



Spelling Workshop



THURSDAY 16TH MARCH 2017



Contexts

Ofsted:

- Standards in English are not high enough and, since 2008, there has been no overall improvement in primary pupil's learning....Above all this means being passionate about high standards of literacy for every single pupil, and creating a no-excuses culture both for pupils and staff.
- Among the ten steps to raise literacy is the recommendation that government consider whether the target of level 4 is sufficiently high to provide an adequate foundation for success.

Michael Wilshaw March 2012

"Moving English Forward" Recommendations:

The Department for Education should:

- publish research on the teaching of writing, drawing on national and international publications, to include the effective teaching of spelling and handwriting, and how boys can be helped to become successful writers

All schools should:

- simplify lesson plans in English to concentrate on the key learning objectives and encourage teachers to be more flexible in responding to pupils' progress as lessons develop.

Spelling

- What do we do now?
- Do we need to make any changes?

Spelling Test

accelerator	immacolete	propeler
rasberry	sherriff	sieve
gaurdian	effervescent	perspiration
necessary	because	begining
tonsilitis	libary	cupboard
peeple	misspell	modelled
innocuous	wierd	seperate
surprizing	leisure	center

Which are correct?

How could you help someone learn to spell the others?
What words are commonly misspelled within our school?
What words do you often have to think about?

All Correct?

accelerator	immaculate	propeller
raspberry	sheriff	sieve
guardian	effervescent	perspiration
necessary	because	beginning
tonsillitis	library	cupboard
people	misspell	modelled
innocuous	weird	separate
surprising	leisure	centre

**"I DN'OT GVIE
A DMAN FOR
A MAN WHO
CAN OLNLY
SELPL A WROD
ONE WAY."
—MRAK TIWAN**

I cdnuolt blveiee taht I cluod aulacly
uesdnatnrd waht I was rdanieg. The
phaonmneal pweor of the hmuan mnid.
Aoccdrnig to a rscheearch at Cmabrigde
Uinervtisy, it deosn't mttar inwaht oredr
the ltteers in a wrod are, the only
iprmoatnt tihng is taht the frist and lsat
ltteer be in the rghit pclae. The rset can
be a taotl mses and you can sitll raed it
wouthit a porbelm. Tihs is bcuseae the
huamn mnid deos not raed ervey lteter by
istlef, but the wrod as a wlohe. Amzanig
huh? yaeh and I awlyas thought spleling
was ipmorantt.

“Moving English Forward” and Spelling

- The close link between **handwriting and spelling** has been well established. In particular, it is clear that pupils with a **fluent cursive script** are more likely to become good spellers.
- Inspectors observed relatively little formal teaching of spelling and interviews with pupils confirmed that **spelling was rarely taught explicitly**.
- Although inspectors came across examples of effective, individual marking of spelling, there was little **consistency within schools**, with no general agreement on **which spelling mistakes to correct and how**.
- **Marking did not make it clear how pupils were expected to respond to any spelling mistakes. As a result, teachers' comments on spelling too rarely led to action by pupils.**
- **Pupils with particular special needs related to spelling, and less regularly handwriting, often received good, targeted support.**
- However, this support did not stretch to include that broader group of pupils who **lacked confidence in their spelling or handwriting**. All teachers agreed that spelling and handwriting were important but most felt that they could not afford to spend much time teaching spelling and handwriting since they were allocated relatively few marks in national tests.

