

Bishopmill Primary School
Wraparound Spelling

At Bishopmill, we use a proramme called Wraparound Spelling.

The information below explains the ideas and strategies behind the programme and may help parents to support spelling at home.

Technical Vocabulary

Technical Vocabulary	Child Friendly Terms	Definition
phoneme	sound	The sounds used in speech.
grapheme	letter(s)	How the sounds of words are represented in writing.
digraph	special friend	Two sounds which together make one sound. These cannot be 'sounded out' individually. ch ai n s aw
trigraph	special friend	Three sounds which together make one sound. b r igh t
split digraph	distant friend	Sounds which are split by another letter but together make one sound. Below, the A sound is made by the a and e, but split by the p. Sometimes called 'magic e'. sh a p e

Phonics and Sounds

Although the English language has 26 letters (5 vowels and 21 consonants), it has 44 phonemes or sounds which help us to spell and read. From primary one, the pupils are introduced to the sounds using Jolly Phonics using a multi-sensory approach. Each sound has a story, song and action to help the child remember the shape of the letter.



Phonics and Sounds

As the children progress through school they are introduced to alternative sounds. For example, the sound 'ai' in the word 'rain' could also be written as 'ay' or 'a-e' as well as a few others. Children should apply these alternative sounds in their independent writing and are asked to look at the word after they write them to check it looks correct. This can be practised using the 'Say and Cover and Write and Check' method. As your child progresses through school they will be introduced to all 44 phonemes.

44 Phoneme/Grapheme Chart

Consonant Sounds											
b	c	d	[redacted]	g	h	[redacted]	[redacted]	m	n	p	qu
bell bb	can k ck ch	dog dd ed	ish ff ph gh lf ft	goat gg	hat	am g ge dge	emon ll le	man mm mb lm mn	nut nn kn gn pn	pin pp	queen

r	s	t	v	w	x	y	z	sh	th	ng	ch	 ch
red rr wr	sun ss se c ce ci cy	tap tt ed	van ve	win wh	box	yes	zip zz s se	shop ti ci si ch sci	thin	sing nk	chin tch tu ti te	ch loch

Vowel Sounds								
a	e	[redacted]	o	u	ay	ee	igh	ow
rat	peg ea ie	p n	on a ho aw au	tug o oo ou	stay a-e ai ea e-e ey eigh aigh	see e-e y ea ie ei e eo	high i-e ie i y	show o-e oa o oe ough

ue	oo	ar	or	air	ur	ou	oy	ire	ear	ure
glue oo u-e ew ou	book	car	or oor ore aw au	hair are	ur ir er	ound ow ough	boy oi	ire	hear	sure

Typical Weekly Spelling Programme

Day	Task
Monday	• Hear it and say it! • Stretch it and count it! h-i-m (3 sounds) s-t-or-k (4 sounds) v-oi-ce (3 sounds) b-r-i-dge (4 sounds) • Write it and mean it! Example sentence: I spoke confidently in a clear voice so everyone could hear my great idea. • Create a class dictation sentence to write every day. We focus on the spelling words, capital letters and punctuation.
Tuesday	• Syllables: un ha ppi ly = 4 syllables • Rhymes: boys, toys, noise – We would then discuss the sound .e.g. oy or oi. • Dictation sentence
Wednesday	• Parts of speech .e.g. noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection • Cues – If there are words that the pupils are finding difficult, then work with them to find a cue to aid memorising it. i.e. one **c**ollar - two **s**leeves It is **nec**e**ss**ary to have one collar and two sleeves on a shirt. BECAUSE = Big Elephants Can Always Understand Small Elephants • Dictation sentence
Thursday	• Roots and shoots. Recapping the root words and the shoot words. How does the prefix and/or suffix change the meaning of the root word? • Games and tasks to reinforce the sounds and spelling rules. • Dictation sentence
Friday	• Recap and rectify and quiz. • Dictation sentence

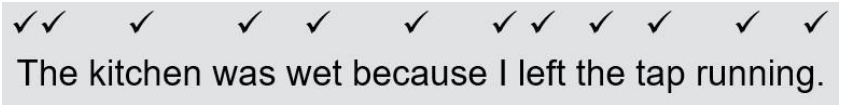
Roots and Shoots – Why 'grow' a word?

