

Spelling Parent Workshop



Today's aim:

- To understand why some children find spellings so difficult, and which words are commonly misspelt.
- To share practical and fun spelling games and activities which can support your child's learning at home.



The National Curriculum states:

- most children *read* words *more accurately* than they can *spell* them. The younger children are, the truer this is.
- By the end of Year 1, children should be able to *read lots of different words* containing the GPCs that they have learnt, whether or not they have seen the words before.
- However, spelling is very different; once children have learnt more than one way to spell particular sounds, choosing the right letter depends on either making a conscious effort to learn the words or having absorbed them through reading.
- Younger children have not had enough time to learn or absorb the accurate spelling of all the words that they might want to write.



argue

-

ar/g/ue

argew

argoo



Spelling is developmental –

- Pre-communicative stage



- Semi-phonetic stage (beginning of order)



- Phonetic stage (progress towards conventional writing)



- Transitional stage (this takes several years)



- Correct stage (not perfect, often misapply rules)



How not to teach spellings!



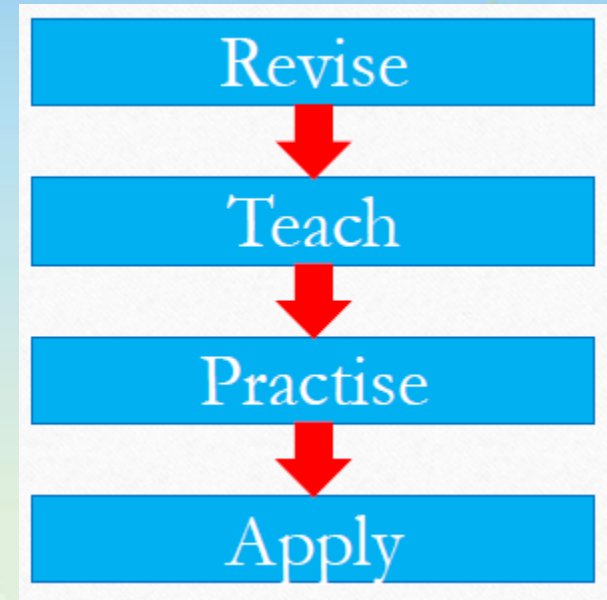
Word	1st try	2nd try	3rd try
fair			
fare			
great			
grate			
groan			
grown			

When children learn from sight and by rote, they may do well in spelling tests however the spellings don't always commit to their long term memory. When children do not learn the meaning or context of the words they will make mistakes when it comes to applying these words in their independent work. Some children respond well to this method of practice, however, be mindful that they should explore these words further and other words with similar spelling rules in order to commit this to long term memory.



How should spelling be taught?

- Review previous learning;
- Explicitly teach spelling rules;
- Plan opportunities for children to apply this to their learning



Read it
Word reading and decoding

Define it
Definition and word class

Use it
Language in context

Link it
Links with familiar language

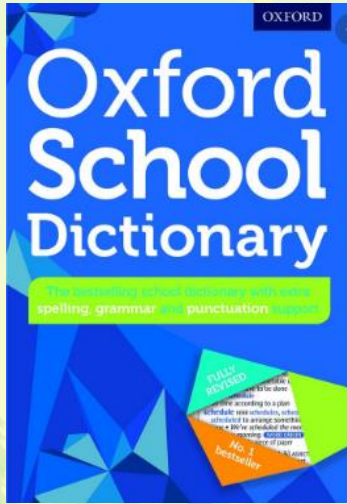
Deconstruct it
Roots, prefixes and suffixes



Define it
Definition and word class

Use it
Language in context

- Look up the meaning in a dictionary.
- Ask your child to write it in a sentence



- *I came up with a great idea.*
- *I am going to grate the cheese.*

- When you are reading with your child, talk about the words!



What do all these words mean?

