



Why is Spelling Valued at Orchard Community Primary School?

Spelling is a key part of becoming a successful writer. We at Orchard 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
- develops confident readers
- supports children with dyslexic tendencies

Spelling Lists

The National Curriculum that children places great emphasis on correct spelling and at the end of Year 6 every child sits a spelling test.

Learning to spell well is extremely useful if we want our children to become confident writers. If they are constantly stopping to think about how words are spelled while they write, it can interrupt the flow of their thoughts, taking them away from what we want them to be thinking about: their choice of words and how they construct those words into sentences that communicate exactly what they want to say.

The National Curriculum requires children to learn to spell different words in different year groups.

Spelling in EYFS

- Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. (Each spelling list has a phonic focus i.e. a way of spelling a particular sound or 'phoneme'. For example: b-i-g).
- Segment sounds into their individual letters in order to spell them correctly. E.g. c-a-t.

The National Curriculum for Year 1 states that pupils should be taught to:

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words (such as the and was)
- Spell the days of the week
- Name the letters of the alphabet
- Add some prefixes (such as un-) and suffixes (such as -ing and -ed) to words

Children move from spelling simple CVC (Consonant-Vowel-Consonant) words. For example: b-i-g, c-a-t, t-i-n to longer words that include common 2-letter sounds with consonants such as 'b-r-u-sh', 'c-r-u-n-ch'.

Pupils should recognise and use alternative ways of spelling the sounds already taught, for example that the 'ae' sound can be spelt with 'ai', 'ay' or 'a-e'; that the 'ee' sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives.

As well as using knowledge of common word endings in spelling, pupils should also be familiar with such as plurals, -ly, -er

Children in Y1 should read and spell two-syllable and three-syllable words.

Year Two

Children should be able to spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common word endings and use of double letters.

In Year 2, children's knowledge of spelling is assessed by a teacher assessment of children's writing. There is also an optional grammar, punctuation and spelling test that schools can choose to use to help them make an assessment about children's understanding in these areas.

The National Curriculum for Year 2 states that pupils should be taught to:

- Use knowledge of phonics to spell words correctly
- Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (such as there/they're/their)
- Spell common exception words (such as because)
- Spell more words with contracted forms (such as it's)
- Learn the possessive apostrophe (singular)
- Add suffixes to spell longer words (including –ment, and –ly)

Key Stage 2 (Years 3 to 6)

In Years 3 and 4, children will continue to develop their spelling. The National Curriculum outlines the spelling rules that children will learn in Year 3 and Year 4:

- Use further prefixes and suffixes and understand how to add them (such as dis– and –sure)
- Spell further homophones (such as except/accept)
- Spell words that are often misspelt
- Use the possessive apostrophe accurately (plurals)
- Use the first two or three letters of a word to check its spelling in a dictionary

In Year 3, the types of spelling rules that pupils explore therefore include the following:

- How the spelling of verbs change when 'ing' is added e.g. shop = shopping
- To investigate and learn to use the spelling pattern 'le'
- To recognise and spell common prefixes, (word beginnings) e.g. un, de, dis, re, pre
- To use their knowledge of prefixes to generate new words from root words e.g. prefix + root = new word : dis + establish = disestablish
- How words change when 'er' and 'est' are added on the end
- How words change when 'y' is added on the end
- To investigate and identify basic rules for changing the spelling of nouns when 's' is added e.g. brush = brushes; pencil = pencils
- To investigate, spell and read words with silent letters
- To recognise and generate compound words e.g. motor + cycle = motorcycle; tooth + paste = toothpaste
- To recognise and spell common suffixes (word endings) and how these influence word meanings, e.g. '-ly', '-ful', '-less'
- To use their knowledge of suffixes to generate new words from root words
- To use the apostrophe to spell shortened forms of words
- To recognise and spell the prefixes 'mis-', 'non-', 'ex-', 'co-', 'anti-'
- To use their knowledge of these prefixes to generate new words from root words e.g. mis + understood = misunderstood
- To use the apostrophe to spell further shortened forms of words
- To explore homonyms (words which look the same but with multiple meanings) and explain how the meanings can be distinguished by context e.g. Shoot that arrow using a bow. Bow to your audience. Pirates are seen on the bow of the ship! Tie that ribbon with a bow.

Year 4 children explore the following spelling objectives:

- To spell two-syllable words containing double consonants e.g. shopper, yellow
- To distinguish between the spelling and meanings of common homophones (words which sound the same but are spelt differently and mean different things)
- To spell regular verb endings, 's', 'ed', 'ing'
- To spell irregular tense changes e.g. are, were
- To recognise and spell the suffixes (endings) '-al', '-ary', '-ic', '-ship', '-hood', '-ness', '-ment'
- Investigate the ways in which nouns and adjectives can be made into verbs by the use of the suffixes '-ate', '-ify'
- Investigate spelling patterns and generate rules
- To investigate what happens to words ending in 'f' when suffixes are added e.g. shelf, shelves
- To spell words with common endings
- To recognise and spell the prefixes (word beginnings) 'al-', 'af-', 'ad-', 'a-'
- To explore the occurrence of certain letters or strings of letters within words and work out some of the rules for using them at the beginnings, middles and endings of words
- To spell words with common letter strings but different pronunciations e.g. ough / cough,
- To collect/classify words with common roots and investigate origins and meanings
- To practise extending and compounding words through adding parts
- To recognise and spell the suffixes '-ible', '-able', '-ive', '-tion', '-sion'.
- To distinguish the two forms of its (possessive, no apostrophe) and it's (contracted 'it is') and to use these accurately in own writing
- To investigate compound words and recognise that they can aid spelling even when pronunciation obscures

Useful Websites

www.bbc.co.uk/schools/ks1bitesize/literacy

www.bbc.co.uk/schools/wordsandpictures

www.bbc.co.uk/schools/spellits/index.shtml

www.timesspellingbee.co.uk/Training

The National Curriculum for Years 5 and 6 expects children to be able to:

- Use further prefixes and suffixes and understand the guidance for adding them (such as -able and -ible)
- Spell some words with 'silent' letters (such as knight)
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus

Year 5 children explore the following spelling objectives:

- Words ending in vowels other than 'e'
- Pluralisation – adding 's', 'es', 'f ves', 'y ies'
- To collect and investigate the meaning and spelling of words using the following prefixes (word beginnings): auto-, circum-, bi-, trans-, tele-
- To explore spelling patterns of consonants and formulate rules: 'll' in full becomes 'l' when used as a suffix (word ending)
- To explore spelling patterns of consonants and formulate rules: double consonants when adding '-ing', soft 'c' etc.
- To investigate words that have common letter strings but different pronunciations
- To distinguish between homophones
- To spell unstressed (hard to hear) vowels in polysyllabic words
- To investigate and learn spelling rules: words ending in modifying e - drop e when adding 'ing'; words ending in modifying e - keep e when adding a suffix beginning with a consonant; words ending in y preceded by a consonant change y to ie when adding suffix; 'l' before 'e', except after 'c'
- To transform words by changing tenses
- To recognise the spelling and meaning of the prefixes 'in-', 'im-', 'ir-', 'il-', 'pro-' and 'sus-', for example

By the end of Year 6, children are expected to understand and be able to meet the challenging spelling demands outlined in the National Curriculum.

Children's knowledge is assessed through a grammar, punctuation and spelling test that children sit in May as part of a week of national tests. Year 6 children explore the following spelling objectives:

- To use word roots, prefixes (word beginnings) and suffixes (word endings) as a support for spelling
- To investigate meanings and spellings of connectives (words which join parts of a sentence together or words which connect a sentence with the one before)
- To revise and extend work on spelling patterns for unstressed vowels (those vowels which aren't easily heard) in words with several syllables
- To invent words using known roots, prefixes and suffixes e.g. vacca + phobe = someone who has a fear of cows.

How Can I Help My Child?

All children are different. Some children will enjoy practicing their spellings, but others may need more support and encouragement. Try to make spelling practice as much fun as possible.

'Little and often' is the best approach.

The following list provides a number of strategies that you could use to help your child to learn their spelling lists.

These ideas are for guidance only and are not intended as a list to be worked through in order.

The 15 Big Spelling Rules

1. To make words ending in **y** plural, change the **y** to **-ies**, e.g. **story = stories**
2. With short vowel sounds double the consonant before **-ing**, e.g. **shop = shopping**
3. If you're adding **-ing**, remove the **-e** at the end of the word, e.g. **joke = joking**
4. Words that end in **-ful** only have one **l**, e.g. **careful, awful, colourful**
5. **q** always need a **u** after it, e.g. **quiet, quick**
6. "i before e except after c, when the word rhymes with **bee**", e.g. **piece, receive**
7. If you can *hear* a **k** at the end of a word, there usually *is* a **k** at the end of the word, e.g. **click, poke, bulk** BUT there are some words ending in **ic**, e.g. **traffic, terrific**
8. Hardly any words end in **i, u** or **v**. They end **-ie, -ue, -ve**, e.g. **die, true, live**
9. If an **oy** sound comes at the end of a syllable, spell it **oy**, e.g. **royal, boy**
10. If an **oy** sound comes in the middle of a syllable, spell it **oi**, e.g. **noise, choice**
11. No words have **hh, jj, kk, qq, vv, ww** or **xx** in them!
12. If a word changes tense the spelling changes, e.g. **I tried, I'm trying, I'm going to try**
13. Some words are spelt differently, but sound the same (homophones), e.g. **here** and **hear**
14. **ship, hood, ness** and **ment** can just be added, unless the word ends in a **y**, where the **y** changes to an **i**, e.g. **ownership, brotherhood, silliness, movement**
15. Plurals: For most words ending in **f** or **fe**, change the **f** or **fe** to **ves**. For words ending in **ff** just add an **s**

Useful terminology

Phoneme - unit of sound

Initial sound – the first sound in a word e.g. the initial sound in cat is ‘c’, the initial sound in shop is ‘sh’

Vowel – the letters a, e, i, o and u

Short vowel sound – short a (as in cat), short e (as in egg), short i (as in igloo), short o (as in on), short u (as in up)

Long vowel sound – the name of the letters; long a (as in pain), long e (as in sheep), long i (as in night), long o (as in goat), long u (as in new). NB long vowel sounds have many different spelling patterns

Consonant – all the letters of the alphabet except a, e, i, o and u

CVC word – consonant – vowel – consonant e.g. dog

CVCC word – consonant – vowel – consonant – consonant e.g. tent

CCVC word – consonant – consonant – vowel – consonant e.g. flag

Blending – saying each sound, then merging the sounds together to read and say the word e.g. h-a-t “hat”

Segmenting – listening to the individual sounds (phonemes) within a word to break it down for writing e.g. “ship” sh-i-p

Digraph – two letters representing one sound (phoneme) e.g. bath, goat

Trigraph – three letters representing one sound (phoneme) e.g. night

Tricky words – words which do not follow phonic rules e.g. was

Syllable – a unit of pronunciation with one vowel sound e.g. cheese (1 syllable), Lindley (2 syllables Lind-ley), holiday (3 syllables hol-i-day)

1. Look, Cover, Write, Check (LCWC)

- Look at the shape of the word. Can you see any patterns or groups of letters that go together? Are there any words within words?
- Say the words carefully and slowly to yourself. Try to listen for the sounds in the words.
- Cover the word. Try to picture the word in your mind, closing your eyes might help you to do this. Say the word to yourself again and then...
- Write the word down.
- Check to see if it is correct. If the word isn't quite right don't worry, just try again.
- To practise the “Look, Say, Cover, Write, Check” method online visit the website below. You can type in the words from your spelling list, choose words with a phonic focus or practise your tricky words.
www.ictgames.com/lcwc.html

2. Onset and Rime

- Make the 2 parts of the word (onset and rime) using plastic letters, saying the chunks as you do so. E.g. ball = b (onset) all (rime) cat = c (onset) at (rime) fright = fr (onset) ight (rime)
- Push the onset and rimes/plastic letters together so you say the whole word.
- Ask your child to do the same. Ask him/her to write it from memory.
- Repeat until correct.

3. Phonics

- Set out the letters in the word using lower case movable letters saying the sound of each letter in the word. (Pure letter sounds not the names of letter/alphabet)
- Ask your child to say the sounds in each word, touching each letter as s/he says it and then saying the whole word. E.g. d – o – g
- Ask him/her to write the word saying the sound of each letter as s/he writes it.
- Ask your child to write it from memory.
- If incorrect, repeat until correct.

4. Neurolinguistic Programming (NLP)

- Write the target word to be learned by your child on a card.
- Hold the card to his/her upper left.
- Discuss visual features and pattern of the word.
- Close eyes and ask him/her to try and 'see' the word in his/her head.
- Remove the card.
- Ask him/her to write it on a whiteboard.
- Ask him/her to name the letters forwards, then backwards.
- Hold the card up again. Ask your child to self-check his/her spelling of the word.

