

# Spelling Shed

Spelling Scheme of Work



# Spelling Shed

Spelling Scheme of Work



Stage 1



# Spelling lists – Stage 1



1. The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.
2. The /k/ sound spelled 'k' before e, l and y. The /nk/ sound found at the end of words usually comes after a vowel.
3. The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.
4. Some words end with an /e/ sound spelled 'y'. 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'.
5. 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.
6. Adding the suffixes -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
7. Adding -er, -est and un- to words.
8. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.
9. The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.
10. The ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.
11. The long vowel sound /a/ spelled with the split digraph a-e
12. The long vowel sound /e/ spelled with the split digraph e-e.
13. The long vowel sound /i/ spelled with a split digraph i-e.
14. The long vowel sound /o/ spelled with the split digraph o\_e.
15. 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.
16. The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.
17. 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.
18. The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.
19. The short vowel sound /e/ spelled ea.
20. The vowel digraph er. In these words the sound is stressed
21. The vowel digraph er. In these words the sound is unstressed and found at the end of words.
22. The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.
23. The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/
24. 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.
25. The 'oo' 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.
26. 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.
27. The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'
28. 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.
29. The digraph 'ie' making the /a/ sound as in pie.
30. The digraph 'ie' making the /ee/ sound.
31. The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words too.
32. 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.'
33. 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.
34. The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.
35. The /er/ sound spelled with 'ear' or 'are'
36. Words with 'ph' or 'wh' spellings.

# Spelling Shed

Stage: 1

List: 1

Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.



Stage: 1	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	

<b>Spellings</b>
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

Introduction	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant. This week's words are shown in random order. Sound the words out and count the sounds. Ask the children if they can see a pattern with the last sound. Discuss that the /k/ sound is usually written as "ck".
Main Teaching Activity	Read the sentence for each word and ask children for the word and spelling to reinforce the double-consonant rule.
Independent Activity	Ask the children to choose one of their words to complete the two sentences. Then ask them to choose three more words and write their own sentences. Work in pairs or with support if necessary. Share sentences and spellings with the class.

Stage: 1

Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.

List: 1

Name:



**Spelling Shed**

**puff**

**doll**

**clock**

**back**

**grass**

**kiss**

**fluff**

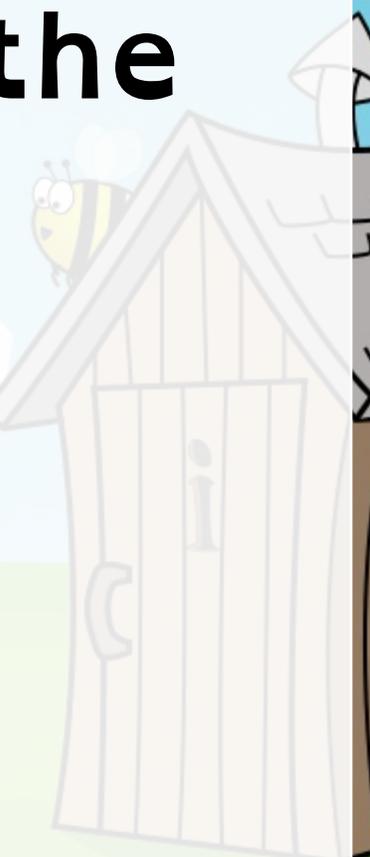
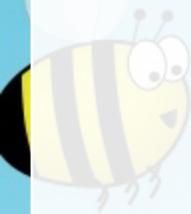
**bell**

**buzz**

**fizz**



A \_\_\_\_\_ of smoke came from the train.



Answer:

A **\_puff\_** of smoke came from the train.



