

*Wirksworth Junior
School*



Spelling

How can I help?

Top Tips for parents



Spelling at Wirksworth Junior School

Learning to spell is a highly complex skill but in order for children to become successful writers, they need to be able to spell accurately. At Wirksworth Junior School, your children will learn spelling patterns and rules, as well as the strategies needed to become confident spellers.

At Wirksworth, children in every year group follow our No Nonsense Spelling Scheme. The spellings they learn each week are taken from the 2014 National Curriculum and our year group Writing Key Skills.

Spelling is taught discretely every day in a 10-minute lesson at the beginning of our English lessons. A range of resources to support spelling are displayed and available in classrooms at all times.

In order to support the transition between Key Stage 1 and 2, Year 3 children will revise the phonemes and graphemes, spelling patterns and common exception words that they learned during their time at Infant School.

Within spelling lessons, children learn new spelling patterns, as well as revising those already taught. They will explore spelling rules, root words, word meanings and other strategies to help with spelling. Teachers provide opportunities throughout the week for the children to practise and apply their spellings. In addition to this, teachers model good spelling practice through their daily teaching across all subjects.

Children will get new spellings to learn each Monday.

They will be tested on a Friday in their English lesson.

Supporting and encouraging your child at home

Learning to spell is most effective when it is done in an enjoyable and interesting way. You can best support your child by

- encouraging them to write at every possible occasion, praising their efforts and letting them see you writing;
- playing word games, such as Scrabble or Boggle;
- finding opportunities to read and write together, e.g. composing emails or following recipes.

There are a number of aspects to consider when learning spellings, and many methods, strategies and games you can use to help encourage and support your child in becoming a confident and accurate speller.

Strategies for spelling



Sounding words out

Breaking the words down into sounds (phonemes), for example **c-a-t** and **sh-e-ll**. However, although this is a popular method for learning spellings, it is not the most efficient way of learning longer, more complex spellings.

Syllabification

Clapping out and saying each of the syllables, e.g. **re/mem/ber**

Look, Say, Cover, Write, Check

Look at the word and say it out loud. Cover the word. Then write it and finally, check to see if it is correct.

If not, highlight or underline the incorrect part and repeat the process.

Mnemonics

This is a great strategy for tricky words your child may find difficult to remember. For example, **big** elephants **c**an **a**lways **u**nderstand **s**mall **e**lephants.

Analogy

Making families of words, e.g. night, fright, sight, slight

Words within words

For example, there is **a rat** in **separate**!

Etymology

Using the links between the meaning of words and their spelling, e.g. bi (two) and cycle (circle) = bicycle

Prefixes and suffixes

e.g., laugh**ing** **un**controllably

Using a dictionary

Finally, encourage your child to have a go at spelling words they are unsure of.



Spelling practice
doesn't have to
be B-O-R-I-N-G

Activities to try at home

Rainbow words – First, write your spelling word in pencil. Trace over the word 5 times, using a different coloured crayon each time.

ABC order – Write out your spelling words in alphabetical order.

Pyramid writing – Pyramid write your spelling words. Try to write neatly!

Example: some

s
s o
s o m
s o m e

Fancy letters – Write out each of your words using fancy writing. Your letters could be curly or dotty.

Silly sentences – Write silly sentences with a spelling word in each one. Underline your spelling words.

Example: My cat wears a yellow hat when she goes dancing.

Across and down – Write each word across and down, sharing the same first letter.

Backwards words – Write out your spelling words forwards and then backwards.

Example: home emoh

Bubble words – Write your spelling words in bubble letters. After you have finished, colour them in.

Headlines – Cut letters out of newspapers and magazines to spell out your words. Stick them down to a piece of paper.

Tell a story – Write a story using all of your spelling words.

Three times – Write each of your spelling words three times. Use a different coloured pen each time.

Upper and lower – Write each of your spelling words twice - once in UPPERCASE letters and once in lowercase letters.

Blue vowels – Write each of your spelling words. Trace each of the vowels in your words with a blue coloured pencil. Vowels = a e i o u

Compulsory spelling words for each year group



As well as their weekly spellings, children in each year group will be assessed on their spelling of the following words at the end of Key Stage 2 (Year 6). Therefore, regular practice of these would really benefit your child at school.

Year A (3-4)

First 50 Year 3 – 4 spelling words				
address	complete	February	library	quarter
answer	describe	grammar	medicine	question
appear	difficult	group	mention	recent
arrive	disappear	heard	minute	remember
bicycle	early	heart	naughty	sentence
build	earth	history	often	special
busy/business	eight	imagine	position	straight
calendar	enough	increase	pressure	surprise
centre	experiment	important	promise	though/although
circle	favourite	learn	probably	weight
				woman/women

Year B (3-4)

Second 50 Year 3 - 4 spelling words				
accident(ally)	decide	guard	occasion(ally)	purpose
actually	different	guide	opposite	regular
believe	difficult	height	ordinary	reign
breath	eighth	interest	particular	separate
breathe	exercise	island	peculiar	strange
caught	experience	knowledge	perhaps	strength
century	extreme	length	popular	suppose
certain	famous	material	possess(ion)	therefore
consider	forward(s)	natural	possible	thought/through
continue	fruit	notice	potatoes	various

Year A (5-6)

First 50 Year 5 - 6 spelling words				
accommodate	conscious	excellent	mischievous	restaurant
according	conscience	explanation	muscle	rhythm/rhyme
ancient	competition	forty	nuisance	sacrifice
apparent	curiosity	frequently	occupy	shoulder
appreciate	develop	government	opportunity	sincerely
available	desperate	hindrance	physical	soldier
average	disastrous	identity	profession	stomach
bruise	dictionary	immediate(ly)	pronunciation	suggest
category	environment	language	queue	variety
cemetery	especially	lightning	recognise	vegetable

Year B (5-6)

Second 50 Year 5/6 spelling words				
accompany	controversy	familiar	neighbour	signature
achieve	convenience	foreign	occur	sufficient
aggressive	correspond	guarantee	parliament	symbol
amateur	criticise	harass	persuade	system
attached	definite	individual	prejudice	temperature
awkward	determined	interfere	privilege	thorough
bargain	embarrass	interrupt	programme	twelfth
committee	equip(ment/ped)	leisure	recommend	vehicle
communicate	exaggerate	marvellous	relevant	yacht
community	existence	necessary	secretary	

Thank you for your continued support!