



# Supporting Your Child's Spelling at Home

Guidance for Parents and Carers

Learning to spell is a highly complex skill but in order for children to become successful writers they need to be able to spell accurately. At Longmeadow Primary School your child will learn the rules and conventions of the spelling system as well as strategies needed to become confident spellers.

In Reception, Year 1 and Year 2 the children have daily phonic lessons where they learn phonemes and graphemes, spelling patterns and high frequency words. In Years 3, 4, 5 and 6 the children learn a new spelling pattern every two weeks as well as revising those already taught. Spelling is taught at least three times a week where children look at phonics, spelling rules, root words, meanings of words and other strategies to help spellings such as mnemonics. Teachers provide opportunities throughout the week for the children to practise and apply these rules. In addition to this, teachers model good spelling practice through their daily teaching, across all subjects.

Children in Years 1 to 6 also have a fortnightly spelling test. Spelling tests help children to learn the spelling rule or pattern being taught but it is important that children are able to apply the rule to spell other words. Therefore, spelling is assessed through dictations where the teacher gives children words to spell that contain the same spelling pattern or rule but are different to the words learnt for the test.

Learning to spell is most effective when it is done in an enjoyable and interesting way. This booklet contains spelling activities, games and strategies that aim to support your child with their spelling at home in a fun way.



# Strategies for Spelling

➤ ***Sounding out***

e.g. d-o-g                  sh-ee-p                  n-igh-t

This is the most popular method for teaching spelling. Ask the child to sound out the phonemes (sounds) they hear.

➤ ***Syllabification***

e.g. re/mem/ber

Clap out and say each of the syllables

➤ ***Mnemonics***

e.g. big elephants can always understand small elephants

This is a great strategy for tricky words they find difficult to remember.

➤ ***Look, Say, Cover, Write, Check***

Look at the word and say it out loud, 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.

➤ ***Analogy***

e.g. night, fright, sight, slight

Making families of words.

➤ ***Words within words***

e.g. There is a rat in separate.

➤ ***Etymology (meaning)***

e.g. bi (two) + cycle (circle) = bicycle.

➤ ***Prefixes and suffixes***

e.g. uncontrollable laughing

➤ ***Applying rules***

e.g. When changing a word ending in y from singular to plural you change the y to an i and add es. Fairy + fairies

➤ ***Using a dictionary***

Please note - children will need to be taught how to use and apply these strategies for spelling. Younger children tend to use the first four strategies in the list to support their spelling. Please speak to your child's class teacher to discuss the most relevant strategies for your child.

# Activities and Games

The following games and activities are suggestions for effective and enjoyable ways for helping your child to practice their spelling.

## ➤ **Cloudy Words**

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.' You could sprinkle sand over the glue instead of cotton wool.

## ➤ **Pipe Cleaner Words**

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**

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 with a paintbrush dipped in water. Repeat with a different word. Challenge: can they write a sentence that includes the word?

## ➤ **Snowman**

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.

## ➤ **Spelling Aloud**

Using flashcards, read a word out loud to your child. Your child then spells out that word. If they spell the word correctly, they 'win' the card. If they are incorrect, the card is put to the bottom of the pile. Take it in turns to read the word or spell out the word.

➤ **Guess Who**

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? Now your child takes a turn to answer your questions.

➤ **Magnetic Letters**

Say a word out loud. Ask your child to make the word using magnetic letters.

➤ **Concentration**

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.

➤ **Silly Sentences**

Ask your child to write ten silly sentences using a spelling word in each sentence. Encourage them to underline their spelling words. **Example:** My dog wears a blue and purple dress when he takes a bath.

➤ **Pyramid Writing**

Ask your child to pyramid write 10 of their spelling words. When they are finished, draw a pyramid around their word.

e.g. Home  
          h  
          h o  
          h o m  
          h o m e

➤ **ABC Order**

Encourage your child to write their spelling words in alphabetical order.

➤ **Bubble Letters**

Ask your child to write their spelling words in bubble letters, using different colours. They could also use squiggly, zigzag or dotted letters.

