

Spelling at Shawlands Primary School

2023-2024



SHAWLANDS
PRIMARY SCHOOL



At Shawlands, we understand the important of teaching spellings, not just testing them.

We use Spelling Shed to deliver our spelling curriculum, but have adapted this to meet the needs of our pupils, and also reflect our phonics scheme, RWI.

What is included in a Spelling Shed lesson?

Each lesson has a main objective from the National Curriculum appendix for spelling. This may be split across multiple bullet points. At Shawlands, we teach one spelling lesson each week, which involves the following components:

- Revise previous spelling patterns and introduce new one
- Teach the new spelling rule
- Children complete an independent task and consolidate their new learning

Objectives

Each week a set of words is provided, these words are examples of the spelling pattern, but teachers can add in their own words if they feel that they would be more relevant to their pupils and their learning.

Revise

Each lesson contains a revision section which should last approximately 5 minutes. Children will revisit sounds and spelling patterns from earlier weeks in the scheme.

Introduction

In the introduction, children will be acquainted with the words of the week. There will be an explanation of how the words are linked. The lists are organised by spelling patterns, sounds or affixes. This section is designed to take approximately 10 minutes.

Examples of list titles:

- Words with the prefix inter-
- The /r/ sound spelled wr
- Words ending in -ible or -able
- The /j/ sound spelled as a g

Main Teaching Input

The Main Teaching Input section is designed to take approximately 20 minutes to complete. Here teachers and students will explore the words of the week. They will examine aspects such as the number of syllables, tricky sounds and the morphology of the words. =

Independent

The Independent section is designed to be carried out by students with minimal instruction. They can be carried out immediately after the teaching input in class during an extended spelling session or can be carried out later in an additional session.

Consolidation

In the Consolidation section, a recap of the spelling rule will be carried out to check for understanding.

Lesson Sequence

The lesson sequence is planned to systematically build upon acquired knowledge, so in Y2 to Y6, pupils start at Lesson 1 in their stage and move through the lessons in the order that they are presented. In Y1, we have rearranged the order of lessons to match our phonics scheme, RWI, to ensure that children are only exposed to spelling rules after they have been taught them in phonics (based on expected expectation in phonics).

Challenge Weeks

Challenge weeks are lists of words made up from the statutory word lists found in the National Curriculum English Programme of Study Spelling Appendix 2. Stage 2's Challenge Words are the CEW words found on page 10 of the appendix document. Stages 3 and 4's Challenge Words can be found on page 23 and for Stages 5 and 6 they can be found on page 23 of the National Curriculum's spelling appendix document. These lists appear throughout the scheme every 6 weeks. (Except in Stage 6, where the children complete all the challenge words first to ensure they are embedding them in their writing as quickly as possible). Challenge Weeks offer an opportunity for children to put their learning into practise on words which may have unfamiliar or unusual spelling patterns.

Example Activities

Sorting Words

Sorting words according to sounds, e.g., sorting words containing 'ou' according to how it is pronounced /ow/, /or/, /oo/ or /u/.

Sorting words based on the number of sounds, e.g., found has four sounds f-ou-n-d and around has five sounds a-r-ou-n-d.

Syllable Maps (also known as orthographic mapping)

Students will break words down into syllables. They will be supported in this process before becoming more independent as they move through the programme.

Once a word has been broken down into syllables, then students will be encouraged to look for 'tricky' spellings within these parts. For example, in the word advancement there are three syllables: ad-vance-ment. Ad- and -ment are both simple spellings but there is a teaching point around the middle syllable -vance- where the 'ce' is pronounced /s/.

Similarly, in the word again there are two syllables. The 'a' is straightforward; however, in the word 'gain', the 'ai' digraph is a short /e/ and not the longer /a/ vowel sound as in the word 'train'.

In some lessons, students will sort words according to the number of syllables.

Segmenting Words

In Spelling Shed lessons, students will continue to segment words. They will separate sounds or demarcate words to show individual sounds.

Students will be asked to identify sounds in order to aid their spelling and reading of words. For example, in the word sprout there are five sounds /s/ /p/ /r/ /ou/ /t/.

Students will be familiar with the different spellings of the graphemes from their experience of systematic synthetic phonics. Students will need to demonstrate this knowledge throughout their spelling lessons. For example, students will need to know that in sprout the digraph 'ou' represents the sound /ow/.

