


Ways to Learn Spellings

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: 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. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelled 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 spelled it correctly. 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 or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</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 style="text-align: center;">t o t a l l y</p>

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p style="text-align: center;">f ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. 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. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

Try these ideas to help your child learn their spellings and achieve their Rainbow Rewards!



70 Words	red	orange	yellow	green	blue	indigo	violet
<p style="text-align: center;">Reception</p> <p style="text-align: center;">High Frequency Words and as suggested by Letters & Sounds</p>	<p style="text-align: center;">a</p> <p style="text-align: center;">as</p> <p style="text-align: center;">an</p> <p style="text-align: center;">at</p> <p style="text-align: center;">the</p> <p style="text-align: center;">and</p> <p style="text-align: center;">to</p> <p style="text-align: center;">said</p> <p style="text-align: center;">in</p> <p style="text-align: center;">I</p>	<p style="text-align: center;">if</p> <p style="text-align: center;">in</p> <p style="text-align: center;">it</p> <p style="text-align: center;">is</p> <p style="text-align: center;">he</p> <p style="text-align: center;">of</p> <p style="text-align: center;">was</p> <p style="text-align: center;">you</p> <p style="text-align: center;">they</p> <p style="text-align: center;">on</p>	<p style="text-align: center;">off</p> <p style="text-align: center;">can</p> <p style="text-align: center;">dad</p> <p style="text-align: center;">had</p> <p style="text-align: center;">back</p> <p style="text-align: center;">she</p> <p style="text-align: center;">for</p> <p style="text-align: center;">his</p> <p style="text-align: center;">but</p> <p style="text-align: center;">that</p>	<p style="text-align: center;">no</p> <p style="text-align: center;">go</p> <p style="text-align: center;">into</p> <p style="text-align: center;">will</p> <p style="text-align: center;">with</p> <p style="text-align: center;">all</p> <p style="text-align: center;">we</p> <p style="text-align: center;">are</p> <p style="text-align: center;">up</p> <p style="text-align: center;">my</p>	<p style="text-align: center;">that</p> <p style="text-align: center;">this</p> <p style="text-align: center;">then</p> <p style="text-align: center;">them</p> <p style="text-align: center;">see</p> <p style="text-align: center;">now</p> <p style="text-align: center;">down</p> <p style="text-align: center;">her</p> <p style="text-align: center;">what</p> <p style="text-align: center;">there</p>	<p style="text-align: center;">look</p> <p style="text-align: center;">too</p> <p style="text-align: center;">me</p> <p style="text-align: center;">be</p> <p style="text-align: center;">went</p> <p style="text-align: center;">out</p> <p style="text-align: center;">this</p> <p style="text-align: center;">have</p> <p style="text-align: center;">like</p> <p style="text-align: center;">some</p>	<p style="text-align: center;">so</p> <p style="text-align: center;">not</p> <p style="text-align: center;">were</p> <p style="text-align: center;">little</p> <p style="text-align: center;">mum</p> <p style="text-align: center;">one</p> <p style="text-align: center;">do</p> <p style="text-align: center;">big</p> <p style="text-align: center;">when</p> <p style="text-align: center;">it's</p>

63 Words

red

orange

yellow

green

blue

indigo

violet

Year 1

High Frequency Words and Common Exception Words for Year 1

from

old

Mr

day

Mrs

friend

water

children

I'm

get

made

called

school

away

just

by

just

make

ask

push

good

help

time

came

here

today

pull

over

look

house

got

saw

says

full

how

very

about

their

old

has

our

did

looked

your

people

too

love

where

man

don't

into

put

time

once

want

going

come

him

could

help

asked

some

would

70 Words	red	orange	yellow	green	blue	indigo	violet
Year 2 High Frequency Words and Common Exception Words for Year 2	door	most	even	fast	move	clothes	through
	floor	only	great	last	prove	busy	laughed
	poor	both	break	past	improve	again	that's
	find	cold	steak	father	sugar	half	didn't
	mind	gold	pretty	class	eye	money	can't
	kind	hold	beautiful	grass	should	parents	I'll
	behind	told	bath	pass	who	know	couldn't
	because	Christmas	hour	plant	whole	things	they've
	wild	every	sure	path	any	thought	don't
	climb	everybody	after	bath	many	something	she'll

56 Words	red	orange	yellow	green	blue	indigo	violet
Year 3 Common Exception Words for Year 3 and High Frequency Words	found	arrive	centre	circle	difficult	experience	grammar
	work	believe	certain	complete	disappear	experiment	group
	live	bicycle	busy	consider	early	extreme	guard
	accident	breath	business	continue	earth	famous	guide
	accidentally	breathe	calendar	decide	eight	favourite	heard
	actual	build	caught	describe	eighth	February	heart
	actually	answer	address	different	enough	forwards	height
	wouldn't	appear	round	found	exercise	fruit	history

63 Words	red	orange	yellow	green	blue	indigo	violet
Year 4 Common Exception Words for Year 4 and High Frequency Words	imagine	library	jumped	occasion	possess	quarter	special
	increase	material	weight	occasionally	possession	question	straight
	important	medicine	morning	often	possible	recent	strange
	interest	mention	narrator	particular	potatoes	regular	strength
	island	minute	suddenly	peculiar	pressure	reign	suppose
	knowledge	another	natural	perhaps	probably	remember	surprise
	learn	woman	naughty	popular	promise	sentence	therefore
	length	various	notice	position	purpose	separate	though
	suddenly	women	each	cried	thorough	thankfully	exactly