Thinking Spelling
Debbie Draper, 2008

The following activities are designed to engage students in thinking activities whilst building phonological, visual, morphemic and etymological spelling skills and word knowledge.

includes:
• General strategies
• Spelling and Word Knowledge activities based on Bloom’s Taxonomy
• Spelling activities using Thinkers Keys
• Spelling using Multiple Intelligences
Understanding spelling

Spelling integrates four kinds of knowledge

- phonological (sound)
- visual
- morphemic (meaning and word families)
- etymological (word origins)

Learning to spell is a multistrategy, multisensory process.

In the English spelling system, many sounds do not match the letters. Priority has been given to the representation of meaning, rather than the sounds of oral language. Phonetic function is useful for spelling less than half of all English words.

An English word can consist of three parts: the root, a prefix, and a suffix.

- The root is the part of the word that contains the basic meaning (definition) of the word. The root is the base element of the word.
- A prefix is a word element that is placed in front of a root. A prefix changes the word’s meaning or makes a new word.
- A suffix is a word element that is placed after the root. The suffix changes the word’s meaning as well as its function (use).
- Prefixes and suffixes are called affixes because they are attached to a root.

ethe is a suffix which means unit e.g. phoneme (unit of sound), grapheme (unit of written language) and morpheme (unit of meaning)

Phonetics (from the Greek φωνή (phonê) "sound" or "voice") is the study of the physical sounds of human speech. A phoneme may encompass several recognisably different speech sounds, called phones

- Phoneme: the smallest unit of sound. It distinguishes one word from another (e.g., man and fan are distinguished by the initial phoneme).
- Phonemic Awareness: This is a type of phonological awareness that involves the awareness and manipulation of individual sounds.
- Phonological Awareness: The auditory awareness of sounds, words, and sentences. The understanding that speech is composed of sentences made up of words. Words are comprised of syllables, and syllables are comprised of phonemes.

A grapheme is the fundamental unit in written language. Graphemes include alphabetic letters, Chinese characters, numerals, punctuation marks, and all the individual symbols of any of the world’s writing systems.

- In spelling systems that are non-phonemic — such as the spellings used most widely for written English — multiple graphemes may represent a single phoneme.
- These are called digraphs (two graphemes for a single phoneme) and trigraphs (three graphemes). For example, the word ship contains four graphemes (s, h, i, and p) but only three phonemes, because sh is a digraph.

A morpheme is the smallest linguistic unit that has semantic meaning. Morph is from the Greek morphe meaning shape or form.

- In spoken language, morphemes are composed of phonemes (the smallest linguistically distinctive units of sound),
- and in written language morphemes are composed of graphemes (the smallest units of written language).

Etymology Gk. etymologia, from etymon "true sense" (neut. of etymos "true," related to eteos "true") + logos "word."
Phonetics (from the Greek φωνή (phonē) "sound" or "voice") is the study of the physical sounds of human speech. A phoneme may encompass several recognisably different speech sounds, called phones.

- **Phoneme**: the smallest unit of sound. It distinguishes one word from another (e.g., man and fan are distinguished by the initial phoneme).
- **Phonemic Awareness**: This is a type of phonological awareness that involves the awareness and manipulation of individual sounds.
- **Phonology**: study of sound
- **Phonological Awareness**: The auditory awareness of sounds, words, and sentences. The understanding that speech is composed of sentences made up of words. Words are comprised of syllables, and syllables are comprised of phonemes.

**Organisation of word system**
- 26 letters
- Consonants – blends, clusters
- Vowels – short and long / vowel pairs / vowel digraphs / vowel diphthongs

**Activities**
- Articulation & pronunciation
- Puppetry
- Directed Spelling Thinking Activity (DSTA) – pre-test, each student justifies own spelling, group decides the best guess, teacher corrects or locates in dictionary
- Sound rhymes
- Songs and nursery rhymes
- Rhyming cloze
- Blending games
- Word wheels
- Sound charts
- Alliteration and tongue twisters
- Rhyming tag
- word sorts according to sounds
- rhyming words that are spelt the same and not spelt the same
- beats / claps and syllables
- homophones
- silent letters
A grapheme is the fundamental unit in written language. Graphemes include alphabetic letters, Chinese characters, numerals, punctuation marks, and all the individual symbols of any of the world’s writing systems.

- In spelling systems that are non-phonemic — such as the spellings used most widely for written English — multiple graphemes may represent a single phoneme.
- These are called digraphs (two graphemes for a single phoneme) and trigraphs (three graphemes). For example, the word ship contains four graphemes (s, h, i, and p) but only three phonemes, because sh is a digraph.

