

Spelling

How Spelling is Taught at ISTCI

The spelling content within our Curriculum has been changed to include lists of words that children must be able to spell by the end of Grade 2, 4 and 6. In addition, the children are now expected to learn more challenging spelling patterns at an earlier age.

As a school, we have purchased a new scheme called 'Read Write Inc Spelling.' You will probably heard about this at our Parent Information Sessions last week. This scheme has been shown to increase ability, confidence and enjoyment of spelling. 'Read Write Inc' are an educational company which produce a number of literacy resources including a phonics programme. At the current time we have only invested in the Spelling scheme. Every child from Grade 2-6 in the school will be using the spelling programme.

It's never too late to learn to spell but it's never too early to start learning how to spell correctly. Learning how to spell is a useful lifelong skill. Correct spelling makes a pupil's work easier to read and understand, and pupils themselves take pride in spelling words accurately. We have introduced a new programme at ISTCI so that, all things being equal, our children can leave us confident in their ability to spell.

Spelling - How Read, Write Inc Spelling works at ISTCI:

We are now using the 'Read, Write Inc Spelling' programme to teach children spelling to children in Grades 2-6.



In the past many of our children have found memorising spellings for a test stressful or they have forgotten the spelling of the words immediately after the test. Therefore we have invested in a scheme that teaches children a method for working out how to spell any words which have regular patterns. There is also a weekly focus on an irregular spelling pattern which need to be memorised.

The spelling programme runs in daily sessions of approximately fifteen minutes. The 'Get Spelling!' practise book has a range of teacher-led activities, paired work and independent activities.

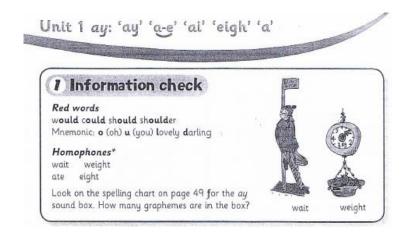
Alongside this there is a Spelling Log where children can record the words they find difficult to spell.

Parents can help support their children by collecting/practicing/playing games with the appropriate words that match the sound combination their child is learning.

All units follow the same format of fun activities, together with tips explaining when each spelling pattern is likely to be used. Below you can see an example outline of one unit.

Session One

Information check-



Children practice spelling 88 red words (common words with unusual spellings) using techniques such as mnemonics, raps, words-in -words and 'naughty letters'.

Homophones are also introduced at the start of each unit.

<u>Session Two</u>

Dot, dash and count-

2 Dot, dash and count

Dot and dash the graphemes in the words below.

Draw a 'smile' to indicate a sound written with a split grapheme, e.g. make
Write the number of sounds in each word. Then check with your partner.

Children are taught the alternative spelling for the same sound in single and multi-syllable words

ay	ay a-e				ai	eigh
day	2	made	3	brave	wait*	weight*
way		ate*		date	paid	eight*
away		make		cage	pain	weigh
stray		take		escape	train	а
delay		came		mistake	fail	apron
today		gave		chocolate	afraid	table
Monday		save			complain	able
holiday			0		explain	
birthday		1				

Tips:

* 'ay' always comes at the end of a root word.

* 'a-e' is the most common spelling of this vowel sound.

Sesssion Three

Write the root-

3 Write the root

Write the root word.

Remember that when the suffix 'ing' is added to a root word, the final 'e' is dropped. Say: 'You can't have an E with an I-N-G.'

suffix -s	root	suffix -ing	root
days		making	
pays		taking	
delays		escaping	
		mistakina	

suffix -ed	root
strayed	
delayed	
waited	
contained	
complained	
escaped	

mistaking	
escaping	
taking	
11100019	

0000000	
suffix -est	root
bravest	

Children are taught the impact of suffixes on key root words

Session Four

Word Fill

Children
practise spelling
the homophones
in the context of
sentences.

