



Spelling KS1 and 2

Thursday 14th February 2019

<https://www.youtube.com/watch?v=0mbuwZK0lr8>



Why teach spelling?

Written communication is bigger than ever before- email, text etc (cannot always rely on Spellcheck!).

It allows us to be understood clearly.

Can be the first communication with someone as an adult - first impressions last!

Spelling forces the brain to synthesize all of the knowledge of a word (how it looks, sounds, rules and exceptions)- gives them a better grasp of language so impacts on reading and writing skills.

Children NEED to be able to spell!



What are the obstacles?

Nationally, across all schools, spelling is the thing that brings writing down. Not such high profile in the old curriculum (pre 2014), so teaching has had to be adjusted.

In order to spell properly, children need to be able to speak properly (spelling voice).

Poor phonic knowledge.

Attitude “It’s not important”.

Spelling is challenging to master and challenging to teach.

Spell checker!

Spell these words- what strategies do you use?



Rhythm

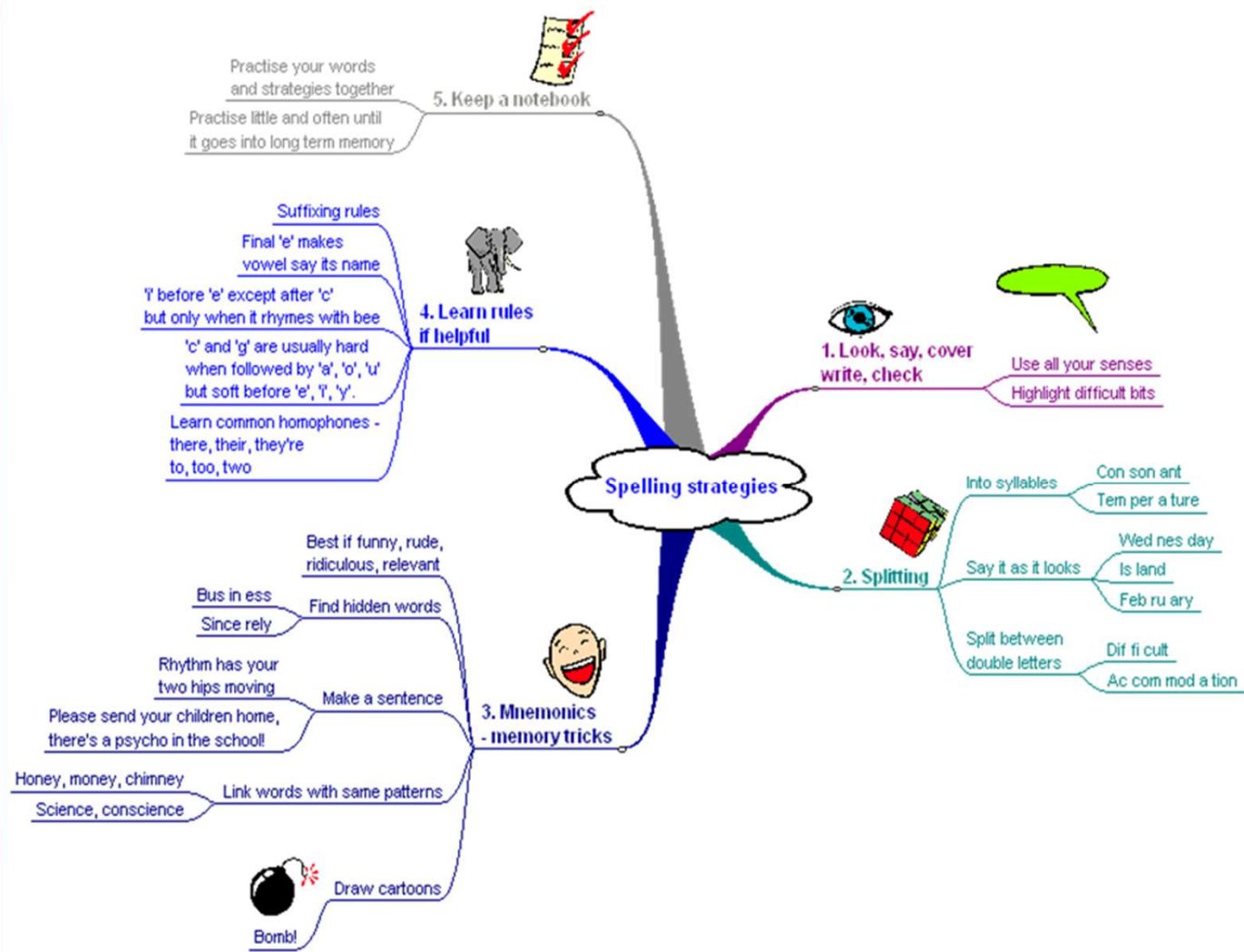
Weird

Conscience

Accommodate

Practice/ practise







How do we improve children's spelling?

Teach the sounds.

Teach the rules.

Teach the exceptions.

Raise the profile- spelling is a part of EVERY piece of writing, not just in English lessons, and phonics is a strategy we still use as an adult, not just in Key Stage 1.

Model the thought process (guided writing) to demonstrate this.

Discrete spelling lessons.



What are the expectations for spelling?

Early Years- spelling is mainly phonetic (use the sounds they have been taught).

Year 1 - use their phonics for spelling, so a lot of their spelling will be phonetic.

