

Newnham Croft Primary School

English Workshop with a Focus on Spelling



What we know about spelling

- * The ability to spell easily and automatically enables us to become more effective writers
- * Although spelling is one aspect of writing, many people, including employers, make judgements about our literacy, even intelligence, from our spelling
- * Good spellers take responsibility, checking their own words
- * The English spelling system is complex, influenced by other languages and is based on different sets of spelling principles
- * The English language is not regular, but it is patterned. Working out patterns helps you become a better speller
- * Learning to spell is a developmental process of learning to apply different strategies. It is not a rote learning task.

“My spelling is wobbly. It’s good spelling, but it wobbles, and letters get in the wrong place.”

Winnie the Pooh



Why does Winnie the Pooh's spelling wobble?

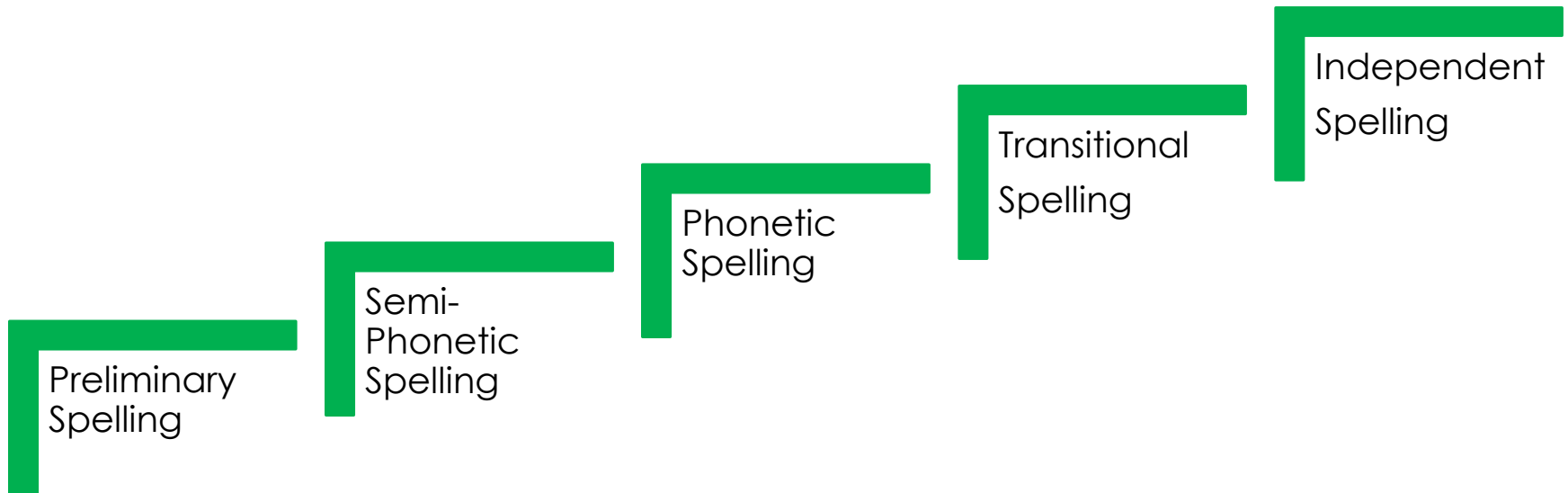
One reason:

- * 26 letters in the alphabet
- * 44 phonemes
- * More than 500 spellings to represent the 44 phonemes!

A Quick spelling Test!

	A	B	C
1	dessicate	desiccate	desicate
2	ecstasy	exstasy	ecstasy
3	milenium	millenium	millennium
4	dumbel	dumbbell	dumbell
5	supercede	supersede	superceed
6	accidently	acidently	accidentally
7	Peddler	pedler	pedlar
8	minuscule	minisicule	minniscule
9	coollie	cooly	coolly
10	acomodate	accommodate	acommodate
11	iresistible	irresistible	irresistable
12	liaison	liasion	liason
13	harras	harass	harrass
14	definitely	definatly	difinitely
15	ocurence	occurence	occurrence

Understanding development of spelling



What do good spellers do?

- * Have many writing experiences
- * Know letter names and the alphabet
- * Have good phonological awareness
- * Have awareness of letter strings and patterns
- * Know word structures and the meanings of them
- * Use visual patterns
- * Ability to generalise and work out rules
- * Develop independent strategies to find support, help or information

Order in which phonemes are taught in phases 2, 3 & 4

Phase 2:

Set 1 : **s a t p**

Set 2 : **i n m d**

Set 3: **g o c k**

Set 4: **ck e u r**

Set 5: **h b f, ff l, ll ss**

Phase 3/4:

Set 6: **j v w x**

Set 7: **y z, zz qu**

Graphemes with Sample words

ch chip

sh shop

th thin/then

ng ring

ai rain

ee feet

igh night

oa boat

oo boot/look

ar farm

or for

ur hurt

ow cow

oi coin

ear dear

air fair

ure sure

er corner

Phase 5

In Phase 5 children are introduced to new graphemes for reading. Some of these graphemes represent phonemes (sounds) that they have already learnt a grapheme for. For example, in Phase 3 children were taught 'ai' as the grapheme for the phoneme /a/ (as in rain). In Phase 5, children are taught that the phoneme /a/ can also be represented by the graphemes 'ay' (as in play) or 'a-e' (as in make). This variation needs to be taught as it is common in our language system.

