



South Hykeham Community Primary School
Wath Lane, South Hykeham, Lincoln LN6 9PG
Telephone/Fax: (01522) 681919
Headteacher: Mr John Richardson BSc (Hons) P.G.C.E.

Dear Parents,

Learning to spell is a highly complex skill but in order for children to become successful writers they need to be able to spell accurately. At South Hykeham Primary School, your child will learn the rules and conventions of the spelling system as well as strategies needed to become confident spellers.

In Reception and Year 1 the children have daily phonic lessons- please see the Little Wandle letter for more information. In Years 2, 3, 4, 5 and 6 the children learn a new spelling pattern every one or two weeks as well as revising those spellings already taught. Spelling is taught at least three times a week where children look at phonics, spelling rules, root words, meanings of words and other strategies to help spellings such as mnemonics. Teachers provide opportunities throughout the week for the children to practise and apply these rules. In addition to this, teachers model good spelling practice and strategies through their daily teaching, across all subjects.

Children from Year 2 to 6 also have a weekly Spelling Bee where the children are tested on words from their learnt spelling pattern (these words will be sent home as part of homework). Spelling tests help children to learn the spelling rule or pattern being taught but it is important that children are able to apply the rule to spell other words. Therefore, spellings may also be assessed through dictations where the teacher gives children words to spell that contain the same spelling pattern or rule but are different to the words learnt for the test. Each teacher designs their Spelling Bee to suit the class and therefore there may be different rounds which will be explained to your child in advance.

In addition to the spelling rule being taught, there will be three to five extra words sent home as part of homework. As part of the English curriculum, there are word banks for each year group to learn. These are words that the children are expected to know but are not linked together, e.g. by common spelling patterns. These words were previously sent home as part of the Bronze, Silver and Spelling award system. You may notice that the words are repeated over the academic year, this is ensure children learn how to spell these words and not just memorise the spelling for a one off test. Our focus, as always, is for children to have an in-depth knowledge.

Learning to spell is most effective when it is done in an enjoyable and interesting way. The next page of this letter contains spelling activities, games and strategies that aim to support your child with their spelling at home in a fun way.

Thank you for your continued support.

Yours sincerely,

Mrs Jones

Games and activities

The following games and activities are suggestions for effective and enjoyable ways for helping your child to practice their spellings.

➤ **Cloudy words**

Choose a words from your spelling list. Say the word out loud and then ask your child to use it in a sentence. Write the word for your child (or ask them to write the word and check it) before asking your child to trace over the spelling in glue. Lay cotton wool over the glue until it is covered.

Instead of making cotton wool clouds, you could sprinkle glitter or sand over the words.

➤ **Pipe cleaner words**

Ask your child to listen carefully while you say a word. Challenge your child to use the pipe cleaners to form all of the letters they hear. Show your child the word and support them to make any corrections needed.

➤ **Water words**

Write several words on separate pieces of paper of card.

Take these outside and ask your child to write the words on a patio or wall using a paintbrush dipped in water.

Challenge: can they write a sentence using the word?

➤ **Snowman**

Write a selection of words from the spelling list on a large piece of paper. Choose one of the words. Write one or two letters of the word on another piece of paper, with blank lines for the remaining letters. Ask your child for a missing letter. Write it in if they are correct and if not, draw the head of the snowman. The object of the game is for the child to guess the word before you have completed the drawing of the snowman.

➤ **Spelling aloud**

Using flashcards, read a word out loud to your child. Your child then spells out that word. If they spell the word correctly, they 'win' the card. If they are incorrect, the card is put to the bottom of the pile. Take it in turns to read the word or spell out the word.

➤ **Concentration**

Make a set of matching word cards from the word list. Put them on the table face down.

Turn two cards over at a time. If they match you or your child can keep them. The winner is the person with the greatest number of words. Make sure your child can read the words they turn over.

➤ **Silly sentences**

Ask your child to write ten silly sentences using a spelling word in each sentence. Encourage them to underline their spelling words. Example: My dog wears a blue and purple dress when he takes a bath.

➤ **Pyramid words**

Ask your child to write the word in the shape of a pyramid with the first letter at the top and then the remaining letters underneath.

e.g. h
 h o
 h o m

h o m e

➤ **ABC order**

Encourage your child to write their spelling words in alphabetical order.

➤ **Bubble words**

Ask your child to write their spelling words in bubble letters, using different colours. They could also use squiggly, zigzag or dotted letters.

➤ **Playdough spelling**

Give your child a flat piece of playdough and a sharp pencil. Ask them to carefully write the word in the playdough. Smooth it over and write a different word.

➤ **Spelling scramble**

Write one of your child's spelling words with the letters scrambled up. Can your child unscramble the letters to spell the words correctly?

➤ **Skeleton story**

For this, children use their spelling words to form the 'skeleton' on which they create a short story, such as; Once upon a time in a gloomy castle there lived a beautiful princess etc etc.

Strategies for spelling

➤ **Sounding out**

e.g. d-o-g sh-ee-p n-igh-t

Ask the children to sound out the phonemes (sounds) they hear.

➤ **Syllabification**

e.g. re/mem/ber

clap out and say each syllable.

Once the word has been separated, write these in different colours.

➤ **Mnemonics**

e.g. big elephants can always understand small elephants

Can children design their own for their spelling?

➤ **Look, Say, Cover, Write, Check**

Look at the word and say it out loud, then cover it and check to see if it is correct. If not, Highlight or underline the incorrect part and repeat the process.

➤ **Analogy**

e.g. night, fright, sight, slight

Make families of words- can you think of any others that follow the same pattern?

➤ **Words within words**

e.g. There is a rat in separate.

Hen in when.

Hat in what

➤ **Etymology**

e.g. bi (two) + cycle (circle) = bicycle

➤ **Prefixes and suffixes**

e.g. uncontrollable laughing

➤ **Applying rules**

e.g. When changing a word ending in y from singular to plural you change the y to an l and add es e.g. Fairy + fairies

➤ **Using a dictionary**

