Spelling

Aim

The Purple Mash Spelling Scheme is a comprehensive programme for years 1 to 6 with the aims of:

- Supporting teachers in teaching the statutory words and focuses over the course of the academic year for years 1 to 6.
- Assist teachers in assessing children's spelling on a weekly and termly basis.
- Providing children with a fun way to learn their spellings each week, either in school or at home.

The core of the program are the spelling quizzes for each week for the children's use. These model the 'Look, Say, Cover, Write, Check' method. These quizzes are designed to be used for daily spelling practice and then can be set as a 2Do on the day of assessment in a formal setting should the teacher wish.

Additional Supporting Resources Provided

- Printable resources are provided in line with the spellings for each week. These include ('Look, Say, Cover, Write and Check' pre-filled proformas') for pupils without home internet access or those who would benefit from non-screen-based learning methods. The pro-formas could be stuck into children's existing spelling books if required.
- Weekly dictation exercises for teachers to use in assessing children's spellings.

The spellings and their focuses have been adapted from the **English National Curriculum (2014).**

Overview documents

Each year group has a spelling overview document which is sectioned into terms and weeks. For each week, there is a spelling focus and associated list of words.

Year 1 Spelling overviews – These documents are broken down as follows:

Autumn 1	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Autumn 2	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Spring 1	Wk1, Wk2, Wk3, Wk4, Wk5, Wk6
Spring 2	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Summer 1	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Summer 2	Wk1, Wk2, Wk3, Wk4, Wk5, Wk6

*Mixture of suggested common exception words

The words include statutory learning focuses, suggested common exception words and high frequency words embedded across the terms.

Year 2 Spelling overviews – These documents are broken down as follows:

Autumn 1	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Autumn 2	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Spring 1	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Spring 2	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Summer 1	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6
Summer 2	Wk1, Wk2, Wk3, Wk4, Wk5*, Wk6

*Mixture of suggested common exception words

The words include statutory learning focuses, suggested common exception words and high frequency words embedded across the terms.

Year 3, 4, 5 and 6 Spelling overviews – These documents are broken down as follows:

Autumn 1	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Autumn 2	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Spring 1	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Spring 2	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Summer 1	Wk1, Wk2, Wk3, Wk4*, Wk5, Wk6*
Summer 2	Wk1, Wk2, Wk3*, Wk4*, Wk5*, Wk6*

*Mixture of statutory words

*Consolidating all words this half of term

*End of year statutory words assessment (Y3 first 80 words/Y4 all 106 words) (Y5 first 80 words/Y6 all 104 words)

Year 3 and Year 4: Both year word lists contain statutory learning focuses and the common exception words.

The statutory common exception words for Year 3 and Year 4 are split evenly between them to ensure adequate coverage.

At the end of Year 3, the first 80 common exception words can be assessed over two weeks. At the end of Year 4, all the common exception words for year 3 and year 4 can be assessed over two weeks.

Year 5 and Year 6: Both year word lists contain recaps of prior learning, statutory learning focuses and the common exception words.

The statutory common exception words for years 5 and 6 are split between them with some overlap.

At the end of Year 5, the first 80 common exception words can be assessed over two weeks. At the end of Year 6, all the common exception words can be assessed over two weeks.

How to access the resources

Teachers: The easiest ways to access the resources are:

1. From the homescreen: Home/English/Spelling resources
2. From the homescreen: Teacher icon/user guides and planning

(Spelling screen snapshot)

Pupils: The easiest way for pupils to access the resources are:

1. From the **2Dos** set by the teacher (Quizzes and printables). See the information below about setting 2Dos.
2. From the homescreen: Home/English/Spelling resources (Quizzes only)

Setting 2dos

Quizzes and printable resources can be set as **2Dos**.

There are several ways to set 2Dos. The most common way is detailed here. You may want to refer to the *2Dos Guide* https://www.purplemash.com/#app/guides/2dos_pdf_Guide for additional support. **Step 1:** Locate the quiz or printable

Step 2: Click on the resource. You will see two options, set as a **2do** or Launch App. Click on **Set as a 2do**.

