



Brain Friendly Spelling Tutor Pack

- My brain & how it likes to learn
- Exploring different learning styles
- Working with my mega memory
- Problem spellings
- Showing what I know

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Foreword

As part of the University of the First Age National Programme many teachers and students have been engaged in using the opportunities presented in Out of Hours Learning to explore and experiment with new, exciting ways of learning. Much of the material in this programme has evolved as a result of the hard work of many of these teachers and students. In particular, primary teachers, teacher fellows and students from Leicester City and Leicester EAZ have contributed endless enthusiasm and sheer hard work to the development of this programme.

The UFA is grateful to Leicester City Council Schools Development Support Agency (SDSA) for the grant they received in order to co-fund this project and the writing of the materials. A special thanks goes to the staff, pupils and parents of the six primary schools who piloted the programme during spring 2002 and achieved some good SATs results.

Many thanks to them all!

Manjit Shellis

Training and Development Manager

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Introduction

This Out of Hours Learning course is designed essentially to be a 'learning to learn' course to equip your students to become much more aware of themselves as learners and find out how they learn best. It gives them the opportunity to find out about the amazing potential of their brain and demonstrates ways in which they can use this knowledge to make their learning more effective. The specific focus is on spelling but much of the content is applicable to learning in general and will help your students become more effective learners by raising their awareness of how they think and learn. Each session is designed to make full use of energisers, brain breaks and periods of reflection and review.

These tutor-led sessions strongly model accelerated learning and will give you the opportunity to pilot the effectiveness of many theories of learning. This programme was devised with borderline level 4 students in mind. Therefore, you may want to adapt the activities, perhaps building in many more spelling examples, to suit your students needs while still retaining the essential characteristics of a brain friendly learning experience.

Sessions should:

- provide a 'high challenge low stress' environment.
- make use of/create a multi-sensory rich peripheral environment.
- include energisers, brain gym and multi-sensory activities.
- highlight learning-to-learn strategies.
- allow students opportunities to demonstrate their new understanding.
- build in time for reflection and review for the brain to process new learning.
- use music to enhance the learning.
- provide information for parents about the activities being undertaken and how to support at home.

A key feature of UFA extended learning is a safe, stimulating learning environment. To support you to create this, many stimulating, colourful resources are included in this manual. These will partly support you to create an environment conducive to learning but you will also need to consider the venue for the course. Ideally, plenty of space, including wall space is needed. If the environment looks and feels different this will help students put aside any preconceived ideas they may have about their effectiveness as learners coloured by past experiences. The learning can be much enhanced by building up the peripheral environment week on week. Time spent on preparation of the environment will reap many benefits and should not be underestimated. Remember, we take in 90% of information from visual sources!

This manual works best when those concerned with its delivery have some understanding of brain-based learning. The one-day training event that accompanies this manual will help you to further explore the learning theory that underpins this course and a written summary is included in the resources section of this manual.

Informing parents/carers and school staff

It is strongly recommended that parents/carers are fully informed about the course and the strategies it will use before the course starts, so that someone at home will be able to support the young person whilst they try out the techniques they have learned in between the sessions.

It will also prove more effective if other members of the school staff are informed about the course and the strategies the young people will be trying out, so that their efforts can also be supported within the classroom, in order to maximise the learning.

Have fun!

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Outline of programme

This course is designed and written as a 5-week course, each session being 1 hour 15 minutes. However, you may wish to consider restructuring the content to fit other timing patterns. During its pilot phase the course was also run as 3 x 1/2 day Easter revision course; as a 6 x 1 hour course after school and as a one day Easter school.

It is important that sections are not missed out as the programme is designed to build up knowledge and skills incrementally. The sections are linked together with rituals such as the family challenges and icebreakers. These rituals will help to give the pupils some familiarity and build their confidence and independence. What happens between the sessions is just as important as the sessions themselves and to this end involving parents is a crucial element of the programme.

A number of spellings are included with these sessions, but the spellings used as the focus should be those that are the most pertinent to the learners and their needs. We would encourage you to add your own spelling where possible. Activities may also need changing and adapting to suit your needs.