Good practice Identified In "Moving English Forward"

- The school has recently rewritten its handwriting policy. This does not rely on any one commercial scheme but identifies clearly the type of script to be used in all classes.
- There is a detailed progression chart for teachers giving examples of handwriting patterns, families of letters and so on.
- Guidance is also provided on how pupils should develop pencil grips, and how to teach single letters and joins.
- The frequency of handwriting sessions is laid down in policy. For example, there is expected to be one weekly teacher-taught session for all Key Stage 2 classes.
- Sessions are to be linked to the spellings taught that week.
- A long-term plan for spelling identifies what is to be taught each year.
- Teachers are advised on the different strategies to be used such as analogy, mnemonics, word banks, displays and interactive games.
- Pupils all have a spellings and are encouraged to 'have a go' before seeking advice. Pupils are taught how to proofread and to correct their own errors.
- Spelling is tested on a weekly basis and differentiated for groups of pupils.
- Teachers are expected to identify mistakes in spelling in pupils' work and pupils copy the words out a number of times, using the 'look, cover, write, check' approach.

Spelling

- It's important
- It's not the *most* important aspect of writing
- It needs to be taught explicitly
- It is an active developmental process
- Teach cursive handwriting to help with spelling
- Be positive about spelling and about children
- Teach strategies not spellings
- Don't avoid a word because it's hard to spell
- How words look is as important as how they sound
- Words are often built up of units e.g. prefixes, suffixes, roots and they have a history
- Words are fun

- A key text is *Support for Spelling*.



Marking: Spelling

- Prompt don't proof read
- Get pupils/writing partners to proof read
- Encourage self-correcting and marking
- Marking should lead to **action** on the pupils' part - put word in own spelling log, find others with the same pattern, look-cover-say-write-check, devise a way to remember, add the word to the working wall...
- Be selective and identify patterns
- Reward creative spelling and the application of learned patterns
- Be positive and praise- how many words are right? Has progress been made from earlier on?
- Monitor the progress towards targets

What Good Spellers Need 1.

- **Knowledge of word structures and meanings.** An increasing linguistic knowledge of word structures and meanings is essential and is evident in attention to:
 - Prefixes
 - Tenses
 - Words made up of smaller words (e.g. football, birthday)
 - Word roots
 - Word origins (e.g. photograph, photosynthesis)
- **Growing independence.** Knowing how and where to get help, how to proof read and check their own and others work is essential. In addition to self-monitoring children need to have effective ways of consciously learning new spellings
- **To make analogies and deduce rules.** These are fundamental processes that help children make use of the spelling system. Much learning is implicit initially but as knowledge grows children need to become more reflective and able to make more explicit generalisations and deduce rules.

From: "Understanding Spelling" by Olivia O'Sullivan and Anne Thomas

What Good Spellers Need 2.

- **Extensive experience of written language** gained through engagement with a variety of texts of all kinds (read and written). Explicit teacher demonstration, drawing attention to the features of written language is especially helpful in developing awareness.
- **Phonological awareness.** (syllabification, onset, rime, phonemic awareness) children learn to attend more closely to increasingly detailed aspects of sound-letter relationships and to detect patterns of sound associated with patterns of letter.
- **Letter names and alphabetical knowledge** - knowing and using the names, sounds and forms is essential
- **Known words.** Children need to develop a lexicon of familiar words which are spelled correctly and are a basis for analogy making
- **Visual awareness,** spellers need to know that spelling is as much to do with how words look as with how they sound. Visual awareness includes a growing sense of the likely patterns of letters that occur in English and the habit of looking at words within words and noting how words are made up
- **Awareness of common letter strings and word patterns.** Children need to become familiar with common letter patterns (e.g. -at, -ad, -ee, -ing, -one, -ough) including patterns in words which look alike but don't sound alike.

How To Spell: Strategies



- Break it into sounds (d-i-a-r-y)
- Break it into syllables (re-mem-ber)
- Break it into affixes (dis + satisfy)
- Use a mnemonic (necessary has one collar and two sleeves)
- Refer to a word in the same family (muscle - muscular)
- Say it as it sounds (Wed-nes-day)
- Find words within words (I am in Parliament)
- Refer to etymology (bi+cycle = two + wheels)
- Use analogy (bright, light, night...)
- Use a key word (horrible/drinkable for able and ible)
- Apply spelling rules (writing, written)
- Learn by sight (look-cover-say-write-check)
- Create visual memory (look-cover-say-write-check)

Daily 10 minute session recycling basic skills.

