

Spelling Workshop

PRIMARY SCHOOL
PARK HILL
WEDNESBURY

Year 3




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

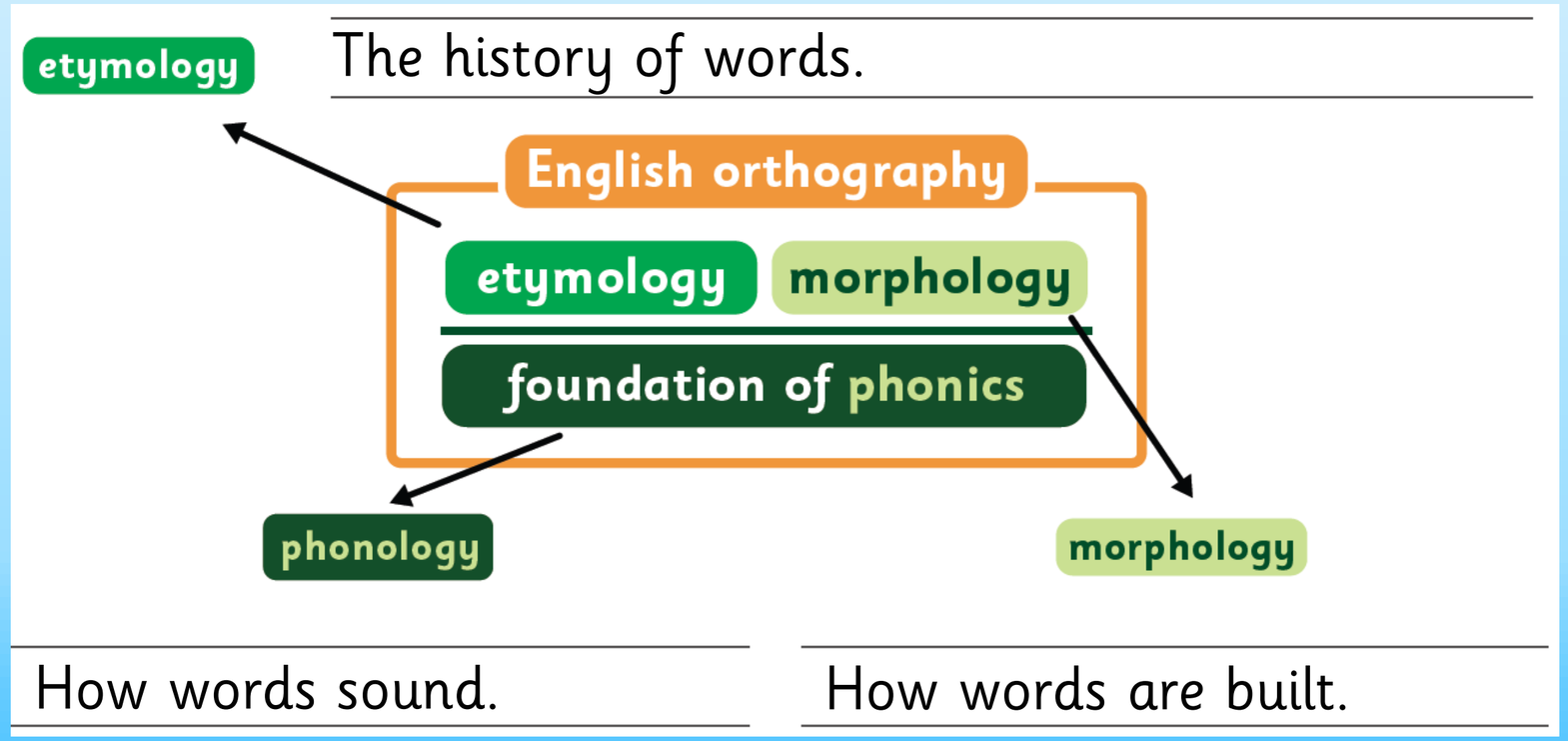
a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	e-e	i-e	o-e
					ai	y	ie	oa
					a	ea	i	o
						e	y	oe

