

Middleton Community Primary School



Reading and Spelling With your Child

Dear parent/carer

We are sure you will agree that spelling and reading are fundamentally important skills to learn. Not only are they important in terms of fulfilling the requirements of the National Curriculum but, *more importantly*, they enable you to express yourself clearly and access a whole world of lifelong learning.

In order to help your children acquire these skills, we have put together this leaflet so that the time you spend reading and spelling with your children at home can be as beneficial as possible.

We hope that you will find some of the tips and strategies helpful. If you have any further questions or worries please don't hesitate to talk to your child's class teacher.

Practicing Spelling

There are many different ways of practicing spellings, some of which will suit your child better than others. Using a variety of methods may be the key to your child remembering their spellings. Some methods concentrate on splitting up the words, some are visual and focus on what the word looks like and some are more physical in the way in which they are practiced. All methods use sounding out the word and repetition. Repetition helps form both memory pathways in the brain and physical muscle memory when writing the words.

The following pages contain different strategies for learning spellings. Enjoy having a go at some of them with your child and see which ones help make those words stick.

You have been provided with a **Spell Write Book** for your child to practice their weekly spellings. The method for learning with these books is Look, Say, Cover, Write, Check.

Look at the whole word carefully in detail. Is there one part of the word that is more tricky?

Say the word, sounding out each phoneme before saying the whole word. Try using different voices to make the word more memorable.

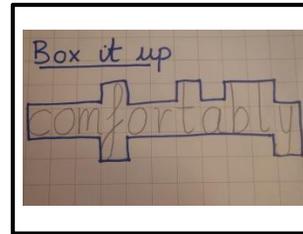
Cover the word and **Write** it from memory, sounding it out as you do so.

Check - did you get it right. If you did, keep practicing, if you didn't - take another close look and try again.

Silly Sentences Try making up silly sentences, each containing one of your spelling words. Underline the spelling word.

Tell a Story Write a mini-story using all your spelling words. Use your imagination and don't forget to underline the spelling words.

Draw around the Word Some children better remember the spelling by seeing the shape of the whole word. This helps fix the image of the ups and downs of the word.



Illustrate the Word Draw a

picture in and around the word to illustrate its meaning. Something that will help you remember what the word looks like.



Segmentation Use a phoneme frame to split up the word and help show the different sounds that make up the word. Count the phonemes.

Rainbow Writing Use different colours in different ways to repeat writing your words. How many different ways can you find?



Quick Write Write your spellings out as many times as you can in say two minutes.

Sticky Notes Write your spellings on sticky notes and stick them round the house in places where you will see them.



Pyramid Words Write your words out as a pyramid. There are a few different ways you could try.

Vowels a, e, i, o, u

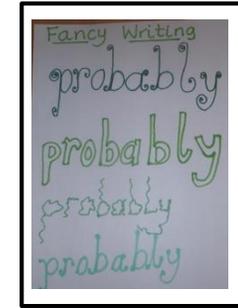
You could write the words without the vowels to see what it looks like. You could also write the words with the vowels either written in a different colour or circled to make them stand out.



Alphabetical Order First write out your spellings normally and then write them out in alphabetical order.



Fancy Writing Write in fancy writing. It squiggly, bubble, dotty,

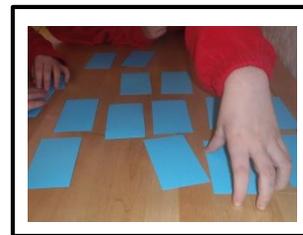


out your spellings could be curly, whatever you like.



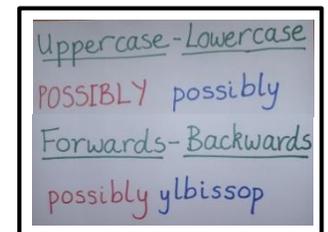
Air Writing Write your words out in the air and see if your partner can tell what the word is. You could even try this in the dark with a torch!

Back Writing Write your words on someone's back with your finger. See if they can tell what the word is. Likewise, have someone write the words on your back and see if you know them.



Match Write out your spellings twice on pieces of paper or card. You can now play the memory game match. These cards can also double up as flash cards to help you remember your words.

