

SEAVIEW PRIMARY SCHOOL



Spelling Policy and Guidance

August 2018 (Updated)

'What is it we want for our children?'

In Seaview, we want our children to be treated fairly, to be happy and enjoy learning. We want our pupils to feel valued, confident and included in all aspects of learning and where everyone will achieve success through effort, commitment and resilience.

'What are we going to do to achieve it?'

To achieve this, we will provide our pupils with relevant, meaningful and rich learning opportunities. We will celebrate their achievements and successes, engage with parents and the wider school community and continually enhance our knowledge and skills through career-long learning.

Our shared values are:

- Excellence
- Happiness
- Fairness
- Teamwork

Our shared aims are:

Responsible Citizen **Happiness** **Effective Contributor**

Teamwork **Fairness**

Successful Learner **Excellence** **Confident Individual**

A Seaview Learner...

- ...is resilient**
I learn from my mistakes.
I bounce back after disappointment.
I take safe risks.
- ...celebrates difference**
I include everyone.
I am confident about being different.
I learn about and teach others about diversity.
- ...has a Growth Mindset**
I try hard and don't give up.
I enjoy a challenge.
I put in effort to achieve more.
- ...is responsible**
I take responsibility for choices that I make.
I take responsibility for my learning.
I set good examples in the community.
- ...is respectful**
I respect other people's decisions.
I show everyone in our school community respect.
I treat others the way I wish to be treated.
- ...is ready to learn**
I understand what I am learning and why.
I use strategies to take my learning forward.
I reflect on my learning and know how to improve it.
- ...is creative**
I am interested in learning and ask questions.
I share my ideas.
I use strategies to get out of the Learning Pit.

We work together to be the best we can be!

Core Language Skills Policy and Programme

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.

ENG 0-12a / LIT 0-13a / LIT 0-21a

I can spell the most commonly used words, use my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.

LIT 1-21a

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.

LIT 1-21a

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.

LIT 2-21a

Rationale

Spelling is vital to communicating in school and in public life. Being able to communicate is an essential life skill which society demands. The ability to spell well enables pupils to become more effective writers. Although the English language is not a regular language it is systematic and patterned. Learning to spell is a process of working out patterns and applying them to new words. It is a developmental process of learning to apply different strategies appropriately.

Aims

At Seaview we aim to teach spelling in a systematic and progressive way.

We are committed to enabling each pupil to develop spelling skills within their own capabilities.

We aim to develop their confidence in spelling by using a multi-sensory approach which will include auditory, kinaesthetic and visual ways.

Pupils will know and use a variety of strategies to learn relevant skills and as a result will be able to progress to writing independently.

To become successful spellers, pupils need to be taught in a motivating and interactive manner using a wide variety of activities. Opportunities for consolidation need to be afforded on a regular basis including cooperative learning.

The teaching of spelling should predominantly be school based as the practice of only giving lists of words to learn as homework has proven to be less than successful. Focus words will be used to develop spelling, vocabulary and general language skills in a variety of homework tasks.

Spelling Knowledge

Pupils need to be taught phonological, visual, morphological and etymological knowledge as they progress through the CFE stages. As well as formal lessons pupils should experience active spelling activities which help consolidate this knowledge.

Phonological Knowledge

How words and letter combinations sound:

names of letters, the sounds, vowels, consonants, blends, word families, onset, rime, how to segment words into chunks.

Visual Knowledge

How words look:

the appearance of words, comparing words with one another, what letters look like and how to write them.

Morphological Knowledge

How words change:

compound words, suffixes and prefixes etc

Etymological Knowledge

Where words come from:

roots of words, word meanings, origins of words, words that are related because of their root e.g. triangle, tripod

Spelling Strategies

Children need to be taught strategies which will help them to spell words successfully. The process starts in Jolly Phonics and in Jolly Grammar 1 & 2 these strategies are consolidated.