- **Root word:** A basic word that can form the basis of new words through the addition of prefixes and suffixes. Once you pull off the prefixes and suffixes, the root words remains.

usual

- **Prefix:** A string of letters that go at the start of the root word.

unusual

- **Suffix:** A string of letters that go at the end of the root word.

usually



Why do some children find it so hard?

do
does
don't

soft
soften

photograph
photographic
photography

sign
signature
assign



Deconstruct it

Roots, prefixes and suffixes

– Split up the word into its **morphemes** (*smallest unit of meaning within a word*)

unusually un – usual – ly

usefull

hopefull

skillfull



Deconstruct it

Roots, prefixes and suffixes

– Explore the effect that a prefix or suffix has on a root word.

illegal

illegible

illiterate

immature

impatient

impolite

imperfect

immobile

The **prefix** mis- can be added to the word read to make the word misread.

What does the word **misread** mean?

Tick **one**.

to read quickly

to read incorrectly

to read again

to read before

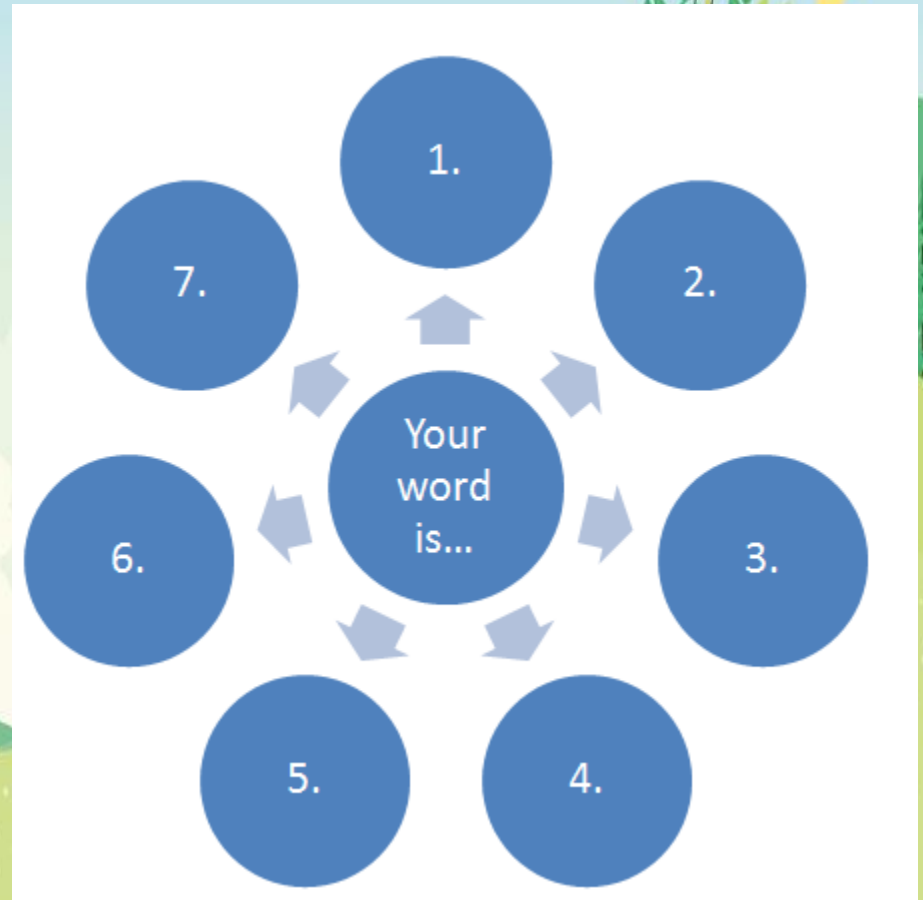
Interrelated vocabulary

Look at the word ‘...’.

Which other words can you list that relate to this?

What has changed within the word?

How does this affect the overall meaning of the new words you have made?



