

Spelling at Burton Joyce Primary School



Why do we need to spell?

- Life skill
- Supports reading
- Helps to improve fluency and pace of writing
- Improves vocabulary

Focus at Burton Joyce

- Previous spelling approach- graduated spellings
- Application of spelling in writing- many children not always applying spellings learnt in independent work
- Current research

What does research say?

The EEF Improving Literacy In Key Stage 2 Guidance Report says:

“Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. Many of the skills that support word reading will also support spelling, but spelling demands great specificity and has different motor demands. There is limited high quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested.”

The report goes on to identify the most common spelling errors as being phonological, orthographical or morphological.

Spelling at Burton Joyce

- FS/KS1 Read Write Inc
- Year 3/4 Spelling rules and patterns/strategies
- Year 5/6 Strategies and spelling patterns

Teaching of spelling in KS2


- X3 discrete spelling sessions a week
- Each session follows the same structure- revision of previous week, new learning, strategies, application, test


Sessions are based on key areas:

- Orthographic
- Morphology
- Etymology

Orthography: break down spellings into the smallest units of sound and cluster them into syllables in order to read and write words efficiently.

3.10


 Whole Group

 Spelling Shed

Phoneme map

sacrifice

s	a	c	r	i	f	i	c	e
---	---	---	---	---	---	---	---	---

 Independent

neighbour

n	<u>ei</u> gh	b	<u>ou</u> r
---	--------------	---	-------------

awkward

<u>aw</u>	k	w	<u>ar</u>	d
-----------	---	---	-----------	---

Morphology: the study of words and their parts.

What do each parts of the word mean?

36.26

How many new words can you create by adding prefixes and suffixes?

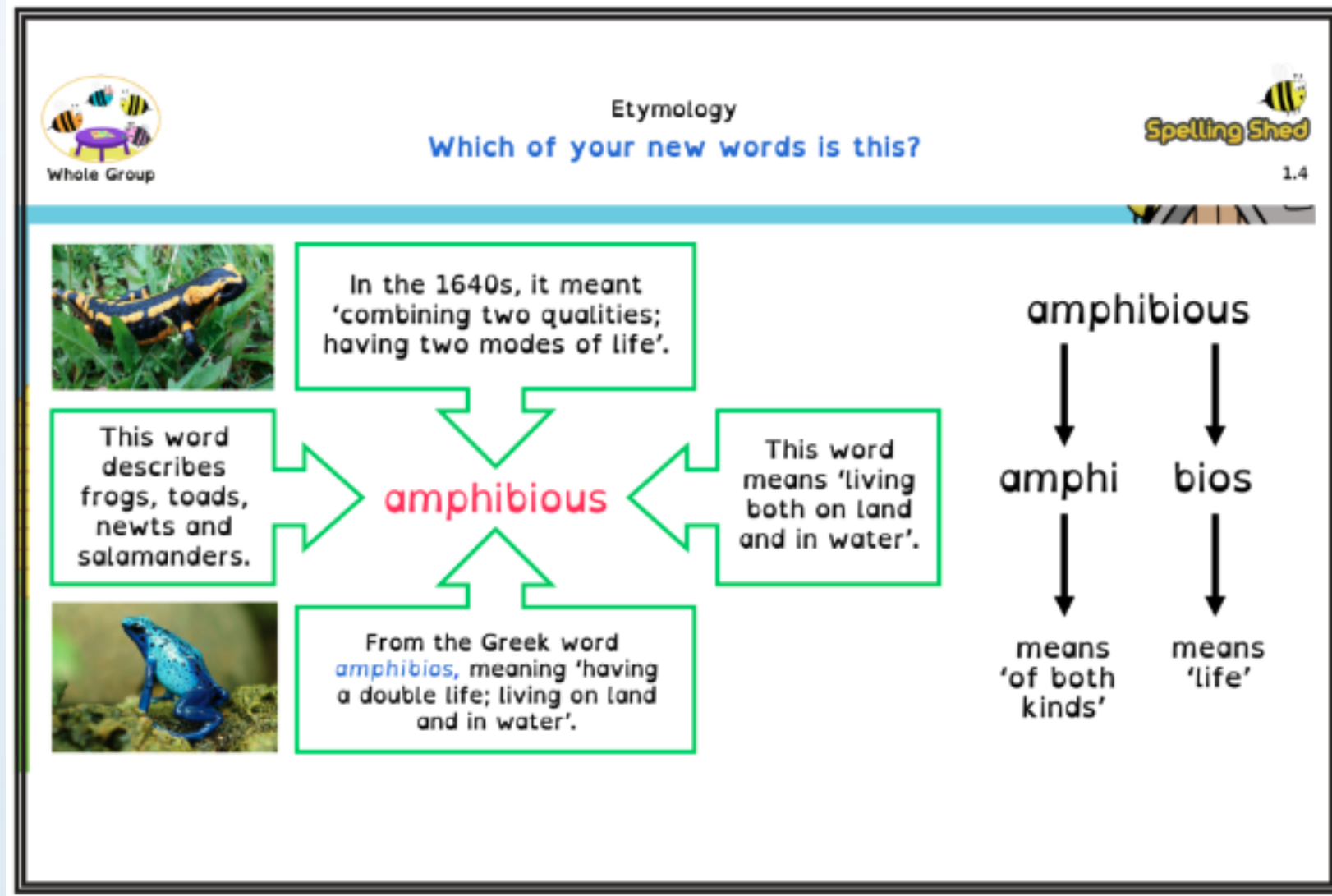
REMEMBER
What happens to the root word when the suffix 'ible' is added?

