

S U S

Study the word.



Underline the difficult part.

Say the word carefully.



# Writing the Word

On someone's back.

On your desk.



With your eyes.



# Speed Writing

How often can you  
write the word correctly  
in one minute?



# Mnemonics

Making up a “**story**” to help spell a word.

**s**ad - **s**ally **a**te **d**umplings.



# Syllables/Chunks

Breaking the words into parts.

Clapping the sounds.



jogging      jogg ing

flying      fly ing

returned      re turn ed

# Look For Small Words Inside the Word

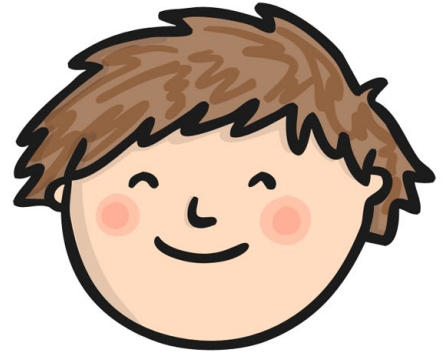
about

a, out, bout

teacher

tea, each,  
her, ache

# Be positive



We will try  
our best!



# Words That Look the Same

**Back** is like  
**pack** and **sack**.





# Use of Colour

Use a different  
colour for each  
letter.

# Different Sizes of Letters

Use different sizes of letters to help remember the letters in the word.



apple - ApPLE

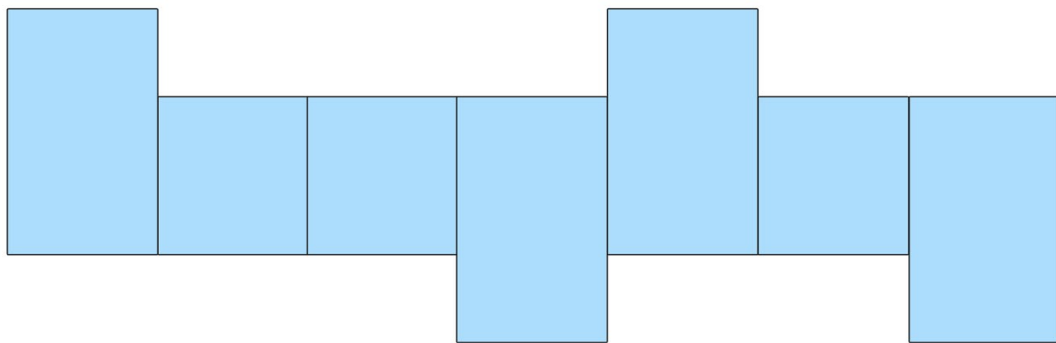
painting - PaInTiNg



# Shapes of Words

Draw the shape of  
the word.

display



# Making Words With Letters

a h k l t y p  
o

Put a selection of letters in  
an arc.

See how many words you  
can make from the letters.

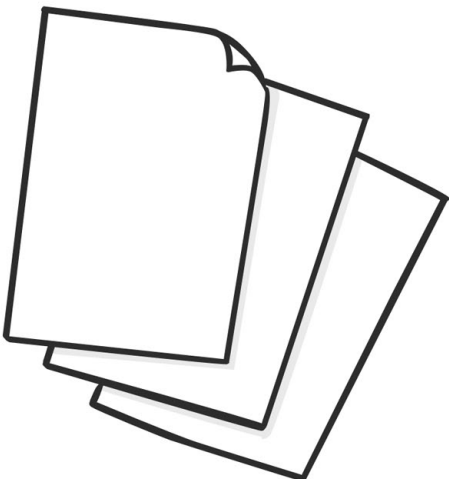
# In Sand

Or using different materials;

paint, clay, paper.

Using different textures;

sandpaper.



# Visualising

Look at your word.

“Throw” it at the wall.

Can you still “see” it?

Spell it aloud.

