

# Spelling Strategies

## Listening to and segmenting the phonemes and syllables

Seg/ men/ ting

Reminding that each syllable must contain a vowel and it may be a vowel on its own l/ den/ ti/ fy/ ing

Clapping the syllables can help.

## Identifying vowels

Write the 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 must choose the correct grapheme to put in the space. For example, for the word field:

F\_\_ld

## Identifying the consonants

Write the word then circle the consonants.

w r i t e

## Identifying the difficult (often non-phonetic) part of the word

Using different colours to identify patterns, or difficult aspects of the word – can also underline tricky parts of the word.

## Writing the word with eyes closed

This helps to improve both visual and auditory memory (can be supported by saying letter name out loud when spelling)- children love this!

### **Rainbow writing**

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.

### **Making up memorable or 'silly sentences' containing the word**

This can also help with children understand the meaning of the words. Writing sentences gives you the chance to spot any other words they find challenging and punctuation errors.

### **Saying the word in a funny way**

For example, pronouncing the 'silent' letters in a word.

### **Identifying root word, prefix, suffix**

Identifying the meaning conveyed by the word and its root/prefix/suffix.

Teaching tricks/links with other words or word groups

Mind map to words with the same root, prefix or suffix-

This gives opportunities for overlearning which build memory skills.

### **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.

Turn the page over and write the word as you say it, and then check that you have spelt it correctly.

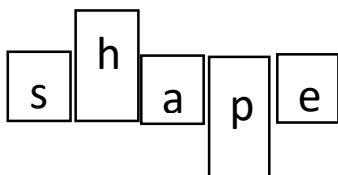
### **Quick write**

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 the same word as many times in as possible in for example one minute or could right as many words with for example a 'ck' ending.

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.

### Drawing an image around the word



Field

This strategy is all about making a word memorable. It links to meaning to try to make the spelling noticeable.

### Pyramid words

This method of learning words forces you to think of each letter separately. You can then reverse the process so that you end up with a diamond.

P  
Py  
Pyr  
Pyra  
Pyram  
Pyrami  
Pyramid