

# Word Study at Hamble Primary

Our Curriculum for Teaching Spelling and Vocabulary



“Learning to spell is difficult in English. Our 26 letters are used to make around 44 phonemes in our spoken and written language. In many countries, spelling is phonetically regular. Words are spelt as they sound. Finnish, Spanish and Italian, for example, have a reliable relationship between their alphabet letters and sounds in speech.”

(Waugh, Carter, Waugh, 2013)

*However...*

*We shouldn't be too despondent!*

“The spelling of English words is not arbitrary and random. Only some 4 per cent of English words are truly irregular, and must be learned visually and by repeated writing. It has been found that nearly 50 per cent of our words are predictable based on sound-to-letter, and another 34 per cent are predictable except for one sound.”

(Westwood, *Teaching Spelling*, 2014)

# Reading and spelling with phonics

“Spelling is more difficult than reading because phoneme-letter relations are more inconsistent than letter-phoneme relations.”

(Bosman and Orden, 1997)

“Most people read words more accurately than they spell them. The younger pupils are, the truer this is.”

(DfE, *The National Curriculum in England*, 2014)

*For example, consider ‘wade’...*



# Patterns and rules from KS1

These are examples of common suffixes suitable for Phase Six:

- **-s** and **-es**: added to nouns and verbs, as in **cats**, **runs**, **bushes**, **catches**;
- **-ed** and **-ing**: added to verbs, as in **hopped**, **hopping**, **hoped**, **hoping**;
- **-ful**: added to nouns, as in **careful**, **painful**, **playful**, **restful**, **mouthful**;
- **-er**: added to verbs to denote the person doing the action and to adjectives to give the comparative form, as in **runner**, **reader**, **writer**, **bigger**, **slower**;
- **-est**: added to adjectives, as in **biggest**, **slowest**, **happiest**, **latest**;
- **-ly**: added to adjectives to form adverbs, as in **sadly**, **happily**, **brightly**, **lately**;
- **-ment**: added to verbs to form nouns, as in **payment**, **advertisement**, **development**;
- **-ness**: added to adjectives to form nouns, as in **darkness**, **happiness**, **sadness**;
- **-y**: added to nouns to form adjectives, as in **funny**, **smoky**, **sandy**.

The spelling of a suffix is always the same, except in the case of **-s** and **-es**.

# KS2 National Curriculum

- Rules, e.g. prefixes and suffixes, double consonant
- Irregular spelling patterns, e.g. /y/ in words like myth, pyramid
- Homophones – there/their/they're    weather/whether    break/brake
- Words with sounds from other languages, e.g. chalet, chef, tongue, chemist, science
- Spelling Lists...

# Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

# New Curriculum Spelling List Years 5 and 6

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition

conscience  
conscious  
controversy  
convenience  
correspond  
criticise  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip  
equipped  
equipment  
especially  
exaggerate  
excellent

existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate  
immediately  
individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous

muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme

rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere  
sincerely  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht

# Why we have said 'no' to weekly Spelling Tests

- Children were learning spellings for the test and not retaining them.
- They weren't learning the meaning of the words.
- Evidence in books showed that rules were not being learnt/applied.
- Some children were getting upset/pressure from home.

# What do we mean by 'Word Study'?

- Etymology – the history of the word
- Morphology – parts of the words that have meaning
- Phonology/Orthography – how the word sounds/spelling rules

- E.g. 

	Re	cycle	ing
	<i>again</i>	<i>'circle, wheel'</i>	<i>present continuous verb</i>

# We follow this programme published by Oxford University Press

## Essential Spelling and Word Knowledge

### About the programme

#### What is *Essential Spelling and Word Knowledge*?

*Essential Spelling and Word Knowledge* is a way of thinking about words that enables pupils to understand the patterns in the English language using a combination of morphology, etymology and awareness of phonological rules.

This programme is not just about spelling. *Essential Spelling and Word Knowledge* uses morphology to teach pupils the meanings of affixes and how they combine with the root morpheme to make a word. By linking spelling and word construction to meaning, it equips pupils with the knowledge to work out the meanings of words as well as allowing repeated opportunities for children to practice and apply spelling patterns that they can then use forever.

