

Knowledge Organiser for KS2 English-Spelling

Spelling	
Key Terms	
Compound Word	A word that contains two or more root words, ie. <i>home + work > homework ; in + to > into</i>
High Frequency Word (HFW)	A word that is very common in written English [the first 100 HFWs on our list – see below- comprise of 40% of our language]
Prefix	A set of letters that is added to the beginning of a word to turn it into another word, ie. <u>mistrust</u>
Suffix	A set of letters added to the end of a word to turn it into another word, ie. <u>disappointment</u>
Homophone	Two different words are <i>homophones</i> if they sound exactly the same when spoken aloud, ie. <i>where/wear</i>
Digraph/trigraph	Two/three adjacent consonants or two adjacent vowels in a syllable representing a single sound, eg. 'th' in 'this' and 'oa' in 'boat'
Split digraph	See above for digraph...when a digraph is split by a consonant it becomes a split digraph. <i>For example: ... lake – the 'ae' here make one sound.</i>
Morphology	The study of how meaningful units are put together to form words
Morpheme	A meaningful unit, which may be a word itself, such as 'find', or a group of letters, eg. '-ing', which when added to a word changes the meaning of that word
Root word	A root word is a word or word part that can form the basis of new words through the addition of prefixes and suffixes. A root word has no prefixes or suffixes.
Etymology	The origin of a word and the historical development of its meaning.
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Phoneme	An individual unit of sound: the smallest unit of sound in speech
How to help	Useful Links
<ul style="list-style-type: none"> Practise reading and spelling High Frequency Words – especially those that don't follow the phonic rules or don't sound how they look eg. <i>said</i> 	National Curriculum https://www.gov.uk/government/collections/national-curriculum

- Learn your child's spellings with them – see our *Strategies for Learning Spellings* for suggestions on how to support your child in learning to spell new or tricky words
- Encourage the learnt spellings to be used in sentences and active writing tasks
- Encourage your child to write letters, stories, diaries, lists etc
- Help your child spot patterns in their spelling words and think of ways to remember them

Monster Phonics (the Systematic Synthetic Phonics programme taught at Wickhambreaux CEPS)

<https://www.monsterphonics.com>

- 100 High Frequency Words
 -[the next] 200 High Frequency Words –
 (please see below for lists)

Strategies for Learning Spellings – see below this chart

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an


Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	right
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

Strategies for Learning Spellings.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p>

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.