



## Correcting & improving spellings

1. Teacher/adult identifies the (approx) 3-5 of the 'easiest' (mis)spellings
2. Child has another try (or two different ones) at the word, using what they know about phonics, letter patterns, rules, etc, and drawing upon support around the walls.  
Does it *LOOK* right?
3. Teacher/adult ticks if correct or writes the word if incorrect.
4. Child enters correct version of mis-spelling(!) to **personal log** (using *Look-Cover-Write-Check*)

## Collecting, Practising, Testing

Spelling lessons and word collections are recorded in English books. Personal logs contain words mis-spelt in writing.

## Spellings to Learn

These should come from teaching and, increasingly, the child's own writing. As children get better at spelling, there will be a greater proportion of personal mis-spellings, along with those from teaching/lessons.

Children may be encouraged to select words that they want to practise and learn. They will practise (and check) them into their *Home-Learning Book*.

## Practise & Testing

Practise can be daily, at home or school, with a partner. Where words are 'personal' to the writer, they will be tested individually by a partner



Bushy Hill  
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Working Together, Learning Together, Growing Together"

# Spelling & Re-drafting



## Writing Philosophy

Writing is a key skill for life. It should have a 'real' audience and purpose, as much as possible.

Composition (content) is the first measure of how '*good*' something is to read. Writers should have this as their initial focus, as free as possible from concerns about (technical) 'correctness', including spelling.

Improving with writing involves making mistakes, attempting something better; drafting & redrafting.



## Teaching Spelling

- The teaching and practise of *phonics* is an essential building block of spelling knowledge.
- We teach the objectives outlined for our Year group, generally to the *whole class and differentiated*, but with account taken for our most and least able spellers.
- Learning about spelling through *investigations* can be an engaging approach for children, in addition to direct instruction and teaching. By investigating, children can be guided to 'discover' the rules, patterns, etc
- A new spelling objective will usually be introduced in a *longer class session*. Words (and rules) from this can be collected on 'working walls' & in English books.
- *Follow-up activities* and revision may take place in short (starter) English lesson bursts & Guided Reading activity sessions.
- The teaching of spelling should come from, or lead into, the *context* of other English or cross-curricular work. Some may need to be out of context.

# Composing, Marking, Correcting, Re-trying

## Composition & checking process (for pupils)

1. As you write, have a go at spellings you're not sure of. Try to use and apply what you know.
2. 'Rehearse' what you're planning to write and read back sentences or phrases as you go (aloud or at least whispered, if possible)
3. Self, then peer, assess in relation to how 'good' it is to read: the composition/content.

For peer assessment (PA), the writer reads it to their partner for critical comment.

4. Then...Self and Peer Assessment in relation to how 'easy' it is to read: *grammar/making sense; handwriting; punctuation; spelling*. The peer will need to *try* and read this, hopefully picking up on errors/deficiencies that may be making it less 'easy' to read.
5. Correct known (noticed) mis-spellings & enter (alphabetically) into personal log.

