Spelling guide for parents and carers of St. Patrick’s children.



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

√ Making spelling fun

√ Using strategies for spelling

√ Applying spellings to their writing

SPELLING STRATEGIES

There are a number of strategies teachers use

To help children with their spelling:

SYLLABIFICATION : breaking words into

syllables. Each syllable will contain a vowel.

going go ing

remember re mem ber

yesterday yes ter day

MNEMONIC : Learn a mnemonic for your

spelling word

Because Big Elephants Can Always Understand

Small Elephants.

Could Oh You Lucky Duck

Separate there is a rat in separate

WORDS WITHIN WORDS : How many words

can you find inside your word?

Friend end

example exam ample

COMPOUND WORDS : Can you divide your word

into two or more words e.g.

meanwhile mean while

breakfast break fast

ANALOGY :Does your word have the same

spelling pattern as another word?

‘ight’ (light, fright, sight).

SPELLING RULES

There are also many spelling rules to help children to remember how to spell. Here are just some:

**i before e except after c**

**‘q’ is always followed by ‘u’.** Together they make the sound ‘kw’. (queen)

**Soft ‘c’- coming before ‘e’** (face),

**‘i’** (cider) and ‘**y**’ (fancy)

**Soft ‘g’ – coming before ‘e’** (judge),

**‘i’** (ginger) and **‘y’** (gypsy)

**drop the e and add ing** (ride = riding)

**add es to words ending in s, ss, x or z** to make them plural e.g. dress – dresses, mix- mixes.

**-able or -ible** :eg honourable, visible, predictable, enjoyable, fashionable, edible

Rule: **When the root word looks like a whole word, add the suffix –able**.

**When the root word is not a full word, use the suffix –ible**

Of course, every rule has exceptions so it’s important for children to know about the exceptions too.

Internet Games

Search online for word games to practice words. E.g. **www.funbrain.com/spell/**

MAKING IT FUN!

Rainbow words

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

Hangman

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

Mnemonic

Make up 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?

Word shape

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

Spell jumps

Jump up and down on a trampoline or skip whilst saying each letter of your word you are spelling.

Spelling tennis

One person starts with a letter, the other adds one until a word is made. The last person to add a letter wins.

Tracing

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

Pyramid writing.

Build up the new words to learn, starting from 1 letter, then 2 etc etc

As well as engaging in all the fun

activities suggested, it is really helpful

to put the spelling words into short sentences for your child. This puts them into context and also

gets them to apply spellings within

writing rather than think of them as a ‘list of words.’ They can be silly or serious sentences:

I put a smudge of fudge on the bridge of my nose! (Year 2 phonics)

According to the dictionary, pronunciation of

mischievous is awkward. (Year 6 spellings)



**Learning to spell is part of our Home/School partnership. Thank you for everything you do to help your children to learn their spellings. In school, we will continue to teach the whole range of spelling rules and exceptions and, through the many exciting and engaging opportunities for writing, these spellings WILL become embedded!**

**What if my child forgets their words**

**after a few weeks?**

**Your child will be using a spelling journal 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.**

What else can you do to help?

Encourage your child to read as much as possible-not just books but the written words that are all around us, from the back of a cereal packet to recipes, advertisements and signposts.

Ask your child what interesting words they were spelling today.

Provide opportunities for your child to write at

home, e.g. shopping lists, thank you letters etc.

Find out about the etymology of new words-where did they originate? Eg Did you know that the word lemur comes from the Latin word lemures which means ‘spirits of the dead’ (from its appearance or nocturnal habits).