Philosophy
For students of all ages and languages, knowledge of the ways in which their written language represents the language they speak is the key to literacy. Understanding how the spoken word is represented in print is fundamental to this understanding. (Bear, Invernizzi, Templeton and Johnston (5th Edition) Words Their Way Word Study for Phonics, Vocabulary, and Spelling Instruction pg 1).

The knowledge that students need if they are to become proficient spellers takes four different forms:

- **Phonological knowledge**: how words and letter combinations sound.
- **Visual knowledge**: the way words and letter combinations look.
- **Morphemic knowledge**: the meaning of words and the way words take different spellings when they change form.
- **Etymological knowledge**: the derivations of words’ (where words have come from eg: latin).

(State Literacy Strategy Focus on Literacy: Spelling pg 12)

At Tambo Upper, we believe the best way to produce proficient spellers is to instil these four forms of knowledge through explicit instruction with a multisensory approach that is guided by the content of Pearson’s Words Their Way spelling program.

Multisensory teaching is any learning activity that includes the use of two or more sensory modalities simultaneously to take in or express information. The multi-sensory approach encompasses all learning styles and enables all students to develop their skills and capabilities in various activities.

There are four Sensory Modalities:

- **Visual** – Using sight
- **Auditory** – Using hearing
- **Tactile** – Using touch
- **Kinesthetic** – using body movements

Multisensory teaching is designed to use these modalities simultaneously, thus making it possible for all students to learn and advance. Multisensory instruction is a powerful tool in reinforcing our language
teaching in three important ways. Firstly, it helps get the information across. Secondly, it helps the students process the information. And, lastly, it helps students retrieve information already learned.

Intentions
Our intention is to equip children with skills to:
- Understand that spelling is an integral part of literacy.
- Understand that the purpose of learning about spelling is so that others can read their written communication.
- Understand that their writing is valued.
- Develop an interest in words and spelling patterns.
- Utilise all four spelling knowledges (phonological, visual, morphemic, etymological).
- Learn to spell the ‘Tambo No Excuse Words’ automatically. (This list consists of approximately 500 of the most frequently used words, sourced from M100W, 200-500 most used word lists, as well as some tailored to suit our learners and their environments).
- Use a variety of resources to help with spelling eg: dictionaries, ICT devices.

Implementation
- Spelling will be taught explicitly for 4 stand-alone 30-minute sessions per week (preferably within the Literacy block).
- Spelling lessons will be targeted to the needs of the learners as per data collected from the ESI (Elementary Spelling Inventory), South Australian Spelling Test and general observations.
- Use consistent language and vocabulary across the school when teaching spelling (Metalanguage to be established).
- Spelling activities will be designed using the multi-sensory approach to learning.
- Spelling will be taught in alliance to the ‘Words Their Way’ program principles but with a multisensory approach enabling individuals to access all four spelling knowledges creating proficient spellers.

Evaluation
- Success will be measured through ongoing assessments and observations.
- ‘For’ Learning assessments will be the PSI, ESI and USI in alignment with the Assessment Schedule.
- ‘Of’ Learning assessment will be the South Australian Spelling Test in alignment with the Assessment Schedule.
- Weekly spelling tests and observations of students progress based on weekly learning focus and ‘Tambo No Excuse’ spelling word list.
References to be used:

- Words Their Way fifth edition (the whole program)
- Scope and Sequence for English
- Australian Curriculum and AusVELS
- The Benefits of Multisensory Spelling Instruction by Beverly L. Adams-Gordon
- State Literacy Strategy Focus on Literacy: Spelling
- Multisensory Activity Ideas Booklet
- World Wide Web, Pinterest and other resources for activity ideas