Session 1 : My brain and how it likes to learn

This session introduces the building blocks of the course; the underpinning theory of how our brains like to learn, the processes and rituals that will be used through each of the subsequent sessions. This session begins the process of exploring learning in the light of recent research into the brain.

Session 2 : Exploring different learning styles

The purpose of this session is to give the students a chance to try out some strategies for their preferred learning style in particular, but also to dip into other learning styles too so that they have a range of approaches at their disposal.

Session 3 : Working with my mega memory

This session build on the knowledge that students have a preferred learning style by introducing some basic memory facts. Most importantly, this session focuses on the need to review material regularly in order to develop long-term retention of spellings.

Session 4 : Problem spellings

This session focuses on specific areas of difficulty for students not secure at level 4. Understanding the use of common word endings and beginnings will enable students to guess more effectively at the spelling of words that use these common prefixes and suffixes.

Session 5 : Showing what I know!

This last session draws together the various elements of the course and provides an opportunity for students to reflect on, prioritise and synthesise the key learning points from the previous sessions and to show their understanding.

The spellings that have been selected for activities are those that have proved problematic for students working at levels three and four as identified in the '*Journal for Raising Achievement in Literacy and Numeracy KS2*'.

You may want to substitute these spelling for those that cause your students specific difficulty.

Family challenges

Each session the students are given a family challenge to complete for the following session. This allows the students to extend their learning and begin to harness the support of others in the learning process. The family challenge is an essential element of the course as it encourages the students to take the learning into the home and to develop an independent approach to learning their spellings.

The super speller's learning toolkit

This is a ritual that runs throughout the sessions and helps students reflect on the key learning points. You may want to have a group toolkit as well as asking the students to create their own personal learning toolkit (which may be slightly different depending on how they like to learn).

The toolkit is a visual metaphor for the memory and as students encounter new strategies, discover essential facts, they place something in the toolkit to remind them of that.

For example, the sort of thing you might put in the bag/box are:

A picture / replica of a piece of fruit – banana especially good brain food.

A bottle of water – hydrating the brain essential for smart learning.

A CD – music (especially slow baroque music) helps the brain to use certain brain waves (alpha waves) that help the brain to learn = especially good for memory.

A packet of felt tips – the brain loves colour. If you need to remember something using colour to underline and emphasise it will help.

A particular spelling rule – written on a piece of card.

Assessment ideas

Ideas for getting a confidence/attitudinal perception of how learners see themselves and their skills at the beginning of the activity.

Group run

Around 4 - 6 pieces of flipchart paper in different areas of the room
Each is labelled with a different statement:

- e.g:
- I know I am a good speller
 - I often get some letters wrong in spelling
 - I'm hopeless at spelling
 - It's the middle of words I have trouble with
 - I don't always know some of the common words like 'because', 'where', 'necessary', 'should' etc

Pupils write their name on a post-it and stick it on the appropriate sheet

Spelling lists

Look at a list of spelling lots of people often get wrong, how many of these do you think you could get right. Same again at the end (actually having a go at doing the test is optional).

True and false statement tick list

True and false statement tick list work (or scale of 1-5) at the beginning and end of the 5 sessions

For example:

- I am a good speller
- I look forward to spelling tests
- Someone at home always helps me learn spellings
- I think using a dictionary to help with spelling is cheating
- I know the way I learn best
- I know lots of different ways to help me remember spellings

Sort cards

Lots of cards with spellings on

Sort out into three piles

- (i) those you definitely know
- (ii) those you think you know, and
- (iii) those you don't know

How many in each?

Try again at the end of the course

(actually trying to spell them is optional)

Session 1 Overview

Big Picture

Aims

Outcomes

Activities (75 mins)

Resources/ preparation needed

My brain and how it likes to learn

This session introduces the building blocks of the course; the underpinning theory of how our brains like to learn, the processes and rituals that will be used through each of the subsequent sessions. This session is vital in establishing an environment that is conducive to learning; one that is safe yet challenging characterised by having time to think, time to reflect and active involvement in engaging activities. As students may not all know each other, this session also needs to contain a significant element of team building. This session will begin the process of exploring learning in the light of recent research into the brain.

