

No Nonsense Spelling Programme

Parent Workshop
October 2018

No Nonsense
Spelling

from the "I Love Lucy" TV show



Here, honey, I'll show you what I mean.



0:22 / 3:05



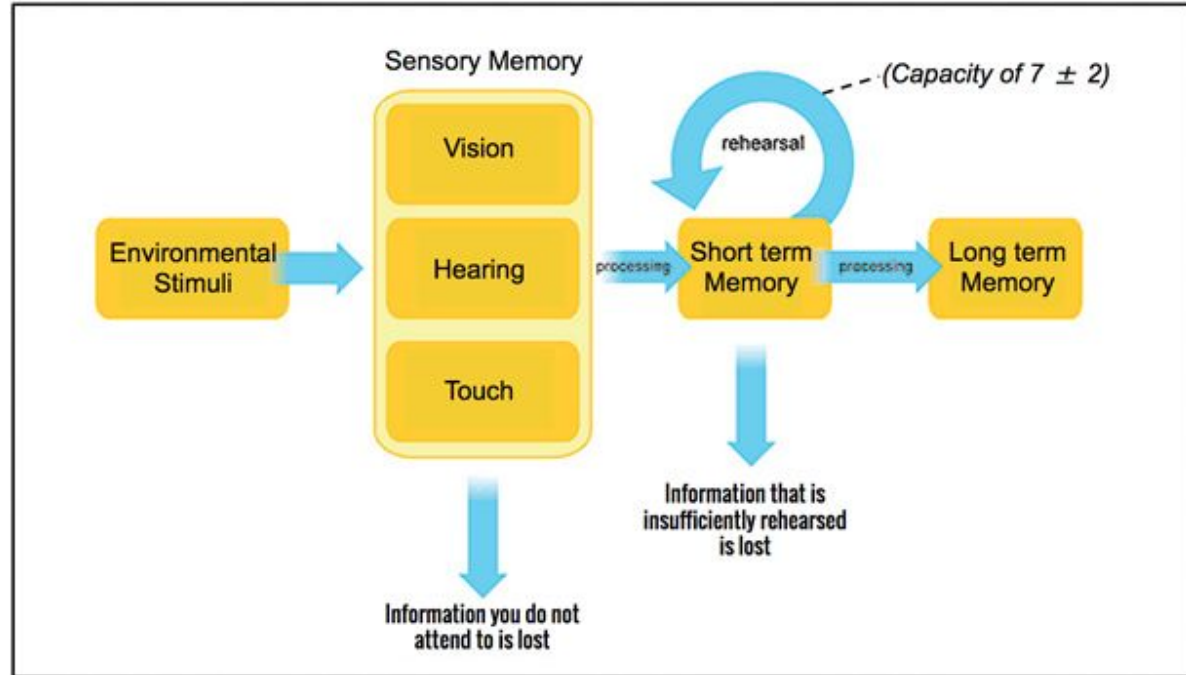
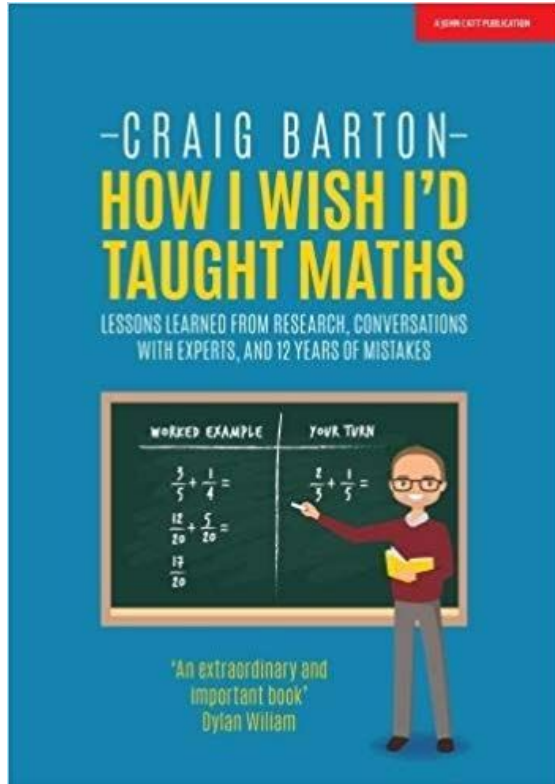
Why did we decide to change how we teach spelling?