Note: If children are not secure in their grapheme/phoneme correspondence then further practice will be required.

There are two main ways of segmenting across the Spelling Shed scheme: 'Sound Buttons' and 'Elkonin Boxes'.

Sound Buttons

When using sound buttons, students will use dots, dashes and arcs below words to indicate individual sounds.

jet
• • •

For example, 'jet' is made up of three sounds. Phonemes which are all single letter graphemes represented by a dot below each of them.

'Rocket' is made up of five phonemes. There are four single-letter graphemes and one two-letter grapheme (digraph) which is identified by a dash. There are also trigraphs and quadgraphs in some words which can also be identified with a longer dash, for example, in the word 'eight'.

rock et eight t kite



'Kite' is made up of three graphemes, two of which are single letter graphemes; these are the /k/ and /t/ sounds. The long /i/ sound is made by the addition of the 'e'. This is identified by linking the 'i' and the 'e' together with an arc.

In some instances, students may be asked to match the word with the correct pattern of sound buttons, for example, matching the word 'naughty' with • —••

Elkonin Boxes

Elkonin Boxes can be used to segment words into their component sounds.

Brochure becomes

b	r	o	ch	u	r	e
---	---	---	----	---	---	---

 with each box containing a single grapheme.

- Note: The alphabetic code is not an exact science, whilst grapheme/phoneme correspondence is vital for early and emergent readers, by the time students are reading more complex vocabulary they may not need to rely on the sound buttons. There are also times when some rules have exceptions. For example, the 'oe' digraph in tomatoes becomes '-es'.

Alphabetise

The National Curriculum English Programme of Study has statutory elements which state that students should be taught to name the letters of the alphabet in order using letter names. There are a number of activities in Spelling Shed where students are asked to place words in alphabetical order. This will aid with using a dictionary/thesaurus and searching for content in an index or glossary which is a statutory requirement for children in KS2.

Cloze Sentences

Students will be asked to read sentences with their spelling words missing. They should insert each word word into the space in the sentence. In this activity, students will need to read, understand and write their spelling words correctly in context. We do feel there is little benefit in copying these sentences out in full and it is more effective to focus on the key spelling words.

Choose the Correct Spelling

Students will be presented with alternative close spellings of words such as 'intrest', 'interest' and 'interrest'. Students need to identify the correct version. In this example, students will need to identify that in the first iteration, 'intrest' has been spelled as many people say the word with an elided 'e', and that 'interrest' has an extra 'r'. Students' knowledge of GPCs and morphology is utilised and therefore embedded further during this activity.

Morphology

Morphology is the study of words and their parts. In terms of their architecture, words can be placed into two distinct categories. Words such as 'car', 'skill' and 'pen' seem to exist in whole forms. The word as a whole holds the full meaning. The second category of words, such as 'walking', 'inconceivable' and 'disagreement', can be split into a number of sections with each section holding a portion of the whole meaning.

morpheme is the smallest unit of meaning in a word. For example, the word 'dogs' is made up of two morphemes. These are 'dog' meaning a canine animal and '-s' which pluralises the noun to show that there is more than one.

The word 'disagreement' can be split into three sections. The base word 'agree' and two affixes 'dis-' and '-ment'. 'Dis-' is a prefix added before the base word and '-ment' is a suffix added after the base word. These morphemes can aid understanding of the word that is being read. Adding the suffix '-ing' indicates an action. Adding 'dis-' as a prefix shows us that the word means 'opposite of', 'not', or 'reverse' of the base word meaning. For example, adding 'dis-' to 'agree' reverses its meaning.

Morphology Matrix

In many lessons, we use a Morphology Matrix to demonstrate how morphemes fit together.

In this example, students can create new words by adding affixes to the base word 'round'.

The prefix 'sur' can be added to 'round' to create 'surround'. The suffix '-ed' can be added to the base word to make 'rounded'. Both prefixes and suffixes can be added to the base to further change the meaning, e.g., 'surrounded'.

