, the act of coming to an arrangement. /ə/ /g/ /r/ /ee/ /m/ /e/ /n/ /t/ disappoint – disappointment: noun, sadness or displeasure caused by something not happening as expected. /d/ /i/ /s/ /ə/ /p/ /oi/ /n/ /t/ /m/ /e/ /n/ /t/: <pp> spells /p/

Review and Teach

Showcase	Introduce this lesson's focus: suffix -ment with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -ment added, changing them from a verb to a noun. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Show how the addition of -ment changes the root word.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>statement, agreement, disappointment</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 38 is completed on this day.
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Lesson: Week 2, Day 1 Adding a suffix where there is no change to the root word

Focus: Suffix -ly with no change to the root word

Focus words in bold	Subject knowledge
kindly, quickly, finally, suddenly, actually, safely	Adverbs modify other parts of speech and answer questions like: <i>How? When?</i> This lesson focuses on adverbs that answer the question 'how?'. Good to know, but not covered in Year 2/P3 content: words remain unchanged when -ly is added, except for words that end <ll> or <le>, which change to <lly> and <ly>. For example, <i>full – fully, noble – nobly</i> . Exceptions are: <i>truly, duly, wholly</i> . final – finally: adverb, at the last moment or at the end. /f/ /igh/ /n/ /l/ /ee/: <i> spells /igh/ and usually the <a> is elided over sudden – suddenly: adverb, quickly without warning, unexpectedly. /s/ /u/ /d/ /ə/ /n/ /l/ /ee/: <dd> spells /d/ and <y> spells /ee/ actual – actually: adverb, as an existing fact. /a/ /k/ /t/ /(y)oo/ /ə/ /l/ /ee/: <u> spells /(y)oo/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -ly with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -ly added, making them adverbs.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Show how the addition of -ly changes the root word. Discuss the change in use if required.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>suddenly, actually</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: <i>'They finally made it home after a long journey.'</i> This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 2, Day 2 Adding a suffix where there is no change to the root word

Focus: Suffix -ly with no change to the root word

Focus words in bold	Subject knowledge
badly, friendly , likely , clearly , sadly, poorly	Adverbs modify other parts of speech and answer questions like: <i>How? When?</i> This lesson focuses on adverbs that answer the question 'how?'. Good to know, but not covered in Year 2/P3 content: words remain unchanged when -ly is added, except for words that end <ll> or <le>, which change to <lly> and <ly>. For example, <i>full – fully, noble – nobly</i> . Exceptions are: <i>truly, duly, wholly</i> . friend – friendly : adverb, in a friend-like manner. /f/ /r/ /e/ /n/ /d/ /l/ /ee/: <ie> spells /e/ and <y> spells /ee/ like – likely : adverb, probably. /l/ /igh/ /k/ /l/ /ee/: split digraph <i-e> spells /igh/ and <y> spells /ee/ clear – clearly : adverb, in a clear manner. /k/ /l/ /ear/ /l/ /ee/: <y> spells /ee/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -ly with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -ly added, making them adverbs.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Show how the addition of -ly has changed the root word. Discuss the change in use if required.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>friendly, likely</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: ' <i>Clearly, the tired children needed a break.</i> ' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 2, Day 3 Adding a suffix where there is no change to the root word

Focus: Suffix -ly with no change to the root word

Focus words in bold	Subject knowledge
brightly , lovely, shortly, quietly , nearly, bravely	Adverbs modify other parts of speech and answer questions like: <i>How? When?</i> This lesson focuses on adverbs that answer the question 'how?'. Good to know, but not covered in Year 2/P3 content: words remain unchanged when -ly is added, except for words that end <ll> or <le>, which change to <lly> and <ly>. For example, <i>full – fully, noble – nobly</i> . Exceptions are: <i>truly, duly, wholly</i> . bright – brightly : adverb, in a bright manner. /b/ /r/ /igh/ /t/ /l/ /ee/: <y> spells /ee/ quiet – quietly : adverb, in a quiet manner. /kw/ /igh/ /e/ /t/ /l/ /ee/: <qu> spells /kw/ and <y> spells /ee/ brave – bravely : adverb, showing bravery. /b/ /r/ /ai/ /v/ /l/ /ee/: split digraph <a-e> spells /ai/ and <y> spells /ee/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -ly with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -ly added, making them adverbs.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Show how the addition of -ly changes the root word. Discuss the change in use if required.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>brightly, quietly, bravely</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Support the children to identify the correct way to spell the word containing the taught suffix in the sentence.

Apply

Apply	<i>Apply Book</i> page 39 is completed on this day.
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Lesson: Week 3, Day 1 Adding a suffix where there is no change to the root word

Focus: Suffix -ful with no change to the root word

Focus words in bold	Subject knowledge
careful , powerful, cheerful , wishful, faithful , forceful	The suffix -ful means full of or having the qualities of something (<i>joyful</i>), or an amount of something (<i>spoonful</i>). Note that the spelling only has one <l>. care – careful : adjective, cautious in one's actions. /k/ /air/ /f/ /ə/ /l/: <are> spells /air/ faith – faithful : adjective, true to one's words or actions. /f/ /ai/ /th/ /f/ /ə/ /l/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -ful with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -ful- added, changing them from a noun to an adjective.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Show how the addition of -ful has changed the root word.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>careful</i> , <i>faithful</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: <i>'They were cheerful when they got new books.'</i> This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 3, Day 2 Adding a suffix where there is no change to the root word

Focus: Suffix -ful with no change to the root word

Focus words in bold	Subject knowledge
helpful, gleeful , playful, thankful , joyful, truthful	The suffix -ful means full of or having the qualities of something (<i>joyful</i>), an amount of something (<i>spoonful</i>). Note that the spelling only has one <l>. glee – gleeful : adjective, full of happiness. /g/ /l/ /ee/ /f/ /ə/ /l/ thank – thankful : adjective, feeling or expressing gratitude. /th/ /a/ /nk/ /f/ /ə/ /l/ truth – truthful : adjective, telling the truth. /t/ /r/ /oo/ /th/ /f/ /ə/ /l/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -ful with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -ful added, changing them from a noun to an adjective.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Show how the addition of -ful changes the root word.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>thankful</i> , <i>truthful</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: <i>'The children were gleeful after their assembly.'</i> This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 3, Day 3 Adding a suffix where there is no change to the root word

Focus: Suffix -ful with no change to the root word

Focus words in bold	Subject knowledge
hopeful , wonderful, painful , delightful, peaceful , fearful	The suffix -ful means full of or having the qualities of something (<i>joyful</i>), or an amount of something (<i>spoonful</i>). Note that the spelling only has one <l>. hope – hopeful : adjective, full of hope. /h/ /oa/ /p/ /f/ /ə/ /l/: split digraph <o–e> spells /oa/ pain – painful : adjective, affected with, causing or characterised by pain. /p/ /ai/ /n/ /f/ /ə/ /l/ peace – peaceful : adjective, characterised by peace. /p/ /ee/ /s/ /f/ /ə/ /l/: <ea> spells /ee/ and <ce> spells /s/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -ful with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -ful added, changing them from a noun to an adjective.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words for children. Show how the addition of -ful changes the root word.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>hopeful</i> , <i>painful</i> , <i>peaceful</i> . The root words will be given.
Spellings in a sentence	Children drag and drop the correct spelling to complete the word.
Sample spellings	Support the children to identify the correct way to spell the word containing the taught suffix in the sentence.

Apply

Apply	<i>Apply Book</i> page 40 is completed on this day.
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Lesson: Week 4, Day 1 Adding a suffix where there is no change to the root word

Focus: Suffix -less with no change to the root word

Focus words in bold	Subject knowledge
careless , thoughtless , endless , joyless, loveless, harmless	The suffix -less means without or lacking. care – careless : adjective, not paying enough attention to what you are doing/not being accurate. /k/ /air/ /l/ /e/ /s/: <are> spells /air/ and <ss> spells /s/ thought – thoughtless : adjective, lacking in consideration for others. /th/ /or/ /t/ /l/ /e/ /s/: <ough> spells /or/ and <ss> spells /s/ end – endless : adjective, having or seeming to have no end. /e/ /n/ /d/ /l/ /e/ /s/: <ss> spells /s/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -less with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -less added, changing them from a noun to an adjective.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Here you will show how the addition of -less has changed the root word.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>careless</i> , <i>thoughtless</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: ' <i>The summer holidays feel endless!</i> ' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 4, Day 2 Adding a suffix where there is no change to the root word

Focus: Suffix -less with no change to the root word

Focus words in bold	Subject knowledge
helpless, wordless , countless , thankless, hopeless , homeless	The suffix -less means without or lacking. word – wordless: adjective, without words. /w/ /ur/ /d/ /l/ /e/ /s/: <or> spells /ur/ and <ss> spells /s/ count – countless: adjective, too many to count. /k/ /ow/ /n/ /t/ /l/ /e/ /s/: <ou> spells /ow/ and <ss> spells /s/ hope – hopeless: adjective, with no hope. /h/ /oa/ /p/ /l/ /e/ /s/: split digraph <o–e> spells /oa/ and <ss> spells /s/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -less with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -less added, changing them from a noun to an adjective.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words for children. Show how the addition of -less changes the root word.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>wordless</i> , <i>hopeless</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: ' <i>They had played tag countless times.</i> ' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 4, Day 3 Adding a suffix where there is no change to the root word

Focus: Suffix -less with no change to the root word

Focus words in bold	Subject knowledge
painless, powerless , mindless, fearless , useless, breathless	The suffix -less means without or lacking. power – powerless: adjective, unable to effect something, lacking power. /p/ /ow/ /er/ /l/ /e/ /s/: <ss> spells /s/ fear – fearless: adjective, without fear. /f/ /ear/ /l/ /e/ /s/: <ss> spells /s/ breath – breathless: adjective, without breath or having difficulty breathing. /b/ /r/ /e/ /th/ /l/ /e/ /s/: <ea> spells /e/ and <ss> spells /s/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -less with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -less added, changing them from a noun to an adjective.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Show how the addition of -less has changed the root word.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>powerless</i> , <i>fearless</i> , <i>breathless</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Support the children to identify the correct way to spell the word containing the taught suffix in the sentence.

