

Collins



Sample Pack
Spelling
Skills



Chris Whitney and Sarah Snashall

Treasure House Spelling

Skills Pupil Books Contents



Note: new content for the Skills edition is highlighted in **bold**.

Spelling Skills Pupil Book 1	Spelling Skills Pupil Book 2
ISBN: 978-0-00-823652-6	ISBN: 978-0-00-823653-3
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ISBN: 978-0-00-823654-0	ISBN: 978-0-00-823655-7
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ISBN: 978-0-00-823656-4	ISBN: 978-0-00-823657-1
<p>Unit 1: The suffixes –cious and –tious Unit 2: The suffixes –cial and –tial Unit 3A: The suffixes –ant and –ent Unit 3B: The suffixes –ence, –ency, –ance, –ancy Unit 3C: Common words (1) Unit 4: The suffixes –able, –ible, –ably and –ibly Unit 5: Adding suffixes beginning with vowels to words ending in –fer Review unit 1 Unit 6A: Common words (2) Unit 6B: Use of the hyphen after prefixes Unit 7A: The ee sound spelt ei after c Unit 7B: Common words (3) Unit 8: The letter-string ough Unit 9A: Words with ‘silent’ letters Unit 9B: Common words (4) Review unit 2 Unit 10A: Tricky common words Unit 10B: Homophones and near-homophones (1) Unit 11: Homophones and near-homophones (2) Unit 12: Homophones and near-homophones (3) Unit 13: Homophones and near-homophones (4) Unit 14: Homophones and near-homophones (5) Review unit 3</p>	<p>Unit 1: The suffixes –cious and –tious Unit 2A: The suffixes –cial and –tial Unit 2B: The suffixes –cial and –tial (2) Unit 3A: The suffixes –ant or –ent Unit 3B: The suffixes –ant, –ance/–ancy, –ent and –ence/–ency Unit 3C: Tricky common words (1) Unit 4: The suffixes –able, –ible, –ably, and –ibly Review unit 1 Unit 5: Adding suffixes beginning with vowel letters to words ending in –fer Unit 6: Use of the hyphen after prefixes Unit 7: the ee sound spelt ei after c Unit 8: The letter-string ough Unit 9A: Words with ‘silent’ letters Unit 9B: More words with ‘silent’ letters Unit 9C: Tricky common words (2) Review unit 2 Unit 10A: Tricky common words (3) Unit 10B: Homophones and near-homophones Unit 11: Homophones and near-homophones Unit 12: Homophones and near-homophones Unit 13: Homophones and near-homophones Unit 14: Homophones and near-homophones Review unit 3</p>

[Note: the unit content listed in this document is correct at March 2017, but may be subject to change before publication]

Collins



Year 1

Spelling Skills



Sarah Snashall



Unit G: Spelling /ar/

Overview

English curriculum objectives

- Vowel digraphs and trigraphs ('ar')

Treasure House resources

- Spelling Skills Pupil Book 1, Unit G, pages 16–17
- Photocopiable Unit G, Resource 1: Colour the stars, page 105
- Photocopiable Unit G, Resource 2: So far, spelling isn't hard! page 106

Additional resources

- 'ar' word cards: car, jar, bar, star, park, start, shark, party
- 'a' words cards: grass, glass, bath, path, ask, mask, dance, chance, after

Introduction

Teaching overview

The most common spelling for the /ar/ phoneme is 'ar' ('part', 'carp', 'dark', 'large'), which is the focus of this unit. There are a few words that spell /ar/ 'al' ('calm', 'palm', 'calf') and 'a' ('father' and 'rather'). However, pronunciation from the South of England leads to a significant number of /ar/ spelt 'a' words, such as 'grass', 'bath' and 'dance'. An optional activity below covers these words.

Introduce the concept

Organise the children into small groups and challenge them to write four words with the /ar/ sound. Award

a point for each correct word and bonus points for unique words (that no one else thought of) and for two-syllable words. List all the words the children think of, sorting them into the different spelling patterns for /ar/ as you go. Agree that 'ar' is the most common spelling of /ar/. If words such as 'grass' and 'bath' are suggested, discuss how these words are pronounced differently by different people. Suggest that children who pronounce these words with a long vowel should remember the alternative pronunciation when spelling them.

Pupil practice

Get started

The children write words and underline the letters that represent the /ar/ sound. Afterwards, read the words together.

