



SPELLING

HOW TO HELP YOUR CHILD

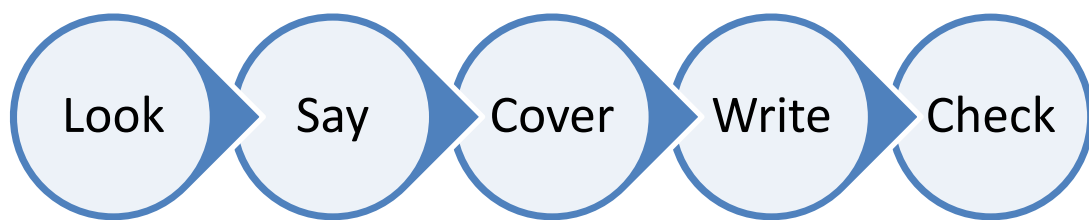
Engayne Primary School



L,S,C,W,C

Spelling is tricky. It takes time for words to enter the long term memory and using sight, sound and touch helps develop a better memory for spelling of words.

At school, we encourage children to use:



We will look more closely at how to use a multi-sensory approach for the 'look', 'say' and 'write' so that children are able to learn their spellings so that they can write them automatically (without having to think about it).



Chop the words into Chunks

Break the word into chunk or syllables. Look at each bit carefully and pay special attention to the bit or bits you find “tricky”

e.g. im port ant important.

Colour coding

Write out the word in larger letters. Highlight the tricky part by writing it in a different colour. This is good for the visual memory.

cake

Spot the word “inside” the word

Look for the word or words you already know within the new word.

e.g. hand young



Look at the shape of the word.

Draw boxes to represent the different size of the letters (tall letters, small letters, descenders – words with tails).

Match the words to the correct shape box.

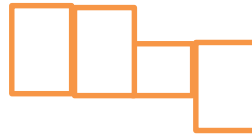
there



was



go



were



they





Use letter cards

Cut up letter cards or use plastic letters and see if your child can put them in the correct order to spell their words.



Spot the Spelling

Write the word in alternative plausible ways and see if your child can spot the correct spelling.

wos

was

waz



Say

Robot Arms

Use Robot arms to sound out the sounds and diagraphs – sh –o - p

Say what you see!

Practise saying the word the way it is written to remind yourself of the unusual spelling

e.g. Wed nes day k nife

Move it! Act it!

Put movement into learning words. Have your child clap for each letter or take a step for each letter as he spells the word orally. This will help "lock in" the correct sequence of letters, as well as develop full recall for the word.

Say the letters out loud like a chant or song spell the word then say it. Group the letters like a rhyme

e.g. Sat - ur - day SATURDAY!

Record it!

Ask your child to record themselves spelling out the word and then listen to it back. Hearing your own voice can be a powerful tool.

Write



Write the word in sand or on textured paper.



After you have tried some of the above activities your child can attempt to write out the word independently.



Other Tips

Develop auditory and vocal skills.

Good spellers are usually good readers and good speakers and vice versa. Using the school or local library helps your child develop some of these skills. Children need to use the language they will be writing to articulate ideas. Give your child the opportunity to talk with you.

