

Westerton Primary School



Our approach to S P E L L I N G in P4-7

A Guide for Parents and Carers



Adapted from NLC Active Spelling Programme

Dear Parents/Carers,

At Westerton Primary our approach to spelling is based on the strategies and learning model as recommended within the North Lanarkshire Active Spelling programme.

This approach encourages children to be active participants in their learning of spelling through the consistent use of:

- Spelling Strategies
- Spelling Rules
- Reciprocal Teaching activities
- Active Spelling activities
- Diacritical Marking
- Elkonin Boxes
- Phoneme Stories

All of these approaches are explained within this guide as well as practical activities that you can use at home to support your child.

Assessment

Children are assessed throughout the week to ascertain their confidence and to establish targets and next steps in learning. Children will receive feedback from their teacher and peers as well as opportunities for self-assessment.



STAGE 4 and 5

In Stage 4 and 5, Spelling and Phonics are taught together. Children will continue to develop their phonemic awareness and understanding of Spelling Rules and Strategies. Phoneme families, spelling rules and common words will be learned over the course of a four-week programme:

- Week 1 and 2: Phoneme families
- Week 3: Common words
- Week 4: Spelling rules

What is a Phoneme?

A phoneme is a unit of sound. It can be one letter, two letters or a group of letters that make a single sound. A specific focus

Single Phoneme

a as in apple

d as in dog

Joined Phoneme

sh as in shop

ch as in church

igh as in light

Split Phoneme

a_e as in face

i_e as in line

Week 1 and 2

A specific focus phoneme is introduced and its different representation in words is taught (e.g. phoneme 'ae' can be represented in words as 'a_e', 'ay', 'ai', 'ey' and 'ea'). Children will participate in the following activities:

Activity 1

Children will work with their teacher and peers to generate words that contain the focus phoneme. They will organise these words into a Phoneme Chart using the various representations of that phoneme:

Phoneme 'ae'				
a_e	ay	ai	ey	ea
face	holiday	train	they	break
place	may	afraid	obey	steak
escape	birthday	airport	valley	great
mistake	yesterday	explain	monkey	breakfast
race	today	wait	trolley	

Activity 2

Children will break/segment words into phonemes or individual sounds and will record these in Elkonin Boxes.

These are a series of boxes that allow children the opportunity to investigate and record a word by recording each phoneme (sound) contained within the word.

If you think about the word 'faster' and say it out loud, you can hear every letter making a sound. In Elkonin boxes it would look like this:

f	a	s	t	e	r
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In the word 'speed', you don't hear the 'e' sound. You hear 'ee'. Speed would look like this:

s	p	ee	d
---	---	----	---

WARNING: Elkonin boxes are only used for words that can be sounded phonetically.

- They cannot be used with common/tricky words.
- Words that cannot be used in Elkonin boxes are words such as aeroplane, square and ice as they contain split phonemes.

Activity 3

Children work with a partner in Reciprocal Teaching. This means that children take on the role of teacher and pupil. The 'teacher' will dictate words from their phoneme list to their partner who will write the word out. The 'teacher' then checks the pupil's work and will give them advice on how to learn words they have spelled incorrectly.



Activity 4

Diacritical Marking

When using the Elkonin Boxes, children are taught that not all words fit into the boxes, particularly when we introduce split phonemes. Instead, we use a strategy called Diacritical Marking to encourage children to think about the different sounds or phonemes that make up a word.

The Diacritical Marking Code

faster
●●●●●●



Single Sounds/Phonemes

Single sounds/phonemes are marked with a dot under each sound.

The word **faster** has 6 sounds/phonemes.

shop
— ●●



Joined Phonemes

Joined phonemes are marked by underlining.

The word **shop** has 3 sounds/phonemes.

home
— ●●



Split Phonemes

Split phonemes are formerly the magic e sound. They are marked with a joining loop.

The word **home** has 6 sounds/phonemes.

Activity 5

In class, children will find words containing the focus phoneme within Phoneme Stories. At home, children can look for words containing the same focus phoneme in newspapers and books. They could even write their own phoneme story using the words from their spelling homework.

