

Key Stage 2 SPELLING WORKSHOP



a

b

c



Thursday 12th & 19th November 2015

CURRICULUM

Expectations



Year 3 and 4

- Pupils' spelling of common words should be correct, including common exception words
- Pupils should spell words as accurately as possible using their phonic knowledge of spelling

Pupils should be taught to:

- Develop a range of personal strategies for learning new and irregular words
- Develop a range of personal strategies for spelling at the point of composition
- Develop a range of strategies for checking and proofreading spellings after writing
- Use further prefixes and suffixes and understand how to add them (App 1)
- Spell further homophones
- Spell words that are often misspelt (App 1)
- Place the possessive apostrophe accurately in words with plurals
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words... taught so far

CURRICULUM Expectations



Year 5 & 6

Pupils should be taught to:

- Develop a range of personal strategies for learning new and irregular words
- Develop a range of personal strategies for spelling at the point of composition
- Develop a range of strategies for checking and proofreading spellings after writing
- Use further prefixes and suffixes and understand the guidance for adding them (App 1)
- Spell some words with 'silent' letters (rarer GPCs, e.g. knight, psalm, solemn)
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of spelling rules and understand that the spelling of some words needs to be learnt specifically (App 1)
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Proofread for spelling errors

CURRICULUM Expectations

Selection of Spelling Work

Covered in Years 3 & 4



Rule/Pattern	Examples
*Suffixes (beginning with vowel/words of more than one syllable + -ation + -ly + -ous)	-forgetting -gardener -limitation -courageous
Prefixes	-misbehave -autobiography
Particular sounds made in particular ways	y – gym/mystery ou – young/trouble ch – echo/chemist
Word endings sounding like..	-measure/enclosure -creature/picture -division/decision -action/permission/magician
Homophones and near- homophones	-groan/grown -affect/effect

CURRICULUM Expectations

Selection of Spelling Work

Covered in Years 5 & 6



Rule/Pattern	Examples
Words with 'silent' letters	-doubt -island -knight
Words containing the letter-string ough	-brought -although
Words ending in:	-observ <u>ant</u> , observ <u>ance</u> -innoc <u>ent</u> , innoc <u>ence</u> -ador <u>able</u> , ador <u>ably</u> -sensib <u>le</u> , sensib <u>ly</u>
Word endings sounding like..	-vicious/precious + -ambitious/cautious -official/special + -confidential/essential
Homophones and other words that are often confused	-practice/practise -guessed/guest

CURRICULUM

Expectations

Word list – years 3 and 4



accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear

early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island

knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise

purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

CURRICULUM

Expectations

Word list – years 5 and 6



accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience

correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance

identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue

recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Key Stage 2

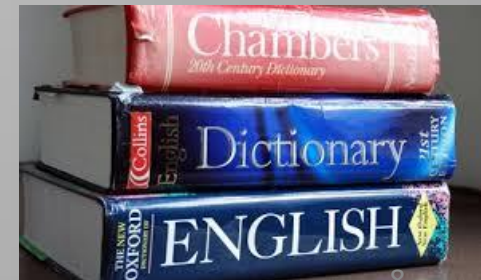
SPELLING WORKSHOP

SCHOOL TIMETABLE



Weekly GAPS Sessions:

- x4 15mins (2 – 3 for spelling)
- No Nonsense spelling programme:
knowledge of patterns and rules
AND
exploring methods of *learning* spellings
- Lesson types:
revise/teach/learn/practise/apply/assess



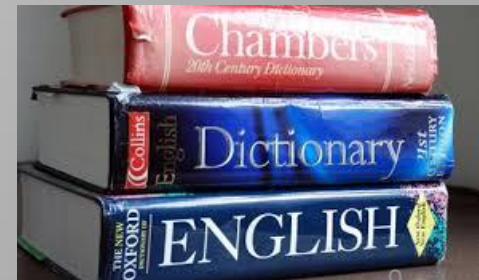
Key Stage 2

SPELLING WORKSHOP

SCHOOL ASSESSMENT

ASSESSMENT:

- DICTATION – Preparation for test format + context
- CAUTIONARY use of spelling lists
- SPELLING BEE
- TICK TOCK – Partner work→



Key Stage 2

SPELLING WORKSHOP

SCHOOL ASSESSMENT



What methods did you use?

How did you decide which graphemes to select?

What previous knowledge did you draw on?

