

Helping with Spellings at Home

Wednesday 18th October 2017

Key Vocabulary

Root Words – these are the most basic part of a word once you take all the affixes off. They hold the basic element or meaning.

Affixes – these are added to root words and change their meaning. An affix added to the front of a word is known as a prefix. One added to the back is known as a suffix.

Key Vocabulary

Phoneme –the smallest unit of sound in the word.

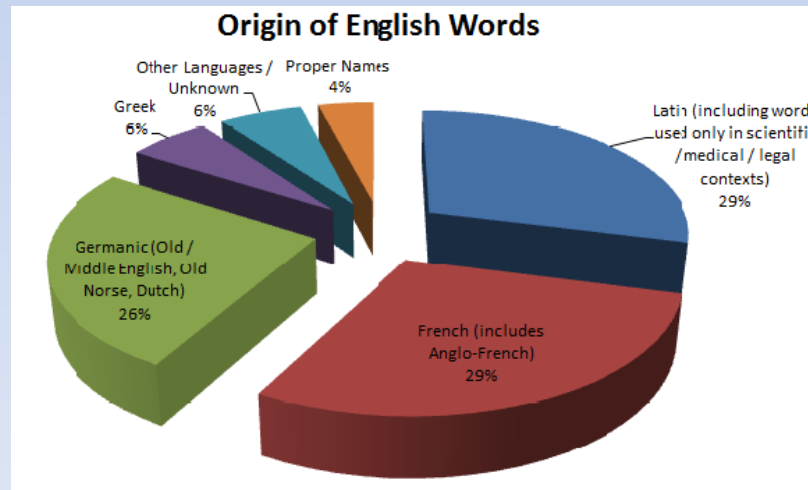
Grapheme – this can be a letter or number of letters that represent a sound (phoneme)



Key Vocabulary

Morphology – the study of the parts of a word (root, suffixes, prefixes).

Etymology – the study of the origin of words



How spelling develops from phonics in KS1 into KS2 is outlined in the Government's English Appendix 1

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

KS2 Spelling Expectations

- Correctly spell words from the Year 3+4 and 5+6 spelling lists.
- Be able to apply any of the rules from the English Appendix 1

This is assessed through a test during the SATs week and through their writing.

phonics

rules

morphology

etymology

How we teach spellings at school

- Spelling is taught three times a week in Key Stage Two for 30 minutes.
- To ensure we cover all the requirements of the National Curriculum, we follow a scheme called 'No Nonsense Spelling'.

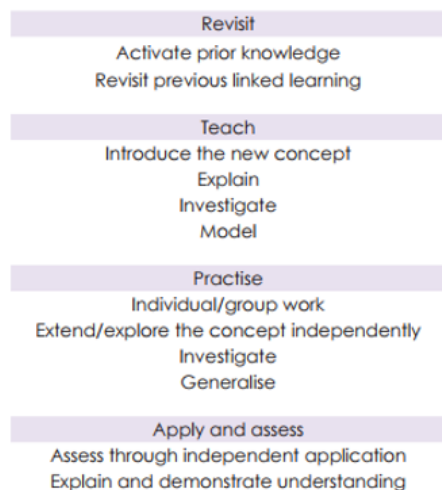
No Nonsense Spelling

Using the lessons – an overview

The lessons progress through the school year and are presented in blocks, and there are six blocks per year group.

Teaching sequence

This is the typical teaching sequence and shows the features of the teaching and learning:



The aim of No Nonsense is to support children in having the strategies to learn spellings as well as to have a scheme that allows the exploration of rules.

We need to ensure the children don't just learn words by rote, but are apply to use etymology, phonics and rules to support them in writing words they should know and try out new words they come across orally.

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good speller

- more attentive readers - see text as a source of learning about vocabulary and spelling
- create analogies and see patterns between words - make generalisations between words at a phonological, syntactic and semantic level

create a climate of interest in and attention to words (also supports vocabulary development)

poor reader

good reader

- poor visual memory
- don't form analogies between words which help them spell
- see the spelling system as arbitrary - words are disconnected, individual units
- often over-dependent on phonological approach to spelling (Uta Frith- development psychologist studying dyslexia)

poor speller

Visual
SEE IT



Auditory
HEAR IT



Kinesthetic
DO IT



Visual learners process new information by looking at graphics or drawing their own graphical representation.

Auditory learners prefer listening to explanations over reading them and may like to study by reciting information aloud. They are guided by sounds within words.

Kinaesthetic learners learn by doing and touching. They need to explore word through hands on activities.

Children generally use a mixture of these strategies, but have a preference for one style.

The Spelling Strategies

These are strategies that the children will be learning in class, and are the ones that they should be using at home to practise their spellings.

Visual memory



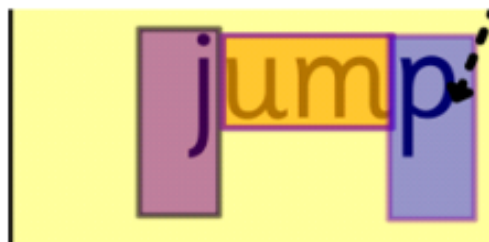
1. Circle the right one.

- Write out the words, but include wrong spellings.
- The child needs to circle the right one and explain how they know.

e.g. **escaped** **escapt**
 holidays **holydays** **hollidays**

2. Colour-block and trace.

- Get your child to colour block the letters EXACTLY as THEY want – it does not need to match either the syllables or the sounds. This will show how the child actually sees the word.
- The teacher / peer can draw the shapes of three words the child is learning and get the child to identify which shape represents each word before writing in the letters on the blank shapes to spell each word.



