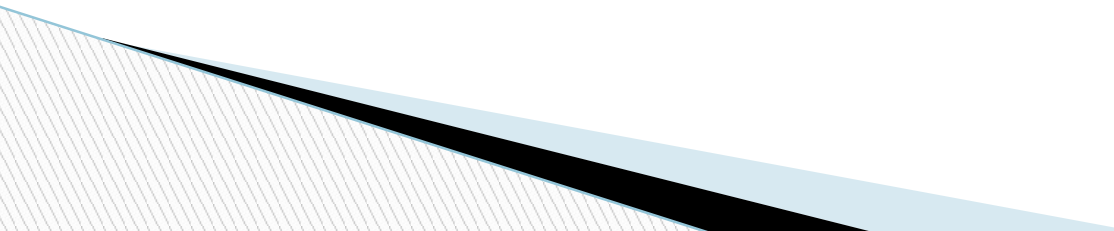


# Spelling at Witchampton

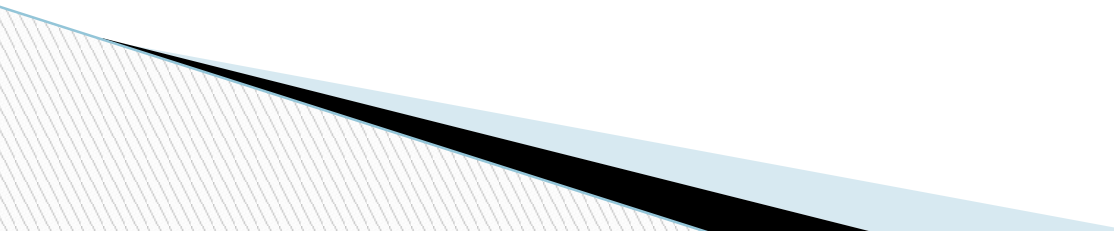
March 2019



# Aims of session

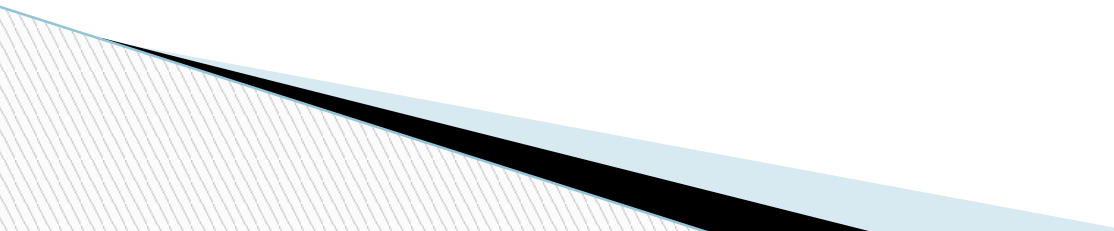
- ▶ Why the emphasis on spelling?
  - ▶ What is No Nonsense spelling?
  - ▶ Spelling strategies.
  - ▶ Handwriting at Witchampton
- 

# Curriculum Expectations

- ▶ Significant increase in expectations across all year groups
  - ▶ Greater focus on spelling rules and conventions
  - ▶ Greater focus on word roots and origins
  - ▶ Word lists are particularly demanding
  - ▶ Skills need to be embedded
- 

# Spelling in the National Curriculum

## **Pupils should be taught to**

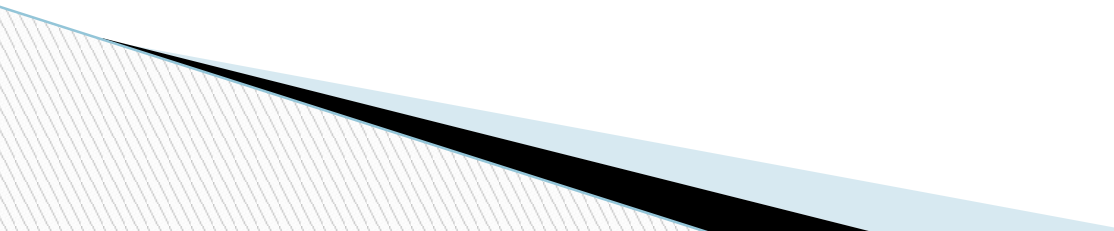
- develop a range of personal strategies for learning new and irregular words
  - develop a range of personal strategies for spelling at the point of composition
  - develop a range of strategies for checking and proofreading spellings after writing
  - use further prefixes and suffixes and understand how to add them (English Appendix 1)
  - spell further homophones
  - spell words that are often misspelt (English Appendix 1)
  - place the possessive apostrophe accurately in words with regular plurals (for example, *girls', boys'*) and in words with irregular plurals (for example, *children's*)
  - use the first two or three letters of a word to check its spelling in a dictionary
  - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
  - proofread for spelling errors.
- 

