

Spelling Shed

Spelling Scheme of Work



Spelling lists – Stage 1



1. Spelling Rules: The /f/ sound spelled ff usually following a single vowel.
2. Spelling Rules: The /l/ sound spelled as 'll' and usually comes straight after a single vowel in short words.
3. Spelling Rules: The /s/ sound spelled /ss/ usually straight after a single vowel letter in short words.
4. Spelling Rules: The z sound spelled 'zz' usually comes straight after a single vowel in short words. There are exceptions which can be spelled with an 's'.
5. Spelling Rules: The /ck/ sound. This sound is usually spelled as ck and comes straight after a single vowel letter in short words.
6. Spelling Rules: The /nk/ sound found at the end of words. This sound usually comes after a vowel.
7. Spelling Rules: -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.
8. Spelling Rules: The /v/ sound at the end of words. English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the v.
9. Spelling Rules: Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.
10. Spelling Rules: Adding the endings -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
11. Spelling Rules: Adding -er and -est to adjectives.
12. Spelling Rules: The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.
13. Spelling Rule: ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.
14. Spelling Rule: The long vowel sound /a/ spelled with the split digraph a-e
15. Spelling Rule: The long vowel sound /e/ spelled with the split digraph e-e.
16. Spelling Rule: The long vowel sound /i/ spelled with a split digraph i-e.
17. Spelling Rules: The long vowel sound /o/ spelled with the split digraph o_e.
18. Spelling Rules: The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words.
19. Spelling Rules: The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.
20. Spelling Rules: Long vowel sound /e/ spelled ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.
21. Spelling Rule. The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.
22. Spelling Rules: The short vowel sound /e/ spelled ea.
23. Spelling Rules: The vowel digraph er. In these words the sound is stressed
24. Spelling Rules: The vowel digraph er. In these words the sound is unstressed and found at the end of words.
25. Spelling Rules: The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.
26. Spelling Rules: The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/
27. Spelling Rules: The short vowel sound 'oo' as in foot. *Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.
28. Spelling Rules: The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.
29. Spelling Rules: The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.
30. Spelling Rules: The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'
31. Spelling Rules: The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.
32. Spelling Rules: The digraph 'ie' making the /a/ sound as in pie.
33. Spelling Rules: The digraph 'ie' making the /ee/ sound.
34. Spelling Rules: The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words too.
35. Spelling Rules: The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'
36. Spelling Rules: The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au.
37. Spelling Rules: The /er/ sound spelled 'air.' This spelling is commonly found in the middle or at the end of words but can sometimes be used at the beginning of words too.
38. Spelling Rules: The trigraph 'ear' as in hear.
39. Spelling Rules: The /er/ sound spelled with 'ear' or 'are'
40. Spelling Rules: Words with 'ph' or 'wh' spellings

Spelling Shed

Stage: 1

List: 1

The /f/ sound spelled ff usually following a single vowel.



Stage: 1	Spelling Rules: The /f/ sound spelled ff usually following a single vowel.
List: 1	

Spellings
puff
off
fluff
huff
stuff
cuff
staff
cliff
sniff
stiff

Introduction	Words ending with the /f/ sound in English almost always have double f. Ask the children if they can think of any words that end with a /f/ sound. Write them on the board and see if the children can spot the pattern.
Main Teaching Activity	This week all of the words end with double f so this is easy to remember, all of the words can be sounded out too. Show children the slide with the ff on it and then say a spelling, get children to write it on their whiteboard and hold it up. Write it on to the slide with the ff on. Encourage the children to sound out the words as they write them.
Independent Activity	Ask the children to choose three words to write into a sentence. Work in pairs if necessary. Use the sentence starters if required. Share sentences and spellings with the class.

Stage: 1

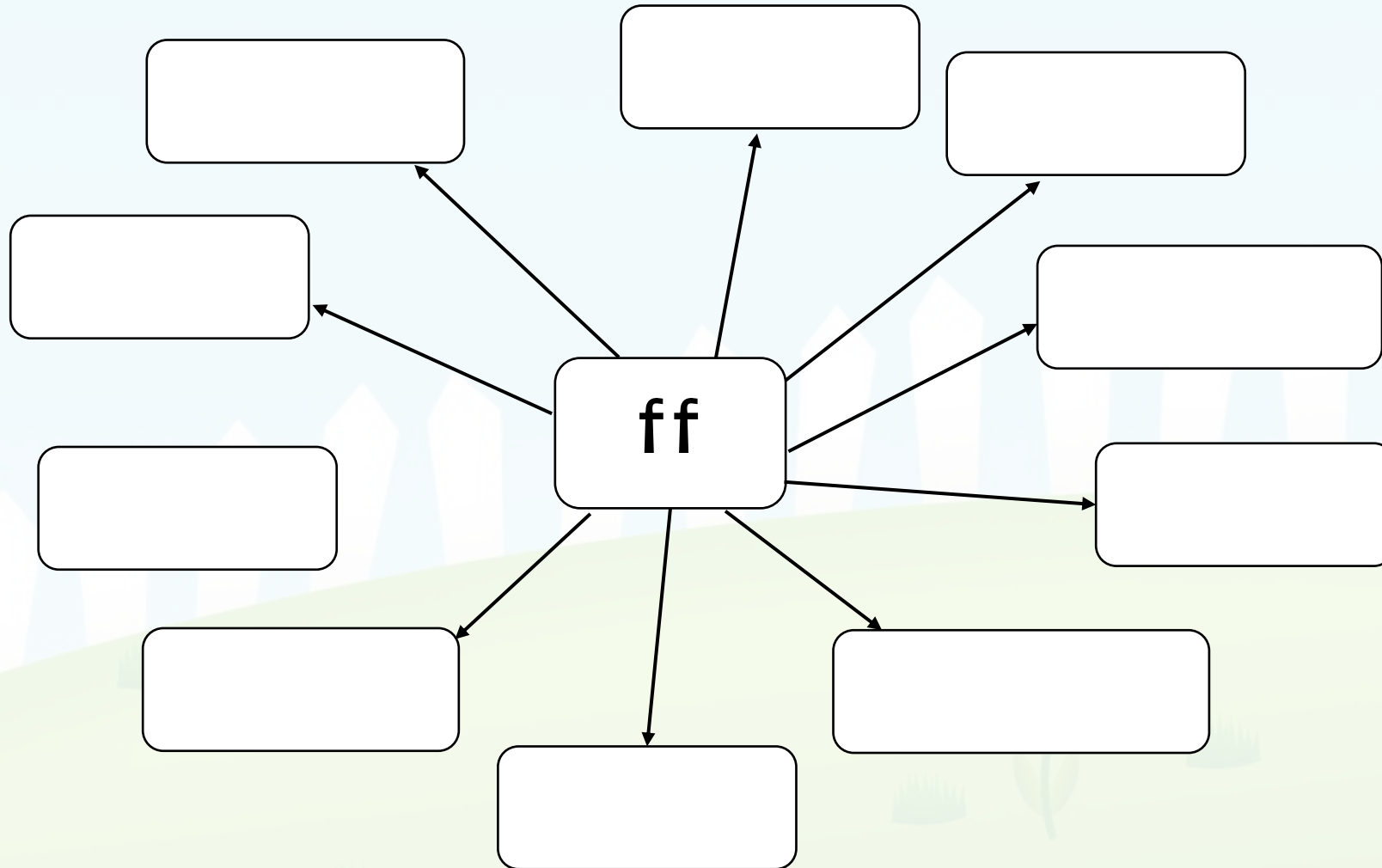
The /f/ sound spelled ff usually following a single vowel.

