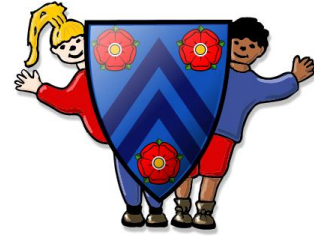


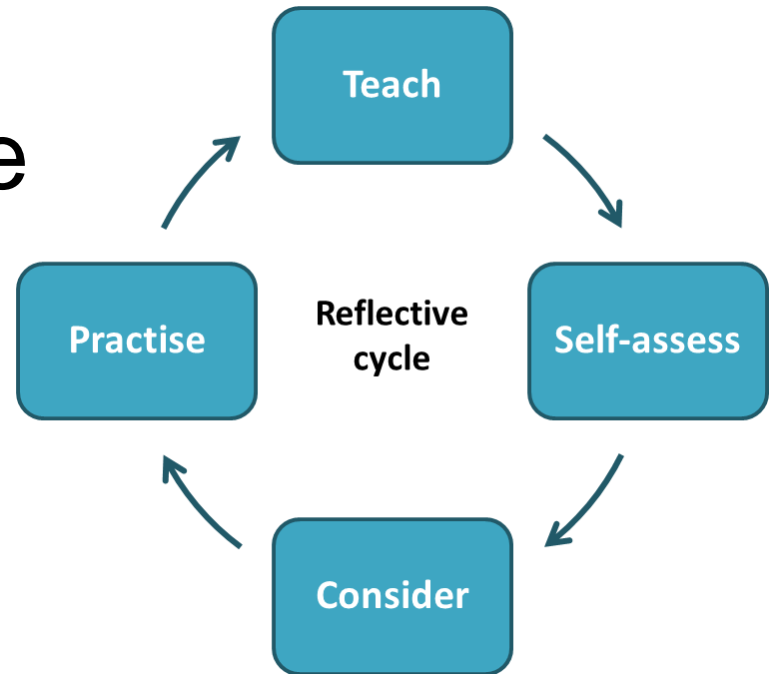


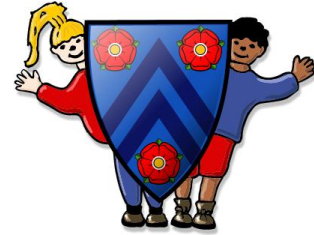
Spellings

Wednesday 12th October 2022



- Changes in spelling approach
- Share our practise
- Impact
- Reinforcement at home

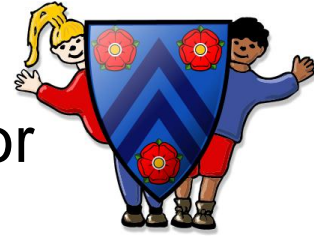




In line with recent research and staff training about 'how children learn' we have made a few changes to our spelling approach at Marshfield.

We know that children retain more by having various opportunities such as investigating, reflecting, linking to prior knowledge, exploring and applying.

Therefore, our new spelling approach focuses more on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words.

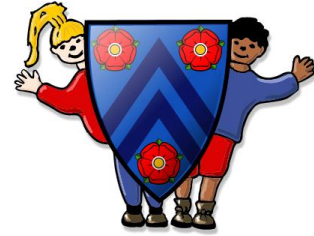


ESSENTIALspelling, a teaching resource from Herts for Learning.

The resource features teaching sequences for each year group; these are designed to be taught in order, as they track back to each other and follow on in logical progression.

There are around 30 sequences in each year group and each sequence represents a series of lessons, rather than one lesson.

The length of time needed to deliver a sequence will depend on the needs of the class and the amount of time given to the teaching of spelling each week.

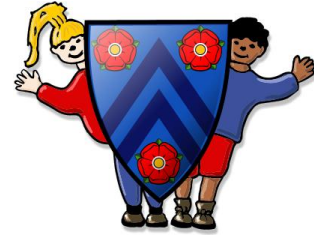


This spelling resource is different to other spelling schemes.

It focuses more on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words and not just a list of words given for that week.

It provides links to prior knowledge and tracks back to related objectives

"Revisit, Explain, Use; Teach, Model, Define; Practise, Explore, Investigate; Apply, Assess, Reflect"



Revisit, Explain, Use

Revisit, Explain, Use

Ask children if they can explain the terms "suffix" "root word", "consonant" and "noun".

Invite children to read the following words: *enjoyment, happiness, sadness, disappointment*.

