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**Key Stage 2 Spelling at Home**

Children learn to spell better, quicker and more easily if they are given short but fun activities on a daily basis. Tasks that are interactive and can be undertaken collaboratively are more effective than worksheets and will lead to pupils becoming more independent and focused learners.

**General Spelling Strategies:**

Pupils should be given **strategies** to help them learn to spell. Strategies could include:

* **Rhyme** – if they can spell mouse, they should be able to spell house
* Write the word with **different coloured pens** to break it into sections. This will help to teach the pupils to learn to spell in ‘chunks’ rather than ‘letter by letter’
* Use **different coloured post- its**, one for each word. This will help pupils visualise the word when they are trying to recall it.
* Write the word in **sand, finger paint** etc. –helps form memory hooks.
* Use **big paper and big felt pens** – not always a jotter.
* **Chant the syllables** e.g. Wed-**nes**-day, emphasising the tricky bit. Use actions for each syllable.
* **Draw a picture** to help with a word e.g. big elephants can always understand small elephants = because
* **Make the word into a picture** e.g. bed could be drawn to look like a bed

Outlined below are a variety of activities that used at home could support your child learning, practising and improving retention and application of spelling rules.

**Word Search**

Using squared paper, pupils make a word search with their spelling words. Words are not written out underneath. They need to look really closely to make sure that they haven’t made a mistake and that they have included all their words. For the next spelling session, word searches looked at; words are ringed and then written out underneath. How many can they find?

**Look, Say, Cover, Say, Write, Check**

Child looks at a word. It is then spoken out loud and covered. The child then speaks the work again before writing it on paper. They then reveal their word and check it. Repeat with every word on their list.

**Definitions**

Make this exercise a more worthwhile learning experience by working together with your child. Use a dictionary and work together to find and write the definition of each word following a selected spelling rule. When you have read the definition the task is to put the word meaning into your own words. This extend this activity - can your child say the word as a verb or adjective if the noun is given.

**Alphabetical Order**

Children to find words that fit a spelling rule, this could be done on a home ipad/tablet. This could be an individual activity but, as a follow up activity, pupils could work together to check they both have the same order.

**Noughts and Crosses**

Choose a spelling rule, make a list together of words that fit the spelling rule. Person one chooses a word from the list without the other seeing. Person 2 is told a word to write. If the word is spelt correctly, the appropriate mark is placed on a noughts and crosses grid. If wrong, no mark is written but their mistake explained and the correct spelling shown. Swap roles to see who wins.

**Find the Word**

This is a good activity for helping to learn how to spell High Frequency words. Using a highlighter pen and copy of a text, for example a newspaper or advert. Parent writes a list of common words and the child’s task is to highlight as many as they can find. This activity can also be used to highlight a spelling pattern rule e.g. ‘ight’ , ‘ei/ie’. To challenge them further this activity could be timed – how many words can you find in 1 minute? Last time you found 10 words in 1 minute, can you improve this result? Once highlighted, the words could be written in a list to use to support homework.

**Jigsaw**

Adult chooses one or two or three spelling words and writes each of them onto a strip of card. Each word is repeated several times. Each card is then cut into sections – see below

Hippopotamus Hippopotamus

Hippopotamus Hippopotamus

Pieces are then muddled up and placed face up on the table. The task is for the child to put the words spelt correctly together. It is trickier than it looks as there can be several combinations to make the correct spelling.

**Mnemonics**

Because – Betty eats cakes and uncle sells eggs or big elephants can always understand small elephants. Make up mnemonics for tricky words. Learn the mnemonics. Then see if you can remember it 10 minutes, 30 minutes, 1 hour later. Practise for retention. This is a recommended strategy to use for learning to spell statutory words.

**Crosswords and Puzzles**

Make your own crossword - <http://www.abcya.com/crossword_puzzle_maker.htm>

Make your own puzzle - <https://lovattspuzzles.com/kids/childrens-online-puzzles/>

The main aim when practising spelling patterns at home is to support your child’s retention of spelling rules taught in school. Refer to your child’s curriculum newsletter for termly spelling patterns. Engaging in English/Curriculum Spelling Homework will not only provide you with the current spelling pattern but an opportunity to help your child consolidate and apply this rule in their written work. Your child will have an advantage if they continue to practise words following these spelling patterns.