- To introduce the course and give students an opportunity to set some personal goals
- To establishing some simple facts about the brain
- To stress the individuality of learning
- To find out what their preferred learning style might be and how this may influence the approach they take to learning spellings

By the end of the session the students will have some knowledge of basic brain facts and an individual profile of themselves as learners that will inform the way they approach their learning in general and more specifically how they approach the learning of spellings. They will experience the impact of acquiring new knowledge in a kinaesthetic way. Finally they will have begun the process of understanding the underpinning approaches of subsequent sessions.

Activity 1 - Give the big picture of the course (5 mins)

Activity 2 - Icebreakers and getting to know you (20 mins)

Activity 3 - True or false run-around quiz (15 mins)

Activity 4 - How my brain takes in information (30 mins)

Activity 5 - Review and reflection, traffic lights (5 mins)

1. VAK Questionnaire: One for each student and a few spares in case students want to take some home to use for the family challenge.
2. VAK posters
3. Brain fact posters
4. Optional: Subject specific vocabulary and /or key words

Activity 1 - Give the big picture of the course (5 mins)

Use an OHP on the 5-week course outline to show how the course builds.

Each session builds on the previous one so it is very important they attend all the sessions.

The main aim of the course is to equip them with a range of strategies that they can use to become better spellers. The strategies will need to be practised at home if they want to see an improvement in their performance. Each week they will have a family challenge to complete in preparation for the following week.

Personal goal setting: give each student two post-it notes and ask them to complete the following sentences:

Today, I want to find out

It will have been worth coming to this course if I ...

Spellings I know I need to work on are ...

These can be displayed on the wall so everyone can see the range of personal goals for the group.

Activity 2 - Ice breakers and getting to know you (20 mins)

1. Team names crossword

On a sheet of flipchart paper the tutor writes their name and students are invited to add their own name using letters from the tutor's name and other students' names, building up a large crossword linking the whole team together, e.g.

M
A
B E N
I J U L I E
L I
L T
Y

2. More team building: One minute to...

.....arrange themselves in height order.

.....arrange themselves in order of the first letter of their first name (alphabetical order).

.....arrange themselves in order of their birth date.

3. Would you rather?

Label the two sides of the room A and B. Students have to run to the appropriate side of the room in response to the following statements.

Would you rather?

A - eat chocolate ice cream	or	B - strawberry ice cream
A - stay up late	or	B - go to bed early
A - watch an action film	or	B - a horror film
A - watch Eastenders	or	B - the Simpsons
A - meet Britney Spears	or	B - win £200
A - meet David Beckham	or	B - win £200
A - read a book yourself	or	B - listen to a story
A - learn something new by yourself	or	B - learn something new with other people
A - use a dictionary	or	B - ask someone a spelling

Add others of your choice

Activity 3: True or False Run-around Quiz: (15 mins)

Play a game of true or false. You could allocate an area of the room to be the TRUE, FALSE and NOT SURE corner. Students then run to the appropriate corner in response to the following statements:

Every brain is different.

True: Although every brain has a similar set of systems each brain wires itself differently according to the experiences we have. Therefore, each brain is different and learning is as individual as our faces, our fingerprints and our personalities.

Some people are born brainier than others.

False: All brains have huge potential. We all have 100 billion brain cells that we could use. Use it or lose it is true for the brain....the more we use our brains, in the right way, the brainier we get.

Brains love colour and pictures.

True: Our brains are naturally wired to deal with images. We can deal with up to 36,000 images an hour. We can distinguish between many different faces. This is also why we like colour because it is visual. Our memory can use colour to code information making it easier to find when we need it.

Coke and other fizzy drinks help your brain to concentrate.

False: Sugary drinks encourage your brain to lose water, which it needs to maintain concentration. The brain is made up of a lot of water and it needs to be kept hydrated in order to work efficiently. In fact, you need to regularly drink pure water, not dilute fruit juices, and regularly throughout the learning period in order to learn well. What you eat is just as important, healthy foods will help your brain work better than if you have a fatty diet full of E numbers. Skipping meals could mean you become more easily distracted and can't concentrate on your learning.

It is normal for a brain to "forget" up to 70% of what it has learned within 24 hours.

