

**No Nonsense  
Spellings**

# What do good spellers do?

- They apply knowledge they have been taught when writing independently
- They use the resources available
- They refer to the learning environment
- They use personal strategies to help them work out a solution to words they don't know
- They have curiosity about language and words
- They take responsibility for their own learning

**Following the No Nonsense approach to spelling, we aim to equip our pupils with these key qualities.**

# Timetabling

- **Year 2**

Like phonics in EYFS and year 1, children in year 2 will have daily spelling sessions.

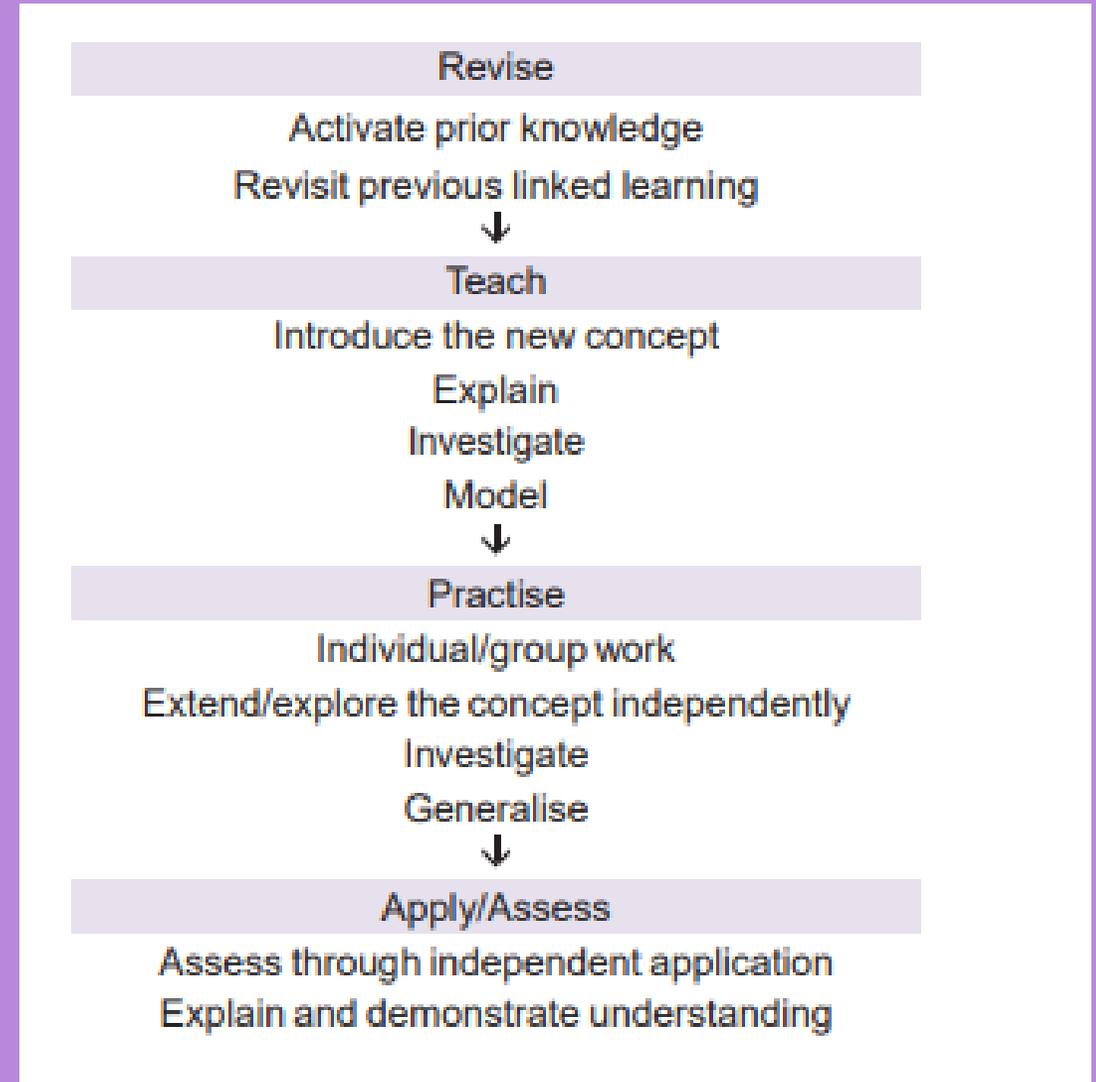
- **KS2**

Children in years 3 to 6 will have 5 sessions of 15 minutes, over a fortnight.

# Outline

**Each focus, follows this teaching sequence:**

- Revise, explain, use
- Teach, model, define
- Practise, explore, investigate
- Apply, assess, reflect



# Approach

- Sessions are well paced, focused and regular.
- A visual, auditory and kinaesthetic approach to spelling strategies and learning spellings
- Emphasises the usage of spellings in context
- Continue the use of metalanguage to talk about spelling in context in short but frequent bursts (mirrors phonics at KS1)
  - i.e. phonology (sounds of words), orthography (the correct sequence of letters), morphology (word parts that signal meaning or grammar)

# Approach

**There are three aspects to the 'No Nonsense' approach:**

- Strategies at the point of writing
- Strategies after the writing is completed (proofreading)
- Strategies for learning words

N.B. These strategies are to be applied in *all* writing, not just discrete spelling sessions.

