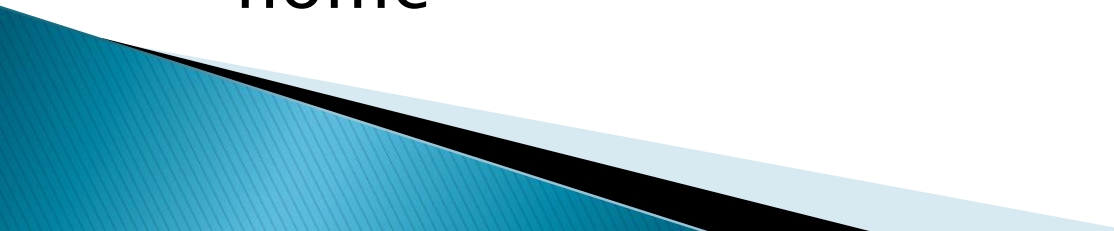


Spelling

Getting it ~~write~~, ~~wright~~, right!




Aims

- To know the implications for spelling within the new primary curriculum
 - To understand how spelling is being taught in school and how this is changing
 - To have the opportunity to ask questions
 - To know how you can support spelling at home
- 

Task

In a puiltacibon of teh New Scnieitst it siad you cuold jublme all teh letetrs in a wrod adn as Inog as teh frist adn lsat were the smae, reibadailty wolud hadrly be aftcfeed. My ansaylis did not cmoe to mcuh beucase of teh thoery at the tmie but raserceh sugsegts we may hvaee smoe pofrweul palrlael prsooscers at wrok, which seepd up regnicoiton. We olny need the frist and lsat letetrs to spot chganes in menieng.



GHOWBTAPTEAU spells..?

