

KS1 – Spelling Workshop



May 3rd 2019

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National Curriculum

'Most people read words more accurately than they spell. The younger pupils are, the truer this is.'

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Aims of the Workshop

- To explore how we teach children to spell in Year 1 and Year 2
- To provide guidance on how to support your child with their spelling at home.

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What is Read Write Inc?

- A programme which we use to teach reading and writing
- Teaching RWI lesson involves:
 - teaching a sound
 - reading and spelling words using the sound
 - reading books and writing sentences with these sounds and words
 - It is a reading and writing programme based on Phonics

What do we mean by Phonics?

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Reception and Year 1

Why do we use the RWI programme?

- It has worked in Year 2 as intervention, and Reception and Year 1
- There is real evidence that it has an impact on reading and writing
- It works along side other literacy lessons

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Reception and Year 1

Spelling

- Phonetical words
- Green words
- use Fred fingers

1. Say the word and ask children to repeat.

2. Children count the sounds onto their fingers.

3. Say 'fingers' and the children hold up the correct number of fingers.

4. Children say the word and pinch the sounds.

Reception and Year 1

Spelling

- Tricky words or common exception words (Red words) – need to learn using Red Rhythms
- Steps – say the word, write the word, circle tricky grapheme, say letter names, change voice for the 'tricky part'

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Reception and Year 1

Spelling

- Hold a sentence
- Steps – generate a sentence, repeat it until you know it well, sound it out one word at a time, use Fred fingers for phonetical words and Red Rhythms for common exception words
- Remember capital letters, finger spaces and full stops.

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Barriers to Spelling Accurately

Don't expect every spelling to be correct!

- Knowing all the sounds and what letters look like
- Handwriting – forming the letters correctly
- Finger spaces
- Using adventurous vocabulary
- Generating sentences

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Year 2

- Teaching of phonics continues into Year 2.
- Children are introduced and taught different spelling rules

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Spelling Rules

Plurals – *bats, berries*

Adding suffixes – *started, quickly, careful, helpless*

Adding prefixes – *unhappy*

Contractions – *can't, wouldn't, shouldn't*

Possessive apostrophe – *Ryan's toys*

Homophones – *their, they're, there*

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No Nonsense Spelling Programme

- Meets the requirements of the National Curriculum
- Clear progression throughout the year
- Supports different teaching strategies

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Revise

Activate prior knowledge
Revisit previous linked learning



Teach

Introduce the new concept
Explain
Investigate
Model



Practise

Individual/group work
Extend/explore the concept independently
Investigate
Generalise



Apply/Assess

Assess through independent application
Explain and demonstrate understanding

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Teaching Contractions

Lesson	Year 2, block 3, lesson 6
Lesson type	Teach
Lesson focus	Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)
Resources needed	Supporting Resource 2.16 (contractions dominoes), spelling journals
Teaching activity	Teach pupils what a contraction is and explore it in terms of <i>cannot</i> and <i>can't</i>. Talk about why we use contractions. Practise saying the words <i>contraction</i> and <i>apostrophe</i>. Stress that the apostrophe goes in the place of the missing letter(s). Give pairs of pupils sets of dominoes from the resource and show them how to play with them, placing them in a row, matching the corresponding words. Go through each contraction and check that pupils have matched it correctly. Pupils write the resulting chain of words in their spelling journals.

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Teaching Contractions

cannot

hasn't

has not

it's

it is

couldn't

could not

didn't

did not

I'll

I will

can't

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Learning Strategies

Look, say, cover,
write, check

This is probably the most common strategy used to learn spellings.

Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

Cover: cover the word.

Write: write the word from memory, saying the word as you do so.

Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

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Learning Strategies

Drawing around
the word to show
the shape

Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.

t o t a l l y

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Learning Strategies

Drawing an image
around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

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Learning Strategies

Words without vowels

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:

f_____ld

Pyramid words

This method of learning words forces you to think of each letter separately.

p
py
pyr
pyra
pyram
pyrami
pyramid

You can then reverse the process so that you end up with a diamond.

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Application

Window because the fire was
down stairs so I jumped out
of my window. I ^{SP} saw the fire
glowing beautiful heard a heater

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Application



next I. had my baptizing
lunch that my mum packed.
but the pesky birds tried to get
my lunch. tried

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How you can support at home

- Focus on words that should be spelt correctly such as common exception words
- Praise attempted spelling that demonstrates some understanding of how to spell the word correctly
- Regular practice

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