

How many words can you find using the
letters below?

(Only use each letter once in a word)

e n r d p c i v t e g l i o h e

Multi-sensory Approach: Seeing

- ‘Look, cover, write check’
- Highlight difficult parts.
eg **eight**, **reign**
- Find or create an acronym for the word
Eg **e**vil **i**ce **g**leams **h**igh **t**oday
- Create a story or a list of words with the same pattern.
*When Santa got to his **sleigh**, he realised he had **eight** parcels left. One was for the little princess who would **reign** one day. Oh how his **vein** bulged just to think he had nearly forgotten them!*
- Practise trying to ‘see’ it in their mind.

their
there
they^are



Multi-sensory Approach: Hearing

- Look at different ways that sound has been spelt before (ai, a-e, ay, aigh). Create your own mini dictionary using a notebook and jot down any words when you're reading together that show the different patterns.
- Make sure the children practise reading the sound/ spelling pattern to hear it. Eg E-I-G-H spells 'ai' (as in the long 'a' sound)
- Clap out the syllables in a word to hear each section.
Eg neigh | bour
- Use ways to pronounce certain parts of the word.
eg Qui-et! (to help distinguish between quiet and quite)

Multi-sensory Approach: Feeling

- Use different resources to create the word or the difficult part of the word (pasta, blocks, pom poms, lego).
- Get outside and use nature to create the words (leaves, sticks, stones, sand, mud)
- Get arty- use crayons, paint, glitter, pencils, chalk etc to create the word.
- Trace the letters (fingers on boards, person's back, hand, colour in the letters).
- Remind children to use cursive writing (muscle memory supports the learning of spellings).
- Act it out (use of voice, gesture what it means).
- Make them feel an emotion eg laugh with remembering.
eg 'knobbly knickers' or onions usually smell for 'famous'

Other games and activities to try

- Use different resources to spell out each letter. Then either remove 1 or 2 letters and the children need to find the missing letter.
- Scramble up the letters and the children need to put them back in order.
- Write the trickiest words on post-it notes or paper and display them in any well-visited parts of the house or car.
- Classic 'Hangman' (or alternative versions of drawing a snowman instead) or Countdown Conundrum.

Evil e

- Instead of teaching 'magic e', we are now introducing Evil e!
- The Evil e makes a short vowel long eg cap becomes cape because the evil e drags the short vowel into a long vowel sound.

Who turns pop into pope and slop
into slope?

A tub into tube and a cub into cube?

Evil e that's who!

We'll watch out for you!



Resources to support

- Please look for activities in the weekly newsletter
- Spelling websites:

All year groups: <https://spellingframe.co.uk/>

Common exception words for all years:

<http://www.ictgames.com/mobilePage/spookySpellings/index.html>

KS1: <https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>

KS2: https://www.spellzone.com/word_lists/index.cfm

All of these websites allow you to search for the spelling pattern by year group.

- Apps: Spelling Shed, Squeebles Spelling Test, DoodleSpell

Summary of how to support your child with their spellings:

- Make it fun!
- Use a multi-sensory approach.
- Play games before you start testing them.
- Look at the highlighted difficult part in the termly spellings.
- Practise putting the words into context through creating sentences with the words in them.
- If you can, try to point out words with the spelling pattern during reading sessions and jot them down.
- If you find one particular method works for your child- stick to it!