

Spelling

Children are taught spelling in 2 main ways at stage 6 and 7. They are taught common words appropriate to their stage, interdisciplinary learning, writing genre features or current school events. Spelling strategies and spelling rules continue to be the focus for teaching these types of words. Children will work with partners to problem solve how they can remember the spelling of these words.

Spelling Strategies

The strategies the children are taught are:

- Using Phoneme Knowledge (sounding out)
- Syllabification – breaking words down into syllables. The children can clap out words to identify syllables e.g. go-ing/An-drew
- Word Shape – Look at letter shape, size, ascending and descending letters.
- Tricky Letters – Looking at the position of tricky letters as an aid to spelling.
- Compound Words – Breaking the compound word into simple words e.g. into makes in and to.
- Mnemonic – using an aide memoire e.g. because – Big Elephants Can Add Up Sums Easily
- Using Analogy – If you know how to spell one word you can spell similar words e.g. if you can spell hill, you can spell mill, will, fill etc.



Word Building

The second part of the spelling programme is looking at word building. Children are taught about **affixes** and **root words** and their meanings.

To help our pupils understand the grammatical elements of word building and deepen their understanding of words they are asked to investigate root words, then add appropriate prefixes and suffixes, to gain an understanding of how these affect the meaning of a word.

An example of using a prefix and suffix for the word consider is shown below:

Root word: consider to think about
re (again) reconsider think about again
ate (state of) considerate showing thought

As well as **affixes** children are taught about **homophones** and **confusions**.

- Words that sound the same but have different spellings and meanings are called homophones e.g. ate and eight.
- Words that can sound or are spelled similarly and are often mixed up are called confusions e.g. conscience and conscious.

Spelling Assessment

Children are assessed through the use of a standardised single word spelling test. However, spelling is also assessed on a daily basis by teachers who are continually making judgements about a child's ability to spell words by placing the words in a variety of contexts e.g. a dictated sentence/paragraph.



PARENT GUIDE

STAGE 6 & 7 ACTIVE LITERACY APPROACHES



Literacy

The development of literacy skills plays an important role in all learning.

Pupils develop and extend literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they can be creative
- extend and enrich vocabulary through listening, talking, watching and reading.

In developing my English language skills I:

- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures.

Principles of the Reading Programme

The programme adopts an integrated approach and therefore has a direct link to the spelling and phonics programme. Children are taught to apply their knowledge of spelling and phonics within the context of reading and writing.

From Primary 4-7, the selection of reading book used at Orchard have been identified as quality texts which provide opportunities for reflection and discussion. In this way, children are exposed to a wider variety of authors, styles and contexts.



In Class

Children are explicitly taught through a four day reading programme, which comprises of:

- Fluency
- Comprehension
- Writing linked to reading/novel
- Talking and Listening linked to reading/novel

The programme adopts a multisensory, problem solving approach which is well structured and interactive.

Comprehension Strategies

The reading programme highlights the importance of developing children's higher order thinking and critical literacy skills. These skills are developed through the teaching of the six comprehension strategies:

- Prior Knowledge
- Metalinguistics (Tricky Words)
- Visualisation
- Inference
- Main Idea
- Summarisation

Writing and Talking Linked to Reading

The four day programme stresses the need for children to be talking and writing about the quality text they have read in order to improve their ability to identify and comprehend the main messages within the text.