#### About the author and the creation of *Essential Spelling and Word Knowledge*

I have always loved words. I graduated from the University of Sussex with a First-Class Honours degree in Linguistics and went on to complete a Postgraduate Certificate in Education (PGCE) at the University of Southampton so that I could begin teaching. Linguistics is such a broad subject and I like to think of it as partly the science of language and partly the sociology of language use. My degree allowed me to study everything from the etymological origin of words, to how children's brains work when they acquire language, to the subtleties of pragmatics and how people communicate.



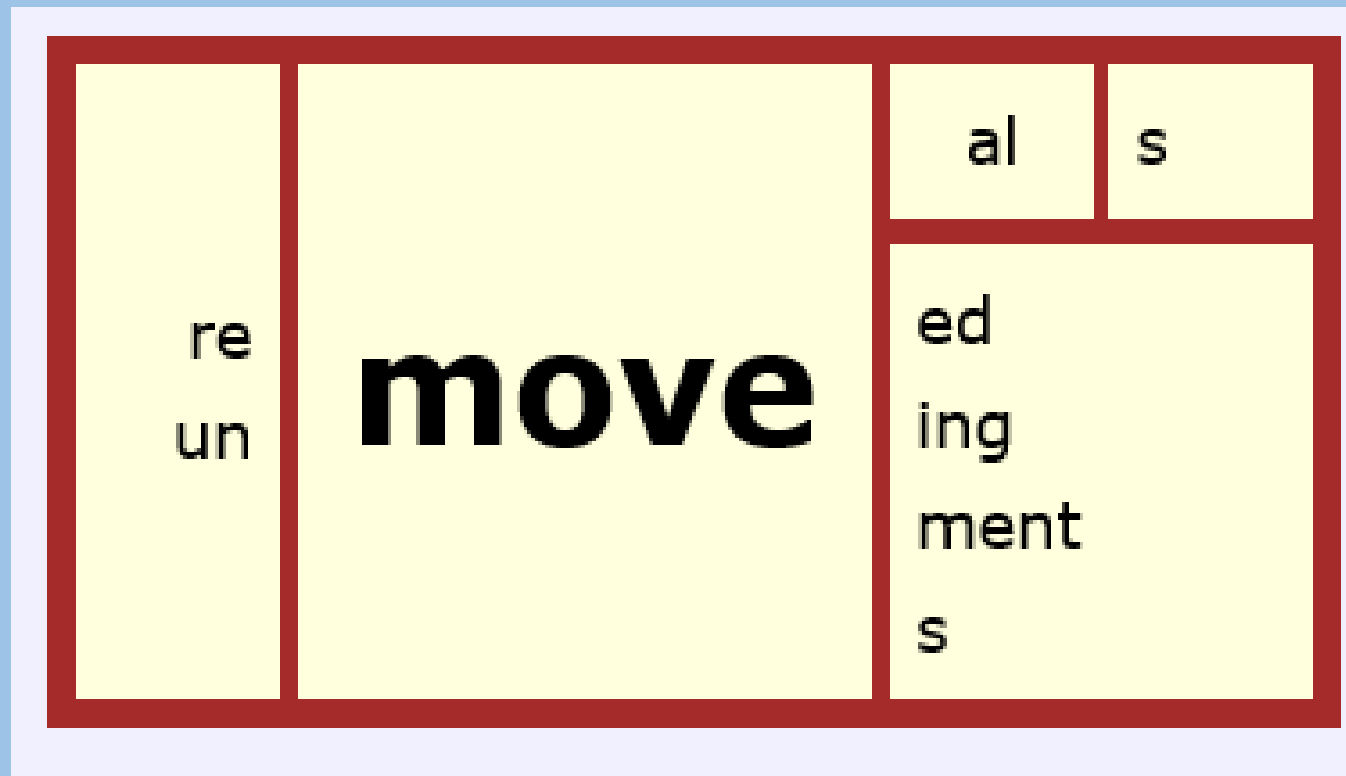
Claire Hewitt

In Primary teaching, I quickly became English Lead at my first school where I taught across Years 1–6. In 2016 I moved to my current school as Deputy Headteacher and English Leader and am now Headteacher. There was always one common thread that troubled me in my role as English Lead and Senior Leader – why was there no consistent strategy to help our children learn to