

## Revisit, Explain, Use

Test: give the class a test of the Y3/4 statutory word list.  
If any children score below 75%, present them with some of the 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 part, with a letter or letters that does or do not fit our known GPCs (grapheme–phoneme correspondence – letter(s) representing each sound) 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. Alternatively, create a mnemonic for the tricky bit such as: "**I** like fruit".

Another example is the word *business*: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as *u*, business can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i**, according to the rule.

Show the children how to make links between words such as *medical* and *medicine*. Support children to find words that all follow the same pattern and create a silly sentence such as, *I heard aliens reached **Earth earlier** this year.*

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

Demonstrate proofing strategies such as reading a text from the bottom up or one sentence at a time.

## 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 try out 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 using these words.

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.

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 the 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 such high-frequency, the incorrect version soon becomes automatic if not addressed and the habit is then hard to undo.

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.

## Revisit, Explain, Use

Ask children to explain what they know by the term “homophone”. Confirm that a homophone is a word that sounds the same as another but is spelt differently, e.g. *mail, male; to, too, two*. Children might be interested in the etymology of the word here. “Homophone” is from the ancient Greek words “homos”, meaning “same”, and “phone”, meaning “sound” or “voice”. Similarly, we have “homograph” (“same image”), meaning spelt the same but with different meaning or even sound, such as “row” meaning “argument” or “line” or “move (a boat) through water using oars”.

Show homophones that often crop up in class spelling errors. e.g. *their / there, your / you're*. Remind children of the differences in meaning for common homophones / the homophones with which the class tend to struggle. Together, orally compose sentences that use the words in context.

Invite the children to share any mnemonics they remember from previous years that help them to recall which version of a spelling. Mnemonics could take the form of a rhyme or ditty (e.g. *big elephants can't always understand small elephants*) or a visual image or, in this case, an analogy or link to a word or concept that is related.

For example:

*A pen and paper in the stationery tray. We are stationary in the car park.*

*A piece of pie*

*Read it loud and aloud*

*A practical practice*

*isle and island*

*heard / hear / ear*

*where / here / there*

## Teach, Model, Define

Show the children some of the pairs of homophones from Y3/4 and Y5/6 teaching, where one of the words is a verb: *passed / past, missed / mist, guessed / guest, allowed / aloud*. Can children explain how they might recognise which of these is a verb in each case (-ed endings)?

Teach children about the difference between verbs and nouns such as *advice / advise, device / devise, licence / license, practice / practise, prophecy / prophesy*. Explain the convention that nouns are generally spelt with a c and verbs with an s. Also compare *affect* – verb (*affect > affected*) and *effect* – generally a noun (*effect > effective*).

## Practise, Explore, Investigate

Play homophone pairs: copy the word grid below onto card and give sets to pairs or small groups of children. Children should place the cards face down and take it in turns to turn over two cards. If children reveal a pair, they can only keep it if they can correctly explain the difference between each word to the other players. At the end of the game, the winner of each group reads out his/her pairs, declaring whether each one is a noun or verb (or giving the word in context of a sentence) and challenges the other players in the group to spell the correct version each time.

### Minor gaps

Revisit learning and discuss any misconceptions from Y5/6, plus focus on repeated recall of higher-frequency words that use either version of a homophone. Look for the tricky part of each word and highlight it. Create mnemonics for each.

### Major gaps

Intervention plus teaching and repeated recall of homophones that use either version of the homophone from Y3/4 and Y2 lists that are the highest-frequency: *there/their/they're, here/hear, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, ate/eight, hear/here.* Create mnemonics for each.

## Apply, Assess, Reflect

Devise two sentences that include examples of these homophones. Show the child the sentences with gaps where the homophone should be. Invite them to choose the correct homophone.

For example:

-- He is licensed to kill because he has a licence from MI5.

-- You're advised to listen to her advice.

Dictate a sentence, for example:

"Today we practised long jump."

Analyse errors and talk about why they might have been made. Read out two pairs of homophones and ask the children to create new sentences, using the given words.

Year group	Statutory statement	Non-statutory words
1	• N/A	
2	• <i>Homophones</i>	<i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i>
3/4	• Homophones	<i>berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, missed/mist, peace/piece, plain/plane, rain/rein/reign, weather/whether, whose/who's, eight/ate</i>
5/6	• Homophones and other words that are often confused	<i>advice/advise, device/devise, licence/license, practice/practise, effect/affect prophecy/prophesy, weary/wary, dessert/desert</i>  <i>aisle/isle, allowed/aloud, altar/alter, bridal/bridle, complement/compliment, cereal/serial, assent/ascent, dissent/descent, heard/herd, mourning/morning, guest/guessed, led/lead, farther/father, who's/whose, draft/draught, stationery/stationary, steel/steal, profit/prophet, principle/principal, passed/past</i>

advice	advise	device	devise
licence	license	practice	practise
prophecy	prophecy	weary	wary
dessert	desert	affect	effect
missed	mist	passed	past
guessed	guest	bury	berry