

# Westerton Primary School



## Our approach to S P E L L I N G in P3

**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
- Reciprocal Teaching activities
- Active Spelling activities
- 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 2 and 3

In Stage 2 and 3, spelling and phonics are taught separately and a different methodology is adopted for each.

This guide is split into two sections to outline the difference between the teaching of phonics and the teaching of spelling.

## 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

# Phonics

In class, phonics is taught with one main focus lesson in the week, followed by short daily activities to reinforce the learning. In Stage 2 and 3, children are taught one phoneme sound per week. This phoneme will either be a joined or split phoneme.

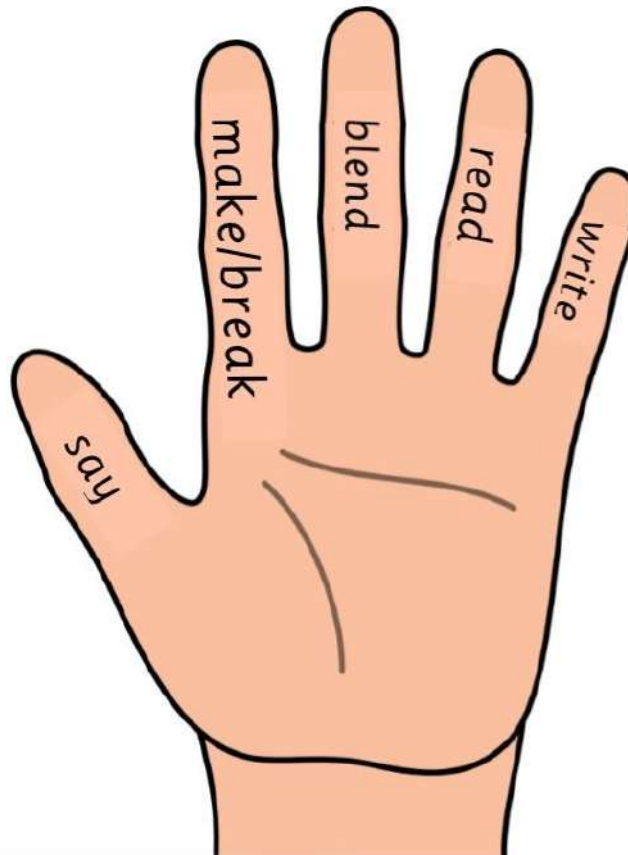
Children will generate word lists as a class using the focus phoneme. They will then reinforce their learning throughout the week by:

- Working with partners to read and write words and dictated sentences. They will then check these.
- Using magnetic boards to mirror the taught lesson either individually or with a partner.
- Taking part in a range of active spelling activities.
- Working with a partner to 'Say, Make/Break, Blend, Read and Write each word from a phoneme list.
- Using Elkonin Boxes
- Identifying the taught phoneme in a 'Phoneme Story'

## Five Finger Strategy

When teaching a new phoneme, the teacher will use and model the Five Finger Strategy. This involves:

- **SAY** – The children say the word.
- **MAKE/BREAK** – The children make the word and break it into its different sounds.
- **BLEND** – The children push the word back together and run their finger under the word as they say it.
- **READ** – The children read the word.
- **WRITE** – The children write the word.



*Example use of the Five Finger Strategy – 'train'*

<p><b>SAY</b></p>	<p>Children orally say the word 'train'.</p>
<p><b>MAKE/BREAK</b></p>	<p>Children then choose the magnetic letters to make the word train and put them together. They then separate the letters into their sounds:</p> <p style="text-align: center;">t r ai n</p> <p>The letters are then put back together.</p>
<p><b>BLEND</b></p>	<p>The children blend the word by running their finger underneath the letters.</p>
<p><b>READ</b></p>	<p>The children read the word again.</p>
<p><b>WRITE</b></p>	<p>The children then write the word on their whiteboard.</p>

# How to Support Phonics at Home

When your child comes home with a new phoneme and list of words containing the taught phoneme, you can further reinforce their learning by encouraging them to find and read the words containing the phoneme within books, newspapers, and magazines.

You could also take it in turns to dictate words or simple sentences which contain the phoneme as well as undertake some of the suggested active spelling activities in the Home Learning Grid. This has been attached to the end of this guide for you to refer to.

## Elkonin Boxes

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
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**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.

# Phoneme Stories

A 'Phoneme Story' contains words from the taught phoneme word list. In class, children will find words containing the focus phoneme within Phoneme Stories and within their reading books. 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 list.

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

Children look through the story while thinking about their focus phoneme and looking for examples.



Children can circle, underline, or highlight examples of the focus phoneme.

