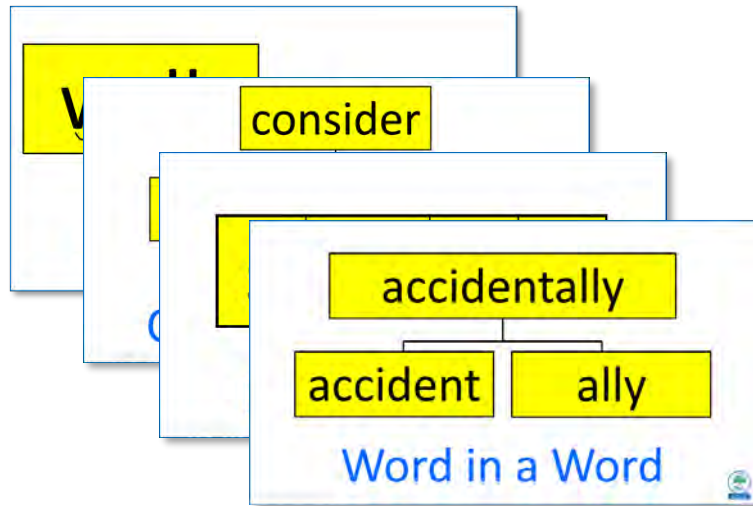


The background features a pattern of stylized green leaves with white veins, scattered across a white field. A solid brown trapezoidal shape is positioned at the bottom center. In the bottom right corner, there is a circular school logo.

Waterfield School Spelling Strategies

**These resources have been inspired by the No Nonsense Spelling Programme.*





Spelling Guidance - Posters

The posters in this resource are displayed prominently in our classrooms and have been designed to encourage pupils to employ these strategies wherever possible.

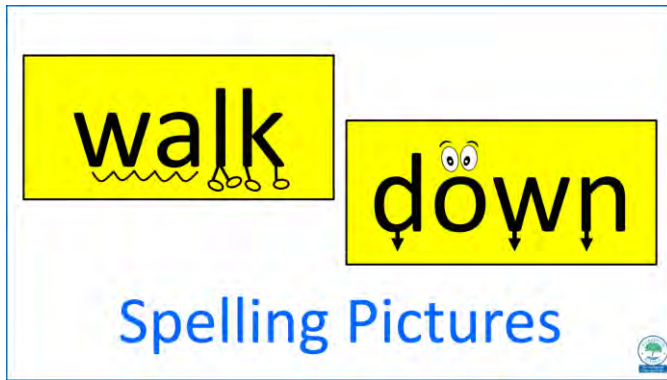
Why teach spelling strategies?

- Good spellers have good memories AND good **problem solving**.
- Pupils need to develop a **range** of strategies for spelling and can ask themselves, *“What can I do to help me spell this word?”*
- Having a repertoire of strategies and knowing when to apply them, is **key** to successful planning.
- Strategies give pupils skills and actions for **HOW** to spell unfamiliar or unseen words.
- **Transferable** to all words – pupils not limited by the words they know, have seen or used.

Spelling is
~~diffecolt~~
~~challengeng~~
hard.

Spelling Strategy 1

Spelling Pictures

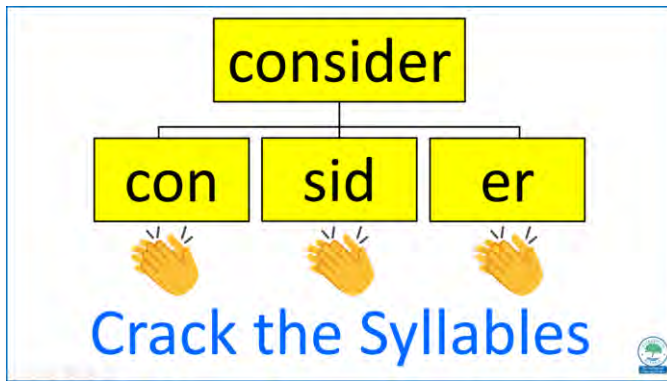


This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

Spelling Strategy 2



A good tip for dyslexic children is to identify vowels in words.

