



## **Spelling**

### **Intent, Implementation and Impact**

#### **Intent**

Our approach to spelling is No Nonsense Spelling from Year 2- 6. The No Nonsense Spelling Programme is a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn.

The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

The intent of No Nonsense programme is to sharpen the teaching and learning of spelling so that:

- teachers are able to deliver a manageable tool for meeting the requirements of the 2014 National Curriculum
- teachers have a clear progression through blocks of teaching units across the year
- children develop a range of strategies for learning a range of familiar and unfamiliar spellings
- children are able to apply their strategies when spelling words in their independent writing
- children enjoy exploring and investigating the patterns and contradictions of the English language
- children 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 'phonic and graphic knowledge.'

The implications of this, for teachers of spelling, may seem daunting but 85% of the English spelling system is predictable.

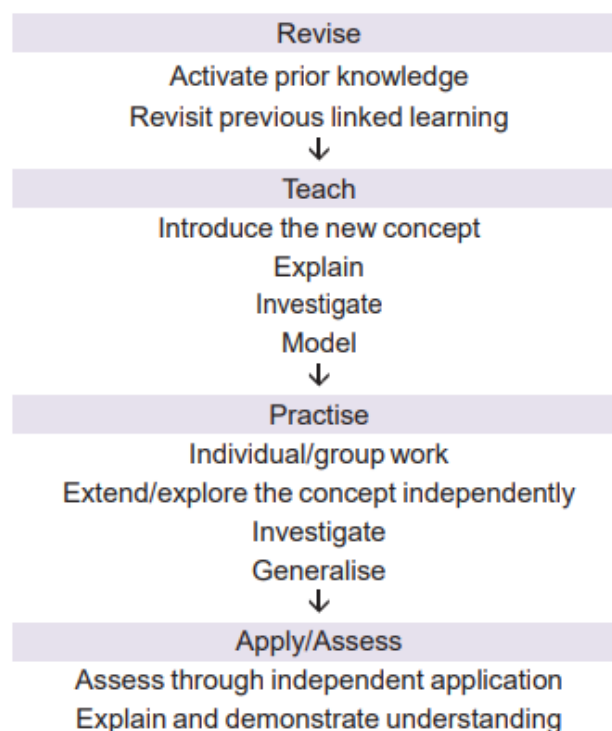


The keys to supporting our pupils to become confident spellers lie in teaching the strategies, rules and conventions systematically and explicitly, and helping pupils recognise which strategies they can use to improve their own spelling.

All of this is encompassed within the No-Nonsense Spelling scheme of work which the school uses daily. Each lesson is approximately 10 to 15 minutes long, but lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required.

## **Teaching sequence**

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:



Within the lessons, the particular focus is identified, followed by suggested teaching strategies. The pupil acquires the physical memory of the spelling pattern as well as the visual. Integral to the process is the scope to encourage pupils to learn spellings.

## **Supporting Resources**

The Supporting Resources include pictures and word lists, which can be photocopied and made into flashcards or used in classroom displays, and pictures. They also include games and quizzes.

## **Lesson Terminology**

**Modelling:** An activity is described, and it is anticipated that the action expected of pupils is modelled to them first.



**Spelling partners:** Pupils are asked to work in pairs, often to 'test' each other. They will be asked to work with their spelling partner from time to time.

## **Applying the Learning**

The 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.

## **Assessment**

Pupils' learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if pupils 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.

## **Spelling Journal**

Each child has a spelling journal. They enable:

- pupils to take responsibility for their spelling learning
- pupils to refer back to previous learning
- teachers to see how pupils are tackling tricky bits of spelling
- teachers and pupils to discuss spelling with parents and carers

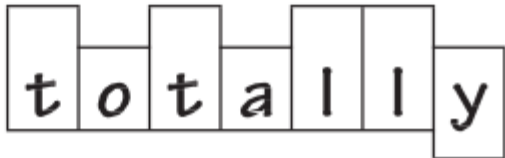
Spelling journals can take many forms and are much more than just a word book. Spelling journals can be used for:

- practising strategies
- learning words
- recording rules/conventions/generalisations as an aide-memoire
- word lists of really tricky words (spelling enemies)
- 'Having a go' at the point of writing
- ongoing record of statutory words learnt
- investigations
- recording spelling targets or goals
- spelling tests


## **Learning Spellings**

Within the programme, learning spellings is built into each six-week block. Within the sessions a range of strategies for learning spellings are introduced and practised. This enables pupils to choose the strategies they find most effective for learning different words.



<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>
<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.</p> <p>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> 



<p><b>Drawing an image around the word</b></p>	<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>
<p><b>Words without vowels</b></p>	<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 style="text-align: center;">f _ _ _ ld</p>
<p><b>Pyramid words</b></p>	<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>
<p><b>Other strategies</b></p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>

### Impact

The impact of our spelling curriculum is measured through:

- Pupil voice/confidence
- Termly assessment scores
- Feedback from children's work across the curriculum
- External assessments (SATs and Phonics Screening Check in Year 1)
- Within children's writing across the curriculum.



**Woodford Halse**

C.E. Primary Academy

Ready, Resilient, Respectful and Reflective

Children will leave Woodford Halse Primary Academy being able to effectively apply spelling rules and patterns that they have been taught.