

# Supporting Spelling



## A Parents' Pack

## Contents

|  |         |
|--|---------|
| Why is spelling valued at Spixworth?             | Page 2  |
| Reception, Year 1 and Year 2 spelling objectives | Page 3  |
| Words to learn list – Reception                  | Page 4  |
| Words to learn list – Key Stage 1                | Page 5  |
| Stages of development                            | Page 7  |
| How do children remember spellings?              | Page 9  |
| Learning strategies for spelling                 | Page 10 |
| Spelling games to help your child at home        | Page 11 |
| Glossary   | Page 15 |

### **Why is Spelling Valued at Spixworth?**

Spelling is a key part of becoming a successful writer. At Spixworth we value the Teaching and Learning of spelling since it:

- helps children to write more fluently, dedicating more of their energies towards creative writing (rather than the mechanical process of spelling)
- gives our learners strategies to attempt to encounter unfamiliar words, enriching their vocabulary
- gives children opportunity to investigate and understand the true meaning of words
- develops confident writers
- develops confident readers
- supports children with dyslexic tendencies

## Spelling in Reception and Key Stage 1

### Reception children learn the following spelling objectives

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### Year 1 children learn the following spelling objectives

To spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

To name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

To add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

To apply simple spelling rules

To write from memory simple sentences dictated by the teacher

### Year 2 children learn the following spelling objectives

To spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- 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
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones

To add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

To apply spelling rules:

To write from memory simple sentences dictated by the teacher

By the end of Reception, most children should be aiming to read and spell all of these words.

Your child could keep a record of the words they can spell by colouring in each word brick as they become confident in spelling each word.

|      |      |      |      |      |      |
|------|------|------|------|------|------|
| a    | an   | as   | at   | if   | in   |
| is   | it   | of   | off  | on   | can  |
| dad  | had  | back | and  | get  | big  |
| him  | his  | not  | got  | up   | mum  |
| but  | put  | will | that | this | then |
| them | with | see  | for  | now  | down |
| look | too  | the  | to   | I    | no   |
| go   | into | he   | she  | we   | me   |
| be   | was  | you  | they | all  | are  |
| my   | her  | six  | ten  |      |      |

...and for those looking for a challenge:

|      |      |       |          |      |      |
|------|------|-------|----------|------|------|
| went | it's | from  | children | just | help |
| said | have | like  | so       | do   | some |
| come | were | there | little   | one  | when |
| out  | what | three | seven    |      |      |

By the end of Key Stage 1 (Year 2), most children should be aiming to read and spell all of these words.

Your child could keep a record of the words they can spell by colouring in each word brick as they become confident in spelling each word.

|          |          |           |           |         |        |
|----------|----------|-----------|-----------|---------|--------|
| don't    | old      | I'm       | by        | time    | house  |
| about    | your     | day       | made      | came    | make   |
| here     | saw      | very      | put       | oh      | their  |
| people   | Mr       | Mrs       | looked    | called  | asked  |
| could    | water    | away      | good      | want    | over   |
| how      | did      | man       | going     | where   | would  |
| or       | took     | school    | think     | home    | who    |
| didn't   | ran      | know      | bear      | can't   | again  |
| cat      | long     | things    | new       | after   | wanted |
| eat      | everyone | our       | two       | has     | yes    |
| take     | thought  | dog       | well      | find    | more   |
| I'll     | round    | tree      | magic     | shouted | us     |
| other    | food     | fox       | through   | way     | been   |
| stop     | must     | red       | door      | right   | sea    |
| these    | began    | boy       | animals   | never   | next   |
| first    | work     | lots      | need      | that's  | baby   |
| fish     | gave     | mouse     | something | bed     | may    |
| still    | found    | live      | say       | soon    | night  |
| narrator | small    | car       | couldn't  | three   | head   |
| king     | town     | I've      | around    | every   | garden |
| fast     | only     | many      | laughed   | let's   | much   |
| suddenly | told     | another   | great     | why     | cried  |
| keep     | room     | last      | jumped    | because | even   |
| am       | before   | gran      | clothes   | tell    | key    |
| fun      | place    | mother    | sat       | boat    | window |
| sleep    | feet     | morning   | queen     | each    | book   |
| its      | green    | different | let       | girl    | which  |
| inside   | run      | any       | under     | hat     | snow   |