What can they tell you about these words, using the terms we have already discussed? Is there anything at all that they notice? (E.g. two words ending in the suffix *-ment* and two in the suffix *-ness*; two words are about being happy and two are the opposite; happy normally ends in a *y*; the suffixes begin with a consonant)

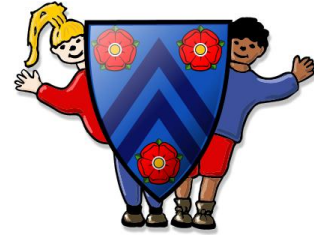
Review prior LINKED learning to build stronger foundations for new learning and help children make links across their knowledge:

Terminology
check

Patterns,
connections

Children explain

Use AFL



Teach, Model, Define

Teach, Model, Define

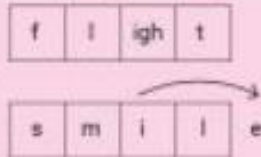
Use the best bet grid and select two or three teaching points to discuss, e.g. the most common spelling/positioning of the grapheme in words.

- vowel trigraph igh (Y1)
- split vowel digraph _e (Y1)
- vowel digraph ie (Y1)
- grapheme i on its own (*child, mild*)
- grapheme y at the end of a word (*cry, fly*)

e.g. i-e is the best bet for this phoneme, although the igh grapheme is often found before a t – *might, flight, delight*. The letter y is the best bet for this phoneme when it appears at the end of a word.

Ask children to study the table and come up with other statements like this.

Model segmenting words into individual phonemes and placing them in a phoneme frame:



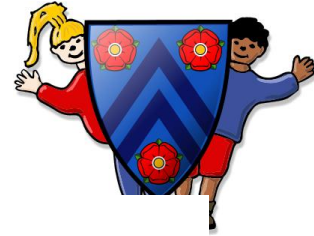
Explain principles

Share strategies
and hints

Model
construction

Unpick vocabulary

AFL at buffer zone



Practise, Explore, Investigate

Practise, Explore, Investigate

- Play homophone bingo by creating boards, using the homophone pairs below.
- Create a memory game by copying the words below onto card and chopping them up. Children then take it in turns to find pairs of homophones for which they invent a sentence.
- Pose the question: *How can we remember the different meanings of homophones?* Allow discussion and then children can invent their own mnemonics for common pairs of homophones.

Minor gaps

Consolidate words from Y2 non-statutory list of homophones, plus two or three of the highest-frequency examples from Y3/4 non-statutory examples: *there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight.*

Major gaps

Ensure over-learning of three key pairs of homophones from the child's independent writing such as: *here/hear, to/too/two, be/bee*, and create personalised mnemonics with the child to help secure these words.

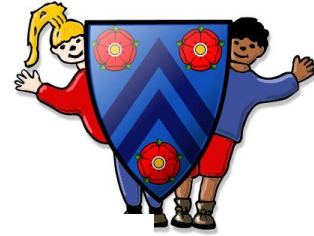
Where do your children fit here?

Independent/ supported?

Explore similar words

Explore resources

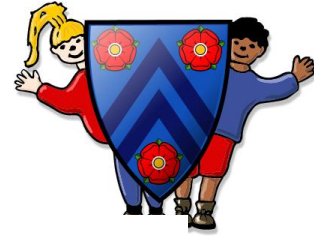
Homework?



Useful independent strategies

- Ar-tic-u-late
- Build sight words
- Mnemonics
- Compair/ compare/ comparre
- Connect: two, twin, twice, twelve
- Analogy and rhyme: could/ should/ would
- Best bet





WORD BUILDING

Phoneme frames

Visualising , colour
coding

Syllabising &
chunking

Mnemonics

OVERLEARNING

Speed writing

Paired testing

LSCWC

Spaced recall

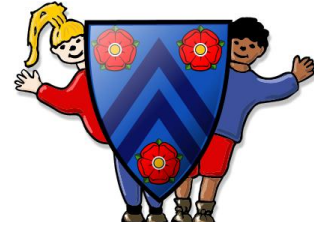
MAKING CONNECTIONS

Phoneme spotters>
Best bet

Creating sets,
analogy

Exploring
morphology

Vocabulary &
etymology



Apply, Assess, Reflect

Apply

Revisit learning and discuss any misconceptions. Ask the children to explain what they know about spelling the phoneme /v/ at the end of words.
Dictate a couple of short sentences using any of the words explored today:

*Gran lives in the next town and we see her every week.
Give Eve my love when you visit.
We have seen a hive of bees.
Is five an even number?
Shall we wave to the man in the cave?*

