

# Spelling

## How to help your child

London Christian School



# HOW DO WE WRITE A WORD?



**SAY IT**



**PHONEME  
FINGER IT**



**WRITE IT**



**READ IT**

## How to help your child with spelling

Phonic knowledge is a way into spelling and should continue to underpin spelling after Key Stage 1.

The question and answer poster pictured here reminds children of the spelling/writing strategy taught at LCS. With this strategy they can attempt to spell independently.



























Reading a broad range of books will ensure words are seen and embedded in children's long term memory too.

The following slides provide a variety of fun ways to help with learning to spell. Please explore the below ideas with your child.



## Sound Mat



j 	v 	w 	x 	y 	z 	zz 	qu 	ch 
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo 
ar 	or 	ur 	er 	ow 	oi 	ear 	air 	ure 



Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips,  
Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book,  
Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

HOW DO WE WRITE  
A WORD?



**SAY IT**



**PHONEME  
FINGER IT**



































**WRITE IT**



**READ IT**

# Sound Mat



wh 	ph 	ay 	a-e 	eigh 	ey 	ei 	
e-e 	ie 	ey 	y 	ie 	i-e 	y 	i 
o-e 	o 	oe 	ew 	ue 	u-e 	u 	oul 
aw 	au 	al 	ir 	ear 	ou 	oy 	



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**READ IT**

Whale, Dolphin, Tray, Grapes, Eight, Grey, Rein,  
Seal, Athlete, Shield, Monkey, Puppy, Tie, Bike, Fly, Child,  
Rainbow, Nose, Postbox, Toe, Screw, Blue, Flute, Bush, Should,  
Straw, Astronaut, Wall, Girl, Pearl, House, Boy



# Sound Mat



ere 	eer 	are 	ear 	ch 	c(e) 	c(i) 	c(y) 	sc 	st(l) 	se 
---	--	--	--	---	---	---	--	---	--	---

se 	g(e) 	g(i) 	g(y) 	dge 	le 	mb 	kn 	gn 
---	---	---	---	--	---	--	---	---

wr 	tch 	c(ial) 	c(ian) 	ss(ion) 	t(ion) 	ch 	ea 
---	--	---	---	--	---	---	---

s(ion) 	s(ure) 	s(ual) 	(w)a 	o 
---	---	---	---	---



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Talk about the rule the children will have been taught in class

What is your  
spelling rule this  
week?

Discuss root words and  
word meanings.

Week 1 Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')
expansion
extension
comprehension
tension

E.g. our spelling rule is the '**sion**' ending. Investigate the root words before the ending is changed to 'sion'. E.g. expand -> expansion What changed? Talk about the meaning of the words together.



# The variety of ways children can practice the rule/ pattern

**Look, say, cover, write, check**

**Beat the clock**

**Make up a mnemonic**

**Pyramid**

**Colour code**

**Spot the mistake**

**Box it**

**Scrabble**

**Find words within words**

**Use an etymological dictionary to find out where the words comes from**

**Cut up and sort the words**



## Look, say, cover, write, check

1. Start with a list of words that you want your child to spell (make sure to give them some easier ones, as well as some that are more challenging – we want them to enjoy spelling, not fear it!)
2. Look at the word carefully. Pay attention to not just the letters and their order, but also the shape they make on the page.
3. Say it aloud. Say the word as you would normally say it, and then enunciate any silent letters (e.g. 'Wed-nes-day').
4. Use a piece of paper or your hand to cover the word.
5. Using your memory, write the word down!
6. Check your answer letter by letter. If you've made a mistake don't worry! Write it out again correctly – you'll get it next time!





## Beat the clock

If your child is competitive, what better way to get them excited about learning than challenging them to spell against the clock?

It's as simple as it sounds. Read out a word (or a few!) and get your child to either spell it aloud or write it down. See how fast they can do it! Then, repeat this activity each day to see if they can beat their time!



## Make up a mnemonic

Make up an acronym by using the letters of the word (or part of the word) you want to remember

Oh You Lucky Duck!

'ould' words

could



twinkl visit twinkl.com.au

Oh You Lucky Duck!

'ould' words

would



twinkl visit twinkl.com.au

Oh You Lucky Duck!

