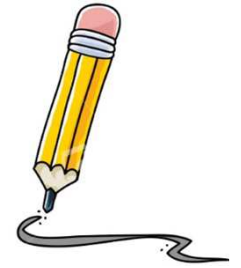


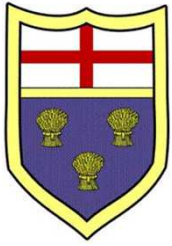
Welcome!

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).

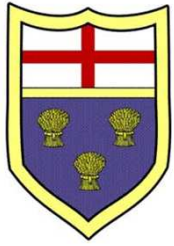
A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and
lose –
Just look them up – and goose and
choose,
And cork and work and card and ward,
And font and front and word and
sword,
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 – time to play!**
- **Questions.**

Everything will be made available on our website.



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



Revision of Y1/2 work

Homophones

Prefixes:

**In-, un-, dis-, mis-, il-
, im-, ir.**

Suffixes:

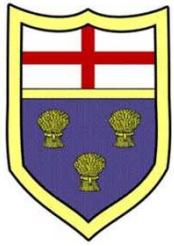
**-ation, -ly, -ous -sion, -
ssion, -cian, -tion**

Origin of words:

Greek, Latin, French

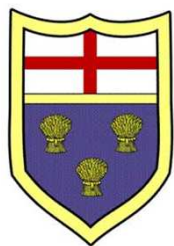
Example NON-STATUTORY words:

spontaneous, mountainous, vigorous, politician



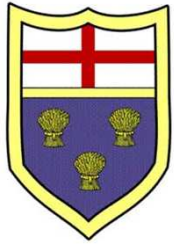
Spelling expectations from the 2014 National Curriculum for Y3/4.

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



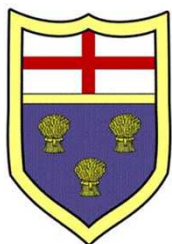
Spelling expectations from the 2014 National Curriculum for Y3/4.

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

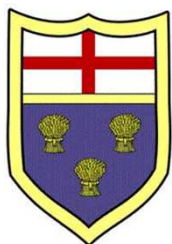


How do we teach spelling in Y3/4?

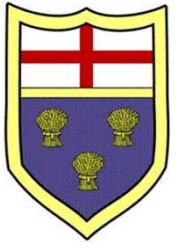
- **4 phonics and spelling groups.**
- **Initial assessment – high frequency words and Year 1, 2, 3 and 4 words based on the objectives from the National Curriculum.**



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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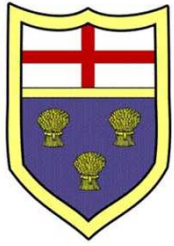


dge	(said as Silent K)	Silent W	le	el	al	l	(said as	ies	iest	ied	ing	(double	(double	est (double c)	al (talk)	(sound	ey	ounded	or a
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0	1	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0
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How do we teach spelling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

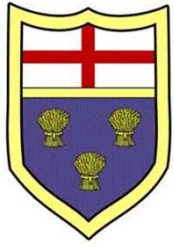
- **Using the teaching sequence:**
Revisit - Teach - Practice - Apply
- **Providing opportunities for children to investigate, make generalisations, discover rules and embed their learning.**
- **Using a range of visual, auditory and kinaesthetic approaches.**



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.**
- **Teaching spelling strategies and major spelling patterns is more effective than just learning for tests, e.g. by rote**

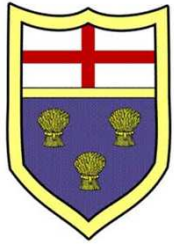


How can we all help the children with their spelling?