3. Naughty letters.

- Spot the 'naughty' letter in a word (the letter that is unexpected or which you often miss out of get wrong) 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.
- Look at the spellings written this way, then cover them, try to write the word and then look back and check.



f*u*ti*l*ty

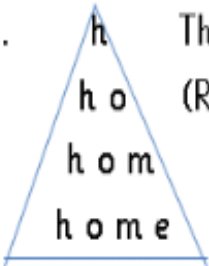
Also uses action memory.

Kinesthetic
DO IT



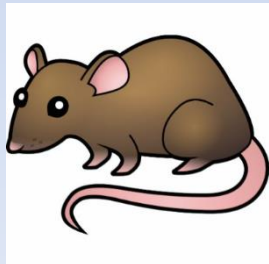
4. Pyramid words.

- Write the word a letter at a time in a pyramid shape

e.g.  This means children repeat practising spelling, building up a letter at a time.
(Repeat copying also works on action memory)

5. Spot a word in a word.

- Children spot words that they can spell within words that they cannot yet spell, e.g. 'a rat' in 'separate'. Children can make up a silly sentence to help them remember, e.g. There's *a rat* in *sep* – *a* – *rat* – *e*. This is further supported by saying the word in a way that emphasises the word within a word.



Sep – a – rat- e



Sound memory

1. Say it as it sounds.

- Mispronounce a tricky word. Read the word exactly as it looks, e.g. business = 'bus – i – ness'
- Then look at how it is actually spelt to identify the unusual spelling or letter.

2. Say the letters aloud to a rhythm

- For example, M-I-S-S-I-S-S-I-P-P-I
- You can sing, rap or clap the letters to a rhythm to help memorise it.
- Saying the word / rap silently, whispering it, saying it aloud (and shouting it) can also help to memorise it.

3. Mnemonics

- Choose a tricky word with an unusual spelling, e.g. ough. Make up a word for each letter, e.g. Oh U Grass Hopper. This can be useful for some tricky words, but cannot be used all the time.

4. Tape players

- Children record themselves saying the word or spelling the word. They listen back to the word and try to write it, they then listen again and check.



Action memory



1. Tracing

- Get children to write the word very large and trace over it with their finger.
- Using your finger as an imaginary pen write the word on the child's back and get them to say the letters aloud and then say the whole word. Now try to write the word spelt correctly.

2. Repeat copying

- Write the word three times in different sizes – small, medium and large.
- Look at the spellings written this way, then cover them, try to write the word and then look back and check.

Other supporting strategies for learning and testing:

Dictation –write a short piece containing words that follow the rule they have been learning. This helps them apply their learning within writing.

Sentences with blanks - This is how the SATs tests are run and it is useful for learning words in context, especially homophones.

An _____ author visited our school.

Sap is a sticky _____ that comes from trees.

Spelling 7: The word is **inspiring**.

An **inspiring** author visited our school.

The word is **inspiring**.

Spelling 8: The word is **substance**.

Sap is a sticky **substance** that comes from trees.

The word is **substance**.

Word searches – printable are available online at www.senteacher.org, and these help the children visualise and remember how words look. Then when they come to their writing, they can ask themselves “Does the word look right?”



Wordsearch

Create word searches. 100s of word lists available.

Morphology:

Kieffer and Lesaux (2007) suggested the following steps for effective teaching of morphemic analysis:

1) teach morphology in the context of rich, explicit vocabulary instruction;

2) teach students to use morphology as a cognitive strategy with explicit steps;

3) teach underlying morphological knowledge in two ways—both explicitly and in context.

Morphology:

Sentence:

As they approached the city they were much impressed by the richness of everything.

"Surely they have more than they need," said the grocer **hopefully**.

War and Peas, Foreman, M. Pg 8.

Hopefully

Meaning -in a hopeful manner.

hopefully

Suffix **ful**

'full of - NC Y2

Root Word **Hope**

Origin: Old English Hopian
- wish, expect, 'look forward to something'. Some suggest a connection with hop, on the notion of 'leaping in expectation'.

Suffix **ly**

Add to an adjective to form an adverb - NC Y3/4

Related words – same root.
Hopeless, hopeful, hopelessly.

Morphology: Knowing the root words will help children limit mistakes when adding suffixes and prefixes.

Break these words into their root word, their prefix and suffix.

supervision

Latin root = vis = see / observe

Prefix = super = over / above

Suffix = sion - forms a noun ('s' from vis)

interrupted

Latin root = rupt = break

Prefix = inter = between

Suffix = ed (sounds like 'id', but -ed makes a past tense verb)

Here are some common misspellings. Using an understanding of root words and affixes would support them.

defenitly

Latin root = fin = end / limit

define / definite / definitely

Also: infinite, finally, confine

unnatrally

Latin root = natura = of the earth

English base word = nature

un + nature + al + ly

Etymology – Use sources such as dictionary.com to explore the origin of words to excite your children and help them spot patterns.

champagne
rucksack broccoli
antique photograph
school
machine cappuccino
tongue
scissor

rucksack
German

broccoli
Italian ('cc'
and ends 'i')

champagne
/sh/ spelt ch
from French

antique
/k/ spelt que
from French

photograph
Greek /f/ spelt ph

school
/k/ spelt ch
from Greek

machine
/sh/ spelt ch
from French

cappuccino
Italian ('cc'
and comes
from Italy)

tongue
/g/ spelt gue
from French

scissors
/k/ spelt ch
from Greek

Children should:

- choose the strategies that are most suitable for the word.
- choose strategies that also work for them.
- be encouraged to explore words and be engaged by their history
- use root words, suffixes and prefixes to support their spellings.
- focus on learning rules rather than single words.
- Still look to phonics to support them in their spellings.