## Autumn 2 Spelling Patterns

Epeminoshso lil
Here are the patterns your child will be learning each week in class. Please give you child time to practice these at home on the Spelling Shed app.

## Team 2

| The /l/ or /ul/ sound spelled '-le' at the end of words. | The /l/ or /ul/ sound spelled --el' at the end of words. This spelling is used after $m, n, r, s$, $\mathrm{v}, \mathrm{w}$ and commonly s. | The I// or /ul/ sound spelled '-al' at the end of words. | Words ending in '-il.' | Challenge Words | The long vowel 'i' spelled with a $y$ at the end of words. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| table <br> apple bottle little middle bubble cable uncle ankle eagle | camel <br> tunnel <br> squirrel <br> travel <br> towel <br> tinsel <br> hazel <br> vowel <br> angel <br> jewel | medal <br> petal <br> capital <br> hospital <br> animal <br> equal <br> final <br> pedal <br> local <br> magical | pencil <br> fossil <br> nostril <br> pupil <br> April <br> gerbil <br> lentil <br> evil <br> anvil <br> basil | wild <br> climb <br> most <br> only <br> both <br> old <br> cold <br> gold <br> hold <br> told | cry fly dry try reply July shy spy sky why |

## Team 3

| The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree $=$ disagree . | The prefix 'mis-' This is another prefix with negative meanings. | Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. | Adding suffixes beginning with vowel letters to words of more than one syllable. | Challenge words | The long vowel /a/ sound spelled 'ai' |
| :---: | :---: | :---: | :---: | :---: | :---: |
| disappoint disagree disobey disable dislike dislocate disappear disadvantage disapprove dislodge | misbehave <br> mislead <br> misspell <br> mistake <br> misplace <br> misread <br> mistrust <br> misundersta <br> nding <br> misuse <br> mislaid | gardening gardened limited limiting developing developed listening listened covered covering | forgetting forgotten beginning preferred permitted regretting committed forbidden propelled equipped | centre <br> decide <br> disappear <br> early <br> heart <br> learn <br> minute <br> notice <br> regular <br> therefore | straight <br> painter <br> fainted <br> waist <br> strainer <br> chained <br> claimed <br> failure <br> snail <br> waiter |

## Team 4

| The suffix '-ation' is added to verbs to form nouns. | Adding -ly to adverbs. <br> Remembering words ending in '-y' become '-ily" and words ending in '-le' become '-ly.' | Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' | Word with the 'sh' sound spelled ch. These words are French in origin. | Challenge Words | Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' |
| :---: | :---: | :---: | :---: | :---: | :---: |
| adoration admiration coronation detonation observation location generation exploration combination illustration | sadly <br> completely <br> wildly <br> bravely <br> gently <br> foolishly <br> proudly <br> horribly <br> nervously <br> happily | usually <br> finally beautifully thoughtfully wonderfully carefully faithfully peacefully cruelly generally | chef chalet machine brochure parachute chute chaperone chandelier crochet quiche | complete continue experiment famous favourite February naughty material knowledge remember | expansion <br> extension <br> comprehension <br> tension <br> suspension <br> exclusion <br> provision <br> explosion <br> erosion <br> invasion |

## Team 5

| Words ending in '-ance.' '-ance' Is used if there is an ' $a$ ' or 'ay' sound in the right place. | Use -ent and -ence after soft c (/s/ sound), soft g ( $\mathrm{j} / \mathrm{sound}$ ) and qu. There many | Words ending in '-able' and '-ible.' <br> '-able' is used where there is a related word ending '-ation.' | Words ending in '-ably' and '-ibly. | Challenge Words | Words ending in '-able. <br> If this is being added to a root word ending in -ce or-ge thenthe e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| abundance brilliance elegance extravagance tolerance hesitancy relevancy vacancy dominancy abundancy | innocence decent frequent emergent confidence competence transparent eloquence violent intelligence | dependable comfortable understandable reasonable enjoyable reliable possible horrible terrible incredible | reliably <br> dependably <br> comfortably <br> possibly <br> horribly <br> terribly <br> visibly <br> incredibly <br> sensibly <br> legibly | accommodate <br> available <br> controversy <br> dictionary <br> marvellous <br> opportunity <br> secretary <br> sincerely <br> suggest <br> twelfth | changeable noticeable manageable agreeable knowledgeable replaceable microwaveable salvageable rechargeable irreplaceable |

## Team 6

| Challenge Words |  |  | Words with the short vowel sound /i/ spelled y | Words with the long vowel sound /i/ spelled with a y . | Adding the prefix '-over' to verbs. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| apparent committee curiosity guarantee lightning parliament recommend soldier vegetable especially | appreciate communicate definite exaggerate harass marvellous persuade relevant stomach vehicle | attached community desperate excellent hindrance mischievous physical restaurant sufficient yacht | rhythm system physical symbol mystery lyrics oxygen symptom typical crysta | rhyme occupy apply hyphen hygiene python supply identify multiply recycle | overbalance overthrow overturned overcoat overslept overcook overpaid overreact overtired overlooked |

