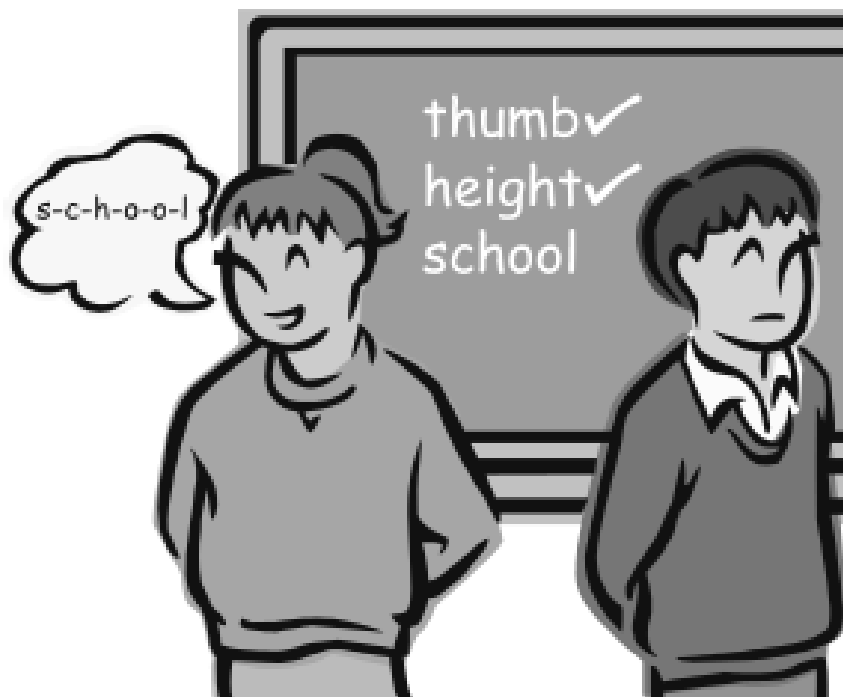


Spelling

Information for Parents / Carers



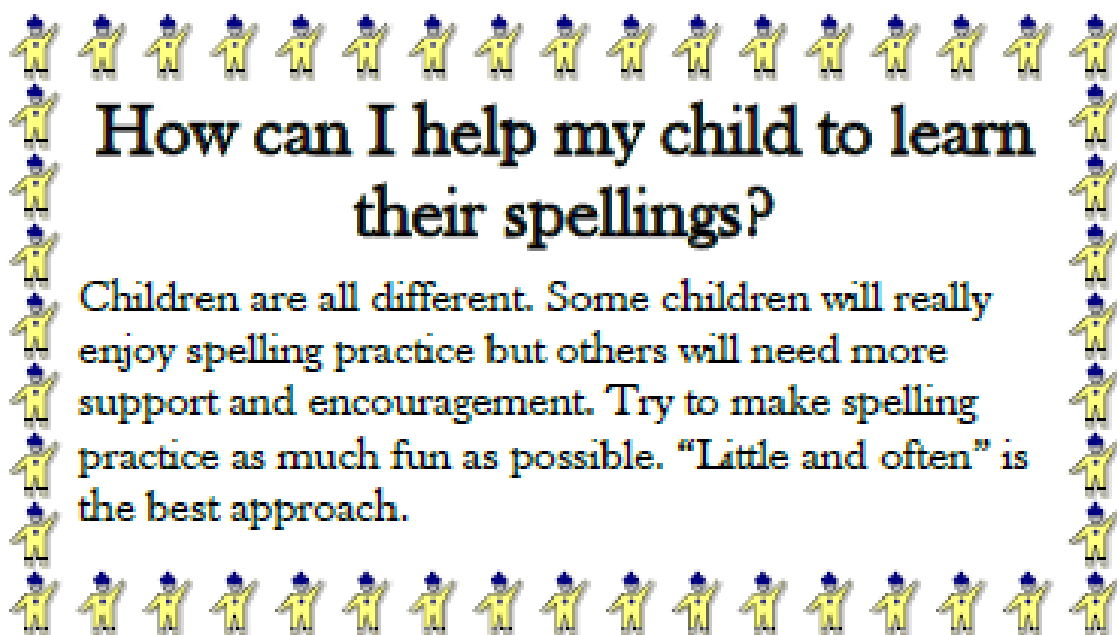
Broccoli or brocolli ?

We all have problems with spelling at times and it's not surprising really. The English language has developed over hundreds of years and all the invaders and settlers from our colourful past have influenced the language we use today.

This means that we have many different spelling conventions and rules and several ways to make the same sound within words. No wonder some children (and adults) get confused at times!

As a result of this diverse and wonderful language we need to tackle the learning of spellings in different ways, taking into account the individual learning styles of the pupils.

There is no one way to learn spellings that works for all children all of the time. The children need to learn how they best learn so that they can use the strategy that suits them best.



How can I help my child to learn their spellings?

Children are all different. Some children will really enjoy spelling practice but others will need more support and encouragement. Try to make spelling practice as much fun as possible. "Little and often" is the best approach.



Using the 'look, say, cover, write and check' method can help you to remember how to spell words that you find difficult.

1. **Look** at the shape of the word. Can you see any patterns or groups of letters that go together? Are there any words within words?
2. **Say** the words carefully and slowly to yourself. Try to listen for the sounds in the words.
3. **Cover** the word. Try to picture the word in your mind, closing your eyes might help you to do this. Say the word to yourself again and then.....
4. **Write** the word down.
5. **Check** to see if it is correct. If the word isn't quite right don't worry, just try again. It can often take a few attempts to get it right.

Of course, just looking at a word does not help all children, so what else can we do ?