They are expected to spell the Year 1 common exception words correctly **when they use them.**

Year 2 - begin to use spelling rules for suffixes, using the correct spelling for most phonemes (chart), longer uncommon words phonetic, Year 2 common exception words correctly **when they use them.** Needs to be **mostly accurate.**

Key Stage 2 - move through other spelling rules and consolidate KS1, more adventurous vocab.



Phonics- how do we teach?

Little and often- R and KS1 15-20 mins daily dedicated teaching time.

Small ability groups

Apply to real and nonsense words (Phonics screening in Year 1)

KS2 where needed (intervention groups e.g. Read Write Inc)

Structure of a phonics lesson:

Revisit and review --- teach --- practise --- apply

Phonics Terminology



- Phoneme (a sound and there is 44 of them).
- Grapheme (a way that the sounds are written - SPELLING)
- Digraph (when you have 2 letters which make one sound, e.g. sh)
- Trigraph (when you have 3 letters which make one sound, e.g. igh)

- Segmenting (splitting a word into parts to read or spell)
- Blending (taking the individual sounds and putting them together to make a word)
- CEW (common exception words are words that cannot be decoded using phonics. We call them TRICKY WORDS!) Year 1 and 2 have a set of common exception words to learn, the KS2 wordlists are NOT all common exception words- most are decodable!
- Root word, prefix, suffix.

What are the phonic phases- Phase 1



Children are taught about:

- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral **blending** and segmenting (e.g. hearing that d-o-g makes 'dog')

What are the phonic phases- Phase 2

Phase 2 introduces some graphemes for common phonemes.