spell? I was also increasingly frustrated by the seemingly arbitrary word lists that my own children brought home to learn for spelling tests each week. It seemed like there was the same problem everywhere – children were being asked to learn words by memory for a test. The majority were then not recalling these words to apply in their writing and there was no direct teaching of spelling that

(Yes – I wrote it!)

# What this looks like in class

- Morpheme grids



## *Word sums (11)*

move + s

move + ed

move + ing

move + ment

re + move

re + move + s

re + move + ed

re + move + ing

un + move + ed

re + move + al

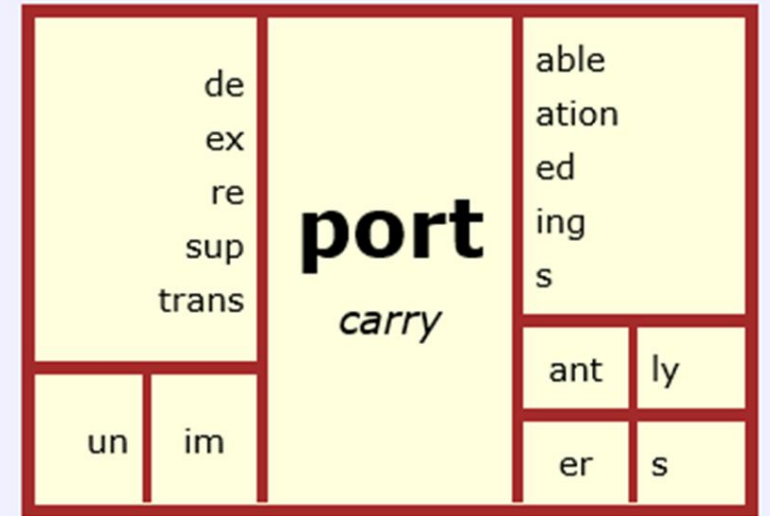
re + move + al + s

bi en motor re tri uni	<b>cycl</b> (e) <i>circle; wheel</i>	able	
		ed	
		ing	
		s	
		ic	al
		ist	
		one	s
		ped	ia
			ic

over re	<b>equip</b> <i>fit out</i>	ed
		ing
		ment
		s

de ex re sup trans	<b>port</b> <i>carry</i>	able	
		ation	
		ed	
		ing	
		s	
		ant	ly
un	im	er	s

# Prefixes and Suffixes



## Morphology: Use the clues

Use the prefixes and suffixes that can be combined with the root to form new words.

