

Spelling Strategies

Look, say, cover, write, check

This is probably the most common strategy used 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.

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.

Segmentation strategy

The splitting of a word into its constituent phonemes in the correct order to support spelling.

Quickwrite

The aim is to write as many words as possible within a given time. For example, in two minutes write as many words as possible with the /i:/ phoneme.

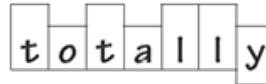
Being silly!

- Making up memorable 'silly sentences' containing the word e.g. 'There's a **nana** in every **banana**'
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word

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Drawing around the word to show the shape

Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.



Drawing an image around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



Words without vowels

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word *field*:

f _ _ ld

Pyramid words

This method of learning words forces you to think of each letter separately.

p
py
pyr
pyra
pyram
pyrami
pyramid

Rainbow writing

Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.

SPELLING

How can teachers and parents work together to improve children's spelling?



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Primary School**

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Spelling at Cledford

Spelling is an integral part of the new national curriculum for English, with expected common word lists for every key stage. At Cledford, we know the importance of good spelling in pupils' writing and we also value the support that parents offer at home in helping children to learn to spell.

As a school, we are continuing to explore ways to support children in learning to spell. We have recognised that for many children, learning spellings for a weekly test can be a chore and for some can cause great anxiety. Our training has taught us that learning a set of spellings each week may not always be the most beneficial way of learning how to spell and as a result we will be using various methods across the school to develop children's love of words. Sometimes it is necessary to send home spellings to be learned and, when this is the case, we will be sending home no more than 5 spellings for children to learn in the context of a sentence.

Teaching staff regularly assess children's progress in spelling using a range of strategies, such as informal testing, setting children challenges and looking at their application of spelling rules to their writing. Teaching staff plan subsequent lessons in accordance with this and set appropriate homework activities for their group.

Key terms

What is phonics?

Phonics is a method of teaching children to read by linking sounds (phonemes) and the symbols that represent them (graphemes).

What is a phoneme?

A phoneme is the smallest unit of sound. The phonemes used when collecting English are:

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

What is a grapheme?

A grapheme is the letter or letters used to write down the sound (the phoneme).

What are sound buttons?

Sound buttons show the number of sound in a word. For example:



What can you do at home?

You can support your child by:

- Supporting them to **complete any spelling homework activities** set by their teacher
- Helping them to learn any spellings set by their teacher in the context of a sentence. If teachers send home **a list of spellings to learn**, help your child to understand what the words mean by writing the words in a sentence. When testing them, read out the whole sentence, rather than just the word on its own
- Use a **range of strategies** to help your child to learn spellings (please see overleaf for some ideas)
- Try to make learning spellings **fun!**
- If your child is struggling, remind them that they can't do it **yet** but they will be able to if they keep at it
- Whenever children are writing at home, encourage them to **'try it out'** on a blank piece of paper if they are struggling to spell a particular word