



# How we teach spelling in KS2 at Langshott

Spelling is a foundational skill; knowing how to spell a word 'makes the representation of it sturdy and accessible for fluent reading'. This is because spelling and reading call on the same representation – that is, the order of the letters that make up the word.



## Key principle

Our approach to teaching spellings is investigatory and builds on the children's knowledge of phonics to help see patterns in the spelling of words. The aim is for pupils to see how the same sound (phoneme) in different words can be represented by the same letters (grapheme).

**Example 1 – know, knit, knight, knowledge, knew**

**Example 2 – not, nothing, new, unhappy, pain**

There will be regular lessons in school learning new spelling rules as well as revising ones that have been previously taught. Once a fortnight the children complete a 'spelling investigation' where they explore spelling rules in more detail using an investigatory approach.

## Go Grapheme Grafters

The Go Grapheme Grafters task is completed every 2 weeks. This is where we introduce the children to a set of 15 targeted words, each with a different focus phoneme (sound) identified. The words are linked to the National curriculum requirements for each year group. This list will be used in class to help children notice common letter patterns in other words, thus helping them to become more observant of the spelling of words in general but also to see links between other words. Teachers actively engage with the children to find other words with the same letter representation and sound representation.

The children will bring home the list of 15 words (example on next page). The words will not all follow one pattern but will have a part of the word (grapheme) underlined. For example, tower links with clown, show, powder, cow, drown. It would be useful if you could encourage them to also look for these links in words at home (perhaps from their reading).



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Please use the grid below to practice your spellings, there is also space for you to add the words you find which have the same sound associations. **We will go through the spellings and sound association of these words after half term on 2.11.23.**

	Word	Focus Phoneme	Practise	Sound Associations
1	con <u>ce</u> ived	ei		
2	confid <u>enti</u> al	ti		
3	cont <u>enti</u> ous	ou		
4	con <u>sci</u> entious	sc		
5	co <u>ordi</u> nates	or		
6	cou <u>gh</u>	gh		
7	cur <u>io</u> sity	i		
8	de <u>ce</u> it	c		
9	de <u>ceit</u> ful	ul		
10	de <u>ceiv</u> e	v		
11	de <u>ceiv</u> ed	ed		
12	des <u>per</u> ate	er		
13	de <u>velop</u>	e		
14	de <u>vice</u>	ce		
15	de <u>vis</u> e	s		

*The dot signifies a sound made from a single letter, the underline signifies a sound made of more than one letter, and the loop signifies a sound made from a split digraph.*

At the end of the 2 week cycle there will be a 20 minute Go Grapheme Grafter session where the children will have to opportunity to spell the 15 focus words (independently) and explore the sound associations (collaboratively). Please note, this is not a spelling test and whilst it is desirable for pupils to spell the word correctly, the objective is for them to write the focus phoneme correctly.

<b>Individual silent spell (20 secs)</b>	<b>In pairs, chot and record sound associations (1min)</b>
<u>k</u> nowledge	<u>k</u> nife, <u>k</u> now, <u>k</u> nit, <u>k</u> nives
m <u>ee</u> t	st <u>ree</u> t, <u>fee</u> t, que <u>ee</u> n, de <u>ee</u> p
acc <u>u</u> minate	acc <u>u</u> mplish, brocc <u>u</u> coli, soc <u>u</u> cer, acc <u>u</u> ount