

Spelling Workshop-10.11.15

Spelling Strategies

Children should be given **strategies** to help them learn to spell. Strategies could include:

- **Rhyme** - if they can spell mouse, they should be able to spell house
- **Write the word with different coloured pens** to break it into sections. This will help to teach the pupils to learn to spell in 'chunks' rather than 'letter by letter'
- **Use different coloured post-its**, one for each word. This will help pupils visualise the word when they are trying to recall it.
- **Write the word in sand, finger paint** etc -helps form memory hooks.
- **Use big paper and big felt pens** - not always a jotter.
- **Chant the syllables** eg Wed-nes-day, emphasising the tricky bit. Clap each syllable.
- **Make the word into a picture** eg bed could be drawn to look like a bed
- **Draw around the word in a different colour** - what does the shape remind your child of - add details to make it look like their idea.
- **Look, cover, write, check** - look at the word, say the letters aloud, cover it up, write it down, check to see if it is right, try again if not.
- **Shared spelling test** - get your child to challenge you to spell a word from the list, take it in turns to have a go, and to check each other's spellings.
- **Memory challenge** - choose 6 words from the list, do a shared spelling test as above, focus on and re-read the words for two minutes, then one of you rubs two of the words out. Your partner has to remember the words and recall how to spell them accurately. When your partner has checked your spellings, you rub two out for them to do the same. The children will be desperate to beat you!

FUN Games to Play at Home!

1. FLASH CARDS

Pupils quickly write out words on flash cards making sure that they have the correct spellings. One person reads aloud from a card and the person writes the word on a whiteboard/piece of paper. This time when they say 'show me', one shows the correct spelling on the card and the other shows their attempt on the whiteboard. Take turns reading or spelling.

2. DEFINITIONS

Children are given a dictionary and work to find and write the definition of each word.

3. SPELLING ALOUD

Using flashcards, as above, one child reads a word aloud. Their partner spells the word out loud. If they spell correctly, they 'win' the card. If they are incorrect, the card is put to the bottom of the pile. Children take turns and the 'winner' is the one who has most cards at the end of the game.

4. SPELLING TENNIS

Older children really enjoy this one as it can be quite challenging. Children work with someone at home. One takes on the role of both 'reader' and 'checker'. The other spells the word by saying alternative letters until the whole word is spelt. If a mistake is made, the checker stops the game and shows the correct spelling. The word is then spelt again and then put to the bottom of the pile. Correct words are discarded. Take turns to be the checker.

5. ALPHABETICAL ORDER

Children write out spelling list in alphabetical order. This activity is best used with children in the KS 2. It is particularly effective at making them look closely at the spelling of words that begin with the same letter eg when learning common words.

6. MUDDLED LETTERS

Children rewrite each of the spelling words in a muddled up fashion eg 'beautiful' could be written 'befitualu'. It is better if they always put the initial letter in the correct place. This is a great activity, as children have to scrutinise each word to make sure they have got all the correct letters. These muddled lists are then swapped with someone and children have to rewrite each word correctly.

7. DICTIONARY RACE

Children need a dictionary (good idea for a Christmas present and another would be a thesaurus!). Take turns to call out one of the spelling words which is then hidden. The idea is to locate the word in the dictionary as quickly as possible. This not only helps them to remember how to spell, it is also excellent for practising dictionary skills. Time them and challenge them to get quicker every time they look for a new spelling.

8. SYLLABLES

Children split their spelling words into syllables eg beau-ti-ful. Again close attention to details is needed so it helps them to retain more difficult spellings.

9. WORDS WITHIN WORDS

Children try to find smaller words inside a set of 10 of their spelling words without rearranging the letters. Eg using the word 'practising', you could find - 'act' 'sing' 'in' 'is'. Set a time limit, say 10 minutes, to find as many as possible using all their spelling words.

10. SILLY STORY/SENTENCES

Children write a short story (about a paragraph) or write sentences using ten of their spelling words as possible. Again, set a time limit of about 10 minutes. Stories/sentences can be brought to school and shared!

11. KIM's GAME

Spelling words are written on cards and laid out on the table. Children study the words. They then look away and you remove *one* of the cards. Children turn back, look at the remaining cards and have 1 minute (use an egg timer) to write the missing word on a whiteboard/paper. The word must be spelt correctly!

12. MAGNETIC LETTERS

Working together, younger pupils would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters.

13. WORDSEARCH

Using squared paper, children make a wordsearch with their spelling words. Words are NOT written out underneath. They need to look really closely to make sure that they haven't made a mistake and that they have included all their words. Bring them to school to share!

14. MNEMONICS

Show the children an example of a mnemonic and explain why they are used eg **big e**lephants **c**an **a**lways **u**nderstand **s**mall **e**lephants → **because**

Working together, try to make up a mnemonic for one or two of their trickiest spelling words. A time limit should be set - again about 10 minutes.

15. LUCKY DIP

Children take turns to pick out 12 plastic letters from a bag. They mustn't look into the bag, as it is 'lucky dip'. The picked letters are placed in front of them and the rest of the letters are left in the bag. The idea is to make one or more words out of the letters. The children take turns to pick one new letter out of the bag and discard one that they don't want any more. For every word they make and spell correctly, they can have a point and if they make a word from their spelling list they could score 2 points.

16. GUESS THE WORD

Work together, children choose one of their spelling words, and then write one letter on a whiteboard at a time. They can begin *anywhere* in the word - it does not have to be at the beginning. The other person tries to guess the word after each letter is added. If they guess correctly, they must spell the whole word to win the points. The fewer letters that have been given - the more points to be won.

17. CROSSWORD

Using squared paper, children make a crossword using a group of their spelling words. Definitions are written below to form the clues.

18. DRAGON'S DINNER

Children have counters, one for each of their target words. If they make a misspelling, they lose a counter to the dragon. The dragon can be someone with a list of the words and the dragon can be a picture/model. How much dinner does the dragon get?

19. FIND THE WORD

Children are given a highlighter pen and piece of text, for example a newspaper or advert. Children try to find one of spelling words and highlight it. They can then change colour and look for another word from their list.

20. JIGSAW

Children choose one or two spelling words and write each of them onto a strip of card. This is repeated several times. Each card is then cut into sections - see below

H	i	p	p	o	t	a	m	u	s
---	---	---	---	---	---	---	---	---	---

H	i	p	p	o	t	a	m	u	s
---	---	---	---	---	---	---	---	---	---

H	i	p	p	o	t	a	m	u	s
---	---	---	---	---	---	---	---	---	---

H	i	p	p	o	t	a	m	u	s
---	---	---	---	---	---	---	---	---	---

Pieces are then muddled up, the challenge being to see how quickly they can be put back together.

INTERACTIVE WEBSITES

There are many spelling websites to choose from- here are a few suggestions for you to look at. Just check that spellings are English and not American on some of the sites that you may come across!

<http://www.phonicsplay.co.uk/>

<http://www.spellingcity.com/>

<http://www.woodlandsjunior.kent.sch.uk/interactive/literacy.html#7>

<http://www.ictgames.com/literacy.html>

<http://www.bbc.co.uk/schools/spellits/>

http://www.familylearning.org.uk/phonics_games.html