By the end of P4 children should be aware of the following strategies:

- Acronyms - Betty Eats Cakes And Uncle Sells Eggs for because
- Say it Silly – eg g / nome to remember the silent g
- Little words inside big words - soldier
- Look, Say, Copy, Cover, Write, Check
- Break words into syllables
- Learn spelling rules
- Learn letter patterns and word families
- Look at the shape of words – Does it look right?
- Spell words out loud
- Draw a picture of the word
- Use joined handwriting to link the letters together

In P5-7 they should continue to use these strategies as the words become increasingly more complex. They should be encouraged to develop their own personal strategies where appropriate.

Problem Words

All children find certain words difficult to spell. From P3 onwards they should be encouraged to keep a list of the words they find difficult. These words should be kept in a list with an indication of the strategy used to remember the spelling (see appendix). Any words which still cause difficulty at the end of each term will become the next steps focus.

Please see Appendix 1 for a short description of Dyslexia.

What Happens at Each Stage

Early Stage

Nursery

In the nursery spelling is promoted in a variety of ways through play. The children start by becoming familiar with their own names. Here are some of the activities they do:

Recognition of names

- finding and cutting out to put on pictures
- names displayed on group lists
- name matching games in groups
- finding own name
- finding each other's names
- reading labels on library books
- using magnetic letters to make names
- Playdough letter cutters
- using alphabet cards – whose name begins with each letter?
- opportunities to write own name – perhaps only first letter to begin with then progressing to whole name

Using environmental print

- labels on everything the children use eg snack boxes, craft trays
- captions beside friezes and displays
- recognise M for McDonalds, TESCO, CO-OP and traffic signs
- lettering on cereal boxes
- looking for words around the school
- big print story books – children predict the word coming next in the story
- scribing on the children's pictures

Other activities

- I Spy
- Alphabet puzzles, cards and pictures
- Letter of the week and posting box.
- ICT – games with letter/key word recognition e.g. Starspell, Words and Pictures
- Letter mould – sand, play dough and water tray

Primary 1

Pupils are taught using Jolly Phonics which covers the 42 sounds of English and basic word building skills. It is a systematic phonics programme which takes them through stages of blending sounds to form words and then to reading. At the same time they are taught to write by identifying the sounds in words. As English contains many irregular words pupils are also taught 'tricky words'. 'Tricky words' are those words identified as such in Jolly Grammar e.g. **any** and are not simply 'difficult words'.

Learning correct letter formation is also emphasised and practised often. Each sound has its own special action which the pupils are encouraged to use. This helps them to remember it.

Sounds are taught in groups to aid simple word making

1. s, a, t, i, p, n
2. ck, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo

6. y, x, ch, sh, th

7. qu, ou, oi, ue, er, ar

The scheme provides lesson plans, photocopiable sheets, games, a wide range of visual resources and ideas for homework.

Tricky words

Below are the 60 irregular words which are taught over the course of 4 years. Pupils are encouraged to look closely at the words and find which part is regular and which is irregular. Pupils would be expected to recognise them first before they would be asked to spell them correctly.

I, the, he, she, me, we, be, was, to, do, are, all, you, your, come, some, said, here, there, they, go, no, so, my, one, by, like, have, live, give, only, old, little, down, what, when, why, where, who, which, any, many, more, before, other, were, because, want, saw, could, should, would, right, two, four, goes, does, made, their

Learning to spell tricky words

The following methods are used to help pupils spell these words correctly. Some fortunate children will have a good visual memory and will master tricky words easily. However, most children have to be specifically taught.

1. Look, Copy, Cover, Write, Check

2. Word Wall

Words are displayed in wall display and referred to constantly.

3. Say it as it is written

Later on in the programme pupils are encouraged to pronounce words as they are spelt e.g. lamb—the silent letter is spoken as lam-b as a memory aid.

4. Mnemonics

They generally start in P2, e.g.

Laugh - laugh at ugly goats hair

5. Word Families

When one word is taught others in the same family are shown e.g. line mine fine nine etc.

