

Spelling Information

What do good spellers do?

- They apply knowledge they have been taught when writing independently
- They use the resources available
- They refer to the learning environment
- They use personal strategies to help them work out a solution to words they don't know
- They have curiosity about language and words
- They take responsibility for their own learning

How do you spell?

- Phonology- using your knowledge of sounds that are linked to letters (graphemes)
- Morphology- (morpheme is the smallest unit of meaning) Using your knowledge of how words are made up. E.g. forgetful forget- ful
When there is more than one way to represent a sequence of sounds, spelling is often determined by morphology E.g. the end sounds of "emotion" and "magician" are the same but spelling differs for morphological reasons
- Etymology- using your knowledge of the origins and history of words.

How do we teach spelling in school?

For each spelling focus the following process is repeated:

- 1) Revise, explain, use
- 2) Teach, model, define
- 3) Practise, explore, investigate
- 4) Apply, assess, reflect

This is the same pattern used when teaching children phonics in EYFS and KS1.

In Key Stage 1

Year 1 'At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Pupils need to do much more word- specific rehearsal for spelling than for reading.'

Year 2 'Pupils begin to meet extra challenges during Year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt.' This is when children are exposed to morphology.'

In Key Stage 2

Year 3/4 'Pupils' spelling of common words should be correct, including exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.'

Year 5/6 'Pupils should be accurate when spelling most words that they have been taught so far and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.'

Spelling Strategies

We want to develop good spellers by teaching them different spelling strategies.

1) Strategies at the point of writing

- Segmenting words into phonemes (sound) & selecting the correct graphemes (letter/s)
- Segmenting words into syllables e.g. computer = com-put-er
- Visual strategies, e.g. recognising common letter strings & checking whether the word looks right
- Building words from other words with similar patterns & meanings; applying knowledge of origins, e.g. medical, medicine
- Spelling by analogy with other known words, e.g. I know how to spell light, so I can use that to spell fright
- Building words from morphemes, e.g. prefixes & suffixes; un-usual-ly; also by exploring morphemes within words
- Applying knowledge of spelling rules & exceptions that children have learnt in lessons
- Mnemonics e.g. because = Big Elephants Can Always Upset Small Elephants

2) Strategies after writing is completed

Getting children to proof read their writing:

- Limit the number of words to be looked at more closely
- Make a link to the words they are currently learning and tricky words they have been exposed to
- Use of dictionaries

3) Strategies for learning words

Drawing an image around a word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

Pyramid Words

This method of learning words forces you to think of each letter separately.

p
py
pyr
pyra
pyram
pyrami
pyramid

You can then reverse the process so that you end up with a diamond.

Silly Sentences

Making up memorable 'silly sentences' containing the word

Syllables

Clapping and counting to identify the syllables in a word.

Rainbow writing

Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.

Look, Say, Cover, Write and Check

This is probably the most common strategy used to learn spellings.

Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

Cover: cover the word.

Write: write the word from memory, saying the word as you do so.

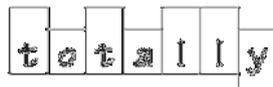
Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Trace, copy and replicate (and then check)

This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.

Drawing around the word to show the shape

Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.



Words without vowels

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and children have to choose the correct grapheme to put in the space. For example, for the word field:

f _ _ _ ld

Quickwrite

Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.

Children can write words provided by the teacher or generate their own examples. E.g. in two minutes write as many words as possible with the 'sion' ending.

