

Spelling at Princess Frederica

Parent workshop

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Who We are

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A quiz

True or False...?



What is spelling?

The mapping of meaning
based sounds (phonemes)
onto letters (graphemes)

3 definitions

Phoneme – the smallest unit of sound in a word (that helps us to distinguish one word from another)

3 definitions

Grapheme – a letter (or letters) that represent a sound

A letter (or letters) that ‘spell’ a sound

3 definitions

Morpheme – the
smallest unit of
meaning in a word
(for example, **un** means
not)

Reading – decoding


Segmenting sounds and blending them together to create words

Spelling – encoding

Scribing/typing a combination of 26 symbols to create individual words


Changes to the spelling curriculum and why

The why

- Composition, vocabulary, cultural capital, access to life experiences and creativity are strengths of the children - this comes across in their writing.
 - The school has identified over the years that the areas for development in writing are spelling, punctuation, grammar and handwriting. This was verified by the Ofsted inspection.
 - We aspire for more children to be higher attainers in writing by the time they leave Princess Frederica. The spelling, punctuation, grammar and handwriting are the key issues preventing this.
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Changes to the spelling curriculum and why

The why

- Secondary schools (usually) carry out their own independent assessments at the start of Year 7 and set the children - we don't want pupils in lower sets because of their spelling, punctuation, grammar and handwriting.
 - Research shows that pupils who are not having to use so much of their cognitive load on these areas of writing, can not only produce more (helping them succeed in timed tests at secondary level) but also produce higher quality writing. The difference between a 9 (previously an A) and a 4 (previously a C) at GCSE is not what is written but how it is written.
 - Children who make progress against areas of development are also demonstrating increased self-efficacy and pride in the learning.
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I was sitting on my usual spot when a boy came sprinting down old monkey ally. At first I hissed and spat, but when I got used to company he picked me up and put me in his jacket it was really cozy. "Hi there kitty cat I am going to take you with me," whispered Share.

The boy started walking, on the way back we passed a snobish looking cat on a window sill. "Look at that cat he eats all of the mince but that's not the life for us little + pal," said the boy. We kept on walking after about 5 minutes a group of mean looking bullies started chasing the boy.

The boy ran into the main road, I would not normally go out here to many lights and cars. Not a place for a small kitten like me.

After a few minutes we passed a dilous restaurant but the boy said "No cats permitted in little pal," so we kept on walking. We turned corner. But all of a sudden an angry knife landed out of a bush. I shot up the tree! Boy sighed and started climbing "I would break my for you" Said the boy.

I was perched in my usual place on top of a fence when suddenly, a boy came running down the alley. "Hey little fella" said the boy towards as he slowly walked ~~close~~ to me. I hissed and spat at him to try and scare him away, but it didn't work. He then picked ^{me} up and put me in his jacket. I had to admit it was pretty warm and cosy in there. Then he said to me "You're coming home with me."

As we carried on walking we came across a window and in the window we saw a fat, spoilt cat. "Bet you he eats all the mince right there in that window" said the boy.

Then we came across a dark, spooky alley. At the end of the alley there was a group of terrifying looking boys. They

don't like me," said the boy. "Let's get out of here."


We ran out into the road with people shouting and honking their horns at us. I never go out into the road because it's always so busy and it's such a scary ^{and dangerous} place for a small little kitten like me. But I ^{had} ~~was~~ ^{was} safe in the boy's warm, cosy jacket.

Luckily we managed to make it across the road in one piece. ~~Then~~ We then carried on walking. Past ~~the~~ noisy road ~~for~~ expensive jewelry shops and delicious ~~to~~ good shops. Then all of a sudden we stopped next to a meat shop. "No pets allowed unfortunately," said the boy.


We walked down an alley when suddenly a vicious ~~canine~~ canine jumped out at us. I ran up a tree keen to get away but the boy climbed up after me. ~~Keen~~ not to lose me "You know I'd break ~~in~~ my neck for you," he said. Keen to get me down. In the end we managed to get down safely.

We then walked down ⁱⁿ the alley, ~~into~~ into a hole in the fence, down another alley, and into the boy's wooden, abandoned home. There was lots of stuff ~~been~~ lying lying around the place including pictures, blanket newspapers and lots and lots of milk. "Home sweet home," said the boy.