List: 1

Name:



Spelling Shed



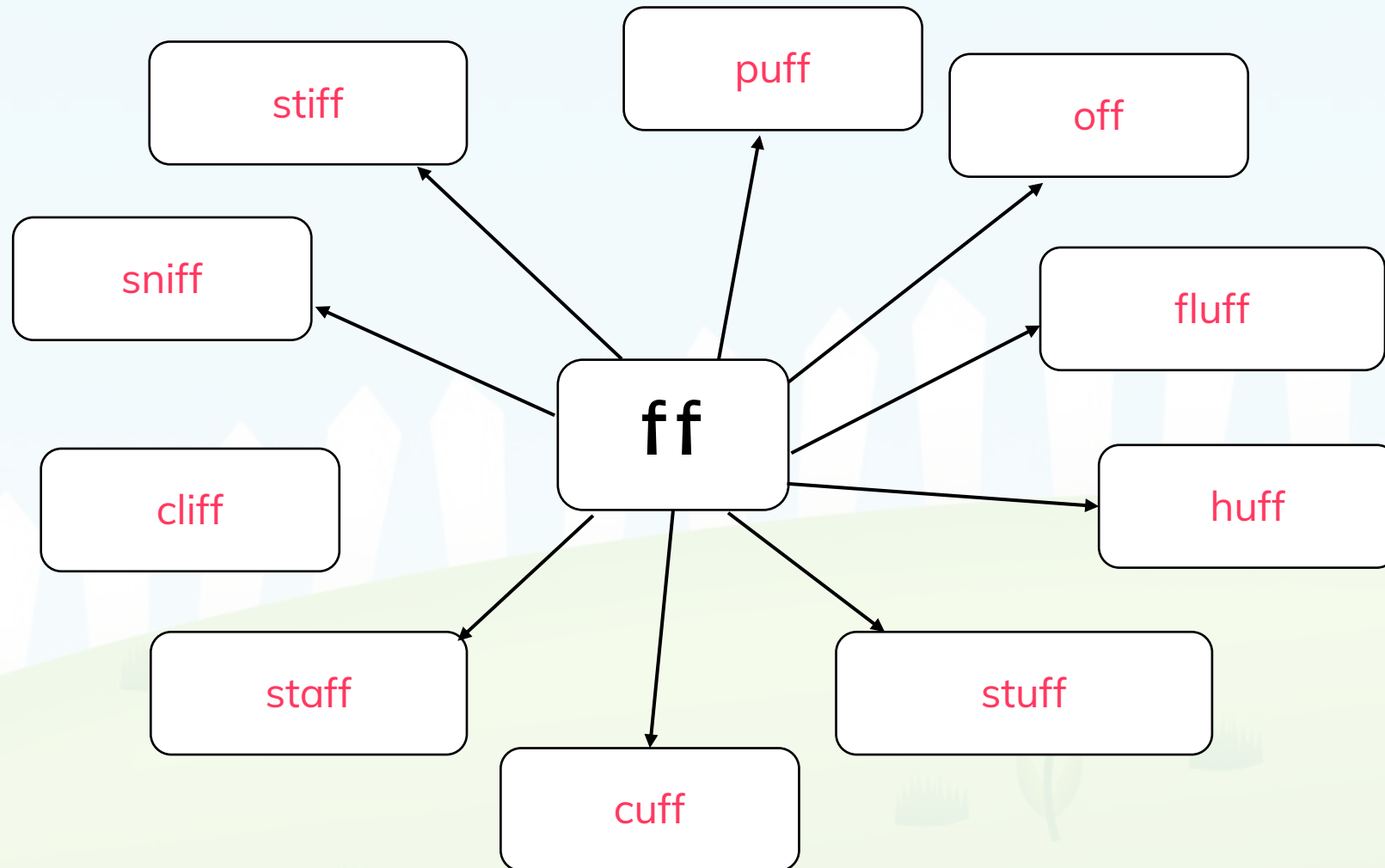


Stage: 1

The /f/ sound spelled ff usually following a single vowel.

List: 1

Answers:





Stage: 1

The /f/ sound spelled ff usually following a single vowel.

List: 1

Spellings

puff

off

fluff

huff

stuff

cuff

staff

cliff

sniff

stiff

Copy down three of the words in your spelling list and write a sentence containing it.
Children can use the cloze sentences if required.

Your word

Your sentence

The _____ clouds looked like balls of
_____ in the sky.

“Don’t go near the _____ edge” shouted mum



Stage: 1

The /f/ sound spelled ff usually following a single vowel.

List: 1

Answers:

Spellings

puff

off

fluff

huff

stuff

cuff

staff

cliff

sniff

stiff

Copy down three of the words in your spelling list and write a sentence containing it.
Children can use the cloze sentences if required.

Your word

Your sentence

The clouds looked like balls of ___fluff___ in the sky.

“Don’t go near the ___cliff___ edge” shouted mum



Stage: 1	Spelling Rules: The /f/ sound spelled ff usually following a single vowel.
List: 1	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
puff			
off			
fluff			
huff			
stuff			
cuff			
staff			
cliff			
sniff			
stiff			



Stage: 1	Spelling Rules: The /f/ sound spelled ff usually following a single vowel.
List: 1	

Spellings
puff
off
fluff
huff
stuff
cuff
staff
cliff
sniff
stiff

p	u	f	f	q	d	c	u	f	f
a	v	r	s	n	i	f	f	o	p
j	o	f	f	t	n	b	l	k	s
w	v	e	i	s	p	q	j	n	t
f	l	u	f	f	a	c	h	i	a
s	t	i	f	f	g	r	n	o	f
v	g	a	h	y	s	h	u	f	f
a	s	t	u	f	f	b	c	f	m
k	x	l	z	c	l	i	f	f	z

Find and colour your spellings which are hiding in this grid.



Stage: 1

Spelling Rules: The /f/ sound spelled ff usually following a single vowel.

List: 1

Answers:

Spellings

puff

off

fluff

huff

stuff

cuff

staff

cliff

sniff

stiff

p	u	f	f	q	d	c	u	f	f
a	v	r	s	n	i	f	f	o	p
j	o	f	f	t	n	b	l	k	s
w	v	e	i	s	p	q	j	n	t
f	l	u	f	f	a	c	h	i	a
s	t	i	f	f	g	r	n	o	f
v	g	a	h	y	s	h	u	f	f
a	s	t	u	f	f	b	c	f	m
k	x	l	z	c	l	i	f	f	z

Find and colour your spellings
which are hiding in this grid.




