

Spelling at Cropwell Bishop Primary School



Why do we need to spell?

- Supports reading
- Helps to improve fluency and pace of writing
- Improves vocabulary

Focus at Cropwell Bishop

- Statutory spelling rules.
- Using accurate spelling in writing- many children not applying spellings learnt in independent work
- Current research

What does research say?

The EEF Improving Literacy In Key Stage 2 Guidance Report says:

“Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. Many of the skills that support word reading will also support spelling, but spelling demands great specificity and has different motor demands. There is limited high quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested.”

The report goes on to identify the most common spelling errors as being **phonological, orthographical or morphological**.

Spelling at Cropwell Bishop

- FS/KS1 Read Write Inc
- KS2 Focus on rules/patterns rather than words. Spelling Shed.
- Spelling awards/certificates will continue.

Teaching of spelling in KS2


- 3 discrete spelling sessions a week
- Each session follows the same structure- revision of previous week, new learning, strategies, application, test


Sessions are based on key areas:

- Orthographic
- Morphology
- Etymology

Orthography: break down spellings into the smallest units of sound (phonemes) and build on KS1 phonics understanding.

3.10


 Whole Group

 Spelling Shed

Phoneme map

sacrifice

s	a	c	r	i	f	i	c	e
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 Independent

neighbour

n	<u>ei</u> gh	b	<u>ou</u> r
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awkward

<u>aw</u>	k	w	<u>ar</u>	d
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Morphology: the study of words and their parts. Identify **root words**. Identify meaning of **prefixes and suffixes**.

36.26

How many new words can you create by adding prefixes and suffixes?

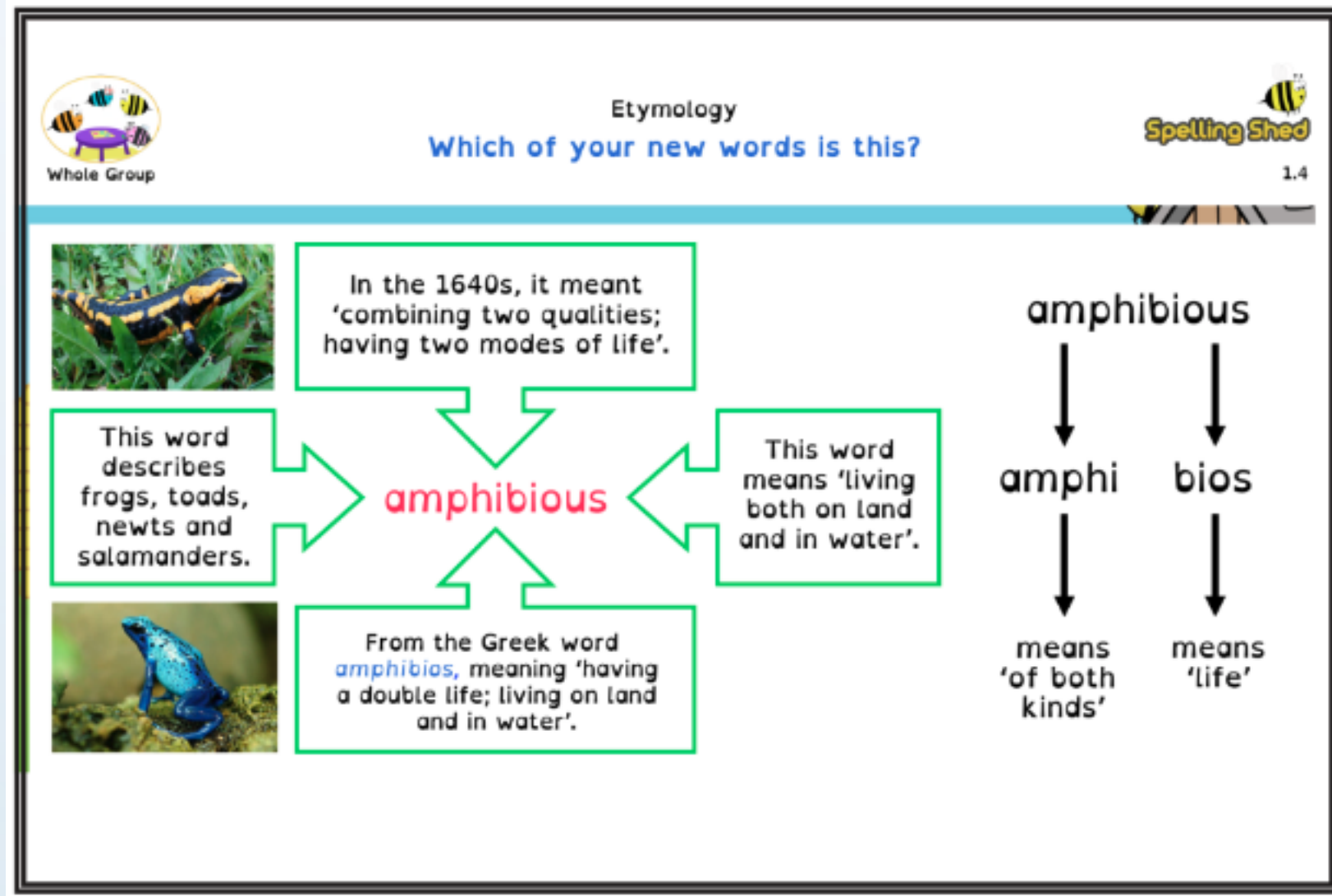
REMEMBER
What happens to the root word when the suffix 'ible' is added?

Whole Group

Spelling Shed

un	divide	s
sub		ed
		ing
		ible
	er	s
	sion	

Etymology: origin of words/parts of words



Teaching Sequence

Revise

Teach

Practise

Apply/Assess

Revise

Children learn best when their next step builds on what they already know. Every spelling session builds on **prior learning**.

An important aspect of this part of the sequence is that children **hear** and **use the words orally, in context**, so that they have a clear understanding of what they are learning.

Teach

Introduce the new **concept** which is usually a **spelling rule/spelling strategy**.

This section provides a range of direct teaching activities, including teacher modelling, explaining and involving the children in the new learning through investigation.

Practise

This part of the sequence gives children the opportunity to work independently, in pairs or in small groups, **using a range of strategies to practise and consolidate** new learning.

The children will be investigating and exploring the **concept or rule** – not necessarily the words sent home for that week's spelling test, a range of words with that same spelling rule.

Look, cover write sheet, paper activity, spellings in planners and Spelling Shed games all provide opportunities to practise outside school.

The rule needs to be learned!

Reading at home – look out for words that follow a specific spelling pattern.

Apply and Assess

Spelling test on a Friday. ~ 8 of the learned spelling words are tested and 1 or 2 **challenge words** are used to test children's understanding of the spelling rule. This may evolve to include dictation or other sentence level activities to put the words in context.

Provides the teacher the opportunity to assess where the children are, and what needs to be put in place for future planning.

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