

Study Skills

Subject area: Spelling



Confidence Boost
TUTORING

Spelling patterns

- Pick a phonetic pattern (e.g. 'th', 'cr', 'ou', 'ea'). Sound out the phonetic pattern together. Write down the phonetic pattern 5 times on a piece of paper. Get the student to make words using the phonetic pattern, including where possible, at the beginning, middle and end of a word. Say the words they have made out loud.
- Recognising phonetic patterns is critical to reading and spelling. In these activities, students recognise a particular pattern, by seeing it and listening to it, and familiarise themselves with its use.
- Example:
 - Chose the pattern 'st'. Say it out loud, 's-t' = 'st'. Write the pattern down, and get the student to make up words using 'st', e.g. 'street', 'stay', 'post', 'student', 'easter'. Say the words aloud.

Spelling patterns in books

- Pick a phonetic pattern (e.g. 'th', 'cr', 'ou', 'ea'). Read a book together with the student, and look for examples of the spelling pattern (e.g., bread, head, eat, heat). Get the student to write the words with the spelling pattern on a piece of paper. Point out to the student how the pattern works in different words.
- Students engage with the pattern by making up their own words, or looking for words in a book. This helps to create linkages between words that sound similar.
 - Read a book looking for words that have 'st' in them. Pick some words to write down, and talk about how the letters are used in each example.

Look/ Say/ Cover/ Write/ Check

- *Look* at the word on the page. *Say* the word out loud. *Cover* the word so you can't read it. *Write* the word on a separate page. *Check* the word to see if it matches. If it's not the same, repeat (sometimes a number of times) until the word can be written confidently.
- This tool works as it both registers the shape and pattern of the word, and how it sounds. Students who learn visually look at the word, recognise the letter patterns, and then learn it by writing it down. Students who learn aurally say the word to hear how it sounds, and then learn it by writing it down. By covering the word, students must rely on their short term memory to draw on the answer. Checking it at the end lets the student compare the two words for feedback.
- Example:
 - Word: house
 - Look at the word together. Say the word out loud. You may also like to spell the letters out loud too 'h-o-u-s-e'. Cover the word and then have the student write it down. Check the word together. You may wish to place ticks above letters that are right, or one tick at the end if the whole word is right. Practice the exercise again until the student can write the word confidently.