MORE THAN PHONICS TO TEACH SPELLING

clare.iacono@gmail.com

• Spelling poses the greatest difficulty for students with literacy learning difficulties.
• This persists even after students make significant gains in decoding skills.
• After year 3, students' rate of progress slows down.
• Metacognition is less developed in these students.

Methodology
Document analyses using grounded theory
The question, "What is happening in the lesson?" was asked to form initial low inference labels. Further coding revealed the concepts of teacher and student behaviour. The purpose of these behaviours was then examined within a framework of metacognition as part of self-regulation.

Explicit teaching of metacognition and self regulation have been shown to improve skills in comprehension.

Metacognition supports the generalisation of knowledge.

Could instruction in metacognition and self regulation also improve skills in spelling?

Is there evidence of instruction in metacognition and self regulation in current spelling lessons?

Analysis
• All four documents analysed included instruction in phonics
• Three included phonological skills
• Two included planning monitoring and evaluating
• One included thinking strategically

Conclusions
• Approaches to teaching spelling are not consistent
• Teacher training is needed in skills required to spell and how to apply those skills using metacognitive knowledge, skills and experiences.