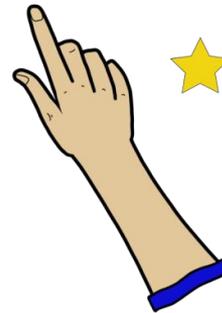


# Spelling Success



# How to use this pack

There are 11 spelling activity cards in this pack. You can use these at any time as a one-off activity or as part of a weekly spelling routine.

## **Finding your learning style**

Have a go at a range of activities over time. Learners will find that some strategies work better for them, depending on their learning style and interests.

Learners can then pick their favourite strategies to support their acquisition and memory of spellings.

## **Weekly spellings**

Pick 5 – 10 spellings per week. Check the learner's understanding of the words and look up any new words in a dictionary. Begin with the Look, Say, Cover, Write, Check activity. Then pick a different multisensory activity every day to practise.

At the end of the week you could do a 'spelling check'. Read out the spellings for the learner to write in order to check progress.

## **In a sentence**

Encourage learners to apply their new spellings in a sentence. Pick one or two of the words for the learner to include in a sentence at the end of each session. Check their spelling of the word and that it makes sense within the context of the sentence.

# Multisensory Spelling Approaches

There are many benefits from learning spellings using multisensory approaches. The most obvious one is that it is fun! When children enjoy practising their spellings they are more likely to do it regularly.

Multisensory approaches stimulate each sensory system within the brain. Learning to spell in this way supports the brain to learn and remember written language through multiple channels.

This can be particularly useful for children with specific learning difficulties who may find it difficult to retain information using a single approach, for example copying.

When planning spelling activities, it is useful to think about including approaches that integrates a range of sensory experiences. In this pack you will see the following symbols to indicate the sensory approaches being exploited in each activity:



Visual: See



Auditory: Hear



Tactile: Feel



Kinaesthetic: Move



**L**ook **S**ay **C**over **W**rite **C**heck



**Look** at the word, read it, notice the shape and any patterns



**Say** the word out loud a few times. Stress any 'silent' letters.  
Spell it out loud



**Cover** the word with a piece of paper or your hand



**Write** the word from memory



**Check** your spelling. Notice and correct any errors

Practise makes perfect! Repeat the process for each word 3 times.



**L**ook **S**ay **C**over **W**rite **C**heck

Spelling	1 <sup>st</sup> attempt	2 <sup>nd</sup> attempt	3 <sup>rd</sup> attempt



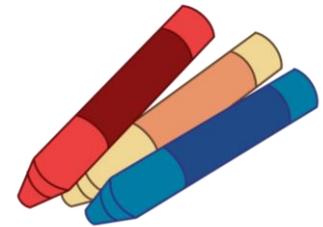
# Rainbow Writing



## You will need:

Pieces of paper with a line for writing on

A range of different coloured crayons, pencils or pens



## What to do:

Write the word neatly on the line in pencil or in one of the colours – this can be done by the learner or by an adult helper. You may want to use larger writing than usual.

Write over the top of it in another colour, saying the letter sounds as they are written

Repeat 3 – 6 times using a range of colours





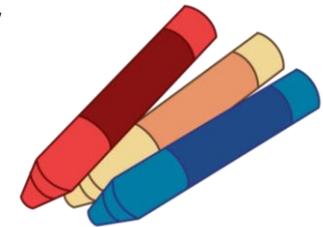
# Rainbow Writing



## Roll and Spell

Roll the dice, write the word in the colour shown below

1	red
2	orange
3	yellow
4	green
5	blue
6	purple



# How many in a minute?



On your marks, get set, go!



Practise the word or group of words.

Set the timer for 1 minute.

How many times can you write the word, or group of words, in 1 minute?

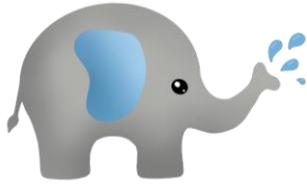
When the timer stops, check your spelling and handwriting.

Score 1 point for each word that is spelt correctly (you could also add points for handwriting if you wish, for example, all letters formed correctly, or joined writing)

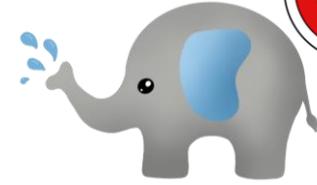
Reset the timer.

