

# Spelling



20<sup>th</sup> June 2017

# Overview

- Welcome
- Rationale for teaching spelling
- How we teach early spelling
- No Nonsense
- Applying spelling in writing
- Ways to support at home



# Why teach spelling?

- Being able to spell is a life skill
- Spelling is taught progressively across the school
- We value spelling – it needs to be applied in writing
- NC 2014 raised expectation for spelling in all year groups
- Good spelling helps other people (and the author!) read their work
  
- Spelling Bee to raise profile and fun of learning spellings

# Phonics

## Letters and Sounds

- Phases 2, 3 , 4, 5 and 6.
- Pronounce 'pure' sounds
- Actions and ditties are used to support.

# Some definitions

- **Phoneme**- Smallest unit of sound in a word.



- **Grapheme**- Letters representing the sound



# Some definitions

- **Digraph**- 2 letters making a sound (ch)
  
  
  
  
  
  
  
  
  
  
- **Trigraph**- 3 letters making a sound (igh)

# Why do we use sound buttons?

Some sounds (phonemes) have more than one letter. Sound buttons allow the children to focus on the sounds within the word, rather than individual letters.

chat

spoon

light

haunt

cake

# Blending

Recognising the letter sounds in a written word, for example

c-a-t

and synthesising or blending them in the order in which they are written to pronounce the word 'cat'

# Segmenting

‘Chopping Up’ the word to s p e ll it out

The opposite of blending

# Teaching structure of phonics:

## Revisit and review

- Practise previously learned sounds

## Teach

- Teach a new sound and corresponding grapheme
- Teach blending

## Practise

- Practise reading and/or spelling words with the new phoneme

## Apply

- Read sentences/stories containing new and learnt sounds
- Write words and sentences containing new letter and previously taught ones

- **Assess**

# Revisit and review:



[Letters and sounds bingo](#)

Teach:

igh



Fly high

Teach:

