

# Wester Cleddens Primary



## NLC Active Spelling Stage 4 - 7

Guide for Carers and Parents



Happy Together, Learning Together, Achieving Together

Adapted from North Lanarkshire Council Active  
Spelling Programme

L Harvey

Dear Parent/Carers,

At Wester Cleddens Primary our approach to spelling is based on the techniques and strategies recommended in the North Lanarkshire Active Spelling programme.

This approach encourages children to be active in their approach to spelling through the use of:

- Reciprocal Teaching activities
- Spelling Strategies
- Spelling Rules
- Active Spelling activities
- Diacritical Marking
- Elkonin Boxes
- Phoneme Stories

All of these approaches are explained throughout this booklet as well as practical activities that you can do at home with your child.

### Assessment

Children are continually assessed throughout the week to ascertain how confident they feel and to give them areas to focus on to improve. Children will receive feedback from their teacher and peers as well as opportunities for self-assessment. Teachers can also make judgements about a child's ability to spell words by using them within a context e.g. a dictated sentence

In Stage 4 and 5, Spelling and Phonics are taught together and children continue to develop their phonemic awareness and understanding of **Spelling Rules** and **Strategies**. This programme runs as a four-week programme:

- Week 1 & 2: Phoneme families
- Week 3: Common Words
- Week 4: Spelling Rules

## What is a Phoneme?

A **phoneme** is a unit of sound. It can be one letter, two letters or a group of letters that make a single sound.

### Single Phoneme

**a** as in **a**pple

**d** as in **d**og

### Joined Phoneme

**sh** as in **sh**op

**ch** as in **ch**urch

**igh** as in **ligh**t

### Split Phoneme

**a\_e** as in **lan**e

**i\_e** as in **lin**e



## Week 1 and 2



A specific **focus phoneme** is introduced and its different representation in words is taught (e.g. phoneme 'ae' can be represented in words as 'a\_e', 'ay', 'ai', 'ey' and 'ea'). Children will participate in the following activities:



## Activity 1



Children will generate words that contain the focus phoneme of the week and then organise these into a **Phoneme Chart** (see below) under their phoneme family heading.

| Phoneme 'ae' |           |         |         |           |
|--------------|-----------|---------|---------|-----------|
| a-e          | ay        | ai      | ey      | ea        |
| face         | holiday   | train   | they    | break     |
| place        | may       | afraid  | obey    | steak     |
| escape       | birthday  | airport | valley  | great     |
| mistake      | yesterday | explain | monkey  | breakfast |
| race         | today     | wait    | trolley |           |



## Activity 2



Breaking/segmenting words into phonemes or individual sounds and recording these in **Elkonin Boxes**.

**Elkonin Boxes** are a series of boxes that allow children the opportunity to investigate and record a word by recording each sound (phoneme) contained within the word.

If you think about the word 'faster' and say it out loud, you can hear every letter making a sound. In Elkonin Boxes it would look like this:

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| f | a | s | t | e | r |
|---|---|---|---|---|---|

In the word speed, you don't hear the 'e' sound, you hear 'ee.' Speed would look like this:

|   |   |    |   |
|---|---|----|---|
| s | p | ee | d |
|---|---|----|---|

**WARNING:** Elkonin boxes are only used for words that can be sounded phonetically.

- They cannot be used with common/tricky words
- Words that cannot be used in Elkonin boxes are words such as aeroplane, square, ice as they contain split phonemes (magic e words)



### Activity 3



Children work with a partner in 'Reciprocal Teaching'. Reciprocal Teaching means that children take on the role of the teacher and pupil. The 'teacher' will dictate words from their phoneme list to their partner who will write the word out. The 'teacher' then checks the 'pupils' work and give them advice on how to learn words they have spelled incorrectly.



### Activity 4



#### Diacritical Marking

When using the Elkonin Boxes, children are taught that not all words fit into the boxes, particularly when we introduce split phonemes. Instead, we use a strategy called **Diacritical Marking** to encourage children to think about the different sounds or phonemes that make up a word.

#### The Diacritical Marking Code

faster  
● ● ● ● ● ●

#### Single Sounds/Phonemes

Single sounds/phonemes are marked with a dot under each sound.

The word faster has six sounds.

shop  
— ● ●

#### Joined Phonemes

Joined phonemes are marked by underlining with a dark line.

e.g. ey, ou, ea, sh all make a single sounds.

