



Spelling Strategies

The strategies the children are taught are:-

- Using phoneme knowledge (sounding out)
- Syllabification – breaking words down into syllables. The children can clap outwards to identify syllables e.g. go-ing/An-drew
- Word shape – Look at letter shape, size, ascending and descending letters
- 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 mill, will, fill etc
- Words within words e.g. country – count try
- Spelling rules e.g. i before e except after c

At Home

When your child comes home with a list of words you can discuss the sound/phoneme used. You can discuss with them what strategy they use to help them remember to spell each word.

You can also take turns to dictate simple sentences, which contain words the children have been learning and take turns to be the 'teacher' and check each other's work.

Have fun!

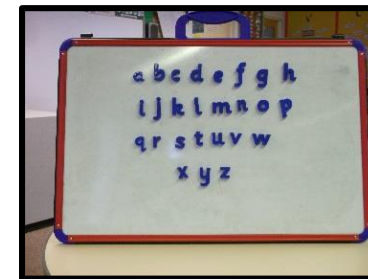
Working Together for Success and Achievement

Tipperty Primary

Active Literacy

At Home

A Guide for Parents



Primary 4 - 7

Phonics/Spelling

This leaflet will provide you with information on how spelling and phonics are taught at Tipperty Primary and how you can support your child at home.

Working Together for Success and Achievement

Spelling and Phonics are taught together. The children are taught in a block of four weeks, with two weeks being focused on teaching phonemes and their representations, one week on strategy spelling and one week on spelling rules.

The children will continue to use the structure of SAY, MAKE/BREAK, BLEND, READ and WRITE, with which they have become familiar with in Primary 1 – 3. They will also continue to work with a partner and reciprocally teach.

In the first two weeks of the programme the focus is on teaching the different representations of a phoneme sound. For example the sound ee can be made by ee, e, ea, ie, e-e. The children follow a ten day programme which involves independent and partner tasks, to consolidate their phonological awareness.

Diacritical Marking

The children are introduced to diacritical marking. This involves investigating words – recognising and identifying which phonemes are contained within each word. Children are involved in listening carefully and using the diacritical marking code to identify sounds and blends

- single sounds/phonemes are marked with a dot under the sound
eg c a t
- joined phonemes are marked by underlining with a dark line
eg sh o p
- split phonemes (magic e) are marked with a joining loop
eg sh a p e

Working Together for Success and Achievement

In the upper stages children are taught spelling in 2 main ways. They are taught common words appropriate to their stage and project words, 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.

The second part of the spelling programme is looking at word building. Children are 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.

Prefix/Suffix	Rootword	Meaning
	○ consider	○ to think about
re	○ reconsider	○ think about again
ate	○ considerate	○ showing thought

Children are taught about homophones and confusions words that sound the same but have different spelling and meanings are called homophones e.g. ate, eight. Words that can sound or are spelled similarly and are often mixed up are called confusions e.g. conscience, conscious

Assessment

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

Working Together for Success and Achievement

