

Spelling at Stannington  
Infant School

---

# Spelling at Stannington Infant School












































---

**Being able to spell is an important life skill and part of being a writer.**

We use the Early Years Foundation Stage and Key Stage 1 National Curriculums for guidance about when and which spellings to teach.

We teach spelling as part of our Phonics sessions and our teaching sequence in Literacy.

Today is about sharing different games and approaches you can use at home to support our child with their spellings.

s 	t 	p 	n 	m 	a 	e 	i 	o 
g 	d 	ck 	r 	h 	u 	ai 	ee 	igh 
b 	f 	l 	j 	v 	oa 	oo 	oo 	ar 
w 	x 	y 	z 	qu 	or 	ur 	ow 	oi 
ch 	sh 	th 	th <b>the</b>	ng 	ear 	air 	ure <b>pure</b>	er 



Have a go at spelling.....

---

---

Children begin by spelling simple CV words such as 'it', 'an', 'up' and 'in'

They then move to CVC words: 'cat', 'dog', 'mum' and 'dad'.

Eventually they will need to choose the correct spellings in each word for a sentence such as **'I can hear the owl hoot at night.'**

# The language of spelling

- **Phoneme** – the smallest unit of sound in speech –  
'c – a – t' three phonemes

---

  
'l – σ – f – t' four phonemes
- **Grapheme** – is a letter or a written number of letters that represent a sound –  
'sh' 'ch' 'igh'
- **Diagrams** – two or more letters that make one sound –  
sh, tr, cl
  - **Vowel diagrams** – two or more letters making one sound –  
ai ee ew
  - **Split diagram** – a consonant is in between two vowels –  
made kite bite

# How can you help at home?

---

In Foundation Stage we still use letter sounds rather than names when we are spelling:

c - a - t

sh - e - d

- Use letters (plastic or on bits of cut up paper)

i s t a p n

Say a word and ask your child to find the letters to make that word.

As they become more confident and their letter recognition develops add letters and extend the words. Focus on CVC words to begin with then CCVC words like:

shed shop chop



# Circle Spellings

- Have a selection of words written on pieces of paper.
- One person holds the words and reads the top word:
  - Happy
- Next child says the first letter and uses its name:
  - H
- Next child says the next letter:
  - A
- Repeat until the whole word has been spelt out.
- Final child say the whole word again:
  - happy

# Spelling Aerobics

- Have a selection of words written on pieces of paper or on a board that children can see.
- 
- One person stands in front of the others and chooses a word:
    - Happy (they introduce the word)
  - Then they spell the word a letter at a time using actions
    - H (tall letter action)
    - A (short letter action)
    - P (tail letter action)
    - P
    - Y (tail letter action)
  - Repeat the whole word.

# Right or Wrong?

---

*ise*

*city*

*sell*

*fansy*

*bisycle*

*mice*

*rise*

# Silly Stories

---

Tell a silly story using that week's spellings.

Each time you say one of the words your child has to write that word down.

# Invisible Man

---

A variation on Hang Man!

We play in two teams and each time we correctly spell a word we can rub out part of the invisible man.

The first team to make their person disappear wins.

---

Only introduce a few games at a time.

When they become bored with it introduce another one.

Little and often is the key.

# Adding / s / , / es / or / ies /

---

- How do we know when to add / s / or / es / when pluralising words?

lunch

day

dog

box

- When do we add / s / or / ies / ?

Monkey

story

lady

day

# Homophones

Put the following homophones into a sentence

no	know	
by	bye	buy
bean	been	
through	threw	
new	knew	
their	there	they're
where	wear	
weather	whether	
to	too	two
male	mail	



# Spelling and reading – inextricably linked

---

## First 100 High Frequency Words

*in frequency order reading down the columns*

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help

Questions?

---

Thank you for your time.