

Helping your child with spelling

Spelling Information Evening:

1st March 2016

Learning Strategies for Spelling

- ✓ **Sounding out or 'Fred talking'** Eg. C-a-t, Sh-i-p. This is the most popular method for teaching spelling. Ask the child to spell out or „segment“ the word they want to spell, then write the constituent sounds. Children use pure sounds.
- ✓ **Syllabification:** Clap out and say each of the syllables. Eg. Re-mem-ber
- ✓ **Analogy:** Making families of words Eg. Night, fright, sight, slight
- ✓ **Root:** E.g. bi (two) cycle (circle) = bicycle
- ✓ **Prefixes and suffixes:** E.g. Dis-satisfied
- ✓ **Rules:** E.g. Word ending in Y such as fairy/fairies (consonant +y = ies)
Donkey/donkeys (vowel +y = ys)
- ✓ **Referring to the family words that articulate the ambiguous letters:** E.g. Definite - finite, final, infinity
Muscle - muscular
- ✓ **Sounding out words as they are spelt:** Eg. Wed-nes-day
- ✓ **Words within words:** Eg. There is a rat in separate
- ✓ **Mnemonics:** Big Elephants Can Always Upset Small Elephants

Helping your child learn how to spell

Rainbow Write

First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a DIFFERENT colour crayon. Trace neatly and you will see a rainbow!

Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words!

Pyramid Writing

"Pyramid write" your spelling words. You must write neatly!

*Example: home h
 ho
 hom
 home

Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where
 erehw

Three Times!

Write each spelling word three times. *First*, write each word in pencil.

Second write each word in coloured pencil.

Third, write each word in pens.

Acrostic Poem

Choose one of your spelling words.
Write an acrostic poem for that word.

You must also ILLUSTRATE your poem.

ABC Order

First write your spelling words in a list. Then write them in ABC order

For an extra bonus, write your words in reverse ABC order!

Squiggly Spelling Words

You are going to write your spelling words two times.
First write in regular letters.
Then write the words again in squiggly letters!

Vowel Circle

Write each of your spelling words.

Then go back and circle all of the vowels in your spelling words!

Scrambled Words

Fold a piece of paper three times lengthwise (making three long rectangular columns).

Write your words in the first column.

Then write them again with the letters all mixed up (scrambled) in the second column.

Put your words aside. Come back later to unscramble your words. Write the unscrambled words in the third column.

30 Second Words

Write a TV commercial using all of your spelling words.

Read it to a parent or sibling!

Consonant Circle

Write each of your spelling words.

Then go back and circle all of the consonants in your words!

Air Write!

Write your spelling words in the air using your finger. Have a partner read your words as you write them

OR have a partner air write and
your job is to read the words.

UPPER and Lower

Write your spelling words
two times each.

First, write each word in UPPERCASE letters. Second, write each word in lowercase letters.

Colourful Words

Write each of your spelling words. Write each letter using a different coloured pencil!

*Example- colourful

Across and Down

Write each of your spelling words
across and then down
(starting with the first letter).

*Examples- when four
h o
e u

3-D Words

Use Play-Doh or clay to sculpt your spelling words.

Back Writing

Use your finger to spell out each of your spelling words, one letter at a time, on your mum or dad's back.

Then it's YOUR turn to try to FEEL and spell!

Dots Game

Make a square of 4 rows of dots with 4 dots in each row. If the word is spelled correctly, the player can connect two dots. When a square is formed, he/she can write his/her initials in the box.

Choo-Choo Words

Write the entire list end-to-end as one long word (like a train). Use a different coloured crayon for each word.

Ex.

Spelling Baseball

Draw four bases on a piece of paper or lay out four pillows to be the bases. The pitcher selects a word. If the batter can spell the word correctly, he/she moves forward one base.

A point is earned every time you pass home plate.

Dusty Words

Go outside and write your words in the dirt / sand.

Flash Writing

In a darkened room, use a flashlight to write your spelling words in the air.

Have a partner read your words as you write them OR your partner can "flash write" the words and

Hopscotch Words

Make a hopscotch board.

Write letters instead of numbers and HOP your

Word Search

Make a word search puzzle using your spelling words.

Use the Discovery School's online Puzzle Maker

<http://www.puzzlemaker.com>

Then find your words!