- We were noticing that children were not transferring their spelling skills/ applying rules from their RWI work into their writing.
- Children would score 6/6 on their weekly spelling test, but then not spell these words correctly 2 weeks later.
- Our spelling scores were lower than our grammar and punctuation scores.

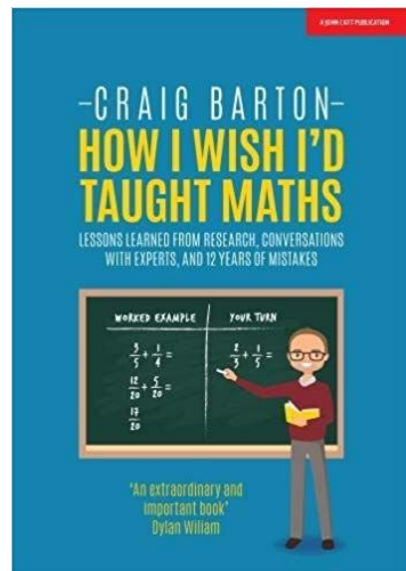
What did we want to do?

- We liked that RWI taught the children the patterns and rules. We wanted to ensure we carried on doing this.
- We wanted to ensure that the spelling homework had impact.
- We wanted to take away the anxiety of 'Spelling Test on Monday'. We want the children to learn that learning spellings is not all about passing a spelling test.
- We wanted to teach the children strategies to use to help them when spelling
- We wanted the children to see the direct link between spelling and writing.
- We wanted the children to enjoy their learning in spelling sessions.

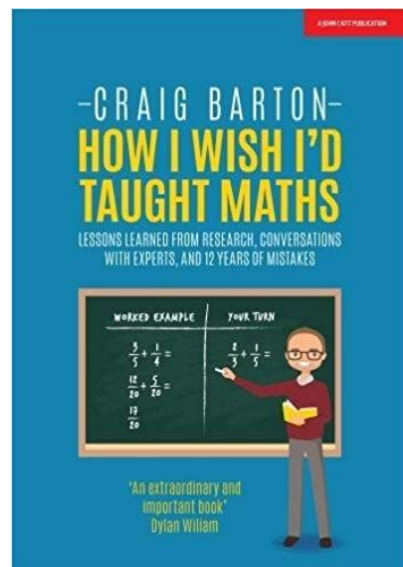
The Research



1. I take a far more active role in lessons than previously, no longer afraid to use my expertise to **teach explicitly**.
2. I think very carefully about the presentation of information so that my students' fragile **working memories** are focused upon the things that matter.
3. I provide **carefully planned explanations, examples and exercises** designed to give students the very best chance of understanding a given concept.
4. I plan activities that give my students an almost **immediate sense of success**, whilst having enough challenge that they are still thinking hard.
5. If I am introducing a topic, I use the principles of **Deliberate Practice** to isolate, develop and assess a specific skill.
6. If I am reviewing or revisiting a topic, I use the principles of **Purposeful Practice**, allowing students to develop **procedural fluency** whilst providing opportunities for deeper conceptual understanding.



7. During all of this I ensure the **environment** in my classroom is open, friendly and positive - a place where students are not afraid to ask questions or admit mistakes.
8. I give myself the best chance of identifying, understanding and resolving any **misconceptions** revealed in such an environment using the principles of **formative assessment** multiple times every single lesson.
9. I **quiz** repeatedly - every lesson, in fact - not for assessment purposes, but for learning purposes.
10. I carefully introduce **desirable difficulties** to improve the storage and retrieval strengths of the knowledge contained in my students' long term memories.
11. Once students have reached a sufficient level of domain-specific expertise, I develop their ability to solve problems, enabling them to **transfer their knowledge** to different situations.