igh



Fly high

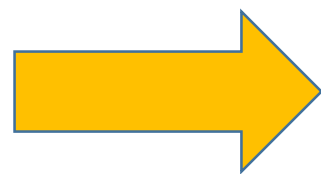
Build it

a e i o u

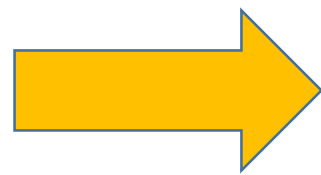
b c d f g h k

l m n p r s t

ck ll ss ff

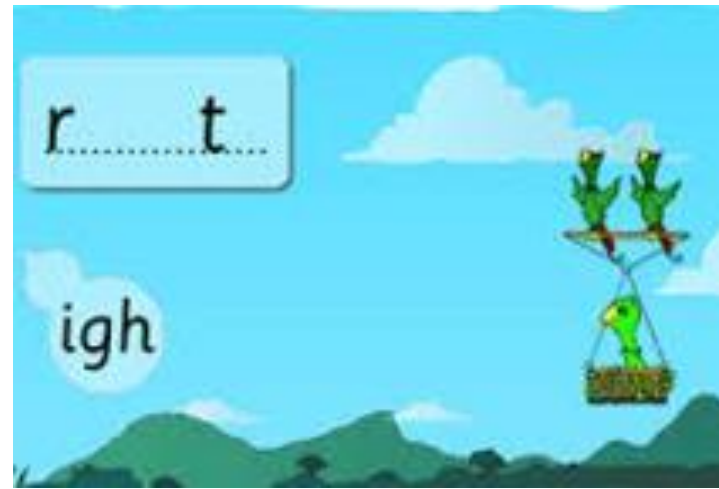


igh



might

# Practise:



s	a	t	i	p	n



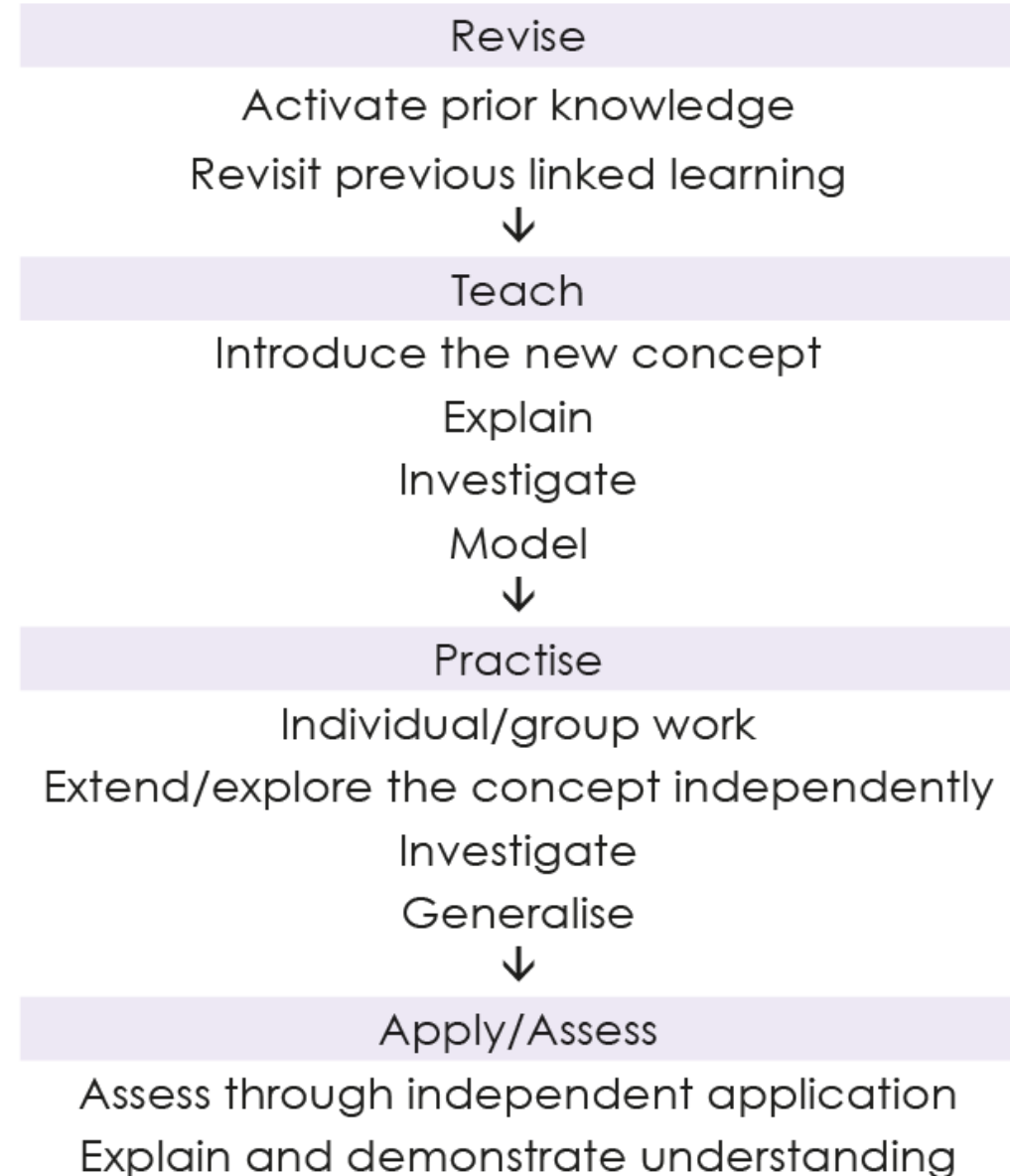
**Apply:**

The knight had a fright when he saw a terrible sight.

# No Nonsense

- Once phonics have been taught, in Year 2, children progress on to the No Nonsense scheme
- Developed by English Advisors
- Scheme used to ensure clear progression of words and strategies used to learn

# Teaching sequence



# Top Ten ways to learn a spelling

1 Break it into sounds eg



2 Break it into syllables eg



3 Break it into root words and affixes eg



4 Use a mnemonic eg



**NECESSARY**

one collar  
two sleeves

5 Use your knowledge of word roots eg



**MUSIC**  
**MUSICAL**  
**MUSICIAN**

6 Use word families eg



**WOULD**  
**SHOULD**  
**COULD**

7 See words within words eg

a friend to the end  
a rat in separate



8 Use spelling rules eg



9 By sight - learn the shape of the word eg



Look, Cover, Remember, Write, Check

10 By movement - get used to writing the word with your finger, a pen, in the air.. eg



# Year group content

- Each year group has a revisit to previous content covered
- Prefixes and suffixes

Prefixes are beginnings of words that change the meaning of a word, eg possible becomes impossible

Suffixes are endings of words – run running

- Rare GPCs – (Rare Grapheme, Phoneme Correspondence) Words that don't fit the usual spelling pattern
- Homophones
- Apostrophe
- Proof Reading
- Learning and practising spellings

**So much goes into spelling – it isn't just learning a list of 10 words!**

# Year 1 and 2 Common Exception Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

# Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

## New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

**Advise**

**Devise**

**Practise**

**Licence**

**License**

1. Advise
2. calendar
3. can
4. century
5. century 100 years
6. can
7. can
8. can

- Exercise
10. my experience
  11. February Happy Birthday!
  12. forward
  13. bright
  14. holiday

vicious	precious	conscious
delicious	malicious	suspicious
ambitious	cautious	
infectious	nutritious	

The dog is vicious.