➤ **Playdough Spelling**

Give your child a flat piece of playdough and a sharp pencil. Ask them to carefully write the word in the playdough. Smooth it over and write a different word.

➤ **Spelling Scramble**

Write one of your child's spelling words with the letters scrambled up. Can your child unscramble the letters to spell the words correctly?

➤ **Skeleton Story**

For this, children use their spelling words to form the 'skeleton' on which they create a short story, such as;

Once upon a time in a gloomy castle there lived a beautiful princess etc etc.

# High Frequency Words

High frequency words are words that are commonly used in the English language. It is important that children can read and write these common words so they can use them in their writing. Children begin learning the following high frequency words from Reception. The expectation is that they will have learnt most of the first 300 spellings by the end of Year 2. You can help your child by choosing two or three words at a time to learn and playing games and activities with these words. Please note - these words are taught progressively and not all at once. If you would like to support your child with learning to spell these words, please speak to you child's teacher to identify which words to begin with.



# The first 100 words

Phase 2 Words	Phase 3 Words	Phase 4 Words	Phase 5 Words
a	down	children	about
an	for	from	by
and	look	help	came
as	now	it's	day
at	see	just	don't
back	that	went	here
big	this	come	house
but	them	do	I'm
can	then	have	made
dad	too	little	make
get	will	like	old
got	with	one	saw
had	all	out	time
him	are	put	very
his	be	said	your
if	he	some	asked
in	her	there	called
is	me	were	could
it	my	what	looked
mum	she	when	Mr
not	they		Mrs
of	was		oh
off	we		people
on	you		their
up			
go			
I			
into			
no			
the			
to			

## The next 200 words

water	has	first	laughed
away	yes	work	let's
good	play	lots	much
want	take	need	suddenly
over	thought	that's	told
how	dog	baby	another
did	well	fish	great
man	find	gave	why
going	more	mouse	cried
where	I'll	something	keep
would	round	bed	room
or	tree	may	last
took	magic	still	jumped
school	shouted	found	because
think	us	live	even
home	other	say	am
who	food	soon	before
didn't	fox	night	gran
ran	through	narrator	clothes
know	way	small	tell
bear	been	car	key
can't	stop	couldn't	fun
again	must	three	place
cat	red	head	mother
long	door	king	sat
things	right	town	boat
new	sea	I've	window
after	these	around	sleep
wanted	began	every	feet
eat	boy	garden	morning
everyone	animals	fast	queen
our	never	only	each
two	next	many	book



its	tea	sun	most
green	top	across	cold
different	eyes	gone	park
let	fell	hard	lived
girl	friends	floppy	birds
which	box	really	duck
inside	dark	wind	horse
run	grandad	wish	rabbit
any	there's	eggs	white
under	looking	once	coming
hat	end	please	he's
snow	than	thing	river
air	best	stopped	liked
trees	better	ever	giant
bad	hot	miss	looks
dragon	plants	along	use
pulled	we're	fly	grow

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words children frequently use in their writing and those which they often misspell. Please note - these words are taught progressively and not all at once. If you would like to support your child with learning to spell these words, please speak to your child's teacher to identify which words to begin with.

## Year 3 and 4 Word List

accident(ally)	disappear	interest	probably
actual(ly)	early	island	promise
address	earth	knowledge	purpose
answer	eight	learn	quarter
appear	eighth	length	question
arrive	enough	library	recent
believe	exercise	material	regular
bicycle	experience	medicine	reign
breath	experiment	mention	remember
breathe	extreme	minute	sentence
build	famous	natural	separate
busy	favourite	naughty	special
business	February	notice	straight
calendar	forward(s)	occasion(ally)	strange
caught	fruit	often	strength
centre	grammar	opposite	suppose
century	group	ordinary	surprise
certain	guard	particular	therefore
circle	guide	peculiar	(al)though
complete	heard	perhaps	thought
consider	heart	popular	through
continue	height	position	various
decide	history	possess(ion)	weight
describe	imagine	possible	woman
different	increase	potatoes	women
difficult	important	pressure	

## Year 5 and 6 Word List

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht