



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 have 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-


Unit 1 ay: 'ay' 'a-e' 'ai' 'eigh' 'a'

Information check

Red words
would could should shoulder
Mnemonic: o (oh) u (you) lovely darling

Homophones*
wait weight
ate eight

Look on the spelling chart on page 49 for the ay sound box. How many graphemes are in the box?



wait weight

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.

Session Two

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		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	a
delay		came		mistake	fail	apron
today		gave		chocolate	afraid	table
Monday		save			complain	able
holiday					explain	
birthday						



Tip: ★ 'ay' always comes at the end of a root word.
★ 'a-e' is the most common spelling of this vowel sound.

Session Three

Write the root-

3 Write the root

Write the root word.

Tip: 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
days	
pays	
delays	

suffix -ing	root
making	
taking	
escaping	
mistaking	

suffix -ed	root
strayed	
delayed	
waited	
contained	
complained	
escaped	

suffix -er	root
braver	

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

Choose the correct word to write in each space. Then check it with your partner.
wait weight way weigh eight ate

- ① What is the _____ of the cake? It looks very heavy.
- ② How long will I have to _____ for the bus?
- ③ I have eaten too much cake. How much do you think I _____?
- ④ I do not know which _____ to go.
- ⑤ Kate is _____ years old.
- ⑥ Who _____ all the chocolate cake?



Session Five

Circle the right one

5 Circle the right one

Circle the correct spelling.

- | | |
|-------------------------------|------------------------------|
| 1 escapt escaped | 4 bravest bravist |
| 2 holidays holydays hollidays | 5 choclote choclut chocolate |
| 3 making makeing macking | |

Check with your partner.
Then check your answers in your dictionary.

Children select the correct spelling from 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 assess 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

<i>b</i>	<i>c</i>	<i>ch</i>	<i>d</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>j</i>	<i>l</i>	<i>m</i>	<i>n</i>	<i>ng</i> <i>nk</i>
b bb	c k ck ch que	ch tch	d dd	f ff ph	g gg gue	h	j g ge dge	l ll le	m mm mb	n nn kn gn	ng nk

<i>p</i>	<i>qu</i>	<i>r</i>	<i>s</i>	<i>sh</i>	<i>t</i>	<i>th</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i>
p pp	qu	r rr wr	s ss se c ce sc	sh si ti ci ch	t tt	th	v ve	w wh	x	y	z zz s se

Vowel sounds

<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>	<i>ay</i>	<i>ee</i>	<i>igh</i>	<i>ow</i>	<i>oo</i>
a	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 a-e oa o oe	oo u-e ew ue oe ou



<i>oo</i>	<i>ar</i>	<i>or</i>	<i>air</i>	<i>ir</i>	<i>ou</i>	<i>oy</i>	<i>ire</i>	<i>ear</i>	<i>ure</i>
oo	ar a	or ore oor aw au a ar	air are ear	ir ur er or	ou 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: rhythm has your two hips moving
 - 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 
- b. Business - Bus iness 

3) Sticky letters

- a. People - pe  ple
- b. Who -  ho

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/>