# Spelling strategies

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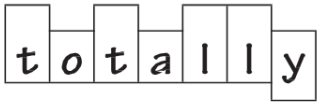
| **Look, say, cover, write, check** | This is probably the most common strategy used to learn spellings.<br>**Look**: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.<br>**Say**: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.<br>**Cover**: cover the word.<br>**Write**: write the word from memory, saying the word as you do so.<br>**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 (and then check)** | This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.<br>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.<br>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. |
| **Visual spelling** | Split the word into visual parts:<br>Appearance ear pear<br>app ance ap ance |
| **Syllables** | Sometimes it is appropriate to break longer words into shorter words.<br><br>RE-MARK-A-BLE |
| **Quickwrite** | Write as many words as possible within a given time.<br>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. |
| **Drawing around the word to show the shape** | 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.<br>  |

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| **Mnemonics** | Mnemonics can be used to help children remember how to spell trickier words.<br>e.g because = **B**ig **E**lephants **C**an **A**lways **U**nderstand **S**mall **E**lephants.<br><br>• Making up memorable 'silly sentences' containing the word<br>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word |
| **Drawing an image around the word** | This strategy is all about making a word memorable and helps to link the pictures to the meaning.<br> <br>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. |
| **Words without vowels** | This strategy is useful where the vowels 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 field. |
| **Pyramid words** | This method of learning words forces you to think of each letter separately.<br>p<br>py<br>pyr<br>pyra<br>pyram<br>pyrami<br>pyramid<br>You can then reverse the process so that you end up with a diamond. |
| **Rainbow words** | Rainbow writing. Use coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part 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. |
| **Dictionary** | If children are writing at home, they need to check some spellings in a dictionary or online. |