

From sound to script

MAT spelling approach

St Bartholomew's CE
Multi Academy Trust





St Barts MAT approach to Spelling

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	Warm Up	Step 1	Step 2	Step 3	Step 4
Monday	Sound chart review/focus	Focus weekly 6 spellings ❖ See it  ❖ Hear it  ❖ Segment it  ❖ Say it 	Focus weekly 6 spellings ❖ Understand it  (morphology, orthography, etymology/ origin)	Focus weekly 6 spellings ❖ Hear it – Sentence context  ❖ Say it- sentence context 	Focus weekly 6 spellings ❖ Make it – solo script 
Tuesday	Sound chart review/focus	Focus weekly 6 spellings ❖ See it  ❖ Hear it  ❖ Segment it  ❖ Say it 	Focus weekly 6 spellings ❖ Make it – solo script 	Throw back: Connect 4  ❖ Say it  ❖ Make it  ❖ Check/fix it	Throw back: Connect 4  ❖ Dictate it - with handwriting link  ❖ Check/fix it Fix it 
Wednesday	Sound chart review/focus	CEWs ❖ See it  ❖ Hear it  ❖ Segment it  ❖ Say it 	CEWs ❖ Understand it  (morphology, orthography, etymology)	CEWs ❖ Solo scripting (word level) ❖ Check it  ❖ Fix it	CEWs ❖ Embed it ❖ Dictate it - Sentence script with handwriting link  ❖ Fix it  ❖ Use it in context
Thursday	Sound chart review/focus	Focus weekly 6 spellings & Connect 4 (sounds/ pattern/ rule) ❖ See it  ❖ Hear it  ❖ Segment it  ❖ Say it 	Focus weekly 6 spellings ❖ Dictate it - sentence script with handwriting link  ❖ Fix it 	Focus weekly 6 spellings ❖ Embed it (AI/digital) ❖ Use it - in context ❖ Go deeper	
Friday	Quick review of all weekly spellings	Test ❖ all 10 weekly spellings	Check and Fix ❖ Self-mark ❖ Fix mistakes 	Lightbulb  SPaG Gaps	Lightbulb  SPaG Gaps

	From Sound to Script St Barts MAT Approach to Spelling				
	Warm Up	Step 1	Step 2	Step 3	Step 4
Monday	Refer to sound chart (displayed in every room). Practice focus sound or review as suitable. (1 min)	Focus weekly 6 spellings ❖ See it Share spellings with images of some/most/all spellings as a visual link. ❖ Hear it Teacher says each spelling word, modelling correct pronunciation. Teacher says and children repeat each word. ❖ Segment it Teacher segments each spelling word into either sounds or syllables (depending on stage.) Children repeat. ❖ Say it	Focus weekly 6 spellings ❖ Understand it (morphology, orthography, etymology) Teacher explains spelling rule/pattern/sound. Teacher focuses on the most appropriate feature(s) of the spellings. (See below) Morphology: The study of how words are made up of smaller parts (like roots, prefixes, and suffixes) and how those parts change to show meaning, tense, number, etc.	Focus weekly 6 spellings ❖ Hear it – Sentence context Teacher says each spelling word within the context of a well-planned sentence. ❖ Say it- sentence context Pupils say the sentence based on teacher prompting. Could be echo or paired. ❖ (5 mins approximately)	Focus weekly 6 spellings ❖ Make it – solo script Teachers model writing each word using write repeater (see below for link). Pupils practice the spellings at word level by writing the spelling words. I.e. look/say/write/cover Scaffold/precise – magnetic letters or tiles (see link below for Spelling shed free letter tiles app) ❖ (7 mins approximately)

		Teacher points at each word and children say it. (AfL opportunity – teacher looking for pupils pronunciation and participation) ❖ (3 mins approximately)	<i>Example: "unhappy" = "un-" (prefix) + "happy" (root).</i> Orthography: The set of rules about how words are written in a language, including spelling, capitalisation, and punctuation. <i>Example: In English, "knight" has a silent "k"—that's part of its orthography.</i> Etymology: The study of where words come from and how their meanings and forms have changed over time. <i>Example: The word "school" comes from the Greek word "scholē", meaning leisure.</i> ❖ (4 mins approximately)		
Tuesday	Refer to sound chart	Focus weekly 6 spellings ❖ See it	Focus weekly 6 spellings	Throw back: Connect 4 These are 4 words out of the 6 taken from the spelling rule from 3 weeks	Throw back: Connect 4 ❖ Dictate it – sentence level