GH is P, as in hiccough

OW is O, as in bow

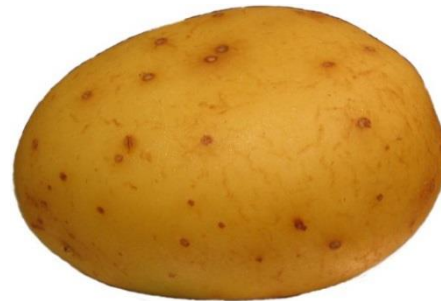
BT is T, as in doubt

A is A, as in acorn

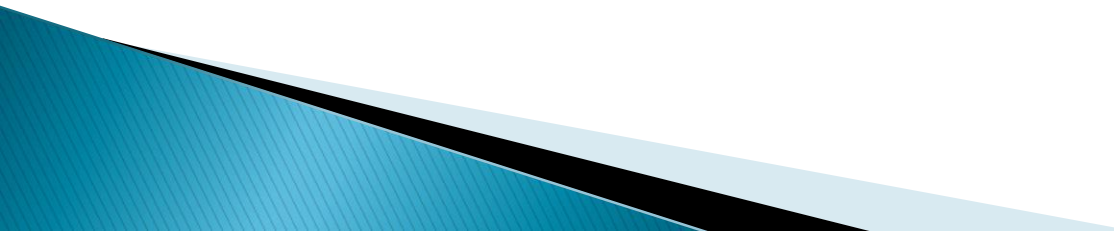
PT is T, as in
pterodactyl

EAU is O, as in beau

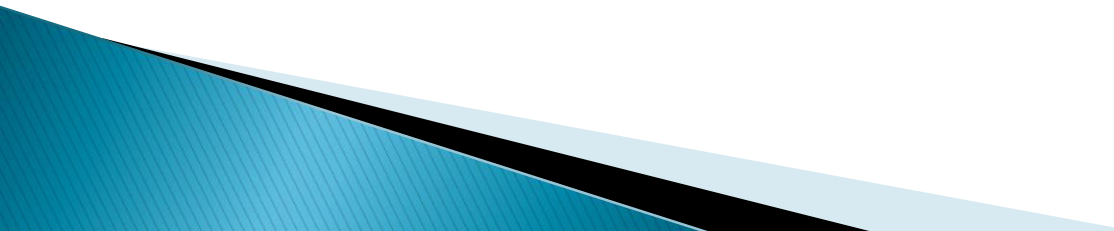
GH OW BT A PT EAU



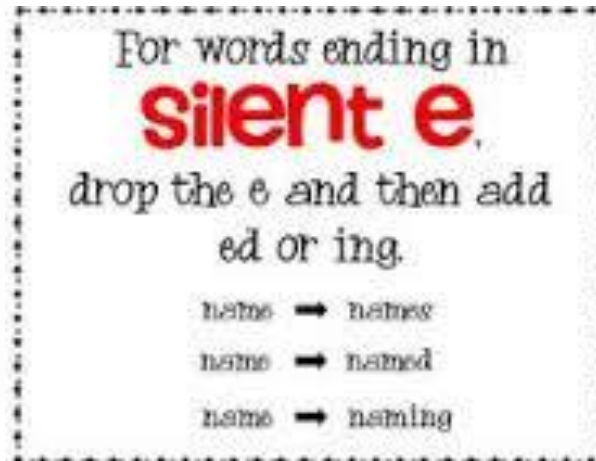
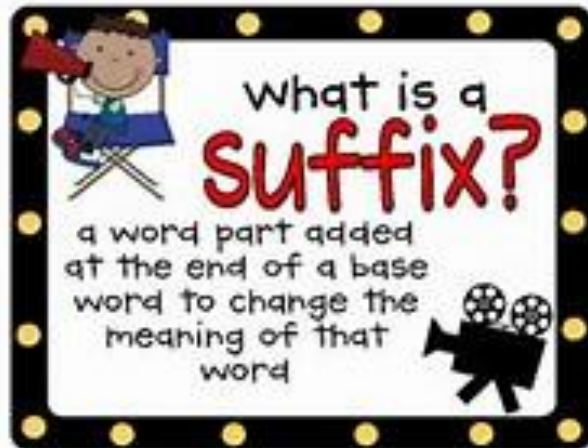
How have we been teaching spelling?

- ▶ Diagnostic tests were carried out to ascertain levels
 - ▶ Weekly tests have taken place
 - ▶ Children's progress has been tracked and adjustments have been made
 - ▶ Profile of spelling has been raised
 - ▶ Parents have been supporting children in learning spellings at home
- 

New Curriculum Expectations

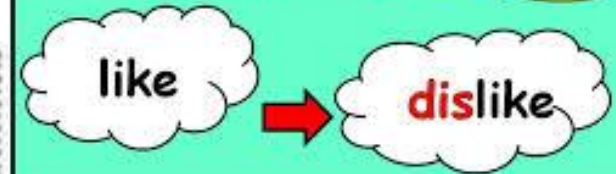
- ▶ Significant increase in expectations across all year groups
 - ▶ Greater focus on spelling rules and conventions
 - ▶ Greater focus on word roots and origins
 - ▶ Word lists are particularly demanding
 - ▶ Skills need to be embedded
- 

Rules and Patterns



A prefix is put at the beginning of a word to change its meaning.

dis
means
not



Spelling Rules

1. Drop the 'e' when adding 'ing' i.e. joking

2. Double the letters when ending in a consonant i.e. 'fun' funny

3. 'i' before 'e' except after 'c'

4. Change the 'y' to and 'i' i.e. lady to ladies.

Year 1 Expectations

In line with Phase 5 phonics

Words with alternate pronunciations of digraphs and trigraphs

Compound words – playground / blackbird

Adding endings – jump / jumper / jumping

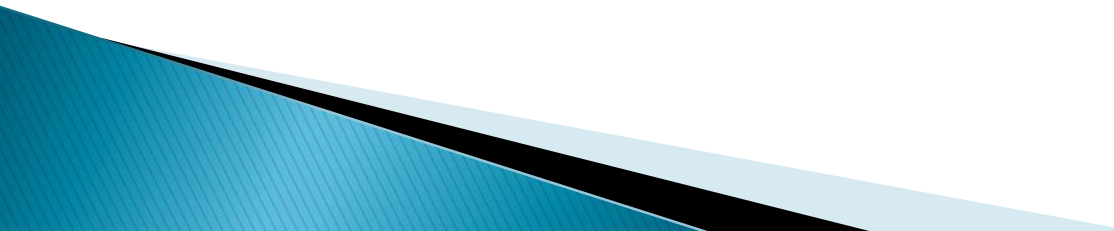
Prefix – un : unkind / unfriendly

Common exception words ‘tricky words’ – school / friend / where



Year 2 Expectations

Rules:

- ▶ Verb tenses : hope / hoped / hoping
 - ▶ Plurals : flashes / boxes
 - ▶ Changing adjectives to adverbs : quick – quickly / careful – carefully
 - ▶ Suffixes : happiness / joyful / payment / painless
 - ▶ Adding er & est
- 

Year 3 & 4

disappear
although
guard
recent
knowledge
experience
business
accidentally
experience
reign

- Adding vowel suffixes to words with more than one syllable
e.g. beginner
- Suffixes: ation, ly, sure, ture, ous
- Prefixes: un, dis, mis, re, sub, inter, super

Year 5 & 6

pronunciation

prejudice

convenience

mischievous

nuisance

amateur

guarantee

parliament

- Endings: tious, cious, cial, ance, ancy, ably, ibly,
- Use of a hyphen
- Homophones
- Letter string – ough
- Silent letters

What next?


▶ Limitations to stand alone spelling tests:

- Children don't always commit spellings learnt for a test to their long-term memory
- Some get 10/10 but then fail to spell these words correctly in their writing
- Gives teachers little information about the spelling skills children need to develop

• **New guidance from the government:**

- Higher emphasis on the teaching of spelling rules and strategies
- 50% of the marks in the end of Key Stage 1 & 2 SPAG tests are awarded to spelling questions

Changes to spelling

- ▶ Each class will focus on a weekly rule / pattern and dedicated spelling time will take place every Friday
 - ▶ Children will bring home words which are linked to the pattern / rule they have been taught
 - ▶ Tests will take place the following week
 - ▶ Spelling will feature more heavily in daily literacy sessions
 - ▶ Children will be given further opportunities to self correct spelling through dictionaries
- 

Will this involve all children?

- ▶ Children who are currently working below the expected level for their year group will take part in spellings interventions looking at words which are more appropriate for them
- ▶ All other children will look at rules for their year group, we will differentiate through breadth of words following the same rules

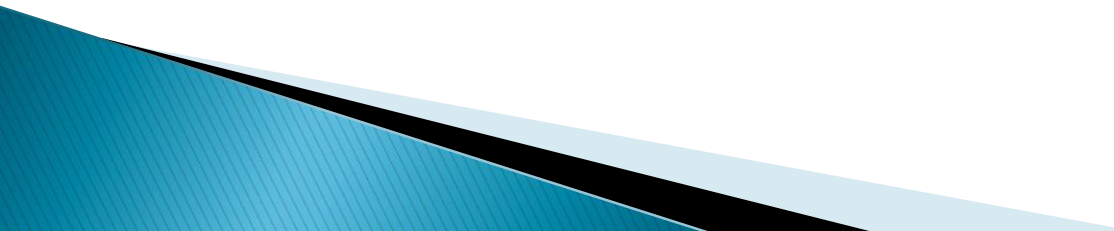
e.g. tion:

nation

relation

recommendation

How can you help?

- ▶ Sounding out by breaking the word into phonemes
 - ▶ Look, cover, write, check
 - ▶ Split the word into syllables – re–mem–ber
 - ▶ Mnemonics e.g. **P**eople **E**at **O**range **P**eel **L**ike **E**lephants or **OU** **L**ucky **D**uck (w**ou**ld/c**ou**ld/sh**ou**ld)
 - ▶ Identify words within words e.g. rat in separ**ate**
 - ▶ Making links with word meaning e.g. sign – signal – signature
 - ▶ Dictionary skills
- 

How can you help?

- ▶ Websites: Topmarks & Woodlands Junior – spelling games
- ▶ Familiarise yourself with the statutory words for each year group
- ▶ Encourage your child to ‘have a go’
- ▶ Remember – it is fine to make mistakes, it is important that children given the skills of how to correct them

▶ **Any Questions?**

