Collis Primary School

Spelling Workshop

How to Support Your Child at Home



Things to think about

- What areas of spelling does my child find most difficult?
- Harder to read and spell, alternate spellings, spelling rules, applying spelling into writing at length





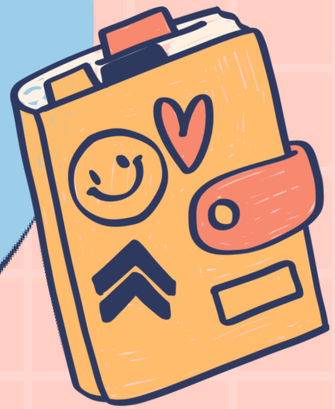
1	Handwriting
2	Punctuation / Grammar
3	Composition vocabulary
4	Content/structure
5	Emotional state/environment

‘My child can spell words individually, however in their writing they spell the words incorrectly’



SPELLING TEST









Pulchritudinous



Nauseous

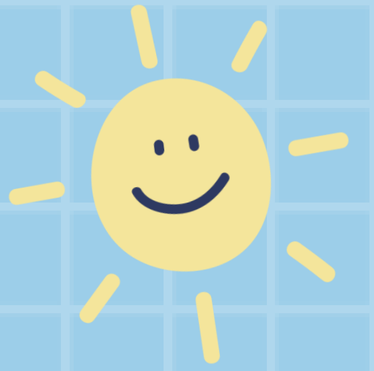
Phlegm

Island

Dilate

Indict





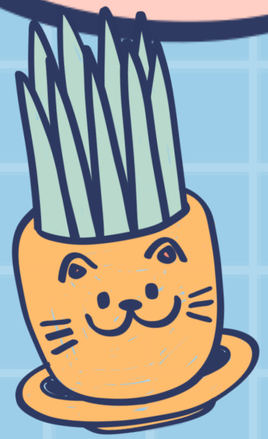


Our language is made up of phonemes (sounds). We represent those phonemes with graphemes (letters).





Repeated exposure is the strategy



W/ay/t

ay

ai

eigh

a

a-e



Repeated Exposure Through...

- READING (a lot)
- WORD SORTING

Sound sort /i/

myth	gypsy	gym	Egypt
ticket	locket	racket	build
trip	kitchen	pocket	mist
bin	hymn	mystery	biscuit
socket	women	slip	trick



Word Sort

Neighbour	Gait	Race		Hey
Stale	Cake	Wait	Stray	Strait
They	Mayor	Late	Gate	Slay
Day	Eight	Neigh	Weight	Sleigh
Way			Whey	

