

# Parent's Spelling Workshop

March 2017

Miss Day

*I take it you already know  
Of tough and bough and cough and dough?  
Others may stumble, but not you,  
On hiccough, thorough, lough 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 of the Workshop

- To gain a better understanding of how spelling fits into the writing curriculum and how the expectation progresses across the year groups.
- To gain an understanding of how spelling is taught at King William Street Primary School.

Children who struggle with spelling usually have no strategies up their sleeve when they get stuck on a word. Ask anyone who struggles with spelling the question, 'what do you do when you cannot spell a word'. They will have, at best, one strategy. But it is likely that they guess. To help them become better spellers they need to acquire a range of different approaches to help them.

Pie Corbett

# What makes a good speller?

Good visible memory

positive attitude

Recognise rhyme and rhythm

perseverance

Distinguish sounds around them

Oral blending and segmenting

Observe order of events

recognise parts of a whole

Syllables

Rules/conventions /strategies

Recognising Patterns

Exceptions /tricky words

Alphabet – sounds and names

Link letters with sounds

Hold a pen

Prefixes /suffixes

Inflected endings

# Why we teach spelling

- Spelling is a bigger focus within the new writing curriculum (2014)
- They are expected to be able to spell accurately and consistently.

# King William Street Spelling Scheme

- Please see overview on your tables

Spelling quiz!



# Swap and mark a partner's or mark your own if you'd prefer

- They
- Experience
- Because
- Clothes
- Accident
- Occasionally
- Aggressive
- Parliament
- Foreign
- Committee

# Word lists for each year group

- Each pair of year groups (years 1 and 2, years 3 and 4, years 5 and 6) have a set of words that they need to learn that are separate from the spelling objectives/spelling patterns they are given.
- In year 6 they are therefore expected to not only be able to spell the year 5/6 words but also all of the years 1 and 2 and years 3 and 4.

# How we teach spelling at King William Street

- The spellings are introduced to the children – can they spot the spelling pattern?
- The spelling pattern is then discussed
- Children are then given the opportunity generate as many words as they can that fit that spelling pattern
- Often children then sort those words in some way
- Dictation
- Spelling test

Your turn!

-sion – that gives the zhun sound

- Division, decision
- Can you think of as many words that fit that pattern as you can?
- Sort the words – think about vowels, consonants, syllables.
- Dictation

# Resources children can use

- Class spelling book (previously learnt spelling patterns)
- Dictionaries – ACE dictionaries and standard ones
- Working wall (current and recent spelling patterns)
- Word mats on tables

# Editing and improving

- Children have the opportunity to edit and improve their work from year 2
- Children proofread their work to start with – focusing on capital letters, punctuation, spelling and if their work makes sense
- Majority of pieces of writing will be edited and re-drafted

# Homework

- All children have spelling homework set
- Weekly spellings/spelling pattern
- An activity to practise them
- Spelling test on Thursday/Friday in back of homework book



# Spelling activities to have a go at

- **Words within words**
- Grandmother
- Everywhere
- Pretending
- **Mnemonics**

# Useful activities for learning spellings at home

- Children creating their own mnemonics
- Writing them within sentences
- Spelling them backwards, in different colours
- Look, cover, write, check
- Circling vowels and consonants