

Activities and games to support with learning spelling at home.

All children have a preferred learning style and by offering them activities which suit this, they can learn more quickly and effectively.

Visual –



By looking at the letter/word as it is said or written, a visual link is created to the manual, oral and auditory channels.

Auditory –



By listening to the phoneme/word as it is said and written, an aural link is created to the manual visual and oral channels.

Oral kinaesthetic –



By saying the letter/word as it is viewed or written, an oral link is created to the manual, visual and auditory channels.

Manual kinaesthetic –



By writing/creating/modeling/tracing the letter/word as it is viewed or spoken, a manual link is created to the oral, visual and auditory channels.

Learning Strategies for Spelling

Find the hotspot

Often there are just one or two letters incorrect. Encourage children to highlight or underline these as this is 'hotspot' to focus on.

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 not letter names.

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. un *happy* *happi* ness *happi* ly

Prefixes and suffixes

E.g. *Dis*-satisfied

Rules

E.g. „i“ before „e“ except after „c“

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 **E**lephants **C**an **A**lways **U**pset **S**mall **E**lephants

Some ideas for activities to support young children

Cloudy Words

Materials

Word List

Paper

Glue

Cotton wool

Pencil



Choose a word from the list which your child is learning to read and write. Give an example of how the word is used in a sentence and support them to think of another example.

Write the word for your child and ask them to trace over the letters with a glue stick or a finger dipped in glue. Lay cotton wool over the glue until the entire word is covered.

Ask your child to write a sentence on the paper and to draw a picture to go with their sentence.

You could do this with other words and make a „cloudy book“. Sand may be sprinkled over the glue in place of cotton wool.

Pipe-cleaner Words

Materials

Word List

Pipe cleaners

Paper/card

Pencil

In advance write a few words on individual pieces of card or paper.

Ask your child to listen carefully while you say a word. Challenge your child to use the pipe cleaners to form all of the letters they hear. Show your child the word card and support them to use their pipe cleaners to add or change the letters they need to spell the word correctly.

Water Words

Materials

Words on card or paper

Paintbrushes

Water

Write several words on separate pieces of card or paper.

Ask your child to write a word two or three times on the patio or path.

Repeat with a different word.

Challenge: - can they write a sentence that includes the word?

Gooey Words

Materials

Re-sealable plastic bags
Hairstyling gel or finger paint
Masking tape

Fill the re-sealable bag with gel or finger paint. Use masking tape to secure each bag to a table or other flat surface. Invite your child to choose a word from the Word List and use one finger to press the letters of their word into the gel or paint.

Your child can erase their word by gently rubbing the bag with the palm of their hand until it is evenly distributed inside the bag.



Secret Words

Materials

Word List

Large sheet of paper

Pencil

Scissors

Write three words on a large piece of paper from the word list. Write out the same three words and cut them up. Lay them out in front of your child. Tell your child that one of the words is a „secret word“. Choose a word from the paper and say each one of the letters in random order. Support your child to find the letter. Can they rearrange them to find the „secret word“?

Snowman

Materials

Paper and pencil

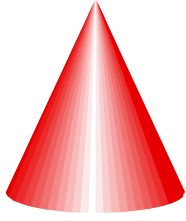
Write a selection of words from the Word List on a large piece of paper. Choose one of the words. Write one or two letters of the word on another piece of paper, with blank lines for the remaining letters.

Ask your child for a missing letter. Write it in if they are correct and if not, draw the head of the snowman.

The object of the game is for the child to guess the word before you have completed the drawing of the snowman.



Shape Word



Materials

Paper
Pencil
Scissors
Word List



In advance, write several words on paper and cut the words following the shape of each letter. Trace around the shapes and cut out a second set without the words. Practise saying the words with your child. Ask your child to match a word with its shape by writing the correct word in its shape.

Extra Extra

Materials

Word List
Paper
Scissors
Glue

Magazines/newspapers

Write a selection of words from the Word List in random order on a piece of paper. Read the words to your child. Ask your child to find the word in the magazine, cut it out and glue it to the appropriate word. (Give your child one page from a magazine and check that the words they are searching for are on the page.)