6. Does it look right?

When uncertain of a word they are encouraged to write it down on a piece of scrap paper and ask themselves the question does it look right? This is a strategy adults often use.

7. Vowels

Pupils are taught to listen for the short and long vowels. When they can easily identify the short vowel in words then they can be taught spelling rules e.g. a short word with a short vowel ending with a 'c' is written with 'ck' e.g. sack, duck.

First Level

Primary 2

If Jolly Phonics is not completed in Primary 1 then the work continues into Primary 2. Once the scheme is finished then the children progress onto Jolly Grammar 1.

Jolly Grammar 1 is designed to follow Jolly Phonics. It is intended to:

- introduce the rudiments of grammar
- teach spelling systematically

- improve vocabulary and comprehension
- reinforce the teaching in Jolly Phonics and
- extend the children's phonic knowledge

As with Jolly Phonics the teaching is multi-sensory, active and progresses at a challenging pace. Each part of speech is taught with its own action and colour. The actions enliven the teaching and make the learning easier.

In their first year of school Jolly Phonics teaches children to write independently, by listening for the sounds in words and choosing letters to represent the sounds. This enables the children to write pages of news and stories.

It is important to build on this foundation in the following year. They learn that writing is easier to understand if it is grammatically correct, accurately spelt, well-punctuated and neatly written. Even in the early stages, it is valuable for children to have a simple understanding of this long term-goal.

Jolly Grammar consists of two elements Jolly Spelling and Jolly Grammar sheets. Sometimes there is some over-lapping: punctuation, vocabulary development and alphabet work are among the areas covered in both spelling and grammar lessons. This is deliberate: when mixed together, the two elements complement each other.

In their first year of Jolly Grammar the children begin to develop an understanding of how their language works and are taught some of the acceptable grammatical conventions.

Common and proper nouns, pronouns, verbs, adjectives, adverbs, plurals(+s,+es) and articles are introduced. The teaching aims are to give the children an elementary understanding that we speak and write in sentences and that words fall into categories. Simple parsing is also introduced e.g. using highlighters, identify a particular word category e.g. nouns.

Once children are familiar with the alphabet, Jolly Grammar gives them practice in using a dictionary which aids comprehension skills.

The Jolly Grammar 1 spelling sheets teach the following spelling features

- Vowel digraphs
- Alternative spelling of vowel sounds
- Plural endings
- Short vowels and consonant doubling
- Tricky words
- Consonant blends

Tricky Words

I, the, he, she, me, we, be, was, to, do, are, all, you, your, come, some, said, here, there, they, go, no, so, my, one, by, only, old, like, have, live, give, down, what, when, why, where, who, which, any, many, more, before, other, were,

because, want, saw, put, could, should, would, right, two, four, goes, does, made, their, once, upon, always, also, of, eight, love, cover, after, every, mother, father

Dictation

Jolly Phonics and Jolly Grammar 1 introduces dictation. This gives the children regular practice in listening for sounds in the words they write and it is a good way of monitoring their progress. It helps the children develop in their independent writing and encourages the slower children to increase their speed.

Below is a list of the spelling progression for the year.

sh, ch, th, ng, qu, ar, short vowels, ff, ll, ss, zz, ck, vowels, a-e, i-e, o-e, u-e, wh, ay, ea, igh, y, ow, ew, ou, ow, oi, oy, or, al, nk, er, ir, au, aw

Primary 3 and 4

If Jolly Grammar 1 is not completed in Primary 2 then it will be finished in Primary 3. Then the children progress onto Jolly Grammar 2 which will be completed in Primary 4.

Jolly Grammar 2 consolidates Jolly Grammar 1 work and also

- introduces new elements of grammar
- teaches new spelling patterns systematically
- develops dictionary and thesaurus skills
- improves vocabulary and comprehension

Jolly Grammar 2 aims to both extend the children's knowledge of sentences, punctuation and parts of speech and to deepen their understanding. They are introduced to new concepts such as irregular verbs and to new parts of speech, namely possessive adjectives, conjunctions, prepositions, comparatives and superlatives. Apostrophes, commas, exclamation marks are also introduced.

