

Grendon CE Primary School

Phonics and Spelling-Patterns Skills Progression Assessment

Tracking Tool

Grendon CE Primary School **PHONIC & SPELLING POLICY**

At Grendon CE Primary School, we encourage our pupils to think and write creatively, be adventurous with their use of language and write with a clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn to spell accurately. Our expectation is for children to learn and apply a wide range of spelling strategies in their independent writing.

Key Principles

Our policy on phonics & spelling has at its core a number of principles:

- spelling should be taught systematically in all phases of the school
- children's acquisition of phonic/spelling knowledge should be sequenced within an agreed framework with clearly defined end points
- Pupils should follow a structured phonics scheme in Key Stage 1, followed by the systematic teaching of spelling rules, patterns and strategies in Key Stage 2
- Pupils should routinely apply their knowledge of spelling strategies in independent written work across the curriculum so that their work is fluent and accurate and includes adventurous vocabulary choices
- Children's independence should be fostered by equipping them with strategies to tackle unknown words independently

Teaching and learning

EYFS and KS1

Phonetic knowledge underpins the teaching of spelling in EYFS and KS1. At Grendon CE Primary School, we use a bespoke phonics scheme to support children in developing their phonetical understanding; this is taught daily and consolidated when writing across the curriculum.

KS2

It is expected that in Key Stage 2, the majority of children will have a secure understanding of phonics and will increasingly use morphology and etymology to support their spelling, alongside dictionaries and spell-checkers. Phonics is not taught explicitly (unless as an intervention) but is still consolidated through the teaching of spelling, which takes place twice a week as a structured session within the wider Literacy provision.

Phonics & Spelling Ladder

With due regard to the spelling requirements of the National Curriculum and the school's chosen approach to phonics, the school has created a Phonics & Spelling Ladder (Appendix 1). This document carefully sequences the phonics and spelling progression across the school from EYFS to Year 6, with clearly identified end points that children are expected to achieve by the end of each phase in the school.

Following an initial assessment of phonic/spelling knowledge, all pupils are placed on the appropriate position of the Phonics & Spelling Ladder to ensure that subsequent work is carefully matched to the ability of each child. The Phonics & Spelling Ladder is a working document that logs each pupil's achievements throughout their time in school. This important evidence trail ensures a high level of consistency and challenge for all learners.

The school expects children to be aware of their prior achievements and next steps and to support this, the relevant section of the ladder is displayed and annotated in pupils' writing book.

Additional Support and SEN

Some children require additional support to acquire phonic and spelling knowledge and these will be identified in line with the outcomes of statutory assessments at EYFS and KS1 and through the internal monitoring of pupils' progress along the Phonics & Spelling Ladder. Additional support will be detailed on the school's provision map and shared with parents via the Pupil Profile.

Assessment

Statutory assessments of phonics/spelling take place in EYFS, Year 1 and Year 6.

The school believes that the most effective way to assess pupils' phonic and spelling knowledge is through its routine application in written work. The Phonics & Spelling Ladder will be updated when a pupil routinely demonstrates in their written work that a new spelling rule or pattern is secure.

Class teachers will be discerning in their marking of spelling errors. For spellings that a child has previously demonstrated as knowing and which are then carelessly misspelt, the expectation is that the child will correct these independently. At the same time, teachers will encourage the use of unknown and more adventurous vocabulary and will support children by annotating the work with the correct spelling.

Termly updates of the Phonics & Spelling Ladder will be transferred to the relevant section of Pupil Profiles and shared with parents.

Glossary of terms

Morphology - The study of the forms of things e.g. how a word is formed.

Etymology - the study of the origin of words and the way in which their meanings have changed throughout history.

