

Guidance on how you can help with spelling at home





Dear parents,

At Bliss, we believe that learning to spell is important and in the new National Curriculum, which we are now following, correct spelling is stated as a key objective in all subjects.

In Key Stage 1, the emphasis is on learning to read and spell sounds, then putting these together to make words. Children are encouraged to have a go, sounding out words as they write using their 'Fred Talk' strategies.

In Key Stage 2, we continue to encourage children to have a go and use their phonic strategies. However, we also teach spelling rules and patterns. We encourage children to use a wider range of strategies to spell words including:

- Breaking words down into syllabic chunks
- Using a dictionary to help
- Learning and recalling rules such as 'I before e except after c'
- Using mnemonics such as 'Big Elephants Can Always Understand Little Elephants'

We do not believe that learning words in isolation for weekly spelling tests has a long-term benefit for children's spellings. Instead we want to encourage them to learn rules and apply them consistently and practise spelling words in context (the rationale for 'sentence of the week').

Many parents have asked how they can support their children with spelling at home. This booklet has been designed to help!

Contents:

- 1) Some advice for parents which was included in 'Support for Spelling', an old Primary National Strategies document
- 2) Some additional suggestions and strategies to encourage correct spelling at home
- 3) The 100 and 200 most frequently used words (children should be able to spell all of these words and these will be corrected in the margins of their work)
- 4) The spelling lists in the new National Curriculum for years 3&4, 5&6. Children are expected to spell all of these words correctly by the end of the key-stage. These will be incorporated into sentences of the week over time. Practising and discussing these at home would also benefit your child – dictating a sentence with the word used in the correct context is a great way to practise these

We hope you find this booklet a useful tool!

Helping your child with spelling

(From 'Support for Spelling', a Primary National Strategies document which we use in school for spelling guidance)

When we write we have to consider a number of aspects:

- We need to know what the purpose of our writing is and for whom we are writing.
- We need to think about the content and what form our writing will take, for example, is it a shopping list, a report, a letter to a friend, an email?
- We then need to think about the structure appropriate to the purpose and form of our writing – the use of sentences, paragraphs and punctuation.
- We then select the vocabulary that will best convey our meaning.
- And finally we think about how to spell the words we write.

Children can find writing a real challenge; they need encouragement, support and praise for their efforts. You can best support them by encouraging them to write on every possible occasion, praising their efforts and, importantly, by letting them see you writing whenever possible. You can play word games with them (e.g. I spy, Find the word puzzles**), you can point to interesting or new words as you read to your child (without interrupting the flow of the story) and you can compose emails together.

Most of us, even if we consider ourselves to be good spellers, make spelling mistakes at some point. What is important is that we know what to do when we get stuck and we know how to correct our mistakes.

The English language is a rich but complex language but, despite its complexity, 85% of the English spelling system is predictable. Your child will learn the rules and conventions of the system and the spelling strategies needed to become a confident speller.

Here are some of the strategies that will help your child become a confident and accurate speller:

- Sounding words out: breaking the word down into phonemes (e.g. *c-a-t*, *sh-e-ll*) – many words cannot be sounded out so other strategies are needed;

- Dividing the word into syllables, say each syllable as they write the word (e.g. *re-mem-ber*);
- Using the Look, say, cover, write, check strategy: look at the word and say it out aloud, then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process;
- Using mnemonics as an aid to memorising a tricky word (e.g. *people: people eat orange peel like elephants; could: O U Lucky Duck*);
- Finding words within words (e.g. *a rat* in *separate*);
- Making links between the meaning of words and their spelling (e.g. *sign, signal, signature*) – this strategy is used at a later stage than others;
- Working out spelling rules for themselves – a later strategy;
- Using a dictionary as soon as they know how to.

Encourage your child to have a go at spelling words they are unsure of. This will give them the opportunity to try out spelling strategies and to find those that they find useful. You can help them to use the strategies outlined above and praise their efforts.

**I also recommend the game 'Bananagrams' for helping with spelling – it's a fun spelling game where players make their own crossword puzzles using letter tiles. It is much less stressful than scrabble because you can 'dump' letters that you don't want and change them for new ones. Children could also play alone or use the tiles as a fun way to practise spelling.