(www.beatingdyslexia.com)

separate - sep /a / rate Can you see the vowels and also the word within a word?

(a rat - "separate a rat") sep **a** rat e

qualification - qua li fi ca tion a li fi a

museum - mu se um see the u vowels

either side of the e

Crack the Syllables

Syllable breakdown is a strategy to help you spell long words. It's great because it helps you identify bits of the word that cause problems or helps you remember those pesky silent letters.

Breaking a word down into syllables means:

- you break a word down into little spoken chunks
- each chunk is called a syllable
- each chunk usually has a vowel or vowel sound in it.

Syllable breakdown also helps you identify prefixes and suffixes - remember those?

prefix - small words added at the beginning of a root word

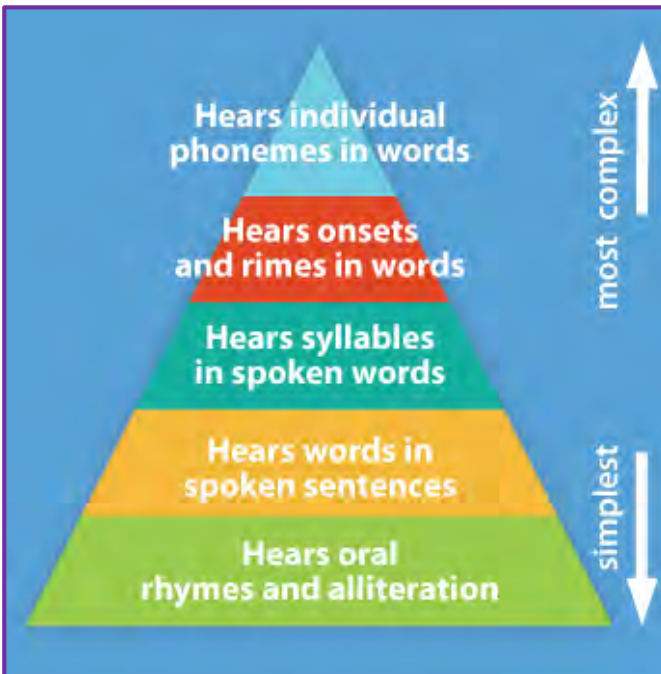
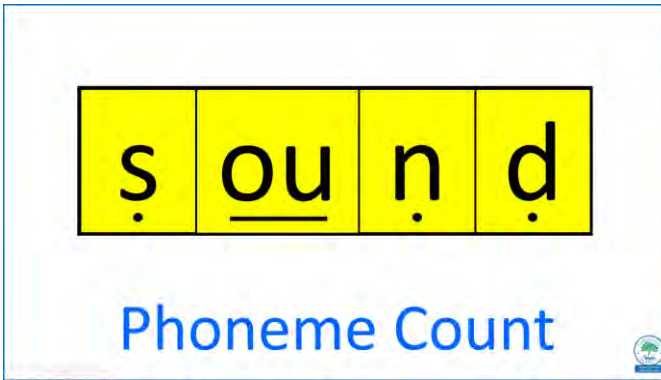
suffix - small words added to the end of words

dissatisfied = dis /sat / is / fied

uncomfortable = un/com/fort/able

irregularly = ir/ reg/u/lar/ly or ir/re/gu/lar/ly

Spelling Strategy 3



Phoneme Count

The splitting of a word into its constituent phonemes in the correct order to support spelling.

Subject Knowledge (Glossary)

Phoneme - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

Grapheme - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

Digraph - A grapheme containing two letters that makes just one sound (phoneme).

Trigraph - A grapheme containing three letters that makes just one sound (phoneme).