Where did this leave us with spelling?



- Spelling to be taught 3 x week in Years 3-6.
- Spelling to be taught 5 x week in Year 2.
- Children to be quizzed in every lesson, ensuring practise and retrieval from their long-term memory.
- Children to be taught explicitly by the teacher.
- Children to learn strategies to apply their spelling knowledge when writing.
- Children to take home 7 words a week and form a sentence for each spelling, ensuring children know what the words mean and can use the words in context.
- One spelling on their word list will be a word taught previously, to ensure retrieval practice.

Why No Nonsense Spelling?

- The authors are an experienced team of English advisers who know about Key Stage 1 and Key Stage 2 and they have produced materials for schools for years. This resource is also tried and tested by teachers, and developed with teachers in the classroom, which gives us confidence that they know what children and teachers want.
- Reassuringly then, this resource isn't offered as a prescriptive programme, it's more of a teaching guide with plenty of ideas and strategies about what children need to know and the skills they need to learn.
- The programme has been designed to meet the needs of the 2014 National Curriculum and it does that in a very manageable and flexible way, explaining comprehensively how to effectively teach spelling.
- The programme builds on high-quality phonics teaching.

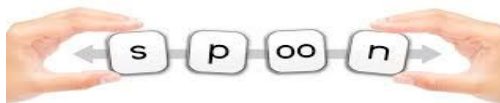
What does it look like?



STRATEGIES

**Look, say, cover,
write, check**

**Segmentation
strategy**



Quickwrite

Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.

**Trace, copy and
replicate
(and then check)**

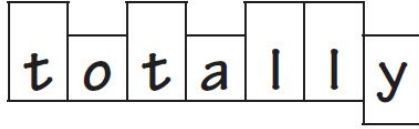
This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.

Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.

If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.

Drawing around
the word to show
the shape

Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.



STRATEGIES

Drawing an image
around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

Pyramid words

This method of learning words forces you to think of each letter separately.

p
py
pyr
pyra
pyram
pyrami
pyramid

You can then reverse the process so that you end up with a diamond.

HAVE A GO SHEETS

Children to all have a 'have a go' sheet to use when independent writing. Children to have a go and see if it looks right. If not, they can ask a teacher or use a dictionary etc to check it before writing. This then becomes a running record for the children of the words they find difficult.

[illegible]

DICTIONARY

includes high frequency words

abcdefghijklmnopqrstuvwxyz



Cc

car



abcdefghijklmnopqrstuvwxyz

called	legally	carefully
came	escape	
can	corse	course
can't	colour	colour
car	crawled	
card	caught	
care	creases	crevasses
cat	chainmail	chainmail
change	cylinder	
children	comfortable	
claw	concord	comfort
close	creator	career
clothes		
coin		
come		
coming		
could		
cow		

Children will have an error analysis sheet. Use this in conjunction with your independent writing. Group the words and quite quickly you will see which aspect of spelling that need to be addressed. This may be addressed during whole class feedback sessions or interventions etc. These could be shared with parents on seesaw if you do individual sheets for each child.

[illegible]



Assessment

- Ongoing.
- Informal quizzes.
- One test to be done at the end of each half term.
Children will be tested on 20 spellings that they have been learning. The results will be shared with parents.
- Writing.

Things to remember...

- Spellings being taught explicitly.
- Transfer from short-term memory to long-term memory.
- Retrieval practice after a period of time.
- Teach children strategies to apply spelling rules when writing.
- 7 spellings sent home on a Friday (Shipston & Acorns)/Thursday (Brailes). Children to convert these into sentences and bring them back the following Thursday.
- Half termly tests (shared with parents).