**Learning to spell words Advice for parents**





Your child should be encouraged to take responsibility for learning to spell words he/she is unsure of. Help your child to identify parts of words that are tricky to remember, e.g. which ‘**ee**’ is in ‘f**ee**d’?

He/she may like to:

**d**

**ee**

**f**

* make a word-puzzle, writing each sound on paper squares, e.g.
* underline or write the tricky part in a different colour
* cut letters out of magazines to make his/her spelling words
* write the word on different surfaces, e.g. whiteboard, sand, flour, etc.



* take a mental ‘photograph’ of the word
* make the word with Blu-tack, plasticine, Play Doh, dough, etc.
* think of other words containing the same spelling and link them together in a silly phrase or sentence e.g. ‘feed green trees’
* ‘see it right’ – spell a word using various options, e.g. ‘sl**ee**p’. ‘s**lea**p’, ‘sl**ie**p’ and decide which one looks right
* write the word several times to make a pattern
* pronounce the words in an exaggerated or distorted way, e.g. Wed-**nes-**day



* write the word with your eyes closed

**sleep**

* break longer words into syllables, e.g. tre-men-dous
* imagine the word in the mind’s eye, e.g. on a bedroom door
* Use your mirror. Put a hard to spell word on your mirror, cork board or post-it and place it somewhere else that your child looks often, e.g. fridge door, biscuit tin, etc. Once he/she has mastered that word, stick up a new one.
* encourage your child to create a doodle around a word that is difficult for him/her to spell
* ask your child to write the word as many times as he/she can in one minute, while a song plays, etc.

**It is important to make this process as enjoyable as possible so that your child is motivated to learn.**