Guess Who

Materials

Paper
Pencil
Masking tape
Word List

Write some words on paper. Read the words with your child. Ask them to tape a word to your back. You have to ask a question e.g. does it begin with

„th“? Can I sound it out? (green word)

Now your child takes a turn to answers your questions. Tape a word to their back.

Concentration

Material

Paper/card

Pencil

Word List

Make a set of matching word cards from the word list. Put them on the table face down. Turn two cards over at a time. If they match you or your child can keep them. The winner is the person with the greatest number of words.


Make sure your child can read the words they turn over.



Activities to support learning spellings.

<p><u>Spelling Rainbows</u></p> <p>Choose your 3 favourite crayons to rainbow write your spelling words. Write each word first in pencil in your literacy log. Then trace over each word three times. Each time you trace, you must use a different colour crayon.</p>	<p><u>Silly Sentences</u></p> <p>Write ten silly sentences using a spelling word in each sentence. Please underline your spelling words! Write your sentences neatly!</p> <p><u>Example</u> My dog <u>wears</u> a blue and purple dress when he takes a bath.</p>
<p><u>Backwards Words</u></p> <p>Write your spelling words forwards and then backwards.</p> <p><u>Example</u> where erehw Colour ruoloc</p>	<p><u>Pyramid Writing</u></p> <p>Pyramid write 10 of your spelling words. When you are finished, draw a pyramid around your word.</p> <p>Home h h o h o m h o m e</p>
<p><u>ABC Order</u></p> <p>Write your spelling words in alphabetical order. Be sure to look at the first letter of each word. If the first letter is the same, look at the second letter.</p>	<p><u>Spelling Paragraph</u></p> <p>Write a paragraph using ALL of your spelling words. Be sure to underline your spelling words in your paragraph.</p> <p>Don't forget a topic sentence and a concluding sentence.</p>
<p><u>Draw and Label</u></p> <p>Draw and label ten of your spelling words neatly. You MUST colour your drawings and labels.</p> <p>Don't forget to add a lot of great detail. Do your very best work!</p>	<p><u>Squiggly Spelling Words</u></p> <p>Choose ten spelling words.</p> <p>You are going to write them two times. Write them first in squiggly letters. Then write them once more in regular letters.</p>

<p><u>Blue Vowels</u></p> <p>Write EACH of your spelling words out neatly.</p> <p>You will need a BLUE coloured pencil. Trace over ALL the vowels in each word with your blue coloured pencil.</p> <p>Vowels= A E I O U</p>	<p><u>Bubble Letters</u></p> <p>Write six or your spelling words in bubble letters neatly. After you write your words in bubble letters, colour your words with a crayon or coloured pencil.</p>
<p><u>Acrostic Poem</u></p> <p>Choose ONE of your spelling words. Write an acrostic poem for that word.</p> <p>You must also ILLUSTRATE your poem.</p> <p>Example Fun in the sun Fly Laps around clouds Yes! I'm free!</p>	<p><u>Adding My Words</u></p> <ol style="list-style-type: none"> 1. Choose ten spelling words. 2. Add up each spelling word. 3. Write them neatly. <p>*Consonants are worth 10. *Vowels are worth 5.</p> <p>Example Said = 10+5+5+10=30 There =10+10+5+10+5=40</p>
<p><u>Spelling Shapes</u></p> <p>Write each of your spelling words neatly. Then go back and draw a circle around consonants and draw a square around the vowels.</p>	<p><u>Spelling Riddles</u></p> <p>Choose 5 spelling words and write riddles for these words. Don't forget to add the answer to your riddle.</p> <p>Example I cry when I am hungry. I am cute and cuddly. I wear nappies. What am I? *Answer- Baby</p>
<p><u>Rhyming Words</u></p> <p>Choose eight of your spelling words.</p> <p>First write each spelling neatly. Think of a rhyming word for each spelling word. Write the new rhyming word next to your spelling word.</p> <p>*Example: Cries Tries</p>	<p><u>Spelling Sort</u></p> <p>Think of a way to sort your spelling words. Write your word sort neatly. You may want to sort your words by: syllables, beginning sounds, part of speech (nouns, verbs, adjectives, other), vowel sounds</p> <p>The possibilities are endless! Have fun!</p>

