



SPELLING

across the curriculum

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English Spelling System
predictable or unpredictable?

**Speech Sounds
in English**



English is the most **COMPLEXED** alphabetic language in the world

- ▶ German, Italian, Finnish, Polish, Greek and Welsh children
- ▶ Learn to Read and Spell quickly
- ▶ Simple alphabetic code – speech sounds are represented more or less the same way in every word
- ▶ English has a complex alphabetic code
- ▶ More Speech sounds than letters (**44** speech sounds and **150+** ways to represent them)
- ▶ Write the /ay/ sound at least 8 ways:
play, **rain**, **make**, **eight**,
straight, **reign**, **rein**, **break**

Complex Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Sound Chart shows the most common graphemes for each sound

‘or’ sound box with examples of words ‘or’, ‘door’, ‘more’, ‘dawn’, ‘author’.

English spelling system is believe it not **predictable** and can be **taught** as a system that makes sense

- Nearly **50%** of English words are predictable based on letter-sound correspondences alone e.g clap, fish, boy
- **37%** of the more common words are almost predictable except for one sound e.g knit
- **Only 4%** of English words are truly irregular and many have to be learned through whole word methods such as tracing, memorising etc.

Practice makes perfect

Creating Good Spellers

Only with lots of practice will children become **GOOD** spellers

Process of learning to spell is **cumulative** for most children

Very few children learn to spell effortlessly **without structured teaching**

Majority of children need **explicit systematic teaching** that is **continually practised** and **reinforced**, until spelling knowledge is committed to their long term memory



Spelling Fingers

Spelling Fingers will help children sound out words to **support** them to **spell easily**.

It means they do not have to memorise lists of spelling words.

It is a **tool** so they will be able to spell any word.



cat
cake
dream
night
straight

Spelling Sounds Chart

Consonant sounds

b	c	ch	d	f	g	h	j	l	m	n	ng nk
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 mn	n nn kn gn	ng nk

p	qu	r	s	sh	t	th	v	w	x	y	z
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

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

oo	ar	or	air	ir	ou	oy	ire	ear	ure
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

Spelling Sound Chart



Encourage children to use the chart when making spelling pattern choices

Ensure you have Spelling Sound Charts when completing written work



4 Spelling Strategies

Phonetic Spelling

Listen to each sound in a word and represent each sound with a letter or combination of letters (segmenting words)

Rule Based Spelling

Several possible spellings for the same sound – knowing some rules will help. Generalised reliable rules in English are useful.

Visual Spelling

Does the word look right? Spelling words lists will help build children's visual memory of words related with rules

Morphemic Spelling

Relationships between word meanings spelling will help e.g. medical – medicine as well as adding prefixed and suffixes to root words



Everyday Spelling

It is important that children learn to spell **words for writing** and not just for spelling tests

Transferring spelling in **everyday writing** is **essential**

Teach children to **proofread** by checking for one aspect at a time, such as punctuation, capital letters, spelling, sentence structure etc.

National Curriculum
Word lists are statutory

Spelling Counts



Word Lists

Word Lists for all year groups are **statutory**

Lists are mixture of words pupil **frequently** use in their writing and those which are **often misspelt**

Systematic Teaching

Spelling Session



Spelling Zone

First we are going to choose a partner to work with today.

Partner 1

Partner 2

Now we are going to watch the video to learn the rule of the day.

When the alien says MTYT repeat the rule of the day. Turn to your partner when you are asked to do so.



Dots & Dashes

Lets move on to Dots and Dashes

- Dot the grapheme written with one letter.
- Dash the grapheme written with two or three letters.
- Draw a smile for a split grapheme.

Lets Dot and Dash one word at a time.



Word Changers

Rapid recap on the rule

Lets move on to word changers.

Remember the root word gives the most meaning to a word and doesn't have a prefix or a suffix. A **prefix** is attached to the front of the word and a **suffix** is attached to the end of a root word.

Weird word warning

Empowering & Supporting
Parents

Supporting Parents



Access to Resources

- ▶ Weekly Spelling Rule uploaded on APP/Website
- ▶ Website resources available
- ▶ Parent Workshops

