

Foxton Primary School

# *Spelling*

*A Guide for Parents*



### *Using this Booklet*

In learning to spell most children acquire skills through a series of stages, some more quickly than others. Ideas in this booklet are arranged in three groups:

1. Beginnings
2. Developing Skills
3. Gaining Confidence

There is also a section entitled **Strategies**. Here you can find details of a variety of ways to assist children in developing their own effective methods of learning spellings, when this becomes appropriate for them.

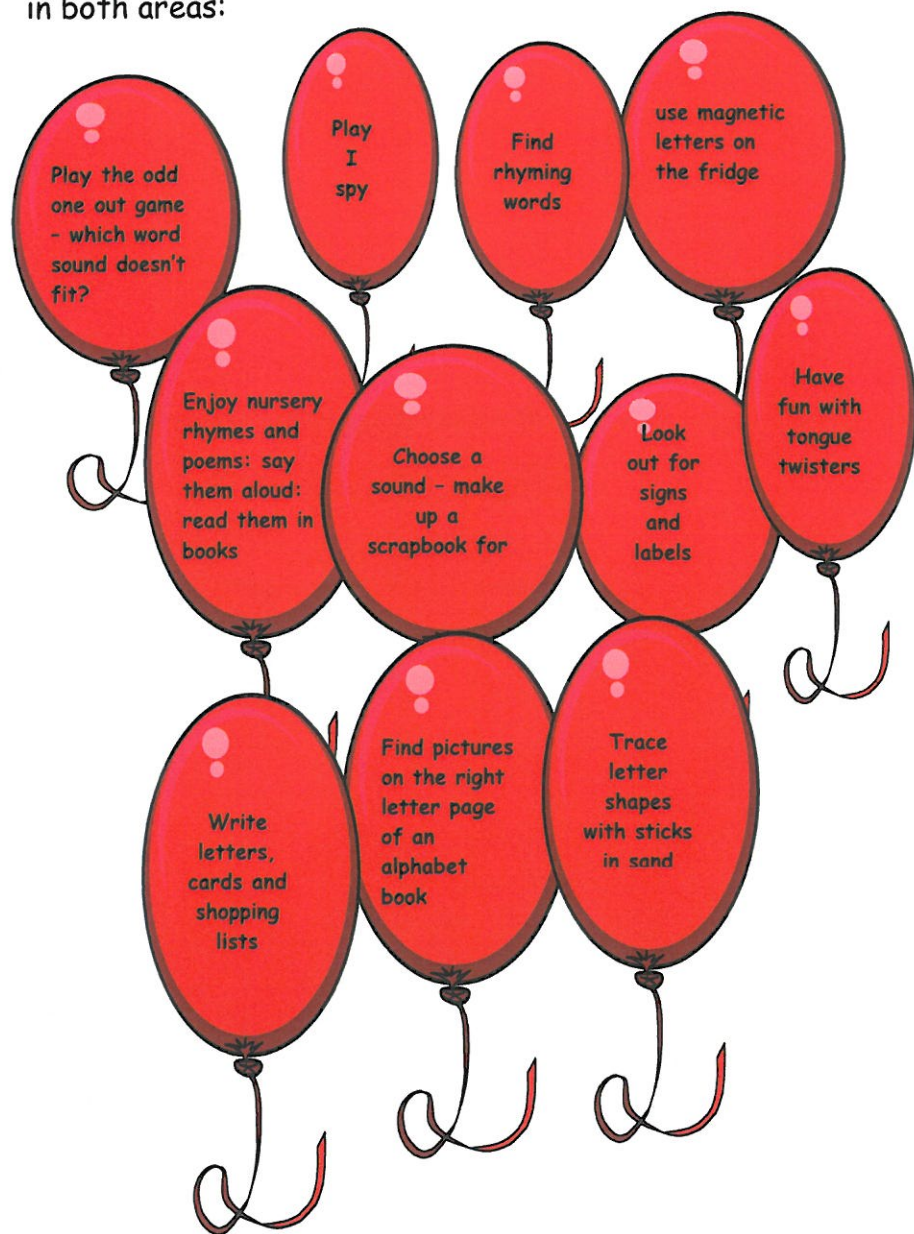
### How can parents and carers help in this process?

Let children see you engaged in different types of writing - from the quick jotting to the complex form filling. This will help them understand the very varied purposes and demands spelling makes on us in our society, and the need for rules.

Encourage them to try out words or parts of words. Give praise for any parts where children are successful, however small. This will help them to "take risks" and be bolder in the words they attempt for themselves.

## Beginnings

The early stages of reading and writing are closely linked - many activities will help your child to progress in both areas:



## Strategies for learning to spell

Here are some ideas for helping your child to memorise a new word. Some ideas will be useful at the developing skills stage. Others such as spelling rules will be more appropriate as your child is gaining confidence.

