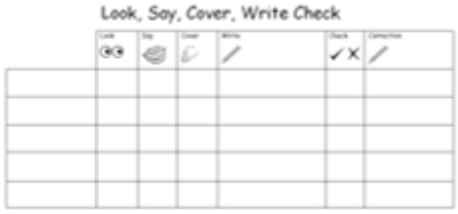
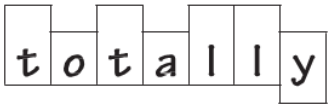
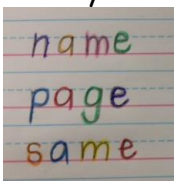
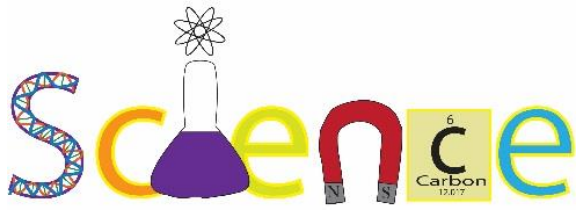
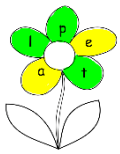
Spelling strategies

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check. 
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
Segmentation strategy	The splitting of a word into its constituent phonemes or blends in the correct order to support spelling. Eg. au-t-o-gr-a-ph
Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape. 

Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable. You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.
Words without vowels	This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field: f__ld
Pyramid words	This method of learning words forces you to think of each letter separately. You can then reverse the process so that you end up with a diamond. p py pyr pyra pyram pyrami pyramid
Rainbow writing	Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. 
Sing the word	Simply learn the word by saying or singing the letters out loud, developing a melody. This melody should then imprint in your pupil's memory; if they forget a spelling they will still remember how the word's rhythm and sound, which will serve as a prompt.

Upper and lower	Write each of your spelling words two times. First, write each word in UPPERCASE letters. Second, write each word in lowercase letters. Eg. CIRCLE circle
ABC order	Write all the letters of the word in alphabetical order. Then re-order them correctly. This gets children thinking about each individual letter and how many letters are used more than once in a word. Eg. Word: science cceeins science
Fancy letters	Write out each of the spellings words using fancy writing. They could be swirly or flicked. Eg. Science
Backwards words	Write the spellings forwards first and then backwards. Eg. Science ecneics
Across and down	Write the word across and down with the first letter being shared. Eg. when h e n
Bubble words	Write the spellings in bubble letters. After they have been written then the children can colour them in.
Picture the word	This strategy enables the children the create pictures in the word about the words meaning. Not all letters need to have a picture but the focus could be on the tricky part of the word. 

Newspaper headline	Cut letters out of newspapers and magazines to spell out the words. Stick on pieces of paper. Then look and memorise. Write the spellings on a new piece of paper and compare. Children to check whether they spelt the word correctly.
Spelling flowers	Draw a big flower. Write each of the letters on the word on a petal. Children to look and learn how many letters in the word. This will tell them how many petals to draw. Children draw the petals and write the letters inside. They could colour the vowels and consonants in different colours. 
Connect the dots	Write the spelling words by writing each word using dots. Once the dots have been drawn then children can colour them with a coloured pencil.
Mnemonic	Mnemonic is a very general word. It is defined simply as some device which aids the memorisation of something. The word comes from the Greek mnemonikós, which refers to the mind. For example - Rhythm: Rhythm Helps Your Two Hips To Move