

The *Teaching* of Spelling

Spellings need to be explicitly taught;

- Rules, patterns and etymology should be investigated using a multi-sensory approach;
- The spellings on weekly lists are rarely applied to independent writing unless they have been thoroughly taught and investigated.



Successful spelling with the 2014 New Curriculum

- The expectations are higher than ever before!

Children are expected to be able to spell complex words within their writing and as part of the Spelling, Grammar and Punctuation test in KS2 SATs tests.

2014 Curriculum

- Spelling is one element of writing
- Specific knowledge outlined for all year groups
- Continued emphasis on phonic knowledge

Good spellers:

Can segment and blend

- Can divide words into syllables
- Have a store of words that they can spell automatically
- Know many common letter patterns
- Learn and apply rules
- Use morphology and etymology
- Know what they can do if they are stuck
- Visualise
- Care!

Some definitions!

- A phoneme; this is the smallest unit of sound you can hear in a word
- A grapheme; these are the letters that represent the phoneme

(The grapheme can be 1 letter, 2 letters or more eg ay, ai, igh)

Spelling Tests

Limitations:

- Written work did not reflect spelling test results;
- Children had become passive learners, receiving delivered knowledge and are not actively involved in the learning process;
- The teaching of spelling was removed from the process of writing and was taught as a discrete skill
- Didn't provide children with the skills to attempt to spell a word that they had never seen before.

We needed to find a spelling program that:

- Supports and teaches children to be more active in deconstructing words
- Encourages children to have self-help strategies
- Is an interesting way to learn
- That aids children's memory
- That leads to children applying correct spellings to their work rather than just learning lists.



Read, write Inc spelling at Holtsmere End Junior School

- All of the children were assessed in December using two different assessment materials. Previously we have used Rising Stars materials so they were assessed using these and the new Read, Write Inc spelling assessment materials.**
- The children in Year 3 and 4 were grouped into 6 ability groups**
- The children in Year 5 and 6 were grouped into 6 ability groups.**

All children
have started the
program now
and will be
reassessed at
Easter

So what does it look like and how is it taught?

- Spelling zone: Online video that introduces focus
- Dots and Dashes: To help children to match speech sounds to graphemes
- Rapid recall: To check that children have retained what they have learnt
- Word changers: To help children understand how a root word is affected by a suffix and/or prefix
- Dictation: To ensure that children apply their understanding in context

- Choose the right word: To develop children's awareness of word families to reinforce the spelling then to help children select the correct spelling so a sentence can make sense.
- Team teach: For children to work as a group to review words from the current list
- Jumping red/orange words: To help children recall common high frequency words that are often misspelt.

“I really like it because it will make the spellings stick in my head”

Year 6

“The activities and videos are fun”

Year 6

“Much better than how we learnt spelling before” Year 6