

MEADOW LANE INFANT SCHOOL

Learning Spellings

29 April 2016

In September 2015 we began teaching the new Primary Curriculum at Meadow Lane. This new curriculum contains a number of changes to what primary age children are expected to learn, and one of the greatest changes is in spelling. In particular the expectations for what children should be able to spell are now much higher. In order to ensure as many of our children as possible achieve the new expectations we have looked closely at the teaching and learning of spelling and made some changes.

Spelling Homework

By today your child will have received a new spellings book. Like the old one, this book will be kept in their reading folder and will need to be in school every day. Each week your child will receive new spellings to learn in the format below. These words are taken from the National Curriculum and are the same for most children in the year group.

Spring 3 – ve Words

live	give	gave	
love	have	five	above

When a word ends in the /v/ sound it is usually spelt ve.

Please practise spelling these words. You could:

- See how many times you can write them in a minute.
- Practise writing them on your back, hand, in sand, with string, with paint, in different colours.
- Make a word search or try to find them in your favourite books.
- Jumble the letters up and put them back together again

It is important to practise writing them as well as saying them.

When you know them...

Please practise writing them correctly in a sentence. Don't forget to use a capital letter and full stop.

What other words that end in ve can you think of.

Look what happens when you add ing and ed to these words. Learn these words too.

living lived giving having loving loved

In the box at the top are the words your child needs to learn that week. Attached to this letter is some advice on the best way to do this. Please note they will need to practise their spellings more than once; ideally for ten minutes every day. Like before, they can practise their spellings in their spelling book.

Below this is some information on the spelling pattern of that week's words, as well as tips and ideas about how to learn to spell them.

At the very bottom of the sheet is a 'When you know them...' box. This contains activities or extra words for your child to learn if/when they already know the spellings for that week. Please note the most important thing is that they can confidently spell the words in the top box correctly. This means that they can **write** the word quickly and without even having to think how to spell it, not just say it. **Please only attempt the extra work if you are confident your child knows the key spellings for that week.** This is not a race to the finish and we will not check whether they can spell the words in the 'When you know them...' box.

If you have any comments or queries about spelling they can also be noted in your child's spelling book.

Spelling Tests

As an incentive to practise and in order to monitor children's progress in spelling there will be a weekly spelling test in each class. Your child's teacher will tell you which day this will be. This will be used to check whether they can spell the words from the previous week. Only the words from the top box of the spelling sheets will be tested. The children will complete their spelling test in their spelling books so that you can see how many they remembered. Spellings that children have found tricky will be covered again in the classroom and in later spelling homework.

We will not share how many words each individual child got right with the rest of the class, although they may choose to tell their friends. Teachers will, however, use this information to create a whole class score which will be used as part of our new whole school spelling competition.

Star Spellers of the Week

Every Friday we will be awarding the new 'Star Spellers of the Week' trophy to the class who have worked the hardest on their spellings that week. This may be for the class who have practised the most, got the highest score that week or made the biggest improvement. The winning Class' photo will be displayed outside Mrs Revill's office.

Teaching Spelling at School

In addition to their homework, we will practise spellings at least once a week in school. This will give your child the opportunity to demonstrate their knowledge and to be praised for their efforts. Spelling sessions may concentrate on the words they are learning that week, previous words they have found tricky or strategies children can use independently to learn to spell.

Spelling is also taught as part of daily phonics sessions. Children learn the different spelling patterns in the English language, how to apply them and the most common words they are found in. During literacy lessons children are taught to apply all the words and rules they have learned in their writing. We use resources such as phoneme mats, word cards, bookmarks, working walls and dictionaries to support this.

We very much appreciate all the support you give at home to help your child to learn their spellings. Practising at home is hugely beneficial, not only in that it helps to improve your child's spelling skills, but also their ability to express themselves in writing and their self confidence in this subject. If you need any further guidance or have any questions please do not hesitate speak to your child's class teacher.

Yours Sincerely

Anna Hodkin

Head of Foundation Stage and Key Stage One

How to Help your Child to Learn their Spellings

How often should they practise?

It is best to practise spellings little and often. Ideally you should aim for ten minutes every day. However, we appreciate that parents/carers and children have busy lives so this is not always possible. Ten minutes three times a week can make a big difference or, if your child is in Year One or Two, why not encourage them to practise their spelling independently? This is something they are used to doing at school.

What to do – some good ideas

Learning what the word looks like	Look for a word in books and underline it.
	Write all the new spellings on cards/post it notes and leave around the house. Ask your child to read each one they come across.
	Make a word search with their spellings
Exploring the word	Write your words in as many ways as possible – in string, sand, playdoh, on an etch-a-sketch, with magnetic letters, in bubble letters, on flowers etc
	Choose a word from their spelling list and jumble it up. Can your child work out which word it is.
	Choose a word from your child's list and trace it on their hand with your finger. Can they guess the word? How about on their back or in the air? Then get them to do it to you.
	Remove a letter from one of these words and ask them to write it back in.
	Make a word pyramid. Eg w wh wha what
	Write all their spellings on cards. Remove one and see if they can work out which.
Learning the spelling	Break the word into it's syllables. eg re – mem – ber
	Break the syllables into phonemes. eg r-e-m-e-m-b-e-r
	Word Patterns

	<p>Link the word with other words with similar patterns. eg bright - fright, light, night</p> <p>Mispronounce or Exaggerate the sounding out of tricky words. eg Wed – nes – day pe-ople</p> <p>Quick Write</p> <p>Write the word at the top of a page. Challenge your child to write it as many times as possible in a minute. N.B This is not a test – they need to be able to see and use the correct spelling in order for this to be effective.</p>
<p>Recognising the correct spelling</p>	<p>Does it look right?</p> <p>Write the word with a variety of graphemes for the tricky part and ask your child to identify which is the correct spelling. For example: nite <u>night</u> niet nyt</p>
<p>Do you know it?</p>	<p>Look, Say, Cover, Write, Check</p> <p>Look at the word and say it. Then cover it up. Write it. Check the spelling is correct. Then repeat it. This is a useful one when children pretty much know the word. It is important that children write the word down, not just say the spelling.</p> <p>Quick Questions</p> <p>Ask them to tell you the spelling of a word wherever you are – in the car, walking to school, in the bath</p>