

Common Exception Words 2

Spelling Book



Please bring this book to school on
_____ for your spelling test!

This is your Home Spelling Log Book and it is changing a bit for the next few weeks!

Exception words are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way.

English has a complex spelling system in which the same letter (or letters) can be used to represent different sounds and the same sound can be represented by different letters.

As children learn to read within a structured phonics method all the different phoneme (spoken unit of sound) and grapheme (the written symbol that represents a sound) correspondences are explained to them in our Letters and Sounds lessons. **The new 2014 English curriculum has set out the various spelling rules (and exception words) that need to be learnt by children in each year of their primary education.**

For example: In Year 1, children learn that the 's' sound after a short vowel is usually represented by 'ss', however 'bus' is an exception to this.

and

By Year 2, the children learn that the word 'sugar' is an exception word because it starts with an 's' but is pronounced 'sh'.

At the back of this booklet (as on previous booklets!) is the full list of the exception words that children should know how to read and spell by the end of Key Stage 1.

There is also a Complex Speed Sounds Chart, which shows you all the different spellings (graphemes) for the phonemes the children are taught. This is useful as you can see all the alternative sounds in one place!

These spellings are likely to be trickier than the phonic-based ones we've been covering in previous books, but we'd like to give the children an opportunity to learn the exception words aside from the activities we also provide in the classroom.

Thank you, as ever, for your support ☺

Date: 20/4/20

door

floor

poor

because

find

kind

mind

behind

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



Date: 27/4/20

child

children

wild

climb

most

only

both

old

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



Date: 4/5/20

cold

gold

hold

told

every

break

great

steak

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



Date: 11/5/20

pretty
beautiful
after
fast
last
past
father
class

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



Date: 18/5/20

grass

pass

plant

path

bath

hour

move

prove

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



improve

sure

sugar

eye

could

would

should

who

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



More Ideas for Practising Spellings At Home

It is really important that parents and guardians are involved in helping children to learn their spellings. Confidence in spelling allows children to read and write more freely and imaginatively. You should practise your spellings for 5 to 10 minutes EVERY day. Here are some games or ideas you could use. Why not try a different one each night to keep it fun and interesting? Remember everyone learns by: Doing it, Seeing it, Saying it, Writing/drawing it and Listening to it - so making sure you have variety of games and tasks is a great way to ensure the learning sticks!

1)Sing it!

2) Air spelling:

Choose a spelling word. With your index finger write the word in the air slowly, say each letter. Your parent needs to remind you that you need to be able to 'see' the letters you have written in the air. When you have finished writing the word, underline it and say the word again. Now get your parents to ask you questions the about the word. For example they could ask 'What is the first letter?' 'What is the last letter?' 'How many letters are there?' etc.

3) Shaving Cream Practice:

An easy way to clean those dirty tables is to finger paint on them with shaving cream. Squirt some on the table (with your parent's permission and supervision!) and then practice spelling your words by writing them with your finger in the shaving cream.

4) Salt Box Spelling:

Ask your parents to pour salt into a shallow box or tray (about 3cm deep) and then practice writing your spellings in it with your finger.

5) Pyramid Power:

Sort your words into a list from easiest to hardest. Write the easiest word at the top of the page near the centre. Write the next easiest word twice underneath. Write the third word three times underneath again until you have built your pyramid

6) Ransom Note:

Cut the letters needed to for your words from a newspaper or magazine and glue them down to spell the words.

7) Spell It With Beans:

Use dried beans (or lentils) to spell out your words. If you glue them onto separate pieces of card then you made a great set of flash cards to practice with for the rest of the week.

8) Tasty Words:

Just like above but this time try and find tasty things to spell your words with, like raisins. Then when you spell them right you get to eat them!

9) Design A Word:

Pick one word and write it in bubble letters. Colour in each letter in a different pattern.

10) Water wash:

Use a paintbrush and water to write your words outside on concrete or pavements.

11) ABC Order:

Write your words out in alphabetical order. Then write them in reverse alphabetical order.

12) Story Time:

Write a short story using all your words. Don't forget to check your punctuation!

13) Simple Sentence:

Write a sentence for each of your words. Remember each sentence must start with a capital letter and end with a full stop.

14) Colourful Words:

Use two different coloured pens to write your words - one to write the consonants and one to write the vowels. Do this a couple of times then write the whole word in one colour.

15) DEFINITIONS:

Use a dictionary to work together to find and write the definition of each word.

16) Memory Game:

Make pairs of word cards. Turn them all over and mix them up. Flip over two cards, if they match you get to keep them, if not you have to turn them over again. Try and match all the pairs.

17) Finger Tracing:

Use your finger to spell out each of your words on your parent or carer's back. Then it's their turn to write the words on your back for you to feel and spell.

18) Spelling Steps:

Write your words as if they were steps, adding one letter each time. (It's much easier doing this on squared paper)

19) Scrambled Words:

Write your words then write them again with all the letters mixed up. See if someone else can unscramble them and then swap roles!

20) Ambidextrous:

Swap your pen into the hand that you don't normally write with.
Now try writing out your spellings with that hand.

21) Look, Say, Cover, Write, Check:

This is often the basic method used in classes and it works too!
It works much better with a partner, so you don't end up
learning the incorrect spelling!

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	oa
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	ow
						e	i	o
							y	

oo	oo	ar	or	air	ur	ow	oi	ire	ear	ure
<u>u-e</u>			oor	are	ir	ou	oy			
ue			ore		er					
ew			aw							
			au							

Suffixes

-s	Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .
-es		
-ing	Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on. <i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i>
-ed		
-er		
-er	Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.
-est		
un-	Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.