

How can I find out how to spell this word?

Spelling Policy Scoill Yn Jubilee

Try it out.
Does it
look right?

Can I break it
down into
syllables or
phonemes?

**Is there a spelling
rule that I should
use?**

Is there another word I
can spell that would
help me?

Can I look it up
in the
dictionary?

Is there a root word
I can spell, then add
the correct ending?

*Can I use a mnemonic to
help me?*

*Do I already have
the word in my
vocabulary book?*

1.Introduction

At Scoill yn Jubilee we want our pupils to become fluent and effective writers; accurate spelling will support this as competent spellers can channel their energies into composition, sentence structure and precise word choice. Through the teaching of phonics children learn how words are spelled. Children who are not confident spellers are often reluctant to write even though they have things to say. Spelling skill can only be improved through a systematic teaching and learning approach.

2.Aims

At Scoill yn Jubilee we aim to:

- ❑ Teach children to use different strategies when learning to spell.
- ❑ Give children opportunities to explore language and play with words.
- ❑ Teach children to discriminate between sounds in words.
- ❑ Teach letters and letter combinations most commonly used to spell sounds.
- ❑ Teach children to write words by combining the spelling patterns and sounds.
- ❑ Teach children to spell high frequency words correctly.
- ❑ Teach strategies for spelling words that are not phonetic.
- ❑ Teach skills to understand how words work.
- ❑ Teach children a wider word base to spell most words correctly.

3.Key Skills, Concepts and Knowledge

Children need a knowledge base to understand spelling systems in the English language. This is achieved by a build up of skills, starting with phonic awareness.

Phonemic Knowledge – The sounds letters make.

The correspondence between letters and sounds.

This includes:

Phonics- Letter and sound knowledge, long and short vowels, identification of, segmentation and blending of phonemes in speech and how they influence spelling.

Spelling patterns and conventions: Common letter strings, pronunciation.

Phonological knowledge- Syllables and rhymes, analogy

Morphological knowledge – The written word.

Root words- Words which cannot be broken down into smaller grammatical units.

Compound words- Where two root words are combined

Suffixes- Added after the root word, changing spelling and meaning.

Prefixes- Added before the root word, changing meaning and rarely affecting spelling.

Etymological Knowledge – Origin of words.

Pupils should understand that words in the English language come from a variety of sources. Knowing the origin of a word can help with spelling.

The above are all strategies children should learn over time and use as tools to support their spelling. If children depend on one strategy it can reduce their capacity to learn effectively. For example they may depend on 'look, say, cover, write, check' but their learning style may not be visual.

When appropriate discuss specific spelling tools in context first before systematically practising them. Praise children for using appropriate tools so raising their awareness of the range of spelling tools that they know.

Skills taught by Year Group

Foundation Stage:

In the Foundation Stage children's early writing is "mark-making with intent". Encourage the children to give these marks meaning even though the lack of regular spelling makes them difficult to understand. This stage of writing is crucial because children are discovering that print carries meaning.

Children's early attempts at writing should be valued. Encourage children to write independently by modelling writing, provide wide ranging resources for independent, guided and shared writing activities and offering engaging reasons to write.

During this stage encourage children to discriminate sounds around them and take an interest in print around them (early graphics).

Throughout the Foundation Stage and Key Stage 1 early spelling should not be hindered by the lack of pencil control. Encourage children to use alternative media such as magnetic letters, printing with letter stamps, dough, foam or the computer.

From the Foundation Stage, using LCP with '*Letters and Sounds*' children begin by being taught to hear initial, final and medial sounds in words and to read and write the letters that represent these sounds.

From Year 2 '*Support for Spelling*' is split into year groups, building on work carried out throughout Key Stage 1.

Support for Spelling is organised into 5 starter sessions taught over a 2 week period. It teaches spelling in a cumulative manner. During each half term (Six weeks) 10 sessions are used for teaching specific objectives and 5 sessions for direct teaching of spelling strategies, proof reading, high frequency words, specific cross curricular words and personal spelling targets. (see appendes below)

End of Year Expectations

Foundation Stage

By the end of Foundation Stage most children understand the relationship between the phonemes they hear at the beginning, middle and end of words and the letters they see. Some children may spell words with adjacent consonants, e.g. stand and vowel digraphs, e.g. screen.

By the end of the Foundation Stage children should be able to blend and segment CVC words and should be beginning to blend and segment CCVC and CVCC words.

