



Spelling in KS2

Application of spelling Strategies

My spelling is wobbly. It's good spelling, but it wobbles and the letters get in the wrong places —
Winnie the Pooh



Aims of the session:

- To share with you the principles behind the way we teach your children spellings.
- To develop a shared understanding of the importance in applying spelling strategies and knowledge
- To give you ideas about how to help your child with spelling at home.



English Spelling Difficulties

English spelling is puzzling for native speakers, and challenging for additional/second language students. This is more difficult if your language is written phonetically - that is all the letters relate to a sound. Many people find English spelling irrational and irritating. But the good news is English spelling isn't all irregular and chaotic - it's just complex and there are patterns, rules, regularities and reasons why English spelling is the way it is.



Why is English so hard to learn?

- Our alphabet has 26 letters.
- There are 44 speech sounds.
- The speech sounds can be put into 144 combinations!
- The 144 combinations make up 500,000 words in common use.

However,

- 21 consonant letters = 24 sounds
- 5 vowel letters = 20 sounds!





However,
don't despair because...

Although only **12%** of words in English are
spelt the way they sound.

85% of spelling in English is predictable!



Key to Teaching Spelling:



- Foster an interest of the history of our language.
- Teach strategies, rules and conventions systematically and explicitly.
- Assist pupils with recognising how to improve their own spelling and become independent spellers with their own strategies.

