



## Clayton Village Primary School

# How to help your child with...

## Spellings in Reception, KS1 & 2



### Introduction

There is no correct way to learn to spell but many different methods are taught, one of which will best suit your child. Spelling is primarily a visual / motor activity and to spell correctly your child will need a visual image of the word and practice at writing the word to reinforce his/her memory. Relying on sounding out words is not always the best strategy as many words in the English language are not written as they sound.

High frequency words are essential words that your child will need even to tackle very simple texts. These words play an important part in holding together the general coherence of texts and early familiarity with them will help children get pace and accuracy into their reading at an early stage. Some of these words have irregular or difficult spellings and, because they often play an important grammatical part, they are hard to predict from the surrounding text.

### **Reception – Key Stage 1**

- Spell out words with fridge magnets or letter tiles from word games. Take some letters out and ask your child to put the right ones back in the right places.
- Play games with lists of words. Ask your child to put them in alphabetical order using the first letter of a word (e.g. cat, fat, hat, mat and sat) or by the second letter (e.g. bag, beg, big, bog and bug).
- Give him / her old newspapers and magazines to play word-finding games for example ask him / her to highlight words ending in 'ing' or beginning with a 't'. Think of progressively harder versions.
- Draw or cut out pictures of things that have only one letter different (e.g. pen and pin, cat and cot) to help him / her get used to how different vowels work.
- Make up games to help your child see the difference between words such as tap and tape or hop and hope where the last letter changes the way you say the whole word.
- Play rearranging letter to make other words (anagrams) out of their name, or other words they know.

- Practice looking up simple words together in a child's dictionary.
- Ask your child to trace over words written large and in joined up writing with their finger while saying the letters in the word. Then write it twice without looking at the word.
- Use ICT to practise spelling new and unfamiliar words.
- Use ICT spelling programs such as [www.educationcity.com](http://www.educationcity.com) and [www.ictgames.com](http://www.ictgames.com)
- Encourage them to relate to new words with common features e.g. **chat**, **chart**, **cheap**, also **main**, **rain**, **drain** and **bush**, **rash**, **wish**.
- Help your child remember words by using odd pronunciation such as saying Wed-nes-day for Wednesday and bis-cu-it for biscuit.
- Encourage reading as that helps children spell better.
- Follow '**Look, Cover, Write, Check, Look**'.
- **Look** – look at the word. Say it. Spell the word, using the letter names. Ask your child to close his / her eyes and spell it. Ask them to open their eyes and check the spelling. If it's not the same start again.  
**Cover** – fold over the top of the piece of paper so the word is hidden.  
**Write** – write the word from memory. Dot the 'i's. Cross the 't's. Close the 'o's. Check the writing to see that every letter can be read.  
**Check** – uncover the word. Check the spelling- Is it all right? If not, which bits are right?  
**Look** – look at the top word again.

Continue with the steps again until your child has written the word correctly 3 times.

## High Frequency Words

**Foundation and KS1** - see Appendix A

### Also for Key Stage 1

Days of the week, months of the year, numbers to twenty, common colour words, pupil's name and address, name and address of the school.

### Key Stage 2

Then the next 200 words - see Appendix B.

**APPENDIX A - the first 100 high frequency words in phases**

<b>Phase 2: Decodable words</b>							
a	an	as	at	if	in	is	it
of	off	on	can	dad	had	back	and
get	big	him	his	not	got	up	mum
but	put						

<b>Phase 2: Tricky words</b>							
the	to	I	no	go	into		

<b>Phase 3: Decodable words</b>							
will	that	this	then	them	with	see	for
now	down	look	too				

<b>Phase 3: Tricky words</b>							
he	she	we	me	be	was	you	they
all	are	my	her				

<b>Phase 4: Decodable words</b>							
went	it's	from	children	just	help		

<b>Phase 4: Tricky words</b>							
said	have	like	so	do	some	come	were
there	little	one	when	out	what		

<b>Phase 5: Decodable words</b>							
don't	old	I'm	by	time	house	about	your
day	made	came	make	here	saw	very	

<b>Phase 5: Tricky words</b>							
oh	their	people	Mr	Mrs	looked	called	asked
could							

**APPENDIX B** - the next 200 common words in order of frequency (read left-right)

water	away	good	want	over	how
did	man	going	where	would	or
took	school	think	home	who	didn't
ran	know	bear	can't	again	cat
long	things	new	after	wanted	eat
everyone	our	two	has	yes	play
take	thought	dog	well	find	more
I'll	round	tree	magic	shouted	us
other	food	fox	through	way	been
stop	must	red	door	right	sea
these	began	boy	animals	never	next
first	work	lots	need	that's	baby
fish	gave	mouse	something	bed	may
still	found	live	say	soon	night
narrator	small	car	couldn't	three	head
king	town	I've	around	every	garden
fast	only	many	laughed	let's	much
suddenly	told	another	great	why	cried
keep	room	last	jumped	because	even
am	before	gran	clothes	tell	key
fun	place	mother	sat	boat	window
sleep	feet	morning	queen	each	book
its	green	different	let	girl	which
inside	run	any	under	hat	snow
air	trees	bad	tea	top	eyes
fell	friends	box	dark	grandad	there's
looking	end	than	best	better	hot
sun	across	gone	hard	floppy	really
wind	wish	eggs	once	please	thing
stopped	ever	miss	most	cold	park
lived	birds	duck	horse	rabbit	white
coming	he's	river	liked	giant	looks
use	along	plants	dragon	pulled	we're
fly	grow				