

Spellings

A meeting for parents
Nov 2015



Spelling is

~~diffecolt~~


~~challengeng~~

hard.

Why spellings?

- ✓ It is still important to learn how to spell in this age of texting; it is a life skill and vital for employment.
- ✓ OFSTED June 2015 – “although pupils make good overall progress in writing, spelling mistakes and untidy handwriting often undermine the standard of their work”.
- ✓ Raising standards.
- ✓ New curriculum expectations and assessments.





We want a school of excellent spellers.

- ✓ Review of current practice.
- ✓ **Up-to-date training.**
- ✓ Building on phonics teaching and the raised standards in EYFS and KS1.
- ✓ **Improving application of correct spellings in all work (not just a weekly spelling test).**



How?



- ✓ Teaching sessions reviewed – using phonics structure (introduce, revisit, teach, practise, apply, assess).
- ✓ Spellings on a weekly list are rarely applied to independent writing unless they have been thoroughly taught and investigated.



Spellings in school

- ✓ A spelling list every fortnight which is:
 - ü Linked to a rule being investigated, e.g. adding “-ing”;
 - ü A list of words linked to a topic;
 - ü High frequency words in KS1 or words from the statutory list in KS2 (now available on the website).

Spellings in school

- Individual “crimes against spelling”.
- Children take responsibility for this.





Year groups

Year group	Minimum number of spellings
YR	2 words
Y1	5 words
Y2	7 words
KS2	10 words




Spellings in school

- ✓ Dictation to support spellings.

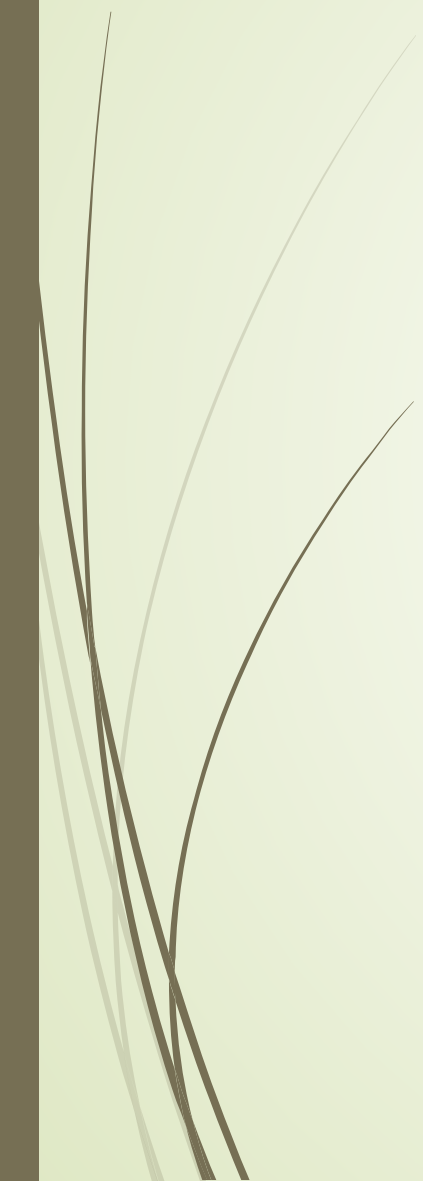
There are four simple steps for dictation:

- ✓ You dictate a phrase or sentence;
- ✓ Your child repeats the phrase or sentence;
- ✓ Your child writes the phrase or sentence;
- ✓ Your child proof-reads what he wrote.