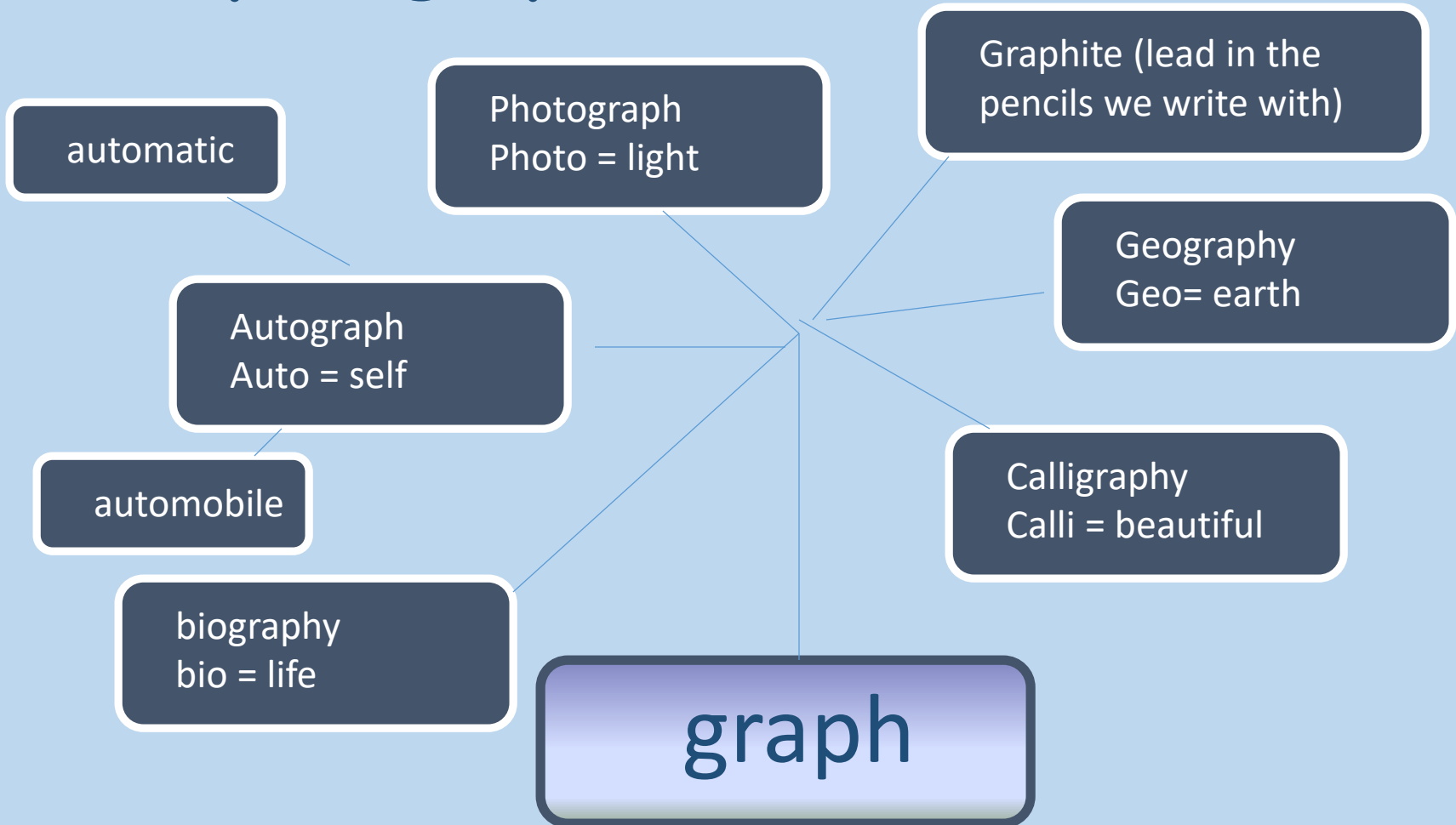


The History of The English Language

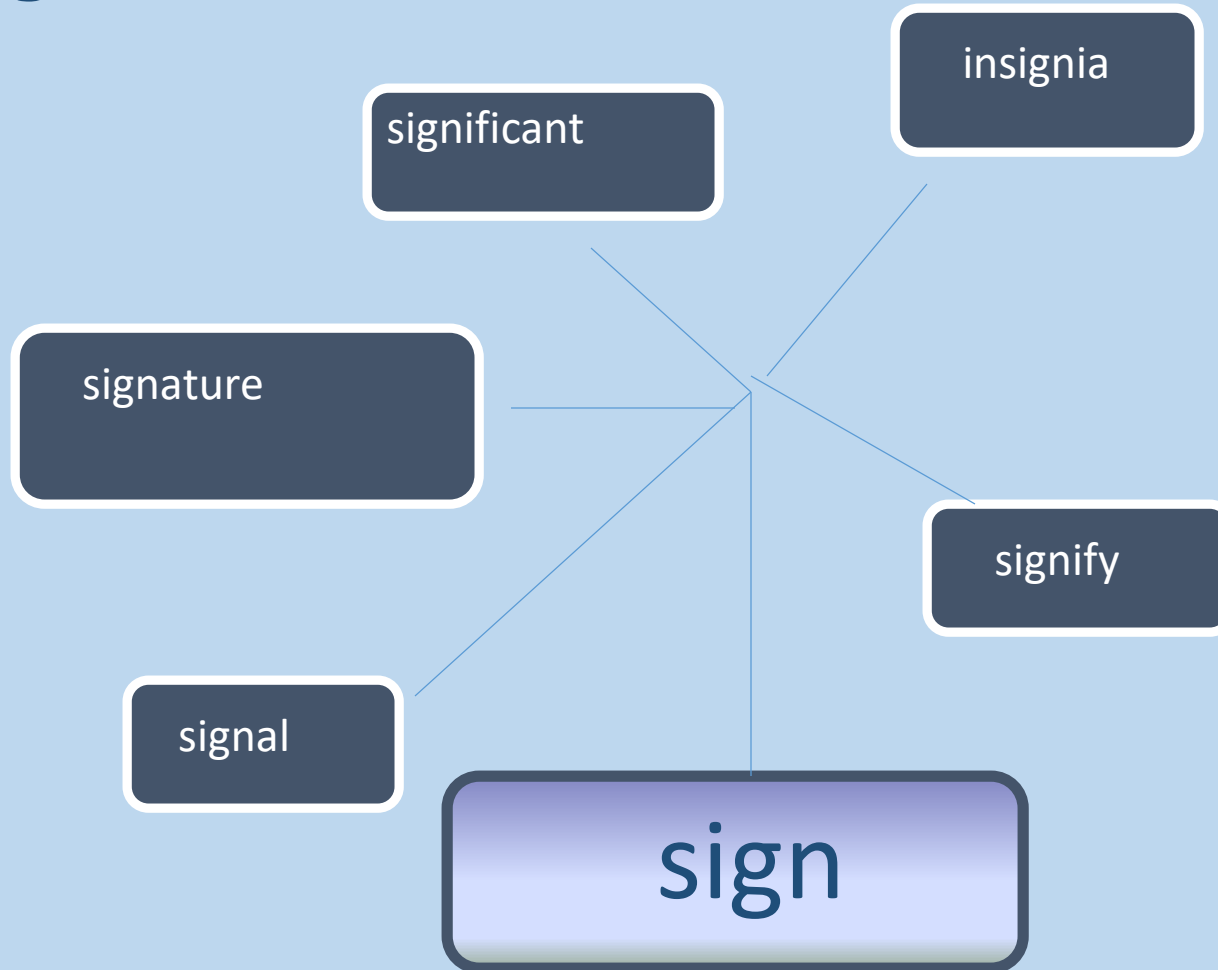


- Thousands of words have been absorbed over the years through trade and commerce
- There are 3 main sources for English:
 - Germanic**- from Anglo Saxons, over half our words fall into this category
 - Romance**- Latin, France and, in the 16th century, Spanish and Portuguese;
 - Greek**- the language of areas of knowledge, (e.g. physics, philosophy)