# What is No Nonsense Spelling?

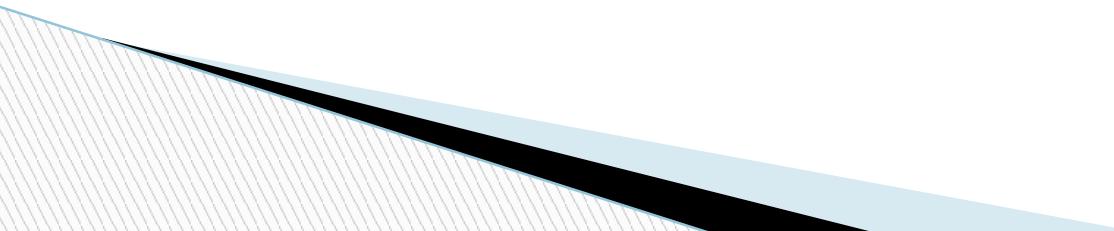
Witchampton has chosen to use a scheme called No Nonsense Spelling to support the teaching and application of spelling:

- It ensures coverage of the National Curriculum and the application of spelling across the curriculum.
- ▶ It provides opportunities for children to investigate, make generalisations, discover rules and embed their learning
- ▶ It uses a range of visual, auditory and kinaesthetic approaches
- ▶ It assesses spelling termly through children's writing and activities (e.g. Sparkle writing, dictations and cross-curricula writing)
- ▶ It builds the word list words into teaching as appropriate

# Why we don't do spelling tests

- ▶ Children rarely commit spellings learnt for a test to their long-term memory
  - ▶ Some get 10/10 but then fail to spell these words correctly in their writing
  - ▶ Can lead to poor self-esteem for children who practise but then don't get many correct
  - ▶ Can create an unhealthy competition
  - ▶ Gives teachers little information about the spelling skills children need to develop
- 

# Strategies

- ▶ Teaching children strategies for spelling is far more important than giving them the correct spelling of a word
  - ▶ Spelling strategies and major spelling patterns are taught much more effectively through lessons than through workbooks or spelling tests
  - ▶ If children learn spellings for tests and don't use those words in their own writing, they will forget them within days
  - ▶ Children often get key rules wrong.
- 

# Look, say, cover, write check

This is probably the most common strategy used to learn spellings.

**Look:** 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.

**Say:** say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

**Cover:** cover the word.

**Write:** write the word from memory, saying the word as you do so.

**Check:** Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

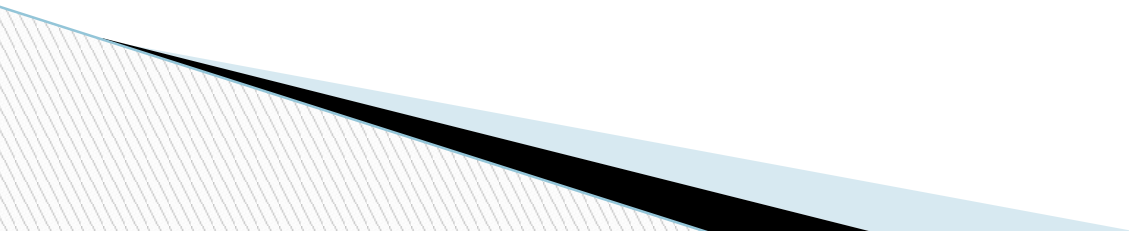


# Trace, copy and replicate (and then check)

This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. 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. 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.

# Segmentation strategy

The splitting of a word into its constituent phonemes in the correct order to support spelling.



# Quickwrite

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. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.

