

**Spelling Patterns Autumn A Miss McLeod's Set**

	<b><u>Spelling Pattern</u></b>	<b><u>Examples of words with this spelling pattern</u></b>
<b>Week 1</b>	n/a	n/a
<b>Week 2</b>	Revision and consolidation of adding 'es' for a plural.  Revision and consolidation of the suffix-est to adjectives.	foxes dishes churches glasses  greenest coldest softest longest
<b>Week 3</b>	Revision and consolidation of /wh/ and /ph/.	when where wheel while  graph dolphin phonics alphabet
<b>Week 4</b>	Revision and consolidation of adding the endings -ing, -ed and -er to verbs where no change is needed to the root word.	hunting hunted hunter buzzing buzzed buzzer jumping jumped jumper cracker
<b>Week 5</b>	Revision and consolidation of the sound spelt n before g 'ng'  Revision and consolidation of the sound spelt n before k 'nk'	bank think honk sunk wink bunk sing string hang long
<b>Week 6</b>	Revision and consolidation of the sound /ch/ spelt 'ch'  Revision and consolidation of the sound /ch/ spelt '-tch'	chip chick catch fetch kitchen notch hutch rich much such
<b>Week 7</b>	Revision and consolidation of the /v/ sound at the end of words spelt with 've  <b>Assessment Week</b>	van vet visit have live give love glove above nerve

The children will continue to work on the common exception words for Year 1 and Year 2 both within the spelling set and within their individual classes.

Where appropriate some children will work on personalised spelling targets. These targets have been identified through previous assessment.