- It adds to a child's use of vocabulary.
- It shows regular changes: tenses, plurals, verb endings, prefixes and suffixes. When you have more than one it becomes plural (add s, es, or irregular e.g. man-men, foot-feet). If a word is past tense you add 'ed' and sometimes you double the consonant e.g. stop-stopped, or it might be irregular eg. swim-swam. If a word is present tense you might need to add 'ing' and sometimes double the consonant e.g. rob-robbing.
- It maintains learning and puts it into long term memory.
- All children in the class start with the same word. Growing the words allows for differentiation and challenge. This approach enables EVERY CHILD to experience success. Those who find spelling hard can stick with the shorter root word. A child who finds the root word too easy uses a word that was grown.
- It helps the child to look at how the word meaning and part of speech changes when we grow it. For example, 'kind' is a noun but when we grow it to 'kindly' it is now an adverb.

Focus word: shout Shoot words: shouts, shouted, shouting, shouter	Focus word: watch Shoot words: watches, watching, watchers, stopwatch, wristwatch	Focus word: divide Shoot words: dividing, divided, division, divides, undivided, □ divider

Dictation – Putting the Word in Context

- The pupils are asked to put their spelling words in a sentence to help them put the word in context. This allows the meaning of the word to be shared and explained.
- This gives the children the opportunity to hear and rehearse good sentence structure.
- Hearing a dictation sentence spoken by the teacher allows pupils to rehearse good sentence structure which helps them to write more accurately.
- If pupils count the number of words before they write, they can check that none are missing.
- They are then given the opportunity to write the sentence, checking for spelling, punctuation and capital letters.
- The correct written sentence will be shared, a tick for each word spelt correctly, capital letter and any punctuation.



Activities and Games – Seize the Day!

Verbal and written activities are effective when practising spelling words. Below are some examples.

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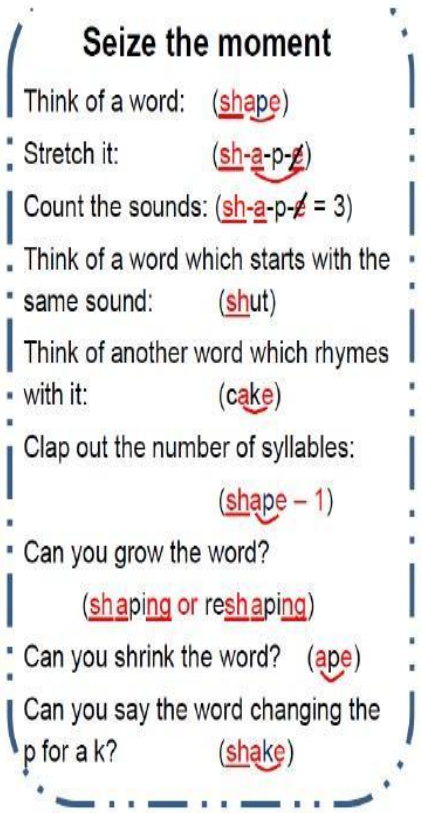
<td rowspan="2">
</td>
<td>ABC Order
Write all of your spelling words in alphabetical (ABC) order.</td>
<td>Shape Words
Write your words in the shape of a star, circle, square etc.</td>
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<td>Word Parts
Write your words. Then use a coloured pencil to divide the words into syllables. e.g.
jump ing cat er pill ar</td>
<td>Use Technology
Type out your spelling words on the computer. Try to use at least four different fonts.</td>
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<td></td>
<td>Scrambled Words Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g.
watch - cwhta</td>
<td>Pyramid Words
w
wa
wat
watc
watch</td>
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<tr>
<td>Writing Race
Set a timer for 1 minute. See how many times you can write/say each word perfectly during that time.</td>
<td>Upper and Lower Case
Write each of your spelling words using all upper case letters (capitals) and then in lower case letters.</td>
<td>Coloured Coding
Write your words but write the vowels (a, e, i, o, u) in a one colour and the consonants in another colour.</td>
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<tr>
<td>Rainbow Words
Write your spelling words with coloured pencils. Make each letter a different colour.</td>
<td>Bubble Letters
Write your spelling words out in bubble writing.</td>
<td>Say It!
Spell out your spelling words using a whisper, then a robot voice, a baby voice, an opera singer etc.</td>
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