



St Gilbert's R.C. Primary School

Spelling Bank

YEAR GROUP: THREE	GROUP 1	GROUP 2 (GROUP 1 SPELLINGS + 5 MORE)
<p>Objective:</p> <p>To spell words with the prefix: un, dis, mis, re, pre, <u>non, ex, co, anti</u></p>	<p>About the objective:</p> <p>A prefix is a group of letters that are put before a word. This changes the meaning of the word, for example: kind ... <u>unkind</u>.</p>	<p>Word Bank:</p> <p>Un Unable Unwell Unhappy Untidy Untrained Unlucky Unpopular Unpick Unseen Unusual Undo Untie Unzip Unofficial</p> <p>Dis Dishearten Dislike Dislodge Disown Displease Disqualify Disappoint Disagree Disconnect Dishonest Disinfect Disembark Disobey misdeal non-starter exchange co-writer anti-clockwise misfire nonsense export misfortune non-fiction exclaim mishear non-drip external misinform expel misread exterior mistake exile</p> <p>Re Rebound Rebuild Recycle Recall Refill Reform Retreat Recede Return Replace Revisit Replay Rewrite Repay</p> <p>well unwell appear disappear sense nonsense tidy untidy arm disarm stick non-stick usual unusual agree disagree fiction non-fiction certain uncertain approve disapprove clockwise anti-clockwise friendly unfriendly connect disconnect frost defrost do undo honest dishonest compose decompose able unable like dislike place misplace selfish unselfish please displease behave misbehave seen unseen qualify disqualify possible impossible kind unkind allow disallow probable improbable pleasant unpleasant comfort discomfort regular irregular popular unpopular trust distrust legal illegal happy unhappy order disorder sensitive insensitive fair unfair obey disobey visible invisible lucky unlucky continue discontinue convenient inconvenient</p>
<p>Date:</p> <p>Autumn 1</p> <p>Week 3 - 23.9.16 Prefix Un, Re</p> <p>Week 4 – 30.9.16 Prefix Dis, Pre</p> <p>Week 5 – 7.10.16 Prefix Mis, Non, Anti</p>	<p>Prefixes are simply added to the beginning of the word and the spelling of the original word does not change.</p> <p>Un – means 'not' De – means 'making the opposite of' Re – means 'again' Pre – means 'before'</p> <p>One way to help teach these words is to talk about the meaning of the 'root word (the original word) and how to spell it, and then add the prefix on and discuss the new meaning and spelling.</p>	<p>Pre Precaution Predict Previous Premature Preface Prefix Prepare misbehave non-stick exit co-education antidote miscalculate non-stop extend coincidence antibiotic misplace non-smoker explode co-operate antifreeze miscount non-violent excursion co-star antiseptic</p>



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<p>Objective:</p> <p>To add suffixes starting with a vowel words with more than 1 syllable.</p>	<p>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 before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed</p>	<p>Word Bank:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation occurring producer provider relative</td> <td style="width: 33%;">absorbent admired allowance assistant beginner beginning controlled controller controlling coverage creative criticism decorative deferred deferring</td> <td style="width: 33%;">disturbance heroism inquired inquiring investigator journalism narrative narrator observant occurred occurrence thunderous traveller vandalism visitor</td> </tr> </table>	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation occurring producer provider relative	absorbent admired allowance assistant beginner beginning controlled controller controlling coverage creative criticism decorative deferred deferring	disturbance heroism inquired inquiring investigator journalism narrative narrator observant occurred occurrence thunderous traveller vandalism visitor																																										
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<p>Date:</p> <p>Autumn 1</p> <p>Week 6 – 14.10.16</p> <p>Suffixes starting with a vowel</p>																																															
<p>Objective:</p> <p>To add the suffix full/ful , less and les.</p>	<p>The main word (root word) stays the same and the suffix is added.</p>	<p>Word Bank:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Wishful</td> <td style="width: 33%;">thankless</td> <td style="width: 33%;"></td> </tr> <tr> <td>Frightful</td> <td>headless</td> <td></td> </tr> <tr> <td>Wonderful</td> <td>speechless</td> <td></td> </tr> <tr> <td>Useful</td> <td>endless</td> <td></td> </tr> <tr> <td>truthful</td> <td>merciless</td> <td></td> </tr> <tr> <td>hopeful</td> <td>careless</td> <td></td> </tr> <tr> <td>sorrowful</td> <td>homeless</td> <td></td> </tr> <tr> <td>painful</td> <td>lifeless</td> <td></td> </tr> <tr> <td>beautiful</td> <td>fearless</td> <td></td> </tr> <tr> <td>successful</td> <td>jobless</td> <td></td> </tr> <tr> <td>resentful</td> <td>timeless</td> <td></td> </tr> <tr> <td>hateful</td> <td>flawless</td> <td></td> </tr> <tr> <td>forgetful</td> <td>meaningless</td> <td></td> </tr> <tr> <td>pitiful</td> <td>mindless</td> <td></td> </tr> <tr> <td>merciful</td> <td>painless</td> <td></td> </tr> </table>	Wishful	thankless		Frightful	headless		Wonderful	speechless		Useful	endless		truthful	merciless		hopeful	careless		sorrowful	homeless		painful	lifeless		beautiful	fearless		successful	jobless		resentful	timeless		hateful	flawless		forgetful	meaningless		pitiful	mindless		merciful	painless	
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<p>Date:</p> <p>Autumn 1</p> <p>Week 7 – 21.10.16</p> <p>Suffix ful/full</p> <p>Autumn 2</p> <p>Week 2 – 11.11.16</p> <p>less</p>																																															



