

SPELLING GAMES



Spelling activities

Colour me magic

...write the word as many times as you can on the page using a different colour for each letter

said said

said said

Have you posted it?

Identify focus words in a text e.g. words ending in able

Spelling activities

Spelling Detectives

Show children spellings written on a large sheet of paper. Give them one minute to look at them.

Score!

Visualisation

- Charades
Act out the word. Child guesses then spells.
- Pictionary (Spellmadoodle)
Repeatedly write the word and draw a picture to match the word
- Taboo
Describe the word without saying it. Child guesses then spells.

Backwards writing

Flashcards



trough



rough



bough



thought



cough



through



laugh



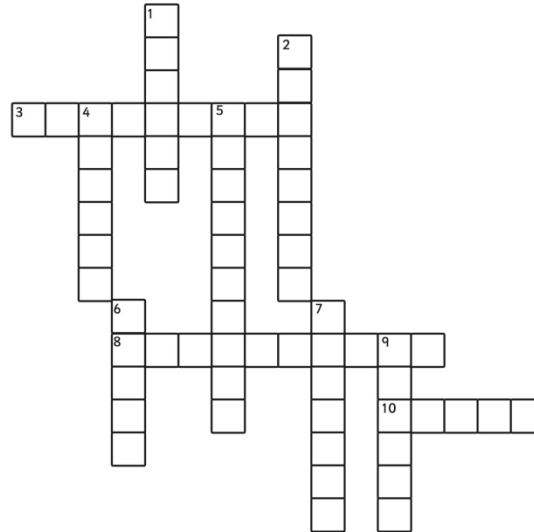
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Spelling rounders



Spelling Crosswords

Year 3-4 Statutory Spelling List Crossword #1



Across

- 3. Not identical.
- 8. Knowledge gained from what one has encountered.
- 10. To have control, rule, or influence.

Down

- 1. Not long past.
- 2. Starchy vegetables.
- 4. Renowned, has a widespread reputation.
- 5. A test or trial.
- 6. An organ that pumps blood around the body.
- 7. To have confidence in something without absolute proof.
- 9. A shape with one edge.

Kim's game with words

potion

station

educasion

optician

persuasion

multiplication

addition

division


magician

invasion

Pyramid writing

Pyramid Writing



 3rd Grade Gridiron



Fancy letters and colourful words

Colourful Words

Write each of your spelling words. Write each letter using a different coloured pencil!

*Example- colourful

Words without vowels / consonants

Words Without Vowels

Write your spelling words on a list, but replace all the vowels with a line. Then go back to the beginning of your list and see if you can fill in the correct missing vowels.

Words Without Consonants

Write your spelling words on a list, but replace all the consonants with a line. Then go back to the beginning of your list and see if you can fill in the correct missing consonants.

Surround words

Surround Words

Write your words on graph paper. Write "middle" letters, one letter in each box. Use two boxes for "tall" letters like t and l and "low" letters like j and g. Then outline the words using different colours.



Spelling Tests

Limitations:

Written work does not reflect spelling test results;

Children become passive learners, receiving delivered knowledge and are not actively involved in the learning process;

The teaching of spelling is removed from the process of writing and is taught as a discrete skill.



Dictation

How can I find out how to spell this word?

Try it out.
Does it
look right?

Can I break it down
into syllables or
phonemes?

Is there another word I
can spell that would help
me?

Is there a spelling
rule that I should
use?

Can I look it
up in the
dictionary?

*Can I use a
mnemonic
to help me?*

Do I already
have the word
in my
vocabulary
book?

Is there a root word I
can spell, then add
the correct ending?

The *Teaching* of Spelling

- Spellings need to be **explicitly** taught
 - **Teach words:**
 - Address (notice the d is doubled, dressing the ad)
 - Circle (put up wrong ones – choose the right one)
 - Early (notice that the er sound is spelt ear like in Earth)
 - February (notice the r)
 - perhaps, not p'raps (choose the correct)
 - remember,(chunk)
 - guide (notice the igh sound is spelt i-e with the u to make g hard)
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- Children then need to be given strategies that help them remember the words they are taught
 - need to investigate the rules, patterns and etymology using a multi-sensory approach

Homophones

Introduce homophones – their etc. Matching game to establish meaning of new words fair, fare, great, grate, not, knot, ball, bawl, break, brake

Chn to put words with a picture beside them
Fair and fare, great and grate, not and knot,
ball and bawl, break and brake