

Spelling at Mile Cross Primary School

| <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|--|---|------------------|----------------|--------------------------------|--|--|------------------------|-------------------------|-------|--|-------------|----|----|---|---|----|-------------------|---|--|---|---------------------|---|--|---|---|
| <p>Highlight sound and sort into grid.</p> <p>Highlight sound and sort grid At the start of the lesson, children are introduced to the sound of the week and are given a list of words containing that sound. They must then identify the sound of the week, highlight it and sort the words into the correct grapheme. This activity can be used to draw attention to any patterns that may occur, e.g. 'y' at the end of a word making an /i:/ sound; 'ei' occurring after 'c' making a /s/ sound. As an extension, children could find their own words to add to the grid.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th>ee</th> <th>ea</th> <th>e_e</th> <th>ie</th> <th>y</th> </tr> </thead> <tbody> <tr> <td>proceed steal</td> <td>steal peace</td> <td>precede complete extreme</td> <td>piece achieve mischievous believe</td> <td>forty identity variety community accompany</td> </tr> <tr> <td>committee guarantee</td> <td>breathe heal meat</td> <td>scene</td> <td></td> <td>opportunity</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th>ey</th> <th>ei</th> <th>i</th> <th>e</th> <th>Le</th> </tr> </thead> <tbody> <tr> <td>monkey chimney</td> <td>receive ceiling deceive conceive perceive</td> <td>serial curiosity familiar immediately pronunciation convenience</td> <td>cereal vehicle frequently appreciate convenience immediately</td> <td>machine magazine</td> </tr> </tbody> </table> | ee | ea | e_e | ie | y | proceed steal | steal peace | precede complete extreme | piece achieve mischievous believe | forty identity variety community accompany | committee guarantee | breathe heal meat | scene | | opportunity | ey | ei | i | e | Le | monkey chimney | receive ceiling deceive conceive perceive | serial curiosity familiar immediately pronunciation convenience | cereal vehicle frequently appreciate convenience immediately | machine magazine | <p>Partner test.</p> <p>In pairs, children test each other on the spellings for the week and highlight those they cannot yet spell. Through direct instruction, they learn how to analyse those words and identify their 'tricky' parts; these words will have been carefully selected so that the 'tricky' parts often include the sound of the week. However, there will of course be parts of the word which aren't relevant to the week's sound: these parts will be covered in another week's spellings. The focus is that they learn to spell this particular week's sound correctly.</p> | <p>Sound buttons.</p> <p>Using their knowledge of phonics, children identify the individual phonemes in each word. This can be done as a whole-class activity which children can then do independently with their chosen words. The more complex the words become the more discussion is generated around it! This is also a good opportunity to link to etymology for specific words if relevant.</p> <p style="text-align: center;">c<u>o</u>m<u>m</u>i<u>t</u>t<u>e</u>e = 6</p> <p style="text-align: center;">c<u>e</u>i<u>l</u>i<u>n</u>g = 5</p> <p style="text-align: center;">f<u>o</u>r<u>t</u>y = 4</p> | <p>Sound- sort grid.</p> <p>Children are given a blank version of the grid from Monday's lesson showing the graphemes for that week's sound. The words are read aloud to the children who then must write them in the correct section of the grid. Children are encouraged to discuss these with a partner and test out different graphemes for the sound. As with the partner test, it's important to celebrate the child selecting the correct grapheme for that week's sound, and not whether the rest of the word is spelt correctly.</p> | <p>Test</p> <p>This works as a standard spelling test and can be adapted to whatever would best suit your class. Again, as previously mentioned, we would be celebrating the phoneme of the week being represented by the correct grapheme, as opposed to the entire word being spelt correctly (although that is a bonus!)</p> |
| ee | ea | e_e | ie | y | | | | | | | | | | | | | | | | | | | | | | | | | |
| proceed steal | steal peace | precede complete extreme | piece achieve mischievous believe | forty identity variety community accompany | | | | | | | | | | | | | | | | | | | | | | | | | |
| committee guarantee | breathe heal meat | scene | | opportunity | | | | | | | | | | | | | | | | | | | | | | | | | |
| ey | ei | i | e | Le | | | | | | | | | | | | | | | | | | | | | | | | | |
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