

## About the KS2 Spelling Resources on SaveTeachersSundays.com

The new curriculum has statutory requirements for which graphemes (spelling patterns) and words need to be taught in each year group. The Spelling Resources on [www.SaveTeachersSundays.com](http://www.SaveTeachersSundays.com) (STS) cover all of these graphemes and words.

### Who developed the Spelling Resources?

As with all of the resources on [STS](http://www.SaveTeachersSundays.com), I (Raymond Rodgers, owner of STS) developed the spelling resources. In addition to working in an outstanding primary school in London, I have also completed a Postgraduate Diploma (a Masters without the dissertation) in Dyslexia and Literacy.

### Symbols / Conventions used

Phonemes (sounds) are given in brackets e.g. long (a) or (ā) for the sound in 'train'.

Graphemes (spelling patterns) are just given in letters or are underlined e.g. ai or ai

### Resources for each lesson

- Two homework worksheets, each containing 9 to 10 words
- A PowerPoint with lists of the words for the week, as well as dictation sentences

### How the Spelling Resources can be used

- as a stand-alone way to teach children spelling
- to complement an existing scheme
- as (or as part) of a catch-up programme for older / EAL children

## Year 3 and Year 4 Spelling Resources on SaveTeachersSundays.com

The Year 3 and Year 4 Spelling Resources are based on the statutory requirements of the new primary curriculum that schools will be expected to use from September 2014.

The Year 3 Spelling resources cover revision of the graphemes that children will have been taught to spell in Year 1 and in Year 2.

The Year 4 Spelling resources continue revision of graphemes from Year 1 and Year 2, as well as covering the new graphemes and words that children are expected to learn in Year 3 and Year 4:

**Autumn 1 – Long (e):** or words, ore words, oar and our words, wor words, aw in the middle of words, aw at the end of words, au words, all words, wa, swa and squa words, short (e) as ea words 1 and 2, (or) homophones, ph words and wh words

**Autumn 2 – Long (o):** tion words, ation words, sion words, ssion and cian words, ture words, ture and sure words, short (u) as ou, ous (not as a suffix), suffix ous (just add), suffix ous (drope e and change y to i), l before ous words and suffix our (change our to or before ous) and -geous

**Spring 1 – Long (i):** suffix ly (just add), suffix ly (double ll), suffix ly (change y to i), suffix ly (drop the e), ic words, suffix ly (add ally), suffix en, suffix ity, prefix dis, prefix mis, prefix in and prefix un, prefix im, prefix il and prefix ir and prefix re and prefix sub

**Spring 2 – Long (a):** short (u) as o, -ble and -dle, -tle and -kle, -fle and -gle, -ple, -stle, -cle and -zle, -el words, -al words, -il and gn- words, kn words, wr words, -ce words and -se words

**Summer 1 – Long (u) and Long (oo):** soft c, -ge words, -dge words, soft g, short (i) as y 1, 2 and 3, (k) as ch 1 and 2, (s) as sc, -gue and -que words, change y to i, change y to l and add es and double the final consonant

**Summer 2 – r-controlled vowels:** -ar and -er words, ough and ear words, Long (a) as ei and ea and silent letters, regular words 1 and 2 (from curriculum spelling lists), -age words, irregular words 1 and 2 (from curriculum spelling lists), double the final consonant when last syllable stressed, NOT doubling the final consonant when final syllable NOT stressed. prefix inter and super and prefix anti and prefix auto

## How to use the resources

The KS2 spelling resources are primarily intended to be used as homework.

- **Before setting homework** - use Directed Discovery Teaching (DDT) to introduce the graphemes for the week. DDT is a method recommended by Dyslexia Action. It means that children are allowed to 'discover' the phoneme and the grapheme for themselves, rather than simply being told the phoneme or the grapheme for the lesson
- **Homework** - children complete two worksheets with 9-10 words containing the grapheme/s for the week. Each worksheet explains the spelling rule / pattern that the worksheet covers. The child then needs to practice writing each word four times.
- **After homework is completed** – children tested on the words that they learnt for homework and teacher dictates sentences for children to write. Children should be shown the correct answers and asked to highlight any corrections on their own work.

## Using lead-in strokes or not

There are arguments for and against using lead-in strokes when forming letters. People who are in favour of using lead-in strokes argue that they make it easier for a child, because the child knows that they always start 'on the line'.