Uppercase and Lowercase Write your spellings out both in capital letters and lower case. See what they look like. You can also see what your words look like **Backwards**.

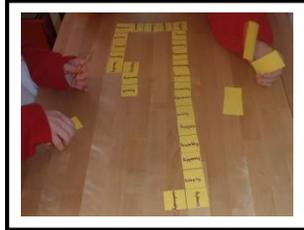


Spelling Scribble Draw yourself a scribble. Then see how many of each word you can fit into each of the spaces you have drawn.

Dominoes Write your spellings at either end of domino sized pieces of paper or card and off you go.



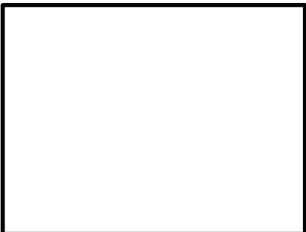
Hop to it! Write the letters of the alphabet on pieces of paper, card or index cards. Spread them out in alphabetical order in neat rows on the floor. Try to use the same layout each time you play. Now, try to spell out your words by jumping from letter to letter. An alternative way to create your alphabet is to get a cheap shower curtain and write the alphabet on it in rows.



3D Words There are lots of different ways to make your words 3D. Have a go with play dough, plasticine or pipe cleaners.



Touchy Feely Cover the bottom of a baking tray with salt. Now you can write your words in the salt with your finger. Alternatively you could use flour, sugar, rice, sugar or sand. If you like, you could make it a little more squidgy by writing with your finger



in some washing up liquid on the baking tray, (or shaving foam, custard, rice pudding or anything squidgy). Have fun.

Instead of a baking tray, you could use an old biscuit or cracker tin, then you can put the lid on and use it again next time. Roll out some play dough and write your words on it with a cocktail stick. Put some hair gel, food colouring and glitter in a ziplock bag - you can then write on the bag.





The Village People Spell out your words using your own body. You could even do it to music.

Build it You can build up your words with individual letters, such as with magnetic letters. However, there are lots of ways to make your own alphabet letters. Write the alphabet letters on dried cannellini beans or stones. Use Scrabble or Bananagram tiles. Cut letters out of magazines or off cereal packets - the bolder the better. Write or print the letters on small pieces of paper and stick them on Lego bricks - then you really can build your words.



Say it, Build it, Write it.

This is a more interactive version of Look, Say, Cover, Write, Check. You can use any of the above alphabet letters to build your words.

Clothes Pegs Another idea is to write the alphabet on clothes pegs and spell the words by clipping them on a coat hanger or a piece of card. Write the vowels in a different colour.

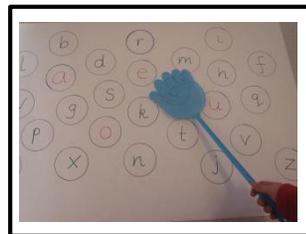


Type it Why not try typing out your spellings on a computer or on this handy printout of a keyboard. Learn how to type at the same time as learning your spellings.



Outside Use water to squirt or paint your spellings on the floor or walls outside. You could also use chalks on the pavement outside.

Swat it This is similar to Hop to it only, this time, instead of jumping from letter to letter, you spell the word out by swatting the letters.