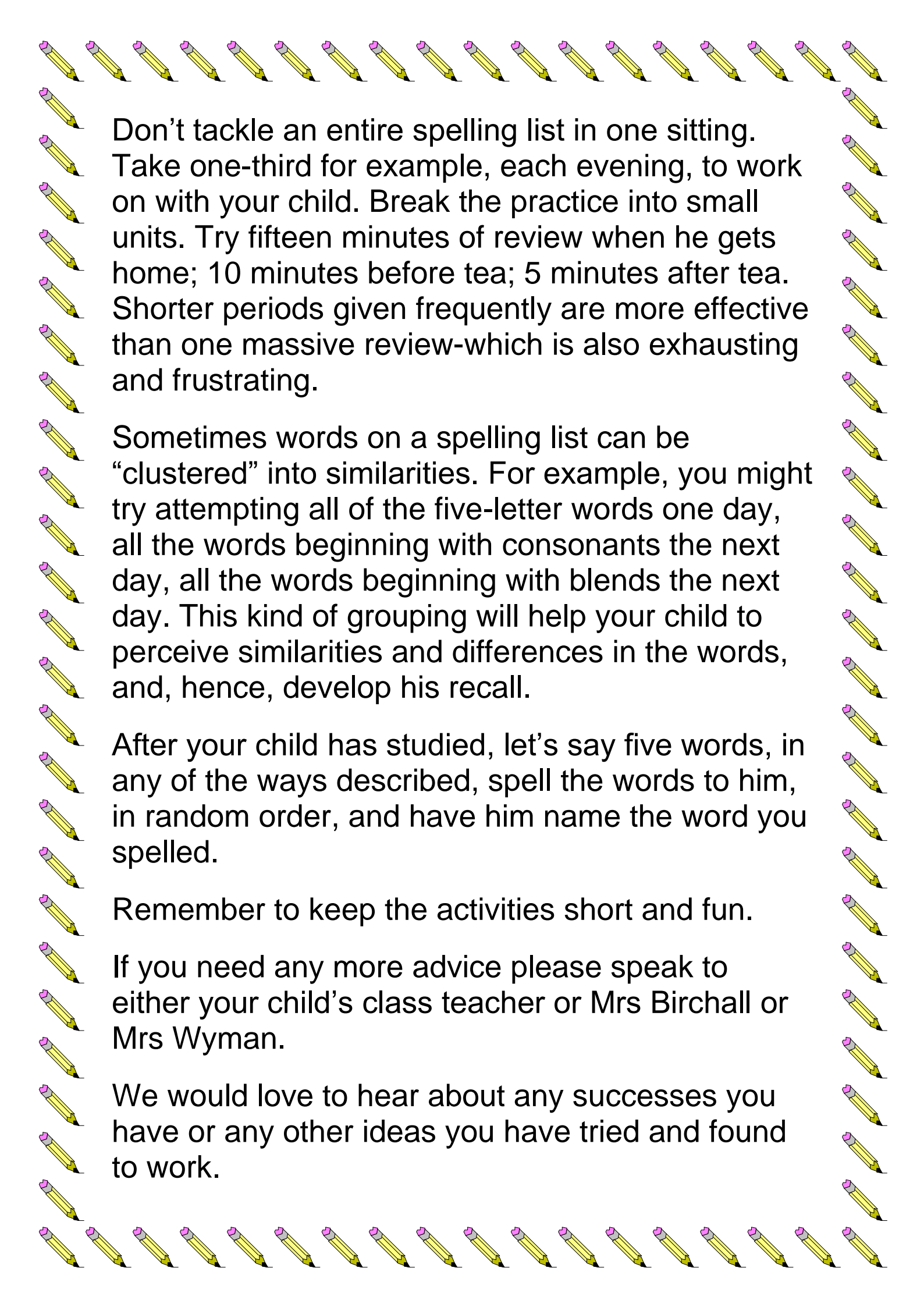
Create a writing toolbox

Fill a box with drawing and writing materials. Find opportunities for your child to write, such as the shopping list, thankyou notes, or birthday cards.

Be your child's number 1 fan

Ask your child to read aloud what he or she has written for school. Be an enthusiastic listener.

Before your child starts to silently study his list for that day, let him pronounce each word. Children must know how to properly pronounce a word before they attempt to spell it, If their pronunciation is not correct, they will indeed spell it as they would pronounce it in their own way. (Also make sure they know what the word means and can use it or understand it when they hear it.)



Don't tackle an entire spelling list in one sitting. Take one-third for example, each evening, to work on with your child. Break the practice into small units. Try fifteen minutes of review when he gets home; 10 minutes before tea; 5 minutes after tea. Shorter periods given frequently are more effective than one massive review-which is also exhausting and frustrating.

