

## Applying Spellings

### How can I make sure they write spellings correctly in their writing?

As well as engaging in all the fun activities suggested, it is still important to put the words into sentences for the child. This puts it into context and also gets them to apply the spelling within writing rather than a 'list of words.'



### What if my child forgets their words after a few weeks?



Your child will be introduced to using a jotter at school. This is simply a book that they can add spellings to but importantly, refer back to. Your child needs to know that learning spellings isn't just for the day of the test but it is for when writing too.

**Remember that your child's class teacher will be happy to help and answer any more questions!**



# Parent Guide

# Spelling

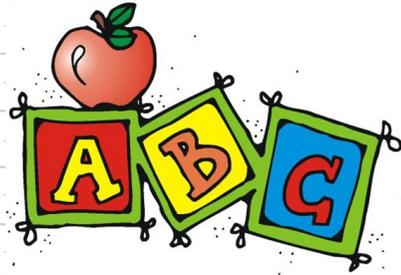


Wood End First School

This leaflet contains tips and ideas for helping your child learn spellings in a fun and purposeful way.

## Dear Parents,

As part of our Read Write Inc. sessions, children are taught to read and spell. We would appreciate your help at home with this and many of you often ask how you can support your child at home.



**Learning to spell can be very tricky for children.** Some children learn to spell effortlessly and some take a little longer. A weekly spelling test can be scary for some children which is why it is important we ensure the words they learn are purposeful and linked to their reading and writing so that they stay in the long term memory.

**Spelling must be made fun, enjoyable and interesting.** Children only become really good at spelling by practising over and over again and this is best done in fun and interesting ways.

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. At Wood End children learn the rules, conventions and spelling strategies needed to become confident at spelling.

**We try to make spelling fun through our Read Write Inc sessions.** In this booklet you will find some suggestions of things you can do at home to also make spelling fun for your child.

Each week your child will bring spellings home set by their Read Write Inc teacher, these spellings will be linked to their reading book and to their writing tasks in the Read Write Inc sessions. We would appreciate your support in helping your child to learn and remember these spellings.



- **Spelling using letter names** (we call this 'Fred Rhythms').

We use Fred Rhythms to spell words using letter names. Children focus on letter names once they begin reading the yellow RWI story books (check with your child's teacher if you are unsure if you should be using letter names with your child).

Fred Fingers spells a word using one finger for each sound. Fred Rhythms does the same, however, where two letters make one sound (see below), both letter names are spelt on the same finger, and are 'written' on the finger.

For example:

The word 'play' is sounded out using Fred Fingers.

PLAY: in sounds.

p – finger 1

l – finger 2

ay – finger 3.

Using Fred Rhythms we would spell the word using letter names onto each finger.

PLAY: Using letter names.

pee – finger 1

el – finger 2

ay – finger 3.

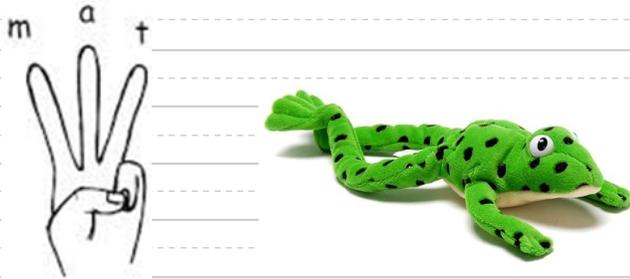
The children pretend to 'air write' the letters onto each finger. Importantly, we speed up when two letters have to fit onto one finger, so the letters 'ay' are sounded in quick succession to emphasize they go together to make one sound.

- **Breaking a word into syllables** (e.g. fantastic = fan-tas-tic - encourage the children to clap the word to hear the syllables).

# Strategies for Learning to Spell

Lots of children learn in different ways, which is why teaching them requires a range of approaches. This will also help them when applying spelling because they will see the word in different contexts. These are the main strategies we use during Read Write Inc.

- **Listening for the sounds and breaking them down** (we say to the children - 'use your Fred Fingers').



FRED teaches the children to use their fingers to break down words into their individual sounds to assist spelling. When children look at their own fingers, it allows them to visualise each sound of the word on a single finger.

The word 'CAT' = C-A-T this will have 3 fingers and one sound is put on each finger in turn, working left to right

The word 'SHIP' will also have 3 fingers = SH-I-P

The word 'FLAG' would have 4 fingers = F-L-A-G

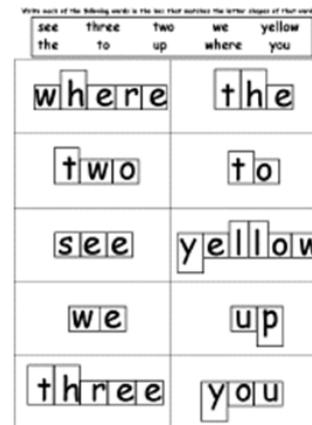
The word 'PLAY' would have 3 fingers = P-L-A-Y

The word 'BLAST' would have 5 fingers = B-L-A-S-T

*How can I make learning spellings more fun whilst helping my child to become a confident and accurate speller?*

## Find the word

Look to see if you can see a small word inside your word.  
e.g. where (here), friend (end)



## Word painting

Draw the word in chalk and brush over it with a wet paintbrush.

## Word shape

Draw around the shape of the word and try to remember the shape of the word.

## Look, say, cover, visualise, write, check

- ✓ **Look** at the word
- ✓ **Say** it out loud
- ✓ **Cover** the word
- ✓ **Visualise** the word (imagine a picture of it in your head)
- ✓ **Write** the word from memory



## Jumbled letters

Write your word on paper, cut each letter and put the word back together.

### Rainbow words

Break the word down into syllables and write each part in a different colour.

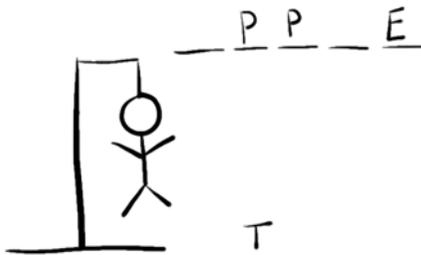


### Tracing

Write your word down 3 times and trace over it in different colours.

### Hangman

Play hangman with a partner, using the words you are learning.



### Sliders

Cut two slits in the centre of some A4 card and insert a strip through the centre with some words on. As you pull the strip it will reveal and hide different words.



### Bubble writing

Write the word in bubble writing and write inside it.

### Rhymes and pictures

Use rhymes or pictures to go with words to help them remember.

1. You **hear** with your **ear**
2. The word separate has "a rat" in it (se**par**ate).
3. Donkeys, monkeys - There are **keys** in donkeys and monkeys.
4. The word here is also in its opposite **there**.
5. Villain - A **villain** is one who lives in a **villa**.



### Internet games

Search online for word games to practise words.  
e.g. [www.funbrain.com/spell](http://www.funbrain.com/spell)

big  
elephants  
can  
add  
up  
Sums  
easily

1+1=2
2+2=4
3+3=6
4+4=8



### Mnemonic

Write a mnemonic to remind you of the spelling. The first letter of each word in the sentence spells the word. e.g. **where**: what has everyone really eaten?

### Matching pairs

Find matching pairs of words with a spelling pattern in.  
e.g. train / rain



### Musical spellings

Make up a short rhyme or song to remember spellings or rules for spellings.