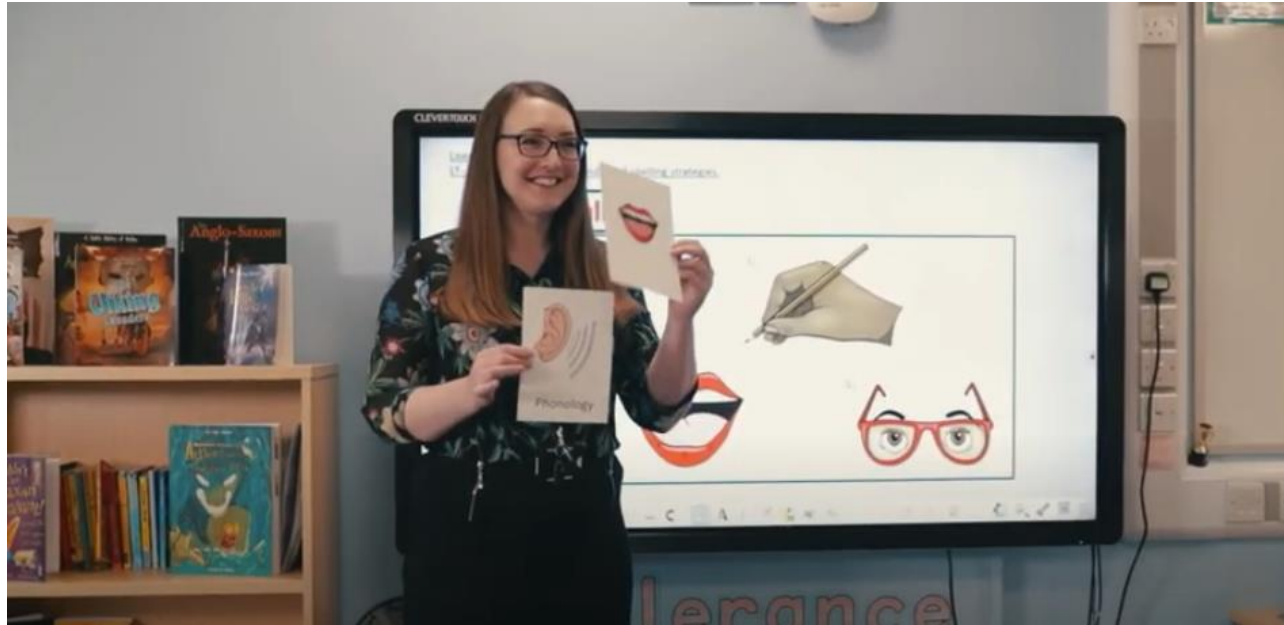


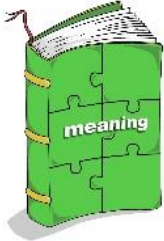




# Approaches to support spelling



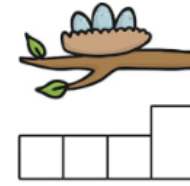
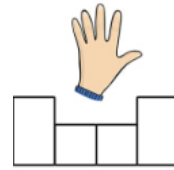
<b>Orthography</b>	<b>Phonology</b>	<b>Morphology</b>	<b>Etymology</b>	<b>Graphology</b>
<p>The way the word looks</p> 	<p>The way the word sounds</p> 	<p>The meaning of the word</p> 	<p>Where the word comes from</p> 	<p>The way the word feels to write</p> 

# Phonology



# Strategies and activities

- Boxing up the word:



- Rainbow spellings – digraphs and digraphs in one colour. Split digraphs the same colour:

r ai n

ph o n e

- Pronunciation – segmenting the word up and listening to the syllables
- Knowledge of phonics – what grapheme is making the 'a' sound in this word?

# Orthography



- Try it multiple times. Which word looks right?

## What is the correct spelling?

The snow fell off the roof ruef rufe.

Is that troo true tro, asked the teacher.



I went to buy feud foud food at the shop.

Can you give me a cloo clew clue, said dad.

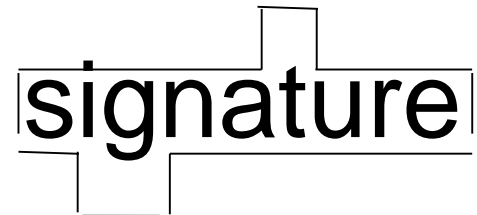
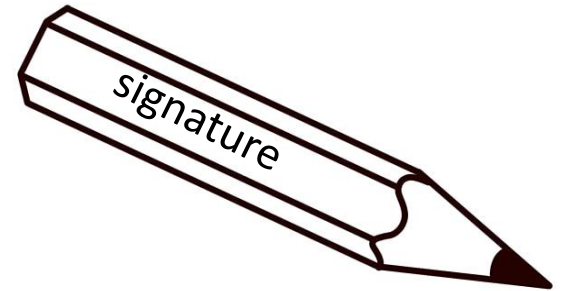
The sky was a beautiful bloo blew blue..

I wish I could doo due do that like you yew.

May I have soup soop seup today for lunch?

# Strategies and activities

- Look for patterns of letters within and across words. Can you find any words within the word?
- Visual emphasis **signature**
- Shape of the word – ascenders and descenders



Drawing children's attention to **letter shapes and their order within words** is an important part of spelling work and builds a useful bank of visual knowledge for children.

What does this look like?