To Kate,

Let me tell you how to make a cake that I have made.

First, you grate a lemon. Then, you add the lemon to some dates to make the base. Next, bake it. Then, take it out but stay away from the flame! I made a glaze to go on top. You can make it if you wish. I put choc flakes on top of the glaze.



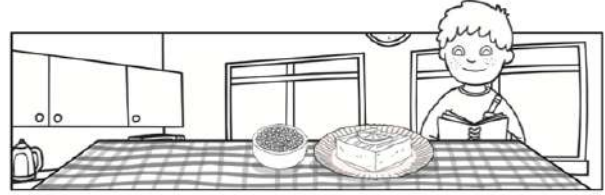
This cake will amaze you! It is a top-grade cake. I made it for James and we ate it at the lake.

I must go now or I will be late!
From Jake xxx

To (Kate)

Let me tell you how to (make) a (cake) that I have (made)

First, you (grate) a lemon. Then, you add the lemon to some (dates) to (make) the (base). Next, (bake) it. Then, (take) it out but stay away from the (flame). I (made) a (glaze) to go on top. You can (make) it if you wish. I put choc (flakes) on top of the (glaze).



This (cake) will (amaze) you! It is a top (grade) (cake). I (made) it for (James) and we (ate) it at the (lake).

I must go now or I will be (late!)
From (Jake) xxx

Activity 6

Children can use Active Spelling strategies to practise their spelling words such as rainbow spelling, scrabble letters and hangman. Suggestions of active spelling strategies can be found in the Spelling Home Learning Grid. Copies of these can also be found at the end of this guide.



Children choose five different colours to write one word in.



Children can spell their words using scrabble tiles. They can calculate the total score for each of their words.



Children play hangman with a partner.

Week 3

This week focuses on words that cannot always be spelt using knowledge of phonics e.g. the, was. A tricky/common word list is introduced featuring words appropriate and relevant to their stage, interdisciplinary learning, or current school events. The teacher will model how to spell these words and children will participate in the following activities:

Activity 1

Children discuss the meaning of words and brainstorm the Spelling Strategies they can remember. They then try out some of the strategies with their tricky/common words.

Spelling Strategies

Knowledge and Use of Phonics	Use Elkonin Boxes and the Diacritical Spelling Code.
Syllabification	<p>Breaking words into syllables. Each syllable will contain a vowel.</p> <p>going go ing remember re mem ber yesterday yes ter day</p>
Words within Words	<p>country count try example exam ample</p>
Compound Words	<p>breakfast break fast strawberry straw berry homework home work</p>
Using Analogy	<p>Know some words then you can spell others e.g. know light so you can spell bright, sight, fright etc.</p>
Mnemonic	<p>Children use or create their own memory aid.</p> <p>necessary one collar, two sleeves could o u l d oh you lucky duck</p> <p>practice ice - noun practise ise - verb separate there is a rat in separate</p>

Activity 2



Once again, children will work with a partner in Reciprocal Teaching. This means that children take on the role of teacher and pupil. The 'teacher' will dictate words from their phoneme list to their partner who will write the word out. The 'teacher' then checks the pupil's work and will give them advice on how to learn words they have spelled incorrectly.

Activity 3

Children can use Active Spelling strategies to practise their spelling words. These could be the ones mentioned previously or might include:



Children can take their spelling outside, using chalk to write their words.



Children cut out letters from newspapers and magazines to create their words.

Week 4

This week focuses on developing children's knowledge of Spelling Rules. A word list is introduced featuring words following the rule e.g. 'q' is always followed by a 'u'. Children will participate in the following activities:

- Brainstorming and thinking of words that follow the spelling rule.
- Working with a partner they will be involved in reciprocal teaching.
- Active Spelling activities.

Stage 4 and 5 Spelling Homework

Children who are completing words for Stage 4 and 5 words will be given their spelling words in week 1 which will contain the spelling lists for 4 weeks. These words will be shared via Seesaw and will look like this:

Week 1	Week 2	Week 3	Week 4
<u>ae</u> a-e, ay, ai, ea, ey		<u>Rule</u> 'q' is always followed by 'u'. Together they make the sound 'kw'	<u>Common words (Strategies)</u> (Set 1/2)
face escape may holiday train afraid they obey break steak	place mistake birthday stay explain wait monkey trolley great breakfast	queen quest question quick quiz quilt squash aqua square squad	body music colour stand sun questions fish area mark dog horse birds problem complete room

These lists can be used at home in conjunction with the Spelling Home Learning Grid (found at the end of this guide).