Spelling Shed

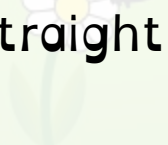


Stage: 1

List: 2



The /l/ sound spelled as 'll' and usually comes straight after a single vowel in short words.





Stage: 1	The // sound spelled as 'll' and usually comes straight after a single vowel in short words.
List: 2	

Spellings
full
till
bell
skill
spill
pull
mill
fell
doll
still

Introduction	The // sound is usually spelled with a double l in words that only have one syllable. Get the children to clap each word and see how many syllables each word in the list has, they should notice that the words are single syllable.
Main Teaching Activity	Show children the images and get them to write down the correct spelling for each, click once if they need clues for the spellings. Discuss the spellings and any misconceptions,
Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.



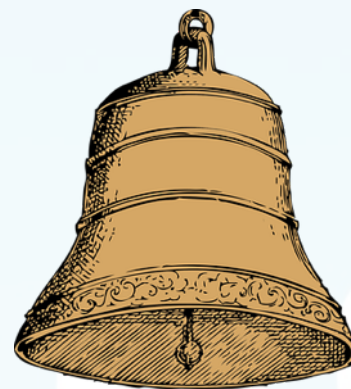
What can you see? Write down what these images are:



t _ _ l



d _ _ _



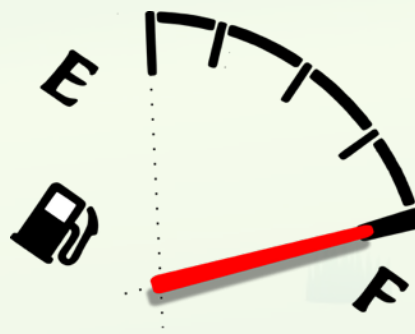
_ e _ l



m _ l _



s p _ _ _



_ u _ _



What can you see? Write down what these images are:

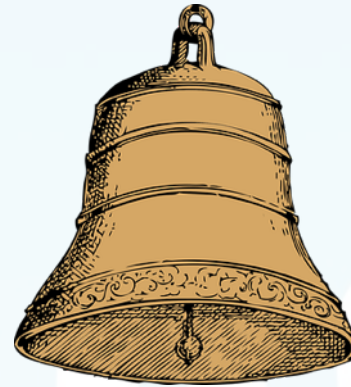
Answers:



t l l l



d o l l



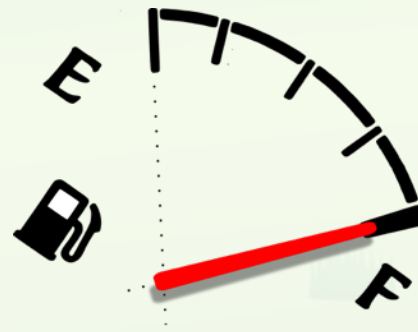
B e l l



m i l l



s p i l l l



F u l l



Play a word version of noughts and crosses:

- Each partner chooses a word from the spelling list and has to try and get three of their chosen word in a row.
- Winner has three in a row, all spelled correctly.
- Start again with new words.

till	full	
	till	
full		till



Stage: 1	The // sound spelled as 'll' and usually comes straight after a single vowel in short words.
List: 2	
Name: _____	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
full			
till			
bell			
skill			
spill			
pull			
mill			
fell			
doll			
still			



Stage: 1

The // sound spelled as 'll' and usually comes straight after a single vowel in short words.

List: 2

Name:

Spellings

full

till

bell

skill

spill

pull

mill

fell

doll

still

Unscramble the words below to find your spellings.

l	l	f	u

p	s	l	i	l

l	o	l	d

b	l	e	l

p	l	l	u

l	i	k	s	l

l	i	t	s	l

i	m	l	l

l	l	f	e

l	i	t	l



Stage: 1

The // sound spelled as 'll' and usually comes straight after a single vowel in short words.

List: 2

Answers:

Spellings

full

till

bell

skill

spill

pull

mill

fell

doll

still

Unscramble the words below to find your spellings.

l	l	f	u
f	u	l	l

p	s	l	i	l
s	p	i	l	l

l	o	l	d
d	o	l	l

b	l	e	l
b	e	l	l

p	l	l	u
p	u	l	l

l	i	k	s	l
s	k	i	l	l

l	i	t	s	l
s	t	i	l	l

i	m	l	l
m	i	l	l

l	l	f	e
f	e	l	l

l	i	t	l
t	i	l	l

Spelling lists – Stage 2



1. Spelling Rules: The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.
2. Spelling Rules: The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'
3. Spelling Rules: The /j/ sound spelled with a g.
4. Spelling Rules: The /s/ sound spelled c before e, i and y.
5. Spelling Rules: The /n/ sound spelled kn and gn at the beginning of words.
6. Challenge Words
7. Spelling Rules: The /r/ sound spelled 'wr' at the beginning of words.
8. Spelling Rules: The /l/ or /ul/ sound spelled '-le' at the end of words.
9. Spelling Rules: The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.
10. Spelling Rules: The /l/ or /ul/ sound spelled '-al' at the end of words.
11. Spelling Rules: Words ending in '-il.'
12. Challenge Words
13. Spelling Rules: The long vowel 'i' spelled with a y at the end of words.
14. Spelling Rules: Adding '-es' to nouns and verbs ending in 'y.'
15. Spelling Rules: Adding '-ed' to words ending in y. The y is changed to an i.
16. Spelling Rules: Adding '-er' to words ending in y. The y is changed to an i.
17. Spelling Rules: Adding 'ing' to words ending in 'e' with a consonant before it.
18. Challenge Words
19. Spelling Rules: Adding 'er' to words ending in 'e' with a consonant before it.
20. Spelling Rules: Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
21. Spelling Rules: Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.
22. Spelling Rules: The 'or' sound spelled 'a' before ll and ll
23. Spelling Rules: The short vowel sound 'o.'
24. Challenge Words
25. Spelling Rules: The /ee/ sound spelled '-ey'
26. Spelling Rules: Words with the spelling 'a' after w and qu.
27. Spelling Rules: The /er/ sound spelled with o or ar.
28. Spelling Rules: The /z/ sound spelled s.
29. Spelling Rules: The suffixes '-ment' and '-ness'
30. Spelling Rules: The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.
31. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings
32. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
33. Spelling Rules: Words ending in '-tion.'
34. Spelling Rules: Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.
35. Challenge Words
36. Challenge Words

Spelling Shed

Stage: 2

List: 1

The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds



Stage: 2	Spelling Rules: The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds
List: 1	

Spellings
badge
edge
bridge
dodge
fudge
ridge
smudge
judge
wedge
lodge

Introduction	The /j/ sound at the end of a word can be spelled using 'dge'. The rule is that this sound follows a short vowel sound,
Main Teaching Activity	Show children the spelling list and say the words. Can they hear a sound that appears in each word? If they correctly spot the /j/ sound then ask them to speak with a partner for 20 seconds and then write down, on a whiteboard, the letters that they think are creating the sound /j/. Share the answers and discuss the spelling rule. In pairs, can they think of any other words that end with the 'dge' spelling?
Independent Activity	Look at the images, can children work out what they are and how to spell them? Remember that each image will have the spelling rule ending!