Jolly Grammar 2 introduces the following spelling features

- vowel digraphs
- alternative spelling of vowel sounds
- new spelling patterns
- silent letters
- syllables
- identifying short vowels
- spelling rules
- tricky word families

Below is a list of the spelling progression for the year.

Silent b, w, k, wh, ph, ea for e, soft c, soft g, wa for wo, ou for u, air, ch for k, ai, ee, ie, oa, ue, k, er, oi, ou, ou, or, eu, y, at the end, silent h, silent c, are for air, ear for air, tion, sion, ei for eigh, o for u, ture, ie for e, ore, le

Tricky words

mother, father, sister, brother, grandma, grandpa, aunt, uncle, nephew, niece, cousin, friend, the months, half, quarter, numbers 11 to 20, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand, million, zero, equals, centimetre, metre, gram, kilogram, millilitre, litre, weight, volume, minute,

second, fraction, estimate, child, children, woman, women, mouse, mice, library, computer, English, language, continent, world

Second level

For the majority of children Jolly Grammar 2 should be completed by the end of P4 and they will then move on to the Spellits 4 - 6 programme. However, for those children who find Jolly Grammar 2 too challenging, there is the option to use Spellits 3.

When Jolly Grammar 2 has been completed a standardised spelling assessment will be carried out. This will enable the teacher to place children appropriately within the Spellits programme.

After the assessment (generally at the end of Primary 4 or beginning of Primary 5), the Spellits 4, 5 and 6 will be used in Primary 5 – 7 as the follow on from Jolly Grammar. Spellits may be introduced earlier or later depending on the individual needs of the children.

Spellits uses multi-sensory strategies to underpin the teaching of spelling and is supported by the list of suggested activities.

Suggested Daily Tasks

- Activities from spelling programme e.g. Jolly Phonics, Jolly Grammar, Spellits
- Use games listed in Appendix 1 to reinforce the focus spelling rule
- Use of Interactive Whiteboard
- Words could be incorporated into a handwriting exercise
- Spelling quiz
- Dictation exercise which should also reinforce spelling rules from previous weeks
- Additional written activities to consolidate focus spelling

Resources

- The Phonics Handbook
- Jolly Grammar 1
- Jolly Grammar 2
- Spellits (Folders and Big Books 3 – 6)
- Big Book Grammar
- Nelson Spelling (Books A and B)
- Nelson Spelling (Books 1 – 4)

- Nelson Spelling - Skills Development (Books 2 – 4)

Interactive free website www.spellingcity.com This is a great website! Pupils type in the words they are learning. The site recognises any misspellings and asks them to check and re-enter. The pupils can choose whether to be taught how to spell the word or a choice of several games all using their own words! It's excellent!

Other interactive websites are:

www.northwood.org.uk

www.topicbox.co.uk

www.woodlands-junior.kent.sch.uk

www.topmarks.co.uk

www.bbc.co.uk/skillswise

Dyslexia

Appendix 1

Below is a short description of dyslexia.

If you suspect you have a pupil with this or indeed any other learning disability e.g. dyspraxia, dysgraphia then it is important that you refer the child to the S.F.L. team. This must be done in written form from the onset. Within the S.F.L. base you will find a

simple form to fill in. Once this has been received the team will begin to assess the child.

ONE DEFINITION

Dyslexia is a specific learning disability that manifests primarily as a difficulty with written language, particularly with reading and spelling. Evidence suggests that dyslexia results from differences in how the brain processes written and/or verbal language. Although dyslexia is the result of a neurological difference, it is not an intellectual disability.

