

Spelling strategies

Often, children are taught to learn spellings using 'look - copy -cover'.

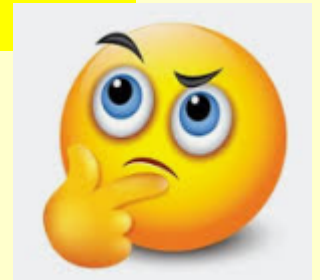
This doesn't work for everyone.

On these slides we show you some different methods to use to learn how to spell.

What can't you spell?

It can be really useful to keep a vocabulary book, writing down any words that you get wrong. In effect, you create your own personalised dictionary.

If you look up words in your vocabulary book in lessons to remind yourself of the correct spelling, this constant reference is another way to help the spelling 'stick' in your head.



Break it down

Conscience = con - science



Separate = sep - a - rate

Break the word down and say it aloud to help you remember.

Visual tricks

There's 'a rat' in separate.



Rainbow writing



terrible

Write the word in one colour. Then go over it in another colour, and another one...

This technique works for visual learners and the repetition also helps.

Word shapes



This technique can be really helpful for dyslexic learners.

Pyramid writing

t
te
ter
terr
terri
terrib
terribl
terrible

More visual repetition

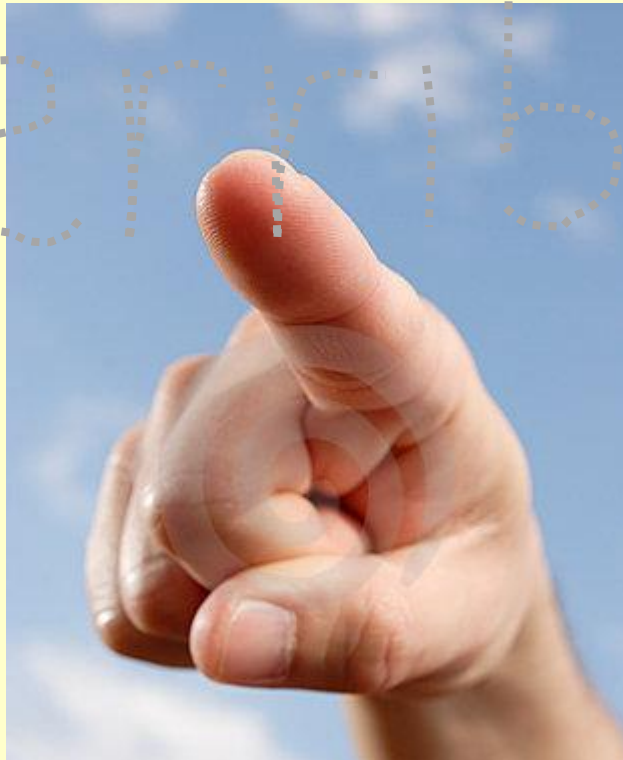
Colourful words

terrible

A variation on rainbow writing. Changing colours makes you stop and think about each letter.

Air write (with a partner)

terrible



Making spelling physical can be really helpful.
A variation on this is to take turns writing the word on a friend's back and guessing what it is.

Speed writing



terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible
terrible terrible

Mrs Aliwell's favourite
– great for anyone
with a competitive
streak!
Set a timer and see
how many times you
can write the word in
a minute.

Spelling rules

- "i" before "e" except after "c", when the sound is 'ee'
- change the "y" to "i" and add "es"
- verb ending 1 vowel + 1 consonant, double the consonant before adding -ing or -ed
- we use -ible if the part before it doesn't make sense on its own (terr**ible**) and -able if the part before it makes sense on its own (beat**able**)



That's the one I need!