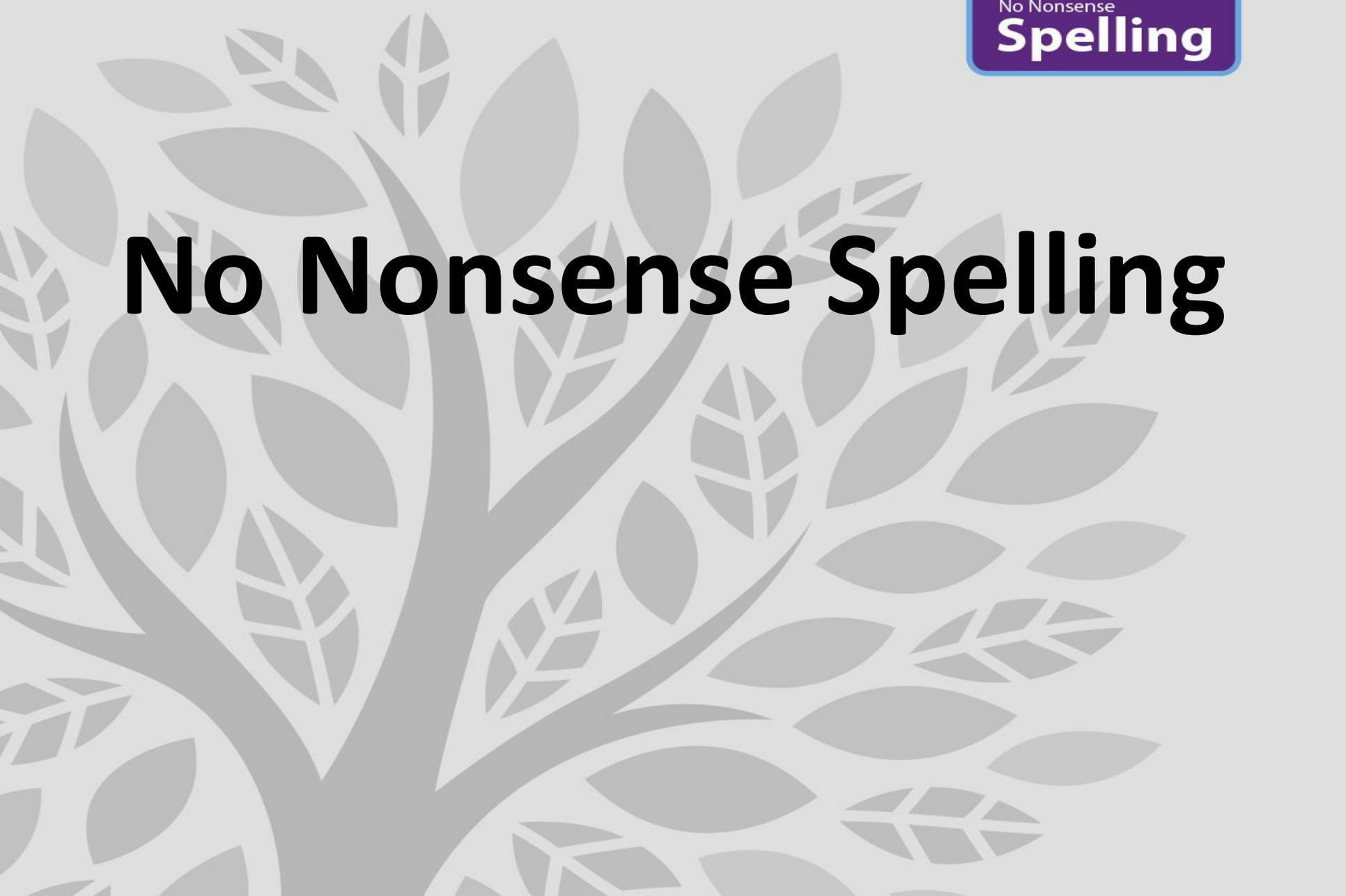


No Nonsense Spelling



WHAT IS NO NONSENSE SPELLING?

The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

The programme

- delivers a manageable tool for meeting the requirements of the 2014 National Curriculum
- has a clear progression through blocks of teaching units across the year
- comprehensively explains how to teach spelling effectively.

THE CHANGES?

- Homework adapted for children to use range of strategies.
- Regular tests of words being sent home as homework.
- Spelling sessions 2-3 times per week. (Every day in year 2)
- Spelling Journals.
- Parents to be offered training on strategies being used in school.

SPELLING STRATEGIES.

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

This is probably the most common strategy used to learn spellings.

Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

Cover: cover the word.

Write: write the word from memory, saying the word as you do so.

Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

SPELLING STRATEGIES.

**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.

SPELLING STRATEGIES.

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.

SPELLING 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.



SPELLING STRATEGIES.

Words without vowels

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word *field*:

f **ld**

SPELLING STRATEGIES.

Pyramid words

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

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

p
p y
p y r
p y r a
p y r a m
p y r a m i
p y r a m i d

SPELLING STRATEGIES.

Other strategies

Other methods can include:

- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable.
- You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- Making up memorable 'silly sentences' containing the word
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word
- Clapping and counting to identify the syllables in a word.