



# SPELLING PROGRAMME




- **SUPPORT MATERIAL DIRECTLY TARGETS WEAKNESSES**
- **LINKS WITH YOUR CURRENT SPELLING AGE ASSESSMENT**
- **THE PUPIL PROGRESS RECORD CAN BE USED AS AN IEP**
- **DEVELOPED & USED IN UK & INTERNATIONAL SCHOOLS**
- **FOLLOWS THE NATIONAL LITERACY STRATEGY'S GUIDELINES FOR SPELLING**

<b>INCREASE IN SPELLING AGE</b>	<b>% OF PUPILS COMPLETING THE SPELLING PROGRAMME</b>
<b>UP TO 1 YEAR</b>	<b>43.5%</b>
<b>1-2 YEARS</b>	<b>35.5%</b>
<b>2-3 YEARS</b>	<b>15%</b>
<b>OVER 3 YEARS</b>	<b>6%</b>

When using this programme, pupils gain in confidence and make rapid progress in acquiring further spelling and literacy skills. The programme is suitable for use by SENCOs, support staff, parents and volunteers and consists of three parts - each part can correspond to a term's work. The programme is well over 100 pages and separate answer booklets accompany each of the three parts. The programme is ideally suited to one-to-one tuition; however it can be used successfully with groups, peer mentoring or for whole class teaching. The integral 'Pupil Progress Record' can be used as an I.E.P. as targets, actions and outcomes are all identified and recorded. The new colour version is particularly suitable for projection onto a whiteboard or IWB for class discussion and instruction. A black and white version is included for school duplication. Apply the power of MS Word to customise the resource, and to produce new support sheets by simply changing the selected words or their context.

SPELLING PROGRAMME - PART 1

**Spelling Strategies (A)**

- Write out the word, then-  
LOOK and SAY - *Say the names of the letters*  
COVER - *See the notes on this in Spelling Strategies (B)*  
VISUALISE and SAY -  
WRITE and CHECK.
- Invent a mnemonic for all or part of the word, e.g.  
**people** people eat oranges people like eggs  
**because** big elephants cry and upset small elephants  
**beautiful** big elephants are ugly
- See a small word in a longer word, e.g.  
**Hear** Leicester you are young cap-a-city
- Make the word into a picture, e.g.  
  
- Deliberately mispronounce the word, e.g.  
**Wed-nes-day** **Feb-ru-ary** **fri-end** **no-thing**
- Look for the root of the word, e.g.  
**knowledge** - know **musician** - music
- Sound out the syllables, e.g.  
**Yes-ter-day** **hos-pit-al** **dis-in-fect-ant**
- Make several tries in rough until the word looks right, e.g.  
**becose** **becase** **becouse** **because**
- Use a dictionary you are familiar with. It is a good idea to use your own dictionary and keep it in your school bag.

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SPELLING PROGRAMME - PART 3

**Target 14: Plurals (1)- Words Ending in 'ss', 'x', 'zz', 'ch', 'sh' or 'o'; Homophones - Here and Hear**

Most plurals are made by just adding 's' to the end of the word, e.g.

dog (singular - one)  
dogs (plural - more than one)

*however there are some other rules you need to know:-*

**Plurals Rule 1:**  
Add 'es' to words ending in 'ss', 'x', 'zz', 'ch', 'sh' or 'o'  
e.g. box (singular) boxes (plural)


Write the plurals of these words:-

match .....	dress .....	fox .....
class .....	fizz .....	clash .....
glass .....	brush .....	stitch .....
tomato .....	potato .....	hero .....

**Homophones:** Using **here** (the place) and **hear** (what you do with your ear):-

Complete these sentences with either "here" or "hear":-

- I can ..... the clock ticking.
- We will meet ..... tonight.
- I could ..... the noise .....

**hear** 

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# THE EFFECTIVE WAY TO QUICKLY IMPROVE SPELLING SKILLS

SPELLING PROGRAMME - PART 1

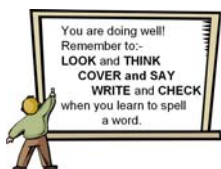
**Target 12**

clean cold could cut does don't  
 door draw drink eat eight every  
 fall far fast find five fly  
 found four full funny

**SUITABLE FOR USE IN CLASS OR AS HOMEWORK!**

Now, using words from the list above, complete these sentences

- Eight minus three is \_\_\_\_\_.
- Birds can \_\_\_\_\_.
- The opposite of hot is \_\_\_\_\_.
- When you are thirsty, you need to \_\_\_\_\_.
- The opposite of near is \_\_\_\_\_.
- The joke was very \_\_\_\_\_.
- There are \_\_\_\_\_ seasons in a year.
- David tried to \_\_\_\_\_ the lost ball.