True: Unless you review, go over what you have learned within 24 hours even for five minutes you will forget it. So any spellings you learn in the evening need to be reviewed for a few minutes the next day, then a few days later, then a week later etc in order to put them into your long-term memory.

Exercise is good for your brain.

True: Any movement which increases oxygen to the brain is good. Your brain needs oxygen and becomes lethargic if it doesn't get enough. Also a series of cross lateral movements, called brain gym actually help the two sides of the brain to connect together making learning more effective. Brain gym focuses your attention on the learning, so when you are becoming distracted use brain gym to help you focus again.

There is only one good way of learning spellings which is to write them out lots of times.

False: There are many different ways of learning spellings many of which you will discover and try out in this club.

Smiling helps you learn.

True: Being positive about your learning is really useful. Your brain will believe what you tell it. If you think you can do something or you think you can't, you're right! It's better to have a positive outlook, thinking you will be able to do something even if it first appears difficult rather than think you are not capable of learning.

You can learn to be a better speller.

True: If you work in the way the brain likes to work you can easily learn to spell words you presently find difficult. You just have to find out how your brain likes to work and then use those methods.

Activity 4 : How my brain takes in information: My preferred learning style : (30 mins)

Explain how we all like information to be presented to us in different ways. Some people like to see it, some like to read it, others may be happy just to have someone explain it and others prefer to do something with it before they feel they understand it.

1. The VAK questionnaire will help us to work out how they prefer to learn at the moment. As we get older we learn to use all our senses to take in information.

Students complete the VAK questionnaire; this can be done individually or you may prefer to read each statement out to the group and ask them to record their responses. When complete, students can move to an area of the room representing their preferred learning style (supporting posters included: Visual: an eye, Auditory: an ear, Kinaesthetic: some hands).

Emphasise that:

- This information gives them ways of approaching their learning of spellings, which will be explored further in subsequent sessions.
- If they are given information in a way that doesn't suit them, they will now be able to take control of their learning and make it work for themselves.
- Successful learning means being able to work with all the different senses so they will need to practise and experience all the different ways of taking in information.

2. Working in their preferred learning style group students brainstorm their responses to the following:

As a Visual (or Auditory or Kinaesthetic learner) how many different ways (strategies) can you come up with for learning these spellings:

Receive, because, separate, necessary, another.

Step 1: Collect all your ideas by brainstorming as a group

Remind students of rules for brainstorming.

- All ideas are OK
- No comments on any ideas while writing them down

Step 2: Now divide the ideas using the headings

- Strategies you can use on your own
- Strategies that need other people to work with

You can colour code the ideas or rewrite them under the appropriate headings.

Step 3: Show your work

Display ideas on the wall. Each group then has a few minutes to look at the work of the other groups or you could ask each group to share their top two or three ideas.

Review and reflection: traffic lights: (5mins)

As a result of finding out about your brain think of one thing you are going to :

- STOP
- START
- CONTINUE

when learning new spellings.

Take a moment to think about this on your own, then share it with one other person. If the group has enough time you may want to ask each person to share their thoughts. Alternatively, each student can write their name and ideas on different coloured post it notes and stick them to the appropriate flipchart paper. This will provide a reminder in subsequent sessions.

The super speller's learning toolkit

Introduce the idea of the learning toolkit; thinking about today what do we want to add into our learning toolkit this week?

So onto this week's family challenge:

Learning to spell with my friends and family

Find out from as many people as possible (at least 5 from family and friends) how they would go about learning new spellings. Do any common approaches emerge?

Session 2 Overview

Big Picture

Aims

Exploring different learning styles

The purpose of this session is to give the students a chance to try out some strategies for their preferred learning style in particular, but also to dip into other learning styles too so that they have a range of approaches at their disposal. The spellings that have been used for the activities are words that have proved problematic for students working at levels 3 and 4. However, at all times, you need to be working with spellings individual to your particular learners.

- To explore a range of strategies from each of the learning styles that students can use when learning spellings.
- To secure the spelling of some problematic words for students working at levels 3 and 4.

Outcomes

By the end of this session students will have tried at least three new strategies for learning spellings, one from each of the learning styles. This gives them a basic multi-sensory approach to learning spellings.