5. Simultaneous Oral Spelling (NB: Your child needs to know letter names/alphabet).

- Write the word for him/her saying the letter names as you write.
- Ask your child to write the word saying each letter name as s/he writes it.
- Ask him/her to read the whole word and check the spelling with the model.
- If incorrect, repeat until correct.

6. Tracing

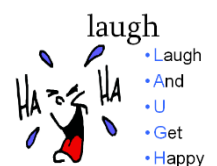
- Write the word on a card with letters about 5cms high.
- Ask your child to trace over the letters with his/her index finger (pointing finger) as if writing.
- Ask him/her to write the word on paper and check.
- If necessary, repeat the procedure until correct.

7. Own Voice (NB: Knowledge of letter names needed).

- Say and write the word for your child saying the letter names.
- Get ready to record your child's voice – mobile phones or i-pads are useful for this.
- S/he says the whole word then each letter name and whole word again.
- Play the recording.
- Your child listens to the recording, stops the audio and writes word.
- Check word is correct by listening to the recording again.

8. Mnemonics

- Your child needs basic level of spelling to be able to identify the first letter of each clue word in the mnemonic.
- A mnemonic is where you make up a sentence to help your child remember the letter sequences in a word. E.g. could – 'o u lucky duck'; people – 'people eat orange peel like elephants'; 'Does Oliver Eat Sweets?' (does)



9. Picture Links

Useful for any spelling if your child enjoys drawing and colouring.

- Pictures created by your child are often far more effective.
- Can be adapted to include mnemonics and word play.
- On subsequent attempts your child writes whole word from memory of picture.

10. Syllables

Chunking sounds within words.

- Listen to how many syllables there are in the word. E.g. Sep-tem-ber has 3 syllables.
- Break the word into smaller bits to remember.
- Identify the phonemes/sounds in each syllable. E.g. Sep-tem-ber
- E.g. diff-i-cult

11. Words Within Words

Requires a basic level of spelling of the smaller words – useful with older children.

- Write the word.
- Identify the small word or words within, e.g. together contains the small words 'to', 'get' 'her'; there is a 'hat' in 'what' and a 'hen' in 'when'. E.g. homework = home / work
- Underline the smaller word/s.
- Write the word from memory.

separate



There is
a rat in
separate

business



Going by
bus is
good
business

island



An island
is land
surrounded
by water

accommodation



2 cats
2 mice
1 dog

accommodation

12. Handwriting

To learn a word, encourage your child to remember and practise the direction and movement of their pencil when they are writing it.

13. Analogy

Using words with the same patterns to construct new words.

- E.g. could, would, should

14. Roots

- Find the word root. E.g. smile, happy, drink
- See whether the root has been changed when new letters are added.
- E.g. for a prefix (the beginning of a word e.g. tele, tri), suffix (the end of a word e.g. ment, ful, ing) or a tense change (past, present, future).
- E.g. smiling – root smile + ing; woman = wo + men; signal = sign + al

Spelling Games To Help Your Child Learn Their Lists At Home...

- 1. Headlines** - Cut letters out of newspapers/magazines to spell the words in your list.
- 2. That's an order** - Write your words in alphabetical order.
- 3. Super Sentences** - Write a super sentence for each of your spelling words. Underline your spelling word. Remember the capital letter and full stop!
- 4. Rainbow Words** - Write your spelling word and trace it five times using a different colour each time.
- 5. Fancy Letters** - Write each of your spelling words using fancy lettering. Have fun!
- 6. Three Times** - Write each spelling word three times. Use a different coloured pencil each time.
- 7. PYRAMID WRITING** - Pyramid write your spelling words. Example: home
h
ho
hom
home
- 8. How many syllables?** - Write each spelling word and then divide the word into syllables. Write the number of syllables each word has. Example: Sept / em / ber (3)
- 9. Add my words-** Write each of your spelling words. Add up each spelling word. Consonants are worth 10. Vowels are worth 5. Example: said $10 + 5 + 5 + 10 = 30$
- 10. Vowel Circle** - Circle all of the vowels in your spelling words.
- 11. Connect the dots** - Write your spelling words using dots. Connect the dots by tracing over them with a coloured pencil.
- 12. Acrostic Poems** - Create an acrostic poem for your words. Example 'Snow'

Soft and fluffy
Never warm
Open the door
Wade into the cold

Some other useful ideas to make spelling practice fun!

- Make your spelling test words using magnetic letters
- Make your words using foam letters in the bath
- Write your words into shaving foam or sand
- Make the letters out of playdough or plasticene
- Write in chalk, felt tip, crayon, paint....

