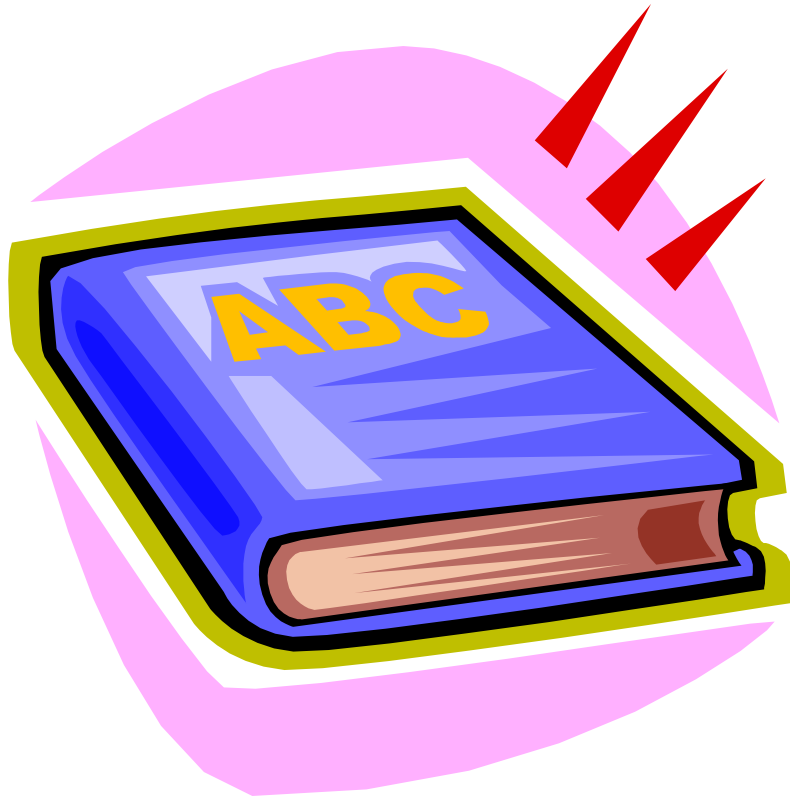


**MANOR JUNIOR**  
**SCHOOL**



**A PARENT'S GUIDE TO**  
**SPELLING, PUNCTUATION**  
**AND GRAMMAR (SPaG)**

**YEAR 3**

# SPELLING AT MANOR JUNIOR SCHOOL

## INTRODUCTION

The English spelling system is the most complicated in Europe, which is why it always amuses me when I see comparisons in the media between children in this and other countries – it’s not comparing like with like! There are only 44 sounds (known as **phonemes**) in the English language, but unfortunately, there are THOUSANDS of ways of spelling and writing those sounds (**graphemes**)! Little wonder that many English speaking children (and adults) find it difficult!

Here are the phonemes and some common ways of spelling them:

### 20 Vowel Phonemes / Graphemes

Phoneme (sound)	Examples	Graphemes (written patterns)	Phoneme (sound)	Examples	Graphemes (written patterns)
/a/	apple	a	/oo/	moon, screw	oo, ue, ou, ew, u-e
/e/	elephant, bread	e, ea	'oo'	book, could	oo, u, ou
/i/	igloo, gym	i, y	/ou/	house, cow	ou, ow
/o/	octopus, wash	o, a	/oi/	coin, boy	oi, oy
/u/	umbrella, won	u, o	/ar/	star, glass	ar, a
/ae/	rain, tray	ai, ay, a-e, a	/or/	fork, board	or, aw, a, au, ore, oar, oor
/ee/	tree, me	ee, ea, ie, y, e, ey	/er/	herb, nurse	er, ir, ur, ear, or
/ie/	light, kite	igh, i-e, y, i, ie	/air/	chair, pear	air, ear, are
/oa/	boat, bow	oa, ow, o, o-e	/ear/	spear, deer	ear, eer, ere
/ue/	tube, emu	u-e, ew, ue, u	`schwa' unstressed vowel close to /u/ as in teacher, the, picture		

The "**schwa**" sound is commonly added to single letters by mistake when people are saying them aloud. It is a sort of "uh", a grunted vowel sound. Here is an example. Say the sound of the letter p. You probably said puh. Now hold a finger up as if it was a candle and pretend to blow it out with a gentle p, using air but no extra sound. This is correct. Most people (and children, in spite of our best attempts!) add that –uh schwa sound incorrectly when saying letter sounds; buh, duh, fuh, guh, huh, juh, kuh, luh, muh, nuh, puh, qwuh, suh, tuh, vuh, wuh, yuh, zuh. Please try not to do this, as it hampers children’s use of phonics for both spelling and when sounding out to read.

