

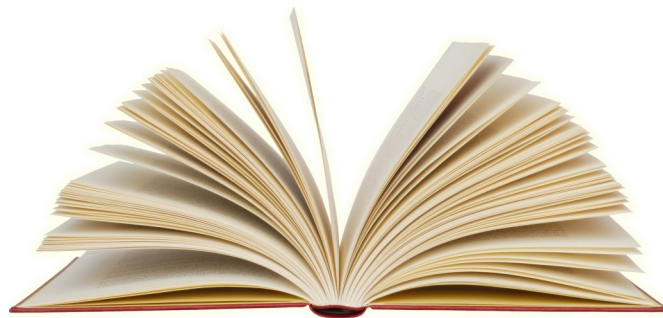


# Kildwick CE VC Primary School

Learning to Live, Living to Love, Loving to Learn



## Spelling at Kildwick CE VC Primary School



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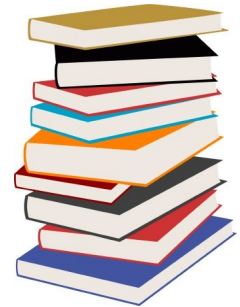


# The Importance of Spelling

How important is good spelling, really? Is it still vital in a world of typed documents, emails and auto correct? Isn't it the quality of writing we should be worried about, rather than the spelling of the words themselves?

**Perhaps, as Mark Twain observed, 'anyone who can only think of one way to spell a word lacks imagination'.**

At Kildwick CE Primary School, we believe learning to spell well is extremely useful if we want children to become confident writers. If they are constantly stopping to think about how words are spelled while they write, it can interrupt the flow of their thoughts, taking them away from what we want them to be thinking about: their choice of words and how they construct those words into sentences that communicate exactly what they want to say. If they're confident spellers, they're also much more likely to make adventurous vocabulary choices, selecting the exact word to communicate their message, rather than playing it safe and using a word they already know how to spell.



## What Our Children Say About Spelling...

### What do you like about spelling?

*I find it very fun and exciting and you can find new words you haven't heard before.*

*The thing I like about spelling is that I learn patterns that help me spell similar types of words.*

*Some words are tricky!*

*I enjoy using the computers and Spelling Shed to practise my spellings.*

### Which words are your favourite to learn?

*I like to learn new words from non-fiction because they are often scientific and I like science.*

*Finding new synonyms is fun because you can use them to make your writing better.*

### What do you use in the classroom to help you spell?

*I would use a dictionary to look up the word and if it wasn't there I might use a computer to find the word I need.*

*Thesauruses are great for finding alternatives!*

### Why is it important to spell well?

*If you can spell, you will be a lot more successful in life.*

*You can get better at understanding the world around you.*

# Our Spelling Intent

Our English strategy follows the 2014 National Curriculum. Our primary aim is to increase children's confidence, enjoyment and ability in reading, writing and communication. We ensure that we provide all children with depth, breadth and ambition in their learning – ensuring that our curriculum is well sequenced and building on knowledge and skills gained as children progress through school.



We promote a love of writing whereby children want to write spontaneously with enjoyment. We strive for our children to develop a passion for English to aid them in later life and to enable them to become lifelong learners.

## **Spelling Implementation:**

In the early stages of spelling, we teach children to decode and spell words using phonic skills as our sole approach.

Systematic synthetic phonics are taught using the Little Wandle Letters and Sounds Revised programme. Children are introduced to synthetic phonics at the start of their Reception year and children progress through the scheme to the end of Year One. Some words are considered tricky words and children are taught to identify which part of the word is tricky and which parts can be decoded. For example: is, laugh, here, some, were and sure. Please see the list at the back of this booklet for the full list of tricky words. Each half term, parents will be informed of which tricky words their child is focussing on. This replaces weekly spelling tests which proved ineffective when children were required to apply them to their written work.

We strive to ensure that children “keep up” rather than “catch up” and we offer early intervention when a pupil is making slower progress than expected.

