

Spelling at DCINA



A guide to supporting your child with spelling with tips and ideas for helping your child learn spellings in a fun and purposeful way.

What does spelling look like at DCINA?

There are a set of common exception words that children must learn for year 1 and year 2. Children need to be able to spell these in isolated tests but also correctly apply the spellings to their writing. Your child will receive a new spelling list at the start of each half term of between 10-15 common exception words to learn. This list will be in a home spelling book where the children can practice their spellings. In school, the children will focus on two or three words from the list each week and will learn spelling rules for these words. The children will be tested on all of the words on their test during the last week of the half term. It is important the children also practice their spellings at home as often as possible.

Strategies for learning to spell

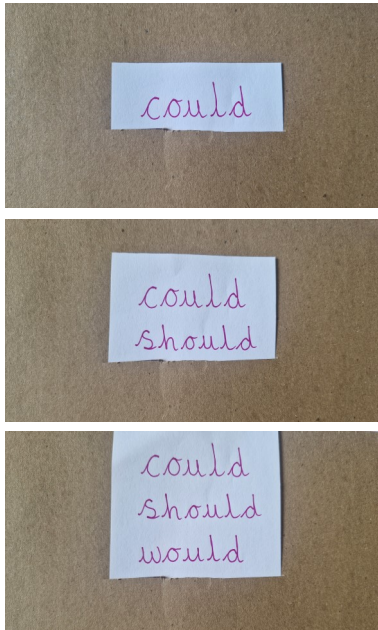
Children learn in different ways which is why it is useful to use a range of approaches when teaching children spelling. Teaching a range of approaches to spelling will also help children when applying spelling to writing because they will have seen the word in different contexts.

Strategies for spelling:

- Listening for phonic sounds
- Breaking a word into syllables
- Using rhyme, mnemonics and songs
- Using visual approaches e.g. bubble writing or word shape
- Multi-sensory e.g. writing in sand or word painting
- Verbal and social e.g. spelling tennis
- Kinaesthetic and physical e.g. spell jump

Making spelling fun!

Sliders Cut a slit in the centre of some A4 card and insert a strip through the centre with your spelling words on. As you pull the strip it will reveal and hide different words.



Rainbow words

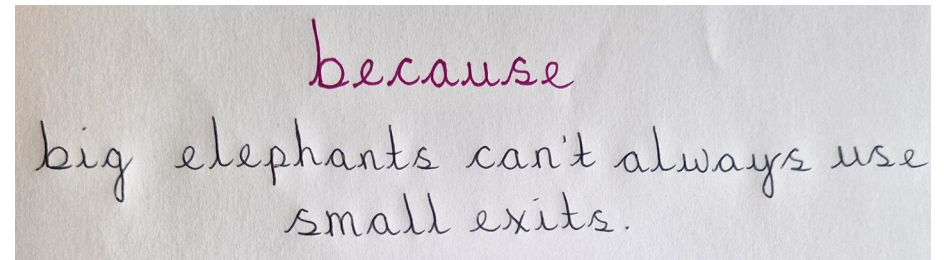
Write each letter of the word in a different colour.



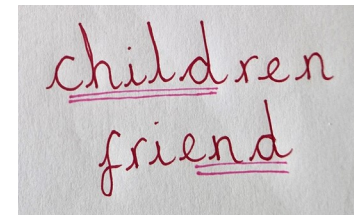
Tracing Write your word down 3 times and trace over it in different colours.



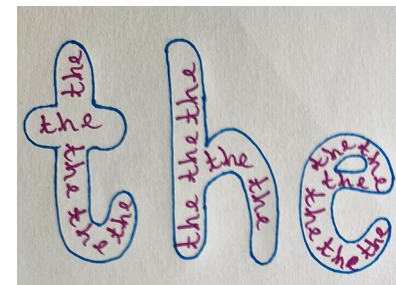
Look, say, cover, visualise, write, check Look at the word
Say it out loud Cover the word Visualise the word (imagine a picture of it in your head) Write the word from memory



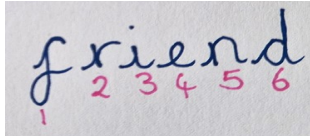
Find the word Look to see if you can find a small word inside your word.



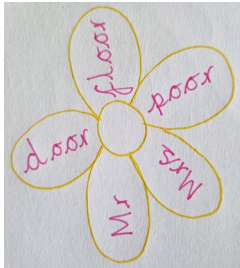
Bubble writing Write the word in bubble writing and write inside it.



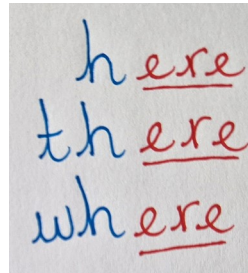
Counting After writing your spelling, count and number each of the letters.



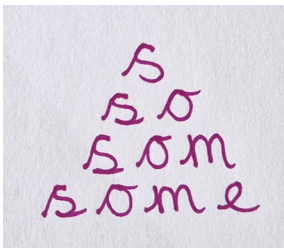
Flower spelling Draw a flower and write each spelling in one of the petals.