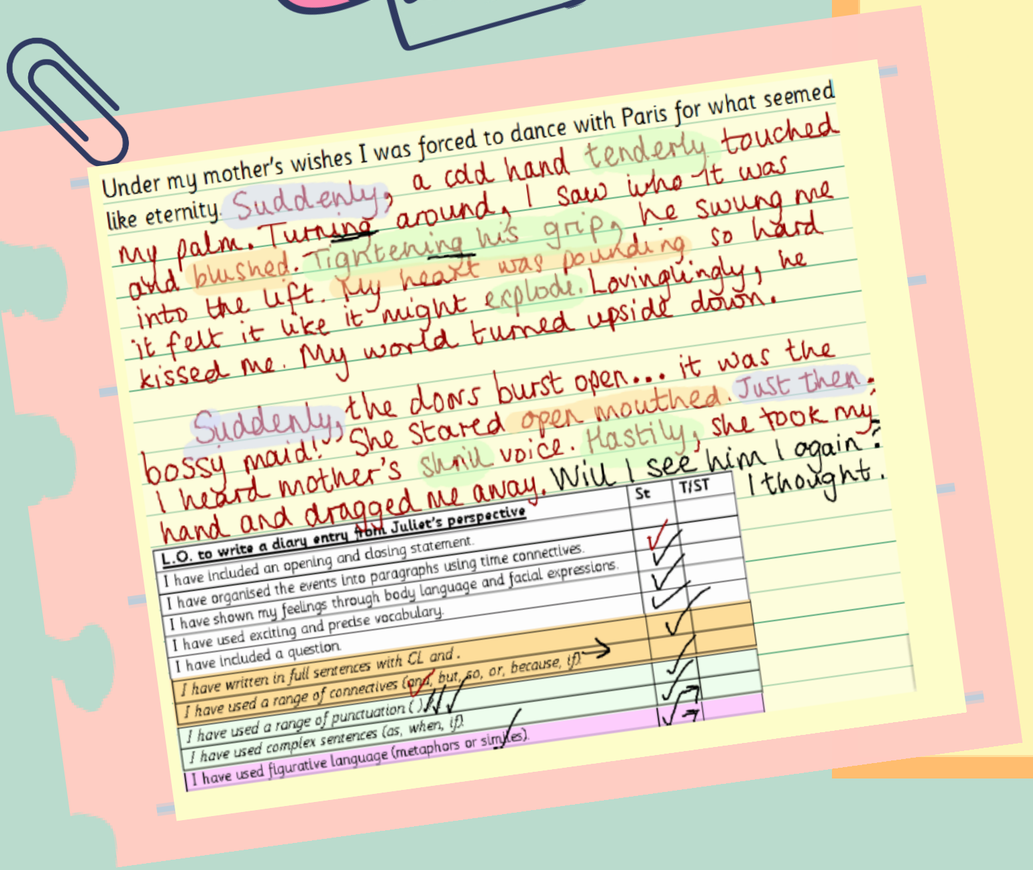
...completed

a-e	ai	eigh	ay	ey
Gate	Wait	Eight	Stray	They
Late	Strait	Weight	Slay	Hey
Cake	Gait	Sleigh	Day	Whey
Stale		Neigh	Mayor	
Race		Neighbour	Way	



Our Spelling Curriculum

- Shared / guided writing
  - Reading lessons
- Other subjects star words
  - Discrete spelling lessons
- Resources to support independent spelling


Under my mother's wishes I was forced to dance with Paris for what seemed like eternity. Suddenly, a cold hand tenderly touched my palm. Turning around, I saw who it was and blushed. Tightening his grip, he swung me into the lift. My heart was pounding so hard it felt it like it might explode. Lovingly, he kissed me. My world turned upside down.

Suddenly, the doors burst open... it was the bossy maid! She stared open mouthed. Just then, I heard mother's shrill voice. Hastily, she took my hand and dragged me away. Will I see him again? I thought.

L.O. to write a diary entry from Juliet's perspective	St	T/ST
I have included an opening and closing statement.	✓	
I have organised the events into paragraphs using time connectives.	✓	
I have shown my feelings through body language and facial expressions.	✓	
I have used exciting and precise vocabulary.	✓	
I have included a question.		
I have written in full sentences with CL and .	✓	
I have used a range of connectives (and, but, so, or, because, if)	✓	
I have used a range of punctuation ( )	✓	
I have used complex sentences (as, when, if)	✓	
I have used figurative language (metaphors or similes)	✓	

Harder to Read and Spell Words

- Usually only one part is difficult to read or spell

said of should was

Every year group has a list of Harder to read and spell words







Lesson structure Y2-Y6

- 2 spelling lessons per week
  - Rules
  - Grammar and punctuation
  - Homophones
  - Harder to read and spell words
- Spelling assessments in Week 5 / Week 6

Assessments

Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
					Aut 1 Assessment

Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
				Aut 1 **Review** assessment	Aut 2 Assessment

Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
				Aut 2 **Review** assessment	Spring 1 Assessment

Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
				Spring 1 **Review** assessment	Spring 2 Assessment

Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
				Spring 2 **Review** assessment	Summer 1 Assessment

Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
				Summer 1 **Review** assessment	Summer 2 Assessment

Lesson structure Y2-Y6

Lesson 1 – Investigate / Teach / Practice
Introduce spelling rule and HRS words

Shine a Light

1. Look at your piece of writing.
2. Read it backwards.
3. Highlight all the words that contain thefocus endings
4. Check that you have spelt them correctly using the concepts that we have learnt.
5. Correct any that are wrongly spelt.

Find the errors

Correct any words that do not add **–es**, **–ed**, **–ing**, **–er** and **–est** correctly.

1. Everybody was annoied when the juicyest blueberrys had all gone!
2. Mr Singh was worrying about the familys caught out in the heavyest rain.
3. At Christmas, they enjoyed the happyest day all together.
4. She was angryer than ever before when the player barged her.

Shine a Light

It was sports day and Year 3 were the happiest class of children in the world as they carryed their water bottles out to the field. They were hurriing because they could see their familys studying the crowd to find them. The first activity was a dressing up race! By the end of it, Jules looked funnier than everyone else, with a red wig on! After they had tidyed the equipment, they had to choose two players for tennis.

Lesson structure Y2-Y6

Lesson 2 – Revisit / Practice / Apply

Reasoning in spelling

Which word is correct? Why?

supplying suppliing	duty duties
heavyer heavier	tidied tidyed

Speed Spell

1. Work with a partner. Call yourselves A and B.
2. Child A sits with their back to the board.
3. Child B faces the board and reads each word aloud.
4. Child A writes as many words as they can in the time given.
5. Check each word together.
6. Swap over and repeat.

Sounds

Friend

Friiiieeeeeennnd

F- r - ie - n - d

Syllables

Accommodate

A/ccomm/o/date



Spelling sequence

- Say it
- Stretch it
- Count sounds / syllables
- Write it
- Check it! Does it look right?