Apply

Apply	<i>Apply Book</i> page 41 is completed on this day.
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Lesson: Week 5, Day 1 Adding a suffix where there is no change to the root word

Focus: Adding -ly after another suffix (-ful/-less)

Focus words in bold	Subject knowledge
carefully, carelessly, joyfully, joylessly, hopefully, hopelessly	Adverbs modify other parts of speech and answer questions like: <i>How? When? Where?</i> This lesson focuses on adverbs that answer the question 'how?'. The suffix -ful means full of or having the qualities of something (<i>joyful</i>), or an amount of something (<i>spoonful</i>). The suffix -less means without or lacking. Day 1 and Day 2 lessons look at three words with -less, -ful and -ly added. This gives the two opposing meanings of each word. care – careful – carefully: adverb, in a cautious way. /k/ /air/ /f/ /ə/ /l/ /ee/: <are> spells /air/, <ll> spells /l/ and <y> spells /ee/ care – careless – carelessly: adverb, not paying attention to what you are doing. /k/ /air/ /l/ /e/ /s/ /l/ /ee/: <are> spells /air/, <ss> spells /s/ and <y> spells /ee/ joy – joyful – joyfully: adverb, with joy. /j/ /oi/ /f/ /ə/ /l/ /ee/: <ll> spells /l/ and <y> spells /ee/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -ly after another suffix, with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -ly added, changing them from an adjective to an adverb.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: The root word. Step 2: The root word with -less or -ful suffix added. Step 3: The word with -ly added.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>carelessly, carefully</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: ' <i>Joyfully, the children ran through the school gates.</i> ' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 5, Day 2 Adding a suffix where there is no change to the root word

Focus: Adding -ly after another suffix (-ful/-less)

Focus words in bold	Subject knowledge
painfully, painlessly, thoughtfully, thoughtlessly, mindfully, mindlessly	Adverbs modify other parts of speech and answer questions like: <i>How? When? Where?</i> This lesson focuses on adverbs that answer the question 'how?'. The suffix -ful means full of or having the qualities of something (<i>joyful</i>), or an amount of something (<i>spoonful</i>). The suffix -less means without or lacking. Day 1 and Day 2 lessons look at three words with -less, -ful and -ly added. This gives the two opposing meanings of each word. pain – painless – painlessly: adverb, without pain. /p/ /ai/ /n/ /l/ /e/ /s/ /l/ /ee/: <ss> spells /s/ and <y> spells /ee/ thought – thoughtful – thoughtfully: adverb, putting thought into something. /th/ /or/ /t/ /f/ /ə/ /l/ /ee/: <ough> spells /or/, <ll> spells /l/ and <y> spells /ee/ mind – mindful – mindfully: adverb, with awareness, being attentive or careful. /m/ /igh/ /n/ /d/ /f/ /ə/ /l/ /ee/: <i> spells /igh/, <ll> spells /l/ and <y> spells /ee/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -ly after another suffix, with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -ly added, changing them from an adjective to an adverb.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words for children. Click to reveal the changes when writing words which follow this spelling. Step 1: The root word. Step 2: The root word with -less or -ful suffix added. Step 3: The word with -ly now added.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>thoughtfully, mindfully</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: ' <i>Painlessly plucked the splinter from his finger.</i> ' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 5, Day 3 Adding a suffix where there is no change to the root word

Focus: Adding -ly after another suffix (-ful/-less)

Focus words in bold	Subject knowledge
fearlessly, tearfully , truthfully, delightfully , restlessly , playfully	Adverbs modify other parts of speech and answer questions like: <i>How? When? Where?</i> This lesson focuses on adverbs that answer the question 'how?'. The suffix -ful means full of or having the qualities of something (<i>joyful</i>), or an amount of something (<i>spoonful</i>). The suffix -less means without or lacking. tear – tearful – tearfully : adverb, with lots of tears. /t/ /ear/ /f/ /ə/ /l/ /ee/: <ll> spells /l/ and <y> spells /ee/ delight – delightful – delightfully : adverb, with delight. /d/ /i/ /l/ /igh/ /t/ /f/ /ə/ /l/ /ee/: <e> spells /i/, <ll> spells /l/ and <y> spells /ee/ rest – restless – restlessly : adverb, without rest. /r/ /e/ /s/ /t/ /l/ /e/ /s/ /l/ /ee/: <ss> spells /s/ and <y> spells /ee/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -ly after another suffix, with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -ly added, changing them from an adjective to an adverb.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: The root word. Step 2: The root word with -less or -ful added. Step 3: The word with -ly added, allowing the children to see the development of the word.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>tearfully</i> , <i>delightfully</i> , <i>restlessly</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Support the children to identify the correct way to spell the word containing the taught suffix in the sentence. This is done as a guided activity – you are showing how to proofread and correct errors.

Apply

Apply	<i>Apply Book</i> page 42 is completed on this day.
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Lesson: Week 6, Day 1 Adding a suffix where there is no change to the root word

Focus: Adding -ness after another suffix (-ful/-less)

Focus words in bold	Subject knowledge
carelessness , wishfulness, faithfulness, helpfulness , cheerfulness, thoughtfulness	The suffix -ness shows a state, condition or quality. When adding -ness, we do not change the root word. Adding -ness to an adjective forms an abstract noun. For example, she was full of <i>wickedness</i> ; his heart was filled with <i>kindness</i> . This is covered in the Year 2 National Curriculum as part of grammar. This lesson focuses on adding -ness to words spelled in Weeks 3 and 4. care – careless – carelessness : noun, the characteristic of acting without care. /k/ /air/ /l/ /e/ /s/ /n/ /e/ /s/: <are> spells /air/ and <ss> spells /s/ in both places help – helpful – helpfulness : noun, the characteristic of giving aid or assistance. /h/ /e/ /l/ /p/ /f/ /ə/ /l/ /n/ /e/ /s/: <ss> spells /s/ thought – thoughtful – thoughtfulness : noun, the characteristic or habit of showing care and attention. /th/ /or/ /t/ /f/ /ə/ /l/ /n/ /e/ /s/: <ough> spells /or/ and <ss> spells /s/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -ness after another suffix (-ful/-less)
Spellings in a sentence	With your support, children read sentences that contain words which have had the suffix -ness added, changing them from an adjective to a noun.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: The root word. Step 2: The root word with -less or -ful added. Step 3: The word with -ness added, allowing the children to see the development of the word.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>carelessness</i> , <i>thoughtfulness</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: <i>'The office staff were known for their helpfulness.'</i> This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 6, Day 2 Adding a suffix where there is no change to the root word

Focus: Suffix -ness with no change to the root word

Focus words in bold	Subject knowledge
sadness, closeness, kindness , lateness , fitness, wickedness	The suffix -ness shows a state, condition or quality. When adding -ness, we do not change the root word. By adding -ness to an adjective, we can form an abstract noun. For example, she was full of <i>wickedness</i>; his heart was filled with <i>kindness</i>. This is covered in the Year 2 National Curriculum as part of grammar. Day 2 and 3 lessons add -ness directly to the root word. kind – kindness: noun, the quality of being kind. /k/ /igh/ /n/ /d/ /n/ /e/ /s/: <i> spells /igh/ and <ss> spells /s/ late – lateness: noun, the quality of being late or not on time. /l/ /ai/ /t/ /n/ /e/ /s/: split digraph <a-e> spells /ai/ and <ss> spells /s/ wicked – wickedness: noun, the quality or the state of being wicked. /w/ /i/ /k/ /e/ /d/ /n/ /e/ /s/: <ck> spells /k/ and <ss> spells /s/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -ness with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words with the suffix -ness added, changing them from an adjective to a noun.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Show how adding -ness changes the root word.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>wickedness</i> , <i>lateness</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: 'We should treat each other with kindness.' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 6, Day 3 Adding a suffix where there is no change to the root word

Focus: Suffix -ness with no change to the root word

Focus words in bold	Subject knowledge
sickness, weakness , goodness , neatness, illness, foolishness	The suffix -ness shows a state, condition or quality. When adding -ness, we do not change the root word. By adding -ness to an adjective, we can form an abstract noun. For example, she was full of <i>wickedness</i>; his heart was filled with <i>kindness</i>. This is covered in the Year 2 National Curriculum as part of grammar. Day 2 and 3 lessons add -ness directly to the root word. weak – weakness: noun, the quality or state of being weak. /w/ /ee/ /k/ /n/ /e/ /s/: <ea> spells /ee/ and <ss> spells /s/ good – goodness: noun, the state or quality of being good. /g/ /oo/ /d/ /n/ /e/ /s/: <ss> spells /s/ foolish – foolishness: noun, the state or quality of being foolish. /f/ /ool/ /i/ /i/ /sh/ /n/ /e/ /s/: <ss> spells /s/

Review and Teach

Showcase	First, introduce this lesson's focus: suffix -ness with no change to the root word.
Spellings in a sentence	With your support, children read sentences that contain words with the suffix -ness added, changing them from an adjective to a noun.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Show how adding -ness changes the root word.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>weakness</i> , <i>goodness</i> , <i>foolishness</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Support the children to identify the correct way to spell the word containing the taught suffix in the sentence.

Apply

Apply	<i>Apply Book</i> page 43 is completed on this day.
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Summer 2

This half term is made up of four different lesson types:

Review, Adding a suffix where there is a change to the root word, Grammar, and Common Words.

Review

These lessons allow you to revisit elements that have already been taught within the programme.

Adding a suffix where there is a change to the root word

These lessons look at adding a suffix to a root word where there is a change in the spelling. In this term, the root word will end with a <y>, which will be replaced with an <i> before adding a suffix. By reusing words across the teaching of suffixes, children will see how one root word can be changed by different suffixes.

For example: **supply** – *supplies, supplied, supplier*.

Grammar

These lessons give the opportunity to teach the information that will underpin the suffix that is about to be taught. For example, how to form irregular plurals using <i>+<es> as in *babies*, or teaching what a comparative or superlative is before the teaching of <i>+ -er and <i>+ -est for *muddier* or *muddiest*.

Common Words (CWs)

These lessons focus on the common exception words listed in the National Curriculum. Many of these words have been taught in ELS as Harder to Read and Spell Words (HRSWs) – this information has been included in the Subject knowledge. These words follow very rarely-used spellings or are words that are commonly used where you cannot hear the sounds within the words to support spelling.