- In spelling: recycle word lists from previous year:
 - Put the words onto laminated cards for games of snap.
 - Differentiate with words from all years. Say words as cards are turned over.
- Pairs create complex nonsense words and give them humorous meanings. Groups then pick their favourites, spell and define them explaining what strategies they are using.
- Pairs use dictionaries to uncover words they think no-one will know. Teacher reads out and class tries to spell them using their spelling strategies

Ros Wilson "Write on Target"

Spelling 3.7

Key Words		Words From My Writing
<p>when</p> 	<p>light</p> <p>Word Family IGHT</p>	<p>said</p> <p>I say</p>
<p>what</p> 	<p>sight</p> <p>I Go Home Tonight</p>	<p>fair</p> <p>fair has <u>air</u> in it.</p>
<p>where?</p> <p>Where? There? Here!</p>	<p>might</p>	<p>Wednesday</p> <p>Say the 3 bits</p>
<p>could</p> <p>Word family ould</p>	<p>fight</p>	
<p>should</p> <p>oh o Lucky Duck</p>	<p>fright</p>	
<p>would</p>	<p>because</p> <p>Big Elephants Can Always Use Small Elephants.</p>	

Spelling in Draft NC English Document

Year 1 Pupils should be taught to:

- * **spell:** a. words containing each of the 40+ phonemes already taught
 - b. common exception words, e.g. the, said, one, two
 - c. the days of the week
- * **name the letters of the alphabet:**
 - a. naming the letters of the alphabet in order
 - b. using letter names to distinguish between alternative spellings of the same sound
- * **add prefixes and suffixes:**
 - a. using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
 - b. using the prefix un
 - c. using -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)
- **apply simple spelling rules** and guidelines, as listed in Appendix 1
- **write from memory** simple sentences dictated by the teacher that include words taught so far.

Year 2 Pupils should be taught to:

- * **spell by:** a. segmenting words into phonemes and representing these by graphemes, spelling many correctly
 - b. learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (e.g. two, to, too)
 - c. learning to spell common exception words
 - d. learning to spell more words with contracted forms, e.g. can't, don't
 - e. distinguishing between homophones and near-homophones
- * **add suffixes** to spell longer words, e.g. -ment, -ness, -ful and -less
- * **apply spelling rules** and guidelines, as listed in Appendix 1
- * **write from memory** simple sentences dictated by the teacher that contain words and punctuation taught so far

Spelling in Draft NC English Document

Year 3 / 4 Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (see Appendix 1)
- spell further homophones
- spell words that are often misspelt: disappear (just add **dis** to **appear**), disappoint (just add **dis** to **appoint**), beginning (double the **n** at the end of **begin** to keep the short /i/ sound before it), business (**busy** + **ness**, with the **y** of **busy** changed to **i** according to the rule), necessary, unnecessary (just add **un** to **necessary**) necessarily (add **ly**, changing the **y** of **necessary** to **i** according to the rule)
- **Year 3 / 4 Words list: Examples** : accident, advertise, approve, benefit, behave, bicycle, breath, breathe, building, write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Spelling in Draft NC English Document

- **Year 5 / 6 Pupils should be taught to:**
- **a. use further prefixes and suffixes** and understand the guidelines for adding them
- **b. spell some words with 'silent' letters**, e.g. *knight, psalm, solemn*
- **c. continue to distinguish between homophones** and other words which are often confused
- **d. use knowledge of morphology and etymology** in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
- **Word List for Years 5 and 6:**

Examples: Accommodate, debate, favour, identify lawyer narrate qualify similar umpire affection deceive familiar illustrate lecture nation

e. use dictionaries to check spelling and meaning of words

- **f. use the first three or four letters** of a word to look up words in a dictionary to check spelling, meaning or both of these.
- **g. use a thesaurus**