In KS2, pupils have a weekly spelling lesson which focusses on spelling patterns as well as learning the common exception words for each year group. Several interventions are used in KS2 which cover phonics skills for those pupils who still need to access the phonics curriculum. This is a targeted intervention based on the individual need of the child.

# The Progression of Spelling

**Spelling is an integral part of the writing process. Pupils who spell with ease are able to concentrate on the content of their writing and the making of meaning.**

**While it is important to remember that spelling is not the most important aspect of writing, confidence in spelling often has a profound effect on the writer's self-image.**

## **Preliminary Spelling;**

A child uses scribbles, letters and letter-like shapes . There is no understanding of phoneme-grapheme-correspondence (GPC)

Writing will lack conventions of print, e.g. spacing, left to right...

## **Semi-Phonetic Spelling:**

A child is developing an understanding of GPCs and attempts to use them.

Uses graphemes to represent phonemes which are most obvious, e.g. wt for went (initial and final) or kitn for kitten (initial, medial and final).

## **Phonetic Spelling:**

A child will choose GPCs on the basis of sound rather than spelling conventions, e.g. wen for when or wich for witch.

Spelling mostly represents the phonemes heard in the word, e.g. peepl.

Alternative graphemes are insecure in their use (ai, a-e, ay, a, eigh, ey... for long -a- sound).

A child will generally write as they speak.

## **Transitional Spelling:**

A child's spelling will move from sound to structure.

Use graphemes to represent all consonant and vowel phonemes as well as syllables.

May still over-focus on the sounds in words.

Beginning to use other strategies, e.g. letter patterns, silent letters, double consonants, mnemonics...

Have a growing bank of known words.

## **Independent Spelling:**

A child will be aware of many patterns and rules of the English spelling system including uncommon patterns and irregular spellings.

Generalise and apply to unfamiliar words.

Use prefixes and suffixes.

Use a range of spelling strategies.

Be aware when a word does not look right.

Have a large bank of known words.

# What happens when?

## **Reception (EYFS)**

In Reception our primary approach to teaching spelling is through phonics. We teach the children all of the phonemes in the English language and the sounds they make. They can then apply this knowledge in their play and more formal English sessions as they read phonetically decodable words and write words, then simple sentences, using their phonic knowledge. At this stage, some words will be spelt correctly but all will be phonetically plausible.

Alongside this we also teach the children common exception words (tricky words), which are words that have irregular spellings but which are considered high frequency words, e.g. the, to, said, he, she, are, they. As children progress, they explore alternative ways to make phonemes and learn to select the correct ones.

We don't test spelling in Reception. We assess the children's phonic knowledge daily which includes their knowledge of the Reception common exception words. Parents are kept aware of the phonemes and tricky words we are covering each week through our Google Classroom.

## **Year 1**

In Year One, we continue our approach to teaching spelling through daily phonics sessions including the 'segmenting' of words—looking at how words sound so we are able to use that knowledge to help us write those words.

Children's ability to apply phonic knowledge is assessed through their written work and regular phonics assessments.

## **Year 2**

In Year Two, children will be taught spelling rules and patterns as part of daily phonics sessions. Parents will be informed of these spelling patterns via Google Classroom. Additionally, common exception words will be sent home to practice. The children's knowledge of these words will be assessed through their writing and informal checks at the end of every half term.

# What happens when?

## **Kingfishers**

We practise our spellings throughout the week in Kingfisher class using spelling rules and patterns. This involves short and fast activities either on individual whiteboards or on paper. We will repeat some spelling rules more than once to fully embed these. We encourage children to think about the spellings that we have done when writing and children are given time to self correct words spelt incorrectly in their written work. There is a weekly spelling test and children will be sent home words to learn; this will be communicated to parents on the Google Classroom.

## **Owls**

Children have a spelling lesson each week focused on learning the spelling rules and patterns for that week. The spellings will be revisited during the week using activities such as games, challenges, whole class teaching, small group work and computer programs. There is a weekly spelling test and children will be sent home words to learn; this will be communicated to parents on the Google Classroom.

