

Oakfield Primary Academy's Spelling Process



4. Assess

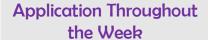
Children are tested on 5 given words that follow the rule and 5 words that do follow the rule but have not been given-this gives the children the opportunity to further apply their knowledge of the rule. Teachers should put the five given words onto Spelling City along with a useful link/video (YouTube, BBC Bitesize etc.) added to Class Dojo.

Tests will take place on a Friday and new spelling words will be shared on Spelling City/ Class Dojo.

An additional five words will be tested from the Phase Spelling Lists and teachers will keep an ongoing personalised record of words to inform writing assessments.

1. Teach & Investigate

Using the spelling progression document, teach one spelling rule per week. Expose children to the rule. As a class, list words that we can already spell/know that follow the rule. What do we notice? Can we spot any patterns? Are there any rule breakers?



- Children should be applying the rule within the English lesson and across the wider curriculum.
- Teachers should refer to the rule throughout the week.
- An area of the English wall should display the weekly rule and examples. Examples should model the strategies used from step 2.
- Use class incentives such as Class vs. Teacher competition or word jar etc.



2. Recap & Practise

Recap the weekly rule. Can children recall/ sort words that fit the rule? What makes a rule breaker? Model an appropriate strategy/ strategies to support the children e.g. use of sound buttons, pinching sounds, use of syllables (clap, clap, clap), identify root words and apply the rule etc.

3. Words in Context

Explore meaning of the words: word, word class, definition, word families. Model how to build sentences using the words that follow the rule. Children to create their own sentences or fill in the blanks. Practise/ assess with dictation activity. Is there an opportunity for children to explore synonyms and antonyms?

