

Sharow Spelling Routine

Our weekly spelling routine

We are always working to improve learning. Using our own expertise, professional knowledge, current research and examples of good practice, we match this with what we know about our children to provide them with the best teaching.

From January onwards our spelling routine is changing.

Our goal is for the children to become **confident, accurate** spellers when writing and not just in tests. This means we need to give the children the tools to spell independently during different writing contexts.

Although many children can accurately remember a list of 8 words for a test, they may struggle to apply these in sentences. We want children to become confident with the patterns within English and apply these to a range of words.

The main change that you will see is that there will no longer be a weekly spelling test. We will still have lists of example words but they will be shorter and used as a guide to demonstrate the spelling pattern.

We still want children to practise spelling at home, but this may look slightly different now. Below are some ideas:

- Practice putting the words into sentences.
- Identifying the correct spelling from three choices e.g. train, trayn or trane.
- Find other words which follow the same spelling pattern. These could even be in your reading record or on a box of cereal!

Most importantly – keep it fun.

If you would like more ideas or guidance on activities please do get in touch with your child's class teacher.

How children are taught to think about spelling

The children already use the following routine to think about how they spell words.

This routine is designed to start at the top and move down each step. The children will do all of the steps for any words they are trying to spell accurately.

Sharow CE School Spelling Routine

	Say it in a spelling voice
 	Syllables <ul style="list-style-type: none">• tap and say syllables• draw syllable lines
chil dren 	Sound out and spell <ul style="list-style-type: none">• write a grapheme• say the sound• repeat
children 	Tricky bits <ul style="list-style-type: none">• find the tricky (fun) bit
listen thicken open	Bundle and build <ul style="list-style-type: none">• which other words do you know with this pattern?

1. Say it in a spelling voice	Use a spelling-voice/robot-voice. Saying a word as it looks like it should be pronounced. This really helps to cement the understanding that spelling is all about sound.
2. Syllables	When it comes to splitting words into syllables it helps to think of syllables as 'mouthfuls'. For example: apple would become app / le
3. Sound out and spell	Segment the target word into its constituent sounds/phonemes. For example, should they want to spell 'train' they should think /t/ /r/ /ay/ /n/. Say each phoneme in order as they write, selecting an appropriate spelling for each sound.
4. Tricky bits	Back to 'train' for example, the /t/ /r/ and /n/ are easy to spell but the /ay/ could be spelt in a variety of ways, in this case with the grapheme 'ai'. This is the part we need to spend the most time thinking about.
5. Bundle and Build	When thinking about train we can also identify chain, rain, tail, wait, hail. We might spot that the /ay/ sound spelt 'ai' is usually in the middle of the word. We may then explore further to see whether there are any words with /ay/ spelt 'ai' at the beginning or the end of the word.

Our new practice is research informed. This has come from a variety of sources. Below you can find links to a couple of the professional blogs used:

[The Dos and Don'ts of Teaching Spelling – How to Teach Reading](#)

[Teaching spelling using phonics in Keep Stay Too – Missie Bee \(wordpress.com\)](#)