Monitoring

The Phonics & Spelling Policy will be monitored as part of the school's curriculum monitoring process

Grendon CE Primary School

USER GUIDE

- This Phonics and Spelling-Patterns Skills Progression is to track the progress of children's knowledge and application of spelling rules
- The spelling patterns and words are taken from the National Curriculum, cross referenced against the school's World Class Curriculum Framework and are organised by Years 2-6
- The document should be used as progressive ladder

Tracking Tool

- The Tracking Tool is the master copy used by teachers to record the scores for each child and their place on the ladder
- Page 4—class list. Use this to record **the total score** achieved by each child **within each year -group-section** (e.g. a Year 5 child might have full marks in the Year 2 and 3 sections)
- Pages 5—10— use these pages to write children's names in the empty boxes next to the spelling pattern/rule they are working on. When that skill is achieved, tick the name and move them down to the next skill. The skills are organised by Year groups as a guide only (children can be working at any point of the ladder)
- Pages 11—13—Year 2 spelling patterns
- Pages 14—17—Year 3
- Pages 18—23—Year 4
- Pages 24—28—Year 5
- Pages 29—33—Year 6

Answer Booklet

- Each child has their own answer booklet
- The booklet should be written on by the child and used alongside the Tracking Tool
- Page 4—class list. Use this to record the total score and date when tested in September, end of Autumn 2, Spring 2 and Summer 2
- This Spelling Progression is just a guide. It should be used alongside teacher-judgement and evidence of spelling rules within children's work

[illegible]

Phonics and Spelling Patterns Skills Progression Assessment

Year 2

A...	-dge -ge -g	
	-c	
	kn- gn-	
	wr-	
	-le	
	-el	
	-al	
	-ll	
	-y	
	-ies	
	-y	
	-ll -l	
	-tion	

A cont.	-o	
	-ey	
	o as 'a'	
	-o	
	-ar	
B	-s	
	Suffixes 1 Change the 'y' to i	
	Suffixes 2 ment, less, ness, ful, ly	
	Suffixes 3 Double the final consonant	
C	Contractions for omission	
	Contractions for posses- sion	
D	Homophones / near- homophones	

Phonics and Spelling Patterns Skills Progression Assessment

Year 3

A	ei The sleigh went neigh	
	ey "Hey!" said the prey	
	ai Snail in the rain.	
	ear Search for the pearl	
	y - Are pyramids in Egypt at myth?	
B	1. Homophones / near-homophones	
	2. Homophones / near-homophones	
C	<u>1. ly</u> - just add 'ly'	
	<u>2. ly</u> - change the 'y' to 'i' then add 'ly'	
	<u>3. ly</u> - change the 'le' to 'ly'	
	<u>4. ly</u> - change 'ic' to 'ly' - change 'al' to 'ly'	
	<u>5. ly</u> - there are no rules!	
	Suffix – do NOT double the final consonant	

C conf.	Suffix – double the final consonant	
	dis-	
	mis-	
D	ch – "the chorus sang the echo"	
	bi-	
	que – Fatigued playing in the league	
	que – my technique is unique	
	ch –	
	ary – the dictionary is in the library	
	O – Look above for Wonder Woman!	
	al –	
	sure – "sure it's pure"	
	SHHHHHH!	
M	Word families based on common words	

Phonics and Spelling Patterns Skills Progression Assessment

Year 4

A	1. Homophones / near- homophones	
	2. Homophones/ near- homophones	
B	augh – Caught being naughty	
	-in -NOT!	
	-im – IM- POSSIBLE!	
	-il – NOT!	
	sion – “Invasion on the television!”	
	ssion –	
	-tion – “Ask a question, do an action”	
	-cian – “Is a mathematician real- ly a magician?”	
	-ough – I thought I fought the dough!	
	-ation – “Full of adoration and admiration”	

B cont.	-sub – meaning: under	
	-sc- Science is fascinating!	
	ce – celebrate your certificate!	
	ci – exercise is special medicine!	
	(ch)er – “Get the teacher a stretcher!”	
	ous – It’s dan- gerous to drink it’s poisonous”	
	ous – “Don’t be outrageous, be courageous!”	
	ious – “I’m serious, it’s hide- ous!”	
	ou – TWINS! Double trouble!”	
C	Word families based on com- mon words	
D	Adverbials of frequency, manner and possibility	

m	-im – It's impossible to be immortal"	
	-ir – "How irresponsible to forget your spellings!"	
	-re – redo and refresh, go back to the start"	
	-inter – "Interact using the intercom!"	
	-super – "Superman is a superstar!"	
	-anti – "Don't be anti-social and go anticlockwise"	
	-auto – Please autograph my autobiography"	
	-ex – "exit before it explodes!"	
	-non – "Use the non-stick, non-drip pan"	
	-er -ar "I am so popular, I need a calendar"	
	-in -	
	-ous – "The mountainous ground is perilous and dangerous"	

m	-ous – How tremendous is this enormous cake!"	
	-ous – "I'll be furious if I am not victorious"	
	-ous – "Be courageous and you will be famous"	

