

## Super Spelling ideas

A collection of the most effective examples of activities from across the school

### Word chop

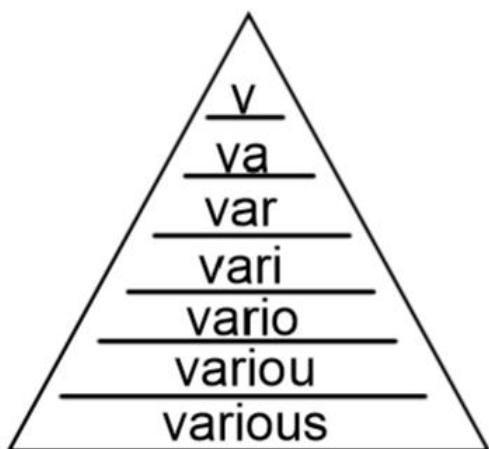
Cut up words into individual letters.

Children work in teams to put the words back together again, thinking carefully about which letters could follow each other.

Challenge: add extra letters that aren't in any of the words

### Word pyramids

Complete a pyramid for each of your words.



### Linked learning

What does the **ous** suffix mean in an adjective?



poison + **ous**



**ous** = full of

So someone or something who or that is danger is **dangerous**.



... and an area that is **mountainous** is full of mountains.



## Partner cards

The worksheet features a title 'Plural word cards' in a large, bold, serif font inside a white rounded rectangle. Above and below the title are two cartoon bees. Below the title is a 4x4 grid of words:

party	city	toy	penny
display	day	brush	dish
kiss	tax	witch	shoe
tune	tick	school	lip

To the right of the grid, there are two text boxes:

- A blue box containing the text: 'Work with a partner to choose a word card and then decide on the plural together.'
- A blue box containing the text: 'Can you ensure your spelling is right?'

## Chinese Whispers

Dictate a sentence to the first person that contains examples of spelling words. Get the children to write the words on boards once they've heard it.

## Dot-to-do

Children write spelling words in dots for a partner to join up.

## Card sorting

Give children a set of cards with various words e.g. different rules, some follow rules and others don't, spelt correctly/incorrectly and tell them to sort them without any other instructions.

Have discussions around how they've chosen to sort them and why before steering them in the right direction if necessary.

## Starting in context

Give children a paragraph that contains lots of examples of their spelling words. Can they work out what they're learning?

## Word walls

Create word walls for writing with children in spelling sessions using words that they are learning.

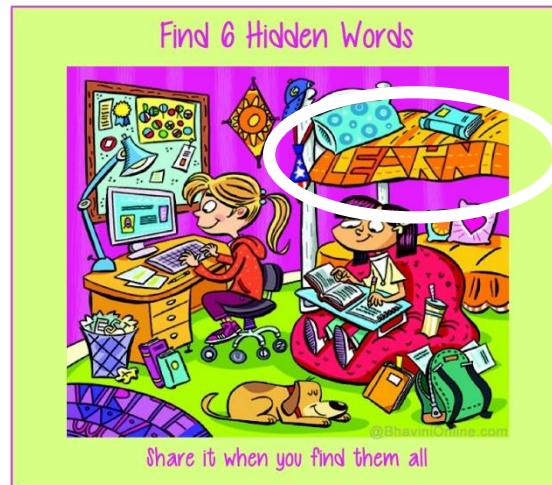
## Silly sayings

For tricky words that children are struggling with, create silly phrases that will help them remember e.g. definitely = def init ely, necessary = one collar, two sleeves, accommodate = need as many rooms as possible so need lots of letters

## Hidden words

Give children a word which they need to hide within a drawing.

This can be done with spelling words for a partner to find.



## Word study

Provide children with opportunities to investigate and understand the patterns in words.

E.g. the difference between "hard c" (as in cat) and "soft c" (as in cell). After collecting as many words containing the letter "c" as possible, get children to sort the words based on how they sound when they are read - can they spot the patterns within the words?

## Anagrams

Children un-muddle the letters to reveal their spelling words.