

Revisit, Explain, Use

Test: give the class a test of some of the most commonly used Y3/4 statutory word list, some of the Y2 CEWs, and Y2 and Y3/4 homophones that seem commonly misspelt such as *believe*, *people*, *your/you're*.

If any children score below 75%, explore further into Y2 CEWs and see where the gaps are. What were the commonly misspelt words for the class?

Share examples of commonly misspelt words, especially any that you have noticed coming up in children's independent writing.

Teach, Model, Define

Remind children that the words in the Y3/4 statutory word list can seem like tricky words but even they have some predictable graphemes. There is often just one tricky bit – a letter or letters that does or do not fit our known GPCs or use rarer forms of GPCs.

Invite the children to look at the word *fruit*. Explain that it is tricky because there is an unexpected letter *i*, which is silent, but that the rest of the word follows expected GPCs. Show the children that artificial articulation, to say “fru-it”, might help, as it would with words such as *Wed-nes-day* or *is-land*.

Model how the use of mnemonics can be used to aid spelling of these words. NB: Try not to make them too complex, and try to include the word as the first letter, so the child has less to remember. Or just create a mnemonic for the tricky bit such as: “There is **a rat** in **separate**”. Invite the class to come up with ways to remember homophones in context such as “**You're** going to love this. **You are!**”

Show the children how to make links between words such as *medical* and *medicine*, or *nature* and *natural*.

Support children to find words that all follow the same pattern, and create a silly sentence such as:

Henry the Eighth was famous for his great height and weight, or I don't believe your lie.

Remind children that, sometimes, writing a word out two or three different ways helps you to spot which way it should be written: *sentance*, *sentence*, *sentense*.

If they are not sure of a spelling while they are writing, children could draw a wobbly or dotted line underneath the word and come back to it at the end of the session. They can then check using a dictionary or word mat.

Demonstrate proofing strategies such as:

- Read and check as you write – every time you put in a full stop, reread the complete sentence to check for spelling errors.
- Read a text from the bottom up or one sentence at a time.
- Read the text aloud and saying each word clearly, with expression.
- Place a ruler or piece of paper under the text, to read one line at a time and block out the rest of the text.
- Swap books with a partner and use the above strategies.

Practise, Explore, Investigate

Ask children to write out some of the words that they did not get right in the test and colour the parts that they found tricky. They can then try to rewrite the word several times and picture the different parts. Invite children to use a phoneme frame to plot out words.

Pose the question: "How can we remember some of the words with tricky letter strings?" Allow discussion, and then invite children to invent their own mnemonics for words with which they struggle.

Extension: children who are 100% accurate with the Y3&4 words can be given words from the Y5&6 statutory word list and do the same activities.

Minor gaps

Ensure Y2 CEWs are secure.
Ask children to write out some of the words that they did not get right in the test and colour the parts that they found tricky. They can then try to rewrite the word several times and picture the different parts.

Major gaps

Ensure Y1 CEWs are secure.
Ask children to write out some of the words that they did not get right in the test and colour the parts that they found tricky. They can then try to rewrite the word several times and picture the different parts

Apply, Assess, Reflect

- Dictation of short sentences using the Y3&4 target words (bold) and including some Y2 CEWs or homophones (underlined). For example:
*You should not hold your **breath** while riding a **bicycle**.
Which is larger – an **eighth** or a **quarter**?*

Children should write the complete sentence, and marking can be done by children, in pairs.

- Ask children to devise simple sentences that include examples of words from the Y3&4 word list, common exception words and words frequently misspelt by the class.
- Give children a passage with 20 errors of high-frequency words. Ask them to proofread the passage and then share the correct version. Children score a mark for each word they have corrected, up to a maximum of 20/20.
- Encourage children to take responsibility for proofing these words in their independent writing. In KS2 these words can be known as non-negotiable – they must be spelt correctly moving forward. This means that children should look out for these words in their writing and correct them independently, where possible. Furthermore, teachers should prioritise these words when they are misspelt in a child's writing and draw a child's attention to the error. Early intervention here will help children to commit these words to sight vocabulary and make the spelling automatic. As these words are written so frequently, the incorrect version soon becomes automatic if not addressed, and the habit is then hard to undo.

Revisit, Explain, Use

Ask children what the word “plural” means and elicit that it means “more than one of”. Invite children to work in pairs to compose some simple instructions for others about how to add plurals.

Come back together and take feedback:

- Remind that most plurals just add *s* and *es* – if the ending sounds like “*s*” or “*z*”, it is spelt as *-s*. If the ending sounds like “*iz*” and forms an extra beat, it is spelt as *-es*, such as *bushes*, *witches* or *boxes* (Y1). Ask children to look at the examples they have generated and see whether that fits.
- Remind children how to add *es* to words ending in a consonant followed by a *y* such as *jelly*. Change the *y* to an *i* before adding *-es* (Y2). Again, check the examples. Did the singular word end in a *y*?
- Remind that if a word ends in *-ey*, the *y* remains as it is and an *s* is simply added, e.g. *key* > *keys* (Y1).
- Show the children some further examples of irregular plurals. At this point, you could introduce the pattern of words ending in a single *-f* that pluralise by dropping the *f* and adding *-ves*, e.g. *thief* > *thieves*, *dwarf* > *dwarves*, *life* > *lives* (note that words ending in *ff* just add *-s*, e.g. *cliff* > *cliffs*).

Together, compile a set of Rules for Plurals.

Teach, Model, Define

Show how to break words up into syllables and check each sound is represented (as well as any unexpected letters), e.g. *signature*: *sig-nat-ure* > *signatures*; *committee* > *com-mit-tee* > *committees*.

Choose some words from the Y3/4 or Y5/6 spelling programme of study, or those that will present a challenge to children’s vocabulary. Model spelling these words and adding a plural. For example, *century*: “*Cent* begins with a soft *c* followed by *ent*, like the word *centimetre* (“cent” means “100”). Then I am going to add the suffix *-ury*. A century is one hundred years. If I want to pluralise this word, I will have to remove the *y* from the end and change it to *i* before adding *-es*, just like the word *baby*. So *century* becomes *centuries*. I could use it in a sentence like this: *The castle was built many centuries ago.*”

Practise, Explore, Investigate

Give children a list of words that they have to pluralise: choose words from the Y3/4 and Y5/6 statutory word list.

Minor gaps

Practise plurals of Y3/4 words, especially those ending in y.

Major gaps

Go back to Y1 and 2 introduction of plurals: starting by adding s/es (and then changing y to i before adding es). Give children a list of words that they have to pluralise: *stick, woman, monkey, party, sheep, wife, box, match, house, mouse, sandwich, goose, dish, computer, family, baby*.

Provide sentences with some correct/incorrect examples. Children underline plural, check and correct where necessary.

Apply, Assess, Reflect

- Revisit learning and discuss any misconceptions.
- Dictate a sentence using words taught – application of rules to words not previously practised.