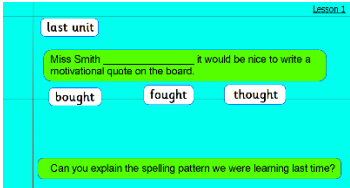
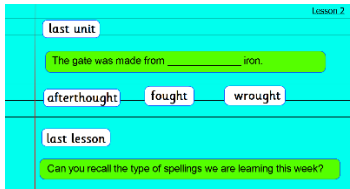
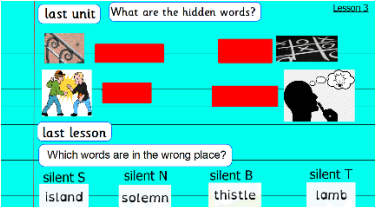
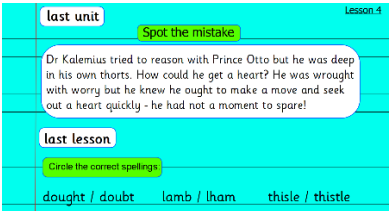
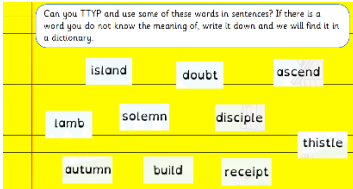
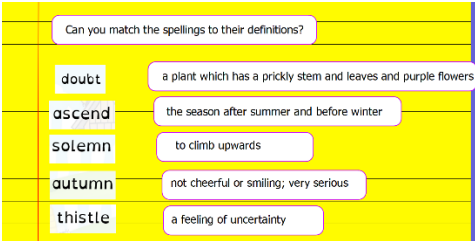
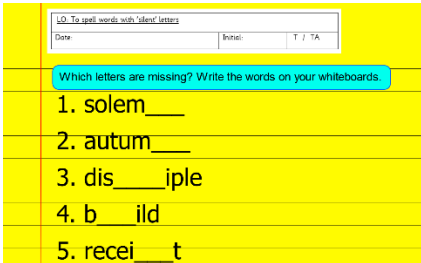
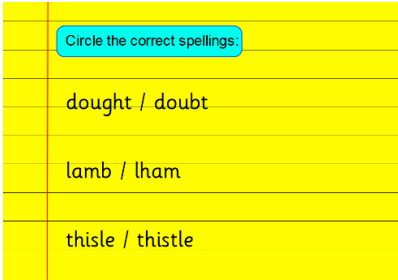
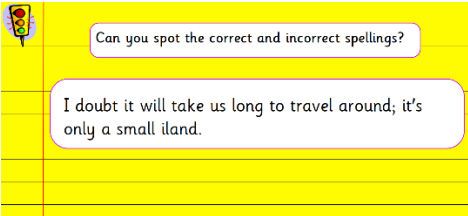


A Sequence of Lessons in Spelling

In Key Stage 2, up to five lessons are dedicated to the teaching, practising, applying and assessment of each new rule, pattern or group of words, usually over a two week cycle, alternated each day with handwriting lessons.

Spelling			
Retrieval Practice Starters (Connecting Learning)	Introduction to the new words/rule/pattern as outlined on the curriculum map	Knowledge Development and opportunities to apply knowledge	Evaluation and Assessment
<p>Every lesson begins with a connecting learning slide which incorporates spellings currently being mastered as well as the spellings taught in a previous sequence, as selected by the teacher.</p>    	<p>Pupils are introduced to the new spellings. Definitions of unknown vocabulary will be given so that children understand the words in context. Time will be spent teaching and modelling any rules, patterns or associated etymology (the study of words, including how they got their meanings and how words develop throughout history e.g. Latin roots) or morphology (the study of words, how they're formed and their relationship with other words in the same language e.g. stems, root words, prefixes, suffixes and parts of words), where appropriate. Knowledge of morphology, which is vital for spelling, plays an important role in comprehension. Activities are designed to help pupils recognise that similar-looking words might be related in meaning, even if they are pronounced differently – such as 'inquire' and 'inquisition'.</p>  	<p>Pupils revisit the spelling pattern, rule or list and use lesson time to practise and apply their knowledge to a range of different activities. Some activities will be practical (see folder for bank of resources), some may be centred around spotting purposeful misconceptions and other activities will require the children to use and apply the spellings within written outcomes. Teachers will encourage children to consider how they can use and apply their new knowledge in endpoints beyond the spelling lessons, for example in their written work in English or the wider curriculum.</p>  	<p>Assessment of spelling should focus on the difficult parts of words so that pupils can focus on learning these. Spelling often requires the writer to segment a whole word into its individual sounds (phonemes) and to identify what they are. The narrow focus in assessment tasks means that teachers can identify precise knowledge gaps. Pupils and teachers evaluate learning and low-stakes assessments take place. This may include quizzes, dictated sentences or other forms of checking what pupils have understood. Every lesson includes some sort of assessment to inform ongoing AfL, for example a plenary activity such as an exit ticket or misconception check, but more formal quizzing or low-stakes testing will occur at the end of the sequence so that teachers can plan what retrieval opportunities to build into future sequences. Formal spelling tests happen once each term during assessment weeks using NFER tests or previous SAT papers and gap analysis of these will again inform future plans.</p> 

Spelling – an example lesson from within a sequence of lessons. Lessons last around 20 minutes.

Retrieval Practice Starter

last unit Lesson 4

Spot the mistake

Dr Kalemus tried to reason with Prince Otto but he was deep in his own thorts. How could he get a heart? He was wrought with worry but he knew he ought to make a move and seek out a heart quickly - he had not a moment to spare!

last lesson

Circle the correct spellings.

dought / doubt lamb / lam thisle / thistle

Introduction or recap of the new words/rule/pattern as outlined on the curriculum map

LO: To spell words with 'silent' letters Lesson 4

My turn, your turn in different voices then identify the silent letters.

island doubt ascend

lamb solemn disciple

autumn build receipt

thistle

Can you match the spellings to their definitions?

doubt	a plant which has a prickly stem and leaves and purple flowers
ascend	the season after summer and before winter
solemn	to climb upwards
autumn	not cheerful or smiling; very serious
thistle	a feeling of uncertainty

Knowledge Development and opportunities to apply knowledge


I do

LO: To use a dictionary to find the definitions for words with 'silent' letters

Date: _____ Initial: T / TA

Example

doubt



You do

LO: To use a dictionary to find the definitions for words with 'silent' letters

Date: _____ Initial: T / TA

Example


doubt - a feeling of uncertainty

Can you find the definitions of each of the spellings below and write them up in your book?

disciple island

lamb receipt

build



Evaluation and Assessment

Penary

Spot the mistakes

Autumn was now a distant memory as everyone sat huddled in the inn. A young man with a solem expression cast upon his face walked in and demanded a plum brady. There was no dought as to who this was: Karl, the clockwork apprentice, but why did he look so glum?