What the changes are

- We continue to follow the National Curriculum but we have a new scheme of work which provides more detail and guidance to staff about what spelling patterns and rules to teach, and in what sequence. This scheme also has more opportunities to revisit and consolidate previously learnt spellings.
 - Key spelling rules to teach have been identified - there are many rules that are just too complicated. Other methods for learning these words are more effective.
 - Home-learning lists have been suggested by leaders to reduce the workload of staff and ensure that spellings go home each week. All children receive the same weekly spellings (which have been or will be focussed on in class teaching) but some children will be focussed on learning the first 5 (as a minimum), others the first 10, and others the full list.
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What the changes are

- Personalised spelling logs are beginning to be used by class teachers and pupils - these are designed for pupils to collect words from writing across the curriculum which they are spelling incorrectly. These tend to be focused on very commonly used words, subject specific words and words that they should know at this stage.
 - No weekly spelling test but more time allocated to explicitly teaching spelling each week (three focussed sessions)
 - Children are still regularly assessed throughout the week but using different methods to 'a Friday test'.
 - Teachers assessing application of spelling in pupil's written outcomes to ensure the spelling of words are fully learnt and can be applied (not just recalled when spelling words in isolation).
 - Two assessments each term (longer tests) where teachers analyse the data, track pupils and use this to inform and teaching and planning.
 - More feedback being given to pupils about spelling.
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SEN & Challenging higher attainers

- There are a small number of pupils who find spelling particularly difficult who will need alternative lists or will just be focussed on learning the words in their personal spelling logs.
- Now that teachers have got to know their pupils and have had an opportunity to assess them, challenge lists will be provided as and when needed.



Phoney Phonetics.

One reason why I cannot spell,
Although I learned the rules quite well
Is that some words
like *coup* and *through*
Sound just like *threw* and *flue* and *Who*;
When *oo* is never spelled the same,
The *duice* becomes a guessing game;
And then I ponder over *though*,
Is it spelled *so*, or *throw*, or *beau*,
And *bough* is never *bow*, it's *bow*,
I mean the *bow* that sounds like *plough*,
And not the *bow* that sounds like *row* -
The *row* that is pronounced like *roe*.
I wonder, too, why *rough* and *tough*,
That sound the same as *gruff* and *muff*,
Are spelled like *bough* and *though*, for
they
Are both pronounced a different way.
And why can't I spell *trough* and *cough*
The same as I do *scoff* and *golf*?

Why isn't *drought* spelled just
like *route*,
or *doubt* or *pout* or *sauerkraut*?
When words all sound so much the
same
To change the spelling seems a
shame.
There is no sense - see sound
like *cents* -
in making such a difference
Between the sight and sound of
words;
Each spelling rule that undergirds
The way a word should look will fail
And often prove to no avail
Because exceptions will negate
The truth of what the rule may state;
So though I try, I still despair
And moan and mutter "It's not fair
That I'm held up to ridicule
And made to look like such a fool
When it's the spelling that's at fault.
Let's call this nonsense to a halt."

Attributed to Vivian Buchan, NEA Journal 1966/67, USA

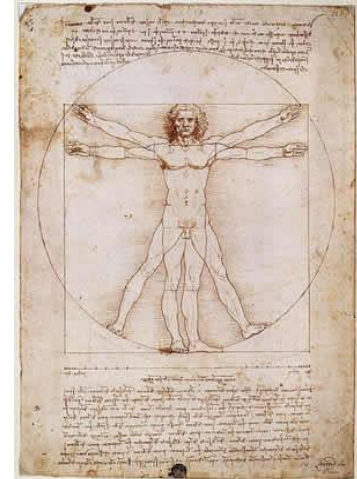
Why is spelling so hard?



**English spelling: a hopelessly
complex mishmash of
correspondences randomly
accrued over the past 1,000
years!**



Why?



A test for you...

acquiesce

If you **acquiesce** in something, you agree to do what someone wants or to accept what they do even though you may not agree with it.

onomatopoeia

stationary (not stationery)

“Stationary” means not moving, whereas “stationery” refers to office supplies like pencils, erasers, paper, and envelopes.

pharaoh

manoeuvre



Odd one out

a) cups

plates

dishes

b) cars

buses

trains

c) plants

trees

bushes

d) boxes

tables

pens

What is the rule?

