

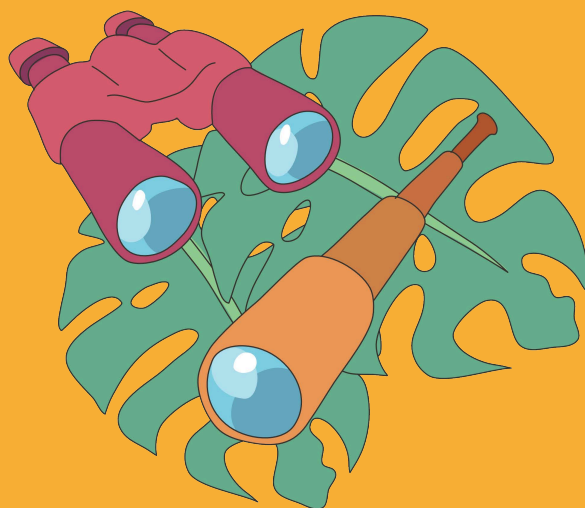


Spelling
with the
JUNGLE CLUB

Programme Guide

v3.0 Sept 2025

Year 2, 3 & 4



Spelling with the Jungle Club Programme Guide

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1. Introduction

Spelling with the Jungle Club is an online platform that provides teachers with fun and engaging daily spelling lessons for Year 2, Year 3 and Year 4. Digital, interactive sessions are designed to motivate pupils and allow teachers to track progress through Year 2 and Year 3/4 National Curriculum objectives for Spelling. Rooted in evidence-based research, Spelling with the Jungle Club is a unique spelling adventure that ensures spelling sticks.

Improve spelling by simply logging in to teach lessons!

- Daily cycle of review-teach-practise-apply
- Builds seamlessly on from a completed phonics programme
- Rooted in theory and evidence-based pedagogy
- Teaches patterns and morphology
- Easy to use and fully engages pupils

Pedagogy and Programme Information

How you teach the programme should also be considered and we encourage a continuation of our Co-operative Learning strategies woven into our phonics programme as these align with the strategies in The Reading Framework from the DfE. Working with other children ensures that everyone in the class, not just those children who are actively called upon, has the opportunity to participate in the lessons by answering questions and discussing ideas and concepts.

Our **Co-operative Learning** strategies include:

Choral Response

At your signal, all children respond with either a one-word or a short phrase answer.

My-Turn-Your-Turn

Turn your own hand to your own chest as you model saying, for example, a new word. You outstretch your hand to the children to prompt them to repeat what they have heard.

Tell-Your-Partner

A lower-order thinking question that allows children to turn to their partner and explain their thinking.

Think-Pair-Share

A higher-order thinking question that the children think about individually before turning to their partner and sharing their ideas. Rather than having only one child in the classroom actively involved when called upon by the teacher to answer, ALL children are actively involved in thinking and then in responding to the question by talking with their partners via Tell-Your-Partner or Think-Pair-Share.

Random Reporter

A pacey random means of taking feedback from the class. Popular options include numbered heads or lollipop sticks with the children's names printed on them, or interactive whiteboard software that can randomly select a child's name from the class register. The teacher should use Random Reporter as much as possible to maximise engagement in the classroom.

Sentence Stems

When the teacher gives a question for children to discuss in their partnerships, they provide a sentence stem with which children can begin their answer. This encourages children to develop their oral language skills as they will answer questions in full sentences, which in time will transfer to their writing.

1–2–3 Move

Sometimes it is necessary for children to move from one location in the classroom to another during the course of a lesson. (Example: The children may be sitting on the carpet during a lesson and need to return to their seats to write.) Using a simple 1–2–3 count can quickly and efficiently organise your children to move from one place to another.

Say 'one': Children gather materials.

Say 'two': Children stand and push chairs in.

Say 'three': Children move to new location and sit down.

Thumbs Up

Thumbs Up is used as a 'ready' signal when children have completed their task or are pairing with partners discuss the answer to a question. Everyone involved can give the 'Thumbs Up' signal to let the teacher know that they are ready. It can also be a way of indicating whether they agree or disagree.

Think-Alouds

The teacher models their own thought processes aloud so children understand how to organise their ideas, find and use supporting evidence, and structure their answer in a complete sentence.

Zero Noise

Zero Noise is a highly effective silent classroom management signal. The teacher raises their hand high, without talking. Children quickly stop talking or finish the sentence they are writing, raise their hand high to signal they are ready to listen and give their full attention to the teacher.

Active Listening

The teacher can cup one hand behind their ear as a non-verbal reminder to children to listen to them, or to another child in the classroom. The Active Listening signal allows teachers to request attention for the speaker without interrupting them.

Think Time

Use the Think Time signal to remind children that it is important to stop and think about their answer before vocalising it. Point your finger at your temple and silently count to three before asking for a response. Younger children may also enjoy pointing at their own temples as a reminder that they are using this time for thinking (rather than talking or writing).

Scheduling/Programme Structure

The lessons are designed for daily teaching in 10-20 minute blocks as little and often better supports children. However, it might be that some days content could be condensed or adapted so that it fits into your weekly timetable.

The sequence of the spelling lesson is mapped out as: review, teach, practise, apply. This mirrors FFT's Success for All phonics lesson so pupils will be familiar with how the lessons are structured. To fit our jungle theme, each of these lesson parts has a name that links it to one of our Jungle Club characters:

- Review: Remember with Ember Elephant
- Teach: Learn with Lamar Lemur
- Practise: Practise with Perry Panther
- Apply: Try It with Tico Toucan

On days 4 and/or 5, there is a slight variation of this to ensure pupils have sufficient time to apply their new spelling skills, consolidate their learning and learn a special skill (contractions, homophones or singular possessive apostrophes*).

*Further details of these activities can be found later in the guide.

According to the EEF guidance for Improving Literacy, several factors are to be considered when teaching spelling:

- Explicitly teach spelling
- Practise to gain automaticity
- Phonemes
- Syllables
- Analogy (call, all, fall etc.)
- Orthographical
- Morphological/etymology
- Rules
- Visual (does it look right?)

After reading through this guide, it will be clear that Spelling with the Jungle Club has been written with all of these techniques in mind, effectively teaching pupils spelling which they can apply to their writing.

When working through the programme, it is also evident that the principles for effective instruction have been embedded with:

- ✓ Daily review
- ✓ New material presented in small steps, using patterns to support
- ✓ Modelling
- ✓ Guided practice
- ✓ Paired practice
- ✓ Independent practice
- ✓ Opportunities for feedback
- ✓ Opportunities to re-teach where necessary (with the programme's content covering 36 weeks)
- ✓ Opportunities for consolidation and review

Progression

Throughout the programme, the activity names remain consistent across the week. However, the activities progress in their complexity as can be seen in the Scope and Sequence for each Year Group

Training

We provide a short suite of training to support schools to use Spelling with the Jungle Club in a range of live and on-demand training. To get the most of the platform we advise that you attend or view these training sessions before using the programme.

- Teaching Spotlight: Reading Theory and Research
- How to use Spelling with Jungle Club for the year group you teach

We also offer a range of complimentary literacy CPD sessions in our Portal, which you can attend live or watch on demand at a time that suits you.

2. Resources

Scope and Sequence

Each Year group has a Scope and Sequence document (as per image below) which are available as a downloadable PDF from the Portal or from the home page of the online teaching platform. The year's content is broken up into six terms (these also correspond to the Pupil Workbooks which are detailed in the section below).

Example Year 2 Scope and Sequence – see Portal for the relevant Year group you are teaching.

Spelling with the Jungle Club - Scope and Sequence				
Term 1	Review from Year 1	New Skills for Year 2	CEWs Year 2	Special Skill
Week 1	Compare: long /a/ (/ai/ay/a_e/a/)	Adding endings to split digraph words	great, break, steak	Contraction: can't
Week 2	Compare: long /e/ (/ee/ea/-y/)	Adding endings to split digraph words	because, again	Homophones: see/sea
Week 3	Compare: long /e/ (/ie/e_e/e/)	Adding endings to split digraph words and other words ending in 'e'	even, people	Homophones: be/bee
Week 4	Compare: long /i/ (/igh/ie/i_e/-y/) Prefix un-	Practise adding endings to split digraph words and other words ending in 'e'	find, kind, mind, wild, child(ren), climb	Contractions: I'll, you'll, we'll
Week 5	Compare: long /o/ (/oa/oe/o_e/ow/)	Adding endings to split digraph words and other words ending in 'e'	old, cold, gold, hold, fold, told	Contraction: don't
Week 6	Compare: long /u/ (/oo/ue/u_e/ew/u/)	Adding endings to split digraph words and other words ending in 'e'	most, only, clothes, both, hello	Homophones: blue/blew
Term 2				
Week 1	'ph' 'wh'	Words beginning 'wr'	who, whole, Mr, Mrs	Homophones: right/write
Week 2	Compare: /ur/ /er/ /ir/	Apostrophes for possession	after*, pass*, grass*, class*	Contraction: won't
Week 3	Compare: /ou/ /ow/	Apostrophes for possession	hour	Homophones: hear/here
Week 4	Compare: /or/ /ore/ /au/ /aw/	Suffix -ful	door, poor, floor, water, beautiful	Homophones: there/their
Week 5	Compare: /ear/ /eer/ /air/ /ear/ /are/	Suffix -less	sure, sugar, Christmas	Homophones: bear/bare
Week 6	Review & Consolidation			

* Common Exception Words marked with an asterisk may/not be Tricky Words according to regional accent.

