

**EDUCATION GUIDANCE**

**GUIDANCE on: Spelling**

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Spelling

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**Guidance on Spelling**

Things to remember:

* Spelling is a thinking activity not a rote learning activity
* Spelling won’t sink in – it needs to be taught
* Time should be spent frequently on revising and revisiting focus
* The activities around spelling are important
* Attention should be paid to spelling in the teaching of all aspects of the curriculum

There are 3 main strategies to learning spelling:

* Phonetic – based on sound / letter correspondence. This is fundamental to learning to spell.
* Visual / orthographic – based on how words look. This can support a phonetic approach to spelling.
* Morphemic – based on understanding patterns and structures (compound words, suffixes, prefixes etc)

In the early stages of primary, phonetic and visual approaches are likely to be the main strategies used, but around P3 pupils may be ready to introduce morphemic approaches in addition. *As with all elements of education, awareness of children’s developmental process should be the guiding force in approaches to learning and teaching.*

**EARLY SPELLING DEVELOPMENT**

* In the early stages, pupils will use letters to represent one or two sounds within a word. They know there is a correspondence between sounds and letters but it is still semi-phonetic.
* Then they will start to use letters to represent all the substantial sounds in a word.
* Then they will start to remember patterns in words.

STRATEGIES TO SUPPORT THE DEVELOPMENT OF SPELLING

**PHONETIC STRATEGIES**

From the beginning of any phonics programme, reading and spelling should be taught as reversible processes. This is a fundamental part to helping children become independent spellers and confident writers. Be aware that this is not dependent on children’s ability to hold a pencil – simple phonetic encoding can be done with sand trays, moveable bits of paper, magnetic letters etc. Working from the abstract to the concrete is challenging but can have a huge impact on children’s confidence in ‘having a go’ at spelling later on.

Activities and resources from the Argyll and Bute guidance on the early acquisition of literacy Teachers’ Toolkit as well as the Northern Alliance Emerging Literacy approach should be used to support this approach in P1 and into P2.

Highland Literacy’s Condensed Wraparound Spelling document provides an excellent model for practising encoding skills as well as a weekly structure that can be used: <https://highlandliteracy.files.wordpress.com/2018/11/wraparound-spelling-condensed1.pdf>

During this process, pupils should be introduced to the different ways in which sounds can be represented by different graphemes (written letters or combinations of letters). It can be very useful to have a classroom chart which outlines the different vowel and consonant grapheme – phoneme correspondences. If your phonics scheme does not provide one, you can use the example included at the end of this guidance or within wraparound spelling.

* **Argyll and Bute resources:**
* **consonant and vowel phonemes**

**VISUAL / ORTHOGRAPHIC STRATEGIES**

These strategies support children’s phonological spelling by developing skills that enable them to check that a word looks right as well as sounds right. NB Any approach that relies solely on visual memory should not be used. *Pupils should be encouraged to listen to a word and break it down into sounds. Writing a word first is a test of reading, not spelling.*

Activities which develop children’s visual memory can be valuable however, even if they’re not explicitly related to spelling:

* Kim’s game – objects are on a tray. The try is covered over and 1 item removed. Pupils have to remember which item is no longer there.
* Memory pictures – the teacher pretends to be a frog in 4 different poses. Pupils have to remember them in order.
* Sorting words by length
* What looks right? Use a rhyming pattern with 2 spellings e.g. ight / ite. Have 2 columns on the board and write an example of each at the top. Say a word that fits one of the patterns and give a context sentence. Write it both ways on the board e.g. bright and brite. Students predict which one looks right. 2 students act as checkers and look in dictionaries to check.
* Investigate words with silent letters e.g. scent, climb, knee, wrap, gnaw, debt
* Group words containing the same patterns together even if they don’t sound the same – bother, brother, mother
* Create pictures to help associate words with the same pattern - e.g. -ible or –ure

Together, create a picture with the different words represented in it.

* Write words with the same pattern using an unusual font / colour / illustration for where the pattern appears

**MORPHEMIC STRATEGIES** (moving onto spelling conventions)

It is important that pupils begin talk about the strategies that are used in spelling to support their phonological spelling confidence. However, pupils need to be secure in their phonological approaches to spelling so it is important to be sensitive to pupil development of skills.

