

# Oakfield Primary Academy's Spelling Process

## 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?

## 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?

### Application Throughout the Week

- 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.

## 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.