	(displayed in every room). Practice focus sound or review as suitable. (1 min)	Share spellings with images of some/most/all spellings as a visual link. ❖ Hear it Teacher says each spelling word, modelling correct pronunciation. Teacher says and children repeat each word. ❖ Segment it Teacher segments each spelling word into either sounds or syllables (depending on stage. Children repeat. ❖ Say it Teacher points at each word and children say it. (AfL opportunity – teacher looking for pupils pronunciation and participation) ❖ (3 mins approximately)	❖ Make it – solo script Teachers model writing each word using write repeater (see below for link). Pupils practice the spellings at word level by writing the spelling words. I.e. look/say/write/cover Scaffold/precise – magnetic letters ❖ (4 mins approximately)	previous. This is spaced retrieval pattern practicing e.g ‘ious’ was covered 3 weeks ago- 4 words children needed revisiting were chosen. ❖ Say it Teacher says spelling words and pupils repeat. ❖ Make it Teachers model writing each word using write repeater (see below for link). Pupils practice the spellings at word level by writing the spelling words. I.e. look/say/write/cover Scaffold/precise – magnetic letters or tiles (see link below for Spelling shed free letter tiles app) ❖ Check/fix it Teacher reveals words on board and pupils check and fix. This can be ticking letters or sounds. ❖ (6 mins approximately)	Teacher dictates a sentence for each revisit spelling and pupils write it (dictation). <i>Teacher to read out each spelling word using the script ‘The word is play. I want to play with my toys. The word is play.</i> Handwriting link – teacher to set high expectations and check. ❖ Check/fix it Teacher reveal sentences on board and pupils check and fix. This can be ticking words (with a focus on the spelling word). ❖ (6 mins approximately)
Wednesday	Refer to sound chart (displayed	Previously taught CEWs These are revisited CEWs from previous term (e.g In Spring	CEWs ❖ Understand it (morphology, orthography, etymology/ origin)	CEWs ❖ Solo scripting (word level) Teachers model writing each word using write repeater (see below for link). Pupils practice the spellings at	CEWs ❖ Embed it At this point consider applying into own sentences, using AI and Apps or School schemed application tasks

	in every room). Practice focus sound or review as suitable. (1 min)	1, each week practice approx. 3 spellings from Aut 1's CEW list) These CEW words have already been taught through 'Sound to script' process the previous term. ❖ See it Share spellings with images of some/most/all spellings as a visual link. ❖ Hear it Teacher says each spelling word, modelling correct pronunciation. Teacher says and children repeat each word. ❖ Segment it Teacher segments each spelling word into either sounds or syllables (depending on stage. Children repeat. ❖ Say it Teacher points at each word and children say it. (AfL opportunity –	Teacher explains spelling rule/pattern/sound. Teacher focuses on the most appropriate feature(s) of the spellings. ❖ (4 mins approximately)	word level by writing the spelling words. I.e. look/say/write/cover Scaffold/precise – magnetic letters ❖ Check it / fix it ❖ (6 mins approximately)	e.g. Missing letter, correct the spelling etc ❖ Dictate it – sentence level Teacher dictates a sentence for each revisit spelling and pupils write it (dictation). <i>Teacher to read out each spelling word using the script 'The word is play. I want to play with my toys. The word is play.</i> Handwriting link – teacher to set high expectations and check. ❖ Check/fix it Teacher reveal sentences on board and pupils check and fix. This can be ticking words (with a focus on the spelling word). ❖ Use it in context ❖ (6 mins approximately)
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		teacher looking for pupils pronunciation and participation) ❖ (3 mins approximately)			
Thursday	Refer to sound chart (displayed in every room). Practice focus sound or review as suitable. (1 min)	Focus weekly 6 spellings & Connect 4 (sounds/ pattern/ rule) ❖ See it Share spellings with images of some/most/all spellings as a visual link. ❖ Hear it Teacher says each spelling word, modelling correct pronunciation. Teacher says and children repeat each word. ❖ Segment it Teacher segments each spelling word into either sounds or syllables (depending on stage. Children repeat. ❖ Say it Teacher points at each word and children say it. (AfL	Focus weekly 6 spellings ❖ Dictate it - sentence script Teacher dictates a sentence for each spelling and pupils write it (dictation). <i>Teacher to read out each spelling word using the script 'The word is play. I want to play with my toys. The word is play.</i> Handwriting link – teacher to set high expectations and check. ❖ Check/fix it Teacher reveal sentences on board and pupils check and fix. This can be ticking words (with a focus on the spelling word). ❖ (6 mins approximately)	Focus weekly 6 spellings ❖ Embed it (ai/digital) At this point consider applying into own sentences, using AI and Apps or School schemed application tasks e.g. Missing letter, correct the spelling etc. ❖ Use it - in context Pupils apply the spelling words in context through suitable activities. E.g. insert the correct spelling word into the appropriate sentence. ❖ Go deeper Where pupils are able to, they can complete going deeper activities such as correct mistakes, mini-teaching, further words within that rule or find exceptions to rule. (Do not move on to new spelling rule). ❖ (10 mins approximately)	

