

Spelling Workshop

PRIMARY SCHOOL
PARK HILL
WEDNESBURY

Year 5




S P E L L I N G
Grammarsaurus
G


A
B
C
D
F
G



Why have we chosen this approach?

- We've worked really hard to improve Writing outcomes for our children: we're seeing great progress with composition and handwriting!
- Traditionally, phonics and "common exception word" spelling have been the primary approach but…
- Spelling remains a weakness for many children (and no wonder – there are so many ways to spell one sound!)

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
			gn		c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck		gu		ge							
	ch				dge							

Vowel sounds

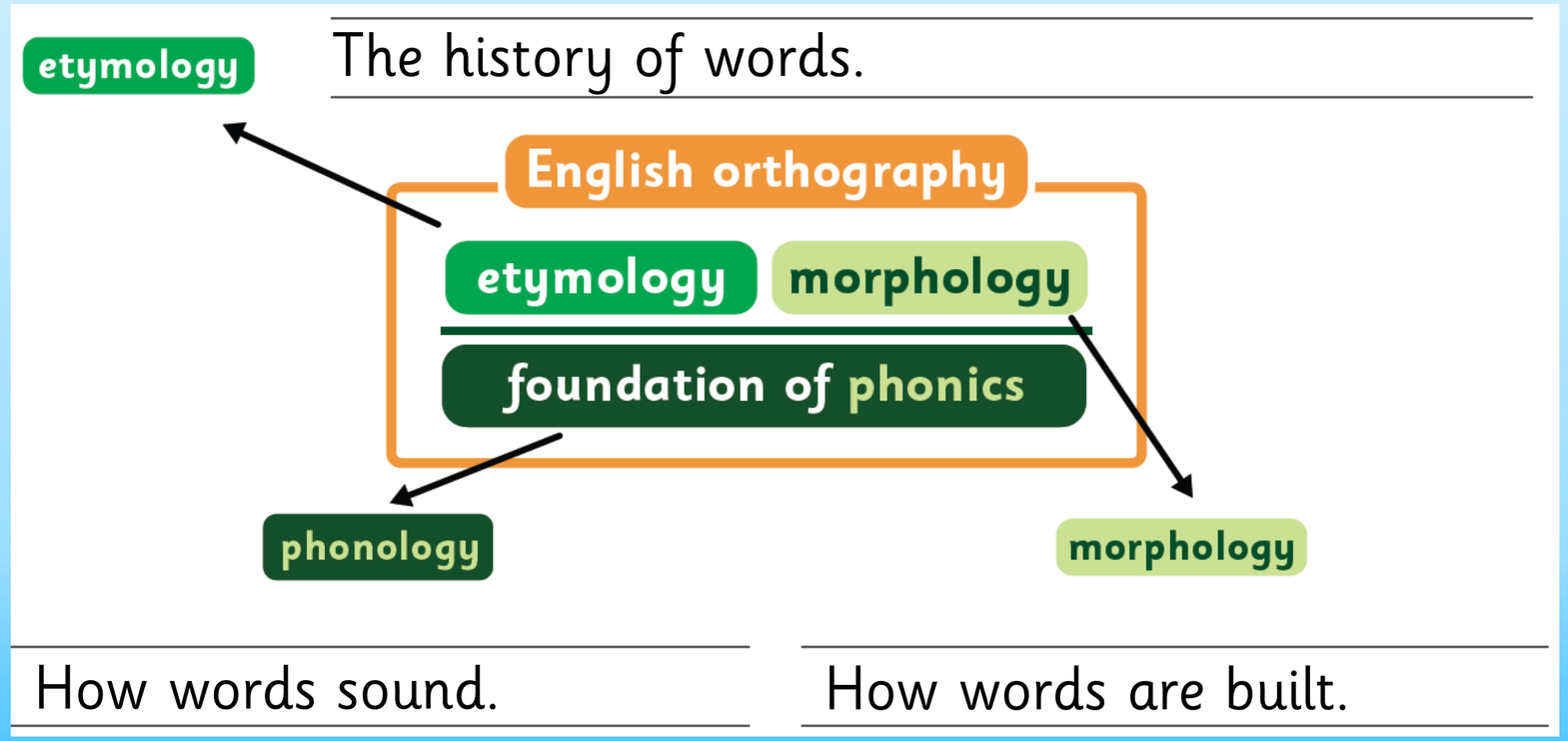
a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	e-e	i-e	o-e
					ai	y	ie	oa
					a	ea	i	o
						e	y	oe