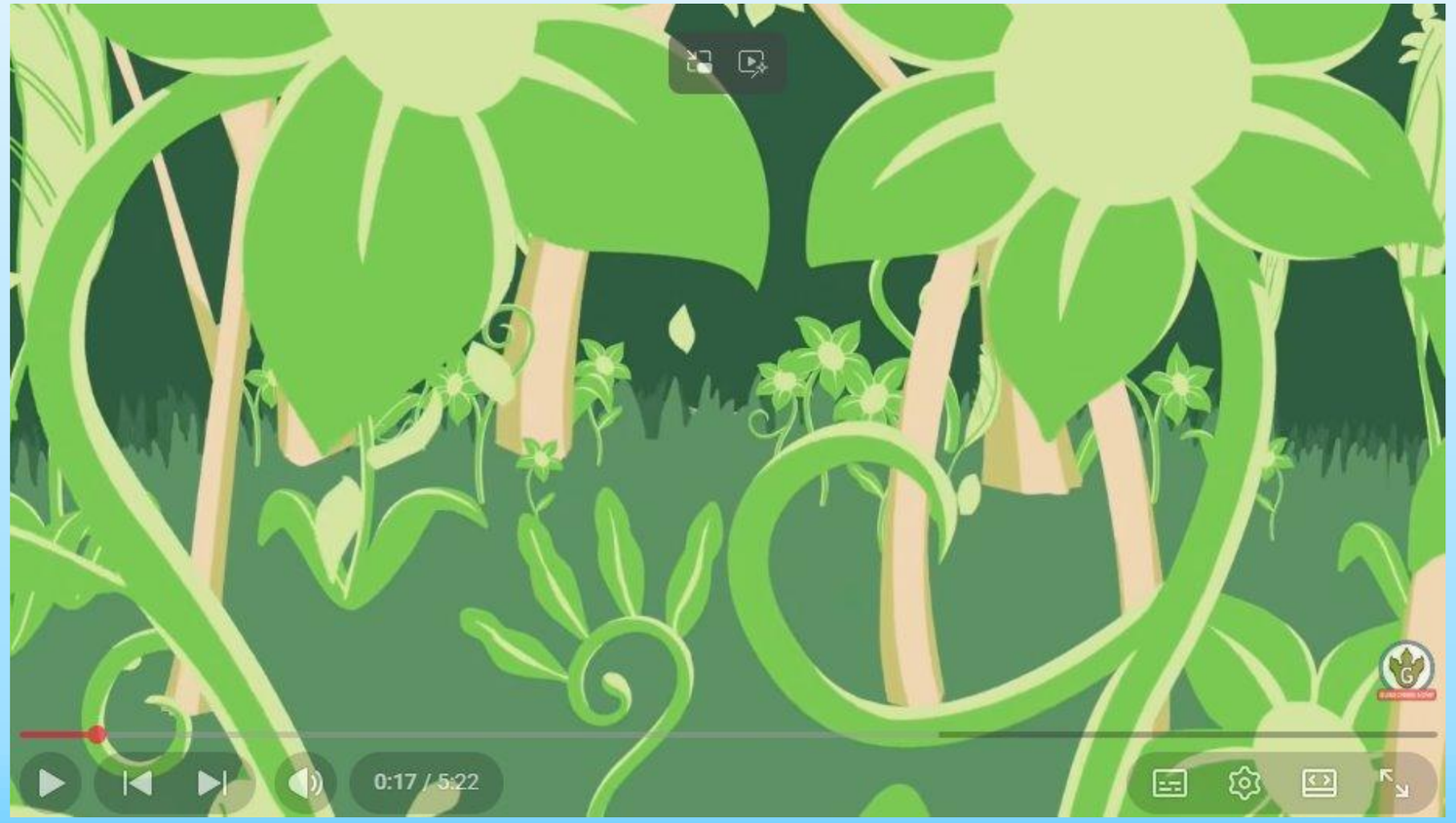
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							





So what about Read Write Inc?



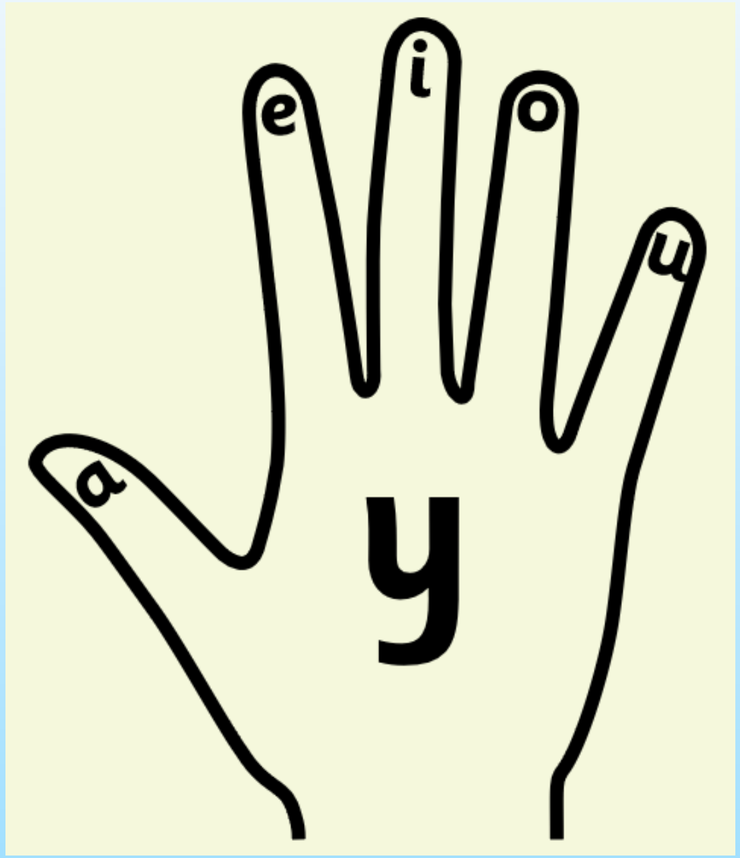

0:17 / 5:22


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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