<http://blog.allaboutlearningpress.com/using-dictation-to-improve-spelling/>

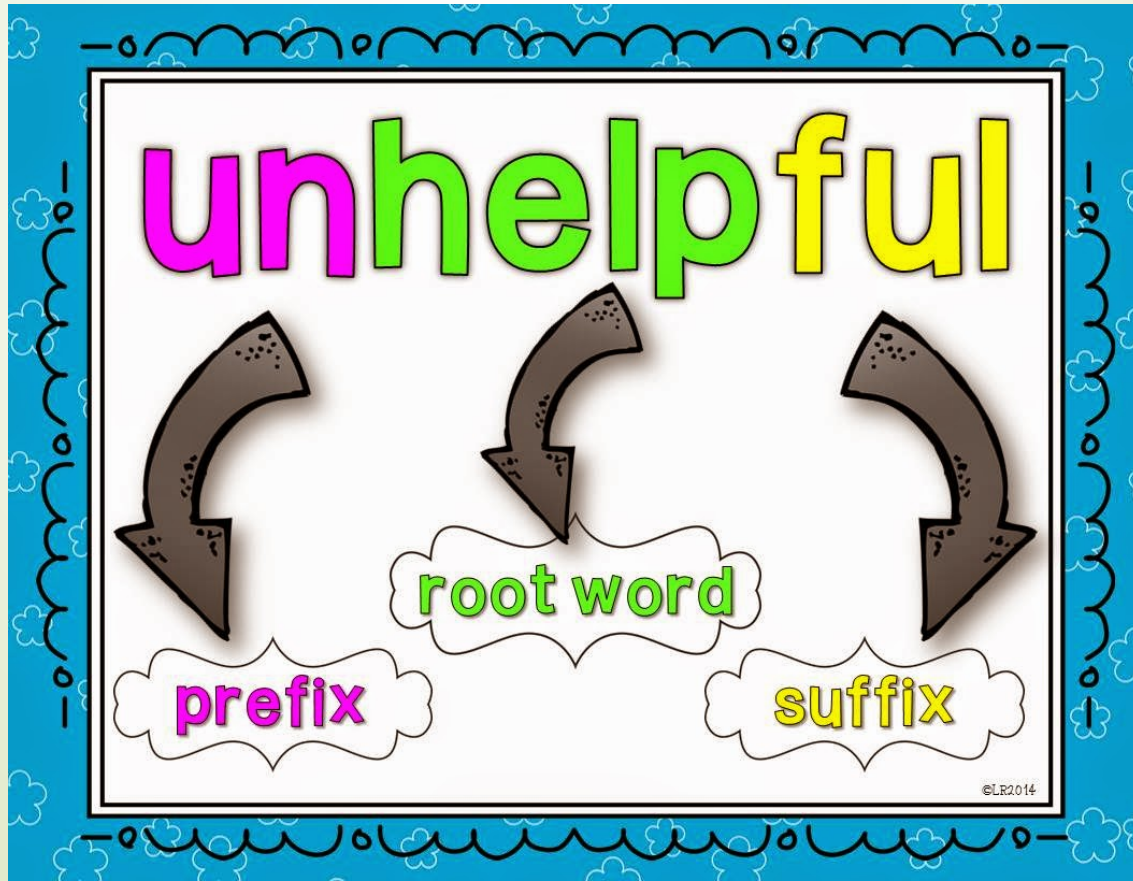


Spelling strategies

- ✓ Roots;
 - ✓ Syllables and phonemes;
 - ✓ Analogy;
 - ✓ Handwriting;
 - ✓ Mnemonics.
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Roots

To learn a word you can find the root word. Sometimes it is changed when new letters are added e.g. for a prefix, suffix or a tense change.





Syllables and Phonemes

To learn a word, you can listen to how many syllables there are so that it can be broken into smaller bits to remember. Then you can identify the phonemes in each syllable.

e.g. **Sep**-**tem**-**ber**.



Analogy

- ✓ To learn a word, use words that you already know to help you.

e.g.

could, would, should;

we, he, she, be.

Handwriting

- ✓ To learn and remember a word, practise the direction and movement of your pencil when you are writing it (quick write).





Mnemonics

To learn a word you could make up a sentence to help remember it."

e.g.

- ✓ could – o u lucky duck;
- ✓ people – p eople e at o range p eel like e lephants.

Ways to help at home



Useful websites:

www.phonicsplay.co.uk

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

<http://www.bbc.co.uk/skillswise/game/en19patt-game-wordsearch-ould>

<http://resources.woodlands-junior.kent.sch.uk/games/educational/literacy2.htm>