Ideas for approaches:

The Highland approach to morphological awareness provides a structure that can be used with pupils who are proficient spellers and you want to stretch them further. This can be found at <https://highlandliteracy.com/wraparound-spelling/> - Roots and Shoots guidance

The ideas below can be used to support general class activities relating to morphemic strategies:

* Prefix of the week – talk about / look up as many words with that prefix as you can. What does it mean in each word? Comment on it wherever you see it that week
* Word search race – list words beginning with a certain prefix. Put pupils in teams and give them a newspaper. They have a set amount of time to search for as many occurrences of that prefix as they can find. At the end, go through and check words against any prefix rules that have been previously established (see above) (e.g. reply & repossess are fine for the prefix –re but really and readership aren’t)
* Pupils make categories of words according to similarity e.g. nail / sale / lay / neigh. See how many words you can get in each category. Discuss patterns / generalisations that occur.
* Word families – Create word families of words that come from the same base: *receive, receipt, received, receiver, reception, receptionist, receptor, receivership*. Discuss how prefixes and suffixes can be added to a base word: *play, plays, played, playing, playful, reply, player, playtime, playground*
* Concentration: Make a word card set that contains many pairs of related words (e.g. receiver & receipt, decide & decision, remember & memorial, motion & motive). Cards are shuffled and placed face down. Pupils take turns to turn over 2, trying to find a related pair.
* Word webs – build spider diagrams to illustrate words which are related to a central word e.g. equal – equator, equation, equivalent, equality, equilateral, equation
* Latin / Greek roots / etymology - Explain the background meaning behind certain words e.g. pasteurisation comes from Louis Pasteur. Explore unusual etymologies (where words come from) Teach children meanings and derivations e.g. Latin ‘medica’ = medicine, medic, medical. Begin by asking why medicine is spelt like medical or medication to encourage discussion about derivation.
* Suffixes (Teach past tense – wanted / banged / picked sound like id, d, t but they’re spelt the same because they’re all the past tense of words)
* Write suffixes / prefixes on one end of a lolly stick and place in sand (or in a jar), writing hidden. Write base roots on other sticks and put in a 2nd sand tray (jar).

Pupils pull one root and discuss if it has meaning on its own. Now pick an affix – can it be used with this root? Does the spelling need to change? What is the meaning now? How has the affix affected it?

NB As appropriate, use these activities as the context arises, to support understanding.

**Argyll and Bute resources:**

* **Word Parts**
* **Why do we spell like that?**
* **Useful memory tricks**

**HIGH FREQUENCY WORDS**

Many of the strategies above will support the learning of high frequency words. Here are some more ideas:

***Word of the week***: Have 1 word a week as a screen saver. Have the same word on a card on each pupil’s desk – whenever they find that word in a book they make a tally mark on the card.

***Handwriting Lessons***

Include tricky word letter strings in handwriting lessons. This is particularly good for dyslexic children.

***Word Walls***

A Word Wall is an organised display of key words which provide visual reference for pupils over the course of a period of study / topic / term. The words themselves should be ones which are being used continuously by pupils and teachers during this time.

The wall should not be passive and should be a living resource

* practise the words by chanting and writing them so children aren’t just expected to look at and remember them
* make sure word all words are **always** spelt correctly in **any** writing pupils do – these are the non negotiables
* add words gradually – 5 a week
* group words alphabetically

**Practical uses for a word wall:**

(Taken from *Teaching Spelling: What do we need to teach in order to help children develop into effective spellers? by Christine Topfer)*

***Write tap and spell***

* Students number a sheet of paper 1-5
* The teacher calls out 5 words, putting them in a sentence
* As the teacher calls each word a student finds and points to them on the word wall
* Students clap and chant the spelling
* Students write each word

***Read my Mind***

* The teacher thinks of a word from the Word Wall and gives 5 clues to the word
* Pupils number paper 1-5 and write down their guess next to each number (keep writing the same word if the guess remains the same)
* The 1st clue should always be “It’s one of the words on the wall.”
* Other clues could include any feature of the word you want pupils to notice or be as simple / complex as you like e.g. it has 5 letters, it begins with ‘w’, it has an ‘awe’ sound in it, it ends the sentence, ‘Please can I have a drink of . . ?’
* Scoring: 5 if you guess it on the 1st clue down to 1 for the 5th clue.

***Wordo***

* Pupils have a bingo grid of 9 or 25 squares and some small blank squares to cover up
* Students fill their grid with words from the word wall (all use the same words but write them wherever they want)
* As the teacher calls out a word, pupils chant the spelling before covering it up
* The 1st pupil to cover a row wins and can be the next caller while the teacher plays

**OTHER IDEAS TO SUPPORT SPELLING**

**Spelling Mats**

Every child / table has a spelling mat with the letters of the alphabet. Words are added as they are used in writing.

