

**Mount Pleasant  
Spelling Workshop  
Tuesday 17<sup>th</sup> January, 2017**

*I take it you already know  
Of tough and bough and cough and dough?  
Others may stumble, but not you,  
On hiccough, thorough, lough and through?  
Well done! And now you wish, perhaps,  
To learn of less familiar traps?  
Beware of heard, a dreadful word  
That looks like beard and sounds like bird,  
And dead: it's said like bed, not bead –  
For goodness sake don't call it deed!  
Watch out for meat and great and threat  
(They rhyme with suite and straight and debt).  
A moth is not a moth in mother,  
Nor both in bother, broth in brother,  
And here is not a match for there  
Nor dear and fear for bear and pear,  
And then there's dose and rose and lose –  
Just look them up - and goose and choose,  
And cork and work and card and ward,  
And font and front and word and sword,  
And do and go and thwart and cart –  
Come, come, I've hardly made a start!  
A dreadful language?  
Man alive! I'd mastered it when I was five!*

“My spelling is wobbly.  
It’s good  
spelling, but it wobbles,  
and letters  
get in the wrong place.”

Winnie the Pooh



## How ~~Challengng~~ ~~Challejng~~ ~~Challenging~~ Hard is Spelling?

Have you ever noticed that no matter how hard you try to help your child learn their spellings, they soon forget them, even when they have spelt them correctly in a spelling test?

Children don't learn to become good spellers simply by learning lists of words off by heart, having weekly spelling tests, copying out spelling errors or by always sounding words out.

“Children who struggle with spelling usually have no strategies up their sleeve when they get stuck on a word. Ask any weak spellers the question, ‘what do you do when you cannot spell a word’. They will have, at best, one strategy. But it is most likely that they guess. To help them become better spellers they need to acquire a range of different approaches to help them.”

**Pie Corbett**

We need to give the children lots of strategies and activities to help those spellings to stick!

# Spelling in the National Curriculum

The new National Curriculum sets out a very structured programme of study for the children to learn from Year 1 to Year 6. Spelling is part of “Transcription” in writing and forms a major part of the “Spelling, vocabulary, grammar and punctuation” appendices.

As always, we teach spelling whilst teaching reading, phonics and writing, but the sheer volume of what is included and expected for each year group means that we must also teach specific lessons on spelling to ensure that the children learn all that they need to know so that they are ready for the next year group every September.

The spelling requirements for Year 1 and Year 2 are separate but the requirements for Year 3 and Year 4 are shared across the two year groups as do those for Year 5 and Year 6. For ease of teaching, we have separated the teaching points for spelling out across the year groups in Big Spelling Challenges 2 and 3, but this will not stop the children from learning other spelling rules/patterns where necessary.

# EYFS/SAT's Spelling Expectations

- EYFS assesses spelling both verbally and within written work. There is no formal “test”, but the trickies that the children learn in Phonics need to be learned as spellings as well as in reading.
- Year 2 SAT's: It is now entirely the school's choice as to whether to administer the Spelling Test and report upon it. We will not be doing the test in May, but will use it at the end of term to help inform the Y3 teachers of any possible gaps which are needing to be filled as Y3 begins.
- Year 6 SAT's: The spelling test will assess words from all of the KS2 spelling lists and will take approximately 15 minutes to administer. The majority of words tested in the new SAT last year focussed upon spelling patterns.

**It is crucial that the children continue to write and spell aloud spellings at home, as well as being taught them at school.**



# Big Spelling Challenges

- There are three Big Spelling Challenges per year group – except for in Year 6 where spellings will be revised and developed in accordance with the needs of each Year 6 class.
- The expectation is that most of the pupils in each year group will learn to spell and apply the spellings for their year group within that school year (basically one challenge per term).
- In Y3 and Y4 and in Y5 and Y6 challenges, Challenge 1 is the same as they are common words which must be learned and applied consistently. So a spelling check at the start of Y4 and Y6 will act as a reminder and a prompt to keep these words on focus constantly.
- All of the words in a challenge will be tested every 3 weeks and results will be sent home so that you can see your child's improvement and also focus upon words that they are struggling with.
- It is better to choose ten words per week to concentrate on than to just keep giving your child a test every day/week – remember they can spell the words aloud too if you have run out of paper (letter names please)!
- Topic spellings, maths spellings and common misspellings may be sent home to learn in between Challenge tests.
- When practising, ensure handwriting is on focus too- if we can't read them they will be marked wrong.
- If your child achieves **90% or more twice in a row** then they will move onto the next Challenge for the year group. Should your child be a super-speller and complete all of the Challenges for their year group, they will be given spellings linked to the spelling rules/patterns they have learned to help them to improve their vocabulary.

