

Rationale

8 children who underperform in applying their spellings in Year 2 and Year 3; are also pupil premium and/ or SEND were involved in this project. They were generally coping with differentiated spelling tests (working at a year below expectation) but not applying it in their written work. Therefore, this project looked at the way spellings are taught and the impact of multi -sensory approaches through visual, morphological, phonological and a 'word study' approach. These approaches were monitored and adapted to suit the learning needs of the children.

O'Sullivan and Thomas (2007) Children need to be explicitly taught a range of strategies for learning spelling.

To explore the way spellings are taught and investigate ways to improve the learning opportunities for underperforming children

Do we teach and/or test?
Look, Find (morphemes), Say (sounds), Write, Check (Herrington and Macken-Horarik, 2015)

Teachers and children need to know about phonological, orthographic, morphological, etymological and visual strategies (Adoniou, 2014)

Also considered...
Phonetically based spelling to other strategies
Teacher subject knowledge
Understanding the most effective ways to teach spelling
Ensuring children apply their learning

Relatively little robust evidence about what constitutes effective teaching of spelling (EEF, 2017)

Findings

All children improved in their independent writing, there was an average of 9% less miscues recorded in their second piece of writing when compared with their first piece. This suggests that these children responded to being scaffolded in their approach to spellings, through the multi- sensory approach, and with adults they know and trust. However, they continue to be working on spellings from the previous year group.

2 out of the 8 children improved by 6%; they continue to be supported with their processing skills. It was noted that these children favour making plausible attempts at spelling words using phonic knowledge, whilst their peers tried to use other strategies (morphological and visual) as well.

Teachers use these strategies without realising; being more aware and reflective has allowed them to become more conscious of their multi -sensory approach to spellings.

Analysing children's spelling.
What is correct and what errors (miscues) are there in their spelling tests?

Miscues were also recorded within their independent writing. The first was as a baseline and the second to monitor progress. The strategy the child had attempted to use to spell the word (morphological, visual or phonics) were noted.