By the end of the Reception year most children will have completed up to phase 4

Year One

By the end of Year 1 children should be able to use the spelling conventions listed in the National Literacy Strategy framework for teaching for Foundation Stage and Year 1 in their independent writing.

By the end of year 1 most children will have completed phase 5 of *Letters and Sounds*.

Year Two

By the end of Year 2 most pupils should be able to read and spell words containing different variations of phonemes; discriminate the sounds in a multisyllabic word; know conventions for adding 'ed' to a word for past tense and 'ing' for present tense; To split compound words into component parts and use this to support spelling; to add common suffixes to words; to add common prefixes and understand how meaning is altered. They should apply their knowledge to writing tasks.

By the end of year 2 most children will have completed phase 6 of *Letters and Sounds*, and begun to use *Support for Spelling*.

From Year 2 the *Support for Spelling* document will be used to teach spelling. This document compliments and builds upon the *Letters and Sounds* document providing a systematic approach to teaching, building on and embedding the learning of words and spellings.

Year Three

By the end of Year 3 most pupils will be able to: add suffixes to words, to use irregular tenses accurately; know rules for adding 's' to nouns; generate new words from root words; use and spell pro-nouns accurately. They should apply their knowledge to all writing tasks.

Year Four

By the end of Year 4 most pupils should be able to: distinguish between the spelling and meaning of homophones; know how to spell words with common letter strings; use the apostrophe in contracted forms of words; be able to investigate spelling patterns when considering plurals and also links in meaning and spelling while using affixes. They should apply their knowledge to all writing tasks.

Year Five

By the end of Year 5 most pupils should be able to: spell unstressed vowels in polysyllabic words; spell words with common letter strings and different pronunciations; explore the spelling patterns of consonants and formulate rules; to know rules for adding suffixes when a word ends with e,y or ie; to know and use less common prefixes and suffixes; identify word roots, derivation and spelling patterns. They should apply their knowledge to all writing tasks.

Year Six

By the end of Year 6 we expect most children to: have extended their work on spelling patterns including unstressed vowels and polysyllabic words; spell unfamiliar words by using what is known of word families and spelling patterns; have embedded the use of independent spelling strategies for unfamiliar words; be confident in using prefixes and suffixes to transform words and use word roots, prefixes and suffixes to support their spelling. They should spell a wide range of words accurately; make appropriate word choices, applying their skills to all writing tasks;

4. Teaching and Learning Approaches

At Scoill yn Jubilee a 15 minutes daily phonics / spelling or equivalent lesson is taught throughout the school to ensure children acquire the phonemic skills for spelling. Phonic games and activities are planned for each phonic session ensuring a balance between active and passive games or activities.

When children play phonic games at phase 4 and beyond the consolidation of phonic skills is encouraged by applying them to spelling words. e.g. after playing "Jump in the Hoop" with final phonemes write a sentence using some of the words from the game and encourage the children to dictate the words focusing on the final sounds.

In Key Stage 2 regular spelling lessons ensure the children build on their phonic and word knowledge. These lessons should follow the programme and timings suggested in *Support for Spelling*. Spelling activities are planned frequently where children practise the words being taught, ensuring these are differentiated to individual spelling needs. These may include independent learning tasks, ICT games, spelling games, guided groups and whole class activities.

Children should begin to develop the habit of reading work through, identifying words where they are not sure of spellings and use dictionaries, word banks and spell checkers to correct these.

From Year 2 onwards spelling tasks will be sent home for children to practise skills. These will be in the form of a spelling investigation or task that rehearses the skill being taught in class rather than lists of spellings. These tasks will reflect the learning from *Support for Spelling* so will be fortnightly. Lists of words for a test will not be sent home. We encourage parents to work with us in supporting their child's spelling and a leaflet for parents is available using information from the *Support for Spelling* information below.

Modelled Writing

During modelled writing sessions the teacher should appear to have difficulties with occasional words and consider which spelling tool to use. To keep the flow of the text model underlining the word to check at the end is good practice.

Shared Writing

During shared writing, on occasion a spelling may be pointed or the children may be asked to help with spelling. Use of a spelling 'tool' (Appendix 3) introduced or focus on a 'word of the week'. When pupils misspell high frequency words we encourage checking them at the end of the writing task by underlining spelling errors independently. These could then be checked using a dictionary or wordbank.

