

## Introduction

The aim of this leaflet is to provide you with information about how your child is taught spelling at school and to give you information to allow you to support your child at home.

## In Class

Children are taught spelling in 2 main ways in Room 4. They are taught common words appropriate to their stage, interdisciplinary learning, writing genre features or current school events. Spelling strategies and spelling rules continue to be the focus for teaching these types of words. Children will work with partners to problem solve how they can remember the spelling of these words.

## Spelling Strategies

The strategies the children are taught are:

- ❖ Using Phoneme Knowledge (sounding out)
- ❖ Syllabification – breaking words down into syllables. The children can clap out words to identify syllables e.g. go-ing/An-drew
- ❖ Word Shape – Look at letter shape, size, ascending and descending letters.
- ❖ Tricky Letters – Looking at the position of tricky letters as an aid to spelling.
- ❖ Compound Words – Breaking the compound word into simple words e.g. into makes in and to.
- ❖ Mnemonic – using an aide memoire e.g. because – Big Elephants Can Add Up Sums Easily
- ❖ Using Analogy – If you know how to spell one word you can spell similar words e.g. if you can spell hill, you can spell mill, will, fill etc.

## Word Building

The second part of the spelling programme will be looking at word building. Children will be taught about affixes and root words and their meanings. In this way children can understand the grammatical elements of word building and deepen their understanding of words by investigating root words, adding appropriate prefixes and suffixes, and understanding how these affect the meaning of a word.

		Meaning
Root word	consider	to think about
re (again)	reconsider	think about again
ate (state of)	considerate	showing thought

As well as affixes children will be taught about homophones and confusions. Words that sound the same but have different spellings and meanings are called homophones e.g. ate and eight. Words that can sound or are spelled similarly and are often mixed up are called confusions e.g. conscience and conscious.

## Assessment

Children are no longer assessed purely on the basis of a single word spelling test. Teachers can make judgements about a child's ability to spell words by placing them in a context e.g. a dictated sentence/paragraph.

### At Home

If your child brings a common word list home, it is helpful to discuss different strategies, which could be used to help with the spelling of these words.

You could also play games with words by seeing who can make the most words from a root word e.g. help, helpful, unhelpful, helpfully, helpless, helplessly. You could discuss how each word differs in meaning.



# Active Literacy

## A Guide for Parents

Room 4  
Spelling