

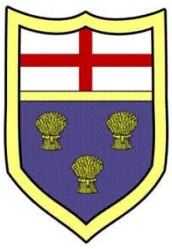
Welcome!

Y3/4 spelling workshop



I take it you already know
Of tough and bough and cough and
dough?
Others may stumble, but not you,
On hiccough, thorough, tough and
through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds like
bird,
And dead: it's said like bed, not bead –
For goodness sake don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and
debt).

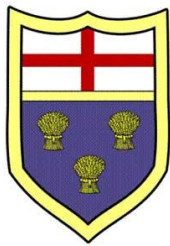
A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and
lose –
Just look them up – and goose and
choose,
And cork and work and card and ward,
And font and front and word and
sword,
And do and go and thwart and cart –
Come, come, I've hardly made a start!
A dreadful language? Man alive!
I'd mastered it when I was five!



Aims:

- **Spelling expectations from the 2014 National Curriculum for Y3/4.**
- **How do we teach spelling in Y3/4?**
- **Teaching sequence for spelling.**
- **Strategies for helping your child to learn their spellings.**
- **Questions.**

Everything will be made available on our website.



Spelling expectations from the 2014 National Curriculum for Y3/4.



Revision of Y1/2 work

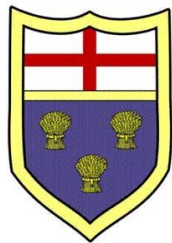
Prefixes:
In-, un-, dis-, mis-

**Homophones
and near
homophones**

Suffixes:
**-ation, -ly, -ous -sion, -
ssion, -cian, -tion**

Origin of words:
Greek, Latin, French

Example NON-STATUTORY words:
spontaneous, mountainous, vigorous, politician



Spelling expectations from the 2014 National Curriculum for Y3/4.

Aa

accident
accidentally
actual
actually
address
answer
appear
arrive
although

Bb

believe
bicycle
breath
breathe
build
busy
business

Cc

calendar
caught
centre
century
certain
circle
complete
consider
continue

Dd

decide
describe
different
difficult
disappear

Ee

early
earth
eight
eighth
enough
exercise
experience
experiment

Ff

famous
favourite
February
forwards
fruit

Gg

grammar
group
guard
guide

Hh

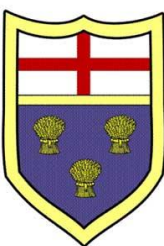
heard
heart
height
history

Ii

imagine
increase
important
interest
island

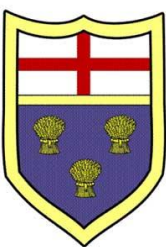
Kk

knowledge



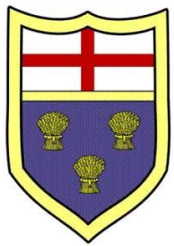
Spelling expectations from the 2014 National Curriculum for Y3/4.

Ll learn length library	Mm material medicine mention minute	Nn natural naughty notice	Oo occasion occasionally often opposite ordinary	Pp particular peculiar perhaps popular position possess possession possible potatoes pressure probably promise purpose
Qq quarter question	Rr recent regular reign remember	Ss sentence separate special straight strange strength suppose surprise	Tt therefore though thought through	Vv various
				Ww weight woman women

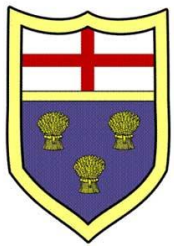


How do we teach spelling in Y3/4?

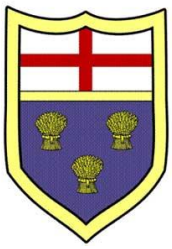
- **4 phonics and spelling groups.**
- **Initial assessment – high frequency words and Year 1, 2, 3 and 4 words based on the objectives from the National Curriculum.**



dge	c (said as s)	Silent K	Silent W	le	el	al	l	y (said as i)	ies	iest	ied	ing	ing (double c)	er (double c)	est (double c)	al (talk)	o (sound u)	ey	a (sound e)
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0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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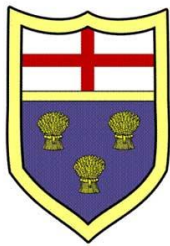


dge	(said as	Silent K	Silent W	le	el	al	l	(said as	ies	iest	ied	ing	(double	(double	est (double c)	al (talk)	(sound	ey	ounded	or a
1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
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How do we teach spelling in Y3/4?

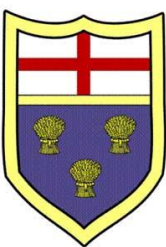
- **Using the teaching sequence:**
Revisit - Teach - Practice - Apply
- **Providing opportunities for children to investigate, make generalisations, discover rules and embed their learning.**
- **Using a range of visual, auditory and kinaesthetic approaches.**



How can we all help the children with their spelling?

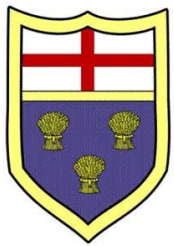
Research suggests...

- **Teaching children strategies for correcting spelling is far more important than giving them the correct spelling of a word.**
- **Spelling strategies and major spelling patterns are taught much more effectively through lessons than through workbooks or spelling tests.**



How can we all help the children
with their spelling?

Different ways to learn to spell words...



Letters Teaching SP

tracing
(say letter names)

Look

L O O K

'Take it apart'

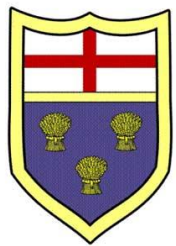
L o o k

Loo K

look

vice

uality



look
looking
looked
looks

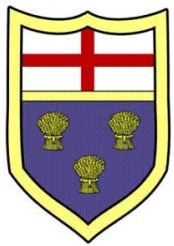
'related;
words'
(by meaning)

'words
within words'

another
he
her
the

an
not
no

because
be us
use



loads of orange kids

mnemonic

100 Dev

sound buttons

word shape

look
look

count the letters

look

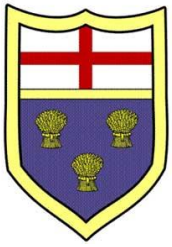
show syllable lines

~~Look on orange~~

look
'same
sound'
same
words

book
cook
took
shook

loads
of
orange
kids



Games and activities

- **Paired spelling.**
- **Beat the teacher/parent!**
- **Letter frames.**

<http://tools.atozteacherstuff.com/printable-word-shapes-worksheets/>