

GREENLANDS STATE SCHOOL



SHAPING CONFIDENT LEARNERS THROUGH ENGAGING AND PERSONALISED LEARNING AND HIGH QUALITY TEACHING



SPELLING

A comprehensive Spelling Program is a key feature of our school's commitment to successful learning outcomes in English for all students. The following provides an overview of the program and shows how parents, teachers and students work together to make each child a successful learner.

PROGRAM OVERVIEW

Our staff have worked hard to create our own Spelling program which includes word lists and activities. The words used in the Greenlands Spelling program have been drawn from a variety of sources. Words chosen reflect the National Curriculum requirements and address phonological, visual, morphemic and etymological knowledges.

The program is based on the Four Knowledges of Spelling

Phonological Knowledge - focuses on how sounds correspond to letters and involves teaching students the names of letters, the sounds they represent and the ways in which letters can be grouped to make different sounds e.g. vowels, consonant blends, word families like *out*, *atch*, *ick*; the concept of onset and rime, e.g. in the word *pink*, *p* is onset and *ink* is rime; and about how to segment the sounds in words into 'chunks' of sound (phonemic awareness)

Visual Knowledge - focuses on how words look and includes teaching students to recall and compare the appearance of words, particularly those which they have seen or learnt before or those which are commonly used; to recognise what letters look like and how to write them; and to recognise that letters can be grouped in particular ways, e.g. endings that frequently occur in words.

Morphemic Knowledge - focuses on the meaning of words and how they change when they take on different grammatical forms. It includes teaching students how to use morphemes to assist them to spell words; how compound words are constructed; knowledge of affixes and the generalizations/rules that can be generated about adding suffixes and prefixes to words.

Etymological Knowledge - focuses on the origins and meaning of non-phonetic words and includes teaching students about the roots of words and word meanings, origins and history; and that often particular clusters of letters that appear in words not only look the same but are also related in meaning, often because of their root, e.g. *aquatic*, *acquaint*, *aquarium*

CONTEXT OF THE PROGRAM

The program is used by all teachers at our school. It is designed to;

- Provide scaffolding for students to improve their spelling skills.
- Be incorporated within the homework program
- Provide opportunity for differentiation of learning rates



KNOWLEDGE

TOLERANCE

INTEGRITY

HOW IS THE PROGRAM STRUCTURED ?

Levels and Units

The following shows the approximate units and levels for each year level.

| | | | |
|------|----------------|----------------|----------------|
| Yr.1 | Level 1 Unit A | Level 1 Unit B | Level 1 Unit C |
| Yr.2 | Level 2 Unit A | Level 2 Unit B | Level 2 Unit C |
| Yr.3 | Level 3 Unit A | Level 3 Unit B | Level 3 Unit C |
| Yr.4 | Level 4 Unit A | Level 4 Unit B | Level 4 Unit C |
| Yr.5 | Level 5 Unit A | Level 5 Unit B | Level 5 Unit C |
| Yr.6 | Level 6 Unit A | Level 6 Unit B | Level 6 Unit C |



Progress by an individual student through this program will vary

- There are 10 weeks in each unit. This allows for time for end of term assessments and revision activities
- Each unit has 10 words (divided into categories e.g. tricky words, homophones etc)
- Each unit has approximately 8 activities that allow students to learn these words. The activities provided should reflect the Four Spelling Knowledges model.
- The layout of the units is consistent throughout the program so that parents and students can follow it – regardless of the class / year level.

Words and Activities

- Each class teacher will introduce the words at the start of each week for each student's level.
- Each class teacher will explain the supporting activities at the start of each week for each student's level.
- Weekly homework sheets should list the spelling level of each child in the class so that parents are aware of their progress.
- During the week, teachers will teach and revise the weekly core list.
- Parents need to help children by revising words with them each week.
- During the week, teachers will check on the progress of students as they complete each activity set.
- Before the last day of the week, teachers will mark the completed activities so that **students have the opportunity to correct any errors.**
- Parents should help their children by reviewing errors during the week.

Assessment- Weekly

- Teachers will conduct weekly tests of 20 words. (10 core words from that week's unit and 10 revision words)
- Teachers will mark these tests and give feedback to the students. These results need to be listed in the student weekly data profiles.
- Students should list incorrect words in the Personal Spelling Lists for revision

P.S.L (Personalised Spelling List)

- Each child has a PSL book. It is a blue-lined book with a page allocated to each letter of the alphabet. Words placed in this book are taken from errors made in your child's writing activities and from their weekly tests. They will be words that we feel your child should know. These words are not formally tested each week but will be checked orally at regular intervals.

