How we teach spelling in KS2 at Langshott

Overview

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.

At Langshott, we follow the Grammarsaurus spelling scheme which is designed to advance children's spelling skills beyond phonics by focussing on **morphology (the study of word structure)**. Children will learn important spelling rules and how to build **morphemes (a word or part of a word of which has a meaning).** This foundation will enable them to spell longer words, recognise patterns, and decode unfamiliar words during reading. Children will be given opportunities to apply their knowledge directly to writing and as such there will be **no formal spelling test**.

An Introduction to Morphology and Etymology

Morphology is like a puzzle where we learn how words are built from different parts. It helps us understand how words are created and how their meanings can be changed by putting different pieces together.

Etymology is the study of the history of words, including how their forms and meanings have changed over time. We can trace back to see how a word has been developed from its origin (Old English, Latin or Greek) and see how it is used in language today. To learn more about etymology, please watch this video: The History of The English Language

Base words

There are two types of base words – **free base words** and **bound base words.**

Free base words make sense on their own and do not need to attach to another morpheme (word part).

A bound base word is a base word that cannot stand alone as a complete word and needs to be attached to other morphemes (prefixes or suffixes) to form a meaningful word.

We study 3 types of **base words**:

<u>Old English base words</u>

These words are very basic and we use them every day. They are **free bases** and do not need to be fixed to a prefix or suffix to make sense. However, we can still build new words with them.

e.g. field, husband, house

<u>Latin base words</u>

These **base words** are **bound** and do not make sense on their own. They need to fix to an affix to make sense. You will recognise some words that they are found in.

e.g. vis, spect, port

<u>Greek base words</u>

These **base words** are **bound** and do not make sense on their own. They need to fix to an **affix** to make sense. You will recognise some words that they are found in. We use lots of **Greek morphemes** to build words.

e.g. bio, morph, therm

<u>Affixes</u>

Morphemes are also **affixes** (prefixes and suffixes). We can use all of these to build new words.
Just like base words, some **prefixes** and **suffixes** also come from **Old English**, **Latin** and **Greek** origins.

Prefix - a prefix is a type of **affix**.
It is a word part fixed to the **beginning of a base word**.
They help us make new words by adding a little extra meaning.

Suffix - a suffix is a type of **affix**.
It is a word part that you add to the **end of a word** to change its meaning or to turn it into a different kind of word.

Through this spelling scheme, the children learn the meaning of new **morphemes** and how to put them together to make lots of new words. These might be **prefixes**, **suffixes** or **bound bases**.

You can find the flashcards for all of the morphemes taught by clicking on this link '<u>Morphology Flashcards</u>'.

Home Learning

As there is no formal weekly test for spellings, we do not provide the children with a list of words to learn, instead children will bring home **'spelling fluency'** worksheets linked to the spelling rules they are currently learning. Children should complete these in their spelling books and return them every week.

Example of a fluency task:

Fluency 1

Rule Sort – Can you sort these words based on which rule you would use when adding the **suffix -able?**

Just add -able	If it ends in CVC **double the C** and add -**able**	If it ends in **e**, drop the **e** and add -**able**	If it ends in 'y' turn it into an 'i' and add -**able**	Keep the 'e' and add -**able**
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Word bank:

noticeable	stoppable	reliable	likeable	comfortable
changeable	laughable	adorable	agreeable	teachable

-ible or -able? – Can you correctly add the **suffix -ible** or -**able** to the end of these words? Remember that bound bases need -**ible** adding.

terr	⊕		=	
adore	⊕		=	
inflate	⊕		=	
reason	⊕		=	
invis	⊕		=	
poss	⊕		=	

Super Sentence – Can you pick one word from the above word sums and write a sentence using it?

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