





## The CSP Spelling and Language Programme

The CSP Spelling and Language Programme		<i>Impact</i>			
		modest	useful	substantial	remarkable
	<b>Reading (Accuracy)</b>	<i>Ratio Gain</i>	<b>n/a</b>		
		<i>Effect size</i>	<b>n/a</b>		
	<b>Reading (Comp)</b>	<i>Ratio Gain</i>	<b>n/a</b>		
		<i>Effect size</i>	<b>n/a</b>		
	<b>Spelling</b>	<i>Ratio Gain</i>	<b>n/a</b>		
		<i>Effect size</i>	<b>1.19</b>		✓✓✓✓
	<b>Writing</b>	<i>Ratio Gain</i>	<b>n/a</b>		
		<i>Effect size</i>	<b>n/a</b>		

### Description

This is a structured and developmental programme designed for use in the primary school and for whole-class teaching. Spellings are planned for each school year and structured into daily word groups. The phonological element of the programme is structured in such a way as to ensure the development of the mental lexicon (mental dictionary for whole words and letter patterns) alongside compatible phonological knowledge which allows interaction between both knowledge bases. In addition to this children learn how to process high-frequency words that cannot be encoded using sound–symbol relationships. Rhyme patterns, high-frequency words and curriculum word banks are included in the programme. The programme has three levels, allowing all ability groups to learn together. There are also weekly dictation sentences and teaching notes. Learning is reinforced through support materials that are differentiated for differing abilities. These support materials include a range of activities designed to engage all processes involved in learning to spell and to provide opportunities for application of spellings learned in independent writing.

### Evaluations

The first author of the scheme, Sharon McMurray, carried out a two-group quasi-experiment in 4 schools in Northern Ireland in 1999-2001. The experimental group made remarkable progress, and significantly outperformed the comparison group.

#### Contact details for The CSP Spelling and Language Programme

Sharon McMurray

<https://www.readwritecompany.com/>

**The CSP Spelling and Language Programme**
**The CSP Spelling and Language Programme: *Detailed Evaluations***
**Study:** Northern Ireland, 1999-2001

**Main reference:** McMurray (2006)

<b>Research design:</b>	Matched-groups two-group quasi-experiment						
<b>Age-range:</b>	Y2-4 (England and Wales equivalent = Y1-3)						
<b>Type of children:</b>	Mixed ability						
<b>Starting and ending levels and progress:</b>	At the start both groups were only slightly below the national norm, which the comparison group reached by the end. Meanwhile, the experimental group made remarkable progress, as shown by both their gain score and the large effect size, so that by the end that group was on average almost 1 s.d. above the norm.						
<b>N of experimental group:</b>	43 in 2 schools in Northern Ireland (+ control of 38 in 2 other schools in Northern Ireland)						
<b>Length of intervention in weeks:</b>	120 (Jan 1999-May 2001)						
<b>Tests used:</b>	British Spelling Test Series						
Pre- and post-test average standardised scores and s.d.'s, gains in standardised score points (s.d.'s not stated), and effect sizes:							
		<b>pre</b>		<b>post</b>		<b>gain</b>	<b>effect</b>
group	<b>ave.</b>	<b>(s.d.)</b>	<b>ave.</b>	<b>(s.d.)</b>	<b>ave.</b>	<b>size</b>	
experimental	94.74	(12.22)	113.20	(11.02)	18.46	1.19	
comparison	95.42	(11.56)	100.26	(12.26)	4.84		
<b>Effect sizes:</b>	1.19 (remarkable)						
<b>Statistical significances:</b>	p<0.0001						

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