Across the first two terms of Year 2 (Autumn 1 & 2), pupils revisit the Year 1 content which was covered in the phase six work of our phonics programme, FFT's Success for All Phonics. This spelling programme can, however, be taught with any pupils who have completed a full phonics programme and passed their Phonics Screening Check. Similarly, in Year 3 & 4 children will also be able to consolidate key skills from previous years and the first part of each academic year. Please see the Scope and Sequence for each year group for details.

Within the Scope and Sequence document, teachers can clearly see which new skills are taught across each term and how they are broken down week by week. All the Year 2 common exception words are covered and, every week, there is a special skill that includes contractions, homophones, or singular possessive apostrophes.

Also included in the Scope and Sequence for all year groups are regular pause points to allow for consolidation of the skills covered so far. Planning and teaching activities are included for these weeks (see 'Review and Consolidation').

Pupil Workbooks

The Pupil Workbooks are intended as an optional, child-facing material. These are available digitally and can be downloaded and printed as part of the school's subscription or can be ordered in hard copy for a small cost. The platform, activity outline information, further on in this guide, details how and when they are intended to be used. It may be the case that teachers wish to use some pages of the workbook, for some activities and not others - this is up to teachers' professional judgement and what will have the most impact on the class.

Online Platform

Spelling with the Jungle Club is intended to be taught via the interactive platform with embedded audio. When logging into the platform, teachers will see there are three drop-down menus: one for the term, week and day of the lesson teachers would like to teach. These can be chosen flexibly, which means there is control over the lesson teachers are accessing, and this is particularly useful should schools wish to use the programme with pupils outside of Year 2, Year 3 & Year 4 to fill any knowledge gaps.

Once teachers have selected the term and the week, they can view a 'peek at the week' bar which appears at the top of the window. This means they can check that they've chosen the correct content as the coverage for that week will now be visible.

Remember, it is always possible to have a quick look back at the Scope and Sequence document which is on the home page for easy reference.

Once teachers have chosen the correct lesson for the skill they want to teach, click 'let's go' to enter the teaching content.

The activities are designed to be taught in sequential order, however, if schools are using the platform as an intervention or catch-up provision, they may want to only choose some of the activities or do them in a different order.

Digital Lesson Plans

The interactive platform comes with embedded audio but we also provide digital lesson plans. This means teachers can read the words themselves, and make sure they know what's coming in each lesson to support them in preparing their classroom environment to support pupils' spelling.



Term 1 Week 1 - Long /a/ + endings to split digraph words

Spelling

	<p>Remember with Ember Elephant Ask the children which column the word goes in.</p> <p><i>/aɪ / aɪ / aɪ / aɪ /</i></p> <p>train teasing stay cake cake away paper mistake makes painting</p>	<p>Learn with Lamer Lamer Explain that when adding an ending (end, -ing, -en, -ed) to a split digraph word, the final 'e' is dropped. This does not apply when adding -y ending.</p> <p>Model shake + ed shake + ing shake + s</p>	<p>Practice with Perry Panther Ask children if any letters need to be dropped.</p> <p>shake + ed shake + ing shake + s shake + ed shake + ing</p>	<p>Try it with Tico Toucan Ask children to write the following words in their workbooks:</p> <p>shaken shaking shakes shook latest doing</p>
Day 2	<p>Remember with Ember Elephant Ask the children which column the word goes in.</p> <p><i>/aɪ / aɪ / aɪ / aɪ /</i></p> <p>train teased drain named cream cake clay contains blame clumsy staying amazing</p>	<p>Learn with Lamer Lamer Remind about adding endings to split digraph words (including -y ending).</p> <p>Model shake + y shake + y shake + y</p>	<p>Practice with Perry Panther Ask children if any letters need to be dropped.</p> <p>crane + y wade + ing saw + ed shake + ed shake + ing do + y</p>	<p>Try it with Tico Toucan Ask children to write the following words in their workbooks:</p> <p>teary shaking chased blaming blame tamer</p>
Day 3	<p>Remember with Ember Elephant Ask the children which column the word goes in.</p> <p><i>/aɪ / aɪ / aɪ / aɪ /</i></p> <p>Sunday brainy waste waste bulky painted spin weaving stain green</p>	<p>Learn with Lamer Lamer Remind about adding endings to split digraph words (including -en ending).</p> <p>Model shake + en shake + en shake + en</p>	<p>Practice with Perry Panther Ask children if any letters need to be dropped.</p> <p>awake + en taste + y grate + ed game + y equate + ing shake + en</p>	<p>Try it with Tico Toucan Ask children to write the following words in their workbooks:</p> <p>taken amazed asked chasing miserable slater</p>

3. Getting Started

Logging In

To use the Spelling with the Jungle Club online platform, you will need to log in. This requires an FFT username and password.

Schools with an FFT login

If you already have an FFT login for any FFT product (Aspire, RAP, TWL etc.) then you will be able to log into Spelling with the Jungle Club using your existing username and password. You may also have an in-school user manager who will be able to create or manage your logins.

Schools without an FFT login

If your school is new to FFT and you don't have an FFT login, please contact our support team to request further assistance with creating a username and password:

- Email: literacysupport@fft.org.uk
- Telephone: 01446 776262 (Option 5)

3. Open your web browser and go to: <https://literacy.fft.org.uk/app/spelling/>
4. Enter your FFT username (the e-mail address linked to your account), your password and click sign in.
5. Select the lesson using the dropdown menus for: term, week, day.

Top Tips

- ✓ Ensure you have a log in to the platform
- ✓ Consider accessing other relevant training sessions
- ✓ Download relevant resources from the Portal
- ✓ Prepare required child-facing materials (self-print or purchase)
- ✓ Review Scope and Sequence considering the pupils' strengths and needs
- ✓ Review the Programme Guide
- ✓ Timetable the sessions for, ideally, 10-20 minutes per day
- ✓ Pair pupils
- ✓ Teach the daily lessons, ensuring AfL

4. Activity Outlines

Below, it can be seen how the activities map out across the week. Refer to the section on each activity to find more information.

NB Review and Consolidation Weeks have a different structure which can be found in that week's lesson plan.

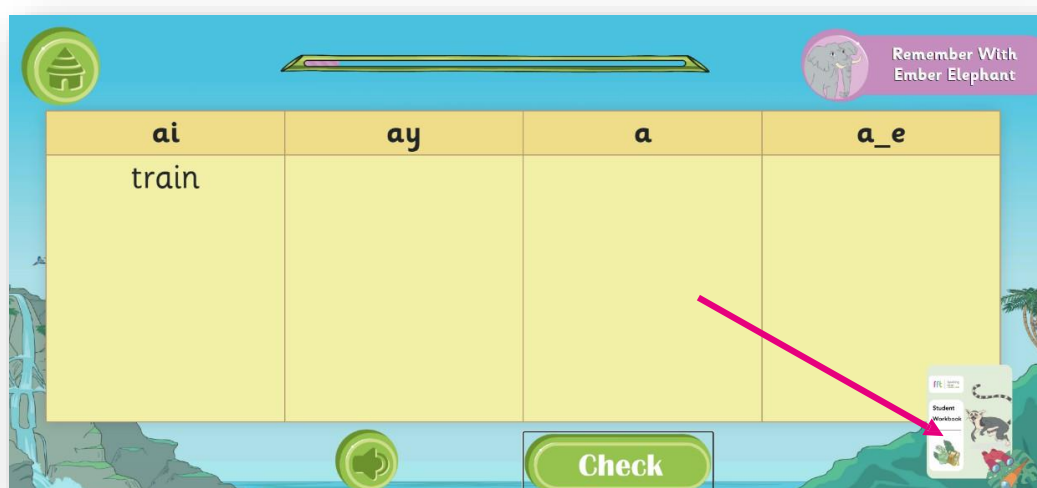
Year 2		
Days 1-3	Day 4	Day 5
1. Remember with Ember Elephant 2. Learn with Lamar Lemur 3. Practise with Perry Panther 4. Try it with Tico Toucan	1. Spell with Santo Snake 2. Practise with Perry Panther 3. Buddy Up with Bobbie Bat 4. Try it with Tico Toucan	1. Spell with Santo Snake 2. Special Skill with Sadie Spider 3. Buddy Up with Bobbie Ba 4. Try it with Tico Toucan

Year 3		
Days 1-2	Day 3	Day 5
1. Remember with Ember Elephant 2. Learn with Lamar Lemur 3. Practise with Perry Panther 4. Try it with Tico Toucan	1. Spell with Santo Snake 2. Special Skill with Sadie Spider 3. Buddy Up with Bobbie Bat 4. Try it with Tico Toucan	1. Review Riley Rhino

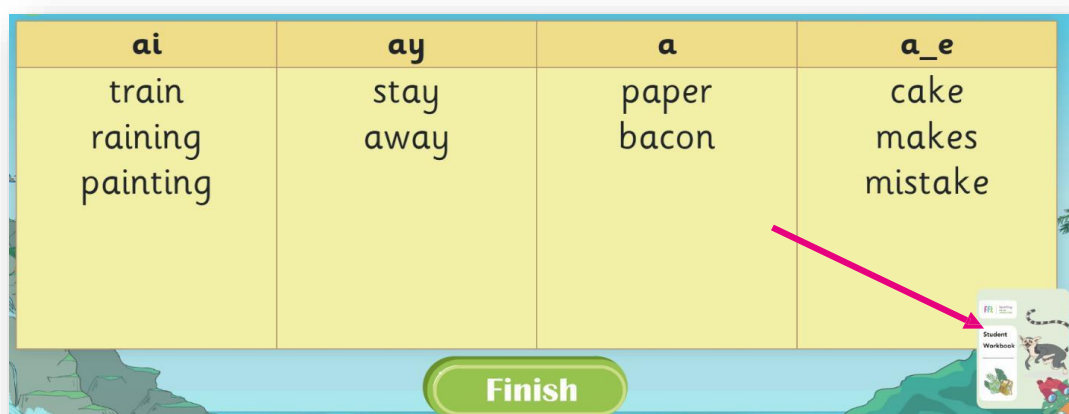
Year 4		
Days 1-2	Day 3-4	Day 5
1. Remember 2. Learn 3. Practise 4. Try it	1. Spell 2. Special Skill 3. Buddy Up 4. Try it	1. Review

