

-ll

-ll is only found after one vowel

will
ball
pull
still
call
called
small

-ff

-ff is only found after one vowel

off
cuff
staff
sniff
stuff
stiff

-ss

-ss is only found after one vowel

toss
pass
boss
kiss
fuss
cross
grass

a-e

The vowel e makes the medial vowel say its name

take
name
same
made
make
place
change

i-e

The vowel e makes the medial vowel say its name

time
hide
while
white
write
smile
inside

o-e

The vowel e makes the medial vowel say its name

bone
joke
note
stone
alone
those
whole
clothes

u-e

The vowel e makes the medial vowel say its name

tube
cute
huge
use
used
pure
sure

ch

ch is found at the beginning or after a consonant
Exceptions include:-

such
much
rich

watch
switch
children

sh

push
shop
shut
shape
shine
fish
crash
smash

th

voiced
think
both
three
through

unvoiced
than
their
them
that
there
these

st

stop
just
last
must
first
still
sister
stopped
started

-ve

No English word ends in v. They end in -ve

live
give
have
love
above

be-

be
being
below
begin
began
before
because
between

wh-

wh- comes at the beginning of a word that asks a question

what
when
who
why
where

a(o)

o spelt a
when pre-
ceded by w

was
want
what
watch

walk
walking
walked
talk

o(u)

(u) spelt o

love
some
Monday
above
money
mother
brother
coming
another
something
sometimes

a-

across
about
after
again
around
another
along

al-
almost
also
always

ow(snow)

own
show
know
slow
grow
window

ow(cow)
how
down
now
flower

ew(stew)

new
few
grew
chew
flew
knew
jewel

ir (bird)

girl
firm
first
shirt
skirt
dirty
third
birthday

ea(tea)

eat
leaf
leave
near
gear

ea(e)
head
bread

aer (er)
earth
heard

or

or
for
more
sport
forget
morning
important

or(er)
word
work
world

ough(or)

ought
bought
fought
thought
brought

ould(ud)
oh you lonely
duck!
could
would
should

igh(i)

eyes,guts,
hips,toes

high
light
might
right
night
fight
bright
slight

ou(ow)

out
our
loud
shout
found
round
sound
about
outside
house
without

er

her
under
ever
every
father
never
sister
brother
number
together
different

ar

car
park
start
mark
dark
garden
shark
carpet
target
market

ur(er)

turn
turned
church
burst
further
Thursday
return
Saturday

same
double
consonant

better
follow
happy
stopped
swimming
balloon
puppy
sudden
happen

different
double
consonants

jumped
number
sister
under
until
window
didn't
asked
often

v/c
open syllable

lady
baby
over
open
paper
woken
label
tulip
broken

multisyllabic

dif fer ent
sec ond
an im als
sud den ly
to get her
re mem ber
in ter est
yes ter day
im port ant

odds and
ends

any
many

open
only
does
goes
tries
don't
can't
didn't
I'm

last few are

eyes

friends

half

told

upon

young



across



along



began



both



above



animals



asked



baby



don't



gone



I'm



inside



better



birthday



didn't



first



lady



much



never



paper



great



happy



Mother



other



second



still



such



think



right



sister



swimming



today



told



until



upon



woke



white



word



year



turn



any



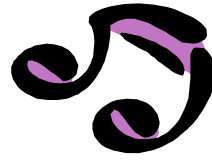
before



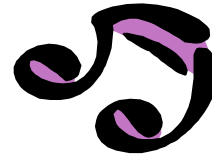
children



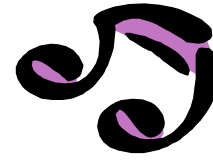
being



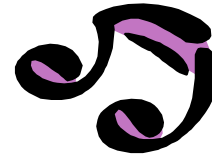
always



balloon



between



change



coming



earth



garden



jumped



different



Father



goes



head



light



money



number



round



important



know



might



opened



small



something



stopped



together



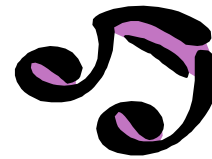
outside



show



suddenly



those



under



where



window



work



walk



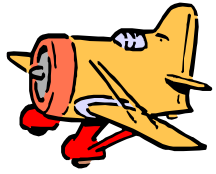
why



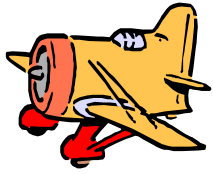
write



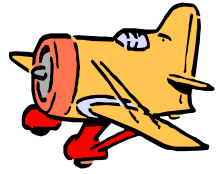
morning



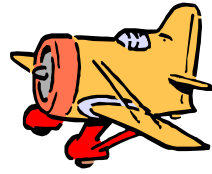
also



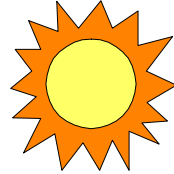
around



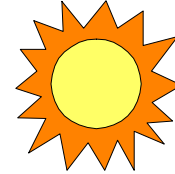
below



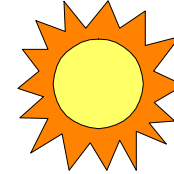
can't



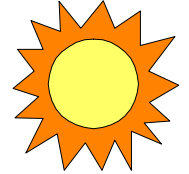
almost



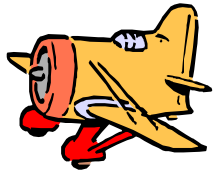
follow



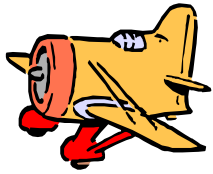
sound



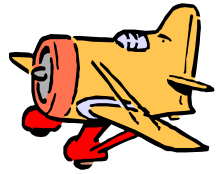
while



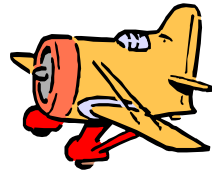
does



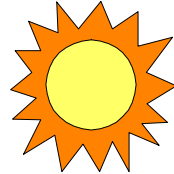
every



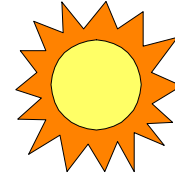
found



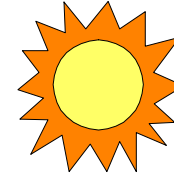
half



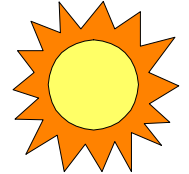
brought



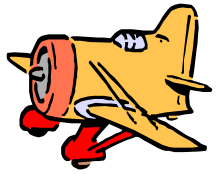
friends



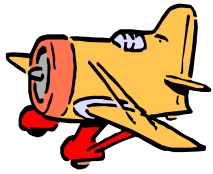
through



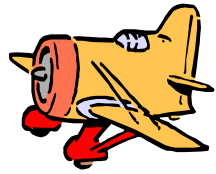
whole



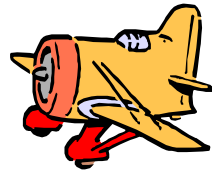
knew



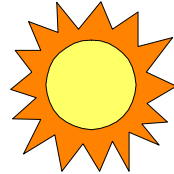
leave



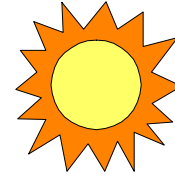
near



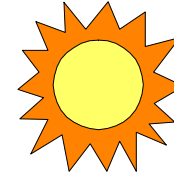
only



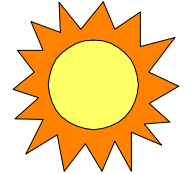
clothes



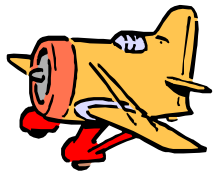
heard



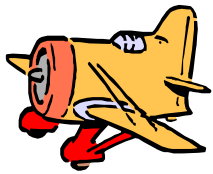
tries



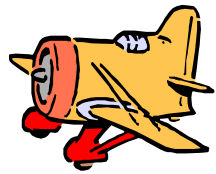
without



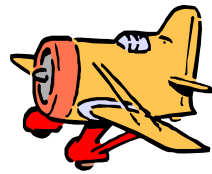
own



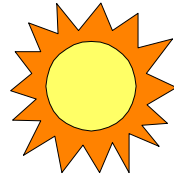
sometimes



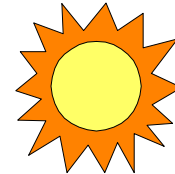
started



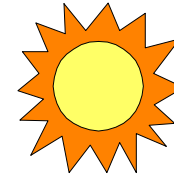
sure



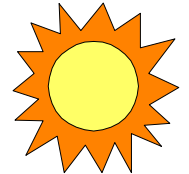
during



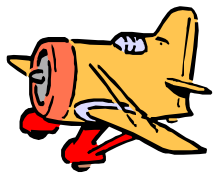
high



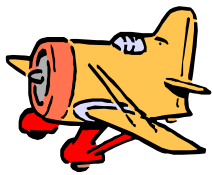
turned



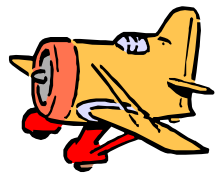
young



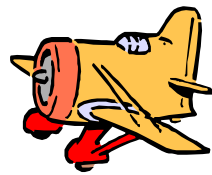
thought



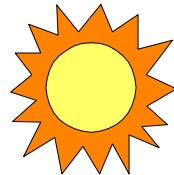
used



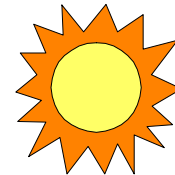
watch



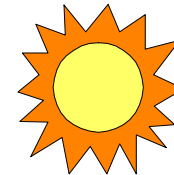
world



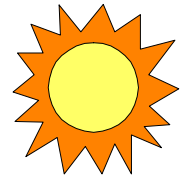
eyes



place



walked



walking

asked	began	being
brought	can't	change
coming	didn't	does
don't	found	goes
gone	heard	I'm
jumped	knew	know
leave	might	opened
show	started	stopped

think	thought	told
tries	turned	used
walked	walking	watch
write	woken	almost
always	any	before
better	during	every
first	half	morning
much	never	number

often	only	sometimes
still	suddenly	today
until	upon	while
year	young	above
across	along	also
around	second	below
between	both	different
following	high	inside

near	other	outside
place	right	round
such	through	together
under	where	without
baby	balloon	birthday
brother	children	clothes
garden	great	happy
head	heard	something

Medium Frequency words to be taught through Years 4 and 5

	Read	Spell
asked		
began		
being		
brought		
can't		
change		
coming		
didn't		
does		
don't		
found		
goes		
gone		
heard		
I'm		
jumped		
knew		
know		
leave		
might		
opened		
show		
started		
stopped		

	Read	Spell
think		
thought		
told		
tries		
turned		
used		
walked		
watch		
write		
woken		
almost		
always		
any		
before		
better		
during		
every		
first		
half		
morning		
much		
never		
number		
often		

	Read	Spell
only		
second		
sometimes		
still		
suddenly		
today		
until		
upon		
while		
year		
young		
above		
across		
along		
also		
around		
below		
between		
both		
different		
following		
high		
inside		
near		

	Read	Spell
other		
outside		
place		
right		
round		
such		
through		
together		
under		
where		
without		
baby		
balloon		
birthday		
brother		
children		
clothes		
garden		
great		
happy		
head		
something		
sure		
swimming		

	Read	Spell
those		
word		
work		
world		
earth		
eyes		
father		
friends		
important		
lady		
light		
money		
own		
paper		
mother		
small		
sound		
white		
whole		
why		
window		

Reinforcement sheets for medium frequency words for Y4/Y5

“Teachers should expect many Y4 pupils to have little or no difficulty in reading most of the words. However there may be difficulties in being able to spell them accurately. Many of these words do not follow a regular pattern and others are easily confused..... There are many ways in which these words can be investigated and learned e.g. through grouping them by meanings, common spelling patterns, sound patterns, locating them in dictionaries and other texts, creating mnemonics, inventing and playing word games, proof reading and checking them in independent writing.” National Literacy Initiative 1998

Sheet 1

Introduction and contents

Sheets 2/3/4

Spelling programme : All the words suggested in the Literacy initiative are listed in one of the 34 lists of words - approximately one for each week of the school year. The words in *italics* are those from Y1/2 word lists. Those in **bold** are from Y4/5 word lists. Above some of the lists are short hints to assist learning. The weekly lists are purposely short, but intended to be learnt daily in order to achieve a high level of automaticity. Testing spellings once a week is unlikely to improve overall spelling performance although most pupils will achieve a high accuracy score, but testing daily - by the parent/helper/teacher, and then target marking for those words will improve spelling ability in written work generally.

Sheets 5/6/7

Frequency sheets to be enlarged form A5 to A4 and given to pupils to learn or monitor their competence. Useful as checking sheets and reading practise. Grouped in twenty words of gradual increasing difficulty.

Sheets 8/9/10

All words listed on Y4/5 initiative to be enlarged to A4 and then used for keying words/flash cards/word tins etc. These words are also useful for playing games to improve recall or for association words with the word on one side and a pictorial or written clue on the other. The words are approximately term order so Sheet 8-Y4 term 1 and term 2 : Sheet 9 - Y4 term 3 and Y5 Term 1 : Sheet 10 - y5 term 2 plus blanks to use for other words occurring in reading material.

Sheet 11

Checksheet for all words listed on Y4/Y5 initiative with space for monitoring progress in both reading and spelling.

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