

How to be a super speller!

Spelling

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What makes spelling in English so challenging?

26 letters of the alphabet

44 sounds or 'phonemes'

19 vowel sounds

25 consonant sounds



- ▶ Sounds can be represented by more than one letter, e.g. sh-o-p
- ▶ One sound can be represented in a variety of different ways, e.g. shop, chef, sugar, tissue
- ▶ One spelling can represent a variety of sounds e.g. moon, foot.
- ▶ I take it you already know of tough and cough and dough? Others may stumble but not you on hiccough, thorough, slough 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.

Spelling in school

Phonics (Reception – Year 2)

- ▶ Letter and sound correspondences
- ▶ Segmenting words (splitting them into the smallest sounds – phonemes)
- ▶ Spell Irregular/ common exception words, e.g. the, people
- ▶ The 'teach, practise & investigate, apply' approach

Spelling in school

Spelling (Year 3 - 4)

- ▶ Same model: investigate, practise, apply
- ▶ Prefixes and suffixes (e.g. adding -un, -re, -ly, -ful, -ed)
- ▶ Letter strings, e.g. /shun/ - station, passion, magician

Learning to spell...

- ▶ We do not believe that learning words in isolation for weekly spelling tests has a long-term benefit for children's spellings. Instead we want to encourage them to learn rules and apply them consistently and practise spelling words in context.
- ▶ From year 1 onwards the spelling rule is given out not a spelling list!



Spelling

Learning spelling...Strategies to use at home...

- ▶ These activities can done at home when learning the rule of the week or the 5 common exception words...



Spelling
Getting it write, wright, right!



Spelling Strategies



Spelling strategies when child is stuck...

In Key Stage 1, the emphasis is on learning to read and spell sounds, then putting these together to make words. Children are encouraged to have a go, sounding out words as they write using their 'Fred Talk' strategies. *Apart from the common exception words!*

In Key Stage 2, we continue to encourage children to have a go and use their phonic strategies. However, we also teach spelling rules and patterns.

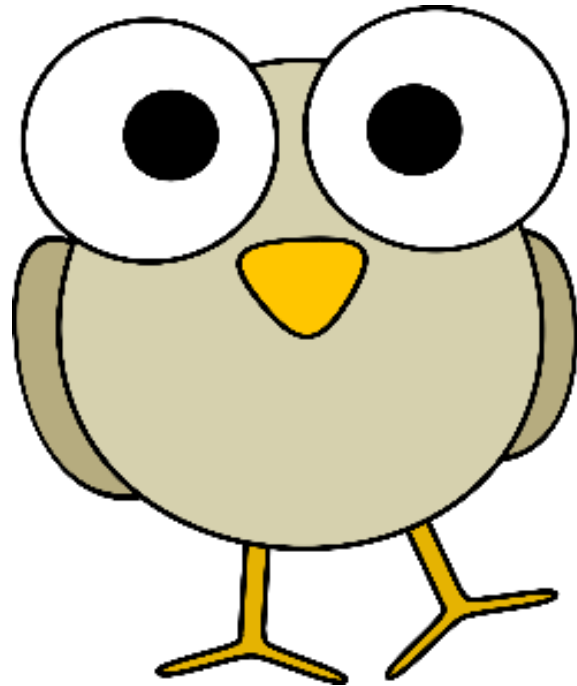
We encourage children to use a wider range of strategies to spell words including:

- ▶ -Breaking words down into syllabic chunks
- ▶ -Using a dictionary to help
- ▶ -Learning and recalling rules such as 'I before e except after c'
- ▶ -Finding/writing a word within a word
- ▶ -Using mnemonics such as 'Big Elephants Can Always Understand Little Elephants'

FINALLY...Reading and Spelling..the link...

- ▶ Read, read, read - children pick up correct spelling from their reading. The more they see words, the more likely they are to visualise them correctly when spelling themselves
- ▶ Discuss vocabulary - encourage children to talk about words. If they struggle over a word in their reading, do they know what it means? Understanding meaning can help with spelling

Any Questions?



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