Personally I prefer not to teach children to use lead-in strokes for the following reasons:

1. It makes letter formation more complicated; therefore it can put children off writing, slow them down and cause them to have messy 'spider-writing'.
2. The letters o, r, v and w join 'through the grass (in the middle of the upper and lower lines)'. Teaching letters with an entry stroke from 'the ground' (the bottom line) causes problems when joining from these letters e.g. it can make an r look like an n.

Two versions of the joined / cursive worksheets are provided for each lesson: one with lead-in strokes and one without lead-in strokes. Ultimately it is up to each individual school to decide on their preference. The most important thing is that the decision is made as a whole school and all teachers are teaching letter formation and handwriting in the same way.

## Principles behind the scheme and the rationale for these principles

The principles that the scheme is based on arise from specialist dyslexia teaching, however as with most things, what benefits children with Special Educational Needs can be of benefit to all children. The following are the key principles of the scheme, with the rationale behind each of them:

- Multisensory – dyslexic children often find learning sequences difficult (e.g. the sequence of letters to spell a word) and the auditory channel to their brain is often weaker than the visual or kinaesthetic channels. Regardless of whether all children do in fact have different learning styles, it would seem logical that teaching in a multi-sensory manner would be more effective. The children see the word (visual), say it aloud as they spell it (auditory) and join up the letters (kinaesthetic).
- Rules explicitly taught – although English can seem to be random when it comes to spelling, the majority of words are regular i.e. they conform to a given spelling rule e.g. –ll coming after a short vowel sound, as in ‘spill’ and ‘bell’.
- Using letter names, not sounds - the significant number of words in English (especially high frequency / common words) that are spelt irregularly e.g. ‘their’, ‘said’ etc mean that letter names need to be used. Repetition of incorrect spelling of these high-frequency words e.g. ‘sed’ for ‘said’ can lead to this spelling becoming engrained; hence children can benefit from being taught these high-frequency, irregular words relatively early on.
- Clear distinction between regular and irregular words – this helps to ensure that children do not over-apply irregular spelling patterns e.g. spelling the word ‘air’ as /eir/ because that is how the (air) sound is represented in the word ‘their’.
- Self-checking – allowing children to self-check their spellings means that they discover errors for themselves, hopefully making them less likely to repeat these errors. Self-checking is also less damaging to a child’s self-esteem than having someone else telling them that they are wrong.
- In structure – this means that a word does not introduce a new rule or pattern, unless that is the one rule that is being introduced on that page. For example, the word ‘wrong’ would not be used to teach the pattern (ng) if the spelling pattern of wr- had not been taught previously.

## **Pen-lifts at syllable splits with longer words**

Children should be encouraged to use pen lifts (lift the pen from the page so that not all letters are joined) with longer words. Not doing this will probably make writing longer words uncomfortable and cause letters to become increasingly squashed. Encouraging children to take a pen-lift where words break in to syllables will encourage them to use the strategy of syllabification, which is a crucial skill for spelling longer words.

Note: When creating the pages I have tried not to join letters either side of a syllable split. Unfortunately the programme that I used to create the pages does not seem to always make this break between letters apparent, so teachers may need to point this out to children.

## **Choice of style for each letter**

The choice of how to form each letter was based on two main factors:

1. Keeping the letters as close to their print form as possible.
2. Using letter formations that allow a flowing, fluent cursive style e.g. for the letter k, the looped version allows for greater flow and fluency than the version without a loop.

## **Why is little emphasis placed on capital letter formation?**

How a child forms a capital letter is not as important because they will not join capital letters to other letters. Capital letters are also more straightforward in that they all reach the top line, but do not go below the ground.

## **Why you should print, rather than photocopy, each worksheet**

- the pale grey font used on the cursive handwriting sheets will show up poorly on photocopies
- the images will be not be as clear in black and white
- the worksheets look less engaging in black and white

(Of course if you are lucky enough to have a high-quality, colour photocopier this may be less of an issue.)

## **Why are there no editable versions of the cursive / joined worksheet?**

The cursive / joined font is achieved through using a programme called 'Handwriting for Windows'. Unless you have this programme, the font will show up in Microsoft Office as unintelligible characters. If you would like to be able to create this font for yourself, the 'Handwriting for Windows' programme is available from the Dyslexia Action shop for around £30.