Independent writing

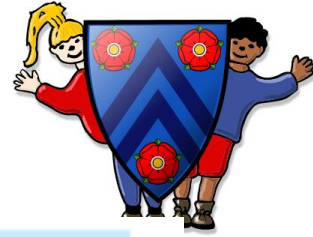
Dictations

Children at different stages

Articulate learning

Apply to any word

Words in context



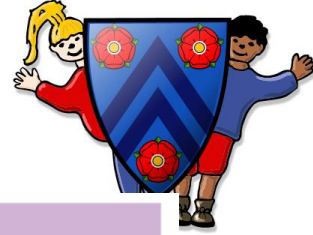
Review

Can you give me an example of a vowel letter?
What about a consonant?

Look at these words:

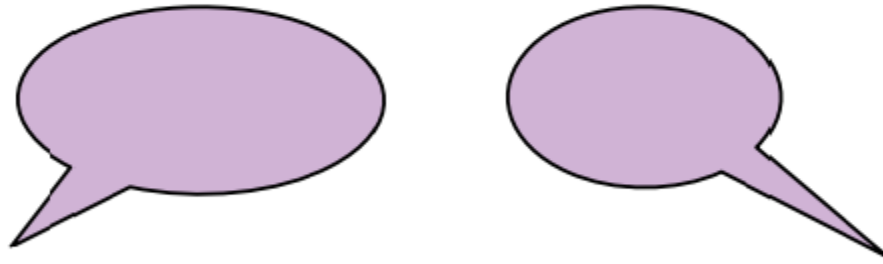
mad, made

Can you tell me which one has a short vowel sound
and which has a long vowel sound?



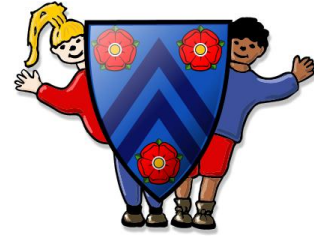
Apply

Children try to explain what they know about words that end in -dge.

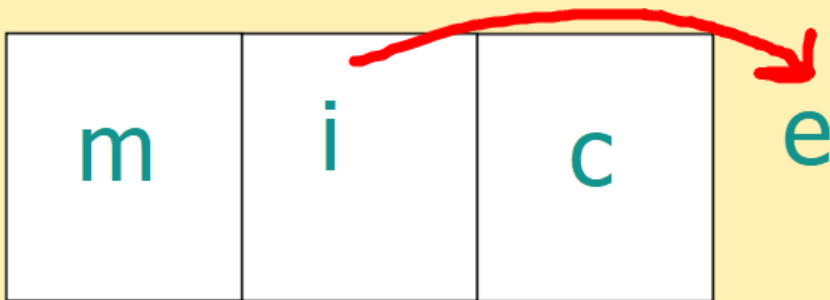
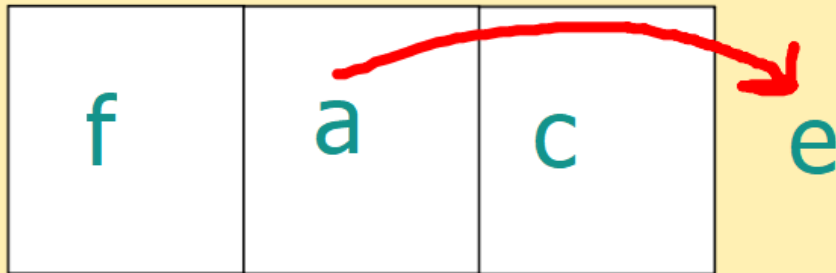


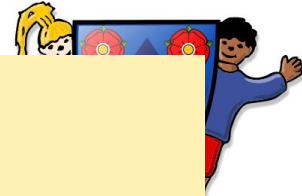
Dictation of sentences using soft g words.





we normally see the soft c after the letters a and i where there is a long vowel sound represented by a split vowel digraph (remember soft g with a-e in words such as cage and page?)