Independent Writing

In independent writing we expect to see words written at the level of children's developing spelling skills:

At the end of Phase 2 we expect:

- represent a word using the phoneme in the initial position.
- represent words using initial and final phonemes.
- write CVC words correctly.

At the end of Phase 3 we expect:

- hear and write both consonants in a cluster.
- know one representation for each long vowel phoneme.
- use a range of digraphs and trigraphs and make spelling choices on the basis of frequency of use or visual recognition.

At the end of Phase 4 we expect:

- cvcc and ccvc words to be accurate
- Some two syllable words to be accurate
- Phase 4 tricky words to be spelt

At the end of Phase 5 we expect:

- Split digraphs to be accurate
- All phonemes and graphemes to be recognised and used
- Phase 5 tricky words to be spelt accurately

At the end of Phase 6:

- ❑ 'ed' suffix is used accurately
- ❑ the rule for adding 'ing' to plurals
- ❑ rules for adding suffixes to plural-ed, est, y, er, ful and ly
- ❑ Beginning to add prefixes and suffixes.

By the end of Year 3

- ❑ Spell high and medium frequency words
- ❑ Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words
- ❑ Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules

By the end of Year 4

- ❑ Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words
- ❑ Distinguish the spelling and meaning of common homophones
- ❑ Know and apply common spelling rules
- ❑ Develop a range of personal strategies for learning new and irregular words

By the end of year 5

- ❑ Spell words containing unstressed vowels
- ❑ Know and use less common prefixes and suffixes such as *im-*, *ir-*, *-cian*
- ❑ Group and classify words according to their spelling patterns and their meanings

By the end of Year 6

- ❑ Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words
- ❑ Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen

Progression into year 7

- ❑ Revise, consolidate and secure knowledge of correct vowel choices, pluralisation, prefixes, word endings and high frequency words
- ❑ Record and learn from personal errors, corrections, investigations, conventions, exceptions and new vocabulary
- ❑ Draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns

Visually Recalling Letters in Words

Short phonemically irregular words i.e. 'tricky words' are learned by recalling them visually. We teach these words at a time that is not linked to phonic work. We encourage:

- ❑ Look for words within words e.g. *the* in *they*.
- ❑ Play games like 'passwords' by touching 'tricky words' and saying them in order to go through a doorway.
- ❑ Group words by spelling patterns e.g. *could*, *would*, and *should*.

- ❑ Play 'reveal the word' by hiding a 'tricky word' behind a screen and trying to guess it by looking at some of the letters the top or the bottom half of the word.
- ❑ Devise mnemonics e.g. because – big elephants can always understand small elephants.
- ❑ Play 'word spell games'.
- ❑ Chant letter names e.g. PEO PLE.
- ❑ Practise words using the 'look, read, say, cover, write, check' method.
- ❑ Quick flash- show a word briefly and ask children to guess the word.
- ❑ Identify the tricky bits in words.
- ❑ Practise spellings using a range of strategies and independent activities

Deciding Which Strategy for Each Word

When children first begin to write encourage them to learn phonemes and graphemes and 'have a go' at spelling words. Later encourage children to spell the whole word correctly.

Encourage children to ask themselves "do I know how to spell this word?". If, having written the first letter the child does not know how to spell the rest of the word encourage them to complete the word using the phonemic strategy. This approach should be used during shared, guided and independent writing.

When children have been introduced to a set of 'tricky words' encourage them to use their chosen 'tool' to spell the 'tricky word' automatically.

Spelling Practice

Opportunities to practise spelling words through:

- ❑ Practising spelling patterns in handwriting.
- ❑ Playing spelling games.
- ❑ Playing spelling games using 'tricky words'.

Children find it easier to spell words correctly when they are concentrating on single words rather than considering other aspects of writing, therefore avoid correcting spellings when reading through a piece of guided or independent writing instead note misconceptions and focus on that spelling rule on another occasion.

For children who are confident spellers, underlining words they are less sure of and using a dictionary, wordbank or spell checker to check later is the most appropriate strategy.

5. Teaching Spelling to Children with Special Needs

If children have difficulties learning to spell, early intervention is essential. Developing phonological skills has a great impact on spelling development. Refer to phases of spelling development when planning activities for children with special needs and differentiate accordingly.

If children have specific spelling difficulties take account of current or historical hearing problems and speech difficulties and assess the impact they have.

Setting appropriate targets, that could include phonics, spelling or aspects of self-esteem, as appropriate, children's spelling development can be promoted.

