

# SPELLING TERMLY LETTER

**Summer**

**Stage 5**

**Hawks**

This letter is designed to offer information about how you can help your child's spelling development at home and sets out which spelling patterns your child will be learning each week. You might remember we have made a shift away from spelling tests because research has shown this is not an effective way to embed spelling knowledge: due to the words being out of context. Therefore, we now focus on how the children are spelling in their writing.

## What We Do

At Claypole C of E Primary School we use the *Spelling Shed* programme to get children (Y1-Y6) off to a flying start with Spelling. The programme builds upon the phonics taught in KS1.

Children focus on one spelling pattern, or rule, for a number of sessions and develop their confidence and understanding of the words along the way. Each unit engages all the spelling skills, supporting the children to focus on learning and understanding the spellings.

Children have opportunities to apply their growing spelling abilities in every lesson and patterns are scaffolded according to their needs. Previous spelling patterns are recapped throughout the year and built on year by year.

The following slides set out the spelling patterns for your child this half term, sometimes we will include suggested words to simplify or to extend spellings.

To make spelling fun at home, please take a look at '**Spelling Tips for Parents**' and the '**Tic Tac Toe**' activities at the end of these slides. These tasks engage all the spelling skills and not just rote memorisation (which works on visual memory, which probably won't be beneficial to your child). Encourage your child to think about their Phonics lessons- ask them to sound out the word and think about the letter choices using the **Speed Sound Chart** on the following slide.

Please help your child to learn spelling rules using the 'tips' in red. There will always be exceptions, but they work most of the time. Spelling isn't about how many words they can spell, but more about the pattern they are learning.

*'Spelling is known to improve where pupils are taught a range of strategies and supported in finding out which strategy/ies suit them best.'*

(DfE, 2012)

# Speed Sound Chart

## Consonant sounds

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		se			
					ce					

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				dge							

## Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

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

# Lesson 26: Words that are homophones

---

## Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words that are homophones

### This week's words

aisle

aloud

altar

ascent

farther

isle

allowed

alter

assent

father

## Lesson 27: Words that are homophones

---

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words that are homophones

#### This week's words

guessed

heard

morning

past

bridal

guest

herd

mourning

passed

bridle

## Lesson 28: Words that are homophones or near homophones

---

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words that are homophones or near homophones

### This week's words

cereal

complement

principal

stationary

wary

serial

compliment

principle

stationery

weary

## Lesson 29: Words that are homophones or near homophones

---

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words that are homophones or near homophones

### This week's words

affect

precede

draft

dessert

whose

effect

proceed

draught

desert

who's

## Lesson 30: Challenge Words

---

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with irregular spelling patterns

### This week's words

achieve  
apparent

bargain  
bruise

community  
mischievous

muscle  
necessary

vehicle  
system

**Tip: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one**

## Lesson 31: Words with hyphens

---

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with hyphens

### This week's words

co-ordinate

co-own

re-enter

re-evaluate

re-explain

co-operate

co-author

re-examine

re-educate

re-energise

## Lesson 32: Challenge words

---

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with irregular spelling patterns

### This week's words

immediate

sincere

changeable

afterwards

referring

knight

doubt

amateur

ancient

deceive

## Lesson 33: Revision words

---

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell Stage 5 words

### This week's words

bought

definitely

advice

guessed

affect

though

accompany

aisle

cereal

achieve

## Lesson 34: Revision words

---

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell Stage 5 words

### This week's words

fictitious  
conscious

constant  
elegance

frequent  
understandable

comfortably  
controversy

manageable  
earlier

# Lesson 35: Revision words

---

## Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell Stage 5 words

### This week's words

transferring

writer

ascend

awkward

species

receive

thought

dough

probably

conscience

# Lesson 36: Revision words

---

## Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell Stage 5 words

### This week's words

device

heard

precede

principle

desert

aloud

complement

community

muscle

stationary

## Spelling Tips for Parents

All children learn in different ways, so it is worth trying a variety of strategies

Work on between 5 and 10 words at a time

Encourage your child to think about their Phonics lessons- ask them to sound out the word and think about the letter choices (use a **Speed Sound Chart**)

- Once your child has learned a spelling, practise writing it in a sentence that you read out.
- Put your child in charge of writing up lists such as a shopping list.
- Word searches, crosswords and other word-related activities based on your child's interests
- Help your child find out what a new word means or how to spell a word by helping them use a dictionary.
- Have a 'Word of the Day'; this can be a fun way of increasing vocabulary.
- Play games such as Bananagrams, Junior Scrabble, Hangman, TRUGs, Boggle
- Use commercially produced games such as Snakes and Ladders- spell a word every time you roll the dice, Jenga- spell word every time you take a block out, Connect 4 – spell every time you put a piece in etc.



