

Spelling Workshop

PRIMARY SCHOOL
PARK HILL
WEDNESBURY

Year 4




S P E L L I N G
Grammarsaurus
G


A
B
C
D
F
G



Why have we chosen this approach?

- We've worked really hard to improve Writing outcomes for our children: we're seeing great progress with composition and handwriting!
- Traditionally, phonics and "common exception word" spelling have been the primary approach but…
- Spelling remains a weakness for many children (and no wonder – there are so many ways to spell one sound!)

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
			gn		c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck		gu		ge							
	ch				dge							

Vowel sounds

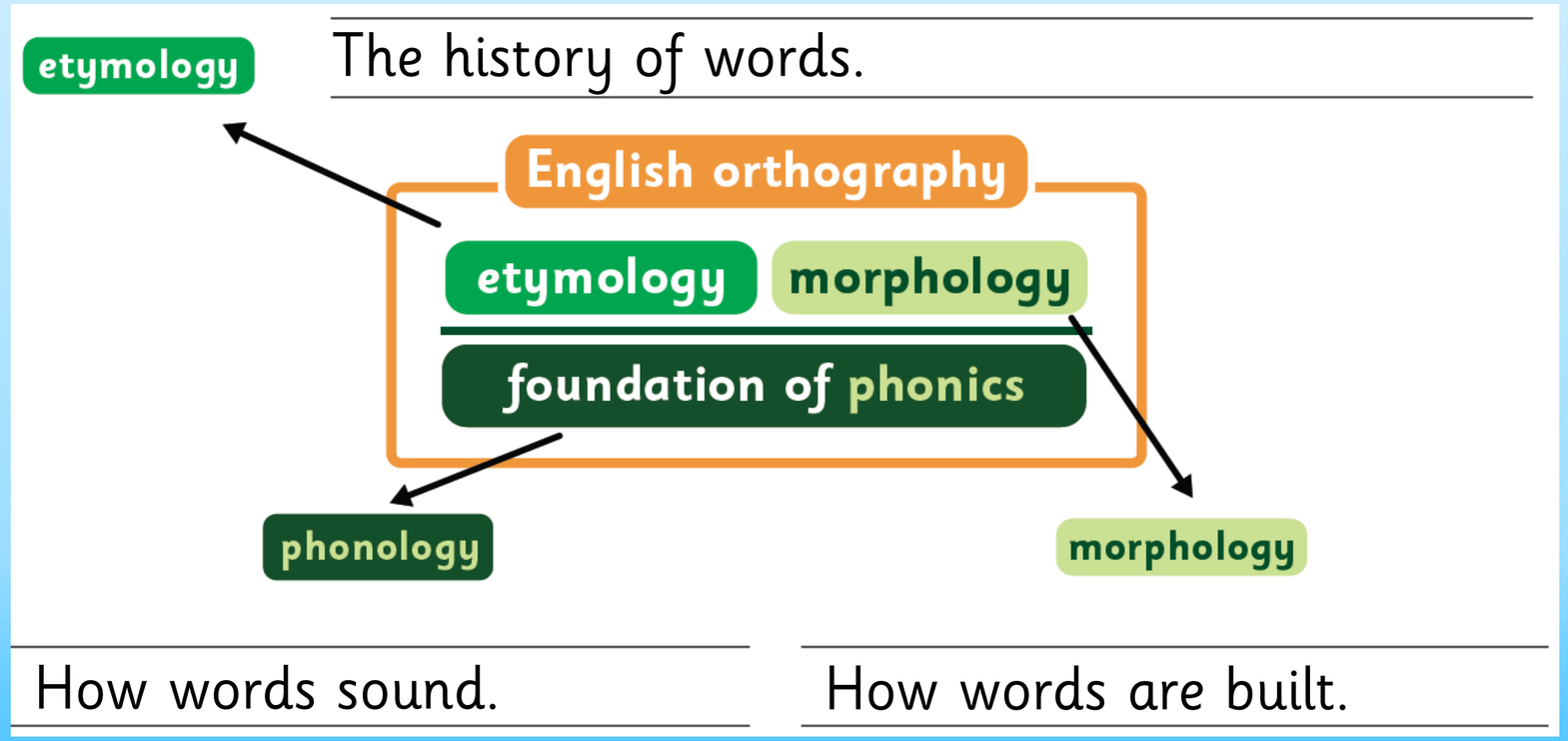
a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	e-e	i-e	o-e
					ai	y	ie	oa
					a	ea	i	o
						e	y	oe

