

## Supporting Spelling

### **1. Look, Cover, Write, Check – ‘SHOW ME’**

Pupils work in pairs. Both pupils look at the same word. It is then covered and both pupils write the word on an individual whiteboard. They then reveal their word - ‘one two three, show me’ and check that they both have the same spelling. This is repeated with every word on their list. A quick activity that is very effective, it can also be done in trios or quartets.

### **2. FLASH CARDS**

This is similar to the ‘show me’ activity above. Pupils quickly write out words on flash cards making sure that they have the correct spellings. One reads aloud from a card and the other pupil writes the word on a whiteboard. This time when they say ‘show me’, one shows the correct spelling on the card and the other shows their attempt on the whiteboard. Pupils take turns reading or spelling.

### **3. SPELLING ALOUD**

Using flashcards, as above, one pupil reads a word aloud. Their partner spells the word out loud. If they spell correctly, they ‘win’ the card. If they are incorrect, the card is put to the bottom of the pile. Pupils take turns and the ‘winner’ is the one who has most cards at the end of the game. This is not an activity for the less able.

### **4. SPELLING TENNIS**

You may have seen this one on the television programme ‘Hardspell’. Older children really enjoy this one as it can be quite challenging. Pupils work in trios.

One takes on the role of both ‘reader’ and ‘checker’. The other two pupils spell the word by saying alternative letters until the whole word is spelt. If a mistake is made, the checker stops the game and shows them the correct spelling. The word is then spelt again and then put to the bottom of the pile. Correct words are discarded. Pupils take turns to be the checker. This is not an activity for the less able.

### **5. DICTIONARY RACE**

Pupils work in threes using a dictionary each. They take turns to call out one of their spelling words which is then hidden. The idea is to be the first to locate the word in the dictionary. This not only helps them to remember how to spell, it is also excellent for practising dictionary skills. You can turn it into a game by giving them counters to win.

### **6. HANGMAN**

This is played in the traditional manner, using pre-drawn gallows, but with pupils using their spelling words. One pupil chooses a word from their list, then turns the list over and draws the corresponding number of dashes (one dash for each letter of the word). The 2<sup>nd</sup> player guesses a missing letter. If they are correct, it is written on the correct dash. If they are incorrect a piece of the body is drawn on the gallows. If all pieces of the body (head, body, two arms and two legs) are drawn before the word is guessed, the player loses. If, however, the pupil guesses the correct word, he/she MUST write the word correctly to win. Only then can the list be turned over to check. Pupils take turns. This can also be played with a larger group or without any dashes given.

## **7. WORDS WITHIN WORDS**

Pupils try to find smaller words inside each of their spelling words without rearranging the letters. e.g. using the word ‘practising’, you could find – ‘act’ ‘sing’ ‘in’ ‘is’. Set a time limit, say 10 minutes, for them to work individually to find as many as possible using all their spelling words. Finish off with an oral feedback session to pull all their suggestions together.

## **8. KIM’s GAME**

This game can be played in groups of 4 to 6. Spelling words are written on cards and laid out on the table. The pupils study the words. They then look away and a nominated person removes *one* of the cards. Pupils turn back, look at the remaining cards and have 2 minutes (use an egg timer) to write the missing word on a whiteboard which they keep hidden. All the guesses are then revealed at the same time. If they are correct, they win a point, but only if it is spelt correctly!

## **9. LUCKY DIP**

This is a game best played in twos or threes. Pupils take turns to pick out 12 plastic letters from a bag. They mustn’t look into the bag, as it is ‘lucky dip’. The picked letters are placed in front of them and the rest of the letters are left in the bag. The idea is to make one of their spelling words out of the letters. The pupils take turns to pick one new letter out of the bag and discard one that they don’t want any more. This carries on until someone has the right letters to make one of their spelling words. The others check that it is indeed spelt correctly. The game then starts over again.

## **10. MAGNETIC LETTERS**

Working with a partner, younger pupils would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters. This would continue until all the words are displayed. Another pair would then be asked to check their spellings.

## **11. GUESS THE WORD**

Pupils work in pairs. One pupil chooses one of their spelling words, and then writes one letter on a whiteboard at a time. They can begin *anywhere* in the word – it does not have to be at the beginning. The other pupil tries to guess the word after each letter is added. If they guess correctly, they must spell the whole word to win the points. The fewer letters that have been given – the more points to be won.

## **12. NOUGHTS AND CROSSES**

This is a very simple activity where pupils can work within mixed or same ability pairings. Pupils swap lists and ask their partner to spell one of the words. If the word is spelt correctly, the appropriate mark is placed on a noughts and crosses grid. If wrong, no mark is written but their mistake explained and the correct spelling shown. A 10-15 minute time limit is probably long enough to play several games.

## **13. FIND THE WORD**

This is a good activity for younger pupils who are learning how to spell High Frequency words. Each pair is given a highlighter pen and piece of text, for example a newspaper or advert. The teacher writes a few common words on the blackboard and the children highlight as many as they can find. Younger children may need to be given a highlighter each or you may ask that each common word is highlighted using a different colour.

This activity can also be used to highlight a spelling pattern in older classes e.g. ‘ight’ , ‘ei/ie’. Once highlighted, the words could be written in a list to share with another group.