



PUSS BANK PRIMARY SCHOOL AND NURSERY

SPELLING

Spelling Intent:

We believe that spelling should be explicitly taught through active, engaging and collaborative lessons, where enthusiasm for words is generated. We strive for children to develop a fascination with the history of words and the way they work (etymology). We use an investigative approach to discover word structures (morphology), spelling structures (orthography) of words, spelling patterns and meanings. Our aim is to instil an excitement and motivation for language in our children- through reading, speaking and writing, and as a result, develop accurate and confident spellers, who are enthused by words.

Spelling Implementation:

We understand that it is vital to promote the key skills of spelling in order that children's cognitive resources are freed to focus upon their writing composition.

Accurate and automatic spelling of a wide vocabulary is an important component of writing fluency, and to achieve this, children need to regularly experience active and engaging lessons, which explore and investigate words and spelling patterns. We provide opportunities for high quality practice and effective feedback both within the discrete spelling session, through their pieces of writing (from shared/modelled writing to independent writing) and during handwriting lessons. Handwriting directly impacts on spelling progress as children acquire the physical memory of the spelling pattern as well as the visual.

In order to teach effective spelling, we ensure all teachers have a clear understanding of the difficulties children face when learning to spell. Lessons are structured to overcome the key spelling barriers of:

Phonological errors- not phonologically plausible e.g. frist for first

Orthographical errors- phonically plausible, but inaccurate e.g. gud for good

Morphological errors are due to a lack of awareness of morphemes e.g. trap for trapped.

We aim to provide children with the skills to enable them to self-monitor and self-correct their own spellings and see spelling as a progression of independence where the children are first noticing their errors and then correcting them.

Our Spelling lessons (from Years 2-6) follow the No Nonsense teaching sequence of:

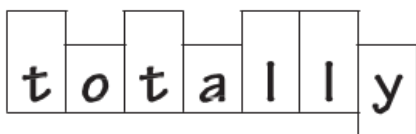
- **Revise:** activate prior knowledge and revisit previous linked learning.
- **Teach:** Introduce the new concept. A variety of strategies are used: teacher explanation and modelling, pupil exploration and investigation in conjunction with collaborative and whole class 'talk.'
- **Practise:** Practise the concept individually and collaboratively using investigative activities.
- **Apply/Assess:** assess through independent application, collaborative testing, dictation and children explaining and demonstrating their understanding.

We strongly believe in the impact of 'talk' in our spelling lessons. Through the different sequences of the session, we focus on using spoken language to develop understanding through speculating, hypothesising, and exploring ideas and theories for spelling patterns

Common Exception Words:

Children are explicitly taught a variety of strategies to practise the spelling of common exception words. As a result, they develop a sense of pattern and analogy making in order for the spelling to be stored into the long-term memory:

- Look, say, cover, write, check.
- Quickwrite
- Drawing around the word to show its shape



- Spellamadoodles
- Rainbow Writing
- Spelling Pyramid

- Words without vowels
- Use of mnemonics (for shorter words)

Children are specifically taught how strategies can be effective for different words.