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## Finding your way around the curriculum pack

The pack is broken down into 12 key aspects of spelling as set out in the Writing transcription statutory requirements for Year 1 and Year 2 (2014 National Curriculum). Each section is supported by a variety of teaching suggestions and related resources. Where specific examples are taken from the English appendix 1 these are referenced within each section. Many of the strategies and games outlined within this pack can easily be used or adapted to cover different letter strings, phonemes or rules contained with the English appendix 1. The pack can be used as a structured sequence of lessons or as a collection of ideas and resources for the teacher to dip into as and when appropriate.

Each section has focused core activities which are expanded into **5 teaching elements**:

- **Setting the context** – why is this useful?
- **Quick 'n' easy** – for those times when you only have a few minutes
- **Time for more?** – if you have 15 minutes or more
- **How are you doing?** – assessment opportunities
- **Taking it home** – home-learning opportunities

We've included links to each separate resource included in this pack so that you can access the resources directly on [www.teachitprimary.co.uk](http://www.teachitprimary.co.uk). We've also included the file number for each original resource – just pop this into Teachit Primary's search engine. Lots of the resources in this pack are Word documents, but we've also included links to interactive activities. Please log in first in order to access any of these resources on Teachit Primary.

We hope you enjoy using this pack. If you have any questions, please get in touch: email [support@teachitprimary.co.uk](mailto:support@teachitprimary.co.uk) or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members – you can do this by adding a comment on the [Creative approaches – Spelling KS1](#) page on Teachit Primary (please log in to access this).

## Curriculum coverage and mapping

Activities in this teaching pack meet the following requirements in the 2014 National Curriculum. For the purposes of referencing within the pack the strands have been numbered.

### Year 1: Writing – transcription. Spelling

#### *Statutory requirements*

Pupils should be taught to:

1. spell:
  - a. words containing each of the 40+ phonemes already taught
  - b. common exception words
  - c. the days of the week
2. name the letters of the alphabet:
  - a. naming the letters of the alphabet in order
  - b. using letter names to distinguish between alternative spellings of the same sound
3. add prefixes and suffixes:
  - a. using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - b. using the prefix un–
  - c. using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
4. apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
5. write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

## Year 2: Writing transcription – spelling

### Statutory requirements

Pupils should be taught to:

6. spell by:
  - a. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - b. learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - c. learning to spell common exception words
  - d. learning to spell more words with contracted forms
  - e. learning the possessive apostrophe (singular) [for example, the girl's book]
  - f. distinguishing between homophones and near-homophones
7. add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
8. apply spelling rules and guidance, as listed in [English Appendix 1](#)
9. write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Statutory requirements as set out above; where they are addressed in the pack:

	Statutory guidance as numbered above								
	1	2	3	4	5	6	7	8	9
<b>Section 1:</b> Words we use a lot	■	■				■			
<b>Section 2:</b> Recognizing and matching graphemes and phonemes				■					
<b>Section 3:</b> Recognizing, matching and blending digraphs and graphemes				■		■			
<b>Section 4:</b> Linking words and definitions				■					
<b>Section 5:</b> Compound words				■					
<b>Section 6:</b> Chunking words by number of syllables				■		■	■	■	
<b>Section 7:</b> Reinforcing high frequency word knowledge						■		■	■
<b>Section 8:</b> Plurals of words including those ending in y			■					■	
<b>Section 9:</b> Recognizing common homophones						■		■	■
<b>Section 10:</b> Spelling words ending with /dz/ sound								■	
<b>Section 11:</b> words beginning with silent letters								■	
<b>Section 12:</b> Apostrophes – possessive and contractions						■			

**Section 8: Plurals of words including those ending in y** (Statutory requirements covered: 3a & 8 – Adding -es to nouns and verb ending in -y)

**Purpose:** to develop children's knowledge and understanding of regular -s and -es plurals. To work out and remember a rule or generalisation for plurals of words ending with Y.

**Core activity:** *Making plurals – discriminating when to add s or es.*

*Why is this useful?*

- Most plurals are made by adding -s or -es to words (this applies for the plural of nouns and the third person singular of verbs. For example, *book – books, match – matches, run – runs, talk – talks, go – goes*). Some plurals are irregular: for example, *sheep – sheep, foot – feet, mouse – mice, child – children*. Because children meet some of these irregular plurals in their early language experiences, they can be confused and may add -s or -es to words like *sheep, man* and *mouse* in their speech and later in their writing. This activity focuses only on the -s and -es endings, but you may wish to develop it for higher ability children to include irregular plurals, and you may, in any case, address any misconceptions for all children if irregular plurals are mentioned. You may wish to keep the following in mind:
  - words in which the singular and plural are the same, e.g. *cod, sheep*
  - irregular plurals such as: *men, mice* and *feet*
  - words which are always plural, e.g. *trousers, binoculars*