CWs covered in this half term:

Three common words: *sugar, eye* and *again*.

Four common words: *any, many, beautiful* and *hour*.

Three common words: *parents, sure* and *clothes*.

Lesson: Week 1, Day 1 Review**Focus:** <y> spelling /ee/ or /igh/

Focus words in bold	Subject knowledge
carry supply fry ferry activity reply	The letter <y> is usually pronounced as the long /igh/ sound when it comes at the end of a short word that contains no other vowel. For example, <i>try, fly, cry, spy</i>. The letter <y> is usually pronounced as the long /ee/ sound when it comes at the end of a word with a second, unstressed syllable. For example, <i>many, funny, pretty</i>. Day 2 and 3 lessons are separated into <y> spelling /igh/ and <y> spelling /ee/. This means you can focus on the change to the word without needing to break down the spelling of /igh/ or /ee/ at the end of the word. carry: /k/ /a/ /r/ /ee/: <rr> spells /r/ and <y> spells /ee/ supply: /s/ /u/ /p/ /l/ /igh/: <pp> spells /p/ and <y> spells /igh/ fry: /f/ /r/ /igh/: <y> spells /igh/ ferry: /f/ /e/ /r/ /ee/: <rr> spells /r/ and <y> spells /ee/ activity: /a/ /k/ /t/ /i/ /v/ /i/ /t/ /ee/: <y> spells /ee/ reply: /r/ /i/ /p/ /l/ /igh/: <e> spells /i/ and <y> spells /igh/

Review and Teach

Showcase	First, introduce this lesson's focus: <y> spelling /ee/ or /igh/.
Spellings in a sentence	With your support, children read sentences that contain words ending in <y> spelling either /ee/ or /igh/. Identify which sound is being represented by <y> in each word.
Sample spellings	The next slide shows six words that will be studied in the lesson.
Spelling study	Over these three slides, compare the words and the sound that is spelled <y> at the end of the word. These words can be written for practice.

Practise and Apply

Spell the set	Children sort the words into <y> spelling /ee/ or <y> spelling /igh/.
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Lesson: Week 1, Day 2 Adding a suffix where there is a change to the root word**Focus:** Drop the <y>, add an <i>, add <ed> (<y> spelling /igh/)

Focus words in bold	Subject knowledge
tried, dried, replied, supplied, cried, fried	The letter <y> is usually pronounced as the long /igh/ sound when it comes at the end of a short word that contains no other vowel. For example, <i>try, fly, cry, spy</i>. try: /t/ /r/ /igh/: <y> spells /igh/ tried: /t/ /r/ /igh/ /d/: <i> spells /igh/ and <ed> spells /d/ reply: /r/ /i/ /p/ /l/ /igh/: <e> spells /i/ and <y> spells /igh/ replied: /r/ /i/ /p/ /l/ /igh/ /d/: <i> spells /igh/ and <ed> spells /d/ supply: /s/ /u/ /p/ /l/ /igh/: <pp> spells /p/ and <y> spells /igh/ supplied: /s/ /u/ /p/ /l/ /igh/ /d/: <i> spells /igh/ and <ed> spells /d/

Review and Teach

Showcase	First, introduce this lesson's focus: drop the <y>, add an <i>, add <ed> (<y> spelling /igh/).
Spellings in a sentence	With your support, children read sentences that contain words which have dropped the <y> and added an <i> before adding a suffix.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: The root word. Step 2: The root word with the <y> crossed out. Step 3: The word with the <y> replaced with an <i>. Step 4: The word with the <i> and -ed added, allowing the children to see the development of the word.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>tried, supplied</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: ' <i>I sent a letter and she replied.</i> ' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 1, Day 3 Adding a suffix where there is a change to the root word

Focus: Drop the <y>, add an <i>, add <ed> (<y> spelling /ee/)

Focus words in bold	Subject knowledge
copied, ferried , married , studied, partied , worried	The letter <y> is usually pronounced as the long /ee/ sound when it comes at the end of a word with a second, unstressed syllable. For example, <i>many</i> , <i>funny</i> , <i>pretty</i> . ferry : /f/ /e/ /r/ /ee/: <rr> spells /r/ and <y> spells /ee/ ferried : /f/ /e/ /r/ /ee/ /d/: <i> spells /ee/ and <ed> spells /d/ marry : /m/ /a/ /r/ /ee/: <rr> spells /r/ and <y> spells /ee/ married : /m/ /a/ /r/ /ee/ /d/: <i> spells /ee/ and <ed> spells /d/ party : /p/ /a/ /r/ /t/ /ee/: <y> spells /ee/ partied : /p/ /a/ /r/ /t/ /ee/ /d/: <i> spells /ee/ and <ed> spells /d/

Review and Teach

Showcase	First, introduce this lesson's focus: drop the <y>, add an <i>, add <ed> (<y> spelling /ee/).
Spellings in a sentence	With your support, children read sentences that contain words which have dropped the <y> and added an <i> before adding a suffix.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: The root word. Step 2: The root word with the <y> crossed out. Step 3: The word with the <y> replaced with an <i>. Step 4: The word with the <i> and -ed added, allowing the children to see the development of the word.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>ferried</i> , <i>married</i> , <i>partied</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 44 is completed on this day.
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Lesson: Week 2, Day 1 Grammar

Focus: Plurals where we drop <y>, add an <i>, add <es>

Focus words in bold	Subject knowledge
bunny/bunnies story/stories baby/babies	Some irregular plurals are formed with <ies> if the word ends in a <y> preceded by a consonant. Good to know, but not covered in detail in the Year 2/P3 content: Plurals are often formed by adding <s>, except for words ending in <s>, <x>, <ch>, <sh> and <z>, where we add <es>. Where words end in a consonant and then a <y>, they use <ies> in the plural. bunny : /b/ /u/ /n/ /ee/: <nn> spells /n/ and <y> spells /ee/ bunnies : /b/ /u/ /n/ /ee/ /s/: <i> spells /ee/ and <es> spells /s/ story : /s/ /t/ /or/ /ee/: <y> spells /ee/ stories : /s/ /t/ /or/ /ee/ /s/: <i> spells /ee/ and <es> spells /s/ baby : /b/ /ai/ /b/ /ee/: <a> spells /ai/ and <y> spells /ee/ babies : /b/ /ai/ /b/ /ee/ /s/: <i> spells /ee/ and <es> spells /s/

Review and Teach

Showcase	First, introduce this lesson's focus: plurals where we drop <y>, add an <i>, add <es>.
Spellings in a sentence	With your support, children read sentences that contain words which have dropped the <y> and added an <i>+<es>. These are irregular plurals.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Over these three slides, compare the singular and plural words. Compare these using 'one ____' or 'many ____'. These words can be written for practice.

Practise and Apply

Apply	Children sort the words into singular and plurals.
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Lesson: Week 2, Day 2 Adding a suffix where there is a change to the root word

Focus: Drop the <y>, add an <i>, add <es> (<y> spelling /igh/)

Focus words in bold	Subject knowledge
cries, dries, supplies , tries , flies, fries	The letter <y> is usually pronounced as the long /igh/ sound when it comes at the end of a short word that contains no other vowel. For example, <i>try</i> , <i>fly</i> , <i>cry</i> , <i>spy</i> . supply: /s/ /u/ /p/ /l/ /igh/: <pp> spells /p/ and <y> spells /igh/ supplies: /s/ /u/ /p/ /l/ /igh/ /s/: <i> spells /igh/ and <es> spells /s/ try: /t/ /r/ /igh/: <y> spells /igh/ tries: /t/ /r/ /igh/ /s/: <i> spells /igh/ and <es> spells /s/ fry: /f/ /r/ /igh/: <y> spells /igh/ fries: /f/ /r/ /igh/ /s/: <i> spells /igh/ and <es> spells /s/

Review and Teach

Showcase	First, introduce this lesson's focus: drop the <y>, add an <i>, add <es> (<y> spelling /igh/).
Spellings in a sentence	With your support, children read sentences that contain words which have dropped the <y> and added an <i> before adding a suffix.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: The root word. Step 2: The root word with the <y> crossed out. Step 3: The word with the <y> replaced with an <i>. Step 4: The word with the <i> and -es now added, allowing the children to see the development of the word.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>supplies</i> , <i>tries</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: 'My mum fries the plantain chips in the pan with oil.' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 2, Day 3 Adding a suffix where there is a change to the root word

Focus: Drop the <y>, add an <i>, add <es> (<y> spelling /ee/)

Focus words in bold	Subject knowledge
pennies, hobbies , worries , berries, ladies, copies	The letter <y> is usually pronounced as the long /ee/ sound when it comes at the end of a word with a second, unstressed syllable. For example, <i>many</i> , <i>funny</i> , <i>pretty</i> . hobby: /h/ /o/ /b/ /ee/: <bb> spells /b/ and <y> spells /ee/ hobbies: /h/ /o/ /b/ /ee/ /s/: <i> spells /ee/ and <es> spells /s/ worry: /w/ /u/ /r/ /ee/: <o> spells /u/, <rr> spells /r/ and <y> spells /ee/ worries: /w/ /u/ /r/ /ee/ /s/: <o> spells /u/, <i> spells /ee/ and <es> spells /s/ copy: /k/ /o/ /p/ /ee/: <y> spells /ee/ copies: /k/ /o/ /p/ /ee/ /s/: <i> spells /ee/ and <es> spells /s/

Review and Teach

Showcase	First, introduce this lesson's focus: drop the <y>, add an <i>, add <es> (<y> spelling /ee/).
Spellings in a sentence	With your support, children read sentences that contain words which have dropped the <y> and added an <i> before adding a suffix.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: The root word. Step 2: The root word with the <y> crossed out. Step 3: The word with the <y> replaced with an <i>. Step 4: The word with the <i> and -es now added, allowing the children to see the development of the word.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>hobbies</i> , <i>worries</i> , <i>copies</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 45 is completed on this day.
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Lesson: Week 3, Day 1 Grammar

Focus: Comparatives vs superlatives

Focus words in bold	Subject knowledge
dottier/dottiest choppier/choppiest prettier/prettiest	Comparatives and superlatives: comparatives are used to compare two things, for example: <i>he is taller than his brother</i>. Superlatives are used to compare more than two things, and show the greatest degree of quality or action, for example: <i>he was the muddiest child on the football pitch</i>. Good to know, but not covered in detail in the Year 2/P3 content: comparatives or superlatives can be formed by adding -er or -est, or by adding 'more' or 'most' before the word. All one-syllable words or two-syllable words ending in a <y> use -er or -est, and most other two-syllable words or three-syllable words take 'more' or 'most'. dottier: /d/ /o/ /t/ /ee/ /ər/: <tt> spells /t/ and <i> spells /ee/ dottiest: /d/ /o/ /t/ /ee/ /i/ /s/ /t/: <tt> spells /t/ and <i> spells /ee/ choppier: /ch/ /o/ /p/ /ee/ /ər/: <pp> spells /p/ and <i> spells /ee/ choppiest: /ch/ /o/ /p/ /ee/ /i/ /s/ /t/: <pp> spells /p/ and <i> spells /ee/ prettier: /p/ /r/ /i/ /t/ /ee/ /ər/: <e> spells /i/ and <i> spells /ee/ and <er> prettiest: /p/ /r/ /i/ /t/ /ee/ /i/ /s/ /t/: <e> spells /i/ and <i> spells /ee/

Review and Teach

Showcase	First, introduce this lesson's focus: comparatives vs superlatives.
Spellings in a sentence	With your support, children read sentences that contain both comparatives and superlatives.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it.
Spelling study	Teach the children to spell the focus words in bold. Use the spelling sequence to break down the words. Explain how the comparative ends with -er and the superlative ends with -est.

