

Goosewell Academy

13th November, 2017

Dear Parents / Carers,

We are writing to inform you about the changes that we are going to be making, as of this week, with regards to our expectations about the spellings which children learn at home. Historically, you have been given a personalised copy of the word list, which your child is currently working on, which informs you of the words which your child needs to be learning at home. Termly, your child has then had a large spelling test to help us measure the progress they have made.

As of this week, we are going to set between 5 – 10 words on a Monday and your child will be tested on these words on a Friday. The words set will link to the learning objective which we are focusing on in school that week. We feel that this will help to reinforce the learning that your child is doing in school, as well as help them to understand how the words on the statutory word lists fit in with the many spelling rules and patterns that we have in our English language.

In May 2018, your child will have a 20 question spelling test, as part of the SPaG SAT paper, which will include words which link to the spelling objectives, in the National Curriculum, from Year 3 to Year 6. To be at the expected standard in writing, your child is also expected to spell words from the Year 3 / 4 word list as well as the words on the Year 5 / 6 list.

You may find the following list of strategies useful to use with your child when you are supporting them to learn their spellings each week:

- Look, Cover, Write, Say, Check.
- Pyramid writing e.g.
 - a
 - ac
 - ach
 - achi
 - achie
 - achiev
 - achieve
- Create ways of remembering the tricky part of the spelling such as 'one collar and two sleeves' for necessary.
- Rainbow writing – ask your child to write the spelling and then go over it with a range of colours to create a rainbow effect.
- Back writing – use your finger to spell a word on your child's back to see if they can work out the word you are spelling and then swap roles.
- Find words within words to help break the word up e.g. hind-ran-ce = hindrance.
- Discuss the definition of the words.
- What synonyms do they know? (Words which mean the same such as miserable / upset / inconsolable / heartbroken / unhappy).



- Can you break the word down into syllables or phonemes (sounds)?

We look forward to seeing the impact of these changes on your child's spelling ability and confidence and thank you in anticipation for the support which you will give your child at home when they are learning these words.

Mrs Clarke, Mrs Rudd, Mrs Milford and Mrs Thorne
Year 6 Teachers