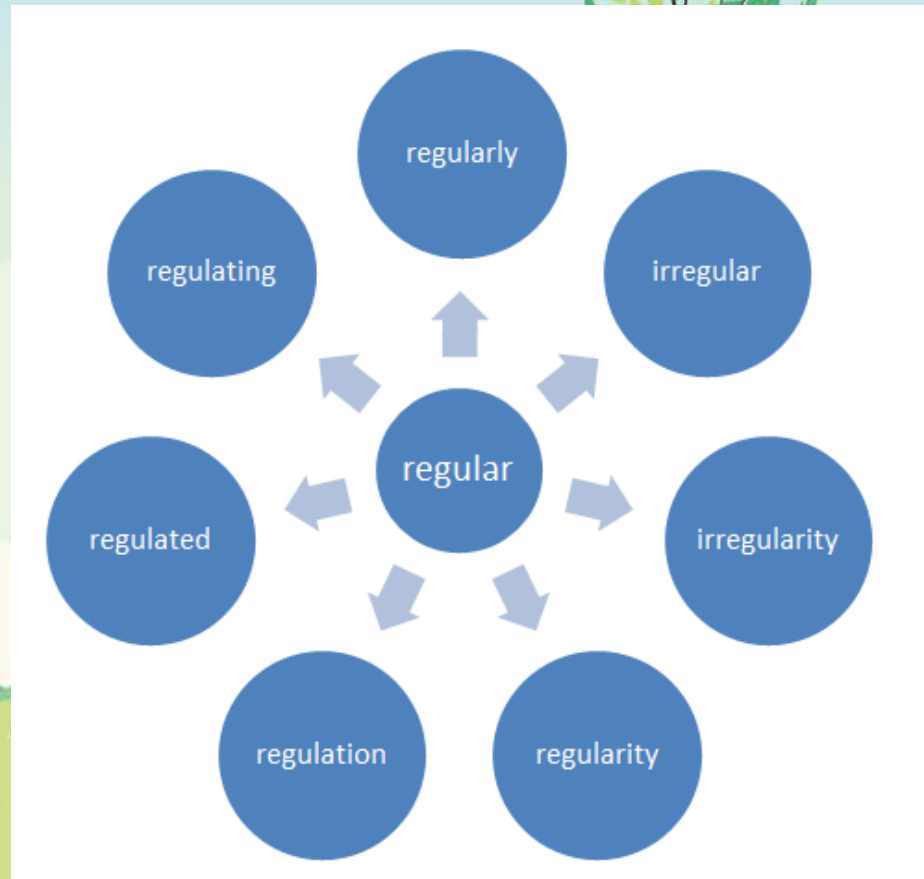
Interrelated vocabulary

Look at the word 'regular'

Which other words can you list that relate to this?

What has changed within the word?

How does this affect the overall meaning of the new words you have made?




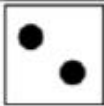

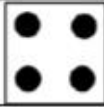


Roll and Spell

Child rolls the dice and the number they get requires them to complete a particular task, for example:

- Write the word with your right hand
- Write the word with your left hand
- Write the word with eyes closed
- Write the word in capital letters
- Write the word in rainbow colours
- Write the word as small as you can
- Write the word in a sentence
- Write the word on somebody's back



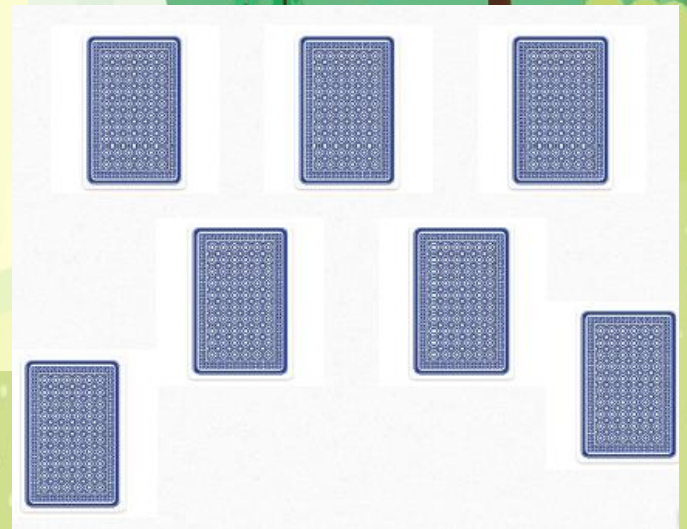
Roll and Spell

	Write the word with your right hand.
	Write the word with your left hand.
	Write the word with both eyes closed.
	Write the word in capital letters.
	Write the word in rainbow colours.
	Write the word as small as you can.



