

Spelling activities to support spelling at home:

We choose the spelling words from the revised National Curriculum list. Each year group has their own list of words for every week of the year. Word lists will be given as homework each week.

High Frequency Words and Topic Words

In addition to the weekly spelling list, pupils will receive two high frequency words and two topic words to practice for that week. High frequency words are those words that appear most frequently in the English language and it is important that pupils continue to rehearse and learn these by sight. Topic words are included to emphasise the importance of spelling technical vocabulary accurately.

Pupils will be expected to practice these words at home, as part of their homework routine. Research suggests rote learning strategies are most effective in the memorisation of spelling rules and there are multiple strategies highlighted below. In addition to rote learning strategies, spelling games can be used to rehearse how words are spelled, however these should be used in combination with rote learning strategies.

Effective spelling routines also look at the meaning, morphology (how a word is made up) and etymology (the origin of words), which we teach every week at school. However, we encourage parents to support pupils in their homework and to have rich discussions around meaning, morphology and etymology that will develop their understanding of how words are spelled. etymonline.com is an incredibly useful website for exploring the origin of words and parts of words.

Activities to Help Your Child with Spelling:

Look, Cover, Say, Write, Check

This variety of the well-known rote learning strategy encourages pupils to pronounce the word, think deeply about how the word is spelt, practice its formation through tracing in the air and then writing it down provides a high level of focus and intent to spell word accurately.

1. Look carefully at the target word, and say it clearly.
2. Use your eyes like a camera and take a picture of the word.
3. Close your eyes and imagine you can still see the word.
4. Say the word again.
5. Trace it in the air, with your eyes still closed.
6. Open your eyes and write the word.
7. Check the spelling. If incorrect, repeat steps and write again.

Word Study

This activity involves pupils exploring their spelling words in a range of ways in order to improve memory of spelling patterns, increase vocabulary and become more confident in discussing the meaning, structure and origin of words. When grouping words, pupils could choose to consider similar meanings, spelling patterns or origins.

1. Sort the words into three or four groups and explain your answer.
2. Take a word from each group and write a sentence to show you understand the meaning.
3. Can you think of any other words that follow these rules? Add them to your groups. Use a dictionary to help you.
4. Some words may come from a word family. By changing the prefixes or suffixes, what other words can be made from the list. E.g. Confidential –Confident – Confidence.
5. Use them in a sentence to show your understanding of the entire word family.

Simultaneous Oral Spelling

Breaking words into their syllables is another way for pupils to chunk words into easier, more memorable parts. This is a strategy we encourage pupils to use in their writing, in order to break down challenging words, but is also a useful rote learning strategy.

1. Look carefully at the target word, and say it clearly.
2. Say each syllable in the word. (if one syllable word break into initial and final sound e.g. st-op)
3. Say the letters in the word twice.
4. Write the word down whilst saying the letter.
5. Check and correct if necessary.

Repeated Writing

Although requiring little cognitive effort, if a pupil has every intention of trying to remedy an error and are fully attentive, the repetitive process provides a simple and effective solution to learning a spelling rule. It is particularly useful in overlearning spelling rules that continue to be spelled inaccurately.

1. Write each word down 6-8 times before moving on to the next.
2. Focus your mind on spelling the word.
3. Do not move on until you have spelled it right each time.

Creating Mnemonics

Creating memorable acronyms or visual pictures can make challenging words easier to remember.

Pupils could search for mnemonics that have already been made or create their own. It is another strategy that can prove useful, when individual spelling rules are difficult to remember.

An example could be spelling "because" by remembering:

Big elephants can always understand small elephants" Necessary – One collar, two sleeves.

Spelling Battle

Mix up the letters of the week's spellings – can your partner solve the conundrum?

In pairs

Pictionary

One partner draws one of the week's spelling words, breaking up the syllables of big words to help them. The partner has to guess the word and write down the correct spelling on a mini whiteboard.

In pairs

History of Words

Use iPads to research the history of words.

Spelling Muddle

Children use scrabble like tiles to assemble their spelling words.

Charades

Children act out words, this will sometimes mean they break words down into their separate syllables, then a partner has to guess the word and write down the answer.

In pairs

Hidden Words

Children read out one of the week's spellings. They challenge each other to see, how many hidden words they can find within that word in a minute.

In pairs

Use a Highlighter Pen or a Set of Coloured Pencils

Highlight difficult parts of the word or words within words.

Create a Spelling Rich Environment

Display spelling words and posters around the home. You can find a whole host of posters including mnemonics on the [Teaching Ideas](https://www.teachingideas.co.uk/) website.

Use a Tablet or Desktop Computer

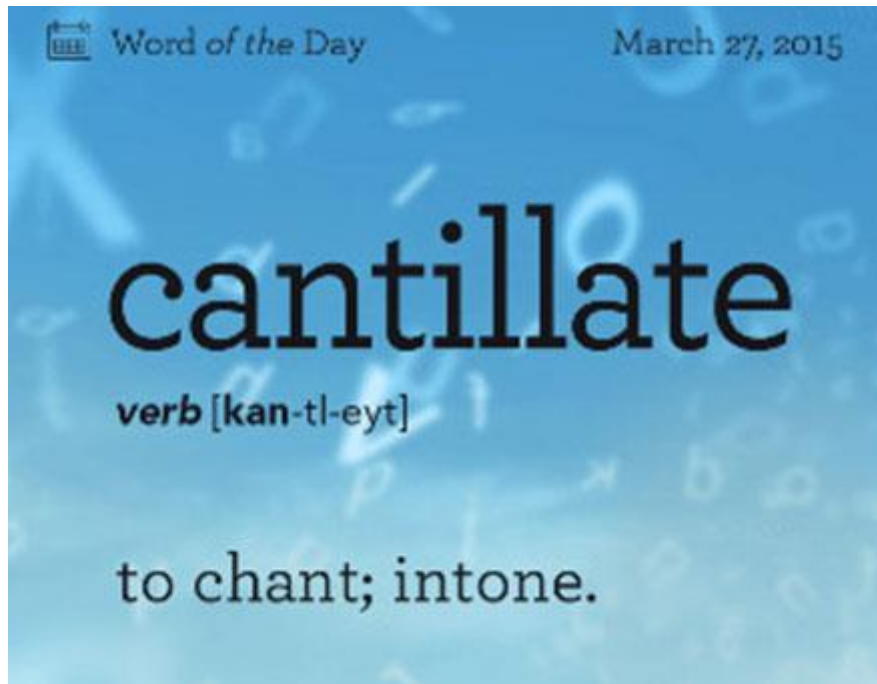
Use suitable computer tools and apps to practice spelling:

Loo Cover Write Check (£2.99) - <https://itunes.apple.com/gb/app/loo-cover-write-check/id890167805?mt=8>



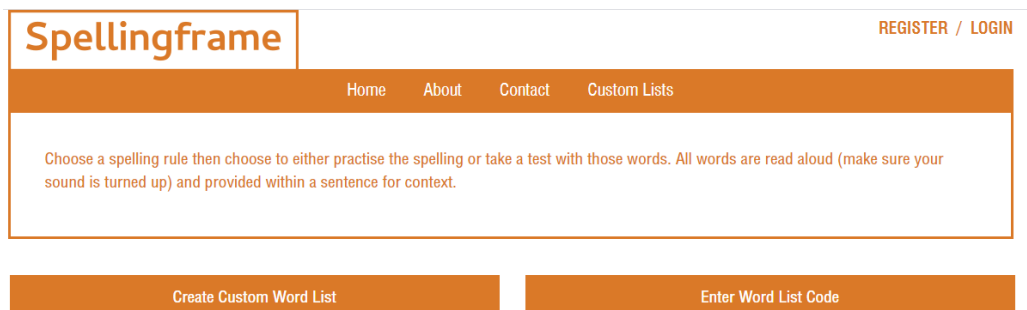
This is an exciting and silly spelling game. Learn to spell by using Look, Cover, Write and Check. Visit loos around the world, spelling tricky words as you go. This game includes the 'Common Exception Words' for Years 1 through to 6, (English Curriculum, 2014). You can even enter your own words, perhaps the ones from your homework. After completing each level you can play 'Germ Attack'.

Dictionary.com (free) - <https://apps.apple.com/us/app/dictionary-com-english-words/id308750436>



Use this app to look up meanings, hear the word spoken and find exemplar sentences. This should be the go to app for exploring the meaning of new and unfamiliar words.

Spelling Frame (£10 per year) - <https://spellingframe.co.uk/>



High Frequency Words

Year 1

Year 2

Year 3 and 4

Year 5 and 6

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An excellent resource featuring a wide range of spelling games based on the spelling rules and patterns for each year group. Games can be sorted by rule in order to target areas of development.

Comprehension Challenge



Definition



What does your word mean?
Can you find or draw a picture which helps explain it?
Can you act out its meaning?

Word Partners



Is your word often used with another word? For example, the word example is often preceded by the word 'for'.

Same and Different



Synonyms: which words have similar meanings to your word? How do you know when is your word the best one to use?
Antonyms: Which words are completely the opposite to yours?
Is your word a homophone or a homonym?

Different Forms



What happens if you add a prefix or suffix to it?
Can it be changed from a verb to an adverb, or used as a noun as well as an adjective?
Which other variations of the word can you discover?

Use it



Use the different forms of your word in different sentences.
Can you ask a question using your word?

Word Investigation tree:

Pupils write the word they are investigating on the trunk, then fill the branches with words from the same family e.g.:

Word Investigation Tree.