# Writing the Word in Fancy Letters

**BUBBLE**

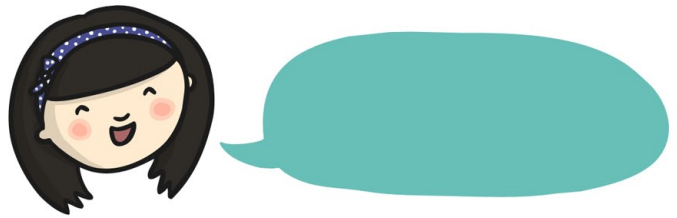
*cursive*

*italics*

Look



Say



Cover



Write

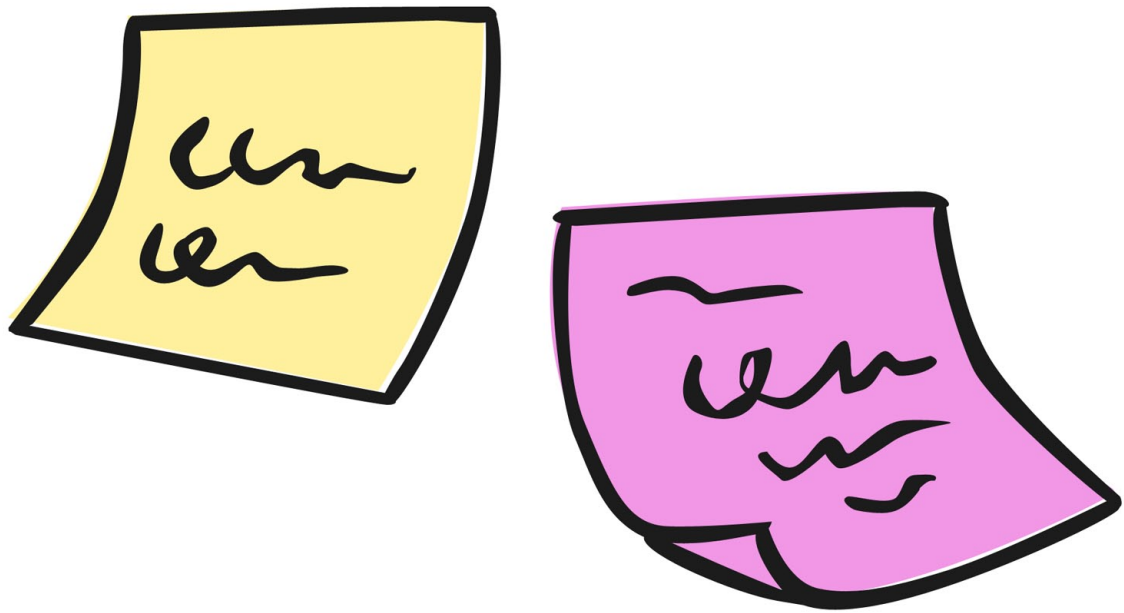


Check





# Using Sticky Notes



Place sticky notes in suitable places around the room at eye level.

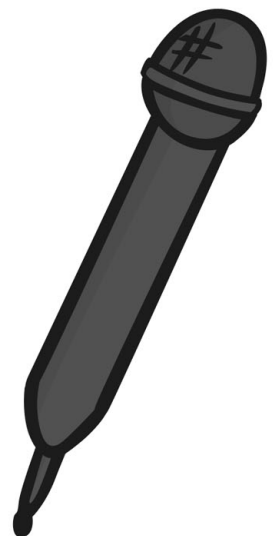
# Recording Your Own Voice

Say the word.

Spell the word.

Listen.

Repeat.



# Three Times

Write the word three  
times and in **different**  
colours.

three three three

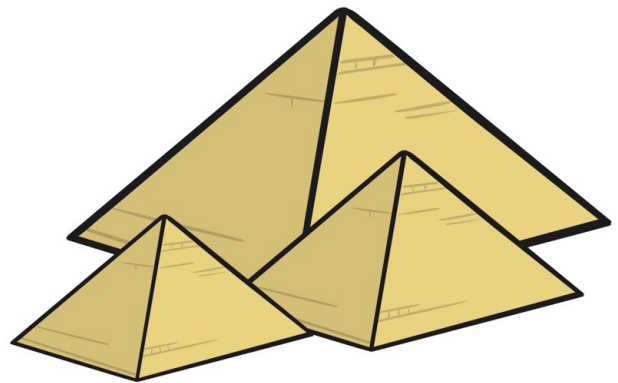
# Pyramid Writing

Write your word in the  
shape of a pyramid.

d

do

dog



# Consonant Circles

Write the word then  
circle all the  
consonants.

b e l i e v e

# Blue Vowels

a e i o u

Write the word then  
go over each vowel in  
blue.

