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## Spelling Homework

Dear Parents/ Guardians,

We are continually looking for ways to support our children with the demands of the spelling curriculum. This year, we are particularly keen to improve the retention of words and patterns learned, so that the words that children learn for a test become embedded in their long term memory. We want children to feel confident that they will still be able to recall words learned for a test long after the test has taken place!

In order to retain the ability to spell words, we want children to experiment with different ways of learning words. Please try out some of the strategies overleaf when preparing for a spelling test. Your child may find that they have a favourite strategy, or a strategy that is particularly effective for them.

Children in Years One to Six receive a set of spellings to be learned each week. These spellings may be presented in different ways in order to encourage children to retain the words, and make links between words learned for the test, and other words with the same spelling patterns. Here are some of the ways in which children are tested:





- Children will work on a specific spelling pattern or word group in preparation for the test. Mystery words to be set on the day of the test associated with this pattern.
- A set of words will be sent home in preparation for the test. Between two and four additional mystery words to be set on the day of the test, in order to help with application of a spelling pattern.
- Words will be set for an entire half term, or for a two-three week period. Words to be tested will be selected at random from the spelling list.

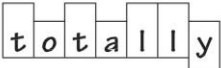
If you wish to boost your child's spelling ability, encourage them to read as much as possible, as exposure to lots of words will lead to a better understanding of spelling.

If you require any further information about spelling, please do not hesitate to contact me.

Yours sincerely,

C. Brown (Mrs)  
English Coordinator

<p><b>Look, say, cover, write, check</b></p>	<p><b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> cover the word.</p> <p><b>Write:</b> write the word from memory, saying the word as you do so.</p> <p><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>	
<p><b>Trace, copy and replicate</b></p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying and just write the words.</p>	
<p><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable. You can't use this method as your main method of learning spellings, but it might work on those that are difficult to remember.</p>	
<p><b>Quickwrite</b></p>	<p>Writing the words with speed and fluency. The aim is to write as many words as possible within a time constraint.</p>	

<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately. You can then reverse the process so that you end up with a diamond.</p>	<p>P py pyr pyra pyram pyrami pyramid</p>
<p><b>Drawing around the word</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p>	
<p><b>Build a Sentence</b></p>	<p>Write each of your words in a sentence to give it context. See if you can build your sentences into a story.</p>	<p><b>One day a huge spelling monster came to my town and ate all the words!</b></p>
<p><b>Other strategies</b></p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• <b>Rainbow writing.</b> Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word.</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word.</li> <li>• Clapping and counting to identify the syllables in a word.</li> <li>• Cut out the letters in your word from a magazine or newspaper and stick them together in the correct order.</li> </ul>	