# How many words can you find using the letters below?

(Only use each letter once in a word)

enrdpcivtegliohe

#### Multi-sensory Approach: Seeing

- 'Look, cover, write check'
- Highlight difficult parts.
  eg eight, reign
- Find or create an acronym for the word
  Eg evil ice gleams high today
- 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 re



#### 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

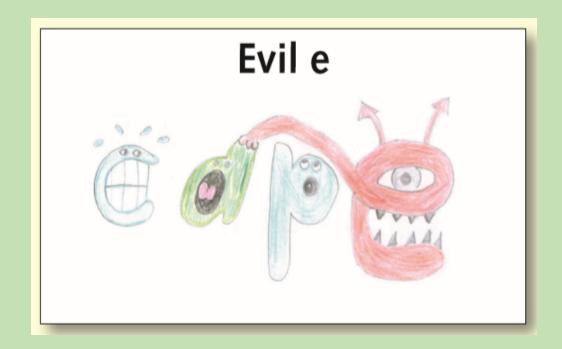
- Instead of teaching 'magic e', we are now introducing Evil e!
- The Evil e makes a short vowel long eg cap becomes cape because the evil e drags the short vowel into a long vowel sound.

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: <a href="https://spellingframe.co.uk/">https://spellingframe.co.uk/</a>

Common exception words for all years:

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

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

KS2: <a href="https://www.spellzone.com/word\_lists/index.cfm">https://www.spellzone.com/word\_lists/index.cfm</a>

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!