The School Run.com

Phase 2 Phonics sound mat

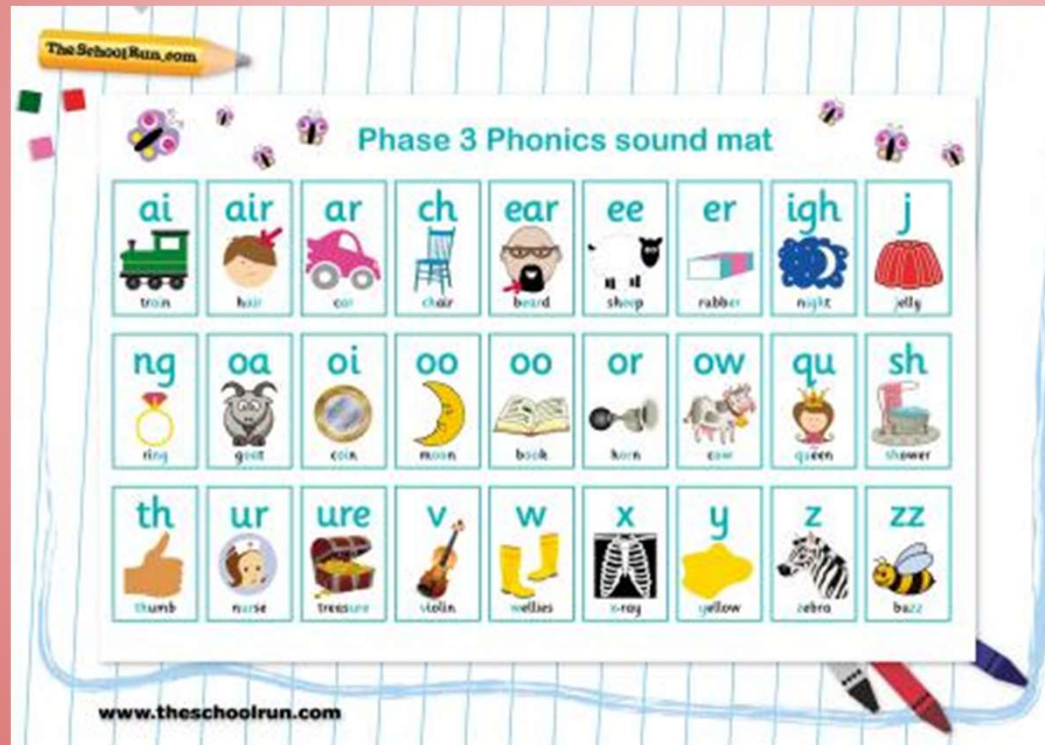
s strawberry	a ant	t teddy	p pig	i igloo	n nose	m mouse	d dog
g grapes	o orange	c cat	k kite	ck duck	e egg	u umbrella	r robot
h heart	b balloon	f frog	ff blast off	l lolly	ll ball	ss cross	rocket

www.theschoolrun.com

The image shows a 'Phase 2 Phonics sound mat' on a lined paper background. It features a grid of 24 boxes, each containing a grapheme and a corresponding illustration. The graphemes are: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss. The illustrations include: strawberry, ant, teddy, pig, igloo, nose, mouse, dog, grapes, orange, cat, kite, duck, egg, umbrella, robot, heart, balloon, frog, blast off, lolly, ball, cross, and a rocket. The mat is decorated with stars and a pencil at the top left. The website 'www.theschoolrun.com' is written at the bottom left.

What are the phonic phases- Phase 3

Continues to teach graphemes which represent phonemes so that children know one way to spell each of the 44 sounds.





What are the phonic phases- Phase 4

Revises phase 2 and 3 to make sure they can spell each sound in one way.

Children will also:

- Practise reading and spelling CVCC words ('such,' 'belt,' 'milk' etc)
- Practise reading and spelling high frequency words
- Practise reading and writing sentences
- Learn more tricky words, including 'have,' 'like,' 'some,' 'little'

What are the phonic phases-Phase 5

Expected to be on this phase when they start Year 2.

Teaches the children all the alternative ways of spelling each sound.

(Up in all classrooms)

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

What are the phonic phases- Phase 6

Phase 6 is the beginning of teaching the spelling rules and patterns (NNS) and begins in Year 2.

PHONICS IS STILL USED, EVEN WHEN A CHILD KNOWS ALL THE SOUNDS-
Not just for Key Stage 1!

Phonics Teaching Methods

Bright

Stream

Tremendous

Helicopter

Gigantic

Magnificent

How many phonemes does each word have?