# Drawing around the word to show the shape

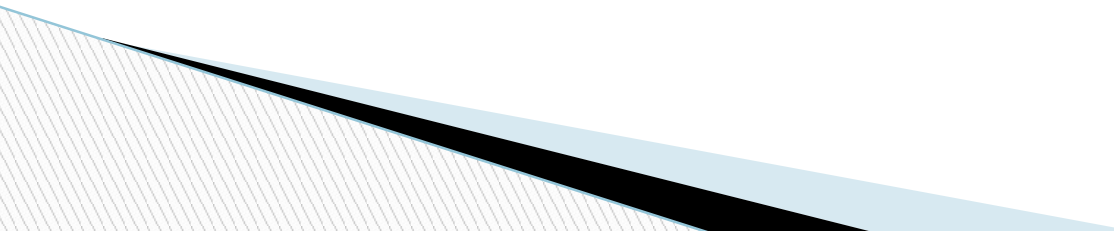
Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.

**t o t a l l y**



# Drawing an image around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable. 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.





# Words without vowels

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

*field:*

**Fi\_\_\_\_ld**

# Pyramid words

- ▶ This method of learning words forces you to think of each letter separately.

**p**

**py**

**pyr**

**pyra**

**pyram**

**pyrami**

**pyramid**

You can then reverse the process so that you end up with a diamond.



# Other strategies

Other methods can include:

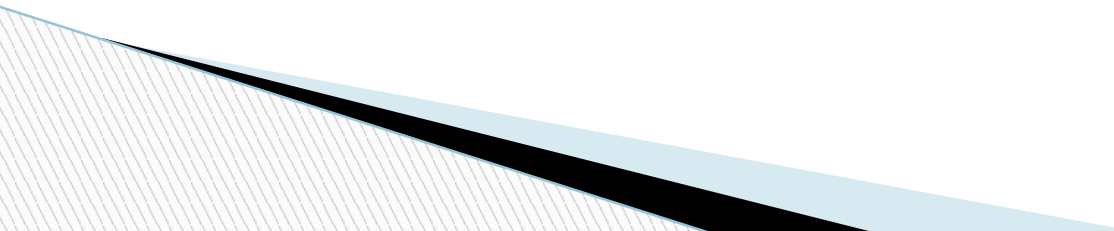
Clapping and counting to identify the syllables in a word.

- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable.
- Making up memorable 'silly sentences' containing the word
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word
-

# Dictation

Regular dictation exercises ensure children have remembered how to spell words and apply spelling patterns taught so far.

When children are taking part in all spelling lessons they are encouraged to use their best handwriting as research shows that children who have a good cursive handwriting style are better at spelling!



# Handwriting in the National Curriculum

## Pupils should be taught to:

### Year 2:

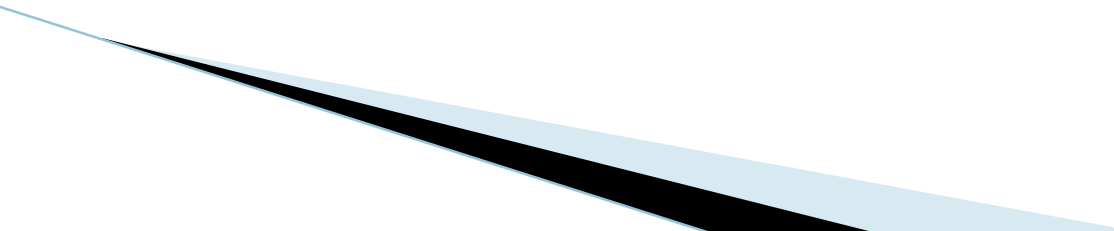
- ▶ Form lower case letters of the correct size, relative to one another
- ▶ Start using some of the diagonal and horizontal strokes needed to join letters
- ▶ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

### Years 3/4:

- ▶ Use the diagonal and horizontal strokes that are needed to join letters
- ▶ Increase the legibility, consistency and quality of their handwriting
- ▶ Ensure that the downstrokes of letters are parallel and equidistant
- ▶ Space their writing so that the ascenders and descenders of letters do not touch

# What is Letter-join?

St.John's has chosen the scheme **Letter-join** to support the teaching and application of cursive handwriting:

- ▶ Online teaching resource, available on iPads and tablets, as well as desktop and laptop computers
  - ▶ It ensures coverage of the National Curriculum and offers a clear progression of knowledge and skills from Reception through to KS2
  - ▶ Helps children to build confidence in their handwriting
  - ▶ Interactive and fun activities tailored to individual needs
  - ▶ All features are accessible at home!
- 

# Handwriting at St. John's

## Quality

Ensuring that letters are of a consistent size, with equal word spacing

## Stamina

Helping children develop the strength and mobility to write for longer periods without fatigue or distress

## Speed

Improving the speed of writing to allow creative writing to take precedence over the task of handwriting

***- an automatic process!***