Odd one out

Adding -s and -es to words

If the ending sounds like /s/ or /z/, it is spelt as **-s**. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as **-es**.

help

hope

hop

chat

like

clap

use

enjoy

phone

Group these words into different
rules for spelling the past tense.
What are each of the rules?

slip

hug

jump

look

Add -ed

help

enjoy

look

help

jump

Drop the e and add -ed

hope

phone

like

use

Double the final consonant and add -ed

hop

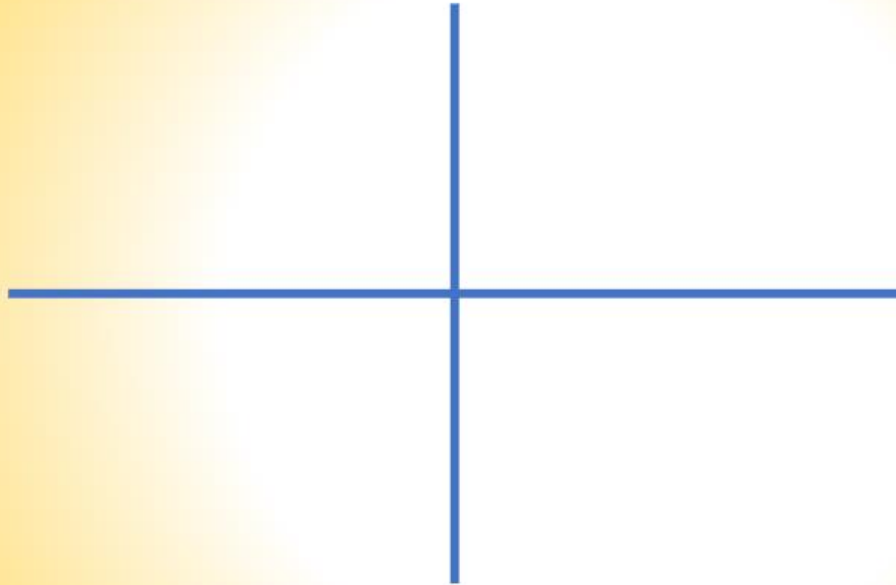
hug

clap

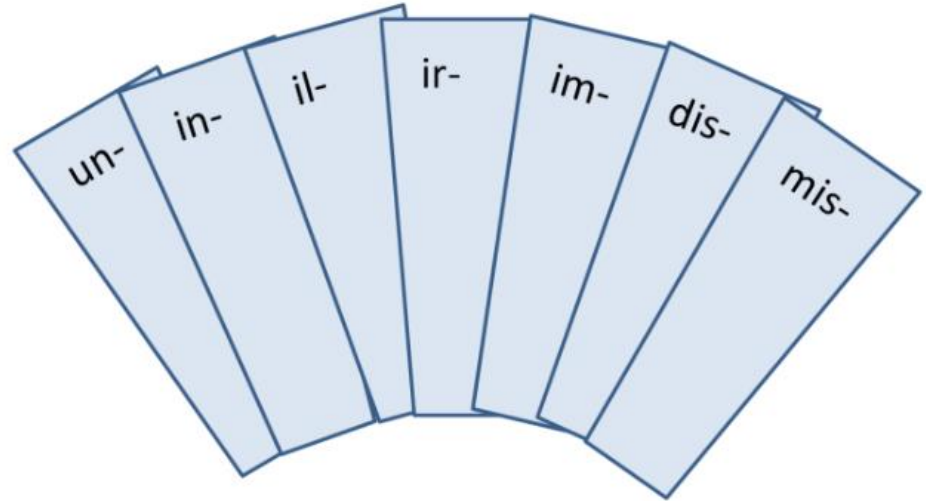
slip

chat

Homophone bingo



- appear
- like
- polite
- mobile
- capable
- agree
- legal
- regular



Commonly misspelt words

diary

unnecessary

remember

definite

muscle

vegetable

Wednesday

government

handbag

bicycle

biscuit

bright

there

diner/dinner, writing/ written

liquefy

Look at each word. Suggest strategies you might recommend to a pupil having trouble getting it right.

