Different Learning Styles

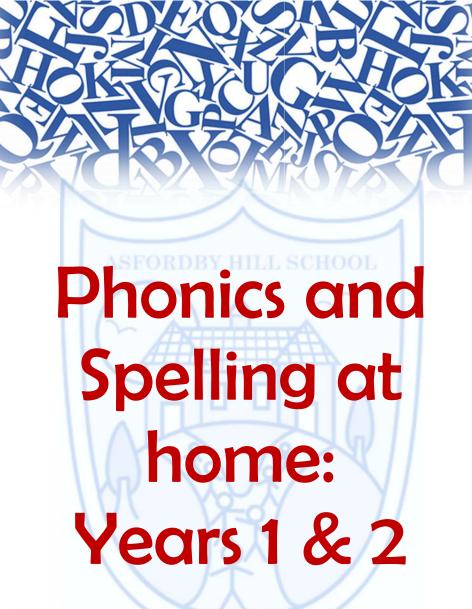
- Verbal- When I read, speak & write I learn
- ⇒ Choose 5 spelling words and Use each in a different sentence
- ⇒ Use a dictionary, with a friend, to find the meanings of challenging words.
- Visual/Spatial- Art, Geometry and Visual imagery are important to me
- ⇒ Rainbow Words spell words using different coloured markers or crayons for each letter.
- Kinaesthetic- I am hands on and enjoy physical activity
- ⇒ Ball toss back and forth in pairs spelling each other's words.
- Musical- Music and rhythm make sense to me
- Clap out and record the syllables in each of your spelling words.
- Intrapersonal- I work well on my own
- ⇒ Complete a look, say, cover, write, check
- ⇒ Use your spelling words to write a story. Underline your words

Year 1 & 2 Useful Websites

BBC Bitesize Key Stage 1 English https://www.bbc.com/bitesize/topics/zcgv39q

The School Run https://www.theschoolrun.com/spelling-in-year-1

Phonics Play https://www.phonicsplay.co.uk/





Curriculum expectations in Year 1 & 2

Reading is taught alongside spelling, so that pupils can read back their written work.

Pupils are taught how to segment words into individual phonemes and represent them using corresponding grapheme(s). They will initially spell many words in a phonically plausible way, even if sometimes incorrectly. However words that have been included in spelling lists and tests, which are often not phonetic, are expected to be written correctly.

These skills are built upon in year 2 and children are encouraged to apply their knowledge of suffixes from their reading to their spelling. They are also taught to draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Glossary

Phoneme- A phoneme is the smallest unit of sound in a word.

Grapheme- This can be a single letter, or could be a sequence of letters, such as ai, sh, igh, tch etc.

Digraph- A digraph is a two-letter grapheme that represent one phoneme/sound. For example /sh/ represents one phoneme/sound in 'shop' and the vowel digraph /oa/ represents one phoneme/sound in 'boat'.

\$plit Digraph A split digraph is where another letter comes in between the two graphemes of a single phoneme/ sound, for example, the 'K' in 'make' separates the digraph / ae/, creating split digraph /a e/.

Exception Words— Words which don't follow the rules and patterns and are therefore often misspelt.

Blending - Blending is the process of combining syllables from their phonemes in the correct order to read whole words.

\$egmenting- "I want to spell frog, what phonemes can I hear, and what graphemes are those phonemes represented by?" It is the reverse skill to blending, and also called spelling. **\$pelling Pattern-** Spellings which follow a particular pattern, such as double consonant words.

\$pelling Rule— A rule that can be applied to many rules to help with remembering different spelling patterns, e.g. i before e, except after c.



Year Two Spelling Patterns

In their weekly spelling lists, children will cover various spelling patterns, including the following:

- Silent letters k, g and w (as in 'knock', 'gnat' and 'write')
- Words ending le, el, al and il (as in 'meddle', 'tunnel', 'animal', 'pencil')
- Verbs ending y which then changes to ies and ied (as in 'copy', 'copies' and 'copied')
- Dropping the e off the end of a word when adding ing, -ed, -er (as in 'hiking', 'hiked' and 'hiker')
- Words which need a consonant to be doubled before adding -ing, -ed (as in 'pat', 'patting', 'patted')
- Unusual uses of vowels, such as 'o' being used for the 'u' sound ('other') and 'a' being used for the 'o' sound ('warm')

Words containing <u>suffixes</u> (groups of letters added to the end of a word) including -ly, -ment, -ful, -ness and -

Year One Spelling Patterns

As well as their phonics sessions children will learn spellings of words that have particular patterns, for example:

- Words ending ff, ck, zz, ll, ss such as 'fluff', 'luck', 'buzz',
 'fill' and 'kiss'
- Words ending nk such as 'bunk' and 'sink'
 Words with two <u>syllables</u>, such as 'ticket' and 'kitchen'
- Words ending ve such as 'have' and 'live'
- Adding -es to the end of plurals and verbs, for example: 'hutch' becomes 'hutches' and 'stitch' becomes 'stitches'
- Adding -ing, -ed and -er to words, such as: 'jump' which changes to 'jumping', 'jumped' and 'jumper'
- Adding 'er' and 'est' to adjectives to make the comparative and superlative form, such as 'kind' which changes to 'kinder' and 'kindest'
- Words ending y, such as 'happy' and 'funny'
- Words containing ph or wh, such as 'telephone' and 'which'

Adding the <u>prefix</u> un- to change the meaning of a word, for example: 'fit' to 'unfit'



Year 1 Word List

there

the a do to today of said says are were was is his has

one
once
ask
friend
school
put
push
pull
full
house
our

Year 2 Word List

door	gold	plant
floor	hold	path
	told	bath
poor		
because	every	hour
find	great	move
kind	break	prove
mind	steak	im-
behind	pretty	prove
child	beauti-	sure
children	ful	sugar
wild	after	eye
climb	fast	could
most	last	should
only	past	would
both	father	who
old	class	whole
cold	grass	any

clothes
busy
people
water
again
half
money
Mr
Mrs
parents
Christmas
everybody
even

