Spelling

**“Tell me and I forget, teach me and I may remember, involve me and I learn.” ― Benjamin Franklin**

Spelling skills are predominantly taught in English writing lessons and embedded within frameworks for writing. Opportunities to practise spelling skills are given with great frequency and application is assessed through analysis of weekly written outcomes.

The skill of knowing is additionally supported by a medium term plan for spelling rules and a whole school approach for learning statutory national curriculum word lists. Again, learning is assessed through the application of successful spelling in weekly written outcomes.

When identified, struggling spellings will be given additional support through pre-teaching and precision ‘bridging the gap’ intervention.

Knowledge of the spelling system

In order to spell we need both phonemic and morphological knowledge

* + - Phonemic (knowledge of phonemes)
		- Phonological (speech sounds in language)
		- Morphological (the structure and form of words in language)

What do we need to know about a word?

* what it looks like visually
* what it sounds like
* how it feels when we write it
* what it means, in a way that is meaningful for us
* how we use it , initially in speech and then in writing
* other words that are like it
* an understanding of the parts of words , or morphemes, that build up meaning.

7 skills for independent spelling

**Analogy** – knowing something helps to know something else

**Phonics** – foundational knowledge however there are lots of variables

**Segmenting** – breaking down a word

**Knowing** – rules, or sight

**Hear** – how was it broken down?

**Function** – the function of a word can give clues to how it is spelt

**Likelihood** – certain patterns with certain types of words (educated guess)

Additional strategies

* + Spelling Investigations

E.g. create as many words as you can. Are there any patterns? Can you create a hypothesis that you can test?

|  |  |  |
| --- | --- | --- |
| **prefix** | **root** | **suffix** |
| dis- |  | -ed |
| un- | like | -ing |
| re- |  | -able |

* + Games - Shannon’s Game (like hangman), Made up word spelling games, Scrabble, Boggle, Bananagram, Articulate, Spellfix (APP)
	+ Mnemonics
	+ Spelling doodles
	+ Spelling detective activities (use text with incorrectly spelt words)
	+ Spelling journals
	+ Reciprocal reading
	+ Learning Environments – learning walls, displays, word banks (teach children to use the environment to support learning)