Practice and Apply

Apply	Children sort the words into comparatives and superlatives.
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Lesson: Week 3, Day 2 Adding a suffix where there is a change to the root word

Focus: Drop the <y>, add an <i>, add <er>

Focus words in bold	Subject knowledge
happier, stickier , lovelier, lonelier , angrier , drier	Comparatives and superlatives: comparatives are used to compare two things, for example: <i>he is taller than his brother</i>. Superlatives are used to compare more than two things, and show the greatest degree of quality or action, for example: <i>he was the muddiest child on the football pitch</i>. sticky: /s/ /t/ /i/ /k/ /ee/: <ck> spells /k/ and <y> spells /ee/ stickier: /s/ /t/ /i/ /k/ /ee/ /ər/: <i> spells /ee/ lonely: /l/ /oa/ /n/ /l/ /ee/: split digraph <o-e> spells /oa/ and <y> spells /ee/ lonelier: /l/ /oa/ /n/ /l/ /ee/ /ər/: split digraph <o-e> spells /oa/ and <i> spells /ee/ angry: /a/ /n/ /g/ /r/ /ee/: <y> spells /ee/ angrier: /a/ /n/ /g/ /r/ /ee/ /ər/: <i> spells /ee/

Review and Teach

Showcase	First, introduce this lesson's focus: drop the <y>, add an <i>, add <er>.
Spellings in a sentence	With your support, children read sentences that contain words which have dropped the <y> and added an <i> before adding a suffix.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <y> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: The root word. Step 2: The root word with the <y> crossed out. Step 3: The word with the <y> replaced with an <i>. Step 4: The word with the <i> and -er now added, allowing the children to see the development of the word.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>angrier</i> , <i>lonelier</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: 'The honey was stickier than the glue.' This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 3, Day 3 Adding a suffix where there is a change to the root word

Focus: Drop the <y>, add an <i>, add <est>

Focus words in bold	Subject knowledge
happiest, stickiest , loveliest, loneliest , angriest , driest	Comparatives and superlatives: comparatives are used to compare two things for example: <i>he is taller than his brother</i> . Superlatives are used to compare more than two things, and show the greatest degree of quality or action, for example: <i>he was the muddiest child on the football pitch</i> . sticky: /s/ /t/ /i/ /k/ /ee/: <ck> spells /k/ and <y> spells /ee/ stickiest: /s/ /t/ /i/ /k/ /ee/ /i/ /s/ /t/: <i> spells /ee/ lonely: /l/ /oa/ /n/ /l/ /ee/: split digraph <o-e> spells /oa/ and <y> spells /ee/ loneliest: /l/ /oa/ /n/ /l/ /ee/ /i/ /s/ /t/: split digraph <o-e> spells /oa/ and <i> spells /ee/ angry: /a/ /n/ /g/ /r/ /ee/: <y> spells /ee/ angriest: /a/ /n/ /g/ /r/ /ee/ /i/ /s/ /t/: <i> now spells /ee/

Review and Teach

Showcase	First, introduce this lesson's focus: drop the <y>, add an <i>, add <est>.
Spellings in a sentence	With your support, children read sentences that contain words which have dropped the <y> and added an <i> before adding a suffix.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <y> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words for children. Click to reveal the changes when writing words which follow this spelling. Step 1: The root word. Step 2: The root word with the <y> crossed out. Step 3: The word with the <y> replaced with an <i>. Step 4: The word with the <i> and -est now added, allowing the children to see the development of the word.

Practice

Spell the set	Children independently spell the three focus words on a whiteboard: <i>stickiest, loneliest, angriest</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 46 is completed on this day.
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Lesson: Week 4, Day 1 Review

Focus: Doubling consonants of CVC words when adding a suffix -y

Focus words in bold	Subject knowledge
muddy , dotty, chatty, grubby , choppy , funny	The suffix -y is used to form adjectives that mean 'like' or 'to do with'. For example, <i>runny, foggy, sunny</i> . It can also be used (as well as <ie>) to create words that imply sentiment or familiarity. For example, <i>aunty/auntie, sweetie/sweetie</i> . mud: /m/ /u/ /d/ muddy: /m/ /u/ /d/ /ee/: <dd> spells /d/ and <y> spells /ee/ grub: /g/ /r/ /u/ /b/ grubby: /g/ /r/ /u/ /b/ /ee/: <bb> spells /b/ and <y> spells /ee/ chop: /ch/ /o/ /p/ choppy: /ch/ /o/ /p/ /ee/: <pp> spells /p/ and <y> spells /ee/

Review and Teach

Showcase	First, introduce this lesson's focus: doubling consonants of CVC words when adding a suffix -y.
Spellings in a sentence	With your support, children read sentences that contain double consonants with a suffix. Click to the next screen to see the word/s with the target spelling highlighted.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Use the spelling sequence to break down each word.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you, highlighting the doubled consonant and the <y> ending of the word.

Practise

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>grubby, choppy</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: <i>'It was very muddy on the school field.'</i> This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 4, Day 2 Adding a suffix where there is a change to the root word

Focus: Where a root word has a doubled consonant and added <y>, drop the <y>, add an <i>, add <er>

Focus words in bold	Subject knowledge
funnier, runnier, snappier, muddier, sunnier, chattier	Comparatives and superlatives: comparatives are used to compare two things, for example: <i>he is taller than his brother</i> . Superlatives are used to compare more than two things, and show the greatest degree of quality or action, for example: <i>he was the muddiest child on the football pitch</i> . Good to know, but not covered in detail in the Year 2/P3 content: comparatives or superlatives can be formed by adding -er or -est, or by adding 'more' or 'most' before the word. All one-syllable words or two-syllable words ending in a <y> use -er or -est and most other two-syllable words or three-syllable words take 'more' or 'most'. funny: /f/ /u/ /n/ /ee/: <nn> spells /n/ and <y> spells /ee/ funnier: /f/ /u/ /n/ /ee/ /ər/: <i> spells /ee/ runny: /r/ /u/ /n/ /ee/: <nn> spells /n/ and <y> spells /ee/ runnier: /r/ /u/ /n/ /ee/ /ər/: <i> spells /ee/ chatty: /ch/ /a/ /t/ /ee/: <tt> spells /t/ and <y> spells /ee/ chattier: /ch/ /a/ /t/ /ee/ /ər/: <i> spells /ee/

Review and Teach

Showcase	First, introduce this lesson's focus: where a root word has a doubled consonant and added <y>, drop the <y>, add an <i>, add <er>.
Spellings in a sentence	With your support, children read sentences that contain words which have dropped the <y> and added an <i> before adding a suffix.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <y> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: The root word. Step 2: The root word with the consonant double and <y> added. Step 3: The word with the <i> and -er added, allowing the children to see the development of the word.

Practice

Spell the set	Children independently spell two of the focus words on a whiteboard: <i>runnier, funnier</i> . The root words will be given.
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Apply

Apply	Children write a dictated sentence containing the third focus word: <i>'The children on blue table were chattier than the children on red table.'</i> This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 4, Day 3 Adding a suffix where there is a change to the root word

Focus: Where a root word has a doubled consonant and added <y>, drop the <y>, add an <i> add <est>

Focus words in bold	Subject knowledge
funniest, runniest, snappiest, muddiest, sunniest, chattiest	Comparatives and superlatives: comparatives are used to compare two things, for example: <i>he is taller than his brother</i> . Superlatives are used to compare more than two things, and show the greatest degree of quality or action, for example: <i>he was the muddiest child on the football pitch</i> . Good to know, but not covered in detail in the Year 2/P3 content: comparatives or superlatives can be formed by adding -er or -est, or by adding 'more' or 'most' before the word. All one-syllable words or two-syllable words ending in a <y> use -er or -est and most other two-syllable words or three-syllable words take 'more' or 'most'. funny: /f/ /u/ /n/ /ee/: <nn> spells /n/ and <y> spells /ee/ funniest: /f/ /u/ /n/ /ee/ /i/ /s/ /t/: <i> spells /ee/ runny: /r/ /u/ /n/ /ee/: <nn> spells /n/ and <y> spells /ee/ runniest: /r/ /u/ /n/ /ee/ /i/ /s/ /t/: <i> spells /ee/ chatty: /ch/ /a/ /t/ /ee/: <tt> spells /t/ and <y> spells /ee/ chattiest: /ch/ /a/ /t/ /ee/ /i/ /s/ /t/: <i> spells /ee/

Review and Teach

Showcase	First, introduce this lesson's focus: where a root word has a doubled consonant and added <y>, drop the <y>, add an <i> add <est>.
Spellings in a sentence	With your support, children read sentences that contain words which have dropped the <y> and added an <i> before adding a suffix.
Sample spellings	The next slide shows six words that contain the spelling for the lesson. Read these with the children. Tell them what the root word is if they are unable to identify it. Explain which GPCs have changed in the words now that <y> has been removed.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Click to reveal the changes when writing words which follow this spelling. Step 1: The root word. Step 2: The root word with the consonant double and <y> added. Step 3: The word with the <i> and -est added, allowing the children to see the development of the word.