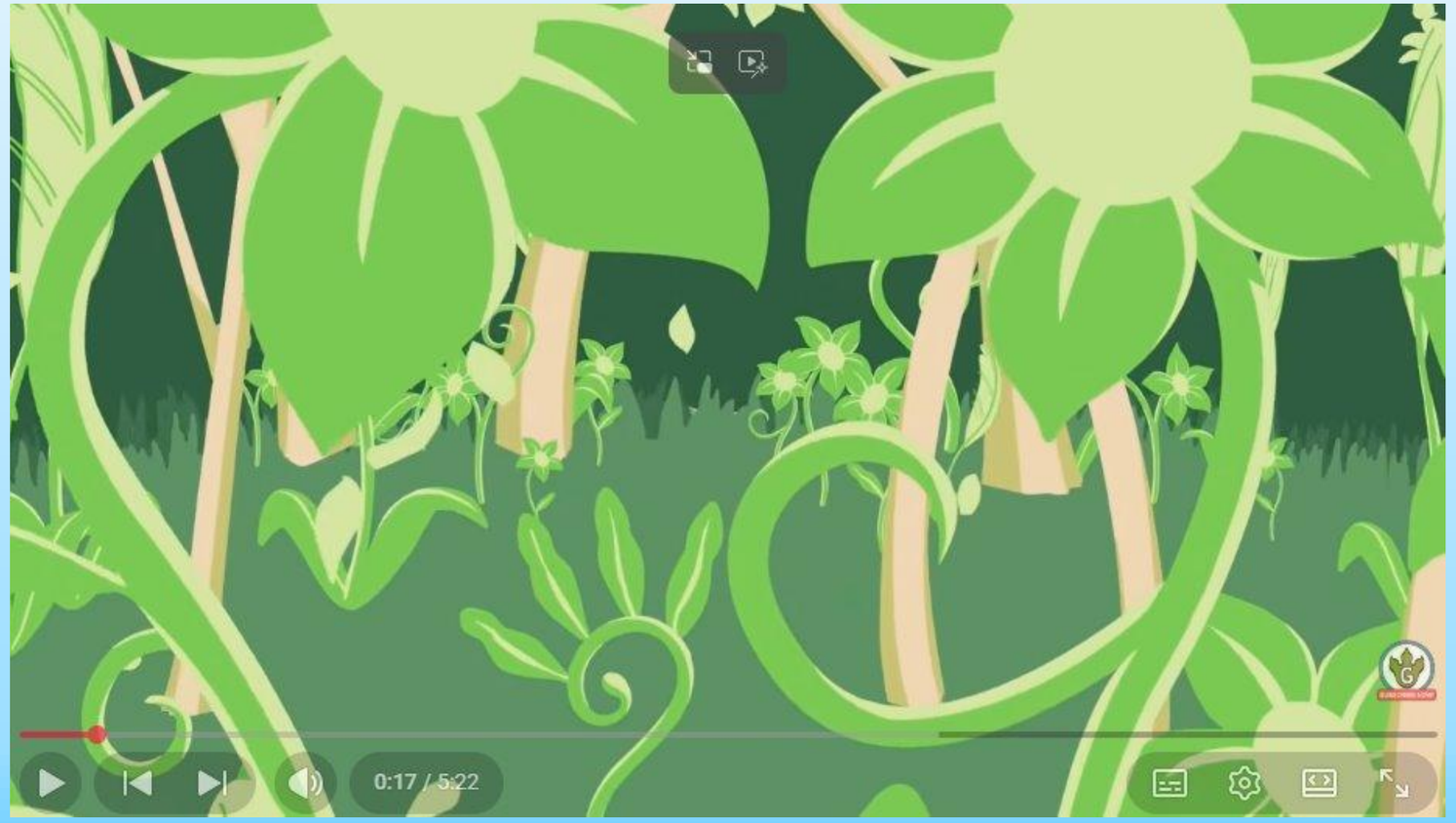
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							





So what about Read Write Inc?