The word shop has 3 sounds.

home  
— ● ●

#### Split Phonemes

Split phonemes are formerly the magic e sound  
They are marked with a joining loop.

The word home has 3 sounds.



## Activity 5



In class, children find words containing the focus phoneme within 'Phoneme Stories'. At home, children can look for words containing their focused phoneme family in newspapers and books. They could even write a phoneme story of their own using the words contained in their spelling homework.

### The Story of the Phoneme 'ai'

Unit 4 -Care

Today it is my birthday and I am so glad it is a holiday. I couldn't wait to enjoy it. I raced downstairs to have breakfast and then I sat and waited for the postman. I waited for a long time. I was afraid I wasn't going to get any birthday cards.

Then...

'Plop!' There they were. My birthday cards dropped in the letter box. My face lit up and it was hard to explain just how happy I was. It was a great feeling opening them. I really liked the card with the monkey on it because it was so cute. I displayed my birthday cards in a place that everyone would see them.

Later that day, my family took me out for dinner and I was treated to steak and chips. It was a great day.



## Activity 6



Children can use **Active Spelling** strategies to practise their spelling words such as rainbow spelling, scrabble letters and hangman. Suggestions of active spelling strategies can be found in the Wester Cleddens Spelling Home Learning Tasks which are inside your child's spelling homework jotter. Copies of these can also be found at the end of this leaflet for guidance.



Children choose five different colours to write one word in.



Children can spell their words using scrabble letters. They can add up the score of each letter to find out which word has the highest score.



Children play hangman with a partner.



# Week 3



This week focuses on words that cannot always be spelt using knowledge of phonics e.g. the, was. A **tricky/common word** list is introduced featuring words appropriate and relevant to their stage, interdisciplinary learning or current school events. The teacher will model how to spell these words and children will participate in the following activities:



## Activity 1



Children discuss the meaning of words and brainstorm the **Spelling Strategies** they can remember e.g. mnemonics. They then try out some of the spelling strategies with their 'tricky/common' words

### Spelling Strategies

|                      |  |
|----------------------|--|
| Knowledge of Phonics | using Elkonin boxes and the Diacritical Spelling Code  |
| Syllabification      | breaking words into syllables. Each syllable will contain a vowel:<br>going                      go              ing<br>remember                re              mem              ber<br>yesterday                yest              er              day   |
| Words within words   | are there words in the word you already know how to spell:<br>strategies                st              rate              gies<br>example                    exam_              ple  |
| Compound words       | joining two separate words to form a new word:<br>breakfast                      break      +      fast<br>strawberry                    straw      +      berry<br>homework                      home      +      work  |
| Using Analogy        | You can use words that you already know to help you spell others by using the rhyme.<br><br>if you know <b>light</b> , you can spell: <b>bright, sight, fright</b>   |
| Mnemonic             | you can create your own memory aid to remember how to spell a word<br><br>necessary              one collar, two sleeves<br>could                  o – oh u- you l- lucky d- duck<br><br>practice              ice – noun<br>practise              ise – verb<br>separate              there is a <b>rat</b> in separate |

## Activity 2

Children work with a partner in 'Reciprocal Teaching'. Reciprocal Teaching means that children take on the role of the teacher and pupil. The 'teacher' will dictate words from their phoneme list to their partner who will write the word out. The 'teacher' then checks the 'pupils' work and give them advice on how to learn words they have spelled incorrectly.



## Activity 3

Children can use **Active Spelling** strategies to practise their tricky/common spelling words as mentioned in the phoneme guide above.



Playdoh/ Salt  
Dough Spelling



Smartie/Skittle/  
Beads Spelling



Newspaper/Magazine  
Spelling



## Week 4

This week focuses on developing children's knowledge of **Spelling Rules**. A word list is introduced featuring words following the rule e.g. *q is always followed by a 'u'*. Children will participate in the following activities:

- Brainstorming and thinking of words that follow the spelling rule.
- Working with a partner they will be involved in reciprocal teaching.
- Active Spelling activities.



