



Spelling at Athelstan

Key Issues

-In order to spell properly children need to be able to speak properly. Parents and teachers should sensitively correct poor articulation and mispronunciations. They should also assist pupils to recognise words that are slang (for example, gobsmacked).

-Joined handwriting helps spelling accuracy. As a general rule, children with neat, joined handwriting tend to be more competent at spelling than those who print, or those with poor handwriting.

Strategies for learning to spell

Lots of children learn in different ways which is why teaching them means using a range of approaches. This will also help them when applying spelling because they will see the word in different contexts. Here are some strategies for spelling:

- Listening for the sounds and breaking them down
- Breaking a word into syllables
- Using rhymes, mnemonics and songs to remember
- Using visual approaches e.g. 'word shape', 'bubble writing'
- Being multi-sensory e.g. 'word painting'
- Using verbal and social e.g. 'spelling tennis'
- Kinaesthetic and physical e.g. 'spell jump'

How can I make learning spellings more fun?

Rhymes and pictures

Use rhymes or pictures to go with words to help them remember.

1. Piece - a **piece** of **pie**.
2. hear - You **hear** with your **ear** and you **learn**.
3. there - **here**, **there**, **where**, everywhere.
4. The word separate has "a **rat**" in it (se**par**ate).
5. Donkeys, monkeys - There are **keys** in **donkeys** and **monkeys**.

Internet games

Search online for word games to practise words. Here are a few examples:

<https://www.spellzone.com/games/index.cfm>

www.funbrain.com/spell/

<https://www.spellingcity.com/spelling-games-vocabulary-games.html>

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/spelling/play/

Musical spellings

Make up a short rhyme/mnemonic or song to remember spellings or rules for spellings.

For example:

Because - **B**ig **E**lephants **C**an **A**lways **U**nderstand **S**mall **E**lephants.

Chaos - **C**yclones, **H**urricanes **A**nd **O**ther **S**torms create chaos.

Spelling tennis

One person starts with a letter, the other adds one until a word is made. The last person to add a letter wins.

Spell jumps

Jump up and down on a trampoline or skip whilst saying each letter of your word you are spelling.

Base word

Use a base word to generate as many words as you can.

For example: **sign**

design

signature

signal

resign

consign

significant

Find the word

Look to see if you can see a small word inside your word.

E.g. **where**, **friend**.

Jumbled letters

Write your word on paper, cut each letter and put the word back together.

Look, say, cover, visualise, write, check

This strategy is on your child's homework sheet and we have found that it often works well with children who struggle with spelling.

-Look at the word

-Say it out loud

-Cover the word

- Visualise the word (imagine a picture of it in your head)

-Write the word from memory

-Check the word you have written against the original

Matching pairs

Find matching pairs of words with a spelling pattern in. E.g. train/rain

Word painting

Draw the word in chalk and brush over it with a wet paintbrush.

Hangman

Play hangman with a partner, using the words you are learning.

Rainbow words

Break the word down into syllables and write each part in a different colour.

Bubble writing

Write the word in bubble writing and write inside it.

Tracing

Write your word down 3 times and trace over it in different colours.

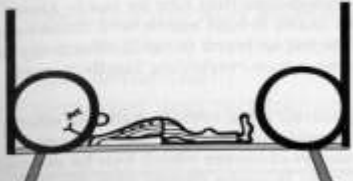
Word shape

Draw around the shape of the word and try to remember the shape of the word.

Children who confuse 'b' and 'd'

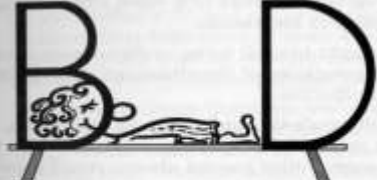
Two illustrations can help the pupil remember which is which:

Mr bed



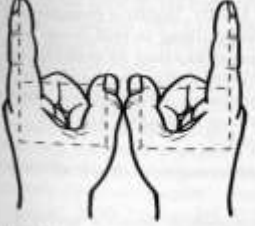
Mr bed can't lie down if the bed posts are on the wrong side.

Mrs BeD



Mrs BeD can't lie down if the bed posts are on the wrong side.

Other teachers teach the pupil to remember which way 'b - d' go by training him to hold up his fingers as illustrated below. Ensure that the pupil puts his forearms on the table in front of him and that he turns his hands so that the knuckles touch each other when he holds up the thumbs.



A useful way to remember how 'b-d' go, using fingers and thumbs.