

Spelling Planning – Year 5/6 – Etymology - Week Beginning:.....

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Elicitation Task: Give a range of words with a range of etymologies</p> <p>Analyse errors. What common errors were made? These can then be used over the next two weeks in different activities</p> <p>Give word list (see below) to children, and challenge them to ‘sausage and bean’ (sound button) each word. Ask: are there any spellings in these words that surprise you? Class discussion, leading to the linking of spellings to the etymology of words.</p> <p>Create a mind map for the working wall with notes and observations from the class e.g. the trigraph GUE is from the French, and always comes at the end of words!</p>	<p>Teach:</p> <ul style="list-style-type: none"> Four focus etymologies: Greek, Latin, Germanic, French Show the pie chart for discussion, and probably a time line of British settlers for chronology. Emphasise that spelling in English is difficult mainly due to etymology – our language is a ‘soup’ of many, many others which makes patterns and rules hard to make certain! However, this ‘soup’ gives us the largest vocabulary of ANY language on Earth! Children to have word cards cut up in sets (use the word list from pervious lesson), and have an Etymological discussion, discussing how to group the words depending on their origin <p>Review: show/write different graphemes on the board, and ask for children to identify the language from which each comes (etymology). Moving onto, saying words, and asking children to identify the etymology of each one with an explanation of how they know!</p>	<p>Use the word list from Monday to cup up and create word cards per pair – challenge children to sort the words by:</p> <ul style="list-style-type: none"> Grapheme Origin Number of syllables Number of vowels/consonants Alphabetical order By meaning: things you can do, be, have... Number of ascenders or descenders Meaning: things you can do, see, be, have... Own criteria <p>Class quiz: children to be in teams, and each team to be given a word one at a time – can the team give the etymology of the word, and EXPLAIN how they know? E.g. the etymology of ‘antique’ is French, and we know this because the trigraph QUE is only used in French origin words!</p>	<p>Grapheme cards: Read words from the word list to children, and children, in groups, to have a set of the grapheme cards (see below) Teams to discuss and hold up the grapheme being used in each of the words, and elicit reasoning behind their decision making (bonus points if links to etymology can be made!)</p> <p>Which grapheme isn’t it? Elicit reasoning. Class quiz –choose a grapheme (e.g. GUE) and challenge children, in their teams, to see how many words they can generate with that grapheme in 2 mins? Model and encourage the use of prefixes and suffixes to generate word families. Which team thought of GUE words that no other team thought of?</p> <p>Segmenting - a fundamental skill for spelling: Model the reading of a focus word, how to ascertain the number of phonemes (if one syllable) or syllables (hand under chin), then how to isolate and encode each phoneme/syllable onto a phoneme frame. Then challenge the children to segment focus etymological words of their choice from the focus word list, using phoneme frames below. e.g. league = l ea gue (one syllable, three phonemes) brochure = bro chure (two syllables)</p> <p>To review, choose words from the focus list, and ask chdn: would you segment this word into phonemes or syllables? Why? Explain that ‘segmenting’ is a really important skill for us all to use when spelling tricky, or unfamiliar words.</p>	<p>Class ‘Spelling Bee’!</p> <p>Children to be in teams.</p> <p>Review the end of previous lesson, and how a speller in a ‘spelling bee’ can ask for the etymology of the given word, and for it a sentence (checking for homophones...). If needed, do one more demonstration.</p> <p>Give a team a word each, one at a time, allowing for etymologies and sentences to be given and for teams to make notes. Then give some time for discussion. Each team then nominates one speaker to say the word, give the etymology and to spell the word on the IWB or flipchart. Bonus point if they prove their etymological decision making by giving other words with the same grapheme!</p>

