

# Spelling – Back to the Future!



Hagley



Primary School

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# Aims of the Evening



- Communicate the key messages in the new curriculum in terms of spelling.
- Provide information on current expectations for each Year Group and our approach.
- To consider different spelling strategies/resources to help support your child at home.
- Q & A session.

# Modern life



# The 2014 curriculum



## **What are the key messages?**

- Phonic knowledge should continue to underpin spelling after key stage 1.
- The word-lists for years 3, 4, and, 5 and 6 are statutory.
- Bigger emphasis of the teaching of SPaG throughout the curriculum.
- Pupils also need to put words into context.

# What is our approach?



- Short, discrete weekly spelling sessions (Daily phonics in KS1)
- KS1 are taught to apply phonics in order to encode (write/spell). They also need to be able to spell high frequency words .
- Children are exposed to a range of spelling strategies to help them.
- All children should be encouraged to apply the spelling rules and patterns they have learned in their own writing across the curriculum.



- Government Spelling Appendix

# Key Stage 1



- Phonics is taught daily for 20 mins.
- 4 part session – review, teach, practice, apply
- All children are ability streamed
- Spelling is taught explicitly through shared/guided work within lessons.
- Supporting homework given as required - Literacy Logs
- Intervention (as required)
- Sessions are lively, fun and interactive.
- 90% passed last year!

# Phonics is...



Knowledge of the alphabetic code

Skills of segmentation and blending

Phoneme – smallest unit of sound in a word.

Grapheme – a letter or sequence of letters that represents a phoneme.



# Key Stage 2 Spelling



- Focus on common or 'high frequency' words
- Dictation to contextualise words
- Revision of work from previous year
- Weekly discrete spelling sessions focusing on rules and patterns
- Investigations and fun activities (Bug Club)
- 4 part session – review, teach, practice, apply
- Children encouraged to underline spellings with a dashed line – purple pen - Spelling Logs
- Rapid phonics - intervention

# Year 3/4 Word List-Words across the Curriculum

English	Maths	Science	Geography	History	Learning Related
address although answer describe library possession question sentence therefore though	calendar circle centre eight/h group height increase length minute opposite quarter regular weight	breath/e experiment heart material medicine natural pressure separate	earth island	century famous history reign recent woman/women	complete consider continue decide describe difficult imagine knowledge learn purpose remember thought
<b>Hypothetical Language</b>	<b>Time Related</b>	<b>Unstressed Vowels</b>	<b>Rare GPCs</b>		
perhaps possible probably suppose	early occasionally often	business February interest ordinary	guard guide		

# Year 3/4 Word List-No Curriculum Links



accident(ally)	enough	notice	through
actual(ly)	exercise	particular	various
appear	experience	peculiar	
arrive	extreme	popular	
believe	Favourite	position	
bicycle	February	potatoes	
build	forward(s)	promise	
busy/business	fruit	special	
caught	heard	straight	
certain	important	strange	
different	mention	strength	
disappear	naughty	surprise	

# Year 5/6 Word List-Words across the Curriculum

English	Maths	Science	Geography	Music	History
correspond dictionary language persuade sincerely signature	average forty symbol twelfth	conscious environment equipment muscle physical shoulder stomach system temperature	environment existence foreign lightning neighbour	rhyme rhythm	ancient foreign government parliament privilege sacrifice soldier system
<b>Roles</b>	<b>Unstressed vowels</b>	<b>Spoken Language</b>	<b>Learning Related</b>	<b>Rare GPCs</b>	
amateur committee profession secretary soldier	cemetery desperate definite individual restaurant temperature vegetable	communicate criticise exaggerate explanation interrupt pronunciation relevant suggest	achieve excellent thorough individual	bruise guarantee immediately queue vehicle yacht	

# Year 5/6 Word List-No Curriculum Links



accommodate

accompany

according

aggressive

apparent

appreciate

attached

available

awkward

bargain

bruise

category

community

competition

conscience

controversy

convenience

curiosity

definite

determined

develop

disastrous

embarrass

especially

familiar

frequently

harass

hindrance

interfere

leisure

marvellous

mischievous

necessary

nuisance

occupy

occur

opportunity

prejudice

programme

recognise

recommend

sufficient

variety

## Pupils need

### Phonemic knowledge

The correspondence between letters/graphemes and sounds/phonemes (GPCS).

- **phonics** – knowing about letter/sound correspondence.
- **spelling patterns and conventions**
- **homophones** – words which sound the same but are written differently.
- **Phonological knowledge** – understanding syllables and rhymes.

### Morphological knowledge

The spelling of grammatical units within words.

- **root words** – are made up of one morpheme and cannot be split into smaller grammatical units.
- **compound words** – two root words which make another word when joined.
- **suffixes** - added at the end of root words and change its meaning and sometimes the spelling.
- **prefixes** - added at the beginning of a root word to change its meaning. Spelling usually unchanged.

### Etymological knowledge

The understanding of the origin of words.

- **etymology** - word derivations. Knowing the different sources of English words.

# Spelling Learning Sequence



Step 1	Step 2	Step 3	Step 4
<p><b>Revisit, Explain, Use</b> <i>Let children make links to the strategies they already know.</i></p>	<p><b>Teach, Model, Define</b> <i>Give the children a love of words!</i></p> <ul style="list-style-type: none"><li>-Investigation</li><li>-Formulating patterns/rules</li><li>-Spelling strategies</li><li>-Teacher modelling</li></ul>	<p><b>Practise, Explore, Investigate</b> <i>Let the children use the strategies that work for them!</i></p> <ul style="list-style-type: none"><li>-Creating word banks</li><li>-Look, cover, write</li><li>-Word games/challenges</li><li>-Sky-write</li><li>-Mnemonics</li><li>-Songs</li><li>-syllables to break words down</li></ul>	<p><b>Apply, Assess, Reflect</b> <i>Link words/spelling to writing across the curriculum and throughout the learning journey.</i></p> <ul style="list-style-type: none"><li>-Dictation</li><li>-Paired spelling tests</li><li>-Proof reading</li><li>-Purple pens</li><li>-Spelling logs</li></ul>



# Why use investigations?

- They appeal to problem-solving instincts
- Children have to be more active in deconstructing words
- They model a self-help strategy
- An interesting way to learn
- They aid memory
- They are more likely to lead to children applying correct spellings to their work than learning lists



Use spelling logs to note:

# Spelling Logs

- words under current investigation
- words for homework
- exceptional or 'tricky words'
- vocabulary linked to the wider curriculum
- personal spellings – words identified by pupil in own writing as words they need to know how to spell
- rules and strategies
- words and phrases from reading that pupils would like to use in their own writing

# Proof Reading



Proof reading has a high profile in the 2014 curriculum. Proof reading is carried out to check a written text for **accuracy**. It should take place after the completion of the editing process in which pupils **improve** their writing by making, for example, changes to word choices, sentence types, cohesive devices and order of paragraphs.

When proof reading, pupils are checking the accuracy of spelling, punctuation and grammar. For example:

- subject verb agreement
- consistency of tense
- punctuation used to mark grammatical boundaries
- spelling of words

# Resources and Freebies!



- Websites – e.g
- phonics play
- Bug club
- Ict games – see handout!

Thank you for listening  
Any questions?