The activities and strategies in the grid are not exhaustive and there is no obligation to do all of these. Children may have preferred strategies or ideas and we would encourage them to use these.

STAGE 6 and 7

Once children have covered all of the phoneme families in Stage 4 and 5 and are secure in them, they will move onto the word lists in Stage 6 and 7. The programme consists of:

- Week 1: Affixes
- Week 2: Homophones/confusions
- Week 3: Common words
- Week 4: Spelling rule

At Stage 6 and 7, the focus is very much on 'Word Building' and 'Spelling Strategies'.

Key Aspects of Stage 6 and 7

Root Words	It has no prefix or suffix. It is the most basic part of the word. e.g. the root of the word playful is play
Affixes	An addition to the base form or stem of a word in order to modify its meaning or create a new word. These take the form of a prefix or suffix.
Prefixes	A word or group of letters placed <i>before</i> a word to modify its meaning or create a new word. e.g. the prefix re- can be added to the word appear to create the word reappear
Suffixes	A word or group of letters placed <i>after</i> a word to modify its meaning or create a new word. e.g. the suffix -ful can be added to the word thank to create the word thankful
Homophones	Two or more words having the same <i>pronunciation</i> but different meanings, origins, or spelling. e.g. new and knew , wood and would , tail and tale

In Stage 6 and 7, children will continue to use the strategies, tools, and approaches as outlined previously in this guide including Elkonin Boxes, Diacritical Marking, Active Spelling Activities and Phoneme Charts.

Stage 6 and 7 Spelling Homework

Children who are completing words for Stage 6 and 7 words will be given their spelling words in week 1 which will contain the spelling lists for 4 weeks. These words will be shared via Seesaw and will look like this:

Week 1	Week 2	Week 3	Week 4
<u>Affixes</u>	<u>Homophones/ confusions</u>	<u>Common words (Strategies)</u>	<u>Rule</u> 'ous' at the end of a word means 'full of'
mis - wrong misplaced mistake mishap misbehave mislead misspell ory - a place or thing for observatory laboratory dormitory (<i>dorm- sleep</i>) advisory celebratory	new - knew by - bye - buy to - too - two night - knight vale - veil	lunch unusual brave collide relation expand coward disable fasten selection creation skeleton Scottish computer authority	famous glorious gracious ridiculous furious dangerous adventurous hazardous joyous mischievous nervous delicious

These lists can be used at home in conjunction with the Spelling Home Learning Grid (found at the end of this guide).

The activities and strategies in the grid are not exhaustive and there is no obligation to do all of these. Children may have preferred strategies or ideas and we would encourage them to use these.



Primary 4 Spelling Home Learning Grid



These activities are ones that you can use with your spelling words at home. You can complete as many or as few as you like. You might also have another great idea to practise your spelling words!

