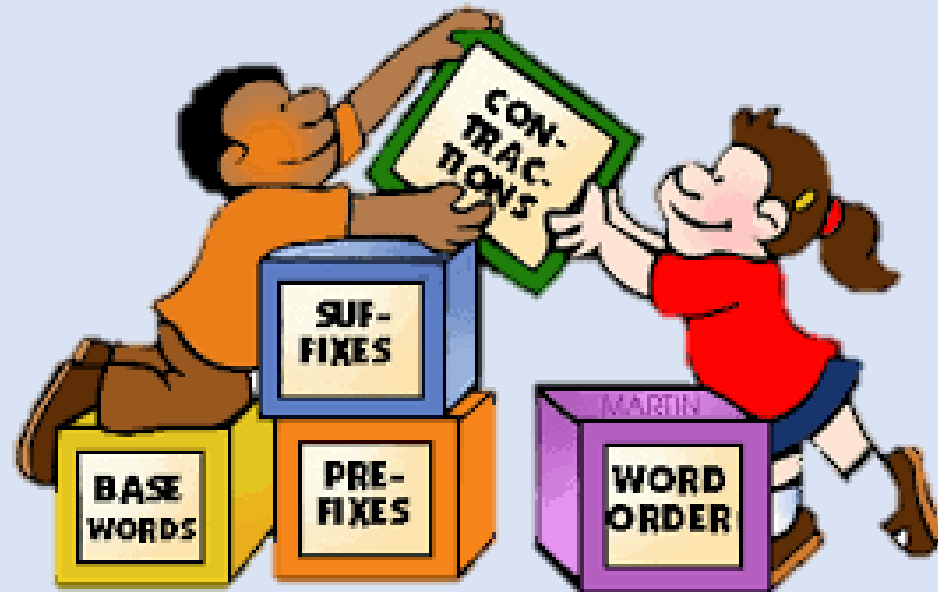


Spelling at  
Parklands Community  
Primary School  
Parent Workshop



# Why is spelling important?

## Importance of Teaching Spelling

- Stretches across every aspect of the curriculum
- Essential for oral and written language



The individual speech sounds that make up words are called phonemes.

The individual letters or groups of letters that represent the individual speech sounds are called graphemes.

In English, there are around 44 phonemes (sounds), but there are around 250 graphemes (letters or letter groups that correspond to a single sound).

The English language contains well over 1 million a million words and has been affected by some 1,300 years of history. It is not surprising then that the NC reminds us

*'Most people read words more accurately than they spell them. The younger pupils are, the truer this is.'*

Jane Considine's spelling books provide a clear and systematic way to teach spelling that will provide children with life long strategies.





Giving every child the skills they need to read and write well is a central ambition of our education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum. Literacy matters in countless aspects of daily life—throughout the life course—and it significantly influences the opportunities that children and adults have available to them.

## Teaching spelling and recognising types of spelling error

Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. Many of the skills that support word reading will also support spelling, but spelling demands great specificity and has different motor demands.<sup>70</sup> There is limited high quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested.<sup>71</sup>

Phonics provides a foundation for effective spelling, which can be applied alongside other strategies such as focusing on morphemes. By analysing the types of spelling errors pupils make it is possible to provide support specific to their needs (see **Figure 12**).<sup>72</sup>

The teaching of spelling is likely to work best when related to the current content being studied in school and when teachers encourage pupils to use new spellings in their writing. Other promising approaches

include paired learning approaches and the use of techniques such as 'look-say-cover-write-check'.<sup>73</sup> In the absence of better evidence regarding the teaching of spelling, teachers should be aware of the other strategies that good spellers appear to use and consider teaching these strategies directly.<sup>74</sup> These include:

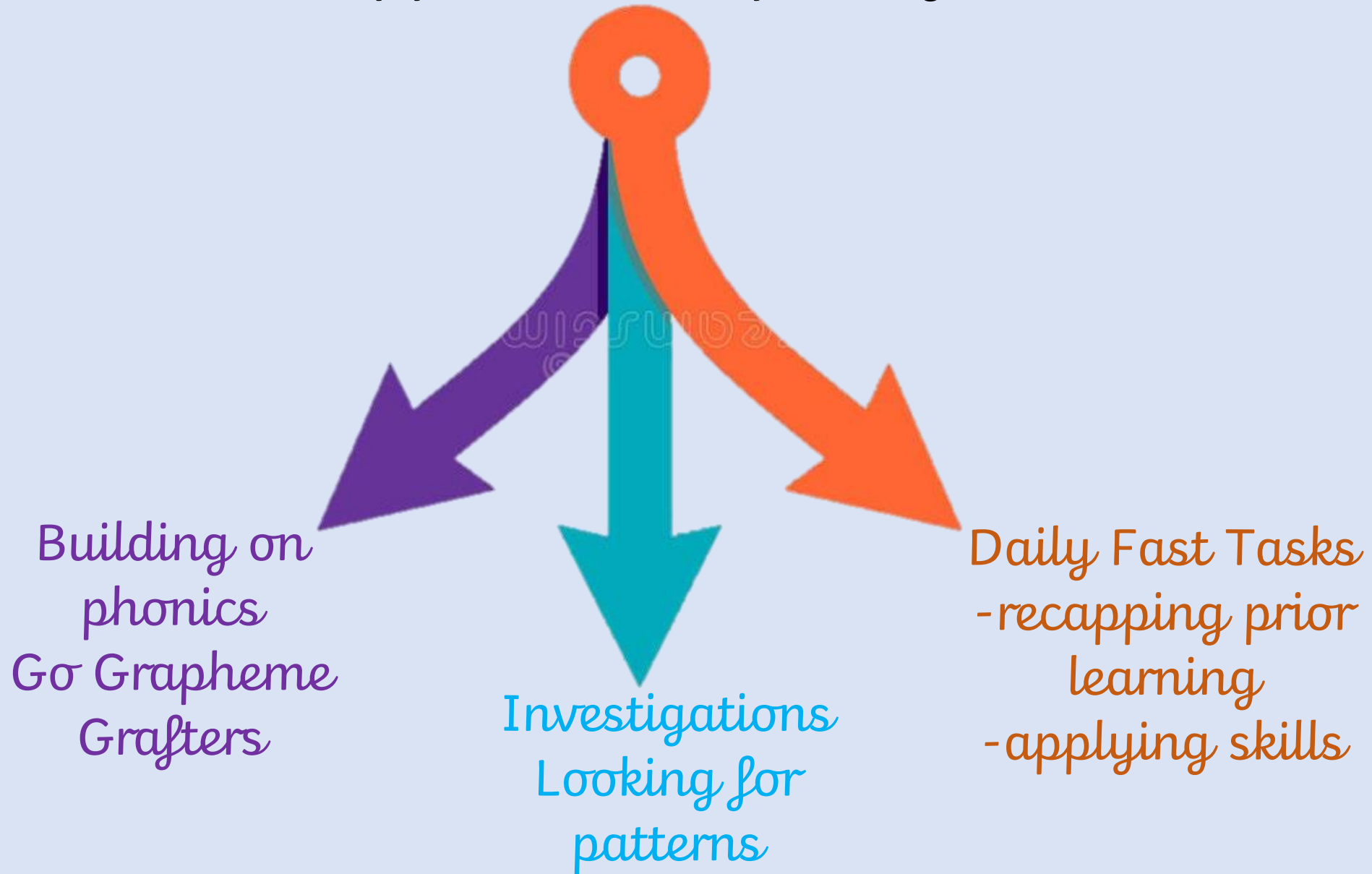
- **a phonic approach**—sounding out the word and spelling it the way it sounds (this approach also has reciprocal benefits on word reading);<sup>75</sup>
- **analogy**—spelling it like other known words (for example, 'call' and 'fall'); and
- **the identification of the 'tricky' parts of words** so that these can be learned (such as 'separate' and 'miniature'); many of the most common words in English are 'tricky' (now known as 'common exception words' in the National Curriculum).

Teaching pupils to use morphemes (root words, prefixes, and suffixes) can develop their vocabulary while also improving phonological awareness, decoding, and spelling.<sup>76</sup> The National Curriculum provides lists of words that pupils must learn to spell at Year 3–4 and Year 5–6.<sup>77</sup> Virtually all of these words can be modified by using morphemes, so if pupils learn the 100 words in the Year 5–6 list they should be able to read, spell, and understand several hundred words as well as having developed an understanding of word-building, which they can apply to other vocabulary. Morphemes combine information about spelling, meaning, and grammar and so morphological awareness can support every aspect of literacy.<sup>78</sup>

**Figure 13: An example of a graphic organiser for morphology**

re	<b>appear</b> <i>to become visible</i>	ed
dis		ing
		ance

With our new approach to spelling there are 3 strands.



	Week	Session 1	Session 2	Session 3	Session 4	Session 5
Autumn 1	1	Investigation 1- Good Endings / Suffixes	Grapheme Grafters - Rely on Phonics			
	2	Daily Fast Task – Quick Good Endings / Suffixes	Daily Fast Task – Stick! Good Endings / Suffixes	Daily Fast Task – Flick! Interrogate and Check 'What a hoot!'	Daily Fast Task – Tick! Memorise rules / Exceptions 'Contraction Chaos'	Daily Fast Task – Click! Pronunciation 'Post it'
	3	Investigation 2- Good Endings / Suffixes	Grapheme Grafters - Rely on Phonics			
	4	Daily Fast Task – Quick Good Endings / Suffixes	Daily Fast Task – Stick! Check Etymology 'Etymology Ladders'	Daily Fast Task – Flick! Rely on Phonics 'Phoneme Finders'	Daily Fast Task – Tick! Order of Letters 'Find your Team'	Daily Fast Task – Click! Verification 'Good Spells Vs Bad Spells'
	5	Investigation 3- Recognising Punctuation	Grapheme Grafters - Rely on Phonics			
	6	Daily Fast Task – Quick! Recognising punctuation	Daily Fast Task – Stick New Meaning / Homophone Homophones	Daily Fast Task – Flick! Inspecting a Dictionary 'Dictionary Disaster'	Daily Fast Task – Tick! Navigating a Thesaurus 'Synonym Spectacular'	Daily Fast Task – Click! Guesses 'Spells & Smells & Potions & Notions.'





<b>G</b>	<b>R</b>	<b>O</b>	<b>U</b>	<b>P</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>S</b>
Good Endings/ Suffixes 	Recognising Punctuation 	Organising Sounds 	Understanding Plurals 	Prefixes 	Irregular/ Exception Words 	New Meaning/ Homophone 	Group/Year Specific 	Syllables 
<b>I</b>	<b>M</b>	<b>P</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>I</b>	<b>N</b>	<b>G</b>
Interrogate and Check 	Memorise Rules/ Exceptions 	Pronunciation 	Rely on Phonics 	Order of Letters 	Verification 	Inspecting a Dictionary 	Navigating a Thesaurus 	Guesses 
<b>A</b>	<b>C</b>	<b>Q</b>	<b>U</b>	<b>I</b>	<b>R</b>	<b>I</b>	<b>N</b>	<b>G</b>
Analogies 	Check Etymology 	Quiz Yourself 	Understanding Patterns 	I/Me Personal Spelling 	Recognising Parts 	Illustrative 	Noticing Families and Roots 	Go! Speed! Write! 

## Phonics is your friend

- Every word is a collection of letters.
- These letters represent a speech sound.
- You must say the word SLOWLY and CLEARLY to hear the smallest units of sound. As you get older this can be 'in your head'.
- Practise segmenting words into its phonemes.

Phoneme		Grapheme	
Smallest unit of sound in a word		Way of writing the phoneme using a letter or letters	
1 phoneme = 1 grapheme 1 sound = 1 letter e.g. /æ/ in cat (1-1)	1 phoneme = digraph 1 sound = 2 letters e.g. /ʃ/ in shut (1-2)	1 phoneme = trigraph 1 sound = 3 letters e.g. /dʒ/ in judge (1-3)	

Consonants	
/b/	bad, cabbage
/d/	dog, daddy
/ð/	this
/dʒ/	gem, jug, gauge, judge
/f/	if, puff, photo
/g/	gum, jiggle
/h/	how
/j/	yes
/k/	cat, check, key, school
/l/	leg, hill, kettle
/m/	man, summer, numb
/n/	man, inn, know
/ŋ/	sing, think
/θ/	both
/p/	pet, happy
/r/	red, sorry, wren
/s/	sit, miss, cell, please notice
/ʃ/	she, chef, cautious, precious
/t/	tea, bottle
/tʃ/	check, fetch
/v/	vet, love
/w/	wet, when
/z/	zip, hens, buzz, tease, xylophone
/ʒ/	pleasure, division, azure

Vowels	
/ɑ:/	father, arm
/ɒ/	hot, swan
/æ/	cat
/aɪ/	mind, fine, pie, high, sky, island
/aʊ/	out, cow, bough
/ɛ/	hen, head, said, many
/eɪ/	say, came, bait, weigh
/ɛə/	air, dare, their, prayer
/əʊ/	cold, boat, cone, blow, sew, toe, dough
/ɪ/	hit, England, busy, gym
/iə/	beer, ear, here, tier
/i:/	she, bead, see, scheme, chief
/ɔ:/	launch, raw, born, ball, fork, poor
/ɔɪ/	coin, boy, buoy
/ʊ/	book, would, wolf, bush
/ʊə/	tour, cure
/u:/	room, you, blue, brute, who, shoe
/ʌ/	cup, monkey, blood, double
/ɜ:/	fern, turn, girl, pearl, word
/ə/	farmer, about, dollar

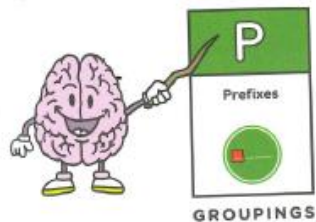
Page 29	Week 1	Go Grapheme Grafters <i>Please note, you can focus on any phoneme of your choice to make logical sound associations of how to spell these sounds in the same way in other words.</i>
1	accidentally	If a pupil can spell 'accidentally', then they know that <c> can spell the sound /k/ in the following words: <u>ac</u> cess, <u>su</u> ccess, <u>ac</u> cessory, <u>ac</u> cident, <u>vac</u> cine.
2	action	If a pupil can spell 'action', then they know that <tj> can spell the sound /j/ in the following words: <u>stati</u> on, <u>poti</u> on, <u>polluti</u> on, <u>moti</u> on, <u>cauti</u> on.
3	address	If a pupil can spell 'address', then they know that <ss> can spell the sound /s/ in the following words: <u>dress</u> , <u>compress</u> , <u>stress</u> , <u>class</u> , <u>glass</u> .
4	adoration	If a pupil can spell 'adoration', then they know that the letter <a> can spell the sound /a/ in the following words: <u>nati</u> on, <u>informati</u> on, <u>admirati</u> on, <u>sensati</u> on, <u>donati</u> on.
5	adventure	If a pupil can spell 'adventure', then they know that <tu> can spell the sound /t/ in the following words: <u>ventu</u> re, <u>lectu</u> re, <u>picu</u> re, <u>mixu</u> re, <u>moistu</u> re.

accidentally

ation



# Lens: Prefixes



## Investigation 10



### Hypothesis:

The meaning of **re-** means 'again' and this can be useful in explaining all words that use the prefix **re-** attached to a whole word.

### Believe it or not?

How many can pupils generate by themselves?

**re-**

Do you think the hypothesis is correct?



True	False	Sometimes

## Example Word List:

Teacher introduces some words to develop thinking. Use your professional judgement to introduce words during this investigation to push the learning on.



	Definition
rebound	To bounce back (a ball in a sporting context)
rebuild	
recycle	
refill	
reform	
retreat	
recede	
return	
replace	
revisit	
replay	
reunite	
repay	

## Key Learning

- ☒ The word prefix has the prefix **pre-** and can help you define it.
- ☒ **re-** means 'again'.
- ☒ Words that include this prefix mean **rewind**, **redo** and **repeat**.



# Believe it or not?

How many can pupils generate by themselves?

re-cycle re-do re-load re-fill re-attach  
 re-visit re-play re-start re-place  
 re-use re-make re-read  
 re-bond re-generate re-write re-connect

Do you think the hypothesis is correct?

True	False	Sometimes
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Believe it or not?

How many can pupils generate by themselves?

rebound regenerate redo rewrite ~~redink~~ reclean  
 reload reuse recycle reconnect refill reread  
 reattach revisit replay remove return restart replace  
 repair

Do you think the hypothesis is correct?

True	False	Sometimes
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Believe it or not?

How many can pupils generate by themselves?

re-make re-bond re-attach  
 re-load re-sicle  
 re-write re-use re-buy  
 re-turn

Do you think the hypothesis is correct?

True	False	Sometimes
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Lens: Analogies



ACQUIRING

## Charm Chaser



FLICK!



Can you collect words with the letter string 'ick'?  
For every three words you collect you win a charm!

e.g. carsick or rickets


Can you collect words with the letter string 'ale'?

e.g. telltale or folktale


\*Why not try to find as many words as you can  
with these letter strings - 'ap', 'aw', 'ay', 'eat'?

For answers see [www.thetrainingspace.co.uk/answers](http://www.thetrainingspace.co.uk/answers)



Can you collect words with the letter string 'ick'?

For every three words you collect you win a charm!

e.g. carsick or rickets

click	lick	knick
quick	brick	kick

Can you collect words with the letter string 'ale'?

e.g. telltale or folktale

Tale	Pale	male
whale		

Can you collect words with the letter string 'ick'?

For every three words you collect you win a charm!

e.g. carsick or rickets

click	lick	quick
kick	brick	kick

Can you collect words with the letter string 'ale'?

e.g. telltale or folktale

Whale	Male	Pale
male	Female	

Can you collect words with the letter string 'ick'?

For every three words you collect you win a charm!

e.g. carsick or rickets

Brick		
Tick		
lick		
click		
kick		
flick		

Can you collect words with the letter string 'ale'?

e.g. telltale or folktale

tale		
pale		
Kale		
Whale		