

SPELLING AT HAYFIELD CROSS CHURCH OF ENGLAND SCHOOL

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Phase One, Phonics and Spellings Leader

AIMS OF THIS WORKSHOP:

1. To share the changes to how spellings are taught at Hayfield Cross
2. To share information on the 'Spelling Shed' and how to access this from home
3. To give a range of practical ideas and strategies on how to support your child with spellings at home

WHAT MAKES SPELLING IN ENGLISH SO CHALLENGING?

- 26 letters of the alphabet
- 44 sounds or 'phonemes'
- 19 – vowel sounds
- 25 – consonant sounds
- Sounds can be represented by more than one letter, e.g. sh-o-p
- One sound can be represented in a variety of different ways, e.g. shop, chef, sugar, tissue
- One spelling can represent a variety of sounds e.g. moon, book

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you,
On hiccough, thorough, lough and through?
Well done! And now you wish, perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds like bird,
And dead: it's said like bed, not bead
For goodness sake don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt).
A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and lose
Just look them up - and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart
Come, come, I've hardly made a start!
A dreadful language? Man alive!
I'd mastered it when I was five!



Spelling is
~~difficult~~
~~challenging~~
hard.

HOW WE TEACH SPELLINGS AT SCHOOL

- Y2 upwards 20 minutes discrete spelling lessons Monday – Thursday
- Y1 spellings taught through daily Phonics and one discrete spelling lesson on a Monday
- Spellings that are sent home on a Friday are now taught within discrete spelling lessons the following week
- A bigger emphasis now placed on spelling correctly in the context of writing not just for a test!
- A wide range of strategies to support visual, auditory and kinaesthetic learners
- Spellings will continue to be tested on a Friday

INTRODUCING THE SPELLING SHED

Spelling shed is an online spelling platform designed by a team of Primary School teachers. It is built with primary school students, teachers and parents in mind and aims to make spelling fun and engaging for students



SPELLING SHED

- Your child will receive their weekly spellings as an assignment via the 'spelling shed' app/website and also as a printed list in their spelling books
- Children will be able to access spellings via the 'spelling shed' app, online website and through their spelling books
- A range of modes are available to children when practicing their spellings (easy, medium, hard, extreme)
- Higher levels allow a higher score to be achieved but children can practise as much as they like on lower levels before trying to gain high scores.
- A star speller in each class will be chosen to receive a certificate at the end of each half term for effort and improvement in their spellings
- Children will receive their personal login details on Friday 17th May in their reading diaries
- Children will also have continuous access to their Key Stage common exception words

SPELLING SHED CONTINUED...



Weekly assignment that will be tested the following Friday

Continuous access to KS1/ KS2 common exception words to practice throughout the year

My spelling is wobbly.
It's good spelling but it wobbles
and the letters get in
the wrong places.



‘Children who struggle with spelling usually have limited strategies up their sleeve when they get stuck on a word. Ask any weak spellers the question, ‘what do you do when you cannot spell a word’. They will have, at best, one strategy. But it is most likely that they guess. To help them become better spellers they need to acquire a range of different approaches to help them.’

- Pie Corbett

APPROACHES TO SUPPORT BECOMING A GOOD SPELLER...

- Use of phonics
- Recognising words within words e.g grand-mother, everywhere
- Memory
- Use of synonyms e.g **said**— **silly ants in dresses**
- Reading, reading and more reading!
- Regular practice



VISUAL MEMORY...

Visual memory

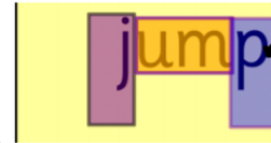
1. Circle the right one.

- Write out the words, but include wrong spellings.
- The child needs to circle the right one and explain how they know.

e.g. **escaped** **escapt**
holidays **holydays** **hollidays**

2. Colour-block and trace.

- Get your child to colour block the letters EXACTLY as THEY want – it does not need to match either the syllables or the sounds. This will show how the child actually sees the word.
- The teacher / peer can draw the shapes of three words the child is learning and get the child to identify which shape represents each word before writing in the letters on the blank shapes to spell each word.

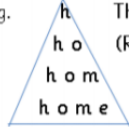


3. Naughty letters.

- Spot the 'naughty' letter in a word (the letter that is unexpected or which you often miss out of get wrong) and write the word with the 'naughty' letter bigger than the rest. You can even draw a picture for that letter, e.g. draw a face around the 'o' in people, draw a fruit for the 'l' in juicy.
- Look at the spellings written this way, then cover them, try to write the word and then look back and check.

4. Pyramid words.

- Write the word a letter at a time in a pyramid shape

e.g.  This means children repeat practicing the spelling, building up a letter at a time.
(Repeat copying also works on action memory)

5. Spot a word in a word.

- Children spot words that they can spell within words that they cannot yet spell, e.g. 'a rat' in 'separate'. Children can make up a silly sentence to help them remember, e.g. There's *a rat* in *sep - a - rat - e*. This is further supported by saying the word in a way that emphasises the word within a word.

AUDITORY MEMORY...

Sound memory

1. Say it as it sounds.

- Mispronounce a tricky word. Read the word exactly as it looks, e.g. business = 'bus - i - ness'
- Then look at how it is actually spelt to identify the unusual spelling or letter.

2. Say the letters aloud to a rhythm

- For example, M-I-S-S-I-S-S-I-P-P-I
- You can sing, rap or clap the letters to a rhythm to help memorise it.
- Saying the word / rap silently, whispering it, saying it aloud (and shouting it) can also help to memorise it.

3. Mnemonics

- Choose a tricky word with an unusual spelling, e.g. ough. Make up a word for each letter, e.g. **O**h **U** Grass **H**opper. This can be useful for some tricky words, but cannot be used all the time.

4. Tape players

- Children record themselves saying the word or spelling the word. They listen back to the word and try to write it, they then listen again and check.

KINAESTHETIC MEMORY...

Action memory

1. Tracing

- Get children to write the word very large and trace over it with their finger.
- Using your finger as an imaginary pen write the word on the child's back and get them to say the letters aloud and then say the whole word. Now try to write the word spelt correctly.

2. Repeat copying

- Write the word three times in different sizes – small, medium and large.
- Look at the spellings written this way, then cover them, try to write the word and then look back and check.

3. Look, cover, write, check



SPELLING AT HOME



- Create a quiet, relaxing environment for spelling practice.
- Build regular spelling practice into your daily routine – 10 minutes per day is better than one hour at the weekend
- Provide encouragement and use your parental judgement. Does your child need more or less adult support? Can they spell the words and need to be extended? Children might need support with choosing the most appropriate strategies/modes (the strategies that reflect how they learn best and the strategies that are most appropriate for that word).

SPELLING AT HOME



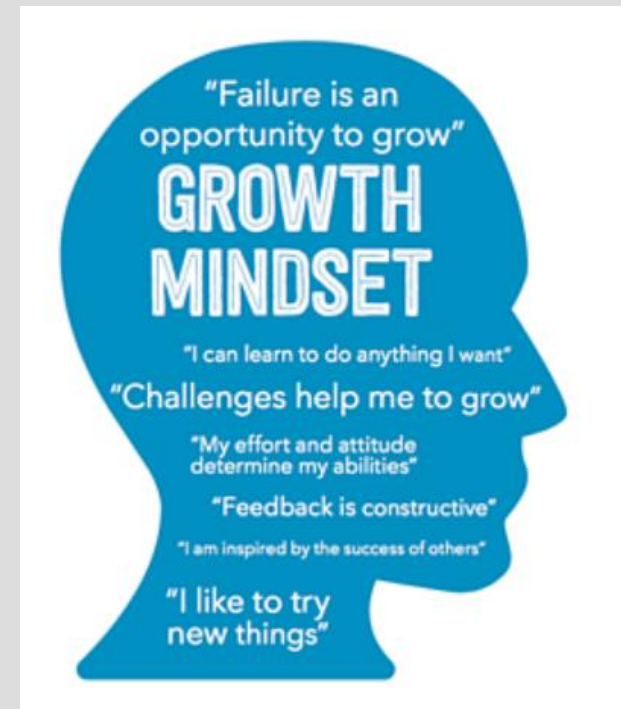
- Discuss the words with them.
- Help children identify what part of the word they can spell (we can almost always spell some letters) and celebrate success!
- Help children identify what part(s) they find tricky. Discuss why they find these particular letters harder – is it that they often write them in the wrong order, or that they miss out a letter, or add in extra letters.
- Come up with strategies together to help remember these specific, tricky letters, e.g. highlight them, draw a picture around them, write those letters bigger, shout those letters as they say the word aloud.

GROWTH MINDSET

Encourage a growth mindset in your child by praising them for their effort and recognising their mistakes and trying to fix them.

Remember, there is no such thing as a ‘good speller’ or a ‘bad speller’ – our intelligence and ability is not fixed, but can be developed and grow over time.

This takes effort, an understanding of how we learn and resilience!



GROWTH MINDSET

- Avoid “good” or “clever” – praise the process: the effort, strategies, focus and perseverance. E.g. “I’m impressed with how hard you have tried.”
- “This is what you wrote..... Can you spot anything wrong with that?”
- “This may take some time and effort. You can improve so keep trying.”
- Remember the power of “yet” – “We can’t spell this yet, but we will if we keep trying.”



THANK YOU

Please complete a short survey before you
leave.

If you have any further questions please speak
to me at the end or directly with your child's
class teacher.