- Look



- Say



- Cover



- Write



- Check

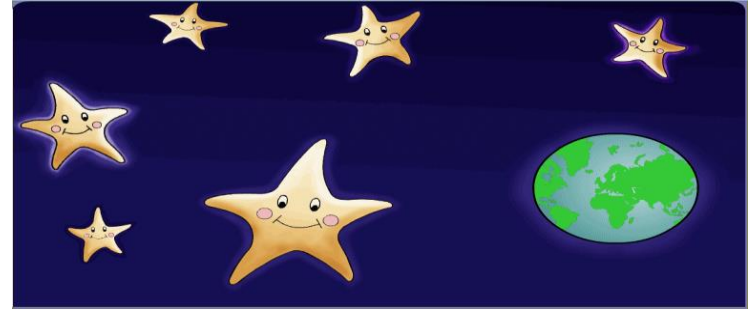


Learners need to:

- Break down words into syllables
- Understand that the same sound can map onto different letters strings: **bite/write** and **might/sight**
- Hear words within words
- Develop visual knowledge – a familiarity with how words look
- Use analogy
- Appreciate patterns
- Know the exceptions & irregularities

Nursery

- Singing songs
- Learning rhymes
- Listening to stories
- Exaggerating sounds
- Repeating back – elongating; correcting
- Sound games – focus: hearing sounds that are similar/different
- Nursery rhymes






Spelling home-learning and how you can help at home

- Little and often is best - 5-10 minutes every night is better than half an hour once a week.
- Self-efficacy is key - children need to be taught strategies to learn spellings and take responsibility for applying this.
- Evaluating with your children which strategies are most helpful to them (because we all learn in different ways) or most useful for certain words.
- Children do usually know how to spelling some of a word - help your child to focus on the part of the word that is incorrect.



Spelling home-learning and how you can help at home

Spelling Strategies				
 Visual	Use different handwriting styles. <ul style="list-style-type: none">• Joined up handwriting• Bubble writing• Each letter a different colour• Different sizes of letters	Look, say, cover, write, check. <p>Do this until you are confident enough to spell the word without seeing it first.</p>	Use a highlighter pen. <ul style="list-style-type: none">• Highlight the tricky bits of the word• Look for words within words (e.g. get in vegetable)	
	 Auditory	Listen to the word. <p>Identify the phonemes in each syllable (e.g. Sep-tem-ber).</p>	Create a rhythm. <p>Give the word a rhythm and repeat it out loud several times, using that rhythm.</p>	Exaggerate how you say the word. <p>When words or parts of words are silent, sound them out (e.g. k-nife, bus-iness).</p>
	 Mind	Think of the spelling rule. <p>At least 80% of English words follow normal rules. For example, when there is a short vowel and a single consonant, double the consonant when adding ing.</p>	Make a mnemonic. <p>For example, for because you might say, "Big elephants can always use small elephants."</p>	Use it in a sentence. <p>Write out the word within a sentence. Then put it into a completely different sentence.</p>

could, should, would	mnemonic Oh, U, lucky duck Would Old Uncle Like Dancing? Could Old Uncle Like Dancing? Should Old Uncle Like Dancing?
necessary	Mnemonic one collar, two sleeves
Wednesday, February	Exaggerate the tricky part of the word WeD-NES-day Feb-RU-ary
nauseous what	Highlight the tricky part of the word nauseous what

Improving spelling

Spelling is known to improve where pupils are taught a range of strategies and supported in finding out which strategy/ies suit them best.

The approaches outlined today are some examples of strategies supported by research evidence

(Brooks and Weeks 1999)

Questions?





Children with dyslexic features learn more effectively with **visually and meaningfully based teaching methods** that match their strengths, and less well in phonics methods which are more dependent upon their weaknesses

Simultaneous oral spelling (SOS)

- Have the word written correctly or made with letters
- Say the word
- Write the word saying each letter as it is written, using joined up script
- Child receives visual, kinaesthetic and auditory feedback (eyes, ears and movement)
- Cover the word and repeat the process. Practise three times a day for a week.
- Categorise the word with other words that look and sound alike e.g sound, ground, round, pound, bound. Then add endings pounded, rounded, or sounding pounding.



**Look-cover-
remember-spell
does **not** help
people with dyslexia**

People with Dyslexia

- Difficulties with serial order
- Difficulties in grasping the alphabetic nature of English writing
- Difficulties in understanding the morphological basis of English writing (*health* is not spelt *helth* as it is from *heal*)