

Spelling

7th November 2017

Aims

- To gain an understanding of the history of the English spelling system.
- To explore the key strategies children need to learn in order to spell.
- To introduce No Nonsense Spelling and how we are using it in school.



Can you sort these words by origin?

| German | French | Italian | Greek |
|--------|--------|---------|-------|
| | | | |

kindergarten, fiasco, morpheme, solo, confetti, fest, cuisine, thesis, diameter, photograph, pirouette, regime, lager, antique, opera, delicatessen, aisle, finale, waltz, rucksack

Can you sort these words?

| German | French | Italian | Greek |
|---------------------|------------------|-----------------|-------------------|
| <i>Kindergarten</i> | <i>Cuisine</i> | <i>Fiasco</i> | <i>Morpheme</i> |
| <i>Fest</i> | <i>Pirouette</i> | <i>Solo</i> | <i>Thesis</i> |
| <i>Lager</i> | <i>Regime</i> | <i>Confetti</i> | <i>Diameter</i> |
| <i>Delicatessen</i> | <i>Antique</i> | <i>Opera</i> | <i>Photograph</i> |
| <i>Waltz</i> | <i>Aisle</i> | <i>Finale</i> | |
| <i>Rucksack</i> | | | |

Sources of English spelling patterns

- * Germanic – from the Anglo Saxons, over half our words fall into this category.
- * Romance – Latin, French, Italian and, in the 16th Century, Spanish and Portuguese.
- * Greek – the language of areas of knowledge, e.g. physics, philosophy.

Standardised spelling

- * Standardised spelling was not achieved until around 1650, but pronunciation has changed since then.
- * So we have a spelling system which reflects the way words were pronounced 400 years ago.
- * Silent letters today were once sounded (gnat... know...)

The challenge of English spelling

- * The challenge of the English language sound system means that 'one letter makes one sound' cannot be relied upon.
- * 44 phonemes, but 150+ (some say 400+) graphemes to represent them.
- * Digraphs and trigraphs represent single sounds.

Word history is incredibly interesting and explains a lot!

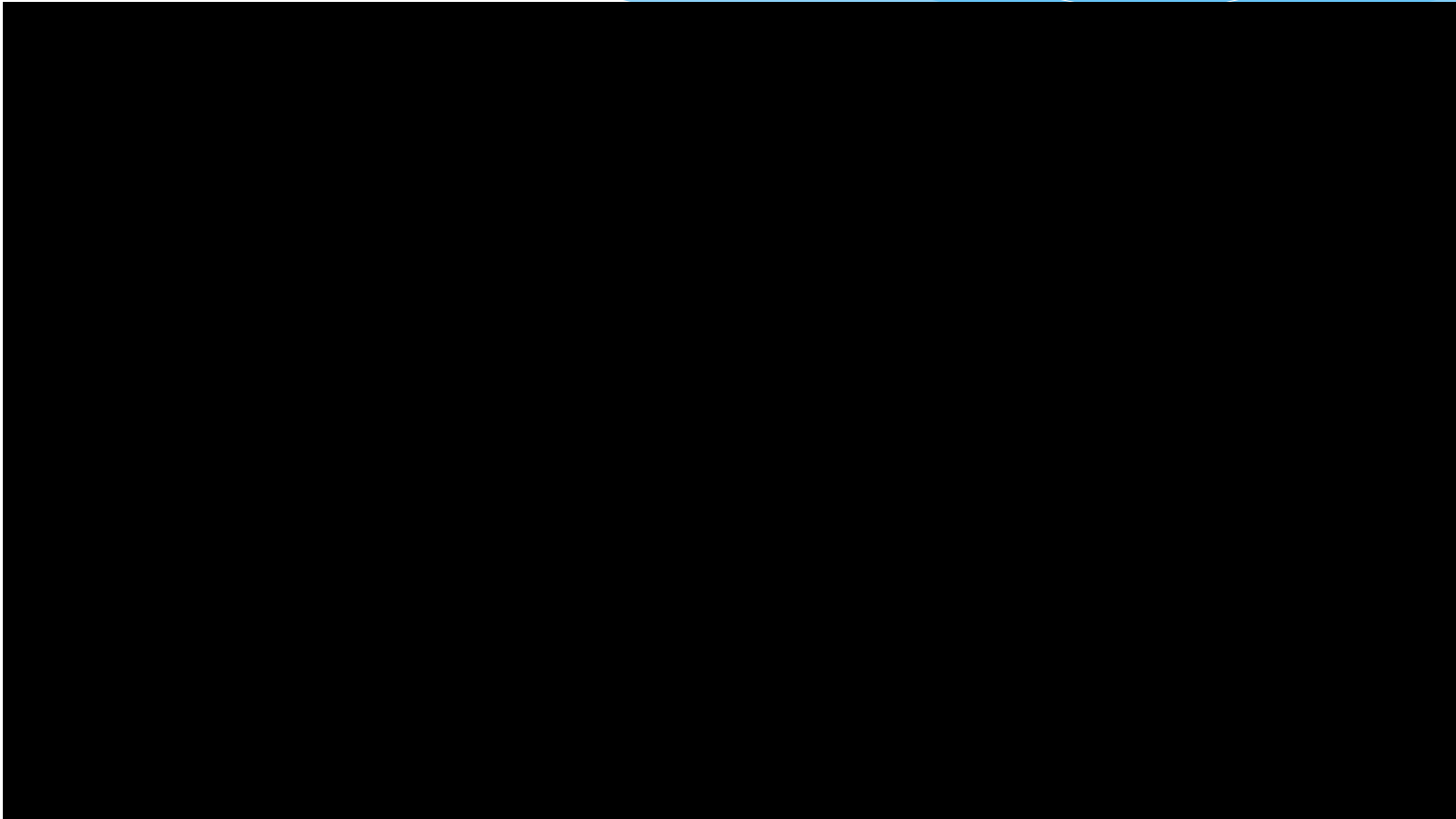
It is widely assumed that the primary role of letter in English is to represent sounds, and the many 'exception' words' are generally taken to reflect a poorly designed spelling system. In fact, the English spelling system is designed to encode both pronunciation and meaning of words, and as a consequence, English word spellings are constrained by phonology, morphology and etymology.

