



# Tollerton Primary School

## KS2 Spelling Approach

2022-2023

### What is the spelling curriculum in KS2 at Tollerton?

At Tollerton Primary School, classes in KS2 use Jane Considine's 'The Spelling Book' as the basis for the spelling curriculum. The Spelling Book curriculum is non-linear and organised so that children learn and continually revisit different spelling rules throughout each year group, enabling rules and concepts to gradually embed into children's long-term memory. The aim is that not only do children learn the spelling rules allotted to their curriculum stage, but that they also learn to become a speller by developing strategies for deconstructing words, making connections and independently identifying ways of remembering tricky words.

The Spelling Book curriculum is used as a frame rather than as a scheme. This means that teachers follow the progression of the curriculum within the book, but with some flexibility to adapt their planned curriculum in response to assessment of children's needs – this might include adapting some of the 10-minute tasks or investigations, repeating them in different contexts, or changing some of the 15 'Spell It Out' words. Any changes made are in response to the ongoing assessment of pupils' progress.

### How is the spelling curriculum timetabled?

#### The Two Week Cycle

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	Teach new 'Spell It Out' 15 words	↓	Investigation and five tasks Focus 5 (practise from the 15 words)		
<b>Week 2</b>					Progress Check

### What are the different components?

#### Spell It Out – 15 words

- Teacher introduces 15 words that will be learned over the next two weeks. The teachers models rules, patterns and tricks for learning the words, with a focus on helping children to identify which part of the word is the "tricky part". This is then used to explore links to other known words, patterns or rules. Teachers display words in the classroom, annotated to demonstrate which parts of the word are "tricky" and ways of remembering these, and children write in their book with similar annotation. The words do not follow the same spelling pattern, and instead include a variety of different rules and patterns – this is a

deliberate choice so as to enable continual revisiting of spelling rules throughout the year with the aim of embedding these into long term memory.

- During this lesson, the teacher will, for each word, deconstruct the following:
  - Which parts are the tricky parts?
  - Which parts are easy?
  - Which parts can we link to other words that we know?
  - Prefixes, suffixes, root words
  - Links to phonics
  - Phonology (sounds in words); orthography (patterns of letters); morphology (spelling connections and rules); etymology (word origins)
  - Spelling rules and exceptions
  - Tricks to remember them
  
- These 15 words 'live' in the classroom for 2 weeks. They are used in the following ways:
  - Displayed on the wall
  - Modelled and used as part of shared writing
  - Referred back to whenever possible
  - Possible morning tasks / handwriting practice
  - Discussion and focus on which parts are tricky

### Progress Check

- Friday of week 2, children undertake a 'Progress Check' on the back of their book. This is to check their memory of the words they have been learning.
- The focus is on checking their memory, and not 'being tested' – this can be established effectively through the way the Progress Check is conducted and explained to children. "Can we remember the tricky bits?"
- Children are read each of the 15 words they have been learning, and then they write it down.
- After each word, children are also set a 'sound association' word, where they are challenged to apply their knowledge and make links to other knowledge. This is an ideal opportunity for teachers to involve children in some spaced retrieval practice, as children are asked to recall previously-learned rules from their long term memory. This supports children with the underlying concept that if they know how to spell one word, there are many others that they can also spell. Examples could be:
  - Available – try the word 'availability'
  - Available – add a prefix to write the antonym ('unavailable')
  - Available – try a different word ending able
  - Care – try the word 'careful'
  - Care – try the word 'carefully'
- Sound associations are presented as a challenge rather than an expectation that children must/should know them - "I wonder if we could also spell..." rather than "Now you need to..."
  - When marking, children mark their own and tick every letter that is correct, cross every letter that is wrong, indicate missing letters with an arrow. This helps children with the key concept of 'tricky parts' of words, and also in helping children to

identify where they have gone wrong, not just that the word was incorrect as a whole.

- Children do not score themselves and teachers do not record scores. This promotes the idea that the Progress Check is an opportunity to check their memory, and not a test with stakes. By removing the test pressure, it is aimed that children will develop positive attitudes around spelling.
- Following the progress check, the teacher reviews children's responses as an assessment. This provides information to inform future teaching, which may include 10-minute tasks, word associations or adaptations to the planned sets of 15 words.
  - o What needs revisiting?
  - o Who needs support?

