



## User Guide for Trial Schools

### The Plans and Teaching Sequence

The *Pathways to Spell* programme is designed for whole class teaching of the Primary National Curriculum objectives for spelling from year 1 to year 6. It is a comprehensive and progressive programme with a clear, research-based teaching sequence. Each week combines consolidation of previously taught spelling patterns and rules in conjunction with new teaching with opportunities to reflect on learning. This will support pupils in development of key metacognitive strategies.

Each half term, there will be 6 weeks of detailed planning with suggestions for additional sessions focused on pupils' personal development of spelling strategies using personalised spelling lists. They are designed to be used for whole class teaching, but sessions from previous year groups could be used as an intervention with smaller groups in addition to the whole class session.

Every year begins with consolidation of rules from previous year groups which pupils often find tricky, or commonly misspell. Each term, there is a focus on common exception or word list words and homophones where appropriate. Each week consists of two spelling objectives: a review of a previously taught spelling pattern or rule and a mastery spelling focus – the key learning outcome for the week.

Sessions follow a clearly structured cycle for learning across either 1 or 2 weeks, depending on the complexity of the mastery focus being covered. Each session should be timetabled to last between 20-30 minutes, with 4 sessions per week in KS1 and 3 sessions a week in KS2.

Learning is sequenced in five stages as follows:

<b>Review</b>		Pupils spend time revisiting a previously taught spelling objective. This will often link to the mastery focus to support pupils with underpinning knowledge required for the new pattern or rule.
<b>Explain</b>		Pupils explore and investigate new words and spellings. They will be given time to identify rules and patterns, hypothesise and explain their findings with their peers.
<b>Practise</b>		Time is given for pupils to practise using the new rule or patterns through a variety of multi-sensory activities in small groups, with partners or independently.
<b>Apply</b>		Pupils have the opportunity to apply the rules with greater independence within sentences. This will take the form of dictation several times each term.
<b>Reflect</b>		Time for pupils to think about their learning and how well they were able to apply their new knowledge. They will think about strategies that have helped them learn best to develop their metacognition.

## Using the PowerPoints

PowerPoint presentations (PPT) which support teaching of the plans are included with the Pathways to Spell programme. They are fully editable so that they can be adapted alongside the planning if necessary.

The PPTs contain key words, questions to pupils, pupil instructions for activities and key spelling rules. The learning cycle symbols (Review, Explain, Practise, Apply, Reflect) are present on the appropriate slides of the PPT to support pupil learning and aid metacognition and self-regulation strategies.

## The planning

Each weekly plan fits on a single page with space for the teacher to label with the date. The top of the page shows the review and mastery focus for the week.

Below the review and mastery focus, the left-hand column of the grid shows the focus words that will be covered that week. The programme does not promote the use of individual spelling tests for assessment purposes, but should you wish to conduct these, words from this list could be used.

The key spelling rules to be shared with pupils are identified in purple and example words to share with pupils are given in italics; key parts of words are sometimes underlined so that the focus is clear.

To keep the planning succinct, there is a separate 'Spelling Games and Activities Handbook' available when purchased in full which gives details about any activities referred to in the planning. These games are identified in bold and will also be explained on the PPTs.

## Adapting Planning

In designing *Pathways to Spell*, we recognise that teachers may need to adapt the programme planning to suit the needs of their cohort or individuals within in.

- Word lists are provided for each week. This can be adapted to suit topics or texts you are covering in class to make them more relevant to pupils if needed.
- Where dictations are used, they are linked to the *Pathways to Write* text for that half term. If you do not use *Pathways to Write* for your English lessons, please adapt these to suit the context of your class text so that pupils are able to apply focus words to relevant contexts.

## Resources

Resources that are required for the session can be found after each learning cycle. There may also be answer sheets to support with pupils checking their own work or going through answers as a class.