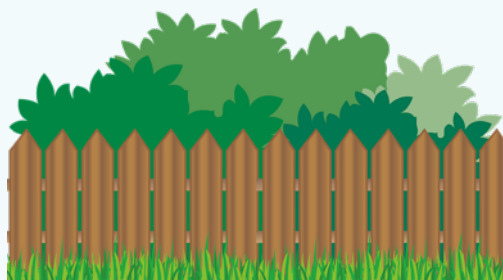
What can you see? Write down what these images are:



Spelling Shed



_ r _ d _ _



h _ d _ e



j u d _ _



w _ d _ _



l o _ _ _



_ a _ _ e



f r _ _ _ _

Answers:

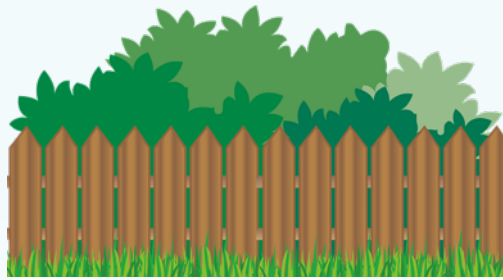


Spelling Shed

What can you see? Write down what these images are:



b r i d g e



h e d g e



j u d g e



w e d g e



l o d g e



b a d g e



f r i d g e



Stage: 2

The /j/ sound spelled -dge at the end of words.

List: 1

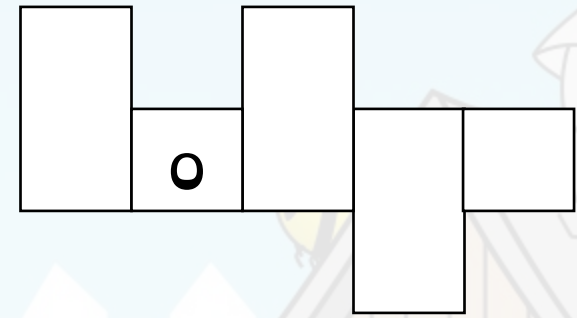
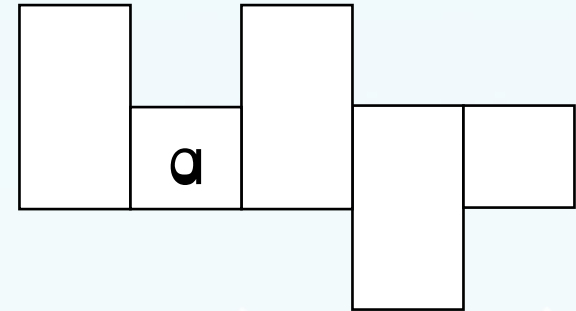
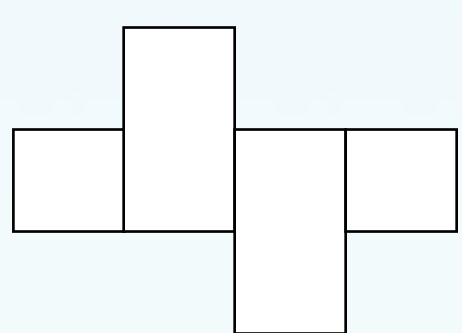
Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
badge			
edge			
bridge			
dodge			
fudge			
ridge			
smudge			
judge			
wedge			
lodge			

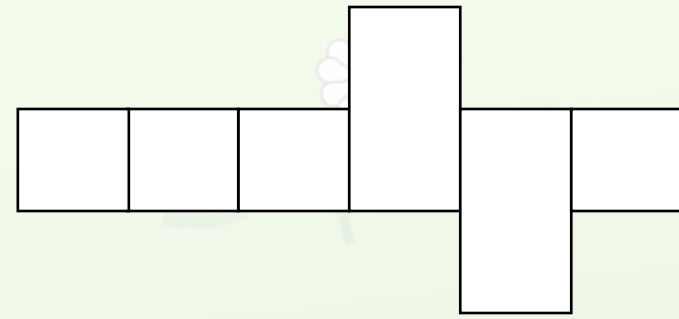
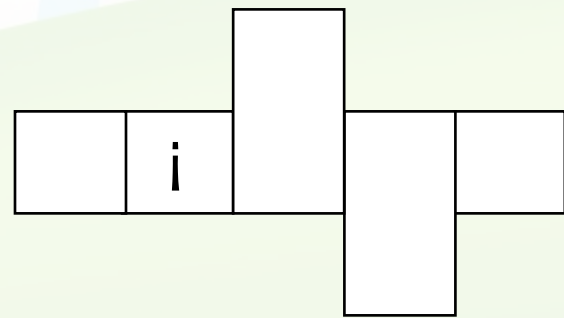
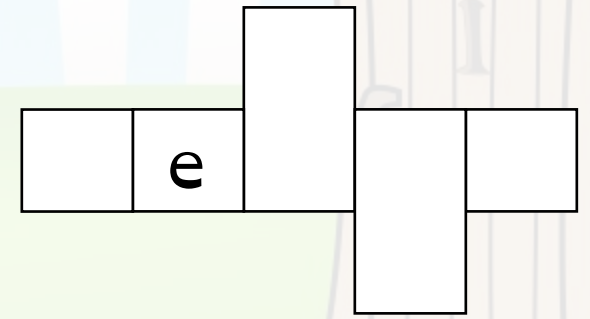
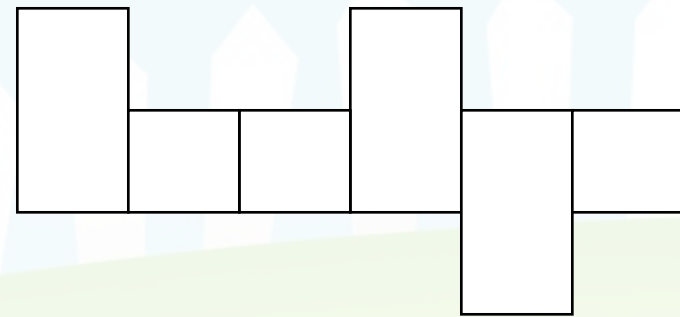


Stage: 2	The /j/ sound spelt -dge at the end of words.
List: 1	Name:

Spellings
badge
edge
bridge
dodge
fudge
ridge
smudge
judge
wedge
lodge



Use your spellings to try and work out which words fit in the boxes.



Which words have been left out?



Stage: 2

The /j/ sound spelt -dge at the end of words.

List: 1

Answers:

Spellings

badge

edge

bridge

dodge

fudge

ridge

smudge

judge

wedge

lodge

e d g e

b a d g e

d o d g e

Use your spellings to try and work out which words fit in the boxes.

b r i d g e

w e d g e

r i d g e

s m u d g e

Which words have been left out?



Spelling Shed

Stage: 2

List: 2



The /j/ sound spelt -ge at the end of words. This spelling comes after all sounds other than the short vowels.