b e l i e v e

# Words Without Vowels

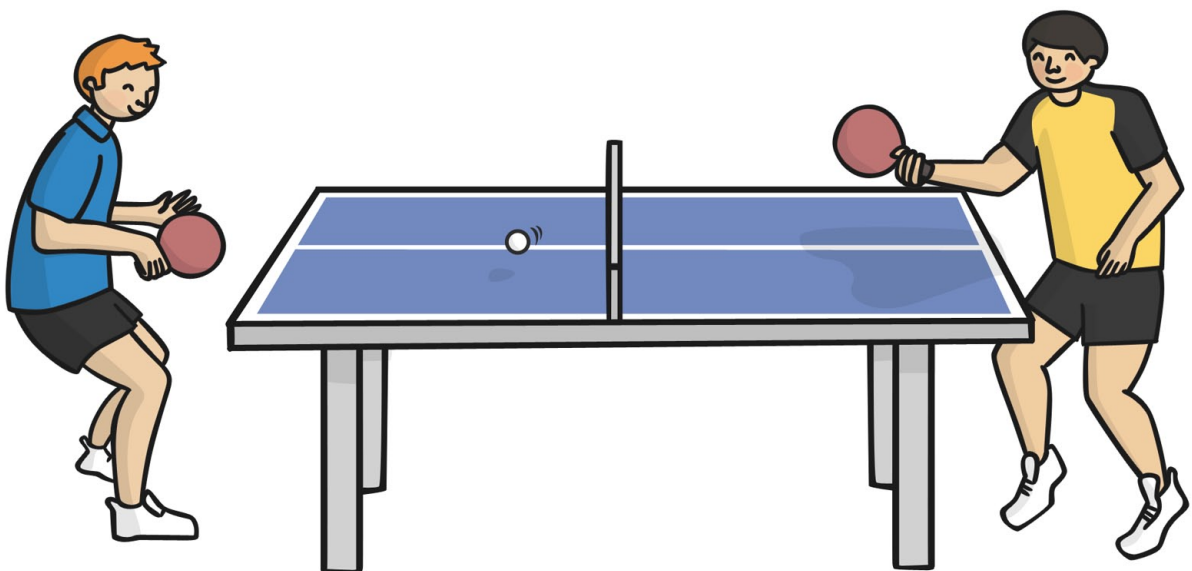
Write each word with a line instead of each vowel.  
Go back later and fill in the missing vowels.

b \_ l \_ \_ v \_

# Rallying

The **players** are two pupils who take turns spelling out words.

The **umpire** is one pupil, the reader/checker.





# Dictionary

## Race

In small groups, each with a dictionary, each pupil chooses a word for the others to find as quickly as possible.



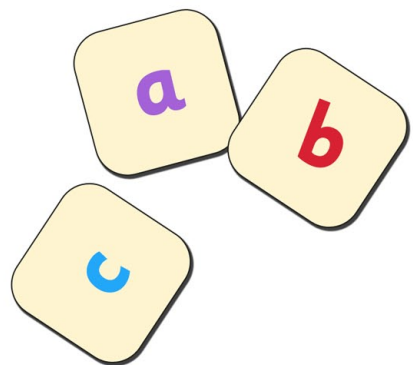
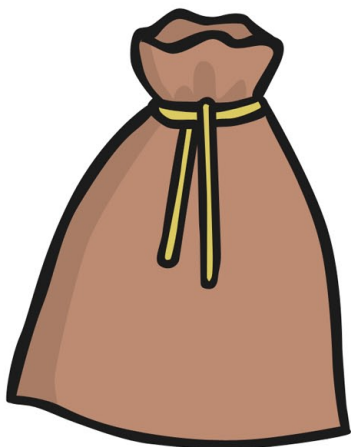
# Muddled Letters

Pupils rearrange the letters of words making sure to always start with the original letter. Get other pupils to correct them.

**Y**seertyad - yesterday

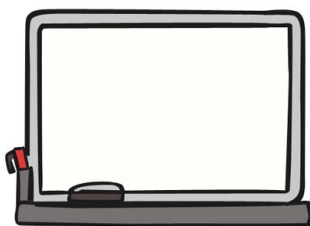
# Lucky Dip

Pupils take it in turns to take out letters from a bag displaying them in front of them. Carry on until someone can spell one of their words.



# Guess the Word

In pairs, take turns using a wipe board, one pupil writes one letter at a time for other to guess the word. Give extra points for fewer guesses.



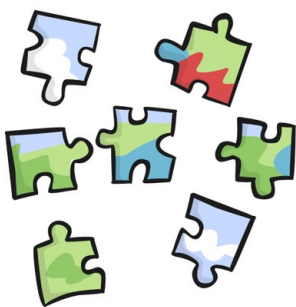
# Jigsaw

Teacher chooses a more difficult word. Write the word out 4 times and cut each word up. Pupils have to match the sections together.

ele ph an t

e le p hant

elep ha nt



# Word Sort

Pupils have copies of the words that they are learning - one word per card. Clues are read out, pupils have to identify words and place them face down.

5 letters

Double consonant

2 vowels

# Line Up

Each pupil holds a letter stand in a line spelling out different words. Change the position of the pupils in the line to spell the word.

spelling

s p e l l i n g