Remember with Ember Elephant

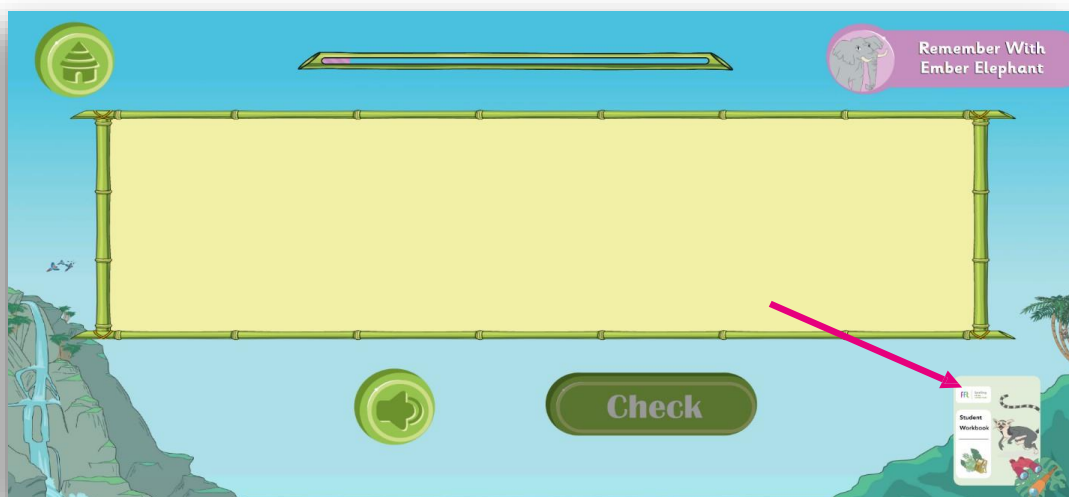
There are many different permutations of the 'Remember' activity and these can be seen below. This activity is designed to be completed alongside the Pupil Workbook and the embedded audio. The audio will read out the target word (based on previously learned patterns), the pupils and the class will have the opportunity to discuss which column the word should go in, and the answer will be revealed. The teacher can choose whether pupils write the word in their workbooks before or after the answer is revealed.



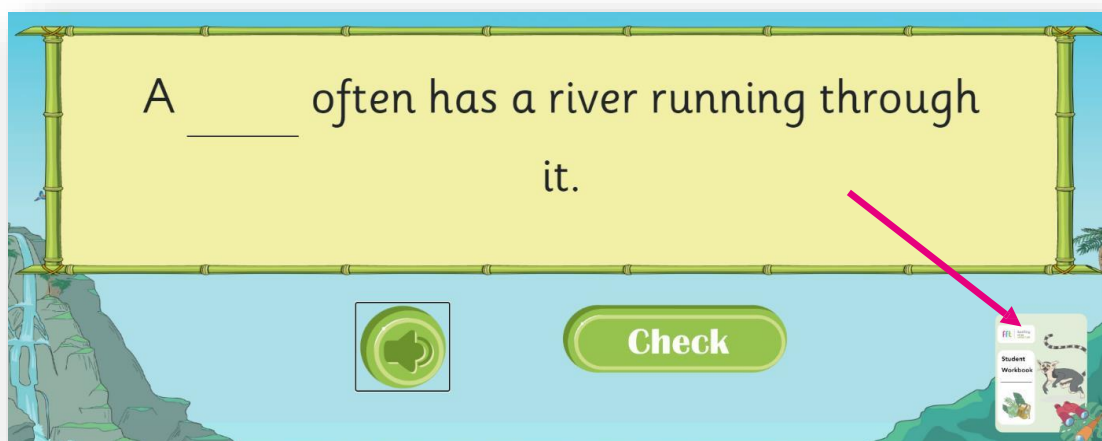
This continues for the rest of the target words:



The activity in the spring term is still designed to be completed alongside the Pupil Workbook and the embedded audio. The audio will read out the target word (based on previously learned patterns), the pupils and the class will have the opportunity to discuss the spelling, which will be typed onto the platform, and the answer will be revealed. The teacher can choose whether pupils write the word in their workbooks before or after the answer is revealed.

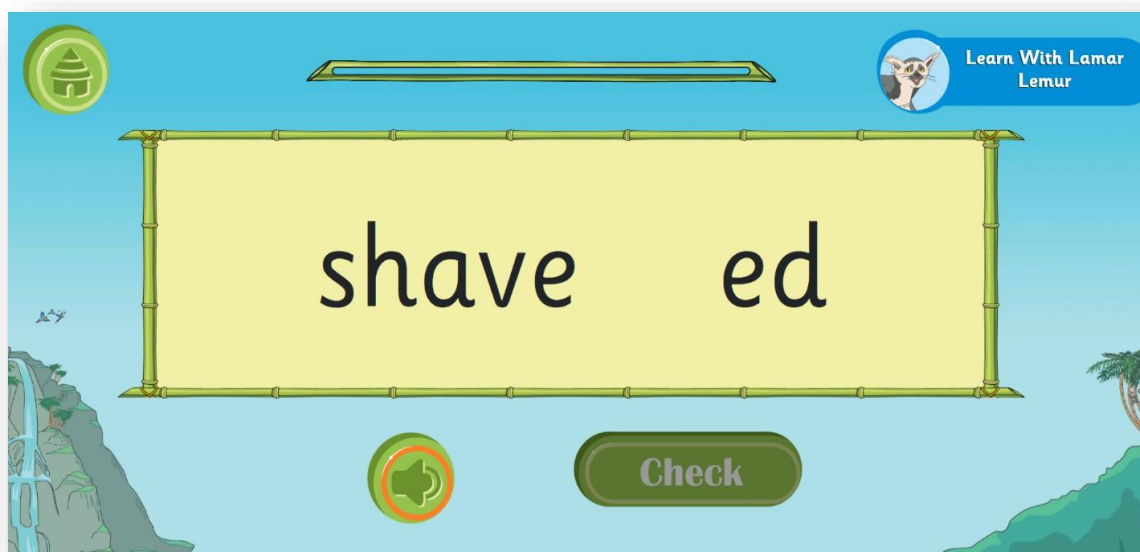


The activity then progresses to a cloze procedure with the audio reading out the missing word for the pupils to fill in their workbooks.

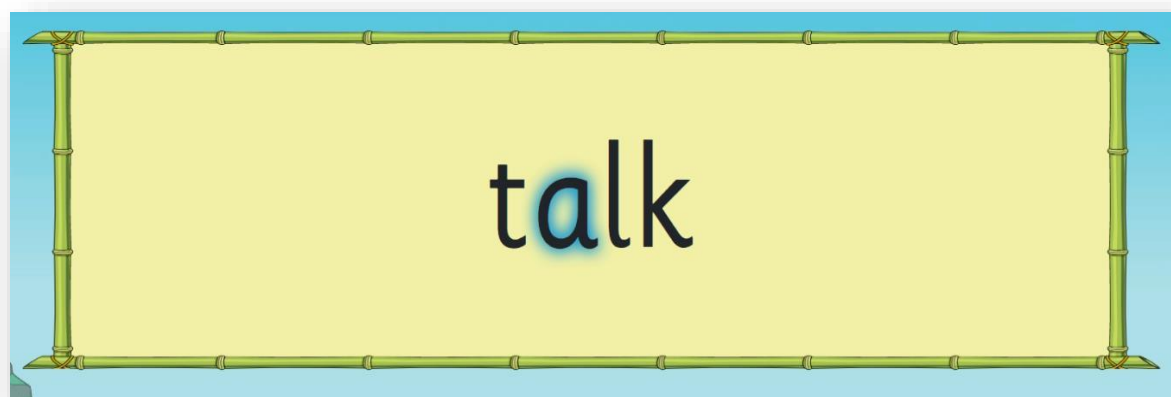


Learn with Lamar Lemur

The 'learn' activity teaches pupils the pattern for that lesson and gives some example, modelled words.

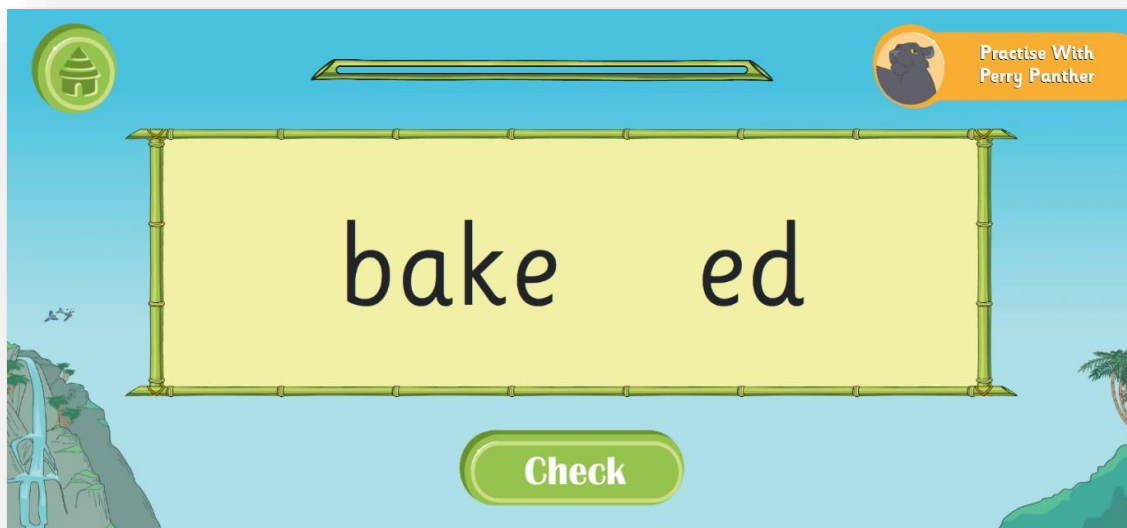


Activities are included that ask pupils to identify and investigate patterns which they see in the words given and discuss the spelling patterns to help them commit spellings to their long-term memory.