Editing and improving our written work is a normal part of our learning in Owls Class. We self assess, peer assess and group assess our writing, supporting each other to check many different features, including spelling. We may use a dictionary or word banks to ensure accurate spelling. When an adult highlights a spelling error in our work; we are given the correct spelling or need to look up the correct spelling and write it into our book three times.

## **Eagles**

Pupils in Year Six will continue to have a weekly spelling test. A formal spelling test is included in the end of KS2 SATS test; the learning of weekly spelling, and tests, are a useful preparation for this.

Year Six will be tested on a range of word types, including: statutory spellings for Year Six (and previous years) as well as topic and vocabulary based words, which are useful in extending and enriching pupils' vocabulary, knowledge and understanding.

In order for children to be assessed at working at the 'expected standard' in writing at the end of KS2, children need to be spelling 'most' words correctly from the Year 3, 4, 5 and 6 Statutory Spelling Lists. Children are encouraged to spend time editing their work and closely checking spellings with a dictionary in order to achieve the expected standard.

# Spelling Strategies to Use at Home

Learning to spell correctly is a crucial skill for life. If you and your child are looking for some new and fun ways to get the spellings of words learnt, try these:

Use each word in a silly sentence. The sillier the sentence, the more memorable. Underline the spelling word in each sentence.

Play hangman with a partner, using your words.

Write a sentence or short paragraph that contains every single one of your words.

Make up a code for your words e.g. A=1, B=2 and so on. See if someone else can crack your code.

Write each word and incorporate it into a silly picture. For example, if one of the words is 'thumb' draw a hand with the word itself instead of the thumb.

Play charades with the words. When each one is guessed, spell it.

Make a mini-dictionary. Sort the words into alphabetical order then write them out with a definition next to each one. For a challenge, see if you can also say whether each word is a noun, verb, adjective etc.

Make a word search with your words and list them underneath.

Paint your words onto paper, write them in water with a big brush onto the outside wall of the house, or write them on the ground with coloured chalks.

Write out the letters in the words with different coloured felt-tips or pencil crayons.

Ask your helper to write your words as anagrams (mixing up the letters) Can you work out which one is which?

Write out the words on the computer. Use different fonts and different colours for the different letters.

**Your child will have their own favourites, but experiment with a variety of strategies so that learning the spellings is part of a game rather than a chore.**



# Tricky Words by Phonics Phase

We teach the most common tricky words first as these are words that children will come across when reading. Children also need to be able to spell these words.

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
Into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

# Year 1 and 2 Common Exception Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

## Year 3 & 4 Statutory Spelling Words

Children may be tested on these words in spelling tests and are expected to use a variety of them in their writing.

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

# Year 5 & 6 Statutory Spelling Words

Children may be tested on these words in spelling tests and are expected to use a variety of them in their writing.

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

# Online Support for Spelling

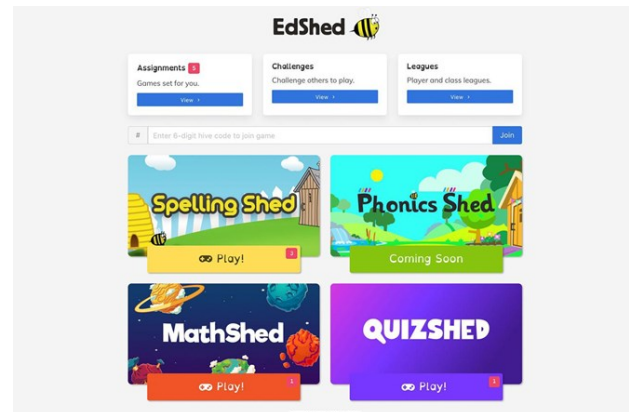
Your child's teacher will give them a Spelling Shed log in when they are ready to access this material.



## A Parent Guide

Log in using the username and password or scannable QR code and it will take you to this screen.

