



Spelling and vocabulary in English at Paddox



Paddox

Spelling at Paddox

- In the academic year 21/22, Paddox has introduced a new spelling scheme into our curriculum – The Spelling Book by Jane Considine.
- The underlying structure of ‘The Spelling Book’ approach is based on three zones of spelling. The patterns of spelling are explored through ‘The Groupings’, the pressure of spelling is eased through ‘The Improvings’ and the remembering and recall of spelling through ‘The Acquirings’. The scheme places emphasis on teachers modelling and defining as pupils practise, explore and investigate.



The Spelling Book – what is it?

- The Spelling Book is suited for Years 2 – 6, with Reception and Year 1 continuing to work on developing key phonics skills.
- Years 2 – 6 have a copy of The Spelling Book, each differentiated for their year group.
- Each edition of the book includes daily and weekly spelling activities built on the fundamentals of teaching spelling with strong phonic foundations.
- The books include strategies on introducing key spelling concepts and methods to increase retention, enabling pupils to make fewer mistakes. Each book is organised into week-by-week activities for pupils.



The Spelling Book – how does it work?

- A typical learning sequence is as follows:
- **Week 1:** 2 spelling sessions across the week, totalling 50 minutes. The book advises 30 mins for the first session (investigation) and 20 mins for the second (Go Grapheme Grafters, otherwise known as practising!) The reason for lengthier sessions is to take a 'slow' look at spelling patterns.
- **Week 2:** Same amount of time (50 mins), this time split into five 10 min slots daily. The purpose of these is to experience pace and take a quicker look at spellings (short burst investigations).



The Spelling Book – what does it look like?

Year 2 - Week 3

Lens: Good Endings/ Suffixes

Investigation 2

Hypothesis:

There are more words that end in 'il', e.g. **pencil** than 'al', e.g. **animal**.

Believe it or not?

How many can pupils generate by themselves?

'il' and 'al'

Do you think the hypothesis is correct?

True	False	Sometimes

Pupil Page

Week 1 – Investigation Session

Children are presented with a hypothesis on the board.

They will be introduced to some words to develop their thinking and then give them time to work out whether the hypothesis is either true, false, or sometimes. They can then jot down their answer at the end as a summary.

Classes will discuss thoughts about the hypothesis before the correct answer is revealed

Example Word List:

Teacher introduces some words to develop thinking. Use your professional judgement to introduce words during this investigation to push the learning on.

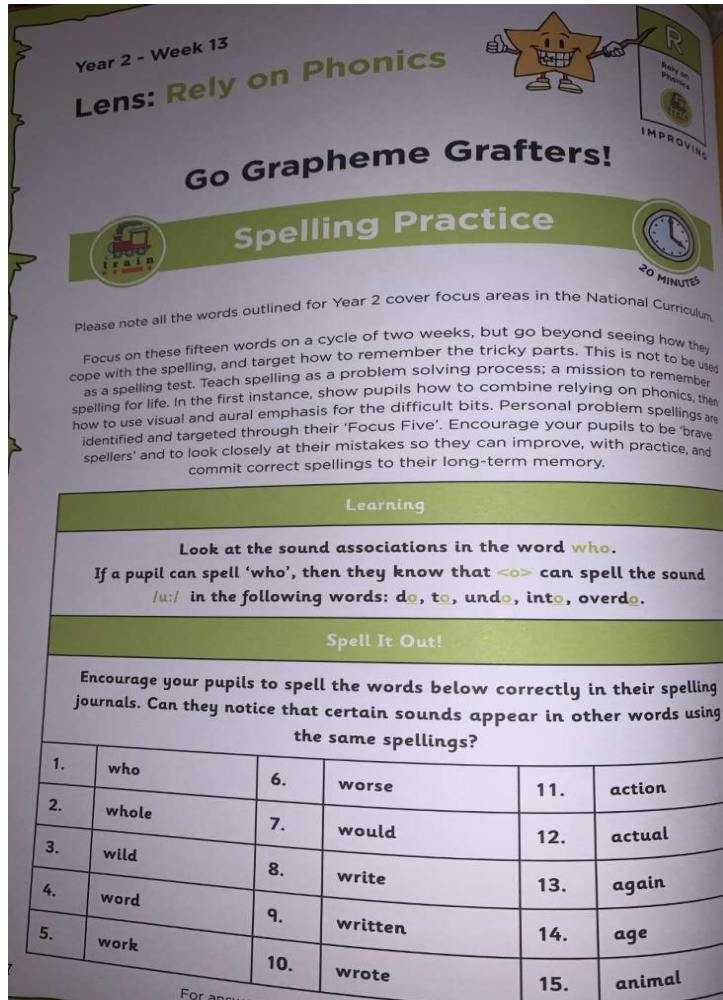
metal	arrival	magical	pupil
pedal	crucial	glacial	fossil
capital	musical	social	nostril
hospital	medical	signal	cocktail
animal	illegal	global	daffodil
general	digital	dental	toenail
special	crystal	plural	detail
several	removal	mammal	unveil
typical	refusal	jackal	recoil
snail	utensil	nail	national