## 24 Consonant Phonemes / Graphemes

Phoneme (sound)	Examples	Graphemes (written patterns)		Phoneme (sound)	Examples	Graphemes (written patterns)	
/b/	ban <u>a</u> na, bubb <u>l</u> es	b	bb	/s/	sun, mou <u>s</u> e	s	ss, ce, se, c,sc
/c/	car, duck	c	k, ck, q, ch	/t/	turtle, litt <u>l</u> e	t	tt
/d/	dinosaur, pudd <u>l</u> e	d	dd,	/v/	volcano, halv <u>e</u>	v	ve
/f/	fish, giraff <u>e</u>	f	ff, ph, gh	/w/	watch, que <u>en</u>	w	wh, u
/g/	guitar, gogg <u>l</u> es	g	gg,	/x/	fox	x	
/h/	helicopter	h		/y/	yo-yo	y	
/j/	jellyfish, frid <u>g</u> e	j	g, dge, ge	/z/	zip, pleas <u>e</u>	z	zz, ze, s, se
/l/	leaf, bell	l	ll, le	/sh/	shoes, telev <u>is</u> ion	sh, ch, si, ti	
/m/	mon <u>key</u> , ham <u>mer</u>	m	mm, mb	/ch/	children, st <u>itch</u>	ch, tch	
/n/	n <u>a</u> il, kn <u>o</u> t	n	nn, kn	/th/	moth <u>er</u>	th	
/p/	pump <u>kin</u> , pupp <u>ets</u>	p	pp	/th/	th <u>ong</u>	th	
/r/	rain, w <u>ri</u> te	r	rr, wr	/ng/	sing, an <u>kl</u> e	ng, n	

Without the schwa (-uh) sound, the single consonants sounds are said correctly as follows:

Use air, mouth/ tongue, little or no voice – b, c, d, f, g, h, j, k, p, q, s, t, x

Use air, mouth/ tongue and voice – ll, mm, nn, rr, vv, ww, yyy, zzz

### WHAT DO CHILDREN NEED TO KNOW?

The first thing children learn (in Infant school) are all the phonemes and common graphemes for them, as above. They learn which graphemes are more common at different points in words. E.g. the long 'ee' sound is often spelt with a y at the end of adverbs (quickly, happily).

They also start to learn "tricky" words with irregular patterns or unusual graphemes (eg come, go) and all of the 100 words most commonly used by children, known as **high frequency words**.

# 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

## **INFANT SCHOOL:**

### **SPELLING:**

Words containing all the regular (phonetic) spellings (eg bright, tried, thief, hear, author)

Days of the Week

They start to learn the rules and patterns for adding **suffixes** (bits on the end of words) including: -ed, -ing, -s, -es, -y, -ful, -less, -ment, -ly, -ness

They also start to learn the rules and patterns for adding **prefixes** (bits on the beginning of words) including: un-, dis-,

They learn common words where two words are written as a single word (**compound words**) eg bedroom, playground, hairbrush, into, everyone

They learn how to break longer words up into **syllables** (clapping beats) to help with spelling. Eg diff-er-ent, el-e-phant, beau-ti-ful

They learn to spell common words with **contractions** (where words are shortened and apostrophes replace the missing letters) eg don't, can't, we're, I've

They begin to learn homophones (words with the same sound but different spellings) eg their/there/they're, here/hear, see/sea, one/won, to/two/too, blue/blew

They learn more of the common 'exception' or 'tricky' words eg the, said, were, they, where, house, come, once, ask, school, sure, beautiful, because

They learn words with -ge and -dge eg huge, change, village, badge, bridge, edge

They learn words with silent letters eg knock, know, knees, gnaw, and write, wrong

They learn words with the -ul sound spelled different ways and know that -le is the most common eg table, bottle, little, apple, squirrel, tunnel, towel, metal, capital, pencil

They learn when to double a consonant after a short vowel sound as in clapping, petted, hitting, dropped, puppy.

