



# Hassocks Infant School

## Spelling workshop 2024



## Aims

- To understand to new spelling programme in Year 2.
- To get a better understanding of how we teach spelling.
- To be equipped with ways to support your child with spelling at home.
- To look at how reading is taught in Year 2.

# Little Wandle Spelling programme

Little Wandle Spelling builds on children's knowledge of the alphabetic code and teaches them how to spell with confidence.

The programme provides a seamless link from the core Little Wandle programme in Reception and Year 1 to teaching spelling in Year 2.

The aim is to create confident spellers.



# Progression



# What's the same what's different?

## SAME

Terminology: *Digraphs, trigraphs, phonemes, graphemes, GPC*

Segmenting skills.

Using sound buttons

Structure of the lessons:  
*Review, teach, practise and apply.*

## DIFFERENT

Some terminology has changed.

More time at tables doing independent learning.

More self-directed tasks:  
*Ready for Year 3.*

Complete the code chart

# Terminology

**Prickly spellings** - Tricky words are now prickly spellings!

**Homophones**

**Common and less common spellings.**

**Vowel sounds**

**Suffixes and Root words**

## What a phonics session looks like...

**Sessions are more self directed to prepare children for KS2 learning and mainly taught at tables.**

The children are taught daily for around 30 minutes.





**Revisit-** practice previous spelling rules.

**Teach-** either a a prickly word, set of homophones or unusual spelling patterns (e.g kn and gn) .

**Practise-** practise reading in words and adding sound buttons to words.

**Apply –** spell some words or write a dictated sentence.















### Complete the code mat

 /s/ s ss c ce se st sc	 /t/ t tt tte	 /p/ p pp	 /n/ n nn kn gn	 /m/ m mm mb mn	 /d/ d dd	 /g/ g gg gu gue gh	 /c/ c k ck ch cc que	 /r/ r rr wr rh	 /h/ h
 /b/ b bb	 /f/ f ff ph	 /l/ l ll le al	 /j/ j g ge dge	 /v/ v ve vv	 /w/ w wh u	 /x/ x	 /y/ y	 /z/ s se z zz ze	 /qu/ qu
 /ch/ ch tch ture*	 /sh/ sh ti ch ssi ci si s	 /th/ th the	 /ng/ ng	 /nk/ nk	 /a/ a	 /e/ e ea	 /i/ i y	 /o/ o a au	 /u/ u o ou o-e

\*This GPC has a slight change at the end: 'ture'.

GPCs in order of frequency.

### Complete the code mat

 /ai/ a-e ai ay a eigh ea ey ei aigh	 /ee/ y ea ee e ie i ey i-e ei e-e	 /igh/ igh i-e i y ie	 /oa/ ow o o-e oa oe ou	 /oo/ oo u ue ew u-e ou ui	/yoo/ u u-e ew ue	 /oo/ oo u* oul	 /ar/ ar a* al
 /or/ or a aw au ore oor al oar our ar augh aur	 /ur/ er ur ir or ear	 /ow/ ou ow	 /oi/ oi oy	 /ear/ ear ear er ere	 /air/ air are ear ere ar	/zh/ si su ge	 /er/ er a or ar our re r

\*According to regional accents.

GPCs in order of frequency.

Graphemes  
for schwa at  
the end of  
words



# Little Wandle Spelling



## Count the sounds



Use your segmenting fingers. How many sounds does the word have?

## Use the code



Look at the 'Complete the code' chart to see the different spellings for each sound.

## Think about 'Best bets'



Is the sound at the beginning, middle or end? Which spellings are most common?

## Mind the prickles



Is it a prickly spelling? Can you remember the prickly part?

## Watch out for homophones

see sea

one won

Is it a homophone? Have you used the right one?

## Say it as it is spelled



For 'gnat' say 'g-nat' instead of 'nat'.

## Look for root words

walk-ed re-write

Does the root word change if you add a prefix or a suffix?