The use of word processing through ICT and through other multi-sensory equipment can support children who have difficulty with fine motor control with their spelling development.

In shared writing sessions and phonics time children with special needs are encouraged to sit at the front of the group.

Some pupils will not have completed the phonics programmes in Key Stage One. These pupils should continue with this rigorous programme in Year 3 and 4.

For children who show dyslexic tendencies we use the Education Departments document for guidance.

Support from outside agencies is welcomed.

Very able children also require a level of additional support. Teaching objectives for spelling are written to match the abilities of very able children by looking ahead.

During shared writing sessions questioning is differentiated to take account of spelling skills of very able children.

6. Allocation of Time

In the Foundation Stage and Key Stage One phonics is taught for 15 minutes every day using the *LCP and Letters and Sounds*. In Key Stage 2 *Support for Spelling* requires 15 minutes every other day. Other methods and 'tools' are taught when appropriate sometimes during shared or guided writing, and reinforcement of phonemes during guided reading.

Guided writing takes place during literacy regularly, with focussed groups taking place.

Support for Spelling in KS2 requires the teaching of spelling in 5 days out of every 10. This is to allow pupils time to consolidate and practise their learning.

Modelled and shared writing takes place regularly in literacy, and may also be used in a cross curricular context.

Independent writing tasks take place regularly and may be cross-curricular.

7.Cross-curricular Links

Linking Handwriting to Segmenting and Blending

- ❑ Demonstrate CVC words using known phonemes. Children then try for themselves on dry wipe boards.
- ❑ As children's phonic knowledge develops, use the same technique for CCVC, CVCC and CVC words with vowel digraphs.

Linking Handwriting to Spelling Irregular Words

- ❑ Demonstrate how to write a simple high frequency word joining letters when appropriate.
- ❑ Children practise high frequency 'tricky words' by sky-writing them, writing them on a child's back and writing them on dry-wipe boards.

Linking Spelling with Shared, Guided and Independent Writing

- ❑ As part of shared writing, model handwriting and make links to phonics and spelling.
- ❑ In guided and independent writing, remind children to use their knowledge of phonics and spelling rules to transcribe their own sentences.
- ❑ Encourage children to read through their work and look for words within a text they believe may have been spelled incorrectly using a coloured pen. They can then check these in a dictionary or on a word wall.

8.Resources

In each classroom a variety of writing and spelling resources are used. These may include:

- ❑ A white board.
- ❑ A big bookstand.
- ❑ Chalk and chalk boards.
- ❑ Word-banks.

- ❑ Classroom signs.
- ❑ A book corner.
- ❑ A letter formation display.
- ❑ A writing corner.
- ❑ Magnetic letters, words and boards.
- ❑ Spelling challenges.
- ❑ Timers.

Other suggested resources:

- ❑ Pencils, crayons, ballpoint pens, felt pens, pencil crayons, crayons, handwriting pens, fountain pens, gel pens
- ❑ Pencil grips.
- ❑ Coloured, lined and unlined paper.
- ❑ Scissors, erasers, paperclips, Sellotape, staplers.
- ❑ Calendars, diary, dictionaries, try pads, post-it notes, and envelopes.
- ❑ Writer's notebooks.
- ❑ Listening corner.
- ❑ Take home writing bag.
- ❑ ICT area.
- ❑ Message boards, white boards and markers.
- ❑ Dear teacher diaries.
- ❑ Lined books, handwriting books.
- ❑ Sand, sawdust, foam and trays.
- ❑ Drama and storylines as starting points for writing.
- ❑ Role-play areas set up with writing focus in mind and resources to support that type of writing. E.g. writing lists in a shop.
- ❑ Glitter, rice, sand, foam.
- ❑ Gel boards.
- ❑ Magazines/newspapers to cut up.
- ❑ Graph paper.
- ❑ Handwriting lined paper.
- ❑ Precut paper letters.
- ❑ Word cloud activities.
- ❑ Water and paintbrushes, squirty bottles.

9.Guidelines

When children are confident and fluent writers we highlight spelling misconceptions in independent or guided writing. Independent writing misconceptions may be used to plan a guided writing session

10.Assessment, Recording and Reporting

Parents are informed of their child's spelling progress regularly and spelling attainment is reported upon in the end of year reports.

Writing and spelling assessments take place during literacy and are written into short-term plans.

During a guided writing session, group comments are written and individual strengths and areas for development in spelling may be noted.