They learn -all sound words eg walk, ball, always

They learn short u sound spelled o words eg mother, other, Monday, nothing

They learn short o sound spelled a eg want, watch, quantity

## **PUNCTUATION:**

They learn to use capital letters, full stops, question marks and exclamation marks to separate sentences.

Use capital letter for I.

Use commas in a list.

Use apostrophes in contractions and for singular possession eg Fred's, the child's.

## **GRAMMAR:**

They learn what a word, phrase, and clause is.

They learn the four main types of sentence.

They learn how to make sentences into compound and complex sentences using conjunctions for coordination and subordination.

They learn what a noun and noun phrase is.

They understand singular and plural.

They understand tense and can use simple and progressive forms of the past and present tense.

They know what a verb, adverb and adjective is and can recognise them.

## **YEAR 3**

### **SPELLING:**

They revise all the phonemes and their common graphemes.

They continue to work on suffixes –ing, -ed, -ly, -er –est, -s, -es, and when to double the consonant before adding the suffix.

Work on irregular verb tense changes (ones that don't follow the pattern eg to add –ed for the past tense) eg buy – bought, go – went, tell – told, catch – caught etc.

Learn what pronouns are and how to spell common ones eg him, his, their, its, they.

They continue to learn the rules and patterns for adding **prefixes** (bits on the beginning of words) including: un-, dis-, re-, de-, pre-, mis-, in-, auto- anti-, inter- sub-

They study the origin and meaning of words to group them into "families" eg words containing the root word eg words containing sign – signal, signature, significant

They begin to learn the words in the year 3 statutory word list (see next page).

### **PUNCTUATION:**

Use sentence punctuation correctly and use inverted commas (speech marks) for direct speech.

Organise writing into logical chunks eg beginning middle end.

### **GRAMMAR:**

Know the articles a, an, the, and which to use.

Express time, place and cause using conjunctions, adverbs and prepositions.

Understand clauses and subordinate clauses.

Use the present perfect form of verbs.

Begin to use fronted adverbials.

### Year 3 statutory words

believe	enough	imagine	promise
breath	experiment	important	straight
breathe	extreme	interest	strange
build	famous	island	strength
busy	February	learn	though
business	forwards	length	although
caught	fruit	library	thought
complete	group	minute	through
continue	guard	naughty	various
describe	guide	often	woman
different	heard	ordinary	women
difficult	heart	perhaps	
early	height	pressure	
earth	history	probably	



## **YEAR 4**

### **SPELLING:**

In year 4 they learn when to use the different spellings of **homophones** (words that sound the same but are spelt differently according to meaning) eg affect/ effect, grate/ great, missed/ mist, passed/ past, whose/who's, accept/ except.

Words ending in -ous, -sure, -ture, -tion, -sion, -ation, -cian, -ssion, -gue, -que.

They continue to work on rules for adding suffixes eg -s, -es, for plurals, including those ending in -y and -fe; for verbs -ate, -en, -ify, -ise; for nouns -tion, -ity, -ness; and for adjectives -ible, -able.

They learn the spelling of irregular plurals eg sheep, people, children.

They learn to spell words with ch making other sounds eg chef, scheme; words with sc making s sound eg science; and spellings for the ay sound: ei, eigh, ey.

They begin to learn the possessive apostrophe for plurals.

They learn all the words in the **year 4 statutory word list** (see next page).

### **PUNCTUATION:**

Use of other punctuation with inverted commas for speech.

Use apostrophes for plural possession.

Use commas after fronted adverbials.

Organise paragraphs around a theme.

### **GRAMMAR:**

Understand the grammatical difference between plural and possessive -s.

Learn expanded noun phrases modified in different ways.

Use fronted adverbials.

Understand and use pronouns for cohesion and to avoid repetition; and what a possessive pronoun is.

Know what a determiner is.

## Year 4 statutory words

accidental	consider	natural	quarter
accidentally	decide	notice	question
actual	disappear	occasional	recent
actually	eight	occasionally	regular
address	eighth	opposite	reign
answer	exercise	particular	remember
appear	experience	peculiar	sentence
arrive	favourite	popular	separate
bicycle	grammar	position	special
calendar	increase	possess	suppose
centre	knowledge	possession	surprise
century	material	possible	therefore
certain	medicine	potatoes	weight
circle	mention	purpose	

## **HELPING YOUR CHILD TO SPELL**

### **1. SPELLING IS ACTIVE, NOT PASSIVE**

Copying words may improve hand-eye coordination but does not foster good spelling strategies. Children need to feel safe to attempt words that they've heard but not seen written and to take risks with their spellings in order to use a better range of vocabulary. This is why we do not mark work for every spelling error.

