

Spelling Learning Strategies

Children learn in variety of different ways. In order to support our dual-approach to spellings, we will be explaining the many strategies children can use to learn spellings, empowering them to become independent learners and spellers.

Visual strategies

- Try writing the word down in two or three different ways, in joined handwriting. This will fix the spelling in the hand.
- Use a highlighter pen to draw your attention to the part of the word you need to learn.
- Look for words within words (e.g. get in vegetable, lie in believe).
- Use the Look, Say, Cover, Write, Check strategy.

Auditory strategies

- Listen to the word. Break it into syllables and then identify the phonemes in each syllable (e.g. Sep-tem-ber).
- When letters or parts of words are silent, say the words in an exaggerated way (e.g. k-nife, bus-i-ness)
- Analogy is using words already known (e.g. could, would, should).



Learning Strategies

- Learning about the structure of words can help spelling. For example, find the root of a word and check whether it changes when prefixes or suffixes are added (e.g. smiling: root = smile + ing).
- Mnemonics are a useful memory aid (e.g. **Big Elephants Can Always Upset Small Elephants = Because**).
- Homophones often cause difficulties, e.g. here and hear. Learn them with other words that look the same rather than sound the same (e.g. here, where, there).

Spelling Out...

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...Progress ✓



**An inclusive whole-school
approach to nurturing better
spellers**

- KS1 Parent Guide

In this leaflet, we outline our dual-approach to the teaching and learning of spelling:

- Phonics: Spelling patterns and rules
- High-frequency/common word strategies

Spelling at Bradway Primary School

This year we have made spelling a priority at Bradway. Our spelling approach works on two fronts:

1) Learning about the **spelling patterns and rules (phonics)** to apply when attempting unfamiliar words
Through this, children will feel more confident when trying to spell unfamiliar words; using new or adventurous vocabulary will be less daunting for them.

2) Learning **high-frequency words (including 'tricky' words** which cannot be sounded out.)
Learning by the heart the most commonly used spellings will provide a useful 'bank' of known vocabulary. As these words often come up in writing, children need to know them and will see the accuracy of their spelling increase. This, in turn, will have a positive impact on their confidence.



Spelling Lists

Each week, parents/carers can help their child investigate spellings and learn their words from their list.

Learning Spellings

In school

Throughout KS1, children follow the 'Letters and Sounds' phonic scheme to learn both **phonic patterns** for reading and spelling and a bank of '**high frequency**' words. Children are organized into phonic groups, according to their level of knowledge. Within school, the phonic pattern will be taught and reinforced in short sessions throughout a week. The children will also be introduced to common/ 'high frequency' words, linked to their 'phase' (level) and strategies to help with the learning of these words will be discussed.

Each class will have a spelling display detailing the spelling patterns, together with useful 'spelling learning strategies' (see overleaf) for use when learning unfamiliar words.

At home

A list of words will be sent home for children to learn in partnership with their parents/carers.

This will include firstly, words that follow the phonic pattern. In addition to learning the words for their weekly test, children are invited to continue investigating the pattern at home, and to share any evidence of progress with their teacher, which can then be added to the spelling display board.

Secondly, the list will include a few common words, particularly 'tricky' ones that cannot be sounded out. Children will be encouraged to discuss these with parents/carers and choose strategies that work for them personally.

This will allow children to develop the skills needed to reflect on their learning. They will be invited to share their learning strategies back in school.