|         |         |           |          |          |          |
|---------|---------|-----------|----------|----------|----------|
| air     | trees   | bad       | tea      | top      | eyes     |
| fell    | friends | box       | dark     | grandad  | There's  |
| looking | end     | than      | best     | better   | hot      |
| sun     | across  | gone      | hard     | floppy   | really   |
| wind    | wish    | eggs      | once     | please   | thing    |
| stopped | ever    | miss      | most     | cold     | park     |
| lived   | birds   | duck      | horse    | rabbit   | white    |
| coming  | he's    | river     | liked    | giant    | looks    |
| use     | along   | plants    | dragon   | pulled   | we're    |
| fly     | grow    | one       | two      | four     | five     |
| eight   | nine    | eleven    | twelve   | thirteen | fourteen |
| fifteen | sixteen | seventeen | eighteen | nineteen | twenty   |
| Monday  | Tuesday | Wednesday | Thursday | Friday   | Saturday |
| Sunday  |         |           |          |          |          |

## Stages of Development

## 1. Exploring sounds, words and spelling

**In Reception** we introduce the children to the letter sounds and shapes and show them how these are linked together to create words. Children are encouraged to ‘have a go’ at writing the words they want to say and they are praised highly for their efforts. Initially their writing is often unreadable to the adult eye although the child will know what he/she means. At this stage it is vital to value and praise their efforts and to resist correcting spelling or writing words for them to copy or write over the top of. The danger here is that children learn that only correctly spelt words are acceptable, become reliant on adult support and limit their writing to include only words that they know they can spell accurately. As children’s awareness of letter sounds increases, more recognisable words will appear in their writing.

### **Becoming a writer**

In order to write children need to develop various skills, including oral language skills, gross and fine motor skills and phonic skills. They also need to understand that writing is a form of communication and that what they write is for someone to read. They should therefore write for a purpose that is clear to them and stems from their own interests.

### **Oral Language skills**

“If a child can’t say it, a child can’t write it”.

- Take everyday opportunities to develop your child’s imagination and vocabulary through talking about what you see, feel and experience together e.g. whilst walking through leaves in the park or splashing in the puddles.
- Read and re-tell stories together, talking about the pictures and the story, and explaining any new or unfamiliar words.
- Use puppets to retell stories, or become characters and act out the story.
- Sing songs and rhymes together.
- Engage with children in play and role play.
- Allow family time for talk e.g. dinner time.

### **Gross and fine motor skills**

Children need to develop the muscles in their arms and fingers before they can hold a pencil to write. There are many fun activities that will help your child develop strength, dexterity and control:

- Painting (with big brushes and water for gross motor skills)
- Threading beads, laces
- Peg boards
- Finger rhymes
- Play dough
- Cutting
- Writing and doing big movements in the air e.g. with ribbons
- Squeezing sponge balls, stress balls or a small ball of paper
- Bat and ball games
- Pegging things onto a line.
- Using tweezers or sugar tongs to pick up beads, raisins or dried beans.
- Undoing and doing up buttons, poppers etc.
- Transferring small objects from one pot to another.

### **Writing for a purpose**

Help your child become aware of the writing that surrounds them e.g. signs in the environment, and ensure that children see you writing. Daily activities can all be a stimulus for writing:

- Shopping lists
- Invitations
- Cards
- Letters
- Notes
- Signs and messages
- Dates on a calendar

### **Emergent Writing**

- Always praise attempts at writing, and respond positively to your child's mark making (even if it looks like what adults call "scribble").
- Show interest and ask them what they have written. Encourage them to point at the marks as they talk.
- As they begin to learn their letter sounds, encourage them to use their sounds in their writing.
- In any piece of writing, choose only one spelling to correct but celebrate all of their efforts. **Above all ensure that your children feel confident that, as writers, they always have your interest, admiration and support.**

## **2. Growing confidence with writing and spelling**

**In Key Stage 1** we encourage parents to help the children learn to spell a range of high frequency (most common) words and to use their knowledge of phonics (the sounds that letters make) as their first approach to spell words. To help children spell 'tricky' words (those with unfamiliar spelling patterns or with graphemes that have not yet been taught), children will make use of a range of other strategies. You can help by having fun helping your child choose two or three words at a time to learn. Below are a selection of activities for enjoyable and effective ways for children at this stage to practise spelling. Remember that writing words time and time again is often only successful in the short term and fun, meaningful activities are more likely to lead to correct spelling being stored in the long term memory.

## **How do children remember spellings?**



There are four main ways in which children process the spelling of words.

**Auditory**

“Sound it out!”

*The writer recognises the relationship between sounds and letters or groups of letters, and analyses words in these terms.*



**Visual**

“Does it look right?”

*The writer responds to the shapes of words and the patterns of the letter-strings within words.*

**Kinesthetic**

“Let the spelling come out of the end of your pencil!”

