



Supporting Your Child With Spelling

A Guide for Parents and Carers

Dear Parents,

Many of you ask us how you can support your child at home with spelling and we always value your support in this area to help the children to achieve well against the current National Curriculum spelling objectives.

Learning to spell is a highly complex business. Some children learn to spell effortlessly; most get there in the end, but too many find the process of learning to spell arduous, painstaking and, sadly, boring. The Friday spelling test may be great for those who can already spell, but for others it makes for a scary Friday morning. Most children get most spellings right on the day, but forget them when coming to use them in future work. Others just get them wrong. For these reasons, it is necessary to have an approach which meets the needs of all children and allows them to develop their skills at an appropriate rate, in order that they can happily spell common words accurately and develop a range of strategies to tackle more complex words with confidence. At Hambledon, we combine an investigative approach with a tried and tested spelling programme called No Nonsense Spelling.

Studies have shown that sending home a list of words to learn in preparation for a weekly test is not the most effective way for most children to learn and many children, although they may have performed well, have forgotten these words just a few days after the test.

Spelling must be made fun, enjoyable and interesting. Children only really become good at spelling by practising over and over again and this is best done in fun and interesting ways.

In this document, we aim to explain how children learn to spell, guidance on activities you can do at home to help your child spell, and the National Curriculum spelling lists for each year group.

If you have any questions or concerns about your child's spelling, please make an appointment to speak to your child's teacher.

Visual

Does it look right?

The writer responds to the shapes of words and the pattern of the letter strings within words.

Auditory

Sound it out

The writer recognises the relationship between sounds and letters or groups of letters.

How do children process the spelling of words?

Linguistic

Why is it spelt like that?

The writer is aware of relationships between words or parts of words based on meanings, syntax, derivations, etc.

Kinaesthetic

Let the spelling come out of your pencil!

Spelling is a motor-skill. The writer builds up muscle-memory. Repetition makes them accustomed to produce particular words or letter strings.

Strategies for Spelling

All of these strategies are taught at Hambledon. Younger children tend to use the first four strategies in the list to support their spelling.

Sounding out

e.g. d-o-g, sh-ee-p, n-igh-t

This is the most popular method for teaching spelling. Ask the child to sound out the phonemes (sounds) they hear.

Syllabification

e.g. re/mem/ber

Clap out and say each of the syllables

Mnemonics

e.g. **big** elephants **can** always understand **small** elephants (spells because)

This is a great strategy for tricky words they find difficult to remember.

Look, Say, Cover, Write, Check

Look at the word and say it out loud, then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process.

Analogy

e.g. night, fright, sight, slight

Making families of words.

Words within words

e.g. There is a rat in separate.

Etymology (meaning)

e.g. bi (two) + cycle (circle) = bicycle.

Prefixes and suffixes

e.g. **uncontrollable** laughing

Applying rules

e.g. When changing a word ending in y from singular to plural you change the y to an i and add es. Fairy + fairies

Using a dictionary

Activities and Games

The following games and activities are suggestions for effective and enjoyable ways for helping your child to practice their spelling.

Cloudy Words

Choose a word from the list which your child is learning to read and write. Give an example of how the word is used in a sentence and support them to think of another example. Write the word for your child and ask them to trace over the letters with a glue stick or a finger dipped in glue. Lay cotton wool over the glue until the entire word is covered. Ask your child to write a sentence on the paper and to draw a picture to go with their sentence. You could do this with other words and make a 'cloudy book.'

You could sprinkle sand over the glue instead of cotton wool.

Pipe Cleaner Words

Ask your child to listen carefully while you say a word. Challenge your child to use the pipe cleaners to form all of the letters they hear. Show your child the word card and support them to use their pipe cleaners to add or change the letters they need to spell the word correctly.

Water Words

Write several words on separate pieces of card or paper.

Ask your child to write a word two or three times on the patio or path with a paintbrush dipped in water. Repeat with a different word.

Challenge: can they write a sentence that includes the word?

Snowman

Write a selection of words from the Word List on a large piece of paper.

Choose one of the words. Write one or two letters of the word on another piece of paper, with blank lines for the remaining letters.

Ask your child for a missing letter. Write it in if they are correct and if not, draw the head of the snowman.

The object of the game is for the child to guess the word before you have completed the drawing of the snowman.

Spelling Aloud

Using flashcards, read a word out loud to your child. Your child then spells out that word. If they spell the word correctly, they 'win' the card. If they are incorrect, the card is put to the bottom of the pile. Take it in turns to read the word or spell out the word.

Guess Who

Write some words on paper. Read the words with your child. Ask them to tape a word to your back. You have to ask a question e.g. does it begin with 'th'? Can I sound it out?

Now your child takes a turn to answer your questions.

Magnetic Letters

Say a word out loud. Ask your child to make the word using magnetic letters.

Concentration

Make a set of matching word cards from the word list. Put them on the table face down. Turn two cards over at a time. If they match you or your child can keep them. The winner is the person with the greatest number of words. Make sure your child can read the words they turn over.

