

Curricular Area:

Literacy

Level: 1st Level



<p><u>Experience and Outcomes</u></p> <p>I can spell the most commonly-used words, using my knowledge of letter patterns, spelling rules and resources to help me spell tricky or unfamiliar words. LIT 1-21a</p> <p><u>Learning Outcome</u></p> <p>We are learning to spell common words, using knowledge of letter patterns.</p>	<p><u>Resources</u></p> <p>List of common words (laminated for protection in the outdoors) iPad Chalk Acorns, sticks, stones, artefacts or other natural outdoor materials</p>
<p><u>Activity</u></p> <ol style="list-style-type: none">1. List of common words provided to the pupils.2. Children to explore and find natural resources in the outdoor environment and use them (sticks, for example) to write out their common words.3. Practice doing this with different materials (chalk, sticks, stones) for each new word.4. Discussion of the materials needed to make the words. Focus on the lengths and patterns of letters. This should make the letter patterns more memorable for the children.5. Take the common words list away from the children. Can they still spell the words?6. Practice, practice, practice.	<p><u>Assessment</u></p> <ol style="list-style-type: none">1. Observe the children finding the different materials outside and use them to spell out their common words. <i>Is this more effective than constantly writing out the word?</i>2. Pictures of the common words using natural materials. This can then be printed / recorded.3. Take the common word list away – can they still spell out the words with the natural materials? <i>Do this following a few sessions outdoors.</i>4. Written evidence in jotters following the outdoor learning experiences to determine whether using outdoor materials helped them recall how to spell common words when they are back indoors too.

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