*Spelling as a grapho-motor skill: the writer is accustomed to making specific hand-movements to produce particular words or letter strings.*

**Linguistic**

“Why is it spelt like that?”

*The writer is aware of relationships between words or parts of words, based on meanings, syntax, derivations, etc.*

**Learning Strategies for Spelling**

**Phonetics**

Eg. C-a-t, Sh-i-p.

This is the most popular method for teaching spelling. Ask the child to spell out or 'segment' the word they want to spell, then write the constituent sounds. Children use pure sounds.

### **Syllabification**

Clap out and say each of the syllables.

Eg. Re-mem-ber

### **Analogy**

Making families of words

Eg. Night, fright, sight, slight

### **Root words**

E.g. bi (two) cycle (circle) = bicycle

### **Prefixes and suffixes**

E.g. Dis-satisfied

### **Rules**

E.g. 'I' before 'e' except after 'c'

Word ending in Y such as fairy/fairies (consonant +y = ies)

Donkey/donkeys (vowel +y = ys)

### **Referring to the family words that articulate the ambiguous letters**

E.g. Definite – finite, final, infinity

Muscle – muscular

### **Saying words as they are spelt**

Eg. Wed-nes-day

### **Words within words**

Eg. There is a rat in separate

### **Mnemonics**

Big Elephants Can Always Understand Small Elephants = because

### **Compound words**

E.g. farmyard

### **Knowledge from other languages**

E.g. beautiful

**Reading and writing with variety, frequently!**

## **Spelling games to help your child at home**

|                    |                 |
|--------------------|-----------------|
| Playdough Spelling | Coloured Vowels |
|--------------------|-----------------|

|   |   |
|---|---|
| <p>Roll a small amount of play dough into a ball. Turn your ball of play dough into a play dough pancake. Take a toothpick and carefully write a spelling word in the play dough. With your finger, smooth out the word and start over with another spelling word. Write all of your spelling words in this way.</p>  | <p>Write EACH of your spelling words out neatly.<br/>You will need a coloured pencil. Trace over ALL the vowels in each word with your coloured pencil.</p> <p style="text-align: center;">Vowels= A E I O U</p>  |
| <p><b>ABC Order</b><br/>Write your spelling words in alphabetical order. Be sure to look at the first letter of each word. If the first letter is the same, look at the second letter.</p>  | <p><b>Connect the Dots</b><br/>Write ten of your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil.</p>   |
| <p><b>Across and Down</b><br/>1. Choose ten spelling words.<br/>2. Write each word neatly across and down, sharing the beginning letter.</p> <p><b>Example</b> when<br/>    h<br/>    e<br/>    n</p>   | <p><b>Spelling Sort</b><br/>Think of a way to sort your spelling words. Write your word sort neatly. You may want to sort your words by: syllables, beginning sounds, part of speech (nouns, verbs, adjectives, other), vowel sounds<br/>The possibilities are endless! Have fun!</p> |
| <p><b>Concentration</b><br/>Material<br/>Paper/card<br/>Pencil<br/>Word List<br/>Make a set of matching word cards from the word list. Put them on the table face down. Turn two cards over at a time. If they match you or your child can keep them. The winner is the person with the greatest number of words. Make sure your child can read the words they turn over.</p> | <p><b>Spelling Scrabble</b><br/>Spell each of your words with scrabble tiles. Then add up the point value using the numbers on each tile. Write the words in order according to their point value from greatest to least.</p>   |
| <p><b>Rhyming Words</b><br/>Choose <b>eight</b> of your spelling words. First write each spelling neatly. Think of a rhyming word for each spelling word. Write the new rhyming word next to your spelling word.<br/>Example: Cries Tries</p>   | <p><b>Squiggly Spelling Words</b><br/>Choose ten spelling words.<br/>You are going to write them two times. Write them first in squiggly letters. Then write them once more in regular letters.</p>   |
| <p><b>Guess Who</b><br/>Materials<br/>Paper<br/>Pencil<br/>Masking tape</p>   | <p><b>Number Plates</b><br/>A game similar to COUNTDOWN. On a car journey, observe the number plates of cars: DG72 TRC<br/>The aim of the game is to take the group of</p>  |

