

Key Stage 2

- Classes will have a 20 minute 'lesson' which introduces a root word or a letter string which is the focus of the week. During this session, children will learn the etymology of the root (where it comes from historically) and the story of how it came into the English language and how its original meaning still plays a part in what the words mean in modern times.
- Note that there are not specific words to be learnt each week, or a list of words to be handed out and learnt for a test. This is about children creating meaningful, memorable links between words and then using their morphological understanding to enable them to be able to spell (and use meaningfully) a whole set of words derived from the same root.
- On following days, children will have 10-15 minutes of word study work. This will follow a set routine each week with activities designed to reinforce spelling patterns and how the words fit meaningfully into sentences. This will include work on the meaning of the different words and visual ways that the children can write the word to help them remember any tricky parts.
- Throughout the year, teachers will expect to see children spell these words correctly in their written work and use their knowledge about words to help comprehension too.
- Occasionally, there may be a quick quiz to check that the rules and meanings are being retained. This is purely for teachers to assess the effectiveness of this strategy and any results of these quizzes will not be announced or sent home.

Word Study and Spelling



Hamble Primary School

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Information for Parents

By working together we help our
children to succeed.

How does it work?

There has been lots of research about how children learn spelling and how it is linked to their vocabulary knowledge. What happens when children can no longer use phonics to 'sound out' a word?

Traditionally, schools have used an end-of-week spelling test in which children are tested on an arbitrary list of words which they have had time to practise and memorize. However, we need children to become good spellers in all situations, not just for a test, and often children do not transfer their spelling knowledge from a test into their writing. Spelling, and a knowledge of words and how they are made up, needs to be explicitly taught rather than words simply handed out to children with an expectation that they are able to learn them and remember them forever.

The 4 components of learning Spelling:

- **Phonics**
- **Morphology**
- **Semantics (meaning)**
- **Visuals**

We have designed a spelling scheme for Year 2 and KS2 which incorporates all of these, as well as working to increase children's vocabulary knowledge which will allow them to access unfamiliar words in a text when reading and use a wider vocabulary in their writing.

The changes made have been based on research and recommendations from the Hampshire English Team, as well as from texts 'Closing the Vocabulary Gap' by Alex Quigley and 'Spell It Out' by David Crystal.

Key Stage 1

- In EYFS and Year 1, Children follow the Little Wandle Letters and Sounds Revised Phonics scheme to help them learn to read. This will also support their learning of some rules which can help them choose the correct letters when spelling.
- It is important to remember that, where there is more than one possible grapheme (letter) to use, or where a word does not follow a phonetic pronunciation, children will not be able to use phonics to work out how to spell a word. It has been proven that children recall letter strings when they are learnt as a separate feature rather than trying to use phonics to sound out every phoneme. It is likely, however, that they would be able to read this word even if they struggle to spell it.
- In Year 2, rules for meaning are taught, e.g. plurals indicating more than one, how words are written in the past tense, and how prefixes and suffixes change the meaning of words.
- Children will also learn about specific rules or strings of letters which take the focus of the week. They will work together with their teacher to identify words which contain these and have a taught session in which they learn and practise writing words containing a particular letter string. They may also be taught a rule about why these letters come together in certain words and not others.
- Throughout the year, teachers will expect to see children applying the rules and spelling these words correctly in their written work.