Practise

Spell the set	Children independently spell the three focus words on a whiteboard: <i>funniest, runniest, chattiest</i> . The root words will be given.
Spelling selection	Children drag and drop the correct spelling to complete the word.
Spellcheckers	Model how to proofread and correct the word highlighted in blue.

Apply

Apply	<i>Apply Book</i> page 47 is completed on this day.
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Lesson: Week 5, Day 1 Common Words**Focus:** sugar, eye, again

Focus words in bold	Subject knowledge
sugar, eye, again	<i>Sugar</i> and <i>again</i> have been taught as HRSWs in ELS. The word <i>eye</i> appears within the /igh/ vowel lesson in Autumn 1 to note the spelling of the sound /igh/, and it also appears in Summer 2. This word is now taught to retain the spelling. sugar – we pronounce the sounds in this word /sh/ /oo/ /g/ /ər/. eye – /igh/ as <eye> only appears in the word ‘eye’ and combinations involving this word, such as <i>eyebrow</i>, <i>eyelash</i>. again – we pronounce the sounds in this word /ə/ /g/ /e/ /n/. By overtly pronouncing the word as it is spelled, children can hear the sounds for spellings within the word. <i>Again</i> comes from Old English ‘<i>ongean</i>’ meaning ‘in the opposite direction’ or ‘back to the beginning’.

Review, Teach and Practise

Showcase	First, introduce this lesson’s focus: sugar, eye and again.
Spellings in a sentence	With your support, children read sentences that contain the Common Words.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Apply

Apply	Children write a dictated sentence containing the Common Words: ‘ <i>I got sugar in my eye again!</i> ’ This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 5, Day 2 Common Words**Focus:** any, many, beautiful, hour

Focus words in bold	Subject knowledge
any, many, beautiful, hour	<i>Any</i> and <i>many</i> have been taught as HRSWs in ELS. Children learned to read <i>beautiful</i> in ELS, Year 1/P2, Summer 2. The word <i>many</i> is included in the dictated sentence. Because children will spell <i>any</i> in the lesson, they can apply the <m> at the beginning of the word with ease. any – we pronounce the sounds in this word /e/ /n/ /ee/. It is used as an adjective to mean some or more than one. It is used as part of a pronoun for an unspecified person, for example <i>anybody</i>. It is also used as an adverb to mean to some extent or degree, for example: <i>are you feeling any better?</i> many – we pronounce the sounds in this word /m/ /e/ /n/ /ee/. beautiful – we pronounce the sounds in this word /b/ /(y)oo/ /t/ /i/ /f/ /l/. hour – we pronounce the sounds in this word /ow/ /ur/ or /ow/ /u/. It is a measure of time, meaning 60 minutes. It comes from the Greek ‘<i>hora</i>’.

Review, Teach and Practise

Showcase	First, introduce this lesson’s focus: any, many, beautiful and hour.
Spellings in a sentence	With your support, children read sentences that contain the Common Words.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.

Apply

Apply	Children write a dictated sentence containing the Common Words: ‘ <i>In the last hour I have seen many beautiful flowers.</i> ’ This sentence can be written in an exercise book or on a whiteboard.
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Lesson: Week 5, Day 3 Common Words	
Focus: parents, sure, clothes	
Focus words in bold	Subject knowledge
parents, sure, clothes	<i>Sure</i> is taught in ELS, Reception/P1, Spring 1. parents – we pronounce the sounds in this word /p/ /air/ /ə/ /n/ /t/ /s/. The <e> in this word represents a schwa, the unstressed vowel sound. <i>Parents</i> means the original source, origin or cause, mother or father. sure – we pronounce the sounds within this word /sh/ /ure/. It is taught as part of the /ure/ lesson. Its pronunciation depends on accent. <i>Sure</i> means to be free from doubt and confident. It comes from the Old French ‘<i>sur</i>’ and from Latin ‘<i>securus</i>’, which is the origin of the word <i>secure</i>. clothes – we pronounce the sounds within this word /k/ /l/ /oa/ /th/ /z/ or /k/ /l/ /oa/ /z/. This comes from the Old English word <i>cloth</i>, meaning a piece of fabric.
Review, Teach and Practise	
Showcase	First, introduce this lesson’s focus: parents, sure and clothes.
Spellings in a sentence	With your support, children read sentences that contain the Common Words.
Spelling study	Teach the children to spell the three focus words. Use the spelling sequence to break down the words. Draw on the Subject knowledge to support you. Illustrations for the words are shown (where possible) for context and meaning.
Apply	
Apply	Children write a dictated sentence containing the Common Words: ‘ <i>The parents made sure the children had their clothes.</i> ’ This sentence can be written in an exercise book or on a whiteboard.

Weeks 6 and 7 are for you to choose the specific lessons or elements of the *ELS Essential Spelling* programme that your class may need to review. You can use the assessments from each half term to support your judgement. You may find that certain spellings are not being applied in writing throughout the curriculum and we suggest you prioritise these in this review period.

Spelling support intervention

ELS Essential Spelling has been designed to ensure that *spelling is taught and not just tested*.

A whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lessons. Where further support is required, *ELS Essential Spelling* has a specific intervention to ensure that any misconceptions are quickly addressed.

The Spelling support intervention has been written to make a direct link with any spelling errors made during independent writing activities.

You should use the children's independent written work to assist you in identifying which spellings they need support with. You can look at their writing across the curriculum, half-termly assessments or weekly spelling tests (if applicable). Children should bring a piece of work or assessment that contains the misspelling with them to the intervention.

The intervention will re-teach the specific spelling(s) that are being incorrectly spelled in independent writing. This means that the support given to children is specific, effective and can be applied immediately.

This approach allows children to make a direct application to their own writing, and it allows for accountability – it is therefore imperative that you monitor the impact of this intervention and ensure children are applying their understanding of spelling in their independent written work.

The intervention will allow children to see errors they have previously made, have another opportunity to learn how to spell the word/s and then apply this by correcting the misspelling in their independent writing and in their writing going forward.

The support intervention follows a similar structure to *ELS Essential Spelling* lessons. The intervention structure is the same for all words that require an intervention and takes up to 10 minutes to complete. This can be delivered 1:1 or up to a maximum of 1:4, as children need to have the dedicated support from the adult leading the intervention.

You can use the Spelling support intervention to teach Common Words or specific spellings. Guidance on the structure of each intervention is given below.

Focus	Information
Common words <i>Examples:</i> <i>with, what, when, because</i>	One focus word per intervention <i>Children can either write the words on a whiteboard or build the word using magnetic letters or grapheme tiles.</i>
Specific spellings <i>Examples:</i> <i>/n/ spelled <kn></i> <i>Drop 'e' and add a suffix</i> <i>Contractions</i>	- Up to three focus words per intervention - The focus words must follow the same specific spelling code <i>During the 'Teach' part of the session, children can either write the words on a whiteboard or build the word using magnetic letters or grapheme tiles. (For focus words that require a letter to be dropped and/or another letter to be added before a suffix, it is more effective for children to build the word using magnetic letters or grapheme tiles so they can see and understand the change that is happening.)</i>

Session plan		
Resources:	• A piece of writing that contains the misspelling (be aware of the location so you can direct the children's attention to this during the 'Apply' section). • A whiteboard and pen for each child and one for the adult delivering the session.	
Prepare:	Review: • know which words have been covered previously during interventions. Teach: • prepare a written sentence that contains the focus word/s for the child to read • if applicable, prepare magnetic letters or grapheme tiles. Apply: • know where the examples of target misspellings are in the child's work for them to edit.	
Review	Common Words	Specific Spellings
	You can complete one or both steps. Identify up to three words previously covered during intervention in the child's writing books and see whether the child has applied the intervention words to their writing. If the word has been spelled incorrectly, discuss the incorrect spelling and repeat this intervention.	You can complete one or both steps. Identify up to three words previously covered during intervention in the child's writing books and see whether they have applied the intervention words to their writing. If the word has been spelled incorrectly, discuss the incorrect spelling and repeat this intervention.
	Ask the child to write up to three previously taught words on a whiteboard.	Ask the child to write up to three previously taught words on a whiteboard.
Teach	1. Say the focus word and discuss the focus. 2. Read the focus word in a pre-prepared written sentence. 3. Use the spelling sequence to study the focus word and explain how each sound is spelled within the word.	1. Say the focus word and discuss the focus. 2. Read the focus word in a pre-prepared written sentence. 3. Use the spelling sequence to study the focus word and explain how each sound is spelled within the word. <i>For contractions, show the full words and identify the letters that are omitted from the contraction, then form the contraction and show where the apostrophe is positioned to represent the missing letters.</i>
Practise	1. Write the word or build the word using magnetic letters or grapheme tiles. 2. Ask the child to explain their understanding of the way the sounds are spelled within the word – this can be done in pairs or explained back to the adult leading the intervention.	1. Write the word or build the word using magnetic letters or word tiles. 2. Ask the child to explain their understanding of the way the sounds are spelled within the word – this can be done in pairs or explained back to the adult leading the intervention. <i>For focus words that require a letter to be dropped and /or another letter to be added before a suffix, it is more effective for the child to build the word using magnetic letters or grapheme tiles so they can see and understand the change that is happening.</i> Repeat Teach and Practice for each focus word, up to three words.
Apply	Ask the child to independently identify and edit the focus word in their writing, assessments or weekly spelling lists.	Ask the child to independently identify and edit the focus word/s in their writing, assessments or weekly spelling lists.

Assessments

The *ELS Essential Spelling* assessments have been designed to assess the most recent teaching alongside reviewing content from earlier in the programme. This allows you to monitor the impact of the taught content and ensure that children are applying this knowledge independently and consistently.

The assessment is broken down into four sections. Each activity is focused on the application of specific spellings that have been taught. There are instructions for how to introduce each section and what to say to enable the children to complete the activity.

The four sections are:

Dictation

Children are asked to write a dictated sentence. The focus spellings for the half term are underlined for those conducting the assessment.

Extract

Children are asked to fill in the gaps within the text. The context for the missing words is key. This is to support meaning and to ensure that the correct spellings for homophones are used.

