

# The Pedagogy of Spelling

INSET

16TH MARCH 2022



# What we do:

- ❑ **NEW - Spelling Shed:** Weekly spellings, online activities and quizzes, teaching of etymology, morphology and spelling conventions
- ❑ There may be some need to continue to use some of the following to support Spelling Shed:
  - Twinkl – spelling lists, PowerPoint lessons and games - tests
  - Purple Mash – Spelling lists, Quizzes, PowerPoint lessons
- ❑ Marking in their books mis-spelt words with wiggly green line for the children to edit
- ❑ Word Books – alphabetised books for children to try a new word themselves then check in a dictionary, asking a friend or the teacher.
- ❑ Dictionaries available on all tables
- ❑ Statutory Spelling lists
- ❑ 2x annual Schonell Spelling Age Assessment and Rising Stars Assessments used to inform tracking, Those identified as in need of additional interventions and support in class (Quality First Teaching) support will get

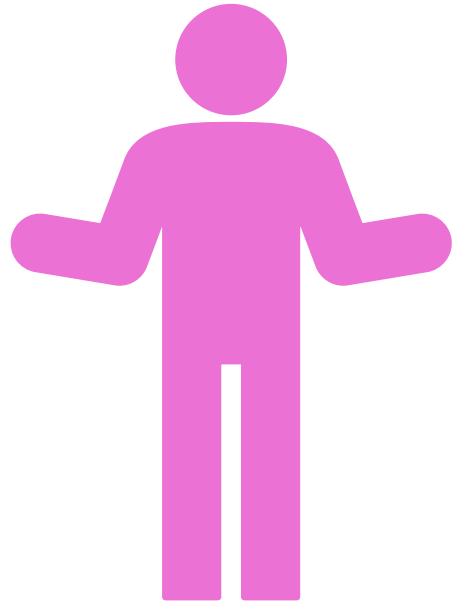
# Weekly Structure

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Monday	Give out spelling list (Spelling Shed) Lesson based on learning the etymology, morphology and spelling conventions
Wednesday	Spelling lesson Revisit the spelling rule Study statutory spellings
Friday	Spelling Quiz (Spelling Shed)

# What do you think works?

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## **Discussion:**

What works well?

Are there any areas that you feel get missed out? Why?

Are there any areas we need to develop further?

# Pedagogy

Making explicit links with what we already know  
(**schema**)

Understanding and applying spelling **rules** – why are they spelled like that?

Understanding the **etymology** of the words – where have they come from?

Making **links** between words to develop vocabulary and understanding

**Challenging** the brain – it works better when it works hard!

Using low/no-stakes **quizzes**

Utilising the '**forgetting curve**'

**Revisiting** spellings regularly

# Terminology in Spelling

Root words

Prefixes

Suffixes

Phoneme

Morpheme

Grapheme

Etymology

Growth Mindset – it's good to make mistakes as long as you learn from them.

Rewarding Risk Taking

Modelling

Explicitly introducing **vocabulary** in ALL lessons (key words/star words)

Set high expectations for spelling and vocabulary in all subjects

How can we improve vocabulary (and spelling)?

What's the  
point?

Teaching spelling is **NOT** about giving the children worksheets with wordsearches, crosswords or matching games.

It is **NOT** about endlessly copying out lists.

It is **NOT** about sending lists home to learn on Monday and be tested on a Friday.



It's not about  
the weekly  
test!

**ENGAGE** the children's imagination with words in all lessons

We want children to **USE** the spellings, to **UNDERSTAND** the spellings, to **INVESTIGATE** the spellings and to **REMEMBER** the spellings!

Investigate rules, etymology, roots and meaning



What next?

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