



Support with spelling in Key Stage 2

This booklet is designed to give you some idea of how you can support your child to remember the spellings of new words, while having fun at the same time!

1. Spot the Word

Challenge your child to find the words on their list in other places around them, for example:

- in a favourite book
- on a sign or poster at the shops
- on television
- on a road sign
- in a magazine, newspaper or comic
- on the side of a cereal box

You could award one point for each sighting and perhaps a bonus point for any unusual sightings.

2. Make the Word

Encourage younger children to make the words on their list out of different materials. These could include:

- magnetic or felt letters
- large letters torn from magazines or newspapers
- pipe cleaners
- plasticine or playdough
- real dough (bread or biscuits – they can eat them later!)
- string

3. Word Posters

Challenge your child to write the words on their list using different writing materials. These could include:

- felt pens, paints or chalks
- sticks in sand
- different coloured pens joined together
- to create rainbow letters

Your child could also write new words in large bubble letters and then colour it in to form a poster.



4. Alphabetical order

Ask your child to put the words on their spelling list into alphabetical order. You can help them by providing a copy of the alphabet or a simple dictionary. Increase the challenge by setting a time limit? Can they put them in reverse alphabetical order?

5. Look – say – cover – write – check

Ask your child to:

- look at the new word very closely, spotting the shape of the word, the order of the letters, any smaller words contained within a larger word, familiar letter patterns, etc.
- say the word quietly to themselves while they look at it; cover the word or fold the paper back so that the word cannot be seen.
- write the word from memory uncover the word and check to see if they are right if they are wrong, your child can repeat the process.

6. Mnemonics

Mnemonics are silly sentences that your child can make up and then learn to remind them of how to spell a difficult word. Here are some examples:

Because

- big elephants can't always use small exits
- big elephants can't always use sticky envelopes

No English word can end in J. This rule you must obey.

Necessary – never eat cress eat salmon sandwiches and remain young.

Help your child to make up mnemonics for any words on their list that they are struggling with. They could then draw pictures to go with them.

7. Words within words

Your child can remember how to spell words by spotting smaller words within them. This can be made even more helpful by making up a short sentence to help your child remember the spelling. For example:

- address: add-ress – you must add your address
- secretary: secret – ary – a secretary keeps secrets
- parachute: para-chute – never separate a para from his parachute.

Encourage your child to look closely at the words on their list and spot the smaller words that are hiding in them. Your child could mark the smaller words with bright highlighter pens. Challenge your child to find as many words as they can? Perhaps a point for each word!



8. Hidden Words

This is a game that you can prepare yourself. Write the words on your child's spelling list, hiding in a series of letters. Now that they are hidden, ask your child to find them. For example:

sfhplayknc – play

nvzbikejfra – bike

Your child could circle the hidden words with coloured pens. To raise the challenge, you could set a time limit on the game. For example, how many words can you find in one minute?

9. Word Snap

Help your child write each of the words on their spelling list onto small pieces of coloured card or paper. Make two sets of the words. Shuffle the words then deal them out between you. Keeping the words face down, take it in turns to reveal one word at a time and place on the table. When two of the same words are turned over, one after the other, the player who spots this shouts "snap". At the end of the game, the player with the most pairs of matching words is the winner.

10. Pairs

Help your child write each of the words on their spelling list onto small pieces of coloured card or paper. Make two sets of the words. Shuffle the cards and randomly place them face down in rows in front of you. Take it in turns to turn over two cards each. If the two cards you turn over match, you keep the "pair". If not, turn them face down again and let the other partner have a go. The trick is to remember where the words are. The winner is the partner with the most "pairs".

11. Word Collections

Encourage your child to spot familiar letter patterns in the words on their spelling list and then to collect other words that contain the same letter pattern. For example, your child might have the word 'window' to learn. They might spot that it contains the letter pattern 'in'. They could then spot and collect such words as din, bin, dinner, finger, ink, etc. They can find these other words by looking in the dictionary or by looking through magazines, newspapers or books. They could cut the words out of leaflets or junk mail and then stick them onto a homemade poster. Alternatively, they could highlight them with brightly coloured highlighter pens.

12. Silly Sentences

Challenge your child to write a silly sentence, including as many of the words on their spelling list as possible. For example, your child may have to learn 'room, took, hoop, foot, book'. They could make up a silly sentence such as 'The boy took his book across the room but got his foot caught in a hoop.' Again, they could draw the illustrations to go with the sentence.

13. Word search

Use your child's spelling list as the basis of a homemade word search. Draw a simple grid onto a plain piece of paper. Write the words on your child's spelling list into the spaces. Dot them about



and write them across or down. If your child is older, you could also write them diagonally across the page. Avoid writing them backwards or bottom to top as this is in the opposite direction to what children would normally expect. In all the remaining spaces, write letters at random. Provide your child with a brightly coloured pen and challenge them to find and circle all the words from their spelling list.

Here is an example. Find: hear, shape, roads, see, book

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| R | H | C | S | H | A | P | E |
| O | E | C | E | Y | V | R | P |
| A | A | F | S | B | O | O | K |
| D | R | G | E | K | T | S | N |
| S | H | J | E | L | U | | M |

14. Shannon's Game

Use the words on your child's spelling list to play "Shannon's Game" which is a more focused version of the game ' Hangman'. Without telling your child which one, choose one of the words on the list. Draw dashes onto a piece of paper, one dash for every letter in the word. With younger children, write the first letter of the word onto the first days. Your child then has to guess the next letter – without looking at their list. If they are correct, you write in the next letter. If they are incorrect, you draw the first part of the Hangman. Your child has to guess the whole word, letter by letter, before you complete the drawing.

For example, the selected word is: school

S C H _ _ _

Incorrect letters: t, y, a, e

Reverse roles and let your child select a word while you guess the letters.

15. Crosswords

If your child is in Year 4 or above, challenge them to produce a crossword puzzle, using the words on their spelling list. Provide them with a blank grid and a dictionary. This will help them to write the clues. You can then answer the crossword. When you have finished, asked your child to check that you are correct.



16. Dictionary Challenge

Challenge your child to find all of their words in the dictionary. Use a picture dictionary for younger children and a junior dictionary for older children. You can vary the challenge by:

- setting a time limit – use a timer on a watch or
- an egg timer
- having a race between yourself and your child – who can find each word the fastest?
- Asking your child to write out the dictionary meaning of their word.

17. Syllabification

This is an activity that will help your child's spelling by teaching them a strategy to use. It works by splitting the words into parts, called syllables. Every syllable must have a vowel in it. You can check how many syllables a word has by clapping it out.

Here are some examples:

four-teen

tea-cher

If the words on the spelling list contain more than one syllable your child can identify the different parts, either by drawing a line between each syllable or by highlighting each syllable in a different colour. They could also cut the words into syllables and then try putting them back together again.

18. You got it right!

This is a good activity to do once your child has worked on their list. Give your child a short spelling test. Ask them each word, one at a time. Say the word, repeat it in a short sentence, then say the word again. Allow your child time to write it down. Repeat this for each word. When your child has finished, check the spellings together. However, rather than earmarking the whole word right or wrong, mark each letter. When your child has attempted to spell a word, this method points out to them how much they already know. You tick every correct letter. Praise what is right to boost your child's confidence.