

Spelling

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

I take it you already know
Of tough and bough and cough and
dough?
Others may stumble, but not you,
On hiccough, thorough, tough and
through.
Well done! And now you wish,
perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds like
bird,
And dead: it's said like bed, not bead –
For goodness sake don't call it deed!
Watch out for meat and great and
threat
(They rhyme with suite and straight
and debt).

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and
lose –
Just look them up – and goose and
choose,
And cork and work and card and
ward,
And font and front and word and
sword,
And do and go and thwart and cart –
Come, come, I've hardly made a
start!
A dreadful language? Man alive!
I'd mastered it when I was five!

Aims

- To know some of the implications for spelling within the new primary curriculum
- To understand how spelling is being taught in school
- To know how you can support spelling at home

New Curriculum Expectations

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

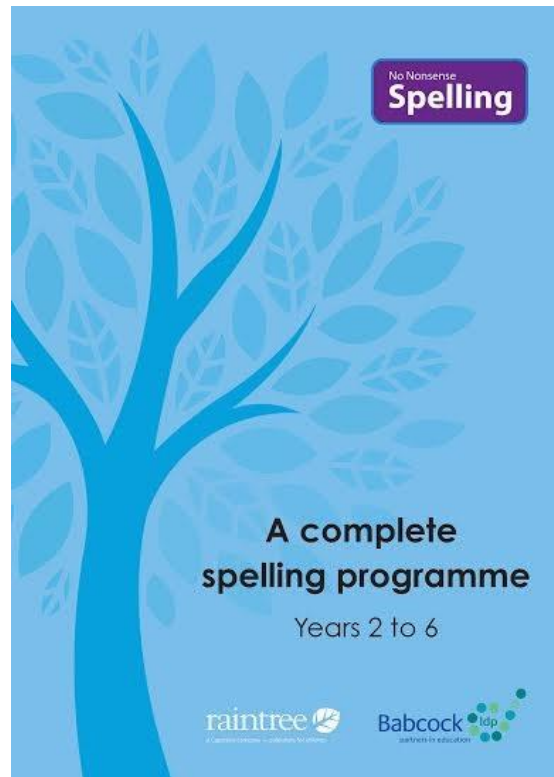
What Does The Research Say?

- Teaching children strategies for correcting spelling is far more important than giving them the correct spelling of a word
- Spelling strategies and major spelling patterns are taught much more effectively through lessons than through workbooks or spelling tests
- If children learn spellings for tests and don't use those words in their own writing, they will forget them within days
- Individualised spelling dictionaries are useful as children are trying to get a grasp of new spellings
- Children often get key rules wrong. The top 12 misspelt words were the same for the 7-10 age group as for children aged 11-14

What Does The Research Say?

- There's a need for both schools and parents to spend more time on the basics
- We often wrongly assume that if children read widely they will be good spellers. This presupposes they are understanding and processing every word

No Nonsense Spelling



Phonetic approaches – first steps to spelling

- Phoneme-grapheme correspondence
- Stretch words to hear all the sounds
- Segment the word by saying the sounds
- Count the phonemes
- Write the word
- Sound buttons
- Read the word back

Complex Speed Sounds

Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk	
ph	le	mb	kn	wr	se	ce	se	ci			

b	c	d	g	h	j	p	qu	t	w	x	y
bb	ck	dd	gg	h	ge	pp	tt	wh			ch
ck	ch			ge	dge						tch

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ai	y	i-e	oa
						e	i	o
							y	

oo	oo	ar	or	air	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi		
ue			ore	er					
ew			aw	au					

What Are We Doing at St Wilfrid's?

