



ELVINGTON CHURCH OF ENGLAND PRIMARY SCHOOL

'Working Together We Can All Achieve Success'

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Thursday 10th September 2020

Supporting Children with Spelling


Dear Parents and Carers,

As you are already aware the DfE introduced a revised curriculum for all schools to follow. The revised curriculum placed a greater significance on spelling (twenty out of the seventy marks available on the Year 6 SATs Spelling, Grammar & Punctuation assessment are based on spelling).

Learning to spell helps to cement the connection between the letters and their sounds, and learning high-frequency "sight words" to mastery level improves both reading and writing. The correlation between spelling and reading comprehension is high because both depend on a common denominator: proficiency with language. The more deeply and thoroughly a child knows a word, the more likely he or she is to recognise it, spell it, define it, and use it appropriately in speech and writing.

With the aforementioned in mind, from Friday, children in Years 1 to 6 will continue to receive spellings based on a scheme which covers the end of year expectations for each year group. We will continue to differentiate the spellings your child brings home; however, there will be a range of new weekly activities designed to support long term memory retention.

For example:

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
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<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p py pyr pyra pyram pyrami pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
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These are just two examples - your child will be aware of what is required each week and will have reviewed/practised the technique in class. They will record their work in a book or on a sheet; with spellings going home on Friday, before being tested the following Friday.

At Elvington Church of England Primary School we are very keen for parents and carers to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved, as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

If you have any queries or concerns regarding the aforementioned approaches, please arrange to speak to your child's class teacher and once more thank you in advance for your efforts and encouragement at home. We appreciate that family time is precious, but the learning journey is one that should be a partnership between school and home and those children whose parents become involved in their learning really do make improved progress.

Here are some additional spelling rules and tips...

Rules should never be taught in isolation. They must be backed up by practical activities. Most spelling rules have exceptions.

- a) Every English word must contain at least one vowel
- b) No words in English end in i – we use y instead
- c) The letter q is always followed by the letter u (queen; quite, quintessential)
- d) The letter j is never used at the end of a word – we use ge instead
- e) No complete words ends in v – we use ve instead
- f) The doubling rule: words ending in f, l, s or z double the final consonant (stiff, bell, Miss, fuzzy)

Suffix rules

- i) The lazy 'e' rule
 Drop the 'e' before adding a suffix beginning with a vowel:
 like – liked
 hate – hating
 shake - shaking

ii) The 'e' that isn't being lazy

Keep the 'e' before adding a suffix beginning with a consonant
hope-hopeful, hopeless

iii) The lazy 'e' meets 'a'

Keep the 'e' in words ending in 'ce' or 'ge'
orange-orangeade
manage-manageable

iii) shun endings - There are four different ways of spelling shun – but none are spelt as they sound:

- ssion profession, progression, discussion
- tion prevention, protection, station
- cian musician, electrician
- sion decision, confusion, revision

Fifteen common word families in English

all	ball	call	fall	hall	stall	tall	wall
ing	king	ring	sing	wing			
ack	back	lack	pack	rack	sack		
ay	bay	day	hay	lay	may	pay	ray say way
at	bat	cat	fat	hat	mat	pat	rat sat
op	hop	mop	pop	top			
ad	bad	dad	had	lad	mad	pad	sad
ill	bill	fill	gill	hill	kill	mill	pill will
in	bin	din	fin	pin	tin	sin	win
ump	bump	dump	hump	jump	lump	pump	
ent	bent	dent	lent	rent	lent	sent	tent went
old	bold	cold	fold	hold	sold	told	
ook	book	cook	hook	look	took		
ell	bell	cell	fell	hell	sell	tell	well
et	bet	get	jet	let	met	pet	set wet

Eleven more common endings

ain	contain, complain, brain, drain, main, pain, rain, stain, train
augh(t)	caught, daughter, naughty, slaughter, taught, laugh, laughing
ful	careful, thoughtful, painful, wonderful, resentful
ight	bright, fight, fright, light, night, right, sight, slight, tight,
ite	bite, kite, polite, satellite
ous	famous, cautious, ambitious, delicious
ough	although, cough, enough, rough, tough, thorough, though
ow	blow, follow, grow, low, slow, show, snow, yellow
sion	comprehension, confusion, decision, revision
tion	action, attraction, collection, direction, investigation, reaction, station
ture	capture, creature, fixture, furniture, future, mixture, nature, picture

Silent letters

Silent letter	Common examples
b	bomb, comb, crumb, doubt, thumb
c	descent, discipline, science

“I have come in order that you may have life – life in all its fullness.” John 10:10

g	design, neighbour, sign
h	honest, honour, hour
i	business, marriage, parliament
k	knee, knife, knight, knock, know, knot
l	chalk, walk
n	autumn, column
t	castle, listen, whistle
w	wrong, wrap, wriggle, write, wrist, wreck, whole

Homophones

Homophones	Examples of use	Tips
to, too, two	<ul style="list-style-type: none"> We have two cars. He is too tired. Are you coming too? I go to school. 	<ul style="list-style-type: none"> Use two when you mean the number 2 Too: means 'more than enough', or 'as well' In all other cases use 'to'
there, their, they're	<ul style="list-style-type: none"> Their dog is fierce They're coming over There is a willow grows askance a brook. 	<ul style="list-style-type: none"> Remember if there can be a 'my' spell their with an i. You can say 'my house is big', you can say 'their house is big'.
here, hear	<ul style="list-style-type: none"> I can't hear you. I'm over here. 	You hear with your ear .
are, our	<ul style="list-style-type: none"> We are going on a trip. Our class is going to Richmond. 	This is a 'false homophone'. Correct speech distinguishes between the pronunciation of the two words.
one, won	<ul style="list-style-type: none"> I have one sister They won a prize. 	<ul style="list-style-type: none"> If you can win it then it has a w.
by, buy, bye	<ul style="list-style-type: none"> I go by car I must have a new pen He waved goodbye 	
sea, see	<ul style="list-style-type: none"> I can swim in the sea. Did you see the boy? 	
meet, meat	<ul style="list-style-type: none"> I will meet you in London. We had to eat the meat. 	
no, know	<ul style="list-style-type: none"> No you don't Oooh I know . . ! 	No belongs with yes
wait, weight	<ul style="list-style-type: none"> I will wait here. Guess the weight of the cake? 	

Using mnemonics

Mnemonic – A device or system for improving memory.
Irregular words cause most trouble to children

Word	Mnemonic
are	A re r hinos e legant
beautiful	B oys e at a pples u nder t rees in F rance u ntil l unch
because	B ig e lephants c an a lways u pset s maller e lephants

"I have come in order that you may have life – life in all its fullness." John 10:10

believe	Never bel ieve a lie
build	u and i will build a house
busy	This bus is busy
business	Do your business in the bus
could Same rule for should/would	Oh u lucky d ear or could old uncle lie d own?
does	Does O liver e at s ausages?
friend	i to the e nd will be your friend
great	It is great to e at
intelligent	Tell the g ent to come in
island	An island is land
mother	Mother ate a moth The other lady was his mother
piece	Eat a pie ce of pie
present	She sent a present
special	A special agent is someone in the CIA
sure	Save up red elephants
Wednesday	Nes was wed on Wednesday

Yours sincerely,



Mr. Andrew Buttery
Headteacher