**Spelling journals / Personal dictionaries** – help children to organise their learning about words by collecting them into a spelling journal. This can be arranged alphabetically to support dictionary work, or similar words can be grouped together. Words for spelling revision can be taken from these journals.

**Word Part Relay**

* Have sets of words with a common pattern split into individual graphemes on card. Place on a table.
* Pupils line up in teams of 2-4.
* Clearly say a word from the set. The 1st pupil must find the first grapheme. When they return the 2nd pupil finds the next and so on.
* Pupils can think of their own words that follow the same rules and add them to the table.

**Treasure hunt**

Hide grapheme cards around the room. Say a word – pupils have to find the corresponding graphemes.

**Catch**

In pairs, pupils pass a ball, taking it in turns to identify a phoneme and then recall the corresponding grapheme in a word provided by the teacher. E.g. “Shout.”

Pupil A: Sh

Pupil B: s ……h……

Pupil A: ou

Pupil B: o….u……

Pupil A: t

Pupil B: t

**Easily confused letters**

f/th, s/es, o-e/o (whatever your pupils are confusing)

Pupils write each grapheme on one side of a mini whiteboard

You say a word and the pupils must hold up the correct grapheme.

Then, rub out the graphemes and ask them to write the correct one when they hear the word.

Finally, ask them to write the whole word.

**Some don’ts**

Don’t give pupils exercises to spot the mistake – this actually internalises that spelling as a large part of how we remember spellings is the visual

Don’t include words that aren’t likely to be used regularly by the children

Don’t leave spelling to homework- it needs to be actively taught & practised in class

Don’t give pupils words to learn that they don’t know the meanings of – take time to use the words in context and talk about their meaning

Don’t write up the words you are asking pupils to spell – this is reading. Children need to work from their thoughts into writing.

**USING YOUR ENVIRONMENT**

Ideas for displays:

* Word walls (see notes above)
* Displays of specific letter / word patterns and words that relate to that
* Phoneme / grapheme correspondences (see A&B resource / wraparound spelling)
* Labels on visual displays e.g. longship, helmet

**STRUCTURING SPELLING LESSONS**

The Highland resources, Wraparound Spelling, contains a structure for a weekly approach to spelling. <https://highlandliteracy.com/wraparound-spelling/>

Other ideas are below:

**How to organise your class**

It is better to do little and often rather than one big block a week. Just as with phonics, returning regularly to the same idea will support pupils in embedding their learning.

As teacher, you will know the best way to organise your class. When working with different ability groups one idea is to have different groups who rotate around a 10 minute task. *When using any carousel activity it is important to ensure that appropriate support and challenge are built in, according to individual pupil needs.*

An example of a carousel which includes spelling:

1. Direct teaching related to level of development

2. Read to self

3. Read to one another

4. Task relating to spelling

5. Listen to an audiobook / someone reads to them and asks questions / practice look-say-cover-write-say-check

Alternatively, you could have a whole class session of direct teaching, then pupils can choose any of the activities outlined under the visual / morphemic strategies listed above. Strategies that would work particularly well in small groups include:

* Kim’s game (try playing it with words written down)
* sorting words by length
* grouping words according to the patterns they contain
* searching for prefixes in a newspaper
* create word families of words with the same base
* Pupils turn over cards looking for a matching pair from the same base family
* partitioning words and colouring prefixes and root in different colours
* type specified words in different fonts
* look-say-cover-write-say-check in pairs or any of the ‘supporting spelling’ tasks below
* speaking aloud, alternate the letters of specified words between 2 pupils
* do the same as above, but write it down
* close your eyes and try to write a specified word – this can help to automatize the movement associated with a word

**SPELLING TESTS**

“The ‘testing effect’ does help us to remember some important spellings, but if children do not understand why some spellings are as they are, recognising common and uncommon patterns, then they will never be fully equipped to write and spell effectively*.” (Alex Quigly: Closing the Vocabulary Gap)*

It should always be remembered that testing is not teaching. Any use of testing should be underpinned by direct explanation and instruction of a logical approach to spelling and plenty of pupil opportunities to practise.

It is worth considering alternatives to traditional spelling tests which give pupils a right / wrong judgement without engaging them in thought around the process.

