

## Next Generation Literacy: Encoding (Spelling)

### Encoding Early Level to Fourth Level

<p><b>Where are you?</b> <b>Assessments:</b> <a href="#">Phonological awareness screening</a> <a href="#">Phoneme/grapheme screening</a> <a href="#">Wraparound Spelling tracker</a> <a href="#">Morphological Awareness screening</a> Dyslexia Screening (see Educational Psychologist) SNSA assessments</p>	<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b> I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p> <p>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. <b>LIT 1-21a</b> I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. <b>LIT 1-22a</b></p> <p>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. <b>LIT 2-21a</b> In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. <b>LIT 2-22a</b></p> <p>I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. <b>LIT 3-21a</b> As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. <b>LIT 3-22a / LIT 4-22a</b></p>	<p><b>Background Research</b> <a href="#">EEF Literacy Recommendations E + 1<sup>st</sup> L</a> <a href="#">EEF Literacy Recommendations 2nd L</a> <a href="#">Letter and Sounds</a> <a href="#">NSW Spelling</a> National Reading Panel <a href="http://teaching-reading.org/phonics_post.html">http://teaching-reading.org/phonics_post.html</a></p> <p><b>Additional Support</b> <a href="#">Phonics PLD Pack</a> <a href="#">Phonics PLD placing assessment</a> <a href="#">Spelling Tracker</a> <a href="#">Fresh Start</a> <a href="#">Cued Spelling</a> <a href="#">Spelling Errors Screeners</a></p>
<p><b>Teacher reflections</b> -Do I teach spelling beginning with the spoken word and teach pupils how to match the sound to a grapheme? -Do I stretch words so that they don't learn a word in isolation? Planning Prompts - Spelling Spelling PowerPoint <a href="#">Planning for Spelling</a> <a href="#">Speed Print Code Flier</a> <a href="#">Fluency in Literacy</a> <a href="#">Spelling Power Point</a></p>		<p><b>Schemes</b> <a href="#">Jolly Phonics</a> <a href="#">Phonics International</a> <a href="#">The Learning Zoo</a> <a href="#">Read, Write Inc.</a> <a href="#">North Lanarkshire Active Literacy</a> Schemes can provide a good structure but they tend not to provide adequate pedagogy. Teaching in isolation is not as effective as constant reinforcement of skills and knowledge through engaging in high quality text.</p>

### Whole School Approach [Phonic Pathway \(Think Clever\)](#)

A whole school approach to the teaching of phonics and spelling should be based on the [phonic code](#), teach, practice and maintain phonics/spelling strategies that begin with hearing sounds (phonemes) in a word and then identify the correct grapheme. Spelling at all stages should be taught on a daily basis.

Emerging literacy (Early Level)	Developing Literacy (First Level and Second Level)	Expanding Literacy (Third Level and Fourth Level)
<p>Teacher works on building strong foundations on phonological awareness. See:</p> <ul style="list-style-type: none"> <li><a href="#">Phonological awareness</a></li> <li><a href="#">Wraparound Phonics</a></li> <li><a href="#">Simple Code Chart</a></li> <li><a href="#">Word Sorts</a></li> </ul>	<p>Teachers use a synthetic phonic based approach to teach spelling and to reinforce reading, grammar and independent writing, continuing phonological awareness. <a href="#">Complex Code Charts</a></p> <ul style="list-style-type: none"> <li><a href="#">Wraparound Spelling (condensed)</a></li> <li><a href="#">Morphological Awareness Development</a></li> <li><a href="#">Phoneme/Grapheme Complex Code Cards</a></li> </ul>	<p>Teachers guide pupils through a deeper understanding of how words work and the meaning of base words and affixes. See: <a href="#">Morphological Awareness Development</a> <a href="#">Roots and Shoots Spelling</a></p>

#### Classroom Environment:

Create an atmosphere of excitement in how words work across the curriculum.  
Encourage and value independent pupil initiated writing.  
Encourage children to explore how words work.

#### Classroom Resources:

[Wraparound Phonics](#)  
[Wraparound Spelling \(condensed\)](#)  
[Letters and Sounds](#)

[Seize the moment](#)  
[Complex Code charts](#)  
[Tricky spelling words](#)

[Games](#)  
[Spelling in a nutshell](#)  
[Word Sorts](#)

