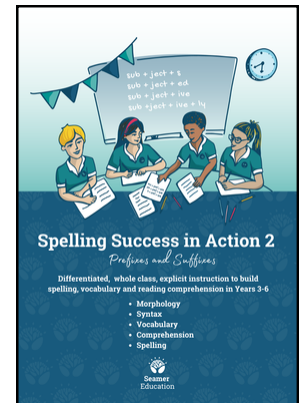
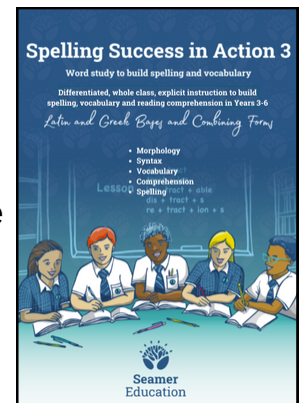


Spelling Success in Action demonstrates strong alignment with cognitive science principles through its systematic application of Cognitive Load Theory and evidence-based instructional design. The program strategically manages cognitive load by implementing a Gradual Release of Responsibility model that progresses from high teacher support (Day 1) to independent practice (Day 4), ensuring students' working memory is not overwhelmed during morpheme acquisition. Further, the program introduces one concept per week, with a focus on deep application across the week, rather than the inclusion of several concepts at once.



The program incorporates Rosenshine's Principles of Instruction, including systematic review, small learning steps, guided practice, and regular assessment opportunities. The "Big Box of Questions" retrieval practice system specifically addresses the critical role of spaced practice and interleaving in long-term retention, moving words through three boxes to ensure systematic review over time. This approach directly supports the transfer of knowledge from working memory to long-term memory schemas.



The structured 20-minute lessons with consistent routines (repeated oral rehearsal, controlled responses, "tick it or fix it" feedback) reduce extraneous cognitive load, allowing students to focus cognitive resources on learning new morphological patterns. Partner work structures and differentiated word lists further ensure that instruction operates within each student's working memory capacity, optimising learning conditions while preventing cognitive overload.

Spelling Success in Action reflects current research by positioning morphological awareness as a critical component of both spelling and reading comprehension development. The program addresses the well-established connection between morphological knowledge and vocabulary acquisition, explicitly teaching how suffixes like "-ure" create abstract nouns and change word meanings.

The systematic approach to teaching morphemes aligns with research showing that explicit instruction in word structure supports both decoding and encoding skills. Students engage with word sums (e.g., "struct + ure = structure") that make morphological boundaries transparent, supporting orthographic mapping and spelling accuracy. The program's focus on building "functional understanding of how words are constructed" directly addresses research indicating that morphological awareness becomes increasingly important for reading comprehension as texts become more complex.

The inclusion of non-words in assessment (with real, free bases) supports transfer of morphological knowledge to unknown words, reflecting research on the generative nature of morphological awareness.

The program's integration of meaning-focused and spelling-focused assessments recognises that morphological knowledge serves both comprehension and orthographic functions. Text-dependent questions requiring students to identify and analyse morphemes in context further reinforces the connection between word-level morphological knowledge and reading comprehension, consistent with current understanding of how morphological awareness supports academic language development.

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