

SPELLING SHED

All children across the school have a Spelling Shed log in. Reception receive theirs once they are ready for writing words.

Spelling Shed is a great way for children to practise spelling words from their weekly spelling pattern and tricky words. They teacher will set spelling lists each week linked to the words they are working on in class.



TUDHOE COLLIERY PRIMARY SCHOOL



Spelling
Games & Strategies

PYRAMID WORDS

This strategy encourages children to think about each letter in a word separately as they build up the word a letter at a time:

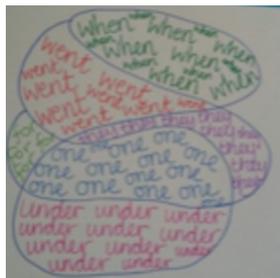
a
ac
act
actu
actua
actual
actually

The words can also be written vertically if this method helps your child picture the word more clearly.

a
ac
act
actu
actua
actual
actually

SCRIBBLY SPELLINGS

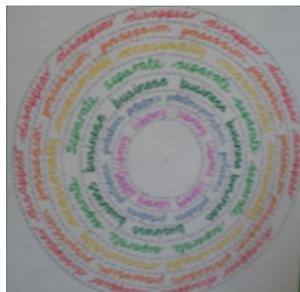
Ask your child to create a loopy scribble shape, with big enough sections for them to use to write words.



Ask them to write a different word from their spelling pattern into each section of the shape. The idea is to give children practice at rewriting a word, but in a way that's more interesting than just listing them on paper!

SPELLING WHEEL

Children will need a sheet of gradually smaller circles. They can then write one word inside each ring. Using different colours helps distinguish between the different words. Like with Scribbly Spellings, this gives children repeated practice at writing the same word.



RAINBOW WRITING

Children can use coloured pencils in different ways can help to make parts of words memorable. They could make each syllable or sound in the word a different colour, make each letter a different colour, or overwrite the word in a different colour each time.

misunderstood
misunderstood

SPELLING

Every week, or every two weeks, children work on a new spelling pattern. At home, they are asked to collect words that follow the pattern and to practise writing these words, as well as practising 'tricky words' that don't follow a particular spelling pattern. The activities below give more strategies you can use to help your child practise their spellings at home.

TALK ABOUT MEANING

If your child's spelling pattern focuses on a particular prefix, or suffix, talk with them about what this means. Eg. if they are studying the 'bi' prefix, talk about how that prefix means two, so **b**icycle means two wheels, or **b**ilingual means you speak two languages.

Focusing on the meaning of particular parts of a word really helps children when they encounter unfamiliar words in reading as they can draw upon their knowledge of words to help them work out the meaning. Eg. Children may not have encountered the word 'mistreated' before, but if they know the meaning of 'treat' and have been taught that the prefix 'mis' means 'wrong,' they can work out that it means being treated badly.

When we ask children to find words that follow a pattern, we want them to focus on why. The idea isn't for them to find a list on google and copy these into their spelling books. It's better for them to find words in a text eg. a book, magazine, or newspaper and think about what these words mean in the context of the spelling pattern, rather than writing a list of words they don't really know the meaning of and won't ever use!

LOOK, SAY, COVER, WRITE, CHECK

This is a simple strategy that can be used at home to learn spellings:

Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

Cover: cover the word and try and picture the word in your head.

Write: write the word from memory, saying the word as you do so.

Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

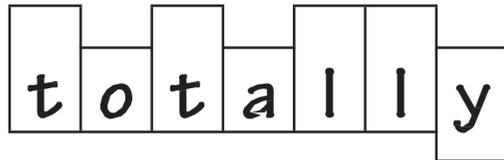
This can be useful with the 'Tricky Words' children need to learn that don't necessarily follow a regular spelling pattern.

SHAPE OF A WORD

With tricky words, picturing the shape of the word can help children to learn how to spell it - a bit like the Magical Spelling strategy given earlier.

Children should draw around the word, making a clear distinction between taller letters and smaller letters. They can then rewrite the word, making sure they get the same shape.

You can then also give the children the shape of a word and ask them to work out which of their spelling words it is— a bit like hangman!



QUICK WRITE



Once children have collected a list of spellings that follow their given spelling pattern, they can practise writing them at speed. How many times can they write one of the words in 30 seconds? How many words altogether can they write in two minutes? The key is to develop speed and accuracy, so it's vital that children check their spellings are correct once they have completed their speed challenge.

MAGICAL SPELLING

We often use this strategy in school for words that don't follow a regular pattern. It's also a really useful strategy for children who find spelling phonetically difficult as it asks them to learn a word by picturing the word in their head, rather than sounding the word out.

1. Write the word your child is learning on a piece of paper or whiteboard. Write it big so that they can read it easily.
2. Hold the piece of paper/whiteboard up and move it around, asking the children to follow it with their eyes.
3. Ask them to close their eyes and picture the word. Ask them to open their eyes and look again at the word. Ask, 'Is that what you saw in your head?'
4. Cover the word and ask them to spell the word to you out loud. If they are picturing the word in their head, they should be able to do this quickly. If they're sounding out, they'll be slower.
5. Ask them to spell the word backwards. Again, if they're picturing the word, they'll be able to do this quickly.
6. Finally, ask them to write the word down.

