

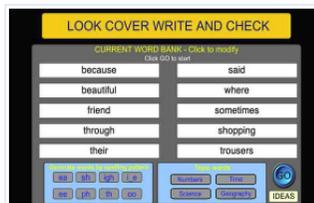
There are also some great online games which can help to further develop your child's knowledge and confidence in spelling.



Spellingframe

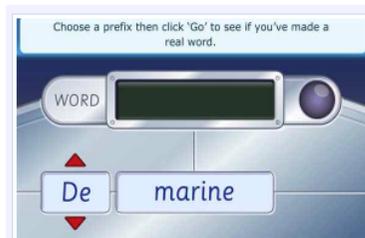
A free spelling game where every word from the KS2 spelling curriculum is included. Each word is read aloud, included in a sentence and broken into syllables. Ideal for homework or use in class.

Tablet friendly



Look Cover Write and Check

A good spelling site for primary aged children to use either in school or at home. The word bank includes literacy hour phonics and topic words. You can enter your own words if you have a spelling list to learn.



Prefixes and Suffixes

A game where you need to choose prefixes and suffixes to make a new word.

Flash

Helping your child with spelling



St. James' CE
PRIMARY SCHOOL

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

Key Stage Two

At St James', all children are taught year group spellings as outlined in the 2014 National Curriculum. These spellings include words that follow a particular spelling pattern or are taken from the appropriate spelling lists for their year group.

Within lessons, children investigate spellings in a number of different ways to deepen their understanding of both how to spell the word and how to use it in context.

Learning spellings at KS2

In Key Stage Two we are now explicitly teaching spelling using syllables or 'sound chunks'.

Spelling words are all split into their sound chunks so children can then learn and practise spelling each sound chunk before combining these to create the word.

con **tin** ue → continue

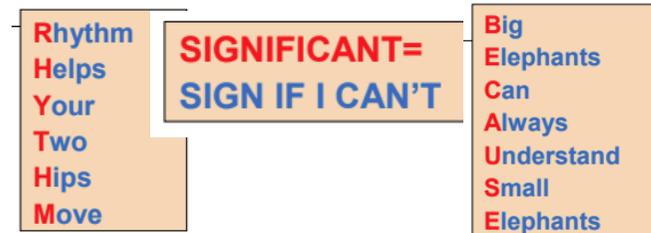
sup **pose** → suppose

ma **te** ri **al** → material

Children will now also receive a mark for each sound chunk spelled correctly in their spelling tests.

Silly sentences or mnemonics

This method involves making up silly sentences to remember the letter order. You may have done something similar to learn the planet names. Below are some examples...



Bubble writing or colour writing

These strategies are about presenting the word in a different way. That may be by using bubble writing to draw out the word or using different colours to indicate different letter types, sounds or areas of a word children find tricky to learn.



Boxing up the word

This is another useful strategy for visual learners; it helps them to see the shape of the word to remember the spelling. In this strategy, you draw around the word showing the differing size of the letters. It is important to look for the different letter shapes including ascenders (tall letters) and descenders (low letters). Afterwards, you try to write the word and keep the same shape.

to**t**a**l**l**y**

Other strategies you could use at home



Look, say, cover, write, check

This is one of the most commonly known strategies for learning spellings. First, children look at the correct spelling of the word they are trying to learn. Then, they say the word out aloud. Next they cover the word up and try to write it themselves. Once they have done this, they then check their spelling against the original word (some children may need an adult to help check). If they have managed to spell it correctly, they could move onto another spelling. If they made a mistake, they start the process

Imagery

For those who enjoy drawing, this is a fun way to present their spellings in an interesting and memorable way. It involves writing the spelling out and decorating it with different drawings or images that are associated with the word itself. It is a good way to present any spellings that are particularly difficult to learn.



Tracing the word This involves tracing over the spelling to get used to the shape of the word. Children may want to first write the word using only dots and then write over it or an adult can write the word out for them to trace. This method helps put the word into muscle memory.

Counting syllables

1. The “Listen Method”

- Say the word.
- How many times do you hear A, E, I, O, or U as a separate sound?
- This is the number of syllables.

3. The “Clap Method”

- Clapping may help.
- Say the word.
- Clap each time you hear A, E, I, O, or U as a separate sound.
- The number of claps is the number of syllables.

2. The “Chin Method”

- Put your hand under your chin.
- Say the word.
- How many times does your chin touch your hand?
- This is the number of syllables.

4. The “Robot Speak Method”

- Imagine you're a robot from the year 2000.
- Say a word as this robot.
- Listen to the pauses you make.
- How many parts does your word have?
Example:
 - robot = “ro” *pause* “bot” = 2 syllables
- This is the number of syllables.

Activities based around using sound chunks

- ⇒ ‘Robotic talk’ - showing the word, ask your child to tell you the 1st syllable, then the 1st and 2nd, then the 1st, 2nd and 3rd and so on. Once they have read the whole word together, you can then turn the spelling away and ask them to spell each syllable or sound chunk. They should then use the word in a sentence.
- ⇒ ‘Cut up words’ - using some of their spelling words for the week, write each syllable in those words onto a separate piece of paper and mix them up. When you read a spelling word, your child then needs to find each sound chunk needed to correctly spell the word.

This list contains some of the words that children should be able to spell by the end of year 4. The words are split into their sound chunks.

Word list — years 3 and 4

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

This list contains some of the words that children should be able to spell by the end of year 6. The words are split into their sound

Word list – years 5 and 6

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