

Redbourn Infants & Nursery School

# Successful Spelling

Curriculum Evening

2017

## Our objectives for this evening:

- ▶ To explain **why** we teach spelling - the 2014 National Curriculum requirements
- ▶ To explain **how** we teach spelling
- ▶ To explore the link between phonics and spelling
- ▶ To share with you how you can support your child with spelling at home.

# How we teach spelling and why

- ▶ The 2014 National Curriculum places a lot more emphasis on spelling than previously.
- ▶ By the end of Year 2 pupils should be taught to
  - **develop** a range of personal strategies for learning new and irregular words
  - Spell at the point of composition
  - Check and proof read spellings after writing

Historically the teaching of spelling has consisted of providing children with a list of words to learn then checking their knowledge through administration of a spelling test.

However, tests are only a part of the process for teaching spelling. Children will often be able to spell words correctly for test purposes but then spell these words incorrectly in their work.

Our aim is to teach children a range of strategies to enable them to spell correctly. We want them to be able to apply their knowledge in their writing, not just in spelling lessons.

# Year 2 National Curriculum Requirements

Pupils should be taught to spell by:

- ▶ Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- ▶ Learning new ways of spelling phonemes including homophones eg hear and here
- ▶ Learning to spell common exception words
- ▶ Learning to spell more words with contracted forms eg can't, won't, couldn't, wasn't
- ▶ Learning the possessive apostrophe (singular) eg the girl's book
- ▶ Distinguishing between homophones and near homophones eg quite and quiet
- ▶ Adding suffixes to spell longer words eg '-ment', '-ful', '-less', '-ly',
- ▶ Applying spelling rules
- ▶ Writing from memory simple sentences dictated by the teacher that include words using GPCs (grapheme, phoneme correspondence) common exception words and punctuation taught so far.

# The Common Exception Words

## Year 1 and 2 Common Exception Words

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



# Phonics and Spelling

We use a phonics programme throughout our school called ‘**Letters and Sounds**’.

The very first set of letters and sounds that the children learn are s,a,t,p,i,n because children are able to use these sounds to make simple words e.g sat, pat, pin, nip, pit, in, it, sit, tin, pan.

At this early stage we encourage the children to spell phonetically, identifying the beginning, middle and end sounds they can hear in a word.

# How do we teach spelling?

## EYFS

The Early Learning Goal for Writing:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

As children begin their learning in phonics they are learning many different skills.

They learn to identify the units of sound within a word eg that 'cat' is made up of the sounds 'c-a-t'.

They also learn that each of these sounds or 'phonemes' is represented by a symbol, a letter or combination of letters. We call the written representation of the phoneme a 'grapheme'.

To begin with, the children in EYFS have a limited knowledge of the phonemes and graphemes used in our language. We therefore start teaching the children to recognise some 'tricky words' on sight, such as 'the' and 'to'. This is because these words are commonly used and will be frequently encountered during reading.

We support children to use their phonic knowledge to help them spell at this stage, but also encourage them to remember to spell the 'tricky words' using other strategies.

# Key Stage One

In Key Stage One, the children continue to build on the learning from EYFS, learning more ways of representing phonemes with a range of graphemes. For example, the 'ai' sound can be written differently depending on the word - rain, day, shade, they, eight.

We gradually teach children all the graphemes that can be used and group words that share the same letter patterns. We encourage children to investigate these groups of words to identify any spelling rules.

# Spelling Strategies

We encourage the children to develop a range of strategies to learn to spell words correctly.

These are the four main strategies that you can support your child to develop...

# Strategy One: Using your eyes



- ▶ Remembering with your eyes: This is about using the visual appearance of words to remember how they are spelt.
- ▶ For example: See a word within a word.
- ▶ Believe has the word 'lie' hidden inside it. 'Never believe a lie.'
- ▶ Young has the word 'you' in it. 'You are young.'
- ▶ If you look at the word, 'tendency', you can see the 'd' has an 'en' next to it on both sides. This simple visual observation adds an extra layer of memory to the word to make it easier to spell.
- ▶ Support the children to spot common letter patterns in words- ight, tch, pl, spr etc

## Strategy Two: Using your ears



Remembering with your ears: Pronouncing a word the way it is written is a classic spelling tip. Say it out loud the way it is spelt to make it stick in your mind.

A good example of this is the word, 'iron'. If you pronounce it, 'i-ron', it will help you to remember it. Again this creates an extra layer of memory.

Words can be broken down into syllables, spoken chunks, to aid memory. For example, Wed-nes-day or Feb-ru-ary.