Multiple choice

This activity shows where children have accurately mapped the spelling of a word and can recognise this when reading. This will, in turn, support their proofreading and editing skills. To consistently spell well, we need to have mapped the GPCs used within the word. If children can select the correct spelling of the word from a given list, they are more likely to be able to spell this word independently and to correct misspellings of this word.

Write the word

Children are asked to write the word in isolation. The sentence given supports their understanding of the meaning of the word.

Assessments should take place in Week 5 and Week 6 of teaching in each half term. The assessments in Week 6 assess the words taught that half term. In order to ensure spellings from the previous term are consolidated and applied, Week 5 is to be used to re-assess children's understanding of the spellings from the previous term using the matched assessment for the previous half term. These assessments can then be used to identify spellings that may need additional focus or reviewing outside of the lessons.

The assessments can also be used to support the teaching in Summer 2 Weeks 6 and 7, where you can select content to review from the programme.

You can use these assessments to plan further review in Year 3 before teaching the content of the Year 3 and 4 National Curriculum.

ELS Essential Spelling assessment timeline

Year 2/Primary 3: Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
					Autumn 1 Assessment

Spellings for the current term given to children to revise at school & home

Year 2/Primary 3: Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
				Autumn 1 Assessment Review	Autumn 2 Assessment

Spellings from previous term and current term given to children to revise at school & home

Year 2/Primary 3: Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
				Autumn 2 Assessment Review	Spring 1 Assessment

Spellings from previous term and current term given to children to revise at school & home

Year 2/Primary 3: Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
				Spring 1 Assessment Review	Spring 2 Assessment

Spellings from previous term and current term given to children to revise at school & home

Year 2/Primary 3: Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
				Spring 2 Assessment Review	Summer 1 Assessment

Spellings from previous term and current term given to children to revise at school & home

Year 2/Primary 3: Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
				Summer 1 Assessment Review	& Summer 2 Assessment

Spellings from previous term and current term given to children to revise at school & home

Autumn 1: Pupil assessment

Name: _____

Dictation

(Write the sentence.)

Extract

(Fill in the blanks with the words given.)

_____ is the capital _____ of England. I _____ this
_____ we studied it at school. In our Art lesson, our teacher showed us how to use a
_____ to draw the different buildings located in this _____. I asked if we
needed to draw on a blank _____ in our books. After the lesson, we had to line up at the
_____ and then go and _____ our hands, ready for lunch. Whilst playing
outside, I bumped my _____ and had to find someone to help me.

Multiple choice

(Circle the correct spelling in each column.)

1	2	3	4	5	6
A. charj	A. edge	A. rist	A. face	A. wiv	A. borl
B. charge	B. edj	B. wrisst	B. fais	B. wif	B. ball
C. chardge	C. ege	C. wrist	C. fase	C. with	C. bal

Write the word

(Write the word you hear.)

1. _____
2. _____
3. _____
4. _____

Autumn 1: Teacher's sheet

Dictation

Read the sentence below aloud. Children repeat. Ask children to write the sentence. Target spellings from the half term of teaching are underlined.

My glove fell on the floor over there by the fridge.

Extract

Read the extract below aloud, sentence by sentence. Children will fill in the blanks (the words in green) in their version of the extract. Allow them time to fill the blanks. You can read this extract twice.

London is the capital **city** of England. I **know** this **because** we studied it at school. In our Art lesson, our teacher showed us how to use a **pencil** to draw the different buildings located in this **place**. I asked if we needed to draw on a blank **page** in our books. After the lesson, we had to line up at the **door** and then go and **wash** our hands, ready for lunch. Whilst playing outside, I bumped my **knee** and had to find someone to help me.

Multiple choice

Say the word in each question, for example: *In question 1, the word is **charge**.* Ask children to circle the correct spelling of **charge**. Repeat for questions 2–6.

1	2	3	4	5	6
A. charj	A. <u>edge</u>	A. rist	A. <u>face</u>	A. wiv	A. borl
B. <u>charge</u>	B. edj	B. wrisst	B. fais	B. wif	B. <u>ball</u>
C. chardge	C. ege	C. <u>wrist</u>	C. fase	C. <u>with</u>	C. bal

Write the word

Follow the script below, allowing approximately 20 seconds for the children to write each answer. Say: *I will put the word into a sentence to ensure that you understand its meaning. You only need to write the word.*

1. The word is **climb**. Ahmed would like to climb to the top of the mountain. The word is **climb**.
2. The word is **watch**. Kayla looked at her watch. The word is **watch**.
3. The word is **want**. The children want to go to the seaside. The word is **want**.
4. The word is **key**. Lola picked up the key for her new home. The word is **key**.

Autumn 2: Pupil assessment

Name: _____

Dictation

(Write the sentence.)

Extract

(Fill in the blanks with the words given.)

Next _____, there is a _____ race taking place in _____.

People from all over the _____ have _____ up. The weather is expected to be _____ than _____, but cyclists are encouraged to bring something to _____ around them at the end of the race as it will finish at _____.

At the end, all participants will receive an _____. The organisers hope it will be a _____ event for all taking part!

Multiple choice

(Circle the correct spelling in each column.)

1	2	3	4	5	6
A. gentel	A. noan	A. hoo	A. rice	A. vizion	A. worst
B. jentle	B. nown	B. who	B. righs	B. vision	B. wurst
C. gentle	C. known	C. whew	C. riz	C. vizn	C. wirst

Write the word

(Write the word you hear.)

1. _____

2. _____

3. _____

4. _____

Autumn 2: Teacher's sheet

Dictation

Read the sentence below aloud. Children repeat. Ask children to write the sentence. Target spellings from the half term or previous half terms of teaching are underlined.

I saw a pair of donkeys sitting by the bridge.

Extract

Read the extract below aloud, sentence by sentence. Children will fill in the blanks (the words in green) in their version of the extract. Allow them time to fill the blanks. You can read this extract twice.

Next **month**, there is a **cycle** race taking place in **Asia**. People from all over the **world** have **signed** up. The weather is expected to be **warmer** than **usual**, but cyclists are encouraged to bring something to **wrap** around them at the end of the race as it will finish at **night**. At the end, all participants will receive an **award**. The organisers hope it will be a **great** event for all taking part!

Multiple choice

Say the word in each question, for example: *In question 1, the word is **gentle**.* Ask children to circle the correct spelling of **gentle**. Repeat for questions 2–6.

1	2	3	4	5	6
A. gentel	A. noan	A. hoo	A. <u>rice</u>	A. vizio	A. <u>worst</u>
B. jentle	B. nown	B. <u>who</u>	B. righs	B. <u>vision</u>	B. wurst
C. <u>gentle</u>	C. <u>known</u>	C. whew	C. riz	C. vizn	C. wirst

Write the word

Follow the script below, allowing approximately 20 seconds for the children to write each answer. Say: *I will put the word into a sentence to ensure that you understand its meaning. You only need to write the word.*

1. The word is **treasure**. We found a treasure chest full of gold. The word is **treasure**.
2. The word is **small**. The small mouse ran across the room. The word is **small**.
3. The word is **Monday**. On Monday, the children go swimming. The word is **Monday**.
4. The word is **huge**. The trees are huge. The word is **huge**.

Spring 1: Pupil assessment

Name: _____

Dictation

(Write the sentence.)

Extract

(Fill in the blanks with the words given.)

This summer, lots of athletes will _____ to the _____ sporting event of the year. It will be the _____ tournament for all those involved and takes place over _____ days. Everyone attending will be excited to _____ who the _____ winner will be from each sport. The _____ races take place in the _____, whilst the _____ will compete in the _____ of the day.

Multiple choice

(Circle the correct spelling in each column.)

1	2	3	4	5	6
A. spotted	A. sunny	A. mowst	A. swappt	A. petel	A. ownlee
B. spotted	B. sunnee	B. moest	B. swoped	B. petal	B. onlee
C. spottid	C. sunee	C. most	C. swapped	C. petul	C. only

Write the word

(Write the word you hear.)

1. _____
2. _____
3. _____
4. _____

Spring 1: Teacher's sheet

Dictation

Read the sentence below aloud. Children repeat. Ask children to write the sentence. Target spellings from the half term or previous half terms of teaching are underlined.

Seth planned to sit by the sea, but it was too cold.

Extract

Read the extract below aloud, sentence by sentence. Children will fill in the blanks (the words in green) in their version of the extract. Allow them time to fill the blanks. You can read this extract twice.

This summer, lots of athletes will **travel** to the **final** sporting event of the year. It will be the **biggest** tournament for all those involved and takes place over **eight** days. Everyone attending will be excited to **see** who the **one** winner will be from each sport. The **running** races take place in the **evening**, whilst the **swimmers** will compete in the **middle** of the day.

Multiple choice

Say the word in each question, for example: *In question 1, the word is **spotted**.* Ask children to circle the correct spelling of **spotted**. Repeat for questions 2–6.

1	2	3	4	5	6
A. spoted	A. <u>sunny</u>	A. mowst	A. swappt	A. petel	A. ownlee
B. <u>spotted</u>	B. sunnee	B. moest	B. swoped	B. <u>petal</u>	B. onlee
C. spottid	C. sunee	C. <u>most</u>	C. <u>swapped</u>	C. petul	C. <u>only</u>

Write the word

Follow the script below, allowing approximately 20 seconds for the children to write each answer.

Say: *I will put the word into a sentence to ensure that you understand its meaning. You only need to write the word.*

1. The word is **apple**. Stephen had an apple for his snack at breaktime. The word is **apple**.
2. The word is **chatty**. The children were very chatty today! The word is **chatty**.
3. The word is **sun**. The sun is at the centre of the Solar System. The word is **sun**.
4. The word is **both**. We are going to the festival on both days. The word is **both**.

Spring 2: Pupil assessment

Name: _____

Dictation

(Write the sentence.)

Extract

(Fill in the blanks with the words given.)

Lara was _____. This _____ to last, though. Lara knew she _____ feel better _____ because she was going to be _____ on the stage in the annual dance show with all her friends. Lara _____ wait to show all the _____ in the audience how much she _____ loved to dance. _____ the performance, Lara was looking forward to _____ with her family and talking about the highlights of the day.

Multiple choice

(Circle the correct spelling in each column.)

