

COME TO LEARN SPELLING NOVEMBER 2019

Key Stage 2 Spelling

The aim of our approach is to find practical and exciting ways to teach spelling within the classroom. We use the Rising Stars Spelling Scheme to base our planning and independent tasks within our learning zones.

We aim to have a teacher led session x 3 times a week with an additional x 4 independent tasks which will take x 15 minutes every day. Each day, spelling tasks are marked by teachers and teaching assistants so that children have regular feedback.

Effective spelling strategies

The primary strategies that are used in our teaching sequences include:

- **Phonetic spelling strategies:**

This strategy is the most useful basis for early spelling and is a primary focus in KS1. As children move through education, into KS2 and beyond, it is important that they have this foundation on which they can build a more extensive strategic approach.

- **Visual spelling strategy:**

Some learners find this method key to successful learning. Learning how a word looks and visualising the word can be extremely effective.

- **Mnemonics:**

This method is useful in giving children a memory device by which to learn the spelling pattern of a specific word. Such as **BIG ELEPHANTS CAN ALWAYS UNDERSTAND SMALL ELEPHANTS** for the word because

- **Rule-based strategies:**

Throughout our teaching process a number of rules are provided to help give children an understanding of the theory behind spelling patterns.

- **Word-meaning strategies:**

Explaining how words are derived, how prefixes and suffixes are added on to root words and how to form abbreviations and compound words, can all support confidence and accurate spelling.

Teaching techniques

At Hemingford Grey Primary, we provide a range of teaching techniques.

A range of activities are provided, such as:

- **Written activities:** Look, say, cover, write, check is a well-established way of learning spelling. It is important to teach children to proofread or check their work.

We teach them to identify their errors by themselves or with support from a peer. Encouraging children to have the confidence to attempt challenging spellings and not be afraid to try is key to progression in spelling. Dictation is also used as a form of reviewing the quality of teaching and learning.

- **Oral activities:** It is useful for children to be able to learn spelling in oral activities. This enables words to be put into context and ensures the correct use of the words. Encouraging children to be creative in sentence construction is also useful so that learned spellings are put into context whilst helping them to enjoy learning to spell.

- **Games:** These are used in our teaching sessions to encourage children to learn whilst they play. The games are generally followed by a different form of activity to further embed the learning.

- **Stories and rhymes:** These are used to grab the attention of the listeners, encouraging them to spot sounds and make links with spelling patterns.

Ensuring good spelling in writing

Learners need to understand that words are made up of individual sounds (or phonemes). Once they have understood this they need to be given the opportunity to manipulate the sounds to make blended sounds and words.

Learners also develop the use of dictionaries and other tools to check their spelling and to realise when there are word and spelling choices.

Good writers should draw on a range of spelling strategies in their work, such as:

- recalling words from memory.
- Using sound-letter and phoneme knowledge to work out words.
- Using knowledge of root words, prefixes and suffixes.
- using spelling rules and conventions.
- trial and error/visualisation – writing the word to check if it looks right.
- linking known words or parts of words.
- using supporting materials, such as dictionaries, phoneme mats and alphabet code charts.