Persisting factors

There are many persisting factors in dyslexia which can appear from an early age. They will still be noticeable when the child with dyslexia leaves school. These include:

- Obvious 'good' and 'bad' days, for no apparent reason.
- Confusion between directional words, e.g. up/down, in/out.
- Difficulty with sequence, e.g. coloured bead sequence, later with days of the week or numbers, getting things in the right order.
- A family history of dyslexia/reading difficulties or spelling difficulties.

Pre-school

- Has persistent jumbled phrases, e.g. 'cobbler's tub' for 'toddler's club'.
- Use of substitute words e.g. 'lampshade' for 'lamppost'.
- Inability to remember the label for known objects, e.g. 'table', 'chair'.
- Difficulty learning nursery rhymes and rhyming words, e.g. 'cat, mat, sat'.
- Later than expected speech development.

Non-language indicators.

- May have walked early but did not crawl-was a 'bottom shuffler' or 'tummy wriggler'.
- Persistent difficulties in getting dressed efficiently and putting shoes on the correct feet.
- Enjoys being read to but shows no interest in letters or words.
- Is often accused of not listening or paying attention.
- Excessive tripping, bumping into things or falling over.
- Difficulty with catching, kicking or throwing a ball; hopping and/or skipping.
- Difficulty with clapping a simple rhythm.

Primary school age

- Has particular difficulty with reading and spelling (particularly spelling).
- Puts letters and figures the wrong way round.
- Has difficulty with all forms of sequencing e.g. remembering tables, alphabet, formulae, mathematical operations etc.
- Leaves letters out of words or puts them in the wrong order.
- Still occasionally confuses 'b' and 'd' and words such as 'no/on'.
- Still needs to use fingers or marks on paper to make simple calculations.
- Poor concentration.
- Has problems understanding what s/he has read.
- Appears bright but cannot get their thoughts down on paper, or written work does not match their oral ideas.
- Takes longer than average to do written work.
- Problems processing language at speed; have imprecise interpretation of language that has been heard.

- Difficulty taking down oral instructions.
- A tendency to lose place when reading and copying.
- Often excel at drawing, drama, debating.
- Have difficulty 'finding' the exact word they need.
- Little or no enjoyment of reading as a leisure activity.

Non-language indicators:

- Has difficulty with tying shoe laces, tie, dressing.
- Has difficulty telling left from right, order of days of the week, months of the year etc.
- Surprises you because in other ways s/he is bright and alert.
- Has a poor sense of direction and still confuses left and right.
- Lacks confidence and has a poor self image.
- Disorganised at home and school, can also be clumsy.
- Growing lack of self confidence and increasing frustration.
- Go home exhausted at the end of the day through having to work so hard.
- Use avoidance tactics or become withdrawn and isolated sitting at the back, not participating.
- Become the 'class clown' or use avoidance tactics to mask what they see as their academic weakness.

Spelling Activities

Appendix 2

Some of the following activities can be used and adapted for any stage whilst others are more appropriate for younger or older pupils. Where this is the case the class stage has been added at the end of the activity.

1. Tracing letters/words in different materials e.g. – sand/flour
2. Textured letters e.g. – sandpaper/velvet/felt

3. Letters in the water
4. Plasticine letters and sounds
5. Writing spellings on another child's back
6. Acronyms - yoghurt-yellow olives give hippos ugly red teeth
7. Matching words
8. Pairs
9. Using song and rhythm
10. Throwing and catching a ball whilst spelling
11. Writing words in the air
12. Stile cards
13. Corners - running to the correct spelling of a word
14. Write the word with different coloured pens
15. Chant the syllables eg Wed-nes-day, emphasising the tricky bit. Use actions for each syllable (P3-7)
16. Drawing a picture to help with a word eg big elephants can always understand small elephants = because
17. Making the word into a picture eg bed could be drawn to look like a bed
18. Look, Cover, Write, Check – 'SHOW ME 'Pupils work in pairs. Both pupils look at the same word. It is then covered and both pupils write the word on an individual whiteboard. They then reveal their word – 'one two three, show me' and check that they both have the same spelling. This is repeated with every word on their list. A quick activity that is very effective. It can also be done in trios or quartets.