<u>a-e</u> (as in came)	<u>au</u> (as in Paul)	<u>aw</u> (as in saw)	<u>ay</u> (as in day)
<u>e-e</u> (as in these)	<u>ea</u> (as in sea)	<u>ew</u> (as in stew)	<u>ew</u> (as in chew)
<u>ey</u> (as in money)	<u>i-e</u> (as in like)	<u>ir</u> (as in girl)	<u>o-e</u> (as in bone)
<u>oe</u> (as in toe)	<u>ou</u> (as in out)	<u>oy</u> (as in boy)	<u>ph</u> (as in Phil)
<u>u-e</u> (as in June)	<u>u-e</u> (as in huge)	<u>ue</u> (as in clue)	<u>ue</u> (as in due)
<u>wh</u> (as in when)			

However, the problem with phonics...

There are 100 common words that
recur frequently in material for young
children – 'high frequency' words
Most of these are decodable
Some are not! These are called 'tricky'
words

the to I go no

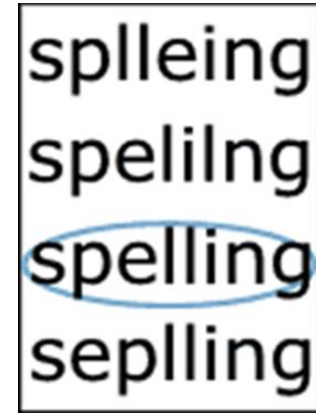
...and that's just the beginning!

How do we “know” how to spell a word?

- * "I listen to the sounds of the word in my head."
- * "I write a list of the possible spellings and choose the one I think looks right."
- * "I try to think of a spelling rule."
- * "I break the word into bits and say their sound."
- * "I know the word because I've read it and written it so many times."
- * "I see the word inside my head."
- * "I link to other words that are in it or related to it."
- * "I say the word aloud."
- * "I look the word up in a dictionary."
- * "I find it just comes."

Spelling Strategies

- Roots
- Syllables and Phonemes
- Analogy
- Visualisation
- Handwriting
- Mnemonics
- Routines



Marking and Feedback

KS1 marking and feedback: Highlight words children are expected to know according to year group and individual needs. Children correct those needing to be corrected.

KS2 marking and feedback: All children are taught to edit their own written work themselves and with their peers using purple pens. When written work is marked, up to 3 spellings are highlighted. If the child is expected to know the word, they correct themselves. If the word is challenging or a topic word, the teacher writes the correct spelling and the child copies it. In Year 6, children correct all words themselves using dictionaries.

The Role of Handwriting

- * Handwriting and spelling are clearly inextricably linked.
- * However, we teach spelling and handwriting sessions discretely as well.
- * Handwriting may involve words that are being used in spelling sessions.
- * Learning joins of frequent letter patterns supports memory.



* Penpals: Examples of letter formation before joining

a b c d e f g h i j k l
m n o p q r s t u v w
x y z

Penpals: Examples of letter formation with joins

abcdefghijklmnopqrstuvwxyz
abcdefghijklmnopqrstuvwxyz

To test or not to test?



Spelling Tests

Limitations:

- Written work does not reflect spelling test results
- Children become passive learners, receiving delivered knowledge and are not actively involved in the learning process
- The teaching of spelling is removed from the process of writing and is taught as a discrete skill
- Children may be “learning” words they already know
- Errors are not focused on – whole word is incorrect
- However, there can be opportunities for giving children lists to learn **after** teaching and investigation which may be assessed.

Learning spellings at home ...

- * ... should reinforce strategies and content from school
- * Limit the number of words to no more than 5 per week
- * Spot patterns in words E.g. words that look like they should rhyme but do not (come , home) and vice versa (there, bear, hair)
- * Play spelling games: Pass the Bomb! Scrabble, Boggle, Bananagrams, ghost, wordsearches, crosswords and many others.
- * Write out a word and cut it up (puzzle) – ask your child to put it back in the correct order
- * Make flash cards
- * Find words within words (e.g. and in stand)
- * Spelling pairs (home-made matching game)
- * Record your child spelling out a word
- * Race against the clock
- * Mnemonics
- * Use your computer for word processing – different fonts, different colours
- * LSCWSC (Look Say Cover Write Say Check)
- * Trace words

Practise spellings if they are sent home

A Balancing Act



- * Too much focus on correct spelling can lead to children not writing words they can't spell
- * Impact on the quality of writing

Useful links

www.phonicsplay.co.uk/

www.spellingplay.co.uk/

<https://www.spellingcity.com/>

www.woodlands-junior.kent.sch.uk/interactive/literacy.html

www.spellzone.com/games/

<http://www.howtospell.co.uk/spellingquiz.php>

https://www.cambridge.org/files/7314/9020/2522/PfH_Messages_for_Parents_combined.pdf

www.oxfordowl.co.uk/for-home/advice-for-parents/help-with-spelling/