Oral Blending - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

Blending - This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

Oral Segmenting - This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

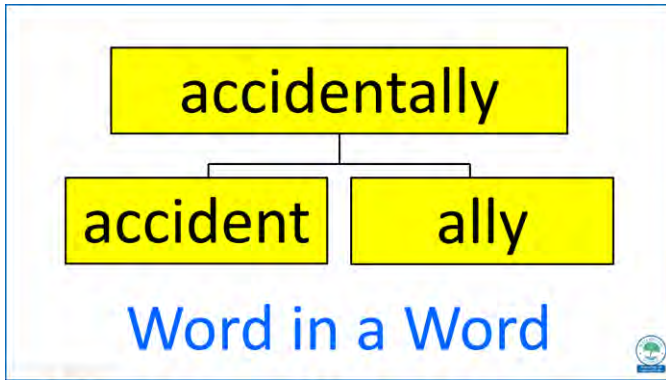
Segmenting - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

For further strategies related to phonemes please click below:

<https://topnotchteaching.com/literacy/help-improve-spelling/>

Word in a Word

Spelling Strategy 4



'believe' is a tricky spelling with the **ie** or **ei** pattern.

Can you see the word in **believe** that means to not tell the truth? The word within **believe** is **lie**, so use this in a sentence to remember it: "Never **believe** a **lie**."

'young' has the tricky 'ou' pattern. Can you see a word in **young**? There's 'you' in **young**. Make a sentence to remember it - "You are so young".

We will also encourage pupils to notice how words are built with root words, prefixes and suffixes.

This is a very important strategy, especially if your language doesn't build words this way.

uncomfortable =

not comfortable = **un** + **comfort** + **able**.

irregularly = **ir** + **regular** + **ly**,




unhappily = **un** + **happy**
(using our knowledge of spelling rules we change the 'y' to 'i') + **ly**

Spelling Strategy 5

Memory Tricks

Big elephants
can always
understand small
elephants



Memory Tricks

Rhymes and Sayings

With a word such as '**rhythm**,' use the letters to make a saying.

rhythm has your two hips moving

or if you have to write a sick note!

diarrhoea

dash in a real rush, hurry or else accident

Mnemonics

Mnemonics are used to help remember the spellings of different words; they do this by relating letters in the word to other memorable words or sounds. E.g. '**the**' could be 'Three Heavy Elephants.'

embarrass = embarr**ass**

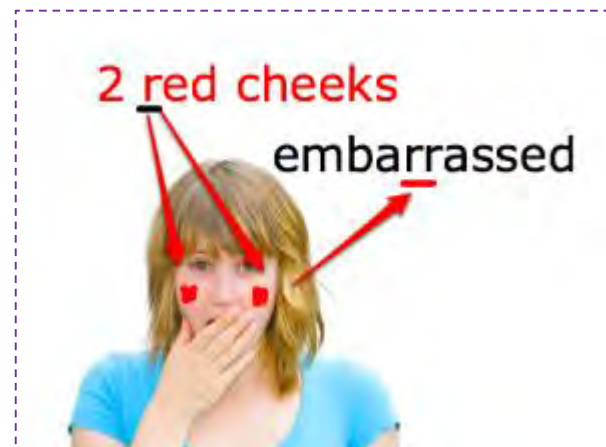
2 x Red cheeks because

I'm 2 Shy Shy

(play on too as 2)

embaRRaSS or

I go Really Red and So Shy



necessary = it's ne**cess**ary
to have 1 x Collar and 2 x
Sleeves (neCeSSary).



Spelling Strategy 6

Say It Your Way



Say it aloud

Say the word both as you would usually say it, and then again enunciating any silent letters, e.g. Wed – nes – day.

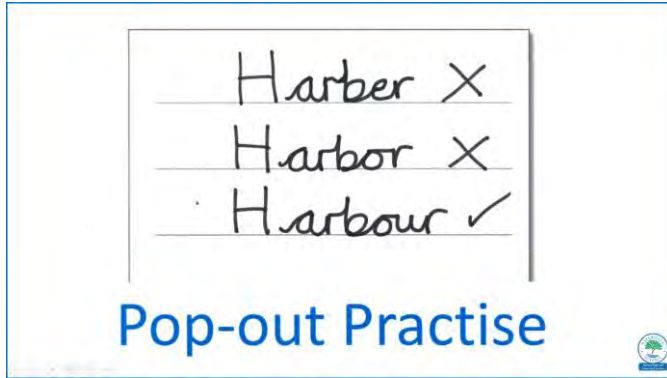
Cover the word with a piece of paper or your hand. Write the word down from memory. Check your answer letter by letter.

