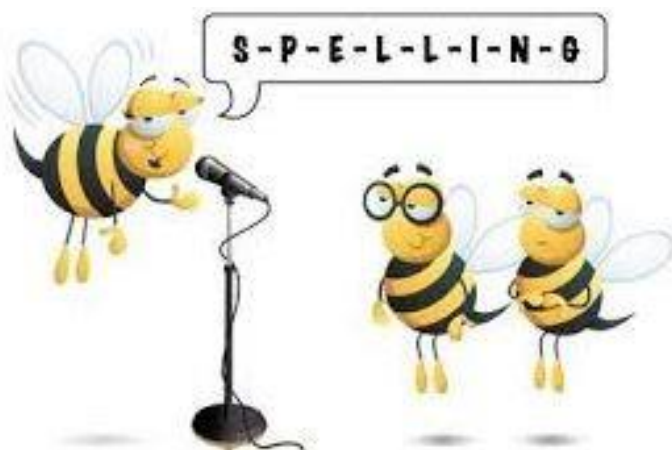


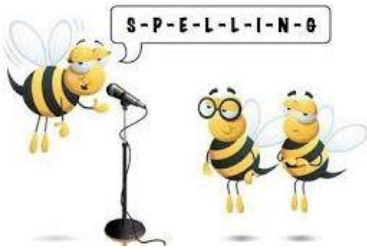
Spelling with your child



Spelling is
~~difficult~~
~~challenging~~
hard.



A guide for parents



Introduction

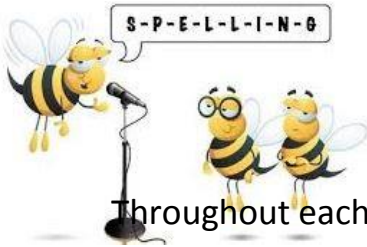
Welcome to Sarisbury Junior School's Spelling Support booklet. Our aim is to provide you with many resources which will support you in working alongside your child to help improve their accuracy and confidence with sounds, rules and patterns in order to spell independently.

As with all areas of the curriculum, children learn best when encouraged and supported and given time to learn from mistakes. As a school, we value the support you can give to your child in order that they can apply their learning beyond the classroom. We recognise that all children are different and the development of spelling will vary for each child, as will the way in which they learn to spell different words. Therefore throughout this booklet there is a collection of methods which are designed to work as learning tools for children to pick up and use independently to apply to their writing.

Key points to consider:

- * Children learn best through play – spelling activities are best seen as 'playing with words'
- * Good spellers are usually good speakers and good readers – children need to be listened to, read to and read with.
- * Spelling is about spotting patterns and generalising. Seeing patterns, making analogies and generalising are key skills which is why sorting activities with words are particularly helpful.
- * Spelling is a thinking process rather than a rote learning process. If you can explain why a word is spelt in a particular way, you will probably remember how to spell it.
- * Many children find computers highly motivating so using apps and websites can encourage practise and success. Take a look at the recommended sites and games in this booklet.





Progression in Spelling

Throughout each year at Sarisbury, children will work through words which become progressively more complex. This enables them to develop their understanding of sounds in phonics, common everyday words and rules which apply when changing tenses or include prefixes and suffixes.

Phonics → High frequency words → Age appropriate spellings

Once children have reached Year 6, we aim that they have had a wide range of strategies at their fingertips to enable them to spell tricky/unfamiliar words with greater accuracy.

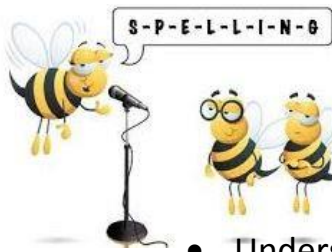
The following pages include all of the phonic sounds and word lists which we work through from Yr 3 → Yr 6.

Please note the age appropriate spellings are a combination of words which include a variety of rules/spelling patterns as well as words which rely on children to recognise those which break these rules.

Here is the set of letters that we use for handwriting if you wish to practise spellings and handwriting together.

abcdefghijklmnopqrstuvwxyz





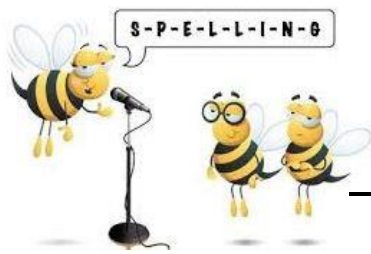
By the end of Year 4 most children will:

- Understand and use the terms 'letter', 'vowel', 'consonant', 'syllable', 'prefix', 'suffix', 'phoneme', 'grapheme'
- use learnt spelling strategies e.g. breaking words into syllables; using known prefixes, suffixes and letter strings; using phonic sounds and known spelling rules; checking that spellings 'look right'; using dictionaries
- Correct misspelt spellings from classwork and aim to spell correctly in future tasks
- Secure the correct spelling of high frequency (common words) e.g. their, through, where
- Use appropriate endings (ed) to show tenses.
- Begin to develop personal methods for how to spell tricky words using a range of methods e.g mnemonics

By the end of Year 6 most children will:

- use learnt spelling strategies for more complex words e.g. breaking words into syllables; using known prefixes, suffixes and letter strings; using phonic sounds and known spelling rules; checking that spellings 'look right'; using dictionaries, are aware of exceptions to the 'rule'
- take personal responsibility for learning their own commonly misspelt words using strategies that they find helpful
- ensure they are able to determine the correct use of their, there, they're
- transform words e.g. changing tenses (ing, ed); negation (un, im) making comparisons (er, est); changing verbs to nouns and vice-versa (dictate/dictation, decoration/decorate)
- use the apostrophe accurately for omission (don't) or possession (the cats' whiskers)
- extend their knowledge of prefixes and suffixes (aero- aqua- micro-, -scope)
- research the derivation of words





How can I help my child with spelling?

Allow time for going through your child's spellings with them and developing ways which will help them remember tricky parts or patterns in the letter strings or sounds. Little and often is generally better to ensure children are working on remembering the spelling more deeply.

Play games which enable children to think about how to construct words so they hear individual sounds and blends e.g 'ch' 'th' 'tch' 'igh'

Encourage your child to explain what they know about the words to be learned – explaining helps understanding

Praise and encourage what your child can do e.g. ticking the letters that are correct and then focusing on the part of the word that needs correcting.

Explain how to build up words – root words, prefix, suffix (explain what these words mean)

e.g. appear → disappear → disappeared

care → caring → uncaring

care → careful/ careless

use → useful/useless

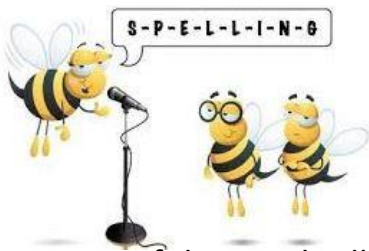
Spellodrome

www.spellodrome.com

Spellodrome is a wonderful resource which we are encouraging children to use in order to practice spellings at home. Here they are able to take part in games and work through tasks in order to achieve points & certificates.

Through these games children can access a range of word lists where they can practise spelling strategies and rules. **It is accessed via the website and children can log in using their Spellodrome/Mathletics login.**





Strategies to try when practising

If the words all follow the same pattern, try handwriting activities to develop 'muscle memory' and to make the spelling pattern automatic, e.g.:

- look at the words and notice the common pattern. Write each word as follows:
say the word – spell out loud – spell out loud while writing
- write the words in best handwriting, then go over the common spelling string e.g. *igh* in coloured felt pen
- when your child is confident 'test' by dictating some words in random order – discuss any errors and practise these again

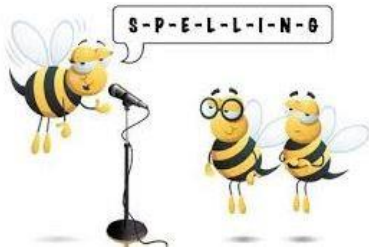
If the words are 'high frequency' words or words which are misspelt in your child's writing, use some of the multi-sensory suggestions below.

- some strategies may suit your child's learning style, so discuss which activities they find most helpful.
- Some strategies are more appropriate for some words e.g. a word with a double letter in the middle may suit a visual strategy; words with an unstressed or 'hidden' syllable e.g. Wednesday can be learned by artificially emphasising the unstressed part: WedNESday, FebRUary

Multi-sensory approaches to learning spellings

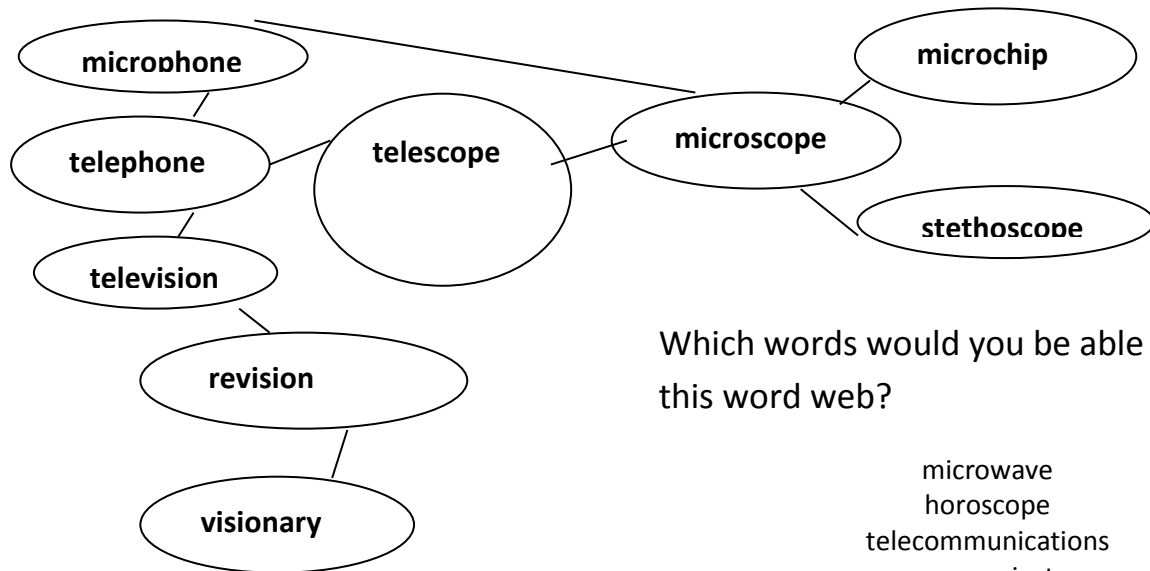
- Magnetic letters
- Write using coloured pens
- Multi-sensory approach – write it on your back or in sand/water
- Apps
- Phonics play website/[Letters and sounds document](#)
- Cut up newspaper letters and arrange into words
- Board games e.g Boggle, scrabble, hang man, word searches, crossword puzzles, matching cards and sounds
- Make up word webs to identify links between words (see example)





Word Webs

Word webs aim to create links between words focussing on prefixes, suffixes or root words. This is an excellent way for children to recognise how words are linked and the parts of words which are spelt the same.



Useful Websites

<http://www.phonicsplay.co.uk/ChildrensMenu.htm>

<https://www.spellingcity.com/>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy.html>

<http://www.bbc.co.uk/schools/spellits/index.shtml>

<http://www.bbc.co.uk/skillswise/topic-group/spelling>

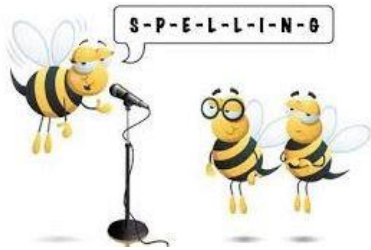
<http://www.funbrain.com/index.html>

<http://www.funenglishgames.com/spellinggames.html>

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>





Phonics Sounds

Phase 5

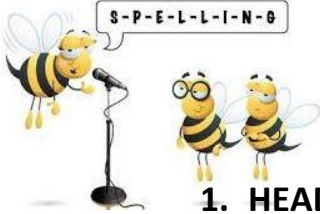
<u>Sound</u>	<u>Alternative</u>	<u>Word examples</u>
ai	a, a_e, eigh, ay, ey	April, chain, fame, eight, say, grey
ee	ea, ie, y, e_e, e, ey	feet, sea, chief, happy, theme, be, donkey,
ie	i_e, y, i, igh	pie, time, fly, icon, might,
oa	ow, o_e, oe, o	boat, bow, phone, toe, ogre
oo	ew, u_e, ou, ue	zoo, chew, huge, through, blue
er	ur, ear, ir, or	her, church, earth, bird, factor
ar	al, a	far,
or	aw, our, augh, oor, al, ore	stork, paw, tour, daughter, door, chalk, more
ow	ou	cow, cloud
oy	oi	boy, choice
air	are, ear, ere	chair, hare, bear, there

Useful websites

<http://www.phonicsplay.co.uk/>

http://www.familylearning.org.uk/phonics_games.html





“Spell well” activities to try at home

1. HEADLINES

Cut letters out of newspapers and magazine to spell your words. Glue them into your home spelling book

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. ACROSS AND DOWN

Write each word across and down, sharing the beginning letter.

Example: when

h
e
n

6. FANCY LETTERS

Write each of your spelling words using fancy letters. Have fun!

7. THREE TIMES

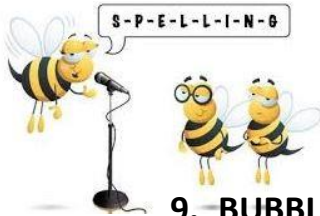
Write each spelling word three times. Use a different coloured pencil each time.

8. PYRAMID WRITING

Pyramid write your spelling word. Example: **home**

h
ho
hom
home





9. BUBBLE LETTERS

Write each spelling word in bubble letters. Now colour your words with crayon or coloured pencil.

10. 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)

11. ADD MY WORDS

Write each of your spelling words. Add up each spelling word.

Consonants are worth 10. Vowels are worth 5.

Example: said $10 + 5 + 5 + 10 = 30$

12. VOWEL CIRCLE

Write each of your spelling words. Go back and circle all of the vowels in your spelling words.

13. CONNECTS THE DOTS

Write your spelling words using dots. Connect the dots by tracing over them with a coloured pencil.

14. COLOURFUL WORDS

Write each of your spelling words. Write each letter using a different coloured pencil.

15. ACROSTIC POEMS

Create an acrostic poem for your words.

Example **S**now

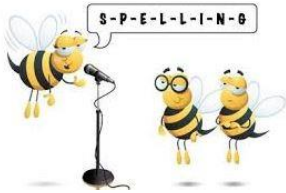
Soft and fluffy

Never warm

Open the door

Wade into the cold





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

CVCC 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)