Phonics and Spelling Patterns Skills Progression Assessment

Year 5

A	1. Homophones / near-homophones	
	2. Homophones/ near-homophones	
B	Challenge Words	
C	-cious – "The ferocious monster was vicious and malicious"	
	-tious – "Be ambitious but be cautious"	
	-y – "Be physical and dance to the rhythm"	
	-y – "Can you identify the rhyme and multiply?"	
	-ment – "The government rules over parliament"	
	-ity – "Is it a possibility to live for eternity?"	
	-ness – "Stop this silliness and foolishness!"	
	-ship – "Collect your sponsorship and win the championship!"	
	-or – "The enormous tornado will absorb us all!"	
	-au – "dinosaur doing the laundry"	
	-ate – "Motivate each other to communicate"	
	-ise – "Visualise before you finalise"	

C cont.	-ify – "The chocolate started to solidify"	
	-en – "Lengthen your smile, shorten your frown"	
	-ough – "I can never eat enough doughnuts!"	
	-ough – "plough through the drought"	
D	-ear – "hear with your ear"	
	Words with Silent Letters	
	Model Verbs	
E	Adverbials of time	
	Adverbials of place	
F	Unstressed vowels in polysyllabic words	
G	-de/re – recycle, rebuild and save the world"	
	-over – "I've overslept and overcooked the dinner!"	
	-ful – "Be thankful for the beautiful world"	
	-ive – "Be cooperative, creative and work together!"	
	-al – "Greeks were mathematical, musical and wonderful"	

Phonics and Spelling Patterns Skills Progression Assessment

Year 6

A	1. Homophones / near-homophones	
B	Ambitious Synonyms: adjectives	
C	Challenge Words	
D	1. Hyphens:	
	2. Hyphens:	
	1. Word families	
	2. Word families	
	3. Word families. -gram - "Add a diagram to the telegram"	
E	Words that can be nouns and verbs	
F	Synonyms and antonyms	

G	-ant - Be observant and expectant when you're waiting for the bus"	
	-ent - "It is excellent to be confident!"	
	-able - Desirable and comfortable clothes are fashionable"	
	-ably - This bed is unbelievably, comfortably good"	
	-mini /micro - "Do not microwave the minibeast!"	
	-cial - "It's official. I'm special!"	
	-tial - The torrential rain is substantial"	
	-ce - In December we celebrate	
	-ou - There is mould on your shoulder. YUK"	
	-ible - "The terrible food is inedible"	
	-ibly - "I am incredibly happy"	

SPELLING ASSESSMENT—Year 2 Spelling Patterns

Assessment A: YEAR 2 SPELLING PATTERNS

Say the pure sounds without showing the word.

Ask the child to say the word

-dge	-badge, edge, bridge, dodge, fudge
-ge	-age, huge, change, charge, bulge, village
-g	-gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
-c	race, ice, cell, city, fancy
kn -	knock, know, knee
gn -	gnat, gnaw
wr -	write, written, wrote, wrong, wrap
-le	table, apple, bottle, little, middle
-el	camel, tunnel, squirrel, travel, towel, tinsel
-al	metal, pedal, capital, hospital, animal
-ll	pencil, fossil, nostril
-y	cry, fly, dry, try, reply, July
-ies	flies, tries, replies, copies, babies, carries
-y	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, falter, faltest, runner, runny
-ll -l	all, ball, call, walk, talk, always
-tion	station, fiction, motion, national, section
-o	other, mother, brother, nothing, Monday
-ey	key, donkey, monkey, chimney, valley
hot as 'a'	want, watch, wander, quantity, squash
-o	word, work, worm, world, worth
-ar	war, warm, towards
-s	television, treasure, usual