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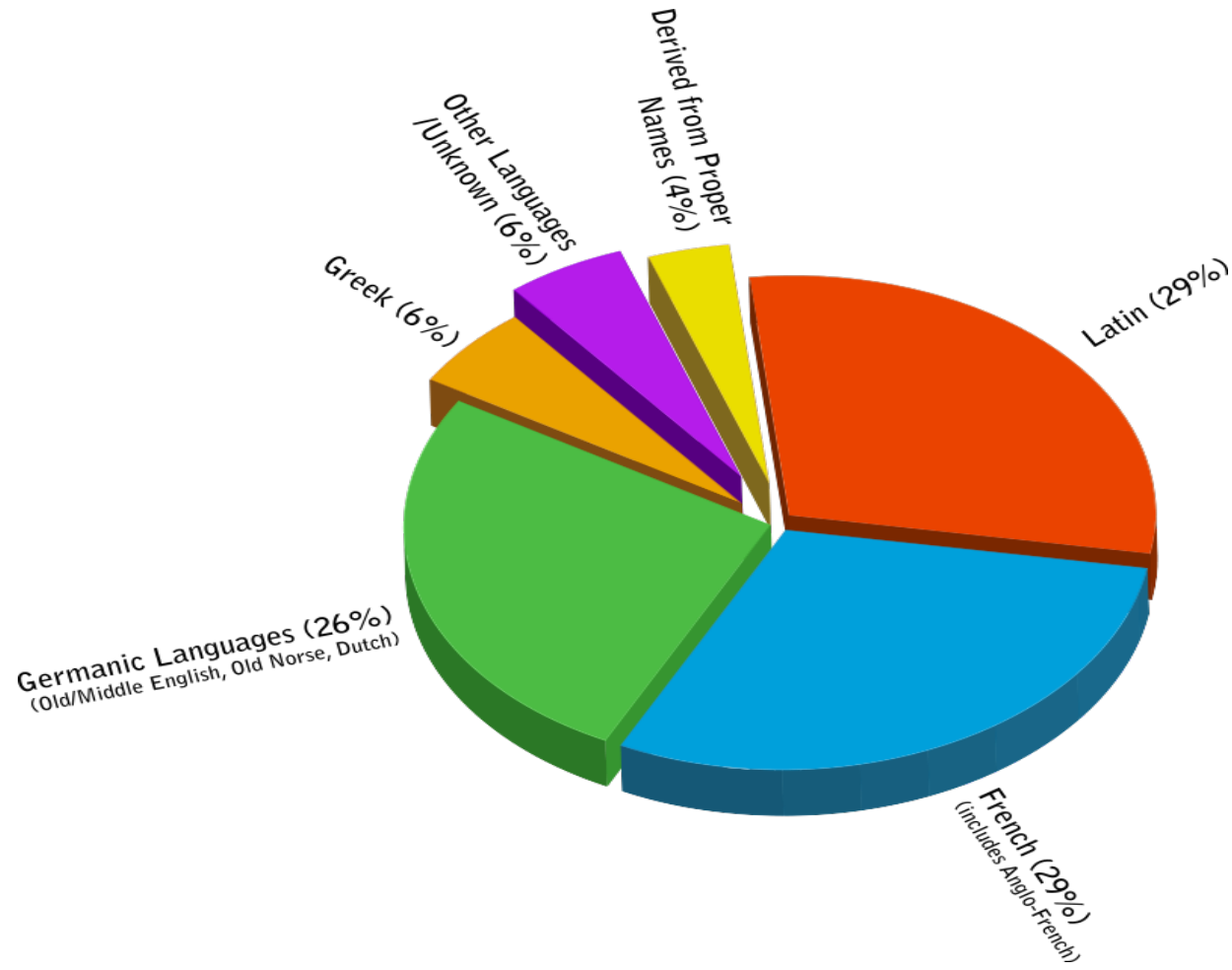
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<p>In groups, children can create posters with information on at least FOUR (or all!) graphemes:</p> <ul style="list-style-type: none"> • ch • gue • que • sc • igh • ough • bt <p>Posters should be done in spelling books, and include example words, and grapheme ORIGINS and perhaps memorable rhymes – be creative!</p> <p>A walking gallery can then happen, with children reviewing each other's posters, and nominating ones which they feel would be great on the working wall due to their facts or memorable rhymes included!</p>	<p>Error correction:</p> <p>Display a range of errors on the board - Leag, ssience, shef – use errors from elicitation task.</p> <p>In pairs or teams, challenge children to choose errors, and to create a full explanation of WHY each is wrong. Encourage children to generate other words with the focus grapheme to secure their understanding.</p> <p>Refer to working wall posters and word lists</p> <p>Leading onto cloze activity, (see below) drawing out reasoning each time behind decisions linked to etymology:</p> <p>__ ience, __ aracter dou_t</p> <p>OR</p> <p>Individually, or in pairs, give children the morphology challenge (see below) and challenge them to see how many words they can generate using the root/base word 'graph.</p>	<p>Sentence generation using focus grapheme words. Can you create a sentence using 1/2/3/4 of the words? This could lead onto creating paragraphs/stories using at least one word with each of the graphemes (linked to topic).</p> <p>Phoneme Spotter challenge (see below). Children could then create lists of words which derive from French, Greek, Germanic and Latin from the text.</p> <p>Challenge children to add to each list, by skimming and scanning through their own reading books, and/or class texts. Who can find/think of a word with each grapheme that no-one else in class has? All children can then magpie these words</p>	<p>Assessment could be done by some or all of:</p> <ul style="list-style-type: none"> • Three point spelling quiz (see below), in which unfamiliar words from Greek, Latin, Germanic and French origins are given: use words which have not featured at all in any lessons, and so are 'unfamiliar'. Then children are challenged to firstly consider the etymology of each (encourage them to ask!) then to 'segment' (phonemes or syllables) and make decisions about the spelling of each • Decision making funnel: give an unfamiliar word, and challenge children to use the model to reach a final decision of the spelling. Elicit why they chose to use certain grapheme(s) • Error correction: errors given along with etymology, can each error be corrected and EXPLAINED using etymological examples? • Give meanings of words from the week, can children correctly identify the etymology of each AND spell each accurately? 	<p>Review:</p> <p><i>Re-visit elicitation from Monday – were any errors made? Can they be self corrected?</i></p> <p><i>Capture in spelling books – what do I know now about etymology and focus graphemes that I didn't know before? E.g. I NOW know that the /g/ phoneme in 'league' is spelt GUE because it is a French word.</i></p> <p><i>Why is it useful to know the etymology of words when spelling?</i></p> <p>As a challenge: Vocabulary building, using an example word one of the focus graphemes (topic related).</p>

