

Helping at Home

To learn to spell a difficult word we sometimes make up a little phrase to help us...  
come on u lazy dog (could)  
woof oh u lazy dog (would)  
'sh' oh u lazy dog (should)

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Did you know?  
That the phrase "i" before 'e' except after 'c' isn't always true?  
Think about their veil sufficient

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Past Tense

We have been looking at what happens to words when we talk in the past tense.  
Eg 'Yesterday I walked to the shops'  
Using the words 'today' and 'yesterday' talk to your child about what they do, eat, play - eg 'Today I played hospitals.'

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Did you know?  
That the ending -ed can be pronounced in 3 different ways?  
Read these words with your child and investigate what the 3 sounds are.  
looked  
called  
started

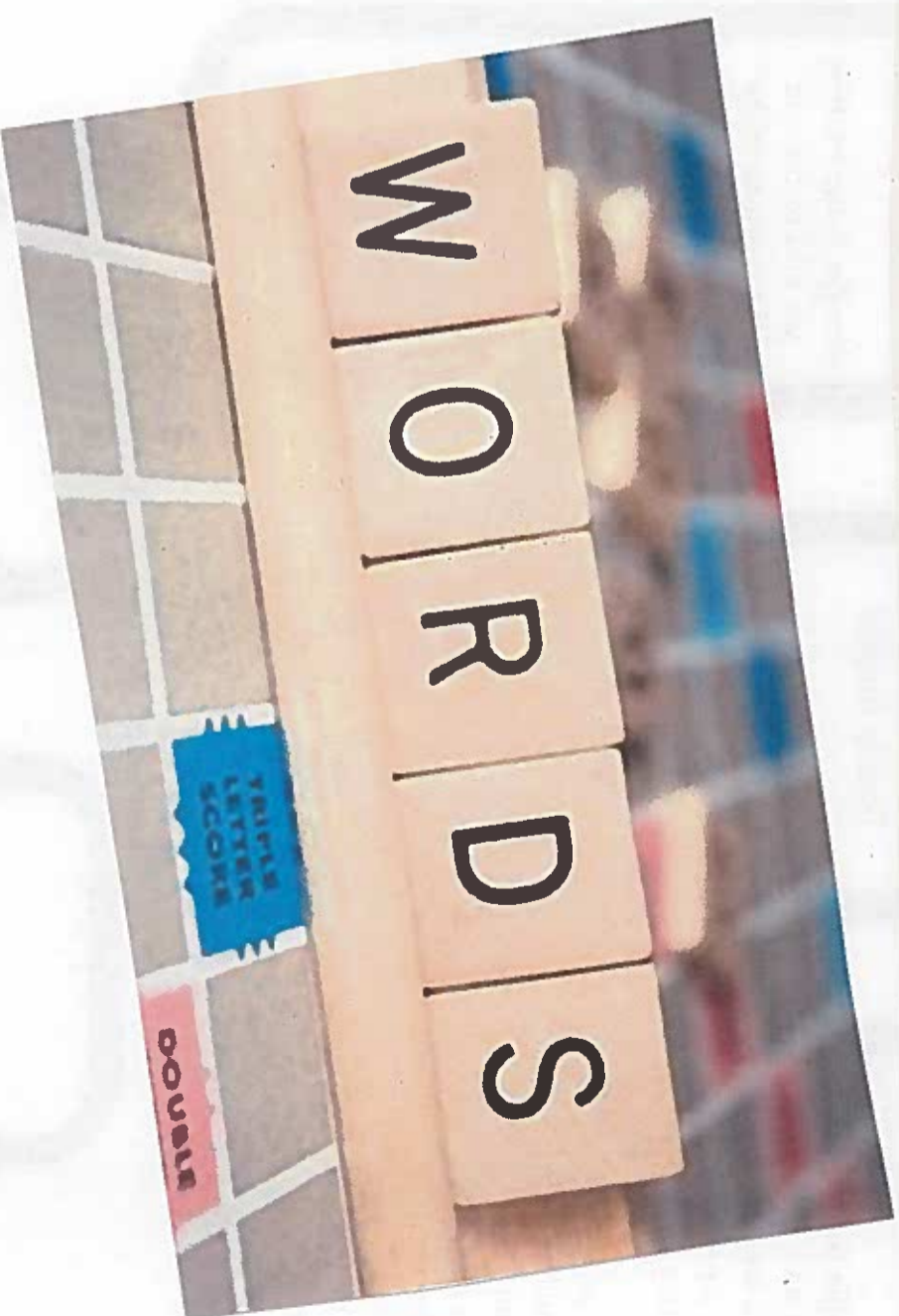
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Leave it out!

When we look at words like can't or we'll we look at the letters that the apostrophe replaces. These words are called 'contractions' or 'elisions'  
Imagine a thief has been on the rampage in a newspaper or magazine in your house - can your child spot the places where letters have been stolen?!



Spelling Strategies



### Helping at Home

#### Suffix

A suffix is the bit that we add to the end of a word to make a new word (e.g. -er, -est)

Ask your child to find a small toy, a smallest toy and their smallest toy and to write a label for each - do the same with a fruit and the words 'large', 'larger', 'largest'

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#### Double Trouble!

A suffix is the bit that we add to the end of a word to make a new word (e.g. -ing)

See what happens when you add -ing to these words...  
get (getting)  
put (putting)  
trap (trapping)

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#### Suffix

A suffix is the bit that we add to the end of a word to make a new word (e.g. -s, -es)

What happens when you add an 's' to these words?  
lolly  
daisy  
lady  
party

We change the 'y' to an 'i' and add 'es'!

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Spelling is harder than reading words.

Encourage your child to listen to how many syllables there are in the word to so that they can break it into smaller bits to remember e.g. Sep-tem-ber

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#### Spelling Long Words

Clapping and counting the syllables in words breaks up longer words and makes them easier to spell.

Clap the names of the people in your house, your favourite food or what's for dinner - see if your child can guess.

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We are learning to read and spell 2 and 3 syllable words. Help your child by splitting words into syllables and clapping on each syllable.

Try this with the names of the people in your family and friends - can you or your child guess the person?

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#### Has anyone seen the 'e'?

A suffix is the bit that we add to the end of a word to make a new word (e.g. -ing)

See what happens when you add -ing to these words...  
smile (smiling)  
write (writing)  
chase (chasing)

### Helping at Home

Continue to play with magnetic letters at home but try to include words which contain digraphs (2 letters making one sound)  
Eg p-ar-k park  
c-oo-t coat  
r-ai-n rain

Say each sound as you bring the letters together and then blend the whole word.

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When we make a choice when we are spelling we think about the 'best bet'.  
Eg The best bet for the spelling of an /ai/ sound at the end of a word is 'ay'.

Ask your child if they know any other 'best bets'

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We've learnt that the 'ay' and 'oy' spellings are a good 'best bet' at the end of words but did you know that we also need them before adding a suffix such as -ing, -ed, -ful, -ment?

saying  
enjoyed  
playful  
enjoyment

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To learn to spell a difficult word we sometimes make up a little phrase to help us...

big elephants can actually understand small elephants (because)