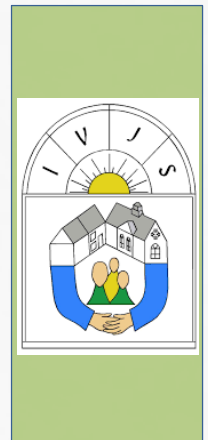


IVER VILLAGE JUNIOR SCHOOL

CRACKING SPELLINGS
COFFEE MORNING 26/05/2017



CRACKING TIMES TABLES – SUCCESS!

Cracking Times Tables is a motivational tool to get children excited about learning their times tables.

It encourages children to calculate at speed. This supports both mental and written calculation.

Times tables are an intrinsic part of mathematical understanding.

Times tables support a wide range of mathematical strategies e.g. Area and Perimeter, Fractions, Decimals and Percentages and Measures (including time).

One child in each class has now completed the Times Table Mastery League 100 square in under 5 minutes!

CRACKING SPELLINGS

- To add a competitive element which enables children to make rapid progress
- Increased challenge in line with new SPaG curriculum
- Raise profile of spelling across the school
- Reduce negative feelings towards spelling

Overall Aim: Most children will be able to spell words on the year 5&6 spelling list by the end of KS2 and access the SATs.

CRACKING SPELLINGS

Cracking spellings is a programme we have put together to try and boost engagement with spelling:

- **12 bands** which the children can progress through
- Within each **band** there are **3 sets**
- Within each **set** there are **3 activities**
- Children have already completed a baseline test
- They will receive **3 lists** of spellings which matches their appropriate band
- The activities are compiled into a **Cracking Spellings Band Booklet** which the children will be able to take home to practise in
- In addition, the children will have an identical copy of the booklet, to keep at school, in which they will be able to practise
- Once the child feels ready to take the test they can let their teacher know; they will then write this in their **Cracking Spellings Test Booklet**

12 BANDS (1-12)

Band 1 – Red

Band 2 – Pink

Band 3 – Orange

Band 4 – Yellow

Band 5 – Light Green

Band 6 – Dark Green

Band 7 – Light Blue

Band 8 – Dark Blue

Band 9 – Lilac

Band 10 – Purple

Band 11 – Silver

Band 12 – Gold

3 SPELLING LISTS PER BAND

Band 1 (RED)

Set 1 High frequency words	Set 2 Common exception words	Set 3 High frequency words
in	the	down
it	said	when
for	they	about
at	house	look
but	was	that
from	are	went
and	go	came
with	some	just
day	is	now
got	she	then
time	of	little
have	my	make

3 SETS (1,2,3)

Band 1 (RED)

Set 1	Set 2	Set 3
High frequency words	Common exception words	High frequency words

3 ACTIVITIES (A,B,C)

a: spellings
b: Anagrams
c: include the word in context

Red Band Set 2a: Spellings

1. Blue is _____ favourite colour.
2. I love to build shelters in _____ woods.
3. "I can build the tallest tower," _____ Ali.
4. _____ have eaten all of the sweets!
5. My _____ is just around the corner.
6. What _____ that strange animal?
7. We _____ learning to use full stops today.
8. I want to _____ to the park after school.
9. _____ of my family are really old!
10. What _____ your favourite ice cream flavour?
11. _____ won the egg and spoon race.
12. I am really proud _____ you.

Red Band Set 2b: Anagrams

1. het	
2. iads	
3. yhte	
4. souhe	
5. saw	
6. rae	
7. og	
8. mose	
9. si	
10. hes	
11. fo	
12. ym	

Red Band Set 2c: Cloze

Inside _____ tall _____ lives a loud, purple monster. Yesterday, _____ people _____ that _____ scary, but I know that _____ are wrong and she _____ friendly! When I _____ to the park, all _____ her family _____ there pushing _____ friends on the swings.

CRACKING SPELLINGS

WHAT DOES IT LOOK LIKE?

Cracking Spellings



Red Band



Iver Village Junior School



Red Band Set 1a: Spellings

- The pig was rolling _____ the mud.
- _____ was raining heavily outside.
- I gave Jack a toy _____ his birthday.
- We sit smartly _____ the table to eat lunch.
- My brother can swim _____ I can't.
- Where did you buy your pencil case _____?
- My mum is beautiful, kind _____ caring.
- I played in the park _____ my friends.
- I had such a great _____ today!
- Annie _____ a new bike yesterday.
- What _____ is it?
- You _____ been working so hard.

Red Band Set 1b: Anagrams

1. ni	
2. ti	
3. orf	
4. ta	
5. ubt	
6. mrof	
7. nad	
8. twih	
9. yda	
10. ogt	
11. meit	
12. veah	

Red Band Set 1c: Cloze

The big _____ had finally arrived, _____ was _____ Emma to move _____ Foundation Stage to Year 1. She walked _____ her best friend _____ stared _____ her teacher, nervous _____ excited, ' _____ they _____ a fun playground?' she thought hopefully.

Red Band Set 2a: Spellings

- Blue is _____ favourite colour.
- I love to build shelters in _____ woods.
- "I can build the tallest tower," _____ Ali.
- _____ have eaten all of the sweets!
- My _____ is just around the corner.
- What _____ that strange animal?
- We _____ learning to use full stops today.
- I want to _____ to the park after school.
- _____ of my family are really old!
- What _____ your favourite ice cream flavour?
- _____ won the egg and spoon race.
- I am really proud _____ you.

TEST BOOKLET

Cracking Spellings



Test Book



Iver Village Junior School



1. Blue is _____ favourite colour.
2. I love to build shelters in _____ woods.
3. "I can build the tallest tower," _____ Ali.
4. _____ have eaten all of the sweets!
5. My _____ is just around the corner.
6. What _____ that strange animal?
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WHAT'S THE AIM?

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

2016 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 2: spell

Spelling task

First name		
Middle name		
Last name		
Date of birth	Day	
School name		
DfE number		

- Jordan's messy room was in a state of _____.
- David gave a _____ on the door before entering.
- Anita was _____ her shoes.
- The coat was made from a _____ fabric.
- I am _____ you help with your homework.
- Eagles have excellent _____.
- Ali _____ his hat in the crowded cloakroom.
- The mountains could be seen in the _____.
- Freya thought that her painting was _____.
- It is _____ to drop litter in the playground.