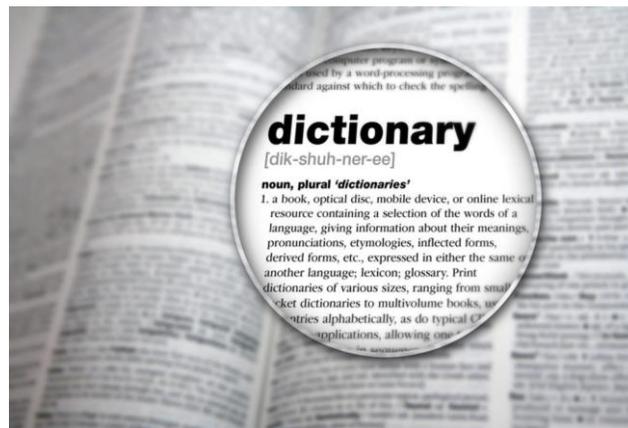




LONG CRENDON SCHOOL

the place to grow

Spellings – some helpful tips and tricks



## The Principles:

At Long Crendon School we aim to enable children to:

- have an interest in words, their meanings and their origins
- enjoy discovering the patterns and contradictions of the English language
- have a developing vocabulary and the confidence to experiment with it in their independent writing
- use phonic skills effectively

Our lessons are designed to be multi-sensory, interactive and investigative. The emphasis is not just on learning a list of words (both in class and at home). We want our children to be actively involved in learning about spelling patterns, conventions and rules; to apply their learning to new vocabulary when they encounter it and to demonstrate this knowledge in their independent writing.

Some children find learning and retaining spellings easy. Others find it more challenging. We all know that a child who can score 10/10 on a test on Monday may spell the self-same words wrongly in a piece of writing on Thursday. This guide sets out some strategies (and there are plenty more!) that can be used to ensure that spelling patterns and rules are embedded in the long-term memory. This is in no ways an exhaustive list. Rather we hope it will get you thinking about new and innovative ways to tackle learning spellings.

It should also ensure that the acquisition of spellings is a little more FUN.

## Techniques to aid the learning of spellings:

### 1. Highlighting the tricky bit – the bit that is proving problematic.

Find the tricky bit of the word (or the bit you keep getting wrong).

Count the letters.

Highlight the tricky letter or letters.

How many letters does the chunk before it have? How many letters are there after it?

Say the word, stressing the tricky part.

Write the word several times – focusing on the tricky part. Say the name of the letters as you write.

If one or two parts of a particular word just don't seem to stick, try to think of other ways to make them sink in.

#### Eg weird

People often get the w and l round the wrong way, Make up a saying – **we are weird** – this may help you remember that **we** is the first part of the word.

#### Eg necessary

One collar (c) and two socks

#### Eg disappear

One sausage and lots of peas

## 2. Making up a mnemonic

Make up your own mnemonic (pronounced nemonic). The initial letter of each word of your phrase or sentence represents one letter of the word you want to remember.

**D**olphins **O**nly **E**ver **S**wim = does.

Try to imagine an image that you think is funny – you will find it easier to remember.

Close your eyes and remember the picture.

Describe your picture to someone else.

Test the mnemonic by writing your word.

## 3. Breaking down words using syllable 'beats'

Try breaking down polysyllabic words to make each syllable easier to remember.

Work out how many 'beats' there are to each word by clapping out the word – one clap for each syllable.

Write down each segment of the word – **re** – **la** – **tion** - using a different colour for each chunk.

Copy the word twice, fold the paper over and then have a go at the word unaided.

## 4. Look, Write, Cover, Check.

**Look** at the word, **Cover** the word, **Write** the word and you've guessed it, **Check** the word.

## 5. Air/Palm/Sand writing

The aim here is to make learning spellings multi-sensory. Some children learn best by doing, by being active.

Look at the word carefully.

Say the letter names out loud.

Write the word out in the air/on palm/in sand.

Say the letters out loud as you write.

Close your eyes. Write the word several times. Again say the letters out loud.

Now write the word on paper.

Say the names of the letters in your head as you write.

## 6. Words without vowels

Write your spelling words in a list.

Replace all the vowels with a line.

Then go back to the beginning of your list and see if you can fill in the correct missing vowels.

## 7. Creating a picture in the mind

Try to conjure up a visual image related to what you are trying to remember.

Eg **cat** – it's a **curly c** because a **cat** likes to **curl up** and go to sleep.

Inventing your own images to go with words makes it a powerful, personalised tool.

## 8. Finding words within words

Find a small word within your word- the letters must be in the right order.

Eg Par - **all** - el

Highlight the small word.

Count the letters in the whole word, count the letters before and after the small word.

Say the names of the letters as you write the word.

## 9. Saying it as it is spelt

To remember double letters, really stress and extend the sound:

Eg Fu**ssssssssssss**

Eg Bu**zzzzzzzzzzzz**

Eg Se**eeeeeeeeem**

Ea instead of ee – pronounce as two separate sounds – **cr****e** – **a** – m

Voice silent letters – **g**-nat

Use a silly voice, add actions...The possibilities are endless.

Some children are visual learners. Using shape/colour can also help to reinforce spellings.

## 10. Pyramid Spelling.

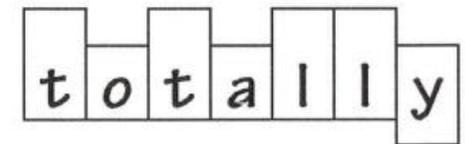
Write your **spelling** words starting with the first letter, then building up one letter every line underneath it until the entire word is written.



## 11. Boxing

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.

Try to write the word, checking that you get the same shape.



As previously said, these are just a few ideas. We are sure you can come up with loads more. **Now it's over to you. Have fun!**