|   |  |
|---|--|
| <p><b>Word List</b><br/>Write some words on paper. Read the words with your child. Ask them to tape a word to your back. You have to ask a question e.g. does it begin with „th“? Can I sound it out? (green word)<br/>Now your child takes a turn to answers your questions. Tape a word to their back.</p>  | <p>three letters and keeping them in that order, make the longest word possible.<br/>From this number plate you could make the following words:<br/>Track<br/>Trace<br/>Terrific<br/>Tracing<br/>This game encourages children to think about words, and may even be able to extend an existing word by adding a prefix or suffix.</p>   |
| <p><b>Countdown/Conundrums</b><br/>The board game can be purchased but this is easy enough to set up yourself at home. From 2 packs of randomly selected vowels and consonants, pick 8 letters in total and beat the clock (you choose the time limit... but no more than 3 mins!) to create the longest correctly spelled word.<br/>Jumble up a known word to see if your child can solve the conundrum.</p> | <p><b>Bubble Letters</b><br/>Write six or your spelling words in bubble letters neatly. After you write your words in bubble letters, colour your words with a crayon or coloured pencil.</p>  |
| <p><b>Silly Sentences</b><br/>Write ten silly sentences using a spelling word in each sentence. Please underline your spelling words! Write your sentences neatly!<br/>Example: My dog wears a blue and purple dress when he takes a bath.</p>  | <p><b>Pyramid Writing</b><br/>Pyramid write 10 of your spelling words. When you are finished, draw a pyramid around your word.<br/>Home    h<br/>          h o<br/>          h o m<br/>          h o m e</p>   |
| <p><b>Adding My Words</b><br/>1. Choose ten spelling words.<br/>2. Add up each spelling word.<br/>3. Write them neatly.<br/><br/>*Consonants are worth 10. *Vowels are worth 5.<br/>Example:<br/>Said = 10+5+5+10=30<br/>      There =10+10+5+10+5=40</p>   | <p><b>Goopy Words</b><br/>Materials<br/>Re-sealable plastic bags<br/>Hairstyling gel or finger paint<br/>Masking tape<br/>Fill the re-sealable bag with gel or finger paint. Use masking tape to secure each bag to a table or other flat surface. Invite your child to choose a word from the Word List and use one finger to press the letters of their word into the gel or paint.<br/>Your child can erase their word by gently rubbing the bag with the palm of their hand until it is evenly distributed inside the bag.</p> |
| <p><b>Draw and Label</b><br/>Draw and label ten of your spelling words neatly. You must colour your drawings and labels.<br/>Don't forget to add a lot of great detail.</p>   | <p><b>Syllables Spelling</b><br/>Classify your spelling words accordingly to syllables. Clap each spelling word quietly to yourself to see how many syllables you hear. Write a chart like the one below.</p>  |

|   |  |
|---|--|
|   | <p>1 syllable 2 syllables 3 syllables<br/> cat brother elastic<br/> ball friendly correctly</p>  |
| <p><b>Sand, Paper and Paint</b><br/> Using sand, children write with their finger their spellings. This can also be used alongside look, say, cover, write and check. Children can use paint on paper in the same way and write their words with a paint brush or finger instead. This could also be extended to painting with water.<br/> Using chalk on a wall or pavement.<br/> Use a light coloured wax crayon then paint over the top to show the words.<br/> Work at different heights and angles – on the floor, paper stuck to the bottom of a table, horizontal.<br/> Using alternative writing implements such as wax crayons or felt tips.<br/> Using different textured paper or surfaces.<br/> Write words in cornflour and water or shaving cream (gloop).</p> <p>These activities reinforce letter shape and common patterns of letters.</p> | <p><b>I Spy With My Little Eye...</b><br/> This activity can be used with any child and focuses upon either the first letter of the word (as in the traditional game) or, more complicated, picking a specific pattern for the children to think of e.g. “I spy with my little eye, a word containing /ea/ together” Peach? Etc.<br/> This game supports children in listening to spelling patterns and thinking of words which would fit the pattern.</p>     |
| <p><b>Pipe-cleaner Words</b><br/> Materials<br/> Word List<br/> Pipe cleaners<br/> Paper/card<br/> Pencil<br/> In advance write a few words on individual pieces of card or paper.<br/> Ask your child to listen carefully while you say a word. Challenge your child to use the pipe cleaners to form all of the letters they hear. Show your child the word card and support them to use their pipe cleaners to add or change the letters they need to spell the word correctly.</p>  | <p><b>Extra! Extra!</b><br/> Materials<br/> Word List<br/> Paper<br/> Scissors<br/> Glue<br/> Magazines/newspapers<br/> Write a selection of words from the Word List in random order on a piece of paper.<br/> Read the words to your child. Ask your child to find the word in the magazine, cut it out and glue it to the appropriate word. (Give your child one page from a magazine and check that the words they are searching for are on the page.)</p> |
| <p><b>Spelling Rainbows</b><br/> Choose your 3 favourite crayons to rainbow write your spelling words. Write each word first in pencil in your literacy log. Then trace over each word three times. Each time you</p>   | <p><b>Water Words</b><br/> Materials<br/> Words on card or paper<br/> Paintbrushes<br/> Water</p>  |

