Mickleover Primary School

Supporting Your Child with Spelling

As your child moves through school, the types of spellings and spelling patterns they are expected to know will continue to increase. As well as common exception words (words that do not follow usual rules but are used regularly) there is a series of spellings and spelling patterns and rules for children to learn in each year group. At Mickleover Primary, we aim for the children to learn these spellings in order to apply them to their independent writing.
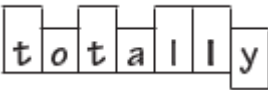
In order to make our children confident writers, we need to support them with spelling techniques. This requires regular practice. Please find below a list of suggested techniques you could use at home to support your child when practising spellings. Not all methods suit all children, so encourage them to use the ones that work for them. Also encouraging your child to read will boost their spelling as they are exposed to more words, leading to a better understanding of spelling.

Remember short periods of time and regular fun practise of spelling, is the best way to learn!

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. **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. **Say**: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. **Cover**: cover the word. **Write**: write the word from memory, saying the word as you do so. **Check**: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. 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. 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.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.

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Quick write	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. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	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. t o t a l l y
Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable. Monarchy 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.
Words without vowels	This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word *field*: f_____ld
Pyramid words	This method of learning words forces you to think of each letter separately. p p y p y r p y r a p y r a m p y r a m i p y r a m i d You can then reverse the process so that you end up with a diamond.
Mnemonics	This strategy involved learning simple saying to helping remember each letter of the word. **because** **b**ig **e**lephants **c**an **a**lso **u**nderstand **s**mall **e**lephants
Funny Voice	Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word