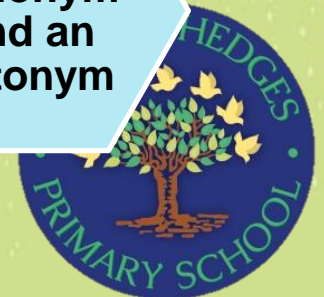
Matching pairs

- Two sets of cards (e.g diamonds and spades)
- Place the cards upside down on a table, along with the word list you are using (also upside down)
- Child selects two cards and turns them round for parent to see, and if they are a pair (e.g two diamonds), parent selects a word from the list to ask the child to spell.
- If your child spells the word correctly, they can keep the pair.
- Whoever has the most cards at the end of the game wins!



The word spinner

Choose a word and spin the spinner:



Shannon's game

qu es ti on

a b c d e f g h i j k l m n o p q r s t u v w x y z

Common mistakes

there

their

they're

who

your

you're

were

where

we're

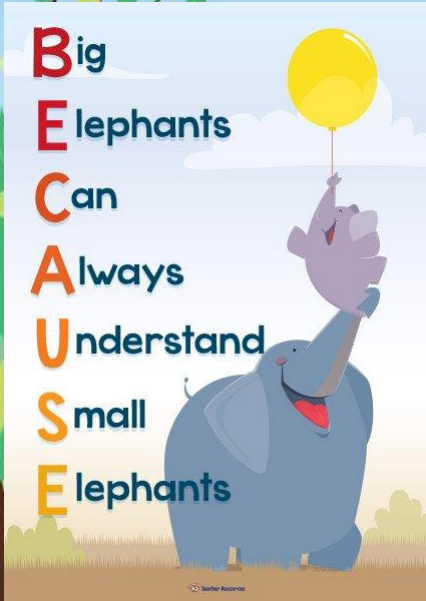
what

went

when

Visual mnemonics/words within words

SEP A RAT E



FINI SH
DE FINI TELY

Never
beLIEve
a LIE

'ear'
within
'hear'



Read it

Word reading and decoding

Choose an activity

Define it

Definition and word class

Choose an activity

Use it

Language in context

Choose an activity

Link it

Links with familiar language

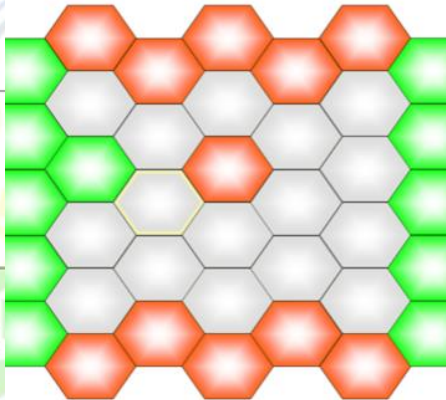
Choose an activity

Deconstruct it

Roots, prefixes and suffixes

Choose an activity

Exit this activity and return to menu



Which prefix means 'two'?

de

tri

fort

bi

Exit this activity and return to menu

STICKLADY LADDER 30

Key word:
according

She went happily according
down the road.

According to Dad, it will rain
tomorrow.

He played according in the
band.



Use the key or the jump button at the bottom to control Bob

Select the word closest in meaning to
'accommodate' from the list below.

adapt

holiday

surrender

accident

Exit this activity and return to menu

Score: 0

School code: BR5745

A good reader
a good speller
does not
makes...
but it helps!



Reading reminders:

- Children should be reading aloud every night, for at least 15 minutes.
- If your child is on book bands, they should be changing these twice a week. Please write in the home-school books so we can track reading.
- If your child is a 'free reader' this doesn't mean you shouldn't be listening to them read.
- Your child may also bring home another book that they have chosen from school. Please look after them!
- WBD