Whole Group

Spelling Shed

un	divide	s
sub		ed
		ing
		ible
	er sion	s

Etymology: origin of words/parts of words



Year 3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'ou' makes an /ow/ sound	Words with the prefix 're-'	Words with the 'ai' digraph	Words ending in 'al'	Words ending in '-er' when the root word ends in 'ch'	Words that end in 'sion'
Week 2	Words where 'ou' makes a /u/ sound	Words with the prefix 'dis-'	Words with the 'ei' digraph	Words ending in 'le'	Words where 'ch' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 3	Words where 'y' makes an /i/ sound	Words with the prefix 'mis-'	Words where 'ey' makes an /ai/ sound	Adding '-ly' when the root word ends in '-le'	Words where 'que' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 4	Words ending in '-sure'	Words where '-ing' and '-ed' are added to multisyllabic words	Adding the suffix '-ly'	Adding '-ally' when the root word ends in '-ic'	Words where 'sc' makes a /s/ sound	Revision of spelling patterns learned in Stage 3
Week 5	Words ending in '-ture'	Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Words that are homophones	Adding '-ly' when the words do not follow the spelling patterns	Words that are homophones	Revision of spelling patterns learned in Stage 3
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 3

Challenge weeks- statutory words linked to year group

Revise

Children learn best when their next step builds on what they already know. Every spelling session builds on prior learning.

Revise and secure prior learning and to introduce and explain new learning.

An important aspect of this part of the sequence is that children **use the words orally, in context**, so that they have a clear understanding of what they are learning.

Teach

Introduce the new concept - spelling rule/spelling strategy.

This section provides a range of direct teaching activities, including teacher modelling, explaining and involving the children in the new learning through investigation.

Practise

This part of the sequence gives children the opportunity to work independently, in pairs or in small groups, using a range of strategies to practise and consolidate new learning.

The children will be investigating and exploring the concept – not necessarily the words sent home for that weeks spelling test, a range of words with that same spelling rule.

(Reading at home – look out for words that follow a specific spelling pattern)

Apply and Assess

Spelling test on a Friday- 6 of their spelling words are tested and 1 or 2 challenge words are used to test children's understanding of the spelling rule.

This could be a spelling test, dictation activity, using the strategy in writing.

Gives the teacher the opportunity to assess where the children are, and what needs to be put in place for future planning.

Year 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Challenge Words	Challenge Words	Adding the prefix '-over'	Words with a /f/ sound spelled 'ph'	Words with the suffix '-ably'	Adjectives to describe settings
Week 2	Challenge Words	Challenge Words	Words with the suffix '-ful'	Words with origins in other countries and languages	Words with the suffix '-ible'	Adjectives to describe feelings
Week 3	Challenge Words	Challenge Words	Words that can be nouns and verbs	Words with unstressed vowel sounds	Adding the suffix '-ibly' to create an adverb	Adjectives to describe characters
Week 4	Challenge Words	Challenge Words	Words with an /oa/ sound spelled 'ou' or 'ow'	Words ending with /shuhl/ spelled '-cial'	Words ending in '-ent' and '-ence'	Grammar Vocabulary 1
Week 5	Challenge Words	Words with the short vowel sound /i/ spelled 'y'	Words with a 'soft c' spelled 'ce'	Words ending with /shuhl/ spelled '-tial'	Words ending in '-er', '-or' and '-ar'	Grammar Vocabulary 2
Week 6	Challenge Words	Words with the long vowel sound /igh/ spelled 'y'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words beginning with 'acc'	Adverbs synonymous with determination	Mathematical Vocabulary

Year 5/6

Year 5/6 Strategies and spelling patterns

We follow the same process of – Revise, Teach and Practise.

