

Spelling, Phonics, Grammar, Writing KS 1

My spelling is wobbly.
It's good spelling but it wobbles
and the letters get in
the wrong places.



What Does The Research Say?

- Teaching children strategies for correcting spelling is far more important than giving them the correct spelling of a word
- Spelling strategies and major spelling patterns are taught much more effectively through lessons than through workbooks or spelling tests
- If children learn spellings for tests and don't use those words in their own writing, they will forget them within days
- Children often get key rules wrong.
- There's a need for both schools and parents to spend more time on the basics

Spelling is tricky...

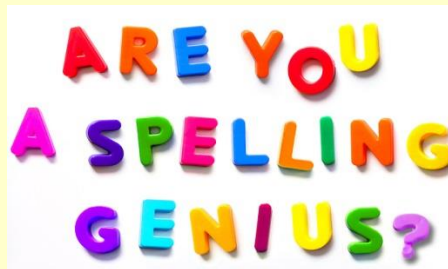
Spelling is
~~diffecolt~~
~~challengeng~~
hard.

Children who struggle with spelling usually have no strategies up their sleeve when they get stuck on a word. Ask any weak spellers the question, 'what do you do when you cannot spell a word'. They will have, at best, one strategy. But it is most likely that they guess. To help them become better spellers they need to acquire a range of different approaches to help them.

Pie Corbett

What makes a good speller?

- Good visible memory positive attitude
- Recognise rhyme and rhythm perseverance
- Distinguish sounds around them
- Oral blending and segmenting
- Observe order of events
- recognise parts of a whole
- Syllables
- Rules/conventions /strategies
- positive attitude
- perseverance
- Exceptions /tricky words
- Alphabet – sounds and names
- Link letters with sounds
- Hold a pen
- Prefixes /suffixes
- Recognising Patterns



Confident spellers apply...

- Phonics
- Words within words
- Grammatical knowledge
- Memory and experience
- Existing knowledge
- Synonyms



First Step – Phonetic approach

Phoneme Grapheme Correspondence:

- Stretch the word to hear all the sounds
- Break the word down into its sounds
- Count the phonemes (Check children are hearing all the sounds)
- Write the word. Some phonemes are represented by digraphs (2 letters) or trigraphs (3 letters). Check children are using the correct grapheme to represent the phoneme eg /ai/
- Sound buttons
- Read the word and check there are always the same number of graphemes and phonemes.



Phonics

Phase 4 - Year 1

To teach children to read and spell words containing adjacent consonants.

e.g. **truck** **help**

- Children with speech and language difficulties can find Phase 4 very tricky. If children struggle to hear all the sounds in a word encourage them to think about the movements that their mouths are making. Looking in mirrors can help with this.

Phonics Screening Check

Examples of words

day

snemp



slide

blurst



newt

spron



phone

stroft



Phase 5 - Year 1

- Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

ai **ay** **eigh** **ey** **a_e**

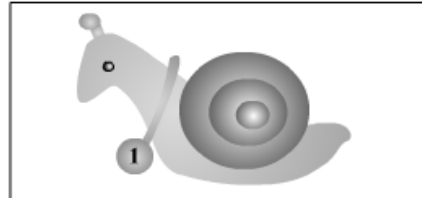
Learning Time

Can you spot all the different /ai/ sounds in this phoneme spotter?

The great snail race

Yesterday's great race was bravely won by Crazy Dave.

The start of the race was delayed by rain. The crowd became frustrated but just eighty minutes later the grey clouds rolled away. Crazy Dave (aged eight) has been training hard since he was a tiny baby snail.



He left all the other snails trailing behind him. We asked Lazy Daisy (who came eighth) if she had anything to say. She stated, "Dave is my mate and I think he is great but I hate it when he beats me."

Common Exception Words

We focus on the spelling of tricky words

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

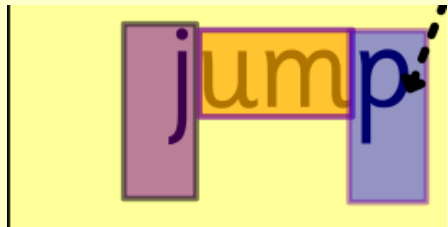
Year 2 – No Nonsense Spelling

- We review all of the alternative spellings particularly for long vowels – ai/ee/igh/oa/ue
- Children who have not passed the phonics check will continue to work on phase 3, 4 and 5 phonics in small groups.
- More of a focus on grammar: adding –ed and –ing suffixes to verbs; plurals; prefixes which change the meaning of a word such as happy/unhappy;
- Word building: compound words such as milkman, greenhouse