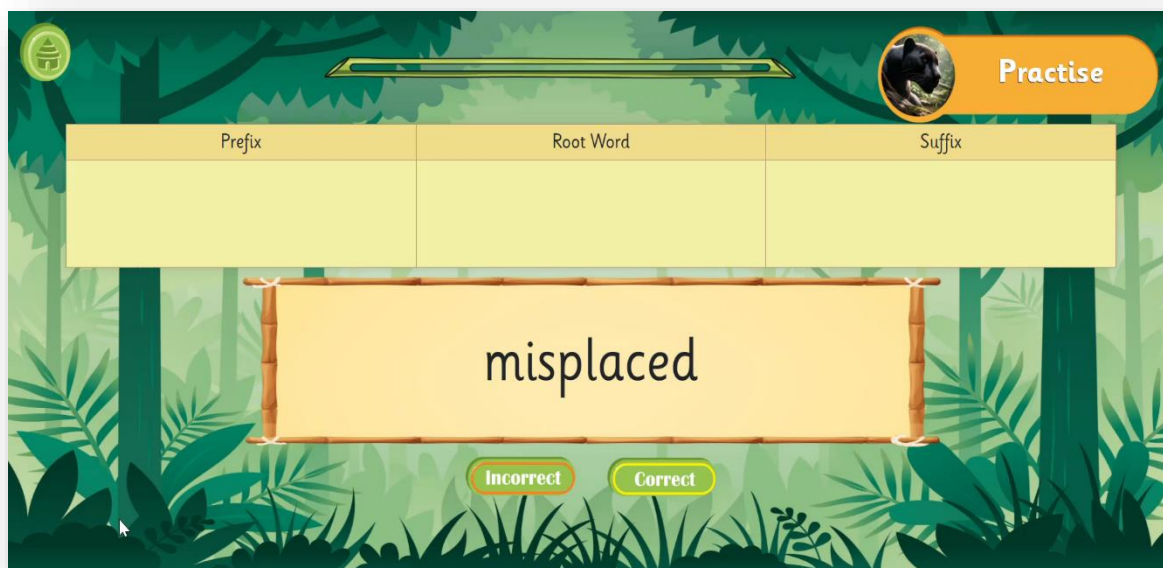


Practise with Perry Panther

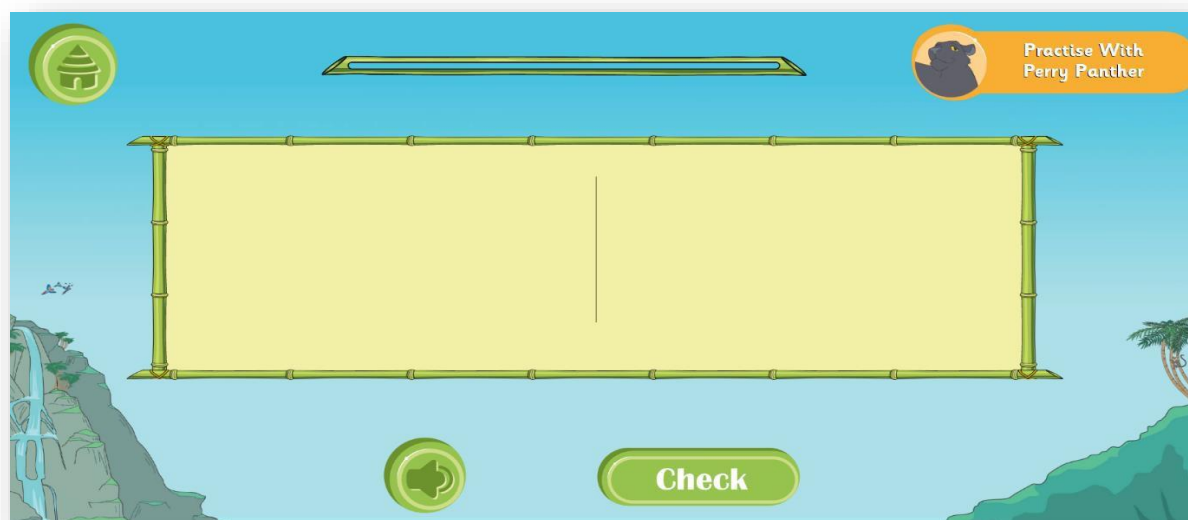
The 'practise' activity gives the class an opportunity to work together on the spelling pattern for that day. The activity is guided by the teacher and pupils are asked to work with their partner or teammates in preparation for trying it themselves in the next activity. In the first term of the activity, the spellings are modelled by the platform and teacher.



There are activities such as sorting activities and guided writes. There is also a range of activities that change as the programme draws in more references to morphology and etymology, which you can see in this Year 4 example.

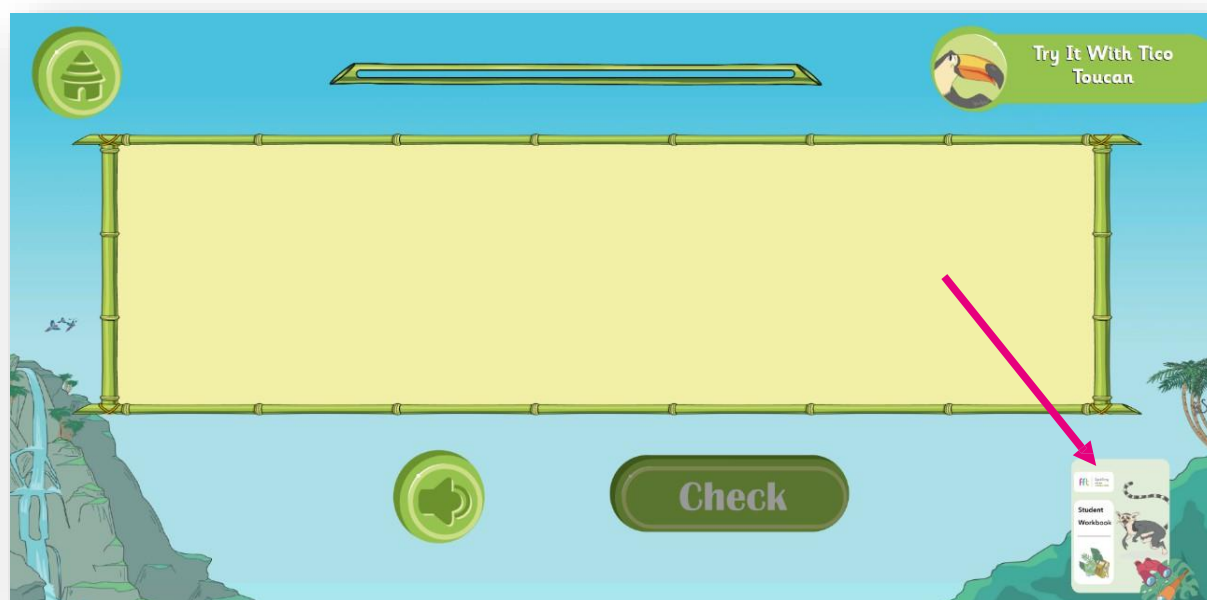


Pupils are also guided by the teacher to spell the words with the target pattern. The class then checks their ideas by typing the response into the platform.



Try It with Tico Toucan

During the 'Try It' activity, pupils use their Pupil Workbooks to practise what they have learnt in that lesson through dictation exercises, either at the word or sentence level.



Strategy Stash (within some Try It with Tico Toucan activities)

Later in the programme in Year 2, pupils are taught useful strategies for supporting the independent application of their spelling knowledge. They are taught to use various spelling strategies, drawn from the latest research; these include: using syllables, morphology, letter patterns and look, cover, write, check.

