

MORE THAN PHONICS TO TEACH

SPELLING

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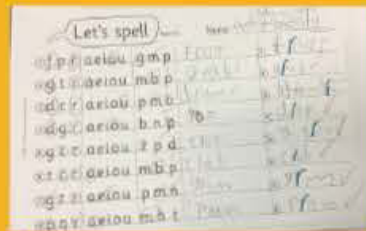
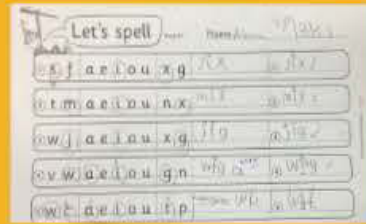
- Spelling poses the greatest difficulty for students with literacy learning difficulties.
- This persists even after students make significant gains in decoding skills.
- After year 3, students' rate of progress slows down.
- Metacognition is less developed in these students



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

Metacognition supports the generalisation of knowledge

So



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.

Motivation	Motivation infiltrates all aspects of self regulation and metacognition.				
Phases of self-regulation	Phases of SR are cyclical	Metacognitive Knowledge (MK)	Metacognitive Experience (ME)	Metacognitive Skills (MS)	Motivation & Emotion
Planning Analysing the task Goal setting		Declarative knowledge of self, task goals, task strategy knowledge and conditions for their use, strategies for control of cognition.	What the person is aware of - task features, progress towards the goal, effort required and cognitive processing	Deliberate use of strategies for: orientation, planning, Metacognitive tracking of performance, regulation of cognition, regulation of emotions, use of procedural and conditional knowledge.	Metacognition requires effort. Attitudes and beliefs will act as an affect process
Monitoring & control of cognition and behaviour emotions and behaviour, goal striving strategic task engagement		Procedural knowledge - knowing how to go about achieving goal	This awareness impacts on attitudes which greatly impact on self-regulation of motivation.		Motivation is linked to the initiation and ceasing of the Self-regulating behaviours
Evaluating Reflecting on performance and making decisions about where to next.		Conditional knowledge - when and why to use strategies and skills.	What the person feels like when approaching the task.		motivation for the preservation of self (Efklides 2008, 2011)
Metacognition is involved in all aspects of SR and is influenced by Motivation.					
Metacognition as part of self-regulation. Framework used to analyse spelling docs					



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.

References: Shaywitz, Morris & Shaywitz, (2008); Wong, Graham, Hoskin & Berman (2011), Pintrich, 2002; Snowling and Hume, (2012), Efklides, (2008 2011), Boerkharts (1997), Zimmerman & Shunk (2004)

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