

SUPPORTING SPELLING AT HOME

Support and Homework Guidance

C Heys



- Learning platform used across school to support spelling.
- Every child has an individual login.
- Platform can be accessed on a range of devices at school and at home either online or via the App.
- Teachers can track pupils progress and use of the platform.

Rec and Key stage 1



- Words will be set by the teacher and matched to learning in school.
- Words will remain the same for a number of weeks to develop fluency and confidence.
- Aim to access the platform at least once a week in reception, building up to 5 x per week by the end of KS1
- Children gain confidence using the learning platform, navigating through the different levels and managing their own level of challenge.
- Children can build skill by accessing the platform on a range of devices – using a laptop or desktop if available will support mouse and keyboard skills as well as uppercase and lowercase letter recognition.

Key Stage 2



- Words will be set by the teacher and matched to learning in school - following the National Curriculum spelling objectives for each year group.
- Words will change each week and teachers teach spelling rules and patterns linked to the spelling list on the platform in spelling sessions in school.
- Teachers may adapt lists or provide alternatives for individuals needing more support.
- Aim to access the platform at least 5 x per week though many children will play it much more!
- Words will be tested in school each week and this is to motivate the children in order for them to engage and in turn make progress with their spellings..
- Children will be more independent using the learning platform, navigating through the different levels and managing their own level of challenge.
- Children can build skill by accessing the platform on a range of devices – using a laptop or desktop if available will support mouse and keyboard skills as well as increasing typing speed.

How is learning the word lists supported in school?

At DV we believe spelling should be taught actively not just practised. We want learners to be inquisitive about the words they are learning. Teaching sessions focus on gaining a deeper understanding of the English language.

Sessions may focus on:

Orthography - this is how patterns of letters are used to make certain spoken sounds in a language.

Etymology – this describes the origins of words, which can lead to certain patterns of spelling.

Morphology - this describes how words are structured into subcomponents to give meaning.

3.10 Phoneme map sacrifice

Whole Group

Spelling Shed

s a c r i f i c e

neighbour

Independent

awkward

n eigh b our

aw k w ar d

A phoneme map for the word 'sacrifice' showing each letter in a box. Below it are two other words, 'neighbour' and 'awkward', also with each letter in a box. The word 'neighbour' has 'igh' and 'our' underlined. The word 'awkward' has 'aw', 'w', and 'ar' underlined. The slide includes a 'Whole Group' icon and a 'Spelling Shed' logo.

31.4 Etymology regal

Whole Group

Spelling Shed

Regal is borrowed from the Latin word regalis, meaning 'kingly' or 'royal.'

It is also from the word rex, meaning 'belonging to or worthy of a king.'

In Old French, regal was applicable to a king or royal person.

If Tyrannosaurus means 'tyrant lizard', what does Tyrannosaurus Rex mean?

Tyrant Lizard King!

A slide about the etymology of the word 'regal'. It features three yellow crowns. The first crown explains that 'regal' is borrowed from the Latin word 'regalis', meaning 'kingly' or 'royal'. The second crown explains that it is also from the word 'rex', meaning 'belonging to or worthy of a king'. The third crown explains that in Old French, 'regal' was applicable to a king or royal person. At the bottom, there is a question: 'If Tyrannosaurus means 'tyrant lizard', what does Tyrannosaurus Rex mean?' and the answer 'Tyrant Lizard King!' next to a small illustration of a Tyrannosaurus Rex wearing a crown. The slide includes a 'Whole Group' icon and a 'Spelling Shed' logo.

un	divide	s
		ed
		ing
		ible
sub		er
		sion
		s

A diagram showing the morphology of the word 'divide'. The word 'divide' is in a central pink box. To its left are two green boxes: 'un' (top) and 'sub' (bottom). To its right are two blue boxes: 's' (top) and 'ed' (bottom). Below 'ed' are 'ing' and 'ible'. Below 'ible' are 'er' and 'sion'. Below 'sion' is 's'.

Games Played	Status	Correct	Speed	Difficulty	Total Score
3/7	Drone (880pts)	73%	13.64 s	4.0000	227,776
Current score: 880pts					
1/7	Egg (70pts)	69%	14.29 s	1.0000	16,654
Current score: 70pts					
1/7	Egg (80pts)	80%	12.50 s	1.0000	16,598
Current score: 80pts					
0/7	Egg (0pts)	0%	0 s	0.0000	0

<input type="checkbox"/>	accept			
<input type="checkbox"/>	except			
<input type="checkbox"/>	knot			
<input type="checkbox"/>	not			
<input type="checkbox"/>	peace			
<input type="checkbox"/>	piece			
<input type="checkbox"/>	plain			
<input type="checkbox"/>	plane			
<input type="checkbox"/>	weather			
<input type="checkbox"/>	whether			

Helping teachers...

Spot common errors that can be addressed in teaching sessions.

Motivate and encourage pupils by celebrating effort and progress.

Identify those pupils who may need more support.

Link school and home learning.

Helping pupils...

Have the opportunity to practise spelling in a fun and engaging way.

Build confidence by choosing their own level of difficulty.

Have a bit of healthy class and school competition with their peers to see who can get to the top of the leader boards

How can you support your child at home?

- Have a device available for them to use.
- Download the App and save the passwords.
- Encourage a routine for homework tasks.
- Children will very quickly be able to use the platform independently – however take the time to chat to your child about their spellings:
 - Ask about spelling rules or patterns that the words have.
 - Ask about the meanings of new words.
 - Encourage them to try a harder/easier level if needed.
 - For younger children encourage them to say the letter names as they press the keys.

