






WORD WORK

INSTRUCTIONAL MODEL

<p>Non-Negotiables</p> 	<ul style="list-style-type: none"> • Early Years: Phonological Awareness and Phonics Knowledge. • Spelling follows the Deb Sukarna Investigation Model. • Spelling is to be completed a minimum of 3 x "Repertoire" approach. • Students are to experience multiple exposures on the one area. • Spelling is to be taught explicitly outside of the Literacy Block. • Teach generalisations, not rules. • Use 3 strategies - Visual, Sound and Meaning. • Use a range of relevant and meaningful tasks across a range of contexts to enhance engagement and promote authentic learning. • Reflection of learning - linked to the standard and explicit teaching. • Use data to drive students learning - WTW Inventory. • Use regular assessment to guide teaching. 		
<u>SPELLING STRATEGIES</u>		<u>HITS</u>	<u>PEDAGOGICAL MODEL</u>
<p>The Standard</p>	<p>The spelling focus is to be displayed in the classroom for students to have access. For example - This week our spelling focus is long e words. -ee, -ea, e_e, -e, -ey, -ie</p>	<p>SETTING GOALS</p>	<p>ENGAGE</p>
 <p>STRUCTURE: 5 mins</p>	<p><u>EXPLICIT TEACHING</u></p> <ul style="list-style-type: none"> • Introduction of new foci • Modelling - Cued Articulation (early years) • Explicitly teach generalisations and connections about and between foci. • Use of rich mentor texts. 	<p>STRUCTURING LESSONS</p> <p>EXPLICIT TEACHING</p> <p>QUESTIONING</p>	<p>EXPLAIN</p>
 <p>VISUAL - 15 mins</p> <p><u>WORD PATTERNS</u></p>	<ul style="list-style-type: none"> • Onset & Rime • Identify visual patterns in words. • Use rich mentor texts • Create word lists • Graphemes • Modelling - Cued Articulation (early years) • Locating words within words • Spelling by analogy • Which two letters often go together? 	<p>WORKED EXAMPLE</p> <p>COLLABORATIVE LEARNING</p> <p>MULTIPLE EXPOSURES</p> <p>DIFFERENTIATED TEACHING</p>	<p>EXPLORE</p> <p>ELABORATE</p>
 <p>SOUND - 15 mins</p> <p><u>SOUND PATTERNS</u></p>	<ul style="list-style-type: none"> • Onset & Rime • Say words slowly, listen to sounds within words • Modelling - Cued Articulation (early years) • Write sounds in order • Say words in parts • What other words sound the same? • Generalisations - predictable patterns/rules • Phonemes - word sorts 	<p>WORKED EXAMPLE</p> <p>COLLABORATIVE LEARNING</p> <p>MULTIPLE EXPOSURES</p> <p>DIFFERENTIATED TEACHING</p>	<p>EXPLORE</p> <p>ELABORATE</p>
<p>MEANING - 15 minutes</p> 	<ul style="list-style-type: none"> • Onset & Rime • Morpheme - link between spelling and meaning • Etymology - word origins • Morphology - base or root words/prefix/Suffix • Word building. • Connections between words with similar meanings. 	<p>WORKED EXAMPLE</p> <p>COLLABORATIVE LEARNING</p> <p>MULTIPLE EXPOSURES</p> <p>DIFFERENTIATED TEACHING</p> <p>QUESTIONING</p>	<p>EXPLORE</p> <p>ELABORATE</p>
<p>REFLECTION</p> <p>5 mins</p>	<ul style="list-style-type: none"> • Reflection of learning - link to the standard and explicit teaching. • Develop a meta-language for words/spelling in order to help students understand their thinking. 	<p>FEEDBACK</p>	<p>EVALUATE</p>
<p>Assessment</p>	<ul style="list-style-type: none"> ▪ Assessment of student learning - Marked against the standards ▪ Used to identify student learning and to evaluate the teaching and learning program ▪ Observations, markings, checklists, tests, etc. 	<p>FEEDBACK</p> <p>METACOGNITIVE</p>	<p>EVALUATE</p>