

Ideas for Spelling

General points

- Keep teaching sessions short and focused
- Make learning to spell fun by using games, quizzes and challenges to start a lesson, reinforce the learning or to end the lesson
- Use computer programmes that provide practice in spelling
- In some cases spelling should be de-emphasised. A pupil who is having multiple academic problems should not allocate an enormous amount of time and effort to spelling.
- Teach older pupils to use a computer spell-checker
- Teach older pupils to keep a personal spelling list. Use an alphabetical notebook to list words they have trouble with, words they use frequently, subject specific words or words that are of interest to them. They should keep the notebook with them at all times and refer to it when writing.

Self-image

To become successful spellers pupils need to learn:

- to take responsibility for their own learning. Many pupils become convinced they can't spell and this in itself becomes a barrier to learning
- to be independent in approaching correct spelling. They need to understand that there are a range of strategies for spelling words besides asking an adult or peer
- that a strategy may work better for some people than others so they need to find out what works best for them
- that not all spellings can be worked out from the sound of the word, that another set of clues comes from word meaning
- when accurate spelling is necessary – correct spelling is important in the final draft of an essay but not when making rough notes

Phonic knowledge

- Teach and reinforce phonic skills; sound-letter correspondence and word segmentation

Writing

- Provide a wide range of writing experiences
- Teach joined writing and explain to the child why handwriting is important
- Use handwriting lessons to teach some of the most common spelling patterns
- Encourage independence - set up a range of strategies and resources for

pupils to use when they are trying to spell words and make sure they know how to use them.

For example:

- having a go at words on a scrap piece of paper – words can be checked by a friend
 - using a magic line, (for example, writing bec_____ when they can't quite remember how to write because) so that worrying about spelling does not hinder the flow of their ideas too much - words can be checked later.
 - using word banks
 - using a range of dictionaries, from picture dictionaries to adult versions
 - teach children how to use a word bank or dictionary – modelling is an effective way of doing this
- Support pupils in their dictionary work – discuss their predictions/different spelling possibilities before they begin their search (remember that they need some idea of the spelling to be able to find it).
 - Encourage the pupil to, **“have a go”** at spelling rather than substitute an easier word. The spelling can be corrected later.
 - Teach proof-reading. Pupils can work with a learning partner and proof-read each others' work.
 - When spelling problems seriously impede writing, teachers can encourage students to focus on the flow and meaning of their writing and make spelling a separate and later stage of writing (proof reading). They should not try to spell and compose at the same time.
- Word meanings**
- Focus attention on the patterns , the structure and the logic of words – and do so in lessons across the curriculum
 - Examine word origins with children
 - Show how learning to spell one word can lead to being able to spell lots more because words are related and patterns are repeated, eg pack, packet, package, packed, packing; circle, circuit, circulation, circus; end, blend, send, mend
 - When introducing new words containing prefixes:
 - explain the meaning of the prefix and how it affects the meaning of the whole word
 - give other examples (preferably ones that are familiar to the pupils)
 - in pairs/groups challenge the pupils to think of or find in text books other words with the same prefix
 - ask the pupils to try and work out the meanings of the words they

<p>have found</p> <p>Do similar activities using suffixes and roots</p>
<ul style="list-style-type: none"> • Word jigsaws: <ul style="list-style-type: none"> ○ provide prefixes and suffixes on one set of cards and roots on a different coloured set to see how many new words can be created ○ cut up a number of key words for pupils to reassemble
<p>Rules</p>
<ul style="list-style-type: none"> • Teaching basic spelling rules, such as, <ul style="list-style-type: none"> ○ i before e except after c, or when sounded like a as in neighbour and weigh ○ forming plurals • It can be helpful to teach spelling rules when following up errors pupils have made in their writing, for example: <ul style="list-style-type: none"> ○ identify common spelling errors from pupils' writing ○ discuss the spelling errors and the rules that apply ○ give examples of words that follow the rule and ask the children to supply others ○ reinforce regularly when considering new words with this rule
<p>Memory</p>
<ul style="list-style-type: none"> • Help pupils to memorise the word by making links, associations and by paying attention to detail
<p>Visual Strategies</p>
<ul style="list-style-type: none"> • Write each syllable of the word in different colours or fonts, (eg, psy chol og y)
<ul style="list-style-type: none"> • If a word has a tricky part draw attention to it by using colour or a different font, (eg accommodation)
<ul style="list-style-type: none"> • Outline the shape of a word
<ul style="list-style-type: none"> • Look for small words in larger words (eg, sat is fact or y)
<ul style="list-style-type: none"> • Look for patterns of letters/letter strings in words (eg, location, accommodation, resignation)
<ul style="list-style-type: none"> • Look for spelling patterns, concentrate on the look not the sound (eg, ang, angry, bang, triangle, danger)

Auditory Strategies

- Carefully pronouncing words by breaking them into chunks or syllables, eg vul ner able. There must be one vowel sound in each syllable.
- Pronouncing the word carefully inside your head in a way that exaggerates the sound of the correct spelling, eg Feb ru ary, Wed nes day
- Pronounce silent letters, e.g. **k**nee, clim**b**, **w**rist
- Listening for patterns in sound (eg, **ch**emist, **ch**arisma)
- Grouping words that rhyme (eg design, resign)

Kinaesthetic Strategies

- Finger spelling – encourage the pupil to think about the word and pretend to write it, with their finger, on the desk, on their hand or in the air
- Writing the word and cutting it into syllables. Then rearrange the pieces to "make" the word

Mnemonics

- Mnemonics are memory tricks to help you "fix" a difficult spelling in your mind (eg, see the lie in believe; your secretary will keep your secret). If you invent your own you are much more likely to remember.

Multi-sensory Approach

LOOK-SAY-TRACE-COVER-WRITE-CHECK

- Make sure the word is spelled correctly before you start to learn it
 - 1 Write the word clearly.
 - 2 Look at it carefully. Don't just glance at it. Study it, pay attention to detail.
 - 3 Say it. Think about the different syllables. Notice the separate parts in the right order as you say it.
 - 4 Trace over the word.
 - 5 Try to get a picture of the whole word in your mind. Create a mental picture associating the word with a symbol or picture.
 - 6 Cover the word you have learned.
 - 7 Write the word in one go without looking at the original. **Don't look back to check letter by letter.** If you get stuck cross it out and start again. Look at the original and start again.
 - 8 When you have finished, look back at the original and check if you are right.
 - 9 When you've got a word - PRACTISE IT!
- When copying a word from the board or from a book encourage the pupil to write the whole word, in one go and not to keep looking back every few letters.