Stage: 2	The /j/ sound spelt –ge at the end of words. This spelling comes after all sounds other than the short vowels.
List: 2	

Spellings
age
huge
change
charge
bulge
village
range
orange
hinge
stage

Introduction	Words that end with a /j/ sound that is spelling 'ge' have a sound that is not a short vowel.
Main Teaching Activity	<p>Ask children to listen to the words and spot the sound that is the same in each.</p> <p>Use the power point slide to show the spelling list. Ask children to copy the words on their whiteboards and circle the sound that comes before the /j/ sound.</p> <p>Feedback and discuss how this spelling occurs only in words without a short vowel sound.</p>
Independent Activity	<p>Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word. For example:</p> <p>charge – rage – hag orange – range – ran</p>



Stage: 2

The /j/ sound spelt -ge at the end of words.

List: 2

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
age			
huge			
change			
charge			
bulge			
village			
range			
orange			
hinge			
stage			



Stage: 2

The /j/ sound spelt -ge at the end of words.

List: 2

Name:

Spellings

age

huge

change

charge

bulge

village

range

orange

hinge

stage

s	t	a	g	e	t	h	u	g	e
c	h	a	r	g	e	s	p	q	u
h	l	t	r	f	i	o	u	n	d
i	t	y	a	g	e	k	l	l	i
n	z	w	t	c	h	a	n	g	e
g	b	u	l	g	e	r	n	p	t
e	m	v	i	l	l	a	g	e	y
w	l	k	r	a	n	g	e	p	j
o	r	a	n	g	e	r	g	i	k

Can you find your spellings hidden in the word search?



Stage: 2

The /j/ sound spelt -ge at the end of words.

List: 2

Answers:

Spellings

age

huge

change

charge

bulge

village

range

orange

hinge

stage

s	t	a	g	e	t	h	u	g	e
c	h	a	r	g	e	s	p	q	u
h	l	t	r	f	i	o	u	n	d
i	t	y	a	g	e	k	l	l	i
n	z	w	t	c	h	a	n	g	e
g	b	u	l	g	e	r	n	p	t
e	m	v	i	l	l	a	g	e	y
w	l	k	r	a	n	g	e	p	j
o	r	a	n	g	e	r	g	i	k

Can you find your spellings hidden in the word search?

Spelling lists – Stage 3



1. Spelling Rules: The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
2. Spelling Rules: The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
3. Spelling Rule: The /i/ sound spelled with a 'y.'
4. Spelling Rules: Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'
5. Spelling Rules: Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.
6. Challenge words
7. Spelling Rules: Words with the prefix 're-' 're-' means 'again' or 'back.'
8. Spelling Rules: The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
9. Spelling Rules: The prefix 'mis-' This is another prefix with negative meanings.
10. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
11. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.
12. Challenge words
13. Spelling Rules: The long vowel /a/ sound spelled 'ai'
14. Spelling Rule: The long /a/ vowel sound spelled 'ei.'
15. Spelling Rules: The long /a/ vowel sound spelled 'ey.'
16. Spelling Rules: Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.
17. Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.
18. Challenge Words
19. Spelling Rules: The // sound spelled '-al' at the end of words.
20. Spelling Rules: The // sound spelled '-le' at the end of words.
21. Spelling Rules: Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'
22. Spelling Rules: Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'
23. Spelling Rules: Adding the suffix -ly. Words which do not follow the rules.
24. Challenge Words
25. Spelling Rules: Words ending in '-er' when the root word ends in (t)ch.
26. Spelling Rules: Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
27. Spelling Rules: Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.
28. Spelling Rules: Words with the /s/ sound spelled 'sc' which is Latin in its origin.
29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.
30. Challenge Words
31. Revision – spelling rules we have learned in Stage 3.
32. Revision – spelling rules we have learned in Stage 3.
33. Revision – spelling rules we have learned in Stage 3.
34. Revision – spelling rules we have learned in Stage 3.
35. Revision – spelling rules we have learned in Stage 3.
36. Revision – spelling rules we have learned in Stage 3.



Spelling Shed

Stage: 3

List: 1

The /ow/ sound spelled 'ou'. Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.





Stage: 3	Spelling rules: The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
List:	

Spellings
mouth
around
sprout
sound
spout
ouch
hound
trout
found
proud

Introduction	The digraph 'ou' is pronounced as /ow/, explain that this sound is most common in the middle of words and sometimes at the start. It is rare at the end of words where the 'ow' spelling is usually found (e.g. cow).
Main Teaching Activity	Using the power point slide, discuss the meaning of the spelling list this week. Get children to come out and underline the /ow/ sound in each word. Notice that most often the sound comes in the middle of the word.
Independent Activity	Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete. The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.



Discuss the meanings of the words below and then ask children to come out and underline the /ow/ sound in each word

mouth	around	sprout	sound	spout
ouch	hound	trout	outside	found

Answers:

Discuss the meanings of the words below and then ask children to come out and underline the /ow/ sound in each word



Spelling Shed

m <u>ou</u> th	ar <u>ou</u> nd	spr <u>ou</u> t	s <u>ou</u> nd	sp <u>ou</u> t
<u>ou</u> ch	h <u>ou</u> nd	tr <u>ou</u> t	<u>ou</u> tside	fo <u>u</u> nd



Stage: 3	Spelling Rules: The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
List: 1	
Name: _____	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
mouth			
around			
sprout			
sound			
spout			
ouch			
hound			
trout			
found			
proud			



Stage: 3	The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
List: 1	
Name: _____	

Find and unscramble your spellings in the grids.

Spellings
mouth
around
sprout
sound
spout
ouch
hound
trout
found
proud

h	t	m	o	u

n	a	r	o	u	d

t	s	u	p	o

p	r	u	t	o	s

d	n	f	o	u

t	t	r	u	o

o	p	u	d	r

o	s	u	n	d

n	u	d	o	h

h	u	c	o



Stage: 3

The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.

List: 1

Answers:

Find and unscramble your spellings in the grids.

Spellings

mouth

around

sprout

sound

spout

ouch

hound

trout

found

proud

h	t	m	o	u
m	o	u	t	h

n	a	r	o	u	d
a	r	o	u	n	d

t	s	u	p	o
s	p	o	u	t

p	r	u	t	o	s
s	p	r	o	u	t

d	n	f	o	u
f	o	u	n	d

t	t	r	u	o
t	r	o	u	t

o	p	u	d	r
p	r	o	u	d

o	s	u	n	d
s	o	u	n	d

n	u	d	o	h
h	o	u	n	d

h	u	c	o
o	u	c	h

Spelling Shed

Stage: 3

List: 2

The /u/ sound spelled 'ou'.

This digraph is only found in the middle of words.



Stage: 3	Spelling rules: The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
List: 2	

Spellings
touch
double
country
trouble
young
cousin
enough
encourage
flourish
couple

Introduction	The digraph 'ou' which is pronounced /u/ is only found in the middle of words. Ask children to think of words with an /u/ sound and write down any that they say with the 'ou' digraph in.
Main Teaching Activity	Using the power point slide, get the children to complete the sentences choosing an appropriate word by writing their chosen word on a mini whiteboard and holding it up. Ensure the words are being spelled with the 'ou' spelling and discuss any errors or misconceptions before moving on.
Independent Activity	Children to become the teacher by marking Evie's work and helping her to work out which 6 words are spelled incorrectly. Remind children that the /u/ sound should be spelled with /ou/ in this week's spellings. After the children have had a minute to look at it, click the powerpoint slide to hide the spelling list for this activity.



