

KS2 Spelling Workshop

5.10.16

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Aims of this session

- To explain how we teach spelling at Key Stage 2 and how this has an impact on children's progress under the government's expectations for 2014 NC.
- To share with you the strategies that your child will be learning at school that can be used at home.
- To explore 'Spelling Stars' - a new spelling test the whole school will participate in on a weekly basis.

How do we teach Spellings at Key Stage 2?

- We follow the No Nonsense Spelling programme.
- It builds on Phonics teaching from the Foundation Stage and Key Stage 1.
- From year 2, children need to be taught that the way a word is spelt is not always directly linked to the way it sounds.
Eg, circle not sirde.

An overview of the Spelling curriculum

Year 3

Term 1	Term 2	Term 3
<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'.</p> <p>Rare GPCs The /eɪ/ sound spelt 'ei', 'eigh', or 'ey'. The /t/ sound spelt 'y'. Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (French in origin).</p> <p>Homophones break/break, grate/great, eight/ate, weight/wait, son/sun</p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>Strategies at the point of writing Reintroduce Have a go strategies and strategies from Year 2.</p> <p>Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists.</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful' with a consonant before)</p> <p>Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-'. Suffixes 'less' and 'ly'.</p> <p>Rare GPCs The /f/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones here/hear, knot/not, meat/meet</p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p> <p>Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic'. Previously taught suffixes</p> <p>Rare GPCs The /t/ sound spelt 'y' other than at the end of words (gym, myth) The /n/ sound spelt 'ou' (young, touch)</p> <p>Homophones less/least, plain/plane, groan/grown, rain/reign</p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of personal spelling list words.</p> <p>Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>

From year 2, we teach:

- strategies for learning how to spell a word
- strategies to use at the point of spelling
- the morphology of words- what words mean, eg, homophone means same sound
- how to spot patterns within words
- a wider range of common exception words- words that we use frequently but are not spelt phonetically

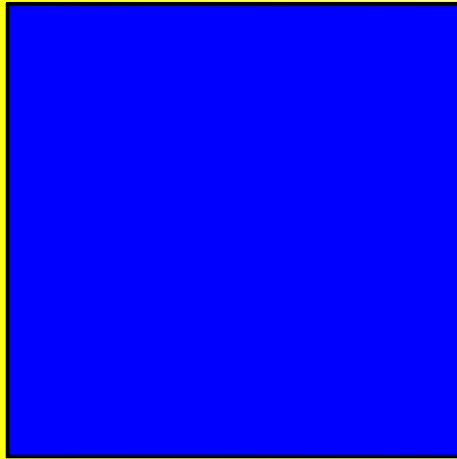
Strategies for learning how to spell a word

- look, say, cover, write, check
- shape of the word
- illustrating a word- linking meaning to spelling
- pyramid words- this helps children to notice root words and words within words
- saying the syllables out loud- emphasise the tricky part (opp-~~or~~-tun-it-y)
- mnemonics- tricks to help you remember (big elephants can't always understand small elephants)

Let's put ourselves in
their shoes!



Can you use one of the
strategies to try to learn how to
spell one of these words?



Strategies to use at the point of spelling

- have a go at spelling the word three ways in the margin- which word looks right?
- syllables- say the syllables out loud
- shape of the word- does it look right?
- base word- do I know how to spell a part of the word accurately?

Which strategies do you find useful?

Which strategies do you think your child will find useful?

Spelling Stars

- By the end of year 6, children will have learnt how to spell a huge number of words and should be able to apply them when they are writing.
- Testing on these words will form part of their Y6 SATs tests.
- Spelling stars tests are designed to motivate children to move up stages of difficulty with rewards of recognition and certificates.
- Provide clear next steps for home learning.
- Tests designed for mixed year cohorts.

Year	Objective
R	FS Phonics
1	<ul style="list-style-type: none"> -Phonemically regular words -Y1 common exception words -Words with simple suffixes and prefixes 's, <u>es</u>, <u>ed</u>, <u>ing</u>, <u>er</u>, <u>est</u>'
2	<ul style="list-style-type: none"> -Usually accurate spelling of simple mono syllabic and polysyllabic words including high frequency homophones. -Common exception words - Words with simple suffixes and prefixes 's, <u>es</u>, <u>ed</u>, <u>ing</u>, <u>er</u>, <u>est</u>' -ness, <u>ful</u>, <u>ly</u>, less -some contracted forms
3	<ul style="list-style-type: none"> -Statutory word list -Spell common words correctly, including exception words. - Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. un, dis, in, <u>im</u>, re, ness, <u>ful</u>, less, <u>ly</u>, <u>ous</u> -Common homophone NC list -Rare GPC words -a/ an
4	<ul style="list-style-type: none"> -Statutory word list -Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. ness, less, <u>ful</u>, un, dis, in, <u>im</u>, re, sub, inter, super, anti, auto, <u>ation</u>, <u>ly</u>, <u>ous</u> - word endings - <u>tion</u>, <u>sion</u>, <u>ssion</u>, <u>clan</u>, sure, <u>ture</u> -Common homophone NC list -Rare GPC words -a/ an
5/6	<ul style="list-style-type: none"> -Statutory word list - Spell accurately in general including spelling increasingly complex words correctly. - Word endings - <u>clous</u>, <u>blous</u>, <u>ant</u>, <u>ance</u>, <u>ancy</u>, <u>ent</u>, <u>ence</u>, <u>ency</u>, <u>ible</u>, able, <u>ibly</u>, <u>ably</u>, <u>cial</u>, <u>tial</u> -Common homophone NC list

The results used as evidence.

Two years to learn all of the words for their phase.

Opal test 1		Opal test 2	
Name:	Date:	Name:	Date:
1, ancient		1, achieve	
2, available		2, awkward	
3, average		3, definite	
4, bargain		4, dictionary	
5, bruise		5, determined	
6, category		6, excellent	
7, competition		7, interfere	
8, curiosity		8, leisure	
9, desperate		9, lightning	
10, develop		10, neighbour	
11, explanation		11, muscle	
12, familiar		12, physical	
13, forty		13, queue	
14, government		14, rhyme	
15, hindrance		15, rhythm	
16, identity		16, sacrifice	
17, language		17, secretary	
18, persuade		18, shoulder	
19, recognise		19, signature	
20, restaurant		20, soldier	

3 different sets of words:

Y3/4 10 words per test

Y5/6 20 words per test

Each set based on NC recommendations.



Every child

Opal test 1/2

Pearl test 1/2

Emerald 1/2

Sapphire test 1/2

Ruby test 1/2

Diamond 1/2

-Marking.

-Moving up to harder tests

-Consolidates and embeds learning.

-This is forms part of children's literacy homework. Fluency.

Thank you
for listening

