






Quick Guide to Spelling Strategy

LOOK 	Look at the word. How many parts are there? What are the tricky bits? Can you find any spelling patterns?
SAY 	Say the word to yourself. Break the word into syllables. How many parts are there? What sounds can you hear?
COVER 	Cover up the word so you cannot see it. Picture the word in your mind.
WRITE 	Write down the word, remembering how it sounds and what it looks like.
CHECK 	Check to see if it is correct. Tick the letters you got correct. Write the word correctly if you made any mistakes.

Useful Links

www.kidspell.com,
www.bbc.co.uk/schools/spellits
www.spellzone.com
www.spelling-words-well.com
www.vocabularyspellingcity.com



Lots of children learn in different ways which is why teaching them means using a range of approaches. This will also help them when applying spelling because they will see the word in different contexts.

Here are some approaches to help learn spellings:

- ✓ Listening for the sounds and breaking them down
- ✓ Breaking a word into syllables
- ✓ Using rhymes, and songs to remember
- ✓ Using mnemonics to remember e.g. **because: Big elephants can always understand small elephants**
- ✓ Using visual approaches e.g. 'word shape', 'bubble writing'
- ✓ Being multi-sensory e.g. 'word painting'
- ✓ Using verbal and social e.g. 'spelling tennis'
- ✓ Kinesthetic and physical e.g. 'spell jump'

A Guide for Parents Spelling



Learning to spell at home with your child

Spelling words: What to do when the spelling list goes home with your child.

Our Strategy:

- ✓ **Look**
- ✓ **Say**
- ✓ **Cover**
- ✓ **Write**
- ✓ **Check**

Step 1: Look

Look for other words within the word itself: e.g. scary - car

Look for common letter strings: e.g 'ain', 'ugh', 'ou'

Look at how you spelt the word before... what was the difficult part? How can I best remember this? E.g. **who- Wally hates onions**

Step 2: Say

Picture: close your eyes. Picture the word. How many letters?

Step 3: Cover

Cover over the word and say it!

Step 4: Write

Write out the word.

Step 5: Check and Use

Check to see if the word is correct. If incorrect, identify what was correct then work on the parts that were wrong.

To develop memory of spelling, use words in an activity assigned for homework.

Notes:

It is important that your child does not look upon you as another teacher, you are a *helper*. **Your relationship with the child is much more important than spelling.**

Do not have the child call out spellings. Make sure they are always written from memory and not copied.

Be familiar with your child's spelling strategy.

Do not look upon spelling as an all or nothing activity. *Be positive with corrections.* The child may have five letters right out of six. Give praise for doing something right.

*Material has been referenced throughout the document from 'Spelling and Handwriting' by Brendan Culligan

Handwriting and Spelling

Cursive handwriting is the font taught to children in primary school. It has many advantages when learning to spell new words:

- Creating a 'running hand' or a 'flowing continuous pen movement' is a more natural process
- This continuous movement enables child to form words as units
- It assists left to right movement through each word
- It allows for faster and more automatic writing

Assessment

We have introduced dictation as a form of assessment, a change from the traditional single word spelling test.

- Pupils will write sentences called out by the class teacher that will include words they learned for the week.
- The focus of the dictation sentences will include punctuation, assigned spelling, and handwriting.
- Marks will be awarded for punctuation, correct spelling and handwriting.