

Writing Fact Cards Professional Development Activities

Spelling

Based on evidence and reliable research, UKLA's free downloadable writing fact cards tell you all that you need to know about writing. You can use them for whole school development or in teacher training to look at the writing curriculum as a whole or to target specific features of writing. These Fact Cards are the perfect starting point for discussion leading to short, medium and long-term plans to develop writing.

Download the Fact Cards from http://www.ukla.org/news/new_ukla_fact_cards_on_teaching_writing/

The following sessions are based on Fact Cards 10 and 11. Suggestions are made for further reading to support planning for development.

Spelling

You will need several copies of Fact Cards 10 and 11 for this Activity (photocopying is fine) and a large sheet of paper.

To establish common principles across a year group you may want to ask people who teach the same age group to work together or, if you are looking at issues of progression, you may want to have all key stage 1 or 2 teachers working together.

In small groups, use **Fact Card 10** to discuss how you teach the range of spelling strategies listed and note these under the appropriate bullet points:

Strategy	
Phonological awareness	
Letter names and alphabetic knowledge	
Growing lexicon of known words	
Visual awareness of patterns	
Awareness of common strings	
Growing knowledge of word structures and meanings	

Share these jottings with colleagues who teach the age group above yours. How do the practices relate to each other? Is there continuity? Unnecessary overlap? Are there any gaps? How might you plan to deal with any of these issues?

Now have a look at **Fact Card 11**. How do you encourage an interest in language and morphology? If you don't already do this, plan to include at least one of the suggestions on the last bullet point on the card.

If there are gaps in practice, decide on what you might like to do to make teaching spelling more consistent throughout the school.

Managers/ senior teams might want to support colleagues in making plans to develop teaching spelling, considering:

- What are the specific areas to be addressed?
- Which classes/staff (including teaching assistants) will be involved?
- What will the time scale be?
- What action will be taken?
- What support/resources will be necessary?
- What examples of good practice already exist in the school? How might these be shared?
- How will success be evaluated?

Tony Martin's excellent UKLA Minibook *Talk for Spelling* is full of ideas for developing exciting ways of developing children's language knowledge.