






Spelling Curriculum at Tadley Community Primary School

Spelling needs to be taught not caught!

An effective speller:

	Can use phonic knowledge to support encoding	Investigate and spot patterns by becoming word detectives	Have a go! Challenge themselves to take risks and try	Work to improve their spelling and become a more automatic speller	Persevere to improve their spelling	Celebrate their success as a speller
Learning behaviours						
National Curriculum objectives:	<p>To ensure that all pupils:</p> <ul style="list-style-type: none"> • can use common phoneme – grapheme correspondence to support their spelling • can spell common exception words • learn common spelling rules • are supported in understanding the rules of morphology (the meaning of words and their parts) and etymology (the history or root of words) 					

Although some will come from reading, we cannot rely on children to ‘pick up’ the patterns or memorise spelling through tests. Teaching time needs to be dedicated to spelling so that children can learn the structure of words and find strategies that will help them make connections. This will help their writing become more coherent and their spelling to be consistent as they apply what they have been taught when sounding out words.

We no longer complete spelling tests

Research has shown that Spelling Tests are fundamentally flawed as they go out into the community and become a memory test and nothing more.

Why not spelling tests?

- Pressure on parents
- Testing is not teaching
- Poor application in writing
- Reticular hijack – increases anxiety
- Detrimental to self-esteem
- Not inclusive for dyslexic learners

Instead, we need to have progress checks. These will help make connections and keep patterns and phonics at the heart of the teaching which is what we endeavour to provide with our curriculum.



Spelling teaching is supported, both in school and at home, by the Spelling Shed resources using a spelling scheme that has been created around the national curriculum spelling objectives for each year group. This scheme is a systematic approach that involves the relationship between sounds and written symbols. It is based upon the latest research around spelling and incorporates strategies that build on children’s phonic knowledge, and builds their understanding of the meaning of different parts of words (morphology) and the root/history of words (etymology). This supports their orthographic mapping: a process where they learn to connect sounds in words that they already know to help them spell words and permanently store words in their long-term memory. *Learning to spell is a key ingredient to becoming a good reader and is far more intricate than just memorising words (Spelling Shed)*

There are over 300 words on the statutory spelling lists from years one to six. Committing each word to memory would be an enormous and daunting task for any learner. Instead, The Science of Spelling teaches children to recognise spelling patterns and highlights notable exceptions. Words are taught in context and linked to other words with similar patterns in order to fully explore their meanings.

<p style="text-align: center;">Morphology The meaning of words</p>	<p style="text-align: center;">Etymology The root of words</p>
<p style="text-align: center;">Words are made up of morphemes:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #FFDAB9;">Prefixes</div> <div style="border: 1px solid black; padding: 5px; background-color: #FFD700;">Roots/Bases</div> <div style="border: 1px solid black; padding: 5px; background-color: #ADD8E6;">Suffixes</div> </div> <p style="text-align: center;">Morphemes are the smallest unit of <i>meaning</i>.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px;">un <small>"not"</small></div> <div style="border: 1px solid black; padding: 2px;">reach <small>"able to"</small></div> <div style="border: 1px solid black; padding: 2px;">able</div> <div style="border: 1px solid black; padding: 2px;">dis <small>"away"</small></div> <div style="border: 1px solid black; padding: 2px;">tract <small>"pull, drag"</small></div> <div style="border: 1px solid black; padding: 2px;">ion <small>"state of"</small></div> <div style="border: 1px solid black; padding: 2px;">s <small>plural</small></div> </div> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p style="font-size: 1.5em; margin: 0;">unreadable</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>un-</p> <p>(not)</p> </div> <div style="text-align: center;"> <p>read</p> <p>(root)</p> </div> <div style="text-align: center;"> <p>-able</p> <p>(can be done)</p> </div> </div> </div>	<p style="text-align: center; color: purple;">Greek Root Words</p>

Spelling is taught through discrete teaching activities across each week which focus on building understanding of each spelling pattern or rule via investigative tasks. The teaching is then supplemented with online games and activities that can be accessed in school and at home. Research has shown that as little as 20 minutes per week of word study including discussing spelling patterns, morphological exploration and orthographic mapping can have a bigger impact on spelling than the repetitive daily copying of wordlists. Spelling Shed supports differentiated learning, allowing pupils to progress at their own pace and receive activities tailored to their individual needs. This personalised approach aligns with the Science of Reading's emphasis on accommodating diverse learning styles and abilities.

An effective speller draws upon the entire rich linguistic tapestry of a word to spell it correctly. The threads of this tapestry can be identified as phonological knowledge, orthographic knowledge, morphological

knowledge, etymological knowledge and visual knowledge. (Apel et al., 2004a, b; Henry, 1989; Masterson and Apel, 2010).

