

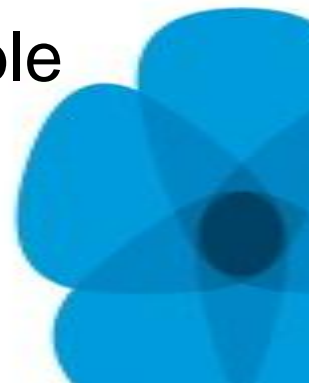
SPELLING



Spelling in the Classroom

Classrooms should be print rich environments where spelling is valued and teachers lead by example.

- GPC charts, reminders of common spelling patterns or conventions and tricky words to remember could be part of a working wall for spelling
- Teachers demonstrate techniques for spelling difficult words
- Dictionaries and thesauri are readily available



Spelling Prompts

Double letters

Long vowels in the middle of words are followed by one consonant, but short vowels are followed by two.

- Double the letter after a short (rap) vowel in the middle of words.
- No words use hh, jj, kk, qq, vv, ww, xx.
- Some imported words use cc (broccoli, cappuccino).



Error Analysis

Error Analysis can be used to assess what strategies pupils are using in their day-to-day writing.

It can also help identify where to put emphasis on teaching – for the whole class, groups or individuals.

Error Analysis can also be repeated to assess progress over a longer period of time.



Error Analysis

- Common exception words
- GPCs (grapheme–phoneme correspondences) including rarer GPCs and vowel digraphs
- Homophones
- Prefixes and suffixes
- Word endings
- Other

Which aspect of spelling needs to be addressed?



Strategies for spelling

- Show children spelling strategies
- Give opportunities for them to investigate spelling conventions
- Reinforce learning



Marking

- Prioritise which errors to point out
- Marking with the pupil will always have more impact
- Self/peer marking – have a specific focus on personal or group target words
- Proof reading – backwards or out loud
- Use actions and questions – as well as targets.
What's wrong with this word? Go back to the rule about adding a prefix.



A School Spelling Programme

Should:

- Link to NC expectations
- Offer flexibility to meet the needs of specific cohorts
- Follow a clear teaching sequence
- Encourage a practical approach and including investigations



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

Spelling Issues

There are no perfect spelling rules, but there are conventions which help children make choices.

Many spellings are dictated by grammar (e.g. ed for the past tense)

Many spellings are dictated by morphology or word-changing (i.e. adding prefixes and suffixes)

Even some of the advanced spelling conventions are dictated by phonics (e.g. doubling consonants after a short vowel sound)



Exceptions to the rule...

1. **Borrowed words** – words from other languages e.g. spaghetti, ski, haiku.
2. **Abbreviations** – when shortened a word may break a conventional spelling rules e.g. mini from miniature.
3. **Acronyms** – words made from the first letter of words e.g. Qantas
4. **Names** – place names can belong to other languages. Human names are created through parental invention.
5. **Jargon** – technical/scientific vocabulary e.g. caesarean, schwa.
6. **Old and/or common words** – words that obey rules from the past, whose spelling hasn't caught up with how we say them e.g. have, of, could.
7. **Slang** – vocabulary used by a particular generation of younger speakers or groups e.g. 'wassup' 'ermahgerd'.



