



Supporting Learning

Helping with Spellings



At North Nibley C of E Primary we are always looking for ways to help you help your children. This booklet contains a number ideas, previously shared in newsletters, which support the learning of spellings.

It helps a word 'stick' if children use a range of methods that tie together the way it looks, sounds and feels. So if your child uses eyes, ears *and* hands he/she will stand a very good chance of learning spellings **for good!** Also, by using a range of methods your child will enjoy the activity more. Staying interested and rising to the challenge counts a lot too!

Please remember that practise tests are very ineffective methods of learning. You have to put new spellings *in* before you can expect the knowledge to come *out* in a test.

Don't try all the methods with all the words a child has been asked to learn. Concentrate only on the words that he or she finds tricky, and no more than one or two of the methods per week. You may find that one method is particularly successful for your child. Great! Stay with it and celebrate success!

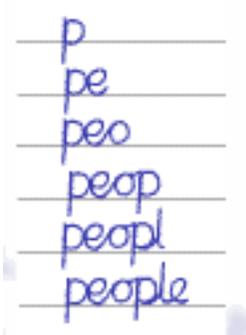
1	<p>Rainbow writing (1).</p> <p>Write each letter in a different colour. (Where a letter crops up more than once you could use the same colour.)</p> <p>You could say the letter names as each one is written. Then say the word aloud when it's complete.</p>
2	<p>Getting the feel of a word (1).</p> <p>Put a layer of sand in a tray. Trace the shape of each word (nice and big) in the sand. You can say the letters and read the word aloud too.</p>

20	<p>Bubble letters. Write out a word you are learning, using hollow 'bubble letters'. After you write your words in bubble letters, colour your words with a crayon or coloured pencil.</p>
21	<p>Crosswords. Take a number of your spellings and see if you can link the longer words 'crossword' style. Try to remember the linking letters.</p>
22	<p>Getting the feel of a word (2).</p> <p>Choose a word from your spelling list and write it, a letter at a time, on a partner's back. Your partner must identify the word from the feel alone. Swap places and choose another 'mystery word' from the list.</p>
23	<p>Flash cards.</p> <p>Write out each word on a piece of paper. Ask someone to hold it in front of you and stare at it for 10 seconds. Turn the paper over and repeat it out loud from memory. Better still write it down. Then check it – and take note of any mistakes.</p>
24	<p>Anagrams.</p> <p>Ask someone to give you all the right letters to spell a word – written down, fridge magnets or torn from newspapers – but muddled up. Announce the word and time how long it takes to rearrange the letters to give the correct spelling.</p>
?	<p>I'm convinced there are other ways of learning spellings. If you know some that really work for you, let us know and we can add it to the list.</p>

6	<p>SACAWAC</p> <p>This is a more traditional pencil-and-paper approach but it helps if you follow the steps carefully:</p> <p>See the word And Cover the word And Write the word (from memory) And Check</p> <p>The check is crucial of course. If you've made a mistake identify what's gone a bit wrong and repeat the SACAWAC process again.</p>
7	<p>Super Sentences. Write a super sentence for each of your spelling words. Underline your spelling word</p>
8	<p>Headlines. Cut letters out of newspapers and magazines to spell your words. Paste them into your notebook.</p>
9	<p>In Order. Write your words in alphabetical order.</p>
10	<p>Rainbow writing (3). Write each spelling word three times. Use a different coloured pencil for each time.</p>

11	<p>Fancy Fonts. Write each of your spelling words using fancy letters. Your letters can have curly-q's or dots, for example. You could use a computer and type each letter in a different font. Have fun, but concentrate on the letters and the order they come in!</p>
12	<p>Upper and Lower. First write your spelling word normal. Then rewrite your spelling word. This time write the vowels (a, e, i, o + u) in lowercase and the consonants in uppercase. *Example- lower LoWeR Then try it the other way around – lower lOwEr.</p>
13	<p>Circled vowels. First write your spelling word as normal. Then rewrite your spelling word. This time circle the vowels (a, e, i, o + u).</p>
14	<p>Across and Down. Write each word across and down, sharing the beginning letter.</p> <p>Example:</p> <p>when</p> <p>h</p> <p>e</p> <p>n</p>

15	Blue vowels. Write EACH of your spelling words. You will need a blue coloured pencil. Trace over the vowels (a, e, i, o + u) in each word with your blue coloured pencil.
16	Syllables (good for learning longer words). Write each spelling word and then divide the word into syllables. Write the number of syllables (sounds) each word has. Example: Sep/tem/ber (3) (Nearly all syllables are 'clustered' around an important vowel. Combine this technique with one of the earlier techniques which focuses on the vowels.
17	Word scores. For each word work out a score, as follows. Vowels (a, e, i, o + u) are worth 5 points, consonants are worth 10 points. Example: said = 10 + 5 + 5 + 10 = 30 Remembering the score might help you remember the spelling!
18	Going dotty! Write your spelling words using dots. Then connect the dots by tracing over them with a coloured pencil.
19	Acrostic poems. Create an acrostic poem for five of your words. Example: For the word "Snow" S oft and fluffy N ever warm O pen the door W ade into the cold. Now learn your new poem!

3	Speed Spell. Write a few of the words you are learning as many times as you can in, say, 30 seconds. Say the word aloud each time. Use a joined style if you can. Don't let your writing get untidy even though you're writing at speed. Check every quickly written word is correct!
4	Spelling staircase. Concentrate hard on a tricky word by building it up bit by bit, a line at a time (say the letters and read the word to make it stick): Say the word out loud at the end. 
5	Rainbow writing (2). Use a sharp pencil crayon. Write the word in a single colour. (Use a joined up style if you can.) Write it quite big. Say the letters aloud as you go. Read the word when it's done. Then <i>go over</i> the word in a second colour. Then in other colours too. Do this with each word in turn.