Total known	/23
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Assessment B: Suffixes and contractions

Suffixes 1 Change the 'y' to 'i'	-ied— copied, hiked, cried -ier— happier, happiest, nicest, -ing copying, crying, replaying, -er hiker, nicer, shinier	/ 12
Suffixes 2 ment, less, ness, ful, ly	enjoyment, sadness, careful, playful, hopeless, plainness, badly, merriment, happiness, plentiful, penniless, happily	/ 12
Suffixes 3 Double the final con- sonant	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	/ 12
Contractions for omission	can't, didn't, hasn't, couldn't, it's, I'll	/ 6
'contractions for possession	Megan's, Ravi's, John's the girl's, the child's, the man's,	/ 6

total	/48
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Assessment C: Homophones and near-homophones

there / their / they're	here / hear	quite / quiet	sea / see
one / won	sun / son	to / too /two	be / bee
night / knight	blue / blew	bare / bare	

total	/11
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Assessment D: Challenge words

door	floor	poor	because	kind
mind	behind	child	wild	climb
most	only	both	old	cold
gold	hold	told	every	everybody
even	great	break	steak	pretty
beautiful	after	fast	last	past
father	class	grass	pass	plant
both	hour	move	prove	improve
sure	sugar	eye	could	should
would	who	whole	any	many
clothes	busy	People	water	again
half	money	Mr	Mrs	Christmas

Total known	/60
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SPELLING ASSESSMENT—Year 3 Spelling Patterns

Assessment A: Year 3 SPELLING PATTERNS

ei The sleigh went neigh	eight, eighth, eighty, weight, neighbour, vein, veil, beige, sleigh, freight
ey "Hey!" said the prey	grey, they, survey, obey, disobey, prey, convey,
ai Snail in the rain.	straight, campaign, contain, brain, faint, waist, claim, praise, complaint, afraid
ear Search for the pearl	earth, early, learn, heard, earn, pearl, search, unearth, earl, rehearse
y - Are pyramids in Egypt at myth?	myth, gym, Egypt, pyramid, mystery
total	/45

Assessment B: Homophones and near-homophones

here/hear	heel / heal	main / maine	mail / male
knot / not	berry / bury	break / brake	meet / meat
ball / bawl	fair / fare		
total	/10		

grate / great	grown / groan	plain / plane	rain / reign
scent / sent	vain / vein	rode / road	steel / steal
waist / waste			
total	/9		

Assessment C: Suffixes and contractions

ly Rule 1 – just add 'ly'	kindly, quickly, safely, rudely, sweetly, strongly, bravely, secretly, finally, usually
ly Rule 2 – change the 'y' to 'i' then add 'ly'	happily, angrily, lazily, easily, busily, greedily, messily, wearily, cheekily, clumsily
ly Rule 3 – change the 'le' to 'ly'	gently, simply, humbly, nobly, horribly, terribly, possibly, incredibly, comfortably, probably
ly Rule 4 – change the 'ic' to 'ly' -change the 'al' to 'ly'	basically, frantically, dramatically, magically, tragically, comically, actually, accidentally, occasionally , eventually
ly Rule 5 – there are no rules!	truly, duly, wholly, fully, daily, publicly, dryly, slyly, shyly, coyly
Suffix – do NOT double the final consonant	gardener, gardening, limited, limiting, offering, offered, benefited, benefiting, focused, focusing
Suffix – double the final consonant	forgetting, forgotten, beginning, beginner, preferred, preferring, occurred, occurring, forbidden, committed
dis–	disappoint, disagree, disobey
mis–	misbehave, mislead, misspell
total	/9