# A speller's toolkit

# Best bet

Best bets for spelling: /ai/

Your best bet is at the top!

## Beginning

<b>a</b>	acorn
<b>a-e</b>	ape
<b>ai</b>	aim
<b>eigh</b>	eight

## Middle

<b>a-e</b>	cake
<b>ai</b>	rain
<b>a</b>	amazing
<b>eigh</b>	weight
<b>ea</b>	great
<b>aigh</b>	straight

## End

<b>ay</b>	play
<b>eigh</b>	weigh
<b>ey</b>	they

# Adding sound buttons

Year 2 Spelling Unit 1 lesson 1

Teach and practise: Code focus **2**

knock



back

Little Wandle Spelling




next

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knock . ck

knit . . .

knee ee

knife 

knight ght .



back



next

**Next: Circle the sound kn**

knock .    

knit . . .

knee    

knife

knight .



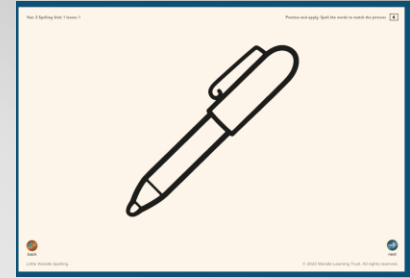
back



next

**What do you notice about kn?**

# Writing and correcting spellings



Year 2 Spelling Unit 1 lesson 1

Practise and apply: Spell the words to match the pictures 13



Little Wandle Spelling



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Year 2 Spelling Unit 1 lesson 1

Practise and apply: Spell the words to match the pictures 14



knight



Little Wandle Spelling



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# Dictation



Little Wandle  
Spelling

Spelling units  
**Dictation 1**

A knight once sat a gnat on his knee.

**Dictation 1**

The image shows a blue rounded rectangular card with a white play button icon in the center. The text on the card includes the 'Little Wandle Spelling' logo at the top, followed by 'Spelling units' and 'Dictation 1' in a larger font. Below that is the sentence 'A knight once sat a gnat on his knee.' The card is set against a white background, which is itself on a grey gradient background.

# Prickly spellings



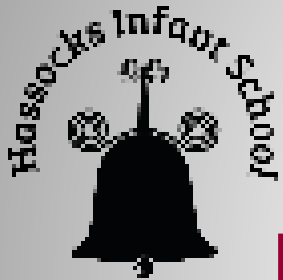
once

two

any

many





# How do we teach reading?

“

**One of the greatest gifts adults can  
give is to read to children**

Carl Sagan

”

# How do we teach reading?

## Reading practice sessions are:

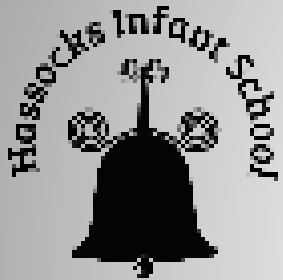
- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.
- Some children are still reading Little Wandle books to build they're fluency however some will be on free choice books.

# We use assessment to match your child the right level of book.

**This means that your child should:**

- ✓ Know all the sounds and prickly words in their book well
- ✓ Read many of the words by silent blending (in their head) – their reading will be automatic





# How can you support your child at home?

“

**A love of reading is the biggest indicator  
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

”

# The most important thing you can do is read with your child!

Reading a book and chatting had a positive impact a year later on children's ability to...

- ☆ understand words and sentences
- ☆ use a wide range of vocabulary
- ☆ develop listening comprehension skills.
- ☆ Learning about the world, other cultures and different peoples.



'The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.'

*Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002)*  
Senechal, M. and Lefvre, J

# Read to your child

## The shared book is for YOU to read together:

- ☆ Make the story sound as exciting as you can by changing your voice.
- ☆ Introduce new and exciting language and talk about authors choices.
- ☆ Encourage your child to link their book to others they have already read.
- ☆ Talk about how characters are feeling and their actions and linking this to words in the story.



**Any questions?**