**ALTERNATIVES TO TRADITIONAL RIGHT / WRONG TESTS**

Give a sheet with the different grapheme headings in columns e.g. u, u-e, ue, ew, ou, oo. Read out words covered in spelling lesson and pupils write into correct column if they know it. They could compare in groups at this point to take the pressure off. At the end of the list, the children add any other words that they know that could fit into each column. This way you’re also looking at their growing knowledge (adapted from wraparound spelling, Highland).

Pick 5 words of the week (every child does not need to have the same). Every day a different (quick) activity is undertaken using these words e.g. put in alphabetical order, sort according to number of syllables, sort according to prefixes, group words into short / long vowel sounds, sort according to the number of letters, highlight the vowels, create anagrams of a partner’s words which they have to unscramble etc

Pupils can create individualised spelling lists over the week. This could come from any of the words they’ve tried spelling but didn’t succeed in. These can be recorded on a ‘have-a-go’ card (see above). Pupils can test each other in pairs on their own individualised spelling lists rather than having a whole class test.

Rather than have a right / wrong approach to the whole word, pupils can be asked to break the word down into the number of sounds they can hear and show the teacher their fingers. Once the whole class has agreement on how many sounds the word contains, each pupil writes down the word. A tick or correction is then written by the pupil against each grapheme within the word. This supports pupils in understanding which part of the word they need to focus on and helps them to see patterns in their progress.

Ways of supporting practising spelling:

* Look-say-cover-write-say-check (support sheet available)
* Camera: use your eyes like a camera. Take a picture of the word. Imagine it – trace it in the air, imagine the letters in different colours, change the colours. Now write.
* Visual imagery: Look at the word, close your eyes and imagine it, name the letters from left to right, open your eyes and write.
* Syllables: Break it into syllables
* Analogy: Think of other words that use the same pattern
* Motor habit: write the word using cursive script again and again to develop the muscle memory
* Mnemonics / memory tricks (support sheet available – it is very useful to have pupils create their own
* Find words within words

**FEEDBACK ON WRITTEN WORK**

If children ask how to spell a word, encourage them to have a go by breaking down the number of sounds and thinking about how they are represented by graphemes. You can use the phoneme / grapheme posters to support this. Then ask them to write it down. Focus first on the parts they have written correctly. Then work together to talk through the other parts. You are aiming for a classroom environment where pupils feel empowered to have a go at spelling, even if they are not certain that they are right. The aim is to create independent writers.

Feedback on spelling doesn’t always have to be at the end point of a piece of writing. It is most effective when it is given in situ.

Feedback on the spot is highly effective. Create a classroom culture of high expectation on any task, not just dedicated ‘literacy’ tasks. This helps to support the idea of spelling as a universal skill rather than one which is confined to formal writing. However, it is important to maintain the balance between a universal expectation around spelling and an over emphasis on it in situations where meaning and content are fundamental.

Encourage a have-a-go strategy (support sheet available):

* Do I know this word?
* How many syllables can I hear?
* Does it sound like other words I know?
* How do I write those words?
* Does this look right when it’s written down?
* Does this look better?
* I’ll write the bit I know and try different ways to fill in the blank bit.

Brainstorm with the class the things that make a good speller – put these into a class poster

Marking individual pieces

“When you have to spend all of your time marking every spelling error, there is little time left for planning to address the underlying issues.” *(Alex Quigly: Closing the Vocabulary Gap)*

Alternatives to marking every spelling:

Have a series of non-negotiables for the week: the words or rule that you are focussing on that week, or the words on display around the classroom. Focus on these only.

Rather than point out spelling, keep a note of the kind of mistakes that are being made. Plan to address these through small group input / whole class teaching according to prevalence of errors.

Editing of first drafts should be taught – pupils write their first draft then self-edit for spelling, punctuation and meaning. This can be done with peers as well. It is only handed in when it has been edited. NB Editing is more than just a cursory check. Strategies need to be taught & modelled.

**STRATEGIES FOR SELF-EDITING**

* change mindset from writer to reader
* use the resources available in the environment (word walls, spelling journals etc)
* use a ruler to focus on each line at a time
* read slowly
* highlight words to check
* try writing the word in different ways to see which looks right
* proofread with a friend
* copy words you’re uncertain of onto the have-a-go card

|  |  |  |
| --- | --- | --- |
| HAVE A GO CARD | | This list belong to |
| How I spelled the word in my writing | Have-a-Go – how it might also be written | Teacher / support writes correct word here |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

(The 3rd column can be torn off and used as the spelling list for the week)

Pupils need to be taught how to use a dictionary and this needs to be reinforced at every stage. Key elements:

* alphabetical order
* Function of guide words at top of pages
* Words being listed under root words e.g. ‘painting’ will be under ‘paint.’