Allow the children to read the word aloud in a way that helps them to remember the word. They may read silent letters in order to remember where they appear in the word.

E.g. '**Scissors**' could be read aloud with emphasis on the silent 'c'.

Spelling Strategy 7

Pop-out Practise



Pop-out practise gives the pupils the opportunity to write out a word and to see if the word looks correct. They can begin to draw on their understanding of spelling rules/patterns.

This strategy can be used alongside some of the other strategies and encourages pupils to develop perseverance with spelling.

Spelling Strategy 8

Start with what you know...



Encourage the children to think about what they already know about the word...

Is it a high frequency word?

Is the word spelt as it sounds?

Do you know any words like it?

Can you break it into smaller parts?

Which is the most difficult part of the word?

walk

down

Spelling Pictures

consider

con

sid

er



Crack the Syllables

s o u n d

Phoneme Count

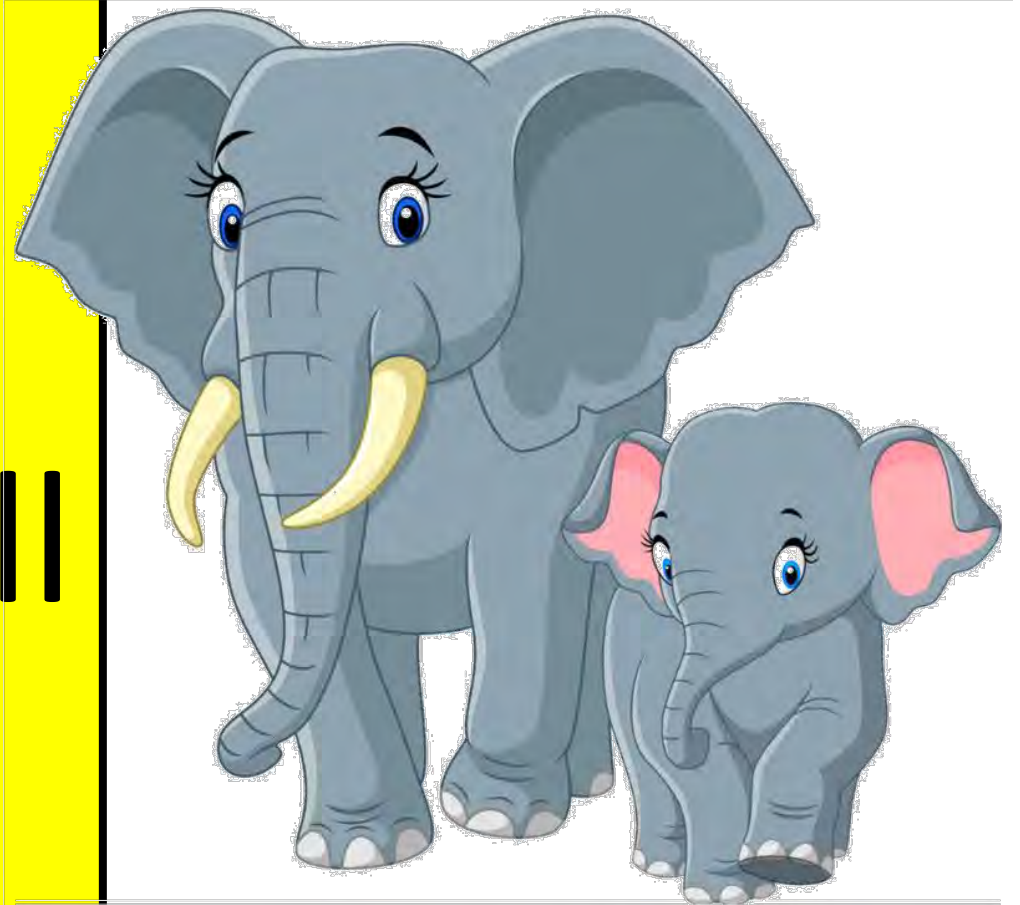
accidentally

accident

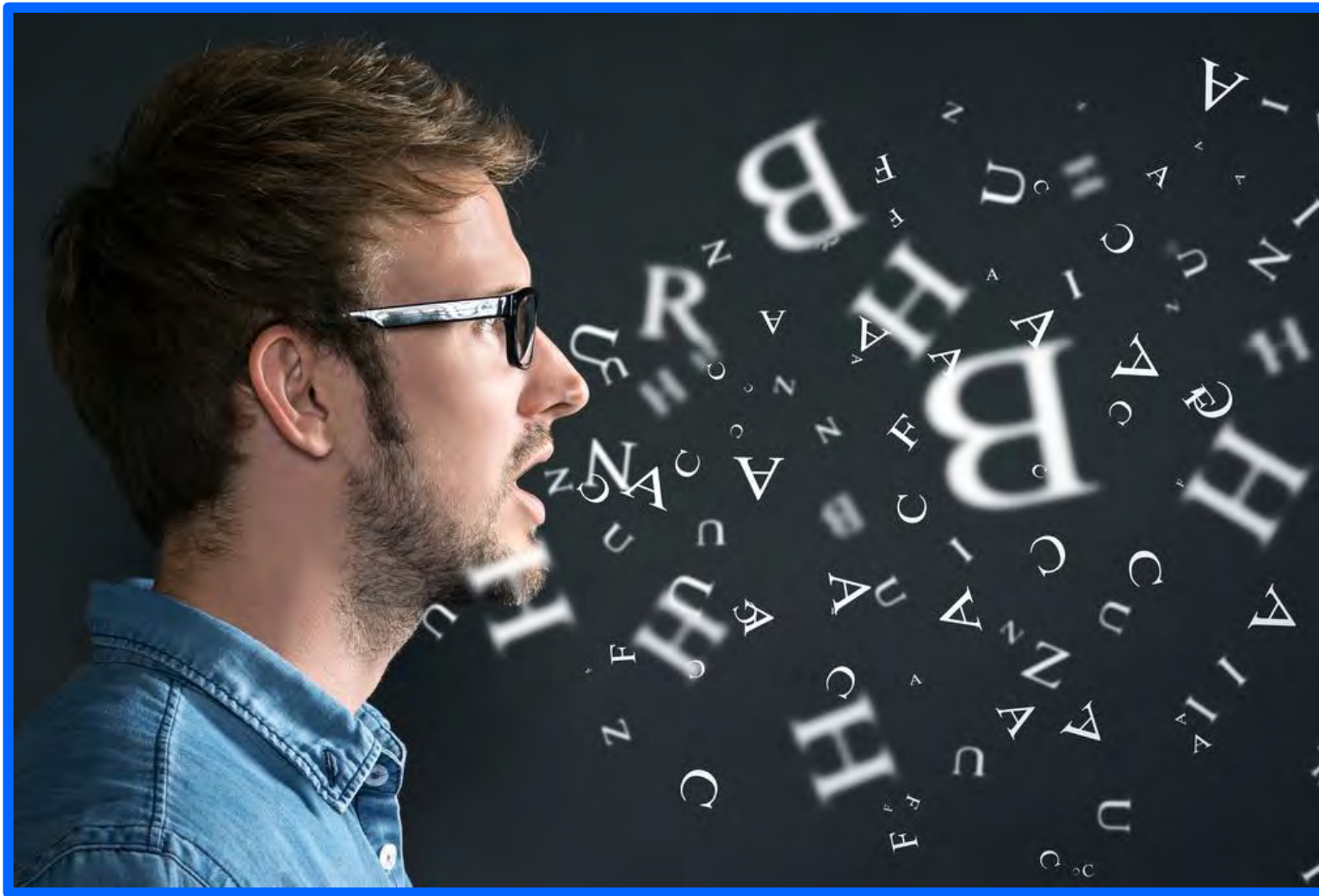
ally

Word in a Word

**Big elephants
can always
understand small
elephants**



Memory Tricks



Say It Your Way

Harber X

Harbor X

Harbour ✓

Pop-out Practise



**Start with what you
know...**