The pink notification boxes indicate how many assignments have been set by the teacher and on which game. If you click on the assignments box at the top of the menu, you can see all of the assignments together



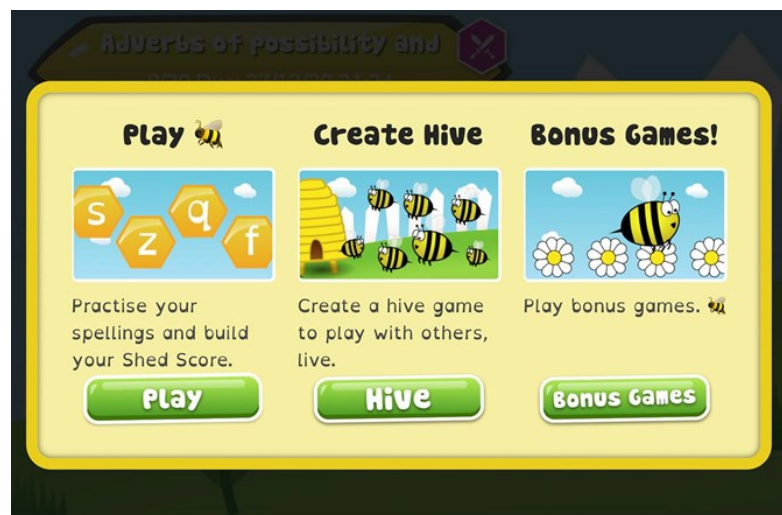
To get to the Spelling Shed games, click on Spelling Shed and you will see a screen that looks like this.

This screen shows the assignments that have been set by the teacher. The assignments link to games that include the words that need to be learnt or practiced. The icons or badges on the assignments show different achievement levels and are an incentive for the children to play more and aim for the top level. They are also a quick way for teachers to see how well they can spell the words in the lists.



When you click on an assignment, you will see three game options that look like this.

When completing an assignment, you must use one of the first two game options, Playing the bonus games will not contribute towards the set assignment.



## Play

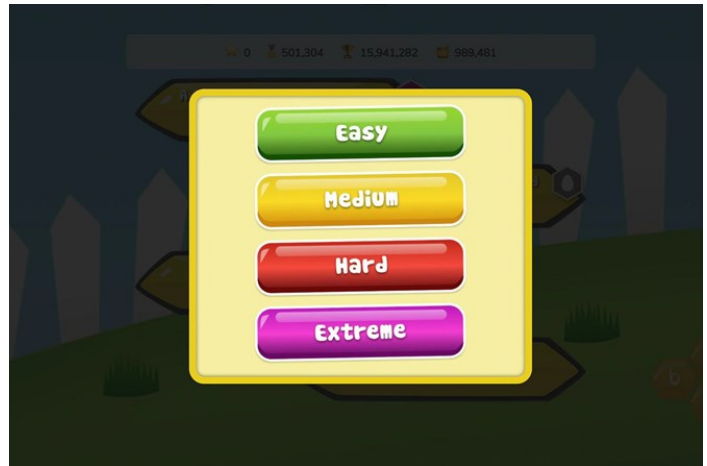
When you click 'Play', four difficulty options will appear.

**Easy** - You will be shown the word as well as hearing it and you will only see the letters you need to spell it.

**Medium** - You can listen to the word and you will only have the letters you need.

**Hard** - You can listen to the word but you will have a few extra letters added.

**Extreme** - You will hear the word and you have a full keyboard of letters.



These levels of difficulty apply to solo and hive games. Games completed on easier levels will give the player a lower score and lower ranking. The teacher will be able to see which levels have been chosen for each game.

