

# Spelling Strategies

When you are using these spelling strategies, in your spelling books, make sure you write the blue abbreviation, clearly, in the margin.

## Look, say, cover, write, check (LSCWC)

**Look:** first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

**Say:** say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

**Cover:** cover the word.

**Write:** write the word from memory, saying the word as you do so.

**Check:** Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

## Trace, copy and replicate (TCR)

**Write** the word out on a sheet of paper making sure that it is spelt correctly and it is large enough to trace over.

**Trace** over the word and say it at the same time. **Move** next to the word you have just written and write it out as you say it.

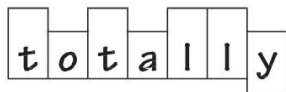
**Turn** the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time.

Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.

## Word Shape (WS)

Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box.

Now try to write the word making sure that you get the same shape.



## Drawing an image around the word (D)

This strategy is all about making a word memorable. The drawing has to link to the meaning of the word in order to try to make the spelling noticeable.



*You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.*

## Pyramid words (P) and Diamond Words (D)

This method of learning words forces you to think of each letter, separately.

p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid

p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid  
pyramid  
pyrami  
pyram  
pyra  
pyr  
py  
p

You can then reverse the process so that you end up with a diamond.

## Rainbow writing. (RW)

Using coloured pencils in different ways can help to make parts of words memorable.

You could:

- highlight the tricky parts of the word or
- write the tricky part in a different colour or,
- write each letter in a different colour, or, - write the word in red, then overlay in orange, yellow and so on.

## Quickwrite (Q)

The aim is to write as many words as possible within a time constraint.

For example, in two minutes write as many words as possible with the long AY sound.

OR, write as many words as you can with the AI grapheme.

This can be turned into a variety of competitive games including working in teams and developing relay race approaches.

## Words without vowels (WWV)

Words are written without the vowels and pupils have to choose the correct grapheme to put in the space.

For example, for the word *field*:

f    \_    ld

## Dictionary Work (DW)

This could be a range of tasks – looking up word meanings, root words, word classes, word origins etc

## Dictation (D)

You need to listen, very carefully, to the words your teacher reads out and then write them down in your spelling or handwriting book.



## Thesaurus Work (TW)

This could be a range of tasks – looking up word families, synonyms, shades of meaning etc.

## Backwards Words (BW)

Write your word, then write it backwards either at the side or underneath the original.

**backwards**  
**sdarwkcab**

## Adding My Words (AMW)

The aim is to find the total of the letters in your word. There are 2 versions but the first one is easier than the second one!

1. Each vowel is worth 10; each consonant is worth 5 – find the total of your words.

e.g. apple = 10+5+5+5+5+10 = 35

2. Each letter of the alphabet has a value, A=1, B=2 and so on; find the value of words that way.

e.g. apple = 1+16+16+12+5 = 48

## Rhyming Words (R)

The aim is to find as many rhyming words as you possibly can, for each of your words.

e.g. **crawl**, **sprawl**, **brawl**

## Upper and Lower (U&L)

Write your words first in UPPER CASE then in lower case.

## **SPELLINGS/spellings**

You could also combine this with word shape or rainbow write, diamond words or join the dots.

## Syllable Count (SC)

Can you split each of your spellings into the different syllables which make it?

Syllable = syl/la/ble

Spelling = spel/ing

Different = dif/fer/en

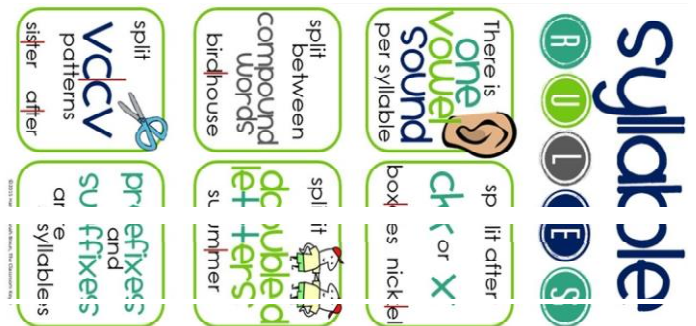
## Across & Down (A&D)

Write your words across and down - like in a crossword – sharing a common letter.

It doesn't have to be the first letter of each of the words.

Could you connect more than 2?

Example  
x  
a  
m  
p  
l  
e



## Join the Dots (JTD)

Write each letter of your words, using dots, then join them up, in a different colour.



## Spelling Flowers (SF)



Draw a flower and write each letter, going clockwise, on a different petal.

## Alphabetical Order (AO)

Write out your spelling in alphabetical order.

**apple, appreciate, apricot,**  
**arch, avocado**

## Red Vowels (RV)

Write out your spelling and then go over each vowel, using a red pencil or pen, to make them stand out.

**dictiona**ry

# Syllable



# Syllable



There is **one vowel sound** per syllable



split after  
**ck** or **x**  
boxes nickel

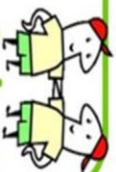
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split between  
compound words  
birdhouse

split  
**doubled letters**  
summer



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summer



split  
**VCCV** patterns  
sister after



prefixes and suffixes are syllables

split  
**VCCV** patterns  
sister after



prefixes and suffixes are syllables