Pasta Words

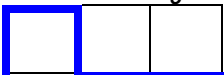
Arrange pasta or other objects to form your spelling words.

Glue onto a piece of paper.

Surround Words

Write your words on graph paper. Write "middle" letters, one letter in each box.

Use two boxes for "tall" letters like t and l and "low" letters like j and g. Then outline the words using different colours.



Words Without Consonants

Write your spelling words on a list, but replace all the consonants with a line. Then go back to the beginning of your list and see if

Spelling Bee

Practise your spelling words in Spelling Bee style.

Spell your words out loud to a parent or sibling.

Words Without Vowels

Write your spelling words on a list, but 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.

Spelling Flashcards

Make a set of flashcards to practise your spelling words. When you look at your flashcard, read the word and then spell

Make Some Music

Write a song or rap that includes your words!

TAKE TWO

4 or 5 players to one bag of scrabble letters.

All letters face down in centre of table.

All take 4 and look at them. Try and arrange them into a four letter word.

When one person has they shout 'take two' and whether you have made a four letter word or not you all have to take a tile and start to arrange tiles into a 6 letter word or a mini-crossword.

As soon as someone has used up all 6 letters they shout 'take two' and everyone grabs 2 more letters.

Keep going until all have the same number of letters - any odds discard at the end.

Could score by those not finished total their unused tiles or by the value of the words you have made.

Can keep rearranging your crossword throughout - can start from scratch if you are feeling brave!

SHANNON'S GAME

With or without your scrabble letters, play hangman with a partner but the letters need to go down in order.

ODD ONE OUT

Put up sets of words for your child to identify which they think is the odd one out. Can they justify it?

Bonus is they have to look really carefully.

PASS THE BOMB

If you have the game, use the bomb! If not, pass anything

Words ending in 'shun'.

Words starting with 'trans'.

Words that end in 'ing' with a double consonant letter in the middle.

Words that you add 'es' to for the plural. Etc. etc. etc.

BALDERDASH

Give a made-up word then three possible meanings - which one?

Or - give a meaning and three possible words.

Talk about the use of morphemes and word knowledge - This is a good chance to take words apart and see how they are made up.

Making up nonsense words - this is a great game and good to apply the spelling rules.

I'M THINKING OF A WORD...

This can be made as complicated or as simple as you want.

Does it have 2 syllables?

Does it have the 'ee' sound etc.

FASTEST FINGER

Have a text extract and ask questions such as, 'Can you put your finger on a 2 syllable word?'

- prefix meaning 'three'?
- Take off the 'e' to add 'ing'? etc.

WAYS TO LEARN/MEMORISE NEW SPELLINGS

Get them to make it out of scrabble letters.

Get them to break it up into individual letters and say each letter out.

Feel it in your mouth - what is your tongue doing?

Tap each letter out on a finger and say each letter.

Get them to break it into chunks. Say each chunk.

Say the whole word in different ways - shout it, whisper it, opera it!

Clap the syllables.

Write each syllable on a different post-it note

Colour code different parts of the word.

Make a mnemonic.

Is there a picture hint that you could use - e.g. stationary (car) stationery (paper)

What is the tricky bit?

Read it out mispronouncing the difficult bits.

Is there another word that you can use as analogy

Break it all up and mix the letters up - then make it back into a word. Do the letters need to go back in order?

Now write it in the air/partners back - say each letter.

Really look at the shapes - are there any tall bits/any short bits/low bits?

Is there a word within the word?

Does it look right?

Go and find one of the hundreds of spelling websites that will allow you to add your word in to the games so you can practise it

Glossary of spelling terminology

Compound word - two root words combined to make a word

Consonant - any letter of the alphabet which is not a vowel.

Digraph - two letters which together make one unit of sound, e.g. sh, th, ee, oa.

Etymology - the derivation of words - the study of the origins of words

Grapheme - the written representation of letters which represent the sounds.

Homophone - a word which sounds the same as another word but is spelt differently and has a different meaning, e.g. hear and here

Morpheme - smallest grammatical unit

Mnemonic - a device for memorising and recalling something

Phonetics - system of spelling words by representing sounds with syllables **Phoneme** - the smallest unit of sound in a word, e.g. c/a/t, sh/o/p, t/ea/ch/er.

