



## Spelling

As staff we have noticed a general trend in relation to children's spelling ability. Whilst children work very hard to learn their weekly spellings and usually have a high percentage correct in a weekly test, this is often not transferred to their writing. When writing, e.g. a sentence, they often misspell words which they **should** know.

We have decided to do additional work on these 'high frequency' words in school. Children will be given activities on these tasks in class and tested to check how they are doing. These words will not be sent home as part of their nightly 'spelling lists'. The lists for each class are below for your information. Please note, we do not formally test spelling in P1 therefore no words have been included for P1.

At the end are suggestions of some strategies and activities that will prove highly effective in helping to reinforce recall of spellings. You may wish you use these at home with your child. Perhaps you may find a couple that you like and try them out. Don't try to fit them all in!

### P2

a and he I in is it of that the to was all are as at be  
but can came for had have him his my new no not on one said  
she so they two we when with you

### P3

about an back because been before big by call come could did do  
down first from get go going has her here if into like little  
look made make me more much must now off old only or our  
other out over right see some their them there then this up want  
well went were what where which who will

### P4

after again always am ask another any away baby ball best black blue book boy  
bring children day dinner don't door each egg end every farm fast fell find  
five fly four found girl gave give good green hand head help home house how  
jump just keep know last left live long many never next once open own play put  
read room round saw say school should soon stop take tell than these thing

think three time too tree under very walk white why wish work woman would  
year your

## P5

above aeroplane afternoon allow although along any April arrive August autumn  
aunt balloon breakfast beach behind below brother brown centre circle city  
coming cousin December doctor door eight eleven England evening February  
fifteen fifty floor forty Friday friend front Grandad Grandpa Grandma Granny  
grey huge hundred holiday Northern Ireland January June July kitchen knee  
later leave lie March May Monday million morning Mr. Mrs. Miss money name  
near night nine ninety nothing November October often orange phone picture  
place playground purple rectangle road Saturday Scotland September seven shoe  
sister small square street Sunday talk teacher team telephone television  
Thursday thousand time town today triangle Tuesday twelve twenty thirteen  
thirty tomorrow uncle under walk watch Wednesday white would world yellow  
yesterday

## P6/7

Children will focus on these '100 Most Commonly Misspelt Words'

their	too	there	they	then
until	our	asked	off	through
you're	clothes	looked	people	pretty
running	believe	little	things	him
because	thought	and	beautiful	it's
went	where	stopped	very	morning
something	named	came	name	tried
here	many	knew	with	together
swimming	first	were	than	two
know	decided	friend	when	let's
mother	another	threw	some	its
bought	getting	going	course	woman
animals	started	that's	would	again
heard	received	coming	to	said
wanted	hear	from	frightened	for
February	once	like	they're	cousin

all right	happened	didn't	always	surprise
before	caught	every	different	interesting
sometimes	friends	children	an	school
jumped	around	dropped	babies	money

Ref: Words adapted from *Highland Literacy Project* and *McNally and Murray's key words*

### Sample Activities and Strategies to aid Spelling Recall

- **Rhyme** - if they can spell mouse, they should be able to spell house
- Write the word with **different coloured pens** to break it into sections. This will help to teach the pupils to learn to spell in 'chunks' rather than 'letter by letter'
- Use **different coloured post-its**, one for each word. This will help pupils visualise the word when they are trying to recall it.
- Write the word in **sand, finger paint** etc. -helps form memory hooks.
- Use **big paper and big felt pens** - not always a jotter.
- **Chant the syllables** e.g. Wed-**nes**-day, emphasising the tricky bit. Use actions for each syllable.
- **Draw a picture** to help with a word e.g. big elephants can always understand small elephants = because
- **Make the word into a picture** e.g. bed could be drawn to look like a bed
- **Make a mnemonic** e.g. *because - big elephants can always understand small elephants*. Pupils learn them more easily if they are funny or if they make them up themselves.
- Breaking it up into **syllables orally** [often called '**spell speak**'] e.g. bus-i-ness, Feb-ru-ary
- **Spelling rules** e.g. '*i before e except after c*'. 90% of words actually follow the rules
- **Word meaning** words related in meaning are usually related in spellings e.g. *hear* and *heard*.
- **Word derivation** Think about how some longer words are built up of parts that we do know how to spell e.g. *mis-under-stand-ing*
- **Mix and match**. If you know how to spell television and headphone you can probably spell telephone

- **Grammar** – A word's function in a sentence may help with its spelling e.g. practice is the noun and practise is the verb
- **Words inside words** – strategies 'rate'
- **Find the word**\_This is a good activity for younger pupils who are learning how to spell High Frequency words. Give your child a highlighter pen and piece of text, for example a newspaper or advert. Write a few common words out and ask the child highlight as many as they can find.
- This activity can also be used to highlight a spelling pattern in older classes e.g. 'ight' , 'ei/ie'.
- **Guess the word**\_Choose one of the spelling words, and then write one letter on a page at a time. They can begin *anywhere* in the word - it does not have to be at the beginning. The other person tries to guess the word after each letter is added. If they guess correctly, they must spell the whole word to win the points. The fewer letters that have been given - the more points to be won.
- **Muddled letters**\_Pupils rewrite each of their spelling words in a muddled up fashion e.g. 'beautiful' could be written 'befitualu'. It is better if they always put the initial letter in the correct place. This is a great activity, as pupils have to scrutinise each word to make sure they have got all the correct letters. Without looking at the correct list, pupils have to rewrite each word correctly.

## Websites

[www.spellingcity.com](http://www.spellingcity.com) Children type in the words they are learning. The site recognises any misspellings and asks them to check and re-enter. The pupils can choose whether to be taught how to spell the word or a choice of several games all using their own words! It's excellent!

Another interactive website is [www.northwood.org.uk/literacy.htm](http://www.northwood.org.uk/literacy.htm)