Stage: 3	The /u/ sound spelled 'ou'. This digraph is only found in the middle of words. Answers:
List: 2	

Cover your spellings for this task

Spellings
touch
double
country
trouble
young
cousin
enough
encourage
flourish
couple

Evie has scored 4/10 in her spelling test.
Can you help her to work out which spellings are wrong and write them correctly?

tuch
double
truble
yung
cusin
country
enough
encourage
flurish
couple



touch
double
country
trouble
young
cousin
enough
encourage
flourish
couple



Stage: 3	Spelling Rules: The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
List: 2	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
touch			
double			
country			
trouble			
young			
cousin			
enough			
encourage			
flourish			
couple			



Stage: 3	The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
List: 2	

Spellings
touch
double
country
trouble
young
cousin
enough
encourage
flourish
couple

Ask someone to time you. Can you find your spellings hidden in the grid? How long did it take? Try it again and improve your speed!

touch	torch	trouble	troupe
youth	double	flourish	flour
young	grout	cousin	enough
cloud	country	count	sound
couple	toupee	encourage	mound



Stage: 3	The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
List: 2	Answers:

Spellings
touch
double
country
trouble
young
cousin
enough
encourage
flourish
couple

Ask someone to time you. Can you find your spellings hidden in the grid? How long did it take? Try it again and improve your speed!

touch	torch	trouble	troupe
youth	double	flourish	flour
young	grout	cousin	enough
cloud	country	count	sound
couple	toupee	encourage	mound

Spelling lists – Stage 4



1. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
2. Spelling Rules: The prefix 'in-' can mean both 'not' and 'in/into.' In these spellings the prefix 'in-' means 'not.'
3. Spelling Rules: Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'
4. Spelling Rules: The prefix 'sub-' which means under or below.
5. Spelling Rules: The prefix 'inter-' means between, amongst or during.
6. Challenge Words
7. Spelling Rules: The suffix '-ation' is added to verbs to form nouns.
8. Spelling Rules: The suffix '-ation' is added to verbs to form nouns.
9. Spelling Rules: Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'
10. Spelling Rules: Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'
11. Spelling Rules: Word with the 'sh' sound spelled ch. These words are French in origin.
12. Challenge Words
13. Spelling Rules: Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'
14. Spelling Rules: Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.
15. Spelling Rules: The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.
16. Spelling Rules: The 'ee' sound spelled with an 'i.'
17. Spelling Rules: The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.
18. Challenge Words
19. Spelling Rules: The 'au' digraph
20. Spelling Rules: The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'
21. Spelling Rules: The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'
22. Spelling Rules: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
23. Spelling Rules: Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
24. Challenge Words
25. Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.
26. Spelling Rules: The /s/ sound spelled c before 'i' and 'e'.
27. Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'
28. Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'
29. Spelling Rules: Prefixes – 'super-' 'anti' and 'auto.'
30. Spelling Rules: The prefix bi- meaning two.
31. Revision – spelling rules we have learned in Stage 4.
32. Revision – spelling rules we have learned in Stage 4.
33. Revision – spelling rules we have learned in Stage 4.
34. Revision – spelling rules we have learned in Stage 4.
35. Revision – spelling rules we have learned in Stage 4.
36. Revision – spelling rules we have learned in Stage 4.



Spelling Shed

Stage: 4

List: 1



Homophones: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.



Stage: 4	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 1	

Spellings	Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
accept		
except	Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap. After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the pupil attempts.
knot		
not		
peace		
piece	Independent Activity	In small groups. One child writes a sentence with one of this week's spellings missing. E.g. We travelled to France by _____. The children on their table then write down the correct spelling on their whiteboards. The child who created the question shares which they thought was the right question and check each others' answers.
plain		
plane		
weather		
whether		



My shoelaces were tied in a
double _____.

Which is the correct spelling?

not

knot

Answers:

My shoelaces were tied in a
double **knot**.

Which is the correct spelling?

not

knot



Spelling Shed

All classes went swimming
_____ year 1.

Which is the correct spelling?

accept

except

Answers:

All classes went swimming
except year 1.

Which is the correct spelling?

accept

except



Spelling Shed

The bad _____ means that we may
have to cancel sports day.

Which is the correct spelling?

whether

weather

Answers:

The bad **weather** means that we may have to cancel sports day.

Which is the correct spelling?

whether

weather



The _____ swooped down low over
the airport during the air show.

Which is the correct spelling?

plane

plain

Answers:



The **plane** swooped down low over
the airport during the air show.

Which is the correct spelling?

plane

plain





Spelling Shed


Each child ate a _____ of fruit
at break time.

Which is the correct spelling?

piece

peace

Answers:



Each child ate a **piece** of fruit
at break time.

Which is the correct spelling?



piece



peace



Stage: 4	Homophones
List: 1	Name: _____

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
accept			
except			
knot			
not			
peace			
piece			
plain			
plane			
weather			
whether			



Stage: 4	Homophones
List: 1	Name:

Spellings
accept
except
knot
not
peace
piece
plain
plane
weather
whether

Write the correct spelling into each sentence.

The teacher gave everyone a _____ of _____ paper.

Tim stood at the front of assembly to _____ his prize.

I had a _____ in my shoelaces.

All was dark, _____ for a tiny candle in the corner.

I like most vegetables but _____ cauliflower.

In church the people prayed for _____ on Earth.

The _____ stopped the children playing out today.

The pilot landed his _____ safely on the runway.

The children wondered _____ they should tell their teacher.



Stage: 4

Homophones

List: 1

Answers:

Spellings

accept

except

knot

not

peace

piece

plain

plane

weather

whether

Write the correct spelling into each sentence.

The teacher gave everyone a piece of plain paper.

Tim stood at the front of assembly to accept his prize.

I had a knot in my shoelaces.

All was dark, except for a tiny candle in the corner.

I like most vegetables but not cauliflower.

In church the people prayed for peace on Earth.

The weather stopped the children playing out today.

The pilot landed his plane safely on the runway.

The children wondered whether they should tell their teacher.