## Further games and activities

1. **Make and Break:** Use magnetic /wooden/foam/plastic letters to make the word. Break the word up and then reform, saying the letter names each time.
2. **Rainbow Words:** Write the words on paper and ask your child to trace over the word in a few different felt tip colours. Encourage them to say the word over and over as they trace.
3. **Jigsaw Words:** Write the words on pieces of paper and cut the words into single letters. Ask your child to make each word.
4. **Stepping Stones:** Write the individual letters of the word on paper/card, then ask your child to step/jump/hop along the letters in the correct order.
5. **Eyes closed writing:** After practising each spelling a few times, ask your child to write the word with their eyes closed in joined up/cursive writing. This uses muscle memory and helps spelling.
6. **Highlighting:** Highlight the tricky part of the word e.g. said or the spelling pattern e.g. night, flight. (letter patterns)
7. **Mnemonics:** Make up rhymes and draw a picture to help your child remember the letters e.g. You Open Umbrellas for you.
8. **Sensory:** Experiment with writing the words in different ways, e.g. use playdough, pipe cleaners, liquorice, glue/glitter etc. Your child could try tracing the words in a tray filled with sand/salt/flour. Chant letters to a rhythm.
9. **Outside:** Spell out the word using a squirty water bottle on the wall/patio. Also, write the word with a large paintbrush and water on a wall/ path/paper.
10. **Scrabble Spell:** Find the letters you need to spell a word (Scrabble tiles or wooden/magnetic letters) and mix them up in a feely bag. Pick a letter out at a time and build the word. This could be a timed activity.

## Supporting spelling

### Multisensory strategies

see, hear, do

### Explore word shapes

said = 

### Find words within words

what: hat, at

### Highlight the tricky parts

pollution, orchid

### Highlight the vowels

independent

### Mnemonics

busy bus  
Friend until the end  
Does Oliver eat slugs?

## Supporting spelling

Say it as you  
spell it

i-ron  
b-e-a-utiful

Feel the word

Trace onto  
surface or  
partner's back

Use tactile  
letters

W<sub>4</sub> O<sub>1</sub> R<sub>1</sub> D<sub>2</sub>

Elkonin boxes

e qu i p m e n t

Morphology

Units of meaning, not  
units of sound

The **example below** shows an Elkonin box (phoneme frame) for the word *sheep*, which consists of three phonemes (sounds): /sh/ /ee/ /p/



sh	ee	p
----	----	---

# TIC TAC TOE

This board has different activities to help your child learn their spellings. Your child must choose at least three activities. The activities must make a tic tac toe line; vertical, horizontal or diagonal. Parents, you are encouraged to assist your child to make spelling a positive learning experience. Have fun!

## RAINBOW LETTERS

Write out each word using different rainbow colours.

## Handwrite

Practise writing your words in your best handwriting. Sit the letters on the line and think about which letters are ascenders and which are descenders. When joining letters, think about which letters need a horizontal join, which need a diagonal join and which letters do not join.

## Scramble

Ask an adult to write your words mixed up to see if you can unscramble them.

## Silly sentences

Choose three words from the words you need to learn to spell and use all of them in one sentence.

## CAPITAL LETTERS

WRITE YOUR WORDS IN CAPITAL LETTERS.

## COLOURS

Write your spellings out using red for vowel letters (a,e,i,o,u) and blue for consonants (the rest of the alphabet).

## Repeat

Write your words 3 times each.  
Write your words 3 times each.  
Write your words 3 times each.

## Mnemonics

Write down your own clever way of learning how to spell a tricky word, e.g.,

potatoes  
pot a toes

*I put my toes in a pot*

## Step words

Write your words adding one letter at a time

w  
wa  
was

# TIC TAC TOE

This board has different activities to help your child learn their spellings. Your child must choose at least three activities. The activities must make a tic tac toe line; vertical, horizontal or diagonal. Parents, you are encouraged to assist your child to make spelling a positive learning experience. Have fun!

