

SPELLING TERMLY LETTER

<u>SUMMER</u> <u>Term</u>	<u>Stage 4</u>	<u>Toucans</u>
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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.

(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							

Week beginning 21.04.25

Lesson 28: Words containing 'phon' and 'sign'

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words containing 'phon' and 'sign'

This week's words

homophone
telephone

phonics
microphone

megaphone
sign

signature
assign

design
signal

Lesson 29: Words with the prefixes 'super-', 'anti-' and 'auto-'

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the prefixes 'super-', 'anti-' and 'auto-'

This week's words

supermarket
superhero

superstar
superhuman

antiseptic
anticlockwise

antisocial
autobiography

autograph
automatic

Week beginning 12.05.25

Lesson 30: Words with the prefix 'bi-'

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the prefix 'bi-' meaning 'two'

This week's words

bicycle

biped

biannual

biscuit

binoculars

biplane

bicentennial

bilingual

biceps

bisect

Week beginning 19.05.25

Lesson 31: 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

accident

busy

forward

guide

occasion

actually

eighth

forwards

possess

Wednesday

Week beginning 02.06.25

Lesson 32: Words containing an apostrophe for possession

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell plurals with possessive apostrophes

This week's words

girls'
boys'

babies'
children's

men's
mice's

ladies'
cats'

women's
geese's

Week beginning: 09.06.25

Lesson 33: Revision of spelling patterns learned in Stage 4

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell Stage 4 words

This week's words

expression

reluctantly

scene

solve

bicycle

musician

group

circle

supermarket

except

Week beginning: 16.06.25

Lesson 34: Revision Words

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell Stage 4 words

This week's words

incorrect

illegible

subject

international

believe

preparation

coronation

wildly

bravely

thoughtfully

Week beginning 23.06.25

Lesson 35: Revision words

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell Stage 4 words

This week's words

brochure

famous

tension

penniless

hideous

different

astronaut

completion

admission

mathematician

Week beginning 30.06..25

Lesson 36: **Revision words**

Objectives

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

This week's words

gently
separate

affect
unexpectedly

potatoes
circus

insoluble
microphone


superhuman
bicentennial

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

W₄ O₁ R₁ D₂

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
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Morphology Matrix

How do you use a Morpheme Matrix?

A morpheme matrix demonstrates how morphemes fit together (units of meaning, not units of sound). A morpheme matrix reads from left to right. From them, you make single, complete words. You may use one element from a column at a time. You don't have to take an element from every column of a matrix – but you must not “leapfrog” over a column.

en over	joy "a <i>happy feeling</i> "	able	
		ed	ing
		ful	ly
		ous	ness

morpheme is the smallest unit of meaning in a word. For example, the word 'dogs' is made up of two morphemes. These are 'dog' meaning a canine animal and '-s' which pluralises the noun to show that there is more than one.

The word 'disagreement' can be split into three sections. The base word 'agree' and two affixes 'dis-' and '-ment'. 'Dis-' is a prefix added before the base word and '-ment' is a suffix added after the base word. These morphemes can aid understanding of the word that is being read. Adding the suffix '-ing' indicates an action. Adding 'dis-' as a prefix shows us that the word means 'opposite of', 'not', or 'reverse' of the base word meaning. For example, adding 'dis-' to 'agree' reverses its meaning.

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. **sai**d or the spelling pattern e.g. **nigh**t, **fligh**t. (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.

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

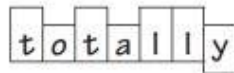
*I put my **toes** in a **pot***

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

TIG TAG 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

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/

For more guidance about what is included in Spelling Shed lessons, please visit [Spelling Shed - Spelling game for school and home](#) If you have any questions, please contact Miss Bray via kingfishers@claypoleprimary.org