<p><u>Pairs</u> Make two sets of your spelling words. Play pairs with a family member or friend.</p>	<p><u>Riddles & Jokes</u> Write a funny joke or a silly riddle using your spelling words.</p>	<p><u>Difficult to Easy</u> List your words in order from the ones you find most difficult to spell to the easiest.</p>	<p><u>Computer Words</u> Type your words into a Word document or Notes app. Try typing them in different fonts!</p>	<p><u>Searching for Words</u> Search, read and highlight your spelling words in a magazine or newspaper. How many can you find?</p>
<p><u>Word Definitions</u> Write the definitions for 5 of your spelling words.</p>	<p><u>Word Search</u> Create a word search using your words. Bring it in for a friend or teacher to do.</p>	<p><u>Syllable Words</u> Divide all your spelling words into syllables e.g., excitement = ex/cite/ment</p>	<p><u>Scrabble Words</u> Use Scrabble tiles to make your words. Find the value of your words.</p>	<p><u>Flashcards</u> Make flashcards for your words. Ask an adult to help you practice spelling the words using the cards.</p>
<p><u>Code Words</u> Create a code. Write your words using the code. Can a friend or family member break the code?</p>	<p><u>Alliteration</u> Choose a spelling word. Write an alliterative sentence with it e.g., Big bear bought brown bread.</p>	<p><u>Art Words</u> Use a media of your choice to write your words e.g., crayons, pens, paints, chalk, glitter</p>	<p><u>Short Story Words</u> Write a short story using your spelling words. Can you use them all? Underline your words in the story.</p>	<p><u>Speedy Spell</u> Set a timer for 30 seconds. How many times can you write one of your spelling words?</p>
<p><u>Silly Sentences</u> Write a silly sentence for 7 of your spelling words. Underline the spelling word in each sentence.</p>	<p><u>Sentences</u> Write a sentence for 7 of your spelling words. Don't forget to underline the word in each sentence.</p>	<p><u>Practice Test</u> Ask a parent or carer to do a mock spelling test with you.</p>	<p><u>Sumdog Spelling</u> Use Sumdog to practise your spelling. https://learn.sumdog.com</p>	<p><u>Your Choice!</u> Make up your own activity for practising your spelling. Share your idea with your class.</p>





Primary 5 Spelling Home Learning Grid



These activities are ones that you can use with your spelling words at home. You can complete as many or as few as you like. You might also have another great idea to practise your spelling words!

<p><u>Art Attack</u> Write your words using a material of your choice. For example, you might use paint, pens, crayons or chalk.</p>	<p><u>Song Words</u> Write a verse and/or chorus for a song using your words.</p>	<p><u>Tongue Twister</u> Create a Tongue Twister using all or some of your words. Why not ask your friends or teacher to try it?</p>	<p><u>Synonym Words</u> Use a thesaurus to find a synonym for each of your words.</p>	<p><u>Computer Words</u> Type your words into a Word document or Notes app. Type them in different fonts, sizes, and colours.</p>
<p><u>Word Definitions</u> Write the definitions for 5 of your spelling words.</p>	<p><u>Word Search</u> Create a word search using your words. Bring it in for a friend or teacher to do.</p>	<p><u>Acrostic Poem</u> Write an acrostic poem using your words e.g., Every Night All the stars Twinkle in the sky</p>	<p><u>Short Story Words</u> Write a short story using your spelling words. Can you use them all? Underline your words in the story.</p>	<p><u>Speedy Spell</u> Set a timer for 30 seconds. How many times can you write one of your spelling words?</p>
<p><u>Code Words</u> Create a code. Write your words using the code. Can a friend or family member break the code?</p>	<p><u>Alliteration</u> Choose a spelling word. Write an alliterative sentence with it e.g., Big bear bought brown bread.</p>	<p><u>Mnemonics</u> Choose some of the words you are finding tricky to learn. Create a mnemonic for them e.g. because Bigger Elephants Can Always Understand Smaller Elephants</p>		<p><u>Vowels and Consonants</u> Write your spelling words using a different colour for each vowel and consonant.</p>
<p><u>Silly Sentences</u> Write a silly sentence for 7 of your spelling words. Underline the spelling word in each sentence.</p>	<p><u>Sentences</u> Write a sentence for 7 of your spelling words. Don't forget to underline the word in each sentence.</p>	<p><u>Practice Test</u> Ask a parent or carer to do a mock spelling test with you.</p>	<p><u>Sumdog Spelling</u> Use Sumdog to practise your spelling. https://learn.sumdog.com</p>	<p><u>Your Choice!</u> Make up your own activity for practising your spelling. Share your idea with your class.</p>





Primary 6 Spelling Home Learning Grid



These activities are ones that you can use with your spelling words at home. You can complete as many or as few as you like. You might also have another great idea to practise your spelling words!