*Quick and easy*

- Begin with some oral work related to pictures, [Resource 23466: One dog, two dogs – plurals picture cards](#) provides some simple images to demonstrate singular and plural, or use real objects from the class room such as pens, pencils, tables and boxes. For example show the children one dog etc. and then pictures of two or more. Ask them to say what they can see: a dog, two dogs; a witch, two witches; a bus, two buses.
- Next, do the same by simply naming something and asking children how they would say the name if there were two or more. You could even make up some names for fictitious creatures or using characters from popular stories such as the *The Gruffalo* or the *The Twits*.

*Time for more*

- Explain that when we talk about more than one of something, an object or an action, we refer to it as *the plural*. Look at some collections of objects from around the classroom: pens, pencils, counters etc. or use photographs of objects ensuring that the examples you select only require the suffix *s* to make them plurals. Ask children to suggest how you might write the plural. Always get the children to say the word aloud and emphasise the phonemes by segmenting and blending.

## Plurals of words including those ending in y

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- Next, introduce some of the pictures which add *-es* in the plural, for example fishes, brushes, boxes, torches. Each time you show one, write the word and the plural on the board. Ask the children what they notice. Can they see that *-es* is added when the plural is sounded in a different way? For example, when we sound the word with *uz* or *iz* at the end as in *busuz* (buses) and *matchiz* (matches). This creates an extra syllable or beat. What else do the children notice about the singular versions of these words with the extra beat when plurals? Point out the endings *ch*, *sh*, *ss* and *x* as common to all these words.
- Try some words which have not appeared so far and ask children to work in pairs to write plurals for: *hatch*, *bush*, *dish*, *ditch*, *cup*, *shed*, *sock*, *wish*, *kiss*. [Resource 23481: Adding 'es' or just plain 's'](#) gives a simple interactive sorting activity which can be used independently.
- Can they see a pattern? Challenge children to work in small groups to work out a rule or generalisation and ask them to explain what they have found to the rest of the class. For children who grasp the rule quickly, ask them to look for other examples of plurals which do not end with *s* or *es*. Start them off by asking them to find plurals for: *child*, *man*, *tooth*, *goose*, *woman*, *mouse*, *louse*, *ox*, *foot*, *sheep*.

### *How are you doing?*

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- Dictate the following 'silly' passage to see if the children can independently apply the rule:

*Two dogs found two bones. Two cats tried on two hats. Two foxes hid in two boxes. Two dishes for two fishes. Two brushes for two witches.*

For those children requiring additional support, provide the children with the singular of the nouns included in the passage.

### *Taking it home*

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- Set a plurals hunt challenge in which children and parents/carers look for plurals in their home readers, books and comics, adverts or anywhere else they can spot them. Differentiate with regard to the number you require the children to find and set a bonus challenge of finding any that don't end with *s* or *es*.

***Core activity: Making plurals with y – establishing a rule for words ending with y.***

### *Why is this useful?*

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- When people talk about spelling rules they often refer to *i* before *e* except after *c*, which is not a particularly good rule as it has so many exceptions. However, the rule for turning singular nouns ending in *y* into plurals is much more reliable and has hardly any exceptions (the plural of *money* is *monies*, but have you ever used the word *monies*?).

### Quick and easy

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- Take a selection of words ending in *y*. Challenge the children to sort the words into two groups: monkeys (where the words has *s* added to make it plural) and babies (where the *y* is dropped and *ie* is added to make the plural). [Resource 23480: Words ending in 'y' – picture cards](#) can be sorted into hoops.
- Ask the children if they can spot any similarities between the words that were *babies* and begin to establish a rule.

### Time for more

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- Look at a selection of nouns which end with *y*, for example:

*baby, lady, boy, daisy, toy, key, monkey, party, story, body*

Ask children to suggest what the plural of each should be and to answer orally. Next ask them to suggest how the plurals should be spelled by recording their suggestions on their individual whiteboards. Look to examine if the children are just adding *s* or trying to add *-es* or *-ies* in some cases. The answers should be:

*babies, ladies, boys, daisies, toys, keys, monkeys, parties, stories, bodies*

- One of the best ways of enabling children to understand this rule is to challenge them to work it out for themselves in discussion with partners or groups. Provide groups with words that end in *y* and ask them to work out the plurals rule. This can be done on a computer where spellchecker will show them if they are correct. Direct them to the letter preceding the *y* if they are struggling to establish the following: that words which have a vowel (*a, e, i, o* or *u*) before the *y* simply add an *s* for the plural, while words which have a consonant before the final *y* drop the *y* and replace it with *-ies*.
- Ask each group to work out a rule and to make a poster to present to the class explaining the rule and giving examples.