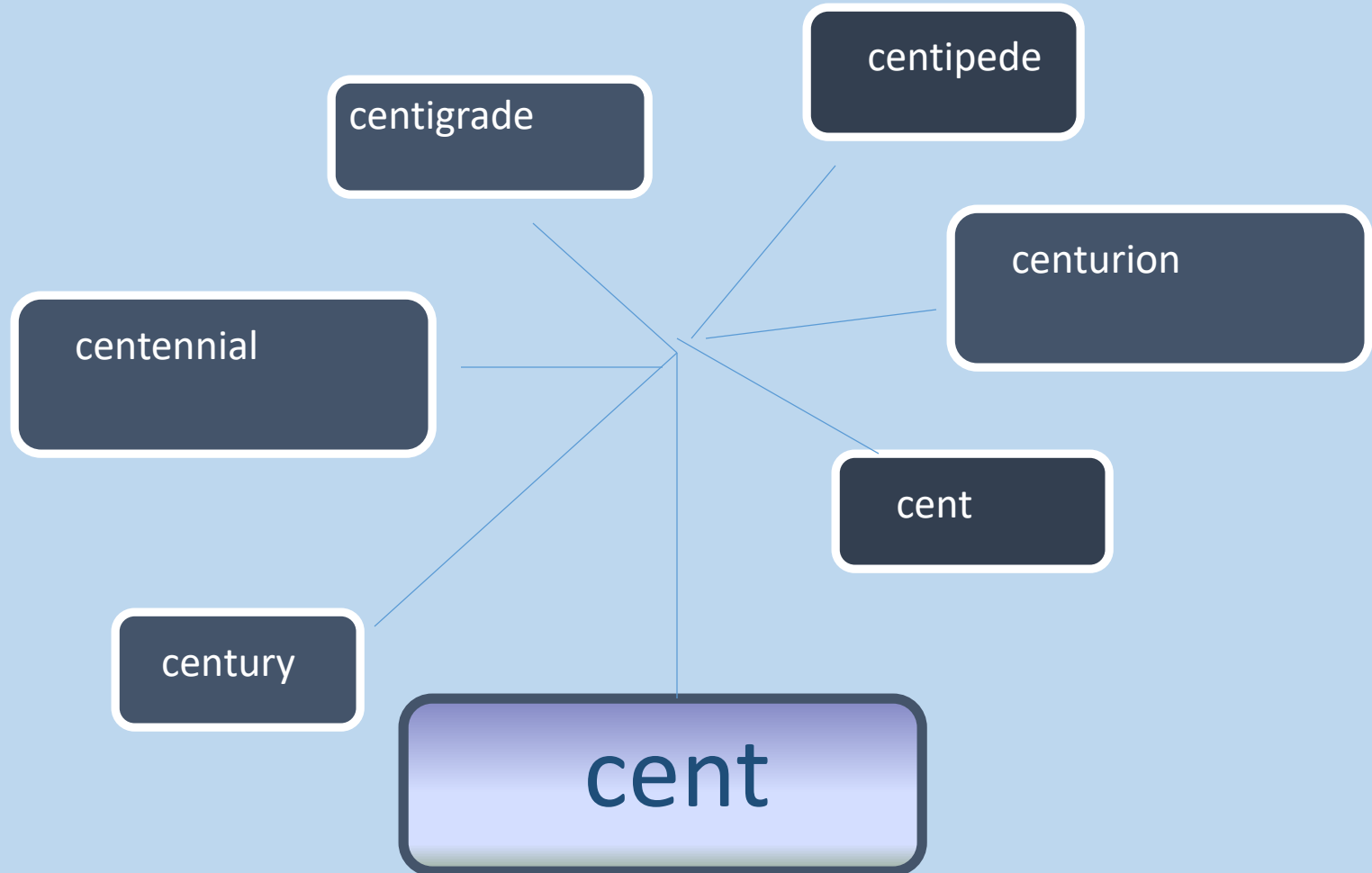
Graph - graphein (Greek) to write



Sign - Latin (to mark)



Cent - latin (hundred)





The *Teaching* of Spelling

- Spellings need to be explicitly taught;
- Rules, patterns and etymology should be investigated using a multi-sensory approach;
- The spellings on weekly lists are rarely applied to independent writing unless they have been thoroughly taught and investigated.





Benefits of Investigations

- They appeal to problem-solving instincts
- Children have to be more active in deconstructing words
- They model a self-help strategy
- An interesting way to learn
- They aid memory
- They are more likely to lead to children applying correct spellings to their work than learning lists.



Teaching Rules and Conventions

Whole class: Teach the convention through the games, activities and investigations suggested in the manuals - keep it lively and interactive!



Independent: Further investigation of the rules and conventions using resources provided.



Plenary: Reinforcement and revision of rules and conventions. Any patterns?



Homework: List of words investigated in lesson.

Example Teaching Spelling Sessions

Tell the children the objective/strategy



Introduce a set of relevant words



Children to sort words and identify patterns



Help children to hypothesise and test their ideas



Explain the principle behind the pattern



Practise the convention



Explore and extend - exceptions, variations

Visualise

I see the word inside my head

I break the words into bits

I link to other words that are related to it

I say the word aloud

I find it just comes

I write a list of possible spellings and choose the one I think looks right



Some words are really hard to spell.
The trick is to remember a word that
is spelled the same, then use it to
help spell others!

One tricky
word is
could.

could



A good way to remember this spelling is:

O U Lucky Duck

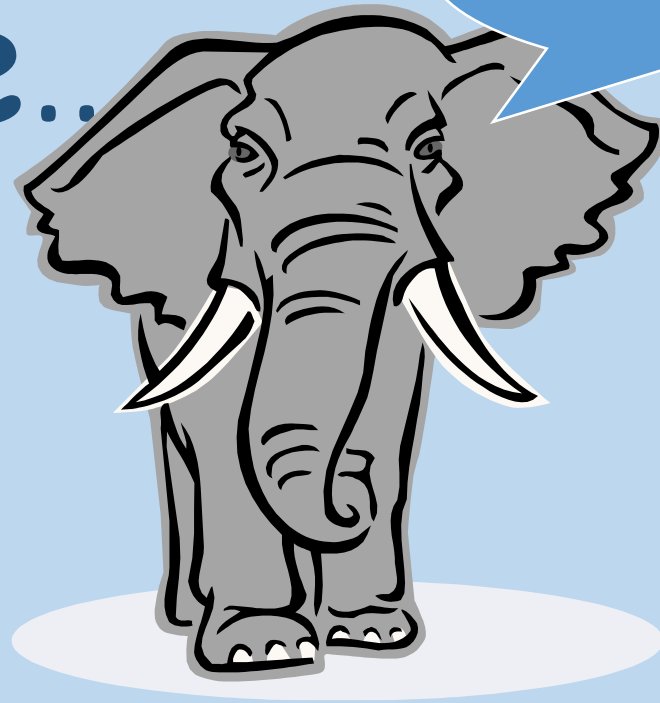
A blue starburst shape with a dark blue outline, centered on a light blue background. The word "should" is written in white, lowercase letters inside the starburst.

should

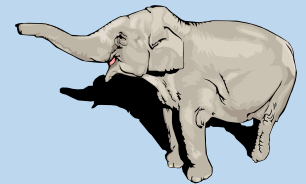
A blue, multi-pointed starburst shape with a dark blue outline, centered on a light blue background. The word "would" is written in white, lowercase letters in the center of the starburst.

would

because...