**Activities**
- Dictation develops visual memory in context – seen dictation / unseen dictation
- Dolch words / oxford word list
- Flashcards
- Compound word snap
- Silent letters
- Break word into syllables / highlight difficult part (larger font, colour)
- Speed copying
- Proofreading
- mnemonics
- Look Say Cover Write Check
- Create the word shape on grid paper
- Word wall of tricky spelling words
- Cloze exercises with patterns included e.g. - --ough- he was ---ough for I though he was through.
- Cloze exercises using big books (masking letters)
- Crosswords
- Word searches
- Write a sentence with vowels missing & fill in vowels
- Have-a-go sheets
- Hangman
- Wordlinks – find the hidden words – mnksladyjuskluneighbourmjuopsd
- Using cards with individual words – take one away – what is missing?
- Try three ways and select the best guess
- Illustrate particular words or word parts that cause difficulty
A morpheme is the smallest linguistic unit that has semantic meaning. Morph is from the Greek morphe meaning shape or form.

Morphology is the study of the structure and form of words in language.
- In spoken language, morphemes are composed of phonemes (the smallest linguistically distinctive units of sound).
- and in written language morphemes are composed of graphemes (the smallest units of written language).

How words change form

Activities
- teach students to spell morphographs and rules for combining morphographs
- affixes – prefixes and suffixes
- affix snap
- base word happy families
- homophone concentration
- compound words
- antonyms / synonyms
- contractions
- changing tense – “ed”, “ing” “s”
- plurals – adding “s” “es”
- plurals – changing y to i and adding es or ed
- changing f to v and adding es
- nouns that change vowels eg foot to feet
- homophones
- abbreviations
- word webs
- jigsaws with base words and affixes
- word sorts according to common morpheme
- using letter tiles to make new words
- Finding rules
- Compound word race (base word e.g. water – form as many compound words as possible
- Word families
- Palindromes
- Step words – changing

NICE

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TALK

<table>
<thead>
<tr>
<th>m</th>
<th>e</th>
<th>n</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>n</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>e</td>
<td>n</td>
<td>d</td>
</tr>
</tbody>
</table>
**Etymology**

Gk. *etymologia*, from *etymon* “true sense” (neut. of *etymos* "true," related to *eteos* "true") + *logos* "word."

**Activities**

- Word origins – matching cards
- Acronym and abbreviation hunt
- Words with “ch” from English (hard ch), Greek (k) and French (sh) origins – what pronunciation?
- Word webs e.g. from the Greek “aer” meaning air
- word sorts according to etymology
- topic words e.g. food words and locate origin of words eg sushi
- derivation charts

<table>
<thead>
<tr>
<th>Greek influence</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>geo</td>
<td>the earth</td>
<td>geology, geometry, geography</td>
</tr>
<tr>
<td>photo</td>
<td>light</td>
<td>photosynthesis, photograph</td>
</tr>
</tbody>
</table>

- Root words are written on cards and task is to write as many words as possible that come from this root

**tele – Greek - far**

- Create an animal using Greek or Latin roots e.g. punctata quadrocornisbiped (dotted four-horned two footed animal)
- Cartoons for word origins (eg Word for Word – Atchison)
- Explore different forms of etymology e.g.

<table>
<thead>
<tr>
<th>Onomatopoeia</th>
<th>Words that sound like their meaning</th>
<th>woof, pop, sizzle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign words</td>
<td>Words used in English that originated elsewhere</td>
<td>boomerang, ballet, pizza</td>
</tr>
<tr>
<td>Portmanteau words</td>
<td>Words that combine the meaning and sound of two</td>
<td>smog (smoke + fog)</td>
</tr>
<tr>
<td>Eponyms</td>
<td>Words named after people</td>
<td>pavlova, Celsius</td>
</tr>
<tr>
<td>Toponomy</td>
<td>Words derived from place names</td>
<td>sapphire, sardines, frankfurt</td>
</tr>
<tr>
<td>Colnages</td>
<td>Words invented by advertisers, scientists etc</td>
<td>esky, chux, hoover</td>
</tr>
<tr>
<td>Modern words</td>
<td>Words invented recently</td>
<td>Microwave, email</td>
</tr>
<tr>
<td>Acronyms</td>
<td>Words made from initial letters</td>
<td>ANZAC, QANTAS</td>
</tr>
<tr>
<td>Typological</td>
<td>Words belonging to a theme or topic</td>
<td></td>
</tr>
</tbody>
</table>
### Possible Sequence of Skills

