



“Children, even just off 3 lessons, seemed to be talking about spelling and noticing patterns”

### What I Wanted to Improve

Explicit spelling instruction/teaching to improve pupils' spelling of Year 5 objective words

### What Would Success Look Like?

1. Regular spelling lessons timetabled
2. Pupils are applying the Year 5 spelling rules in their own writing

#### How Did I Approach It?

Weeks 1-2

The two week spelling focus of silent consonants and unstressed vowels. Spelling integrated into the whole class environment. I added examples from the work we were doing in English (column in newspaper reports) and Theme (tombs and discoveries in Ancient Egypt). Whole class thinking focus was on strategies to remember Silent consonant and unstressed vowels in common words. Children were given a list of words to choose from, and then wrote them and ways of remembering them in their book.

Weeks 3-6

- I observed one lesson from another member of staff
- I used an anchor whiteboard in class to remind students of our objective
- I (tried) to fit support for spelling lessons into my timetable

### My Context

International School, Jordan

Ofsted Rating **N/A**

Free School Meals **33.3%**  
(National Average 24.9%)

Pupils **Unknown**

Ages **3-18**

Gender **Mixed**

School Type  
**International**

### Resources and Cost Required

None

## Results and Conclusions

Success criteria	What changed?	Why?
Regular spelling lessons timetabled Pupils are applying the Year 5 spelling rules in their own writing	I was not able to commit to the time-tabling I hoped. Only doing 3 lessons.  Children, even just off 3 lessons, seemed to be talking about spelling and noticing patterns	<ul style="list-style-type: none"> <li>• Full timetable and other pressures.</li> <li>• Partially due to their re-awakened enthusiasm. Partially due to my extra attention to it - for instance highlighting silent letters</li> </ul>

### Overall Rating and Recommendation

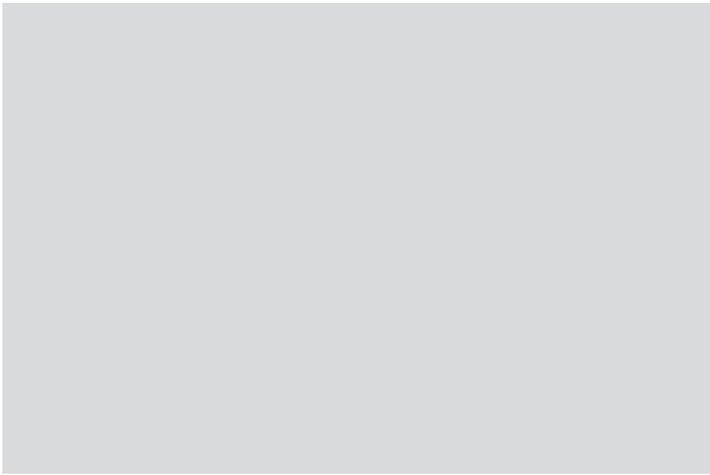
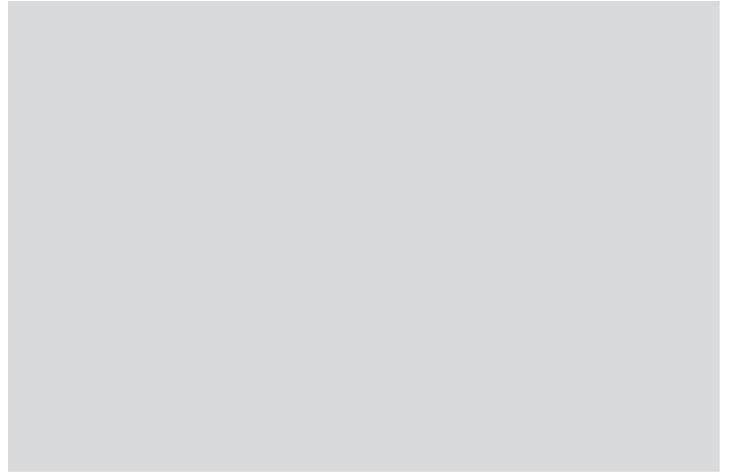
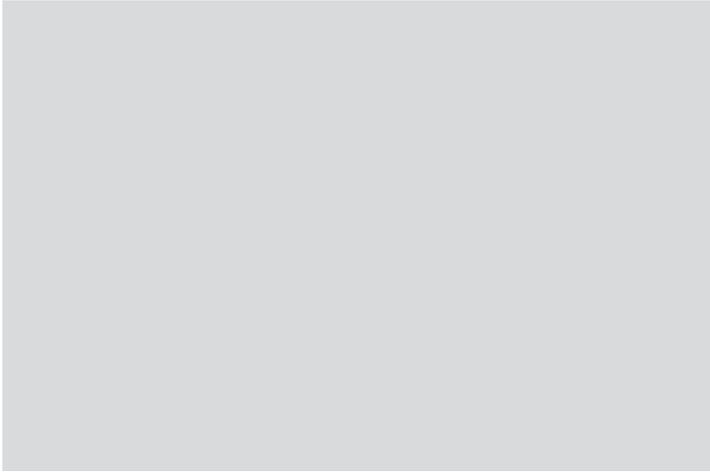


Would recommend. Worked to help the EAL pupils in my class and helped the others too.

Timetabling issues frustrated the process. I also am in the 1st term of my NQT and so couldn't prioritise it.

# Supporting Evidence

## Pupil A



## Pupil B