19 FLASH CARDS

This is similar to the 'show me' activity above. Pupils quickly write out words on flash cards making sure that they have the correct spellings. One reads aloud from a card and the other pupil writes the word on a whiteboard. This time when they say 'show me', one shows the correct spelling on the card and the other shows their attempt on the whiteboard. Pupils take turns reading or spelling.

20 SPELLING ALOUD

Using flashcards, as above, one pupil reads a word aloud. Their partner spells the word out loud. If they spell correctly, they 'win' the card. If they are incorrect, the card is put to the bottom of the pile. Pupils take turns and the 'winner' is the one who has most cards at the end of the game.

21 SPELLING TENNIS

Older children really enjoy this one as it can be quite challenging. Pupils work in trios. One takes on the role of both 'reader' and 'checker'. The other two pupils spell the word by saying alternative letters until the whole word is spelt. If a mistake is made, the checker stops the game and shows them the correct spelling. The word is then spelt again and then put to the bottom of the pile. Correct words are discarded. Pupils take turns to be the checker.

22 MUDDLED LETTERS

Pupils rewrite each of their spelling words in a muddled up fashion eg 'beautiful' could be written 'befitualu'. It is better if they always put the initial letter in the correct place. This is a great activity, as pupils have to scrutinise each word to make sure they have got all the correct letters. These muddled lists are then swapped with someone with the same spelling

words. Without looking at the correct list, pupils have to rewrite each word correctly.

23 WORDS WITHIN WORDS

Pupils try to find smaller words inside each of their spelling words without rearranging the letters. Eg using the word 'practising', you could find – 'act' 'sing' 'in' 'is'. Set a time limit, say 10 minutes, for them to work individually to find as many as possible using all their spelling words. Finish off with an oral feedback session to pull all their suggestions together.

24 SILLY STORY

Working in pairs, pupils write a short story (about a paragraph) using as many of their spelling words as possible. Again, set a time limit of about 10 minutes. Stories can be shared with another pair or with the whole class – the stories are usually very silly so children enjoy this activity.

25 KIM'S GAME

This game can be played in groups of 4 to 6. Spelling words are written on cards and laid out on the table. The pupils study the words. They then look away and a nominated person removes one of the cards. Pupils turn back, look at the remaining cards and have 2 minutes (use an egg timer) to write the missing word on a whiteboard which they keep hidden. All the guesses are then revealed at the same time. If they are correct, they win a point, but only if it is spelt correctly!

26 MAGNETIC LETTERS

Working with a partner, younger pupils would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters. This would continue until all the words are displayed. Another pair would then be asked to check their spellings.

27 WORDSEARCH

Using squared paper, pupils make a wordsearch with their spelling words. Words are NOT written out underneath. They need to look really closely to make sure that they haven't made a mistake and that they have included all their words.

For the next spelling session, wordsearches are swapped with another member of the same spelling group. Words are ringed and then written out underneath. How many can they find?

They are then swapped back and marked by the original owner of the wordsearch. (P3-7)

28 MNEMONICS

Show the children an example of a mnemonic and explain why they are used eg big elephants can always understand small elephants = because

Working with a partner, pupils try to make up a mnemonic for one or two of their trickiest spelling words. A time limit should be set – again about 10 minutes. Their mnemonics can then be shared with another pair, the whole group or displayed on the wall for everyone to use. (P2-7)

29 LUCKY DIP

This is a game best played in twos or threes. Pupils take turns to pick out 12 plastic letters from a bag. They mustn't look into the bag, as it is 'lucky dip'.

The picked letters are placed in front of them and the rest of the letters are left in the bag. The idea is to make one of their spelling words out of the letters. The pupils take turns to pick one new letter out of the bag and discard one that they don't want any more. This carries on until someone has the right letters to make one of their spelling words. The others check that it is indeed spelt correctly. The game then starts over again.

