



SPELLING

STRATEGIES

*These are some spelling strategies which have been popular in class.*

*They are more effective than simple “look and cover” methods and they also provide good variation and a more active, engaging feel!*

*It is recommended that no more than three spellings are learnt at once.*

- **Pyramid spelling:** the learner writes the first letter on one line, the first two letters on the second line, the first three letters on the line below and so on. It is useful to do each letter in a different colour as this may help memory.

S

SP

SPE

SPEL

SPELL

SPELLI

SPELLIN

SPELLING

- **Swirly spelling:** the learner writes their spelling over and over again to make a swirly shape (like the pattern on a snail's shell). Again, some may like to use different colours for each word. As they write they should say the letters aloud.

- **Spelling shapes:** the learner draws the shape of the spelling in their books. They should do this once and shade it in, then a second time and fill in the letters. This may take a bit of practice. This is great as it gets them to think about the shapes of words (something which is relied upon in reading) and is useful for learners who struggle with getting the letters the right height etc.
- **Vowel/consonant colour coding:** the learner copies out the word but writes the consonants and vowels in different colours. They do this 3/5 times. This helps them to see patterns in the words. This could be followed with look and cover.
- **Syllable colour coding:** the same as above, but students colour in the syllables with different colours. You may want to do work this out together (clapping works

well). A variation on this is to have the learner write out the word on A4 (big) and cut it into syllables, or to write each syllable on a different coloured paper and stick it together.

- **3D Art:** the learner writes their spelling in 3D letters and decorates accordingly! (You could ask to colour code by syllable)
- **Mnemonics:** students create their own mnemonic for the word. This is best for a particularly difficult key word, or a word that a student is struggling with.  
(Example: Big Elephants Can't Always Use Small Entrances: Because)

## Active methods you could use together:

- **Clapping Spellings:** you stand opposite each other and clap your hands together. As you clap you say a letter. You alternate as you go on. At the end, say the word together. You should do this first with the support of the word on a piece of paper, and then the word should be taken away.
- **Catch Spelling Pairs:** you throw the ball to each other and take it in turns to say the letters. Again, start with the word as support, and then remove it.
- **Catch Spelling Individual:** as above, but the learner works on their own. They say the letter as they catch the ball. As above, start with the word as support and then remove it.

## Simultaneous Oral Spelling

**This is an effective method to teach spellings. It requires the adult and learner to work together. Below is a step-by-step guide.**

1. Fold a piece of A4 paper into four squares.
2. In the first square, you write the word in cursive (joined-up handwriting).
3. Ask the learner to trace over the word. They must say each letter as they write it and, once the word is completed, they must say the word. i.e. S P E L L I N G... Spelling!
4. In the second square, ask the learner to copy the word in cursive. Again, they must say each letter as they write.
3. Fold the paper over so the first two squares cannot be seen. In the third box, ask the learner to write the word from memory. They must say each letter as they write.

4. Ask them to check against completed words.

5. If they have been successful, they should write the word with their eyes shut in the fourth box. They must say each letter as they write.

1. Trace	2. Copy
3. Memory	4. Eyes shut!