

## Spelling Strategies

**1: LOOK, SAY, COVER, WRITE, CHECK.** This method uses sight, sound and memory to help students spell a word they have not seen before.

- Students LOOK at the word for 10 seconds
- They then SAY the word to themselves
- Then they COVER up the word when they feel they have learnt it
- Next they WRITE the word from memory
- Finally they CHECK the word against the original.

When marking work you could create a section at the end where you write the correct spelling out and ask them to complete the above process with that word.

**2: CREATE A SPELLING LOG.** Students may have a page in their book where they write down tricky spellings or words they have previously misspelt. For example:

Correct spelling	Meaning	1 <sup>st</sup> attempt	2 <sup>nd</sup> attempt	3 <sup>rd</sup> attempt	4 <sup>th</sup> attempt	Signed off
Isle	An island	Isale	Isle	Isle	Isle	
Current	Flow in the river	Currant	Current	Current	current	
Plantation	Area of land where crops are grown	Plantasion	Plantashion	Plantation	Plantation	

### **3: USE A DICTIONARY**

Encourage students to look up any incorrect spellings in a dictionary. Any wrong spellings within their work could be circled and at the bottom of the page space given for students to write the correct spelling (TIP: this will only work if the misspelt spelling resembles the correct spelling in some way).

### **4: MNEMONICS**

A mnemonic is a rhyme or saying that sticks in the mind. For example:

George's Elderly Old Grandfather Rode A Pig Home Yesterday
--

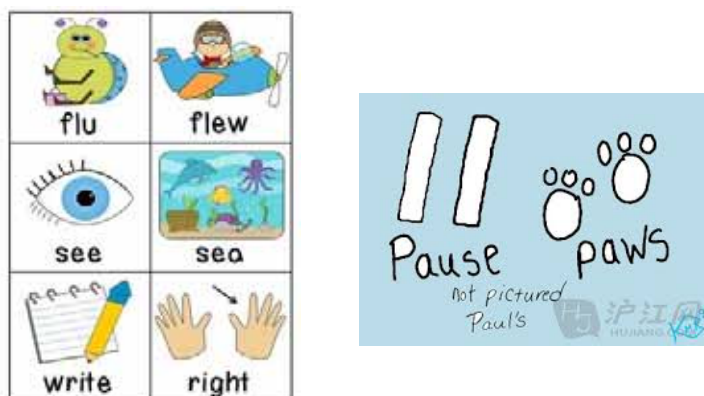
Rhythm Helps Your Two Hips Move
--

Separate is a <u>rat</u> of a word to spell!  Accommodation: Two cots, two mattresses.
--

Set students challenges of inventing memorable ways to remember troublesome spellings.

## 5: HOMOPHONE DRAWING CHALLENGE

Homophones are words that sound the same but are spelt differently and have different meanings. Visual learners may find it helpful to create a picture that reinforces the different words. For example:



## 6: REMIND THEM OF THE DIFFERENCES

The more we remind students of the differences between the homophones the more likely they are to remember them and therefore use them correctly. If they are constantly using the wrong 'there', 'their' or 'they're' for example ask them to write the definition of the word at the end of their piece of work and then go back and correct the incorrect version.



### Spelling Rules

If you find that students are making common mistakes it can be helpful to encourage them to remember spelling rules. You could write this rule into their book and ask them to go back through their work to correct the mistakes bearing this rule in mind.

'l' before 'e' except after 'c' when it's a long 'e': receive

(Also in words with a long a sound: neighbour

Words ending in 'f' which change to '-ves' in the plural.

*Examples:*  
Loaf → loaves  
Knife → knives

Words ending with 'e' which is dropped before adding 'ing'.

*Examples:*  
Dine → dining  
Like → liking  
Have → having

Words ending in 'y' which change to 'i' before '-er' and '-est'.

*Examples:*  
Funny → funnier → funniest  
Easy → easier → easiest '-er' and '-est'.