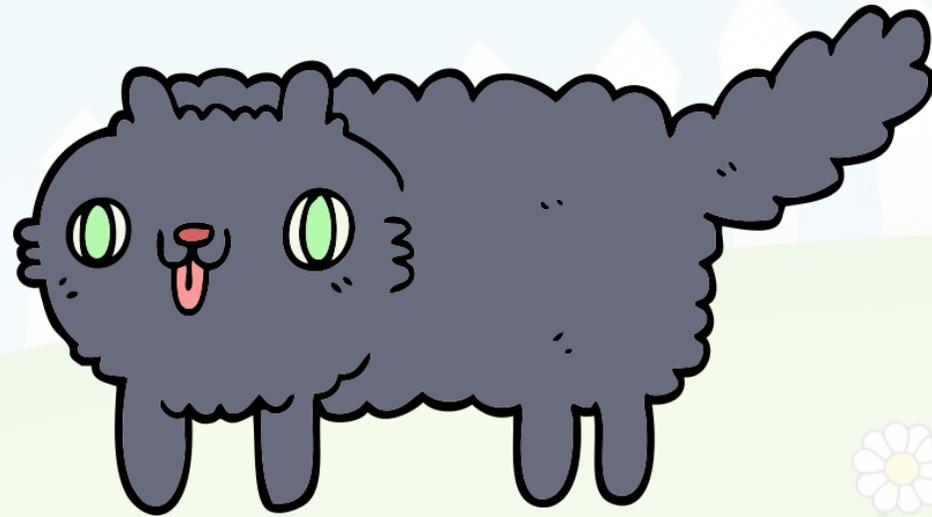


The kitten was covered in \_\_\_\_\_.



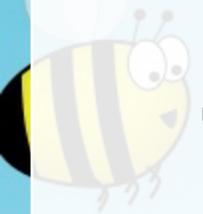
Answer:

The kitten was covered in **\_fluff\_**.





The teacher rang the \_\_\_\_\_.



Answer:



The teacher rang the **\_bell\_**.





The \_\_\_\_\_ has a blue dress.



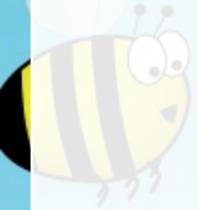
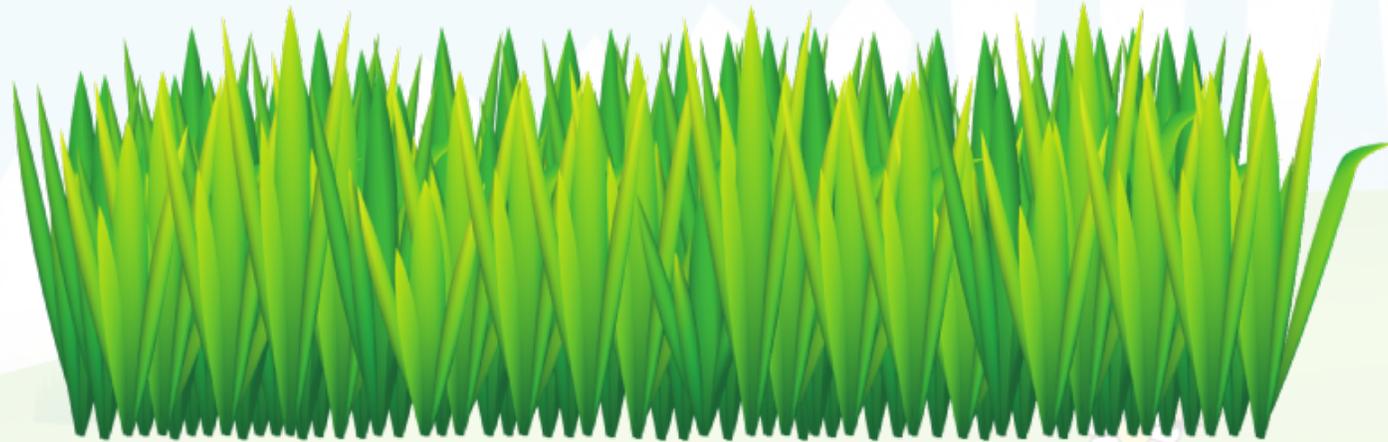
Answer:

The **\_doll\_** has a blue dress.





