

What do the words mean?

Vowel: a, e, i, o and u. There are 5 vowels in the alphabet.

Consonant: The other 21 letters in the alphabet

Noun: doing word eg table. Proper nouns are names of people, places etc.

Verbs: doing/action words eg run, walk, jump etc

Plural: more than one of something eg girls, buses

Root word: the main (eg: walk) before other letters are added= -ed= walked

Prefix: words that go at the start of a word to change the meaning eg un=untidy, mis=misunderstood

Suffix: words that go at the end of a word to change the meaning eg ment=argument

Silent letters: letters that can't be heard in words eg kn=knee, gn =gnat and wr=wrisk

Contractions: words shortened by using an apostrophe eg do not=don't & can not=can't

Homophone: words that sound the same, but they are spelt differently and they mean different things eg hear & here, so, sow & sew.

Diminutive: a spelling to describe something small eg mini, micro

Compound words: one word that is made up of two words eg handbag, airport etc

Tense: present tense= words used to describe what is happening now. Eg: I am **walking** to the shop.

Past tense= words used to describe what has happened. Eg: I **walked** to the shop.

Connectives: words used in a sentence to extend it and more information follows. Eg:

I thought it was going to rain **so** I took my umbrella with me.

Assessing pupils spelling:

We don't always believe spelling tests are the best way to assess pupil's knowledge of spellings, however some spelling tests may be carried out only if necessary and purposeful, and we do also need to prepare pupils for the spelling test, which they will have to do at the end of Key Stage 2, as part of the Grammar, Punctuation and Spelling SAT's test. We assess the children by how they apply spellings they are learning in their everyday writing tasks and allow them to apply their knowledge in spelling investigations.

We want our pupils to be confident spellers, who use a range of strategies to help them spell words.

We also know the importance of reading and how reading improves spelling, so we



become motivated, can use a range of ways to help them spell words.

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St Clement's C. of E. Primary School



The teaching of



at St. Clement's Primary School

At St Clements we view spelling as a vital skill. It enables children to become confident readers and writers. We are committed to teaching high quality spelling.

This booklet gives you more information about the contents what we do to teach spelling.

We hope it will help you support your child's learning at home.

What we use to teach Spelling

In the new, draft national curriculum, the government has raised the expectation of what children are expected to learn by putting objectives into lower year groups. For example, something that was previously in Year 2, will now appear in the Year 1 curriculum.

We use 'Letters and Sounds' to teach phonics in Nursery to Year 2 at St Clements.

Although this focuses on letter sounds, this is the basis of spelling as the sounds are blended together to make words.

From years 1—2 (and at the end of year 1 when pupils are ready), we use 'Support for Spelling' and the 'Rain tree' spelling scheme to teach spelling.

We will continue to respond to the different pace at which children learn and we will use these and other materials in other year groups as necessary to ensure children have solid phonics and spelling teaching.

How we teach Spelling

A spelling session may include:

- Revisiting *spelling patterns previously taught
- Being introduced to the new *spelling pattern and exploring how it is spelt, where it appears in words and thinking of/learning words it appears in.
- Finding the new *spelling pattern in different texts.
- Thinking about what it means- e.g. if a word begins with the prefix 'un', how does it change the meaning of the root word ?
- Card games- matching the first part of a word (prefix) to a base word e.g unfinished.
- Acting out words (good for verbs) and children spell on whiteboards.
- Displaying the new *spelling patterns on large posters and on the back of our chairs
- Highlighting the tricky parts of words./exploring a range of strategies to help learn tricky words.
- Writing the words containing the new spelling pattern into personal spelling logs and in alphabetical order
- Applying the patterns/words taught in writing to show the spelling and the meaning of the word is embedded.

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*** Spelling pattern: 2 or 3 letters that go together (eg: -ed (walked), -ly**

Overview of our Spelling in each year group:

Year 1:

- Uses words containing each of the 40+ phonemes already taught
- Uses common exception words
- Knows the days of the week
- Uses the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs.
- Uses the prefix un
- And uses ing ed er and est when no change is needed to the spelling of root words.
- Applies simple spelling rules.

Year 2:

- Segment spoken words into phonemes and represents these by graphemes.
- Learns new ways of spelling phonemes for which one or more spellings are already known (including homophones)
- Common exception words
- Uses words with contracted forms
- Uses suffixes 'ment', 'ness', 'ful', 'less' and 'ly'.
- Applies spelling rules.

Year 3/4:

- Uses further prefixes and suffixes and understands how to add them
- Spells further homophones
- Spells words that are often misspelt
- Places possessive apostrophe accurately in words with regular and irregular plurals.

Year 5/6:

- Uses prefixes and suffixes and understands how to add them
- Spells words with silent letters
- Continues to distinguish between homophones and other words which are often confused