

Spelling

The pack I have put together focuses on the key spelling rules throughout key stage 2.

The first thing I always tell the kids is that the English language is one of the most tricky to learn, particularly when it comes to spellings – there are loads of rules stemming from old English words, Latin, French etc... and, once you teach children rules, there are also always exceptions!! So, in short, it's not an easy job to teach or to learn all the rules (and exceptions!) – I do feel for the kids with the amount they are expected to know! So, focusing on the positives; praise; being open and honest about mistakes; modelling that we adults are not perfect and constantly encouraging will help children 'shuffle' on as learner. I use 'shuffle' because it is unrealistic for most children to be taught something a couple of times and then expect that it 'sticks.' Learning is committing things to our long term memory and by practising often/each day, they will shuffle towards this goal. And like anything in life, we are more likely to be successful at something if we see it as useful but also as somewhat enjoyable.

The most common misconceptions in KS2 spellings are highlighted below, of course there are more, but these are ones we see time and time again. As such, we try to always keep these plates spinning. Reminding them in their work, using them in our daily conversations with children, having high expectations that when used, they are used correctly and if any misconceptions are made, we address these.

Homophones (and near homophones) – some examples... there, their, they're; where, wear (and were, although it does sound a little different); right/write, advice, advise; practise and practice

Words where a consonant needs doubling (short vowel sound; double consonant. Long vowel sound; single consonant – a simple example being 'running' the vowel sound –uh (u) is short so we double the consonant after it. Some children may spell it 'runing' with only a single 'n' the 'u' sound is 'ooh')

-ed suffixes (endings) e.g. frightened

There are also lots of other rules which are taught in KS2 so I am sending a 'poster pack' which contains the rules and word lists taught in KS2. Select one poster per week to be your focus. You will often find a wealth of worksheets available on line to support individual spelling rules, www.twinkl.co.uk is often a good starting point. (Twinkl are currently offering a free subscription using the code CVDTWINKLHELPS). As well as this, I have sent a 'spelling menu' of potential spelling activities. Use these during other spelling sessions.

Suggested weekly timetable for learning spellings:

Monday	Introduce new words. Maybe show 3 or 4 and ask children to identify what spelling rule we might be working on. Can they think of any word words relating to this? Create a list together, discussing the rule, noticing patterns (and exceptions) and verbally using words in sentences (A lot of the time, kids are expected to learn to spell quite tricky words BUT they are unsure how to use the words in context. Practising using the words properly is really important – this can just be done through talk, trying to include the words in everyday discussions, noticing the word used on TV, in songs etc...)
Tuesday	Recap on words and introduce a few more. Remind of the rule and select a game from the 'spelling menu' to play.
Wednesday	Recap on words and rules; maybe give chn 3 words to spell to see if they can remember. Then spend the session writing sentences/paragraphs including the words. These can be silly sentences, paragraphs about a particular theme etc...
Thursday	Recap, use words in sentences and select another game from the 'spelling menu' or a worksheet which matches the rule.
Friday	Do a little test. It is massively important to work on the misconceptions after a test. In which words did you make a mistake, what mistake did you make? Practise writing the word out. First time looking at the correct spelling, then remove the correct spelling and try to write.

Another good way to encourage and motivate children when marking spellings is to put a tick above every letter they get right in a word. For example 'adualt' – a little tick above all letters apart from the second 'a' would highlight that they have got the word pretty much right, apart from one tiny error.

The other really important thing is that once the week has been completed, keep using/practising the words. Learning is committing something to long term memory. If you focus on a rule for one week but then don't re-visit it, children (or anyone) will soon forget it. Little and often, noticing examples in real-life contexts, using it during conversations – these methods play an important role in committing things to long term memory.