

Southdale Spelling





Phonics and Spelling in KS2

- ▶ An overview which will give you a flavour of how we continue to teach phonics and spelling as a continuation from KS1.

Who wrote the scheme?

Ruth Miskin is one of the UK's leading authorities on teaching children to read. An experienced former head teacher and trainer, she has over 25 years' teaching experience.

Why is spelling so important & why is it so hard?!

- ▶ A child THOUGHT :- an enraged rottweiler was a fearsome beast.
- ▶ The children WROTE :-The cross dog barked at me.
- ▶ We are all guilty of choosing an easier word if we don't know how to spell the word we want.
- ▶ We have to bear in mind that the English language has one of the richest vocabularies - we have inherited and assimilated many words from other languages : Latin, French, Greek and German. This has created the most complex alphabetic language in the world.
- ▶ German, Italian, Spanish, Polish, Greek and Welsh children learn to read and spell quickly because their speech sounds are written down, more or less, the same way in every word - they have a simple alphabetic code. Once they have cracked the code they can write any word correctly.
- ▶ Our code is hard! When we speak we use 44 speech sounds. There are about 24 consonant speech sounds and 20 vowel speech sounds.

Why are we changing?

Learning to spell is a vital skill and something which needs practice.

Although children were able to score well on weekly spelling tests in class, they weren't consistently able to spell the same words out of the test situation.

Schools which have been using this system have showed a significant improvement in their pupils' spelling ability.

We already have a highly successful Read Write Inc phonic programme in place.

What is different?

Read Write Inc. Spelling is a spelling programme based on proven strategies of teacher modelling followed by partner work, to embed learning. The programme covers all the National Curriculum word structures and spelling requirements.

It is:

- ▶ Built around a series of short, progressive activities
- ▶ Uses partner work to help children learn effectively and recall what they have learnt

To aid the teaching of phonics we follow a systematic programme.

- ▶ Spelling rules are introduced by characters from an online spelling planet
- ▶ Children spell new words and have plenty of practice in spelling them, including exception words and homophones.
- ▶ The programme we follow is a **15-minutes-a-day** programme covering all the spelling requirements of the National Curriculum.

Read Write Inc. Spelling builds on from the grapheme- phoneme correspondence from Read Write Inc Phonics.

Speed Sound Time!

We teach the children that one sound is often spelt in more than one way.

Sounds

- ▶ The sounds we teach the children to pronounce are pure so 'm' does not become 'muh' and 'b' does not become 'buh'.

- ▶ **Digraphs** = special friends = 2 letters, 1 sound
snail
- ▶ **Trigraphs** = special friends = 3 letters, 1 sound
catch
- ▶ The technical vocabulary for a sound is a **phoneme**. We call the letters used to make a sound a **grapheme**.

How a unit works

- ▶ Sequence of activities are same in each unit
- ▶ Sequence of activities in every unit is based on a continuous cycle of:
 - Learn something new, practice, consolidate in context, review

What does it look like?

It is a spelling programme which is run in daily sessions for 15 minutes.

There is a spelling book which has a range of teacher-led activities, paired work and independent activities.

Alongside this we have a Spelling Log where children can record the words they find difficult to spell and they can circle the part that they find tricky.

How a unit works

- ▶ ***Speed Spell*** (test)
- ▶ ***Spelling Zone*** (online introduction of next unit)
- ▶ ***Dots and Dashes*** (graphemes)
- ▶ ***Rapid Recap***
- ▶ ***Word Changers*** (root words prefix/suffix)
- ▶ ***Words to Log and Learn***
- ▶ ***Dictation*** (practice in context)
- ▶ ***Four-in-a-row*** (recall)
- ▶ ***Choose the right word*** (word families)
- ▶ ***Team Teach*** (review and revise)

What will the children experience in their lessons?

For each unit, there is:



Speed Spell

Unit 14 Adding the suffix **-ion** (2) *possession*
intention

Speed spell

Write the **Speed spell** words.

a concession ✓ b ~~possession~~ ✗ *possession* c discussion ✓

d admission ✓ e permission ✓ f transmission ✓

Circle any errors. Write the corrected spellings in your Log Book.