Resources/ preparation needed

The workstations for the VAK circus activity will need to be set up in advance. Use posters and other interesting objects to make the workstations as stimulating as possible. Be aware that the auditory station may be noisy so may need to be away from the others and that extra space will be needed for the kinaesthetic station. For the auditory station, you need to prepare a tape that the students can listen to that has the words clearly pronounced on it as well as the spelling of each word.

Have plenty of copies of the strategies for the students to take away with them. You may also want to give some black and white A4 copies of the posters to students as aide memoirs.

Big picture: Icebreaker and brain gym: (10mins)

Let's begin with a little brain gym

Writing your name in the air: using large sweeping movements ask students to write their name in the air. They can then, use the other arm to do a mirror image of their name. Repeat using a recently learned word.

Alphabet Edit

Alphabet Edit is a challenge. It is very useful for clearing your mind of any baggage brought into the classroom that might get in the way of learning. It involves saying the letters of the alphabet in sequence beginning to end (or end to beginning!) and completing actions to accompany specific letters. e.g:

L = left arm raise

R = right arm raise

T = both arms together

make up your own!! OHP included in resources section.

Find someone who...

- ...can play a musical instrument
- ...tell you 3 things your brain really loves
- ...who can tell you about something new they have learned in the last two days.
- ...enjoys watching a team sport
- ...supports a football team you like too
- ...can tell you how they like to learn new spellings
- ...has a birthday in the same month as you
- ...has, in the past, helped someone else learn something new
- ...can tell you one way to become a Super Learner

Feedback from the family challenge

On a large sheet of paper titled "Different Ways of Learning Spellings", record feedback from the students. Ask: What advice did you get from family and friends about learning spellings; how do they do it?

As the sessions progress, students can be invited to add to this sheet.

VAK Circus : 45 minutes

Divide the students into three groups; these don't have to reflect learning styles and in fact would be more effective if each group contained a variety of learning styles.

Each group begins at one of three workstations: **VISUAL**, **AUDITORY** and **KINAESTHETIC**.

At each workstation the students have 15 minutes to learn the spelling of 5 words using the strategies suggested. They are given a range of strategies and can choose which one they want to work with.

Visual:

Spellings

1. passenger
2. encounter
3. climbing
4. gleaming
5. together

Resources

1. Sheets of plain and lined paper (various sizes and colours)
2. Plenty of coloured felt tip pens
3. Post-it notes
4. Copies of the words that can be coloured in
5. Copies of strategies that students can use and take away

Auditory:

Spellings

1. amongst
2. pollution
3. actually
4. serious
5. know

Resources

1. Mirror for students to look into as they make the sounds of words
2. Tape recorder and tapes
3. Tape of the target words for the students to listen to
4. Some simple musical instruments i.e. drum, maracas
5. Copies of strategies that students can use and take away

Kinaesthetic:

Spellings

1. believe
2. actually
3. pollution
4. surprise
5. pierce

Resources

1. This workstation needs to have plenty of free space for the students to move around in
2. Post-it notes
3. Pieces of blank card (2x2 inches)
4. Some felt pens
5. Copies of strategies that students can use and take away

Review and reflection (15mins)

Which 2 strategies from today can I use on my own

- at home
- at school
- when learning new spellings?

Super speller's learning toolkit

Remind the students what the learning toolkit contains from the previous week.

Thinking about today what do we want to add into our learning toolkit this week?

Would you add anything different to your personal learning toolkit?

Record thoughts on learning toolkit sheet.

So onto this week's family challenge:

Problem words!

Make a list of 10 problem words. 5 of the words should be words that you frequently spell incorrectly. You could go through some of your schoolbooks to help you do this. The other 5 words should be words that members of your family have difficulty remembering. Learn at least five of the words using the strategies you have tried out today. Ask someone in your family to test you on two separate occasions.

Session 3 Overview

Working with my mega memory

Big Picture

This session builds on the knowledge that students have a preferred learning style by introducing some basic memory facts. Most importantly, this session focuses on the need to review material regularly in order to maintain long-term memory.

Aims

- To reinforce the need to take a variety of approaches to learning spelling.
- To dispel the myth that a preferred learning style means that that is the only approach they take.
- To introduce and stress the importance of review and repetition in the learning process.

Outcomes

- Students will have had the opportunity to extend the range of strategies they have used so far to learn spellings.
- Students will have begun the process of learning spellings that have proved problematic for them as individuals and also some spellings which are more commonly found difficult.

Resources/ preparation needed

Specific posters on memory would be particularly suitable for this week's session. Some are included. Again, you may want students to take away some copies for them to display at home.

Big picture, Ice breaker and brain gym: (10 mins)

Students stand in a circle. As they listen to each question they can step forward to answer. Some questions that you may wish to use to begin the pre-processing:

- Who has a good memory?
- What is your memory?
- Who would like to improve their memory?
- Why is a good memory useful?
- Is it good to forget things?
- Guess how many memories you have?
(You have three – immediate, short term and long term)

Activity 1: Poster share (15mins)

Give half the students the following statistics

We remember:

20% of what we read

30% of what we hear

40% of what we see

50% of what we say

60% of what we do

90% of what we see, say, hear and do!

The other half are given a copy of the Review Poster

70% of what you learn is forgotten
in 24 hours, about 40% is forgotten
immediately!

**YOU MUST REVIEW
REGULARLY**

The students are given a couple of minutes quiet, intrapersonal, thinking time, focusing on the following question...

If these facts are true what does this mean for the how we should learn spellings?

Pair one: students pair up with someone with the same poster and share their thoughts.

Pair two: students pair up with someone who has a different poster and they take turns to explain what their poster is about and what this means for how they should learn spellings.

You may want to pull this together by asking:

As a result of this activity what do we want to add to our super spelling toolkit?

Activity 2: Introducing my mega memory (10mins)

Use OHP to briefly summarise what we know so far about our brain's memory systems:

My **CLAP, RUN, HOP** Spelling Memory

Memory loves:

Colour

Linking

Actions

Pictures

Review

Unusual

Numbers

Hidden words

Order

Patterns

The student sheet can be used to support this introduction.

Activity 3: Let's learn some spellings (25 mins)

Look at your list of problem words from last week's family challenge.

Work in pairs: Compare your list to your partners – are there any similar words/patterns?

Work together to learn the spellings.

Test each other.

Review and reflection: 3,2,1 review

- What 3 new words have you learned to spell today that you have had problems with in the past?
- What two pieces of information/advice do you want to take away from this session and/or add to your Super Spelling Toolkit?
- What one question do you still want an answer to that would help you to be a better speller?
Questions can be written on a post it note and added to the questions board displayed on a wall.

Responses can be shared either as a whole group or in smaller groups.

Students may want to use any of the student sheets to record their responses.

So onto this week's family challenge:

MAKE A WORD!

Make as many correctly spelt words of three letters or more from the word:

Magnificent

Remember you can only use each letter once.

Session 4 Overview

Big Picture

Aims

Problem Spellings

This session focuses on specific areas of difficulty for students not secure at a level 4 understanding and thereby being able to guess more effectively the spelling of words that use common prefixes and suffixes. This session does rely on the students knowing technical vocabulary such as vowels and consonants.

- To equip students with the knowledge that knowing what beginnings and endings mean can support you to learn/guess the spellings of words.
- That there are patterns in the choices you make as well as exceptions.

Outcomes

By the end of this session students will have explored the use of a range of prefixes and worked on some simple spelling rules for making words into plurals.

Resources/ preparation needed

You will need to prepare the prefix, suffix and root word cards. These can either just be printed onto card or you could laminate the card and use string to make them into 'necklaces'. This just adds an extra element of novelty to the activity.

Big picture

The focus of the session is going to be to look at the beginning and endings of words to establish some rules, which will help us work out how words might be spelt and what they might mean.

Ice breaker and brain gym (5mins)

Use the Find Someone who...search sheet. Students move around the room and chat to other students using some of the statements on the sheet to focus their discussions. They do not have to complete the whole sheet.

Activity 1: Prefix partners (30 mins)

This activity focuses on the beginning of words. Give half the students a prefix and half the students a word. Give the students a few minutes to find their partner. The prefix and root word should go together to create a new, complete word. The students then work with their partner to:

- Think of at least 4 more words that begin with that prefix.
- Use a dictionary, if needed, to work out what the prefix means and when it is used.
- Design a poster that explains the use of the prefix. Each poster to be introduced to the rest of the group.

Activity 2: Puzzling plurals (30mins)

Students work in groups of 3 or 4. Each group is given one of four puzzling plural cards. The group has to establish the rule that applies to that group of words. The group then has to prepare a simple 2-5 min presentation that is visual, auditory and kinaesthetic, teaching the whole group about their rule.

Review and reflection

Give each student a blank spelling rule card. They have a few minutes to write out a reminder of a spelling rule to put into their Super Speller's Learning Toolkit (this could be done in pairs)

So onto this week's family challenge:

The Suffix Challenge!

Give half the students sheet A and the other half sheet B to take home. Both challenges take a further look at suffixes. Again, they have to work out what the rule is and in the following session teach that rule to another student

Session 5 Overview

Showing What I Know!

Big Picture

The purpose of this session is to draw together the various elements of the course and provide an opportunity for students to reflect on, prioritise and synthesise the key learning points from the previous sessions and to show their understanding. The end product will also provide some sort of more permanent reminder of their learning.

Aims

- For students to contribute and show their understanding of the course.
- To provide an opportunity for students to work with other students to reinforce and check their understanding of key learning points.
- To celebrate their learning.

Outcomes

By the end of this session students will have experienced working with others under pressured conditions. They will have had to make individual decisions as well as work towards corporate decisions. They will have worked to quite a tight product specification and experienced a challenge scenario.

Resources/ preparation needed

This session is very heavy on consumable resources. Students will need plenty of

- coloured paper, various sizes
- felt pens/crayons
- Scissors
- Glue/blu-tack/sellotape
- Rulers, rubbers, pencils. Make sure there is plenty of empty wall space so students have a place to put their display up.

Students may also request copies of posters, support sheets they have used in previous sessions. The environment needs to be flooded with the resources/posters from previous sessions to act as aide memoirs.

Rather than use the head teacher's letter you may want to invite your head teacher to introduce the challenge and then come in at the end to view the results. This would help to make the activity more authentic and raise the profile of the work of the students. Ideally, the displays should be put up for public display!

Brain gym, Ice breaker:

Feedback from family challenge:

Students work in pairs or threes to share their responses to last week's family challenge.

Mini Challenge (50mins)

The scenario: The head teacher has asked the students to produce a display based on the course to date.

The purpose of the display is to:

- Help students in year 5 and 6 become Super Spellers in preparation for their KS 2 SATs.
- Show parents how they can help their children to do this.

Your display must include the following information:

1. Top ten tips for students about learning their spellings.
2. Groups top three spelling rules that they think all students should know in order to be Super Spellers. They need to explain how the rule works.
3. Super Speller's Learner Toolkit: What resources do students need to have to be ready to learn their spellings.
4. Parents section; this gives advice to parents/families about how they can help support their children to be better spellers.

What else they need to know:

- The display should include pictures / images that illustrate and/or support your messages.
- The display should have a slogan or title that attracts the attention of students and parents and quickly tells them what your display can do for them.
- People should be able to understand its message easily even if you are not there to explain it (it can "stand alone").
- The display needs to reflect what they know about how our brain likes to work.

Give each group an opportunity to reflect on their display and share their thoughts at the end.

Depending on the numbers of students you have, you could produce one display that everybody contributes to or students could work in groups of 5/6 to produce group displays.

VARIATION:

Alternatively, the product specification of this activity can be adapted to being a class booklet, rather than a display; this booklet can then be reproduced and each student given their own copy to take home. A copy can also be put in the school/class library.

Review and reflection

Have the following statements displayed around the walls:

The most important thing I have learned during this course is...

One thing I would change about this course...

The best bit of the course was...

From now on I am going to...

This course has helped become a better speller because...

Now I need help with...

Other comments I would like to make...

While some relaxing music is playing ask students to move around and add their contributions to as many of the sheets as they can.

Certificates for participation can be given out here or in subsequent school assemblies.