

Spelling Phases

1. Explore & Investigate

Share the weeks spelling with the class - investigate these words. What do you notice about them e.g. can you find a small word inside of your word? Where =**where**, friend =**friend**.

Can you break down the word into syllables sun/day.

Look for the spelling patterns in words, play with these, see how many you can get for each word e.g. Chain - train, rain, stain, maid, laid.

2. Explore, Investigate & define

Find the meaning or the origin of the word. Use dictionaries; transfer their finding to their spelling book and/or word wall. Older children can identify synonyms.

3. Teach, Model & Use

Have the children write their words into sentences which will help them to remember their spelling, e.g. I can **hear** with my **ear**. Less able children will need you to model this to them or even write them for them on their behalf. With more able children they could create a mnemonic e.g. Never **believe** a **lie**. Parallel has three **parallel** lines.

4. Practise

In partners - Write the word on a piece of paper. Fold the paper over. Write the word again. Check and correct if necessary.

Individually - Write the word three times. Trace over it in different colours.

Whole class - Look at the word, say it out loud then whisper it. Cover the word. Paint a picture of the word in your head (pretend it's written on the TV screen or on the back of your eye lids.) Write the word. Check you have spelt it correctly.

5. Reflect

Go through spellings again and discuss different strategies to learn. Discuss each appropriate one and model.

Sounding out

Chunking

Using spelling generalisations

Using analogy

Consulting an authority

Using meaning

Using memory aids

Using visual memory

6. Revisit & Practice

Have the complete word visible on the board for the class. Read through them, question them on their meaning, synonyms and antonyms. Have each word displayed with the letters mixed up, children to move the letters around to form the correct spelling. This can also be done in pairs by writing the words onto squared paper and cutting up the squares.

7. Revisit & Explore

Play a number of the games. A fun way of engaging the children in their spellings.

8. Use, Apply & Assess

Children to write the correct spelling of the word as part of a sentence during a dictation session at the end of the two week programme.