You can find the Big Spelling Challenges on our website on:

Parents' information – Parent support

**NB We are looking at improving the challenges at the moment with a view to altering them in September.**

# What do good spellers do?

- Have a good visual memory – look and write
- Have a positive attitude – curiosity about words
- Recognise rhyme and rhythm
- Persevere – look it up, KEEP TRYING
- Distinguish sounds around them
- Orally blend for reading and segment for spelling
- Observe order of events
- Recognise parts of a whole
- Know how to count syllables - auditory
- Rules/conventions /strategies – know a range of these
- Recognise patterns
- Recognise exceptions /tricky words
- Know the alphabet – sounds and names
- Link letters with sounds
- Hold a pencil properly and form letters correctly
- Lip read – good articulation of sounds is important.
- Write a lot
- **READ LOTS!**



# What skills do good spellers need?

- Visual Strategies:

Look, cover, write check; quick write

- Auditory strategies:

Over-articulation, syllables, using knowledge of other words

- Learn a method for remembering the word:

Mnemonics-

**big elephants can always understand small elephants**

**c - oh u lucky duck**

# Homophones

<b>knew</b>	<b>ball</b>	<b>right</b>	<b>through</b>	<b>heard</b>
<b>hole</b>	<b>days</b>	<b>see</b>	<b>to</b>	<b>night</b>
<b>hear</b>	<b>bare</b>	<b>mail</b>	<b>be</b>	<b>missed</b>
<b>there</b>	<b>heel</b>	<b>groan</b>	<b>sun</b>	<b>week</b>

<b>new</b>	<b>bawl</b>	<b>write</b>	<b>threw</b>	<b>herd</b>
<b>whole</b>	<b>daze</b>	<b>sea</b>	<b>two/too</b>	<b>knight</b>
<b>here</b>	<b>bear</b>	<b>male</b>	<b>bee</b>	<b>mist</b>
<b>their/ they're</b>	<b>heal</b>	<b>grown</b>	<b>son</b>	<b>weak</b>

# Collaborative Spelling Test

friend

busy

magician

medicine

mischievous

pseudonym

# Spelling memory game

Choose six words your child needs to learn and write them down in a list using our cursive handwriting.

Look at them; talk about their shape; look for words within words; identify phonemes; use them in a sentence; ask them what they mean.

Look at them for one or two minutes.

Rub one or two out and ask them to remember which words were there and spell them.

Check them and use lots of praise for what they have done correctly. Now swap and let them be the teacher!

# Spelling memory game

These are all Year 3 and 4 words!

mystery

forgotten

creature

vigorous

possess

heart

# Words within words

How many words can you find in this word?

Remember all of the words need to have the letters in the same order as the original word!

practising

interesting

something



# Share a spelling

Read a spelling from the list to your child.

Get them to say the first letter. Write it down.

You say the next. Write it down.

They say the next. Write it down.

When the whole word has been spelt, check against the spelling list to see if it is correct.

With a partner spell:

beautiful

everybody

# Colourful spelling

- Write a spelling word down but write every vowel in a different colour to make them stand out. This also helps the children to see patterns of phonemes.
- Write each spelling word three times in three different colours.
- Using different colours, write a word in cursive, repeat in capitals, add curls to the letters, write in bubble writing, make the word shape into a colourful picture.
- Write each letter in a different colour.

# Spelling Games

- Battleships – add some spellings into the grid and try to sink each other's battleships first!
- Media search – use a newspaper/magazine and give the children a time limit to find any of their spellings and circle them in colour.
- Scrabble spellings – use the letters from scrabble to spell words – mix them up and try to re-spell them.
- Play hangman.
- Noughts and crosses – draw a grid each with a spelling and if your child can spell the word in the chosen square they get to put their cross in it.

# Spelling Games continued...

- Roll-a-word – roll a ball backwards and forwards to each other spelling out words.
- Create a wordsearch – can do this online but also fun for the children to do.
- Spot the difference – make cards with pairs of verbs that use the contracted form eg **cannot can't, did not didn't...** You can extend it by adding the root word eg **could could not couldn't...**
- Scrambled words – write letters in the wrong order – can they spot the word? Nb You need to have been learning the words already.  
**pclaieur rpaaidsep hguhot iechrannd**

# Keep practising!

Spelling is a very visual skill, so the more that the children read and write, the more that letters and words will stick in their minds. Memory games are always important as we need to keep our memories sharp to help us in all aspects of life. Keep active when spelling as this also engages our busy boys too! For example, bounce a ball to each other when sharing a spelling, write the alphabet on the patio in chalk and ask the children to spell a word by jumping on each letter, use post-its, each with a letter from a word that is being learned and stick them around the room to find and make into a word, or even do that but say a familiar word and see if the children can work out what it is.

# Useful Websites

- Spellzone – used in school for Years 3-6. Passwords will be in bookbags this week.
- Phonics Play – some free games/worksheets but you can subscribe.
- EdCity – used for home learning also has good spelling resources.
- Youtube has lots of good resources in the form of videos and tutorials eg Mr Thorne Does Phonics, [howtospell.co.uk](http://howtospell.co.uk), Jolly Jingles, BBC words and Pictures, Starfall.



# Common mistakes

Here are some interesting mistakes which we meet when marking. All of them show an awareness of phonics and spelling patterns but they need to be correct!

**cyoob**

**hatto**

**hade**

**littul**

**Wensdai**

**laf**

**sum**

**wen**



# Thank you!

Thank you so much for coming to our spelling workshop.

This Powerpoint will be on the school website as soon as possible for you to refer back to. Meanwhile, the original version is still on there at the moment.