1	2	3	4	5	6
A. grated	A. larjer	A. beezy	A. making	A. clowsr	A. fighnest
B. grayted	B. larjr	B. busy	B. maiking	B. closer	B. fienest
C. gratd	C. larger	C. bizee	C. maycing	C. cloaser	C. finest

Write the word

(Write the word you hear.)

1. _____
2. _____
3. _____
4. _____

Spring 2: Teacher's sheet

Dictation

Read the sentence below aloud. Children repeat. Ask children to write the sentence. Target spellings from the half term or previous half terms of teaching are underlined.

The class liked reading and writing fiction texts.

Extract

Read the extract below aloud, sentence by sentence. Children will fill in the blanks (the words in green) in their version of the extract. Allow them time to fill the blanks. You can read this extract twice.

Lara was **bored**. This **wasn't** to last, though. Lara knew she **would** feel better **later** because she was going to be **dancing** on the stage in the annual dance show with all her friends. Lara **couldn't** wait to show all the **people** in the audience how much she **simply** loved to dance. **After** the performance, Lara was looking forward to **dining** with her family and talking about the highlights of the day.

Multiple choice

Say the word in each question, for example: *In question 1, the word is **grated**.* Ask children to circle the correct spelling of **grated**. Repeat for questions 2–6.

1	2	3	4	5	6
A. <u>grated</u>	A. larjer	A. beezy	A. <u>making</u>	A. clowsr	A. fighnest
B. grayted	B. larjr	B. <u>busy</u>	B. maiking	B. <u>closer</u>	B. fienest
C. gratd	C. <u>larger</u>	C. bizee	C. maycing	C. cloaser	C. <u>finest</u>

Write the word

Follow the script below, allowing approximately 20 seconds for the children to write each answer.

Say: *I will put the word into a sentence to ensure that you understand its meaning. You only need to write the word.*

1. The word is **writer**. When he grows up, he wants to be a writer. The word is **writer**.
2. The word is **grass**. If you have grass in your garden, you need to mow it. The word is **grass**.
3. The word is **could**. We could play tag at breaktime. The word is **could**.
4. The word is **icy**. In winter, the playground can be icy. The word is **icy**.

Summer 1: Pupil assessment

Name: _____

Dictation

(Write the sentence.)

Extract

(Fill in the blanks with the words given.)

As a team, we made an _____ that we would play in the _____ football tournament. We were all _____ that we would score _____ goals and _____ be in with a chance of winning. We were _____ determined and had _____ practise sessions to help develop our skills. The local café was very _____ and _____ provided us with _____. We _____ drank these and chatted about the upcoming games.

Multiple choice

(Circle the correct spelling in each column.)

1	2	3	4	5	6
A. enjoiment	A. lateness	A. cairfulee	A. britely	A. paynful	A. fighnally
B. enjoyment	B. laytness	B. carefulee	B. brightly	B. paneful	B. finelly
C. enjoymnt	C. laitness	C. carefully	C. brightlee	C. painful	C. finally

Write the word

(Write the word you hear.)

1. _____
2. _____
3. _____
4. _____

Summer 1: Teacher's sheet

Dictation

Read the sentence below aloud. Children repeat. Ask children to write the sentence. Target spellings from the half term or previous half terms of teaching are underlined.

This class is cheerful and full of kindness.

Extract

Read the extract below aloud, sentence by sentence. Children will fill in the blanks (the words in green) in their version of the extract. Allow them time to fill the blanks. You can read this extract twice.

As a team, we made an **agreement** that we would play in the **friendly** football tournament. We were all **hopeful** that we would score **countless** goals and **actually** be in with a chance of winning. We were **clearly** determined and had **endless** practise sessions to help develop our skills. The local café was very **helpful** and **thoughtfully** provided us with **refreshments**. We **joyfully** drank these and chatted about the upcoming games.

Multiple choice

Say the word in each question, for example: *In question 1, the word is **enjoyment**.* Ask children to circle the correct spelling of **enjoyment**. Repeat for questions 2–6.

1	2	3	4	5	6
A. enjoiment	A. <u>lateness</u>	A. cairfulee	A. britely	A. paynful	A. fighnally
B. <u>enjoyment</u>	B. laytness	B. carefulee	B. <u>brightly</u>	B. paneful	B. finelly
C. enjoymnt	C. laitness	C. <u>carefully</u>	C. brightlee	C. <u>painful</u>	C. <u>finally</u>

Write the word

Follow the script below, allowing approximately 20 seconds for the children to write each answer.

Say: *I will put the word into a sentence to ensure that you understand its meaning. You only need to write the word.*

1. The word is **quickly**. We need to line up quickly at the end of break. The word is **quickly**.
2. The word is **fearless**. The tiger was fearless. The word is **fearless**.
3. The word is **illness**. Medicines can help if you have an illness. The word is **illness**.
4. The word is **thankful**. We are all thankful for our friends. The word is **thankful**.

Summer 2: Pupil assessment

Name: _____

Dictation

(Write the sentence.)

Extract

(Fill in the blanks with the words given.)

As a family, one of our favourite _____ is to go blackberry picking. We choose the _____ day to go on our ramble and we love to see how many baskets of _____ we can collect in an _____. Nothing makes us _____ than to make the _____ jam and to _____ the local fair with _____ jars of deliciousness. It is an _____ we will do each year, for _____.

Multiple choice

(Circle the correct spelling in each column.)

1	2	3	4	5	6
A. trighd	A. sugar	A. muddee	A. cries	A. chateest	A. clowes
B. tried	B. shugar	B. merdee	B. crighs	B. chattiest	B. cloathes
C. tride	C. shooger	C. muddy	C. kries	C. chateeist	C. clothes

Write the word

(Write the word you hear.)

1. _____
2. _____
3. _____
4. _____

Summer 2: Teacher's sheet

Dictation

Read the sentence below aloud. Children repeat. Ask children to write the sentence. Target spellings from the half term or previous half terms of teaching are underlined.

The funniest stories are told again and again.

Extract

Read the extract below aloud, sentence by sentence. Children will fill in the blanks (the words in green) in their version of the extract. Allow them time to fill the blanks. You can read this extract twice.

As a family, one of our favourite **hobbies** is to go blackberry picking. We choose the **sunniest** day to go on our ramble and we love to see how many baskets of **berries** we can collect in an **hour**. Nothing makes us **happier** than to make the **stickiest** jam and to **supply** the local fair with **beautiful** jars of deliciousness. It is an **activity** we will do each year, for **sure**.

Multiple choice

Say the word in each question, for example: *In question 1, the word is **tried**.* Ask children to circle the correct spelling of **tried**. Repeat for questions 2–6.

1	2	3	4	5	6
A. trighd	A. <u>sugar</u>	A. muddee	A. <u>cries</u>	A. chateest	A. clowes
B. <u>tried</u>	B. shugar	B. merdee	B. crighs	B. <u>chattiest</u>	B. cloathes
C. tride	C. shooger	C. <u>muddy</u>	C. kries	C. chateeist	C. <u>clothes</u>

Write the word

Follow the script below, allowing approximately 20 seconds for the children to write each answer.

Say: *I will put the word into a sentence to ensure that you understand its meaning. You only need to write the word.*

1. The word is **carry**. It is helpful if you carry bags for someone. The word is **carry**.
2. The word is **flies**. There were lots of flies at the picnic. The word is **flies**.
3. The word is **worried**. It is normal to feel worried about things, but sharing your feelings can help. The word is **worried**.
4. The word is **eye**. Eyelashes protect the eye from dirt. The word is **eye**.

ELS Essential Spelling and the National Curriculum in England

English Spelling Appendix for Year 2 Spelling <i>(Note that the English National Curriculum does not state the order in which these spellings should be taught.)</i>	Is this covered in ELS Essential Spelling?	When is this taught in ELS Essential Spelling?
The /dʒ/ sound spelt as ge at the end of words	Yes	Autumn 1, Week 3, Day 2 Autumn 2, Week 4, Day 1
The /dʒ/ sound spelt dge at the end of words	Yes	Autumn 1, Week 3, Day 3 Autumn 2, Week 7, Day 1
The /dʒ/ sound sometimes spelt as g elsewhere in words before e, i and y	Yes	Autumn 1, Week 3, Day 1 Autumn 2, Week 3, Day 1
The /s/ sound spelt c before e, i and y	Yes	Autumn 1, Week 5, Day 2 Autumn 2, Week 3, Day 3
The /n/ sound spelt kn and (less often) gn at the beginning of words	Yes	Autumn 1, Week 4, Days 1 and 2 Autumn 2, Week 3, Day 2 Autumn 2, Week 4, Day 2
The /r/ sound spelt wr at the beginning of words	Yes	Autumn 1, Week 4, Day 3 Autumn 2, Week 5, Day 3
The /l/ or /əl/ sound spelt –le at the end of words.	Yes	Spring 1, Week 1, Day 2
The /l/ or /əl/ sound spelt –el at the end of words	Yes	Spring 1, Week 1, Day 1
The /l/ or /əl/ sound spelt –al at the end of words	Yes	Spring 1, Week 1, Day 3
Words ending –il	Yes	Autumn 1, Week 5, Day 3
The /aɪ/ sound spelt –y at the end of words	Yes	Summer 2, Week 1, Days 1 and 2 Summer 2, Week 2, Day 2
Adding –es to nouns and verbs ending in –y	Yes	Summer 2, Week 2
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	Yes	Summer 2, Week 1, Days 2 and 3 Summer 2, Week 3, Days 2 and 3
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	Yes	Spring 2, Weeks 2–5
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	Yes	Spring 1, Weeks 2–4