NB At no point in their school education is a pupil examined on their ability to produce a flawless piece of writing in its first draft. Even at Higher English the candidate is required to have ‘few errors in spelling, grammar, sentence construction punctuation and paragraphing’ in an exam essay with no distinction between a low pass and a high pass in terms of technical accuracy.

APPENDIX 1: DEVELOPMENTAL SPELLING TEST

This can be helpful for children who seem to be falling behind with spelling, even though reading and spelling have been taught as reversible from the start. If they are not yet at the transitional stage then you should consider additional work around their phonological awareness. For the phonological awareness developmental continuum, with links to supporting activities, visit <https://highlandliteracy.com/emerging-literacy/phonological-awareness/>

This chart gives examples of the types of spellings – there will be many others.

Genrty & Gillet, Teaching Kids to Spell, Heinemannm 1993

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Word | Sentence | Pupil’s spelling | Semi-phonetic | Phonetic | Transitional |
| Monster | The cat was eaten by a monster |  | MTR | MOSTR | MONSTUR |
| United | Have you been to the United States? |  | U | UNITD | YOUNIGHTED |
| Dress | The woman was pleased with her new dress |  | JRS | JRAS | DRES |
| Bottom | A big fish lives at the bottom of the lake |  | BT | BODM | BOTTUM |
| Hiked | We hiked to the top of the mountain |  | H | HKT | HICKED |
| Human | Miss Piggy isn’t human |  | UM | HUMN | HUMUN |
| Eagle | An eagle is a very stong bird |  | EL | EGL | EGUL |
| Closed | The child closed the door |  | KD | KLOSD | CLOSSED |
| Bumped | The car bumped into the bus |  | B | BOPT | BUMPPED |
| Type | Type your story on the laptop |  | TP | TIP | TIPE |

APPENDIX 2: CONSONANT AND VOWEL GRAPHEMES

An alternative chart may be found in the Wraparound Spelling document

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24 Consonant Phonemes / Graphemes | | | | | | | | |
| Phoneme (sound) | Example | Graphemes (written patterns) | | | | | | |
| b | bat, robber | b | bb | | | | | |
| c | cat, duck, key, school, queen | c | k | ck | q | ch | | |
| d | dog, muddle | d | dd | | | | | |
| f | fox, giraffe, phone, cough | f | ff | ph | gh | | | |
| g | goat, goggles | g | gg | | | | | |
| h | help | h |  | | | | | |
| j | jelly, giant, lodge, orange | j | g | dge | ge | | | |
| l | leaf, bell, little | l | ll | le | | | | |
| m | man, hammer, thumb | m | mm | mb | | | | |
| n | nut, runner, knot, gnome | n | nn | kn | | | gn | |
| p | pan, happy | p | pp | | | | | |
| r | rat, worry, write | r | rr | wr | | | | |
| s | sun, glass, mouse, circle, science | s | ss | se | c | sc | | ce |
| t | tap, clutter | t | tt | | | | | |
| v | van, halve | v | ve | | | | | |
| w | watch, queen, what | w | u | wh | | | | |
| x | fox | x |  | | | | | |
| y | young | y |  | | | | | |
| z | zip, fizzy, ways, please, breeze | z | zz | s | se | ze | | |
| sh | shop, chute, revision, caution | sh | ch | si | ti | | | |
| ch | chop, catch | ch | tch | | | | | |
| th | mother | th |  | | | | | |
| ng | sing, ankle | ng | n | | | | | |

