

Spelling Workshop

Aims

- ▶ Reasons for improving spelling skills
- ▶ Why children struggle?
- ▶ Introduction to the Read Write Inc Spelling Programme
- ▶ Why are we changing how we test spellings?
- ▶ Spelling tests
- ▶ How we support children who are struggling with spellings
- ▶ Sounds
- ▶ Jumping red / orange words
- ▶ Strategies to learn spellings

Reasons for Improving Spelling Skills

Spelling is
~~diffecolt~~
~~challengeng~~
hard.

Why Children Struggle to Spell?

“Children who struggle with spelling usually have no 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

Read Write Inc Spellings

- ▶ 15 minutes a day
- ▶ A series of short, progressive activities
- ▶ Partner work
- ▶ Grouped according to need
- ▶ Speed Spell Test



Why Are We Changing How We Test Spellings?

- ▶ Although children were able to score well on weekly spelling tests in class, they weren't consistently able to spell the same words out of the test situation.
- ▶ Schools who have been using Read Write Inc Spellings consistently have shown a significant improvement in their pupils' spelling ability.

Spelling Tests

Summary of content assessed by Practice Test papers in *Read Write Inc. Spelling*

Each test has 20 questions and the words are sampled from recently taught content and content taught in previous units or years.

Year 2:

- Practice Test 1: Y2A Units 1–5
- Practice Test 2: Y2A Units 6–10 (plus revision)
- Practice Test 3: Y2A Units 11–14 (plus revision)
- Practice Test 4: Y2B Units 1–5 (plus revision)
- Practice Test 5: Y2B Units 6–10 (plus revision)
- Practice Test 6: Y2B Units 11–15 (plus revision)

Year 3:

- Practice Test 1: Y3 Units 1–3 (plus revision)
- Practice Test 2: Y3 Units 4–6 (plus revision)
- Practice Test 3: Y3 Units 7–8 (plus revision)
- Practice Test 4: Y3 Units 9–10 (plus revision)
- Practice Test 5: Y3 Units 11–12 (plus revision)
- Practice Test 6: Y3 Units 13–14 (plus revision)

Year 4:

- Practice Test 1: Y4 Units 1–3 (plus revision)
- Practice Test 2: Y4 Units 4–6 (plus revision)
- Practice Test 3: Y4 Units 7–8 (plus revision)
- Practice Test 4: Y4 Units 9–10 (plus revision)
- Practice Test 5: Y4 Units 11–12 (plus revision)
- Practice Test 6: Y4 Units 13–14 (plus revision)

Year 5:

- Practice Test 1: Y5 Units 1–2 (plus revision)
- Practice Test 2: Y5 Units 3–4 (plus revision)
- Practice Test 3: Y5 Units 5–6 (plus revision)
- Practice Test 4: Y5 Units 7–8 (plus revision)
- Practice Test 5: Y5 Units 9–10 (plus revision)
- Practice Test 6: Y5 Units 11–12 (plus revision)

Year 6:

- Practice Test 1: Y6 Units 1–2 (plus revision)
- Practice Test 2: Y6 Units 3–4 (plus revision)
- Practice Test 3: Y6 Units 5–6 (plus revision)
- Practice Test 4: Y6 Units 7–8 (plus revision)
- Practice Test 5: Y6 Units 9–10 (plus revision)
- Practice Test 6: Y6 Units 11–12 (plus revision)

Year 6 challenge

These Practice Tests sample content from Years 5 and 6 only (with no revision of previous years' work) and test more challenging words.

End of Year Practice Tests

There is one End of Year Practice Test each year, and two for Year 2 (2A and 2B). These papers test all of the content from a year of teaching (i.e. at least one sample word from each unit, plus a selection of words from the Special focus pages). This includes a selection of red words/common exception words for Y2 or orange words/word list words for Y3–6. The tests also include homophones and grammar focuses such as apostrophes where appropriate.

What is in place for children who struggle with spellings?