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SPELLING PROGRAMME - PART 2

**Target 4: Words ending in -ff, -ll, -ss and -zz**

cuff pull full kiss huff  
 miss boss mess dull moss  
 skull stuff cross stress sniff  
 cliff frill gloss shrill buzz  
 press impress thrill buzz brass

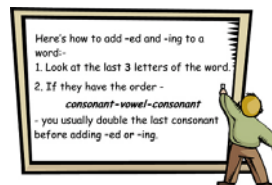
**Adding -ed and -ing**

**-ed**

huff + ed huffed map + p + ed mapped  
 pull ..... jam .....  
 buzz ..... chat .....  
 miss ..... zip .....  
 link ..... sort .....

**-ing**

land + ing landing kid + d + ing kidding  
 fill ..... jam .....  
 swim ..... part .....



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**IDEALLY SUITED FOR DYSLEXIC AND ESL LEARNERS. CAN BE USED BY PARENTS, PEER MENTORS, TEACHING ASSISTANTS AND VOLUNTEERS WITH MINIMAL TRAINING.**

SPELLING PROGRAMME - PART 2

**Target 12: Magic 'e'**

**(Long vowels)**



Magic "e" gives a vowel its alphabet name (long vowel sound), e.g.

hat	hate
cut	cute
cod	code
pip	pipe
pet	Pete

**Spell the words below.**

Now underline the words that contain a magic "e":-

scrap	scrape	rod	rode
bit	bite	scar	scare
stroke	tubs	tubes	perfume
alone	alive	shine	shin
rid	ride	pride	escape
trap	snake	outside	excuse
din	dine	eve	evening
game	complete	athlete	telescope
quit	quite	spin	spine

**MS WORD FORMAT - EASY TO EDIT & PERSONALISE.**

**Write these sentences:-**

She slid down the slide.      Did you tap the tape?  
 I can walk with a cane.      Sid sat on the left-hand side.  
 She gave the cat a huge hug.      He was quite glad that he quit.

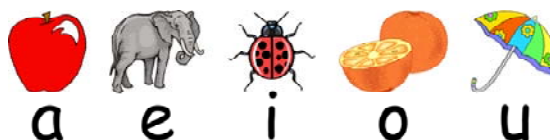
**Target words to learn:-**  
 July      August      September      October  
             November      December

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SPELLING PROGRAMME - PART 1

**Target 2: Vowels**



Remember the sounds by thinking of a picture for each vowel (e.g. apple, elephant, insect, orange and umbrella) or by remembering this phrase:-

**an elephant in orange underpants!**



Now practice saying the sound of these vowels:-

a	e	i	o
i	u	e	i
e	i	u	a
o	a	u	o

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# EACH TOPIC IS SUPPORTED BY ATTRACTIVE WORKSHEETS

- Teacher's Notes
- Consonant phoneme - ck
- Suffixes - disappearing 'e'
- Pupil Progress Report (IEP)
- 'ar', 'er', 'or' (vowel phonemes)
- Soft 'g', 'dge'
- Spelling strategies
- Tricky 'w'
- Soft 'c'
- Alphabetical order and consonants
- Magic 'e'
- Suffixes - 'y' to 'i'
- The most 250 common words
- 'ee', 'ea' - long 'e'
- Adjectives and adverbs
- Vowels
- 'ai', 'ay' - long 'a'
- le' and exceptions
- Common written words
- 'oa', 'ow' - long 'o'
- Suffixes - where, were & wear
- Name and address
- 'oo', 'ew' - long 'u'
- Here / hear
- Spelling numbers
- 'igh', 'y' - long 'i'
- Word endings 'ss', 'zz', 'ch', 'sh', 'o'
- Number and name revision
- 'ie', 'oe', 'ue'; 'ir', 'ur'
- Quite / quiet
- Days of the week
- 'ou', 'ow'; 'au', 'aw'
- Words ending in 'f', 'fe'
- Short vowels
- 'oi', 'oy'
- No / know / now; threw/through
- Consonant clusters
- Prefixes & more prefixes
- i before e except after c
- Words ending in -ff, -ll, -ss and -zz
- Plurals
- -tion, -sion, -ssion
- Apostrophes - contractions
- 'ph'; 'gh'; 'ght'
- Weather / whether
- Consonant phonemes - ch, sh, th
- 'ch'; 'que'
- ti', 'ci'; there's/theirs
- Consonant phonemes - wh, tch
- Silent letters
- -ance, -ence, - dialogue words
- Apostrophes - possession
- Suffixes - doubling rule
- Who's / whose



SPELLING PROGRAMME - PART 3

**Target 5: Silent letters**

Most letters of the alphabet are silent at some time. Here are some of the more frequently found silent letters.

b c g h k t w

Spell the words in the table below:-

comb	scissors	honest	listen
climb	muscle	rhino	castle
thumb	gnat	knee	wriggle
science	gnash	knot	writer
scene	hour	knit	wrote

**Identifying the silent letters.**

Underline the silent letters in these words

lamb	know	bomb
kneel	gnaw	thistle
wrist	wreck	knitting
honour	wrinkle	gnome
answer	hustle	limb

The first two have been done for you!

Write these sentences:-

- He tried to wriggle his wrists out of the knotted rope.
- Tom unwrapped the wrong box!
- Alia climbed the hill to see the castle.
- Did you listen to your science teacher?

