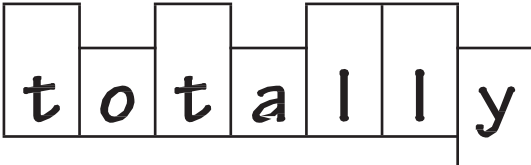



SPELLING STRATEGIES

We have been investigating different strategies to help us learn our spellings and keep them in our heads whenever we write. Share some of these at home and see if they help you. If you discover any other strategies, share them with your teacher and class.

Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p>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.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is similar to 'look, say, cover, write, check' but it is about helping your brain, hand and arm to remember the pattern as you write.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
Segmentation strategy	<p>This is when you split a word into its phonemes [smallest unit of sound]. You 'sound out' the word.</p>
Quickwrite	<p>How many times can you write each spelling in a minute? Make sure you spell them all accurately. Have a challenge with someone at home!</p>
Drawing around the word to show the shape	<p>Draw around the words making a clear difference 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.</p> 

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. You are giving the word meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>Write the words without the vowels. You have to choose the correct vowel to put in the space. For example, for the word <i>field</i>: The vowels are a,e, i, o and u.</p> <p style="text-align: center;">f _ _ _ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p py pyr pyra pyram pyrami pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • 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. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

Adapted from the No Nonsense Spelling Scheme.

Statutory word list for Years 3 and 4

accident(ally)	February	possess(ion)
actual(ly)	forward(s)	possible
address	fruit	potatoes
answer	grammar	pressure
appear	group	probably
arrive	guard	promise
believe	guide	quarter
bicycle	heard(h)	question
breath	heart	recent
breathe	height	regular
build	history	reign (h)
busy/business	imagine	remember
calendar	increase	sentence
caught	important	separate
centre	interest	special
century	island	straight
certain	knowledge	strange
circle	learn	strength
complete	length	suppose
consider	library	surprise
continue	material	therefore
decide	medicine	though/although
describe	mention	thought
different	minute	through
difficult	natural	various
disappear	naughty	weight
early	notice	woman/women
earth	occasion(ally)	
eight (h)/eighth	often	
enough	opposite	

Statutory word list for Years 5 and 6

accommodate	equip (-ped, -ment)	programme
accompany	especially	pronunciation
according	exaggerate	queue
achieve	excellent	recognise
aggressive	existence	recommend
amateur	explanation	restaurant
ancient	familiar	rhyme
apparent	foreign	rhythm
appreciate	forty	sacrifice
attached	frequently	secretary
available	government	shoulder
average	guarantee	signature
awkward	harass	sincere(ly)
bargain	hindrance	soldier
bruise	identity	stomach
category	immediately	sufficient
cemetery	interfere	suggest
committee	interrupt	symbol (h)
communicate	language	system
community	leisure	temperature
competition	lightning (h)	thorough
conscience	marvellous	twelfth
conscious	mischievous	variety
controversy	muscle (h)	vegetable
convenience	necessary	vehicle
correspond	neighbour	yacht
criticise (critic + ise)	nuisance	
curiosity	occupy	
definite	occur	
desperate	opportunity	
determined	parliament	
develop	persuade	
dictionary	physical	
disastrous	prejudice	
embarrass	privilege	
environment	profession	