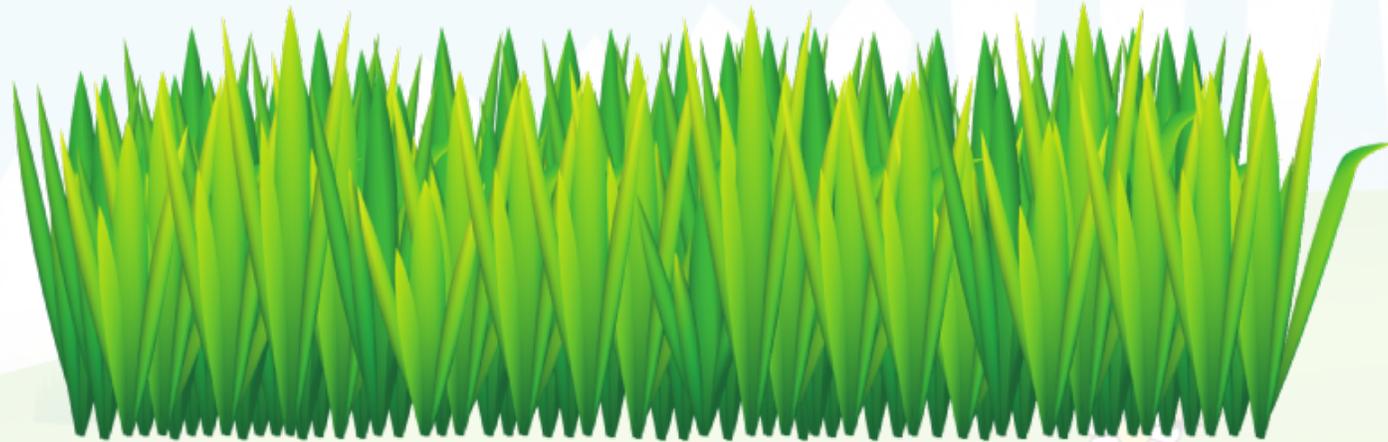
The \_\_\_\_\_ on the field is green.



Answer:



The **\_grass\_** on the field is green.





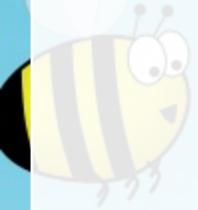
The mermaid blew a \_\_\_\_\_.



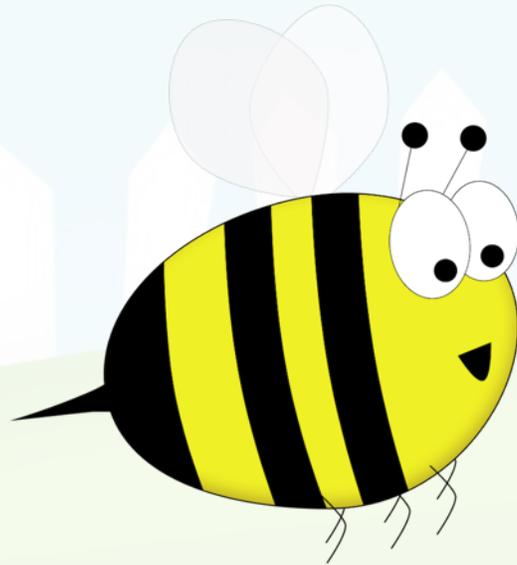
Answer:

The mermaid blew a **\_kiss\_**.





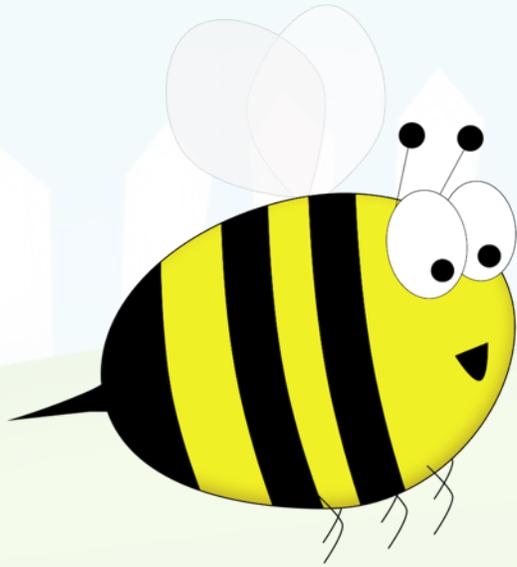
Bumble's wings \_\_\_\_\_.



Answer:



Bumble's wings **\_buzz\_**.





The can was full of \_\_\_\_\_.



Answer:

The can was full of **\_fizz\_**.





Spelling Shed

You tell the time by  
using a \_\_\_\_\_.

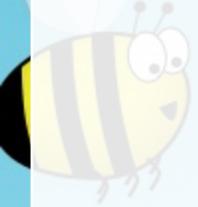


Answer:

You tell the time by  
using a **\_clock\_**.



Spelling Shed





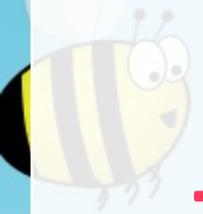
The girl's hair ran down her

\_\_\_\_\_.



Answer:

The girl's hair ran down her  
**\_back\_**.





Stage: 1	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	

Chose one of your words to complete the two sentences. Try to write three sentences of your own.