### Investigation and 5 tasks

- In each 2-week unit of The Spelling Book, there are 5 short tasks and 1 more in-depth investigation for children to study. These are to be taught over eight 10-minute sessions that take place between the initial introduction of 15 words and the progress check. The Spelling Book curriculum states a different model, however our model enables all children to have a daily spelling session. The more in-depth investigation tasks may take two or three sessions to complete.
- Teachers use the planning provided for the short tasks as a frame, rather than a direct scheme. Some of the short tasks are ready to be photocopied and delivered straight from the book; others require adaptation based on assessment of the needs of the class.
- Whilst teachers have flexibility to adapt the content of The Spelling Book curriculum based on assessment of the needs of their individual classes, they follow the progression of the tasks and their learning content to ensure full coverage of the National Curriculum as well as ample opportunities for spaced retrieval, due to the non-linear structure of the curriculum.

### What does a spelling lesson look like?

As the tasks within The Spelling Book curriculum vary greatly, there is no one-size-fits-all structure for spelling lessons. However, most spelling lessons will follow broadly the same progression of stages:

1. Revisit and review – teachers will link back to previously-learned words/patterns/rules to activate children's working memory.
2. Teach – teachers will model words/patterns/rules. Often, teachers will encourage children to spot commonalities and rule exceptions independently.
3. Practice/Apply – children have an opportunity to practice the words/patterns/rules they have been taught.
4. Assess – teachers will include within/after the practice/apply stage an opportunity for children's learning to be assessed.

### How is spelling assessed?

Children undertake a low-stakes 'Progress check' fortnightly at the end of each unit – this assesses children's short term recall of their learning.

Termly, children also undertake the NFER spelling tests. This is used to check their longer-term recall, and through gap-analysis teachers are able to respond to the identified needs within their class. NFER standardized scores are used to monitor children's ongoing progress, and can be used to support the identification of children who are working below age-related expectation.

### **How is the curriculum adapted for SEN and EAL?**

Where pupils have significant additional needs, they will follow a bespoke curriculum based on assessment of their needs. This is likely to include elements of phonics and high-frequency words, and will make close links with their reading development.

Through Quality First Teaching and scaffolding, many children working below age-related expectations are able to access the content of The Spelling Book to learn alongside their peers. Where such first-stage adaptation may not be sufficient, such as for a child whose SEN or EAL status means they work significantly below age-related expectation, adaptations and interventions are used to secure more basic knowledge and support catch-up:

- Nesy Reading and Spelling – pupils working significantly below age-related expectation receive intervention using Nesy, which is an intervention programme targeted towards dyslexia. In this programme, children practise word reading skills and application in spelling.
- SNIP – pupils working significantly below age-related expectation use SNIP (assessed to target their level) instead of the 15 words. Their progress check uses their SNIP words. SNIP words focus on high-frequency and other common words. Children work independently on some of the SNIP tasks during some spelling lessons.

Children working below age-related expectations take part in most of the short tasks lessons. For these children, the focus of these lessons is on expanding their vocabulary rather than application of spelling rules.

### **Spelling in Writing**

As well as learning spelling within discrete spelling sessions, children also have opportunities to learn and apply spelling rules when writing in other lessons.

In English lessons, teachers take advantage of opportunities to include studied words and rules when modelling shared or guided writing. Similarly, teachers respond to assessment of children's ongoing spelling learning by reinforcing spellings rules and knowledge when teaching writing – this might be at whole-class level, or with individual children.

Children are encouraged to use dictionaries to check for correct spellings both at the drafting and editing stage of the writing process. Dictionary skills are specifically modelled and practiced through The Spelling Book curriculum to support children to implement these independently when writing. Teachers also encourage children to “have a go” at spelling rather than rely heavily on dictionary usage – this has the dual effect of ensuring children have opportunities to use generative knowledge recall and also not direct their working memory away from their writing task.

Teachers also look for opportunities to reinforce spelling rules when these words occur as key vocabulary in different subject disciplines (eg pyramid in History; evaporation and condensation in Science).