Repeat the exercise and try to beat your score!





# Mnemonics



A mnemonic is a memory device to help you learn spellings, sequences and facts.

Choose the word you want to learn and create a sentence or rhyme, where the initial letter of each word spells the target word.

Here are some examples:

**Because:** Big **e**lephants **c**an **a**lways **u**nderstand  
small **e**lephants.

**Said:** Sally **A**nne **i**s **d**ancing.

**Would / could / should:** Oh **u** lucky **d**uck.

**Right / fight / light:** I've **g**ot **h**airy **t**oes.



Can you create your own mnemonics?



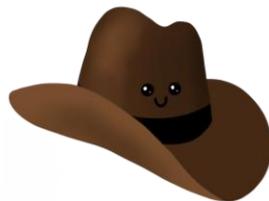
# Words in Words

Noticing smaller words inside the target word helps to break the spelling into chunks and build on spellings that you already know.

Underline or highlight the words you find in different colours.

Examples:

forget

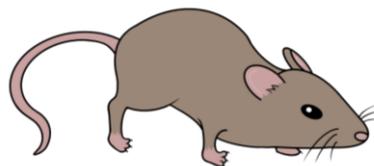


what

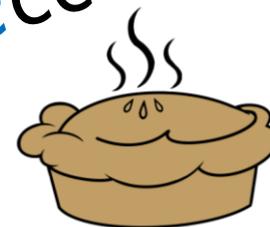
'Don't believe believe lies!'



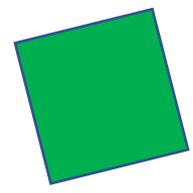
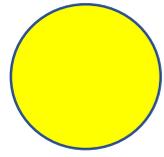
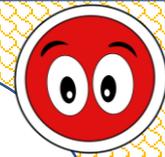
hear



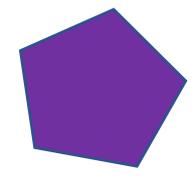
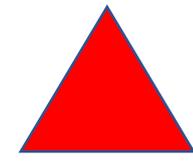
piece



There is a rat in separate



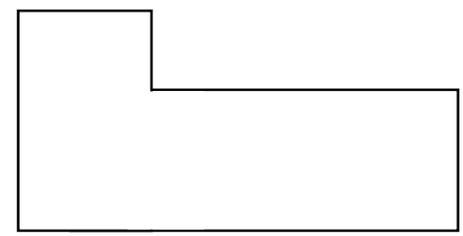
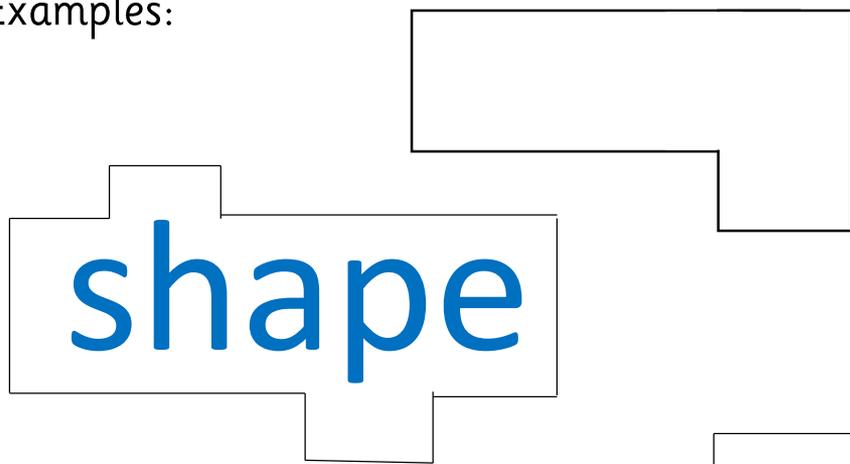
# Word Shapes



This is a good strategy for visual learners.

The idea is to see and remember words as a complete pattern or shape.