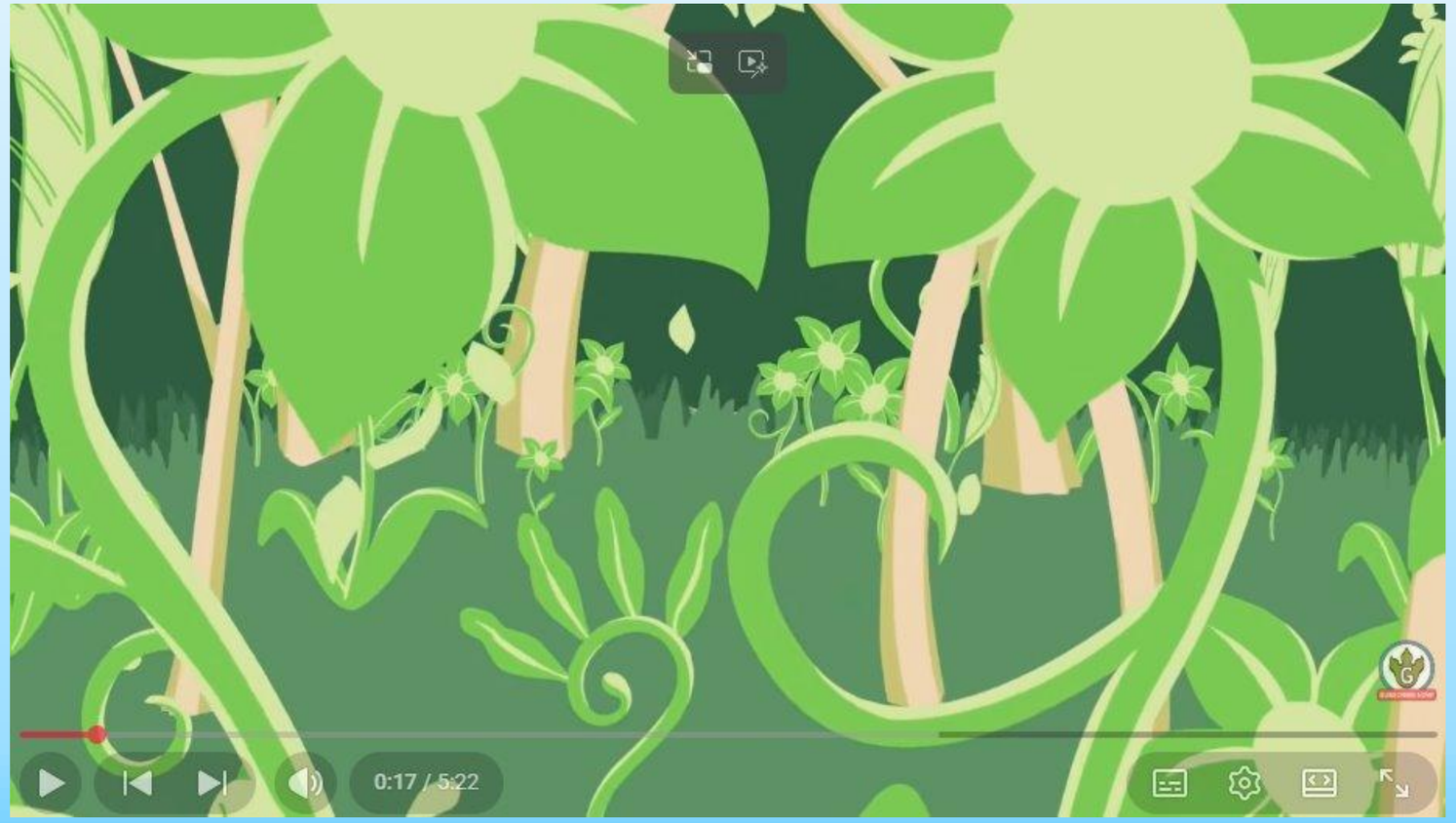
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							





