

THE SPELLING BOOK IMPLEMENTATION ACTION PLAN

Spelling Action Plan

Managing the initiative into your school situation

- Please be aware this is a generic approach and you will have to discuss this within your school to tailor it to fit your needs.
- Please note this is a proposed, skeletal action plan that you will need to add your own school data and approaches to ensure successful embedding of the spelling approach.
- Be aware that you will need to add three extra possible columns 1. Costs 2. Timescales 3. monitoring/lead member of staff etc.

OVERARCHING MISSION: The Spelling approach embedded from Year 2 to Year 6

GOAL 1: Engage all members of staff in The Spelling Book training.

Target	Actions to be taken	Organisation required/resources needed	Success criteria	Cost	Timescales	Monitoring
1. All members of staff including TA's and HLTA's to read 'The Spelling Book'.	1. Deadline agreed amongst staff to complete the reading appropriate to age group.	1. Individual copy of 'The Spelling Book' (Year group dependent) book for all members of staff.	1. Staff have read the book. 2. Staff are able to summarise key concepts in the book.			

2. All members of staff including TA's and HLTA's to be trained on this approach.	<p>Choose one of the two training pathways Please note, both of these are online.</p> <p>1. Flexible access option: 4-day online course www.janeconsidine.com (time commitment = 2 hours per day approx.)</p> <p>2. Fixed date option: 1-day online INSET delivered by Jane for your school.</p>	<p>Resources for training option.</p> <p>1. Subscription needed to online course which includes lifetime access to the online 4-day course.</p> <p>2. Arrange a fixed date of 1 day session, organise school closure or supply teachers to engage in online training day. Computers and good internet connection required for both.</p>	<p>1. To have completed direct training modules with Jane Considine.</p> <p>2. A clear view of the guiding principles of the 'The Spelling Book' approach.</p> <p>3. Personal notes and jottings relating to the course content.</p> <p>4. School issued with The Spelling Book certification (to show completion of CPD).</p> <p>5. School to issue all members of staff with The Spelling Book certificate, (template provided - info@thetrainingspace.co.uk)</p> <p>6. Staff able to generate appropriate learning activities through The Spelling Rainbow that are tailored to their pupils' needs.</p>			
<p>3. Take a baseline measure of staff confidence in teaching spelling. Staff to rank 1 - 10 (strongly disagree to strongly agree) for the following four statements:</p> <p>1. I feel that I am an effective teacher of spelling.</p> <p>2. I know how an investigation session works. (30 mins)</p> <p>3. The Spelling Rainbow supports my teaching.</p> <p>4. I know how a 'Go Grapheme Grafter' session works. (20 mins)</p> <p>5. I know how a Fast Track spelling session works. (10 mins)</p> <p>6. The Spelling Rainbow supports the pupils' learning.</p>	<p>1. Complete baseline of staff confidence and knowledge prior to CPD and support and file answers.</p> <p>2. Repeat audit of staff confidence at the end of term and measure the impact of the initiative.</p>	<p>1. Inform staff about the cooperation required to complete a confidence audit. Reassure them that this will be done anonymously to obtain more honest findings.</p>	<p>1. The Spelling Book training and support will have increased staff confidence and knowledge in how to facilitate this learning approach.</p>			

GOAL 2: Take a baseline of pupils' attitudes to spelling and compare against end of year findings after spelling approach.

Target	Actions to be taken	Organisation required/ resources needed	Success criteria	Cost	Timescales	Monitoring
<p>1. Take a baseline measure of pupil enjoyment of spelling. Pupils to rank 1 - 10 (strongly disagree to strongly agree) for the following four statements:</p> <p>1. I feel I am good at spelling. 2. I enjoy spelling. 3. Some spelling lessons are boring. 4. I know what I have to do to be better at spelling.</p>	<p>1. Complete baseline of pupil enjoyment about spelling before the new spelling approach and file answers. 2. Repeat audit of pupil enjoyment and notice any patterns.</p>	<p>1. Reassure pupils that the audit will be done anonymously to obtain more honest findings.</p>	<p>1. Spelling lessons and support will have improved pupil enjoyment of spelling teaching. 2. Attitudes to spelling more positive. 3. Confidence levels of pupils' spelling improved significantly.</p>			

GOAL 3: Take a baseline of pupils' spelling scores at the beginning and end of the academic year.

Target:	Actions to be taken	Organisation required/resources needed	Success criteria	Cost	Timescales	Monitoring

<p>1. During the first two weeks of a new term, task the pupils to complete the 50-spell progress checks for the appropriate year group, (Year 2, 3, 4, 5, and 6.) Link here: https://www.dropbox.com/sh/f4slmznq3ijjk80/AADQEBFUIXDWCbn4ITyEJC4a?dl=0</p> <p>2. This task is to be repeated at the end of the year.</p>	<p>1. Staff to undertake baseline spelling progress checks. (N.B. The progress checks link to the National Curriculum.)</p> <p>2. Compare results and analyse outcomes.</p>	<p>1. Select spelling progress check, appropriate to age.</p> <p>2. Mark and record results.</p> <p>3. Repeat the progress checks at the end the year to enable comparisons.</p>	<p>1. A marked improvement in the accuracy and quantity of spellings.</p> <p>2. A significant improvement in the number of pupils who exceed expectations. (Insert own school data about target predicted scores of pupils who exceed expectations against actual scores).</p>			
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GOAL 4: Agreed school approach for book layout for Spelling Activities.						
Target	Actions to be taken	Organisation required/resources needed	Success criteria	Cost	Timescales	Monitoring

1. Staff to agree the book layout for Spelling Book (see Book 2 of 2) KS1 and KS2. There is a long investigation week and a fast task activity week.	1. Staff meeting to be held to agree book/ resources protocol types and consistency of sides (please note - see below 2-week cycle plan*).	1. Books ordered for spelling sessions.	1. All staff have a clear view of the format and layout of spelling books and spelling journals for the school year.			
2. Staff discuss layout options for Spelling Journals. These are a personal more open-ended approach Spelling Journal (see Book 1 of 2)	1. Staff meeting to be held to agree book protocol types and consistency of sides. 2. Share the layout photograph that shows a demonstration comprehension double page spread. Explore with the staff subtle differences that might be appropriate to different year groups. **See example double page layout below	1. Books ordered for individual pupils' spelling journals.	1. KS1 and KS2 have a clear view of the format and layout of books for the school year. (Spelling Books and Spelling Journals.)			

Organising the Timetable

Two week Cycle

The Spelling Book Teaching Cycle Plan – 50 minutes per week

	Week 1 – 1x 50 mins Investigation and Go Grapheme Grafters		Week 1 – 5 x 10 min Fast Tasks
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Monday	Choose appropriate time in timetable	Monday	10 mins daily
Tuesday		Tuesday	10 mins daily
Wednesday		Wednesday	10 mins daily
Thursday		Thursday	10 mins daily
Friday	20 mins: Go Grapheme Grafters	Friday	10 mins daily
Overall time across the week	50 minutes total time	Overall time across the week	50 minutes total time

Book 1 of 2 – The Spelling Journal

Example page of Spelling Journal

Front of the Book: My Focus Five (The words that will ultimately be laminated on their desk to apply in real work.)

Back of the Book: Learning log.

- **Please note this is in adult handwriting to exemplify standard.**

This is a double page spread of 'My Focus Five'.

The left-hand page identifies the tricky bit and problem and the pupil zoom into the issue.

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The 'Make it stick' column is how they are going to remember it.

The 'Writing side' is the pupil's opportunity to place that word into a sentence.

Possible model:

MONDAY (Registration time – 10 mins – Issues – 'Make it stick' – sentences (spoken or written))

ONE week on laminated 'My Focus Five'

Need to show 3 occasions accurately spelt by Friday.

NEW 5 WORDS ON MONDAY.



Thinking Side

Issue ✓✓✓✓✓

broccoli

Need double consonant

✓✓✓✓✓

remembred

Remember the 'e's

4 in total

✓✓✓✓✓

ocasion

Need double consonant

✓✓✓✓✓

achieved

h i e

h - i - eve

NOT

there over there

they're they are

Make it stick!

2 florets - CC

1 stalk - L = broccoli

remembered

2 candles on cake

cc

occasion

achieved

h i eve

they're

they are

=

they're

Writing Side

broccoli

We ate broccoli for dinner.

remembered

I remembered that day vividly.

occasion

His birthday was a big occasion

achieved

she achieved so much.

they're

They're really angry today.

Book 2 of 2 – The Spelling Books

Example page of 'The Spelling Book'

Front of the book: Long investigations – jottings/ Go Grapheme Grafters

Back of the book: Short burst activities – Go Grapheme Grafters

Sequence.

1. Pupils look at all 15 words closely and identify the tricky bit.
2. Take part in independent spelling.

3. Teacher identifies phonemes. In pairs through CHOTTING (Chatting and Jotting), the pupils generate other words with the same phoneme and same letter representations, e.g. pack – snack, rack, lack.



Tricky Bit

1. knowledge^T

2. literature^T

3. mask^T

4. masque^{TTT}

5. material^{TT}

6. mature^T

7. mention^T



Spell



Sound Associations

knowledge

knitting knight
knife knocked

literature

different computer
yesterday reference

mask

father park
pass bark

masque

antique cheque
mosque technique

material

hospital mammal
final capital

mature

sure exposure
treasure pressure

mention

ration innovation
direction martian

Tricky Bit

8. minute

9. mission

10. mixture

11. moisture

12. monarch

13. mouth

14. obsession

15. occasionally



Spell



Sound Associations

minute
(tiny)

mission

mixture

moisture

monarch

mouth

obsession

occasionally

confuse
tune

impression
discussion

adventure
measure

exploit
voiceless

echo
chorus

account
council

expression
discussion

cold
moment

huge
amuse

profession
digression

furniture
restructure

point
asteroid

scheme
chemistry

mountain
discount

profession
possession

volcano
frozen

GOAL 5: Training the teacher and pupils on what to do, during 30 minute Long Investigation Session.

Target	Actions to be taken	Organisation required/resources needed	Success criteria	Cost	Timescales	Monitoring
<p>1. Lesson shape: Pupils to be taught about the shape of a long investigation. See Teaching Sequence of an investigation – Pg. 173 in ‘The Spelling Book.’</p> <ul style="list-style-type: none"> Set up how pupils will tackle the investigation. Introduce the task/ time boundaries. Set up the hypothesis to test. Showcase a set of words that prove or disprove. Teacher role fades in and out according to pupils’ understanding. Draw conclusions from testing the hypothesis. 	<p>1. Pupils trained on hypothesis approach. 2. Training pupils about their role during a long investigation.</p>	<p>1. Dedicated time given to train pupils on the investigation structure. 2. Teachers already working with this spelling approach (within school or at local link school) to demonstrate how they structure it.</p>	<p>1. Investigations are robust across Year 2 to Year 6. 2. Spelling Books (word scrutiny) reveal that the pupils are understanding the connections between words, in particular phonemic and morphemic similarities. 3. Spelling book scrutinies (Spelling Book/Spelling Journal) also show an improvement in the connected thinking of grouping for spelling patterns. 4. The quality of talk during spelling investigations is deeper and richer. 5. Advice given to Miss.Take is increasingly accurate and precise.</p>			

GOAL 6: Training the teachers and pupils on what to do during 20 minute ‘Go Grapheme Grafter’ session.

Target	Actions to be taken	Organisation required/resources needed	Success criteria	Cost	Timescales	Monitoring
1. Pupils have absolute clarity about the function of 'The Spell it Out' board. (See example below about possible lay out.)	1. Pupils interact with 'The Spell it Out' board making jottings, adding ideas attaching Post-Its is when they make a patterned discovery. (See Goal 8)	1. 15 words from 'Go Grapheme Grafters.' Pages (see Spelling Book) are focused on. Teacher introduces further words to explore connections.	1. Good examples of work produced with correct spelling particularly from derivations of words explored together in class. 2. High expectations of pupil vocabulary. 3. The quality of spelling improved in class work and independent writing.			
2. Pupils know how to effectively use the fortnightly 20 minute 'Go Grapheme Grafter' time.	1. Staff trained on purpose and function of these sessions. 2. Pupils trained to track sound associations, e.g. <u>pack</u> , <u>snack</u> , <u>rack</u> .	1. 'Spell It Out' boards. 2. Spelling Books. 3. Understand how to CHOT in pairs to generate sound associations.	1. Excellent phonic knowledge across staff and pupils. 2. Discussions about letter representations and options related to most frequent use.			

GOAL 7: Training the pupils what to do during 10-minute Fast Tasks.

Target	Actions to be taken	Organisation required/resources needed	Success criteria	Cost	Timescales	Monitoring
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<p>1. Lesson shape: Pupils to be taught about the structure of these 10-minute sessions. See Teaching of a Fast Task – Page 174 in ‘The Spelling Book’</p> <ul style="list-style-type: none"> • Define key vocabulary. • Stretch pupils thinking with words/ concepts that are challenging. • Discover other words that exemplify the point. • Share findings with the class and explain learning. 	<p>1. Training pupils to be pacy during these sessions.</p> <p>2. Modelling by teacher about how to make quick jottings in the ‘Fast Task’ section of their books.</p>	<p>1. Spelling Books.</p>	<p>1. Pupils able to work at pace on spelling activities.</p> <p>2. Spelling improves significantly under pressure e.g., times independent writing tasks.</p>			
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GOAL 8: Staff to understand the role of the ‘Spell It Out’ boards						
Target	Actions to be taken	Organisation required/resources needed	Success criteria	Cost	Timescales	Monitoring

1. 'Spell It Out' boards. These 15 words are a spelling focus for the whole class. Each word is targeted as a vehicle to make phonic associations, letter associations and connections with other words that follow similar. *See example of 'Spell It Out' board below.	1. An ongoing priority to sharpen the teaching of spelling as a pattern finding process.	1. Large interactive whiteboard or wipeable white board. 2. Large black chisel tip dry wipe pen. 3. With suggestions from Post-Its pupils with their discoveries through reading. (Words that follow a pattern.)	1. It will be visible on entering the room that the 'Spell It Out' board has annotations of interest, connections with other words and pupils referenced when making links from their reading materials, e.g. N.B. double consonant when adding 'ing', e.g. My brother is a Superhero, Page 67 humming running.			
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Example of 'Spell It Out' board.

- Functions as a model for 'Go Grapheme Grafters' work in the books.
- Clarifies same phoneme sounds spelt the same in other words.
- Acts as a chance for pupils to find similarities in their reading sessions.
- 15 words are the focal point for 2 weeks as a vehicle to explore 'pattern finding' thinking. Patterns for phonemes, prefixes, suffixes, meanings etc.

Spell it Out!

• syllables • phonemes Year 2

Sound Associations

1. even (v) verdict convert
vehicle interview

2. example (le) kettle noticeable
crocodile possible

3. fall (ll) small will
smell tall

4. fast (s) satisfy same
structure silent

5. father (er) daughter weather
computer another

6. fatter (tt) flutter scatter
butter attractive

7. fattest (e) hen engage
entice estrange

Spelling Detectives (Found in Reading)

festival carving
Lin Y's Letterbox
Williams & Lacombe Big Book of Fear
P. 100

bottle wrinkled
World in danger
Tracie Mowbray George's Marvellous
Machine
P. 100

call called
The Gravelman
& the Gravelman
P. 100 World in Danger
Tracie Mowbray

secret
The Gravelman
& the Gravelman
P. 100

better scatter
There's a great big
book in the house Lin Y's Letterbox
Williams & Lacombe

lettuce bottle
The Gravelman
& the Gravelman
P. 100 George's Marvellous
Machine
P. 100

Sound Associations

8. final (a) floral dismal
fungal loyal

9. fulfil (u) bush plentiful
rush useful

10. giant (g) gem imagine
magic gel

11. giraffe (ffe) gaffe

12. gnat (gn) gnome gnash
gnarl gnaw

13. grass (ss) miss kiss
pass floss

14. great (ea) break
steak

15. happily (pp) happen disappoint
application opposition

Spelling Detectives (Found in Reading)

parental
School's first day
of school

thoughtful Successful
Letter - Non fiction
P. 100 Non-fiction
P. 100

tragic
Persuasive NF
P. 100

Very unique
phoneme

Less frequent

classify across
Report on the
P. 100

'ea' sounds
like /ay/
- less frequent

application
Public book of
P. 100

GOAL 9: More effective spelling teaching and understanding how The Spelling Rainbow supports this.

Target	Actions to be taken	Organisation required/resources needed (50 minutes)	Success criteria	Cost	Timescales	Monitoring

1. Pupils are introduced to The Spelling Rainbow.	<p>1. Staff meeting to explain The Spelling Rainbow.</p> <p>2. Ensure staff know what the 9 'Structures for learning' on The Groupings tier.</p> <p>3. Explain the 9 'In the moment' strategies on the Improving tier and how they cover all aspects of spelling under pressure.</p> <p>4. Discover and discuss the 9 'Strategies for Learning' locked within the Acquiring tier.</p>	<p>1. A lesson needs to be used to explain The Spelling Rainbow and how it will be taught during The Spelling Book sessions.</p> <p>2. One lens will be the focus for a long investigation or a fast task session.</p>	<p>1. The Spelling Rainbow lenses are used effectively as a visual domain hook to guide pupils thinking, showcase vocabulary and recognise patterns between words.</p> <p>2. Pupils are able to discuss and talk about the strengths and weaknesses of their own spelling in relation to The Spelling Rainbow.</p> <p>3. Pupils have a clear sense of which lenses they need to work on to improve their spelling.</p> <p>4. Pupils know how The Spelling Rainbow provides a mental model for them to discuss and write about words.</p>			
2. The Spelling Rainbow is displayed in all classrooms and the visuals are used as a way to model and teach spelling.	<p>1. Provide good examples to the staff of how to use The Spelling Rainbow in a lively and interactive way.</p> <p>https://www.thetrainingspace.co.uk/product/the-spelling-rainbow-a1-poster/</p> <p>2. Encourage a central area on the school server for teachers to share supportive materials and resources for this approach.</p>	<p>1. The Spelling Rainbow poster https://www.thetrainingspace.co.uk/product/the-spelling-rainbow-a1-poster/</p> <p>2. Small or large Spelling Rainbow symbols https://www.thetrainingspace.co.uk/product/large-spelling-rainbow-symbols/</p>	1. Pupils know how The Spelling Rainbow provides a mental model for them to discuss, explore and group wds.			

GOAL 10: Significant improvement in spelling standards.

Target	Actions to be taken	Organisation required/resources needed	Success criteria	Cost	Timescales	Monitoring
1. All teaching in spelling lessons is good and outstanding.	<p>1. Ongoing assessment of the success of the spelling approach by the senior SLT.</p> <p>2. Weaknesses in the whole school approach are identified and addressed through a cycle of coaching, team teaching and CPD.</p>	<p>1. School subscription to spelling training www.janeconsidine.com will allow for future proofed training of new members of staff who join the school.</p>	<p>1. The shape of a spelling lesson and the approach is consistent across all year groups using 'The Spelling Rainbow' to strengthen standards.</p> <p>2. 80% of all pupil cohort years are expected or exceeding standards.</p> <p>3. Moderation of spelling shows a significant improvement in how pupils apply spells into independent writing.</p> <p>4. An increased number of pupils are accurately spelling challenging words.</p> <p>5. Teachers are confident in teaching spelling through 'The Spelling Rainbow'.</p> <p>6. Pupil conferencing allows for authentic collection of 'pupil voice' opinions about this approach and its impacts.</p> <p>7. Evidence of teachers choosing a lens from the rainbow and designing their own investigations and activities.</p> <p>8. Significant improvement across the year using progress checks (Baseline to Summer Term)</p>			

GOAL 11: Introduce and adapt the puppet spelling team.

Target	Actions to be taken	Organisation required/resources needed	Success criteria	Cost	Timescales	Monitoring
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<p>1. Establish function of the Fairy Spellmother – phonics expert.</p> <p>2. Establish function of the Word Wizard – Linguist</p> <p>3. Establish function of Miss.Take – pupil who makes spelling errors.</p>	<p>1. Purchase Fairy Spellmother puppet and model how they support pupil learning.</p> <p>2. Purchase Word Wizard puppet and model how they support pupil learning.</p> <p>3. Purchase Miss.Take puppet and model how they support pupil learning.</p>	<p>1.Bring puppets to life during investigations and fast books.</p>	<p>1. Increased pupil confidence to edit and improve spellings.</p> <p>2. Pupils can discuss patterns between words in terms of sounds, letters and meanings.</p>			
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