When commenting on children's spelling in their books we make sure comments are positive, focused on spelling and refer to what is good and what can be improved. (see marking policy)

Writing and spelling target sheets should be shared with pupils, these are completed as children achieve each target.

Ongoing spelling skills are assessed in the Foundation Stage using a whole class / group record.

During Key Stage One and Two targets are on the individual Writing Assessment Sheets.

Evidence should be kept of assessments carried out during phonics and spelling work.

11.Roles of Personnel

Role of the class teacher

To plan, teach and assess spelling.

To provide a stimulating environment that encourages spelling development using a variety of techniques and resources.

Role of the curriculum co-ordinator

To raise spelling standards throughout the school and ensure that the spelling policy reflects planned progression of skills, knowledge and understanding.

To assess and monitor spelling by scrutinising books, tracking children and through scrutinising planning, teaching and learning throughout school.

To offer support and guidance to staff.

To publicise good practise through staff meetings and INSET and monitor the use of spelling resources.

To attend relevant courses and establish that assessment, recording and reporting procedures for spelling are linked to planning.

Review: September 2016

Learning and practising spelling

Memory strategies

Purpose

- To develop familiarity with different strategies for memorising high-frequency or topic words.

Resources

- Poster of memory strategies (see below)
- List of words to be spelt

Procedure

Whole-class work

1. Introduce the activity by explaining that in addition to knowing how a word is constructed (phonic strategy) we may need additional aids to memory.
2. Display the poster of memory strategies and tell the children that it contains good ideas for helping them to remember spellings, and a final emergency idea (Appendix 3).
3. Write a word on the whiteboard, ask the children to read it together and clap the syllables.
4. Discuss with the children the features of the word that might make it difficult to remember and which memory strategy might be helpful.
5. Rub the word off the whiteboard and ask the children to write the word.
6. If children made errors, discuss them in relation to the memory strategy.
7. Repeat steps 3–6 with another word.
8. Write another word on the whiteboard, ask the children to read it and clap the syllables.
9. Ask the children to discuss with their partners which memory strategy they could use, then ask them to learn the word.
10. Rub the word off the whiteboard and ask the children to write the word.

11. Discuss the strategies chosen and their effectiveness for learning the word.
12. Repeat steps 8–11 with two more words.
13. Finally dictate each word learned during the lesson for the children to write.

Memory strategies

Strategies	Explanations
Syllables	To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. <i>Sep-tem-ber, ba-by</i>)
Base words	To learn my word I can find its base word (e.g. Smiling – base <i>smile</i> + ing , e.g. <i>women = wo + men</i>)
Analogy	To learn my word I can use words that I already know to help me (e.g. <i>could: would, should</i>)
Mnemonics	To learn my word I can make up a sentence to help me remember it (e.g. <i>could – O U Lucky Duck; people – people eat orange peel like elephants</i>)

Learning words

The best way of giving children words to memorise is to provide a sentence for children to learn so that they get used to using the target words in context. The sentences could be practised at home (or in time allocated during the school day) and then children can show what they have learned by writing the sentences at the beginning of spelling sessions.

The purpose of the following two routines is for children to:

- Show what they have learned.
- Practice writing words that follow the same pattern or convention.
- Use the words in the context of a sentence.
- Reflect on what they have learned and learn from their errors.

The children are involved in assessing their own learning as they check their work.

They are encouraged to explain their decisions about spelling so that they can understand their success and overcome misconceptions. They use their spelling logs to record words that they often have difficulty with.

Routine A

Preparation

- Select words and devise a sentence for dictation. Write out a list of all the words to be used in the routine, and the final sentence.

Resources

- Sentence for dictation

Procedure

Routine A is made up of the following five elements.

1. **Show me what you know.** Test the children on the words they have been learning. Either read the whole sentence and ask them to write it, or read the individual target words.
1. **Spell the word.** Select five more words that follow the same pattern or convention. Remind the children about the convention or spelling pattern they explored. Explain that they will be able to use what they have learned to try spelling the new words.
2. **Read out one word at a time.** Each child writes it, reads what they have written and checks that they are happy with it.
3. **Write the sentence.** Dictate a sentence that includes several target words. Break it into meaningful chunks, repeating each string of words several times. Give children time to check what they have written and remind them of the target features (e.g. -ed endings; different spellings of the long vowel phoneme, strategy for remembering a difficult bit).
4. **What have I learnt?** Display the list of words for children to use when they are checking their own work. They work in pairs supporting one another in identifying correct spellings and underlining any errors.