Step 3: Once you click on **Set as a 2do,** enter any description and instruction. Select the date you want it to be set and when you want it handed back in.
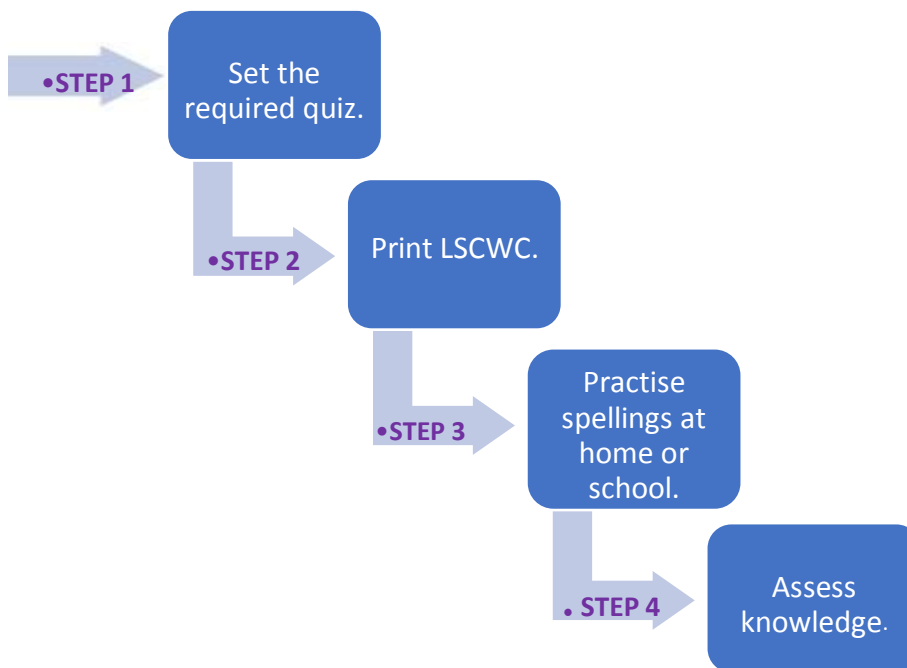

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Step 4: Click **Next**. You will have the option to set the task to all children in a class, individuals or specific groups contingent on your setup. Once you press **Set 2do**, your children will receive an alert the next time they log into Purple Mash.

How to use the resources

Quick overview –

- •STEP 1 — Set the required quiz.
- •STEP 2 — Print LSCWC.
- •STEP 3 — Practise spellings at home or school.
- •STEP 4 — Assess knowledge.

## Step 1: Set the required quiz for the class

Set the required year, term and week quiz for the pupils (**setting 2Dos**). Additional information can be found in **Class introduction to using spellings quizzes** section. The quizzes are versatile, engaging and fun. Each quiz displays and says each spelling for a set time. There are options for time, entry method and additional voice overs.

(Quiz intro screen & focus)

(Tile entry)
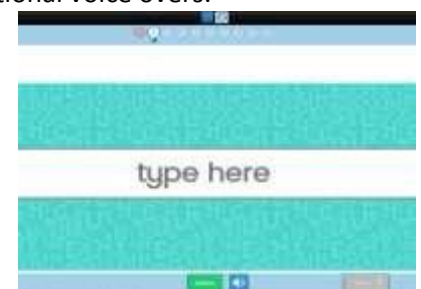
(Keyboard entry)

Step 2: Print LSCWC

Teachers might choose to print LSCWC for whole class or individuals according to requirements and needs.

Year 1 Week 1 Autumn 1	Focus: **oi** and **oi** vowel diagraph				
	Look Say Cover Write Check				
Spellings	1st Attempt	2nd Attempt	3rd Attempt	4th Attempt	5th Attempt
rain					
wait					

Step 3: Practise spellings throughout week.

Encourage the children to access the set quizzes and beat their time and accuracy of spellings. Children should be encouraged to change settings to make them more challenging. E.g. KS2 children moving from tile entry to keyboard entry. Remember, children can practise quizzes at anytime from the homescreen: Home/English/Spelling resources (Quizzes only)

Options for spelling questions ✕

- ◯ Don't let me see the word
- ⦿ Show me for 5 seconds
- ◯ Show me for 10 seconds
- ◯ Show me for 20 seconds
- ◯ Show me for 30 seconds
- ◯ Show me for 45 seconds
- ⦿ Drag tiles
- ◯ Keyboard entry

(Pupil view of quizzes)   **(Pupil view of quiz intro screen)**   **(Close up of options)**