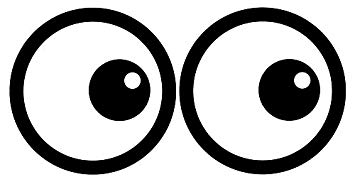
|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20 vowel phonemes / graphemes | | | | | | | | |
| Phoneme (sound) | Example | Grapheme (written patterns) | | | | | | |
| Short vowel sounds | | | | | | | | |
| a | ant | a |  | | | | | |
| e | bed, head | e | ea | | | | | |
| i | pin, gym | i | y | | | | | |
| o | pot, wash | o | a | | | | | |
| u | under, won, young | u | o | | | ou | | |
| Long vowel sounds | | | | | | | | |
| ae | rain, play, cane, weigh, a | ai | ay | a-e | eigh | | a | |
| ee | tree, bean, fiend, nanny, me, money | ee | ea | ie | y | | e | ey |
| ie | fight, pine, my, find, spies, aisle | igh | i-e | y | i | | ie | ai |
| oa | boat, grow, go, phone | oa | ow | o | o-e | | | |
| ue | tube, stew, emu | u-e | ew | u | | | | |
| oo | moon, glue, soup, prune | oo | ue | ou | u-e | | | |
| Other vowel sounds | | | | | | | | |
| oo | book, push, could | oo | u | ou | | | | |
| ou | found, cow | ou | ow | | | | | |
| oi | coin, boy | oi | oy | | | | | |
| ‘r’ controlled vowels | | | | | | | | |
| ar | star, palm | ar | a | | | | | |
| or | for, paw, war, sauce, more, oar, door | or | aw | ar | au | | ore | oar |
| oor |
| er | herb, bird, nurse, heard, word | er | ir | ur | ear | | or | |
| air | chair, wear, care | air | ear | are | | | | |
| ear | hear, beer, here | ear | eer | ere | | | | |

APPENDIX 3: HAVE A GO SPELLING

Have-a-go Spelling

How many syllables can I hear? How might each one be written?

HAVE A GO



Does this look right?

No? Try again!!

Yes? Hurray!!

TRY AGAIN

Write the sounds that you think you know

Now try different ways to fill in the blanks

Does this look better?

Does this sound / look like other words I know?

Well done, you’re a

Have-a-go-hero!!

APPENDIX 4:

|  |
| --- |
| LOOK-SAY-COVER-WRITE-SAY- CHECK |
| 1. Look carefully at the word structure, shape and form (or the salient orthographic, morphological or structural feature). |
| 1. Say the word out loud. Focus on grapheme – phoneme relationships within the words. Exaggerate the pronunciation of the word to highlight correct spelling (for example choc-O-late or sep-AR-ate). |
| 1. Cover the word. |
| 1. Try to remember or picture the spelling and write the word. |
| 1. Say the written word out loud to check that it matches the sound and recall the structure, shape and form. |
| 1. Uncover the words and check that the spelling is correct. |

|  |
| --- |
| LOOK-SAY-COVER-WRITE-SAY-CHECK |
| 1. Look at the word. Think about its shape. Where does it go up? Where does it go down? How many times? |
| 1. Say the word. Say each sound in it very clearly. Exaggerate some e.g. choc-O-late |
| 1. Cover the word. |
| 1. Try to picture the word and the number of ups and downs and write it. |
| 1. Say the word you’ve written – does what you’ve written match the sound? Does it look right? |
| 1. Check!! |

APPENDIX 5: COMMON SPELLING RULES

**Common spelling rules**

*(Taken from Alex Quigly: Closing the Vocabulary Gap, Routledge 2018)*

These can be explicitly taught and used to focus spelling practice

|  |  |  |
| --- | --- | --- |
| Word type | Spelling Pattern | Example |
| Verbs that end with a consonant then –e | Omit the –e before adding –ing | Love – loving |
| Words ending with –ie | Change –ie to –y then add –ing | Die – dying |
| Words ending with –o | Add –es to the plural | Volcano – volcanoes |
| Words ending with –s, -sg, -ss, -ch | Add –es to the plural | Push – pushes  Church - churches |
| Words that end with a consonant then –y | Change –y to –ie before an –s ending | Try – tries |
| Words that end with a consonant then –y | Change –y to –I before –est, -ed, -er and –ly | Try – tried  Easy – easiest |
| Words that end with a consonant then –y | Don’t change the –y before –ing | Try – trying |
| Words that end with a vowel then –y | Don’t change the –y | Toy – toys |
| Cvc / ccvc (single consonant) words | Double the final consonant before –ed, -est, -er and –ing | Shop – shopping  Fat – fatter |
| Double syllable or more words with stressed final syllable | Double the final consonant before –ed, -est, -er and –ing | Begin – beginning |
| Double syllable or more words with stressed opening syllable | Don’t double the final consonant before –ed, -est, -er and –ing | Follow - following |

APPENDIX 6: WHY DO E SPELL LIKE THAT?