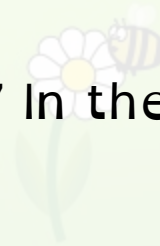
Spelling Shed

Stage: 4

List: 2



The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'





Stage: 4	Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
List: 2	

Spellings
inactive
incorrect
invisible
insecure
inflexible
indefinite
inelegant
incurable
inability
inadequate

Introduction	<p>Explain to the children that today's words all begin with the prefix 'in'. Prefixes are added to words to change the meaning. In this case, the words become the opposite of their root word e.g. active becomes inactive, flexible becomes inflexible.</p> <p>Ask children what the opposite of correct is, if they aren't sure then remind them of the spelling rule.</p>
Main Teaching Activity	<p>Using the power point, get children to write down the opposite of the words on the slides by adding the prefix 'in'.</p> <p>After each example ask the children to share their responses, check they understand the meaning of the word and discuss any errors or misconceptions.</p>
Independent Activity	<p>Children choose five of the words from the spelling list and write a sentence for each one.</p> <p>Children then share their sentences with a partner to check if they are correct. In pairs, see if children can think of any more words starting with the prefix 'in'.</p>



Write down the opposite of:

active

inactive



Spelling Shed

Write down the opposite of:

correct

incorrect



Write down the opposite of:

secure

insecure



Spelling Shed

Write down the opposite of:

visible

invisible



Spelling Shed

Write down the opposite of:

flexible

inflexible



Stage: 4	Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
List: 2	
Name:	

Spellings
inactive
incorrect
invisible
insecure
inflexible
indefinite
inelegant
incurable
inability
inadequate

Cover your spellings up. Can you add in the missing letters from each word?	
i n _ u r a _ l e	i n _ o r _ e c t
i n s e c u r e	i n a b _ _ i t y
i n e l _ _ a n t	i n d e f _ _ i t e
i n _ _ t i v e	i n a d e _ _ a t e
i n _ _ e _ i b l e	_ n v _ s _ b l e



Stage: 4

Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'

List: 2

Answers:

Spellings

inactive

incorrect

invisible

insecure

inflexible

indefinite

inelegant

incurable

inability

inadequate

Cover your spellings up. Can you add in the missing letters from each word?

i n c u r a b l e

i n c o r r e c t

i n s e c u r e

i n a b i l i t y

i n e l e g a n t

i n d e f i n i t e

i n a c t i v e

i n a d e q u a t e

i n f l e x i b l e

i n v i s i b l e



Stage: 4	Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
List: 2	
Name: _____	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
inactive			
incorrect			
invisible			
insecure			
inflexible			
indefinite			
inelegant			
incurable			
inability			
inadequate			

Spelling lists – Stage 5



1. Spelling Rules: Words ending in '-ious.'
2. Spelling Rules: Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'
3. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
4. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
5. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
6. Challenge words
7. Spelling Rules: Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.
8. Spelling Rules: Words ending in '-ance.' '-ance' is used if there is an 'a' or 'ay' sound in the right place.
9. Spelling Rules: Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
10. Spelling Rules: Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
11. Spelling Rules: Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably
12. Challenge Words
13. Spelling Rules: Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
14. Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
15. Spelling Rules: Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.
16. Spelling Rules: Words with 'silent' letters at the start.
17. Spelling Rules: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
18. Challenge Words
19. Spelling Rules: Words spelled with 'ie' after c.
20. Spelling Rules: Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.
21. Spelling Rules: Words containing the letter string 'ough' where the sound is /aw/.
22. Spelling Rules: Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
23. Spelling Rules: Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.
24. Challenge Words
25. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
26. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
27. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
28. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
29. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
30. Challenge Words
31. Spelling Rules: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
32. Revision: Year 5 words
33. Revision: Year 5 words
34. Revision: Year 5 words
35. Revision: Year 5 words
36. Revision: Year 5 words

Spelling Shed

Stage: 5

List: 1

Words ending in '-ious'



Stage: 5	Spelling Rules: Words ending in '-ious.'
List: 1	

Spellings
ambitious
infectious
fictitious
nutritious
repetitious
amphibious
curious
devious
notorious
obvious

Introduction	Today children will look at words that end in ious. Within this spelling list there are two main sounds at the end of the words – 'tious' (shus) and 'ious' (eeus).
Main Teaching Activity	<p>Use the power point slide containing all of the words for this week. Ask children to divide the words in to two groups depending on the sound at the end of them.</p> <p>Share their results and discuss and patterns they can spot (e.g. words ending tious (shus) tend to have root words ending in 'tion'.</p>
Independent Activity	In small groups, one child picks a spelling list word and tells the others what it is. They must write the word on their whiteboard and the first child acts as teacher to check the spellings. The next child then becomes the teacher and they choose a word. Continue until all words have been spelled by the group.

Sort these spellings into two groups.

Those that have a 'tious' (shus) and 'ious' (eeus).

ambitious	repetitious	infectious	nutritious	curious
amphibious	fictitious	devious	notorious	obvious



Stage: 5

Spelling Rules: Words ending in '-ious.'

List: 1

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
ambitious			
infectious			
fictitious			
nutritious			
repetitious			
amphibious			
curious			
devious			
notorious			
obvious			



Stage: 5	Spelling Rules: Words ending in '-ious.'
List: 1	Name:

Spellings
ambitious
infectious
fictitious
nutritious
repetitious
amphibious
curious
devious
notorious
obvious

Write the correct spelling into each sentence.

The _____ creature was suited to both land and water.

The teacher's _____ laugh was _____ around school.

He was _____ and so he auditioned for The X Factor twice.

The _____ cat found himself trapped in the garden shed.

In the school canteen they delivered _____ meals each day.

It was _____ that she did not like him.

The criminal mastermind had a _____ plan.

The job was very _____ the same task over and over again.

She gave a _____ version of events. It wasn't the truth.



Stage: 5

Spelling Rules: Words ending in '-ious.'

List: 1

Answers:

Spellings

ambitious

infectious

fictitious

nutritious

repetitious

amphibious

curious

devious

notorious

obvious

Write the correct spelling into each sentence.

The amphibious creature was suited to both land and water.

The teacher's infectious laugh was notorious around school.

He was ambitious and so he auditioned for The X Factor twice.

The curious cat found himself trapped in the garden shed.

In the school canteen they delivered nutritious meals each day.

It was obvious that she did not like him.

The criminal mastermind had a devious plan.

The job was very repetitious the same task over and over again.

She gave a fictitious version of events. It wasn't the truth.



Spelling Shed

Stage: 5

List: 2

Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious.'





Stage: 5	Spelling Rules: Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious'.
List: 2	

Spellings
delicious
atrocious
conscious
ferocious
gracious
luscious
malicious
precious
spacious
suspicious

Introduction	Root words that end in 'ce' usually use 'cious' when adding the 'ious' suffix, however it is often not possible to identify a root word.
Main Teaching Activity	Get children to write each word on their mini white board and then, in pairs or as a table, pick two to look up in a dictionary. Feedback meanings to the class and see if a sentence can be made for some of the words.
Independent Activity	<p>Give each pair the 10 definition cards and the 10 blank cards, get them to write the words on to the blank cards and then turn them all over and mix them up.</p> <p>Play a matching game, each player takes two cards, if they match then they keep them, if they don't then they put them back – the winner has the most matching word/definition pairs.</p>



Cut up cards, write this week's spellings on to a card and then turn all of the cards over and play a word/definition matching game with a partner.

Something which tastes very nice.	Extremely wicked.	Aware of and responding to one's surroundings.	Savagely fierce, cruel or violent.	Courteous, kind and pleasant towards someone.
Appealingly strong to the senses.	Characterised by malice; intending someone to do harm.	Of great value, not to be wasted or treated carelessly.	Having a lot of space.	Showing cautious distrust of someone or something.



