

Strategies For the Teaching of HFWs

Spelling is an integral part of the teaching of literacy, and as such, should be given priority through a whole school approach.

*To become successful spellers, pupils need to be taught in a **fun, motivating and interactive** manner using a wide variety of activities. Opportunities for consolidation need to be afforded on a daily basis and should include the promotion of collaborative learning, The teaching of spelling should predominately be school based as the practice of giving lists of words solely to learn as homework has proven to be less than successful.*

Pupils in the early years will also be learning to spell through a phonic approach.

The teaching of spelling can be broken down into the following three main areas:

- **Systematic Approach**

Pupils, throughout the whole school, should be taught to spell using a systematic approach. By following one of the many published word compilations, the pupils can work progressively and in ability groups. Spelling can be differentiated in both difficulty and also through the number of words to be learned. Pupils should be afforded opportunities to practise them **collaboratively** and through a wide variety of interactive activities.

- **Common Words (High Frequency)**

The teaching and learning of common words should be given a high priority in *all* classes as they make up a significant percentage of all written work. The progression is mainly in the amount of words that are introduced so teachers may wish to teach them as a whole class rather than in ability groups. This affords more opportunities to practise them either as a class, in a group or in pairs to ensure they are fully embedded.

A suggested list for P1-5 is enclosed. * **All the lists are written in large font for pupils to use in their games and activities.**

- **Writing / Spelling connection**

It is vital that pupils are given opportunities to learn the words that they have misspelled in their own writing. The teacher may choose to highlight **a few** of these words for the pupils to look up in a dictionary and these can then be learned.

This then becomes a tailor made, individual learning task which is matched exactly to their needs. However it is still possible and beneficial to use collaborative activities to support this learning. Pupils could work in twos to help each other to practise and learn their words.

After a writing lesson, the class teacher could also note any key words which are appearing as misspelled words from more than one pupil. These words could be the focus of a direct teaching session during the following week.

As we still wish to encourage pupils to write freely, it is recommended that the writing and spelling connection is made regularly but not through every piece of writing.

SPELLING

COMMON WORDS (HIGH FREQUENCY)

The following list contain **suggested** list of words that could be used for the teaching of high frequency words as *part of* a whole school spelling programme. You will notice that the lists are shorter than some commercially produced material. By doing this, it has been found that the success rate for the majority of pupils is much higher. The lists do become progressively longer and have been graded into bronze, silver, gold, platinum and diamond covering YR-Y4. All 310 words could then be reinforced in Y5 and Y6 if necessary. Although you will find that some of your pupils will be able to spell many of the words at an earlier stage, you should aim for **all** your pupils to be able to spell **all** of the words at the suggested stage.

* **All the lists are written in large font for pupils to use in their games and activities.**

Reception HFWs

These are the 12 key words that the children should learn to read, write and spell during the course of primary 1, adapted from McNally and Murray's key words.

Bronze words (12 words)

a and he I in is it of that the to was

Year 1 HFWs

These are the 40 key words that the children should learn to read, write and spell during the course of primary 2, adapted from McNally and Murray's key words.

Revision of bronze plus these 28 words

all are as at be but can came for had have him his my new no not on
one said she so they two we when with you

Year 2 HFWs

These are the 100 key words that the children should learn to read, write and spell during the course of primary 3, adapted from McNally and Murray's key words.

Revision of the first 40 words plus these 60 words

about an back because been before big by call come could did do down first
from get go going has her here if into like little look made make me
more much must now off old only or our other out over right see some
their them there then this up want well went were what where which who will

Year 3 HFWs

These are the 150 key words that the children should be taught and/or reinforced during the course of primary 4, adapted from McNally and Murray's key words plus suggestions from the Highland Literacy Officers.

Revision of the previous 60 words plus these 90 words

after again always am ask another any away baby ball best black blue book boy bring
children day dinner don't door each egg end every farm fast fell find five fly four found
girl gave give good green hand head help home house how jump just keep know last left
live long many never next once open own play put read room round saw say school
should soon stop take tell than these thing think three time too tree under very walk
white why wish work woman would year your

Year 4 HFWs

These are the 270 key words, suggested by the Highland Literacy officers, which should be taught and/or reinforced during the course of primary 5.

Revision of the previous 150 words plus these 120 words

above aeroplane afternoon allow although along any April arrive August autumn aunt
balloon breakfast beach behind below brother brown centre circle city coming cousin
December doctor door eight eleven England evening February fifteen fifty floor forty Friday
friend front Grandad Grandpa Grandma Granny grey huge hundred holiday Inverness
Ireland January June July kitchen knee later leave lie March May Monday million morning
Mr. Mrs. Miss money name near night nine ninety nothing November October often
orange phone picture place playground purple rectangle road Saturday Scotland September
seven shoe sister small square street Sunday talk teacher team telephone television
Thursday thousand time town today triangle Tuesday twelve twenty thirteen thirty
tomorrow uncle under walk watch Wednesday white would world yellow yesterday

By the end of Year 4, the pupils will have been taught 310 high frequency words.

WORDS THAT PUPILS COMMONLY MISSPELL

This is a list of the words that pupils most commonly misspell, some of which have appeared in the previous lists. In addition to re-visiting Year 4 words, it is important that by Year 5 and 6 the pupils are able to spell them.

| | | | | |
|-------------|-----------|----------|-----------|------------|
| their | to | there | they | then |
| your | clothes | looked | people | pretty |
| because | thought | and | beautiful | it's |
| something | named | came | name | tried |
| swimming | first | were | than | two |
| let's | mother | another | through | some |
| woman | animals | started | that's | would |
| said | wanted | bear | from | frightened |
| cousin | alright | happened | didn't | always |
| interesting | sometimes | friends | children | an |
| until | our | asked | off | through |
| running | believe | little | things | him |
| went | where | stopped | very | morning |
| here | many | know | with | together |
| now | decided | friend | money | when |
| its | bought | getting | going | course |
| again | heard | received | coming | too |
| for | February | once | like | they're |
| surprise | before | caught | every | different |
| school | jumped | around | dropped | babies |