

Spelling Workshop for Parents

- Would you like to know more about the year group expectations for spelling?
- Would you like to know more about how we teach spelling at Blackboys?
- Are you curious about how we encourage good spelling?
- What does spelling at the point of writing mean?



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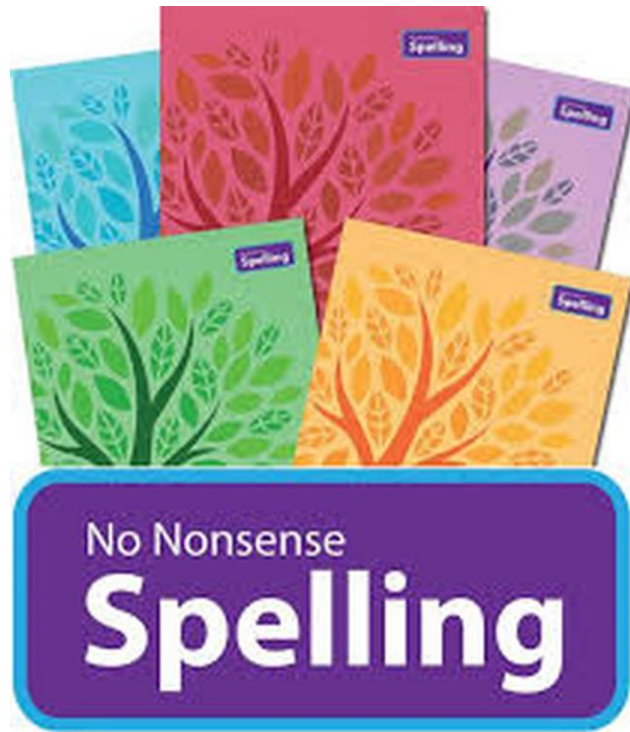
What do good spellers do?

- Read a lot.
- Visualise. Does it look right?
- Spot small words in words.
- Hear words in words.
- Segment into phonics.
- Look for patterns.
- Apply patterns.
- Willing to give it a go/take a risk.
- Have an eye for spotting errors.
- Make sensible choices with their graphemes.
- Re-read and check.
- Apply knowledge they have been taught when writing independently.
- Use resources available to them.
- Use personal strategies.



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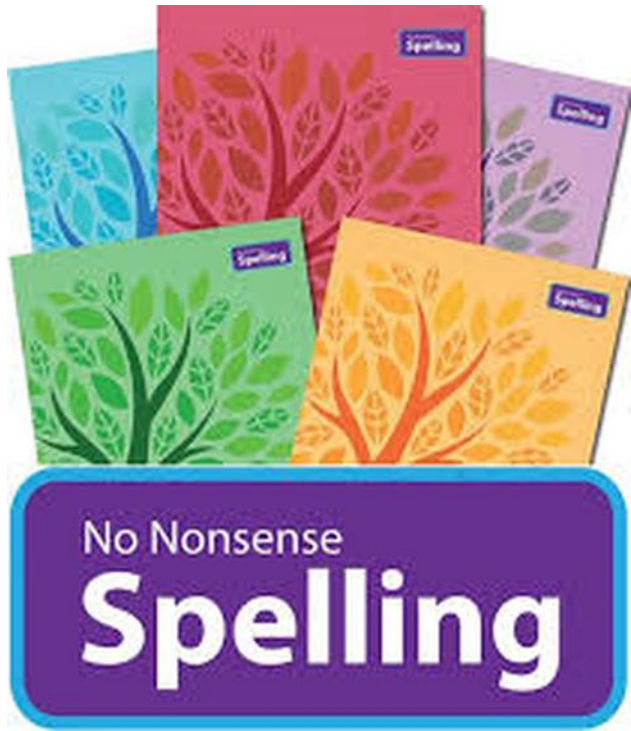
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The No Nonsense Spelling Programme is devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance is provided on how to teach the strategies, knowledge and skills pupils need to learn.



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- Age appropriate and fits with National Curriculum expectations
- Year group lessons. School focussed.
- 20 minutes a day.
- 4 times a week.
- Focus on spelling patterns, rules and phonics.
- Progressive scheme approach. Quite snappy!
- Allows time for recaps and revision.

- Home spellings will now be termly sets of High Frequency Words/Statutory Words.



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Expectation.

Spelling is important.

Children need to take responsibility for their own spelling.

If we give children the spellings when they ask for it (ie on a whiteboard) then it creates an attitude that it doesn't matter because someone will spell it for me.

It isn't about learning words for a test.

Consistent spelling in all ranges of writing.



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Expectation

Year 1s: Writing should be phonetically plausible. They should be spelling Reception words right most of the time. It is acceptable to get phonetically plausible spellings wrong if they haven't been taught the rule yet.

Year 2s: Need to begin to understand that words are not always spelt like they are said. 'jumpt' - as soon as you have taught the concept of regular verb -ed spelling you must insist on 'jumped'. No excuses. 'wantid' becomes 'wanted' etc.

Year 3s: Are year 1/2 common words being spelt correctly on a regular basis? Some errors are fine, but lots of errors are not good.

We have got to meet expectation and not just wallow!

