

SPELLING WORKSHOP

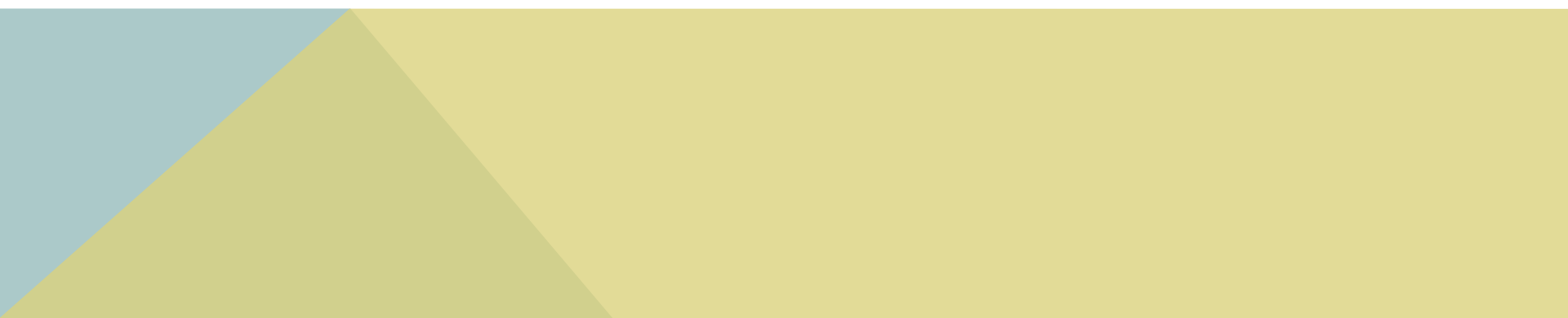
HOW DO WE TEACH SPELLING?

We follow a spelling scheme called Westover Green, developed by teachers within another school.

We don't want a child to think that a good speller is simply someone who gets 10/10 each week on a test.

We are encouraging children to make increasingly accurate decisions when spelling any unfamiliar words.

We want children to engage with their own strategies in order to help them learn the spelling rules and patterns.




POSSIBLE ERRORS

Some possible errors we may come across with spelling

- *Grapheme Phoneme Correspondence (GPC) is not a match*
- *GPC incorrect choice*
- *Mispronunciation due to accent/dialect*
- *Homophone choice – KS2*

WHAT DO WE DO?

- Give your full attention to the word you are trying to spell
 - Say the word several times so it becomes familiar
 - Segment the word: syllables/phonemes
 - Represent each phoneme that you can hear
 - Consider that there may be a choice of grapheme
 - Make an informed choice for your grapheme: how frequent is that grapheme used? Where is the position in the word?
 - Increase accuracy
 - Develop the link to meaning? Does the word look right?
 - Discuss the errors made and ask for reasoning
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EXAMPLE

lick

The same phoneme can be represented in more than one way

/c/ /k/ /ck/ /ch/ /que/

What is the positioning of the phoneme you want to represent?

e.g. /que/ - always at the end of a word

/c/ not found at the end of the word (there are some exceptions)

Phonics still such a huge importance within spellings
throughout KS2.

KS2

Phonics is the key underpinning factor with spellings

Then you dive further into the spelling, understanding the morphology and etymology.

Morphology: smallest unit of meaning in a language

Etymology: history of the word.

e.g. knight is spelt with a 'kn' because it used to be pronounced, but the 'k' was dropped but we still spell it like that

spaghetti – words in our code don't tend to end in the letter 'i'

This is an exception because it is an Italian word and ending words with an 'i' is common in their code.

STRATEGIES

- Handwriting – crucial for the writer and the reader
 - Understanding the meaning and spelling within a context
 - Look, cover, read, write
 - Writing the word in a different font
 - Revising the spelling pattern
 - Learning through play and songs
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