



# Teaching of Spelling

June 2019

## **Rationale**

At Malvern, we strive to position our learners at the centre of all we do. We believe passionately about the importance of ensuring approaches used at Malvern provide the maximum gain for learners whilst placing children firmly in the driving seat. We want to see our young people doing the hard work for themselves and expect teaching to provide timely and appropriate intervention that will reroute learning when necessary and provide meaningful feedback at the point of misconception.

Furthermore, we aim to ensure that learning opportunities are well matched to the ever changing needs of the children we serve. With that in mind, our strategies for teaching spelling have been researched and subsequently impact measured against our own learners using our whole school professional learning programme. Moving forward, only those approaches that yielded the greatest impact have made it into our whole school approach.

## **AIMS**

At Malvern Primary School we aim to:

- empower children to spell accurately using the rules and common exception words identified in the National Curriculum 2013
- develop positive attitudes to spelling
- promote an interest and enjoyment of words and their structures
- encourage children to accept responsibility for their own learning
- enable children to edit and correct their own errors using tools and strategies they deem to be most helpful
- Facilitate acquisition of the required skills for learners to move confidently to secondary school, emboldened by their sound spelling knowledge and an ability to help themselves when necessary.

## **OBJECTIVES**

Children need to learn:

- to look at the similarities and differences of words in terms of shape, length, content;
- to develop the visual, auditory discrimination and sequential memory to help them to commit spelling to memory;
- develop their knowledge of sound, symbol relationships and phonological pattern

o a-z names

o vowels

o endings

o blends

o digraphs

o double vowel

o double consonants and so on.

- to spell simple CVC words;
- to spell words in common usage;
- to use their phonic knowledge to 'have a go' at spelling words unaided:

- to recognise that there are alternative ways of writing the same sound;
- to learn how to spell words associated with their imaginative learning project
- rhymes or mnemonics to help memorise spelling e.g. ght- great hairy toe, 'big elephants can't actually use small exits' for because;
- to become familiar with spelling rules e.g. 'i' before 'e' except after 'c';
- to recognise their own spelling areas of weakness and make corrections using:
  - o topic word displays/charts
  - o knowledge organisers
  - o various dictionaries and school planner
  - o computer spell checkers
- to know that some words contain silent letters e.g. know' lambs;
- to recognise that some words sound the same but are spelt differently e.g. hear/here (homophones)
- to recognise that some words may have different meanings but are spelt the same e.g. Reading/ reading;
- to recognise visual patterns both regular and irregular;
- to memorise and use word families, root and origin words plus letter strings;
- to discuss misapplied generalisations or reasons, for their misspellings or inconsistencies;
- to use apostrophes to spell shortened words e.g. don't, I'm;
- to be aware of the meanings, use and spelling of common prefixes and suffixes;
- to spell complex polysyllabic words that conform to regular patterns and use their knowledge of breaking words into manageable words

## Assessment

Assessment of spelling is predominantly formative and ongoing. Wherever possible, teachers will strive to intervene at the point of misconception. Their aim is to reroute learning and ensure that children are able to develop accurate autonomy of spelling rule application. Using this assessment, teachers will build common errors, rule misconceptions and exception words into their discrete weekly teaching of spelling. These weekly lessons will also provide opportunities for children to strengthen memory by revisiting prior learning in a way that is meaningful.

- Teachers will assess children against common exception words once per term
- Spelling age will be assessed once per term using a SWST

This information will be used by the English Lead and SENDCO to inform bespoke intervention for individuals and groups

In addition, children will undertake a weekly spelling test. This test will revisit rules taught in the previous week to establish depth of learning. This assessment will be used predominantly by the class teacher to inform future planning.

## **Role of the English Lead**

The role of the English Lead:

- responsible for implementing national initiatives, in consultation with the head teacher;
- to monitor the standards of spelling in the school;
- to develop and improve standards of spelling throughout the school;
- to maintain and add to the resources in school;
- to support teachers and classroom assistants through training and general advice;
- to work with parents to encourage an understanding of how to help children learn to spell with enjoyment and accuracy;
- to liaise with other subject leaders (including those from other schools) and the head teacher.



## Weekly Lesson Structure

groupings	timings	resources	notes
In pairs	5 mins	Memory Consolidation	<p>Children use the spelling section of their planners to assess each other on words from current and previous academic years. As they work, children RAG rate the spellings of their partner so that misconceptions can be identified OR teachers test against a previously taught spelling rule.</p> <p>Children should aim to provide a balance of revisiting spellings and challenging their partner with new/misconception words. Errors can be noted on word wall for further practise. (section 1)</p>
Think Pair share	5 mins	anagrams	<p>Teachers to use ongoing formative assessment to provide anagrams of:</p> <p>3x words that are common errors. (identify the bits that are commonly incorrect in red)</p> <p>3x words from previous CEW word lists</p> <p>3x words from current CEW wordlists.</p> <p>Are children able to unscramble these individually? Do they agree/disagree with their partner? Can you prove your partner is incorrect?</p>
Think Pair Share	5 mins	Correct or not correct?	<p>Choose age appropriate words that have been highlighted as common errors from teacher assessment. Where possible, use spelling misconceptions made by children. Ask children to:</p> <p>THINK– Why might a particular mistake have been made? What is the misconception?</p> <p>PAIR– Do you and your partner agree? What bit of the word is tricky?</p> <p>SHARE- with the group. How could we avoid that mistake in future? What rules/strategies can we remember?</p>
Individual	5 mins	Editing for spelling mistakes	<p>Provide a paragraph including errors with spelling rules from previous years OR rules previously taught to children. Children should have a very good chance of being able to spot and correct mistakes. Are children able to recall rules? What needs to be revisited? Children should practise their editing skills by correcting the inaccurate spellings using their green editing pen. Write number of errors found into brackets at the end of the section.</p>
individual	5 mins	Multisensory spellings using own errors	<p>Children choose one of their own spelling errors (from session) and practise using multisensory approaches.</p> <p>Provide chance for partners to test each other on this word (and pervious words from this section) before moving on.</p>
individual	15 mins	New Rule	<p>Introduce new spelling rule. Identify any exceptions to the rule in red and discuss. Provide some opportunity for children to practise before weekly spellings are sent home for consolidation of THIS rule.</p>
Group	5 mins	Spelling bee	<p>End session with a spelling bee in small table groups using words from this weeks spelling rule.</p>



1			

2

\_\_\_\_\_ fhal \_\_\_\_\_ ierdnf \_\_\_\_\_

erftah \_\_\_\_\_ sekta \_\_\_\_\_ noec \_\_\_\_\_

ersu \_\_\_\_\_ ekarb \_\_\_\_\_ tawre \_\_\_\_\_

3

beatiful	beauteful	beautiful	beutiful
pretty	pritty	prity	pretee
freind	frend	friend	freid

4	CAPITAL LETTERS	rainbow letters	Red consonants and blue vowels	sdrawkcaB
	As a pyramid	<i>joined up handwriting</i>	<b>bubble letters</b>	dotty letters

5

Wonse there was a littel girl hoo wowk up on christmus murning feeling verry hapy. She was verry excited becace she new that Farther christmus had bean to here home to bring presents. She jumpd owt of bed and runned to her pearants room to wayk them up and tel them whot had happend. ( )

6	happy		lazy	
	sad		likely	
	kind		joyful	
	shy		lonely	
	happy		weary	