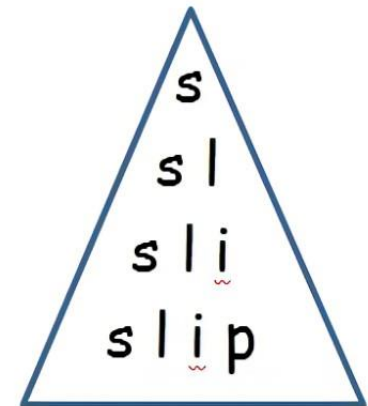
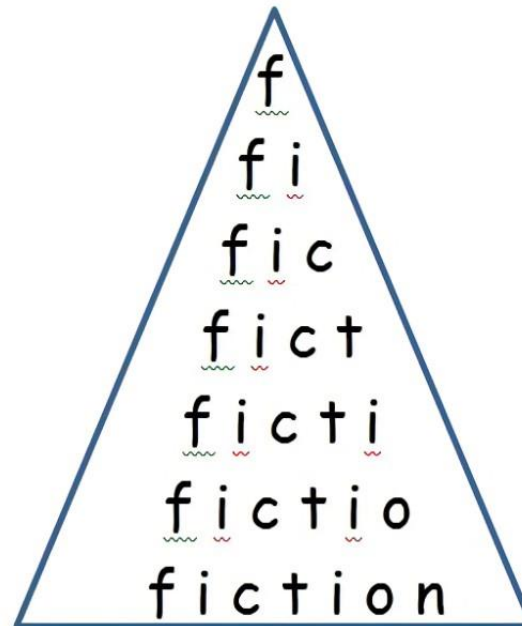
However, we are focusing on different strategies to help them learn ‘challenge words’.

A spelling test takes place on a Friday and we then mark together as a class. This allows us to look at misconceptions and mistakes that have been made. Time is allocated for feedback and to correct those misspelt words. It also an ideal time for the children to share their own methods of remembering the spellings.

Spelling Pyramids

Find two of the words you spelt incorrectly and write them out in this style.

Now test your partner on the word.



Using colours to segment the words

Focusing on the methods used on spelling shed but with a partner and testing one another in pairs. Talking these methods through with a friend is proving valuable time within the spelling lesson.

Sym bol

Spelling Menu

A range of activities that the children can choose from to work on those 'tricky' words.

Some are tasks for one and others to complete with a friend.



Spelling Menu

Earn rewards for each spelling task you do.



Tasks for two

Scramble spell 1 RT
Each of you take half of your spelling list and write out the words but mix up the letters. When you have both finished, swap lists and see who can unscramble them first.

Guess the word 2 RT
Take a dictionary each, in turns call out one of your spelling words. Each of you look up the word in your dictionary. The first to find the word and read the definition gets a point.

Silly spelling 2 RT
Each write out your spelling words but deliberately make mistakes in half of the words. When you have finished, swap words and see if you can fix each other's mistakes.

Silly story. 2 RT
Write a short story or news report using as many of your spellings as possible.

Tasks for one

Spelling rainbow sounds 1 RT
Write out your spelling words using different colours for different sounds.

Font fun 1 RT
Type your spelling list four times on a computer/iPad in your favourite fonts.

What does it mean? 2 RT
Write the definition for each word in your spelling book.

Symbol spell 1 RT
Write each word and draw a little picture or symbol that will help you remember it.

Alpha spell 1 RT
Write each of your spelling words in alphabetical order in your spelling book.

Make a sentence 1 RT
Put your spelling words into a sentence.

Spelling poster. 2 RT
Create a poster that teaches someone your spelling rule.

Becoming a confident speller

As mentioned earlier, spelling is not only a life skill but will build on your child's confidence with their writing. They get such a sense of satisfaction when they include a 'challenge or learnt word' in their writing.

The more they practise and become familiar with Spelling Shed and the methods taught, the richer their vocabulary will become.

Regular reading at home will really help.

Spelling Shed