<table>
<thead>
<tr>
<th>Phonological</th>
<th>Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consonants</strong>...knows action, sound, name and child is able to apply to initial, final and medial positions in words.</td>
<td><strong>Oxford List</strong></td>
</tr>
<tr>
<td><strong>Vowels</strong>...... applies to initial and medial positions in words</td>
<td><strong>Morphemic</strong></td>
</tr>
<tr>
<td><strong>Initial Double Consonant Blends</strong>...bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr sc, sk, sm, sp, st, sw</td>
<td><strong>TENSE</strong></td>
</tr>
<tr>
<td><strong>Initial Digraphs</strong> ch, sh, th, wh, qu,</td>
<td>Adding “s”</td>
</tr>
<tr>
<td><strong>Final Same Letter Double Consonant Blends</strong> ff, ll, ss</td>
<td>Adding “ed”</td>
</tr>
<tr>
<td><strong>Final Double Consonant Blends</strong> ft, ld, lk, lp, mp, nd, nk, nt, sk, sp, st</td>
<td>Adding “ing”</td>
</tr>
<tr>
<td><strong>Final Digraphs</strong> ch, ck, ng, sh, th, tch</td>
<td>Double the last letter and add “ed”, “ing”</td>
</tr>
<tr>
<td><strong>Initial Three Letter Blends</strong> scr, spl, spr, str, sqw, shr, thr</td>
<td>Add “es” to words ending in sh, ch, x, ss, s</td>
</tr>
<tr>
<td><strong>Long Vowel Sounds</strong> (That say the letter name) a-e, ai, ay, a e-e, ea, ee, e, ie i-e, ie, y, i o-e, oa, ow, o u-e, ew, u</td>
<td>Changing the “y” into “i” and add es/ed</td>
</tr>
<tr>
<td><strong>Long Vowel Sounds</strong> oo, ew, ou, ue, oe ar, a, au, al er, ir, or, ear or, aw, au, augh, oo, our, al oi, oy ow, ou</td>
<td>Dropping off “e” and add “ing”</td>
</tr>
<tr>
<td><strong>Dead Vowel e</strong></td>
<td>Irregular Tense Forms</td>
</tr>
<tr>
<td><strong>Ough...8 different sounds</strong> 22 words to learn</td>
<td><strong>Compound Verbs</strong></td>
</tr>
<tr>
<td><strong>Tch</strong></td>
<td><strong>AFFIXES</strong></td>
</tr>
<tr>
<td><strong>Silent Letters</strong> b, c, gn, h, kn, l, mn, p, s, t, w, gu, ue, silent gh, igh, augh, eigh,</td>
<td>Prefixes</td>
</tr>
<tr>
<td><strong>Sometimes gh says “ff”</strong> ough, ough</td>
<td>Suffixes</td>
</tr>
<tr>
<td><strong>c, g</strong></td>
<td><strong>CONTRACTIONS</strong></td>
</tr>
<tr>
<td><strong>Etymological</strong></td>
<td>I’m, It’s, that’s, who’s couldn’t, wouldn’t, shouldn’t didn’t, doesn’t, hasn’t, haven’t, isn’t don’t, can’t, won’t we’ll, he’ll, she’ll, you’ll, they’ll I’ve, we’ve, they’d, he’d, we’d, I’d, we’re, they’re</td>
</tr>
<tr>
<td><strong>Abbreviations</strong></td>
<td><strong>HOMOPHONES</strong></td>
</tr>
<tr>
<td><strong>Acronyms</strong></td>
<td><strong>Etymology</strong></td>
</tr>
<tr>
<td><strong>Foreign roots</strong></td>
<td><strong>New stems – portmanteau</strong> (blending e.g. smoke + fog = smog)</td>
</tr>
<tr>
<td><strong>New stems (clipping e.g. caravan = van)</strong></td>
<td><strong>Eponyms</strong> (named after people)</td>
</tr>
<tr>
<td><strong>Toponymy</strong> (named after places)</td>
<td><strong>Silent Letters</strong> b, c, gn, h, kn, l, mn, p, s, t, w, gu, ue, silent gh, igh, augh, eigh,</td>
</tr>
<tr>
<td><strong>Sometimes gh says “ff”</strong> ough, ough</td>
<td><strong>c, g</strong></td>
</tr>
</tbody>
</table>