It can also be helpful to explain to the children the history of silent letters in words- that they used to be pronounced and remained in written form when pronunciation changed. Practice saying the silent sounds within the words- knife, knight, wrong, write.

# Strategy Three: Using your brain



Remembering with your brain: This one is about how the English language works. Every rule in English was made to be broken. It's a better idea to look at the letter patterns.

For example the word: 'joke'. If you add 'ing' to the end of the word 'joke' you get 'joking', but you have to lose the 'e' off the end.

It's the same for:

Cope - Coping

Poke - Poking

However if you add 'ment' to the end of a word you don't lose the 'e'.

For example:

Movement

Engagement

Arrangement

By using your brain to notice things like this you can make whole groups of words easier to spell.

Support children to spot how word families are linked by meaning as well as pattern.

Eg 'sub' meaning under/below, or 'bi' meaning two/ twice, 'sign' meaning 'mark' or 'indication' (signature, signal, significant, resign, design)

# Strategy Four: Using your memory



- ▶ Remembering with Your imagination: This is about using imagination and association to remember how words are spelt.
- ▶ For example the word: ‘pos**ss**ession’. We can imagine the four, ‘S’s, are guarding the letter, ‘e’, in the middle. Two on each side to keep the, ‘e’, safe like a valuable possession.

Memory of words is made up of layers. Remembering how a word is spelt in more than one way will strengthen that memory. Therefore it’s good to get into the habit of remembering words with extra layers of memory.

## Some other strategies:

- ▶ Mnemonics- make up a sentence to help remember how to spell the word

eg **because**: **b**ig **e**lephants **c**an **a**lways **u**nderstand **s**mall**e**r elephants

- ▶ Analogy- use words or patterns already known  
**would/could/should**

Please see the handout for further ideas of spelling activities you can do each day at home.

# Working memory



# Why is working memory important?

- ▶ Working memory stores different types of information and experiences.
- ▶ Long term memory stores things like facts, experiences and autobiographical information.
- ▶ Long term memory builds knowledge of how the world works round us.
- ▶ Short term working memory temporarily holds and manipulates information.



# Why is working memory important?

- ▶ Working memory is vital for learning.
- ▶ Every lesson we expect children to process information about a range of things, and they use their memory for this.
- ▶ Working memory has a capacity and when we reach it, we can start to lose information, or use memory on one task and not leave room for processing another task.

# Why is working memory important?

- ▶ We need to ‘exercise ‘ working memory like a muscle! Poor working memory can affect all aspects of a child’s learning, eg: mental maths, reading, writing and following instructions.
- ▶ We can improve working memory, although it will differ person to person.
- ▶ As we get older, we all develop strategies to help us cope with our working memory.

# How do I know?

Some of the signs of a 'less efficient' working memory could be:

- ▶ Forgets words or part of a sequence
- ▶ Struggles to follow instructions
- ▶ Misses out words when reading or writing
- ▶ Easily distracted
- ▶ Gives up easily

# How you can (and we) help

- ▶ Reduce the amount of information
- ▶ Simplify language used
- ▶ Repeat key information frequently
- ▶ Break down a long instruction into little steps
- ▶ Use memory strategies (we all use these .... Lists, mnemonics, rhymes)

# How you (and we) can help

- ▶ Visualisation - ask child to form a picture in their head of what they want to remember - use humour where you can.
- ▶ Make up a story and incorporate the information to be remembered. Make the story a familiar setting.
- ▶ Break information into little chunks. Ask the child to repeat it back while looking at you. Build the instructions into 2 parts, 3 parts ...

# How you (and we) can help

- ▶ Group similar information together - this helps extend the capacity of the memory.
- ▶ Use mind maps to help the child to order their memories of information.
- ▶ Practice saying 3 numbers and ask the child to repeat them. Extend this to 4, 5 digits ...
- ▶ Give the child a grid and ask them to colour boxes - say 3 colours and don't repeat!

# How you (and we) can help

- ▶ Ask child to use lego bricks and direct the play - ‘can you put the blue brick next to the red brick?’
- ▶ When reading with your child, ask them to recall the story so far in sequence of events.
- ▶ Play cafes. Give an order and see if your child can recall the menu and order!
- ▶ Ask them to draw 3/4/5 things in one instruction (draw a ball, dog and tree).

# Remember...

Children need to be inspired and motivated to spell.  
Celebrate mistakes for the learning opportunities that they provide.

Certain strategies may work better than others depending on the child.

Children progress at different paces but regular opportunities to practice their spellings at home will really support them.

Thank you for coming