'ould' words

should



twinkl visit twinkl.com.au



# Pyramid

Pyramid words

s  
s c  
s c h  
s c h e  
s c h e m  
s c h e m e

c  
c h  
c h a  
c h a o  
c h a o s

## Colour code

### Colour code

1. scheme
2. chorus
3. echo
4. character
5. ache

## Spot the mistake

**Each sentence below has one word which is spelt incorrectly. Circle the incorrect word and write the correct spelling in the box.**

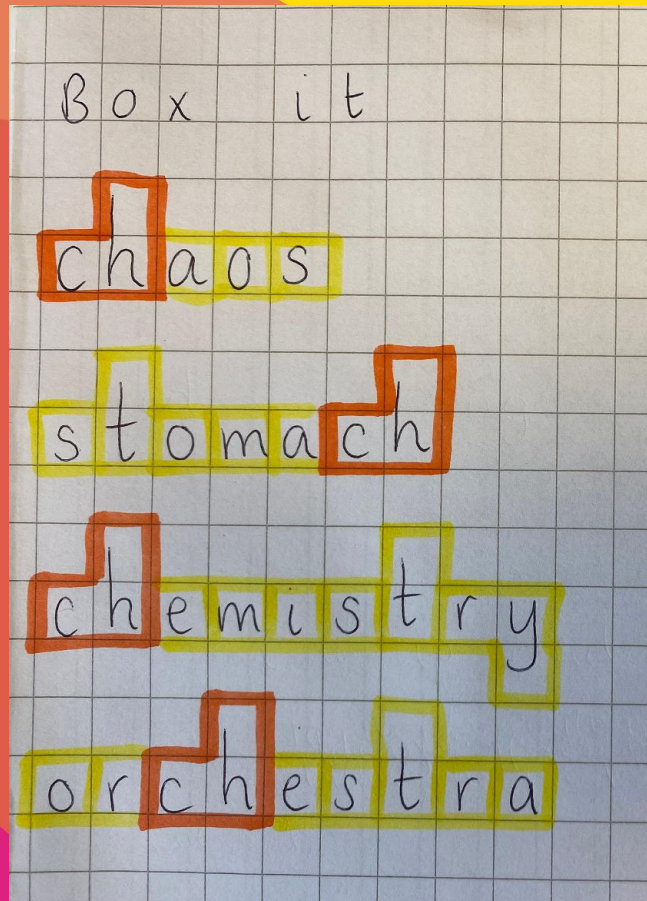
1. Dave the dog was looking fourwerd to getting a treat.
2. Earlier, there were some straynj noises coming from our shed.


Children could be the teacher  
and correct your spelling mistakes!





## Box it



Draw letter boxes for each of your spelling words. Box the shape of short, tall and tail letters and then write the words in your boxes.

elephant

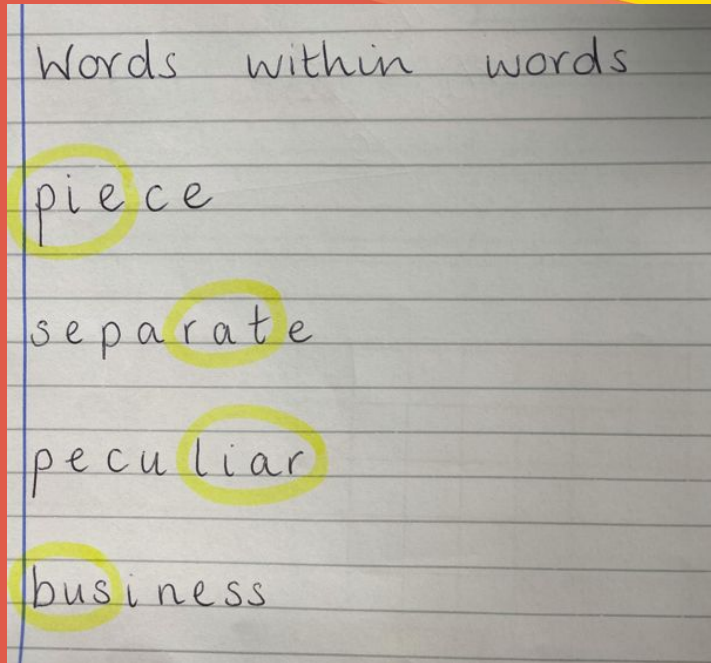
# Scrabble

Write the value of each of your spelling words using these Scrabble tiles.



## Words within words

Find smaller words within larger ones to make them more memorable!



## Cut up and sort the words

Cut up and sort

ed	ing	er
focused		
offered	offering	
benefited	benefiting	
limited	limiting	
	gardening	gardener

Rule: Adding suffixes beginning with a vowel ed/er/ing to words with more than one syllable = do not double the final consonant.