## Wester Cleddens Spelling Homework



Children who are completing words for Stage 4 and 5 words will be given their spelling words in week 1 which will contain the spelling lists for 4 weeks, Children use their SACAWAC to practise their spelling words at home and choose an active spelling activity from their SACAWAC homework grid.

| Stage 4 and 5<br>Homework Word Lists |            |              |                        |
|--------------------------------------|------------|--------------|------------------------|
| Set 1                                |            |              |                        |
| a-e, ay, ai, ey, ea                  |            | Common Words | Spelling Rule          |
| Week 1                               | Week 2     |              | q is followed by a 'u' |
| face                                 | chocolate  | above        | quiet                  |
| made                                 | amazed     | breakfast    | square                 |
| delay                                | birthday   | cupboard     | request                |
| holiday                              | yesterday  | football     | equal                  |
| afraid                               | complain   | group        | equipment              |
| airport                              | downstairs | experiment   | aquarium               |
| they                                 | money      | first        | earthquake             |
| monkey                               | turkey     | hear         | liquid                 |
| break                                | great      | listen       | question               |
| steak                                | breakfast  | nine         | quick                  |

Week 1 Phoneme  
Spelling  
Homework Words

Week 2 Phoneme  
Spelling  
Homework Words

Week 3  
Common/Tricky  
Spelling

Week 4 Spelling  
Rule Homework  
Words



## Moving on. . .



Once children have covered all of the phoneme families in Stage 4 and 5 and are secure in them, they then move onto the word lists in Stage 6 and 7. Their homework then changes to working on a two-week rotation. This consists of:

- Week 1 = **Strategy Spelling**
- Week 2 = **Word Building**

### What is 'Strategy Spelling'?

Children are taught **common words** appropriate to their stage, interdisciplinary learning, writing genre features or current school events. **Spelling Strategies** and **Spelling Rules** continue to be the focus for teaching these types of words. Children then use the 'Spelling Strategies' (previously mentioned on page 6) to **problem solve** how they can remember the spelling on these words.

### What is 'Word Building'?

The second part of the spelling programme is looking at word building. Children are taught about:

- **Affixes and Root Words**
- **Homophones**
- **The Apostrophe**

## Affixes and Root Words

In this way children can understand the grammatical elements of word building and deepen their understanding of words by investigating **root words**, adding appropriate **prefixes** and **suffixes**, and understanding how these affect the meaning of a word.

Root word = consider

To consider means 'to think about'

Insert of prefix – re (again)



**reconsider** – meaning 'to think about again'

Insert of suffix – ate (state of)



**considerate** – meaning 'showing thought'

## Homophones

**Homophones** are words that sound the same but have different spellings and meanings e.g. *ate and eight*.

Words that can sound or are spelled similarly and are often mixed up are called confusions e.g. *conscience and conscious*.

In Stage 6 and 7, children will still use Elkonin Boxes, Diacritical Marking, Spelling Strategies and Active Spelling Activities to learn their spelling words.



# Wester Cleddens Active Spelling Homework Grids Primary 4 - 7



The Wester Cleddens Active Spelling SACAWAC (Say and Cover and Write and Check) Homework Grids can be found at the back of your child's spelling homework jotter. Please see the grids below for activities suggested for Primary 4 - 7.



## Primary 4 Spelling Homework Grid



|   |  |  |  |  |
|---|--|--|--|--|
| <p><b>Pairs</b><br/>Make two sets of your spelling words. Play pairs with a parent or carer.</p>                                      | <p><b>Riddles and Jokes</b><br/>Write a funny joke or silly riddle using your spelling words.</p>                                | <p><b>Difficult to Easy</b><br/>List your words in from the words you find most difficult to spell to the easiest.</p> | <p><b>Computer Words</b><br/>Type your words into a word processing document. Type them in different fonts.</p>  | <p><b>Searching for Words</b><br/>Search, read and highlight your spelling words in a magazine or newspaper.</p>                   |
| <p><b>Word Definitions</b><br/>Write the definitions for 3 of your spelling words.</p>  | <p><b>Word search Words</b><br/>Create a word search using your spelling words. Bring it in for a friend to do.</p>              | <p><b>Syllable Words</b><br/>Divide all your spelling words into syllables e.g. excitement = ex/cite/ment</p>          | <p><b>Scrabble Words</b><br/>Use Scrabble tiles to make your words. Find the value of your words.</p>  | <p><b>Flashcards</b><br/>Make flashcards for your words. Ask an adult to help you practice spelling the words using the cards.</p> |
| <p><b>Code Words</b><br/>Create a code. Write your words using the code. Ask a parent or carer to break the code.</p>                 | <p><b>Alliteration</b><br/>Choose a spelling word. Write an alliterative sentence with it eg<br/>Big bear bought brown bread</p> | <p><b>Art Words</b><br/>Use a media of your choice to write your words eg crayon, pen, paint, chalk, glitter</p>       | <p><b>Short Story Words</b><br/>Write a short story using your spelling words. Can you use them all? Underline your spelling words.</p>  | <p><b>Speedy Spell</b><br/>Set a timer for 30 seconds, how many times can you write one of your spelling words?</p>                |
| <p><b>Silly Sentences</b><br/>Write a silly sentence for 7 of your spelling words. Underline your spelling word in each sentence.</p> | <p><b>Sentences</b><br/>Write a sentence for 7 of your spelling words. Underline your spelling word in each sentence.</p>        | <p><b>Practice Test</b><br/>Ask a parent or carer to do a mock spelling test with you.</p>                             | <p><b>Spelling City</b><br/>Use Spelling City to practise your spelling. All WCPS spelling words are on the site below.<br/><a href="http://www.spellingcity.com/MrsMack109">www.spellingcity.com/MrsMack109</a></p> | <p><b>Your choice</b><br/>Make up your own activity for practising your spelling. Share your idea with your class.</p>             |





