

## Common exception words for Years 5 & 6

accommodate	equip (-ped, -ment)	programme
accompany	especially	pronunciation
according	exaggerate	queue
achieve	excellent	recognise
aggressive	existence	recommend
amateur	explanation	restaurant
ancient	familiar	rhyme
apparent	foreign	rhythm
appreciate	forty	sacrifice
attached	frequently	secretary
available	government	shoulder
average	guarantee	signature
awkward	harass	sincere(ly)
bargain	hindrance	soldier
bruise	identity	stomach
category	immediately	sufficient
cemetery	interfere	suggest
committee	interrupt	symbol (h)
communicate	language	system
community	leisure	temperature
competition	lightning (h)	thorough
conscience	marvellous	twelfth
conscious	mischievous	variety
controversy	muscle (h)	vegetable
convenience	necessary	vehicle
correspond	neighbour	yacht
criticise (critic + ise)	nuisance	
curiosity	occupy	(h) = homophone
definite	occur	
desperate	opportunity	
determined	parliament	
develop	persuade	
dictionary	physical	
disastrous	prejudice	
embarrass	privilege	
environment	profession	

### Helpful websites:

[www.woodlands-junior.kent.sch.uk/interactive/literacy.html](http://www.woodlands-junior.kent.sch.uk/interactive/literacy.html)

[www.learninggamesforkids.com/spelling\\_games.html](http://www.learninggamesforkids.com/spelling_games.html)

[www.ictgames.com/literacy.html](http://www.ictgames.com/literacy.html)

There is strong research to show that practising spellings with handwriting can have a big impact.

The handwriting font we use at Ashton Hayes is introduced in EYFS and taught consistently and progressively through different year groups:

Foundation Stage / Year 1

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

**Year 2** Teacher assesses when children are ready to learn to join their handwriting.

**Years 3—6** children should be developing a fluent, joined style of writing.

Alongside handwriting practice, we encourage children to learn to touch type. BBC dance mat touch typing is an excellent online resource.

**As with all learning, the emphasis should be on having fun.**

**Games are often a good way to do this.**

**You could try:**

Eye Spy

Writing the word in rainbow colours

Spelling races with a family member

Wordsearches

Matching pairs

Karaoke Spelling

Ashton Hayes Primary  
School

# Spellings



At Ashton Hayes, FS & KS1 implement the 'Letters and Sounds' phonics programme.

From Year 2 to Year 6, children learn spellings from the 'No Nonsense' Spelling programme.



Some of the strategies that are used in school include:

<b>Look</b>	This is a good strategy used to learn spellings
<b>Say</b>	<b>Look:</b> at the whole word carefully, especially the tricky parts of the word.
<b>Cover</b>	<b>Say:</b> the word and the letters. Also try saying it with your eyes closed.
<b>Write</b>	<b>Cover:</b> the word up.
<b>Check</b>	<b>Write:</b> the word from memory, saying the word and letters again.
	<b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, try another strategy below.

<b>Drawing around the word to show the shape</b>	Draw around the words to show the ascenders and descenders. Look carefully at the shape of the word

<b>Pyramid words</b>	This method of learning words forces you to think of each letter separately.

<b>Segmentation strategy</b>	The splitting of a word into its different phonemes in the correct order.
	<b>In/de/pen/dent</b>

<b>Mnemonics</b>	Taking the first letter from each word in a sentence to spell a word:
	<b>I Go Home Tonight = ight</b>
	The children can also make up their own.

**An example scheme of work might include an overview...**

**Year 2 - Term 1 Homophones**

Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee, blue/blew, bear/bare, flour/ flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two)

**Year 2 - Phonics**

The sound /dj/ spelt 'ge' and 'dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.

The /s/ sound spelt 'c' before 'e', 'i' and 'y'.

The /n/ sound spelt 'kn' and (less often) 'gn' at the begin- ning of words.

**Common exception words**

/aɪ/ sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed.

**...and lesson plans, such as...**

Lesson	Year 2, block 1, lesson 25
<b>Lesson type</b>	Apply
<b>Lesson focus</b>	<b>Homophones learnt so far</b>
<b>Resources needed</b>	Supporting Resource 2.4 (image and word cards for homophones)
<b>Teaching Activity</b>	Show one of the homophone images and create a sentence around it, for example, I can <b>see</b> a dog. Pupils write the sentence, using a capital letter and full stop. Pupils then check a partner's spelling. Do this for all the homophones

Although initially, words can be learnt phonetically (or 'sounded out'), for every rule in English there is at least one word to break this rule.

The children therefore also need to learn 'Common exception words'.

This should not be seen merely as a tick list, but learning words by family groups. For example, once they have learnt 'could', this can then help them to learn **would, should, wouldn't, shouldn't**.

**Common exception words for Year 2**

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

**Common exception words for Years 3 & 4**

accident(ally)	February	possess(ion)
actual(ly)	forward(s)	possible
address	fruit	potatoes
answer	grammar	pressure
appear	group	probably
arrive	guard	promise
believe	guide	quarter
bicycle	heard(h)	question
breath	heart	recent
breathe	height	regular
build	history	reign (h)
busy/business	imagine	remember
calendar	increase	sentence
caught	important	separate
centre	interest	special
century	island	straight
certain	knowledge	strange
circle	learn	strength
complete	length	suppose
consider	library	surprise
continue	material	therefore
decide	medicine	though/although
describe	mention	thought
different	minute	through)
difficult	natural	various
disappear	naughty	weight (h)
early	notice	woman/women
earth	occasion(ally)	
eight (h)/eighth	often	
enough	opposite	(h) = homophone
exercise	ordinary	
experience	particular	
experiment	peculiar	
extreme	perhaps	
famous	popular	
favourite	position	