Spelling

Child should learn spelling in groups of words that are visually similar. To these should be added no more than 2 or 3 high frequency words. Try not to encourage rote learning but encourage him to analysis words – look for patterns, see likely combinations of letters and use this knowledge e.g. endings such as ‘ght’

Ideally he will write in a joint up cursive script so that words are learnt as a unit rather than as separate letters. This should cut down on the opportunities to make errors. It will also give valuable kinaesthetic over learning of the words.

Learn spellings in the following way.

* LOOK – Look in detail. How many letters? Are there any known letter strings in the word. Are there any surprises? Which is the difficult bit? Which bit might you get wrong? Underline it. Practice that first.
* COPY the word over and over on a piece of paper while saying the letter names until you can see the word in your head without looking. Keep doing this until you are sure.
* COVER the word up and try to visualise it.
* WRITE the word from memory, saying the letter names as you write and then the whole word e.g. ‘T’ – ‘H’- ‘I’ – ‘S’ – ‘This’. It is important that the whole word is written in one go. Any hesitation – start again
* CHECK – Have you written it correctly? If yes go on to the next word, if not start again from the begging. If you got it wrong which bit was wrong? Why? Practice that bit on its own first. Then the whole word again.

He should become self- monitoring with his spellings. Encourage him to revisit spellings previously learnt regularly. If he wants a word at home or school encourage him to ‘have a go’ first either in a note book or a scrap of paper.

Always be positive and praise his attempts. Point out the good part of the spelling and explain the bit that is wrong. Try to make him aware of spelling rules as you get to them e.g. ‘u’ always comes after ‘q’, etc.

Try to get him to observe common letter patterns so he can tell if a word looks or feels right. Split words into prefixes and suffixes but encourage him to write the whole word from memory rather than built it up. Find words with the same root or from the same visual family. Play Scrabble