So what about Read Write Inc?



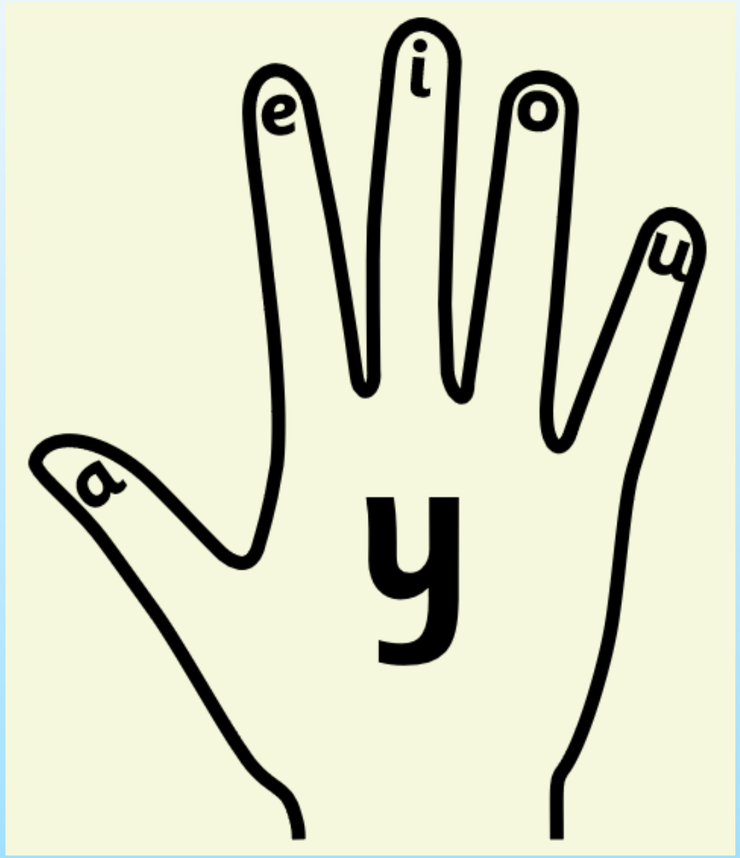

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A
B
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G



What do children need to know to begin?

- Consonants and vowels
- Syllables
- The alphabet – letter names
- Compound words



Consonant sounds – yellow, yell

Long /i/ vowel sound at the end of one syllable – fly, spy

Long /ee/ vowel sound at the end of two syllables – party, lady





So how will this help children spell?

- We've baselined everyone and will teach to address gaps.
- We will teach the spelling of "bases."
- There are then only 5 suffixing rules to remember (rather than the hundreds we used to teach!)
- We use word sums, word families and word matrices to make spelling like solving a puzzle… which is much more fun than "just remembering!"