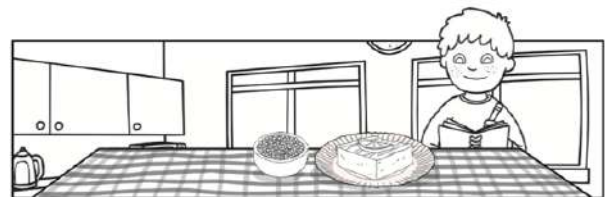


To (Kate)

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

# Spelling

Spelling is taught with one main focused lesson in the week, followed by short daily activities to reinforce learning. The words from the taught lesson are known as **common words**.

**Common words** are the words which children will use most often in their writing and come across in their reading.

Children will have opportunities throughout the week to work with a partner (**Reciprocal Teaching**). They will take it in turns to be the 'teacher' and the 'pupil'. The 'teacher' will dictate words and sentences to the 'pupil' who will write them down. The 'teacher' will then check their partner's work for correct letter formation and accurate spelling. The children then swap roles.

When learning their spelling words. Children are taught **Strategy Spelling**. Strategy Spelling teaches children to problem solve and use taught strategies they can use to spell tricky words. **Tricky words** are words that don't follow patterns or rules.





# Spelling Strategies

<b>Knowledge of Phonics</b>	Sounding it out and using Elkonin Boxes
<b>Syllabification</b>	<p>Breaking words into syllables. Each syllable will contain a vowel.</p> <p><b>going</b>                      go      ing</p> <p><b>remember</b>                re      mem      ber</p> <p><b>yesterday</b>                yes      ter      day</p>
<b>Word Shape</b>	<p>Look at the letter shape, size, ascending and descending letters.</p> <p style="text-align: center;"><b>they</b></p>
<b>Compound Words</b>	<p>Joining two separate words to form a new word:</p> <p><b>breakfast</b>                break + fast</p> <p><b>strawberry</b>                straw + berry</p> <p><b>homework</b>                home + work</p>
<b>Using Analogy</b>	<p>You can use words that you already know to help you spell others by using rhyme.</p> <p>If you know how to spell <b>hen</b>, you can spell <b>then</b> and <b>when</b>.</p>
<b>Mnemonic</b>	<p>You can create your own memory aid to remember how to spell a word:</p> <p>necessary    one collar, two sleeves</p> <p>could        <b>o      u      l      d</b></p> <p>                  oh      you    lucky duck</p> <p><b>practice</b>    <b>ice</b> – noun</p> <p><b>practise</b>    <b>ise</b> – verb</p> <p><b>separate</b>    there is a <b>rat</b> in separate.</p>



# Primary 3 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><b><u>Snap!</u></b> Make two sets of your spelling words. Play Snap with them.</p>	<p><b><u>Squiggly Writing</u></b> Write your words in squiggly letters.</p>	<p><b><u>Colourful Consonants</u></b> Write your words with the consonants in a different colour.</p>	<p><b><u>Hangman</u></b> Play Hangman with a family member or friend using your spelling words.</p>	<p><b><u>Reverse Order</u></b> Write your words in reverse alphabetical order from Z to A.</p>
<p><b><u>Pyramid Spelling</u></b> Write your words in a pyramid shape e.g. F Fu Fun Funn Funny</p>	<p><b><u>Other Handed Words</u></b> If you are right-handed, try writing your words with your left hand and vice versa.</p>	<p><b><u>Syllable Words</u></b> Work out how many syllables each of your words have. Clap the syllables of your words as you say them.</p>	<p><b><u>Cheerleading Words</u></b> Make a cheer for some of your spelling words. You could share this with the class to help them learn the spelling of the words too!</p>	<p><b><u>Scrambled Words</u></b> Ask an adult to scramble each of the letters in your words. Try to unscramble them!</p>
<p><b><u>Find the Words</u></b> Choose a spelling word. Use the letters in your word to make as many new words as you can.</p>	<p><b><u>Forwards/ Backwards</u></b> Write each word forwards then backwards.</p>	<p><b><u>Chant Them!</u></b> Chant your spelling words to a parent or carer e.g. "F-U-N-N-Y, FUNNY!"</p>	<p><b><u>Short Story Words</u></b> Write a short story using your spelling words. Can you use them all? Underline your words in the story.</p>	<p><b><u>Speedy Spell</u></b> Set a timer for 30 seconds. How many times can you write one of your spelling words?</p>
<p><b><u>Silly Sentences</u></b> Write a silly sentence for 5 of your spelling words. Underline the spelling word in each sentence.</p>	<p><b><u>Sentences</u></b> Write a sentence for 5 of your spelling words. Don't forget to underline the word in each sentence.</p>	<p><b><u>Practice Test</u></b> Ask a parent or carer to do a mock spelling test with you.</p>	<p><b><u>Sumdog Spelling</u></b> Use Sumdog to practise your spelling. <a href="https://learn.sumdog.com">https://learn.sumdog.com</a></p>	<p><b><u>Your Choice!</u></b> Make up your own activity for practising your spelling. Share your idea with your class.</p>