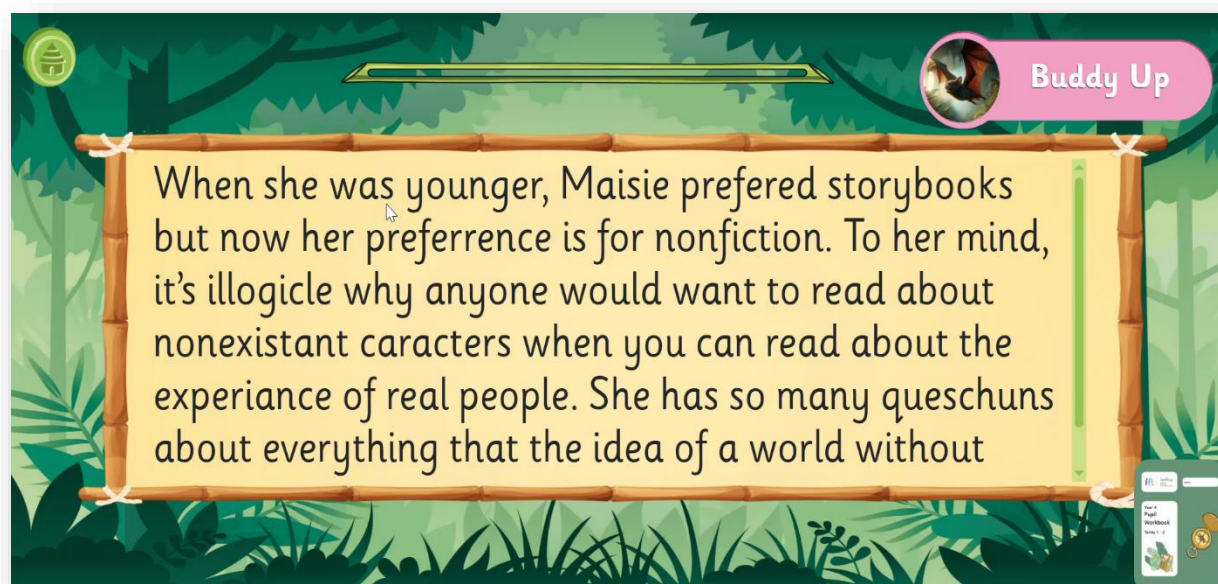
The following activities support the strategies: Chunking (using syllables), Muscle Memory (using physical memory) and Make it Meaningful (using images) to support pupils in being able to independently apply their spelling knowledge across their writing.





Buddy Up with Bobbie Bat

In 'Buddy Up with Bobbie Bat', pupils have a go at proofreading a passage in pairs, using their Pupil Workbooks, and then checking their answers as a class. These passages provide a really good opportunity for assessment for learning as they contain a combination of aspects covered so far in the programme.



Term 1 - Week 1

Long /a/ & adding endings

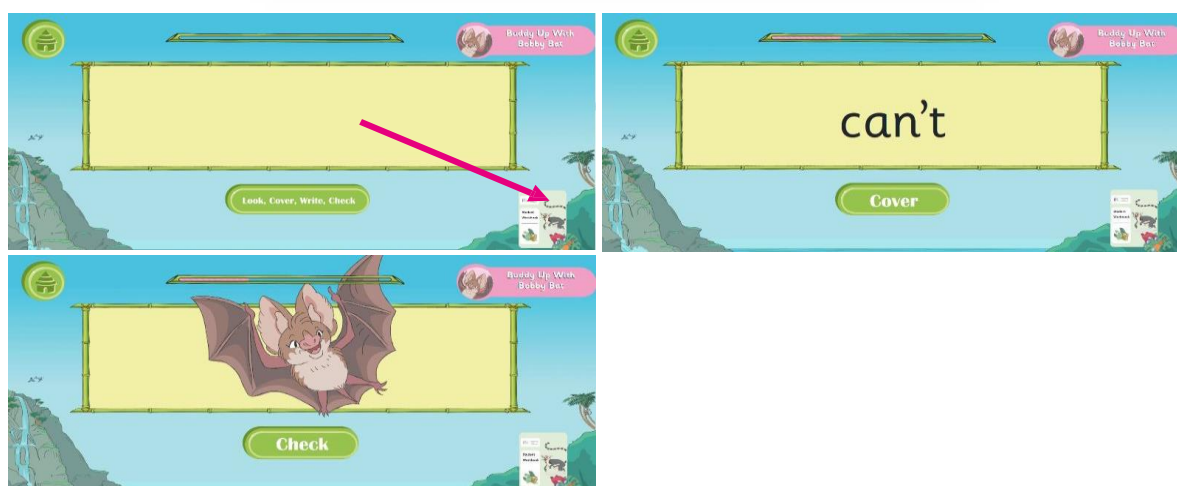
Days 4 & 5

Buddy up with Bobbie Bat



Day 4

The laydy in the baker's shop was saing she will
save a tastey cake for me and my baby sister,
Fay. Today, she waived and gave us an amazing
cupcake with a daysy from her baking trai.



'Buddy Up with Bobbie Bat' also features, following the activity 'Special Skill with Sadie Spider' (detailed below). Here, pupils apply their knowledge of the newly learnt special skill with their partner (e.g. a new contraction) before applying the skill independently in the following 'Try It' activity. Often in this activity (as shown in the examples below), pairs use the strategy 'Look, Cover, Write, Check' in Year 2. In order to make this activity purposeful, it's really important this is modelled to pupils so they follow this process:

Look: Look clearly at the word, say it to yourself, notice the tricky part, e.g., think about where the apostrophe is and why.

Cover: Cover the word (this is done on the online platform), try writing the word with your 'magic pen' / on your partner's back etc.

Write: Write the word from memory.

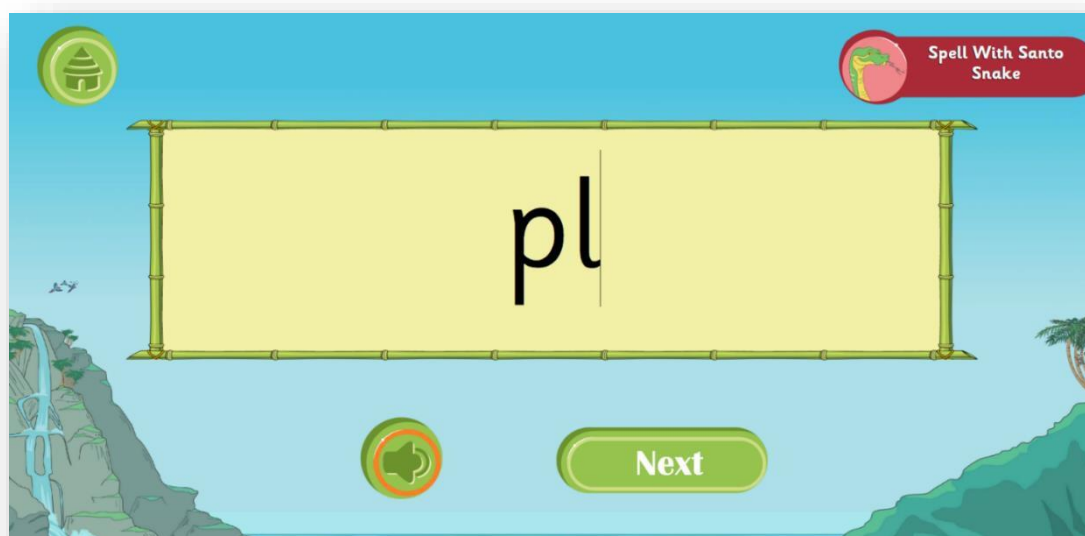
Check: See if your spelling was correct. Look carefully at mistakes; how will you make sure you don't make that mistake again? Why did you make that mistake?

Spell with Santo Snake

For this activity pupils are presented with words containing spelling patterns which have already been covered and, as a class, have to identify whether they are correct or incorrect.

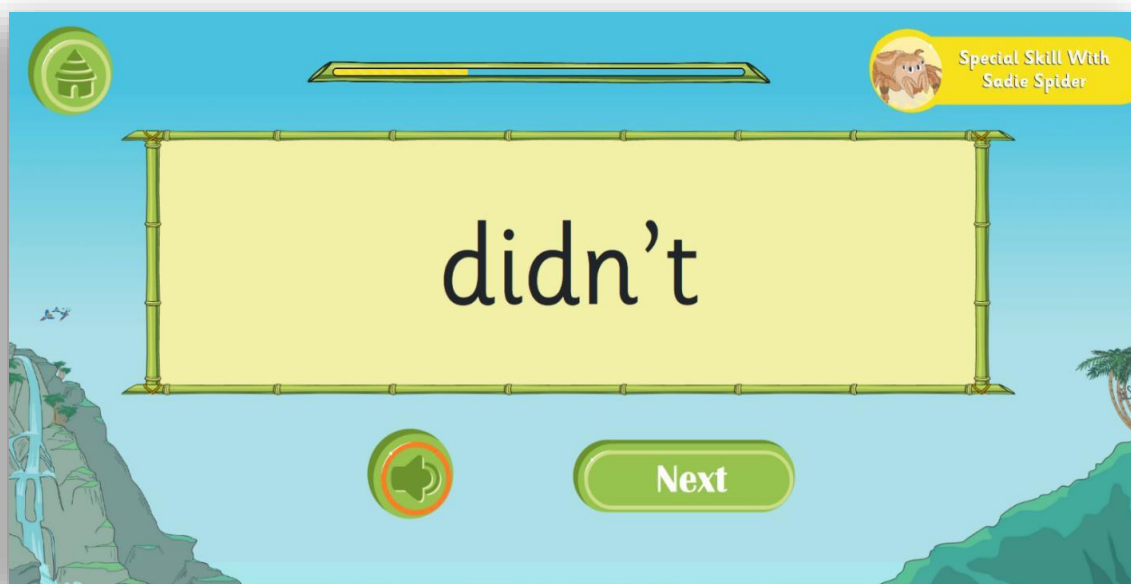


Here there is an opportunity to teach using assessment for learning, including any words which pupils have struggled with during the week. There are 10 spaces on the platform to type in a word which pupils can identify as being correct or incorrect, before moving onto the next one. This means teachers can include spellings which pupils in their class commonly use, but are spelling incorrectly, so the learning is personalised to the class. The online lesson plans will support teachers in choosing appropriate words to work through with their class and they will also serve as a reminder of any common exception words covered in that week.



Special Skill with Sadie Spider

The 'Special Skill' is taught with help from Sadie Spider. This activity teaches an element of grammar from the relevant Year Group National Curriculum as indicated on the Year Groups Scope and Sequence.

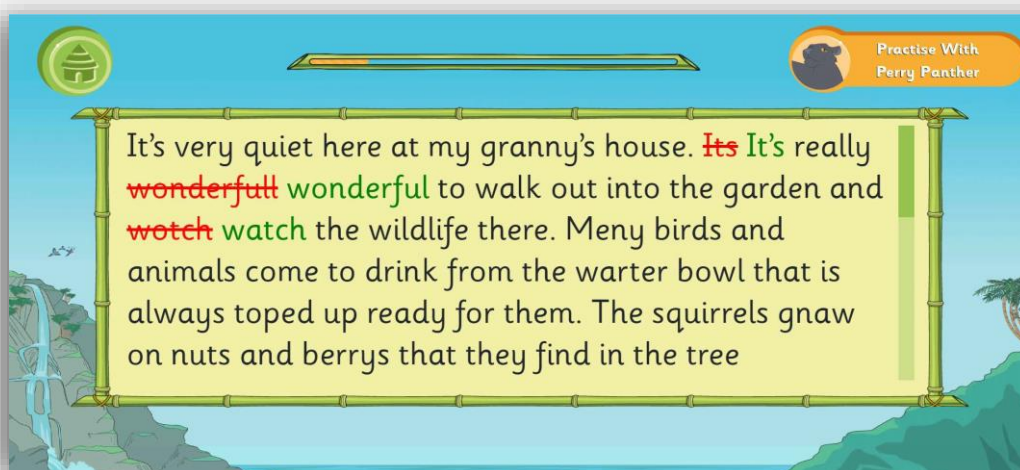


Review and Consolidation

In the review and consolidation weeks, there are different activities across the week and across the programme for pupils to really embed their knowledge.

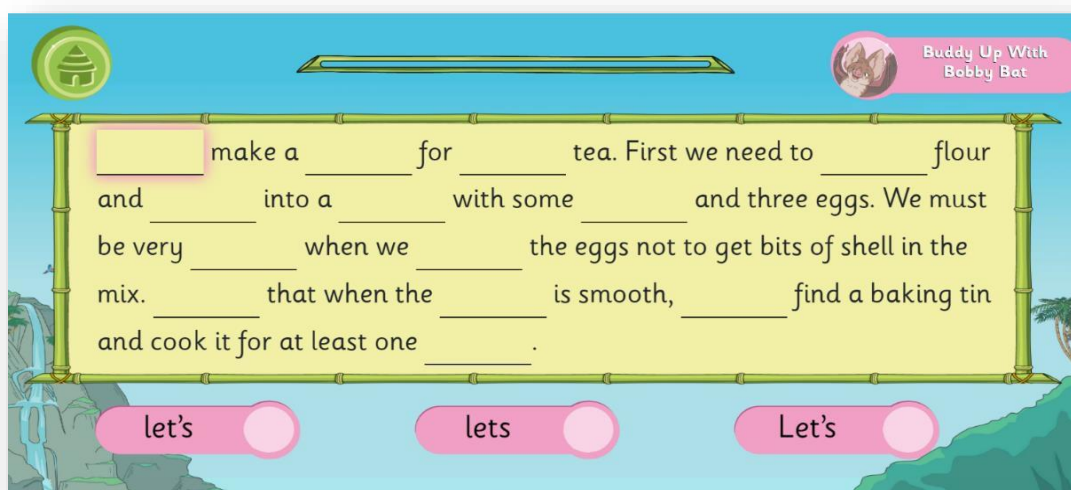
Each term, there are dedicated review and consolidation weeks (see Scope & Sequence).

There are several weeks planned into the programme for review and consolidation activities, such as opportunities for pupils to complete proof-reading activities as a class (Practise with Perry Panther) and in pairs (Buddy Up with Bobbie Bat); there is also a cloze procedures and dictation activities. (Try It with Tico Toucan). Day 5 offers teachers an opportunity to tailor the teaching and learning to the class, using assessment for learning from previous weeks. Of course, these activities can be scaffolded more or less as pupils progress through the programme, according to their needs.



Practise With Perry Panther

It's very quiet here at my granny's house. ~~Its~~ It's really ~~wonderfull~~ wonderful to walk out into the garden and ~~wotch~~ watch the wildlife there. Meny birds and animals come to drink from the warter bowl that is always toped up ready for them. The squirrels gnaw on nuts and berrys that they find in the tree



Buddy Up With Bobby Bat

_____ make a _____ for _____ tea. First we need to _____ flour and _____ into a _____ with some _____ and three eggs. We must be very _____ when we _____ the eggs not to get bits of shell in the mix. _____ that when the _____ is smooth, _____ find a baking tin and cook it for at least one _____.

let's lets Let's

Year 3 & 4 Activities - Differences

Year 3 & 4 have many similarities to Year 2, however, we have made some adaptations to Year 3 & 4 to ensure the pedagogy, timings and approach supports pupils in higher year groups.

Day 5 of the Year 3 & 4 of the programme is optional; however, we encourage schools to use this day's activities to provide a short lesson to ensure children can consolidate skills. There is also a new character for this activity, Review with Riley Rhino.

The activity is very straightforward and involves children writing a dictated passage and then children self-checking their work. The passage, like other dictations, can be read aloud in short chunks to allow children to write. The passage provides an opportunity for children to apply all the learnt skills throughout the week in one final activity.



Activities only in Year 4

We have a range of activities in Year 4 only to ensure that there is more focus on morphology and etymology, to ensure progression of skills for pupils.

- Word tables (morphology/etymology)
- Four Ways
- Riddles
- Code Breaker

Try It - Days 1 & 2

v a _ _ _	_ _ g u e
v _ _ _ _	_ _ _ u e
t o _ _ _ _	_ _ _ g u e
t _ _ _ _ _	_ _ _ _ u e
p l _ _ _ _	_ _ _ g u e
p _ _ _ _ _	_ _ _ _ u e
i n t r _ _ _ _	_ _ _ _ _ g u e
i n _ _ _ _ _ _	_ _ _ _ _ u e
m o s _ _ _	_ _ _ q u e
m _ _ _ _ _	_ _ _ _ u e

New Review Activity for Year 4

In Year 4 only, there is a Code Breaker review week activity where pupils need to unscramble the word to find numbered letters to find the answer to the 'Code Word' which is revealed in the platform. To support, the lesson plan contains the Code Word answer.

Review - Day 5

Unscramble the words and then use the numbered letters to break the code word below.
The first one is done as an example.

1	a	2	n	t	i	f	r	e	e	z	e
---	---	---	---	---	---	---	---	---	---	---	---

atnifreeze

				10		8			
--	--	--	--	----	--	---	--	--	--

sbumranie

						4					3
--	--	--	--	--	--	---	--	--	--	--	---

sperumartek

						5				
--	--	--	--	--	--	---	--	--	--	--

redcroetae

					7		9					
--	--	--	--	--	---	--	---	--	--	--	--	--

dratamciylla

6					4					
---	--	--	--	--	---	--	--	--	--	--

cretnaiyl

Answer:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



5. FAQs

Who can use Spelling with the Jungle Club?

Spelling with the Jungle Club can be used with any pupils who need to secure their spelling skills from the Year 2 or Year 3/4 National Curriculum. Years 5 & 6 will be available for the start of the 2025/2026 academic year.

How does it link to the National Curriculum?

In the Spelling Scope and Sequence document, teachers can see that the programme's content is broken down into six, 6-week blocks, referred to as 'Terms' with consolidation/review opportunities built in. The content covers all National Curriculum objectives for spelling. The National Curriculum for Years 3 & 4 are not broken down into separate year groups. We have therefore developed the Scope and Sequence for these year groups to ensure a revision of the previous year and a sensible progression. Each of our Scope and Sequence documents clearly identifies the coverage of the National Curriculum over that year's worth of planning.

How does the programme link to phonics?

The platform has been developed to follow on from our own, letters and sounds-based phonics programme meaning that any school can use the programme.

How do I use it in the classroom?

The platform is designed for daily use in the classroom for, on average, 10-20 minutes a day, each day of the week. 36 weeks of content is provided meaning teachers can revisit skills or take a break from teaching the content.

The pedagogy ensures that pupils are fully engaged during the whole lesson. A wide range of fun activities are embedded in the platform which pupils engage with as a whole class, in groups and in partnerships.

Do I have to teach it daily?

To get the best results, the platform is designed for daily use. We know that can be a challenge, so we have built the platform to allow for flexibility in timetabling.

Are there any other resources you need to use the programme?

The daily lessons are all accessed via the platform for display on an interactive whiteboard or other digital device, including iPads. Digital weekly lesson plans also provide an overview of the spelling activities that will be taught each day and will support teachers with planning their learning environment. There are also carefully designed, accompanying lesson resources in 'Pupil Workbooks' that are provided in PDF that can either be printed freely or ordered, for a small cost.

What advice to you provide regarding spelling at home?

Research and evidence widely conclude that spelling tests from a set list with weekly tests are not helpful for all pupils. Therefore, we do not offer pre-made weekly lists of spellings.

We know that schools will have differing policies and approaches to learning at home, so suggest the following options that might support home school learning for spelling:

- Use our Scope and Sequence and lesson plan content to guide pupils out of school learning

so that they consolidate/revisit spelling rules, patterns, or, if appropriate, common exception words.

- Spell is also an opportunity to review select words based on AfL in the lesson.
- Review also provides an opportunity to consolidate and review the week's learning.

Consider the impact of your approach and adjust to ensure children have time for other home learning activities, such as reading etc.

Do you provide training and support to use the programme?

Yes, we provide leaders with a short overview and teachers have, easy-to-access live or on-demand sessions, before they begin to use the platform. These consist of an essential session on 'How to Use Spelling with the Jungle Club' and an optional session on 'Spelling Theory and Evidence'.

What assessment information will it provide?