# Primary 5 Spelling Homework Grid



|  |   |  |  |  |
|--|---|--|--|--|
| <p><b>Art Attack</b><br/>Write your words using a art material of your choice eg paint, pens, crayons, pencils, chalk</p>  | <p><b>Song Words</b><br/>Write a verse and/or chorus for a song using your words</p>                                      | <p><b>Tongue Twister</b><br/>Create a Tongue Twister using all or some of your words.</p>  | <p><b>Synonym Words</b><br/>Use a thesaurus to find a synonym for each of your words.</p>  | <p><b>Computer Words</b><br/>Type your words into a word processing document. Type them in different fonts, sizes and colours.</p> |
| <p><b>Poster Pointers</b><br/>Create a simple poster that explains the spelling rule you have learned.</p> <ol style="list-style-type: none"> <li>1. What is the rule?</li> <li>2. Give some examples of the rule</li> <li>3. Suggest ways to remember the rule</li> </ol> |   | <p><b>Mnemonics</b><br/>Choose a word you are finding tricky to learn. Create a mnemonic for it. Eg because<br/>Big Elephants Can Always Upset Small Elephants</p> |  | <p><b>Vowels and Consonants</b><br/>Write your spelling words using a different colour for each vowel and consonant.</p>           |
| <p><b>Word Definitions</b><br/>Write the definitions for 8 of your spelling words.</p>   | <p><b>Word search Words</b><br/>Create a word search using your spelling words. Bring it in for a friend to do.</p>       | <p><b>Acrostic Poem</b><br/>Write an acrostic poem using your words e.g<br/>Every night<br/>All the stars<br/>Twinkle in the sky</p>                               | <p><b>Short Story Words</b><br/>Write a short story using your spelling words. Can you use them all? Underline your spelling words.</p>  | <p><b>Speedy Spell</b><br/>Set a timer for 30 seconds, how many times can you write one of your spelling words?</p>                |
| <p><b>Silly Sentences</b><br/>Write a silly sentence for 8 of your spelling words. Underline your spelling word in each sentence.</p>  | <p><b>Sentences</b><br/>Write a sentence for 8 of your spelling words. Underline your spelling word in each sentence.</p> | <p><b>Practice Test</b><br/>Ask a parent or carer to do a mock spelling test with you.</p>   | <p><b>Spelling City</b><br/>Use Spelling City to practise your spelling. All WCPS spelling words are on the site below.<br/><a href="http://www.spellingcity.com/MrsMack109">www.spellingcity.com/MrsMack109</a></p> | <p><b>Your choice</b><br/>Make up your own activity for practising your spelling. Share your idea with your class.</p>             |





