

# Aberford C of E Primary School

## Helping your child with spelling at home



- Using mnemonics as an aid to memorising an irregular word and (e.g. *people: people eat orange peel like elephants; enough: even naughty octopi usually get haribo; rhythm: rhythm helps your two hips move*)
- Dividing the word into syllables, say each syllable as they write the word (e.g. *re-mem-ber*).
- Finding words within words (e.g. *a rat* in *separate*); highlight these with a highlighter pen and even make up a short story linking the embedded word to the whole word meaning
- Making links between the meaning of words and their spelling:  
(e.g. *sign, signal, signature*).

### With spelling flashcards:

- **Pairs:** Create a double set of the words your child is finding tricky. Pick up two cards at a time until they find a pair. Can they verbally spell it out to you?
- **Multi-media:** Copy/trace words from flashcards using dough, pasta shapes. Magnetic letters on your fridge with which to make words can also add variety.
- **Finger-writing:** Spell out words in sand, salt or flour using your finger.

### With pen, pencil, marker and paper:

- **Spelling Word Race:** Create two teams with one player from each team taking the pen at a time. Someone calls out the word and the two players race to write this word first.
- **Spelling Puzzle:** Make a home-made puzzle by writing the words in large on a piece of card. Get your child to cut it up and then see if they can piece it back together again?
- **Stairs:** Write the words as if they are stairs, adding one letter each time: S, Sp, Spe, Spel, Spell
- **Rainbow write:** Build each word up with a different-coloured letter at a time.
- **Tic-Tac-Toe:** Using the spelling words in place of an O or an X, the players must get three in a row, with the chosen word spelt correctly each time.
- **Chalk:** If you have any chalk (and don't mind getting your paving a bit messy) get your child to write the words on the ground and then the rain will wash it away.
- **Glass pens:** Write spellings on the windows with wipe-clean glass pens.
- **Water Paint:** Use water and a paintbrush to water paint the spelling words. On a hot sunny day, the words disappear quickly so they need to paint fast!
- **Catch/Kick:** Kick or throw a ball, or pass an object between you, taking it in turns to say the next letter.
- **Newspaper:** Cut out letters from a newspaper to make words.
- **Games:** Scrabble, Boggle, hangman.
- **Look, Cover, Write, Check:** Look at a word and say it out aloud then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process.

### With a computer or tablet:

- **Type it out:** Open up a document to type on. Call out the word for the child to spell. They can then play around with the word; increase the font size, change the colour etc.
- **Voice record:** Using a recording device have your child spell out the word and get them to listen back and check.

Some children, and particularly those with dyslexia, benefit from cream paper and different-coloured ink. Try using different backgrounds when word-processing and encourage your child to consider which colours, backgrounds and fonts are best for them.

Remember, just sitting learning meaningless words by rote is not fun and encourages neither a love of writing or an interest in the rich vocabulary of our language. Acquiring more words must be fun and motivating. One of the very best ways is just to encourage your child to **read, read and read some more** so that they absorb language and spelling in context. Don't forget that 'reading' also can include listening to audio books, hearing stories read aloud by family members, encouraging children to read to their younger siblings and even their pets!