Key Learning

- There are not many words that end 'il' and many are compound, e.g. **ponytail, fishtail, bobtail, foxtail, wagtail**.
- There are more words that end in 'al'.
- The suffix **-al** is used to turn nouns into adjectives, e.g. **society - social, magic - magical, nation - national, comic - comical**.

Teacher Support

The Spelling Book – what does it look like?



Week 1 – Go Grapheme Grafters (practise)

- This is a chance for children to be introduced to new/trickier words (focus areas in the National Curriculum).
- Children have words dictated to them and are then encouraged to have a go at spelling them. Teachers would then show them the correct spelling after, and they have time to practise any spellings they spelt incorrectly after discussing patterns/sounds.
- This is not a spelling test. This is simply a chance to expose them to new words and for them to use their phonics skills to attempt to spell them.

The Spelling Book – what does it look like?

Week 2 – Short burst investigations, a.k.a...



QUICK!



STICK!



FLICK!



TICK!



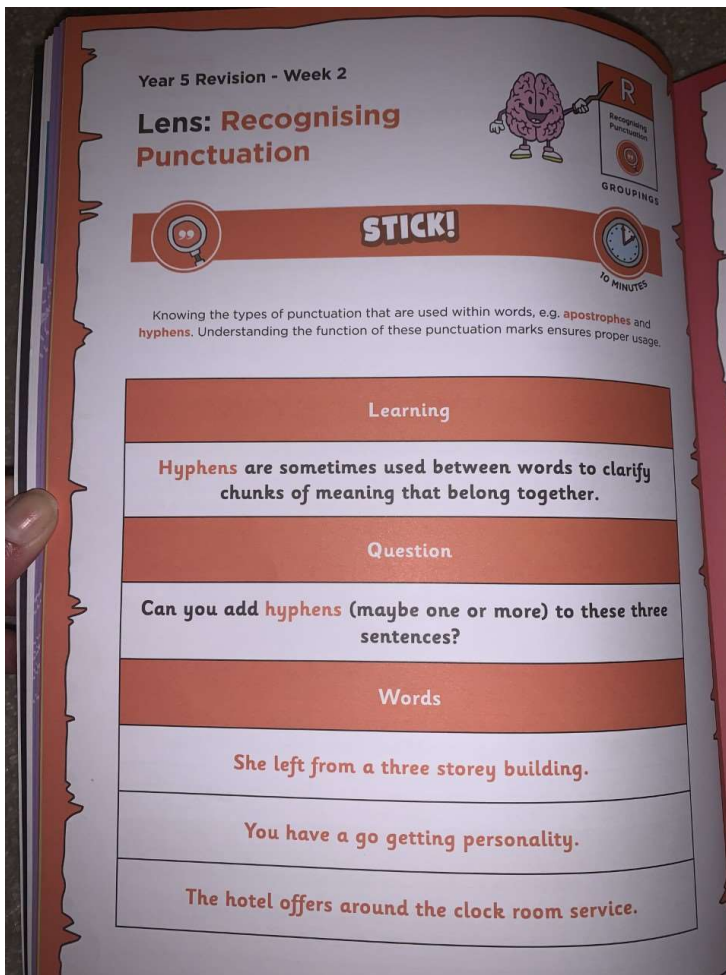
CLICK!



