

Four Square

| | |
|------------|-------------|
| Write over | Copy |
| Remember | Eyes closed |

- Write the word in the first square in joined up writing, then your child traces over the word saying the names.
- In the next square they copy the word saying the names of the letters.
- Fold the paper so that two blank boxes are showing.
- Then they write the word from memory.
- Open the boxes and check.
- If correct fold the paper until the last blank box is showing.
- Then your child **closes** their eyes and write again.
- Check.

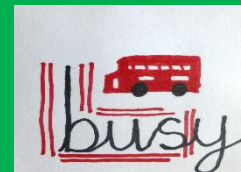
Syllables



- Say the word splitting it into syllables and emphasising the way it is spelt Wed-nes-day – you can clap the syllables.
- Cut the words into syllables and then collect them back together Saturday --- Sat-ur-day

Words in Words

- Write the word in joined up writing on paper or a whiteboard.
- Ask your child to look at the word carefully and find any small words within it.
- They can underline or colour them. For example, there is a **wed** and **day** in Wednesday; and a **bus** in busy.
- Ask your child to write the word from memory, naming the letters.

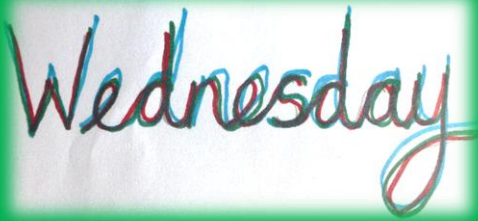


Spelling Workshop for Year 3-5 Parents

Wednesday 1st April 2015

Samantha Taylor
SpLD Teacher

Rainbow Writing or Tracing



- Write out the word in joined up writing on paper.
- Ask your child to trace over the word in a coloured pen or pencil crayon saying the name of each letter. Then read the word.
- Repeat using another colour, again saying letter names.
- Repeat again so that it looks like a rainbow.
- The writing should get faster each time.

Spellamadoodle



- Using their word (or words) to make a picture.
- Your child will decide which picture they would like to make (e.g. a flower, a car, a rainbow etc)
- They then write the words, using them as lines for the shapes.
- Ask your child to name the letters as they are writing each word.
- They can use different colours to make it interesting.

Look, Say, Cover, Write, Check



- Write out the word in joined up writing on paper or a whiteboard.
- Ask your child to look at it carefully – allow about 5–10 seconds – and then spell it out using letter names.
- Cover the word or turn the card over.
- Ask your child to spell it out loud using the letter names.
- Your child then writes the word down, naming the letters, and checks their spelling against the model.