Silly Sentences

Ask your child to write ten silly sentences using a spelling word in each sentence. Encourage them to underline their spelling words. Example: My dog wears a blue and purple dress when he takes a bath.

Activities and Games (cont.)

Pyramid Writing

Ask your child to pyramid write 10 of their spelling words. When they are finished, draw a pyramid around their word.

e.g. Home

h

h o

h o m

h o m e

ABC Order

Encourage your child to write their spelling words in alphabetical order.

Bubble Letters

Ask your child to write their spelling words in bubble letters, using different colours. They could also use squiggly, zigzag or dotted letters.

Playdough Spelling

Give your child a flat piece of playdough and a sharp pencil. Ask them to carefully write the word in the playdough. Smooth it over and write a different word.

Spelling Scramble

Write one of your child's spelling words with the letters scrambled up. Can your child unscramble the letters to spell the words correctly?

Skeleton Story

For this, children use their spelling words to form the 'skeleton' on which they create a short story, such as;
Once upon a time in a gloomy castle there lived a beautiful princess etc etc.

This list of suggestions is by no mean statutory, and there are many other possibilities besides. If you have your own suggestions, or find any of the above useful, please communicate this to us.

High Frequency Words for Key Stage 1

High frequency words are words that are commonly used in the English language. It is important that children can read and write these common words so they can use them in their writing. Children begin learning the following high frequency words from Reception. The expectation is that they will have learnt most of the first 300 spellings by the end of Year 2. You can help your child by choosing two or three words at a time to learn and playing games and activities with these words. If you would like to support your child with learning to spell these words, please speak to you child's teacher to identify which words to begin with.

The next pages list the high frequency words for Key Stage 1.

The first 100 words

Phase 2 Words	Phase 3 Words	Phase 4 Words	Phase 5 Words
a	down	children	about
an	for	from	by
and	look	help	came
as	now	it's	day
at	see	just	don't
back	that	went	here
big	this	come	house
but	them	do	I'm
can	then	have	made
dad	too	little	make
get	will	like	old
got	with	one	saw
had	all	out	time
him	are	put	very
his	be	said	your
if	he	some	asked
in	her	there	called
is	me	were	could
it	my	what	looked
mum	she	when	Mr
not	they		Mrs
of	was		oh
off	we		people
on	you		their
up			
go			
I			
into			
no			
the			
to			

The next 200 words

water	has	first	laughed
away	yes	work	let's
good	play	lots	much
want	take	need	suddenly
over	thought	that's	told
how	dog	baby	another
did	well	fish	great
man	find	gave	why
going	more	mouse	cried
where	I'll	something	keep
would	round	bed	room
or	tree	may	last
took	magic	still	jumped
school	shouted	found	because
think	us	live	even
home	other	say	am
who	food	soon	before
didn't	fox	night	gran
ran	through	narrator	clothes
know	way	small	tell
bear	been	car	key
can't	stop	couldn't	fun
again	must	three	place
cat	red	head	mother
long	door	king	sat
things	right	town	boat
new	sea	I've	window
after	these	around	sleep
wanted	began	every	feet
eat	boy	garden	morning
everyone	animals	fast	queen
our	never	only	each
two	next	many	book

its	tea	sun	most
green	top	across	cold
different	eyes	gone	park
let	fell	hard	lived
girl	friends	floppy	birds
which	box	really	duck
inside	dark	wind	horse
run	grandad	wish	rabbit
any	there's	eggs	white
under	looking	once	coming
hat	end	please	he's
snow	than	thing	river
air	best	stopped	liked
trees	better	ever	giant
bad	hot	miss	looks
dragon	plants	along	use
pulled	we're	fly	grow

Spelling in Key Stage 2

“The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.” (National Curriculum 2014)

Year 3 and 4 Word List

accident(ally)	disappear	interest	probably
actual(ly)	early	island	promise
address	earth	knowledge	purpose
answer	eight	learn	quarter
appear	eighth	length	question
arrive	enough	library	recent
believe	exercise	material	regular
bicycle	experience	medicine	reign
breath	experiment	mention	remember
breathe	extreme	minute	sentence
build	famous	natural	separate
busy	favourite	naughty	special
business	February	notice	straight
calendar	forward(s)	occasion(ally)	strange
caught	fruit	often	strength
centre	grammar	opposite	suppose
century	group	ordinary	surprise
certain	guard	particular	therefore
circle	guide	peculiar	(al)though
complete	heard	perhaps	thought
consider	heart	popular	through
continue	height	position	various
decide	history	possess(ion)	weight
describe	imagine	possible	woman
different	increase	potatoes	women
difficult	important	pressure	

Year 5 and 6 Word List

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

For further information, please refer to the following:

National Curriculum for England: English programmes of study - GOV.UK

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

You will find a link to the spelling appendix from this page which also outlines the teaching of phonics.

Alternatively, the following will take you directly to the spelling appendix:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf