

Fast Forward Spelling

A Catch Up Intervention
Programme for Year 6



Introduction

Fast Forward Spelling has been developed to prepare pupils for the higher expectations in the current National Curriculum and to support them to achieve successfully in both papers of the Grammar, Punctuation and Spelling test at the end of Year 6. This intervention has been designed to address gaps in learning. It is not intended to take the place of whole class teaching or to support children who have identified special needs.

Fast Forward Spelling is a twelve week programme with daily sessions planned for each week. It focuses on:

- Spelling rules and conventions
- Teaching approaches
- Independent practice

Within an intervention programme, it is not possible to cover the entire list of spelling domains and it is expected that this programme will run in addition to the whole class teaching of spelling and will augment the teaching of spelling patterns in previous year groups. The spelling patterns used in this programme have been selected after careful analysis of commonly occurring domains over the previous few years. It will become clear that the teaching of prefixes, suffixes and word endings are a large proportion of the spellings which are tested. It is strongly recommended that teachers across the school spend time investigating prefixes and suffixes as part of their normal classroom spelling sessions.

Each session lasts for approximately twenty minutes and follows the sequence:
Teach, Practice, Independent, Apply, Assess.

Assessments

Assessments, including some questions which are similar to those found in the Y6 Grammar, Punctuation and Spelling test, are included for use at the end of each week. It is recommended that assessments should be ongoing and used as a basis to identify further support in specific areas if necessary.

Resources

A CD which includes resources and activities to support the implementation of the programme is included in the pack. All the resources that are required are listed in each daily plan to assist in preparation for the programme. Where practical, words used have been taken from, or derived from, the current Year 3/4 and Year 5/6 word lists. Additional resources have been provided to support the teaching of prefixes and suffixes which teachers may use at their discretion.

All resources are editable and may be amended to suit the needs of the children in the group. It is expected that individual whiteboards and pens will be available for all sessions. It is recommended that each child has a personal spelling journal, in which to record new learning and spelling patterns throughout the programme.

Appendices

A glossary and the International Phonetic Alphabet with examples from the statutory word lists are also included for reference.

Introduction

Organisation of the programme

Target Group

The target group should include pupils in Year 5 and 6 who are not on track to achieve at the expected level at the end of the Y6 Grammar, Punctuation and Spelling Test. There should ideally be no more than six in a group.

Length and Frequency

The programme contains five 20 minute sessions each week for 12 weeks. These sessions should be in addition to the English and Spelling sessions that the child is already receiving. This is an additional intervention and does not take the place of good Quality First Teaching.

Assessment

Pupils will be assessed at the end of each week. This will help identify whether the objective for that week has been thoroughly understood. These assessments will provide additional information alongside internal teacher assessments.

Adults

This programme can be delivered by teachers or teaching assistants.

Location

Ideally there will be a separate area where the children can work with the teacher or teaching assistant away from the rest of the class. However, it can work effectively in the classroom as a group activity. It is not specifically designed for whole class teaching.

Overview of the programme:

Week 1	A practical introduction to general morphology and etymology
Week 2	Adding suffixes beginning with vowel letters to words of more than one syllable.
Week 3	The /ʌ/ sound spelt ou
Week 4	The suffix -ly
Week 5	The suffix -ous
Week 6	Endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
Week 7	Words with the /s/ sound spelt sc
Week 8	Words ending in -ant, -ance, -ancy, -ent, -ence, -ency
Week 9	Words ending in -able and -ible words ending in -ably and -ibly
Week 10	Words containing the letter string ough
Week 11	Words with 'silent' letters
Week 12	Homophones, near homophones and other words that are often confused.

Acknowledgments

Fast Forward Spelling has been developed to meet the requirements of the 2014 National Curriculum by:

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In the compiling of this programme, reference has been made to the National Curriculum (2014), GPS papers and sample papers.

Week One

Morphology and Etymology

Session 1

Objective

To consider the importance of morphology in spelling and to consider the regularity and frequency of multi-morphemic words in the English language.

Teach

Ask the children to define the terms prefix, suffix and root word (or root). Using Resource 1a, explain that words can be made up of one or more morphemes, morphemes being the smallest unit of meaning in a word.

Morphology

This is the study of words and includes knowledge about:

- roots and root words
- prefixes and suffixes



Point out words which have just one morpheme (i.e. a word which can stand alone and makes sense by itself), words with 2 morphemes and words with more than 2. These are known as multi-morphemic words.

Using a copy of Resource 1b per pair of children, ask them to highlight all the words they can find which have more than one morpheme.



Multi-morphemic words:	
impossibility	im + pos + sibil + ity
tourist	tour + ist
spotting	spot + ing
shooting	shoot + ing
stars	s + tars
pieces	piec + es
Earth's	Ear + th + 's
burning	burn + ing
called	call + ed
moves	mov + es
leaves	leav + es
nights	nigh + ts
meteors	met + eor + s
times	tim + es
happens	happ + en + s

Point out that the letter 's' on the end of a word changes the word by making it into a plural, and is therefore a morpheme.

Point out that the apostrophe on the word 'Earth' changes the word to show possession and is therefore a morpheme.

Week One

Notes

N.B. The National Curriculum refers to both suffixes and endings which is confusing and the examples given for different domains are a mixture of both. If an ending is added to a root word and this changes its word class or tense, it is a suffix, e.g. differ+ent. The suffix will have a regular consistent meaning and spelling and there will be a connection in meaning between the root word differ and the word different. The root word 'differ' is a single morpheme that has meaning by itself whereas the suffix 'ent' only has meaning when attached to another morpheme.

However, if the whole word is a single morpheme that has meaning by itself, e.g. recent, the 'ent' part is not a suffix.

NC Guidance states that:

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes is also known.

If children are to fully understand the English alphabetic code, it is crucial that they have a secure grasp of morphology and how words are built up from morphemes. This is a significant part of the national curriculum and of the English language.

N.B. Strictly speaking, the suffixes in 'shun' words are -ion and -ian.

Clues about whether to put t, s, ss, or c before these suffixes often comes from the last letter or letters of the root word.

Terminology

Suffix, root word, ending, morpheme, morphology, multi-morphemic.

Resources

Resource 1a: Morphology; Resource 1b: Shooting Stars text.

Session 2

Objective

To explore roots, prefixes and suffixes, including morphology and etymology.

Practice

Display Resource 1c Word building and explain to the children how words can be split into parts of roots (or root words), prefixes and suffixes.

The first example given is the Latin root 'rupt' (from the Latin *rumpere* meaning to break). Explain that the root and its affixes may be broken into parts which will always be spelt the same, e.g. interruption. If children can grasp this concept, it will help with spelling many other words:

interruption

Every word in this word family will have **rupt** at its root which will never change its spelling. Show the children examples and then challenge them to use their knowledge of prefixes and suffixes to create new words.

More examples are on the slide.

Resource 1c **A structured approach to word building**

interrupt
Root: **rupt** (from the Latin *rumpere* meaning to break apart)

Here are some words which have **rupt** as the root. Using your knowledge of prefixes and suffixes, can you think of any more examples?
Remember that the spelling of the root will **not** change.

interrupt	interrupt	erupt	erupts
interrupted	disrupt	corrupt	erupted
interrupts	disruptiveness	corruptible	eruption
interruptible	disruptive	corrupts	eruptive
uninterrupted	disrupts	corrupted	corrupting
	undisrupted	corruptly	

N.B. Adjustments may be needed to the spelling of the root when adding a suffix, such as y to i before adding the suffix, and also to the spelling of a suffix when a second suffix is added, such as visible + ity = visibility.
View slides 2 and 3 and discuss.

Notes

In order to give children plenty of practice in word building, further examples are included which may be used as required.

Resources

Resource 1c
Word building

Week One

1. What does the root **dict** mean in the word family below?

dictionary	dictator	prediction	dictation
Tick one			
writing or drawing	<input type="checkbox"/>		
to speak	<input type="checkbox"/>		
by yourself	<input type="checkbox"/>		
bright and colourful	<input type="checkbox"/>		

2. What does the word **vis** mean in the word family below?

invisible	envisage	visualise	television
Tick one			
carry	<input type="checkbox"/>		
hold	<input type="checkbox"/>		
see	<input type="checkbox"/>		
hear	<input type="checkbox"/>		

3. Draw a line to match each prefix to the correct word so that it makes a new word.

Prefix
mis
im
re
it
un

Word
legible
kind
move
taken
possible

4. Complete the table below by adding a **suffix** to each noun to make an adjective.

Noun	Adjective
care	
mystery	
athlete	
danger	
artist	

5. Complete the sentence below with a **noun** formed from the verb persuade.

I had to use all my skills of _____ get my mum to agree.

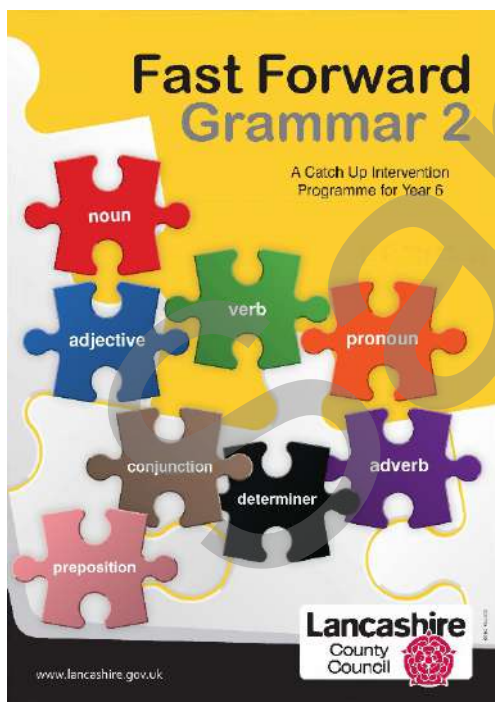
6. Add a suffix to the word in the box to complete the sentence.

Children in our school are encouraged to be _____
(truth)

To order a copy of Fast Forward Spelling please visit
www.lancashire.gov.uk/lpds search for PBL205 under publications
Only £60.00

The book has an accompanying cd that includes resources and
activities to support the programme.

The hardcopy book and cd will be posted by recorded delivery.



Also available

Fast Forward Grammar 2

A Catch up Intervention Programme for Year 6

Fast Forward Grammar 2 replaces the original Fast Forward Grammar 1 publication developed by a group of leading teachers. It has been developed to prepare pupils for the higher expectations in the revised National Curriculum and to support them to achieve successfully in the Grammar and Punctuation test at the end of Year 6.

This resource is a fourteen week programme of three sessions per week focusing upon sentence structure, word classes and grammatical terminology.

Search PBL607