

Active Spelling is an approach to teaching an understanding of spelling and vocabulary for children in Year 2 to 6.

It uses the principles of mnemonics, images and verbal reasoning (through a dialogic talk based approach) to aid the retention of spellings and in turn develop the breadth of vocabulary.

The sessions are fast paced, visual and very active, lasting for 15 – 20 minutes. In key stage 1 the approach is instructive with the teacher heavily modelling their choices on how to learn a new spelling. As the years progress, teachers deploy a Gradual Release of Responsibility Model, encouraging the children to independently select a method to learn and retain a spelling or a spelling pattern.

The teaching approach has four distinctive phases:

Phase One: Recall

To enable the retention of learning, learning must be revisited and well-spaced. This aspect of the programme ensures that this happens in each session.

Phase Two: Learn

Two words are introduced each day. Each week's spelling list follows a pattern which is referred to and revisited each day to embed the pattern behind the spellings. The children learn the meaning of each word to develop their vocabulary. They create connections between words they already know and those they are learning. This helps them to develop schema in their minds to store words and their meanings in appropriate sections so that they can easily be retrieved.

Phase Three: Correct

Before children can be expected to correct spelling mistakes in their own work, they must first be taught how to do so by recognizing if a spelling 'looks and 'sounds' right. This section of the approach uses phonology, orthography, and graphology as a checklist. Children learn to make the decision whether or not they believe a word has been spelled correctly and then use graphology to trial different spellings of the word.

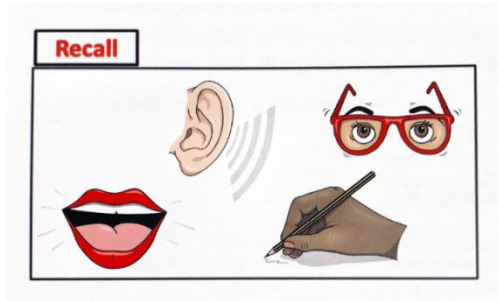
Phase Four: Apply

This section ensures the children have a thorough understanding of what the vocabulary means and how they can use it in their spoken and written language.

The Lesson

Recall

Purpose (knowledge): To develop the rapid recall of previously learnt spellings

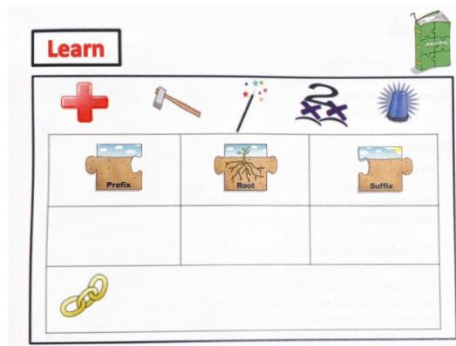


This is faced paced. The focus is on 2 spellings learnt the previous week and 2 spellings from the previous term.

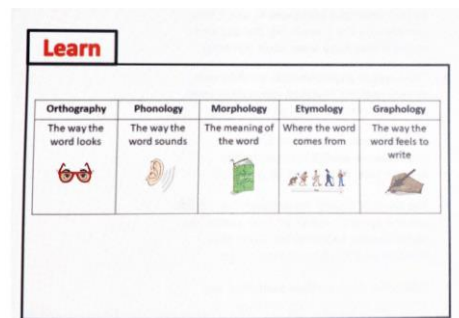
The symbols are used to help the children to practice listening to the word, saying the word, writing the word, and seeing if the word looks right.

Learn

Purpose (knowledge): To learn two new spellings which follow a pattern



This slide allows for a more in depth exploration of the morphemes of meaning.

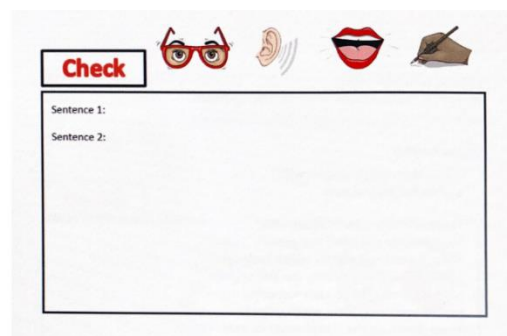


This slide guides the children through the process of selecting which approach they may use to help them to learn that particular

The teacher takes the time to create a schema to help children to expand their vocabulary as well as create connections between the words they already know and the words they are learning, thus aiding retention

Check

Purpose (application): The children apply their knowledge of the words they have begun to learn on the previous slides and from the teacher's assessment for learning.



The children are given two sentences to read and correct.

Apply

Purpose (application and analysis): The children use and apply their knowledge of the meaning of the words by using them in grammatically correct sentences.

The image shows a worksheet titled "Apply" in a red box. Below the title, there are two rows for writing. The first row is labeled "Word 1" with a yellow arrow pointing to a blank rectangular box. The second row is labeled "Word 2" with a green arrow pointing to another blank rectangular box. At the bottom left of the worksheet is a cartoon character named "Doctor Sense" wearing a white lab coat and glasses. The background of the worksheet is light blue with some faint text.

This can be completed verbally or in written form.

Dr Sense is there to remind children that their sentence must make sense grammatically and structurally.

Glossary and Symbols



Orthography – the way the word looks



Phonology – the way the word sounds



Graphology How the word feels to write



Morphology – the meaning of the morphemes within the word



Etymology – The origin of the word