The weekly lessons have regular opportunities for review and consolidation, and each term has designated review weeks.

How can I scaffold learning for pupils?

There are many ways teachers can adapt the programme to both support and challenge learners. For instance, pupils who need support can work with a more able partner or teachers can modify the amount and way the materials are presented. Teachers can also choose words they focus on based on pupils' assessments. Our materials are flexible and freely accessible digitally for teachers to customise. Our training and support provide further advice to those using the programme.

Can I use the weeks' activities in a different order or use segments of the platform?

Ideally, no, as the activities and platform are designed to progress in complexity but if schools feel this is appropriate, then yes, they can. The Scope and Sequence document provides a week-by-week overview of the programme content. However, teachers can use the platform to revisit skills as required.

Do you have any advice on teaching mixed-age year groups?

How you use the programme with mixed aged classes may depend on your overall approach regarding multi-year rolling programme for all curriculum areas. When planning for a mixed-age class, teachers must decide on the length of the rolling programme. The length of the programme must allow each child full access to the requirements of the national curriculum. For example, if there are two year groups in the class, there may be a need to offer a two-year rolling programme. Our Co-operative Learning approach and revision of previous year group content, which you can identify in the Scope and Sequence, will support. As we develop our spelling offer in 2025-2026, we will provide further guidance on mixed-age classes.

Can I start using the platform mid-year?

Yes! The Scope and Sequence document provides a week-by-week overview of the programme content to help teachers decide where to pick up the platform and plan to teach the key skills pupils need.

However, for maximum impact, it is best to use the programme for a full year.

Can older pupils use the platform?

Older pupils who need to revisit the previous year groups content for spelling you can access the

platform. Teachers may want to target the skills pupils need rather than working through the full year's content, to ensure pupils make accelerated progress. (See our other FAQs on scaffolding learning and pupils who have not passed the Phonics Screening Check.)

Do you have a Year 2 Reading offer?

Yes, we do! Schools who have an active subscription to our Phonics programme can access our Routes to Reading programme, designed specifically for pupils who can access the Year 2 programmes of study. You can find details on this on our FFT webpage.

Can the platform be used with pupils who haven't passed the Phonics Screening?

You can, however, pupils who need to retake the Phonics Screening should be supported to do so.

Who do I contact if I need support?

please contact FFT's Literacy Support Team on: Email: literacysupport@fft.org.uk or Telephone: 01446 776262 (Option 5)

Glossary

Decoding - In decoding, pupils are taught to look at graphemes in written words from left to right and to say each corresponding phoneme in turn. Then they blend the phonemes to say the whole word.

Encoding - Representing the phonemes in a word with the appropriate graphemes (spelling and writing).

Etymology - A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed. Many words in English have come from Greek, Latin or French.

Grapheme - Graphemes can be comprised of either one, two or three (very occasionally four) letters and there will always be the same number of graphemes in a word as there are phonemes.

Grapheme-phoneme correspondences (GPCs) - The links between letters, or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent.

Morpheme - A morpheme is the smallest unit of meaning in grammar. Free morphemes can stand alone (e.g. dog). Roots, prefixes and suffixes in a word are all morphemes. Bound morphemes are attached to other morphemes. Inflections are examples of bound morphemes (e.g. dog + s). (See **morphology**.)

Morphology - A word's morphology is its internal make-up in terms of root words and suffixes or prefixes, as well as other kinds of change such as the change of mouse to mice.

Morphology may be used to produce different inflections of the same word (e.g. boy – boys), or entirely new words (e.g. boy – boyish) belonging to the same word family. word that contains two or more root words is a compound (e.g. news+paper, bird+house).

Orthography - The legitimate spelling patterns of a language (from the Greek orthos – straight, right or correct – and the Greek graphos – written).

Phoneme - A phoneme is defined as the smallest unit of sound into which a spoken word can be broken down. For example, in the word 'cat' there are three phonemes /c/ ... /a/ ... /t/. In this example,

There are around 44 phonemes in English; the exact number depends on regional accents.

Root word - A word's morphology is its internal make-up in terms of root words and suffixes or prefixes, as well as other kinds of change such as the change of mouse to mice.

Morphology may be used to produce different inflections of the same word (e.g. boy – boys), or entirely new words (e.g. boy – boyish) belonging to the same word family.

A word that contains two or more root words is a compound (e.g. news+paper, bird+house). When looking in a dictionary, we sometimes have to look for the root word (or words) of the word we are interested in.

Scaffold/scaffolding - Providing enough support so that pupils can complete tasks that they could not yet do independently.

Sentence stems/sentence frames

Phrases that provide a structure or starting point for writing, helping pupils to construct clear, complete sentences.

** This glossary has been developed by using the Success for All Programme Guide and the DfE Reading (2023) and Writing Frameworks (2025)*

Spelling with the Jungle Club - Scope and Sequence



Term 1	Review from Year 1	New Skills for Year 2	CEWs Year 2	Special Skill
Week 1	Compare: long /a/ (/ai/ay/a_e/a/)	Adding endings to split digraph words	great, break, steak	Contraction: can't
Week 2	Compare: long /e/ (/ee/ea/-y/)	Adding endings to split digraph words	because, again	Homophones: see/sea
Week 3	Compare: long /e/ (/ie/e_e/e/)	Adding endings to split digraph words and other words ending in 'e'	even, people	Homophones: be/bee
Week 4	Compare: long /i/ (/igh/ie/i_e/-y/) Prefix un-	Practise adding endings to split digraph words and other words ending in 'e'	find, kind, mind, wild, child(ren), climb	Contractions: I'll, you'll, we'll
Week 5	Compare: long /o/ (/oa/oe/o_e/ow/)	Adding endings to split digraph words and other words ending in 'e'	old, cold, gold, hold, fold, told	Contraction: don't
Week 6	Compare: long /u/ (/oo/ue/u_e/ew/u/)	Adding endings to split digraph words and other words ending in 'e'	most, only, clothes, both, hello	Homophones: blue/blew
Term 2				
Week 1	'ph' 'wh'	Words beginning 'wr'	who, whole, Mr, Mrs	Homophones: right/write
Week 2	Compare: /ur/ /er/ /ir/	Apostrophes for possession	after*, pass*, grass*, class*	Contraction: won't
Week 3	Compare: /ou/ /ow/	Apostrophes for possession	hour	Homophones: hear/here
Week 4	Compare: /or/ /ore/ /au/ /aw/	Suffix -ful	door, poor, floor, water, beautiful	Homophones: there/their
Week 5	Compare: /ear/ /eer/ /air/ /ear/ /are/	Suffix -less	sure, sugar, Christmas	Homophones: bear/bare
Week 6	Review & Consolidation			

* Common Exception Words marked with an asterisk may/not be Tricky Words according to regional accent.

Spelling with the Jungle Club - Scope and Sequence



Spelling
with the
JUNGLE CLUB

Term 3	New Skills for Year 2	CEWs Year 2	Special Skill
Week 1	Words ending in: -le/-el	parents	Contraction: it's
Week 2	Words ending in: -al/-il	father, past*, fast*, last*	Contractions: wasn't /isn't
Week 3	Words ending in: -y (happy)	what, pretty, every, everybody	Contraction: what's
Week 4	Words ending in: -y (cry)	any, many, busy, does	Contraction: doesn't
Week 5	Adding endings to single-syllable words ending in a single consonant (e.g. pat/patted)	could, would, should	Contractions: couldn't, wouldn't, shouldn't
Week 6	Review & Consolidation		
Term 4			
Week 1	Adverbs ending in -ly (including to split digraph and -y words)	plant*, bath*, path*	Apostrophes for possession
Week 2	Irregular plural nouns & revise rule for -s /-es	half, woman, women ⁺	Contraction: haven't
Week 3	Compare: /j/ /g/ /ge/ /dge/	move, prove, improve	Near homophones: quite/quiet
Week 4	Compare: /se/ /c/ /ce/	eye	Homophones: piece/peace
Week 5	Compare: /-y/ /-ey/	money, monkey, honey	Homophones: to/too/two
Week 6	Review & Consolidation		

* Common Exception Words marked with an asterisk may/not be Tricky Words according to regional accent.

+ Are included as examples of irregular plurals. These are Year 3 Common Exception Words

Spelling with the Jungle Club - Scope and Sequence



Spelling
with the
JUNGLE CLUB

Term 5	New Skills for Year 2	Special Skill
Week 1	/or/ phoneme spelt 'a' before 'l' and 'll' (e.g. fall/ball, talk/walk)	Homophones: there/their/they're
Week 2	/u/ phoneme spelt 'o' (e.g. other/mother) /o/ phoneme spelt 'a' (e.g. want/wash)	Homophones: sun/son
Week 3	/er/ phoneme spelt 'or' (e.g. work/world) /or/ phoneme spelt 'ar' after 'w' (e.g. warm/towards)	Homophones: one/won
Week 4	/n/ phoneme spelt 'kn' or 'gn' (e.g. knight/gnat)	Homophones: no/know
Week 5	Suffixes: -ment/-ness	Homophones: not/knot
Week 6	-tion ending on words (e.g. station/nation)	Homophones: meet/meat
Term 6		
Week 1	s pronounced as /z/ (e.g. television/usual/pleasure)	Homophones: plain/plane
Week 2	Compare /ch/ phoneme (e.g. nature/stretchers)	Homophones: grown/groan
Week 3	Review & Consolidation	
Week 4	Review & Consolidation	
Week 5	Review & Consolidation	
Week 6	Review & Consolidation	