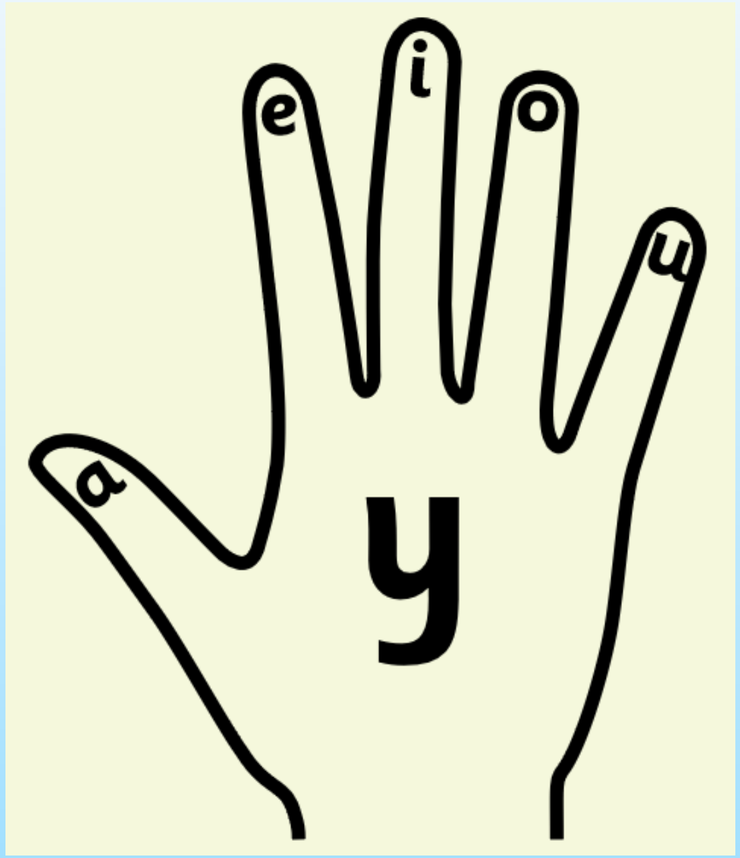

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A
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What do children need to know to begin?

- Consonants and vowels
- Syllables
- The alphabet – letter names
- Compound words



Consonant sounds – yellow, yell

Long /i/ vowel sound at the end of one syllable – fly, spy

Long /ee/ vowel sound at the end of two syllables – party, lady





So how will this help children spell?

- We've baselined everyone and will teach to address gaps.
- We will teach the spelling of "bases."
- There are then only 5 suffixing rules to remember (rather than the hundreds we used to teach!)
- We use word sums, word families and word matrices to make spelling like solving a puzzle… which is much more fun than "just remembering!"

Suffixing Rules

Double the final consonant letter when a base or stem ends in a CVC pattern, then add the vowel suffix.	Examples... hop + ed = hopped; sit + ing = sitting; big + est = biggest
If a polysyllabic base or stem ends in a CVC pattern with a stressed final syllable, double the final consonant letter, then add the vowel suffix.	Examples... forget + ing = forgetting; open + ed = opened; prefer + ed = preferred
Drop the final silent e vowel letter, then add the vowel suffix.	Examples... shine + y = shiny; bake + ed = baked; drive + er = driver
Change the final letter y after a consonant letter to i, then add the suffix (except -ing and -ish).	Examples... lucky + ly = luckily; beauty + ful = beautiful; penny + less = penniless
Just add the suffix.	Examples... sleep + y = sleepy; dark + ness = darkness; enjoy + ment = enjoyment





Let's have a go...

