

→ Syllables

Dividing the word into syllables, emphasise each syllable as they write the word (e.g. *re-mem-ber*).

→ Picture a Word

Help your child to remember the shape of a word by changing it into a picture.

over



said



→ Silly Sentences

Using the target words find other words with the same spelling pattern and make up silly sentence to help your child remember them, e.g.

- ✓ Target word - 'light'. I **might** **light** my torch to **frighten** the **knight** from **Brighton**.
- ✓ Target word— 'other'. My **mother** said "Don't **bother** your **other** brother!"



→ Spelling Puzzles

Use the spelling list of words as the basis of a spelling puzzle such as a word search or use them to play a game of hangman. Word puzzle books are a good way to encourage your child to develop an interest in words.

→ Missing vowels

Give your child a list of words with the vowels missing. Set a timed challenge where the vowels have to be inserted as quickly as possible. This could be adapted to a game similar to Hunt the Word, where the vowels are hidden around the house.

→ Making Links

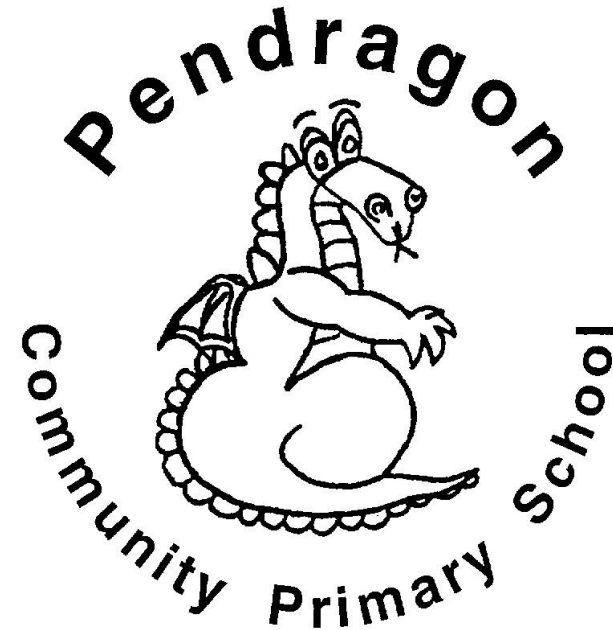
Making links between the meaning of words and their spelling (e.g. *sign, signal, signature*) – this strategy is used at a later stage than others.



→ Dictionary

Using a dictionary as soon as they know how to.

PENDRAGON COMMUNITY PRIMARY SCHOOL



Supporting Learning at Home

SPELLING

Introduction:

When we write we have to consider a dazzling array of aspects. We need to know what the purpose of our writing is and for whom we are writing. We need to think about the content and what form our writing will take, for example, is it a shopping list, a report, a letter to a friend or an email? We then need to think about the structure appropriate to the purpose and form of our writing – the use of sentences, paragraphs and punctuation. Then we select the vocabulary that will best convey our meaning. And finally we think about how to spell the words we write.

Be Positive!



Children can find writing a real challenge; they need encouragement, support and praise for their efforts. You can best support them by encouraging them to write on every possible occasion, praising their efforts and, importantly, by letting them see **you** writing whenever possible.

Most of us, even if we consider ourselves to be good spellers, make spelling mistakes at some point. What is important is that we know what to do when we get stuck and we know how to correct our mistakes.

Homework:

Although across the school homework will usually be provided, this may or may not be in the form of a written list of spellings to learn and will differ according to the age and stage of learning.

We recognise that spelling tests provide a drive for some pupils to learn specific words, however we know from experience that the test itself does not aid learning and pupils do not necessarily go on to apply this when writing independently. Whilst a formal spelling test may occasionally be given, spellings will usually be assessed through a range of multi-sensory activities and as part of our writing assessments.

Thank you for your continuing efforts to support your child's learning. If you have any further questions about this please discuss this with your child's class teacher.

Ideas for home support:



→ Look, say, cover, write, check

Look at the word and say it out loud, then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process.

→ Rules

Working out spelling rules for themselves – a later strategy.



→ Sound it Out

Sounding words out: breaking the word down into phonemes (e.g. *c-a-t*, *sh-e-ll*) – many words cannot be sounded out so other strategies are needed.

→ Hunt the Word

Write the words to be learnt on separate pieces of paper and hide them around the house. Give clues to help your child find the words and then spell them. Leaving words in unusual positions around the house can help children remember their shapes.



→ Word Detective

Use dictionaries and reading books to hunt for words which have the same spelling pattern as the words your child is learning. Keep an on-going list of the words they find. Boys, in particular, love a challenge—so set them one, e.g. “How many words can you find which end in -ly?”

→ Mnemonics

Rhymes, songs and chants can be a useful way of ensuring words are remembered. Here are some examples:

BECAUSE—Big Elephants Can't Always Use Small Exits

NECESSARY—Never Eat Chips Eat Salad Sandwiches And Remain Young

RHYTHM—Rhythm Has Your Two Hips Moving

Invent your own mnemonics together



→ Words within Words

Breaking a word into smaller more manageable chunks can help when remembering spellings. Encourage your child to look for smaller words within the words they are learning:

e.g. **Their Hear Every Where Friends Balloon**