



St. Anthony's Catholic Primary School

Spelling Instruction

"If you want to change the world, pick up your pen and write." Martin Luther

Our aim is for every child to become a confident and skilled writer so that they can write clearly and accurately for a range of purposes with increasing proficiency. In order for this aim to be fulfilled, it is essential that the children learn to spell accurately. Children who can spell gain confidence and therefore are able to write with enjoyment and purpose.

The skills, knowledge and understanding gained through learning how to spell will make a major contribution to the development of children's Literacy in all areas of the curriculum.

Teaching Spelling at St. Anthony's Catholic Primary School intends to provide opportunities for the children to:

- develop a range of strategies for learning a range of familiar and unfamiliar spellings
 - be able to apply their strategies when spelling words in their independent writing
 - enjoy exploring and investigating the patterns and contradictions of the English language
 - foster an interest in learning where words originate from and take delight in what they discover
- Implementation English is a complex language which requires children to learn a range of strategies to spell.

Children learn in different ways so there is no blueprint for teaching children to spell. However, in order to spell properly, children need to be able to speak clearly. Poor articulation and mispronunciation must be tackled by all adults sensitively.

In order to spell, children need to understand the principles underpinning word construction:

- Phonemic
- Morphemic
- Etymological

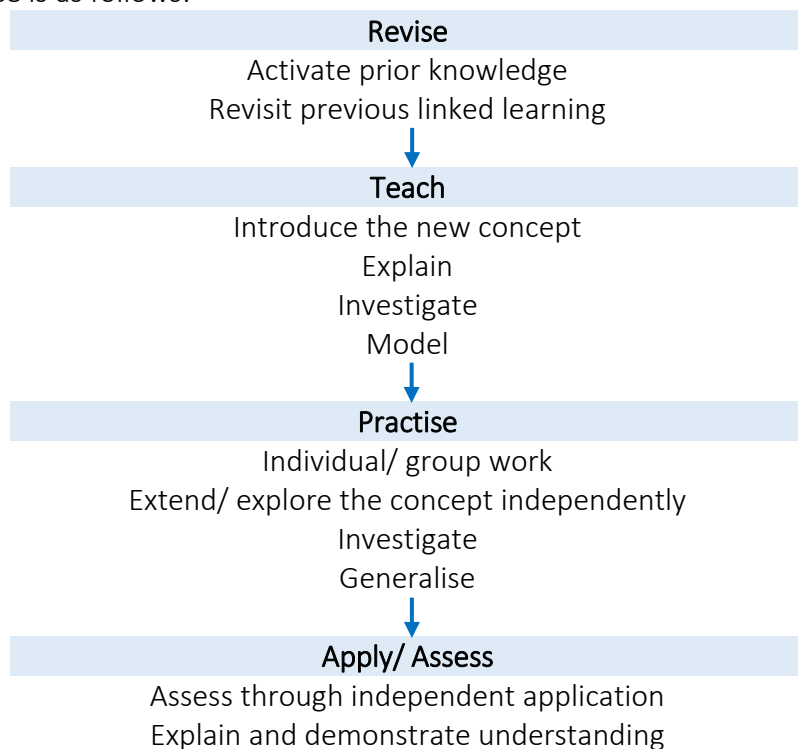
Within each one, there are a number of techniques and strategies that the children can be taught to learn how to spell words. Children need to use graphic (i.e. visual) strategies as well as drawing on these bodies of knowledge. This can be linked to the 'word recognition' strand of the simple view of reading which is 'phonics and graphic knowledge.'

The implications of this, for teachers of spelling, may seem daunting but 85% of the English spelling system is predictable. The keys to supporting our pupils to become confident spellers lie in teaching the strategies, rules and conventions systematically and explicitly, and helping pupils recognise which strategies they can use to improve their own spelling.

All of this is encompassed within the spelling scheme of work which our school uses.

Reception and Year 1 follow the Read Write Inc. phonics programme which introduces children to spelling patterns. In Year 2, the children participate in daily phonics lesson (phase 6) and two-three spelling lessons a week, in addition to English lesson time dedicated to spelling rules. The children are taught the age-related spelling content, which complies with the 2014 National Curriculum. There is a clear progression through blocks of teaching units across the year and resources are used to support our teachers with the teaching of spelling.

Children in Year 3 to Year 6 participate in three to four spelling sessions a week. The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session. A typical teaching sequence is as follows:

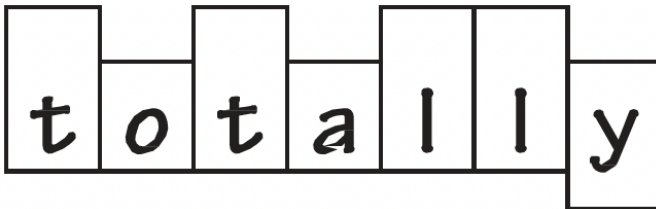


Strategies for Teaching Spellings

Within the lessons, the particular focus for teaching spelling is identified, followed by suggested teaching strategies. Integrating activities for handwriting, ensures that the spelling activities incorporate that kinaesthetic learning is secured. Children need to acquire the physical memory of the spelling pattern as well as the visual. It is important that the children are encouraged to learn the spellings and the rules or techniques to help the children to learn them.

The following strategies listed below are introduced through our spelling curriculum and can be used to support the children's spelling across school and at home.

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you

	say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape. 
Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.  You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.
Words without vowels	This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>: f _____ ld
Pyramid words	This method of learning words forces you to think of each letter separately.

	p py pyr pyra pyram pyrami pyramid You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s of the word or wrote the tricky part in different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word

Applying Learning

Our children are taught a range of strategies to use when spelling words independently. These strategies include:

- Segmentation (using phonic knowledge)
- 'Have-a-go' sheet
- Spelling journals
- Dictionaries
- Spelling mats with the Year 1 and 2, Year 3 and 4, and Year 5 and 6 statutory words that children need to know how to spell and use in their written work.

Marking and Feedback

When marking work, spelling of non-negotiable words (statutory words, common exception words) will be acknowledged. When responding to marking, children will find the correct spelling and practise this. Any common mistakes are addressed and picked up in the next lesson either whole class, in small groups or individually.

Assessment

Children's learning is assessed throughout the programme. The 'apply' part of the sequence regularly includes assessment activities to identify if children have learnt the key concept taught. These activities include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

Children will leave St. Anthony's Catholic Primary School being able to effectively apply spelling rules and patterns that they have been taught.