Activities to support spelling at home

Bingo

- Provide pupils with a selection of words (8-12) on the board linked to the spelling pattern you are working on and blank grid with 4-6 squares.
- Pupils select words for their bingo card – one for each square.
- Use the words in a sentence, one at a time and pupils cross them off if they appear on their card.
- You may wish to provide pupils with preprepared cards.
- For older pupils, you may wish to ask them to use the words they choose in a sentence within the box when they are creating their card.

Choose the correct spelling

- Provide pupils with a grid showing three alternative spellings for each of the focus words.

e.g.

neybour   neighbour   neibour

obei   obeigh   obey

vein   veign   veyn

- In pairs, ask pupils to consider the different spelling options for each word and the alternative graphemes which have been used.

- Ask pupils: How do you know which is the correct grapheme choice? Can you spot any patterns? Do you know any rules which can help you?
- Discuss the answers and how to work out the 'best bet' for spelling or how to apply the focus rule accurately.

Colour patterns

- To support pupils in identifying the sequence of letters in words, ask pupils to colour vowels in one colour and consonants in another.
- These visual aids can support pupils in remembering spellings and tricky letter sequences within words.

e.g.

government

parliament

dictionary

Lie detector

- Either pupil or teacher presents a set of words spelt incorrectly to a group or individual pupils.
- Pupils have to detect where the 'lie' is – which part of the word has been spelt incorrectly.
- They should highlight the incorrect part and edit to spell correctly

Mnemonics

- When trying to learn the order of tricky letter patterns e.g. tious or eigh, it is useful to create mnemonics to remember the order of the letters.
- Pupils should make up a rhyme using each letter in the string as an initial sound for a series of words e.g. eigh – even ice gets hot, elephants in green houses
- Pupils could also use mnemonics for learning common exception words or word list words which they personally find difficult to spell.

Quickwrite

- Present pupils with a list of words.
- Either pupils choose or are given a focus word.
- Set a timer e.g. 1 minute.
- How many times can they write the word correctly in the given time?
- Allow time for proof-reading to check each version is written correctly.
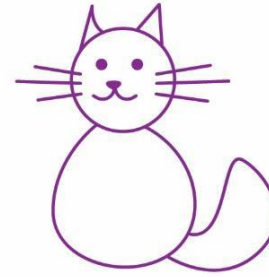- Works well for handwriting practise also.

Root word finder

- Present pupils with a list of words related to the focus pattern e.g. adorable, reliable, terrible.
- Pupils should remove the suffix or word ending and look at the letters left.
- Work out what the root word is from the remaining letter.

Spellcat

• This game is a version of the traditional 'Hangman' game.

• Prior to playing the game, agree as a class on a simple image that is going to be built up during the game. The image needs to be made up of around 10-15 elements – the fewer element the harder the game. We have chosen a cat, but you may wish to choose another animal and change the name of the game accordingly. The cat could be made up of the following 15 elements: body, head, ears, three whiskers each side, eyes, nose, mouth and a tail.

• In a group, pupils nominate someone to be the word selector.

• The word selector should choose one of the words pupils have been learning to spell and draw a number of short lines horizontally across the board to match the number of letters in the word.

• Pupils take turns guessing a letter that may appear in the word.

• If the letter is in the word, the word selector should write that letter in the correct spaces where it appears in the word – this may be in one place or multiple places.

• If the letter does not appear in the word, the word selector should draw one part of the cat and continue to build up the image of a cat as more incorrect letters are given. The word selector should keep a record of incorrect letter guesses on the board.

• When a pupil thinks they know the word, they can have a guess. If their guess is correct, they become the word selector for the next round. If the guess is incorrect, another element is added to the cat.

Spelling Graffiti

• Pupils create decorative art with the words they are learning.

What's missing?

• Provide pupils with words which have part of them missing e.g. the tricky bit.

• Ask pupils to fill in the missing part by recalling what they have learnt about the word.

e.g. treasure, science

trea _____   sc__nce

Word Jumble

• Pupils should find words hidden in a row of typed letters.

• There should be 'red-herrings' such as similar letter strings or misspellings of the words.

• Pupils highlight the word when found.

e.g. ttranstennssreffetsenedtransferredrdefereffdreerr

Word shapes

- Pupils draw boxes around the letters of the words.
- These can either be drawn by the pupils or provided already drawn for pupils to add the words into.
- The purpose of these is for pupils to be able to visualise the size, the length, the ascenders and descenders in the word.

w e n t

o r d i n a r y

Word Triangles

- Look at the patterns of letters in words by creating triangles.
- Pupils can start at the bottom with the whole word and work up until there is one letter left or start at the top with one letter and build the word.

e.g.

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         r                    d                d
        r e                  d o               d o
       r e m                d o u              d o u
      r e m e              d o u b             d o u b
     r e m e m            d o u b t            d o u b t
    r e m e m b
   r e m e m b e
  r e m e m b e r
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