

# Top Tips for Spelling at Home

Over the past few months, research has taken place to ensure we have adopted an approach that will help the children to access spelling rules from their long term memory. Previously, the children were required to learn a set of spellings each week before a test but we found that after a few weeks many of the children could no longer apply these spellings in their writing. We felt that it was important to find a way that allowed the children to have the chance to practise their words over a period of time, preferably little and often, to ensure they went into their long term memory e.g. very similar to the approach we take to learning our times tables. Summarised below are a range of strategies that can be used at home to help your child become a confident speller.

## Spelling Programme

<p>Your child will be given a selection of spelling rules to learn over a period of time. This will allow you the flexibility to investigate them over a number of weeks to ensure your child has enough quality time to retain their new knowledge and for the spelling rules to become embedded in their long term memory.</p>	<p>The work being done at home will support what is being done regularly in class.</p> <p>The children have time to focus on their individual spellings and some other rules will be addressed as a whole class.</p>	<p>The lists sent home contain examples of the spelling rule/pattern as a starting point. The children are to use a number of strategies to explore the spellings (please see below).</p> <p>It is important for the children to investigate other words with the same spelling rule to ensure they can apply it to other words when writing/reading. The children are therefore, required to find their own words with the same spelling rule/pattern and add them to their spelling journal. A good strategy to use is to search for words in a dictionary or selecting words used by the author in the books they are reading.</p>
<p>Word lists connected to High Frequency words, months, shapes etc do not need to be explored further. The children are just required to spell the words.</p> <p>With all word lists, please focus on 4 or 5 at a time, covering them all by the end of the half term.</p>	<p>The children will have a test at the end of the half term. This will be a selection of words from each list to allow us to see whether the children have retained their knowledge or whether more work needs to be done in class during the following half term.</p>	

**Spelling Strategies – These strategies and more will be modelled during the spelling workshop on 20.1.15 (KS2 hall at 6pm).**

<p><b>DICTIONARY</b></p> <ul style="list-style-type: none"> <li>- look through the dictionary and find other words with the same spelling rule – this will help to widen your vocabulary which can then be used to enhance your writing. Write these in your spelling journal.</li> </ul>	<p><b>RAINBOW WRITE</b></p> <ul style="list-style-type: none"> <li>Use different coloured pencils and pens when writing your spellings.</li> <li>- write the word 4 times, each time using a different colour</li> <li>-use a different colour for the vowels and consonants</li> <li>-use different colours for each part of the word when broken down into syllables etc</li> <li>-use a different colour to show the spelling rule</li> </ul>	<p><b>LOOK, SAY, COVER, WRITE,CHECK</b></p> <ul style="list-style-type: none"> <li>- use all the senses to explore the words</li> <li>- use sky writing as well as writing the word on paper</li> <li>-use different colours (see rainbow write)</li> </ul>	<p><b>CHUNKING THE WORD</b></p> <ul style="list-style-type: none"> <li>- split the words into syllables</li> <li>- clap each part of the word</li> <li>- say as it looks</li> <li>- highlight words (especially the section you find the most difficult)</li> <li>- look for base words e.g. use knowledge of how to spell jump to help you spell jumping, jumped. jumps, jumper</li> </ul>	<p><b>MNEMONICS AND MEMORY GAMES</b></p> <ul style="list-style-type: none"> <li>- rhyme</li> <li>- make a sentence e.g. because (Big, Elephants, Can, Always, Understand, Small, Elephants)</li> <li>-link words with the same pattern</li> <li>-find hidden words within a word e.g. sincerely = since + rely</li> <li>- words to be on the table, take one away, child is to look and say which word is not there</li> </ul>
<p><b>SORTING</b></p> <ul style="list-style-type: none"> <li>- take a selection of words from each list and sort into columns</li> <li>-play word bingo</li> <li>-write 4 or 5 words on cards, chop them up and piece them back together</li> <li>-write words on cards and piece together to form a compound word e.g. post+box = postbox</li> </ul>	<p><b>CHANTS</b></p> <ul style="list-style-type: none"> <li>- spell words whilst out and about e.g. in the car, walking to school</li> <li>-Dribble and Shoot (dribble the letters by saying each in turn and then shoot the word)</li> <li>-Cheerleading (give me a h, give me a e, shout out the word 'he')</li> </ul>	<p><b>WRITING WORDS</b></p> <ul style="list-style-type: none"> <li>- write your spelling words forwards and then backwards</li> <li>-write words from the shortest to the longest</li> <li>- write the words in alphabetical order</li> <li>-how many times can you write the word in 30 seconds?</li> <li>-create a word search</li> <li>-write a word mind map</li> <li>- type words on a computer</li> <li>-write words in lower case and then with capital letters</li> </ul>	<p><b>WORD SHAPES</b></p> <ul style="list-style-type: none"> <li>-write spellings using fancy letters e.g. bubble writing</li> <li>-pyramid writing</li> <li>h</li> <li>ho</li> <li>hom</li> <li>home</li> <li>- create a cloud by writing a selection of words inside with the same spelling rule – words you find difficult to be made larger or written more often</li> <li>-write the word in joined up writing (when exploring a phoneme, make sure the letters which make the sound are joined and the other letters are printed)</li> </ul>	<p><b>ANALOGY</b></p> <p>Use words you already know to help you spell e.g. if you know how to spell 'could' this will help with 'should' and 'would'</p>

### Early Spellers

<p>Trace, Copy, Recall OR Look, Say, Cover, Write, Check.</p>	<p>Write words in sand, with chalk, in different colours (rainbow write).</p>	<p>Write the word in the air (sky writing).</p>	<p>Use magnetic letters/letter cards to spell your words or make the letters out of playdough etc.</p>
<p>Say the word in different voices – whole word, letter names and sounds.</p>	<p>Make sure you join the letters that make a sound e.g. ay would be joined and p and l printed when writing 'play'.</p>	<p>Write a word and place sound buttons underneath</p> <p>p   ay</p> <p>. . _</p>	<p>Play snap or word bingo. Look for words that rhyme.</p>