RAINBOW WORDS

Write your spelling word and trace it five times using a different colour each time.

FANCY LETTERS

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



ACROSS AND DOWN

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

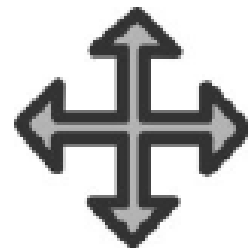
Example:

w h e n

h

e

n



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)



PYRAMID WRITING

Pyramid write your spelling words.

Example: home

h

ho

hom

SUPER SENTENCES

Write a super sentence for each of your spelling words. Underline your spelling word. Remember the capital letter and full stop!

Spell it out loud

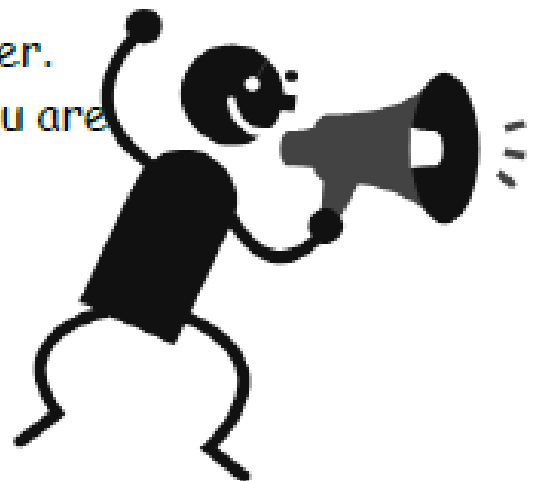
You'll need someone to help you!

Imagine the word in your head.

Spell it out loud letter by letter.

Ask your helper to check if you are spelling it correctly.

Have another go if you get it wrong.



a b c d e f g h i
j k l m n o p q r
s t u v w x y z

Tracing

This helps to remember the feel of a word - useful for younger children.

- Write the word on a card with letters about 5cms high using the handwriting style that is used at school.
- Ask your child to trace over the letters with his/her index finger (pointing finger) as if writing.
- Ask him/her to write the word on paper and check.



Mnemonics

Does = Does Oliver Eat Sweets?



Because = big elephants can a-
ways understand small elephants



Some other useful ideas to make spelling practice fun!

- Make your spelling test words using magnetic letters
- Make your words using foam letters in the bath
- Write your words into shaving foam
- Make the letters out of playdough
- Write in chalk, felt tip, crayon, paint....

Teaching Spelling

Spelling skills are introduced within the classroom through direct teaching, investigations of words and texts and studies of spelling patterns and conventions.

Year R, 1 and 2 pupils are introduced to phonics through a structured programme and begin to develop their spelling of the high frequency words (the most commonly used words).

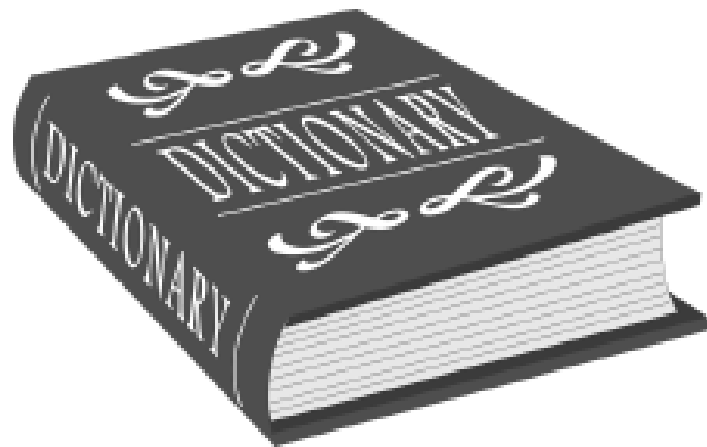
Older pupils in Key Stage 2 learn about spelling patterns, rules and exceptions to these.

They also continue to develop their spelling skills of the medium frequency words.

We will endeavour to use a range of strategies in order to develop your child's spelling skills. Marking of work will help children to correct spelling mistakes but it is not always appropriate to correct every spelling mistake in a piece of writing. The class teacher may give your child a spelling test or dictation at times in order to assess whether they are able to spell specific words. However, the real proof is when they use and spell words correctly and consistently in their independent writing.

All pupils are encouraged to :

- Attempt words for themselves using a range of strategies
- Use prompts around the classroom e.g. word walls, word mats, word lists, computer spell checks
- Develop dictionary skills to support their spelling
- Learn technical spellings through topic work
- Self—correct where appropriate



The New National Curriculum

From September 2014, we are following the new curriculum to teach spelling. It sets out expectations for each year group and provides statutory word lists which key stage 2 children should be able to read and spell. The full document can be found at :

www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

Word list – years 3 and 4

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

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Year 1 Writing Key Objectives

Summarised form

1	Spell words using the standard phonemes
2	Spell common exception words
3	Spell the days of the week
4	Name the letters of the alphabet in order
5	Understand spelling rules for adding 's'
6	Use suffixes -ing, -ed, -er and -est

Year 2 Writing Key Objectives

Summarised form

1	Break words into phonemes for spelling
2	Know some spellings which use variations of standard phonemes
3	Use the possessive apostrophe
4	Spell some words with contracted forms
5	Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly

Year 3-4 Writing Key Objectives

Summarised form

1	Spell words which are often misspelt from the Y3-4 list
2	Use the possessive apostrophe accurately with plurals
3	Use a dictionary to check a spelling

Year 5-6 Writing Key Objectives

Summarised form

1	Spell some words with silent letters
2	Recognise and use spellings for homophones and other often-confused words
3	Use a dictionary to check spelling and meaning

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