Homework

- Sent home on a Thursday – back in on Tuesday
- Children should be using spelling practice strategies to practice in their books

Learning objective for this spelling unit: To learn, practice and apply /ur/ spelt 'ear'

Homework due: Tuesday 16th January

Task: Learn spellings using strategies in book

- Children must learn these 10 WORDS per week.
- They need to PRACTISE EACH DAY at home using a spelling strategy which they feel works for them.
- There should be evidence of practice in their book.
- **Each week children will be given HRS words from the Year 3-4 List to learn**

Spelling words
Week 1
earn
pearl
search
unearth
earl
rehearse
learn
heard
earth
early

Extension:

Write the spelling words in alphabetical order.

Choose 3-4 words and write a definition for each one. What do they mean?

Spelling home learning activities

Below are some activities that you can do with your child to support them in practising their spellings in different ways, as well as their sentences.

1. **Circle the right one.**
   - Write out the words, but include wrong spellings.
   - The child needs to circle the right one and explain how they know.

e.g. **escaped** **escapt**
holidays **holydays** **hollidays**

2. **Dot, dash and count.**
   - Dot and dash the graphemes in the spelling words.
   - Write the number of sounds in each word.

e.g. delay 4 graphemes.

This is also a good opportunity to discuss unusual spellings, e.g. in the word *delay*, the /i/ sound is spelt with an e, the same as words such as enjoy and England. Are any of the graphemes unusual, i.e. they do not appear in Table 2? Then this is a tricky word. Use one of the tricky word suggestions below to help memorise it.

3. **Spot the syllable.**
   - Say each word in full.
   - Say the word in SYLLABLE, clapping at the same time, e.g. follow would be fo/llow.
   - Write the word out split into syllables

e.g. **a/ddress** **spy/ing**

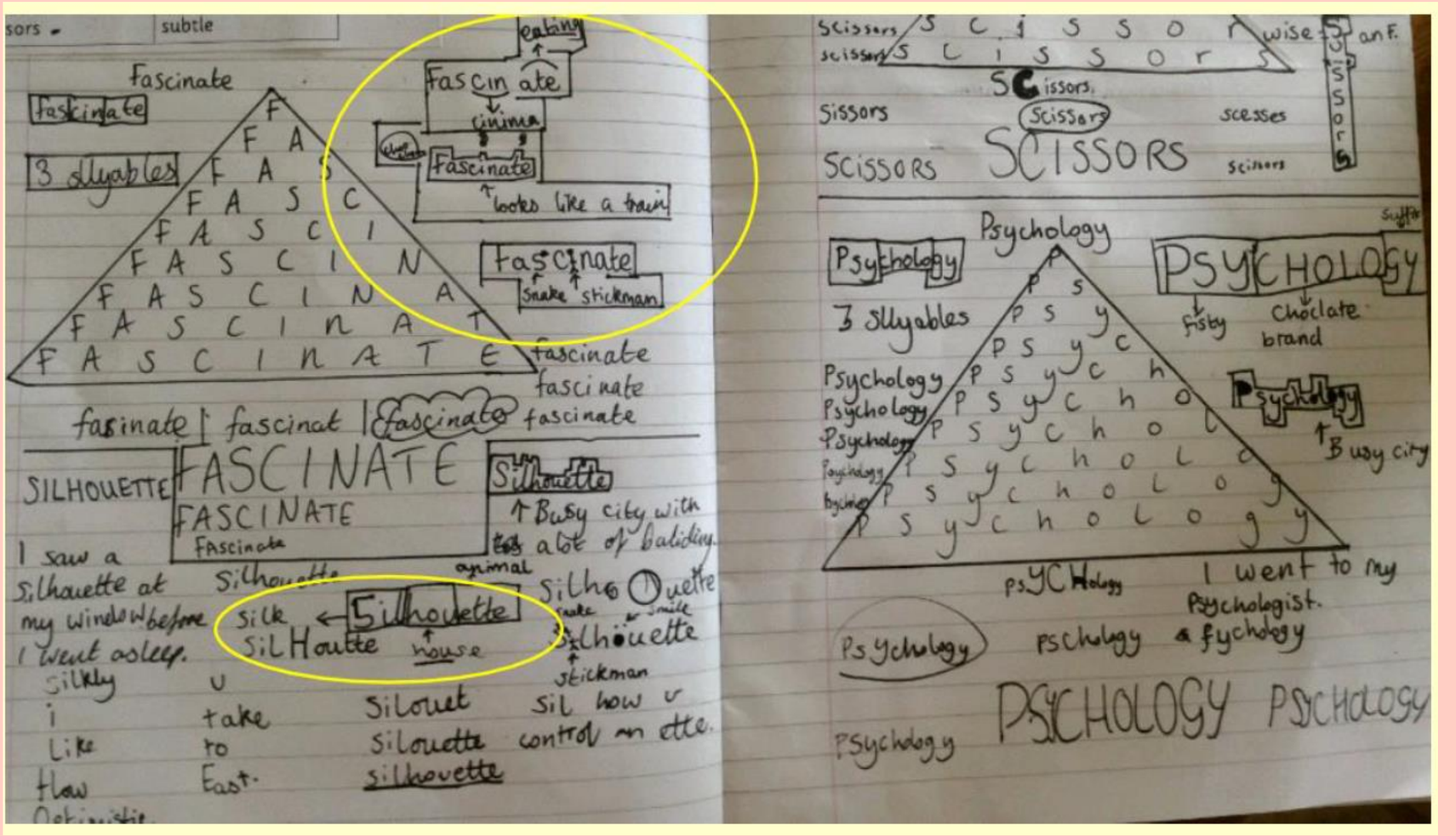
4. **Sort the grapheme.**
   - Tell your child the letter names of a grapheme from one of their spelling words, e.g. 'p h' in *photo*.
   - The child then has to write it in the correct place in Table 1 in our attached resources. (e.g. they would write it in the /f/ box)
   - Repeat with another grapheme, e.g. 'y' in happy. (e.g. they would write it in the /ee/ box)

