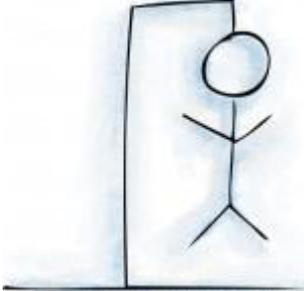


Year 1 / 2 ideas to support learning of high frequency words and spellings with patterns.

As parents/carers, try using these ideas to actively support your child at home:

<p>Hangman</p> <p>Have the list or a selection of the words on the list.</p> <p>Play Hangman with an adult.</p> <p>http://www.wikihow.com/Play-Hangman</p> 	<p>What's the shape?</p> <p>Have the list or a selection of the words on the list.</p> <p>Draw boxes to show the number of letters and whether they are central, ascending or descending for the child to write a spelling which fits:</p> <p>This shape could represent the word: how</p>  <p>This shape could represent the word: the</p> 	<p>Make it!</p> <p>Use a set of magnetic or foam letters (or even individual lower case letters on small cards) to spell out the words having read and said the word outloud.</p> 
<p>Mnemonics</p> <p>Create mnemonics for tricky words (little phrases with the first letter of each word spelling out the tricky word)</p> <p>Big elephants can always understand small elephants (because)</p> <p>White hamsters are ticklish (what)</p>	<p>Frame it!</p> <p>Cut out squares of paper and draw a simple frame within them. Write a word in the middle then decorate the frame. Stick them on the fridge, along the hallway, on the wardrobe etc</p> 	<p>Silly sentences</p> <p>Using one or more of the words write a silly sentence.</p> <p>I went to bed because I had a dog.</p> <p>Mum is on the cupcake.</p> <p>Where is my green nose?</p>

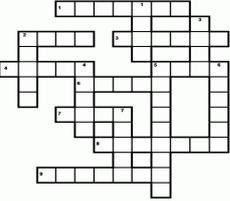
Year 3 / 4 ideas to support learning of spelling patterns and rules

As parents/carers, try using these ideas to actively support your child at home:

<p>Is there a rule?</p> <p>When looking together at different ways of spelling the same sound try to find a rule.</p> <p>e.g. tion/cian/ssion</p> <p>Which ending is used most frequently for jobs?</p> <p>e.g. What sort of words end in double l? Which ones don't?</p>	<p>Prefix post-boxes</p> <p>Make two 'post-boxes' out of old cylindrical crisp boxes. Label one with the prefix being learnt e.g. un</p> <p>Take it in turns to write words on little cards to post into either box if you think the prefix can be used at the beginning of it.</p> <p>e.g. necessary/ fortunate/ available would all go in the un post-box but opposite/appear/down would all go in the blank post-box.</p> 	<p>Wordsearch</p> <p>Together make a list of words with the spelling pattern then either make a wordsearch or use a computer programme to generate one. Solve the wordsearch.</p> <p>http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp</p> 
<p>Anagrams</p> <p>As you share books together at home, list words from reading or those already known which fit the pattern. Then take it in turns to write one of the words as an anagram (jumble up the letters) - solve it!</p> <p>e.g.</p> <p>ceteeralb</p>	<p>On-screen spelling</p> <p>Use of the many games on the internet or via apps</p>  <p>http://www.bbc.co.uk/schools/spellits/ad_menu_flash.shtml</p> <p>App: Right Wrong (top free word game)</p> <p>http://www.oxfordowl.co.uk/for-home/reading-site/expert-help/grammar-punctuation-and-spelling-made-easy</p> <p>http://www.tesspag.com/ (month free trial)</p>	<p>Sentence challenge</p> <p>Challenge each other to write a compound sentence which includes at least two words with the current spelling pattern – the sentence must make sense.</p> <p>e.g.</p> <p>Although the surgeon was conscious that her patient was feeling anxious, she still had to proceed with the operation.</p>

Year 5 / 6 ideas to support learning of spelling patterns and rules

As parents/carers, try using these ideas to actively support your child at home:

<p>Is there an exception to the rule?</p> <p>Research spelling rules such as those below using books or the internet. As you share books, list words from reading or those already known which fit the rule (and those which are exceptions!)</p> <ul style="list-style-type: none"> • Two I's cannot be next to one another in English words. • To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. • Al- is a prefix written with one L when preceding another syllable. • -Ful is a suffix written with one L when added to another syllable. • DGE is used only after a single vowel which says its short (first) sound. 	<p>Post-box suffixes</p> <p>Make two 'post-boxes' out of old cylindrical crisp boxes. Label each one with the suffixes for the week</p> <p>As the week progresses collect words with each suffix and post them in the correct box. Periodically tip the boxes out and read each word to decide which suffix box it should go back into.</p> <p>e.g. suffixes: -ible / -able</p> 	<p>Root Master</p> <p>Look up the pattern on the root master to find out what it means and to see examples. Add to the list.</p> <p>https://myvocabulary.com/dir-root-root_master</p> <p>e.g.</p> <p>Root : ANTI Meaning : (against (prefix)) Example : ANTIDOTE, ANTIPATHY, ANTISOCIAL, ANTICLIMAX</p>
<p>Crossword</p> <p>Using words collected with the spelling pattern, find definitions in the dictionary then make a cross word. Solve the crossword which your child has made and make one for them!</p>  <p>http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp</p>	<p>Write it.</p> <p>Write each word with the spelling pattern in each of the following ways:</p> <ul style="list-style-type: none"> Printing Using cursive handwriting In a different colour pen/pencil Bigger than usual Smaller than usual Very faintly With your eyes closed! 	<p>On-screen spelling</p> <p>Use of the many games on the internet or via apps</p>  <p>App: Right Wrong (top free word game)</p> <p>http://www.oxfordowl.co.uk/for-home/reading-site/expert-help/grammar-punctuation-and-spelling-made-easy</p> <p>http://www.tesspag.com/ (month free trial)</p>