Spelling Workshop

Wylde Green Primary School
November 2015
Successful Spelling at Wylde Green with the New National Curriculum
We want a school of Super Spellers

WHY?

• We want pupils to leave Wylde Green with the necessary basic skills for learning at secondary school.
• We always strive to raise standards.
• SPAG (Spelling, Punctuation and Grammar) test for Year 6 and NEW to Year 2.
We want a school of Super Spellers

**HOW?**
- Building on successful phonics teaching in Foundation Stage and KS1.
- Reviewed timetable for the teaching of phonics in SODA, SPAG and Guided Reading sessions in KS2.
- Teaching spelling strategies.
- Investigations and fun!
- Competitions.
How can we support children’s spelling?

• We aim to gradually build pupils’ spelling vocabulary by introducing spelling patterns or conventions.

• Spelling strategies are taught explicitly.

• Pupils are encouraged to use the strategies that they find most effective to suit their individual learning for example: visual (looking at the shape of words), oral (the sounds the words make) and morphology (making links to other words).
2014 National Curriculum

- Spelling is one element of writing.
- Specific knowledge outlined for all year groups.
- There is a continued emphasis on phonic knowledge.
- Statutory word lists for Years 3/4 and Years 5/6.
Good Spellers

• Can segment and blend.
• Can divide words into syllables.
• Have a store of words they spell automatically.
• Know many common letter patterns.
• Learn and apply rules.
• Use morphology to support attempts.
• Know what to do when they are stuck.
• Visualise
• Care that they get their spellings right!
Building a bank of known words - weekly spellings

• Look, Say, Cover, Write, Check.
• Daily spelling mats.
• Feedback in marking.
• Frequent repetition and practice.
• Finding ways to remember patterns.
• Multi-sensory activities.
We teach children to learn and apply the rules

For example:

• Doubling the consonant when adding -ing / -ed to words with short vowels (shut, swim etc).
• English words do not end with certain words (v).
What do lessons look like?

• In spelling lessons, children revisit, explain and use rules taught.
• Spelling mats given daily to practice.
• Spelling investigations in guided reading.
• Children take responsibility to proofread their work to check for spelling errors.
• Reading extensively is vitally important for children to become really good spellers.
How can you help your child?

- Help your child learn their spellings.
- Help your child learn the spelling rules.
- Encourage them to practise and learn independently.
- Use games to have fun with words!
Spelling activities and strategies

• Making posters.
• Mnemonics – for example to spell because = **Big Elephants Can Always Understand Small Elephants** – using the words to spell out the letters in order.
• Poetry, rhymes and raps.
• Riddles and jokes.
• Scrabble or letter tiles to spell words out.
• Games – hangman, matching cards.
The benefits of investigations

• They use problem solving skills.
• Children have to deconstruct the words.
• This aids memory.
• They are more likely to remember and learn how to spell the word.
Let's try our own investigations

**Spelling Shapes**
Count your spelling words. Draw one shape for each word. Then write your spelling words inside each of the shapes.

**Examples:**
- **babies**
- **cried**

**Spelling Poem**
Write a poem using several of your spelling words. **Underline** the words that you use. Illustrate your poem.

You can write any type of poem that you like. Enjoy!

**Scrambled Words**
Fold a piece of paper three times lengthwise (making three long rectangular columns). Write your words in the first column. Then write them again with the letters all mixed up (scrambled) in the second column. Put your words aside. Come back later to unscramble your words. Write the unscrambled words in the third column.

**Consonant Circle**
Write each of your spelling words.
Then go back and circle all of the consonants in your words!

Don't forget to write neatly!