I understand!



Big Elephants Can't Always Understand Small Elephants

hear



You **hear** with your EAR



Understanding root words

Children need to be taught how to notice how words are built with root words, prefixes and suffixes.

- This is a very important strategy, especially if your language doesn't build words this way.
- uncomfortable = not comfortable = un + comfort + able.
- irregularly = ir + regular + ly



Understanding root words





Knowing common spelling rules!

- Knowing spelling rules is great to help you figure out why spelling is the way it is.
- For example, we add 'es' to words ending in **x, ch, sh, s, z** to make plurals and third person verbs: box - boxes, mess - messes, he teaches. We have the 'y' to 'i' rule when adding some suffixes: happy - happiness, happily; crazy - crazily, craziness. We drop the 'e' with -ing: write - writing, have - having, believe - believing.



Common Spelling Rules

Drop the 'e' with -ing

write write ~~e~~ → writing

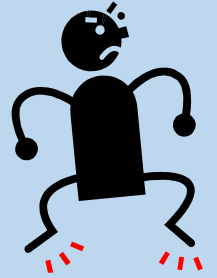
come come ~~e~~ → coming

have hav ~~e~~ → having

love lov ~~e~~ → loving



Exceptions to the rule!



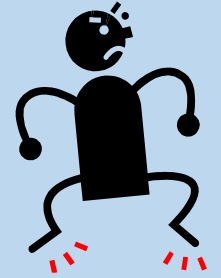
- Some words have to be learnt off by heart.
- So well as teaching the rules, patterns and history of our language we also need your children to learn the first 300 most common High Frequency Words during their time in school.



Spot letter patterns.
Letter patterns are a reliable way
to learn spellings.



ight- light, bright, tight, might, flight, fight, lighter, sightseeing...
tch- match, hutch, catch, watch...
pl- play, plan, plastic, plenty, plain
spr- spring, sprung, spray, sprinkle...



use syllable breakdown

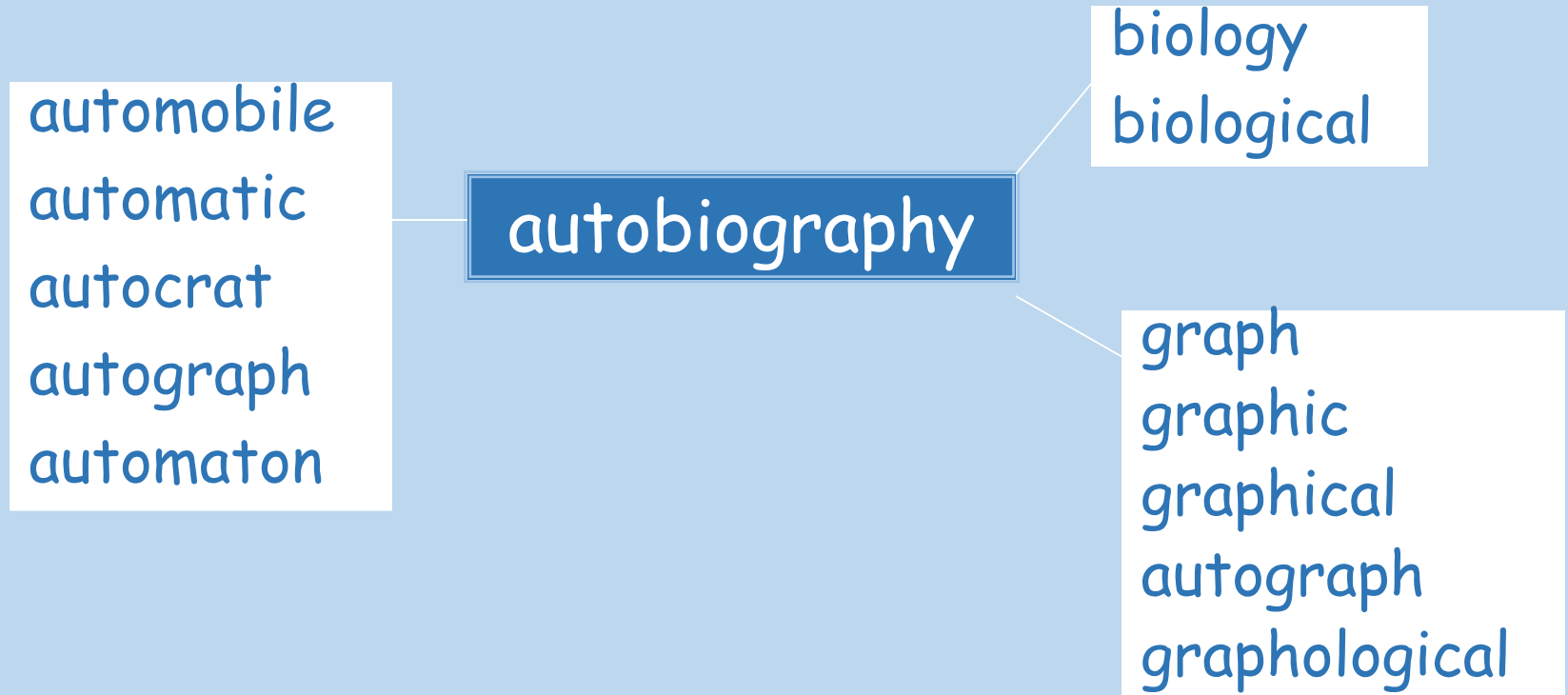
We can break words into little spoken chunks with a vowel sound to help spell long words: Wednesday