Focus on successful strategies, asking what the children have learned that has helped them spell this word correctly. Encourage the children to articulate what they know and how they have applied it. Then focus on some errors and help children to understand why they might have misspelt the word – were they tripped up by the difficult bit? Did they forget to apply the rule?

Routine B

Preparation

- Devise two sentences that include examples of words from this phase and incorporate words from previous phases. Select three words for the children to make into their own sentences. Write out the dictations, and the words as three word cards.

For this activity the children should write their sentences in a notebook so that there is an ongoing record of their progress.

Resources

- Two sentences
- Three word cards

Procedure

Routine B is made up of the following three elements.

1. **Write the sentence.** Dictate two sentences that include target words and other words needing reinforcement. Break each sentence into meaningful chunks, repeating each string of words several times. Give children time to check what they have written and ask them to look out for words they have been working on.

Is there a pattern to follow or a rule to apply?

2. **Create a new sentence.** Read out the three words you have chosen and provide children with a theme, for example: Create a new sentence about children eating lunch using the words *wanted*, *their* and *shared*. Give the children time to write their sentences, read through and check them. Have they used the strategies they have been learning to recall the correct spelling?
3. **What have I learnt?** Display the sentences from the earlier dictation and word cards for the new sentences. Ask children to check their work in pairs. They support one another in identifying correct spellings and underlining any errors.

Possible questions are:

- *Were there words in this dictation that you have mis-spelt before?*
- *Did you get them right this time? What strategy did you use to remember the difficult bit?*
- *Did you spell the target words correctly in your sentence?*

Give the children the opportunity to select one or two words to add to their spelling logs. For really tricky words the following process – simultaneous oral spelling – has proved useful for children. These are likely to be words that they use regularly and find difficult to spell.

Procedure

1. The children copy out the word to be learned on a card.
2. They read it aloud and then turn the card over.
3. Ask them to write out the word, naming each letter as they write it.
4. They read aloud the word they have written.
5. Then ask them to turn the card over and compare their spelling with the correct spelling.
6. Repeat steps 2-5 three times.

Do this for six consecutive days.

Appendix 2

A guide for parents

Helping your child with spelling

When we write we have to consider a number of aspects.

- ✓ We need to know what the purpose of our writing is and for whom we are writing.
- ✓ We need to think about the content and what form our writing will take, for example, is it a shopping list, a report, a letter to a friend, an email?
- ✓ We then need to think about the structure appropriate to the purpose and form of our writing – the use of sentences, paragraphs and punctuation.
- ✓ We then select the vocabulary that will best convey our meaning.
- ✓ And finally we think about how to spell the words we write.

Children can find writing a real challenge; they need encouragement, support and praise for their efforts. You can best support them by encouraging them to write on every possible occasion, praising their efforts and, importantly, by letting them see you writing whenever possible. You can play word games with them (e.g. **I spy, Find the word** puzzles), you can point to interesting or new words as you read to your child (without interrupting the flow of the story) and you can compose emails together.

Most of us, even if we consider ourselves to be good spellers, make spelling mistakes at some point. What is important is that we know what to do when we get stuck and we know how to correct our mistakes.

The English language is a rich but complex language but, despite its complexity, 85% of the English spelling system is predictable. Your child will learn the rules and conventions of the system and the spelling strategies needed to become a confident speller.