# Primary 6 Spelling Homework Grid



|  |  |  |  |  |
|--|--|--|--|--|
| <p><b>Antonym Words</b><br/>Write an antonym for each of your spelling words.</p>  | <p><b>Dictation</b><br/>Use your words to create sentences that could be used for Dictation.</p>   | <p><b>Presentation!</b><br/>Use PowerPoint or Prezi to create a presentation for your words.</p> | <p><b>Spelling Game</b><br/>Design your own spelling board game. Play it with a parent, carer or friend.</p>   | <p><b>Parts of Speech</b><br/>Sort your words into parts of speech groups eg nouns, verbs, adjectives etc</p>          |
| <p><b>Newspaper Headlines</b><br/>Make headlines for a newspaper using some or all of your words.</p>  | <p><b>5 clues!</b><br/>Write five clues for five of your words without using the word in the clue. For example, gigantic.<br/>1. What we call a very big item.    2. Humongous    3. The opposite of tiny    4. An elephant, for example<br/>5. An adjective<br/>Give the clues to a parent, carer or friend. Can they work out the words.</p> |  |  |  |
| <p><b>Mnemonics</b><br/>Choose a word you are finding tricky to learn. Create a mnemonic for it. Eg<br/>because<br/>Big Elephants Can Always Upset Small Elephants</p> | <p><b>Word search Words</b><br/>Create a word search using your spelling words. Bring it in for a friend to do.</p>  | <p><b>Word Definitions</b><br/>Write the definitions for 9 of your spelling words.</p>           | <p><b>Short Story Words</b><br/>Write a short story using your spelling words. Can you use them all? Underline your spelling words.</p>  | <p><b>Speedy Spell</b><br/>Set a timer for 30 seconds, how many times can you write one of your spelling words?</p>    |
| <p><b>Silly Sentences</b><br/>Write a silly sentence for 9 of your spelling words. Underline your spelling word in each sentence.</p>                                  | <p><b>Sentences</b><br/>Write a sentence for 9 of your spelling words. Underline your spelling word in each sentence.</p>  | <p><b>Practice Test</b><br/>Ask a parent or carer to do a mock spelling test with you.</p>       | <p><b>Spelling City</b><br/>Use Spelling City to practise your spelling. All WCPS spelling words are on the site below.<br/><a href="http://www.spellingcity.com/MrsMack109">www.spellingcity.com/MrsMack109</a></p> | <p><b>Your choice</b><br/>Make up your own activity for practising your spelling. Share your idea with your class.</p> |





# Primary 7 Spelling Homework Grid



|   |  |   |  |  |
|---|--|---|--|--|
| <p><b>Synonym and Antonyms</b><br/>Write a synonym and antonym for each of your words.</p>  | <p><b>Cartoon Words</b><br/>Make a cartoon strip using your spelling words.</p>  | <p><b>Crossword</b><br/>Make a crossword using your spelling words. Give it to a parent, carer or friend to complete.</p>   | <p><b>Word Breakdown</b><br/>Separate each word into its prefix, root word and suffix (remember not every word will have all three)<br/>Eg Encouragement<br/>Prefix – en meaning provide, surround<br/>Root word – courage meaning bravery<br/>Suffic – ment meaning condition or result</p> |  |
| <p><b>Word Definitions</b><br/>Write the definitions for 10 of your spelling words.</p>   | <p><b>Word search Words</b><br/>Create a word search using your spelling words. Bring it in for a friend to do.</p>        | <p><b>When I was little!</b><br/>Remember how much fun it was learning your words when you were in Primary 1. Use a strategy from Pr. 1 to learn your words e.g. paint your words, write your words in something messy like shaving foam, make your words in play doh</p> |  |  |
| <p><b>Link it!</b><br/>Look at your vocabulary words. Try to find connections between the words. The connections might be based on the definitions of the word, the words themselves or the context in which you might use the words. Write a sentence showing the connections between the words you have chosen. e.g. develop and manufacture. Develop is connected to manufacture because you must develop a plan before you manufacture something.</p> |  | <p><b>Short Story Words</b><br/>Write a short story using your spelling words. Can you use them all? Underline your spelling words.</p>   | <p><b>Speedy Spell</b><br/>Set a timer for 30 seconds, how many times can you write one of your spelling words?</p>  |  |
| <p><b>Silly Sentences</b><br/>Write a silly sentence for 10 of your spelling words. Underline your spelling word in each sentence.</p>  | <p><b>Sentences</b><br/>Write a sentence for 10 of your spelling words. Underline your spelling word in each sentence.</p> | <p><b>Practice Test</b><br/>Ask a parent or carer to do a mock spelling test with you.</p>  | <p><b>Spelling City</b><br/>Use Spelling City to practise your spelling. All WCPS spelling words are on the site below.<br/><a href="http://www.spellingcity.com/MrsMack109">www.spellingcity.com/MrsMack109</a></p>   | <p><b>Your choice</b><br/>Make up your own activity for practising your spelling. Share your idea with your class.</p> |