Assessment D: SPELLING PATTERNS

ch – "the chorus sang the echo"	scheme, chorus, chemist, echo, character
bi-	bicycle, biplane, bisect, bilingual, biannual, reappear, redecorate reapply, repay, rebuild
gue – Fa- tigue playing in the league	league, plague, rogue, vague, fatigue, tongue,
que – my technique is unique	unique, antique, mosque, cheque, technique,
ch –	chef, chalet, machine, brochure, crochet, ricochet, parachute, mous- tache, champagne, chute
ary – the dictionary is in the library	library, February, dictionary, boundary, salary, summary, primary, secondary, ordinary, necessary
O – Look above for Won- der Woman!	woman, wonder, month, govern, brother, another, shovel, above, Mon- day, discover
al –	natural, occasional, actual, accidental, medical, national, capital, vocal, sensational, personal
sure – "sure it's pure"	ure – measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure ure – lecture, literature, mature, miniature, mixture, moisture, sculp- ture, signature, temperature, texture
SHHHHHH!	island, answer, write, wrapper, knife, knock, thumb, doubt, half, calm, build, guide, guard, wheat, whale, honest, whirl, gnome, gnaw, sur- prise

total	/10
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Assessment E: Word families based on common words (showing how words are related in form and meaning)

instruct	structure	construction	instruction	instructor
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union	united	universe	university	
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scope	telescope	microscope	horoscope	periscope
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inspect	spectator	respect	perspective	spectacles
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press	suppress	express	compress	impress
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prevent	invent	venture	adventure	eventful
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Total	/6
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SPELLING ASSESSMENT—Year 4 Spelling Patterns

Assessment A: Homophones and near-homophones

accept / except	affect / effect	aloud / allowed	weather / whether
whose / who's	cereal / serial	check / cheque	through / threw
draft / draught	stares / stairs		
total	/10		

Medal / meddle	Missed / mist	Scene / seen	Board / bored
Which / witch			
total	/6		

Assessment B: Spelling Patterns

augh – Caught being naughty	taught, caught, daughter, naughty
-in –NOT!	inactive, incorrect, inaccurate, insecure, indefinite, incomplete, infinite, inedible, inability, indecisive
-im –IMPOS-SIBLE!	immature, immeasurable, impossible, immortal, imperfect, impatient, immovable, impolite, important, improper
-il –NOT!	illegal, illegible, illogical, illiterate, illicit, irregular, irrelevant, irresponsible, irrational, irresistible
sion – “Invasion on the television!”	division, invasion, confusion, decision, collision, television
ssion –	Expression, discussion, confession, permission, admission, transmission, possession, profession, depression, impression
-tion – “Ask a question, do an action”	Invention, injection, action, question, mention, attraction, translation, devotion, position, solution
-cian – “Is a mathematician really a magician?”	Musician, politician, electrician, magician, mathematician, dietician, statistician, technician, clinician, beautician
-ough – I thought I fought the dough!	oa – though, although, dough oo – through, breakthrough, or – ought, thought, brought, bought, fought,
-ation – “Full of adoration and admiration”	information, adoration, sensation, preparation, admiration, education, location, exaggeration, concentration, imagination, organisation, creation, radiation, indication, ventilation, relegation, dedication, demonstration, abbreviation, translation, vibration

Cont. next page

Assessment B cont: Spelling Patterns

-sub - meaning: under	subdivide, subheading, submarine, submerge
-sc- Science is fascinating!	science, scene, discipline, fascinate, crescent
ce - celebrate your certificate!	Centre, century, certain, recent, experience, sentence, notice, celebrate, ceremony, certificate
ci - exercise is special medicine!	Circle, decide, medicine, exercise, special, cinema, decimal, accident, city, citizen
(ch)er - "Get the teacher a stretcher!"	teacher, catcher, richer, stretcher
ous - "It's dangerous to drink it's poisonous"	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous,
ous - "Don't be outrageous, be courageous!"	courageous, outrageous
ious - "I'm serious, it's hideous!"	serious, obvious, curious hideous, spontaneous, courteous
ou - "TWINS! Double trouble!"	young, touch, double, trouble, country

total	/15
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Assessment C: Word families based on common words (showing how words are related in form and meaning)

phone	phonics	microphone	telephone	homophone
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real	reality	realistic	unreal	realisation
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solve	solution	insoluble	dissolve	solvent
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sign	signature	sigh	assign	design	signal
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total	/4
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Assessment D: Adverbials of frequency, manner and possibility

regularly	occasionally	frequently	usually
rarely	perhaps	maybe	certainly
possibly	probably	awkwardly	frantically
curiously	obediently	carefully	rapidly
unexpectedly	deliberately	hurriedly	reluctantly

total	/20
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Assessment E: Suffixes and contractions