Suffixing Rules

Double the final consonant letter when a base or stem ends in a CVC pattern, then add the vowel suffix.	Examples... hop + ed = hopped; sit + ing = sitting; big + est = biggest
If a polysyllabic base or stem ends in a CVC pattern with a stressed final syllable, double the final consonant letter, then add the vowel suffix.	Examples... forget + ing = forgetting; open + ed = opened; prefer + ed = preferred
Drop the final silent e vowel letter, then add the vowel suffix.	Examples... shine + y = shiny; bake + ed = baked; drive + er = driver
Change the final letter y after a consonant letter to i, then add the suffix (except -ing and -ish).	Examples... lucky + ly = luckily; beauty + ful = beautiful; penny + less = penniless
Just add the suffix.	Examples... sleep + y = sleepy; dark + ness = darkness; enjoy + ment = enjoyment

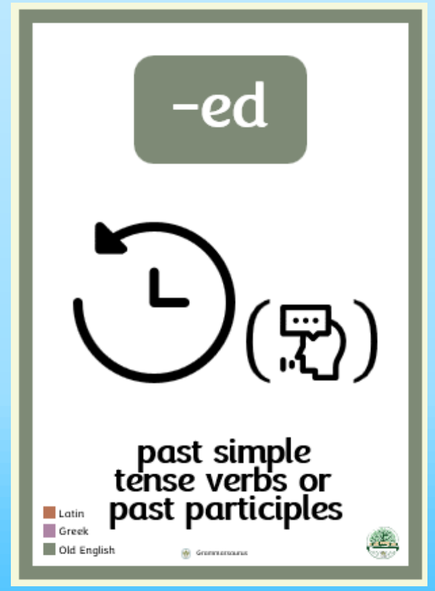




Let's have a go...

1. Just add the suffix.

2. Double the final consonant letter when a base ends in a CVC pattern, then add the vowel suffix.



wait snap help

grab flip

start work

plan



Let's have a go...

Just add the suffix.

help + ed = helped

walk + ed = walked

Using a word sum, can you show these bases in the "past simple tense" by adding suffix -ed?

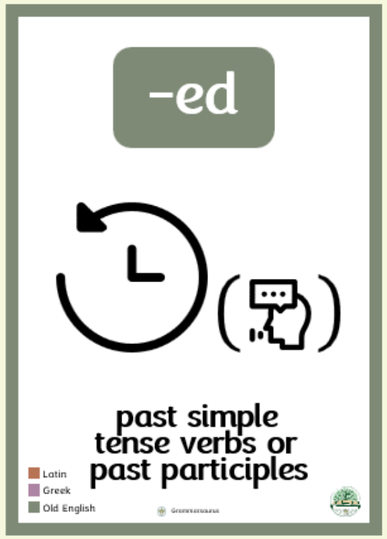
Do nothing to the base and just add the suffix -ed.

wait

help

start

work





Let's have a go...

Double final consonant letter before adding suffix -ed because the base ends in a CVC pattern.

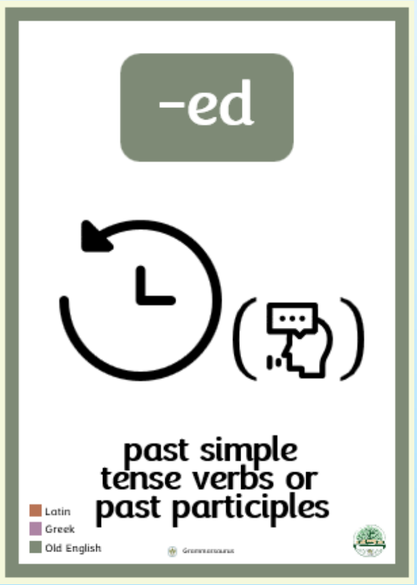
grab
C V C

plan
C V C

snap
C V C

flip
C V C

Using a word sum, can you show these bases in the "past simple tense" by adding suffix -ed?



hop + ed = hopped
C V C
p



Let's have a go...

As with most spelling rules, there are always some exceptions. For example, if the base ends in CVC and the final consonant is w, x, y or z we DO NOT double.

show → showed
C V C

fix → fixed
CVC

We can easily remember this as they are the consonants at the very end of the alphabet.

How can we help at home?







Thank you so much for coming!

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Do you have any questions?

