



English Policy

Aims and objectives

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

With the introduction of the new Primary Curriculum 2014, we aim to cover the seven areas of English comprehensively and within our Creative Curriculum. These give a broad overview of the curriculum for English in the primary phase.

The seven areas of English are:

- Spoken Language
- Word Reading
- Comprehension
- Spelling
- Handwriting and Presentation
- Composition
- Vocabulary, Grammar and Punctuation

At Wanborough we promote good practice for teaching and learning which benefits all children, aiming for them to reach their full potential. As a Dyslexia-friendly School we aim to abide by the principle that, 'If a pupil can't learn the way we teach, then we must teach them in the way they learn best.'

Our objectives in the teaching of English are:

We value the importance of 'Quality First Teaching' for English and work hard to ensure that in conjunction with ongoing assessments, it underpins our practice through ensuring:

- Teaching is lively, engaging and involves a carefully planned blend of approaches that directs children's learning.
- Children are challenged to think.
- The teacher provides children with good support but requires independence as and when appropriate.
- Opportunities are provided for children to initiate their own learning and to use and apply the literacy skills they have been taught.
- The pitch and pace of the work is sensitive to the rate at which the children learn.
- Expectations are kept high.
- Progress is made by all children.
- The strong interdependence between speaking, listening, reading and writing should underpin planning and provision for learning.
- The literacy skills and knowledge that children are expected to learn is clearly defined and the teacher has mapped out how to lead the children to the intended learning.
- Children know that they can discuss and seek help as and when they need to.
- Children like to be challenged and enjoy the opportunities to practise and apply their learning.
- Children identify their attainment and recognise the progress they have made.
- Children are happy to share their ideas and to explain their reasoning and methods.
- Children who need more support than others are identified quickly and receive early intervention to help them maintain their progress.
- Leading children's learning requires a broad repertoire of teaching and organisational approaches. There are lessons when the emphasis is on technique and the teaching is quite directive; there are lessons where the directing is less evident and teachers use carefully chosen activities and well directed questioning.

Teaching and learning style

At Wanborough Primary School, we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a daily lesson in which children experience a whole-class reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity, and a whole-class session to review progress and learning. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance their learning. They have the opportunity to experience a wide range of texts, particularly modal texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and phonic paddles. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum.

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support

some children, and to enable work to be matched to the needs of individuals. Clicker 7 is used to support some learners with longer pieces of written work.

English curriculum planning

English is a core subject in the National Curriculum. We refer to the Primary Curriculum 2014 as the basis for guidance of the statutory requirements of the programme of study for English and the genres that are required to be taught in each year group to ensure children receive full coverage of all genres.

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The Primary Curriculum 2014 details what we teach in the long-term. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year and genres for each year group.

Our medium-term plans, which we also based on the Framework, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning, including all vulnerable groups. These are then saved into a shared folder on the One Drive.

We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. English is linked to our cross-curricular approach wherever possible.

A book spine has been created to give each year group quality texts to share in lessons and as class novels. The book spine covers a range of genres and where possible, is linked to class topics. The list for each class is available to view on the Teachersonly drive and the shared one drive.

Writing

Writing is taught in English lessons and additional writing opportunities are given across the curriculum. English lessons include the teaching of spelling, punctuation and grammar (SPAG) with a minimum of one focused SPAG lesson a week. Other lessons within the week focus on text layout and structure including language features. Longer writing opportunities are given regularly and this may begin with modelled writing by the teacher. Children are given the opportunity to explore a range of fiction and non-fiction texts. A reading spine (list on Teachersonly drive) was purchased in 2020 which provides topic based texts for children and teachers to use in classes.

The children undertake a Big Write task at least twice a term. This task is set by the teacher and may follow on from class work, link to topic or encourage wider thinking. Sometimes a mystery stimulus is given such as an image, video clip or item which helps to inspire the writing.

Children are asked to write in different ways. At times, teachers model writing to encourage children to practise some of their class learning. Children sometimes undertake paired writing where they create a piece of written work with a response partner. At other times, children write independently without scaffolding from the teacher.