Examples:





# Say What You See

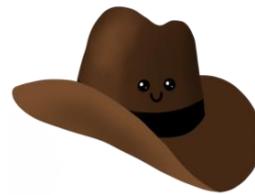
Some words are easier to spell if you mispronounce them and say them as they are spelt!

Say the words out loud a few times before you write them down.

know  
'k-now'



listen  
'list-en'



what  
'w-hat'

together  
'to-get-her'



orange  
'oh-rang-e'



February  
'Feb-roo-ary'



# Spelling with your eyes closed

This is a fun way to learn and practise spellings. The idea is to learn the spellings through repetition and motor memory.

**Trace:** The adult writes the word in this box in a light coloured pen. The learner traces over the word.

surprise

**Copy:** The learner copies the word into this box.

surpri 

**Cover:** The learner covers the word above and writes it in this box.

\_\_\_\_\_ 

**Eyes closed:** The learner closes their eyes and writes from memory.

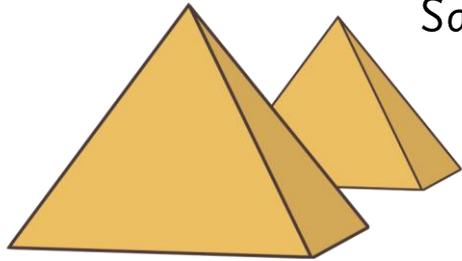
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Top tip: Write the word 3 times in each box. Check your spelling each time.



# Pyramid Spelling

Build words one letter at a time.  
Say the letters out loud as you write them.



p

py

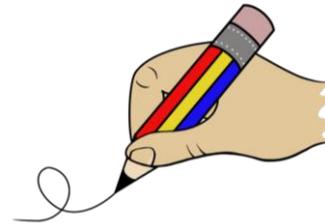
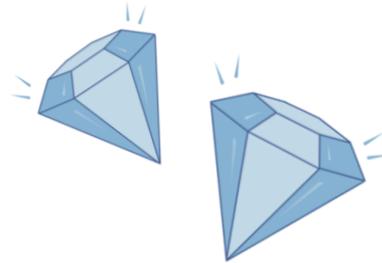
pyr

pyra

pyram

pyrami

pyramid



d  
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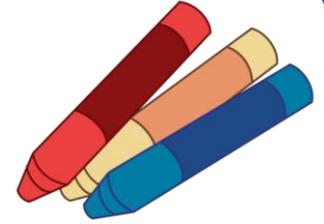


Extra challenge:  
Diamond spelling



# Sunny Spelling

Get outside to practise your spellings



## Spelling in the sand

You will need either a tray filled with sand, a sandpit or a beach!

Simply write your spellings in the sand with your finger. Trace over it with your finger at least 3 times.

Can you do it with your eyes closed?

## You could also

Use chalks outdoors.

Create the word using twigs or stones.

Practise your skipping whilst spelling your words out loud – one letter per jump!

Write the word in the air with your finger.

## Water Writing

You will need a bucket of water, a large brush and sunshine!

'Paint' the words that you are learning onto a wall or stone flags and watch as it disappears in the sun. Repeat!

You can also do this activity using a filled water bottle. Can you 'squirt' the spelling?





# Feel Your Way

Through tapping into the sense of touch, memories of letter formation and spelling patterns can be consolidated.

## Texture Tracing

Trace words on a range of surfaces with your index finger.

Why not try:

Sandpaper strip

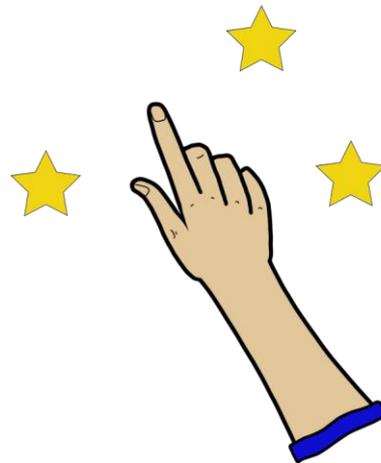
Fur fabric

Wooden surface

Stone or brick

Tray of sand

Tray of shaving foam



## Back Up

In a pair

Person 1 slowly writes the word on the back of person 2 with their finger.

Person 2 has to try to work out the word.

Then swap roles.