### How are you doing?

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- Use a selection of words that follow the rules for adding *s*, *es* and *ies* to a whole selection of words. This can be down an s a simple dictation or as a quiz. [Resource 23482: Plurals the rules](#) is an easy interactive that can be used as a class or independently.

### Taking it home

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- Ask children to teach the rule to their parents/carers to see if they can improve it. Encourage children to bring their revised rules to school to discuss.



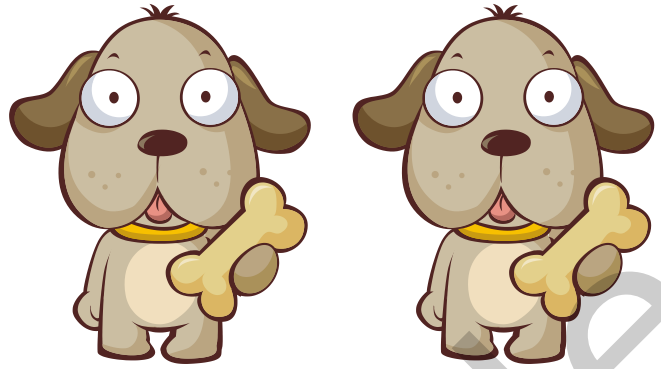
## Resources contained within Section 8

23466: One dog, two dogs – plurals picture cards .....	92
23481: Adding 'es' or just plain 's' .....	95
23480: Words ending in 'y' – picture cards .....	96
23482: Plurals the rules .....	100

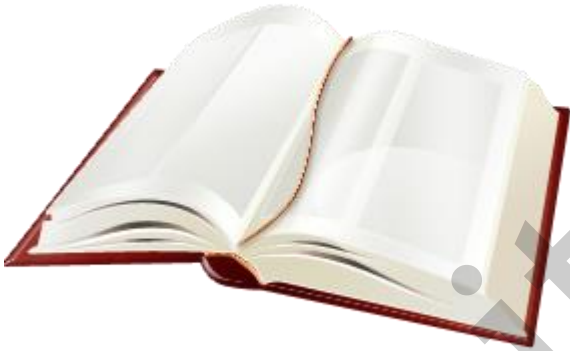
Teachit sample



one dog



two dogs



one book



two books



one bus



two buses



one witch



two witches



one watch



two watches



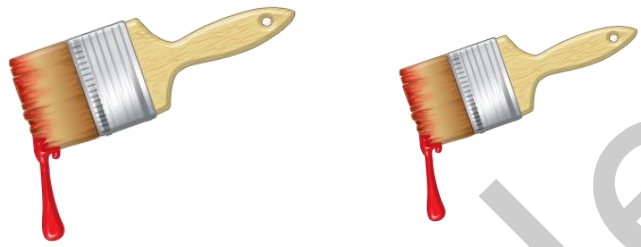
one glass



two glasses



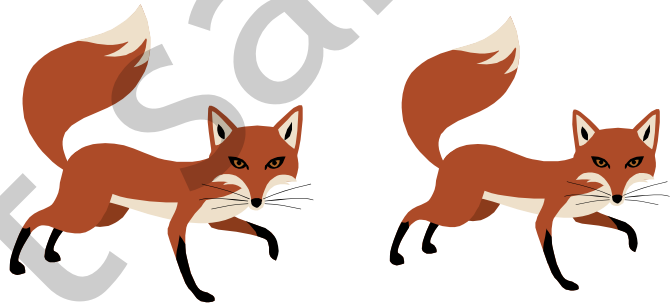
one brush



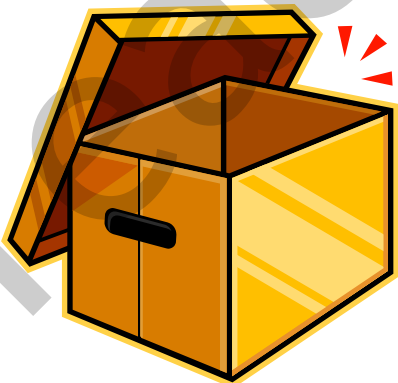
two brushes



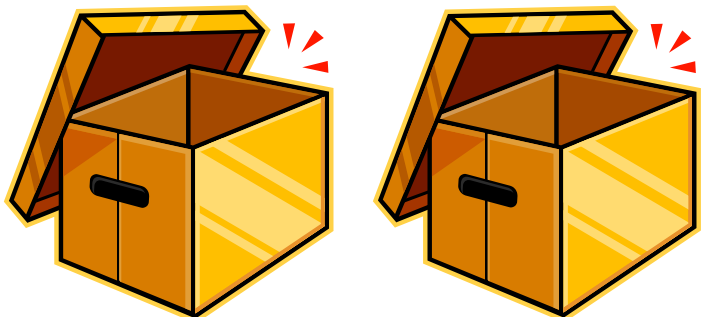
one fox



two foxes



one box



two boxes



To access this resource please **log in** to the [Teachit Primary website](https://www.teachitprimary.co.uk) and type **23481** into the search bar.

