

ALL ABOUT SPELLING BUCKINGHAM PARK

An information guide for parents

This information guide seeks to inform you how we teach spelling at Buckingham Park and how you can help at home.

If anything is unclear, please do speak to your child's class teacher.

About spelling

Spelling is an important part of the writing process.

We believe that spelling is best taught alongside reading and writing activities.

When Reception children learn to blend their first few sounds, they are already learning spellings. From this point forward, we continue to teach spelling alongside reading and writing activities in class.



Developing confidence in spelling

The National Curriculum places great emphasis on correct spelling and, at the end of Year 6, every child sits a spelling test.



Learning to spell well is extremely useful if we want our children to become confident writers. If they are constantly stopping to think about how words are spelled while they write, it can interrupt the flow of their thoughts, taking them away from what we want them to be thinking about: their choice of words and how they construct those words into sentences that communicate exactly what they want to say.

The National Curriculum requires children to learn to spell different words in different year groups. But becoming an effective writer is so much more than a set number of words to learn.

How spelling is taught in school

Spelling is taught alongside the writing process. Our first, and most used, method is to teach spelling as part of our learning in phonics; reading, writing and spelling taught side by side.



Reading is taught in phonics by recognising that graphemes (letters or groups of letters) represent phonemes (sounds) which can be blended together to make words. Spelling is taught by listening carefully to words, segmenting them into phonemes, and then writing them down using known graphemes.

Alongside this phonics approach, we also teach the spelling of words which cannot be 'sounded out' or segmented. These are sometimes called 'tricky' words or common exception words.

As children get older, we also teach the spelling of words which can be grouped in others ways. For example; words with silent letters, words with the same prefix or suffix, words which sound alike but are spelled differently (homophones), words with apostrophes, and so on.

In each class from Year 1, we will introduce a group of words which are linked together by a phonics sound or theme. We will generate words which match the pattern, discuss the spelling and then give a set of words to practise at home.

Assessing children's learning

We check children's understanding and progress in a number of ways. For example, when we read a child's writing, and through tests and checks.



Each week, we will assess how well a child has learned the spellings from the previous work by undertaking a dictation. The teacher will read a sentence, group of sentences or paragraph which the children will write down. The dictation will include some, but not all, of the words learned at home.

Unlike a test, this will not generate a 'score out of ten' but will allow the teachers to have a look at a child's progress and to diagnose where further help is needed.

By writing in sentences, the children have the chance to show their understanding of the words in context, and also show off their grammar, punctuation and handwriting skills!

How can I support my child's spelling?

Practising phonics

Phonics is the main way that children are taught to spell at the start of primary school. Encouraging children to break the word they want to spell into its individual sounds and then try to match those sounds to the letters of the alphabet is really important. Reminding children to segment 'frog' into its four sounds, f-r-o-g, sounds like such a basic way of supporting spelling, but practising it is so important if it is to become second nature.

Helping with spelling lists

You can help your child to learn the spelling words on the list that will come home each week for your child. These will follow a word pattern or theme. There may be some 'tricky' words to learn alongside these.



Here are some ways to help:

- Draw their attention to any patterns or groups of letters in the words, making links to the phonics they've been taught: 'which letters are making the 'ay' sound here?'
- Ask children to write down the words that they need to remember how to spell. The act of writing the words by hand helps to anchor the spelling in children's memories and encourages them to think about the letters that represent the sounds in the word. One tried and tested method is 'Look – Say – Cover – Write – Check' (look at the word, say it aloud, cover it up, write it down, check it).
- You can focus children's attention on the tricky bits in a word by asking them to highlight them. For example, show them that said has 'ai' in the middle and ask them to write the word, and then highlight or underline this part to help them remember (children love highlighters!)
- Playing games such as hangman can help children to learn about spelling in an enjoyable way. Online games such as Word Worm can be motivating too. Alternatively, try making some silly sentences: challenge your child to write a silly sentence, including as many of the words on their spelling list as possible. For example, your child may have to learn 'room took hoop foot book'. They could make up a silly sentence such as 'The boy took his book across the room but got his foot caught in a hoop'. Again they could draw illustrations to go with the sentences.

Clear Expectations

Learning spelling is part of our home learning in school. We set home learning activities which will provide the maximum benefit to your child's learning in school. We believe that our approach provides opportunities for other learning, and fun activities, outside of school.



We do fully expect that home learning tasks will be completed, to a high standard, and on time. We will speak with you if we are concerned that your child is not learning their spelling, or if they need further help.

And finally...

At the heart of our work is the belief that parents are partners in their children's education. We hope that this short guide has been useful in explaining our approach to spelling and how you can help at home.



Please do ask if you have any further questions on these issues.

