

## SPELLING MASTERY PROGRAMME – TEACHER INFORMATION

### Background

During our school's QSR in 2014, it became obvious that BHSS required a more consistent and whole school approach to English. After discussions with a variety of sources and stakeholders, it was decided that JHSS would implement the Spelling Mastery program to support better spelling outcomes, and act as a pedagogical model for whole-school consistency in other curriculum areas.

During Term 4, 2014, trial SM lessons were conducted by teacher volunteers. Positive student progress was observed, and implementation issues were progressively raised in Team Leader meetings.

Responses to these issues have been incorporated into 2015 introduction planning by project leader Ms Zoe Anderson and Admin.

Spelling Mastery is a strategy-based spelling program which provides Year 1-6 students with reliable spelling strategies to enable them to spell accurately and with confidence. Spelling Mastery integrates three fundamental approaches to spelling:

- **Phonemic:** Helps students to spell words that are highly regular in terms of sound-symbol correspondence.
- **Morphemic:** Teaches older students to spell a variety of prefixes, suffixes and word bases and provides them with a manageable set of rules for combining these elements.
- **Whole Word:** Helps students to tackle high frequency words that must be learned by memory.

### Differentiation

Spelling Mastery provides differentiation for students including:

- Placement tests are used to determine the appropriate level for individual students, and therefore students are able to be placed above or below their current year level according to their spelling ability.
- Each level provides opportunities for students to re-sit regular tests to allow further opportunity to improve results.
- The repetitive nature of the program caters to students who would benefit academically, requiring several opportunities to master the content.
- Different learning styles are catered for due to the oral and visual components of the program.

## Guidelines for Implementation

- After spelling assessment is completed during term 4, (see Whole School Assessment Schedule) all Year 2-6 students are allocated a SM level (Level A-F). Some Year 1 students achieved SM level A or B, and the rest will have a further semester to complete Jolly Phonics and Reading Eggs intensives before placement testing in preparation for beginning SM classes in Term 3
- Term 1 Week 2 – Staff Meeting (Wednesday) HOC will distribute SM class lists to all SM teachers. SM class lists are finalised this week.
- Week 2 – Roll Class teachers are to discuss with students
  - which SM Class teacher they will be with
  - where and when they will be having their lesson
  - what they are expected to take (pencil, rubber, ruler)
  - the transition procedure, especially their expected conduct
- Week 3 – SM lessons will formally begin Monday –Thursday (11:30-12:00). Rolls are provided to teachers with Spelling Mastery documentation so students are monitored for attendance
- Communication – check the *TeamPortal* Calendar for this information
  - '5th lesson' test dates
  - 'Catch-up' dates for students who missed the '5th lesson' test dates
  - 'Placement' test dates for newly enrolled students
  - 'No Spelling Mastery' dates – when 2+ Year Levels are unavailable
- All Teachers have been allocated a SM class. (See attached SM teaching schedule).
  - David, Libby and Jinty will be 'floating' SM staff; if needed
  - SM Teachers include HOC, and SEP teachers (Matt, Donna and Kate).
  - If a teacher is absent, SM Teacher Manual must be accessible for replacement teacher.
- All SM classes have been allocated a teaching space (see attached SM teaching schedule), and some have been offered alternative spaces for larger groups.
- Every fifth Spelling Mastery lesson has a test for students to complete (as per SM Program). This test will be
  - marked in SM class
  - note: any incorrect answers are re-taught during the marking process
  - an effort grade will also be placed on test paper
  - results are entered into the back of each student workbook
  - test papers are bundled and immediately delivered to HOC office for tracking student progress, (looking for trends – too hard, too easy, assembly awards)
- Missed lessons – the repetitive programme allows for occasional missed lessons.
  - Instrumental music student results will be monitored by the HOC.
  - Regular absenteeism shows up in the data trends, so talk data to the HOC if you are concerned.

**Daily Schedule (Monday – Thursday)**

- 11.25 am – The usual end-of-first-break bell will be rung, and students
  - go to the toilet, and get a drink
  - line up in their usual areas
  
- 11:30 am – Teachers promptly collect their Roll class, and monitor students
  - putting their lunch boxes away
  - getting their pencil cases
  - walking calmly to their Spelling Mastery class
  
- 11:40 am – SM Teachers aim to begin Spelling Mastery class
  
- 12:00 pm – SM Teachers aim to complete the lesson within 20 minutes
  - class efficiency will improve with experience
  - student workbooks are collected after each class
  - Teacher’s Manuals and student workbooks remain in the SM classroom
  
- 12:10 pm – SM Teachers aim to return students to their Roll class ‘well and truly’ by this time.

## Spelling Mastery Groups – Semester 1, 2015, Teacher Allocation

SM Group	SM Level	Year Level	Number in Group	Teacher	Room
1	F	Yr 5&6	33	Darren F	6F
2	E	Yr 6	18	Kathy S	6S
3	E	Yr 4&5	16	Kylie C & Ainsley D	6D
4	D	Yr 5&6	29	Jackie BL & Zoe A	5B
5	D	Yr 4&5	29	Peter H	5H
6	C	Yr 5&6	22	Darin M	5M
7	D	Yr 3&4	30	Ella B	4B
8	C	Yr 5	10	Donna D and teacher aide	Rainbow Room
9	C	Yr 4	27	Vince C	4V
10	C	Yr 3&4	28	Carolyn B	4C
11	C	Yr 3	24	Kate K	3K
12	C	Yr 2&3	24	Margie T	3T
13	B	Yr 3&4	25	Angela C	4A
14	B	Yr 2	22	Jill P	3P
15	B	Yr 2	28	Allison D	2D
16	B	Yr 2	23	Jan R	2R
17	B	Yr 1	17	Matt T (& Jinty B)	PLA Room (C block)
18	A	Yr 3&4s	17	Kate M	Tables Room (Library)
19	A	Yr 2	17	Casandra B	2B
20	A	Yr 2	14	William W	2W
21	A	Yr 1H	8	Amanda H/ Ingrid O	1H
22	A	Yr 1K	9	Kellie W	1H
23	A	Yr 1 M	9	Rachel M	1M
24	A	Yr 1 W	14	Amanda W	1M
25	Phonics & Reading Eggs	Yr 1	10	Teacher Aide	1W
26		Yr 1	9	Teacher Aide	1W
27		Yr 1	7 needing a lot of support	Teacher Aide	1K

Spelling Mastery – Weekly Test 1				Spelling Mastery – Weekly Test 2			
Name:				Name:			
Date:				Date:			
Spelling Mastery Teacher:				Spelling Mastery Teacher:			
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			
9				9			
10				10			
11				11			
12				12			
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17				17			
18				18			
19				19			
20				20			
21				21			
22				22			
23				23			
24				24			
25				25			
<b>Total</b>				<b>Total</b>			
Effort (A-E)				Effort (A-E)			
Teacher Check Signature				Teacher Check Signature			

Teachers: Mark me, bundle me, send me to the HOC Room.

© Remember to give feedback in student workbooks ☺