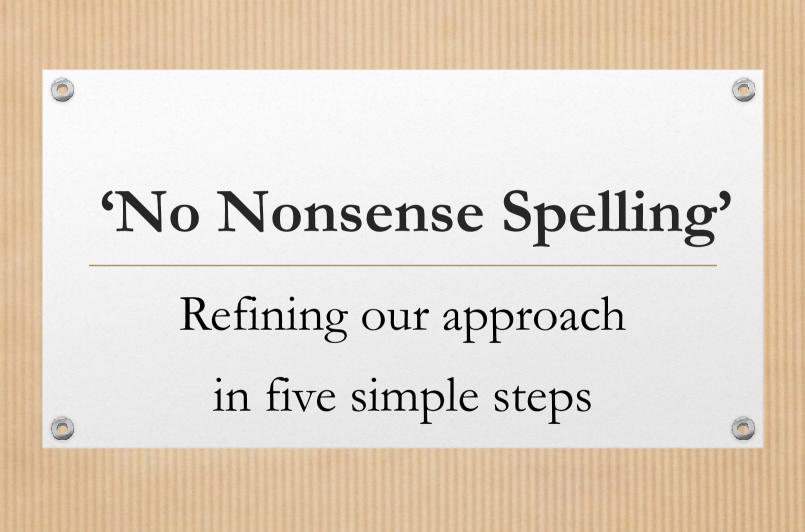




- They apply knowledge they have been taught when writing independently
- They use the resources available
- They refer to the learning environment
- They use personal strategies to help them work out a solution to words they don't know
- They have curiosity about language and words
- They take responsibility for their own learning







Step 1: Timetabling

• Year 2

Daily sessions

• KS2

5 x 15 minute sessions over a fortnight

Step 2: Approach

Teaching sequence for each spelling focus:

- Revise, explain, use
- Teach, model, define
- Practise, explore, investigate
- Apply, assess, reflect





Step 2: Approach

There are three aspects to the 'No Nonsense' approach:

- Strategies at the point of writing
- Strategies after the writing is completed (proofreading)
- Strategies for learning words

N.B. These strategies are to be applied in *all* writing, not just discrete spelling sessions.









Spelling strategies at the point of writing

- 1. Segmenting words into phonemes (smallest unit of sound) and selecting the correct graphemes (letter/s representing a phoneme) (KS1)
- 2. Segmenting words into syllables (Year 1)
- 3. Visual strategies e.g. recognising common letter strings and checking whether word looks right (Year 1)
- 4. Building words from other words with similar patterns and meanings; applying knowledge of derivations e.g. medic > medical, medicine etc.

N.B. Word webs are a great way of recording these.

5. Spelling by analogy with other known words e.g. *light*, fr*ight* (Year 1)

- 6. Building words from morphemes* (the smallest units of meaning) e.g. un + usual + ly (prefix + root word + suffix); exploring morphemes within words (Yr 1)
- 7. Applying knowledge of spelling rules and exceptions (From Year 1+)

N.B. This should **not** be the first line of attack. Its role is limited and is the least powerful strategy in children's spelling.

- 6. Mnemonics (N.B. only a few words benefit from this)
- * Bound morphemes need a prefix of suffix to become a word; unbound/free morphemes work as a word in their own right.





Spelling strategies after writing

Proofreading

- Limit the number of words to be looked at more closely
- Link to the words they are currently learning + tricky words i.e. not everything, rather the ones they should be equipped to have a go at
- Use of word-processing skills for children with specific learning needs e.g. spell checker

Strategies for learning words

Words to be learnt include:

- Common exception words/statutory word lists
- Personal words i.e. particular words they're getting wrong in their writing.

Children need to:

- be taught a range of strategies
- practise and use those strategies independently
- choose and evaluate strategies

Stop their brains bypassing spelling by directly addressing it, prompting them to think critically about it e.g. "Find me a word you know you've got right/wrong/you're unsure about."







Explore them.

Children need to discover what works for them.



Homophones

- Homophones appear in the new curriculum from Year 2-6
- These should be explicitly taught
- The spelling of these words should be linked to their meaning. For example:
 - Fill in the missing word in a given sentence
 - Create words within pictures to help children understand their meaning: a visual representation of the word e.g. hear (ear pic); the spelling *one* written in the shape of the digit one
 - Match up pictures and words
 - Take photos of your child acting out the words
 - Use words in the context of poems, raps, songs etc.









Step 3: Homework

- Spelling homework will now be set fortnightly.
- Tasks will be varied so the children are inspired to engage with the spelling focus on a more exploratory level. Children may be challenged to: find words containing a particular phoneme/grapheme correspondence; explore all the derivations they can generate from a given root word; record the spelling strategy/ies they have decided to use for some given words in an innovative way; use their words in the context of sentences etc.
- Alongside the chosen exploratory/creative/critical thinking activity, the child will have five words* to learn.
 - * For Year 3-6, these will be taken from the statutory lists
- Homework set will be age-related as much as possible.
- The idea is to use the programme to build our own **bespoke spelling curriculum**. As such, homework (and class based sessions and resources) may well need to be adapted for certain individual/groups of children.









Step 4: Assessment

- Day to day assessment e.g. applying sessions
- Spelling tests

Although we will now be **devoting two weeks to each spelling focus**, words will still be tested - in **isolation** and **in the context of sentences** – on a **weekly basis**. The nature and content of these tests should be informed by the learning that week.

- Marking independent writing
- Error analysis







- Spelling should be a part of day to day learning:
 - Staff will ensure it is given a high profile so that is thought about, discussed and applied beyond discrete spelling sessions.
 - Staff will encourage and celebrate child-generated contributions oral and written and, where appropriate, use them to benefit all learners.
 - An area of your child's classroom will be devoted to spelling. This will be as child-generated and interactive as possible.
 - Every child has received a copy of the GPC (grapheme-phoneme correspondence) chart and a copy is on display in all classrooms and intervention spaces.



