

# Parent Spelling Session

## 11<sup>th</sup> February 2020

### Welcome!

In Year 6, spelling is assessed within writing, in a standalone spelling test and in the grammar paper.

- In Year 6, the focus *should* be mainly on revising key spelling patterns that have been previously taught.
- However there are always ‘gaps’ which need a complete reteach. We find these when marking.
- It is possible to predict the kinds of words that will appear on the spelling test for the SPAG test, but of course this is not the core purpose of revising spelling!
- Reading **A LOT** is the best way to improve spelling. The more a child sees the word in context, the better memory they have of what it is supposed to look like!
- I think of spelling in two ways: the spellings that can be clustered together and practised in a pattern and those that appear on the statutory words list – although some of these can be clustered too. See sheet!

- When marking and assessing writing, roughly 80% of spelling needs to be correct **most** of the time. There is no expectation for every word to be correct as children will make some errors in known words when concentrating on their writing.
- However spellings 'past their sell by date' must be mostly correct i.e Year 1 and 2 statutory words, Year 3 and 4 statutory words. This is because spelling is a non-negotiable statement unless there is a 'particular weakness'.
- A child is able to 'edit and improve' spelling after writing. This involves independent self-regulation and reading backwards!
- As a class teacher, I have to be confident that a child would be able to spell most of the Year 5 and 6 words correctly if the opportunity arose. I also look for evidence in spelling tests.
- Repeated Errors can discount correct spellings!

The reason that spelling is so important on exit from primary is that this can be the last year when it is explicitly taught. Spell check can only do so much!

So, commonly tested patterns in a SPAG test.... these are chosen on purpose as they are common words and often cause children (and adults!) issues...

What makes them extra tricky is that often the root word is combined with a prefix and/or a suffix in the spelling test to make it harder!

In the grammar paper, the children also have to know what happens to the word class when a suffix is added.

i.e. **noun** = **adventure** → add suffix 'ous' → turns the word into an **adjective** = **adventurous**

i.e. **verb** = **arrive** → add suffix 'al' → turns the word into a **noun** = **arrival**

ANY change in word in the grammar paper is marked for spelling i.e. change the simple present tense of the verb fight to the past tense.

<b>Words with silent letters (b, h, k, g, e, c)</b>	<b>Adding suffixes beginning with vowel letters to words of more than one syllable</b>	<b>The /i/ sound spelt 'y' other than at the end of words</b>	<b>Endings that sound like /shun/ spelt -tion, -sion, -ssion, -cian</b>	<b>Homophones or near homophones</b>
sign, anchor, ghost straight, crumb, bruise, hourly, muscular descendent, climber, scientist	polishing, nationality, inspiring, disobeyed, obtained, adventurous,	gymnastics, typical, sympathetic	mission, passion, variation, possession, attention, percussion, musician	Loose, drawer, pray, coarse, council, whether, allowed, father, guessed
<b>Prefixes</b>	<b>Words ending in -able and -ible or -ably and -ibly</b>	<b>The suffix -ly</b>	<b>Words with the /ee/ sound spelt 'ei', 'eigh' or 'ey'</b>	<b>Adding suffixes beginning with the vowel letters to words ending in -fer</b>
discover, dismay, dissolve, disorder, misplaced, mistaken	edible, unavoidably, possible, probable, sensibly, portable	ferociously, likely, originally, accidentally, usually	sleigh, lightweight, weightless	offering, suffered, preferred
<b>Words with 'ou' as /uh/</b>	<b>Endings which sound like /shul/</b>	<b>Words with 'ei' after 'c'</b>	<b>Words with 'ure' endings</b>	<b>Words with sharp /k/ 'que'</b>
trouble, country, cousin, thoroughly, double	facial, essential, artificial, beneficial	ceiling, deceive, inconceivable	mixture, posture, temperature, pressure	Unique, picturesque, consequence

Words with 'ch' – pronounced in different ways	The suffix 'ous', 'cious' or 'tious'	Words ending in – ant, -ancy, -ent, -ence and -ency	Words containing the letter string – ough pronounced in different ways	Words with the /s/ sound as 'sc'	Words ending in a sharp /g/ 'gue'
parachute, monarch, architect, brochure, chalet, chemistry	delicious, gracious, previous, ominous, nervous, cautious	attendance, distance, brilliant, substance, violence, science	thoughtless, toughest, dough,	science, scene scissors	tongue, vague, catalogue, fatigue

# THE GREAT EIGHT SPELLING STRATEGIES

## THINK BEFORE INK

1. Say the word in your head using your 'spelling' voice. This is different from your reading voice as you try to pronounce all letters and sounds very clearly – lips moving!
2. **Take off the suffix and prefix and think about just the root word.** Write it down and then put the suffix or prefix back on. Remember common suffix spellings i.e. accidentally.
3. Break the word up into syllables and think carefully about familiar letter patterns.
4. Think of the tricky part. What makes it tricky? Will **you** be tricked?
5. Think of other spellings with the same tricky pattern.
6. If you are stuck, **try three options** – choose the most familiar one. Picture the word in your head – where have you seen it before?
7. Read it back carefully looking at the sounds in the word.