(Copying is not a useful way to learn spellings)

Make up a phrase or sentence

- *said* = *stick ants in dustbins*
- *because* = *big elephants cry and upset  
small elephants*
- *Leicester* = *Lucy eats ice cream every  
Saturday Tuesday even running*

See a word within a word

- hear      busy      usual  
these

Deliberately mispronounce

- *Wed-nes-day*

Make a word picture

-  *eye*      *look*

Sound out the syllables

- *lem - on*      *sun - set*      *yes - ter - day*

Trace a root word

- *know - knowledge*

Make several trials of a spelling on a scrap of paper until it looks right.

lik ... lick ... like ... like 

Look ... Say ... Cover ... Write ... Check

- Write the word clearly to be learned. The child studies it until they feel confident enough to write it from memory. They then cover the word. After writing, the child uncovers the original and checks carefully to make sure that their version matches. Repeat this several times.

Practise proof reading your work

### *Gaining Confidence*

At this stage your child will continue to be taught aspects of spelling from the National Literacy Strategy. Homework will also be given specifically matched to individual needs. This may not be lists of words to learn.

Children learn to spell by writing the words down, in this way they 'feel' the words. Research has shown that copying does not transfer the spelling of words into the long term memory.

### *Developing Skills*

When children know their initial sounds well, can form the letters, can hear other sounds in words, they are ready to develop other skills. These will enable them to begin to write simple whole words. Letter patterns start to be noticed and common everyday words recognised and gradually remembered. In school, activities are carried out to develop both these aspects of spelling. Some of the following ideas can be encouraged at home. Keep it fun and follow your child's interest, games are an excellent way to learn!

### *Spelling Patterns*

*Here the focus is on saying and hearing the sounds in the word whilst writing it down.*

### *Common irregular words*

*The focus is now on remembering how the word looks and to feel how it is written.*

Use colour to highlight difficult parts of a word

-      *beautiful*

Here is how you  
can help:



Be a  
Helper

Not a  
Tester

Send  
e-mails.

Play  
scrabble

Write notes to each  
other.

Do wordsearch puzzles  
together.

Ask your child how he/she is learning  
focus spellings.

Spend a few minutes on spelling  
each day.

Help your child by being the 'reader' for set  
dictation.

Buy a suitable dictionary and thesaurus for use at  
home.

Make up silly sentences containing key words for your child  
to write down.

Encourage 'Thank you' letter writing either by hand or by using  
the computer.

Use highlighter pens to search magazines and newspapers for word  
families and letter strings.

Write key words on pieces of paper - turn them over before your child  
writes them down.

**Be a helper not a tester!**

## High Frequency Words

By the end of Key Stage 1 (Year 2) all children should be able to spell these words:

a	can't	he	must	pull
about	could	help	my	push
after	can	her	name	put
again	cat	here	new	ran
all	come	him	next	people
am	did	his	night	said
an	dad	home	many	saw
and	day	house	no	school
another	dig	how	not	see
are	do	I	now	seen
as	dog	if	of	she
at	don't	is	on	should
away	door	in	or	sister
back	first	it	may	so
ball	for	jump	me	some
be	from	just	more	take
because	get	last	much	than
bed	girl	laugh	mum	that
been	go	like	off	the
big	going	little	old	their
boy	good	live(d)	once	them
brother	got	look	one	then
but	had	love	our	there
by	half	made	out	these
call(ed)	has	make	over	they
came	have	man	play	three

## High Frequency Words contd.

this	us	were	yes
time	very	what	you
to	want	when	your
too	was	where	
took	water	who	
tree	way	will	
two	we	with	
up	went	would	

### Plus:

- days of the week;
- months of the year;
- numbers to twenty;
- common colour words;
- pupil's name and address;
- name and address of school

By the end of Year 5 all children should be able to spell these words:

above	earth	never	told
across	every	number	tries
almost	eyes	often	turn(ed)
along	father	only	under
also	first	opened	until
always	follow(ing)	other	upon
animals	found	outside	used
any	friends	own	walk(ed)(ing)
around	garden	paper	watch
asked	goes	place	where
baby	gone	right	while
balloon	great	round	white
before	half	second	whole
began	happy	show	why
being	head	sister	window
below	heard	small	without
better	high	something	woke(n)
between	I'm	sometimes	word
birthday	important	sound	work
both	inside	started	world
brother	jumped	still	write
brought	knew	stopped	year
can't	know	such	young
change	lady	suddenly	
children	leave	sure	
clothes	light	swimming	
coming	might	think	
didn't	money	those	
different	morning	thought	
does	mother	through	
don't	much	today	
during	near	together	

The Specialist Teaching Service make the following points about spelling:

- 1) Linking the learning of 'regular' patterns with handwriting practice helps pupils to become more fluent writers and spellers.
- 2) Regular practice is necessary for words to be retained in long term memory.