		opportunity – teacher looking for pupils pronunciation and participation) ❖ (3 mins approximately)		
Friday	Quick review of all weekly spellings (1min)	Test ❖ all 10 weekly spellings Teacher to read out each spelling word using the script ‘The word is play. I want to play with my toys. The word is play.	Check and Fix ❖ Self-mark ❖ Fix mistakes Teacher reveals words on board and pupils check and fix the spelling word only.	Lightbulb SPaG Gaps Pupils who require further input and support will receive support in the SPaG element required. Pupils who do not can further embed spelling understanding through using AI and Apps or School schemed application tasks e.g. Missing letter, correct the spelling etc.

Writing repeater link: <https://ictgames.com/mobilePage/writingRepeater/index.html>

Letter tiles app: [EdShed - Educational products for spelling, phonics, literacy and maths](#)

The Science Behind the Spelling Journey (a research-based approach)

Activity/Area	Purpose	Framework July 2025 Says	Evidence
Phonics into Spelling	To transition from phonics decoding (reading) into encoding (spelling) — applying GPC knowledge to accurate, fluent spelling.	“Spelling should be taught systematically, starting with phonics in Reception, and pupils need plenty of practice in applying spelling knowledge.” (Section 3, p.40) “Pupils should apply their handwriting skills in phonics lessons... writing the words they could read at a glance.” (Jamal case study, p.19)	Ehri (2000, 2005): Spelling develops more slowly than decoding and needs explicit attention. Graham & Santangelo (2014): Integrated phonics and spelling instruction leads to improved spelling outcomes. Castles et al. (2018): Phonics must lead to secure encoding if it is to impact writing fluency.
Introduce New Sound/Pattern – “Say it, Read it”	To introduce and embed grapheme-phoneme correspondences (GPCs), which form the foundation of accurate spelling.	“Spelling should be taught systematically, starting with phonics in Reception... Pupils need plenty of practice in applying spelling knowledge.” (Section 3, p.31–32) “Pupils must understand the alphabetic code and apply it in their spelling.” (p.40)	EEF Phonics Guidance Report (2021): Teaching GPCs systematically is the most secure foundation for spelling. Castles, Rastle & Nation (2018): Explicit phonics instruction builds decoding and encoding skills. Berninger et al. (2002): Accurate transcription relies on secure GPC knowledge.
Understand Morphology / Etymology / Orthography	To equip pupils with strategies to spell unfamiliar and complex words by understanding word parts, history, and patterns.	“To help pupils spell accurately, develop knowledge of orthography, morphology and etymology, when appropriate.” (p.40) · Appendix B: Morpheme Matrices offers a scaffold for this work.	Nunes, Bryant & Bindman (2006): Morphological instruction improves spelling and comprehension. Bowers & Kirby (2010): Understanding how morphemes and roots function improves word recognition and spelling. Treiman (2017): Instruction in orthographic regularities reduces spelling errors.
Dictation	To reinforce GPCs, spelling rules, and sentence-level punctuation in context,	“Dictation is helpful... so pupils can practise the transcription they are taught.” (p.26)	Graham et al. (2012): Dictation enhances spelling and sentence-level fluency.

