

ATTACK –HFW Spelling Programme for Yr 3/4 pupils

- ATTACK is a precision monitoring programme that focuses on the accurate spelling of First 100 common words.
- ATTACK works best in a group situation, although it can be used 1:1
- ATTACK should be **done daily** and the sessions should take no more than 10/15 minutes.
- Additional words could be used e.g. Surname, days of the week, personal key words.

Setting up the programme

- Initially test First 100 words to decide entry point and grouping of pupils.
- The test can be completed in one session or over a couple of sessions.
- Tests are not marked with ticks and crosses but the correct spelling is written alongside an inaccuracy. (Pupils do not see the tests again at this point.)
- The point of entry is decided by finding the first spelling error within the group of pupils. You will then work systematically down the list from that error. At times pupils will be working on words they answered correctly in the spelling test.

Introducing New Word

- Show new word visually on white board
- Discuss using 'Top Tips' sheet. Encourage pupils to use their own copy. Ensure there is a large version displayed near the group for adult to refer to.
- Demonstrate visually the strategies that pupils suggest for words and then demonstrate any other appropriate strategy.
- Model joined handwriting for word using:
 - Large arm movements
 - Sky, grass, ground A3 sheets
 - Pupil copies of sky, grass, ground sheets
 - Highlighted handwriting sheets
- Pupils record their preferred strategy in their book. Encourage the use of joined handwriting.
- Once 10 words have been reached, on day 21, the first word is dropped and a new word added. **10 is the maximum number of words written each day.**

Lesson Instructions

- Each pupil should have an exercise book or highlighted lined paper.
- Pupils write the day using prompt sheet. When secure consider adding the month.
- The words are given and written across the page.
- Handwriting pen or pencil can be used with pencil grips if usual practice.
- Teach new word
- **Test** words (see below)
- **Check**, each pupil takes a turn at reading and spelling a word. Pupils underline the error in colour. Ticks or crosses are not used. Scores are not taken. Stickers, praise, rewards are given for neat handwriting and presentation. Write out any incorrect words correctly and revise or change memory strategy if needed.

Method

Day 1: Introduce new word, the first error from group spellings. (See above)

Test: pupils write the word 10 times reinforcing their strategy as they work and checking after each attempt. Adult reinforce cursive handwriting throughout test.

Day 2: Revisit taught word , discussing strategy used.

Test: Give taught word, until ten words have been written. **Check.**

Day 3: Revise taught word from previous day then introduce new word, as above, **Introducing New Word**

Test: Give **2** taught words in a random order e.g. the, the, of, the, of, of, the, of, the, the (until ten words have been written). **Check** as above.

Day 4: Revisit all taught words, discussing strategies used.

Test: Give **2** taught words in a random order e.g. the, the, of, the, of, of, the, of, the, the (until ten words have been written). **Check** as above.

Day 5: Revise taught words then introduce new word, as above. **Introducing New Word**

Test: Give **3** taught words in random order e.g. has, the, has, of, of, has, the, has, of, the (until ten words have been written). **Check** as above.

Day 6: Revisit all taught words, discussing strategies used.

Test: Give **3** taught words in random order e.g. has, the, has, of, of, has, the, has, of, the (until ten words have been written). **Check** as above.

Day 7: Revise taught words then introduce new word, as above. **Introducing New Word**

Test: Give **4** taught words in random order e.g. has, the, has, of, of, has, the, has, of, the (until ten words have been written). **Check** as above.

Day 8: Revisit all taught words, discussing strategies used

Test: Give **4** taught words in random order e.g. has, the, has, of, of, has, the, has, of, the (until ten words have been written). **Check** as above.

Day 9: Revise taught words then introduce new word, as above. **Introducing New Word**

Test: Give **5** taught words in random order e.g. has, if, at, the, has, if, of, has, the, has, at (until ten words have been written). **Check** as above.

Day 10: Revisit all taught words, discussing strategies used.

Test: Give **5** taught words in random order e.g. has, if, at, the, has, if, of, has, the, has, at. (until ten words have been written). **Check** as above.

Follow these instructions until 10 words have been taught, this will take 20 days.

Then:

Day 21: Revise taught words then introduce new word (**word 11**), as above. **Introducing New Word**

Test: *Drop* first word taught, so that only 10 words will be written, give 10 taught words. **Check** as above.

Day 22: Revisit all taught words, discussing strategies used.

Test: Give **10** taught words. **Check** as above.

Then follow format to introduce all words to be taught,

Please note: new words are introduced on alternate day to ensure:

- time to introduce using memory hooks and links to handwriting
- Repetition and overlearning (each word will be written on 20 consecutive days)

Additional Information.

- Have a prompt card available with the months of the year and the days of the week.
- A piece of card is used to cover up the previous days work.
- Rehearse a difficult word at the start of each session (see above-Introducing a new word). Often the pupils will devise their own way of remembering a spelling.
- The group should develop a 'supportive' ethos rather than a 'competitive' one.

Monitoring the programme

- At the end of term, retest words up to the point reached in the programme. Some pupils may have picked up spellings not taught through the programme so it could be worth testing all words tested at the beginning.
- Show pupils previous test to compare progress.
- If necessary backtrack at the start of the next term.

Name:

the			where		
to			caught		
of			nothing		
give			two		
put			love		
you			push		
was			Mrs.		
said			should		
one			police		
do			goes		
there			sugar		
your			open		
walk			minute		
could			eight		
have			watch		
what			busy		
here			done		
please			father		
eye			who		
come			brother		
ask			climb		
friend			woman		
island			build		
fast			water		
are			biscuit		
mother			touch		
want			through		
use			garage		
money			door		
work			move		
because			square		
they			ache		
pull			cough		
some			break		
were			sure		
Mr.			only		
once			beautiful		
after			straight		
does			laugh		
any			machine		
their			bought		
other			great		
why			figure		
live			trouble		
over			usual		
many			enough		
people			special		
buy			naughty		
answer			wonderful		
more			thought		

January

July

February

August

March

September

April

October

May

November

June

December

Monday

Tuesday

Wednesday

Thursday

Friday