<p>Spelling Code Think of a code for each letter of the alphabet. Write the code neatly. Example: A= B= C= Then write as many of your spelling words as you can in your code. You must write the actual spelling word next to the "code word."</p>	<p>Upper and Lower First write your spelling words neatly. Then rewrite each word, but this time write the vowels in lowercase and the consonants in uppercase. Example lower LoWeR</p>
<p>Across and Down 1. Choose ten spelling words. 2. Write each word neatly across and down, sharing the beginning letter. Example when h e n</p>	<p>Fancy Letters Write each of your spelling words neatly using fancy letters. Your letters can have curly-q"s ordots, for example. Have fun and be creative! </p>
<p>Spelling Shapes Count your spelling words. If you have 15 words, draw 15 different shapes. Then write your spelling words neatly inside each of the different shapes.</p>	<p>Silly Spelling Story Write a silly spelling story using each of your spelling words. Be sure to underline your words as you use them. If you have time, you can illustrate and colour your silly picture to go along with your silly story!</p>
<p>Spelling Scramble Write your spelling words with the letters scrambled up. Then, unscramble the letters and write the word correctly next to the scrambled word. Example iabsbe= babies</p>	<p>Three times Write each of your spelling words out neatly three times neatly!</p>

<p>Create an Activity</p> <p>Can you think of a fun activity to do with your spelling words? Be sure to give your activity a special name!</p>	<p>Syllables Spelling</p> <p>Classify your spelling words accordingly to syllables. Clap each spelling word quietly to yourself to see how many syllables you hear. Write a chart like the one below.</p> <p><u>1 syllable 2 syllables 3 syllables</u></p> <table border="0"> <tr> <td>cat</td> <td>brother</td> <td>elastic</td> </tr> <tr> <td>ball</td> <td>friendly</td> <td>correctly</td> </tr> </table>	cat	brother	elastic	ball	friendly	correctly
cat	brother	elastic					
ball	friendly	correctly					
<p>Parts of Speech</p> <p>Sort your spelling words according to their part of speech:</p> <p>Noun, adjective, verb, other</p> <p>Make a chart like the one below.</p> <p>Noun adjective verb other</p> <p>Apple red eat</p>	<p>Connect the Dots</p> <p>Write ten of your spelling words in dots.</p> <p>Then connect the dots by tracing over them with a coloured pencil.</p>						
<p>Playdough Spelling</p> <p>Roll a small amount of play dough into a ball. Turn your ball of play dough into a play dough pancake. Take a toothpick and carefully write a spelling word in the play dough. With your finger, smooth out the word and start over with another spelling word. Write all of your spelling words in this way.</p>	<p>Spelling Scrabble</p> <p>Spell each of your words with scrabble tiles. Then add up the point value using the numbers on each tile. Write the words in order according to their point value from greatest to least.</p>						
<p>Spelling Picture</p> <p>Choose ten of your spellings. Draw a picture incorporating all of your spellings somehow into the picture. Ask someone else to guess your spelling words by looking at your picture. As they are looking, try and spell their guesses!</p>	<p>Dot, Dash and Count</p> <p>Sound out each one of your spellings, how many sounds are in each word?</p>						

Useful websites

<http://www.kidspell.com/>

You can type in the words and it produces a couple of games to try.

<http://www.woodlands-junior.kent.sch.uk/interactive/literacy.html>

A good range of games to support spelling knowledge and application.

<http://www.crickweb.co.uk/ks2literacy.html>

A selection of spelling games

<http://www.manythings.org/wbg/prefixes-jw.html>

Wider range of grammar and spelling games

<http://www.topmarks.co.uk/Interactive.aspx?cat=47>

Spelling and grammar activities

<http://www.spinandspell.com/game.swf>

Words to click on and spell.

<http://www.mrthorne.com/>

Phonics games and how to say the sounds

<http://www.phonicsplay.co.uk/PicnicOnPluto.html>

Phonics games for younger pupils

Glossary

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.

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

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

Segmenting – means hearing the individual phonemes within a word
– for instance the word „crash“ consists of four phonemes: „c-r-a-sh“. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme.

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

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