Step 4: Assess knowledge

Set the quiz again when you wish to assess pupil knowledge. You can access pupil scores under the admin tab **Assessment** or by clicking on **2Dos**. Alternatively, or in conjunction with the quizzes, use the dictations to assess pupil knowledge, teachers may want to stick these in spelling books as a record.
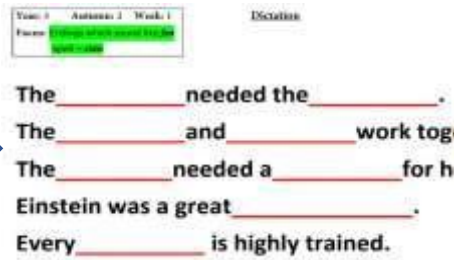
(Screen shot of dictation icon)   (Screen shot of dictation and dictation answers)

Class introduction to using spellings quizzes

The spelling quizzes are a fantastic way of engaging the children with their spellings both during and out of school hours. All the children will have access to spellings through their login. As mentioned in the Setting 2dos section, these quizzes can be set for children by the teacher with additional options available. A teacher might want to restrict the time limit, change the entry method from tiles to keyboard, change the animation speed, or add or change additional words. To make changes to the quiz follow the steps within this document. You may want to refer to the *2quiz guide* https://www.purplemash.com/#app/guides/2quiz_pdf_Guide for additional support.
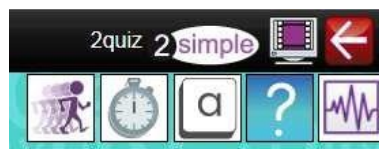
Step 1: Launch the specific quiz.

Step 2: Press play on the quiz and then press the stop button at the top of the screen.

Step 3: Select the attributes you would like to change from the icons in the top right menu.

Animation style	Choose how long spelling is shown	Answer style – Select from keyboard or tiles	Add voice over or sounds

Step 4: Save the quiz using the save Icon and then set as a 2DO using the share Icon.

(Save button)   (Share button)

Printable resources

Years 1 and 2: Teachers can use the dictations for each week to record pupils' spelling results and make informed decisions about next steps for their children. All the key high frequency, suggested exception words and statutory spelling focuses are covered over the course of both years **(English National Curriculum, 2014)**. Children who are using the year 2 materials will have opportunity to consolidate a mixture of spelling patterns over the course of the year and recap from Year 1.

Years 3 to 6: Teachers can use the dictations for each week to record pupils' spelling results and make informed decisions about next steps for their children.

The following all contain an opportunity for pupils to consolidate their learning of words. You will find additional quizzes and printable materials to support this process.

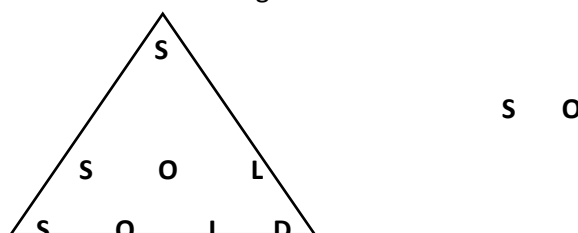| Autumn 1-week 6	Spring 1-week 6	Summer 1-week 6
Autumn 2-week 6	Spring 2-week 6	Summer 2-week 4

Statutory words – Common exception words

Year 3 and Year 4: Both years contain statutory learning focuses and the common exception words. The statutory common exception words for Year 3 and Year 4 are split evenly between them to ensure adequate coverage. At the end of Year 3, the first 80 common exception words can be assessed over two weeks. At the end of Year 4, all the common exception words can be assessed over two weeks.

Year 5 and Year 6: Both years contain recaps of prior learning, statutory learning focuses and the common exception words. The statutory common exception words for years 5 and 6 are split between them with some overlap. At the end of Year 5, the first 80 common exception words can be assessed over two weeks. At the end of Year 6, all the common exception words can be assessed over two weeks.

Additional strategies to learn the spellings

Pyramid writing – Build each word one letter at a time e.g. *Sold*

```
        S
      S   O   L
    S   O   L   D
```

S   O

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Highlight the tricky bit – Give children time to identify which part of a word they are finding challenging to spell ask them to highlight it. Get them to continue to practise writing the word again focusing on the highlighted parts.

Acrostic – Make the tricky word into an acrostic.   *BEST*

B – Believe

E - Each

S - Star

T – Twinkles

Rainbow writing –
Step 1: Ask the pupils to copy the tricky spelling and then select a few coloured pencils/pens.
Step 2: Ask the children to say the word, trace over each letter in one of their colours whilst saying that letter. **Step 3**: Repeat step 2 but using a different colour.

Segmenting – Model and then ask the pupils to split their spellings into the phonemes contained within the word.

Drawing around the word – A great strategy for remembering the letter order using shape.

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