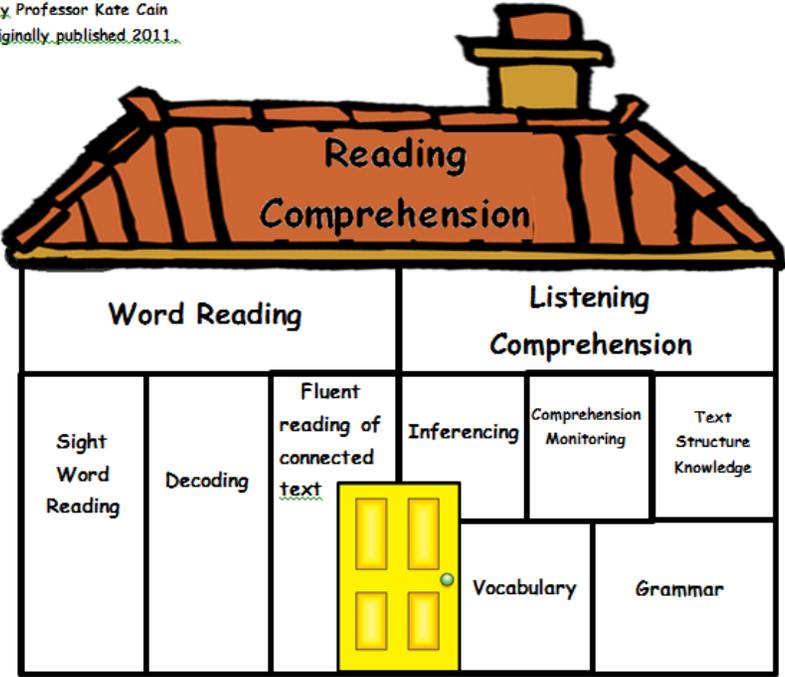
Bath Time

Invest in some bath crayons to practice your spellings on the tiles while you're bathing or write your words in the steam on the bathroom mirror.

As you can see, there are numerous ways to make practicing spelling interesting and fun. Remember, repetition is the key to making a spelling stick.

Reading

Presented on 18.1.17
by Professor Kate Cain
Originally published 2011.



How we read is made up of two components - being able to read the words on the page and also being able to understand what those words are telling us.

Detailed below are some strategies for reading the words and also some ways you can help make sure that your child is understanding what they are reading.

Word Reading Strategies



Sound out and blend the phonemes.



Listen to and blend the sounds as you read them.



Chop up the words into smaller bits to help you sound them out.



Use the pictures for clues.



Use the punctuation to help it make sense.



If you get stuck on a word, read the rest of the sentence to see if you can figure out the word.



Look to see if the word is similar to another one you know.



Look for smaller words hiding inside
Bigger ones.



Imagine what is happening and so figure
out what the words are likely to be.



Go back and read it again if you don't
understand it.



Ask questions to help you understand.

Realise your mistakes and put them Right.

Practice, practice, practice. The more your child reads, the more fluent they will become.

Comprehension

When reading with your child, both reading to them and hearing them read, there are many ways in which you can help them understand what they are reading.

Modelling - model what good reading look like by thinking aloud when reading.

Prompting - encourage your child to be thinking like a good reader by prompting them with questions.

Problem solving - share good reading strategies to help figure out what something means.

Praise - let your child know when they have shown good reading skills. Have fun and share a love of reading.

Here are some ways in which you can put the above into practice.

- Give a 'running commentary' as to what you are thinking as you read. This models what good reading looks like. For example:-
I wonder why he said that? I think I know how he must be feeling, what do you think? Oh no, I bet I can guess what is going to happen, can you? That's making a picture in my head of ...
- If something is a bit tricky to understand, ***stop***, read it again, ask questions and puzzle over it together. You can point out that you may have to read on a bit further before you understand it properly.

- Explain that you have guessed that something is going to happen because of a clue that you have picked up, because of something in one of the pictures, from the front cover or blurb, or from something you already know. **Predict** what I going to happen.
- Explain that you understand what is happening in the story because it **builds on your existing knowledge** - it is similar to another book you have read, it is like experiences you have had in your own life or from your knowledge of the world.
- **Make connections** between what you are reading and the preceding and following sentences.
- **Make the most of all the information** in the text.

For example:-

Say that you are going to remember that bit because you

think it may be important later on in the story.

Tell how extra details have added to the picture in your head.

Change your mind about something now that you have extra information.

- Read between the lines. Say that, even though you haven't been told something directly, you can have a guess from the little clues you have collected so far.

For example:-

If someone says something 'without a smile', you have not been told that they are miserable or worried or angry, but you can *infer* that they are.

- **Check** that your child is *understanding* the words you are reading and explain their meaning if necessary.
- Ask your child questions to establish that your child is *understanding* what is happening in the story. Ask them to explain why they think that.
- Occasionally stop and *summarise* what is happening in the story. Discuss what order things happened in, talk about how the images you have made head in your head have helped you remember the story.

The aims of the above are that, over time, you will be prompting your child less and they will be able to practice the qualities of being a good reader for themselves.