- Structuring spelling so that it is taught across several sessions each week
- Using the teaching sequence:
Revisit - Teach - Practice - Apply
- Providing opportunities for children to investigate, make generalisations, discover rules and embed their learning
- Supporting the use of individual spelling logs
- Using a range of visual, auditory and kinaesthetic approaches
- Assessing spelling termly through children's writing and activities
- Building the word list words into teaching as appropriate
- Keeping parents informed

Strategies

- Segmentation Strategy - using phonemes and Have a Go sheets

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

My column	Teacher's column

- Words without vowels – h____t, l____,
- Cl____n

Strategies

- Look, Say, Cover, Write, Check

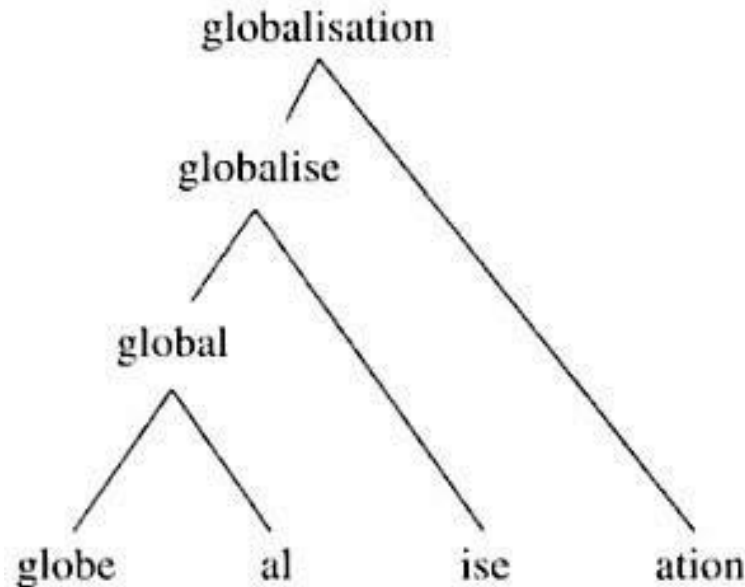


Words	Monday	Tuesday	Wednesday	Thursday	Friday

- Trace, Copy, Replicate, Check

Strategies

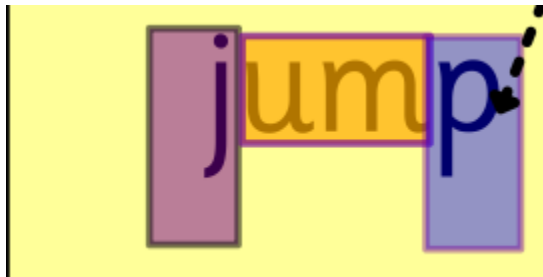
- Morphology – learning rules for adding affixes (prefixes and suffixes) to root words. Prefix and Suffix activity.



- Activity: colour the root word in one colour and the suffix a different colour.
- Useful Spelling Guidelines for other spelling conventions – rules for spelling /le/ and making nouns plural

Strategies

- Quickwrite: in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
- Draw around the word to show the shape



Strategies

- Drawing an image around the word



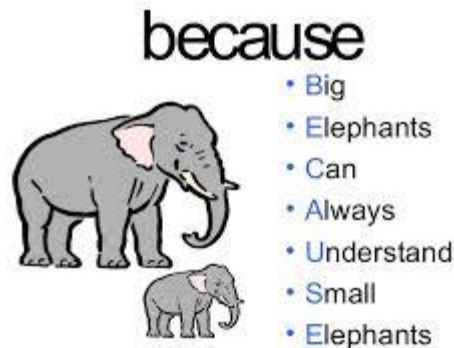
- Pyramid words

p
py
pyr
pyra
pyram
pyrami
pyramid

Strategies

- Rainbow writing
- Silly sentences containing the word
- Pronouncing the silent letters ('naughty letters')
- Clapping and counting syllables
- Mnemonics- techniques to aid memory

**SUBTLE PLUMBER
INDIGIBLE RECEIPT
AT SIV DOUBT**



Aims

- To know some of the implications for spelling within the new primary curriculum
- To understand how No Nonsense spelling strategies are being taught in school
- To have the opportunity to ask questions
- To know how you can support spelling at home

Questions

Final Thought...

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