

invertation

cosin

invetation

bottels



bottles

cussin

Moor Rong Spellins

invitation

cousin

botels

Moor Rong Spellins

Another invitation to contribute a brilliant text that includes all the words that you find challenging to spell. Remember this task first has to be completed in groups. Teachers who give this to individual children to work on alone will suffer the terrible to experience (or watch) itchy curse. When this is complete, then groups should decide on a selection of words that they find difficult to spell. At least a dozen should be chosen but more are welcome. Working together produce an exciting story or other kind of text that uses all these words. Then devise, using your phonic skills, two wrong spellings for each word. Then send it to us and we will put it on our website and your school will be famous worldwide!*

Last updated 7th July 2017

Webaddress:www.collaborativelearning.org/morerongspellins.pdf

* our collaborative activities are used everywhere in the world except Chad.

Collaborative Learning - Oracy in context - Knowledge in Action

Basic principles:

1. Build on children's prior knowledge.
2. Move from concrete to abstract.
3. Ensure everyone works with everyone else.
4. Extend social language into curriculum language.
5. Provide motivating ways to go over the same information more than once.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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Moor Rong Spellins

Work in groups of two or three and decide which are the best spellings to fill the gaps

Last week Henry had a big _____. He _____ a _____ invitation to a special _____ party at the palace. While he was reading the _____ his _____ Fred came in. He wanted Henry's help because he had to fill a lot of _____ with a _____ of _____ drinks. By the time they had finished it was _____ and he was _____.

"Thank you, Henry!" said Fred. "We _____ finished. Your _____ has _____ all the _____. He _____ him on the back and _____ him to have warm drink. "That will _____ you from this cold weather", he remarked.

suprise surprise surprice
recieved reseived received
royal royale royle
birtday birthday berthday
invertation invitation invetation
cousin cosin cussin
bottles botels bottels
verierly variety varrietty
different difrent diffrent
darck darke dark
compleetly competely completely
egsasted exhausted exawsted

evencherly eventually iventually
cumperny company compony
mayed made maid
difference difrents diffrents
claped clapped clapt
invaited envited invited
pretect protect perfect