Other ways to encourage and develop spelling and vocabulary

- Read, read, read – children pick up correct spelling from their reading. The more they see words, the more likely they are to visualise them correctly when spelling themselves
- Discuss vocabulary – encourage children to talk about words. If they struggle over a word in their reading, do they know what it means? Understanding meaning can help with spelling
- When talking about words, challenge children to think of synonyms (words that mean the same so could be exchanged in a sentence) or antonyms (words with the opposite meaning)
- Play verbal word games e.g. say an object/ name/ place/ adjective which begins with the last letter of the word before e.g. orange, **egg**, **grapefruit**, **tomato**
- Talk about strange words which have funny spellings e.g. onomatopoeia, rhyme, knife
- Let children know that you think spelling correctly is important too
- Encourage the use of spell checkers on computers and tablets – type in how they think it is spelt and then see how it is actually spelt (children do need to make sure that their attempt is phonetically plausible in order for the computer to give the correct option). Children should be encouraged to look at where their attempt went wrong
- Have some magnetic letters on the fridge so everyone can play with words

😊 Happy spelling! 😊

The first 100 high-frequency words in order

- | | | | |
|-----------------|-------------------|---------------------|-------------------|
| 1. <i>the</i> | 26. <i>are</i> | 51. <i>do</i> | 76. <i>about</i> |
| 2. <i>and</i> | 27. <i>up</i> | 52. <i>me</i> | 77. <i>got</i> |
| 3. <i>a</i> | 28. <i>had</i> | 53. <i>down</i> | 78. <i>their</i> |
| 4. <i>to</i> | 29. <i>my</i> | 54. <i>dad</i> | 79. <i>people</i> |
| 5. <i>said</i> | 30. <i>her</i> | 55. <i>big</i> | 80. <i>your</i> |
| 6. <i>in</i> | 31. <i>what</i> | 56. <i>when</i> | 81. <i>put</i> |
| 7. <i>he</i> | 32. <i>there</i> | 57. <i>it's</i> | 82. <i>could</i> |
| 8. <i>I</i> | 33. <i>out</i> | 58. <i>see</i> | 83. <i>house</i> |
| 9. <i>of</i> | 34. <i>this</i> | 59. <i>looked</i> | 84. <i>old</i> |
| 10. <i>it</i> | 35. <i>have</i> | 60. <i>very</i> | 85. <i>too</i> |
| 11. <i>was</i> | 36. <i>went</i> | 61. <i>look</i> | 86. <i>by</i> |
| 12. <i>you</i> | 37. <i>be</i> | 62. <i>don't</i> | 87. <i>day</i> |
| 13. <i>they</i> | 38. <i>like</i> | 63. <i>come</i> | 88. <i>made</i> |
| 14. <i>on</i> | 39. <i>some</i> | 64. <i>will</i> | 89. <i>time</i> |
| 15. <i>she</i> | 40. <i>so</i> | 65. <i>into</i> | 90. <i>I'm</i> |
| 16. <i>is</i> | 41. <i>not</i> | 66. <i>back</i> | 91. <i>if</i> |
| 17. <i>for</i> | 42. <i>then</i> | 67. <i>from</i> | 92. <i>help</i> |
| 18. <i>at</i> | 43. <i>were</i> | 68. <i>children</i> | 93. <i>Mrs</i> |
| 19. <i>his</i> | 44. <i>go</i> | 69. <i>him</i> | 94. <i>called</i> |
| 20. <i>but</i> | 45. <i>little</i> | 70. <i>Mr</i> | 95. <i>here</i> |
| 21. <i>that</i> | 46. <i>as</i> | 71. <i>get</i> | 96. <i>off</i> |
| 22. <i>with</i> | 47. <i>no</i> | 72. <i>just</i> | 97. <i>asked</i> |
| 23. <i>all</i> | 48. <i>mum</i> | 73. <i>now</i> | 98. <i>saw</i> |
| 24. <i>we</i> | 49. <i>one</i> | 74. <i>came</i> | 99. <i>make</i> |
| 25. <i>can</i> | 50. <i>them</i> | 75. <i>oh</i> | 100. <i>an</i> |

The next 200 most common words in order of frequency

This list is read down the columns (i.e. in the list, *water* is most frequently used and *grow* is the least frequently used).