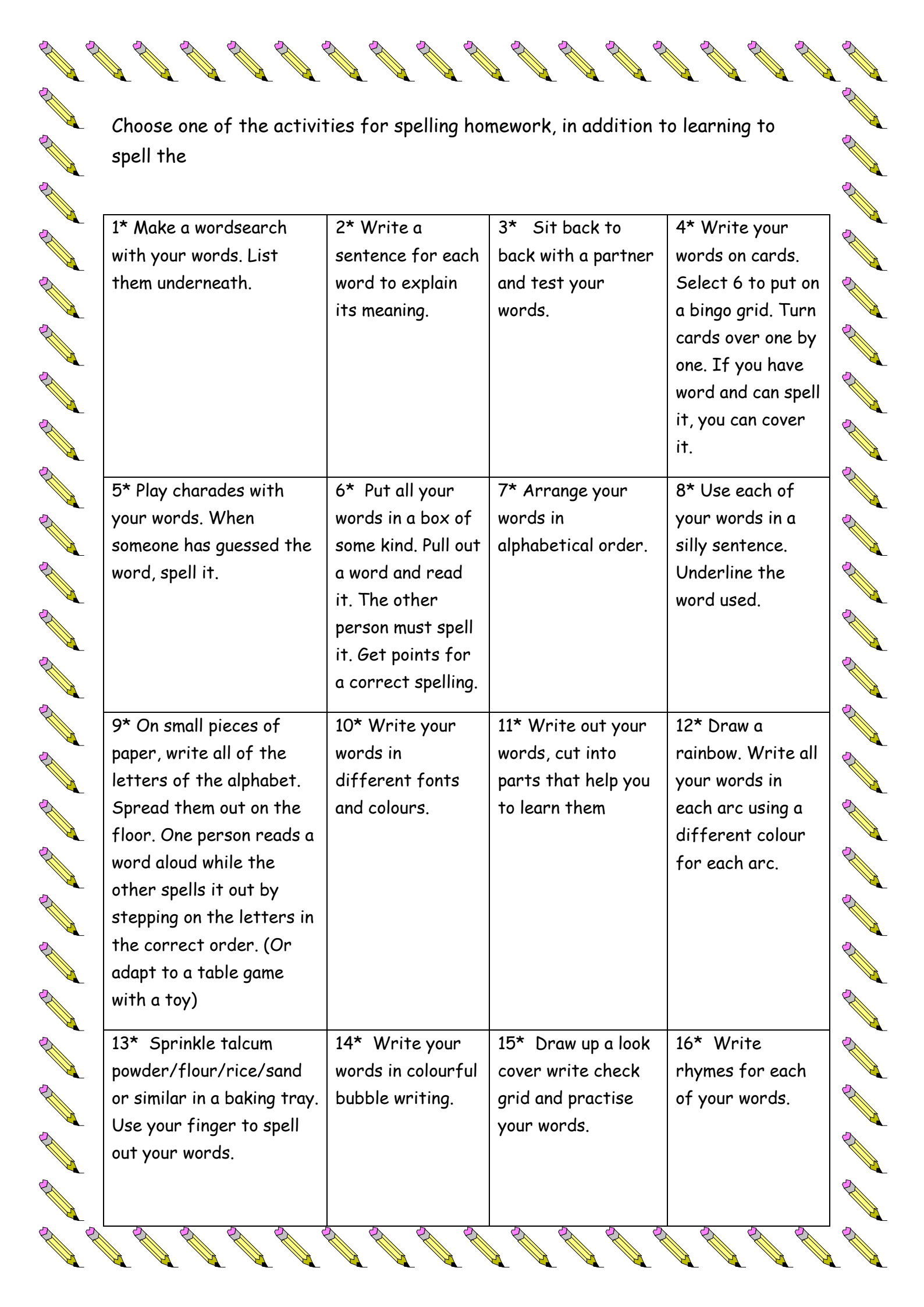
Sometimes words on a spelling list can be “clustered” into similarities. For example, you might try attempting all of the five-letter words one day, all the words beginning with consonants the next day, all the words beginning with blends the next day. This kind of grouping will help your child to perceive similarities and differences in the words, and, hence, develop his recall.

After your child has studied, let's say five words, in any of the ways described, spell the words to him, in random order, and have him name the word you spelled.

Remember to keep the activities short and fun.

If you need any more advice please speak to either your child's class teacher or Mrs Birchall or Mrs Wyman.

We would love to hear about any successes you have or any other ideas you have tried and found to work.



Choose one of the activities for spelling homework, in addition to learning to spell the

1* Make a wordsearch with your words. List them underneath.

2* Write a sentence for each word to explain its meaning.

3* Sit back to back with a partner and test your words.

4* Write your words on cards. Select 6 to put on a bingo grid. Turn cards over one by one. If you have word and can spell it, you can cover it.

5* Play charades with your words. When someone has guessed the word, spell it.

6* Put all your words in a box of some kind. Pull out a word and read it. The other person must spell it. Get points for a correct spelling.

7* Arrange your words in alphabetical order.

8* Use each of your words in a silly sentence. Underline the word used.

9* On small pieces of paper, write all of the letters of the alphabet. Spread them out on the floor. One person reads a word aloud while the other spells it out by stepping on the letters in the correct order. (Or adapt to a table game with a toy)

10* Write your words in different fonts and colours.

11* Write out your words, cut into parts that help you to learn them

12* Draw a rainbow. Write all your words in each arc using a different colour for each arc.

13* Sprinkle talcum powder/flour/rice/sand or similar in a baking tray. Use your finger to spell out your words.

14* Write your words in colourful bubble writing.

15* Draw up a look cover write check grid and practise your words.

16* Write rhymes for each of your words.