-im – It's impossible to be im- mortal"	immature, immortal, impossible, impatient, imperfect
-ir – "How irresponsible to forget your spellings!"	irregular, irrelevant, irresponsible
-re – redo and refresh, go back to the start"	redo, refresh, return, reappear, redecorate
-inter – "Interact using the intercom!"	interact, intercity, international, interrelated (inter + related)
-super – "Superman is a superstar!"	supermarket, superman, superstar
-anti – "Don't be an- tisocial and go anticlock- wise"	antiseptic, anticlockwise, antisocial
-auto – " Please autograph my autobiography"	autobiography, autograph
-ex – "exit before it explodes!"	exit, extend, explode, excursion, exchange, export, exclaim, expel, external, exterior
-non – "Use the non- stick, non-drip pan"	non-stick, non-stop, non-starter, non-smoker, nonsense, non- fiction, non-drip, non-violent, non-profit, non-believer
-er -ar "I am so popular, I need a calendar"	Calendar, grammar, regular, particular, peculiar, popular, con- sider, remember, quarter, integer
-in –	inactive, incorrect, incompetent, inexpressive
-ous – "The moun- tainous ground is peri- lous and dangerous"	Dangerous, poisonous, mountainous, joyous, hazardous, riot- ous, perilous, momentous, scandalous

-ous - "How tremendous is this enormous cake!"	tremendous, enormous, jealous, serious, hideous, fabulous, curious, anxious, gorgeous
-ous - "I'll be furious if I am not victorious"	various, furious, glorious, victorious, mysterious, humorous, glamorous, vigorous, odorous, rigorous
-ous - "Be courageous and you will be famous"	Famous, nervous, ridiculous, carnivorous, herbivorous, porous, adventurous, courageous, outrageous, advantageous

total	/15
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SPELLING ASSESSMENT—Year 5 Spelling Patterns

Assessment A: Homophones and near-homophones

past / passed	proceed / precede	aisle / isle	aloud / allowed
affect / effect	farther / father	guessed / guest	heard / herd
led / lead	mourning / morning		
total	/10		

stationary / stationery	steal / steel	wary / weary	who's / whose
fate / fete	alter / altar	ascent / assent	bridal / bridle
cereal / serial	compliment / complement	principle / principal	profit / prophet
descent / dissent	desert / dessert	draft / draught	
total	/15		

Assessment B: Challenge words

vegetable	vehicle	bruise	soldier	stomach
recommend	leisure	privilege	occur	neighbour
total	/10			
amateur	ancient	bargain	muscle	Queue
recognise	twelfth	profession	develop	harass
total	/10			

Assessment C: YEAR 5 SPELLING PATTERNS

-cious – “The ferocious monster was vicious and malicious”	vicious, gracious, spacious, malicious, precious, conscious , delicious, suspicious, atrocious, ferocious
-tious – “Be ambitious but be cautious”	ambitious, cautious, fictitious, infectious, nutritious, contentious, superstitious, pretentious, anxious, obnoxious
-y – “Be physical and dance to the rhythm”	symbol , mystery, lyrics, oxygen, symptom, physical , system , typical, crystal, rhythm
-y – “Can you identify the rhyme and multiply?”	apply, supply, identify, occupy , multiply, rhyme , cycle, python, hygiene
-ment – “The government rules over parliament”	equipment, environment, government, parliament, enjoyment, document, management, movement, replacement, statement
-ity – “Is it a possibility to live for eternity?”	community , curiosity , ability, visibility, captivity, activity, eternity, flexibility, possibility, sensitivity
-ness – “Stop this silliness and foolishness!”	happiness, hardness, madness, nastiness, silliness, tidiness, childishness, willingness, carelessness, foolishness
-ship – “Collect your sponsorship and win the championship!”	membership, ownership, partnership, dictatorship, championship, craftsmanship, fellowship, apprenticeship, citizenship, sponsorship
-or – “The enormous tornado will absorb us all”	forty , scorch, absorb, decorate, afford, enormous, category , tornado, according , opportunity
-au – “dinosaur doing the laundry”	pause, cause, sauce, fraud, launch, author, August, applaud, astronaut, restaurant