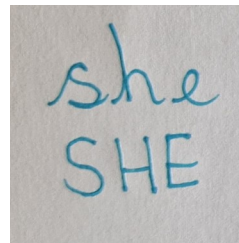
Patterns Copy words that have the same spelling rule and highlight these in a different colour.



Pyramid Write each of your words in a pyramid shape by adding a letter to each line.



UPPER and lower Write each of your words in lowercase and uppercase.

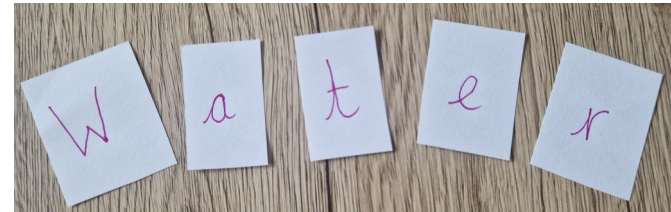


Word shape Draw around the shape of the word and try to remember the shape of the word.



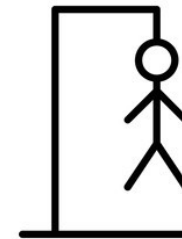
Spelling tennis One person starts with a letter, the other adds one until a word is made. The last person to add a letter wins.

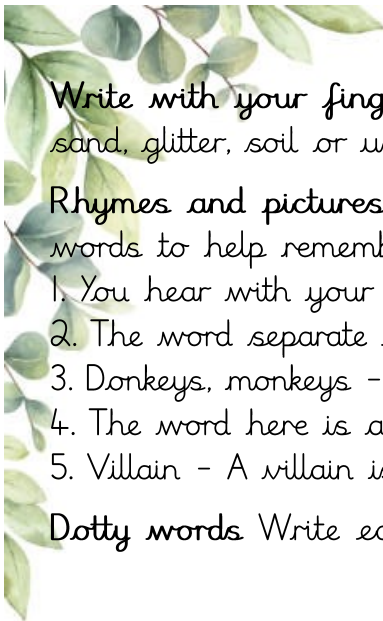
Jumbled letters Write your word on paper, cut each letter and put the word back together.



Spell jumps Jump up and down whilst saying each letter of your word you are spelling or skip whilst saying each letter.

Hangman Play hangman with a partner, using the words you are learning.





Write with your finger Spell each word using your finger in sand, glitter, soil or using paint.

Rhymes and pictures Use rhymes or pictures to go with words to help remember.

1. You hear with your ear
2. The word separate has "a rat" in it (separate).
3. Donkeys, monkeys - There are keys in donkeys and monkeys.
4. The word here is also in its opposite there.
5. Villain - A villain is one who lives in a villa.

Dotty words Write each spelling using only dots.



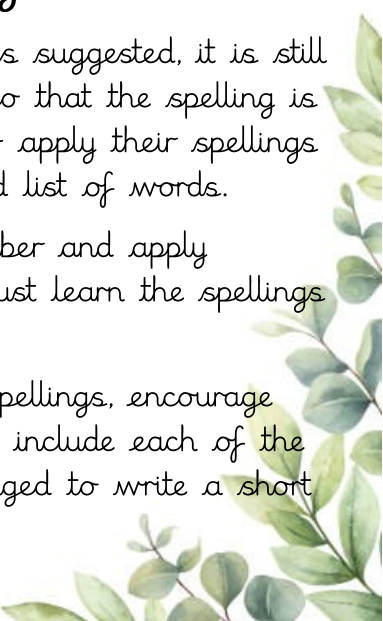
Blue vowels Write each spelling. Go over the vowels in each word with a blue pencil or pen.

Applying spelling.

As well as engaging in all the fun activities suggested, it is still important to put the words into sentences so that the spelling is put into context. This also helps children to apply their spellings rather than seeing the spelling in an isolated list of words.

It is important your child is able to remember and apply spellings to their sentence writing and not just learn the spellings for the test.

Once your child seems confident with the spellings, encourage them to try to write individual sentences to include each of the spellings. Then they could be further challenged to write a short story that includes all of their spellings.



Year one common exception words:

the	their
a	three
do	seven
to	Monday
today	Friday
of	Sunday
said	your
says	they
go	be
my	me
where	he
some	she
ask	we
put	no
full	by
all	there
called	come
two	once
five	school
nine	pull
Thursday	our
Saturday	asked
are	one
were	four
was	eight
is	Tuesday
his	Wednesday
has	
I	
you	
so	
here	
love	
friend	
push	
house	
call	

Year two common exception words:

door	should
floor	clothes
poor	water
because	money
find	parents
kind	beautiful
mind	after
behind	fast
child	last
children	past
wild	father
climb	class
most	grass
move	pass
prove	plant
improve	path
sure	bath
many	hour
people	would
half	who
Mrs	whole
only	any
both	busy
old	again
cold	Mr
gold	Christmas
hold	
told	
every	
everybody	
even	
great	
steak	
pretty	
sugar	
eye	
could	