- un/com/for/table, ex/tra/va/gant.
Or break them into words -
un/comfort/able, extra/va/gant.

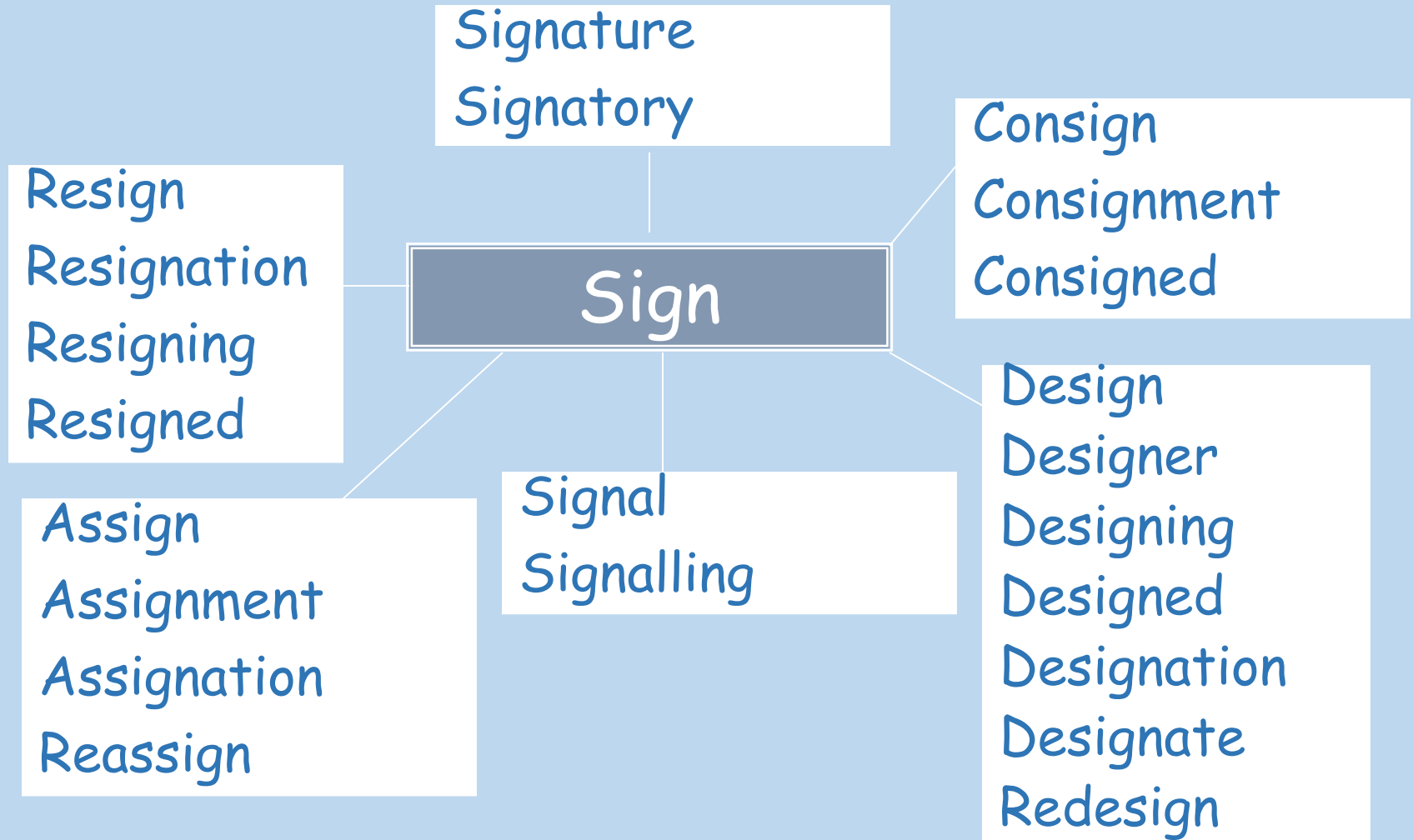
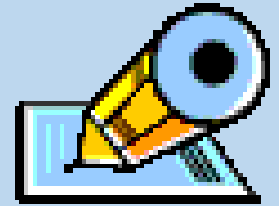
WORD WEBS