	without the cognitive load of generating original ideas.	“Pupils should write dictated sentences and apply spelling knowledge.” (Reception and KS1 sections)	Berninger et al. (2006): Dictation supports motor memory and orthographic retrieval. EEF KS1 Literacy Report (2021): Dictation supports consolidation of newly learned spelling patterns.
Independent Practice	To reinforce previously taught spelling rules, develop self-monitoring, and build automaticity and confidence.	“Pupils need extensive practice and review... Fluency in transcription frees up working memory to focus on composing writing.” (p.31–32) “Pupils who write independently must have the foundational knowledge to do so with confidence.” (Sophie case study, p.20)	EEF Improving Literacy in KS2 (2021): Independent practice must follow explicit instruction and modelling. Roediger & Butler (2011): Repeated retrieval (without help) improves long-term retention. Graham et al. (2012): Practice and rehearsal are key predictors of spelling accuracy over time.
Review Previously Learned Patterns	To promote retrieval practice, automaticity, and long-term retention of spelling knowledge.	“Teaching spelling should be cumulative... reinforce previously taught patterns.” (p.40) “Pupils need extensive practice and review.” (p.31)	Roediger & Butler (2011): Retrieval practice strengthens memory. Cepeda et al. (2006): Spaced repetition is more effective than massed practice. EEF Improving Literacy KS2 (2021): Revisiting previously taught spelling supports long-term success.
Learn Common Exception Words (CEWs)	To teach irregular or high-frequency words that do not follow typical phonics patterns.	“Children may spell some common exception words... as part of meeting early learning goals.” (p.28) “CEWs must be taught directly.” (implied across KS1 expectations and spelling instruction)	Ehri (2005): Orthographic mapping of irregular words requires repeated exposure. Solity (2020): High-frequency CEWs should be embedded into spelling sessions alongside phonically regular words. Ouellette & Martin-Chang (2017): Improved spelling of CEWs supports faster reading and writing fluency.

Application of Handwriting (in Spelling Practice)	To reinforce correct spelling through accurate, automatic transcription — engaging muscle memory and reducing working memory load.	“Teaching spelling and handwriting together reinforces the link between phoneme and grapheme.” (p.31–32) “Dictated words and sentences allow children to practise handwriting and spelling simultaneously.” (Reception guidance, p.26)	Berninger et al. (2006): Spelling and handwriting fluency are interlinked in transcription development. Graham et al. (2018): Handwriting fluency improves spelling and overall writing quality. Datchuk & Kubina (2015): Linking spelling to handwriting supports automatic transcription.
Test It (Low-Stakes Testing and Retrieval)	To check recall, reinforce learning, and inform responsive teaching (assessment for learning).	“Pupils need timely and constructive feedback... and sufficient practice to reach automaticity.” (p.22) Assessment should focus on what pupils have been taught (implied across sections on responsive teaching and transcription).	Roediger & Karpicke (2006): Testing improves memory retention more than additional study. EEF Feedback and Assessment Guidance (2018): Low-stakes testing supports adaptive teaching.
Fix It (Error Correction and Feedback)	To correct errors, address misconceptions, and reinforce accurate spelling patterns.	“Constructive feedback is essential... Pupils need opportunities to edit and revise, including correcting spelling.” (p.22, 70) “Identify where support is needed and respond within the lesson to address it.” (Section 5: Pupils Who Need the Most Support)	Hattie & Timperley (2007): Feedback is one of the most powerful tools for learning. Wiliam (2011): Effective formative assessment and error correction lead to better outcomes.