<i>water</i>	<i>fox</i>	<i>let's</i>	<i>fell</i>
<i>away</i>	<i>through</i>	<i>much</i>	<i>friends</i>
<i>good</i>	<i>way</i>	<i>suddenly</i>	<i>box</i>
<i>want</i>	<i>been</i>	<i>told</i>	<i>dark</i>
<i>over</i>	<i>stop</i>	<i>another</i>	<i>grandad</i>
<i>how</i>	<i>must</i>	<i>great</i>	<i>there's</i>
<i>did</i>	<i>red</i>	<i>why</i>	<i>looking</i>
<i>man</i>	<i>door</i>	<i>cried</i>	<i>end</i>
<i>going</i>	<i>right</i>	<i>keep</i>	<i>than</i>
<i>where</i>	<i>sea</i>	<i>room</i>	<i>best</i>
<i>would</i>	<i>these</i>	<i>last</i>	<i>better</i>
<i>or</i>	<i>began</i>	<i>jumped</i>	<i>hot</i>
<i>took</i>	<i>boy</i>	<i>because</i>	<i>sun</i>
<i>school</i>	<i>animals</i>	<i>even</i>	<i>across</i>
<i>think</i>	<i>never</i>	<i>am</i>	<i>gone</i>
<i>home</i>	<i>next</i>	<i>before</i>	<i>hard</i>
<i>who</i>	<i>first</i>	<i>gran</i>	<i>floppy</i>
<i>didn't</i>	<i>work</i>	<i>clothes</i>	<i>really</i>
<i>ran</i>	<i>lots</i>	<i>tell</i>	<i>wind</i>
<i>know</i>	<i>need</i>	<i>key</i>	<i>wish</i>
<i>bear</i>	<i>that's</i>	<i>fun</i>	<i>eggs</i>
<i>can't</i>	<i>baby</i>	<i>place</i>	<i>once</i>
<i>again</i>	<i>fish</i>	<i>mother</i>	<i>please</i>
<i>cat</i>	<i>gave</i>	<i>sat</i>	<i>thing</i>
<i>long</i>	<i>mouse</i>	<i>boat</i>	<i>stopped</i>
<i>things</i>	<i>something</i>	<i>window</i>	<i>ever</i>
<i>new</i>	<i>bed</i>	<i>sleep</i>	<i>miss</i>
<i>after</i>	<i>may</i>	<i>feet</i>	<i>most</i>
<i>wanted</i>	<i>still</i>	<i>morning</i>	<i>cold</i>
<i>eat</i>	<i>found</i>	<i>queen</i>	<i>park</i>
<i>everyone</i>	<i>live</i>	<i>each</i>	<i>lived</i>
<i>our</i>	<i>say</i>	<i>book</i>	<i>birds</i>

<i>two</i>	<i>soon</i>	<i>its</i>	<i>duck</i>
<i>has</i>	<i>night</i>	<i>green</i>	<i>horse</i>
<i>yes</i>	<i>narrator</i>	<i>different</i>	<i>rabbit</i>
<i>play</i>	<i>small</i>	<i>let</i>	<i>white</i>
<i>take</i>	<i>car</i>	<i>girl</i>	<i>coming</i>
<i>thought</i>	<i>couldn't</i>	<i>which</i>	<i>he's</i>
<i>dog</i>	<i>three</i>	<i>inside</i>	<i>river</i>
<i>well</i>	<i>head</i>	<i>run</i>	<i>liked</i>
<i>find</i>	<i>king</i>	<i>any</i>	<i>giant</i>
<i>more</i>	<i>town</i>	<i>under</i>	<i>looks</i>
<i>I'll</i>	<i>I've</i>	<i>hat</i>	<i>use</i>
<i>round</i>	<i>around</i>	<i>snow</i>	<i>along</i>
<i>tree</i>	<i>every</i>	<i>air</i>	<i>plants</i>
<i>magic</i>	<i>garden</i>	<i>trees</i>	<i>dragon</i>
<i>shouted</i>	<i>fast</i>	<i>bad</i>	<i>pulled</i>
<i>us</i>	<i>only</i>	<i>tea</i>	<i>we're</i>
<i>other</i>	<i>many</i>	<i>top</i>	<i>fly</i>
<i>food</i>	<i>laughed</i>	<i>eyes</i>	<i>grow</i>

Word list – years 3 and 4

accident(ally)	famous	peculiar
actual(ly)	favourite	perhaps
address	February	popular
answer	forward(s)	position
appear	fruit	possess(ion)
arrive	grammar	possible
believe	group	potatoes
bicycle	guard	pressure
breath	guide	probably
breathe	heard	promise
build	heart	purpose
busy/business	height	quarter
calendar	history	question
caught	imagine	recent
centre	increase	regular
century	important	reign
certain	interest	remember
circle	island	sentence
complete	knowledge	separate
consider	learn	special
continue	length	straight
decide	library	strange
describe	material	strength
different	medicine	suppose
difficult	mention	surprise
disappear	minute	therefore
early	natural	though/although
earth	naughty	thought
eight/eighth	notice	through
enough	occasion(ally)	various
exercise	often	weight
experience	opposite	woman/women
experiment	ordinary	
extreme	particular	

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