Note: In some examples, the section title 'Base Word' is changed to 'Root Word'. Base and root words are similar, they are both root words but a base word can stand alone and have meaning as in 'round' above. Whereas, root words do not always have a meaning of its own in English, these are often of Greek or Latin origins, for example:

- jur - meaning law or justice as in jury and jurisdiction,
- magn - meaning large or great as in magnificent,
- terr - meaning earth as in territory.

Etymology

We also teach students about the etymology of words. Looking at the etymology of words and word parts can help children to spot patterns which are helpful when spelling. For example the word giant comes, through French, from the Latin gigas (a giant) and Greek Gigas (race of monsters) which helps explain why the word begins with a 'g' rather than a 'j' and also shows where the word 'gigantic' comes from. It is interesting to note that 'giant' came through Old French and the middle 'g' was elided, whereas 'gigantic' came to English straight from Latin which is why it kept its middle 'g'.

When looking at morphology it is worth noting that we can explore the word origins of both roots and affixes. To know that the root 'sect' means 'to cut' helps when looking at words 'bisect', 'dissect' and 'intersection'. All three involve some cutting or splitting.

- Bisect means to cut in two.

- Dissect means to methodically cut up a living thing.
- Intersection means a place where one road cuts across another.

Having this knowledge can help with spelling because if students know that 'sect' to cut is spelt with '-ct' at the end and not '-cked' then whenever they come across this root in a word, then they know it is spelled 'sect'.

Homework

Each week, children are set their spellings online, on Spelling Shed, to allow them to practise their spellings throughout the week at home. We also provide a paper copy of spellings, and try to give children an opportunity to practise spellings online in school at least once per week.

Embedding in writing

Throughout the week, spellings are displayed in each classroom and teachers draw attention to them in writing lessons, including them in shared writing when appropriate. Children also have challenge words (statutory / common expectation words) in their writing toolkits, and are taught to use these in their writing when appropriate. In year 1, spelling words are embedded in dictated sentences.

Whole school spelling overview (Example of Autumn 1 for 2024-2025)

	Autumn 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 1						
	Week 2 Step 1	(Step 1) Words ending in 'ff', 'll', 'ss', 'zz' and 'ck' puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back	'dge' makes a /j/ sound badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge	'ou' making an /ow/ sound mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	Homophones accept, except, knot, not, peace, piece, plain, plane, weather, whether	-tious and -ious ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	Challenge words accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest
	Week 3 Step 2	(step 1b) Digraph 'ee' feel, tree, green, meet, week, see, free, sheet, feet, seek	'ge' makes a /j/ sound change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe	'ou' makes a /u/ sound touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	Prefix -in inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	'-cious' atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	Challenge words accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol
	Week 4 Step 3	(Step 3) 'tch' trigraph catch, fetch, kitchen, switch, hutch, witch, ditch, patch, match, batch	'g' makes a /j/ sound gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle	'y' makes an /i/ sound symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	Prefix -il, -im, -ix illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	-cial artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	Challenge words according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system
	Week 5 Step 4	(Step 2) e /k/ sound spelled 'k' and 'nk' bank, honk, tank, pink, think, kit, skin, mask, sketch, basket	'c' makes a /s/ sound before 'e', 'i' and 'y' race, ice, cell, city, fancy, lace, space, circle, circus, rice	Words ending in -sure treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	Prefix -sub subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	-tial circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	Challenge words achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature
	Week 6 Step 5	(Step 3f) Words with the trigraph 'igh' high, night, light, bright, right, sight, tight, mighty, fright, midnight	'kn' and 'gn' make a /n/ sound knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw	Words ending in -ture adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	Prefix -inter interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	-cial and -tial commercial, controversial, controversially, financial, financially, initial, initially, provincial, spatia	Challenge words aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough
	Week 7 Step 6	(step 22) Digraph 'oo' makes an /oo/ sound food, pool, moon, zoo, soon, tool, boots, spoon, afternoon, boom	Challenge words door, floor, poor, find, kind, mind, behind, child, children, because	Challenge words actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	Challenge words strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	challenge words appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	Challenge words amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth
	Week 8 Step 7	(step 23) 'oo' makes an /u/ sound book, cook, foot, wood, good, shook, brook, stood, took, wool	'wr' makes a /r/ sound write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote	Prefix -re redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	-ation information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	-ant abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	Challenge words ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety