

# Spelling conference record

## Teacher notes

A spelling conference is designed to support students in Years 3-6 to spell accurately as they write. It teaches them to problem solve on a continuous text on the run, just as we do in guided reading.

Explicit instruction of the four spelling knowledges and a variety of spelling strategies need to occur in modelled word work for all students.

The conference is used to bring below grade students up to grade as quickly as possible. It is not necessary to conduct spelling conferences with all students.

The sentence for study should come from the context of current topics in the classroom. There need to be anchor charts co-developed with students on 'Effective spellers' and the spelling knowledges. It is assumed that a topic word wall is a feature of the classroom and that it is referenced regularly.

The teacher prepares a sentence by annotating which knowledge/strategy is the most appropriate. The whole sentence is stated and then the teacher leads the students in a discussion about each word and how they might problem solve it. The idea is that EVERY student in the group writes the whole sentence accurately with this support. A small whiteboard and pens, word wall, and word towers should all be available.

Student success is the goal. You are teaching them how to apply what they know about spelling as the point where the pencil hits the paper. Transference of learning!

Term:	Week:	Group:
Number each word or part word in the given sentence to identify strategy to support the learner.		
<b>Visual</b>	1. Memory	2. Secondary source
<b>Phonological</b>	4. Sound/chunking	5. Syllables
<b>Morphemic</b>	7. Generalisation/rule	8. Pattern
<b>Etymological</b>	10. Word origin	9. Base word
Day 1 <b>5 8 4 2/9 8 1 4 7 2 8 1 2/1</b> Educa / tion / al tour / ism is pro / viding opportunit/ies for Australia <b>1 6/1 7 2 1 4 8</b> to grow its economy and employ/ment. In this lesson its was a spelling focus with the teacher using a whiteboard to explicitly teach the use of its and it's.		

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Week:		Term:		Group:	
Number each word or part word in the given sentence to identify strategy to support the learner.					
<b>Visual</b>	1. Memory	2. Secondary source	3. Mnemonics		
<b>Phonological</b>	4. Sound/chunking	5. Syllables	6. Analogy		
<b>Morphemic</b>	7. Generalisation/rule	8. Pattern	9. Base word		
<b>Etymological</b>	10. Word origin				
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					
Future directions:					