Word webs are likely to have more impact than dictionaries:



WORD WEBS





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;
- Test results should not be wholly used to assess children's spelling skill level.

Primary Curriculum Expectations

Year 3 & 4

- Revise spellings from KS1
- Prefixes and suffixes
- Words with endings sure, ture, tion, sion, cian
- Words : eigh, ch (k), ch (sh), sci
- Homophones/near-homophones:

Eg accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Primary Curriculum Expectations

Year 3 & 4 Statutory Word List

accident(ally) actual(ly) address answer appear arrive believe bicycle
breath breathe build busy/business calendar caught centre century
certain circle complete consider continue decide describe different
difficult disappear early earth eight/eighth enough exercise experience
experiment extreme famous favourite February forward(s) fruit grammar
group guard guide heard heart height history imagine increase important
interest island knowledge learn length library material medicine mention
minute natural naughty notice occasion(ally) often opposite ordinary
particular peculiar perhaps popular position possess(ion) possible
potatoes pressure probably promise purpose quarter question recent
regular reign remember sentence separate special straight strange
strength suppose surprise therefore though/although thought through
various weight woman/women

Primary Curriculum Expectations

Year 5 & 6

- Words with endings: cious, tious, cial, ance
- Words ending in: ible, able, ably
- Homophones and other words that are often confuse

Eg advice/advise device/devise licence/license
practice/practise prophecy/prophesy, steal:
take something that does not belong to you
steel: metal wary: cautious weary: tired who's:
contraction of who is or who has whose:
belonging to someone (e.g. Whose jacket is
that?)

Primary Curriculum Expectations

Year 5 & 6 Statutory Word List

accommodate accompany according achieve aggressive amateur
ancient apparent appreciate attached available average awkward
bargain bruise category cemetery committee communicate community
competition conscience* conscious* controversy convenience
correspond criticise (critic + ise) curiosity definite desperate determined
develop dictionary disastrous embarrass environment equip (–ped, –
ment) especially exaggerate excellent existence explanation familiar
foreign forty frequently government guarantee harass hindrance identity
immediate(ly) individual interfere interrupt language leisure lightning
marvellous mischievous muscle necessary neighbour nuisance occupy
occur opportunity parliament persuade physical prejudice privilege
profession programme pronunciation queue recognise recommend
relevant restaurant rhyme rhythm sacrifice secretary shoulder signature
sincere(ly) soldier stomach sufficient suggest symbol system
temperature thorough twelfth variety vegetable vehicle yacht

Any questions?