Information for Teachers:

Greek	Latin (Romans)	Germanic (Saxons)
<ul style="list-style-type: none"> • PH = /f/ e.g. photo, graph • CH = /k/ e.g. echo, chemical • Y = /i/ e.g. myth, gym • Silent M e.g. mnemonic 	<ul style="list-style-type: none"> • SC - science, ascend, descend • Silent B - debt, doubt • __ary – stationary, • __ible – possible, audible • __able – portable, capable 	<ul style="list-style-type: none"> • ough e.g. tough, plough • igh e.g. sight, fight • kn e.g. knife, knee • gn e.g. gnaw, gnat
French (1066, the Normans)	Other	Norse (Vikings)
<ul style="list-style-type: none"> • __que e.g. unique, antique • __gue e.g. tongue, league • CH = /sh/ e.g. chef • __ce e.g. chance • __cial e.g. special, facial • __tial e.g. partial, • __tion e.g. station • __ery e.g. stationery, pottery 	<ul style="list-style-type: none"> • Tsunami – Japanese • Bungalow – Hindi • Canoe – Spanish • Anorak – Greenlandic • Feng shui - Chinese 	<ul style="list-style-type: none"> • berserk • cake • ugly • Thursday • window • knife • Viking

machine	unique
light	phone
myth	ascend
science	chef
doubt	bought
tsunami	bungalow
echo	sight
league	gym