**un-** not

**re-** again, once more

**in-/im-** into (can also mean 'not')

**ex-** out; away

**de-** down; from; off

**trans-** across; through

**sub-** under; beneath

**-ing** continuous verb form

**-s** plural noun OR 3<sup>rd</sup> person present verb form

**-ed** past tense verb form

**-able** allowed, able to

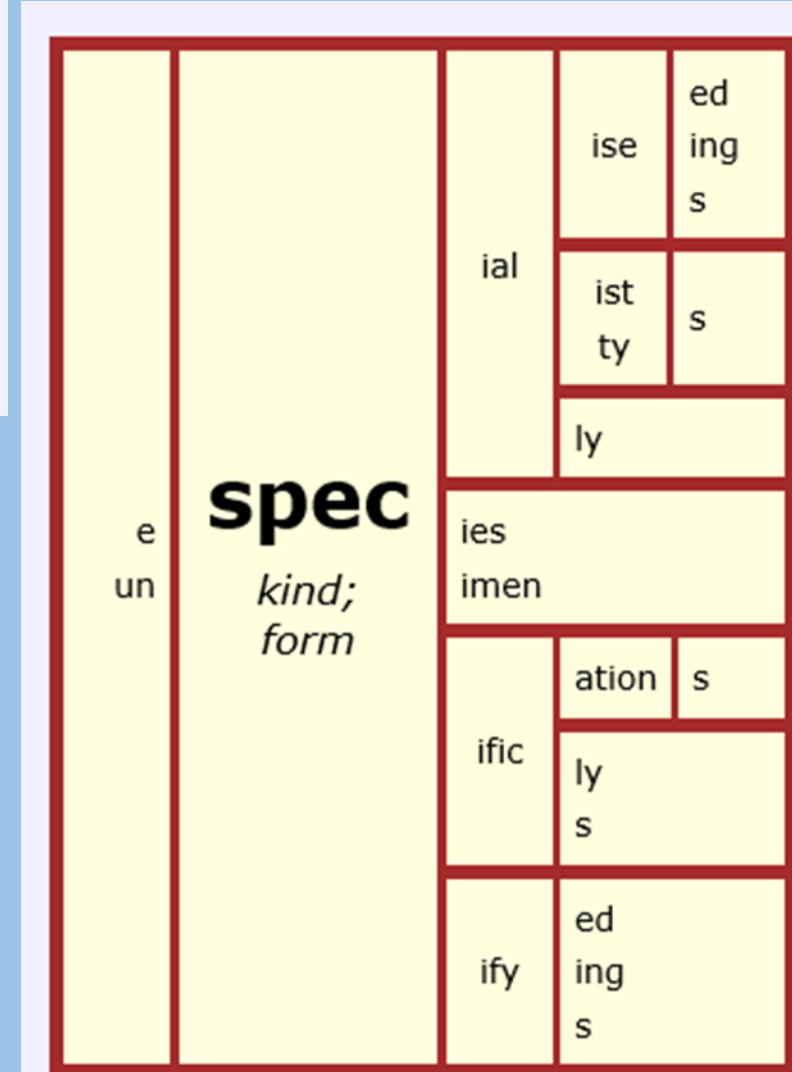
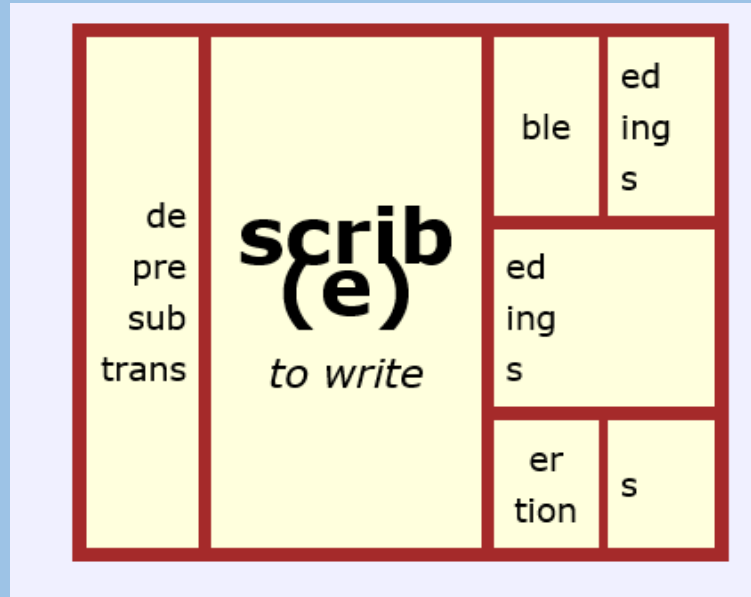
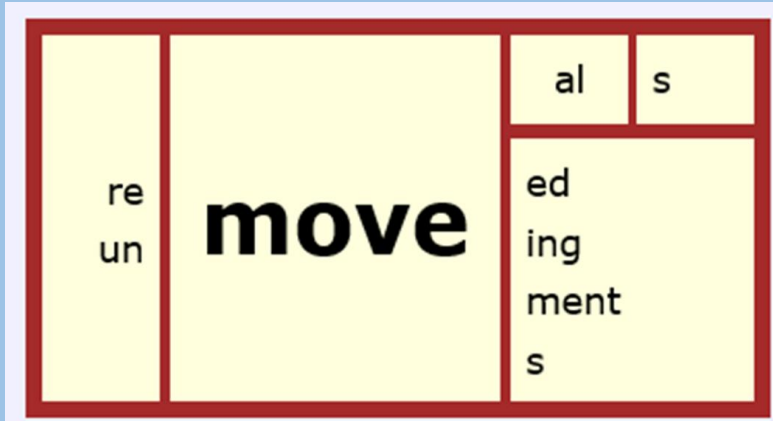
**-er** makes the agent (the person who 'does')