Spelling zone 

Spelling Zone

- ▶ New spelling concepts are introduced by aliens on an exciting online spelling planet.
- ▶ We visit the Spelling Zone each week, at the beginning of a unit, and there are three different spelling characters.



Dots and Dashes

Applying phonics by segmenting words.

Dots and Dashes and a smile!

Spelling 3 Unit 1 File 1.2 Dots and dashes

visible	
complete	
like	
correct	

do	
dress	
lock	
happy	

appear	
connect	
human	
appoint	

How many sounds are there?

vis <u>ible</u>	6
com <u>ple</u> te	7
li <u>ke</u>	3
cor <u>re</u> ct	6

do	2
dr <u>ess</u>	4
l <u>ock</u>	3
h <u>app</u> y	4

ap <u>pe</u> ar	3
co <u>nn</u> ect	6
h <u>um</u> an	5
ap <u>po</u> int	5

Dots and dashes



Dot and dash the graphemes in the words. Write the

intergalactic <u> </u>	12	✓	international <u> </u>	11	✓
Internet <u> </u>	7	✓	interrelate <u> </u>	9	✓
interact <u> </u>	7	✓	intercity <u> </u>	8	✓
interlock <u> </u>	7	✓	intermediate <u> </u>	10	✓



Word changers

Changing root words by adding prefixes and suffixes.

Word changers 

Complete the table.

root words ending in -que	root word + suffix
unique ✓	uniquely
cheque ✓	cheques
grotesque ✓	grotesquely
antique ✓	antiques
root words ending in -gue	root word + suffix
fatigue ✓	fatigued
catalogue ✓	cataloguing
colleague ✓	colleagues
league ✓	leagues



Dictation

- ▶ Dictation is as it says , but is done as partner work. Each child takes turns to read a sentence from the back of their Practice Books and then they mark it and correct it together.

Circle the part of the word that you...
Explain to your partner why and discuss how you will learn it.

Dictation

Take turns to read aloud one of the dictation sentences from Unit 14, p.62 (Partner 1) and p.63 (Partner 2) for your partner to write down. After each sentence, correct any errors, then swap.

1 We could feel the tension before the
match. ✓

2 The questions checked our comprehension. ✓

Four-in-a-row



Dictation

Take turns to read aloud one of the dictation sentences from Unit 10, p.6 (Partner 1) and p.63 (Partner 2) for your partner to write down. After each sentence, correct any errors, then swap.

1 My ^{great} grandfather was ~~illetterate~~ ^{illiterate}.
SP

2 The man gave an illogical answer.

Four in a Row

Four-in-a-row

Choose a word from **Dots and dashes** or **Word changers** and say it to your partner. Ask them to write it down.

Circle any wrong letters. If the word is right, tick a shape in your partner's book. Can you both spell four in a row correctly?



collision, television erode invade

Team Teach

- ▶ Children work in groups of 4 with one child taking the role of the teacher.
- ▶ Children work together to order the words in terms of difficulty. They then discuss the tricky parts and come up with strategies to help them remember the words.



Jumping Orange Words

Jumping Orange Words :

- ▶ 1 set of words for Year 3 and Year 4
- ▶ 1 set for Year 5 and Year 6.

Common exception words - Year 3 and 4

accident(ally)	continue	group	natural	question
actual(ly)	decide	guard	naughty	recent
address	describe	guide	notice	regular
answer	different	heard	occasion(ally)	reign
appear	difficult	heart	often	remember
arrive	disappear	height	opposite	sentence
believe	early	history	ordinary	separate
bicycle	earth	imagine	particular	special
breath	eight / eighth	increase	peculiar	straight
breathe	enough	important	perhaps	strange
build	exercise	interest	popular	strength
busy/business	experience	island	position	suppose
calendar	experiment	knowledge	possess(ion)	surprise
caught	extreme	learn	possible	therefore
centre	famous	length	potatoes	though / although
century	favourite	library	pressure	thought
certain	February	material	probably	through
circle	forward(s)	medicine	promise	various
complete	fruit	mention	purpose	weight
consider	grammar	minute	quarter	woman / women

Common exception words - Year 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community

competition
conscience
conscious
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (-ped, -ment)
especially
exaggerate
excellent

existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle

necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Strategies to Learn Spellings

