



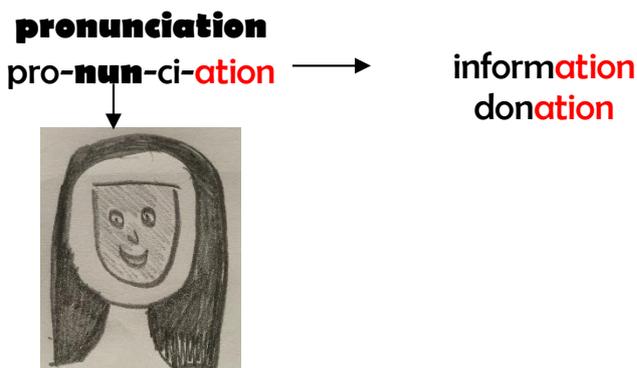
Developing an interest in spelling

Learning words from the statutory word lists:

1. Children separate a selection into nouns, verbs and adjectives. See if they can include a word from each list into a sentence which is coherent.
2. Create a mini dictionary for a selection of the words. Children to find the etymology of the words.

Definition of the word	Word	Etymology of the word
Derivatives of the word		Word used in a sentence

3. Select a selection of words to look at more closely. Children attempt to spell them and identify the tricky parts of the word. Use colour and pictures to help them. Link the tricky part of the spelling to other words.



4. Phoneme frames –Provide phoneme frames for the children to separate the words into. Below are examples of Year 3/4 words in phoneme frames.

c	ir	c	le
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g	r	ou	p
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b	r	ea	th
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Investigating Spelling Patterns:

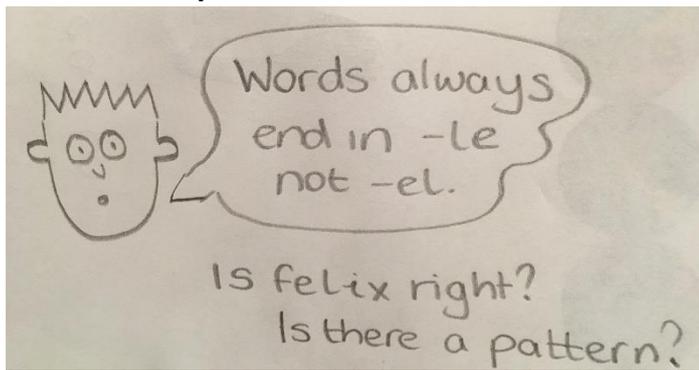
1. Correct these spellings so they end in 'cial' or 'tial':
offishal, speshal, artifishal, parshal, confidenshal, essenshal, torrenshal, soshal, superfishal, essenshal, imparshal, potenshal

Put them into 2 columns: 'cial' and 'tial'. Can you spot a pattern between the words in each column?

Extension: Can you think of any more words to go in the columns?



2. Concept cartoons



3. Great guess

Consider the different ways of spelling one sound. The children sort words into columns and then consider when each spelling would be the most likely option. Can you spot any patterns?

j	g	ge	dge
j-udge	g-iraffe	hin-ge	ju-dge
J-udy	G-eorgia	stran-ge	fu-dge
j-uggle	g-iant	mana-ge	bri-dge
j-elly	g-entle	ca-ge	
	g-ym		

Fun spelling games

1. Common exception word bingo: Children choose 6 words. If one of their words is called out, they must cover their board and spell it correctly on a whiteboard.
2. Battleships:
One child chooses 3 boxes to place their ships in. All three boxes must be the correct spelling of a word. Second child must spell out words to try and hit the 1st child's battleships in the least amount of guesses possible.

	ue	o	ew	oe	oo
b					
wh					
gl					
t					
ch					
sh					

3. Four corners:

Put the different graphemes for a phoneme around the room. Give the children a picture of something and the word, with a gap where that phoneme would be. The children must write the word on their whiteboards and then walk to the correct grapheme.