Objective:

Suffix -ed

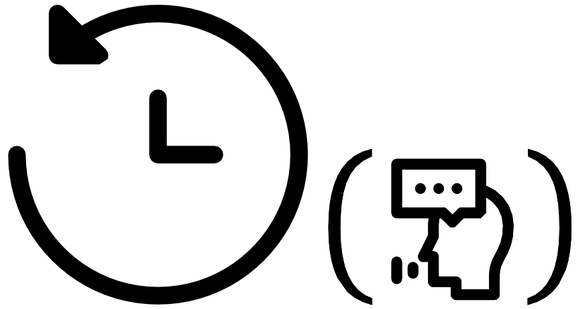
Rule:

Double the final consonant letter when a base or stem ends in a CVC pattern, then add the vowel suffix.

Word Sum:

Suffix -ed

-ed



past simple tense verbs or past participles

Latin
Greek
Old English

Grammarsaurus

Grammarsaurus

We are going to use a **vowel suffix rule** when adding the suffix **-ed** to a base to show the "**past simple tense**".

Double the final consonant letter when a base ends in a CVC pattern, then add suffix -ed.



hop + ed = hopped

p

c v c

In a word sum, we add a small extra consonant letter when we recognise a CVC pattern to remind us to double the consonant when adding a vowel suffix.

Take a look at these bases.

We can see that they all end in a **CVC pattern**.

Can you solve the word sums?



shop + ed



flop + ed



drop + ed



stop + ed



mop + ed

Don’t forget to add a small extra **consonant letter** in your word sum to remind you to double the letter.

How did you do?



shop**p** + ed = shopped



flop**p** + ed = flopped



drop**p** + ed = dropped



stop**p** + ed = stopped



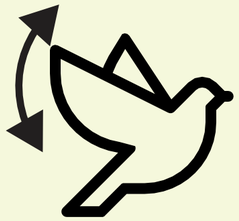
mop**p** + ed = mopped

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The icons give clues to bases that end in a **CVC** pattern. Can you spell the base and complete the sentence by writing the verb in the "**past simple tense**"?

The crowd  **when the song ended.**

The baby  **in his pram.**

The bird  **its wings.**

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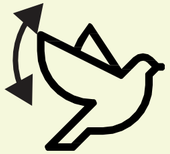
Did you **double your final consonant letter** when adding the suffix **-ed** because these words end in a CVC pattern?



The crowd clapped when the song ended.



The baby napped in his pram.



The bird flapped its wings.

Chat with your partner. Take a look at these verb bases.



snap **grab**

wait **help**

plan **flip**

start **work**

Which are the bases that we can **just add** suffix **-ed** to?

Which are the bases that we will need to **double the final consonant** before adding suffix **-ed**?

How did you do?

Do nothing to the base and just add the suffix -ed.

wait

help

start

work

Double final consonant letter before adding suffix -ed because the base ends in a CVC pattern.

grab
C V C

plan
C V C

snap
C V C

flip
C V C

Using a word sum, can you show these bases in the "past simple tense" by adding suffix -ed?

How did you do?



Do nothing to the base and just add the suffix -ed.

wait ⊕ ed= waited ed=

help ⊕ helped

start ⊕ ed= started

work ⊕ ed = worked

Double final consonant letter before adding suffix -ed because the base ends in a CVC pattern.

grab^{b} ⊕ ed = grabbed

plan^{n} ⊕ ed = planned

snap^{p} ⊕ ed = snapped

flip^{p} ⊕ ed = flipped

So far, we have looked at the following suffixing rules when adding the suffix **-ed** to a base.

1. **Just add the suffix.**

2. **Double the final consonant letter when a base ends in a CVC pattern, then add the vowel suffix.**

As with most spelling rules, there are always some exceptions. For example, if the base ends in **CVC** and the final consonant is **w**, **x**, **y** or **z** we **DO NOT double**.

show → **showed**

C V C

fix → **fixed**

CVC

We can easily remember this as they are the consonants at the very end of the alphabet.

How can we help at home?







Thank you so much for coming!

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Do you have any questions?

