

Spelling self-assessment

Which spelling strategies work best for you?

To become a confident speller, you will need to try a range of strategies to see what works best for you. Look at the strategies below.

- Try the spelling strategies you have tried already, then give them a score out of five (1 = not useful, 3 = quite useful, 5 = really useful).
- Highlight any new strategies you would like to try.
- Fill in a picture about the different ways that you have found to learn spellings.

<p>Sound the word letters</p> <p>As you write the words, sound out the silent letters in your head.</p> <p>steep (steeep) knowledge (knowledge) Esper (Esper) <input type="checkbox"/> I feel already know 100</p>	<p>Find words with words</p> <p>Look for hidden words within words and create mnemonics to help you remember them.</p> <p>grounded groundwork - because of your groundwork caterpillar - with a caterpillar <input type="checkbox"/> I feel already know 100</p>	<p>Break it down</p> <p>Break the word down and think about the sounds and syllables, such as Stephen-Stephen-son.</p> <p><input type="checkbox"/> I feel already know 100</p>	<p>Make up a mnemonic or an acronym</p> <p>A mnemonic is a memory aid to help you remember a tricky spelling. An acronym is a phrase you create from the letters that make up a difficult word.</p> <ul style="list-style-type: none"> • uncommon - when you are uncommon, you go really well and look really common • separate - there's a cat in separate (separate) • secretary - I coffee (secret) I sugar (ry) (secretary) • hydrate - hydrate helps you two (hydrate) • because - I go (because) I go (because) I go (because) <p><input type="checkbox"/> I feel already know 100</p>
<p>Break it</p> <p>Try to divide the word - look for the root word or look at the prefix or suffix to help you to understand the word better. For example: run, runner means 'with' (runner), competition.</p> <p>mean - mean 'between' (between), compare - not, not mean 'distinguished by' (distinguished), marathon.</p> <p><input type="checkbox"/> I feel already know 100</p>	<p>Highlight the hard bits</p> <p>Underline or circle the parts of the word that you find hardest to spell. Add details to help you to remember what's difficult.</p> <p><input type="checkbox"/> I feel already know 100</p>	<p>Write it out</p> <p>Try to repeat the word in your memory by writing. Here are some techniques you could try:</p> <ul style="list-style-type: none"> • copy, copy, write - copy the word twice then write it without looking. • look, say, cover, write, check. • look, say, look, write, look, write, check, write. <p><input type="checkbox"/> I feel already know 100</p>	<p>Write it out</p> <p>Try to repeat the word in your memory by writing. Here are some techniques you could try:</p> <ul style="list-style-type: none"> • copy, copy, write - copy the word twice then write it without looking. • look, say, cover, write, check. • look, say, look, write, look, write, check, write. <p><input type="checkbox"/> I feel already know 100</p>

Ks3 Spelling Strategies

Liz Hillier



Ks3 Spelling Strategies:

Improving Literacy at KS2 and KS3 Andrew Goodwyn, 2002-06-28 Improving Literacy at KS2 and KS3 is all about primary secondary transfer seen mostly through the eyes of secondary teachers but with some interesting contributions from middle school staff who know the territory well This book sees the NLS s influence on primary practice as generally benign but takes a more jaundiced view of the implications for secondary teaching especially in its central chapter Evidence from experienced practitioners There are however many useful suggestions for reshaping and adapting parts of the strategy including chapters on classroom literacy and everyday life and literacy and drama which consider ways of relating learning to the wider culture beyond school including screen based literacy There is also a review of the language across the curriculum movement and a chapter on subject literacies which has left me with an abiding admiration for geography teachers as lone voices of dissent Sue Palmer TES Teacher This book will to help students and practising teachers to understand the issues surrounding literacy the place of transition in pupils lives and to feel confident in handling The National Literacy Strategy The book focuses on the crucial period when children complete primary schooling and begin in secondary schools It examines the issue of transition from one phase to the other and specifically the nature of literacy at this period The authors contrast the whole school approach of primaries to the very subject specific nature of secondary teaching The authors set the NLS in perspective reviewing earlier movements such as Language across the Curriculum and the NLS itself They offer a critique of the strategy and outline its strengths and weaknesses The book sets out evidence of the way schools are reacting to the NLS and what classroom teachers and their pupils think Its coverage is comprehensive and includes focus on primary secondary and middle schools the teaching of literacy and English the role of ICT as well as important areas such as media education drama and modern foreign languages This book will be useful to education students and to practicing teachers in primary and secondary schools

Literacy Connections Ray Barker, Christine Moorcroft, 2000 One versatile resource to address the issues dealing with literacy in a cross curricular context

The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants Wendy Spooner, 2013-05-24 Newly qualified teachers trainee teachers and teaching assistants receive little training in working with students with special needs The SEN Handbook acts as a comprehensive guide for them Features include collaboration with NASEN ensuring up to the minute advice on SEN issues linked throughout to the National Standards allowing readers to understand exactly what is expected of them and how to achieve it practical useful and accessible writing which is specifically aimed at TAs NQTs and trainees easy to dip into when needed An invaluable resource for newly qualified teachers teaching assistants and trainee teachers

The Complete Guide to Becoming an English Teacher Stephen Clarke, Paul Dickinson, Jo Westbrook, 2004-03-22 I could not help but admire the breadth and scope of this text This is a book I would recommend to all no matter what route they take to train as a teacher of English It is aimed at secondary teachers but would be equally useful for those preparing to teach in further education Not only does it provide

concise and balanced accounts of key pedagogic issues it also includes a range of interesting and engaging lesson suggestions This book does cover a lot of ground with excellent chapters on planning assessment teaching reading and teaching poetry This is a text that should accompany every student teacher of English and find its way on to the shelf of all practising teachers This book excited me It is written in a style that makes you want to try out activities and take up challenges This book will encourage the student teacher to embrace the subject of English along with its associated values and debates ESCalate Read the full review as posted on the ESCalate website the Education Subject Centre for the Higher Education Academy If I was training to teach English today this is the book I would want an extraordinarily professional handbook of good practice Compiled by a team of university lecturers it admirably demonstrates the way theory and practice can combine to illuminate the carried demands of being an English Teacher today Geoff Barton Times Educational Supplement Teacher Magazine I was most impressed Anyone following the modules as they are would learn a huge amount and benefit so much from them Donna Bryant Deputy Head Camborne School and Community College Cornwall The activities were both challenging and rewarding These would be useful and would promote self reflection and the notions of personal progression and goal setting for the student Alan Jones Assistant Headteacher Simon Langton Boys School Canterbury This is a complete guide to how to become a successful teacher of English in secondary school The book enables readers to design a tailor made programme to suit their individual needs as a student teacher Either the learner or the tutor can select or combine units and activities and there is no assumption of prior knowledge This book is based on innovative teaching material developed by four institutions of higher education which has been used to develop student teachers Based on proven teaching success and the authors own experiences of teaching English in secondary schools the book s key features include full coverage of the Revised Standards for Qualified Teacher Status including creative approaches to delivering the framework for teaching English years 7 8 and 9 the cultural historical social and political models which support the English teaching curriculum English teaching for the development of an on going working pedagogy recognizing the need for dialogue and interaction with both theory and practice Inclusion Equal Opportunities Assessment and ICT included throughout with recognition of the importance of digital literacies This is an essential book for English student teachers on flexible graduate registered training schemes and traditional PGCE programmes It is an essential resource guide for their tutors for practising English teachers who want to update their skills and for those doing Continuing Professional Development Diplomas Masters Level work or PhDs

Testing KS3 English Skills & Practice Ray Barker,Christine Moorcroft,2003 Designed to provide skills development and tests practice together in an easy to use format this supplementary coursebook series supports end of year tests in English at Key Stage 3

Language Learner Strategies Michael James Grenfell,Vee Harris,2017-10-19 Language Learner Strategies combines principles with research and classroom practice providing a new view of language learning to inform policy and teaching methodology Divided into three

parts the book draws links between language learning theory in the established research literature the authors own empirical studies and the implications for curriculum policy and teacher education The book addresses issues that to date have not been fully explored including the strategies of the 12 15 year old age range learning Modern Languages such as French German Spanish and Mandarin Chinese A special focus is given to the sociocultural aspects of learner strategies and their link with psychological contexts in which they are used The authors explore the cognitive turn in language learner strategy research and the practical teaching approaches it helps to develop It sets a future agenda for learner strategy research and classroom practice

Developing Skills in Reading Andrew Bennett, Clare Constant, 2003 In line with KS3 National Tests this scheme aims to help students understand conventions of text types and how to write about texts to equip students with skills needed for the five reading foci to be tested give students practice in applying those skills and provide guidance on the tests

How to Manage Spelling Successfully Philomena Ott, 2014-04-08 Readers will find this practical and comprehensive guide to spelling invaluable Day to day advice on how to help those with difficulties is underpinned by information on the development of the English language and its spelling rules with explanations of common language problems Chapters cover spelling processes teaching and learning phonics individual cognitive and learning styles assessing and monitoring spelling progress teaching strategies and techniques This is an essential companion for teachers SENCOs and dyslexia specialists alike as well as anyone interested in spelling and language difficulties

The Complete Guide to Becoming an English Teacher Jo Westbrook, 2009-12-01 Praise for the previous edition This is a text that should accompany every student teacher of English and find its way on to the shelf of all practising teachers This book excited me It is written in a style that makes you want to try out activities and take up challenges This book will encourage the student teacher to embrace the subject of English along with its associated values and debates ESCalate If I was training to teach English today this is the book I would want an extraordinarily professional handbook of good practice Geoff Barton Times Educational Supplement Teacher Magazine This essential companion for aspiring secondary English teachers has been extensively reworked to help students meet the very latest professional and academic standards while also equipping them with the knowledge and skills they will need for the beginning of their teaching career Focusing on the essentials needed to be a successful English teacher the authors combine subject knowledge with ideas examples and approaches for creating an effective vibrant learning environment and real examples of lesson plans and schemes of work Each chapter clearly links practice to theoretical and critical perspectives on teaching making this an ideal text for students working towards M level credits or a Masters in Teaching and Learning There are also brand new chapters which explore in greater depth specific areas of contention and challenging issues including Diversities including global perspectives on teaching English The application and implications of using ICT Multi agency provision in personalising learning Research methodologies Transition from the training year and the first year as a teacher The latest requirements for Qualified Teacher Status are clearly

signposted throughout and activities at the end of each chapter help to reinforce knowledge and encourage reflection
Written by a team of highly respected authors this new edition should be on every secondary English student's bookshelf

English Kath Jordan, 2002 This revision guide for Key Stage 3 English contains in depth course coverage and advice on how to get the best results in the Year 9 National Test It has progress check questions and exam practice questions

Skills for Effective Learning in School Alison Waterhouse, 2019-05-08 One of the five books in the Mental Health and Wellbeing Teacher Toolkit this practical resource focuses on the topic of Skills for Learning The book offers research driven practical strategies resources and lesson plans to support educators and health professionals This is a resource book for practitioners looking to have a positive impact on the mental health and wellbeing of the children and young people in their care both now and in the future Chapters span key topics including Metacognition Learning Dimensions Problem Solving and Cognitive Strategies A complete toolkit for teachers and counsellors this book offers Easy to follow and flexible lesson plans that can be adapted and personalised for use in lessons or smaller groups or 1:1 work Resources that are linked to the PSHE and Wellbeing curriculum for KS1 KS2 and KS3 New research Circles for Learning where the introduction of baby observation into the classroom by a teacher is used to understand and develop self awareness skills for learning relationships neuroscience and awareness of others Sections on the development of key skills in communication skills for learning collaboration empathy and self confidence Learning links learning objectives and reflection questions Offering research driven practical strategies and lesson plans Skills for Effective Learning in School is an essential resource book for educators and health professionals looking to have a positive impact on the mental health and wellbeing of the children in their care both now and in the future

The SENCO Survival Guide Sylvia Edwards, 2022-12-30 The SENCO Survival Guide Third Edition is an informative accessible resource containing practical advice to help SENCOs manage their responsibilities and lead their school effectively towards a common goal The book sets out a whole school approach to inclusion and supports SENCOs in mainstream or special schools at every key stage This fully revised new edition features a focus on high quality teaching with ideas for classroom practice to include and engage all children and young people an introduction to SEN support and education health and care plans based on the Code of Practice graduated response strategies to break the cycle of SEND low achievement and guidance on how to create a SEND friendly environment advice on the role of the modern SENCO including assessment provision mapping preparing for OFSTED disability discrimination and equality advice on training managing and deploying teaching assistants effectively strategies to improve pupil voice and independence ways in which the enhanced role of parents can be harnessed in order to achieve maximum success for learners with SEND conclusions from the author's new field research in mainstream special and Post 16 settings This resource gives SENCOs the confidence skills and knowledge to promote maximum achievement for learners with SEND and will help them develop and shape their schools policies and practices It will also be of use to other members of staff looking for practical strategies to

raise the attainment of pupils with SEN and disabilities **Study Skills and Dyslexia in the Secondary School** Marion Griffiths, 2012-10-12 This book is aimed at those who encounter secondary school students with dyslexia on a daily basis It takes a practical approach by breaking down the whole process of assessing the issues involved and then suggesting ways for teaching staff and students to implement a suitable program of study skills It is well structured clear useful and written with the needs of busy teachers and students very much in mind Included are assessment approaches checklists photocopiable activities and suggestions for useful resources Results from qualitative research are included to provide an additional practical insight into study skills and dyslexia in the secondary school Theoretical knowledge has been used to underpin and inform practice Teachers of students with dyslexia who are not specialists should find this a useful guide It will also be of great use to SENCOs and Teaching Assistants **Learning to Teach Modern Languages in the Secondary School** Norbert Pachler, Ann Barnes, Kit Field, 2013-11-19 Learning to Teach Modern Foreign Languages in the Secondary School has established itself as the leading textbook for student teachers of modern foreign languages in the UK The practical focus of the book is underpinned by a theoretical perspective and students are encouraged to develop a personal approach to modern foreign language teaching An account is also taken of relevant statutory frameworks This fully revised third edition has been thoroughly updated to take account of recent policy and curriculum changes And with the recent increased emphasis on teachers as researchers and the alignment of many PGCE courses with Masters Level criteria reference to important concepts and theoretical positions have been strengthened with strong reference to their relevance in the context of professional practice and a new chapter discussing the findings of research on Second Language Acquisition and Foreign Language Learning has been added Other chapters cover a wide range of relevant topics including teaching methods and learning strategies teaching in the target language and developing cultural awareness the teaching of grammar differentiation and assessment the use of ICT in modern foreign language teaching Extra Learning Andrews, Kay, 2013-04-15 A discussion of out of school learning OSHL study support and extra curricular activities It describes why out of school learning is essential in helping to develop learning and how to go about establishing and supporting effective programmes and activities outside the school curriculum *Make Key Stage 3 Matter in English* Liz Hillier, 2017-04-27 The KS3 curriculum plays a critical part in giving students the best possible start to their secondary education and preventing the need for intervention later on This timely book provides detailed guidance on how to develop a robust multifaceted inclusive and challenging KS3 curriculum in English that provides a secure and progressive link between KS2 and KS4 Featuring examples of curriculum models and audits of current practice chapters cover key topics such as developing the planning cycle transitioning between primary and secondary English assessment in KS3 English creating a model that supports and challenges students of all levels LAC and SPAG divisive or cohesive abbreviations speaking and listening in the KS3 English curriculum using multimodal texts examples of how meaningful homework can successfully embed itself in a KS3 English

curriculum model Make Key Stage 3 Matter in English will be an invaluable resource for KS3 English coordinators teachers and all those involved in the planning and delivery of the KS3 English curriculum

The Really Useful Primary Languages Book Jayne Wright, Alison Taylor, 2016-07-15 The Really Useful Primary Languages Book is an easily accessible guide full of handy resources and activities which are perfect to dip into for enjoyable engaging and ultimately effective language lessons Providing principles approaches and ideas to help bring the teaching of languages to life in your classroom this highly practical book will be essential reading for the development of children s language skills across Key Stage 2 With examples of practice included throughout the book covers key topics such as principles of good planning mixed age classes developing skills such as literacy and oracy phonics grammar storytelling poems and songs using language games and activities activities for developing reading skills supporting children s writing integrating learning a language with daily routines cross curricular language learning peer and self assessment involving parents in language work at school The experienced author team draws upon their own personal teaching experience coupled with knowledge of primary best practice and government guidance to ensure that The Really Useful Primary Languages Book is a stimulating resource to help busy teachers trainee teachers and teaching assistants to develop their own effective teaching style

The Secondary English Magazine ,2005 Reaching the Unseen Children Jean Gross, 2025-09-17 This new edition of the best selling Reaching the Unseen Children provides a powerful and accessible resource for schools working to close the attainment gap between disadvantaged children particularly white pupils from low income backgrounds and their peers It tackles head on the issues currently confronting schools with new content on early years and on attendance reflecting deeply worrying data showing that almost two in five disadvantaged pupils were persistently absent in the last school year Firmly located in the current educational policy context it incorporates the latest science on how we can develop oracy for example on new approaches to teaching reading and on why belonging school connectedness and agency are emerging as critical to the success of disadvantaged learners The second edition includes many new case studies from outstanding schools which have successfully drawn on and developed ideas from the first edition making them their own Bringing together the latest data research and stories from schools that have made the difference to close the gap Reaching the Unseen Children remains an essential guide for anyone working in education today who is seeking equity for all their pupils

The Health Handbook for Schools Adrian Brooke, Steve Welton, 2014-06-03 This handbook allows rapid reference to conditions commonly encountered in school aged children and to rare diseases as well It focuses particularly on the impact of the condition on the child s ability to access the curriculum and suggests educational approaches that should help In this way it is hoped that education and medicine can work hand in hand to allow each child to achieve their potential The book offers essential information on medical conditions and the way they affect learning up to date descriptions of symptoms signs and current key concepts current educational approaches taken to accommodate children with the conditions and problems listed and

advice on diagnosing and responding to acute illness such as meningitis what to do with a child who might have it what happens to the rest of the school if it is diagnosed in one child

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