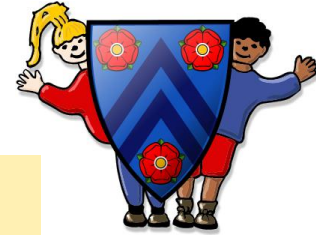




Segment to spell

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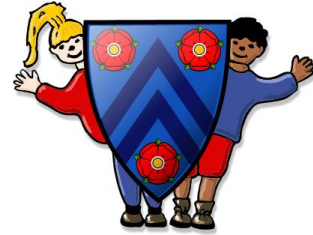
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Best Bet

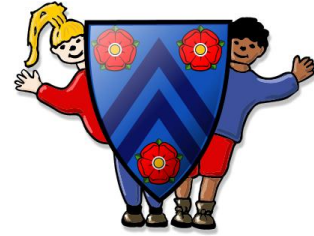
ai		ay	a-e				eigh
laid	again *	day	glade	came	case	brave	eight
maid	brain	play	jade	game	chase	cave	freight
paid	chain	may	made	same		gave	weight
raid	drain	say	shade	shame	ace	grave	
	gain	stray		tame	face	rave	sleigh
fail	grain	slay	age	blame	grace	save	
mail	main	spray	cage	dame	lace	shave	ea
nail	pain	tray	page	fame	pace	slave	great*
tail	rain	crayon	rage	frame	race	wave	break*
sail	Spain	delay	stage	flame	space	behave	steak*
rail	stain		wage	name			
	train		bake	cane	ate		
aim	bait		brake	Jane	crate	Sometimes	Rare
claim	wait		cake	lane	date	a	e-e
	trait		drake	mane	gate	lady	fete
			fake	pane	hate	baby	
			flake	plane	late	apron	ey
			lake		mate	able	they*
			make	dale	plate	table	grey
			rake	gale	rate	label	aigh
			sake	male	skate	nation	straight
			snake	pale	slate	lazy	
			take	sale	spate	crazy	
			wake	tale	state	bacon	
					grateful		

*Y2 CEWs



Collect-A-Word

b	b	c	d	d
e	f	g	h	i
k	l	l	m	n
n	n	o	p	p
r	r	s	s	t
t	u	v	w	x
ay	ay	ay	ay	ay
ai	ai	ai	ai	ai

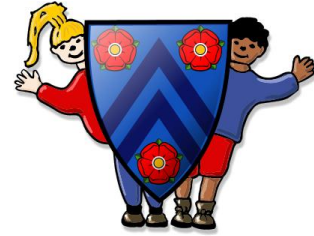


-s

-es

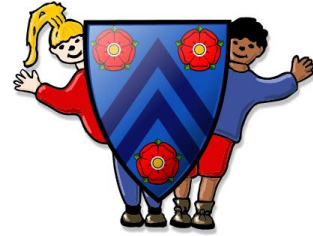
Practise

hill hamster box beach teacher
stitch cage glass chair match bridge giant
dragon dress witch flower lunch rich
car banana



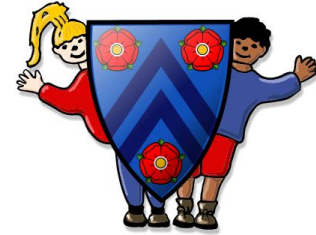
Rather than having lists of words each week to learn as part of homelearning, children will have an overview of the spelling focus for the term and some words linked to this.

We will not be testing spellings each week however our expectation is that we should see these spellings being applied consistently in everyday writing therefore time should be dedicated to spellings at home. As always, we will continue to monitor progress.



How to reinforce ...

- Show them that spelling matters
- Use strategies for word building e.g. Build confidence, expect them to be able to achieve
- **Spelling Strategies**
- Make links with reading



ESSENTIALspelling Glossary

Affix:

an addition to the base form or root of a word in order to modify its meaning or create a new word (i.e. a prefix or a suffix).

Antonym:

a word opposite in meaning to another (e.g. bad and good).

Common Exception Words (CEWs):

Many **high frequency words** are decodable using **phonics**, but some will initially present difficulties as they contains rarer GPCs that the children will not learn straight away. Once children have progressed through the school's phonics scheme, the **high frequency words** that do not fit any of the **GPCs** studied so far -or have very rare GPCs- are called **Common Exception Words**. Some words may or may not become CEWs depending on regional accent. For example, in the south of England, the words bath, path and grass all sound as if they have an 'ar' sound but in northern accents, the spelling of these words is predictable.

Consonant: a basic speech sound in which the breath is at least partly obstructed, and which can be combined with a vowel to form a syllable. In the alphabet, 21 letters are consonants: *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z* but *y* also acts as a vowel when found in the middle or end of a word. However, in total, there are 24 consonant sounds in the English language as we also have the digraphs *ch*, *sh* and *th* that each represent single sounds.

Etymology:

the (study of the) origin of a word and the historical development of its meaning.

Digraph:

see grapheme

<https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/LS-KEY-GUIDANCE-GLOSSARY.pdf>