Spellings
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

Your word

Your sentence

The clouds looked like balls of \_\_\_\_\_ in the sky.

“Can you hear the church \_\_\_\_\_?” asked mum.



Stage: 1	Words ending with the /f/, /l/, /s/, /z/ or /k/ sound in English almost always have double consonant. <b>Answers</b>
List: 1	

Chose one of your words to complete the two sentences. Try to write three sentences of your own.

Spellings
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

Your word

Your sentence

The clouds looked like balls of **\_fluff\_** in the sky.

“Can you hear the church **\_bell\_**?” asked mum.



Stage: 1	Words ending with the /f/, /ll/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
puff					
fluff					
bell					
doll					
grass					
kiss					
buzz					
fizz					
clock					
back					



Stage: 1	Words ending with the /f/, /ll/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	
Name: _____	

Spellings
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

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

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



Stage: 1	Words ending with the /f/, /ll/, /s/, /z/ or /k/ sound in English almost always have double consonant.
List: 1	

Answers:

Spellings
puff
fluff
bell
doll
grass
kiss
buzz
fizz
clock
back

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

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



# Spelling Shed

Stage: 1

List: 2



The /k/ sound is spelt as k rather than as c before e, i and y. The /nk/ sound found at the end of words and usually comes after a vowel.



Stage: 1	The /k/ sound is spelt as k rather than as c before e, i and y. The /nk/ sound found at the end of words and usually comes after a vowel.
List: 2	

<b>Spellings</b>
bank
honk
tank
pink
think
kit
skin
frisky
sketch
basket

<b>Introduction</b>	Say some of the words to the children, can they pick up the sound that appears in every word? Ask them to sound out the words and clap when they hear the /k/ sound. Explain the spelling rules: The /k/ sound is spelt as k rather than as c before e, i and y. The /nk/ sound is often found at the end of words and usually comes after a vowel.
<b>Main Teaching Activity</b>	Using the power point slide, discuss the meaning of the spelling list this week. Get children to come out and underline the /k/ or /nk/ sound in each word.
<b>Independent Activity</b>	<p>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.</p> <p>The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.</p>

Circle the /k/ or /nk/ sound in each word. What do the words mean? Can you use them in a sentence?

honk	bank	tank	pink	think
kit	skin	frisky	sketch	basket

Circle the /nk/ sound in each word. What do the words mean? Can you use them in a sentence?

Answers:

honk	bank	tank	pink	think
kit	skin	frisky	sketch	basket



Stage: 1	The /nk/ sound found at the end of words. This sound usually comes after a vowel.
List: 2	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
bank					
honk					
tank					
pink					
think					
kit					
skin					
frisky					
sketch					
basket					



Stage: 1	The /nk/ sound found at the end of words. This sound usually comes after a vowel.
List: 2	Name:

Spellings
bank
honk
tank
pink
think
kit
skin
frisky
sketch
basket

ba__	ta__	ho__
<u>fr</u> is__y	Add "k" or "nk" to these words and read them out loud.	s__in
thi__		__it
bas__et	pi__	s__etch



Stage: 1	The /nk/ sound found at the end of words. This sound usually comes after a vowel.
List: 2	Answers:

Spellings
bank
honk
tank
pink
think
kit
skin
frisky
sketch
basket

bank	tank	honk
frisky	Add "k" or "nk" to these words and read them out loud.	skin
think		kit
basket	pink	sketch

# Spelling Shed

Spelling Scheme of Work



Stage 2



# Spelling lists – Stage 2



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

<b>Spellings</b>
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	<p>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.</p> <p>In pairs, can they think of any other words that end with the 'dge' spelling?</p>
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:



\_ r \_ d \_ \_



h \_ d \_ e



j u d \_ \_



w \_ d \_ \_



l o \_ \_ \_



\_ a \_ \_ e



f r \_ \_ \_ \_

Answers:

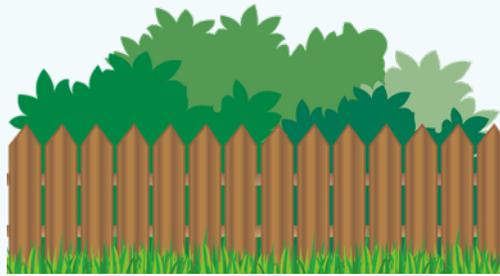


Spelling Shed

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	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> 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