Additional Information 1

Spelling in the National Curriculum in England

Key Stage 1 (Years 1 and 2)

The National Curriculum for **Year 1** states that pupils should be taught to:

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words (such as the and was)
- Spell the days of the week
- Name the letters of the alphabet
- Add some prefixes (such as un-) and suffixes (such as -ing and -ed) to words

In **Year 2**, children's knowledge of spelling is assessed by a teacher assessment of children's writing. There is also an optional grammar, punctuation and spelling test that schools can choose to use to help them make an assessment about children's understanding in these areas. The National Curriculum for Year 2 states that pupils should be taught to:

- Use knowledge of phonics to spell words correctly
- Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (such as there/they're/their)
- Spell common exception words (such as because)
- Spell more words with contracted forms (such as it's)
- Learn the possessive apostrophe (singular)
- Add suffixes to spell longer words (including -ment, and -ly)

Key Stage 2 (Years 3 to 6)

In **Years 3 and 4**, children in English schools will continue to develop their spelling. The National Curriculum outlines the spelling rules that children will learn in Year 3 and Year 4:

- Use further prefixes and suffixes and understand how to add them (such as dis– and –sure)
- Spell further homophones (such as except/accept)
- Spell words that are often misspelt
- Use the possessive apostrophe accurately (plurals)
- Use the first two or three letters of a word to check its spelling in a dictionary

The National Curriculum for **Years 5 and 6** expects children to be able to:

- Use further prefixes and suffixes and understand the guidance for adding them (such as –able and –ible)
- Spell some words with ‘silent’ letters (such as knight)
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus

By the end of Year 6, children are expected to understand and be able to meet the challenging spelling demands outlined in the National Curriculum. Children’s knowledge is assessed through a grammar, punctuation and spelling test that children sit in May as part of a week of national tests.

Additional Information 2

Home Learning Spelling List Examples

An example from Key Stage 1:

Word list

drop	frog	cross	strong
spot	pond	lost	gong
cost	frost	slot	hopped

Some teaching points in class:

- Main /o/ sound in each word
- Practise the adjacent consonants (st, nd, sp)
- Spot the ss on cross

A possible dictation used for checking:

The frog hopped to a spot by the pond. He was cross he had lost his gong.

An example from Key Stage 2:

Word list:

arrive	arrived	decide	decided
recognise	recognised	likely	ninety
nineteen	excite	excitement	excitedly
quite	admire	acquire	tire
tired	retire	retired	required
umpire	Ireland	advertise	advertisement

Some teaching points in class:

- Spot the split digraph (i-e) in each word
- Look at the -ed ending (past tense)
- Capital letter for Ireland (proper noun)
- Discuss word meanings

A possible dictation used for checking:

Advertisements

If you have something to sell, why not advertise in the B.P. Times? If you decide that you are tired of your old things and require new ones, then advertise. For less than one pound you can acquire exciting new books and games. It is quite likely you will find a buyer.

Additional Information 3

First 100 High Frequency Words

This is a list of the most frequently used words in the English language. Knowing how to spell these words will help with all sorts of writing!

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into	will	that	this	then	them
with	see	for	now	down	look
too	he	she	we	me	be
was	you	they	all	are	my
her	went	it's	from	children	just
help	said	have	like	so	do
some	come	were	there	little	one
when	out	what	don't	old	I'm
by	time	house	about	your	day
made	came	make	here	saw	very
put	oh	their	people	Mr	Mrs
looked	called	asked	could		

Additional Information 4

Next 200 High Frequency Words

After the first 100 words, this is the list of the next 200 most frequently used words in the English language.

water	away	good	want	over
how	did	man	going	where
would	or	took	school	think
home	who	didn't	ran	know
bear	can't	again	cat	long
things	new	after	wanted	eat
everyone	our	two	has	yes
play	take	thought	dog	well
find	more	I'll	round	tree
magic	shouted	us	other	food
fox	through	way	been	stop
must	red	door	right	sea
these	began	boy	animals	never
next	first	work	lots	need
that's	baby	fish	gave	mouse
something	bed	may	still	found
live	say	soon	night	narrator
small	car	couldn't	three	head
king	town	I've	around	every
garden	fast	only	many	laughed
let's	much	suddenly	told	another
great	why	cried	keep	room
last	jumped	because	even	am
before	gran	clothes	tell	key
fun	place	mother	sat	boat
window	sleep	feet	morning	queen
each	book	its	green	different
let	girl	which	inside	run
any	under	hat	snow	air

trees
fell
there's
better
hard
eggs
ever
lived
white
giant
dragon

bad
friends
looking
hot
floppy
once
miss
birds
coming
looks
pulled

tea
box
end
sun
really
please
most
duck
he's
use
We're

top
dark
than
across
wind
thing
cold
horse
river
along
fly

eyes
grandad
best
gone
wish
stopped
park
rabbit
liked
plants
grow

Additional Information 5

Year 3 and 4 Word List for Spelling

This list, of spellings which should be known by children in Years 3 and 4, is from the National Curriculum.

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Additional Information 6

Year 5 and 6 Word List for Spelling

This list, of spellings which should be known by children in Years 5 and 6, is from the National Curriculum.

accommodate	definite	language	sincere(ly)
accompany	desperate	leisure	soldier
according	determined	muscle	stomach
achieve	develop	necessary	lightning
aggressive	dictionary	neighbour	marvellous
amateur	disastrous	nuisance	mischievous
ancient	embarrass	occupy	sufficient
apparent	environment	occur	suggest
appreciate	equip (–ped, – ment)	opportunity	symbol
attached	especially	parliament	system
available	exaggerate	persuade	temperature
average	excellent	physical	thorough
awkward	existence	prejudice	twelfth
bargain	explanation	privilege	variety
bruise	familiar	profession	vegetable
category	foreign	programme	vehicle
cemetery	forty	pronunciation	yacht
committee	frequently	queue	
communicate	government	recognise	
community	guarantee	recommend	
competition	harass	relevant	
conscience	hindrance	restaurant	
conscious	identity	rhyme	
controversy	immediate(ly)	rhythm	
convenience	individual	sacrifice	
correspond	interfere	secretary	
criticise (critic + ise)	interrupt	shoulder	
curiosity		signature	