Fast Forward Spelling

A Catch Up Intervention Programme for Year 6

www.lancashire.gov.uk/lpds
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.
**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.

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.

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.
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.

**Notes**

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

**Resources**
- Resource 1a: Morphology; Resource 1b: Shooting Stars text.
## Session 2

<table>
<thead>
<tr>
<th>Objective</th>
<th>To explore roots, prefixes and suffixes, including morphology and etymology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>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: <strong>inter</strong>rupt <strong>tion</strong>. Every word in this word family will have <strong>rupt</strong> 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.</td>
</tr>
<tr>
<td>Notes</td>
<td>In order to give children plenty of practice in word building, further examples are included which may be used as required.</td>
</tr>
<tr>
<td>Resources</td>
<td>Resource 1c Word building</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>dictionary</th>
<th>dictator</th>
<th>prediction</th>
<th>dictation</th>
</tr>
</thead>
</table>

Tick one

- writing or drawing
- to speak
- by yourself
- bright and colourful

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

<table>
<thead>
<tr>
<th>invisible</th>
<th>envisage</th>
<th>visualise</th>
<th>television</th>
</tr>
</thead>
</table>

Tick one

- carry
- hold
- see
- hear

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>mis</td>
<td>legible</td>
</tr>
<tr>
<td>im</td>
<td>kind</td>
</tr>
<tr>
<td>re</td>
<td>move</td>
</tr>
<tr>
<td>it</td>
<td>taken</td>
</tr>
<tr>
<td>un</td>
<td>possible</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>care</td>
<td></td>
</tr>
<tr>
<td>mystery</td>
<td></td>
</tr>
<tr>
<td>athlete</td>
<td></td>
</tr>
<tr>
<td>danger</td>
<td></td>
</tr>
<tr>
<td>artist</td>
<td></td>
</tr>
</tbody>
</table>

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.
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