6. **Mnemonics**

Choose a tricky word with an unusual spelling, e.g. ough. Make up a word for each letter, e.g. **O**h **U** **G**rass **H**opper. This can be useful for some tricky words, but cannot be used all the time.

7. **Say it as it sounds.**
   - Mispronounce a tricky word. Read the word exactly as it looks, e.g. was would be pronounced as 'waz' or business would be 'bus – i – ness'
   - Then look at how it is actually spelt to identify the unusual spelling or letter.

Homework


Fascinate
fascinate
3 syllables
FASCINATE
looks like a train
snake stickman
fascinate
fascinate
fascinate
fascinate
SILHOUETTE
FASCINATE
FASCINATE
Fascinate
Silhouette
Busy city with a lot of building.
I saw a Silhouette at my window before I went asleep.
Silhouette
Silk
SiLHoutte
house
animal
snake
smile
stickman
Silkly
i
Like
How
take
to
East.
Silouet
Silouette
silhouette
Sil how u control an ette.
Scissors
SCISSORS
Sissors
Scissors
scesses
SCISSORS
scissors
Psychology
Psychology
3 syllables
PSYCHOLOGY
fisty
Choclate brand
Busy city
Psychology
Psychology
Psychology
Psychology
Psychology
PsYCHology
I went to my Psychologist.
Psychology
Psychology
Psychology
PSYCHOLOGY
PSYCHOLOGY
Psychology





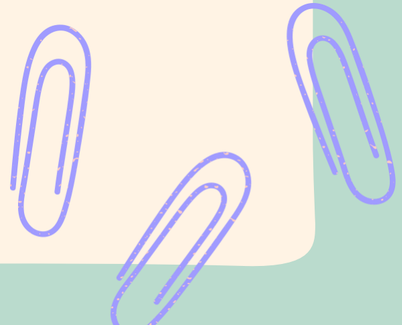


"Correcting spelling does not inhibit children's writing where there is a **climate of interest in and involvement with words.** Developing this interest in words through spelling lessons and home learning made them more attentive readers, actually increased children's vocabulary and had a overwhelming positive impact on writing as a whole." (O'Sullivan and Thomas)

Generate a climate of interest in and attentiveness to words.

- Discuss the words in detail encourage your child to really look at and think about them.
- Focus on meaning (definitions and examples of usage).
- Focus on easily memorable and challenging parts of each word.
  - Can you spot these words in reading (texts, in the world around us)?
  - Can you use them in conversation?
  - Can you create interest in language?





How to Support at Home





Spelling home learning activities

Below are some activities that you can do with your child to support them in practising their spellings in different ways, as well as their sentences.

1. **Circle the right one.**
   - Write out the words, but include wrong spellings.
   - The child needs to circle the right one and explain how they know.

e.g. **escaped** **escapt**
holidays **holydays** **hollidays**

2. **Dot, dash and count.**
   - Dot and dash the graphemes in the spelling words.
   - Write the number of sounds in each word.

e.g. delay 4 graphemes.

This is also a good opportunity to discuss unusual spellings, e.g. in the word *delay*, the /i/ sound is spelt with an e, the same as words such as enjoy and England. Are any of the graphemes unusual, i.e. they do not appear in Table 2? Then this is a tricky word. Use one of the tricky word suggestions below to help memorise it.

3. **Spot the syllable.**
   - Say each word in full.
   - Say the word in SYLLABLE, clapping at the same time, e.g. follow would be fo/llow.
   - Write the word out split into syllables

e.g. **a/ddress** **spy/ing**

4. **Sort the grapheme.**
   - Tell your child the letter names of a grapheme from one of their spelling words, e.g. 'p h' in *photo*.
   - The child then has to write it in the correct place in Table 1 in our attached resources. (e.g. they would write it in the /f/ box)
   - Repeat with another grapheme, e.g. 'y' in happy. (e.g. they would write it in the /ee/ box)

6. **Mnemonics**

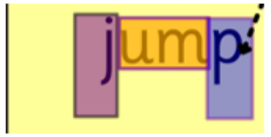
Choose a tricky word with an unusual spelling, e.g. ough. Make up a word for each letter, e.g. **O**h **U** **G**rass **H**opper. This can be useful for some tricky words, but cannot be used all the time.