4	Word fill		
	e the correct word to write weight way weig	in each space. Then check it wi h eight ate	th your partner.
(I)	What is the	of the cake? It looks	s very heavy.
2	How long will I have to _	for the	bus?
3	I have eaten too much co	ike. How much do you think I $_$?
4	I do not know which	to go.	
(5)	Kate is	years old.	adda.
6	Who	all the chocolate cake?	3323
140010000			

Session Five

Circle the right one

the correct spelling.	
escapt escaped	4 bravest bravist
holidays holydays hollidays	5 choclate choclut chocolate
making makeing macking	

Children select the correct spelling form other incorrect spellings of the same word, and begin to assess their knowledge of words learnt so far.

Session Six

Four-in- a-row game

Partners take
turns in
assessing each
other's
knowledge of the
week's words.

6 Four-in-a-row game

Take turns to spell a word from the lists in Activities 2 and 3. (Don't look!) Write the words in a jotter.

Tick a circle if it's correct. If not, correct the bit that's wrong. The winner is the first to spell four words in a row correctly.



Session Seven

Dictation

> Dictation

Take turns to read aloud the dictation sentences from Unit 1, pages 45 and 47, for your partner to write in a jotter — no peeping!

Correct any errors your partner may have made. Swap after each sentence.

Partner's asses each other's spelling knowledge using dictation sentences.

Session Eight

Spelling Log

Children identify
the words they
would like to
review in
subsequent
weeks

8 Spelling Log

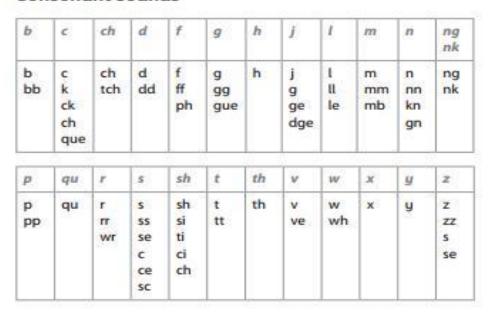
Choose five words from Activities 2 and 3 that you find most challenging. Write them in the grid on page 8 of your Spelling Log Book. Circle the part of the word that you found most difficult to remember and explain why to your partner. Discuss with your partner how you will remember how to spell the word.

Extra Resources

Different ways of spelling the sounds, there are other ways that are not included in the chart. If you find another way to spell a sound with your child, feel free to add it to the list.

Read Write Inc. Spelling Sounds charts

Consonant sounds



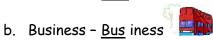
Vowel sounds

a	e	i	0	ш	ay	ee	igh	OW	00
а	e ea	i y	o a	u o ou	ay a-e ai eigh a ei ey aigh	ee e-e ea e y ey ei ie	igh i-e y ie i	ow o-e oa o	oo u-e ew ue oe ou

00	ar	or	air	ir	ou	oy	ire	ear	ure
00	ar a	or ore oor aw au a	air are ear	ir ur er or	ow	oy oi	ire	ear eer	ure

Tricks to help your child learn challenging words:

- 1) Mnemonics
 - a. Make up a saying to learn the tricky part.
 - i. Rhythm: <mark>r</mark>hythm has your <mark>t</mark>wo <mark>h</mark>ips <mark>m</mark>oving
 - ii. Spelling pattern -ight: I go home tonight
 - iii. Said: it's got an a and i but I don't know why
- 2) Word in a word, and draw a picture
 - a. What W hat



- 3) Sticky letters
 - a. People pe ple
 - b. Who Sho
- 4) Say it as it looks
 - a. Woman: Wo! Man
 - b. Peculiar: pec u liar (say pec like peck, liar as the word liar)
- 5) Rap it, say the word and the graphemes in a rhythm and repeat.
 - a. Where: Wh ere, where, 'double u aitch ee ar ee', wh-ere, where

See the following website for more information:

http://www.ruthmiskin.com/en/parents/