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Expectation

Year 4s: They should be reliant on phonics still but begin to get into morphology and etymology. eg 'shaf'. Children gain in confidence in spelling the majority of year 3 and 4 statutory word list.

Year 5s: Accurate spelling of most words taught so far. In year 5, never get a year 2 word wrong and the vast majority of year 3/4 words correct too.

Year 6s: They should be able to use their knowledge to be able to spell words they haven't been taught. Gain confidence in spelling the majority of the year 5 and 6 statutory word list.

We have got to meet expectation and not just wallow!

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Strategies we will use *at the point of writing.*

Say it again and again.

Say it clearly.



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Strategies we will use *at the point of writing.*

Segmenting words into phonemes and selecting the correct grapheme.

Grapheme-Phoneme Correspondence charts.

Every child has their own in year 2,3 and 4. In year 5 and 6 they are shared and available. Children need to be taught how to use it.



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Strategies we will use *at the point of writing.*

Visual strategies.

Does it look right? Have I seen this looking like this before?

Which is correct?



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Strategies we will use *at the point of writing.*

A 'have a go' sheet. My go; my go; correct version.

Year 2- Big sheet in the middle of the table, when they want to, they can have their own.

Year 3-6 Just smaller than a4 selotaped into the back of books so they flip up and out.

2 tries then carry on.

If after 2 guesses you are still not sure, when you write the word you put a wiggly line under it. (wiggly line prompts the teacher and prompts the child to check it.)

Dictionaries are not to be used at the point of writing.

Teachers have their own "Have a go sheet" on a flip chart.



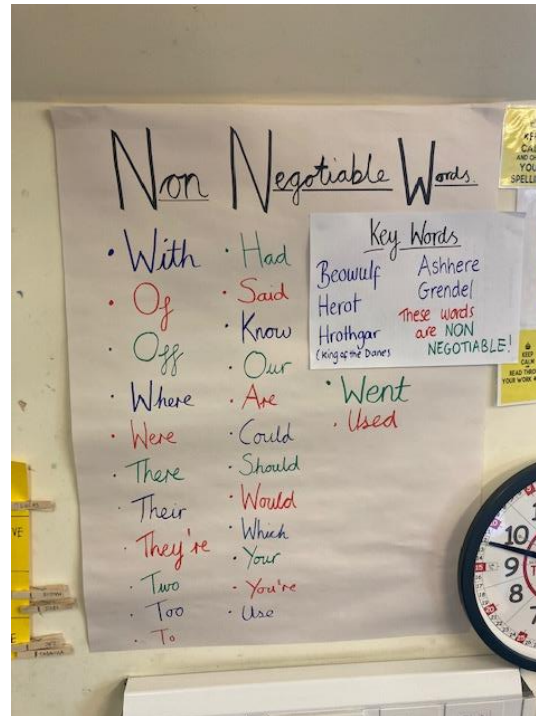
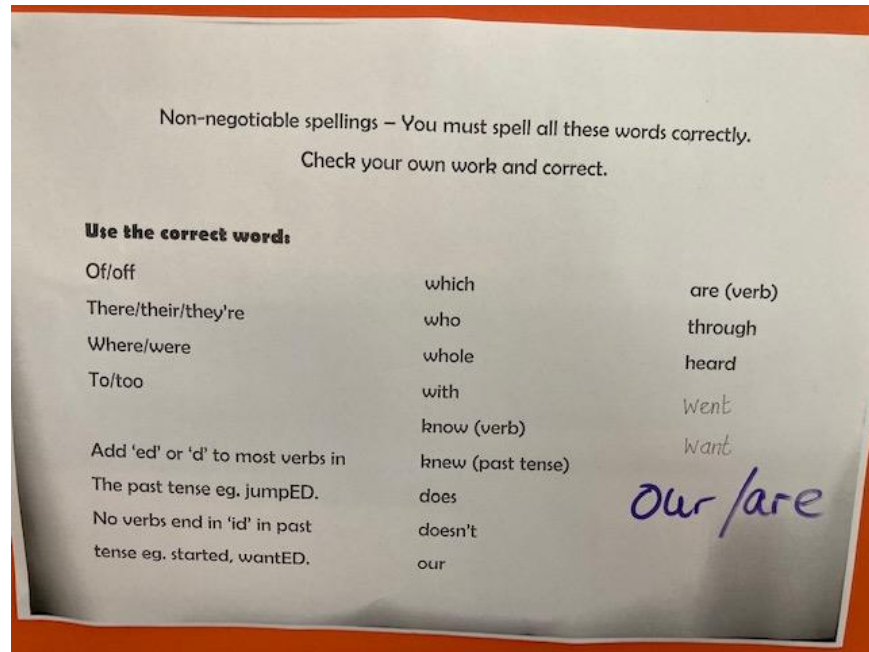
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Strategies we will use *at the point of writing.*

Key spellings in the environment:

Words that the class are commonly spelling wrong. Make them non-negotiable!



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1. No Nonsense Spelling scheme.
2. Termly word lists at home.
3. High expectations and attitude to spelling.
4. Spelling at the point of writing strategies (say it clearly and slowly, GPC charts, Have a go sheets, Key words in the environment.)



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