The cake is delicious.

Being ambitious is a good thing.

The cold was infectious.

My hamster is precious to me.

The bully was malicious.

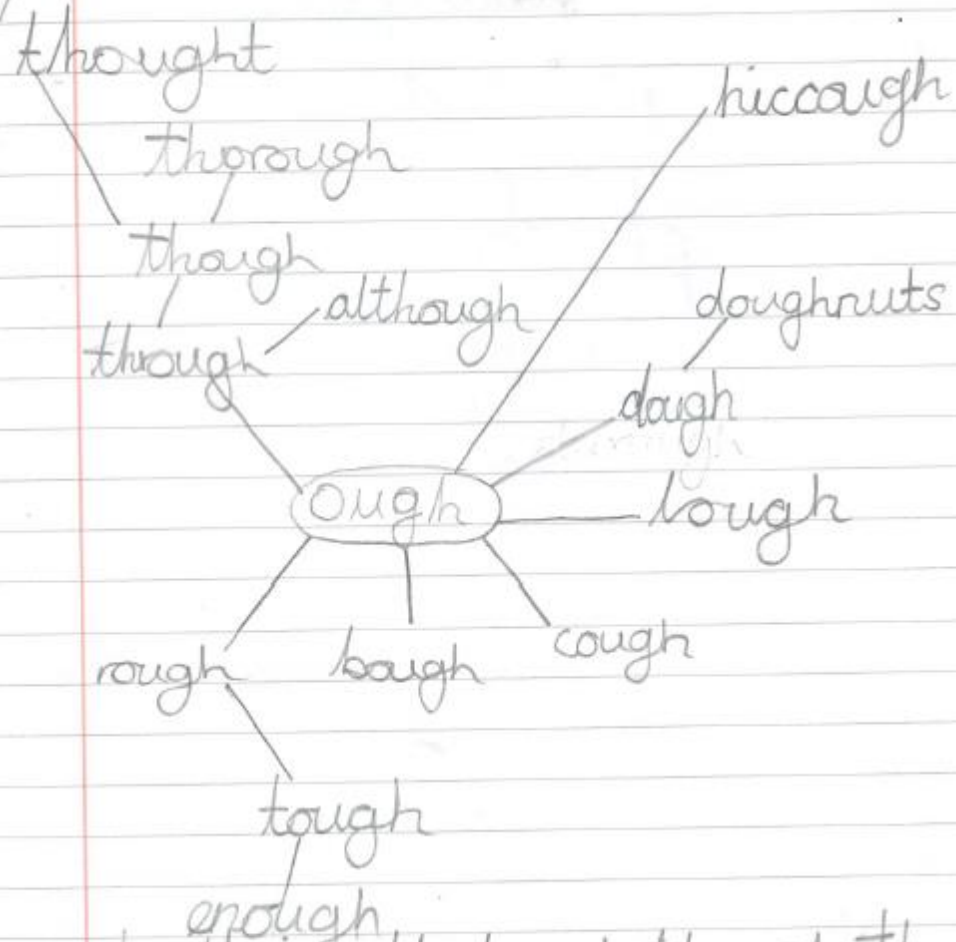
The patient was conscious.

Always be cautious when crossing a road.

Apples are nutritious.

The criminal was acting suspicious.

5.1.17



I fell into the lough through the  
 bough of the tree which unfortun-  
 ately caught the hiccoughs while eating  
 doughy doughnuts.  
 OUGH - Ch you great hour

# Definitely

## Leisure

WARY

o n g a  
 n d d k  
 k  
 y

SENSIBLY

e v o t l e a a  
 n i i u l a z w  
 s l s p a u y n  
 a y i g t y n  
 t i d a i i  
 i o n l i g u  
 n a l  
 a l  
 y

amature  
 coapea  
 Capas  
 j n p s d y  
 d i l i  
 e n e n  
 n g g  
 t h  
 y

j	ge	dge	g
joey Jupiter Jelly	gem age page George	edge	giant page

Judge

prideful,	
strongest,	
weariest,	"You have the nicest bedroom."
neatest,	
darkest,	
kindest,	"That shark has the sharpest teeth."
lightest.	
	"I don't want to be the deepest, darkest."

