

Literacy Guidance

How can parents help to improve their child's spelling skills at home?



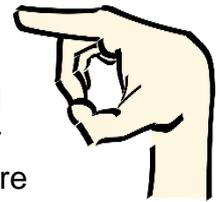
Stage 1: Practising Spellings at Home

The parent could try a new technique at home each week with the new spelling list. If your child's teacher hasn't provided you with a spelling list, a solution is to go through your child's exercise book and find words that have been misspelt. Alternatively, you could use the spelling lists of most commonly misspelt words below.

1) Air spelling:

Purpose: to enable the child to 'see' the letters as they're written in the air

Choose a spelling word. Your child should use their index finger write the word in the air slowly and say each letter as it is spelt. When your child has finished writing the word, they should add an imaginary underline under it and say the word again. Now the parent should ask questions about the word. For example, 'What is the first letter?' 'What is the last letter?' 'How many letters are there?' etc.



2) Media Search:

Purpose: to show how words work in reality

The parent should skim and scan an article and write down 10 words of vary difficulty. Using the same newspaper or magazine article, your child has 10-15 minutes to look for your spelling words as you say them – one at a time- out aloud. Your child should circle them or highlight them. Then ask your child: ' Are any of these words new to you?' 'What do these words mean'?



3) Scrabble Spelling:

Purpose: to use visual and kinaesthetic skills to spell words

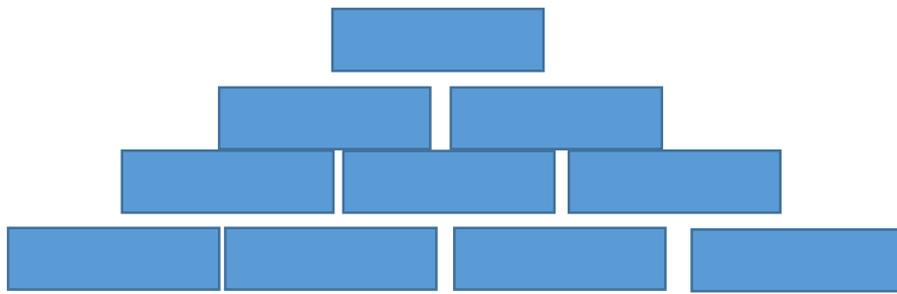
You will need a scrabble board for this game – just the letters though. Your child has to find the letters to spell the words the parent says. An added challenge: the parents should time the child forming the word. .



4) Pyramid Power:

Purpose: to learn to categorise words and see that not all words are equal

The parent needs a list of 10-15 words. The child is then required to sort the words into a list from easiest to hardest. The child should write the easiest word at the top of the page. Then write the next easiest word underneath the first word but to the left hand side and the following word also underneath the first word but on the right hand side. Continue in this fashion as the child's goal is to slowly shape the words into a pyramid.



5) Ransom Note:

Purpose: to teach the child to sort letters into their sound combinations (phonics)

The parent should create a ransom note of no more than 5 words. Then cut up only three of the words from the ransom note – make sure you cut up each individual letter of the three words.



6) Spell It With Beans:

Purpose: to use visual and kinaesthetic skills to spell words

The parent can use any dried beans or lentils to spell out words. If the child then glues them onto separate pieces of card then they've made their own set of flash cards to practice from in a future test.



7) ABC Order:

Purpose: to teach the child to sort letters into their sound combinations (phonics)

The parent should ask their child to spell words out in alphabetical order. An added challenge: the child should then write the words in reverse alphabetical order.



Stage 2: Once the spelling words have been learnt successfully

1) Story Time:

The parent should encourage the child to write a short story using a selection of 30 or more words their child has learnt to spell. Added challenge: now it's time to teach them to check their punctuation!

2) Simple Sentence:

The parent should ask the child to write a sentence for each of the words. Remember each sentence must start with a capital letter and end with a full stop.

3) Colourful Words:

The child should use two different coloured pens to write out 15 of their newly learnt words. One colour should be used to write the consonants and a different colour should be used to write the vowels. This is also a good task for learning the role of letters and the sounds of the vowels (phonics).

4) Be ambidextrous:

The parent can challenge their child to learn to write with both hands. Firstly, the child should swap their pen into the hand that they don't normally write with. Then, the child should try writing out their newly learnt words with the opposite hand.

5) Secret Agent:

The child should write out the alphabet, then give each letter a different number from 1 to 26. (a = 1, b = 2, c = 3 etc.) Now they should be encouraged to spell out their words in secret code and ask the parent to unravel the mystery.

6) Missing Letters:

Note: this works best with words that have 5 or more letters.

The parent should write out one of the newly learnt words several times on piece of paper, but each time they have to miss out a letter or two. Then the child has to fill in the missing letters. After the parent has checked them all, try it again with another word.

7) Listen Carefully:

The parent spells out one of the child's newly acquired word and the child then has to say what the word is that the parent has spelt out.

Stage 3: Get creative!

Try Spell – a – doodle!

1. The child selects 20 words from the series of spelling tests they've taken at home
2. The child has to choose a shape or object they like
3. Each of the 20 words is then used to create the picture.
4. For example, a picture of a dog would have the outline of the dog formed with spelling words.

Commonly misspelled words that could be used in your spelling tests

A.....Accommodation/ actually/ alcohol/ although/ analyse/analysis/ argument/ assessment /atmosphere/ audible /audience/ autumn

B.....beautiful/ beginning/ believe /beneath /buried /business /

C.....caught /chocolate/ climb /column /concentration/ conclusion conscience /conscious/ consequence/ continuous/ creation /daughter

D.....decide/decision/ definite/ design/ development/ diamond /diary disappear/disappoint

E.....embarrass /energy /engagement /enquire / environment/ evaluation/evidence/ explanation

F.....February/ fierce /forty /fulfil/ furthermore /guard /happened/health/ height

I.....imaginary/ improvise/ industrial/ interesting/ interrupt/ issue

J.....jealous

K.....knowledge

L.....listening/ lonely/ lovely

M.....marriage/ material/ meanwhile/miscellaneous/ mischief/ modern/ moreover/ murmur

N.....necessary /nervous

O.....original/outrageous

P.....parallel /participation/ pattern /peaceful /people/ performance/permanent persuade/persuasion/ physical/possession potential/preparation/ prioritise /process/ proportion/ proposition

Q.....questionnaire /queue /reaction

R.....receive/ reference/ relief /remember/ research /resources

S.....safety /Saturday /secondary/ separate /sequence/ shoulder sincerely/
skilful /soldier /stomach/ straight /strategy /strength success/ surely /surprise
/survey

T.....technique/ technology /texture /tomorrow

U.....unfortunately

W.....Wednesday /weight/ weird /women