Words within words

Chunking

a

b

c

Just looks
right/wrong

Comparison with
known spellings

Known spelling
rules/patterns

Sounding out

Key Stage 2

SPELLING WORKSHOP

GPC CHART



Consonant GCPs

/b/ bat	/d/ dog	/ð/ mother	/dʒ/ jug	/f/ fish	/g/ goat	/h/ hand	/j/ yawn	/k/ cat	/l/ and /ə/ lamp, bottle	/m/ mouse	/n/ nail
b bb	d dd	th	j g ge dge	f ff ph	g gg	h	y	c k ck ch q	l ll le el al il	m mm mb	n nn kn gn pn mn

/ŋ/ wing	/θ/ thumb	/p/ pin	/r/ rain	/s/ sun	/ʃ/ shi n	/t/ tap	/tʃ/ chick	/v/ van	/w/ watch	/z/ zip
ng n(k)	th	p	r rr wr	s ss se c ce	sh ch ti ci ss(ion, ure) s (ion, ure	t tt	ch tch t	v ve	w wh u	z zz ze s se x

Vowel GCPs

/ɑ:/ arm	/ɒ/ hot	/æ/ cat	/aɪ/ pie	/aʊ/ cow	/ɛ/ hen	/eɪ/ day	/ɛə/ pair	/əʊ/ boat	/ɪ/ pin
ar a	o a	a	igh i-e ie i y	ow ou	e ea	ai ay a-e a ei eigh ey	air are ear	ow oa oe o-e o	i y e

/ɪə/ cheer	/i:/ bean	/ɔ:/ fork	/ɔɪ/ boy	/ʊ/ book	/ʊə/ cure	/u:/ blue	/ʌ/ cup	/ɜ:/ girl
ear eer ere	ea ee e-e ie y ey e ei eo	or oor ore aw au our a al ar	oy oi	oo u oul	ure our	oo u-e ue ew ui ou ough	u o	er ir ur or ear

11

Key Stage 2 SPELLING WORKSHOP APPLICATION



As well as providing discreet lessons, pupils ability to apply what they have learnt in writing needs to improve:

- Spotting and highlighting patterns/words in real texts*:

- i) During English lessons – text and GAPS focus sections
- ii) During Guided Readings sessions – with teacher and independently
- iii) Home reading and discussion→

- Raising the status of accurate spelling during the writing process:
 - i) Use of 'have a go' strategy*
 - ii) Resources readily available (grapheme charts/dictionaries/common words list)
 - iii) Self-corrections – regular part of marking and response
 - iv) Teacher picking up on common errors/age appropriate spellings and adding to 'spelling bookmark' (Could be pattern or exception word)

Key Stage 2

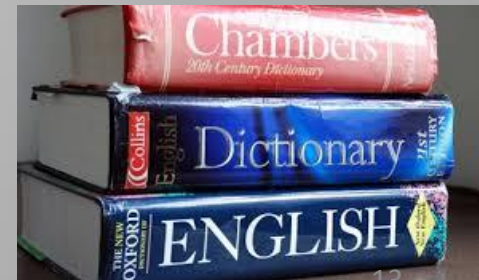
SPELLING WORKSHOP

LEARNING SPELLINGS

Even if children have a good knowledge of spelling rules/patterns, choices still have to be made – need to LEARN which words contain which pattern.
Sometimes, words don't nicely follow a general rule – need to LEARN these

HOW can we help children to learn new and irregular spellings?

palaeontologist



Key Stage 2

SPELLING WORKSHOP

STRATEGIES FOR LEARNING



LaSaCaWaC

Pyramid words

Missing letters

Say it like you spell it

Create an image

Magnetic letters

Chunking

Play hangman

Computer keyboard

Give it some rhythm

Trace, copy and replicate

Rainbow Writing

Make a shape

Key Stage 2

SPELLING WORKSHOP

STRATEGIES FOR LEARNING



LaSaCaWaC

Trace, copy and replicate

Look and Say and Cover and Write and Check:

LOOK

Study it, split it, identify patterns and tricky bits, draw over it

SAY

Say whole word, say in sections, say it how you spell it, say whole word again

COVER and WRITE

Make sure you write next to/under the word

CHECK

Don't skip this one – great reinforcement
Repeat until correct!

*Chunking

Say it like you spell it

Muscle Memory (Similar to LaSaCaWaC):

1. Write the word correctly and clearly
 2. Trace over the word and say it
 3. Write again next to the word
 4. Write on a new page
 5. Check it
- Could also 'write in the air', 'walk it', use sand/shaving foam, etc
 - Focus on letter joins

Computer keyboard

Magnetic letters

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SPELLING WORKSHOP

STRATEGIES FOR LEARNING

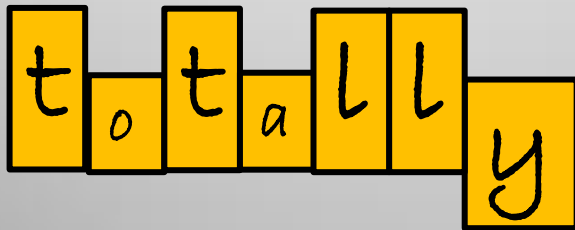


Make a shape

Create an image

Draw an outline around the letters/word:

- Highlights ascenders/descenders
- Draw the empty shape/boxes and fill in the letters
- Write on a new page focusing on the shape



Not image(s) around the word:



- Not a main method but if word very tricky
- Makes the word memorable
- Links to the meaning

*Give it some rhythm

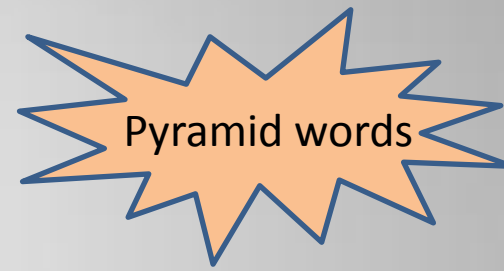
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Feb – r – u – ary

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SPELLING WORKSHOP

STRATEGIES FOR LEARNING



Familiarises with the word – early stages:

- Write alternate letters:

s _ r _ i _ h _

- Miss out the vowels:

f _ _ _ ld

Play hangman

Forces thinking about each letter separately:

p
py
pyr
pyra
pyram
pyrami
pyramid



Uses colour to highlight parts of words:

- Tricky parts: height
- Phonemes: breathe
- Focus pattern: thought enough

Key Stage 2

SPELLING WORKSHOP

HOME SUPPORT



HOW TO SUPPORT YOUR CHILD AT HOME	WHAT WE WILL PROVIDE
Search and spot examples of words related to WEEKLY FOCUS in reading books or other texts	<ul style="list-style-type: none"> • Information about what the WEEKLY FOCUS is • Post-its for children to add to working wall
Discuss and explore the WEEKLY FOCUS together, and make links between similar words	<ul style="list-style-type: none"> • 'Think about/discuss' guide when relevant • Practice task when relevant
Support with LEARNING spellings: Experiment with different strategies Use creative ways to check	<ul style="list-style-type: none"> • Spellings to learn from statutory list/high frequency list/class book mark
Practise for spelling bee competitions	<ul style="list-style-type: none"> • List of words to be used and dates to be learnt by
Practise using a dictionary	<ul style="list-style-type: none"> • Home support book with weekly tasks added

Key Stage 2

SPELLING WORKSHOP

HOME SUPPORT

YEAR 3 HOME SPELLING SUPPORT

AUTUMN - WEEK 8

Our spelling focus this week is:



Suffixes: -ness -ful

Think about/
Discuss:

What happens when the root word ends in 'y'?

If I can spell happiness, I can also spell:

Practise:

_____, _____ and _____

If I can spell beautiful, I can also spell:

_____, _____ and _____

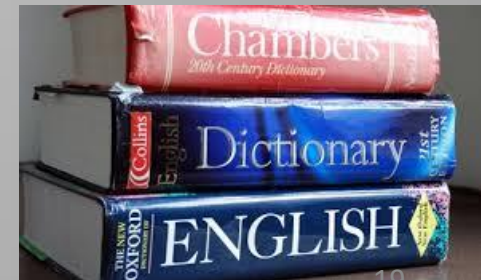
Learn:

WORDS WE ALL NEED TO KNOW:

address bicycle
arrive build

WORDS I NEED TO LEARN:

they skipped
have



Key Stage 2

SPELLING WORKSHOP

HOME SUPPORT

YEAR 5 HOME SPELLING SUPPORT

AUTUMN - WEEK 8

Our spelling focus this week is:



Letter string: 'ough'

Think about/
Discuss:

How many different sounds can 'ough' make?

Practise:

If I can spell brought, I can also spell:

_____ and _____

If I can spell tough, I can also spell:

_____ and _____

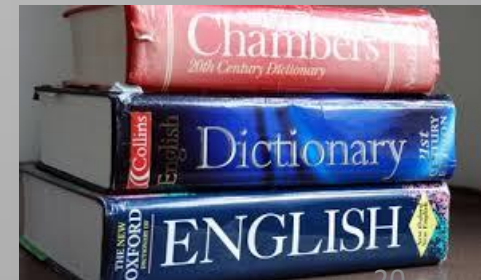
Learn:

WORDS WE ALL NEED TO KNOW:

**especially familiar
excellent forty**

WORDS I NEED TO LEARN:

**there/their
different**



Key Stage 2 SPELLING WORKSHOP

THANK YOU ALL FOR COMING!



PLEASE HELP YOURSELF TO:

- Statutory Word List
- GPC chart
- Methods for learning spellings

**THIS POWERPOINT IS AVAILABLE
ON OUR WEBSITE**

Thursday 12th & 19th November 2015