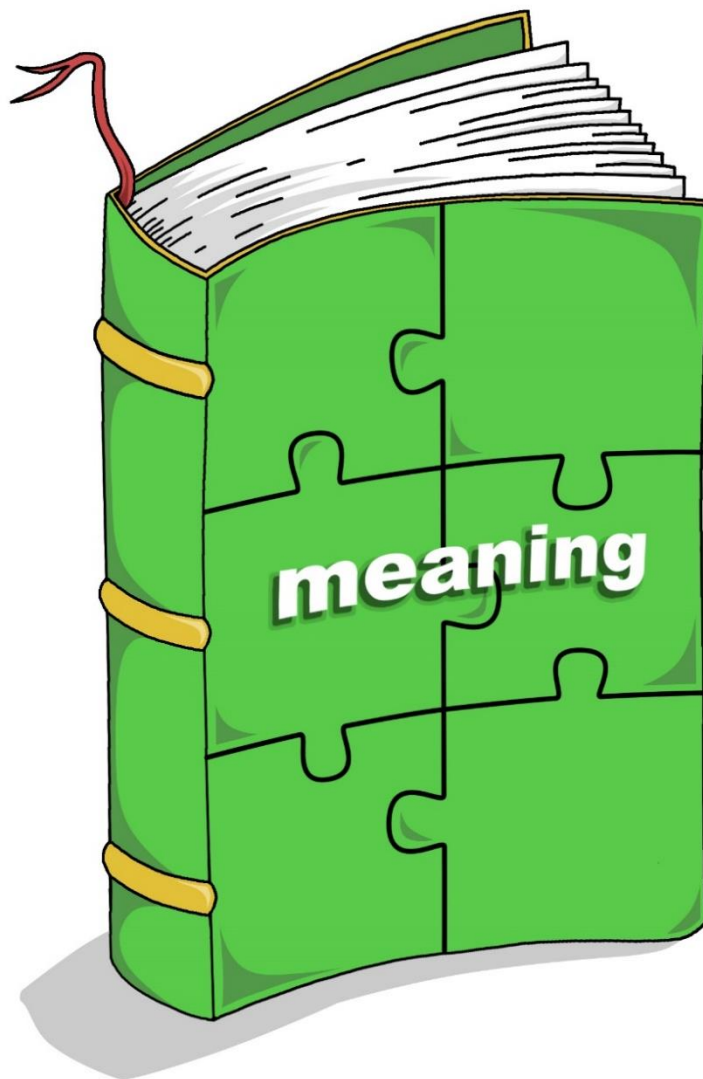
Your turn... Write the word 'attention'



- Highlight the tricky part or writing it in a different style or colour.
- This can help children to visualise and recall the word accurately.



# Morphology



# Activities and strategies

- Meaning of the word as a whole – dictionary definition

 signature  
/ˈsɪɡnətʃə/

See definitions in:

All

Music

Printing

Medicine

*noun*

1. a person's name written in a distinctive way as a form of identification in authorizing a cheque or document or concluding a letter.  
"the signature of a senior manager"
2. **MUSIC**  
short for [key signature](#) or [time signature](#).

- The meaning of each morpheme within the word (e.g. with inactive – looking at the root word ‘active’ and what adding the prefix ‘in’ does to the meaning of the word).

# Activities and strategies

Unscramble the prefixes, root words, and suffixes to make a whole word. Each whole word must have a prefix, a root word, and a suffix. You may have to drop the final e from a root word to add the suffix.

<b>ing</b>	<b>appoint</b>	<b>ly</b>
<b>normal</b>	<b>un</b>	<b>spell</b>
<b>dis</b>	<b>able</b>	<b>ment</b>
<b>mis</b>	<b>ab</b>	<b>in</b>
<b>friend</b>	<b>describe</b>	<b>ity</b>



**How many words can you make using a prefix, root and suffix?**

# Graphology



# Strategies and activities

- The teaching of handwriting as an integral part of spelling
- Think about the shape of the word for visual memory (Orthography)
- Air writing, sand writing, on backs








# Providing extended time to look, talk and think about words.

- ◆ What does the word mean?
- ◆ What is a synonym/antonym for the word?
- ◆ How many letters does the word have?
- ◆ How many syllables does the word have?
- ◆ Which vowels are in the word? Not in the word?
- ◆ Which consonants are in the word? Not in the word?
- ◆ How many letters with descenders? Ascenders?
- ◆ What is the 3rd letter? 5th? 7th? Etc.
- ◆ Which letter comes after d? Before s?
- ◆ Which letter is first alphabetically? Last?
- ◆ Can you see any other words within the word?
- ◆ What is the root word?
- ◆ Does your word have a prefix/suffix?
- ◆ Give me 3 other words that use the same prefix/suffix.
- ◆ Using your cursive writing, write the word on your whiteboard – emphasise the prefix.

Underline the section of the word which you find tricky.

*This needs to be fast paced!*

Your turn!  
Your word is:  
disappearance

<u>Image</u>	<u>Meaning</u>	<u>Question and activity stems</u>
	<p>Orthography – The way the word looks. (The spelling rules and patterns)</p>	<p>Spot patterns            Any words within words            Other words which look the same            Can you use a spelling rule?            Use a dictionary to help you            Use the working walls            Try to spell the word 3 different ways – which one looks right?</p>
	<p>Phonology – The way the word sounds (counting the phonemes (sounds) and syllables)</p>	<p>Listen to the individual sounds in the word            Listen for the syllables in the word            Write the vowel in each syllable            Segment the word            What other words sound the same?</p>
	<p>Morphology – The meaning of the word</p>	<p>Use their knowledge of word families            What root words can you see?            What prefix/suffix can you see?            What does the word mean?</p>
	<p>Etymology – The origin of the word</p>	<p>Find out about the history and origin of the word</p>
	<p>Graphology – How the word feels to write</p>	<p>Air write a word            Practise a spelling using your neatest handwriting            The shape of the word.</p>