J.Bowers and P.Bowers

Beyond Phonics:

The case for teaching children the logic of the English spelling system.

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and explains a lot!



What does an effective speller look like?

- * Are confident
- * Take risks
- * Can orchestrate a range of strategies
- * Are aware of the strategies available to them
- * Often read a lot
- * Have a curiosity about language and words
- * Understand their role in their own learning
- * Write a wide range of texts

What do good spellers need?

- * **Extensive experience of written language**– drawing attention to the features of written language.
- * **Phonological awareness** – syllables, onset and rime, patterns of sound and patterns of letters.
- * **Letter names and alphabetical knowledge.**
- * **Known words** – familiar words spelt correctly, form basis of analogy making.
- * **Visual awareness** – how words look is as important as how they sound, a growing sense of the likely patterns that occur in English, looking at words within words, noting how words are made up.

What do good spellers need?

- * **Awareness of common letter strings and word patterns**, including patterns in words which look alike but don't sound alike.
- * **Knowledge of word structures and meanings** – prefixes, tenses, compound words, word roots and word origins.
- * **Growing independence** – knowing how and where to get help, how to proof read, strategies for consciously learning spellings.
- * **To make analogies and deduce rules** – be able to hypothesise and make generalisations about words and deduce rules.

Spelling Strategies

- * Using phonemic knowledge / sounding out
- * Known words
- * Visual strategies – *does it look right?*
 - GHOTI or FISH?*
 - gh = f (in trough)*
 - o = i (in women)*
 - ti = sh (in fiction)*
- * Auditory strategies – over-articulation, syllables
- * Rhymes and mnemonics – *one collar, two sleeves*
- * Using resources – dictionaries, thesauruses, spell checkers, displays, word banks, ipads etc
- * Quickwrite
- * Using analogy – *bright, light, night...*

Spelling Strategies

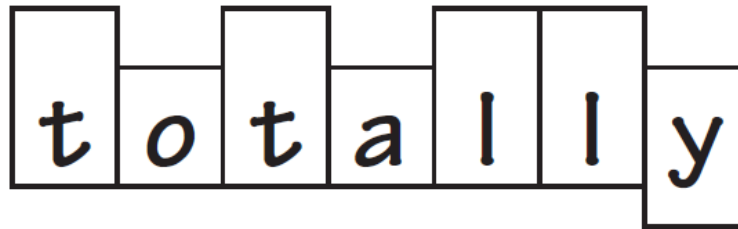
- * Understanding spelling rules and patterns – *double the consonant for a short vowel sound*
- * Morphology – *how words are formed - prefixes, suffixes, root words, stems and also context and pronunciation*
- * Etymology – *origin of words, e.g.*
 - * *bibl is Greek for book – bible, bibliography, bibliology.*
 - * *Psyche is Greek for the mind, soul and spirit – psychology, psychiatrist, psychotic, psychometry.*
 - * *Words with 'ch' making /sh/ sound are from French – chef, chalet, champagne, machine*

Other visual strategies



p
py
pyr
pyra
pyram
pyrami
pyramid

through



No Nonsense Spelling!

Everything you need to teach
spelling for the New Curriculum



No Nonsense Spelling!

- * The No Nonsense Spelling Programme was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling.
- * Designed to cover all aspects of the NC
- * Has a clear progression through blocks of teaching units across the year and provides resources.
- * Termly overviews have been mapped across weeks as half termly plans. These follow a model of five spelling sessions across two weeks.

Spelling Tests

- * Spellings are based on the week's lessons and will be differentiated by challenge of word rather than pattern. For example:

Spelling pattern ough:

Group 1

Cough
Tough
Rough
Enough
Through

Group 2

Although
Thought
Bought
Ought
Fought

Group 3

Thoroughness
Throughout
Doughnut
Thoughtfulness
Borough

- * In addition to words within a spelling pattern children will have bonus words which are taken from the national curriculum.
- * Spelling tests take place on Fridays.

No Nonsense Spelling!

Thank you for coming
Any questions?