

## Example Spelling Materials – Year 6

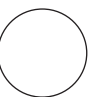
The teacher's guide includes the sentences to be read out.

- Spelling 1 I am the **youngest** person in my class.
- Spelling 2 Count the jigsaw pieces in the **palm** of your hand.
- Spelling 3 You need to train hard to be a good **gymnast**.
- Spelling 4 I had **mistaken** the peaches for apricots because they were similar.
- Spelling 5 My team's football matches take place **fortnightly**.

The pupil booklet presents the sentences with the target word missing.

- || 1 I am the \_\_\_\_\_ person in my class.
- 
- || 2 Count the jigsaw pieces in the \_\_\_\_\_ of your hand.
- 
- || 3 You need to train hard to be a good \_\_\_\_\_ .
- 
- || 4 I had \_\_\_\_\_ the peaches for apricots because they were similar.
- 
- || 5 My team's football matches take place \_\_\_\_\_ .
- 

Total



5 marks

# Diagnostic Commentaries for Year 6 Spelling Example Questions

## Example 1

➤ I am the           **youngest**           person in my class.

### Diagnostic commentary

<b>Correct</b>	1 mark – 85%
<b>Overview of performance</b>	<p>This question assesses the Years 3 and 4 statutory requirement: the /ʌ/ sound spelt <i>ou</i>. In the word <i>youngest</i>, the /ʌ/ sound is spelt <i>ou</i>. While the majority of pupils were able to write <i>youngest</i> correctly, just over a tenth of pupils (13 per cent) <b>misspelt <i>young</i></b>, for example, writing <i>yongest</i> or <i>yungest</i>.</p> <p>Only five per cent of pupils <b>misspelt the suffix <i>-est</i></b> which is added to <i>young</i> to form the superlative: for example, writing <i>youngist</i> or <i>yungist</i>.</p>
<b>lower achieving pupils</b>	1 mark – 52%
	<b>Misspelling <i>young</i> – 42%</b>
	<b>Misspelling the suffix <i>-est</i> – 20%</b>
<b>middle achieving pupils</b>	1 mark – 90%
	<b>Misspelling <i>young</i> – 9%</b>
<b>higher achieving pupils</b>	1 mark – 99%

<b>Other words</b>	Words with the /ʌ/ sound spelt <i>ou</i>	Words with the suffix <i>-est</i>
	country doubling touched troubles	funniest hottest shortest widest

**Example 2**

Count the jigsaw pieces in the \_\_\_\_\_ ***palm*** \_\_\_\_\_ of your hand.

**Diagnostic commentary****Correct**

1 mark – 85%

**Overview of performance**

This question assesses the Years 5 and 6 statutory requirement: words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).

The most common error made by pupils was to **substitute the letter r for the silent l** in the word, which nine per cent of pupils did, writing *parm* or *parme*, for instance.

**lower achieving pupils**

1 mark – 49%

**Substituting the letter r for the silent l – 33%****middle achieving pupils**

1 mark – 91%

**higher achieving pupils**

1 mark – 99%

**Other words**

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

half  
folk  
salmon  
would

**Example 3**

➤ You need to train hard to be a good gymnast .

**Diagnostic commentary**

<b>Correct</b>	1 mark – 79%
<b>Overview of performance</b>	This question assesses the Years 3 and 4 statutory requirement: the /ɪ/ sound spelt y elsewhere than at the end of words. Just over one in ten pupils (12 per cent) <b>misspelt the y</b> (for example, writing <i>gimnast</i> or <i>gyimnast</i> ), while five per cent of pupils <b>misspelt the /dʒ/ sound represented by the letter g</b> (for example, writing <i>jymnast</i> ).
<b>lower achieving pupils</b>	1 mark – 42%
	<b>Misspelling y – 42%</b>
	<b>Misspelling the /dʒ/ sound represented by the letter g – 16%</b>
<b>middle achieving pupils</b>	1 mark – 83%
<b>higher achieving pupils</b>	1 mark – 97%

<b>Other words</b>	Words with the /ɪ/ sound spelt y elsewhere than at the end of words	Words with the /dʒ/ sound spelt g
	Egyptian mystery mythology pyramid	college large page strange

**Example 4**

- I had \_\_\_\_\_ **mistaken** \_\_\_\_\_ the peaches for apricots because they were similar.

**Diagnostic commentary****Correct**

1 mark – 82%

**Overview of performance**

This question assesses the Years 3 and 4 statutory requirement: adding suffixes beginning with vowel letters to words of more than one syllable.

The suffix *-en* is added to the word *mistake* to form *mistaken*. When the suffix is added, the final *e* in *mistake* has to be dropped. Less than a tenth of pupils (8 per cent) **misspelt the suffix *-en***, for example, writing *mistakan* or *mistackin*.

The same proportion (8 per cent) **misspelt *mis*** at the start of the word, often writing *miss*.

**lower achieving pupils**

1 mark – 48%

**Misspelling the suffix *-en* – 28%****Misspelling *mis* – 25%****middle achieving pupils**

1 mark – 85%

**higher achieving pupils**

1 mark – 98%

**Other words**Words with the suffix *-en*

broken  
hidden  
spoken  
written

Words beginning with *mis*

misbehave  
mischief  
mislead  
misplace