

# Help Your Child With Spelling

(Taken from DCFS Support of Spelling document)

When we write we have to consider a number of aspects.

- We need to know what the purpose of our writing is and for whom we are writing.
- We need to think about the content and what form our writing will take, for example, is it a shopping list, a report, a letter to a friend, an email?
- We then need to think about the structure appropriate to the purpose and form of our writing - the use of sentences, paragraphs and punctuation.
- We then select the vocabulary that will best convey our meaning.
- And finally we think about how to spell the words we write.

Children can find writing a real challenge; they need encouragement, support and praise for their efforts. You can best support them by encouraging them to write on every possible occasion, praising their efforts and, importantly, by letting them see you writing whenever possible. You can play word games with them (e.g. **I spy, Find the word** puzzles), you can point to interesting or new words as you read to your child (without interrupting the flow of the story) and you can compose emails together.

Most of us, even if we consider ourselves to be good spellers, make spelling mistakes at some point. What is important is that we know what to do when we get stuck and we know how to correct our mistakes.

The English language is a rich but complex language but, despite its complexity, 85% of the English spelling system is predictable. Your child will learn the rules and conventions of the system and the spelling strategies needed to become a confident speller.

Here are some of the strategies that will help your child become a confident and accurate speller:

- sounding words out: breaking the word down into phonemes (e.g. • c-a-t, sh-e-ll) - many words cannot be sounded out so other strategies are needed;
- dividing the word into syllables, say each syllable as they write the word (e.g. re-mem-ber);
- using the **Look, say, cover, write, check** strategy: look at the word and say it out aloud, then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process;
- using mnemonics as an aid to memorising a tricky word (e.g. people: people eat orange peel like elephants; could: O U lucky duck);
- finding words within words (e.g. a rat in separate);
- making links between the meaning of words and their spelling (e.g. sign, signal, signature) - this strategy is used at a later stage than others;
- working out spelling rules for themselves - a later strategy;
- using a dictionary as soon as they know how to.

Encourage your child to have a go at spelling words they are unsure of. This will give them the opportunity to try out spelling strategies and to find those that they find useful. You can help them to use the strategies outlined above and praise their efforts.

The first 100 high-frequency words in order

1. the	26. are	51. do	76. about
2. and	27. up	52. me	77. got
3. a	28. had	53. down	78. their
4. to	29. my	54. dad	79. people
5. said	30. her	55. big	80. your
6. in	31. what	56. when	81. put
7. he	32. there	57. it's	82. could
8. I	33. out	58. see	83. house
9. of	34. this	59. looked	84. old
10. it	35. have	60. very	85. too
11. was	36. went	61. look	86. by
12. you	37. be	62. don't	87. day
13. they	38. like	63. come	88. made
14. on	39. some	64. will	89. time
15. she	40. so	65. into	90. I'm
16. is	41. not	66. back	91. if
17. for	42. then	67. from	92. help
18. at	43. were	68. children	93. Mrs
19. his	44. go	69. him	94. called
20. but	45. little	70. Mr	95. here
21. that	46. as	71. get	96. off
22. with	47. no	72. just	97. asked
23. all	48. mum	73. now	98. saw
24. we	49. one	74. came	99. make
25. can	50. them	75. oh	100. an

The next 200 most common words in order of frequency (taken from DCFS Support of Spelling document)

1. water	51. fox	101. let's	151. fell
2. away	52. through	102. much	152. friends
3. good	53. way	103. suddenly	153. box
4. want	54. been	104. told	154. dark
5. over	55. stop	105. another	155. granddad
6. how	56. must	106. great	156. there's
7. did	57. red	107. why	157. looking
8. man	58. door	108. cried	158. end
9. going	59. right	109. keep	159. than
10. where	60. sea	110. room	160. best
11. would	61. these	111. last	161. better
12. or	62. began	112. jumped	162. hot
13. took	63. boy	113. because	163. sun
14. school	64. animals	114. even	164. across
15. think	65. never	115. am	165. gone
16. home	66. next	116. before	166. hard
17. who	67. first	117. gran	167. floppy
18. didn't	68. work	118. clothes	168. really
19. ran	69. lots	119. tell	169. wind
20. know	70. need	120. key	170. wish
21. bear	71. that's	121. fun	171. eggs
22. can't	72. baby	122. place	172. once
23. again	73. fish	123. mother	173. please
24. cat	74. gave	124. sat	174. thing
25. long	75. mouse	125. boat	175. stopped
26. things	76. something	126. window	176. ever
27. new	77. bed	127. sleep	177. miss
28. after	78. may	128. feet	178. most
29. wanted	79. still	129. morning	179. cold
30. eat	80. found	130. queen	180. park
31. everyone	81. live	131. each	181. lived
32. our	82. say	132. book	182. birds
33. two	83. soon	133. its	183. duck
34. has	84. night	134. green	184. horse
35. yes	85. narrator	135. different	185. rabbit
36. play	86. small	136. let	186. white
37. take	87. car	137. girl	187. coming
38. thought	88. couldn't	138. which	188. he's
39. dog	89. three	139. inside	189. river
40. well	90. head	140. run	190. liked
41. find	91. king	141. any	191. giant
42. more	92. town	142. under	192. looks
43. I'll	93. I've	143. hat	193. use
44. round	94. around	144. snow	194. along
45. tree	95. every	145. air	195. plants
46. magic	96. garden	146. trees	196. dragon

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47. shouted	97. fast	147. bad	197. pulled
48. us	98. only	148. tea	198. we're
49. other	99. many	159. top	199. fly
50. food	100. laughed	150. eyes	200. grow