

How to use this book

1. Read Chapter 1: *Spelling Methodology*

This explains the philosophy and research base that underpins the approach to teaching spelling in *Spelling Under Scrutiny*.

2. Read Chapter 2: *Assessment*

Select appropriate Gap Analysis Assessment and administer. Follow the Flow Chart on page 28 to analyse results and to decide if students need further assessment.

Select appropriate teaching method—Thorough Route or Quick Route.
Group students if necessary for differentiated instruction.

3. Select *Teaching Topics* from Chapter 3

Plan spelling instruction – for the year, term and week.

Refer to the Planning Model on page 82 for suggestions for weekly spelling instruction.

4. Select practice activities

Choose appropriate practice activities as necessary—they may vary for different groups of students. Refer to the Index of Topics and Practice Activities on page 399 to find the practice activities that relate to each teaching topic.

Practice activities may be completed at school or as part of a weekly homework programme.

5. Read Chapter 4

Plan a weekly proofreading/editing programme.

Choose weekly words to develop spelling memory and/or vocabulary knowledge. Refer to the English Spelling Dictionary for appropriate words. Proofreading goals and word lists can vary according to the needs of individual students or groups of students.

6. Regularly monitor students' spelling progress

Use students' daily writing, 15 minute writing samples, proofreading programmes and Gap Analysis Assessments to decide if students understand the principles that underpin the spelling system of English, and if they are able to transfer this knowledge to their writing. Adjust instruction accordingly.