Answers

1. charm [example]
2. cartoon [1 mark]
3. park [1 mark]
4. army [1 mark]
5. garden [1 mark]
6. part [1 mark]
7. hard [1 mark]
8. jar [1 mark]

Try these

The children look at picture clues and write the word (all of which include 'ar') that describes each picture. If necessary, share the words with the children before they attempt to write them. Point out the dashed

Pupil Book pages 16–17

lines under each picture and ensure the children understand that each dash corresponds to a letter.

Answers

1. carpet [example]
2. star
3. party
4. shark
5. market

Now try these

The children choose the correct words to complete sentences. Afterwards, invite the children to find more words in the sentences with the 'ar' spelling ('Carl' and 'parking').

Answers

1. The dog barks at night. [example]
2. Put on a hat and scarf. [1 mark]
3. A blue whale is very large. [1 mark]
4. The film will start soon. [1 mark]
5. Carl is parking the car. [1 mark]

Support, embed & challenge

Support

Read the word cards with the children then cut up the words into graphemes (see Additional resources). Muddle up the graphemes and ask the children to recreate the words. Muddle up the graphemes again and challenge the children to make the words 'sharp', 'bark', 'starts', 'art', 'tart', 'part' and 'harp'.

Ask the children to complete Unit G Resource 1: Colour the stars. (Answers car, jar, bar, star, park, start, shark, party)

Embed

Ask the children to complete Unit G Resource 2: So far, spelling isn't hard! (Answers hard, jar, farmer, barked, March, apart, sharks, gardening)

If children in your class pronounce 'grass', 'bath', 'ask' and so on with a long /ar/, provide the children with the 'ar' word cards, shuffled with the 'a' word cards (see Additional resources). Ask them to sort them into the two spelling options for the long /ar/. Tell them to cut up the word cards into graphemes and then create the words 'bask', 'daft', 'raft', 'pass' and 'fast' from the segments.

Challenge

Provide these children with a modified version of Unit G Resource 2: So far, spelling isn't hard! Cover the words in the word bank before copying the sheet and challenge the children to fill each blank with an 'ar' word.

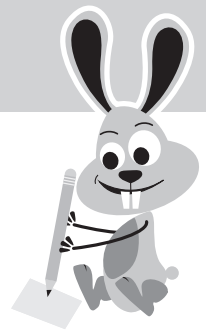
Homework / Additional activities

Spelling test

Ask the children to learn one of the following lists of words for a spelling test. Challenge them to write sentences for five of the words on their list.