- ▶ Children who did not pass their Phonics Screening retake in Year 2 or have gaps with their phonics knowledge, are placed in a phonics intervention.
- ▶ Children complete a phonics test and this enables them to be placed in the correct phonics phase group.
- ▶ The children work through books in small groups and complete activities based on what they are reading.
- ▶ Once children have become more confident with their phonics, they are then placed in a spelling intervention.
- ▶ Spelling interventions consolidate the spellings children are finding difficult to remember how to spell.
- ▶ Scaffolding.

Sounds












- ▶ Read Write Inc Spelling builds on from the grapheme-phoneme correspondence that children learn in KS1.













The technical vocabulary for a sound is **phoneme**. We call the letters used to make a sound a **grapheme**.

- ▶ We teach the children that one sound is often spelt in more than one way.
- ▶ The sounds we teach the children to pronounce are pure so 'm' does not become 'muh' and 's' does not become 'suh'.
- ▶ Digraphs = 2 letters that make 1 sound snail
- ▶ Trigraphs = 3 letters that make 1 sound night
- ▶ Split digraphs = a-e as in maake













Complex Speed Sounds












Consonants sounds

										
f r ph	l l le	m m mb	n n kn	z r wr	s s se ce	v ve	z z se	sh l ci	th	ng nk

											
b bb	c ck ch	d dd	g gg	h gg	j g dge	p pp	q qu	t tt	w wh	x xy	ch tch

Vowel sounds

											
a	e ea	i	o	u	oy e ai	ay e ai	y ea e	igh i e y	ow o oa o	ow o oa o	oa o

										
oo u ew	oo	ai	or oor ew au	air are	ir ure	ur ow	oy oi	ire	ear	ure

Jumping Red / Orange Words

Jumping Red Words: Year 1 and 2
common exception words.

Jumping Orange Words :

- 1 set of words for Year 3 and Year 4
- 1 set for Year 5 and Year 6.

How to Support at Home

- ▶ Identify the words your child has struggled to spell in their spelling test and use some of the strategies we will look at to help them learn how to spell the words.
- ▶ Practise the relevant Year 3/4, Year 5/6 statutory spellings words or Year 1 and 2 common exception words with your child at home.