Stage: 5	Spelling Rules: Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious.'
List: 2	
Name: _____	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
delicious			
atrocious			
conscious			
ferocious			
gracious			
luscious			
malicious			
precious			
spacious			
suspicious			



Stage: 5

Spelling Rules: Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious.'

List: 2

Name: _____

Spellings

delicious

atrocious

conscious

ferocious

gracious

luscious

malicious

precious

spacious

suspicious

				p	r	e				o	u			
s	p	a			i				u	s				
				c					s		i	o		
					a			r	o	c	i	o	u	s
					m			l		c		o		s
									a		i		u	s
		f		r		c			o		s			
	u	s	p											
	e	l		c		o			s					
l		s		i		u								

Insert the missing letters into your spellings to find a new word.



Stage: 5	Spelling Rules: Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious.'
List: 2	

Answers:

Spellings
delicious
atrocious
conscious
ferocious
gracious
luscious
malicious
precious
spacious
suspicious

			p	r	e	c	i	o	u	s		
s	p	a	c	i	o	u	s					
			c	o	n	s	c	i	o	u	s	
				a	t	r	o	c	i	o	u	s
				m	a	l	i	c	i	o	u	s
					g	r	a	c	i	o	u	s
		f	e	r	o	c	i	o	u	s		
s	u	s	p	i	c	i	o	u	s			
d	e	l	i	c	i	o	u	s				
l	u	s	c	i	o	u	s					

Insert the missing letters into your spellings to find a new word.

Spelling lists – Stage 6



1. Challenge Words
2. Challenge Words
3. Challenge Words
4. Challenge Words
5. Challenge Words
6. Challenge Words
7. Challenge Words
8. Challenge Words
9. Challenge Words
10. Challenge Words
11. Spelling Rules: Words with the short vowel sound /i/ spelled y
12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.
13. Spelling Rules: Adding the prefix '-over' to verbs.
14. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'
15. Spelling Rules: Words which can be nouns and verbs.
16. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'
17. Spelling Rules: Words with a 'soft c' spelled /ce/.
18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite
19. Spelling Rules: Words with the /f/ sound spelled ph.
20. Spelling Rules: Words with origins in other countries
21. Spelling Rules: Words with unstressed vowel sounds.
22. Spelling Rules: Words with endings /shuh/ after a vowel letter.
23. Spelling Rules: Words with endings /shuh/ after a consonant letter.
24. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.
25. Spelling Rules: Words ending in '-ably.'
26. Spelling Rules: Words ending in '-ible'
27. Spelling Rules: Adding the suffix '-ibly' to create an adverb.
28. Spelling Rules: Changing '-ent' to '-ence.'
29. Spelling Rules: -er, -or, -ar at the end of words.
30. Spelling Rules: Adverbs synonymous with determination.
31. Spelling Rules: Adjectives to describe settings
32. Spelling Rules: Vocabulary to describe feelings.
33. Spelling Rules: Adjectives to describe character
34. Grammar Vocabulary
35. Grammar Vocabulary
36. Mathematical Vocabulary



Spelling Shed

Stage: 6

List: 1



Challenge Words



Stage: 6

Challenge Words

List: 1



Spelling Shed

Challenge week

Choose an activity from the challenge week pack.

Spellings

muscle

prejudice

available

determined

rhyme

identity

accommodate

suggest

competition

existence

Stage: 6

Challenge Words

List: 1

Name:



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
muscle			
prejudice			
available			
determined			
rhyme			
identity			
accommodate			
suggest			
competition			
existence			



Stage: 6

Challenge Words

List: 1

Name:

Spellings

accommodate

available

competition

determined

suggest

existence

identity

muscle

prejudice

rhyme

				p		e	j			i		e			
	c		o			o		a	t						
								n			t	y			
							s	t		n		e			
											y	m			
								a			s	c			
		o		p	e	t	i		i	o					
								g	g		s				
								t			m		n	e	d

Insert the missing letters into your spellings to find a new challenge word.



Stage: 6

Challenge Words

List: 1

Answers:

Spellings

accommodate

available

competition

determined

suggest

existence

identity

muscle

prejudice

rhyme

						p	r	e	j	u	d	i	c	e	
a	c	c	o	m	m	o	d	a	t	e					
						i	d	e	n	t	i	t	y		
						e	x	i	s	t	e	n	c	e	
										r	h	y	m	e	
										m	u	s	c	l	e
							a	v	a	i	l	a	b	l	e
c	o	m	p	e	t	i	t	i	o	n					
						s	u	g	g	e	s	t			
						d	e	t	e	r	m	i	n	e	d

Insert the missing letters into your spellings to find a new challenge word.



Spelling Shed

Stage: 6

List: 2



Challenge Words



Stage: 6

Challenge Words

List: 2



Spelling Shed

Spellings

accompany

average

conscience

develop

explanation

immediately

necessary

privilege

rhythm

symbol

Challenge week

Choose an activity from the challenge week pack.

Stage: 6

Challenge Words

List: 2

Name:



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
accompany			
average			
conscience			
develop			
explanation			
immediately			
necessary			
privilege			
rhythm			
symbol			

Stage: 6

Challenge Words

List: 2

Name:



Spelling Shed

Spellings

accompany

average

conscience

develop

explanation

immediately

necessary

privilege

rhythm

symbol

e	d	e	v	e	l	o	p	a	s	d	f	m	b	n	c
g	h	j	k	e	x	p	l	a	n	a	t	i	o	n	o
l	z	x	p	r	i	v	i	l	e	g	e	p	v	e	n
q	w	s	v	b	n	m	a	r	a	s	w	q	c	c	s
e	r	t	y	u	i	o	p	h	d	f	g	h	x	e	c
a	c	c	o	m	p	a	n	y	j	k	l	l	z	s	i
q	w	e	r	t	b	y	u	t	i	o	p	a	s	s	e
z	x	c	v	b	n	o	m	h	q	w	e	k	d	a	n
a	v	e	r	a	g	e	l	m	r	t	y	j	f	r	c
p	i	m	m	e	d	i	a	t	e	l	y	h	g	y	e

Can you find your spellings hidden in this word search?

Stage: 6

Challenge Words

List: 2

Answers:



Spelling Shed

Spellings

accompany

average

conscience

develop

explanation

immediately

necessary

privilege

rhythm

symbol

e	d	e	v	e	l	o	p	a	s	d	f	m	b	n	c
g	h	j	k	e	x	p	l	a	n	a	t	i	o	n	o
l	z	x	p	r	i	v	i	l	e	g	e	p	v	e	n
q	w	s	v	b	n	m	a	r	a	s	w	q	c	c	s
e	r	t	y	u	i	o	p	h	d	f	g	h	x	e	c
a	c	c	o	m	p	a	n	y	j	k	l	l	z	s	i
q	w	e	r	t	b	y	u	t	i	o	p	a	s	s	e
z	x	c	v	b	n	o	m	h	q	w	e	k	d	a	n
a	v	e	r	a	g	e	l	m	r	t	y	j	f	r	c
p	i	m	m	e	d	i	a	t	e	l	y	h	g	y	e

Can you find your spellings hidden in this word search?