

Spelling Games

Game 1. Mnemonics:

Mnemonics are techniques that assist memory
Think of three words you have difficulty spelling.

- Create your own mnemonic for each word.
- Make them as funny or as weird as possible. Basically make them memorable.

If you do this with one new word a day your spelling will dramatically improve within a year.

Game 2. Simple words:

Try to find some simple words that are pronounced differently to the way they are spelt. Say them out loud phonetically.

For example:

The word 'one' would be pronounced 'oa-n'.

what = w-hat

two = t-wo

whether = w-he-ther

any = an-y

enough = en-ou-gh

See, some words are spelt in a silly way. There are many imperfections in the English language.

Sometimes letters and sounds do not work together.

Game 3A. Game - Chunking:

Take long words and break them down into easy to remember pieces, for example:

com

mun

i

ca

tion

- Write each chunk with a different coloured pen.
- Do this with a word on your spelling list.

Game 3B. Partner Game - Chunking:

Take long words and break them down into easy to remember pieces, for example:

com

mun

i

ca

tion

- Do this with a word on your spelling list.
- Don't tell your partner that the pieces make up a whole word.
- Once they have successfully remembered the list get them to join them all together.
- Hopefully they will be surprised that they have learnt how to spell a long word.

Game 4. Find the sound:

Choose a speech sound. Find three words that represent the sound in different ways. For example:

say

paid

break

The letters in bold show three different ways of representing the same sound.

Game 5. Word families:

Find a group of words that are linked together in both the way they are spelt and by their meaning, for example:

Know, knew, known, knowledge

These are all from the same family of words, and therefore all start with a silent 'K'.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings.</p> <p>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.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring 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.</p> <p>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.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>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.</p>

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>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.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p py pyr pyra pyram pyrami pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. 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. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.