Why is spelling valued at Water Orton Primary School

Spelling is a key part of becoming a successful writer. We at Water Orton Primary value the teaching and learning of spelling since it …

☆ Helps children to write more fluently, dedicating more of their energies towards creative writing (rather than the mechanical process of spelling).

☆ Gives our learners strategies to attempt to encounter unfamiliar words, enriching their vocabulary.

☆ Gives children opportunity to investigate and understand the true meaning of words.

☆ Develops confident writers and readers.

At Water Orton Primary School your children will learn the rules and conventions of the spelling system as well as strategies needed to become confident spellers. Effective teaching of spelling involves helping children develop a variety of spelling strategies.

☆ **Ask your children the learning focus for their spelling lessons**.

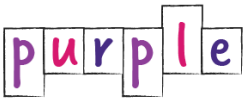
Focus on creating links between words:
Can you spot any words that have the same spelling pattern?

Or the same sound and a different spelling pattern?

Discuss these words at home.

- Help children identify what part of the word they can spell (we can almost always spell some letters) and celebrate success!
- Help children identify what part(s) they find tricky. Discuss why they find these letters harder – is it that they often write them in the wrong order, or that they miss out a letter, or add in extra letters.
- Choose a strategy together to help remember these specific, tricky letters, e.g., highlight them, draw a picture around them, write those letters bigger, shout those letters as they say the word aloud.





buSineSS (draw a bus around **bus**)

Steps to Becoming a Better Speller:

- **Sounding it out(letter/syllables):**

e.g., d-o-g sh-ee-p n-igh-t
This is the most popular method for teaching spelling. Ask your child to sound out the phonemes (sounds) they hear.

Syllabification e.g., re/mem/ber
Clap out and say each of the syllables.

- **Applying learnt sounds: ch, sh, i-e (including silent letters)**

The children will learn these sounds through the Little Wandle Letters and Sounds Revised progression which is a systematic and synthetic phonics programme.

- **Knowing compound words: (two separate words that go together to make one word)**

e.g., earache bookshelf

- **Memory hooks: mnemonics or silly sayings**

e.g., **b**ig **e**lephants **c**an **a**lways **u**nderstand **s**mall **e**lephants
This is a strategy for tricky words they find difficult to remember.

- **Knowing prefixes/suffixes/roots:**

e.g., uncontrollable laughing spell

- **Applying spelling rules:**

e.g., When changing a word ending in y from singular to plural you change the y to an I and add es.
Fairy + fairies

- **Making families of words:**

Analogy e.g., night fright sight slight

- **Words within words:**

e.g., There is a rat in separate.

- **Knowing the meaning of words:**

Etymology e.g. bi (two) + cycle (circle) = bicycle

- **Knowing related/similar words**:
  e.g., exude → exuberance

- **Knowledge from learning other languages:**

e.g., beautiful (handsome in French)

- **Using a dictionary:**

e.g., check its spelling in a dictionary (use a thesaurus to make alternative word choices)

- **Reading and writing with variety, frequently!**

High Frequency Words:

High frequency word are words that are commonly used in the English language. It is important that children can read and write these common words so they can use them in their writing. Children begin to learn the following high frequency words from Reception. You can help your child to learn how to spell these words by choosing two or three words at a time to learn and play games and activities with these words.

- See first 100 high frequency word list.
- See next 200 high frequency word list.

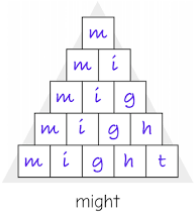
Year 1-6 word lists: (from the National Curriculum)

Almost all those words listed as 'exception words' are used frequently in children's writing.
The word lists for Year 3-6 are statutory. The lists are a mixture of words children frequently use in their writing and those they often misspell; therefore, it is worth the children learning the correct spelling.

- See Year 1&2 common exception word list
- See Year 3&4 spelling word list.
- See Year 5&6 spelling word list**.**

Practical ideas in how to support a child's spelling:

Pyramid words
Ask your child to pyramid write 10 of their spelling words. When they are finished, draw a pyramid around their word.



Bubble letters
Ask your child to write their spelling words in bubble letters, using different colours. They could also use squiggly, zigzag, or dotty letters.

Spelling scramble
Write one of your child's spelling words with the letters scrambled up. Can your child unscramble the letters to spell the words correctly?

Magnetic letters
Say a word out loud. Ask your child to make the word using magnetic letters.

Guess Who
Write some words on paper. Read the words with your child. Ask them to tape a word to your back. You have to ask a question e.g., does it begin with 'th'? Can I sound it out? Now your child takes a turn to answer your questions.

Number plates
A game like COUNTDOWN.

On a car journey, observe the number plates of cars: DG72 TRC

The aim of the game is to take the group of three letters and keeping them in that order, make the longest word possible. From this number plate you could make the following words: track trace terrific tracing.

Naughty letters

Spot the naughty letter in a word (the letter that is unexpected or which you often miss out) 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.

Spot a word in a word

Children spot words they can spell within words they cannot spell yet. E.g. ‘a rat’ in ‘separate’.

Say it as it sounds

Mispronounce a tricky word. Read the word exactly as it looks. E.g., Wed-nes-day

Say the letters aloud to a rhythm

You can sing, rap, or clap the letters to a rhythm to help memorise it. E.g. M-I-S-S-I-S-S-I-P-P-I

Mnemonics

Choose a tricky word with an unusual spelling e.g., ough. Make a word for each letter, e.g., **O**h **U** **G**rass **H**opper

Record themselves saying the word and spelling the word

Use letter names when spelling the word.

Tracing

Get the children to write the word very large and trace over it with their finger.

Repeat copying

Write the word three times in different sizes – small, medium and large.

Look, cover, write, check

Use sound buttons and lines to identify the different phonemes. E.G. t r ai n

. . __ .

(Use Grow the code grapheme mat - Little Wandle)

Identify the tricky letters √ √ √**TTT**

minute

Rainbow write

church

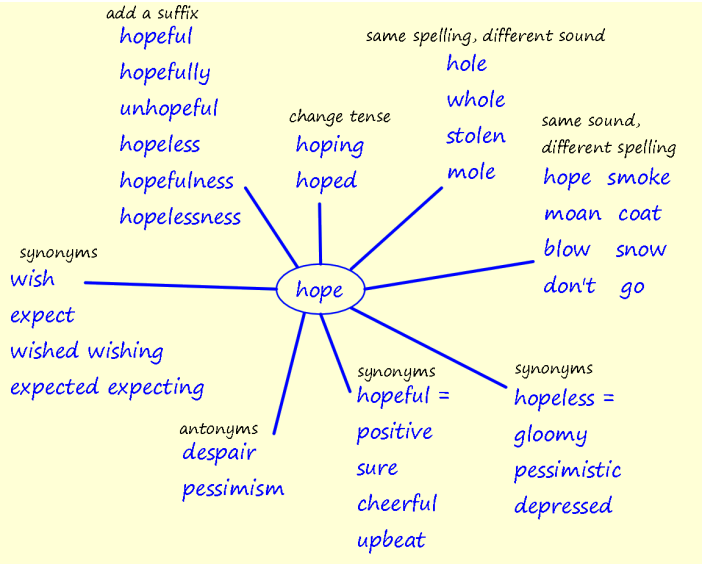
Circle all the vowels in your spelling word

l o **v** e

Words without vowels

f ld

Try a mind map



- synonym (two words are synonyms if they have the same meaning).
- antonym (two words are antonyms it their meanings are opposite).
- Suffix (an ‘ending’ used at the end of a word to turn it into another word).