

## **Spelling Strategies**

### **Speed Write**

Helps children to learn how to spell a word through kinaesthetic learning. Simple but effective!

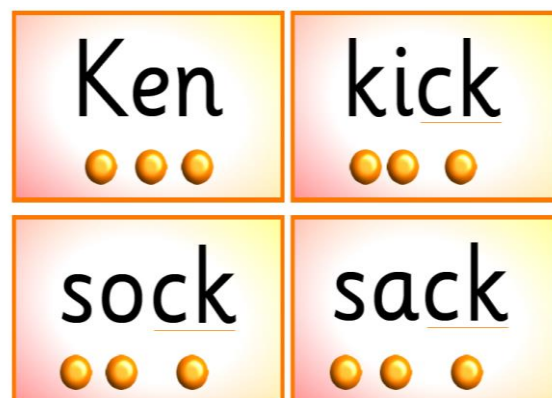
- Write on the board a word that is causing concern. Look at the word together considering diverse ways in which it might be learned – there is a useful rhyme, it follows a pattern, could there be a mnemonic to help you to remember it? Magnetic letters can also be used for an irregular h/f word
- Select the magnetic letters needed and place them randomly on a whiteboard
- Make the word with the child discussing any sounds as you do so
- Mix the letters up again and ask the child to have a go. Ask the child to repeat until they are secure with the word
- Mix the letters again and ask the child to write the word
- When the child can confidently write it remove the letters and ask them to write it again
- Then give the child a challenge to see if they can write it with their eyes closed explaining it does not matter if the writing is not perfect – they enjoy this as they think it is difficult and is so happy when they manage it.
- Once they have done this a few times ask the child to write down the word as many times as possible within 30 seconds – with the correct spelling. This is most powerful if they use joined-up handwriting – the hand eventually learns the pattern of a word.
- Try working on words that all share a common pattern. For instance, you might decide to focus on 'would,' 'could' and 'should.' Notice common patterns that the children find difficult. Also, focus on words from previous terms if they have not been learned.
- Do not underestimate how many times children must spell a word correctly before that word becomes part of their automatic vocabulary.

### Sound buttons (teaching blending)

Words on the card or magnetic or an interactive whiteboard with sound buttons

#### Procedure:

- Display a VC word on the card and point to a sound button under each letter
- Sound-talk and then tell the children the word
- Repeat, but ask the children to tell their partners the word after you have sound-talked it
- Repeat with a CVC word
- Repeat with more words
- Say as a chorus
- Play games etc

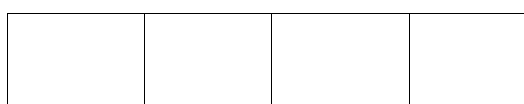


### Phoneme Frames (teaching segmentation)

2, 3 or 4 phoneme frames drawn on a magnetic or interactive whiteboard, small whiteboard, or individual laminated frames.

#### Procedure:

- Say VC word (e.g., at) and then say it in sound-talk
- Say another VC word children say the word to their partner in sound-talk
- Demonstrate finding the letter **l** from letters and put it in the first square of the phoneme frame and the letter **t** in the second square sound-talk it then says **it**
- This word could be modelled and experienced using an alphabet arc



### Syllables

#### The number of beats or chunks in a word

- All syllables have only one vowel sound, but this sound may be made up of two vowels e.g., 'ai'
- Clap-output sounds
- If difficult to clap, then hold your hand under your chin. When the chin drops on the hand – one syllable

#### Sep-tem-ber

Closed – short vowel held in by end consonant 'tap'

Open – long vowel not held in by consonant 'go'

### Useful References and Links

Jumpstart! Key Stages two-thirds Literacy Games. Pie Corbett.  
David Fulton Press. ISBN 1-84312-102-