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<p>Objective:</p> <p>To spell words with the ending /zh/ sound: treasure, leisure etc.</p> <p>Date:</p> <p>Autumn 2</p> <p>Week 1 – 4.11.16 /zh/ sound</p>		<p>Word Bank:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">treasure pleasure leisure measure exposure enclosure composure visual usual casual</td> <td style="width: 50%; border: none;">television vision beige version decision confusion Asia</td> </tr> </table>	treasure pleasure leisure measure exposure enclosure composure visual usual casual	television vision beige version decision confusion Asia	
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<p>Objective:</p> <p>To spell words with the end sound /zhun/</p> <p>Date:</p> <p>Autumn 2</p> <p>Week 3 – 18.11.16 /zhun/ sound</p>	<p>If the ending sounds like /ʒən/, it is spelt as –sion. There are five ways of spelling this sound: shun ; for the word 'shun' -cian ; for words describing jobs -tion ; as a suffix linked to actions -sion ; often for emotive words and adjectives -tian ; erm.. Martian?</p>	<p>Word Bank:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Completion, destination, direction, foundation, generation invention, pollution, question</td> <td style="width: 50%; border: none;">division, invasion, confusion, decision, collision, television vision</td> </tr> </table>	Completion, destination, direction, foundation, generation invention, pollution, question	division, invasion, confusion, decision, collision, television vision	
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<p>Objective:</p> <p>To spell homophones.</p> <p>Date:</p> <p>Autumn 2</p> <p>Week 4 – 25.11.16 Homophones</p> <p>Week 5 – 2.12.16</p>	<p>It is important to put these words into a sentence when spelling them and discussing what they mean so that the children can understand which one they are spelling they are writing them down.</p>	<p>Word Bank:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">were where we're their they're there too two to be bee see sea heard herd new knew no know might mite</td> <td style="width: 33%; border: none;">rein rain reign rode road rowed by buy bye sew so sow cent scent sent you yew ewe</td> <td style="width: 33%; border: none;">cell sell made maid cereal serial dear deer main mane key quay beach beech meet meat scene seen</td> </tr> </table>	were where we're their they're there too two to be bee see sea heard herd new knew no know might mite	rein rain reign rode road rowed by buy bye sew so sow cent scent sent you yew ewe	cell sell made maid cereal serial dear deer main mane key quay beach beech meet meat scene seen
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<p>Homophones</p> <p>Week 6 – 9.12.16</p> <p>Homophones</p> <p>Week 7 – 16.12.16</p> <p>Homophones</p>		<p>right write</p> <p>morning</p> <p>mourning</p> <p>place plaice</p> <p>through threw</p> <p>great grate</p> <p>eyes ice</p>		<p>blue blew</p> <p>pane pain</p> <p>vain vein</p> <p>peace piece</p> <p>waist waste</p> <p>hair hare</p> <p>plane plain</p>			
<p>Objective: To spell words with the 'y' sound (little 'i')</p> <p>Date: Spring 1 Week 1 – 6.1.17</p>	<p>The 'y' sound here sounds like a little 'i' sound and are usually found in the middle of a word/towards the beginning.</p>	<p>Word Bank: myth, gym, Egypt, pyramid, mystery, hymn, lyric, syrup, typical, system, symptom, symbol, oxygen, crystal, crypt.</p>					
<p>Objective: To spell words with the /u/ sound spelt ou.</p> <p>Date: Spring 1 Week 2 – 13.1.17</p>	<p>The 'ou' part of these words sound like a little 'u' sound.</p>	<p>Word Bank:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">young, touch, double, trouble, country</td> <td style="width: 33%;">Couple Cousin courage Encourage Flourish</td> <td style="width: 33%;">Nourish Rough Tough Enough</td> </tr> </table>			young, touch, double, trouble, country	Couple Cousin courage Encourage Flourish	Nourish Rough Tough Enough
young, touch, double, trouble, country	Couple Cousin courage Encourage Flourish	Nourish Rough Tough Enough					
<p>Objective: To spell words with the k sound spelt ch</p> <p>Date: Spring 1 Week 3 – 20.1.17</p>	<p>The 'ch' part of these words sound like a 'k'.</p>	<p>Word Bank:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Ache anchor Chaos Chemist chorus</td> <td style="width: 33%;">Echo Monarch Orchid Scheme Stomach</td> <td style="width: 33%;">Architect Character Chemistry Cholera Orchestra Mechanic Technical Technology</td> </tr> </table>			Ache anchor Chaos Chemist chorus	Echo Monarch Orchid Scheme Stomach	Architect Character Chemistry Cholera Orchestra Mechanic Technical Technology
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<p>Objective:</p> <p>To spell words with the /ay/ sound spelt ei, eigh, ey.</p>	<p>The 'ay' sound in these words is spelt as 'ei', 'eigh' or 'ey'.</p>	<p>Word Bank:</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">Rein vein veil reign</td> <td style="border: none;">Survey Surveyor Convey Obey They Prey grey</td> <td style="border: none;">weigh sleigh eight freight weight neigh sheikh neighbour beige</td> </tr> </table>	Rein vein veil reign	Survey Surveyor Convey Obey They Prey grey	weigh sleigh eight freight weight neigh sheikh neighbour beige
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<p>Date:</p> <p>Spring 1 Week 4 – 27.1.17</p>					
<p>Objective:</p> <p>To investigate how the spelling of verbs change when we add 'ing'.</p>	<p>-Most words just add ing. -Words ending in e drop the e to add ing. -Words with a short vowel before the final letter double the final letter.</p>	<p>Word Bank:</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;"> Typical words Help- helping Ask -asking See- seeing Do- doing Spend -spending Go - going Enjoy- enjoying Lead- leading Pull -pulling Look - looking Jump - jumping Meet - meeting Say- saying Try - trying Walk -walking </td> <td style="border: none;"> Word ending with e Hope- hoping Take- taking Write- writing Drive- driving Decide- deciding Make- making Care- caring Stare- staring Hate- hating Like - liking Smile- smiling Come - coming Ride- riding Amaze- amazing Raise - raising </td> <td style="border: none;"> Short vowels Hop- hopping Run- running Shut- shutting Chat- chatting Clap- clapping Shop- shopping Plan- planning Rub- rubbing Slip- slipping Fit- fitting Tip- tipping Bet- betting Win- winning Sit - sitting Slim- slimming </td> </tr> </table>	Typical words Help- helping Ask -asking See- seeing Do- doing Spend -spending Go - going Enjoy- enjoying Lead- leading Pull -pulling Look - looking Jump - jumping Meet - meeting Say- saying Try - trying Walk -walking	Word ending with e Hope- hoping Take- taking Write- writing Drive- driving Decide- deciding Make- making Care- caring Stare- staring Hate- hating Like - liking Smile- smiling Come - coming Ride- riding Amaze- amazing Raise - raising	Short vowels Hop- hopping Run- running Shut- shutting Chat- chatting Clap- clapping Shop- shopping Plan- planning Rub- rubbing Slip- slipping Fit- fitting Tip- tipping Bet- betting Win- winning Sit - sitting Slim- slimming
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<p>Date:</p> <p>Spring 1 Week 5 – 3.2.17 Just add ing Week 6 – 10.2.17 Drop the e, add ing Week 7 – 17.2.17 Double the consonant, add ing.</p>					
<p>Objective:</p> <p>To spell words ending in -le.</p>	<p>The le spelling is much more common than el or al. Most le endings are preceded by letters which feature an ascender or descender.</p>	<p>Word Bank:</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">Ckle Chuckle Pickle Tickle Cackle Trickle Fickle</td> <td style="border: none;">Cle Uncle Article Cycle Icicle Obstacle Miracle</td> <td style="border: none;">Ble Double Trouble Bible amble Humble Tumble</td> </tr> </table>	Ckle Chuckle Pickle Tickle Cackle Trickle Fickle	Cle Uncle Article Cycle Icicle Obstacle Miracle	Ble Double Trouble Bible amble Humble Tumble
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<p>Date:</p> <p>Spring 2</p>					



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<p>Week 1 – 3.3.17 Ckle, able</p> <p>Week 2 – 10.3.17 Double letter+le, cle</p> <p>Week 3 – 17.3.17 Dle, ble</p> <p>Week 4 – 24.3.17 Ible, ple</p>		<p>Shackle heckle</p> <p>Able Table Vegetable Fable Cable Reliable Probable accountable</p> <p>Double letter+le Middle Ripple Giggle Nettle Guzzle Bottle Kettle hobble</p>	<p>Circle Particle Cubicle Bicycle</p> <p>Dle Candle Handle Needle Noodle Poodle Bundle curdle</p>	<p>Grumble Rumble</p> <p>Ible Sensible Responsible Possible Horrible Terrible Convertible Divisible flexible</p> <p>Ple Example Dimple Simple Crumple Ample Sample couple</p>
<p>Objective:</p> <p>To know how words change when –er or –est is added.</p>	<p>-Most words just add er and est. -Words ending in e drop the e and take the suffix. -Words containing a short vowel before the final consonant double the consonant. -Words ending in y change y to i to add the suffix.</p>	<p>Word Bank:</p> <p>quick quicker quickest cold colder coldest long longer longest tall taller tallest rich richer richest</p> <p>close closer closest ripe riper ripest rude ruder rudest late later latest nice nicer nicest</p>	<p>big bigger biggest hot hotter hottest thin thinner thinnest fat fatter fattest</p> <p>funny funnier funniest chilly chillier chilliest crazy crazier craziest lucky luckier luckiest happy happier happiest</p>	
<p>Date: Spring 2</p>				
<p>Week 5 – 31.3.17 Just add er/est End in e, drop the e and add the er/est.</p> <p>Week 6 – 7.4.17 Double the consonant, add er/est Swap the y for an i, add er/est</p>				



