

### 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. In this way children can understand the grammatical elements of word building and deepen their understanding of words by investigating root words, adding appropriate prefixes and suffixes, and understanding how these affect the meaning of a word eg appear – dis-appear.

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.

### Assessment

Children are no longer assessed purely on the basis of a single word spelling test. Teachers can make judgements about a child's ability to spell words by placing them in a context e.g. a dictated sentence/paragraph.

Vocabulary building is assessed by the children's ability to recognise the type of word and then categorise it into noun, verb, adjective or adverb.

### At home

Support your child in completing their homework. Encourage your child to explain what they have been learning. If it helps your child break the word lists down into manageable sections so you are focusing on 2 or 3 words a night. Playing games can also help to make learning fun – the following activities are suggestions you may wish to try:

- Look for words that contain the focus phoneme in books, magazines or in the local environment.
- Use spelling words to play snap or hangman.
- Create an acrostic poem using a spelling word.
- Play 'donkey' with the spelling words, passing a ball back and forth with a partner or in a small group spelling the words with a letter per pass.

Your support at home makes a huge difference to your child's spelling - thank you!



# Active Phonics & Spelling at Woodpark Primary

## Stage 6 and 7

## Guide for Parents

## Introduction

The aim of this leaflet is to provide you with information about how your child is taught spelling at school and to give you information to allow you to support your child at home.

## At School

Children are taught spelling in 3 main ways at stage 6 and 7. They are taught common words appropriate and relevant to their stage, words linked to interdisciplinary learning, current school events or writing genre features. 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. It is thought that by this stage children are generally able to spell most words.

Spelling will be taught in a four week cycle throughout.

## Week 1 and 2

Children will get a list of tricky and commonly misspelled words to learn Using all the strategies they have learned at school in previous years.

## Week 3

Children are given a list of subject specific words that have been collated by High School teachers and have identified as helpful to know by High School.

## Week 4

Children will be taught a spelling rule. This rule will have been covered in some detail in previous years. They will receive a list of words corresponding to their rule to practise and learn.

Common strategies in Stage 6 and 7 include all the previous strategies to learning to spell but focus on the following two -

## Elkonin Boxes

This involves splitting words up in to individual sounds and phonemes as shown below. Your child will be very familiar with these.

### Elkonin Box

ch	ai	r
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## Diacritical Marking

This process of splitting words up is explained below and again your child will be very familiar with the process.



Single sounds/phonemes are marked with a dot under the sound



Joined phonemes are marked by underlining with a dark line



Split phonemes (formerly magic 'e') are marked with a joining loop