**-ant** adjectival

**-ly** adverb (manner)

**-ation** noun of action

# Rules for Spelling



## Phonology: Know the rules!

- The 'e' is dropped when adding a suffix beginning with a vowel.
- Double the consonant when there is a short vowel sound, *e.g. scribble*.
- The 'b' changes to a 'p' when followed by the /t/ phoneme, *e.g. description*.
- One 's' is dropped where the prefix **trans-** is followed by a root beginning with /s/.

## Phonology: Know the rules!

- 'y' changes to 'ie' when followed by plural **-s** and 'i' when followed by **-ed** suffix.
- The 'e' is dropped when adding a suffix beginning with a vowel.
- If the root word ends with **-ic**, **-ally** is added rather than just **-ly**.

# Etymology – helps with meaning and making links

## Etymology: What's the story?

Root word '**cycl(e)**' from Late Latin *cyclus*, from Greek *kyklos* "circle, wheel, any circular body."

**Bicycle** comes from *bi-* "two" + a Latinized form of Greek *kyklos* "circle, wheel."

**Encyclopedia** is thought to have originally come from a false reading by Latin authors of Greek *enkyklios paideia* taken as "general education," but literally "training in a circle," i.e. the "circle" of arts and sciences; from *enkyklios* "circular," also "general" (from *en* "in;" + *kyklos* "circle;") + *paideia* "education, child-rearing."

**Cyclone** is from Greek *kyklon* "moving in a circle, whirling around."

## Etymology: What's the story?

Root word '**port**' from Latin *portare* "to carry".

**Important** derives from Middle French *important* and from Latin *importare* "be significant in," and *importare* "bring in, convey, bring in from abroad"

**Support** comes from the French *suporter* which derived from Latin *supportare* "convey, carry, bring up, bring forward," from assimilated form of *sub* "up from under" + *portare* "to carry,"

## Etymology: What's the story?

Root word '**scrib**' from Latin *scribere* meaning 'to write'.

**Describe** comes directly from Latin *describere*, with the prefix **de-** meaning 'down' and the root **scribere** meaning 'to write'.

# How Word Study helps Reading

- Words we don't know - linked words? Meanings of prefixes and suffixes? Word class (how it fits into the sentence)?
- Used at the start of Theme and Science topics to help introduce new vocabulary.

# Across the Curriculum

**Etymology:**  
From Latin 'polygonum', and Greek 'polygonon' from 'poly' (many) and 'gonia' (angle, corner)

**Definition:**  
A 2D shape with three or more straight sides.

**Related words**  
pentagon  
hexagon  
heptagon  
octagon  
nonagon

**Image:**

**poly** (many) + **gon** (shape that has a specific number of angles)

**poly**gon

**In a sentence:**  
A rectangle is a type of **poly**gon.

**Etymology:**  
Latin 'tres' and Greek meaning three.  
Latin 'angulus' mean 'corner'

**Definition:**  
A polygon with three sides and three angles which add up to 180°.

**Related words**

**Image:**

**tri** (three) + **angle** (corners)

**tri**angle

**In a sentence:**  
A triangle has three sides and three angles. There are three different types: scalene, equilateral and isosceles.