Phonics Teaching Methods

Bright 4

Stream 5

Tremendous 9

Helicopter 9

Gigantic 8

Magnificent 11

Can you add the sound buttons to these words?

Phonics Teaching Methods

Bright 4

Stream 5

Tremendous 9

Helicopter 9

Gigantic 8

Magnificent 11

Can you draw the phoneme frame for the highlighted words?
(one box per phoneme)

Alternative Graphemes

- How is the /i/ sound represented in these words?
- Is there a rule?

Myth
Ticket
Trip
Bin
Socket
Gypsy
Locket
Kitchen

Hymn
Women
Gym
Racket
Pocket
Mystery
Slip
Egypt
Build

Mist
Biscuit
Trick

Word shapes

Bright

Tremendous

Gigantic

Teaching Spelling

20 minutes 3 times a week (Y2 up)

Rule at a time- apply to words (not word lists)

Teach the common exception words

Quick games and investigations

Sorting activities

Dictation

ONLY test CEW



Spelling Games

Learning common exception words

Spelling Menu

<p>Rainbow Write</p> <p>First, write the words in pencil. Then trace over them in two different colours.</p>	<p>Silly Sentences</p> <p>Write silly sentences using a spelling word in each sentence. Underline the spelling words and write neatly!</p>	<p>Hidden Words</p> <p>Draw and colour a picture. Hide your spelling words inside the picture. See if someone can find your hidden words!</p>	<p>Backwards Words</p> <p>Write your spelling words forwards and then backwards! Remember to write neatly!</p>
<p>Waterfall Words</p> <p>Example: c ca cat c<u>at</u>s catch</p>	<p>ABC Order</p> <p>Write your spelling words in ABC order. If words start with the same letter, look at the next letter.</p>	<p>Story, Story</p> <p>Write a story using ALL of your spelling words. Be sure to underline your spelling words in the paragraph.</p>	<p>Fancy Words</p> <p>Write your words using fancy letters twice! Example: C<u>a</u>tch C<u>a</u>tch</p>
<p>Three Times</p> <p>First, write each word in pencil. Then, write each word in crayon. Finally, write each word in marker!</p>	<p>Adding My Words</p> <p>Vowels are 10 and consonants are 5. Write your words and then add the value of each word. E.g. cat, 5+10+5 = 20.</p>	<p>Riddle Me</p> <p>Write a riddle for each of your words. Don't forget to answer them. E.g. I am cute. I wear diapers. Answer: baby.</p>	<p>Rhyming Words</p> <p>Write each of your spelling words with a rhyming word next to them. E.g. cut shut</p>
<p>Code Words</p> <p>Come up with a code for each letter of the alphabet. Then write your words in code. E.g. A - ∞ B - ≠ C - -</p>	<p>UpPeR aNd LoWeR</p> <p>Write your words once with all uppercase letters and one time with all lowercase letters. Then, write a third time with a mixture!</p>	<p>Colourful Words</p> <p>Write each of your spelling words. Write each letter using a different colour.</p>	<p>Choo Choo Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. E.g. <u>tr</u>ain<u>ba</u>ck<u>st</u>op.</p>
<p>Newspaper Words</p> <p>Use an old magazine or newspaper and find your words or letters that make up words. Glue them down.</p>	<p>Words Within Words</p> <p>Write each spelling word and then write at least two words made from that word. E.g. catch cat hat</p>	<p>Words Without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels.</p>	<p>Other Handed</p> <p>First, write your words with your normal writing hand. Then, write the list using your other hand!</p>

Dictation



Children only need to focus on handwriting and spelling- ideas/thinking is done for them.

Allows them to apply rules/ phonics taught without having to think about anything else.

Allows us to assess if they have understood/remembered a rule or a sound.



Handwriting

Goes hand in hand with spelling.

Handwriting errors can sometimes be seen as spelling errors.

Muscle memory.

Word shapes.

Again, needs to be taught and practised- letter families.

Any Questions?