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Assessment C: YEAR 5 SPELLING PATTERNS (continued)

-ate – “Motivate each other to communicate”	Pollinate, captivate, activate, motivate, communicate , meditate, elasticate, hyphenate, alienate, validate
-ise – “Visualise before you finalise”	criticise , advertise, capitalise, finalise, equalise, fertilise, terrorise, socialise, visualise, vandalise
-ify – “The chocolate started to solidify”	amplify, solidify, signify, falsify, glorify, notify, testify, purify, intensify, classify
-en – “Lengthen your smile and shorten your frown”	blacken, brighten, flatten, lengthen, mistaken, straighten, shorten, thicken, tighten, toughen
-ough – “I can never eat enough doughnuts!”	though, although, dough, doughnut, through, cough, trough, rough, tough, enough
-ough – “plough through the drought”	plough, bough, drought, brought, bought, wrought, thought, ought, borough, thorough
-ear – “hear with your ear”	sincere , interfere , sphere, adhere, severe, persevere, atmosphere, mere, hemisphere, austere

total	/17
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Assessment D: Words with silent letters

doubt	lamb	debt	thumb	Solemn
autumn	column	knight	knuckle	knot
wrestle	wrapper	island	aisle	debris
mortgage	Christmas	yacht		
total	/ 18			

Assessment E: Model verbs

can	could	may	might	must
shall	should	will	would	ought
total	/ 10			

E: Adverbials of time

yesterday	tomorrow	later	immediately	earlier
eventually	recently	previously	finally	lately
total	/ 10			

E: Adverbials of place

nearby	everywhere	nowhere	inside	downstairs
outside	upstairs	underneath	behind	somewhere
total	/ 10			

Assessment F: Unstressed vowels in polysyllabic words

definite	desperate	literate	secretary	Stationary
dictionary	Wednesday	familiar	original	animal
total	/10			

Assessment G: Suffixes and prefixes

-de/re – "recycle, rebuild and save the world"	deflate, deform, decode, decompose, defuse, recycle, rebuild, rewrite, replace, revisit
-over – "I've overslept and overcooked the dinner!"	overthrow, overturn, overslept, overcook, overreact, over- tired, overcoat, overpaid, overlook, overbalance
-ful – "Be thankful for the beautiful world"	boastful, faithful, doubtful, fearful, thankful, beauti- ful, pitiful, plentiful, fanciful, merciful
-ive – "Be cooperative, creative and work together!"	attractive, creative, addictive, assertive, abusive, coop- erative, exhaustive, appreciative, offensive, expressive
-al – Greeks were math- ematical, musical and wonderful"	musical, political, accidental, mathematical, functional, tropical, bridal, central, global, industrial

total	/5
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SPELLING ASSESSMENT—Year 6 Spelling Patterns

Assessment A: Homophones and near-homophones

-Nouns that end in -ce/-cy

-Nouns that end in -se/ -sy

-ice—"Listen to advice and practise"

advice / advise	device / devise	licence / license
practice / practise	prophecy / prophesy	

total	/5
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Assessment B: Ambitious Synonyms: adjectives

aggressive	hostile	awkward	obstinate	desperate
frantic	disastrous	calamitous	marvellous	spectacular

total	/ 10
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Assessment C: Challenge words

foreign	apparent	appreciate	persuade	individual
language	sufficient	determined	explanation	pronunciation

total	/ 10
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Assessment D: Hyphens and word families