**Why do we spell like that?**

|  |  |  |
| --- | --- | --- |
| **Word(s)** | **Difficulty** | **Reason** |
| Subtle  Debt | Why the silent ‘b’? | From the Latin – subtilis  - debitum |
| Receipt | Why the silent ‘p’? | From the Latin ‘receptus.’ |
| Gone, have, give, live, sneeze etc | Why do we have an ‘e’ on the end? | In the Middle Ages, when spellings weren’t set, scribes would add extra letters to ensure that the length of lines were even |
| Love | Why isn’t it luv? | Again – the scribes. Luv would be too many almost identical downstrokes. O gives greater visual clarity. |
| Ghost | Why the ‘h’? | In the 15th century a notable typesetter was Flemish and his spelling had an influence. The Flemish spelling for ghost is ‘gheest.’ |
| Metaphor | Why the ‘ph’? | From 2 Latin words – ‘meta’, meaning ‘over, across,’ and ‘pherein,’ meaning ‘carry, bear.’ Literally therefore, to carry across, as a metaphor carries one idea across to another through comparison. |
| Wednesday | Why the ‘dn’? | Woden was an Anglo-Saxon god associated with fury and poetic inspiration. Originally Woden’s day, it was named after him. |
| February | Why the ‘r’? | Originally this is from the French, feverier. But in the 16th / 17th centuries the educated classes went crazy for all things Greek and Latin and tried to make the language sound more classical by making it look like ‘Febrarius.’ |

APPENDIX 7: WORD PARTS

**Word Parts – Prefixes, suffixes and roots**

**(much of this is taken from Alex Quigly: Closing the Vocabulary Gap, Routledge 2018)**

***Prefix:*** an extra bit that can be added at the start of a word

***Suffix:*** an extra bit that can be added at the end of a word

***Root***: word parts that come from other languages such as Latin or Greek

NB word roots are often used either at the beginning or end of a word, but not always in the same form (e.g. minority, microscope and miniscule all come from the same root)

***As words come up within IDL contexts, this is the ideal opportunity to teach about where words come from and how they are related. It provides the opportunity to further develop children’s vocabulary as well.***

**A selection of prefixes**

|  |  |  |
| --- | --- | --- |
| **Prefix** | **Meaning** | **Examples** |
| Anti | Against | Antibody, antipathy, antibacterial |
| De | Down, down from, off | Decline, decrease, descend |
| Dis | Not, opposite of | Disappear, disembodied, distrust |
| En, em | To cause | Enable, embrace, empower |
| Ex | Out / away from. outside | External, exfoliation, excommunicated, exoskeleton, exodus, exit |
| Fore | Before | Foreground, foresight |
| In, im | In | Insidious, impregnate |
| In, im, il, ir | Not | Illegal, impossible, insubstantial, irregular |
| Inter | Between | International, interregnum, interfere |
| Mal | Bad | Malformed, maleficent, malodorous |
| Mid | Middle | Middle, midnight, midway |
| Mis | Wrong | Misguided, misinformed, mismatched |
| Non-  Often, not always, has a hyphen after it) | Not | Non-payment, non-believer, non-judgemental, nonsense |
| Over | Over | Overpaid. overexcited, overpass |
| Pre | Before | Predestined, preview, preconceived |
| Post | After | Postgraduate |
| Re | Again | Reassert, regain, rejoin |
| Semi | Half | Semiaquatic, semicircle |
| Sub | Under | Submarine, substandard, subject |
| Super | Above | Superscript, supercilious |
| Trans | Across | Transatlantic, transsexual, transfer, transaction |
| Un | Not | Uninteresting, unusual, unforgiving |
| Under | Under | Underwhelming, undercut, underpaid |

**A selection of roots (word parts that come from other languages – often Latin or Greek)**

|  |  |  |
| --- | --- | --- |
| **Root** | **Meaning** | **Examples** |
| Auto | Self | Author, autobiography, autograph |
| Aud | To hear | Audible, auditory |
| Bio | Life | Biography, biosphere |
| Cred |  | Incredible, incredulous, credibility, |
| Dis | Apart, away | Disability, disagree, disbelief, disown |
| Fract | To break | Fracture, fragment, fractal |
| Geo | Earth | Geography, geothermal, geology |
| Graph / gram | To write / draw | Grammar, graphics, graphology, pictogram, mammogram |
| Micro / mini | small | Minority, miniscule, microscope |
| Mobil |  | Playmobil, automobile, mobile phone, mobile, |
| Photo | Light | Photograph, photon, photosynthesis |
| Port | To carry | Export, transport, portfolio |
| Re | Again | Rearrange, reuse, return, reform |
| Rupt | To break | Erupt, rupture, interruption |
| Scop | To see / watch | Scope, horoscope, microscope |
| Spec/ spect | To look at | Spectator, speculate, spectrum |
| Struct | To build | Construction, structure, instructor, construe |
| Tele | Far | Telephone, teleport, television, telescope |
| Tract | To pull or draw | Detract, subtract, attraction |
| Vis / vid | To see / look | Video, vision, advise |

