

# Cusgarne School Spelling Overview

## using

### The Three Zones of Spelling Approach



Whilst children are on the Little Wandle phonic scheme they are taught spellings which match their phonic developmental journey and the children have the opportunity to practise these during the lesson and then later on these are revisited within the scheme.

From Year 2 onwards children have daily spelling lessons using a clear and coherent system which consistently supports children to define what it means to be an effective speller. The underlying structure of the approach is based upon the three zones of spelling.

Firstly, the patterns of spelling are explored through the **GROUPINGS**, then the pressure of spelling is eased through the **IMPROVINGs** and finally the remembering and recall of spelling through the **ACQUIRINGs**. These three elements make up the Spelling Rainbow (see below).

The spelling timetable is fortnightly and has two different components, during week one the children will use an investigative approach to understand the principles underpinning word construction (phonemic, morphemic and etymological) and test the hypothesis from the **GROUPINGS** layer. The purpose of these sessions is to facilitate children as word gatherers, word sorters, word pattern finders, word interrogators and word concluders.

The Go Grapheme Grafter tasks involve analysis of common errors, why these errors occur, and what to do to ensure that the correct spelling embeds in our long-term memory. The children will focus on fifteen spellings over the two week cycle and are taught in the first instance, how to combine relying on phonics, then how to use visual and aural emphasis for the difficult bits, Independent problem spellings are identified and these are targeted through the children's 'Focus Five'. By encouraging children to be brave spellers and to look closely at their mistakes so they can improve with practise and commit correct spellings to their long-term memory.

During week two the children will undertake daily fast tasks which explore aspects from the **IMPROVINGs** and **ACQUIRINGs** layers. These are short burst investigations called 'Quick!, Stick!, Flick!, Tick! And Click!' which cover current teaching as well as the previous year's teaching to ensure that patterns are embedded and retained.

<b>G</b>	<b>R</b>	<b>O</b>	<b>U</b>	<b>P</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>S</b>
Good Endings/ Suffixes 	Recognising Punctuation 	Organising Sounds 	Understanding Plurals 	Prefixes 	Irregular/ Exception Words 	New Meaning/ Homophone 	Group/Year Specific 	Syllables 
<b>I</b>	<b>M</b>	<b>P</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>I</b>	<b>N</b>	<b>G</b>
Interrogate and Check 	Memorise Rules/ Exceptions 	Pronunciation 	Rely on Phonics 	Order of Letters 	Verification 	Inspecting a Dictionary 	Navigating a Thesaurus 	Guesses 
<b>A</b>	<b>C</b>	<b>Q</b>	<b>U</b>	<b>I</b>	<b>R</b>	<b>I</b>	<b>N</b>	<b>G</b>
Analogies 	Check Etymology 	Quiz Yourself 	Understanding Patterns 	I/Me Personal Spelling 	Recognising Parts 	Illustrative 	Noticing Families and Roots 	Go! Speed! Write! 