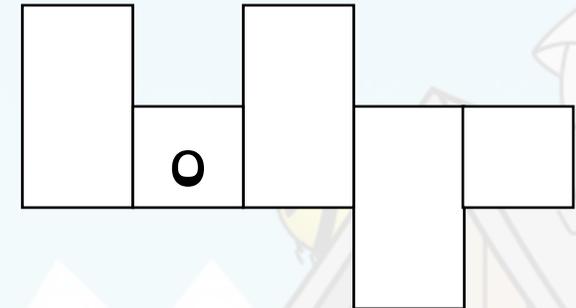
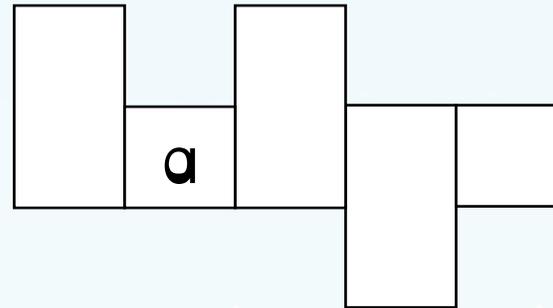
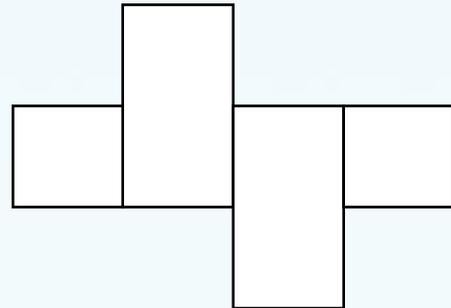
ridge

smudge

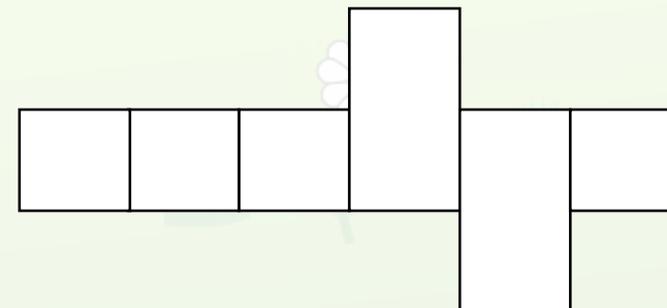
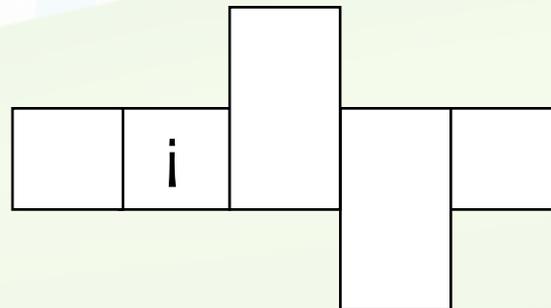
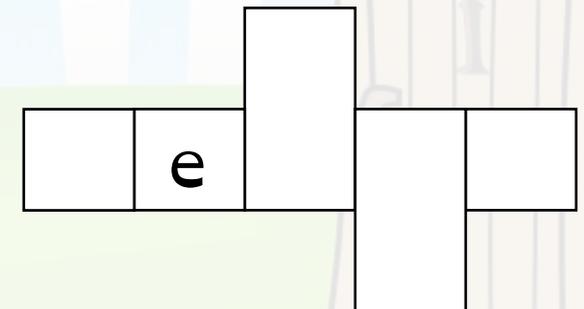
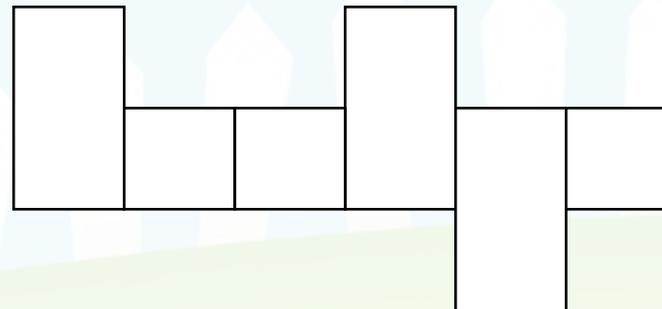
judge

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	

<b>Spellings</b>
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 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> 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 Shed