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The CH grapheme for the CH making the /k/ phoneme and the Y grapheme for the /i/ phoneme (from Greek origin)	The CH grapheme for the CH making the /sh/ phoneme (from French origin)	The OUGH quadgraph and IGH trigraph (from Germanic origin)
scheme chorus echo chemist chemical typical pyramid mystery	chef chalet machine brochure machete chandelier parachute chauffeur	thought plough through enough cough light sight fight
The GUE grapheme for /g/ and the QUE grapheme for /k/ (from French origin)	The SC grapheme for the /s/ phoneme (from Latin origin)	The ABLE and IBLE word ending (Latin origin)
league tongue catalogue dialogue colleague antique unique technique picturesque mosque	science scene discipline fascinate crescent scissors ascend descend	reasonable suitable cable stable possible audible

Phoneme Frames for Segmenting when Spelling

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y	sc	ch
que	ough	igh
bt	ible	gue

y	sc	ch
que	ough	igh
bt	ible	gue

<p>Choose FOUR different colours, and create a 'key'. Then underline words which derive from French, Greek, Latin and OTHER in different colours. How many of each can you find?</p>	<p>Choose FOUR different colours, and create a 'key'. Then underline words which derive from French, Greek, Latin and OTHER in different colours. How many of each can you find?</p>
<p>The league was fascinating and one of the characters was a chef. When he was at school, he thought he was brilliant at science and owned a lot of antiques. He had a machine which meant that when he was cooking, he didn't need scissors. It was very unique and it needed a very special technique to use it. To find this machine, you don't need a brochure or catalogue, but you do need a tongue, because you will need to be able to make an echo in a dark place – ideally the middle of a pyramid. That is why there is no doubt that the league is fascinating!</p>	<p>The league was fascinating and one of the characters was a chef. When he was at school, he thought he was brilliant at science and owned a lot of antiques. He had a machine which meant that when he was cooking, he didn't need scissors. It was very unique and it needed a very special technique to use it. To find this machine, you don't need a brochure or catalogue, but you do need a tongue, because you will need to be able to make an echo in a dark place – ideally the middle of a pyramid. That is why there is no doubt that the league is fascinating!</p>

Cloze Challenge – Which grapheme completes each word? Write the etymology of each word to prove that you are correct!

__ _ ience etymology: _____

bro __ _ ure etymology: _____

lea _ _ _ etymology: _____

th _ _ _ _ t etymology: _____

a _ _ end etymology: _____

m _ th etymology: _____

fl _ _ _ t etymology: _____

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Error Correction with Reasoning!

Error	Etymology (underline the correct origin)	Reasoning, with etymological examples!
mashine	<u>French</u> , Greek, Latin, Germanic	The correct spelling is 'machine' because the etymology of this word is French. In French, the CH digraph is often pronounced as /sh/, for example: chef, brochure. Therefore, if I ever am wanting to spell a word which comes from the French, and has a /sh/ phoneme, I know to spell it with a CH!
mistery	French, Greek, Latin, Germanic	
bort	French, Greek, Latin, Germanic	
asend	French, Greek, Latin, Germanic	
dowt	French, Greek, Latin, Germanic	

Morphology Challenge: How many words can you make with the given prefixes and suffixes?

un re	photo	graph	ing ed s er eme ite y	s	
			ic	al s	ly
			able		

Have you created a word that you are not sure of the meaning of? Look it up in a dictionary, or discuss!

Can you create a word using a prefix or suffix that is not in the table above? If so, well done: can you write a definition for it?

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The Three Point Quiz!

Your Decision Making! Which grapheme ISN'T it? Use the phoneme frame to help your decision making!	Your final decision on how to Spell the word!	Your Score:
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		Did you 'chunk' the word correctly into syllables? 1 point Did you choose the correct etymological grapheme? 1 point Did you get the whole word correct? 1 point



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The Three Point Quiz - Differentiated

Your Decision Making! Which grapheme ISN'T it? Use the phoneme frame to help your decision making!	Your final decision on how to Spell the word!	Your Score:																
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