Prefix - small addition to a word made by joining on one or more letters at the beginning, e.g. pre, anti

Plural - a plural word refers to more than one thing, e.g. books

Root word - is a basic word. The meaning of a root word is changed by adding a prefix or a suffix

Segmenting - means hearing the individual phonemes within a word - for instance the word „crash“ consists of four phonemes: „c-r-a-sh“ - breaking words down into individual sounds or syllables.

Singular - the name referring to one thing or a group of things, e.g. man, book, flock **Split digraph** - two letters, which work as a pair, split, to represent one sound, e.g. a-e as in cake, or i-e as in kite **Suffix** - a letter or group of letters added to the end of a word to change the way you use it, e.g. coward - cowardly

Suffix - added after a root word to change the spelling and meaning of the word

Syllable - a combination of one or more vowels and consonants which can make one short word or part of a longer word, e.g. won-der-ful

Trigraph - three letters which together make one sound but cannot be separated into smaller phonemes, e.g. igh as in light, ear as in fear and tch as in watch

Vowel - there are 5 vowels in the alphabet - aeiou

The Vegas Spelling Rules

Always

If a word ends in /r/ then /e/ must be added, unless it is an abbreviation, such as rev. Instead it will end in /er/. There are only a few which might confuse the speller and think a long vowel sound is required, e.g. give or have

/sh/ for the 'shun' sound is always wrong (apart from fashion and cushion)

Each syllable should have a vowel (except odd words like 'rhythm')

Single vowels say their names when they are on their own in a syllable (o/pen) or at the end of a syllable (e/mu)

Single vowels say their sounds when they are in the middle of a syllable (u/nit) or at the beginning of a syllable (ge/og/raphy)

If a base word ends in /e/ which is part of a split vowel digraph then drop the /e/ when adding a suffix

If a base word ends in /y/ preceded by a consonant, change the /y/ to /i/ before all suffixes except those beginning with /i/. Keep the /y/ if the suffix begins with /i/

If a base word ends in a single consonant preceded by a single vowel letter and the suffix begins with a vowel, double the consonant letter.

Words that denote what people do end in /cian/ rather than /tion/

/kw/ sound is spelled /qu/

/q/ is always followed by /u/

'Soft c' and 'soft g' are followed by /i/ /y/ or /e/

If a word sounds as if it starts with /f/ but doesn't, it starts with /ph/

If a word sounds as if it ends with /f/ but doesn't, it ends with /ph/ or, rarely, /gh/

Use /dge/ after short vowels and /ge/ after long ones.

Usually

w+/ur/ = wor e.g. word, worm, work (except were)

/w/ followed by /o/ is usually spelt with an /a/ e.g. wallet, wash, wander, was, want

/or/ before /l/ is usually spelt with an /a/ e.g. all, always

/æ/ is usually wrong unless you are being scientific (e.g. haemoglobin)

To get an /ee/ sound at the end of the word it is usually /y/ or /ee/

Ant/ance for the person (e.g. occupant is the person in the residence where they live)

/tion/ is the most common spelling of /shun/

The sound /a/shun/ is usually 'ation'

/tian/ and /sian/ usually denote nationalities

Occupations end with /er/ or /or/

Use /le/ at the ends of words. It's more common than /el/

A /k/ sound at the beginning of a word is usually spelled with a /c/

A /k/ sound at the end of the word is usually /ck/ or /c/

Words ending in /c/ will have an /i/ or /ia/ before the /c/

If it's a place where something is made, it's /ery/ not /ary/

When you hear /chur/ at the end of a word, try /ture/

After a short vowel, try a /t/ before a /ch/

If it is a verb, it will end in /er/ not /or/ or /ur/

One syllable words ending in /f/ or /s/ or /l/ usually end in double consonants, e.g. dress or bell.

Never

/ai/ and /oi/ do not occur at the end of a word or immediately before a suffix - use /ay/ or /oy/ instead.

No English word ends in /i/ except for 'taxi'

Words never end in /chion/ apart from 'stanchion'

No English words end in /j/ or /v/ or /q/

Never write /kk/ in a word that isn't compound. Use /ck/ instead.

/sh/ is used at the beginning of a word, or the end of a syllable. /sh/ is NOT used at the beginning of a syllable after the first syllable