## RAINBOW LETTERS

Write out each word using different rainbow colours. Make the tricky part of the word stand out.

### Silly sentences

Choose three words from the words you need to learn to spell and use all of them in one sentence.

## Syllable Count

Clap and count each syllable in the words. Write the words showing the syllable breaks, e.g., Py/ra/mid

## Handwrite

Practise writing your words in your best handwriting. Sit the letters on the line and think about which letters are ascenders and which are descenders. When joining letters, think about which letters need a horizontal join, which need a diagonal join and which letters do not join.

## Detective

Ask an adult to write the words without vowels for you to work out the missing letters, e.g., f\_\_ld



## Mnemonics

Write down your own clever way of learning how to spell a tricky word, e.g.,

potatoes  
pot a toes

*I put my toes in a pot*

## Word detective

Carry out a word observation, e.g.,

### decide

2 syllables

Long vowel sound i/ split digraph  
Starts with a consonant

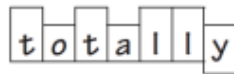
Ends with a vowel

Contains to vowels and 3 consonants

The c is a soft c

## Shape up!

Draw around your words making clear where there are descenders and ascenders. Look carefully at the shape of the word and letters in the box. Now try and write the word making sure that you get the same shape. E.g.,



## Step words

Write your words adding one letter at a time

p  
py  
pyr  
pyra  
pyram  
pyram  
pyrami  
pyramid

# TIC TAC TOE

This board has different activities to help your child learn their spellings. Your child must choose at least three activities. The activities must make a tic tac toe line; vertical, horizontal or diagonal. Parents, you are encouraged to assist your child to make spelling a positive learning experience. Have fun!

## Bubble Letters

Write your spelling words in bubble letters. After you write your words in bubble letters, colour your words with a crayon or coloured pencil.

## Fancy Letters

Write each of your spelling words using fancy letters. Your letters can have curly-q's or dots, for example. Have fun!

## Words

### Without Vowels

Write your spelling words on a list, but replace all the vowels with a line. Then go back to the beginning of your list and see if you can fill in the correct missing vowels.

## UPPER and Lower

Write your spelling words two times each.

First, write each word in UPPERCASE letters. Second, write each word in lowercase letters.

\*Example- SLIDE slide

## Squiggly Spelling Words

You are going to write your spelling words two times. First write in regular letters. Then write the words again in

squiggly letters!

## Three Times!

Write each spelling word three times.

First, write each word in pencil.

Second write each word in crayon.

Third, write each word in marker.

You MUST write neatly!

## Connect the Dots

Write each spelling word in dots and then connect the dots by tracing over them with a coloured pencil.

## Other Handed

First write your spelling words the way you usually do it.

Then, try writing the list with your other hand!

## Soundtalk your

### words

Pronounce the words using the phonemes



disappoint

## **Spelling Shed [www.edshed.com](http://www.edshed.com)**

Your child has a username and password for Spelling Shed. This programme sets out a weekly focus with word lists and activities matched to the spelling pattern or rule being taught in school each week. These set assignments (a game-format) build upon your child's spelling knowledge and will help build your child's confidence in spelling.

Once your child has logged in click on Spelling Shed 'Play!' and choose the set assignment. They can practise spellings and build up their Shed Score to support spelling lessons in class.

## Statutory Spelling Lists (Common Exception Words)

The children are taught the words from the statutory list from the National Curriculum. These are called red words RWI Phonics. The word-lists are a mixture of words pupils frequently use in their writing and those which they often misspell. **Tip: Red words/CEW contain a sound with an odd spelling. We can think of them as Red words because we need to stop and think about the odd part of the word before we write it. We can also think about the sounds/parts that we do know.**

A list of common exception words that children are expected to be able to spell by the end of each year group can be found at [home.oxfordowl.co.uk/english/primary-spelling/](https://home.oxfordowl.co.uk/english/primary-spelling/)

If you have any questions, please contact Mr Morgan via [hawks@claypoleprimary.org](mailto:hawks@claypoleprimary.org)