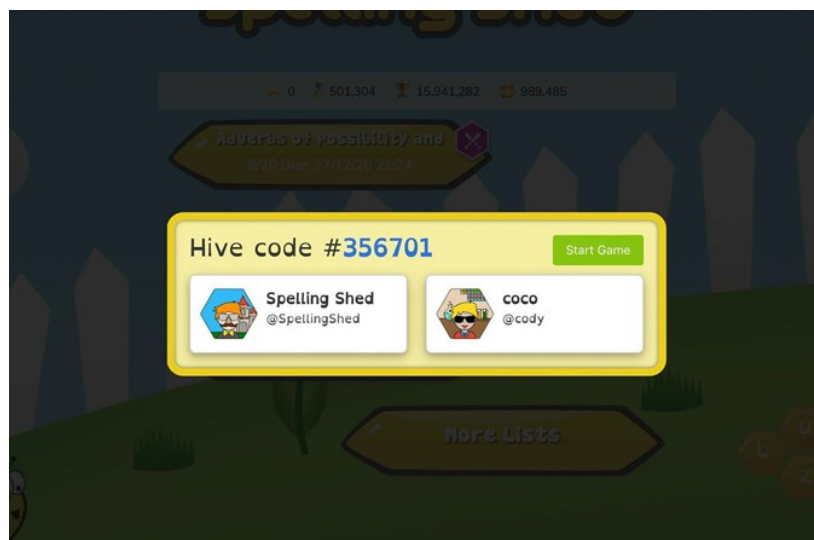
This is what the game looks like on the Extreme level.

The word can be typed using a keyboard or clicked with a mouse and you can use the 'enter' key or the green tick to submit the word. If you are using the game on a tablet, the letters can be tapped and the green tick used to submit the word.



## Hive Games

Hive games are a multiplayer version of the spelling game above. You can invite friends or classmates to play against you using the number that appears when you start a Hive game. Playing Hive games will also contribute to set assignments. This is what the screen will look like when you start a Hive game, there is no limit to how many people can join but you have to give them the joining code to be able to participate.



Alternatively, you can join a friend's Hive game by clicking the menu button in the top left corner and clicking 'Join Hive Game'. Enter the Code and click done and you should automatically join.



### Bonus Games

Beekeeper is a Hangman-style game where you have to guess the letters of a word before you lose all of the bees. The less wrong letters you choose, the more bees you save.



In the **Missing word game**, you have to select the correct word to fill in the gap in the sentence.

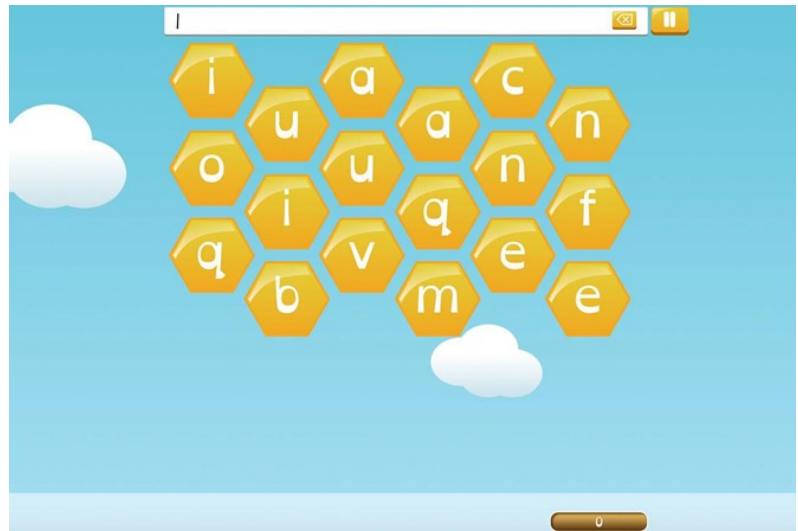
The Easy level gives you two word options, Medium gives you four word options, Hard gives you letter options to spell the word and Extreme gives you a full keyboard.



### **Buzz Words**

The Buzz words game gives you a random selection of letters and you have to spell as many different words as you can within the time limit.

There are two different levels for this game. On the easy level, you can use any of the letters given to spell a word in any order whereas the Hard level only lets you create words using letters that are next to each other.



### **Scoring and Honey Pots**

When playing any of the spelling Shed games, a score and honey pots will be awarded depending how well you have done.

Honey pots can be used to buy clothes, accessories and backgrounds for your avatar.





If you have any questions, please do not hesitate to contact your child's class teacher or visit our website to find out more about the curriculum.

[www.kildwickceschool.org.uk](http://www.kildwickceschool.org.uk)



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