<p>Hyphens:</p> <p>to join a prefix ending in a vowel to a root word beginning with a vowel</p>	<p>Co-operate, co-ordinate, co-own, co-author, re-enter,</p> <p>re-educate, re-examine, re-evaluate, re-energise, re-elect</p>	/ 10
<p>Hyphens:</p> <p>to join compound adjectives</p>	<p>man-eating, little-used, rock-bottom, wide-eyed, pig-headed, tight-fisted, cold-hearted, stone-faced, green-eyed, short-tempered</p>	/ 10
<p>Word families</p> <p>based on common words, showing how words are related in form and meaning</p>	<p>temperature, temper, temperament, tempered</p> <p>variety, vary, variation, varied, variable, variance</p>	/ 10
	<p>suggest, digest, congestion, gesture, gestation, lightening, daylight, enlighten, twilight, limelight</p>	/ 10
<p>Word families</p> <p>based on common words, showing how words are related in form and meaning</p>	<p>accommodate, accompany, access, accuse, accost, accrue, accuracy, accomplish, accumulate, accentuate, signature, assign, design, designate, signify, resignation, resign, insignificant, assignment, signal</p>	/ 20
<p>Word families based on common words, showing how words are related in form and meaning</p> <p>-gram – “Add a diagram to the telegram”</p>	<p>programme, telegram, hologram, diagram, grammar, grammatical, parallelogram, monogram, programmer, program</p>	

total	/ 60
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Assessment E: Words that can be nouns and verbs

challenge	protest	broadcast	benefit	charge
function	influence	interest	object	damage
produce	present	reason	silence	support
transport	surprise	scratch	freeze	balance
total	/20			

Assessment F: Synonyms and antonyms

bellowed	screeched	squealed	shrieked	squawked
whispered	murmured	breathed	sighed	muttered
immense	vast	gigantic	gargantuan	mammoth
miniature	miniscule	insignificant	microscopic	petite
ecstatic	jovial	exultant	elated	delighted
despondent	forlorn	dejected	woeful	dismal
deafening	piecing	blaring	ear-piecing	raucous
silent	tranquil	inaudible	unobtrusive	peaceful
scorching	searing	sizzling	blistering	sweltering
chilly	frozen	arctic	bitter	wintry
ambled	tottered	strolled	staggered	sauntered
sprinted	raced	darted	dashed	galloped

total	/60
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Assessment G: YEAR 6 SPELLING PATTERNS

<p>-ant – “Be observant and expectant when you’re waiting for the bus”</p>	<p>ance/ancy observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, relevant, relevance</p>
<p>-ent – “It is excellent to be confident!”</p>	<p>-ence/ency innocent, innocence, decent, decency, excellent, confident, confidence, existent, existence</p>
<p>-able – “Desirable and comfortable clothes are fashionable”</p>	<p>applicable, tolerable, operable, considerable, dependable, comfortable, reasonable, perishable, breakable, fashionable, adorable, valuable, advisable, believable, desirable, excitable, knowledgeable, likeable, changeable, noticeable</p>
<p>-ably – “This bed is unbelievably, comfortably good”</p>	<p>adorably, valuably, believably, tolerably, changeably, noticeably, dependably, comfortably, reasonably</p>
<p>-mini / -micro – “Do not microwave the minibeast!”</p>	<p>minibus, miniskirt, miniscule, minibeast, minicab, minimum, microscope, microchip, microphone, microwave</p>
<p>-cial – “It’s official. I’m special!”</p>	<p>official, special, artificial, social, racial, crucial, facial, beneficial, superficial, antisocial</p>
<p>-tial – “The torrential rain is substantial”</p>	<p>partial, confidential, essential, substantial, torrential, sequential, potential, spatial, martial, influential</p>
<p>-ce – “In December we celebrate”</p>	<p>cemetery, certificate, celebrate, necessary, deceased, December, sacrifice, hinderance, nuisance, prejudice</p>

-ou – “There is mould on your shoulder. YUK”	shoulder, smoulder, mould, poultry, soul, shallow, window, blown, known, thrown
-ible – “The terrible food is inedible”	possible, horrible, terrible, visible, incredible, sensible, forcible, legible, responsible, reversible
-ibly – “I am incredibly happy”	possibly, horribly, terribly, visibly, incredibly, sensibly, forcibly, legibly, responsibly, reversibly

total	/ 11
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