Strategies to Learn Spellings

► Mnemonics

said... **S**ally **A**nn **I**s **D**ancing

We went TO GET HER = Together

island



An island
is **land**
surrounded
by water

Strategies to Learn Spellings

▶ Create a song / rap

H A P P Y

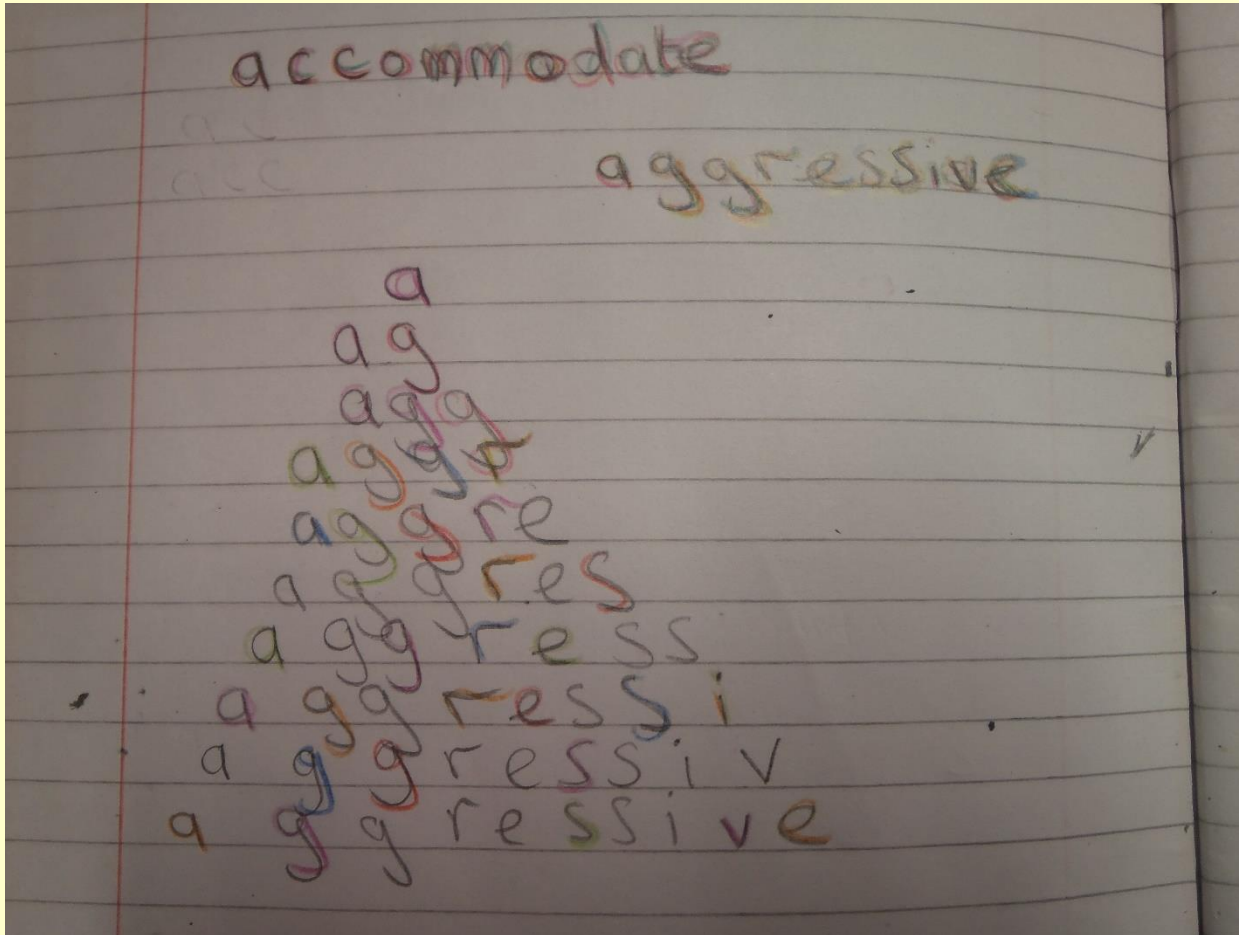
Strategies to Learn Spellings

► Words within words



Strategies to Learn Spellings

► Pyramid writing



Strategies to Learn Spellings

► Rainbow writing



Strategies to Learn Spellings

▶ Writing in a sand tray



Strategies to Learn Spellings

► Flash cards

accident

accidentally

actual

actually

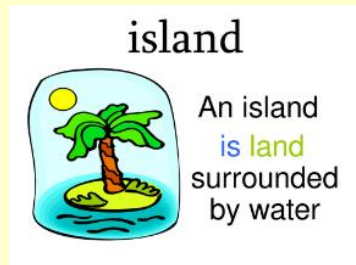
Strategies to Learn Spellings

► Say it, make it, write it!



Now it's your turn!

In your groups, try to use some of the spelling strategies we have looked at and use them to 'teach' each other how to spell some of the following words:



friend

actual

busy

conscience

gnome



accident

accidentally

actual

actually

Complex, Scaled Sounds																			
Consonant sounds																			
f	ff	ph	l	ll	lo	m	mm	mb	n	nn	kn	r	rr	s	ss	se	z	zz	ci
b	bb	c	ck	ch	d	dd	g	gg	h	p	pp	q	qu	t	tt	w	wh	x	ch
Vowel sounds																			
a	e	ea	i	o	u	ay	a-e	ai	oe	y	igh	ie	oa	ow	o-e	o			
oo	ue	ow	au	oi	ou	or	oo	ow	au	er	ir	ur	ow	oi	ir	er	ow	ie	re

Please use the resources on your table!

ANY
QUESTIONS?