Spelling Scheme of Work



Stage 3



# Spelling lists – Stage 3

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.
2. 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. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'
5. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.
6. Challenge words
7. Words with the prefix 're-' 're-' means 'again' or 'back.'
8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
9. The prefix 'mis-' This is another prefix with negative meanings.
10. 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. 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. The long vowel /a/ sound spelled 'ai'
14. The long /a/ vowel sound spelled 'ei.'
15. The long /a/ vowel sound spelled 'ey.'
16. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.
17. Homophones – words which have the same pronunciation but different meanings and/or spellings.
18. Challenge Words
19. The // sound spelled '-al' at the end of words.
20. The // sound spelled '-le' at the end of words.
21. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'
22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'
23. Adding the suffix -ly. Words which do not follow the rules.
24. Challenge Words
25. Words ending in '-er' when the root word ends in (t)ch.
26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
27. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.
28. 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. The suffix '-sion' pronounced /ʒən/
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	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:	

<b>Spellings</b>
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	<p>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.</p> <p>The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.</p>



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

mo <u>u</u> th	ar <u>o</u> und	spr <u>o</u> t	so <u>u</u> nd	sp <u>o</u> t
<u>o</u> uch	h <u>o</u> und	tr <u>o</u> t	<u>o</u> tside	fo <u>u</u> nd



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: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> 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	The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
List: 2	

<b>Spellings</b>
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.

List: 2

Answers:

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

The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.

List: 2

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> 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

Name:

## 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 Shed

Spelling Scheme of Work



Stage 4



# Spelling lists – Stage 4

1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
3. 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. The prefix 'sub-' which means under or below.
5. The prefix 'inter-' means between, amongst or during.
6. Challenge Words
7. The suffix '-ation' is added to verbs to form nouns.
8. The suffix '-ation' is added to verbs to form nouns.
9. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'
10. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'
11. Word with the 'sh' sound spelled ch. These words are French in origin.
12. Challenge Words
13. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'
14. 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. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.
16. The 'ee' sound spelled with an 'i.'
17. 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. The 'au' digraph
20. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'
21. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'
22. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
23. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
24. Challenge Words
25. Homophones – words which have the same pronunciation but different meanings and/or spellings.
26. The /s/ sound spelled c before 'i' and 'e'.
27. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'
28. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'
29. Prefixes – 'super-' 'anti' and 'auto.'
30. The prefix bi- meaning two.
31. Challenge Words
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

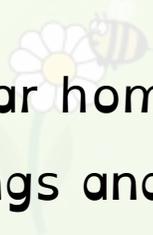


Stage: 4

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	

<b>Spellings</b>	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



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 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> 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	The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
List: 2	

<b>Spellings</b>
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



Write down the opposite of:

flexible

inflexible



Stage: 4

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

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

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
inactive					
incorrect					
invisible					
insecure					
inflexible					
indefinite					
inelegant					
incurable					
inability					
inadequate					

# Spelling Shed

Spelling Scheme of Work



Stage 5



# Spelling lists – Stage 5

1. Words ending in '-ious.'
2. Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'
3. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
4. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
5. 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. Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.
8. Words ending in '-ance.' '-ance' is used if there is an 'a' or 'ay' sound in the right place.
9. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
10. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
11. 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. 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. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
15. 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. Words with 'silent' letters at the start.
17. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
18. Challenge Words
19. Words spelled with 'ie' after c.
20. 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. Words containing the letter string 'ough' where the sound is /aw/.
22. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
23. Adverbs of possibility. These words show the possibility that something has of occurring.
24. Challenge Words
25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
26. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
27. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
28. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
29. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
30. Challenge Words
31. 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. Challenge 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	Words ending in '-ious.'
List: 1	

<b>Spellings</b>
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	Words ending in '-ious.'
List: 1	Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
ambitious					
infectious					
fictitious					
nutritious					
repetitious					
amphibious					
curious					
devious					
notorious					
obvious					



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

<b>Spellings</b>
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

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

<b>Spellings</b>
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	Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious.'
List: 2	
Name: _____	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
delicious					
atrocious					
conscious					
ferocious					
gracious					
luscious					
malicious					
precious					
spacious					
suspicious					





# Spelling Shed

Spelling Scheme of Work



Stage 6



# 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:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> 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

Challenge week

Choose an activity from the challenge week pack.

**Spellings**

accompany

average

conscience

develop

explanation

immediately

necessary

privilege

rhythm

symbol



Stage: 6	<b>Challenge Words</b>
List: 2	

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> 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:

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?