You can help by:

- ✓ Encouraging them to write and be positive about the content of their work without criticising every spelling. Inventing spellings and writing words "as they sound" (phonetically) are normal phases of spelling development.
- ✓ Encouraging your child to "have a go" and suggesting other words spelt in a similar way that your child already knows. If they are unsure, get them to write the different possibility of spellings and then think about: 1. any rules that could help and 2. Which spelling looks right? This encourages them to use their reading (and visual recall) to see which one is most familiar.

### **2. SPELLING IS A VISUAL SKILL**

Children need help to get into the habit of "looking with intent" and noticing details. They also need to train their visual memory.

You can help by:

- ✓ Pointing out interesting or unusual spellings all around you indoors or outside.
- ✓ Taking an interest in words and phrases as you read together, commenting on similarities and differences, prefixes and suffixes.
- ✓ Encourage your child to take a mental "photo" of a word, noting its shape and length and then hold that image in their mind.
- ✓ Suggesting they write a word to see if it looks right before telling them the spelling.
- ✓ Encourage them to "proof-read" their work and look for misspellings themselves.
- ✓ Look together at a few of the words which are nearly right and learning the correct pattern.

### **3. MOTOR SKILLS CAN SUPPORT SPELLING**

A fast, flowing, joined-up handwriting style is an important aid to good spelling. (See booklet on handwriting)

# FUN WAYS TO LEARN AND PRACTISE SPELLINGS

Most of these ways of spelling are ones which your child can do themselves, if you provide the materials. However, if you do not check they are spelling them correctly whilst they are doing the activities, they may mis-learn a wrong spelling – and that is hard to undo!

## WAYS OF PRACTISING SPELLINGS

Writing each syllable of the word in **different colours** or **styles**.

E.g. **in-ter-est-ing**

If a word has a tricky part, draw attention to it by using **colour** or a **different font**. E.g. sAId, **photography**.



Outline the shape of the word:



Visualise the word and its meaning in your mind eg

Looking for small words in larger words

eg. **Satisfactory contains sat, is, fact, or, factory; teacher contains teach, each, ache, her.**

Looking for patterns in words eg. patterns of letters - **ation** as in **location, accommodation.**

Think of other words in the same "family" eg "sign" family includes signs, signal, signature, design, resign.

Draw pictures with the word in them, or turn the word into a picture

eg **LOOK**.

Stare at the word. Now mentally "throw" it at the wall. See the word on the wall. How is it spelt?

Write the word three times in three different colours.

Write the word as a pyramid like this w adding a letter each time.

wa  
was  
wash  
washi  
washin  
washing

Write all the vowels in a different colour. Alternatively, do this with some or all of the consonants (depending on which part the child is finding tricky).

Quick write – using JOINED-UP handwriting, write the word as many times as you can in a minute (this aids muscle memory).

With your index finger write the word in the air, in sand or flour, on fabric, or on any interesting surface with a finger (pretending to do joined-up writing). Slowly, say each letter. The parent needs to remind the child that they need to be able to 'see' the letters you have written in the air. When they have finished writing the word underline it and say the word again. Now the parent should ask questions about the word. For example, they could ask 'What is the first letter?' 'What is the last letter?' 'How many letters are there?'

Write the word and cut it into syllables. Then rearrange the pieces to 'make' the word.

Use bits of paper, counters or small toys to cover up the all the vowels or all the consonants or all the tricky letters in a word. What is hidden?

Spell the word in the air with a glow stick, torch, light pen or sparkler.

Spell the word using scrabble letters or magnetic "fridge" letters. Get your parent to mix them up and then see if you can put them back in the right order.

Write the word (joined-up) with lots of different things eg felt tips, wax crayons, paint, ballpoints, coloured pencils...

For short words – pop bubblewrap, one pop for each letter. For longer words clap or bang a drum or saucepan as you say each and spell each syllable!

Make the words with sweets or raisins. Then eat them, a letter at a time or starting with the letters you are most sure about and leaving the ones you are less sure about until the end.

Use pieces of plasticine or pipe cleaners and bend them into shape to make each letter.

Try finger-writing: while you're THINKING about the word, pretend to write it with your finger, on your desk or on your hand.

