

Teaching and Learning Spelling

St John the Baptist Primary School, Pebmarsh

Spring 2016



Supporting Spelling

Can you spell.....?

Acommodate

Accommodate

Accomodate

Acomodate



Expectations for Spelling

The new curriculum has seen an increased emphasis on the teaching of spelling.

Children will be taught a variety of spelling rules and will need to apply this knowledge to their written work.

It is also expected that children will be able to proof-read their work and should be able to recognise and correct basic errors in spelling and punctuation.



Spelling Lists

In KS1, children must learn how to recognise and spell common high frequency words.

In KS2, there are spelling lists for Y3 & 4 and Y5 & 6. Children are expected to recognise and spell these words in their independent writing.

There will be some words children find more difficult - it is important that they keep revisiting these words again and again until they are confident in their use.



What we are doing in school.

In order to meet the demands of the new spelling curriculum we are going to:

- In Lower Juniors we are investigating spelling patterns regularly. In the Upper Juniors grammar is taught regularly often linked to spelling rules.
- The children will take home Spelling Logs, working through the Balloons, Rockets and Harry Potter word lists.
- Pupils will also be expected to write some of their spellings into sentences. Being able to apply their knowledge ensures full understanding of rules and patterns.



How can you help at home?

Support your child with the learning of their spellings and ensure that they complete their weekly home-learning.

You could extend them by seeing if they can apply the spellings they have by putting the word into a sentence.

There are many different ways that can be used to help a child to learn their spellings



Look, Say, Cover, Write, Check

- The Look, Say, Cover, Write, Check method is a tried and trusted method to help children to learn their spellings.
- Research shows that children need to write words many times before it transfers to the long term memory.
- Remember to say the word out loud so that children can hear the sounds at the beginning, in the middle and at the end of the word.



Spelling is Multi-Sensory

Look at it

- Recognise the shape of the word, spot letter patterns, identify similarities with known words

Read it

- Read the word - use phonic skills to segment it
eg s t oo d makes stood.

Listen to it

- Say the word - listen for the sounds at the beginning or end of the word. Identify the sounds in the middle.
Break the words into syllables.

Feel it in your mouth

- Exaggerate shape of mouth to reinforce links with phonic knowledge

Write it

- Write it again and again and again



Learning New Words

- Look for small words that are easy to spell
yesterday **weather** **together**

Yesterday = **yes** + **ter** + **day**

Weather = **we** + **at** + **her**

Together = **to** + **get** + **her**



Learning New Words

- **Rainbow writing**

Write each phoneme or syllable in a different colour

r **a i n b o w** **rain bow**

Use a different colour to write the part of the word causing problems

museum

Write the word out and trace over it again and again using different colours



Making Links

Encourage children to make links with words that they already know how to spell.

If you can spell road, you can also spell load and toad. You can also spell compound words like railroad or roadway.

What other words could you spell if you know how to spell **light**?



Dictation

Children need to hear the words they are learning to spell.

Simple dictated sentences help them to use a multi-sensory approach.

- Listening
- Saying (encourage children to say word silently to themselves - exaggerate the mouth movements if necessary)
- Writing
- Checking



Mnemonics

A mnemonic is an aid for remembering important information.

An island **IS LAND**

Because - Big Elephants **Can Always Understand Small Elephants**

You h**EAR** with your **EAR**

BR! It is Fe**B**Ruary in England!

There is a **HEN** in Wh**en**



Dictionaries/Proof-Reading

All children need to know how to use a dictionary.

They need to:

- Know the order of the letters of the alphabet
- Be able to recognise the first phoneme or syllable of the word
- Know how dictionaries are organised

Ask children to read their writing out loud when they have finished.

Encourage them to look for simple words that are wrongly spelt. Word mats or lists can help.



Parent Challenge!

-able or -ible?

Enjoyable

Edible

Audible

Playable

Laugh- do- terr-
Understand- horr-