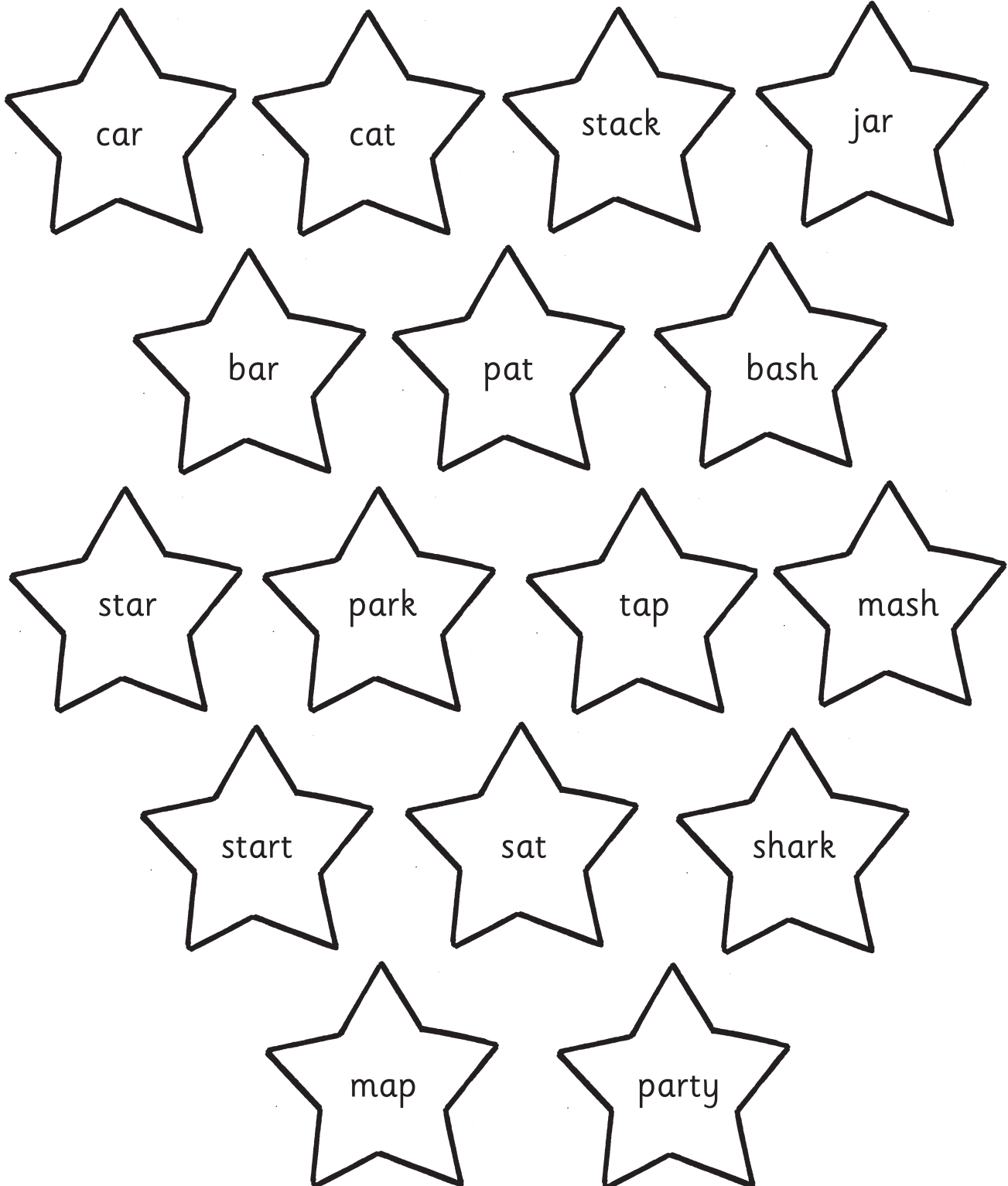
Core words	Support words	Challenge words
car	car	smart
jar	jar	sharp
bar	bar	shark
star	star	start
dark	park	large
park	start	charge
start	shark	archer
shark	party	alarm
party		depart
farmer		arctic

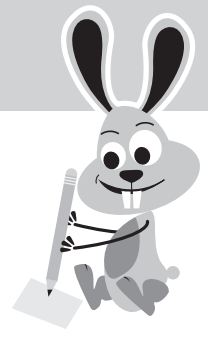




Colour the stars

Colour the stars that have words with the **/ar/** sound.





So far, spelling isn't hard!

Choose a word from the box to complete each sentence.

jar apart farmer barked March
sharks gardening hard

1. It is _____ to run in wellies.
2. There is no jam left in the _____.
3. The _____ drives a big tractor.
4. The dogs _____ all night.
5. Mother's Day is in _____ or April each year.
6. I love all cake, _____ from coffee cake.
7. Great white _____ grow very big.
8. Nisha enjoys doing the _____.



Spelling /ar/

The most common spelling of the long /ar/ sound is **ar**, as in **park**, **large** and **charm**.

Get started

Write these words. Underline the letters in each word that stand for the /ar/ sound. One has been done for you.

1. charm

Answer: charm

2. cartoon

3. park

4. army

5. garden

6. part

7. hard

8. jar

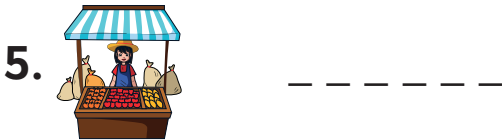
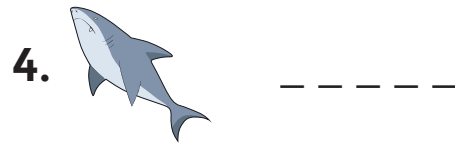
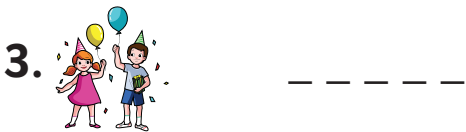
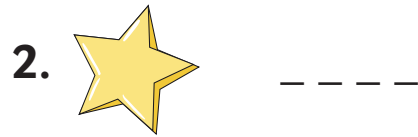


Try these

Look at each picture and write each word. They all have the /ar/ sound spelt **ar**. One has been done for you.



Answer: carpet



Now try these

Choose the correct word to complete each sentence. Write the sentences. One has been done for you.

car scarf barks large start

1. The dog _____ at night.

Answer: *The dog barks at night.*

2. Put on a hat and _____.

3. A blue whale is very _____.

4. The film will _____ soon.

5. Carl is parking the _____.



Review unit 1

Can you remember the spellings you've learned this term?
Answer these questions to find out.

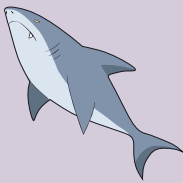
A. Can you find the words that rhyme? Write these words as rhyming pairs.

bone train sheet foam shine kite

home meat fright plane sign grown

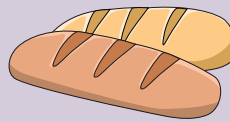
B. Look at each picture. Write the word.

1.



sh _ _ _

2.



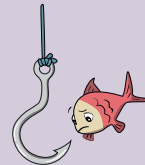
b _ _ _ _

3.



sh _ _ _

4.



fish h _ _ _

5.



tomato s _ _ _ _

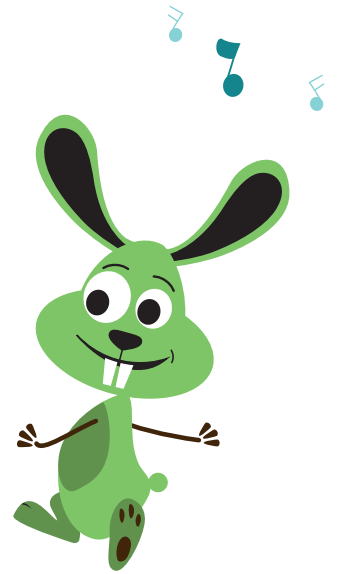
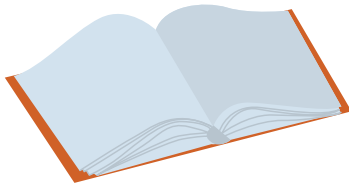
6.



lion's p _ _

C. Underline the word in each sentence that is spelt incorrectly.

1. That was a gud book.
2. My chare is wobbly.
3. Tim came ferst in the race.
4. My dad has a shiny hed.
5. Can I joyn your game?
6. The beanstalk grue up to the sky.