<p><u>Antonym Words</u> Write an antonym for each of your spelling words.</p>	<p><u>Dictation</u> Use your words to create sentences that could be used for Dictation.</p>	<p><u>Presentation</u> Use PowerPoint to create a presentation for your words.</p>	<p><u>Spelling Game</u> Design your own spelling board game. Play it with a family member or friend.</p>	<p><u>Parts of Speech</u> Sort your words into the following groups: Nouns, verbs, adjectives etc.</p>
<p><u>Word Definitions</u> Write the definitions for 5 of your spelling words.</p>	<p><u>Word Search</u> Create a word search using your words. Bring it in for a friend or teacher to do.</p>	<p><u>Newspaper Headlines</u> Make headlines for a newspaper using some or all of your words.</p>	<p><u>Short Story Words</u> Write a short story using your spelling words. Can you use them all? Underline your words in the story.</p>	<p><u>Speedy Spell</u> Set a timer for 30 seconds. How many times can you write one of your spelling words?</p>
<p><u>Mnemonics</u> Choose some of the words you are finding tricky to learn. Create a mnemonic for them e.g. because Bigger Elephants Can Always Understand Smaller Elephants</p>		<p><u>5 Clues!</u> Write five clues for five of your words without using the word in the clue. For example, gigantic.</p> <ol style="list-style-type: none"> 1. What we call a very big item 2. Humongous 3. The opposite of tiny 4. An elephant, for example. 5. An adjective <p>Give the clues to a family member or friend. Can they work out the words?</p>		
<p><u>Silly Sentences</u> Write a silly sentence for 7 of your spelling words. Underline the spelling word in each sentence.</p>	<p><u>Sentences</u> Write a sentence for 7 of your spelling words. Don't forget to underline the word in each sentence.</p>	<p><u>Practice Test</u> Ask a parent or carer to do a mock spelling test with you.</p>	<p><u>Sumdog Spelling</u> Use Sumdog to practise your spelling. https://learn.sumdog.com</p>	<p><u>Your Choice!</u> Make up your own activity for practising your spelling. Share your idea with your class.</p>





Primary 7 Spelling Home Learning Grid



These activities are ones that you can use with your spelling words at home. You can complete as many or as few as you like. You might also have another great idea to practise your spelling words!

<p><u>Synonyms and Antonyms</u> Write synonym and antonym for each of your spelling words.</p>	<p><u>Cartoon Words</u> Make a comic strip using your spelling words.</p>	<p><u>Crossword</u> Make a crossword using your spelling words. Give it to a family member or friend to complete.</p>	<p><u>Word Breakdown</u> Separate each word into its prefix, root word and suffix (remember not every word will have all three!). E.g., Encouragement Prefix – en meaning provide/surround. Root word – courage meaning bravery. Suffix – ment meaning condition/result</p>	
<p><u>Word Definitions</u> Write the definitions for 5 of your spelling words.</p>	<p><u>Word Search</u> Create a word search using your words. Bring it in for a friend or teacher to do.</p>	<p><u>When I Was Little!</u> Remember how much fun it was learning your words when you were in Primary 1? Use a strategy from P1 to learn your words e.g., paint your words, write your words in something messy like shaving foam, make them in Play Doh etc.</p>		
<p><u>Link it!</u> Look at your words. Try to find connections between them. The connections might be based on the definitions of the word, the words themselves or the context in which you might use the words. Write a sentence showing the connections between the words you have chosen e.g., develop and manufacture. Develop is connected to manufacture because you must develop a plan before you manufacture something.</p>		<p><u>Short Story Words</u> Write a short story using your spelling words. Can you use them all? Underline your words in the story.</p>	<p><u>Speedy Spell</u> Set a timer for 30 seconds. How many times can you write one of your spelling words?</p>	
<p><u>Silly Sentences</u> Write a silly sentence for 7 of your spelling words. Underline the spelling word in each sentence.</p>	<p><u>Sentences</u> Write a sentence for 7 of your spelling words. Don't forget to underline the word in each sentence.</p>	<p><u>Practice Test</u> Ask a parent or carer to do a mock spelling test with you.</p>	<p><u>Sumdog Spelling</u> Use Sumdog to practise your spelling. https://learn.sumdog.com</p>	<p><u>Your Choice!</u> Make up your own activity for practising your spelling. Share your idea with your class.</p>