Here are some of the strategies that will help your child become a

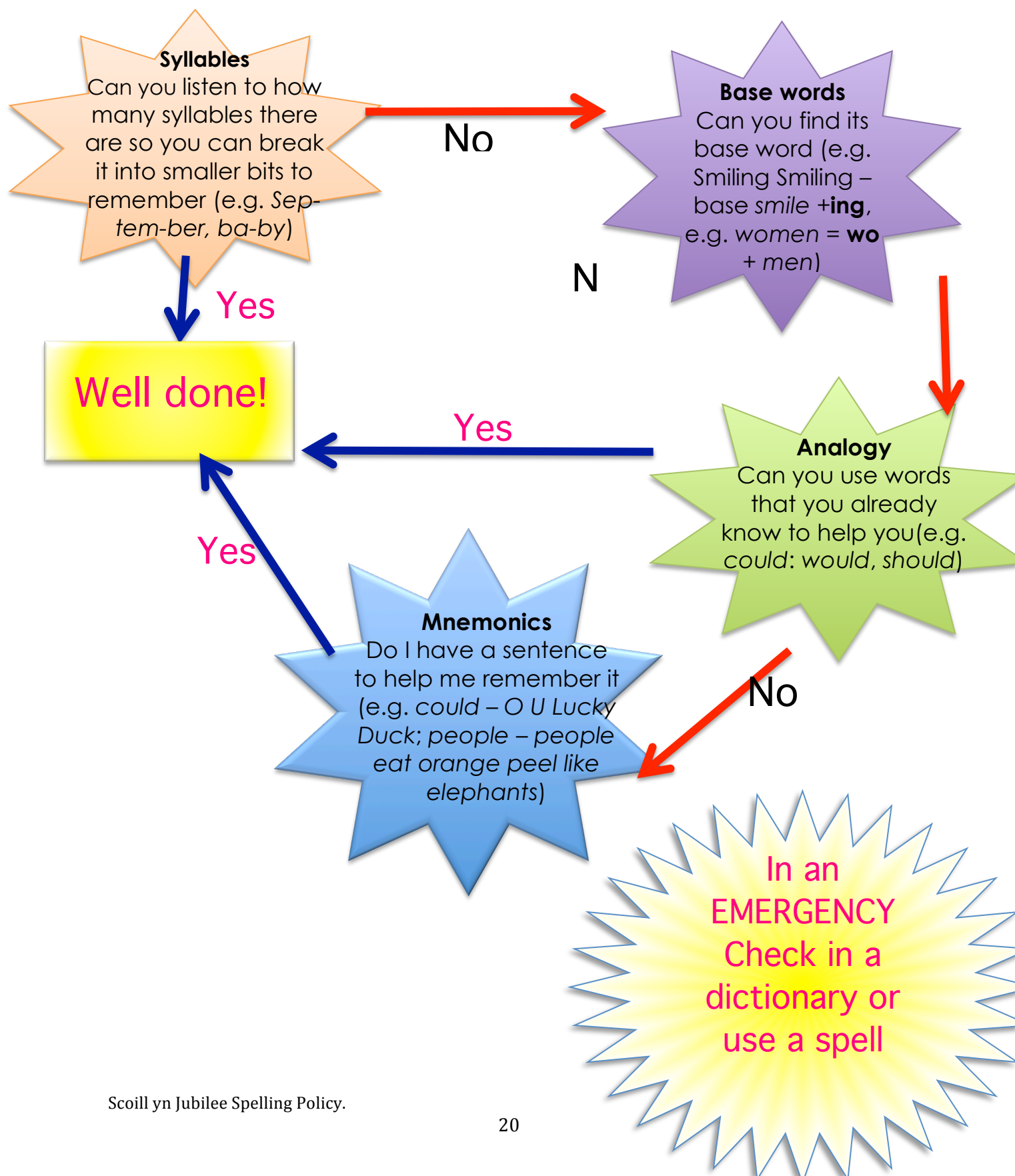
confident and accurate speller:

- ✓ sounding words out: breaking the word down into phonemes (e.g. *c-a-t, sh-e-ll*) – many words cannot be sounded out so other strategies are needed;
- ✓ dividing the word into syllables, say each syllable as they write the word (e.g. *re-mem-ber*);
- ✓ using the **Look, say, cover, write, check** strategy: look at the word and say it out aloud, then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process;
- ✓ using mnemonics as an aid to memorising a tricky word (e.g. **people**: *people eat orange peel like elephants*; **could**: *O U Lucky Duck*);
- ✓ finding words within words (e.g. *a rat* in *separate*); making links between the meaning of words and their spelling (e.g. *sign, signal, signature*) – this strategy is used at a later stage than others;
- ✓ working out spelling rules for themselves – a later strategy;
- ✓ using a dictionary as soon as they know how to.

Encourage your child to have a go at spelling words they are unsure of. This will give them the opportunity to try out spelling strategies and to find those that they find useful. You can help them to use the strategies outlined above and praise their efforts.

Stuck With a Word?

Which strategy could you use?



Spelling Tools

How can I find out how to spell this word?

Try it out.
Does it
look right?

Can I break it
down into
syllables or
phonemes?

Is there a **spelling
rule** that I should
use?

Is there another word I
can spell that would
help me?

Can I look
it up in

Is there a root word
I can spell, then add
the correct ending?

*Can I use a mnemonic to
help me?*

*Do I already have
the word in my
vocabulary book?*