30 GUESS THE WORD

Pupils work in pairs. One pupil chooses one of their spelling words, and then writes one letter on a whiteboard at a time. They can begin anywhere in the word – it does not have to be at the beginning. The other pupil tries to guess the word after each letter is added. If they guess correctly, they must spell the whole word to win the points. The fewer letters that have been given – the more points to be won. (P2-7)

31 CROSSWORD

Using squared paper, pupils make a crossword using their spelling words. Definitions are written below to form the clues. The children may have already written the definitions during a previous spelling session. During a further session, crosswords are swapped and completed by another member of the group. These would then be checked by the pupil who created the crossword. (P4-7)

32 NOUGHTS AND CROSSES

This is a very simple activity where pupils can work within mixed or same ability pairings. Pupils swap lists and ask their partner to spell one of the words. If the word is spelt correctly, the appropriate mark is placed on a noughts and crosses grid. If wrong, no mark is written but their mistake explained and the correct spelling shown. A 10-15 minute time limit is probably long enough to play several games.

33 WALK ABOUT

Don't be put off by the title. Children of all ages love this and it's very effective! The whole class walks about the class with their list of words. When the teacher calls a set signal (eg 'spell'), each pupil greets the person nearest to them and swaps lists. By doing this all spelling abilities can work together. They then ask each other to spell 3 words from the list. If they are both correct, they swap the lists back again and move on. If one or more is wrong, they get one minute to study the words and are then asked again. (P2-7)

34 DRAGON'S DINNER

Pupils have counters, one for each of their target words. They take turns in spelling. If they make a misspelling, they lose a counter to the dragon. The dragon can be a pupil with a list of the words or all other pupils can have a list to check the words and the dragon can be a picture/model. How much dinner does the dragon get?

36 FIND THE WORD

This is a good activity for younger pupils who are learning how to spell high frequency words. Each pair is given a highlighter pen and piece of text, for example a newspaper or advert. The teacher writes a few common words on the blackboard and the children highlight as many as they can find.

Younger children may need to be given a highlighter each or you may ask that each common word is highlighted using a different colour. This activity can also be used to highlight a spelling pattern in older classes eg 'ight', 'ei/ie'. Once highlighted, the words could be written in a list to share with another group.

37 ALPHA BOARDS

Give out whiteboards with a sound written on them. Lay out a set of alphabet cards face down. Children take turns to choose 2 or 3 cards. They should try to make a word using the sound on the board and their cards. The word should be written on the board.

38 SPELLING TOKENS

Using a group spelling list, pupils are invited to spell a word from their list. If the word is spelled accurately, they receive a 'spelling token'. The tokens can be used as the teacher wishes.

39 DEFINITION TOKENS

As above. Children to give correct definition. Children receive a 'definition token'.

Schonell Spelling Test

<http://www.rtf.org.uk/pdf/Schonell%20Spelling%20Test%20with%20instructions.pdf>

Spelling Test Procedure

With the group of children to be tested, explain the procedure given below prior to administering the test.

1. Work in blocks of 10 words.
2. Each word should be pronounced and followed by a sentence so that its meaning is clear. Say the word again.

3. Check the spellings after each block of 10 but don't let the child know if they are right or wrong.
4. Stop once the child has made 10 mistakes in a row.
5. Do not go over the correct spelling with the child as you may wish to use the test again.

Keep the 'test' as relaxed as possible. Tell them that you fully expect that they won't know some of the words at all.

Scoring

To score for age equivalent take the number of correctly spelled words, divide this by 10 and then add 5.

e.g. $36 \div 10 = 3.6 + 5 = 8.6$ (decimal) = 8 years 7 months (spelling age).

Conversion Table: Tenths to Months

1 = 1 month

2 = 2 months

3 = 4 months

4 = 5 months

5 = 6 months

6 = 7 months

7 = 9 months

8 = 10 months

9 = 11 months