Paddox

The Spelling Book – what does it look like?

Week 2 – Short Burst Investigations



- These activities are, indeed, quick.
- The aim of these short-burst (10 minute daily) sessions is for children to experience pace and take a quicker look at spellings and their rules and conventions. Four of the five sessions involve short burst investigations where new learning may be involved, with the remaining session focusing on recapping prior learning.



Paddox

The Spelling Book – what does it look like?

Week 2 – Short Burst Investigations

Year 6 - Week 2

Lens: Memorise Rules/Exceptions

Contraction Chaos

TICK!

Can you provide the **contracted form** and full forms for each missing part?

that's	→	that is
	→	there is
they'd	→	
	→	when is
where's	→	
	→	who had
who'll	→	
	→	who are
who's	→	
	→	who have
why're	→	
	→	will not

Can you write **3 sentences** for a poster to prevent litter being dropped?
How many **contracted forms** can you include?

For answers see www.thetrainingspace.co.uk/answers

Year 6 - Week 2

Lens: Interrogate and Check

What a hoot!

FLICK!

The owl babies are half asleep and keep making spelling mistakes.
Which letter is **incorrect**? What should it be?

accompany	comnenity	exeggerate
e.g. accompany	e.g. community	
achaeve	conscience	secretery
apparant	mischiavious	variaty
averege	parliament	lighteing
bargein	privilage	convanience

Year 6 - Week 2

Lens: Good Endings/suffixes

QUICK!

Investigate common endings to words. Are they just a common spelling pattern, e.g. **-ll** or **-al**? Are they a common ending, e.g. **-tion** or **-clan**?
Can you notice any patterns in the ending?

Learning

Endings that sound like /ʃəs/ spelt **-cious** or **-tious**. If root word ends in **-ce** as in space, e.g. **spacious** and if root word ends in **-tion**, e.g. **nutritious**.

Exceptions: **delicious, fictitious**

Words

vi	nutri	ambi
pre	dell	cons
infec	mali	susp

Question

Can you add the correct ending to these words?
Can you generate any more?

For answers see www.thetrainingspace.co.uk/answers

WOW! Words

- As a school, we place an emphasis on vocabulary development in all areas of the curriculum.
- As part of this, in our writing we use 'WOW words' (Word of the Week) for children of all ages across the school. Here's what it looks like...





vivacious

Definition: happy and lively; spirited

Similar words: bubbly, effervescent, bouncy, animated

Example: My grandmother is so **vivacious**; she never stops talking and laughing!

From Year 6....



Paddox



fluffy

Definition: soft and hairy

Example: The boy cuddled his fluffy kitten.

*...all the way down to
Early Years!*



Paddox

How do WOW words work?

- At the start of the week, children are introduced to their WOW word (Word of the Week), which is added to vocabulary working walls weekly so they are constantly exposed to them
- After discussing the word, synonyms, and its meaning, we encourage children to practise playing around with them and putting them into sentences/understanding how they work effectively in writing.
- We also encourage children to use these words orally, and reward them with a leaf whenever we see/hear them do so!



How you can support

- Spelling: it would be useful to discuss new spelling rules they have learnt that week/existing rules your child has revisited to help embed these rules and patterns into long-term memory.
- Practise the rules/spellings learnt in lesson! You could also ask your child's class teacher for the age-appropriate word lists that they practise and encourage them to practise for short amounts of time as often as possible
- WOW words: these are typically introduced to children at the start of the week, you could ask your child of any new/existing words they have learnt and listen out for them using them in spoken conversation or their writing! Can they tell you what it means and use it effectively?
- Encourage them to learn additional new words at home to help expand their vocabulary further.
- Feel free to contact Miss Kaur (kaur.a2@welearn365.com) if you have any questions/would like support on how to help your child at home with writing and spelling.