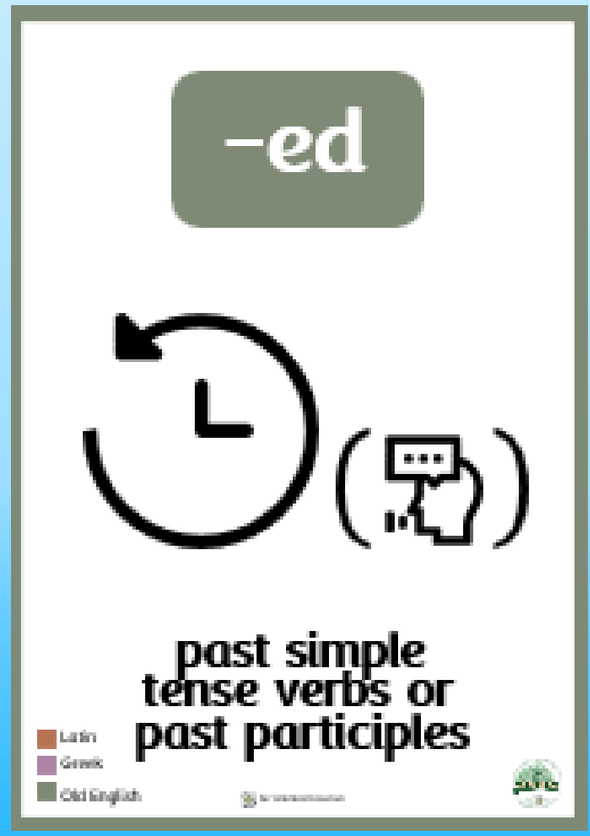


Let's have a go...

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

hop + ed = hopped

c v c



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

hop + ed = hopped

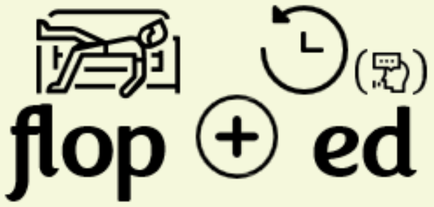
c v c

Take a look at these bases.

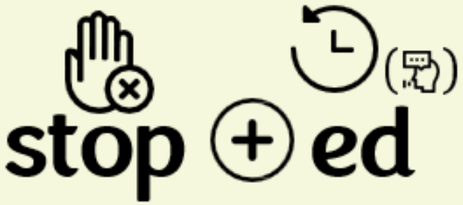
We can see that they all end in a **CVC pattern.**

Can you solve the word sums?







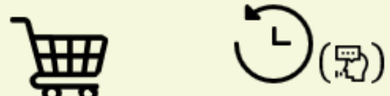




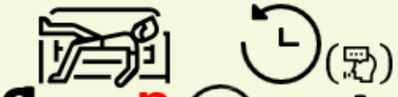
Don't forget to add a small extra **consonant letter** in your word sum to remind you to double the letter.

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

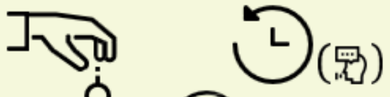
How did you do?



shop + p + ed = shopped



flop + p + ed = flopped



drop + p + ed = dropped



stop + p + ed = stopped



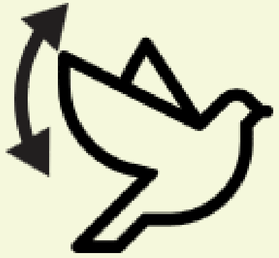
mop + p + ed = mopped

Grammarsaurus

The icons give clues to bases that end in a **CVC** pattern. Can you spell the base and complete the sentence by writing the verb in the "**past simple tense**"?

The crowd  when the song ende

The baby  in his pram.

The bird  its wings.

Did you **double your final consonant letter** when adding the suffix **-ed** because these words end in a CVC pattern?



The crowd clapped when the song ended.



The baby napped in his pram.



The bird flapped its wings.

How can we help at home?







Thank you so much for coming!

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Do you have any questions?