7. **Say it as it sounds.**
   - Mispronounce a tricky word. Read the word exactly as it looks, e.g. was would be pronounced as 'waz' or business would be 'bus – i – ness'
   - Then look at how it is actually spelt to identify the unusual spelling or letter.

8. **Say the letters aloud to a rhythm**
   - For example, M-I-S-S-I-S-S-I-P-P-I
   - You can sing, rap or clap the letters to a rhythm to help memorise it.
   - Saying the word / rap silently, whispering the word, saying it aloud and then shouting it can also help to memorise it.

9. **Spot a word in a word**
   - Children spot words that they can spell within words that they cannot yet spell, e.g. 'a rat' in 'separate'. Children can make up a silly sentence to help them remember, e.g. There's *a rat* in *sep – a – rat – e*. This is further supported by saying the word in a way that emphasises the word within a word.

9. **Colour-block and trace.**
   - Get your child to colour block the letters EXACTLY as THEY want – it does not need to match either the syllables or the sounds. This will show you how your child actually sees the word.



10. **Imagine the word**
   - Get children to write the word very large and trace over it with their finger.
   - Write the word three times in different sizes – small, medium and large.
   - Spot the 'naughty' letter in a word (the letter that is unexpected or which you often miss out of get wrong) and write the word with the 'naughty' letter bigger than the rest. You can even draw a picture for that letter, e.g. draw a face around the 'o' in people, draw a fruit for the 'i' in juicy.
   - Look at the spellings written this way, then cover them, try to write the word and then look back and check.

11. **Pyramid words**
   - Write the word a letter at a time in a pyramid shape

e.g.

h
ho
hom
home

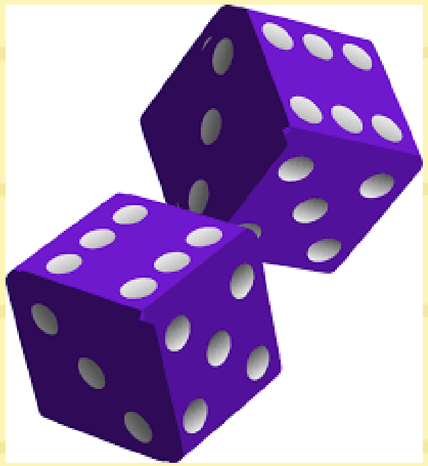
This means children repeat practicing the spelling, building up a letter at a time. (Repeat copying also works on action memory)

11. **Display spellings around the house**
   - To support children's visual memory write the words on post it notes and display them in places that your child is likely to see them as regularly as possible.
   - Write the words in big letters, colour block them or use fun handwriting to help your visual memory.

Roll the dice

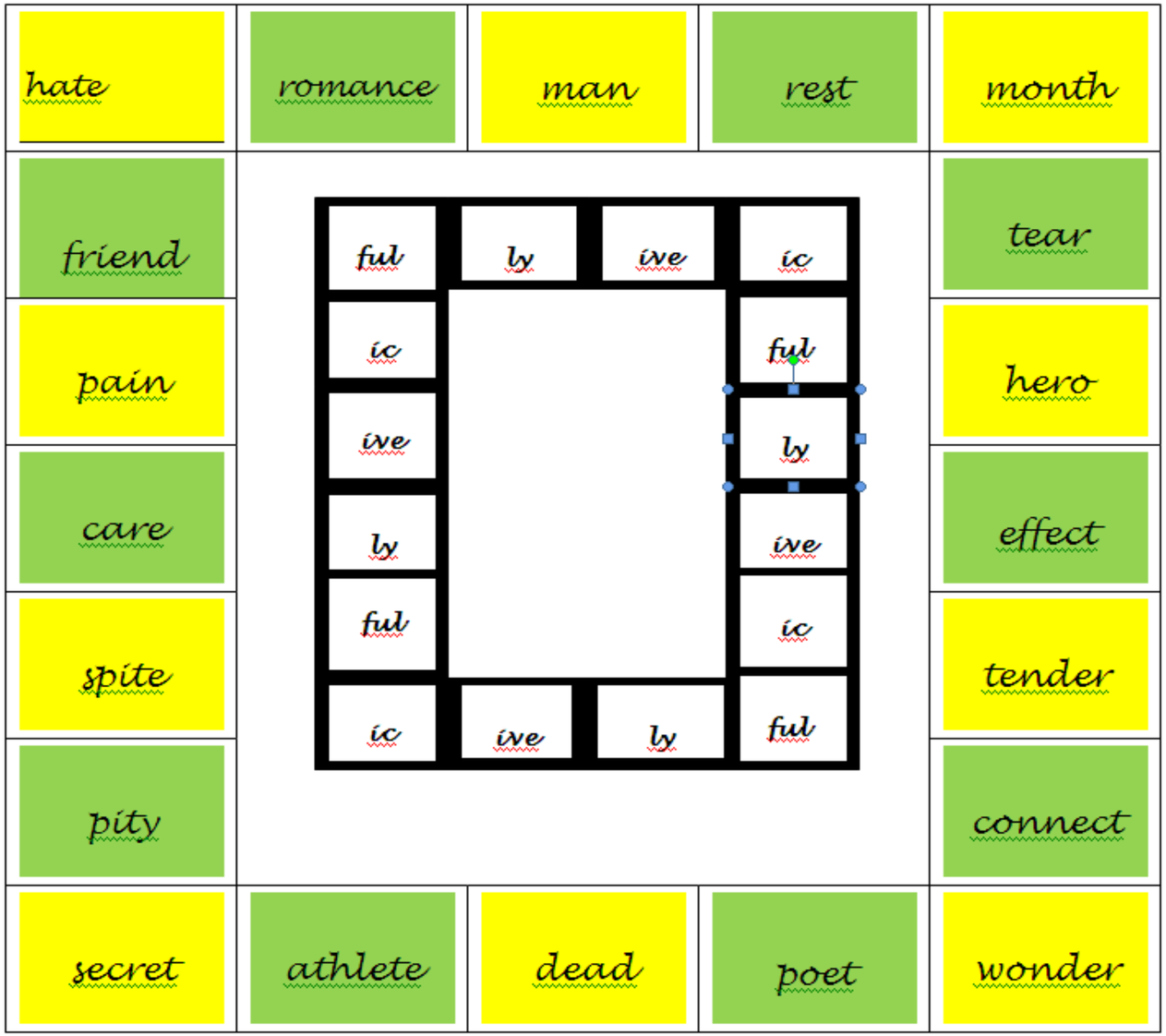
Each number represents a prefix

1. dis
2. mis
3. re
4. pre
5. un
6. in

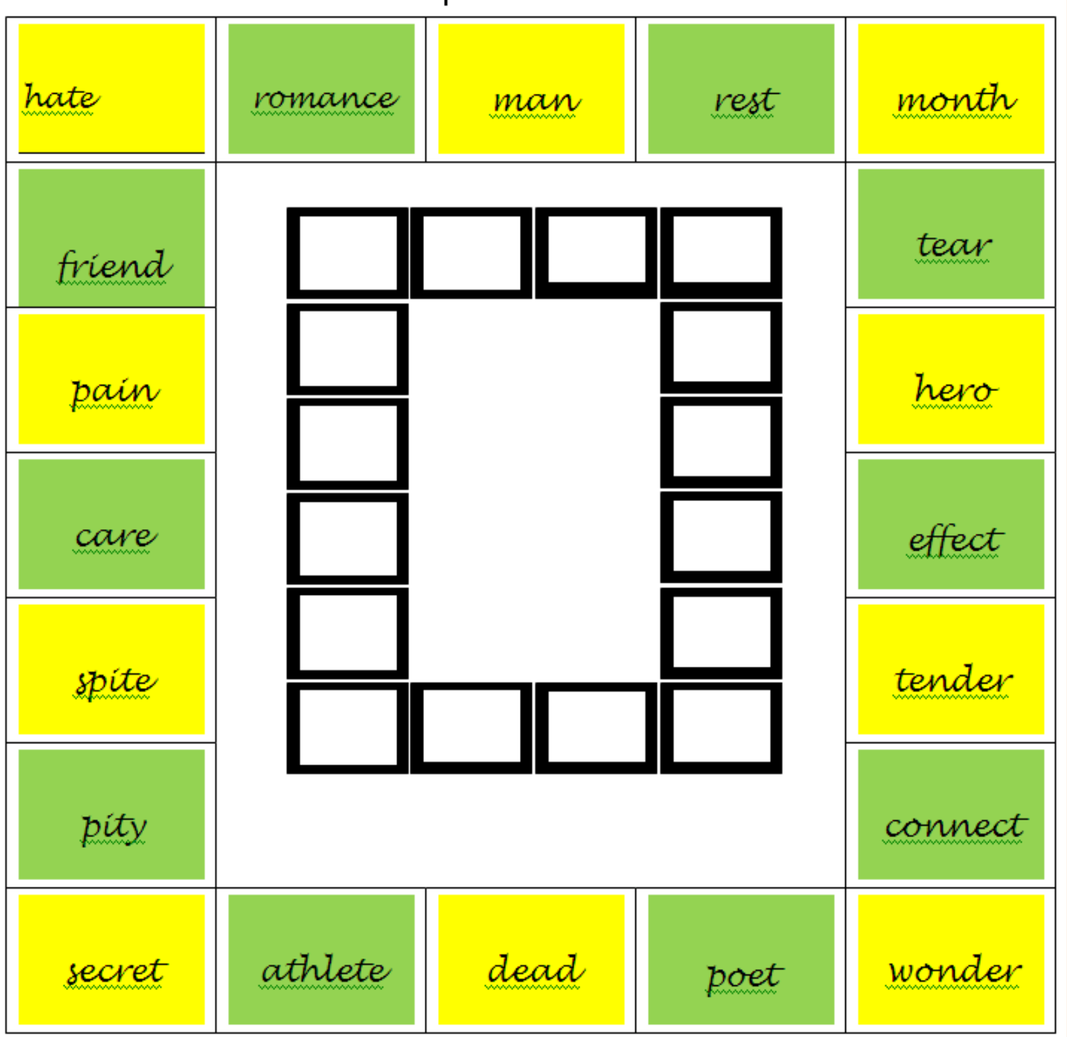


1. Find a root word that links with the prefix
2. What does your new word mean?
3. Roll and repeat
4. Say and write sentences applying real words formed.
5. Check for sense and correct spelling

