

## Spelling Overview

At Ladysmith Junior School, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure.

In order for these aims to be realised, it is essential that our pupils learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing.

In KS2, pupils participate in a minimum five spellings sessions across two weeks. A typical learning sequence within a lesson is as follows:

<b>Revise</b>	Activate prior knowledge and revisit previous linked learning
<b>Teach</b>	Introduce new concept Investigate rules/patterns Model
<b>Practise</b>	Individual/group work
<b>Apply/Assess</b>	Explain and demonstrate understanding through independent application


In addition, we place a strong focus on spelling in all marking and feedback. During the marking of written work, misspellings are identified. When returning to look at feedback, our pupils are asked to practise and correct these. Within independent writing, teachers promote a 'have-a-go' ethos where children are encouraged to try unknown spellings.

## Strategies for learning spellings

The following strategies are introduced incrementally through the 'No Nonsense Spelling' programme and can be used to support pupils' spelling across school and at home.

<b>Look, say, cover, write, check</b>	<p>This is probably the most common strategy used to learn spellings.</p> <p><b>Look:</b> 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.</p> <p><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> cover the word.</p> <p><b>Write:</b> write the word from memory, saying the word as you do so.</p> <p><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<b>Trace, copy and replicate (and then check)</b>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>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.</p> <p>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.</p>
<b>Segmentation strategy</b>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>

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<b>Quickwrite</b>	<p>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.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<b>Drawing around the word to show the shape</b>	<p>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.</p>
<b>Drawing an image around the word</b>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>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.</p>
<b>Words without vowels</b>	<p>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>:</p> <p><b>f _____ ld</b></p>
<b>Pyramid Words</b>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">             p              py              pyr              pyra              pyram              pyrami              pyramid         </p> <p>You can then reverse the process so that you end up with a diamond.</p>

## 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 parts of the word or write the tricky part in a 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.

## How will spelling be assessed?

There is little evidence that learning spellings in isolation at home, in order to be tested at the end of the week, is an effective way of teaching, learning or assessing achievement in spelling. Our assessment is mainly through assessment in context. For example: Spellings in an unseen, dictated sentence and spellings in independent writing.

To support the teaching and learning of spelling in school, spelling lists will be sent home which align with in school learning. These word lists will be made up of some of the words following the patterns/rules that are currently being taught and practised in class and those that have been studied previously. Some words from the statutory spelling lists will also be included along with personal 'problem' words. Testing will sometimes be formal, when results will be recorded by the teacher, or will take place informally in pairs, when partners will be helping each other to correct mistakes and highlight misconceptions. The intention of carrying out testing in this way is that children become better spellers and won't just learn words for a test without applying their learning.