Children are taught to plan, draft and revise their writing until they are completely satisfied with their work. Children's editing is done in a green pen.

Reading (Also see Phonics and Reading Policy)

In KS1, reading sessions are taught in small group guided reading sessions. Each week the teacher will lead reading sessions with every child in a small group. The books are chosen to develop and challenge children's reading. The sessions include the teacher reading aloud, children reading aloud and independent reading of a text. The teacher then guides and structures questions to develop children's comprehension, making brief notes on a whole school agreed record sheet.

More formal comprehension sessions are also delivered at least twice in a six-week period. These are delivered as a whole class session where a text is shared and written questions are answered. Strategies are modelled and discussed for how best to formulate and record answers. This work is kept in the children's individual reading folders.

In addition to this, children in Reception and KS1 have at least two weekly 1:1 reading sessions with the teacher, teaching assistant or a parent helper. The books that children read individually are fully decodable following the **Rocket Phonics** programme and are grouped by phonic phase. There are also a selection of books which focus on tricky words.

In KS2, the school has adopted a Whole Class Guided Reading approach to Reading. In two 30 minutes sessions weekly, teachers follow a scheme which covers a range of text types including song lyrics to diversify children's reading. The scheme encourages talking about the text as well as written responses. Children are taught to explore and understand vocabulary, infer details, predict, explain, retrieve information and summarise. Children's written responses are kept in their red folders.

Whole class comprehension sessions are also delivered using Cracking Comprehension or Twinkl resources. A text or extract is shared and strategies for developing written responses is taught. Children's written responses are kept in their red folders.

In addition to this, children in KS2 have at least one weekly 1:1 reading session with the teacher, teaching assistant or parent helper. Once children are a free reader they are allowed to select from a wider range of books. This is supported and encouraged by the class teacher. Children are also encouraged to recommend and support one another with book choices.

All classes have an ongoing class book which is read daily. This will happen at different times within the school day and ranges from 5-15 minutes depending on the age of the children.

The Foundation Stage

We teach English in reception classes as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. As the reception class is

part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. English teaching is also based on and linked to the National Primary Curriculum 2014 where possible. The strands embedded in this framework link directly to the Prime/specific areas and aspects of English in the National Curriculum. The organisation of the objectives into these 12 strands also supports alignment with the assessment focuses for reading and writing used in National Curriculum assessments. Covering these objectives will allow children to reach the Early Learning Goals for Communication, Language and Literacy and the appropriate National Curriculum levels for Key Stages 1 and 2. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

Synthetic Phonics

See Phonics and Reading Policy

Spelling

In Years 2-6 (once all phonic phases have been covered and consolidated), teachers follow the Primary Curriculum 2014 spelling framework. This details which spelling patterns are taught in each year group. Teachers then use a range of resources to help deliver each spelling session and create lists for pupils such as Twinkl, Spelling Frame, Education City (KS1) and Nessy (SEN). Appendix 2 lists a range of different activities and strategies teachers can use to help embed and learn spelling patterns. Teachers are asked to aim to deliver a minimum of 3 short (10-15 minute) spelling sessions a week.

Working walls are designed to give children examples of the current words the class are learning to spell in order to help ensure that they use these in their independent Big Writing sessions. These words are changed regularly in line with the curriculum for spelling.

Teachers are required to identify spelling mistakes within children's work to ensure that spelling rules are being used and mistakes are not being repeated over many different pieces of work. At times, children will be directed to use a dictionary in order to correct their own spelling mistakes within their own work. (See marking policy).

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

English and Computing

The use of Computing, with clear learning objectives, will promote, enhance and add value to aspects and support the teaching of literacy learning across the primary phase. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.

Computing is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROMs to encourage the framing of explicit questions. Groups can work at a computer and input text via standard or overlay keyboard. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using Computing, or Computing can provide the means of presenting their outcomes (via multimedia presentation or the school website).

English and inclusion

At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may need intervention or have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum and Assessment without Levels allows us to consider each child's attainment and progress against year group expectations. This ensures that our teaching is matched to the child's needs and adapted where necessary.

Class intervention folders detail support for children in different areas of Literacy and monitor their progress throughout the intervention time.

We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teaching assistants provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, other technological aids and taped materials;
- alternative communication, such as signs and symbols;

Assessment for learning (Also see Assessment Policy)

... 'assessment' refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

Inside the Black Box, Black and Wiliam, 1998

Teachers assess children's work in English continuously. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the Year group objectives on the Assessment without Levels sheets. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work through the use of editing, redrafting, self-evaluation and success criteria checklists.

Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. Each term Teachers provide opportunities for children to produce unaided pieces of writing for Fiction and Non-Fiction linked to the unit they are teaching in class through undertaking 'Big Writing' sessions with one session a term as a Mystery Box. They also use a class record of the key objectives taken from the assessment focusses as the recording format for this and use these objectives to build assessment into their delivery and outcomes of literacy teaching for the class..

Teachers make assessment judgements three times a year using Assessment without Levels, and they use these to assess progress. With the help of these continual assessments, they are able to set targets for the next term and school year, and to summarise the progress of each child. These are reported to parents three times a year through the school report card

and end of year report. The next teacher then uses these assessments as the planning basis for the new school year.

These assessments are based on daily assessments, a collection of unaided writing and reading, teacher assessments and tests if appropriate. Children undertake the national tests at the end of Year 2 and Year 6.

Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

Moderation takes place regularly to support all staff with assessing and teacher assessment evidence collection. This is also an opportunity to discuss work and evidence collection across the school and share examples of good practice with one another.

Resources

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. Each classroom has a number of spoken language resources, discussion card prompts and a number of audio texts. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their class AlphaBoard linked to a computer. Access to the Internet is also available in the library area and ICT suite. Audio-visual aids are available from the central storage area for Literacy Resources and the library. The library contains a range of books to support children's individual research.

Monitoring and review

The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
- uses specially allocated regular management time to review evidence of the children's work, short term planning, record keeping, progression of the subject and to observe English lessons across the school.

The Subject Leader and a named member of the school's governing body are briefed to oversee the teaching of literacy. They both meet regularly to review progress.

This policy will be reviewed at least every two years.

BW/AD

Date of review: September 2022

Next review date: September 2023

Literacy Appendix 1 - Non-negotiables

Writing

- A Big Write should be undertaken at least twice termly.
- An explicit punctuation/ Grammar lesson should be taught once a week.

Handwriting

- The cursive script must be used from End of YR upwards - see www.letterjoin.co.uk
- Explicit lessons to be taught once a fortnight (children do not have to record every session)

Spelling

- Spelling must be taught for 10-15minutes 3 x weekly (minimum)

Reading

- Weekly Guided Reading/Comprehension sessions
- Teachers must listen to children read, not just TAs

Assessment

- Use the phonic assessment for chn who require it.
- SWST 3 x yearly and results put into a folder on the common drive
- Year group spellings tested 3 x yearly and recorded in class spelling folders

Literacy Appendix 2 - Spelling Activities

1. Look, Cover, Write, Check - TRIOS

This is often the basic method used in classes but the expectation is that the pupil will be motivated and be able to self teach. Mistakes are often written out three times and become embedded. Try putting them in same ability trios. They check each others' lists and then swap around again so the checkers are checked!

Alternatively, the teacher shows the pupils the word, covers it and then the pupils write the word. The teacher would then show the word again for the pupils to check. Again this method has a higher success rate than when the pupils work as individuals.

2. Look, Cover, Write, Check - 'SHOW ME'

Pupils work in pairs. Both pupils look at the same word. It is then covered and both pupils write the word on an individual whiteboard. They then reveal their word - 'one two three, show me' and check that they both have the same spelling. This is repeated with every word on their list. A quick activity that is very effective, It can also be done in trios or quartets.

3. FLASH CARDS

This is similar to the 'show me' activity above. Pupils quickly write out words on flash cards making sure that they have the correct spellings. One reads aloud from a card and the other pupil writes the word on a whiteboard. This time when they say 'show me', one shows the correct spelling on the card and the other shows their attempt on the whiteboard. Pupils take turns reading or spelling.

4. DEFINITIONS

Make this exercise a more worthwhile learning experience by asking pupils to work in pairs. Pupils are given one dictionary to share and work together to find and write the definition of each word. By using a selection of dictionaries, pairs can then share and compare their definitions with another pair.

5. SPELLING ALOUD

Using flashcards, as above, one pupil reads a word aloud. Their partner spells the word out loud. If they spell correctly, they 'win' the card. If they are incorrect, the card is put to the bottom of the pile. Pupils take turns and the 'winner' is the one who has most cards at the end of the game.

6. SPELLING TENNIS

Pupils work in trios. One takes on the role of both 'reader' and 'checker'. The other two pupils spell the word by saying alternative letters until the whole word is spelt. If a mistake is made, the checker stops the game and shows them the correct spelling. The word is then spelt again and then put to the bottom of the pile. Correct words are discarded. Pupils take turns to be the checker.

7. ALPHABETICAL ORDER

Pupils write out their spelling list in alphabetical order. This activity is best used with older pupils but is particularly effective at making them look closely at the spelling of words that begin with the same letter eg when learning common words. This could be an individual activity but, as a follow up activity, pupils could work together to check they both have the same order.

8. MUDDLED LETTERS

Pupils rewrite each of their spelling words in a muddled up fashion eg 'beautiful' could be written 'befitualu'. It is better if they always put the initial letter in the correct place. This is a great activity, as pupils have to scrutinise each word to make sure they have got all the correct letters. These muddled lists are then swapped with someone with same spelling words. Without looking at the correct list, pupils have to rewrite each word correctly.

9. DICTIONARY RACE

Pupils work in threes using a dictionary each. They take turns to call out one of their spelling words which is then hidden. The idea is to be the first to locate the word in the dictionary. This not only helps them to remember how to spell, it is also excellent for practising dictionary skills. You can turn it into a game by giving them counters to win.

10. SYLLABLES

Working in twos, pupils split their spelling words into syllables eg beau-ti-ful. Again close attention to details is needed so it helps them to retain more difficult spellings.

11. WORDS WITHIN WORDS

Pupils try to find smaller words inside each of their spelling words without rearranging the letters. Eg using the word 'practising', you could find - 'act' 'sing' 'in' 'is'. Set a time limit, say 10 minutes, for them to work individually to find as many as possible using all their spelling words. Finish off with an oral feedback session to pull all their suggestions together.

12. SILLY STORY

Working in pairs, pupils write a short story (about a paragraph) using as many of their spelling words as possible. Again, set a time limit of about 10 minutes. Stories can be shared with another pair or with the whole class - the stories are usually very silly so children enjoy this activity.

13. KIM'S GAME

This game can be played in groups of 4 to 6. Spelling words are written on cards and laid out on the table. The pupils study the words. They then look away and a nominated person removes *one* of the cards. Pupils turn back, look at the remaining cards and have 2 minutes (use an egg timer) to write the missing word on a whiteboard which they keep hidden. All the guesses are then revealed at the same time. If they are correct, they win a point, but only if it is spelt correctly!

14. MAGNETIC LETTERS

Working with a partner, younger pupils would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters. This would continue until all the words are displayed. Another pair would then be asked to check their spellings.

15. WORDSEARCH

Using squared paper, pupils make a wordsearch with their spelling words. Words are NOT written out underneath. They need to look really closely to make sure that they haven't made a mistake and that they have included all their words.

For the next spelling session, wordsearches are swapped with another member of the same spelling group. Words are ringed and then written out underneath. How many can they find? They are then swapped back and marked by the original owner of the wordsearch.

16. MNEMONICS

Show the children an example of a mnemonic and explain why they are used eg big elephants can always understand small elephants because

Working with a partner, pupils try to make up a mnemonic for one or two of their trickiest spelling words. A time limit should be set - again about 10 minutes. Their mnemonics can then be shared with another pair, the whole group or displayed on the wall for everyone to use.