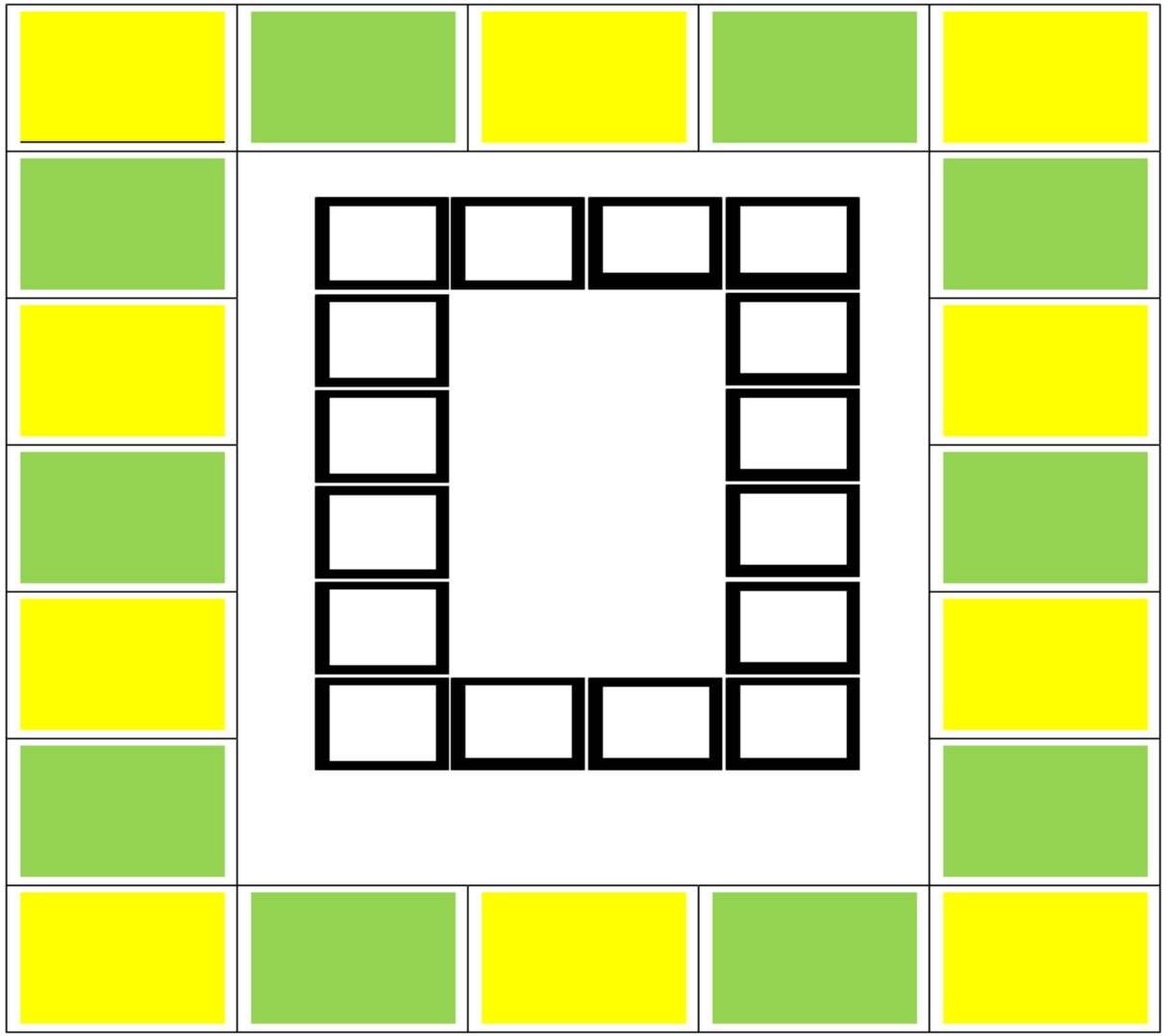
Suffix Game


hate
romance
man
rest
month
friend
tear
pain
hero
care
effect
spite
tender
pity
connect
secret
athlete
dead
poet
wonder
ful
ly
ive
ic
ful
ly
ive
ic
ful
ic
ive
ly
ful
ic
ive
ly
ful
ic