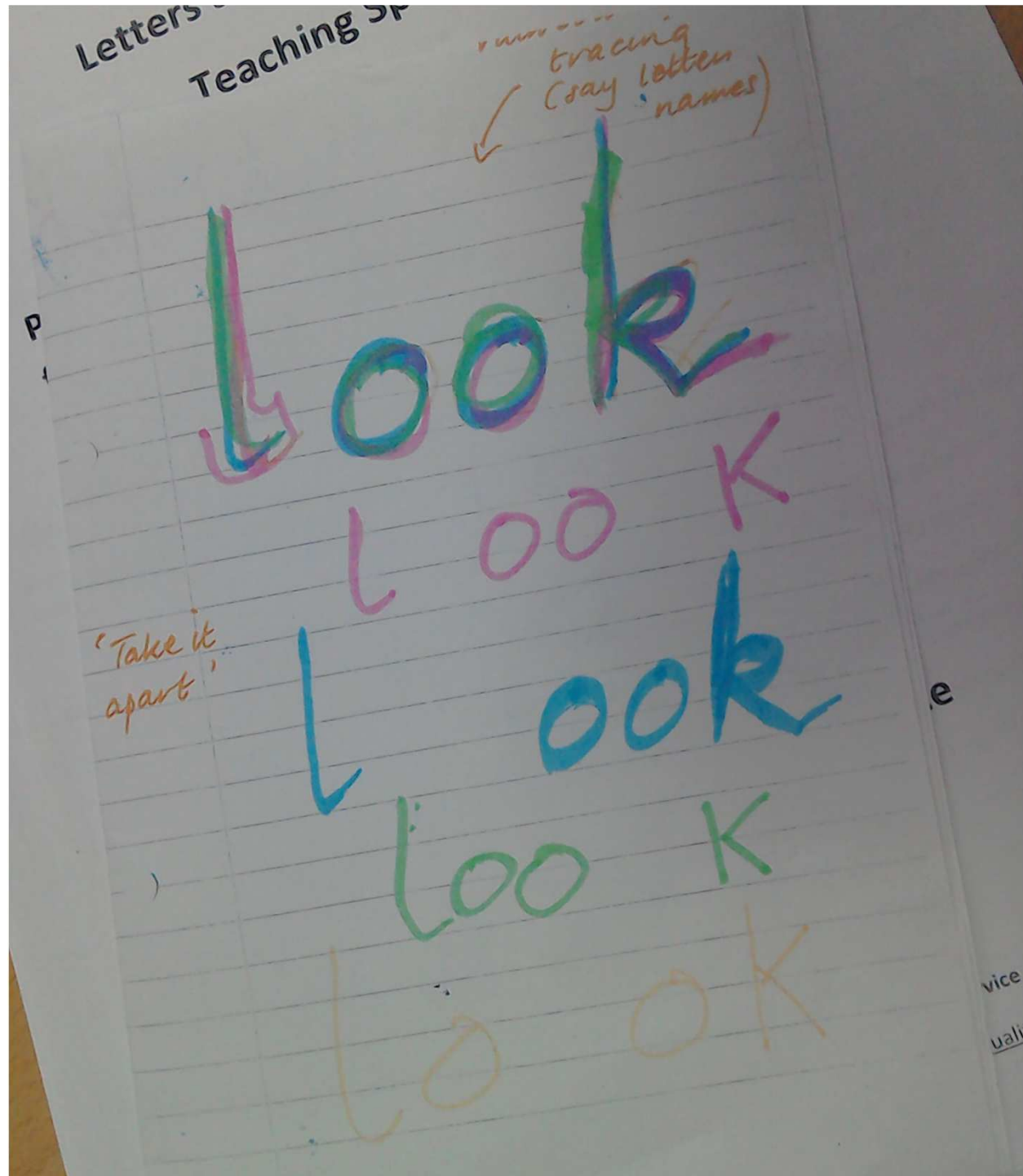
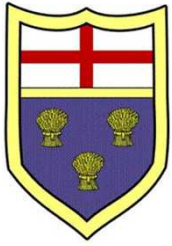
Support with spelling in Key Stage 2

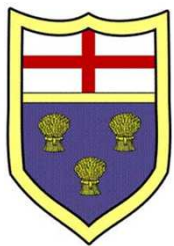
This booklet is designed to give you some idea of how you can support your child to remember the spellings of new words, while having fun at the same time!



How can we all help the children
with their spelling?

Different ways to learn to spell words...





look
looking
looked
looks

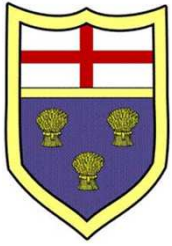
'related:
words'
(by meaning)

another
he
her
the

'words
within words'

an
not
no

because
be us
use



loads of orange kids

mnemonic

word shape

sound buttons

look

look

count the letters

show syllable lines

look same sound same words

book

cook

took

shook

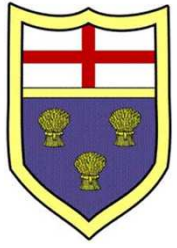
loads of orange kids

~~look on orange~~

tool Dev

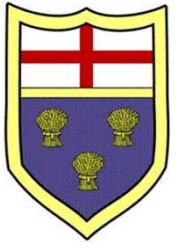
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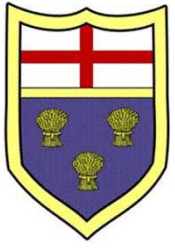
Games and activities

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



Games and activities

- **Homophone game**
- **Plurals spinner**



Games and activities

- **Roll and read**
- **Zappers**
- **Apps**