17. LUCKY DIP

This is a game best played in twos or threes. Pupils take turns to pick out 12 plastic letters from a bag. They mustn't look into the bag, as it is 'lucky dip'. The picked letters are placed in front of them and the rest of the letters are left in the bag. The idea is to make one of their spelling words out of the letters. The pupils take turns to pick one new letter out of the bag and discard one that they don't want any more. This carries on until someone has the right letters to make one of their spelling words. The others check that it is indeed spelt correctly. The game then starts over again.

18. GUESS THE WORD

Pupils work in pairs. One pupil chooses one of their spelling words, and then writes one letter on a whiteboard at a time. They can begin *anywhere* in the word - it does not have to be at the beginning. The other pupil tries to guess the word after each letter is added. If they guess correctly, they must spell the whole word to win the points. The fewer letters that have been given - the more points to be won.

19. CROSSWORD

Using squared paper, pupils make a crossword using their spelling words. Definitions are written below to form the clues. The children may have already written the definitions during a previous spelling session.

During a further session, crosswords are swapped and completed by another member of the group. These would then be checked by the pupil who created the crossword.

20. NOUGHTS AND CROSSES

This is a very simple activity where pupils can work within mixed or same ability pairings.

Pupils swap lists and ask their partner to spell one of the words. If the word is spelt correctly, the appropriate mark is placed on a noughts and crosses grid. If wrong, no mark is

written but their mistake explained and the correct spelling shown. A 10-15 minute time limit is probably long enough to play several games.

21. WALK ABOUT

Don't be put off by the title. Children of all ages love this and it's very effective!

The whole class walks about the class with their list of words. When the teacher calls a set signal (eg 'spell'), each pupil greets the person nearest to them and swaps lists. By doing this all spelling abilities can work together. They then ask each other to spell 3 words from the list. If they are both correct, they swap the lists back again and move on. If one or more is wrong, they get one minute to study the words and are then asked again.

22. DRAGON'S DINNER

Pupils have counters, one for each of their target words. They take turns in spelling. If they make a misspelling, they lose a counter to the dragon. The dragon can be a pupil with a list of the words or all other pupils can have a list to check the words and the dragon can be a picture/model. How much dinner does the dragon get?

23. FIND THE WORD

This is a good activity for younger pupils who are learning how to spell High Frequency words. Each pair is given a highlighter pen and piece of text, for example a newspaper or advert. The teacher writes a few common words on the blackboard and the children highlight as many as they can find. Younger children may need to be given a highlighter each or you may ask that each common word is highlighted using a different colour.

This activity can also be used to highlight a spelling pattern in older classes eg 'ight' , 'ei/ie'. Once highlighted, the words could be written in a list to share with another group.

24. JIGSAW

The teacher chooses one or two spelling words for each group and writes each of them onto a strip of card. This is repeated several times. Each card is then cut into sections - see below

Hippopotamus

Hippopotamus

Hippopotamus

Hippopotamus

Pieces are then muddled up and given out to the pupils. They can either put them back together at their desks but its much more fun if they are each given one piece and they must then find their partners and stand in the correct order. It is trickier than it looks as there can be several combinations to make the correct spelling.

25. The weakest Link?

Just like the TV programme. Pupils work in groups of 4-8. Each person has a whiteboard. The 'presenter' has a list of words and displays a timer. Each person is asked a spelling in turn. They either write the spelling on the whiteboard or say it aloud. At the end of each 'round'

each person uses their whiteboard to 'vote' off who they think is the 'weakest link' and a new round begins with a shorter time limit.

26. Spell, Spell, Trade

Each member of the group has one word on a piece of paper. They walk about until they meet another member of their group. They then ask each other to spell their word. If they get it wrong, they are shown the word and then try again. Once they have both spelled the word, they trade and go off to meet another person. All groups can play this at the same time just by colour coding the paper ie the pupils with the yellow cards only meet up with yellow cards.