## Adding 'es' or just plain 's'?

Click and drag each word to show which ending it has as a plural.  
Double click each word title to see if you were correct.

**es**

match

foxes

brush

box

ditches

hiss

**s**

book

girls

run

talks

Can you think of a rule when deciding whether to add 'es' or just 's'?

teachitprimary.co.uk

Save
Help



fly



berry



lorry



boy



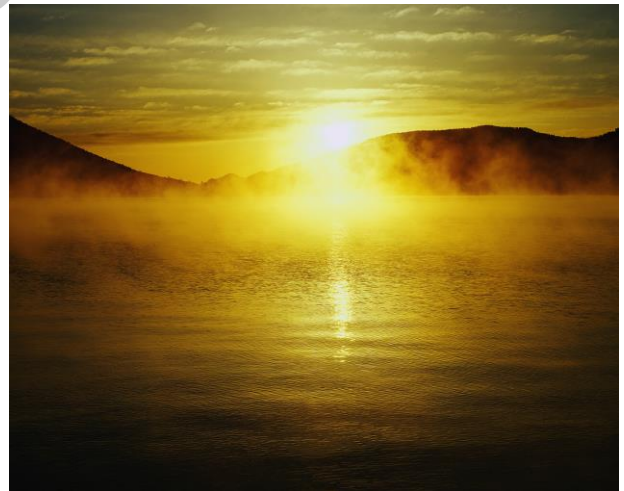
lolly



toy



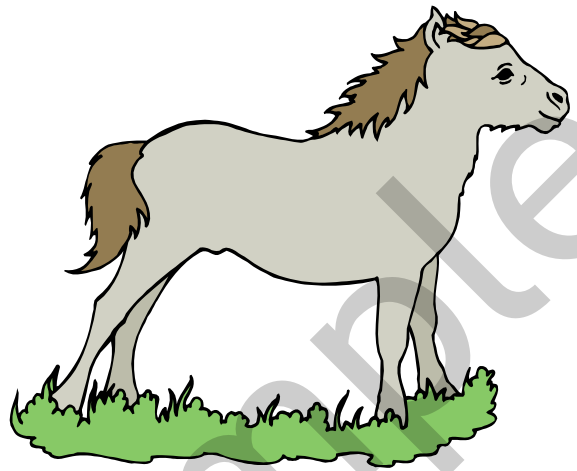
sky



day



nappy



pony

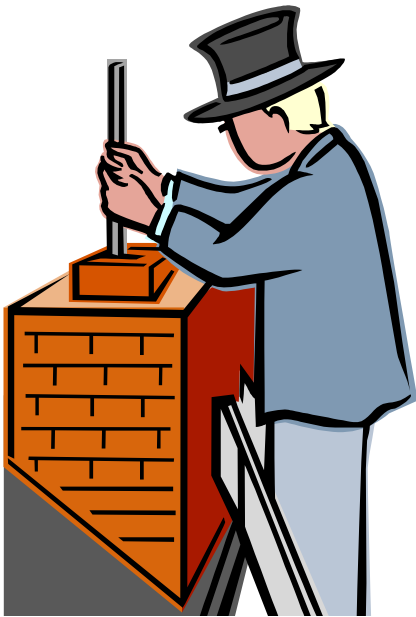


poppy



way





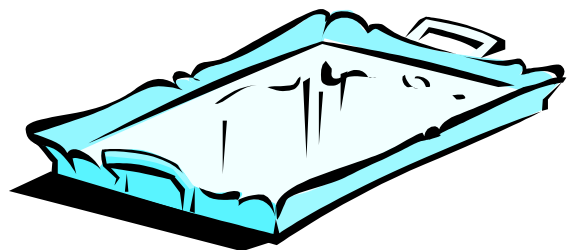
chimney



turkey



penny



tray



To access this resource please **log in** to the [Teachit Primary website](#) and type **23482** into the search bar.

Decide which ending is needed when the words are written as plurals

	s	es	drop y add ies
catch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
baby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
journey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mash	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
box	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lolly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
watch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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