Make up rhymes, chants and acrostics.

Make up mnemonics (see next section).

Carefully pronounce words by breaking them into chunks or syllables. Say each part in a silly or different voice (change pitch, volume etc).

Eg.

**el - e - p - hant**

**um - brell - a**

**vul - ner - able**

Pronouncing the word carefully aloud or inside your head in a way that exaggerates the sound of the correct spelling.

Eg.

**Wed - nes - day**

**rel-e- vant**

**Feb - ru - ary**

Listening for patterns in sounds which might be spelled the same

Eg. (k sound)

**chemist**

**charisma**

Grouping words that rhyme e.g. **train, pain, strain.**

Use a voice recorder (eg on a mobile phone). Say the word, spell the word, listen to the word being played back, repeat the word and spelling - like an echo!

**AND FINALLY, THE TRIED AND TESTED METHOD FOR PRACTISING SPELLING WHICH IS THE "LOOK - THINK – SAY - COVER - WRITE – CHECK" METHOD.**

**LOOK** carefully at the new word. How can you break it into smaller bits? Do any of the smaller bits remind you of the patterns of letters from other words? What is the shape of the word?

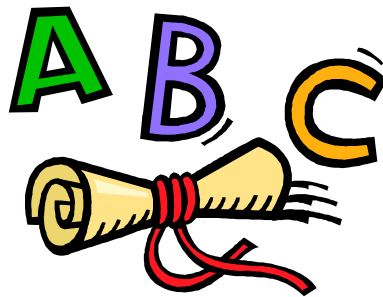
**THINK** about the parts of the words, which might cause problems - double letters for instance, or a vowel that isn't pronounced as you would expect.

**SAY** the word out loud.

**COVER** the word but keep it in your mind.

**WRITE** the word down without looking back.

**CHECK** to see if you're right. If not, look carefully at where you went wrong and try again.



# **MNEMONICS**

These are rhymes and phrases which help children to remember tricky words or letter strings. Here are some good ones to practise – but you could make up your own, especially for words they find difficult. Get your child to draw pictures to illustrate them in a special notebook just for mnemonics.

COME: Clean Our Muddy Elephants!

WAS : Worms And Spiders

WANT: Wet Animals Need Towels

SAID: Sally Ann Is Dancing or Smelly Albert Is Dirty

OTHER: Only Tigers Hunt Evil Rabbits!

DOES: Do Owls Eat Sausages?

LAUGH: Laughing Ants Under Green Hats or Laugh At Ugly Gorillas Hopping

BECAUSE: Big Elephants Can Always Understand Small Elephants or Big Elephants Can't Actually Use Small Exits!

BEAUTIFUL: Big Emus Always Use Thick Ink For Underlining Letters

THROUGH: Ten Hairy Round Oranges Use Green Hairspray

RHYTHM: Rhythm Helps You To Hum Musically or Rhythm Helps Your Two Hips Move

WITCH: Witches In Their Crooked Hats

YOUNG: Young Orangutans Upset Nice Gorillas!

RIGHT: Ride In Granny's Helicopter Tonight

-OUGH: Oh U Great Hulk!

-OULD: Oh U Lucky Duck! or Old Uncles Lie Down

-OUND: Oh U Naughty Dog!

-IGHT: I've Got Homework Tonight!

OUR: OUR colours are bright

ISLAND: An ISLAND IS LAND surrounded by water!

PIECE: A PIEce of PIE

SEPARATE: There's A RAT in sepARATe

FRIEND: I will be your friEND to the END

MANY: MANY a MAN likes football

MEAT: you EAT mEAT

HEAR: you hEAR with your EAR

NECESSARY: neCeSSary has 1 Collar and 2 Sleeves (or one coat and two shoes)

THEY: tHEY don't eat HAY (ey not ay!)

TOGETHER: if you go TO GET HER you'll be TOGETHER

SPECIAL: the C.I.A. have speCIAL agents

THERE: tHERE is a place like HERE

WHICH: there are 2 H's to choose from, whiCh would you like?

BELIEVE: I don't believe your LIE!

FEBRUARY: BR! It's cold in FeBRuary!

TERRIBLE: My RIB feels terrible

BUSINESS: travelling by BUS is good for BUSiness

SOLDIER: solDIERs sometimes DIE in battle

ACCOMMODATION: 2 Cats, 2 Mice but only 1 Dog.