Suffix Game


hate
romance
man
rest
month
friend
tear
pain
hero
care
effect
spite
tender
pity
connect
secret
athlete
dead
poet
wonder

New Suffix Game



Wordsearch

Find the past tense of...

https://puzzlemaker.discoveryeducation.com/word-search

swim
go
throw
weep
drive
leave
sit

keep
sing
sleep
hold
fight
think
put

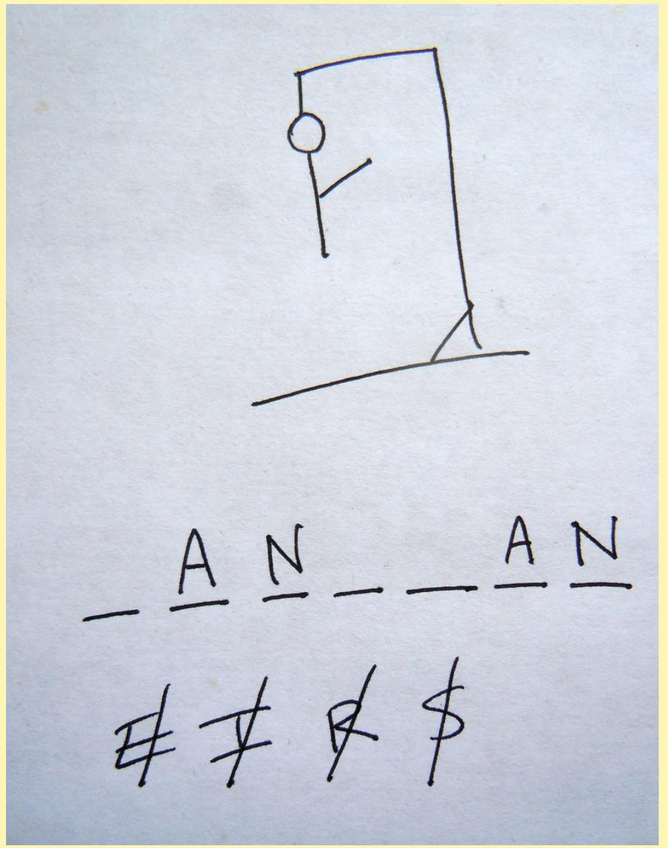


D	L	L	L	E	K	S	W	E	P	T	K	M	S
V	B	U	E	J	V	C	E	Q	T	H	D	O	L
B	V	J	F	T	G	R	M	F	M	P	Y	Y	E
S	E	S	T	S	F	V	A	S	W	K	T	Y	P
F	Y	S	A	Q	T	N	V	I	A	S	N	O	T
O	S	O	P	P	W	M	P	K	E	P	T	D	A
U	N	U	S	Z	T	X	F	S	S	H	I	J	D
G	I	R	E	C	O	Z	S	E	A	P	O	T	T
H	P	U	T	G	V	P	T	U	S	N	Q	H	S
T	H	Q	B	Y	K	D	T	U	E	A	G	O	B
H	S	Z	L	A	U	T	R	H	C	Z	T	U	D
W	E	W	R	G	X	U	U	O	R	L	L	G	E
P	H	L	A	I	O	C	U	M	V	E	H	H	Y
C	U	N	D	M	Y	Z	I	T	H	E	W	T	R

“Hangman”

_ _ _ _

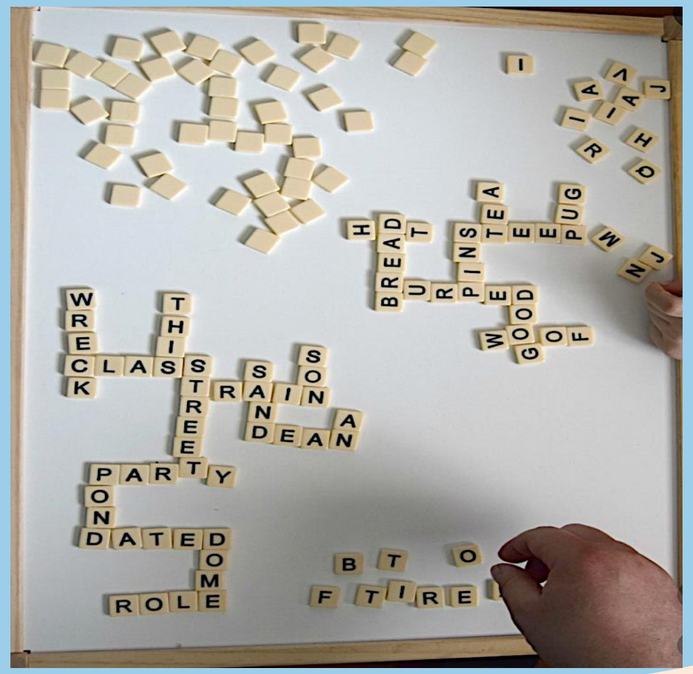




Board Games



Boggle
Scrabble
Upwords
Bananagrams





Questions?