Assessment- end of unit

- At the conclusion of the unit (100 words), each student will be tested on the unit words. This testing will be conducted over the period of one week (not 100 in one sitting)
- Students who get 60% or lower need to repeat that unit
- Students who get 61% to 84% need to be given a targeted program for one-two weeks and be retested on the incorrect words. If after testing the student attains the missed words (to meet an overall target of 85%) they move to the next level.

HOW IS MY CHILD'S END OF SEMESTER GRADE CALCULATED ?

Data about weekly tests and end of term tests are recorded on each child's data profile.

Weekly tests (out of 20- 10 core, 10 revision) are given orally by the teacher with the student listing words in their test books.

End of term tests (out of 50- 30 core, 20 PSL) are given orally by the teacher with the student listing words in their test books.

These tests may take place over a few days (as most will need to be individually tested)

To calculate the overall grades for this area, teachers will;

A] average the weekly scores for each term

B] add each term's weekly average to each term's end of term test

(e.g. T1 weekly is 75% T1 test is 85% T2 weekly is 95% T2 test is 90% means average for the semester.)

Grades are then allocated as follows;

A 95-100 B 90-94.99 C 80-89.99 D 70-79.99 E 0-69.99

If the student is on a different level than that of their year level expectation then the grades must be adjusted.

E.g a student in Yr.6 (but studying Level 5 spelling) gets overall average of 81% then they would be given a grade one lower (e.g. D not a C)

E.g a student in Yr.6 (but studying Level 7 spelling) gets overall average of 81% then they would be given a grade one higher (e.g. B not a C)

The final end of semester grade is the one used to add to other semester English strands results to calculate overall English grade.



$$75+85+95+90= 86.25\%$$

HOW CAN I HELP MY CHILD WITH THIS PROGRAM ?

Parents always play a key role in any aspect of their child's education.

Here's what you can do to help:

- ⇒ Ensure you understand how the spelling program works. If the information in this document is not enough, contact your child's teacher for more details.
- ⇒ Make sure your child is in a regular homework pattern. This will pay huge dividends as they get older and become more self-disciplined about their learning.
- ⇒ Check your child's weekly spelling activities. Point out the errors but don't give them the answers straight away. Have them make a second attempt.
- ⇒ Make sure your child's work is neat. Poor handwriting will limit how well they remember the structure of what words should look like.
- ⇒ Revise your child's spelling with them regularly. There are a number of possible activities listed over the page.
- ⇒ Ensure your child understands the importance of good spelling. Even in these days of texting, abbreviations etc– a good knowledge of words is essential.

Hints for Helping with Spelling

The most important aspect of spelling revision is for students to revise all core works and their Personal Spelling List and not just the words of the week. Try these strategies for revision.

Syllables

Break words into syllables and learn each part. Eg: happy = hap + py Carpenter = car + pen = ter

Nightly Testing

Test (verbal or written) a group of words each night. Try a different group each night.

Affixes

Practise base words and add affixes to them. Build up families of words this way.

Smile - smiles - smiled - smiling

Happy - happiness - happily

Spelling Signs

Make small signs to show the different words from spelling lists and place these in locations where children often look. For example: bedroom door, bathroom, mirror, etc.

Spelling in Context

Use the spelling words in written sentences and have children identify them in a passage. Children could also write their own sentences using the words.

Jumble Words

Jumble up the letters in a word and ask children to sort them out. E.g jgnlue = jungle etc.

Word Mazes

Create a word maze out of several words and ask children to find them. For example: mean, cat men combine to make a maze like this:

| | | | |
|---|---|---|---|
| n | m | m | r |
| t | e | e | a |
| t | c | a | t |
| m | e | n | o |

Rhyming Parts/Groups

Ask children to put words into rhyming parts or groups. This will mean they link words to each other. Eg. bag, rag, tag, nag, sag are linked by the ag ending.

Look, Cover, Spell, Check

Have children use this strategy to revise a list of words.

Look at the word

Say the word (and spell it out loud)

Cover the word

Spell the word (out loud)

Write the word

Check by spelling the word (out loud)

Speed Spelling

See how fast your child can write out the words of the week. Set family records and try to beat it each week.