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Week 7 – Recap on any needed.		
Objective: To know rules for changing the spelling of nouns when s is added.	Notes -Most words add s . - Add es if the word ends in a hissing/buzzing/shushing (x, ch, sh, s, ss, z, zz) sound. Another way to remember this is to add es if you can hear an extra syllable when you make it plural. (The e is added to make the plural easier on the tongue, putting a buffer between too many s sounds.) - Words ending in e – just add s . - Words ending in y – add s if the final letter is preceded by a vowel. If not, change the y to i and add es	Word Bank: ashes boxes brushes bushes churches dishes glasses inches kisses sandwiches taxes watches foxes witches books desks monkeys delays days donkeys clasps pens beans ticks cups pockets schools ponds windows lips rays displays game games rope ropes shoe shoes table tables time times tune tunes army armies party parties baby babies berry berries city cities fly flies jelly jellies penny pennies puppy puppies
Date: Summer 1 Week 1 – 28.4.17 Add es Week 2 – 5.5.17 End in e, add s End in y, add ies		
Objective: To spell words with silent letter k, g, w, h, b, l	Silent b occurs after m, before t; Silent k and silent g are found before n; Silent l follows vowels a, o and ou – it produces a flat-sounding vowel; Silent w often comes before r.	Word Bank: Knuckle Knee Knit Knickers Knob Knife Knight Knock Knot Knee Know Gnomes Gnat Gnaw Gnu Gnash Gnarled Write Wrapper Wrong Wrist Wreck Wretch Wrestle Wrinkle Sword Answer Rhyme Rhubarb Wheat Whale Whine Rhino Honest Chemical Whirl Plumb Dumb Numb Bomb Tom Lamb Thumb Crumb Debt Doubt Calf Half Calm Salmon Chalk Folk Yolk Could Would Should
Objective:		Word Bank:



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<p>To spell compound words.</p> <p>Date:</p> <p>Summer 2 Week 1 – 16.6.17</p> <p>Week 2 – 23.6.17</p>	<p>Compounds are two or three whole words that combine to make one. Compounds will most often be nouns. The spelling of the base words usually remains unchanged.</p>	<p>everyone someone churchyard sideboard everybody somebody football cupboard everything something waistband breakfast</p>	<p>no-one upstairs gunpowder nobody bricklayer windmill anything playground chambermaid nowhere somewhere paintbrush deadline</p>	<p>nothing blackboard bonfire anywhere weekend dustbin anyone earthworm clockwise anybody goalkeeper grandmother</p>			
<p>Objective:</p> <p>To use apostrophes to spell shortened words.</p> <p>Date:</p> <p>Summer 2 Week 3 – 30.6.17 Week 4 – 7.7.17 Week 5 – Recap of any necessary</p>	<p>The contractions in this list are drawn from the high-frequency word lists. Apostrophes are used where two words have been joined and some letters missed out so that a contraction is formed.</p> <p>End in 'd = would/had End in 's = is/has Other: Mix 'n' match, Pick 'n' mix, Salt 'n' vinegar</p>	<p>Word Bank:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>I'd I've I'll I'm he's she's he'd she'd he'll she'll can't isn't it's doesn't</p> </td> <td style="vertical-align: top;"> <p>You're You'll You've You'd Haven't Weren't Aren't Couldn't Won't</p> </td> <td style="vertical-align: top;"> <p>We're We'll We've We'd They're They'll They've They'd There's Don't</p> </td> </tr> </table>			<p>I'd I've I'll I'm he's she's he'd she'd he'll she'll can't isn't it's doesn't</p>	<p>You're You'll You've You'd Haven't Weren't Aren't Couldn't Won't</p>	<p>We're We'll We've We'd They're They'll They've They'd There's Don't</p>
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