



Parent Information

Helping children in years 2,3 and 4 with...

Spelling

abcdefghijklmnopqrstuvwxyz

What do children need to know when they spell?

Spelling is the reversible process to reading. We say a word, hear the sounds in it and then decide which graphemes (spelling choices/letters) we will use to represent those sounds. A good knowledge of phonics is needed to be able to spell. Children need to be able to hear each sound unit in a word and know the ways these sounds can be represented. Children also need a strong visual memory as this helps them to know what looks right. This is a good question to ask when children are spelling: **Does that look right?** It also helps if you say the sounds the children have written in sequence to help them hear if it reads right or not to help them check their spelling. Remember, children must want to write and have a reason to write and we focus on spelling in this context.

What you can do to help!

1. Hotwords- common words children need to be able to write automatically.

- Practise children's hot words using this technique:

Look and Say - say the word

Name - name the letters

Write- write the word, saying the letter names. (This is brain training)

Cover - cover the word

Write - write the word, saying the letter names. (This is brain checking)






Check -check the letters

Repeat cover, write, check.

"cat"

"c-a-t"

"c-a-t"

				
Say and Name Say the word and name the letters	Write Write the word, naming the letters (BRAIN TRAINING)	Cover Cover the word	Write Write the word, naming the letters (BRAIN CHECKING)	Check Check your spelling. Overwrite any parts that catch you out!

You can also write over the part of word that surprises you or catches you out in a bright colour.

- Aid memory by making them with magnetic letters and then mixing them up - can children rearrange them?
- Play games to reinforce visual memory. For example, Kims game where you collect objects, pictures or words then allow children to look at them, cover them up and then try to recall what they saw, or reveal them again but with one missing. Start with just 3 or 4 items, and build up to 10!
- Practise writing a word as many times as you can in 1 minute. Repeat often! Can you do it in joined up writing to improve speed, fluency and memory?
- Look for rules and words that break rules in reading. Collect common prefixes (un-, dis-) and suffixes (-ly,) and look at how the root word changes meaning or spelling.

2. Words they try to spell when they are writing

abcdefghijklmnopqrstuvwxyz

- Compose first! Children will write better when the skills of composing (thinking of what you write) and transcription (actually doing the writing focusing on spelling, handwriting and punctuation) are separated at first.
- When a child gets stuck at a spelling, encourage a problem solving approach. Can they count the phonemes and then have a go at selecting a spelling choice to represent each sound?

ee ea ei ie



th	ie	f
●	●	●

- Once children are recording the sequence of sounds, we use the THRASS chart to help your child choose one of the spelling choices for the sound. If the word they've written doesn't look right, can they try a different spelling choice? We use the key words from the THRASS chart to help children make a connection. Do you think it is the **ee** in tree, the **ea** in beach or the **ey** in key or is it a less common one such as **ie**?
- You might like to write all the options for spelling and ask your child to circle the one they think looks right.

s n ay l

s n a l e

s n ai l

s n a l

w air

wh are

w ere

wh ere

- We also learn apply common word endings such as **making plurals** and adding **-ed** and **-ing** to change verb tense. We look at the patterns and conventions for using these endings .children may know some rules that have helped them to remember what to do when adding **-ing** to a word ending in **y** for example, that they can use to help them

Phoneme: a unit of sound

Grapheme: the way a sound is represented using one or more letters

Digraph: where two letters represent one sound. e.g. /ea/ in beach, the/ sh/ in brush.

Trigraph: where three letters represent one sound e.g. /igh/ in bright, the /air/ in chair.

What's most important? That your children want to write and use a wide ranging and adventurous vocabulary. Help them to practise common words they often make mistakes with and use the problem solving strategy for facing new words. Help them to believe that they can keep getting better at spelling.

Need more help?

Attend one of our **phonics or spelling workshops**.

The phonics chart we use in school can be ordered from
www.englishphonicschart.com.