► Mnen

island



An island
is land
surrounded
by water

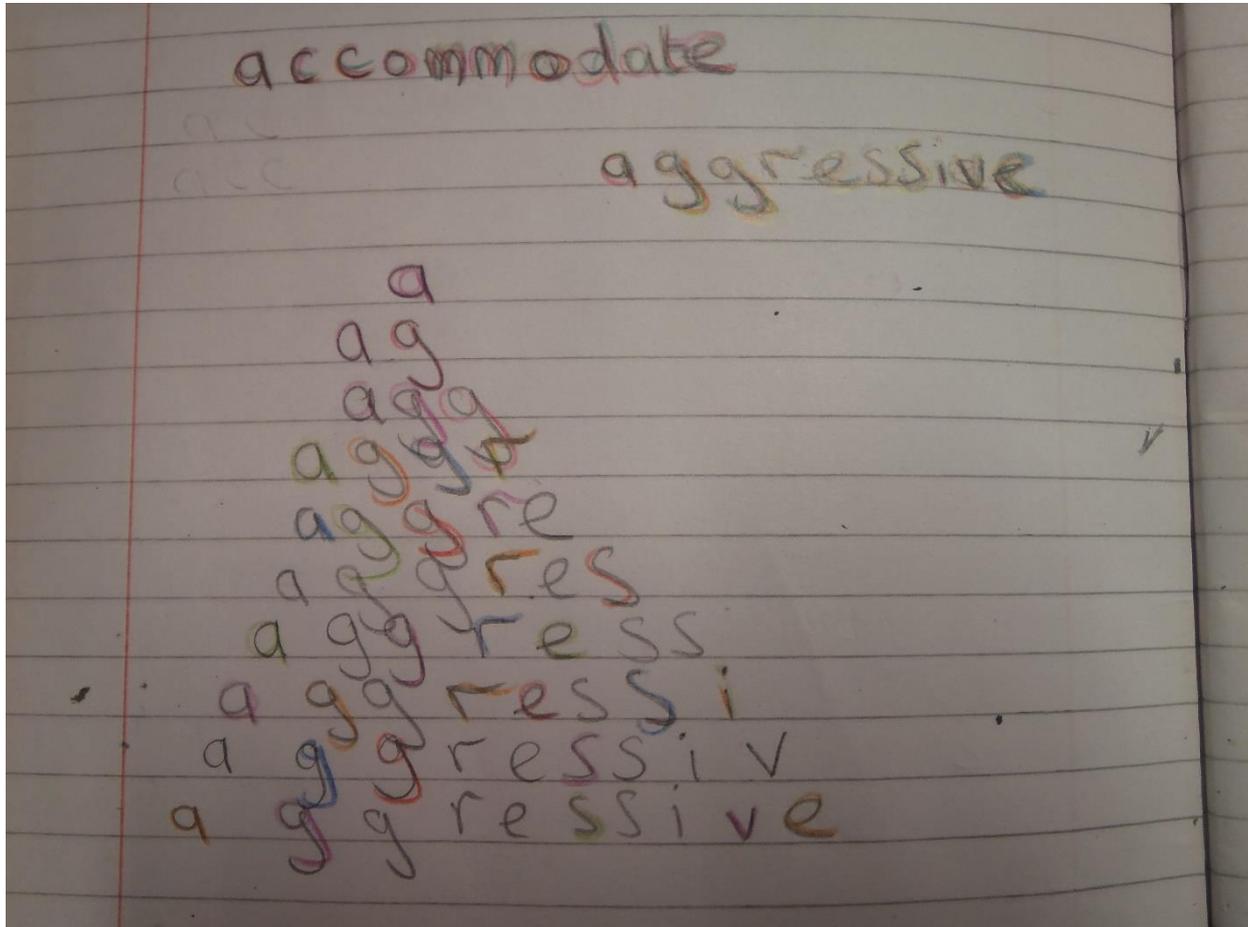
Strategies to Learn Spellings

▶ Words in words



Strategies to Learn Spellings

► Pyramid writing



Strategies to Learn Spellings

▶ Rainbow writing



How to support at home

- ▶ Talk to the children about the spellings they have to learn
- ▶ Discuss the strategies they are using to spell their spellings.