|   |   |
|---|---|
| <p>trace, you must use a different colour crayon.</p>   | <p>Write several words on separate pieces of card or paper.<br/>         Ask your child to write a word two or three times on the patio or path.<br/>         Repeat with a different word.<br/>         Challenge: - can they write a sentence that includes the word?</p> |
| <p><b>Spell-a-me-Doodle</b><br/>         Using one word, the children draw a picture using the word over and over again to make the lines of their picture. E.g. if the focus word was house, the children might draw a house where the walls and windows are constructed with the word written over and over again.<br/>         This activity allows children to repeatedly write the word and is basically the same as Look, say, cover, write and check within a more interesting context. Your child must check that the word is spelt accurately each time.</p> | <p><b>Spelling Shapes</b><br/>         Write each of your spelling words neatly. Then go back and draw a circle around consonants and draw a square around the vowels.</p>  |
| <p><b>And don't forget...</b><br/>         HANGMAN<br/>         WORD SEARCHES<br/>         JUNIOR SCRABBLE<br/>         BOGGLE<br/>         LOTTO<br/>         WORD SNAP<br/>         MNEMONICS</p>   | <p><b>Create an Activity</b><br/>         Can you think of a fun activity to do with your spelling words? Be sure to give your activity a special name!</p>   |

## Glossary

**Common exception words** – words taught in each year group.

**Consonant** – any letter of the alphabet which is not a vowel.

**Digraph** – Two letters which together make one unit of sound, e.g. sh. th, ee, oa.

**Grapheme** – The written representation of letters which represent the sounds.

**Homophone** – a word which sounds the same as another word but is spelt differently and has a different meaning, e.g. hear and here

**Phonetics** – system of spelling words by representing sounds with syllables

**Phoneme** – the smallest unit of sound in a word, e.g. c/a/t, sh/o/p, t/ea/ch/er.

**Prefix** – small addition to a word made by joining on one or more letters at the beginning, e.g. pre, anti

**Plural** – a plural word refers to more than one thing, e.g. books

**Mnemonics** – an image an acronym to remember the word.  
E.g. because – big elephants can always understand small elephants.

**Segmenting** – means hearing the individual phonemes within a word – for instance the word „crash“ consists of four phonemes: „c-r-a-sh“. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme.

**Singular** – the name referring to one thing or a group of things, e.g. man, book, flock

**Split digraph** – two letters, which work as a pair, split, to represent one sound, e.g. a-e as in cake, or i-e as in kite

**Suffix** – a letter or group of letters added to the end of a word to change the way you use it, e.g. coward – cowardly

**Syllable** – a combination of one or more vowels and consonants which can make one short word or part of a longer word, e.g. won-der-ful

**Trigraph** – three letters which together make one sound but cannot be separated into smaller phonemes, e.g. igh as in light, ear as in fear and tch as in watch

**Vowel** – there are 5 vowels in the alphabet – aeiou

### **Websites for spelling**

<http://www.doorwayonline.org.uk/literacy/speller/> - Look, cover, write check.

<http://www.bbc.co.uk/schools/wordsandpictures/phonics/sandcastle/flash/fsgame.shtml> - fill in the missing letter to complete the word.

<http://www.bbc.co.uk/bitesize/ks1/literacy/spelling/play/> - completing the missing diagraphs.

<https://www.spellzone.com/games/index.cfm?wordlist=11897> – range of spelling games.

<http://www.ictgames.com/fallingPhonics/onlineVersion/> - fill in diagraphs to complete the words.

[http://www.ictgames.com/forestPhonics/fullV\\_public/index.html](http://www.ictgames.com/forestPhonics/fullV_public/index.html) - spelling game

<http://www.ictgames.com/soundButtons/index.html> - making own words.

<http://www.ictgames.com/plankgame.html> - spellings through hangman.

<http://www.ictgames.com/lcwc.html> - Look cover write check

<https://www.theschoolrun.com/what-are-exception-words> - A list of words that children should be able to spell by the end of Year One and Year Two and some information on what is taught in school.

## **Phonic Phases.**

Our phonics programme is split into six phases.

Phase 1 (Reception)

Phase 2 (Reception)

Phase 3 (Reception)

Phase 4 (Reception / Year 1)

Phase 5 (Year 1/2)

Phase 6 (Year 2)

We have also sent home some useful word mats which link to the age of your child.