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SPELLING PROGRAMME - PART 3

**Target 6: Suffixes - The Doubling Rule**

In Part Two: Target 4, you learned how to add -ed and -ing to words ending in the pattern *consonant-vowel-consonant*. The same rule applies to other suffixes beginning with a vowel.

**Rule for suffixes beginning with a VOWEL or 'Y':-**

- Look at the last 3 letters of the word.
- If they have the order *consonant-vowel-consonant (C-V-C)*, you usually double the last consonant before adding the suffix.

Look at these examples:-

<b>big + er = bigger</b> <small>C-V-C double the 'g'</small>	<b>chat + y = chatty</b> <small>C-V-C double the 't'</small>
<b>part + ing = parting</b> <small>V-C-C not C-V-C, so don't double</small>	

Complete this table:-

word	-er	-est	-ish
red		reddest	
loud	louder		
flat			
thin			
quiet			

Complete these word sums:-

travel + ed = .....	occur + ing = .....
marvel + ous = .....	forbid + en = .....
swim + er = .....	admit + ance = .....

**Rule for suffixes beginning with a CONSONANT - just add the suffix!**

Complete these word sums:-

spot + less = .....	forget + ful = .....
thin + ness = .....	hot + ly = .....

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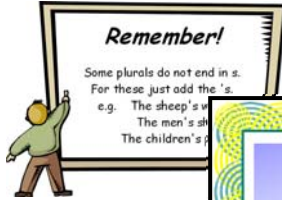
**Target 8 : " " " " " Apostrophes - Rule 2 " " " " "**

Apostrophes are also used to show that something belongs to someone or something. The apostrophe points to the owner.

- The cat's tail
- The dog's kennel
- The teacher's book

**BUT: -** When there is more than one owner, you put the apostrophe after the s.

- The boys' game
- The dogs' tails
- The goats' field



**Add the missing apostrophes to the following sentences.**

It was a sunny day, so we put the car in Sams car and drove down to the dogs collars because the river was field. Sams daughters, Sharon and came with us. We all caught several fish were the biggest.

USEFUL WORDS

abcdefghijklmnopqrstuvwxyz

**Days of the Week**

Monday	1
Tuesday	2
Wednesday	3
Thursday	4
Friday	5
Saturday	6
Sunday	7

**Numbers**

one	1	eleven	11
two	2	twelve	12
three	3	thirteen	13
four	4	fourteen	14
five	5	fifteen	15
six	6	sixteen	16
seven	7	seventeen	17
eight	8	eighteen	18
nine	9	nineteen	19
ten	10	twenty	20

**Months of the Year**

January	1 <sup>st</sup>
February	2 <sup>nd</sup>
March	3 <sup>rd</sup>
April	4 <sup>th</sup>
May	5 <sup>th</sup>
June	6 <sup>th</sup>
July	7 <sup>th</sup>
August	8 <sup>th</sup>
September	9 <sup>th</sup>
October	10 <sup>th</sup>
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October	10 <sup>th</sup>
November	11 <sup>th</sup>
December	12 <sup>th</sup>

**Subjects**

Art	Design
Chemistry	English Literature
English Language	Geography
French	Information Technology
History	Modern Languages
Mathematics	Physical Education
Music	Science

**Subjects**

thirty	30
forty	40
sixty	60
seventy	70
eighty	80
ninety	90
hundred	100
thousand	1000
million	1,000,000

**Colours**

black	blue	brown
green	grey	red
orange	pink	purple
turquoise	white	yellow

**Subjects**

about	again	all
always	another	any
around	ask	are
	ate	away

**Subjects**

had	half	have	haven't
has	help	her	here
high	him	his	hold
how	hot	how	house
into	it	itself	
jump	just		
kind	knee	knew	know

**Subjects**

read	ride	right	really	red	running
round					
say	see	seen	shall	she	should
sister	sit	sitting	small	some	soon
start	street	stop			



**Subjects**

take	talk	teacher	tell	than
think	that	their	them	then
there	these	they	think	thing
this	those	thought	through	time
to/too	today	together	told	took
tree	try	uncle	under	understand
use	using	used	very	was
want	warm	was	watch	water
way	well	went	were	what
when	where	which	while	who
why	will	wish	with	woman
work	would	write/writing	year	yesterday
you	your			

**ORDER FORM**

DESCRIPTION	STOCK CODE	FORMAT/CONTENTS MS WINDOWS (all versions)	COST: (£) Ex. VAT	COST: (£) Inc. VAT	QTY	SUB TOTAL Inc. VAT
<b>SPELLING PROGRAMME (Version 2.0)</b>	SENSCD	Spelling Programme CD + Single user licence	£40	£ 47.00		
	SENST	Spelling Programme CD + Site licence (All staff laptops, PCs & network)	£60	£ 70.50		
<b>UPGRADE OFFERS!</b>	SPUP	Upgrade from Ver. 1.0 - Single User We have a record of the original purchase.	£15	£17.63		
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