**You could share certain types of roots and ask pupils to think of words which include them. For example:**

**Roots to do with the human body:**

|  |  |  |
| --- | --- | --- |
| **Latin root** | **Meaning** | **Examples** |
| Caput | Head | Capitulate, capital, chapter |
| Ora / os | Mouth | Oral, oration |
| Dens | Tooth | Dental, indentation |
| Gaster | Stomach | Gastric, gastronomy, gastropod |
| Neuron | Nerve | Neurosis, neuron, neurotic |
| Manus | Hand | Manual, manipulate, manoeuvre |
| Ped / podos | Foot | Pedestrian, odium, arthropod, perambulate |
| Derma | Skin | Dermatology, dermatitis, hypodermic, taxidermy |
| Carnem | Flesh | Carnage, carnival, carnivore |
| Oss | Bone | Ossify, osteoporosis, ostracise |
| Cor/cardia | Heart | Courage, discord, cardiology |
| Psyche | Mind/soul | Psychology, psychic, psychotic |

**Roots to do with people and groups**

|  |  |  |
| --- | --- | --- |
| **Latin root** | **Meaning** | **Examples** |
| Civis | Citizen | Civil, civilian, uncivilized, civilisation |
| Demos | People | Democracy, demographic |
| Ethnos | People, race, tribe | Ethical, ethnic, ethnography |
| Genus | Race, kind, birth | Gender, genetic, genius, genre |
| Populous | People | Population, popular |
| Socius | Group | Sociable, society, sociopath |

**A selection of suffixes**

|  |  |  |
| --- | --- | --- |
| **Suffix** | **Meaning** | **Example** |
| -er | Someone who does something | Teacher, helper, rider, cleaner |
| -ion | The action or process of something | Election, celebration, opinion, decision |
| -or | A person who is something | Conductor, translator, investigator |
| Able / ible | Capable of being something | Adaptable, preventable, credible, |
| Less | Without something | Worthless, helpless, joyless |
| -age | Action or process | Voyage, passage, pilgrimage |
| -ant | A person who | Immigrant, applicant, attendant |
| -arium / -orium | A place for | Aquarium, solarium, |
| -cracy | Rule, power, government | Democracy, autocracy, beaurocracy |
| -cule | Making something small | Ridicule, miniscule |
| -ectomy | surgical removal of | appendectomy, hysterectomy |
| -ette | Makes something smaller | Cigarette, kitchenette, |
| Logor / logist | Someone who does something | Astrologer, cardiologist |
| -phone | Sound | Microphone, telephone, homophone |
| -ward | Specifies direction | Homeward, eastward |

APPENDIX 8: USEFUL MEMORY TRICKS

Useful Memory Tricks

With thanks to David Hornby:

You can ask pupils to create their own

|  |  |
| --- | --- |
| They | They is **the** word I can spell |
| Separate | Always smell **a rat** when you spell separate |
| Piece | A **pie**ce of **pie** |
| Quite / quiet | Silent ends with the letter t and quiet ends with the letter t |
| Here/ hear | You h**ear** with your **ear** |
| Two / too / to | Two is related in meaning to **tw**in and **tw**ice. Too means also. There is also another o in too because it means more than one. |
| Currant / current | There is an **ant** eating the curr**ant** bun. So currant is the food. |
| Practice / practise | Ice is a noun, so practice is a noun and practise a verb |
| Principal / principle | The princi**pal** is your **pal** |
| Because | Betty eats cake and uncle Sam’s eggs (or get the pupils to make up their own!) |
| Accommodation | There are two caravans and two motels |
| Few | **Fe**w **E**lephants **W**ink |
| Where, here, there, everywhere | **Place names all have here in them** |
| Who, where, when, why, what | Questions begin with ‘wh’ |
| Meat / meet | I like to **eat** m**eat** |
| Stationary / stationery | A c**ar** is station**ar**y |
| Island | An island **is land** |
| Necessary | On a shirt it is necessary to have one **c**ollar, two **s**leeves |
| -ould words | Oh you lucky duck |