Strategies

- Have a go
- Look, Cover, Write, Check
- Quickwrite
- Draw around the word

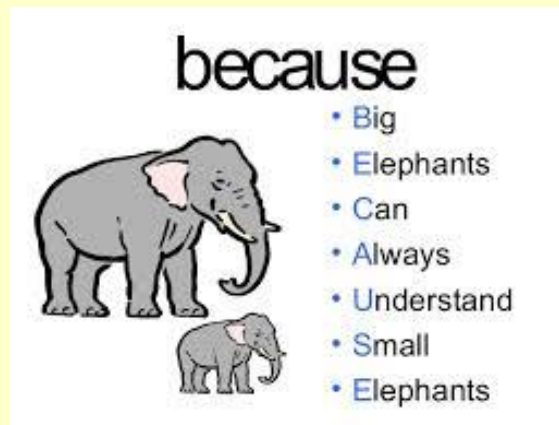


- Draw an image around the picture

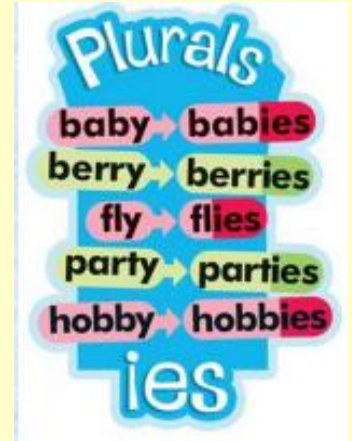


Strategies

- Rainbow writing
- Silly sentences containing the word
- Pronouncing the silent letters
- Clapping and counting syllables
- Mnemonics- techniques to aid memory



Prefixes/Suffixes



Year 1 - The prefix –un.

I tied the ribbon.

I **unt**ied the ribbon.

Year1 - Regular plural noun suffixes –s or –es

dog - dog**s**

wish - wish**es**

Year 1 - Suffixes

help - help**ing**, help**ed**, help**er**

Year 2 - Use of suffixes –er, – est and –ly

large - larg**er**, larg**est**

slow - slow**ly**

Final Thought on reading and spelling...

I take it you already know
Of tough and bough and cough and
dough?
Others may stumble, but not you,
On hiccough, thorough, tough and
through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds like
bird,
And dead: it's said like bed, not bead –
For goodness sake don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and
debt).

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and
lose –
Just look them up – and goose and
choose,
And cork and work and card and ward,
And font and front and word and
sword,
And do and go and thwart and cart –
Come, come, I've hardly made a start!
A dreadful language? Man alive!
I'd mastered it when I was five!

Punctuation

- Full stops

I go to school.

- Capital Letters

Come to my house and you can play with Sarah.

- Question marks

Will you go with me?

- Exclamation marks

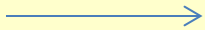
How lovely it is to see you!

- Commas

My interests include reading, cooking, dogs and horses

Apostrophes

Apostrophes indicate missing letters/
contractions.

is not  isn't

I will  I'll

Apostrophes indicate possession.

The **dog's** bowl was full of biscuits.

Conjunctions

but

or

because

and

when

that

if

Verb Tenses

Present/past

Jack is **eating** his lunch.

Jack **ate** his lunch

How do we assess the children in writing?

- We use samples of their writing to reach a conclusion on which “band” they have achieved.
- We are given a set of “I can statements” for each band and we look through your child’s writing to see if they have used/met them.
- We moderate within school and with other schools

Musoud
Monday 25th February 2015 The pebble path.
Once upon a day there lived a boy called Joseph
he saw a path so he went down it. But it got deeper and
deeper and darker and darker. He finally got the and saw
blue pebbles and a pebble keeper. Touch a pebble. So
said the pebble keeper. Joseph did touch one. He
went to a fine land in a nice game. He touched
the pebble again he went back to the
pebble cave. OK said Joseph. He went and touched
it again and he went to a land of mountains.
A monster nearly got surprised. But he got
conquered. So Joseph ran for his life. The monster
ran after YIKES! yelled Joseph. The keeper
there ~~there~~ there a pebble. He asked if they
went back to the cave. He went home.
The next day started to live his life with
the keeper.
The end.

How can you help at home?

- Reading
- Spoken language
- Home learning
- Websites

<https://www.educationquizzes.com/ks1/>

<http://www.funenglishgames.com/games.html>

<https://www.bbc.com/bitesize/subjects/zgkw2hv>