Soft c

icy

cent

acid

cement cell  
centre

December

tricep

hard c

catch  
cutter  
can

Prefix	Meaning/derivation	Word 1	Word 2	Word 3
bi-	two (Latin)	bicycle	biped	binary
aero	air (Greek)	aeroplane	aerobics	aerosol

Tuesday 9<sup>th</sup> May

Suffixes

- Search, searching, searched, searches
- Hope, Hoped, Hoping, Hoping, ~~hoping~~, hopes, ~~hopeless~~ hopeless
- Walk, walk, walked, walking, ~~walks~~ & ~~walks~~
- Sad, sadness, sadly
- Fun, funing, funs
- Skip, skiped, skipping, skipes
- Reach, reached, reaching, reaches
- Sing, singing, ~~sings~~ sings
- Chat, chated, chating, chates

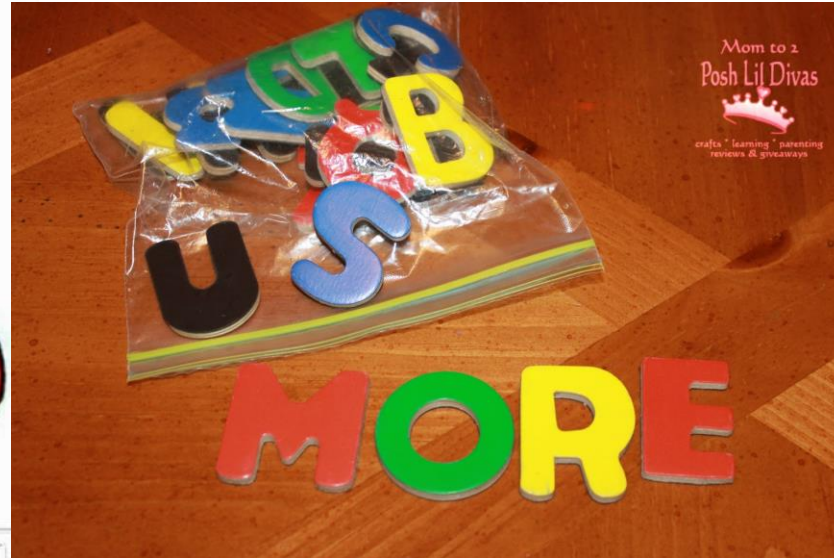
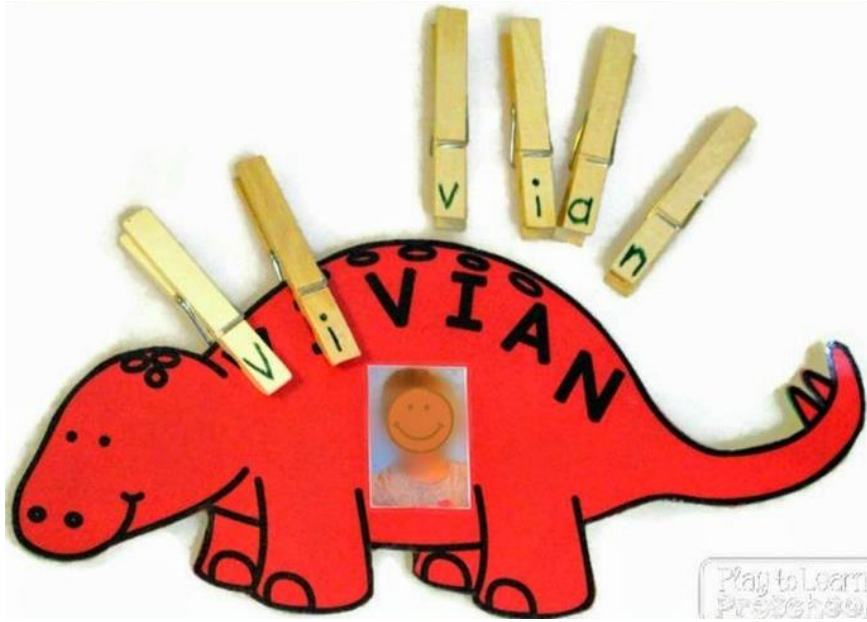
Which Homophone? I am quite confident with this.  
Find the meanings of each homophone to help you prove which homophone it is.

I went threw/through the door.	Threw I <u>threw</u> the ball into the net.	Through Through the door is my bedroom.
He was talking aloud/allowed in class.	Aloud He was thinking <u>aloud</u> .	Allowed She is not <u>allowed</u> to have sweets before dinner.
His son/sun was performing in the play.	Son His <u>son</u> is 12 years old.	Sun The <u>sun</u> was setting.
She couldn't weight/wait for the end of the day!	Weight The teacher asked the children to <u>find</u> their <u>weight</u> .	Wait She had to <u>wait</u> for the bus.

- B
- BU
- BUM
- BUMP
- BUMPI
- BUMPIN
- BUMPING

- M & mrigled
- MANISION
- Happiest
- crescent
- Chronicle
- Attended
- World

# Fun Ways to learn Spellings





# Thank you for coming!

- Please fill in a feedback form before you leave
- Any questions, please feel free to come and talk with us