Term 1	Skills	Words	Special Skills
Week 1	Endings on split digraph words	pretty, beautiful, everybody	Homophones: to / too
Week 2	Endings on single-syllable words ending with consonant	great, break, steak	Homophones: there / their
Week 3	-ed endings that sound like /d/ /t/ and /ed/	once, water, parents	Homophones: one / won
Week 4	Words beginning wh and wr	whole, who, both	Homophones: hole / whole
Week 5	Words ending -le, -el, -al, -il	what, sure, sugar	Near Homophones: quite / quiet
Week 6	Suffixes -ful and -less	wild, child, climb	Possessive apostrophe (singular nouns)
Term 2			
Week 1	Suffixes -ment and -ness	address, arrive, colour	Homophones: to / too / two
Week 2	Negative prefix un-	earth, unearth	Homophones: there / their / they're
Week 3	Negative prefixes dis- / mis-	appear, disappear	Homophones: piece / peace
Week 4	/u/ sound spelt 'o'	often, perhaps, different	Homophones: son / sun
Week 5	/u/ sound spelt 'ou'	different, busy, Christmas	Homophones: here / hear
Week 6	Review & Consolidation		



Term 3	Skills	Words	Special Skills
Week 1	Adverbs ending -ly (no change to root word)	minute, early, interest	Near Homophones: were / where
Week 2	Adverbs ending -ly on words ending -y	accident / al / ly	Homophones: break / brake
Week 3	Adverbs ending -ly on words ending -le	probable / ly possible / ly	Homophones: main / mane
Week 4	/ch/ sound spelt 'ch' and 'tch'	actual / ly natural	Homophones: witch / which
Week 5	/che/ ending spelt 'ture' and 'tcher'	answer, February	Homophones: were / where / wear
Week 6	Review & Consolidation		
Term 4			
Week 1	Endings on multi-syllable words ending in consonant	heard, learn	Homophones: knot / not
Week 2	/j/ sound spelt /j/, /g/, /ge/ and /dge/	strange, important	Homophones: plane / plain
Week 3	/zhe/ sound (e.g. pleasure, treasure, usual)	forwards, woman, women	Homophones: bury / berry
Week 4	/zhun/ sound (e.g. vision, television, confusion)	occasion /al / ly	Homophones: meet / meat
Week 5	Prefix re-	build, difficult	Homophones: great / grate
Week 6	Review & Consolidation		



Term 5	Skills	Words	Special Skills
Week 1	/shun/ sound spelt '-tion' (e.g. action, invention, station)	describe, surprise	Homophones: groan / grown
Week 2	/shun/ sound spelt '-tion' and /zhun/ sound spelt 'sion'	remember, material	Homophones: mail / male
Week 3	/s/ sound spelt 's', 'ss', 'se', 'c', 'ce' and 'sc' (e.g. science, fascinate, scenery)	receive, excite, special	Homophones: seen / scene
Week 4	/k/ sound spelt 'ch' (e.g. school, echo)	promise, famous, favourite	Homophones: fair / fare
Week 5	/sh/ sound spelt 'ch' (e.g. chef, machine)	guide, guard, guest, delicious	Homophones: missed / mist
Week 6	Review & Consolidation		
Term 6			
Week 1	/ai/ sound spelt 'ei', 'eigh', 'aigh' 'ey'	naughty, thought, enough	Homophones: rain / rein / reign
Week 2	Prefixes super-, sub-	believe, heart, ocean	Near Homophones: breath / breathe
Week 3	Possessive apostrophes for regular plurals	bicycle, island, library	Homophones: ball / bawl
Week 4	Possessive apostrophes for regular and irregular plurals	group, fruit, juice	Possessive apostrophes for proper nouns ending 's'
Week 5	Review & Consolidation		
Week 6	Review & Consolidation		

The following Y3/4 National Curriculum Spelling objectives are not covered in Year 3 Spelling with the Jungle Club:

Statutory Requirements	Rules and Guidance (non-statutory)	Example Words
More prefixes	<p>The prefix in- can mean both 'not' and 'in' / 'into'</p> <p>Before a root word starting with 'l', in- becomes il-</p> <p>Before a root word starting with 'm' or 'p', in- becomes im-</p> <p>Before a root word starting with 'r', in- becomes ir-</p>	<p>inactive, incorrect, insane, invalid, independent, inexpensive</p> <p>illegal, illegible</p> <p>impossible, impatient, immature, immortal</p> <p>irregular, irrelevant, irresponsible</p>
More prefixes	<p>inter- means 'between' or 'among'</p> <p>anti- means 'against'</p> <p>auto- means 'self' or 'own'</p>	<p>interact, intercity, international, interrelated</p> <p>antiseptic, anticlockwise, antisocial</p> <p>autograph, autobiography, automatic</p>
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules learnt still apply.	information, adoration, automation, sensation, preparation
The suffix -ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>-our is changed to -or before adding -ous</p> <p>The final 'e' of the root word must be kept if the /j/ sound of 'g' is to be kept</p> <p>If there is an /i/ sound before the -ous ending, it is usually spelt as 'i' but a few words have 'e'</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>

The following Y3/4 National Curriculum Spelling objectives are not covered in Year 3 Spelling with the Jungle Club:

Statutory Requirements	Rules and Guidance (non-statutory)	Example Words
Endings which sound like /shun/	-ssion is used if the root word ends in 'ss' or -mit -sion is used if the root word ends in 'd' or 'se' -cian is used if the root word ends in 'c' or 'cs'	expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words ending with the /g/ sound spelt 'gue' or the /k/ sound spelt 'que' (French)		league, tongue mosque, antique, unique

Spelling with the Jungle Club - Year 4 Scope and Sequence

Term 1	Skills	Words	Special Skills
Week 1	Adverbs ending -ly (including on words ending -y, -l and -le)	wholly, certainly, usually	Possessive apostrophes for plural nouns ending 's'
Week 2	Adverbs on words ending -ic	truly, publicly, extremely	Possessive apostrophes for irregular plural nouns
Week 3	Prefix re-	strength, although	Homophones: knot / not
Week 4	Prefixes sub- / super-	through, though	Homophones: break / brake
Week 5	Prefix anti- ('against')	suppose, completely	Homophones: main / mane
Week 6	Review & Consolidation		
Term 2			
Week 1	Negative prefixes dis- / mis-	continue, consider	Possessive apostrophes for proper nouns
Week 2	Negative prefix in-	exercise, potatoes	Possessive apostrophes for proper nouns ending 's'
Week 3	Negative prefix im-	grammar, history	Homophones: great / grate
Week 4	Endings on multi-syllable words ending in consonant	height, increase	Homophones: whether / weather
Week 5	Adverbs – consolidation of skills	knowledge, opposite	Homophones: witch / which
Week 6	Review & Consolidation		

Key to Colour-coding:

Revision from Spelling with the Jungle Club Year 3 (in addition, all words and spelling patterns introduced in Year 3 will be included). See Year 3 Scope and Sequence for full details of coverage.

From National Curriculum Year 5 and 6 Spelling appendix

Additional material (not specified in The National Curriculum, but in common enough usage to be of use to introduce to Year 4 children)

*suffix -ment introduced in Yr2 but reinforced here in tandem with -ship

Spelling with the Jungle Club - Year 4 Scope and Sequence

Term 3	Skills	Words	Special Skills
Week 1	/zhe/ sound spelt 'sure' and /zhun/ sound spelt 'sion'	experience, ordinary	Homophones: bury / berry
Week 2	Negative prefixes ir-, il- and non-	question, notice	Homophones: missed / mist
Week 3	/shun/ sound spelt 'tion'	position, mention	Homophones: accept / except
Week 4	/shun/ sound spelt 'sion' or 'ssion'	attention, intention, possession	Homophones: fair / fare
Week 5	/shun/ sound spelt 'cian'	business, caught	Homophones: meddle / medal
Week 6	Review & Consolidation		
Term 4			
Week 1	Consolidation all negative prefixes: mis-, dis-, un-, in-, im-, il-, ir- and non-	calendar, century	Homophones: mail / male
Week 2	Prefixes in-, im- (meaning 'into') and inter- ('between')	medicine, recent	Homophones: heel / heal / he'll
Week 3	Prefixes auto- ('self') and semi- ('half')	various, purpose	Homophones: seen / scene
Week 4	/i/ sound spelt 'y'	quarter, experiment	Homophones: whose / who's
Week 5	/g/ sound spelt 'gue' /k/ sound spelt 'que'	popular, regular	Homophones: ball / bawl
Week 6	Review & Consolidation		

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Spelling with the Jungle Club - Year 4 Scope and Sequence

Term 5	Skills	Words	Special Skills
Week 1	Suffix -ous	peculiar	Homophones: rain / rein / reign
Week 2	Suffix -ous on words ending 'our' Suffix -ous on words ending 'ge'	therefore	Homophones: breath / breathe
Week 3	Suffix 'ous' with /i/ sound before the 'ous' ending	eighth	Homophones: affect / effect
Week 4	Suffix -ation (including on verbs ending 'e')	particular	Homophones: steal / steel
Week 5	Suffix -ation on verbs ending 'y'	separate	Homophones: past / passed
Week 6	Review & Consolidation		
Term 6			
Week 1	More prefixes: de- ('from'/'away'), ab- (a-) ('away' / 'without')	frequently	Homophones: father / further
Week 2	Suffixes -ment*, -ship (qualities/states of being)	government	Homophones: allowed / aloud
Week 3	More prefixes: ex- ('out'), en- (em-) ('into' / 'onto')	environment	Homophones: practice / practise
Week 4	More prefixes: extra- ('outside'), tele- ('far'), mini- ('small'), micro- ('very small')	existence	Homophones: guest / guessed
Week 5	Review & Consolidation		
Week 6	Review & Consolidation		

Key to Colour-coding:

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