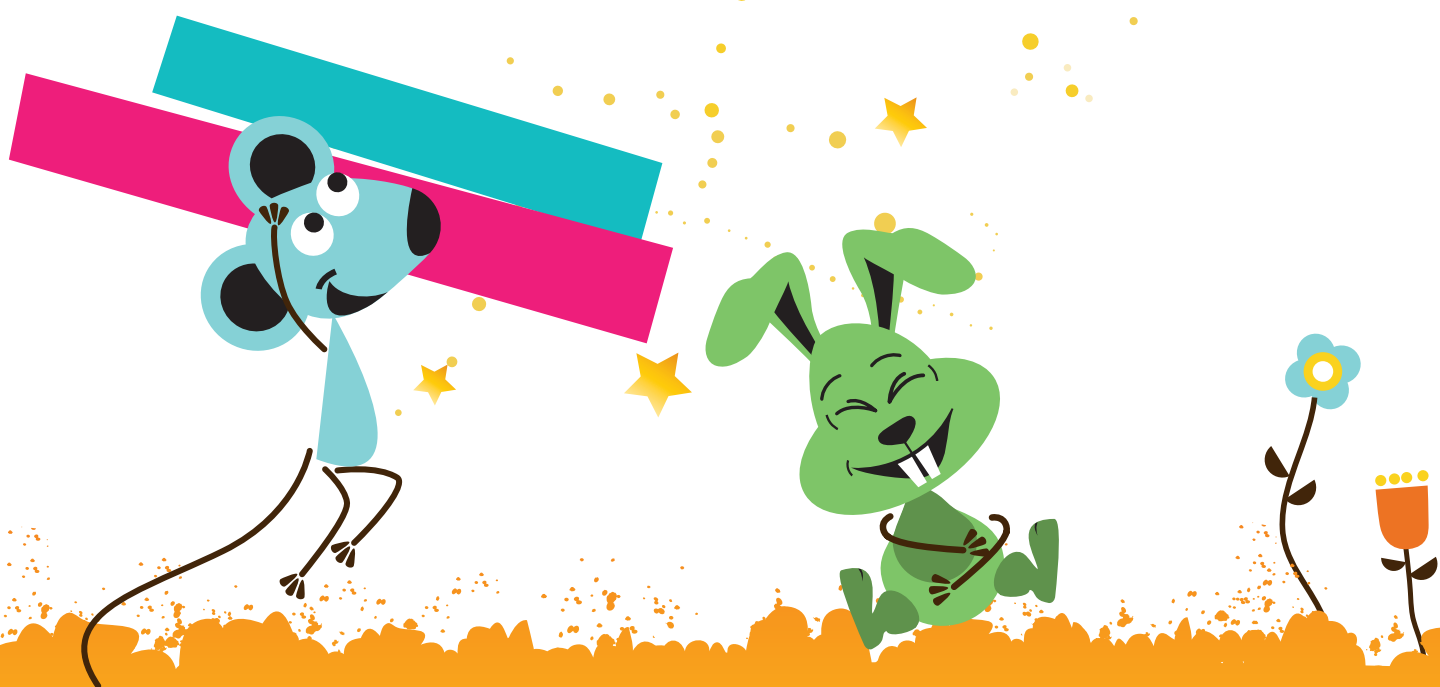


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Year 2

Spelling Skills



Sarah Snashall



Unit 29: Homophones (1)

Overview

English curriculum objectives

- Homophones and near-homophones

Treasure House resources:

- Spelling Pupil Book 2, Unit 29, pages 64–65

- Collins Connect Treasure House Spelling Year 2, Unit 29
- Photocopiable Unit 29, Resource 1: Write it right, page 143
- Photocopiable Unit 29, Resource 2: Here, hear! page 144

Introduction

Teaching overview

There are numerous homophones in English and they all need to be learned. This unit covers: 'right'/'write', 'sew'/'so', 'hear'/'here', 'there'/'their'/'they're' and 'whole'/'hole'. These need to be taught in context for the spelling patterns to have any meaning.

Introduce the concept

Write the words 'right'/'write', 'sew'/'so', 'hear'/'here', 'there'/'their'/'they're' and 'whole'/'hole' on the board. Go through the words with the children, discussing the meaning of each word. Have children work in pairs to construct sentences for each word.

Pupil practice

Pupil Book pages 64–65

Get started

The children pair up homophones.

Answers

1. *right* – *b) write* [example]
2. *sew* – *a) so* [1 mark]
3. *hear* – *e) here* [1 mark]
4. *there* – *c) their* [1 mark]
5. *whole* – *d) hole* [1 mark]

Try these

The children choose the right homophone to fit the sentence.

Answers

1. *Please come here.* [example]
2. They are putting on their shoes. [1 mark]
3. I want the whole class to listen to me. [1 mark]
4. That is the right answer. [1 mark]

Now try these

The children choose a homophone from the box to complete the sentence.

Answers

1. *There's a hole in my bag.* [example]
2. Can you hear the music? [1 mark]
3. I am going to write a letter to my friend. [1 mark]
4. I need to sew the hole in my trousers. [1 mark]
5. They're staying at their granny's house. [2 marks]

Support, embed & challenge

Support

With these children, focus on 'right'/'write', 'hear'/'here' and 'there'/'their'.

Provide these children with copies of Unit 29 Resource 1: Write it right and complete it as a group.

Embed

Have children work in pairs. Provide the pairs of children with the word cards from Unit 29 Resource 2: Here, hear! Ask them to cut out the words and place the words between them. Read one of the sentences from the homework list (or other sentences of your own creation) out loud and tell the children to race to

pick up the correct card for the word you emphasise (omitting 'they're'). Find out who has the most cards at the end.

Organise the children into groups of three. One child makes up the sentences while the other two race for the cards. The children should swap roles at the end of each game.

Challenge

Challenge these children to come up with a sentence for each pair/group of homophones, for example: 'They're looking for their car over there.'

Homework / Additional activities

Spelling test

Ask the children to learn the following sentences:

There's a hole in my bucket.

Don't eat the whole cake.

Did you hear me calling you?

Come here now!

Write your name.

Turn right at the end.

Please can you sew on my badges?

It's so cold!

I've been here and there looking for you.

It's their turn to visit us.

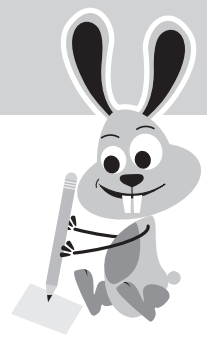
They're coming home now.

Collins Connect: Unit 29

Ask the children to complete Unit 29 (see Teach → Spelling → Year 2 → Unit 29).

Note: the Collins Connect activities could be used with Units 29–31.