English Spelling Appendix for Year 2 Spelling <i>(Note that the English National Curriculum does not state the order in which these spellings should be taught.)</i>	Is this covered in ELS Essential Spelling?	When is this taught in ELS Essential Spelling?
The /ɔ:/ sound spelt a before l and ll	Yes	Autumn 1, Week 7, Day 3 Autumn 2, Week 7, Day 3
The /ʌ/ sound spelt o	Yes	Autumn 1, Week 7, Day 1 Autumn 2, Week 5, Day 1
The /i:/ sound spelt –ey	Yes	Autumn 1, Week 5, Day 1 Autumn 2, Week 4, Day 3
The /ɒ/ sound spelt a after w and qu	Yes	Autumn 1, Week 7, Day 2 Autumn 2, Week 7, Day 2
The /ɜ:/ sound spelt or after w	Yes	Autumn 2, Week 2, Day 1
The /ɔ:/ sound spelt ar after w	Yes	Autumn 2, Week 2, Day 2
The /z/ sound spelt s	Yes	Autumn 2, Week 1, Days 1 and 2
The suffixes –ment, –ness, –ful, –less and –ly	Yes	Summer 1, Weeks 1–6
Contractions	Yes	Spring 2, Week 1, Days 1 and 2
Possessive apostrophe (singular nouns)	Yes	Spring 2, Week 1, Day 3
Words ending in –tion	Yes	Spring 2, Week 6, Day 1
Homophones and near-homophones	Yes	Autumn 2, Week 1, Day 3 Autumn 2, Week 2, Day 3 Spring 1, Week 5
Common exception words	Yes	Autumn 1 and 2, Week 6 Spring 1, Week 6 Spring 2, Week 5, Day 3 Spring 2, Week 6, Days 2 and 3 Summer 2, Week 5

ELS Essential Spelling and the Curriculum for Excellence

Experiences and Outcomes Writing – Tools for writing	How <i>ELS Essential Spelling</i> supports the Curriculum for Excellence
Using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning. <i>First level</i> I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a	In every <i>ELS Essential Spelling</i> lesson, children develop a wide variety of skills to aid spelling and writing. Each lesson follows a similar structure and allows children to review what they have been taught during phonics lessons and previous <i>ELS Essential Spelling</i> lessons. <i>ELS Essential Spelling</i> covers: - o Specific code focuses - o Suffixes - o Homophones - o Apostrophes for possession - o Apostrophes for contraction - o Common Words. During <i>ELS Essential Spelling</i> lessons, children review grapheme–phoneme correspondences that they have previously seen and learned, and then use this knowledge to build onto new learning. Children are explicitly taught how to spell words with specific code focuses and have ample opportunities to spell these in different contexts. Children are taught and encouraged to use the ‘spelling sequence’ to aid them with spelling. This uses segmenting and blending to stretch, hear and say the sounds within a word. <i>ELS Essential Spelling</i> teaches children how to spell ‘Common Words’. Many of these words have been taught in ELS as Harder to Read and Spell Words – this information has been included in the Subject knowledge. These words follow very rarely-used spellings or are words that are commonly used where you cannot hear the sounds within the words to support spelling. Half-termly assessments allow you to assess how children are progressing with learning different spelling rules and focuses, and you can use this information to rapidly close any gaps.

ELS Essential Spelling and the Curriculum for Wales

Writing Progression step 2	How <i>ELS Essential Spelling</i> supports the Curriculum for Wales
Progression step 2: I can attempt to spell more difficult words plausibly using a range of strategies, including: • word families • roots • morphology • graphic knowledge • phonic knowledge, <i>e.g. segmenting a word into its individual phonemes.</i>	In every <i>ELS Essential Spelling</i> lesson, children develop a wide variety of skills to aid spelling and writing. Each lesson follows a similar structure and allows children to review what they have been taught during phonics lessons and previous <i>ELS Essential Spelling</i> lessons. <i>ELS Essential Spelling</i> covers: - o Specific code focuses - o Suffixes - o Homophones - o Apostrophes for possession - o Apostrophes for contraction - o Common Words. During <i>ELS Essential Spelling</i> lessons, children review grapheme–phoneme correspondences that they have previously seen and learned, and then use this knowledge to build onto new learning. Children are explicitly taught how to spell words with specific code focuses and have ample opportunities to spell these in different contexts. Children are taught and encouraged to use the ‘spelling sequence’ to aid them with spelling. This uses segmenting and blending to stretch, hear and say the sounds within a word. Children are taught to add suffixes to root words and, where necessary, to change the spelling of the root word before adding a suffix. Details on morphology are presented in the individual lesson plans within this handbook. This information should be shared with children and adapted to fit their level of understanding. The orthographic map children build when learning to read can support the development and understanding of spelling. Half-termly assessments allow you to assess how children are progressing with learning different spelling rules and focuses, and you can use this information to rapidly close any gaps.

Writing Progression step 2	How <i>ELS Essential Spelling</i> supports the Curriculum for Wales
Progression step 2: I can spell high-frequency irregular words correctly.	<i>ELS Essential Spelling</i> teaches children how to spell ‘Common Words’. Many of these words have been taught in ELS as Harder to Read and Spell Words – this information has been included in the Subject knowledge. These words follow very rarely-used spellings or are words that are commonly used where you cannot hear the sounds within the words to support spelling.
I can use my knowledge of letter sounds and patterns accurately in my spelling, including: • consonant–vowel–consonant • common digraphs, <i>e.g. th, ck</i> • simple roots, <i>e.g. tele, sub, fair</i> • suffixes, <i>e.g. -ly, -ation, -ous</i> • plural forms correctly in context, <i>e.g. -s, -es, -ies</i> • past tense of verbs consistently, <i>e.g. consonant doubling before -ed.</i>	Children will have learned to spell simple consonant-vowel-consonant words and common digraphs as part of their phonics teaching programme. In <i>ELS Essential Spelling</i>, children cover the details listed at the following points: <i>Suffixes</i> -ly: Summer 1, Weeks 2 and 5 -tion: Spring 2, Week 6 <i>Plurals</i>: Summer 2, Week 2 <i>Past tense (doubling the last consonant letter of the root word when adding -ed)</i>: Spring 1, Week 2 See the progression on pages 13–15 for further detail on the coverage in <i>ELS Essential Spelling</i>. Regular opportunities for review and consolidation are provided throughout the teaching progression.

ELS Essential Spelling and The Northern Ireland Curriculum

Statutory requirements for Language and Literacy	How ELS Essential Spelling supports The Northern Ireland Curriculum
Pupils should be enabled to: • use a variety of skills to spell words in their writing, for example, <i>apply spelling rules such as 'i' before 'e', recognise and use simple spelling patterns such as 'light'.</i> • spell correctly a range of familiar, important and regularly occurring words, for example, <i>look, come, after.</i> • develop increasing competence in the use of grammar and punctuation.	In every <i>ELS Essential Spelling</i> lesson, children develop a wide variety of skills to aid spelling and writing. Each lesson follows a similar structure and allows children to review what they have been taught during phonics lessons and previous <i>ELS Essential Spelling</i> lessons. <i>ELS Essential Spelling</i> covers: - o Specific code focuses - o Suffixes - o Homophones - o Apostrophes for possession - o Apostrophes for contraction - o Common Words. During <i>ELS Essential Spelling</i> lessons, children review grapheme–phoneme correspondences that they have previously seen and learned, and then use this knowledge to build onto new learning. Children are explicitly taught how to spell words with specific code focuses and have ample opportunities to spell these in different contexts. In the <i>ELS Essential Spelling</i> lessons that teach apostrophes for singular possession and contraction, children are taught the punctuation mark for apostrophes. Children see many examples of how this punctuation mark is used and they learn how and why it is used. Children will then have opportunities to practise using this punctuation mark in context. Children are taught and encouraged to use the 'spelling sequence' to aid them with spelling. This uses segmenting and blending to stretch, hear and say the sounds within a word. <i>ELS Essential Spelling</i> teaches children how to spell 'Common Words'. Many of these words have been taught in ELS as Harder to Read and Spell Words – this information has been included in the Subject knowledge. These words follow very rarely-used spellings or are words that are commonly used where you cannot hear the sounds within the words to support spelling. Half-termly assessments allow you to assess how children are progressing with learning different spelling rules and focuses, and you can use this information to rapidly close any gaps.

Glossary

consonant

A speech sound in which the breath channel is at least partly obstructed, and which can be combined with a vowel to form a syllable (i.e. the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).

consonant digraph

Two consonants that together make one sound: for example: /ch/, /sh/, /th/.

elision

‘Sliding over’ a vowel or consonant sound within a word in order to speak efficiently and to pronounce words with ease. You can hear elision in words like *every* and *interest*, which become two-syllable words rather than three.

encoding

Writing involves encoding: communicating meaning by creating symbols (letters to make words) on a page.

grapheme

A letter or a group of letters representing one phoneme. For example: <ch>, <sh>, <igh>, <ough> (‘though’).

Grapheme–Phoneme Correspondence (GPC)

The relationship between sounds and the letters which represent those sounds; also known as ‘letter–sound correspondence’.

orthographic map

The mapping of the Grapheme–Phoneme Correspondences (GPCs) in individual words. This allows children to read words more fluently and assess the likely GPCs within the word. For example, the grapheme <ea> spells /e/ in ‘bread’, but spells /ee/ in ‘each’. This process requires repeatedly reading the same words.

phoneme

The smallest single identifiable sound. For example: the letters ‘sh’ represent just one phoneme (/sh/) but ‘sp’ represents two (/s/ and /p/).

robot arms

When sound-talking a word (orally segmenting it into phonemes), teachers and children use robot arms to physically make the link between the separating of the sounds. This assists children in hearing the separate sounds within the word and ensures that they do not form 'consonant clusters' or 'onset and rime' ('onset' refers to the initial consonant or consonant blend in a word; 'rime' refers to the letter strings that follow the onset). The word is said in 'robot talk' and then blending hands are used to blend the word.

root word

A word that does not contain a prefix or suffix.

schwa

Schwas are the unstressed vowel sounds within a word. These often sound like a short /u/, for example: ladder, elephant, again, author. Pronunciation of these words can vary. For some speakers, a vowel may have a schwa sound, and for others the vowel may be pronounced as it is spelled, in which case the words are not harder to read or spell.

segment (vb)

To split up a word into its individual phonemes in order to spell it, for example: the word 'cat' has three phonemes /c/ /a/ /t/. Children are asked to count the individual sounds in the word to help them to spell it.

stretch

Elongating the sounds in a word to allow you to hear each one clearly. For example: 'caaarr'.

suffix

A group of letters that are added to the end of the word. For example, when we add the suffix -ed to the word 'toast', it becomes 'toasted'.

vowel

Speech sounds in which the breath channel is not blocked and does not cause friction when making vocal sounds (i.e. the letters a, e, i, o, u).

vowel digraph

Two vowels that together make one sound. For example: <ai>, <ee>, <oa>.