

# Spelling

## Use different methods of remembering for different words

### Sound it out

- Hear the right number of beats / syllables in a word by putting a hand under the jaw and counting the number of times the jaw drops when a word is said
- Watch out for syllables that are often unstressed: int-**er**-est (3) diff-**er**-ent (3)
- Then count individual sounds: i-n-t-er-e-s-t (6)



### Use a mnemonic

- Remembering the mnemonic is easier if the whole word is recalled by the first letter in the mnemonic



Laugh and uget happy

- Look for words-in-words

There's **a rat** in **separate**



**emma** faces a **dilemma**



### Use sound and spelling patterns together

- The **bright** blue car made a **tight right** turn



### Use the appearance of the word

- See the word as a shape



Flower



...or add a visual reminder to the problem area of the word:

You **w**rite with your **w**rist



## Use sound patterning

- In "*Bruce Almighty*" Bruce says..



B-E-A-U-tiful

- In "*Matilda*" Matilda says...



Mrs **D**, Mrs **I**, Mrs **FFI**, Mrs **C**, Mrs **U**, Mrs **LTY**

## Look, Cover, Write, Check

- This method is helped by joined-up handwriting
- Better when you can imagine the word on the page as a shadow before you start writing

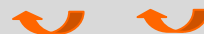
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## Edit and check your work

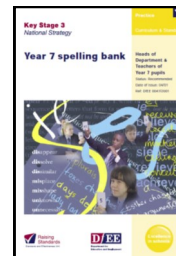
- So your focus is spelling and not content, read your work in **reverse word order**



## Learn the spelling rules

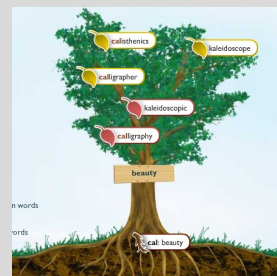
Common mistakes: **the double consonant, the soft C sound, changing Y to I,**

[http://www.educationbooks.co.uk/images/nls\\_spellingbank008601.pdf](http://www.educationbooks.co.uk/images/nls_spellingbank008601.pdf)



## Learn Root Words <http://membean.com/treelist>

- Find the "root" of a word to help form a link in your memory to similar words



## Use Technology when you are allowed



Online spelling programmes



Spellcheckers