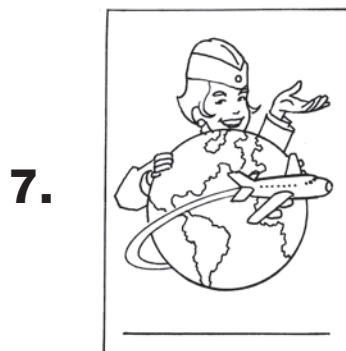
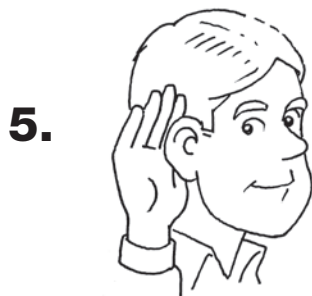


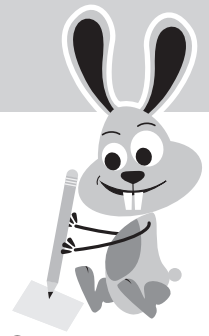
Write it right

Write the words under the picture clues.

Use these picture clues to help you remember the words.

right write so sew hear here whole hole





Here, hear!

Cut out these words.

You will need three players. Player 1 says a sentence for each word, emphasising the key word. Players 2 and 3 race to pick up the correct card. The player with the most cards at the end wins. Swap roles at the end of each game.

right

write

so

sew

hear

here

there

their

whole

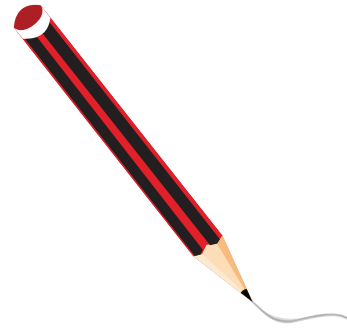
hole



Homophones (I)

Some words sound the same but they are not spelt the same and they do not mean the same. We call these words **homophones**.

- **right** (adjective) and **write** (verb)
- **meet** (verb) and **meat** (noun)



Get started

Match the homophones. One has been done for you.

- | | |
|-----------------|-----------------|
| 1. <i>right</i> | a) so |
| 2. <i>sew</i> | b) <i>write</i> |
| 3. <i>hear</i> | c) their |
| 4. <i>there</i> | d) hole |
| 5. <i>whole</i> | e) here |



Try these

Copy and complete the sentences with one of the homophones in brackets. One has been done for you.



1. Please come _____. (here / hear)

Answer: Please come here.

2. They are putting on _____ shoes. (there / their)
3. I want the _____ class to listen to me. (whole / hole)
4. That is the _____ answer. (right / write)

Now try these

Copy and complete the sentences using some of the words in the box. One has been done for you.

hear	hole	sew	their	they're	write
here	right	so	there	whole	

1. There's a _____ in my bag.
Answer: There's a hole in my bag.
2. Can you _____ the music?
3. I am going to _____ a letter to my friend.
4. I need to _____ the hole in my trousers.
5. _____ staying at _____ granny's house.



Review unit 3

Can you remember the spellings you've learned this term?
Answer these questions to find out.

A. Look at the groups of words. Write the word with the spelling mistake in each group, then write the correct spelling. One has been done for you.

1. work, worm, wor

Answer: ~~wor~~ war

2. world, werst, warm

3. television, treasure, uzual

4. meazure, division, vision

5. really, easilly, kindly

B. Write the words, adding the endings. Remember, you might need to change some letters. One has been done for you.

1. noise + -ly

Answer: *noisily*

2. move + -ment

3. happy + -ness

4. easy + -ly

5. harm + -less

C. Write these phrases using contractions.
One has been done for you.

1. I am

Answer: *I'm*

2. was not

3. she is

4. they will

5. we will

D. These phrases each have a missing apostrophe. Write out the phrases putting in the missing apostrophes. One has been done for you.

1. Janas coming to tea.

Answer: Jana's coming to tea.

2. Theres my bag!

3. Find Chloes shoes.

4. This chairs legs are wobbly.



E. Copy and complete the sentences with the correct spelling from the brackets. One has been done for you.

1. Please _____ me a cup of tea.
(pour / poor)

Answer: Please pour me a cup of tea.

2. Can you _____ me talking to you?
(here / hear)

3. Hooray – _____ coming now!
(their / they're)

4. My train arrives at the _____ at 2 o'clock.
(station / stashon)

5. The _____ say we should go left here.
(direcsions / directions)



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