# Spelling strategies at the point of writing

1. Segmenting words into phonemes
2. Segmenting words into syllables
3. Visual strategies e.g. recognising common letter strings and checking whether the word looks right.
4. Building words from other words with similar patterns and meanings; e.g. medic, medical, medicine etc.
5. Spelling by analogy with other known words e.g. light, fright.
6. Building words from morphemes\* (the smallest units of meaning) e.g. un + usual + ly (prefix + root word + suffix)
7. Applying knowledge of spelling rules and exceptions N.B. This should not be the first line of attack. Its role is limited and is the least powerful strategy in children's spelling.
8. Mnemonics (N.B. only a few words benefit from this)

# Spelling strategies after writing

## **Proofreading:**

During the editing stage of writing we model the skill of proofreading so children can identify words they have spelt incorrectly and begin to self correct their work.

# Strategies for learning words

## Words to be learnt include:

- Common exception words/statutory word lists
- Spellings for their year group
- Personal words i.e. particular words they're getting wrong in their writing.

## Children need to:

- be taught a range of strategies
- practise and use those strategies independently
- choose and evaluate strategies

# Which spelling strategy is best for each child?

Children will have different strategies that work for them and suit specific spelling patterns.

It is important for them to have a lot of strategies that they can explore and apply.

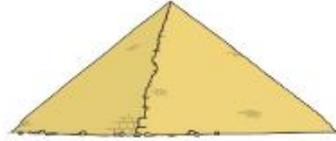
## Speed Writing

How often can you write the word correctly in one minute?



## Pyramid Writing

Write your word in the shape of a pyramid.



d  
do  
dog



## RAINBOW Writing Spelling



## Consonant Circles

Write the word then circle all the consonants.

b e l i e v e

## Words Without Vowels

Write each word with a line instead of each vowel. Go back later and fill in the missing vowels.

b \_ l \_ \_ v \_

## Writing the Word in Fancy Letters

bubble

*cursive*

*italic*

## Shape of Words

Draw the shape of the word.

display



## Blue Vowels

aeiou

Write the word then go over each vowel in blue.

b e l i e v e

## Three Times

Write the word three times and in **different** colours.

*cursive*

*cursive*

*cursive*

## Mnemonics

Making up a 'story' to help spell a word.

s a d

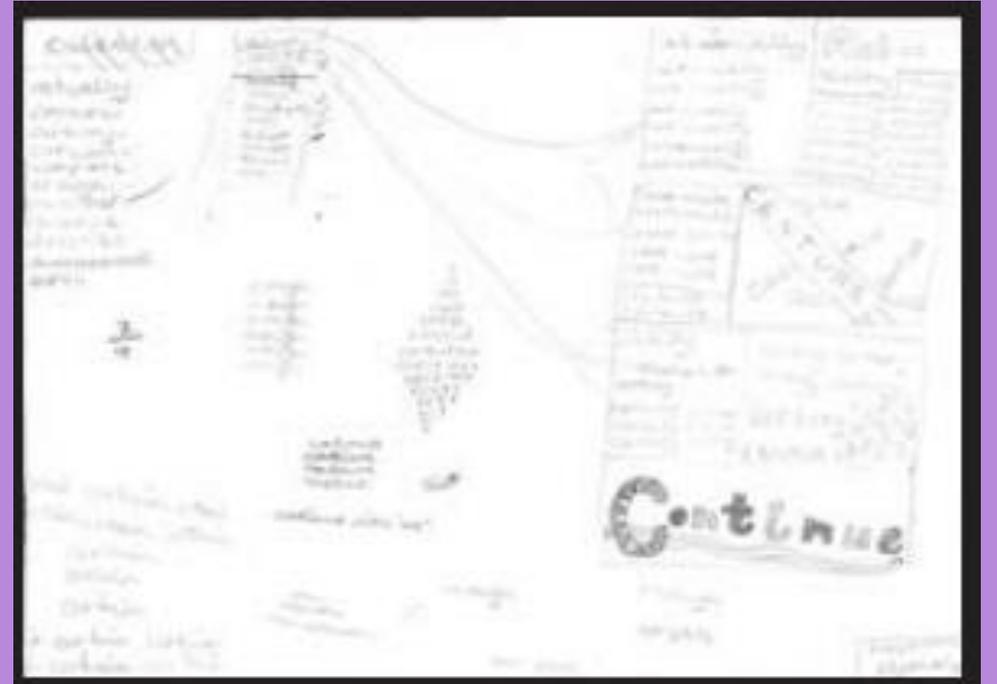
Sally ate dumplings.



# Spelling Journals

## Spelling journals so children can:

- Practise strategies
- Learn new words
- Record spelling rules
- List tricky words
- Keep an ongoing record of words learnt
- Record spelling targets
- Complete and assess spelling tests



# Spellings Journals

## Spelling journals help:

- Children to take responsibility for their spelling learning
- Children to refer back to previous learning
- Teachers see how children are tackling tricky bits of spellings
- Teachers and children to share spellings with parents and carers



# Have a Go- when writing

During the modelling of writing, teachers model how to tackle the spelling of tricky words using the Have a Go approach.

When writing, pupils use paper or their whiteboards to Have a Go at spelling tricky words. They will apply their spelling strategies and make 2 or 3 sensible attempts to spell the word.

It is important that pupils learn to ask themselves the question 'Does it look right?' or 'Have I seen it like this in a book?' to help them make their choices.

If they are still unsure of the spelling, they put a wiggly line under the word.