**Etymology:**  
From Latin 'aequalis' meaning 'identical, uniform' and 'lateralis' meaning 'belonging to the side'.

**Definition:**  
A triangle where all three sides and all three angles are equal.

**Related words**  
equal  
equidistant  
equivalence  
quadrilateral

**Image:**

**equi** (equal) + **lateral** (sides)

**equi**lateral

**In a sentence:**  
All of the angles in an equilateral triangle will be 60° and all the sides will be the same length.

**Etymology:**  
From Greek 'isoskeles' 'isos' (equal, identical) and 'skelos' (leg)

**Definition:**  
Having two sides of equal length.

**Related words**  
isometric

**Image:**

**iso** (equal) + **sceles** (from Greek 'skelos' meaning 'leg')

**iso**sceles

**In a sentence:**  
An isosceles triangle will have two sides that are the same length and two angles that are the same size.

## vertebrate

**Etymology:**  
From Latin 'vertebra', meaning 'joint of the spine'.

**Definition:**  
Noun. An animal that has a backbone or spinal column.

**vertebra** (a joint in the spine) + **ate** (forming a noun from a noun)

## microorganism

**Etymology:**  
Micro- From Attic form of Greek 'smikros' meaning 'small, little'  
Organism- 'organic structure'

**Definition:**  
Noun. A microscopic organism, especially a bacterium, virus or fungus.

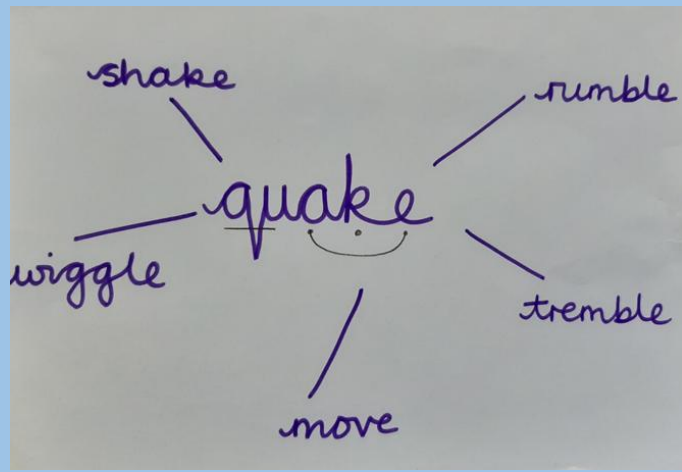
**micro** (too small to be seen by the unaided eye) + **organism** (an animal, plant or living thing)

## characteristic

**Etymology:**  
From Greek 'kharaktēristikos', meaning 'a distinctive trait, that which gives or indicates character'.

**Definition:**  
Noun, A feature or quality belonging to a person, place or thing that identifies them.  
Adjective- Typical of a particular thing.

**character** (qualities of a person or thing) + **istic** (forming an adjective from a noun)



## What is a quadrilateral?

quadrilateral

[kwɒdrɪˈlæt(ə)r(ə)]

NOUN

1. a four-sided figure.

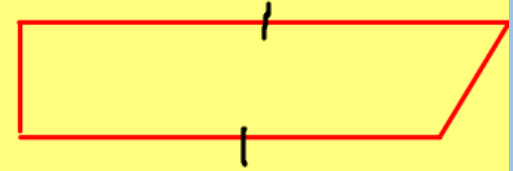
ADJECTIVE

1. having four straight sides.

synonyms: quadrilateral · rectangular · oblong · right-angled

What other words start with quad?

This is not an irregular rectangle (they don't exist), but it is a quadrilateral!



## Seismology

Ancient Greek *seismos* meaning "earthquake" and *ology* meaning "a study of".

Today we are going to look closer at the events of Boudicca's rebellion.

What is a rebellion? Can we use our word study skills to help?

rebel

Today we are going to be looking at fracking.

Does any one know what this mean?

It comes from the term hydraulic fracturing

operated, moved or affected by means of water

hydro-water  
oulos-pipe

means to fracture the cracking or breaking of a hard object

# What can you do to help at home?

- Talk about words
- Notice words and spot linked/similar words
- Wonder about words –be curious!
- Don't 'dumb down' vocabulary
- Use a dictionary as a last resort!

# Spelling Rules



**“Spelling rules are a bit like weather forecasts: we may use them, but we really can’t depend on them to be right 100% of the time.”**

(Nordquist, 2012)