



## ST IGNATIUS CATHOLIC PRIMARY SCHOOL

### Supporting Your Child's Spelling at Home

#### Guidance for Parents and Carers

#### Learning to spell

Learning to spell is a complex skill but in order for children to become successful writers they need to be able to spell accurately. At St. Ignatius Primary School, your child will learn the rules and conventions of the spelling system as well as strategies needed to become confident spellers.

The focus of the spelling programme we use is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

In Reception, Year 1 and Year 2 the children have daily phonic lessons where they learn phonemes and graphemes, spelling patterns and high frequency words. In Years 3, 4, 5 and 6 the children learn new spelling patterns as well as revising those already taught through very regular spelling sessions. During spelling lessons, children look at phonics, spelling rules, root words, meanings of words and other strategies to help them with spellings, such as mnemonics. Within the sessions, a range of strategies for learning spellings are introduced and practised. This enables pupils to choose the strategies they find most effective for learning different words. Teachers provide opportunities throughout the week for the children to practise and apply these rules. In addition to this, teachers model spelling skills through their daily teaching, across all subjects.

Children's learning is assessed throughout the spelling programme. Assessment activities are regularly included to identify if the children have learnt concept(s) taught. These assessment activities include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

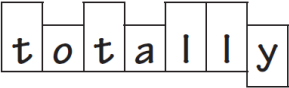

Learning needs to happen in school and at home to give children the opportunity to revise, practise and consolidate their learning.

Learning to spell is most effective when it is done in an enjoyable and interesting way. This booklet contains spelling strategies, activities and games that aim to support learning spellings at home.

## Strategies for learning spellings at home

The learning strategies listed below are introduced during spelling/phonics lessons and can be used to support learning spellings at home.

<b>Look, say, cover, write, check</b>	<p>This is probably the most common strategy used to learn spellings.</p> <p><b>Look:</b> 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><b>Say:</b> Say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> Cover the word.</p> <p><b>Write:</b> Write the word from memory, saying the word as you do so.</p> <p><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<b>Trace, copy and replicate (and then check)</b>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</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>
<b>Segmentation (often referred to as 'sounding it out' in reception and KS 1)</b>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p> <p>E.g. sh-ee-p          n-igh-t</p>
<b>Syllabification</b>	<p>Clapping and counting to identify the syllables in a word.</p> <p>E.g. re/mem/ber</p>
<b>Quickwrite</b>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples.</p> <p>E.g. In two minutes, write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches with family members.</p>
<b>Drawing around the word to show the shape</b>	<p>Draw around the words making a clear distinction 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><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to 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><b>Words without vowels</b></p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and your child has to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _____ ld</p>
<p><b>Pyramid words</b></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><b>Mnemonics</b></p>	<p>A learning technique which assists in aiding the memory.</p> <p>E.g. <b>B</b>ig <b>e</b>lephants <b>c</b>an <b>a</b>lways <b>u</b>nderstand <b>s</b>mall <b>e</b>lephants.</p>
<p><b>Rainbow writing</b></p>	<p>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.</p>
<p><b>Silly sentences</b></p>	<p>Making up memorable 'silly sentences' containing the word.</p> <p>E.g. My dog <u>wears</u> a blue and purple dress when he takes a bath.</p>
<p><b>Making the word memorable</b></p>	<p>Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word.</p>

## **Activities and Games for reinforcing spellings at home**

The following games and activities are suggestions for fun ways to help your child to learn their spelling at home:

### **Concentration**

Make a set of matching word cards from the word list. Put them on the table face down. Turn two cards over at a time. If they match, you or your child can keep them. The winner is the person with the greatest number of words.

### **Guess Who**

Write some words on paper. Read the words with your child. Ask them to tape a word to your back. You have to ask a question. E.g. Does it begin with 'th'? Can I sound it out? Then your child takes a turn to answer your questions.

### **Spelling Scramble**

Write one of your child's spelling words with the letters scrambled up. Can your child unscramble the letters to spell the words correctly?

### **Cloudy Words**

Choose a word from the list which your child is learning to read and write. Give an example of how the word is used in a sentence and support them to think of another example. Write the word for your child and ask them to trace over the letters with a glue stick or a finger dipped in glue. Lay cotton wool over the glue until the entire word is covered. You could ask your child to write a sentence on the paper and to draw a picture to go with their sentence. You could sprinkle sand/glitter etc over the glue instead of cotton wool.

### **Water Words**

Ask your child to write a word two or three times on the patio or path with a paintbrush dipped in water. Repeat with a different word.

### **Spelling Picture**

Draw a picture incorporating all of your spellings somehow into the picture. Ask someone else to guess your spelling words by looking at your picture. As they are looking, try and spell their guesses.

### **Playdough Spelling**

Roll a small amount of play dough into a ball. Turn your ball of playdough into a play dough pancake. Take a toothpick and carefully write a spelling word in the playdough. With your finger, smooth out the word and start over with another spelling word. Write all of your spelling words in this way.

### **Bubble Letters**

Write your spelling words in bubble letters, using different colours. You could also use squiggly, zigzag or dotted letters.

## Helpful resources and websites:

- <https://www.phonicsplay.co.uk/>
- Lauren's website??
- Phase Two phonic sounds:  
<http://content.twinkl.co.uk/resource/6b/14/T-L-3981-Phase-2-Phonics-Large-Poster-ver-1.pdf?token=exp=1531818531~acl=%2Fresource%2F6b%2F14%2FT-L-3981-Phase-2-Phonics-Large-Poster-ver-1.pdf%2A~hmac=a33b7caddfd08cd510a00cf5483308c47c093da6467a21a82135729452eec71d>
- Phase Three phonic sounds:  
<https://primarysite-prod-sorted.s3.amazonaws.com/the-willows-primary-school/UploadedDocument/a256151000a042888fbf26334f383cc0/phase-3-phonics-sounds.pdf>
- Phase Five phonic sounds:  
<https://primarysite-prod-sorted.s3.amazonaws.com/the-willows-primary-school/UploadedDocument/e73395721ad44ef29bcbe49f3c11e577/phase-5-phonics-sounds.pdf>