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## Spelling Strategies

### Word Chart

<table>
<thead>
<tr>
<th>Word</th>
<th>Blends</th>
<th>Syllables</th>
<th>Letters</th>
<th>Shape</th>
<th>Prefix</th>
<th>Base</th>
<th>Suffix</th>
<th>Word origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>drip</td>
<td>dr</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>drip</td>
</tr>
<tr>
<td><strong>trip</strong></td>
<td></td>
<td><strong>grip</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>drips, dripping, dripped, dripper</strong></td>
</tr>
<tr>
<td>strip</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>noun ✓ verb ✓ adjective</td>
</tr>
<tr>
<td><strong>telephone</strong></td>
<td>st / str</td>
<td>3</td>
<td>straw-ber-ry</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td><strong>Greek “tele” (distance), “phono” (sound)</strong></td>
</tr>
<tr>
<td>strawberry</td>
<td>st / str</td>
<td>3</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>noun ✓ verb ✓ adjective</td>
</tr>
</tbody>
</table>

**Rhyming words**

- **drip**
- **trip**
- **strip**
- **telephone**
- **strawberry**

**Adding suffixes**

- **drip**
- **trip**
- **strip**
- **telephone**
- **strawberry**

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Spelling and Word Knowledge Activities using Bloom’s Taxonomy

**REMEMBER**
- Read the words
- Write words
- Find dictionary meanings
- Look / say / visualise / cover / write / check
- Draw around the word shape
- Chunk words
- Find words within words
- Add suffixes and prefixes
- Use mnemonics
- Use fancy lettering for difficult parts of words

**Understand**
- In your own words, write meanings
- Use the words appropriately in sentences
- Unjumble words
- Cloze activities
- Write synonyms
- Write antonyms
- Use picture clues

**Apply**
- Write an acrostic poem for words
- Use the words to develop a crossword
- Mindmap the words showing meanings
- Use a computer programme to demonstrate spelling and meaning e.g. PowerPoint
- List rhyming words
- Draw words
- Make a wonderword
- Develop a crossword with clues
- Play pictionary
- Write rebus stories
- Include words in a dictation
- Play concentration / memory
Evaluate

- Reflect on your learning – what did you do well? What could you do better?
- Do a partner test
- Complete the 5 star evaluation

Create

Design and make a game that helps you and others to learn the spelling and meaning of the words.
Use knowledge of word patterns and base words to create and illustrate “new” words
Invent your own spelling activity.

Analyze

- Syllabify words
- Look for patterns
- Create a word wheel based on the pattern
- Compare and contrast the words
- Order words according to alphabetical order, length, number of syllables etc
- Concept map words
- Find the base words and add other examples
- Place words into a Venn Diagram
- Sort words into nouns, verbs and adjectives

oo

pool

tool

spool
cool

stool

fool

ship
shore
shine

shake

take
lake

fake

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Thinking Spelling
<table>
<thead>
<tr>
<th><strong>Key to spelling</strong></th>
<th><strong>Phonological</strong></th>
<th><strong>Visual</strong></th>
<th><strong>Etymological</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alphabet</strong></td>
<td>List words A to Z that have the same sound as ....(the pattern in current list)</td>
<td>List words A to Z from the Oxford list that do not sound as they are spelt.</td>
<td>List words A to Z that are commonly used in English but originated elsewhere</td>
</tr>
<tr>
<td>able</td>
<td>b....</td>
<td>cable</td>
<td>disable</td>
</tr>
<tr>
<td>all</td>
<td>because</td>
<td>anybody</td>
<td>bypass</td>
</tr>
<tr>
<td>could</td>
<td>carpool</td>
<td><strong>Acceleration</strong> (French)</td>
<td>barramundi (Aboriginal)</td>
</tr>
<tr>
<td>anybody</td>
<td>bypass</td>
<td>cherub (Hebrew)</td>
<td></td>
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<tr>
<td>because</td>
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<td>because</td>
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<td>anybody</td>
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<tr>
<td>Acceleration (French)</td>
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<tr>
<td>barramundi (Aboriginal)</td>
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<td>barramundi (Aboriginal)</td>
</tr>
<tr>
<td>cherub (Hebrew)</td>
<td>cherub (Hebrew)</td>
<td>cherub (Hebrew)</td>
<td>cherub (Hebrew)</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Ask a very specific question that has only one possible word as the answer.</td>
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<td>Ask a very specific question that has only one possible word as the answer.</td>
</tr>
<tr>
<td><strong>What word contains 3 consonants, the 4th vowel of the alphabet, begins with g, ends with d.</strong></td>
<td><strong>g - _ d, g _ o d, g o _ d = gold</strong></td>
<td><strong>g - _ d, g _ o d, g o _ d = gold</strong></td>
<td><strong>g - _ d, g _ o d, g o _ d = gold</strong></td>
</tr>
<tr>
<td><strong>B.A.R.</strong></td>
<td>B.A.R. words – make bigger by adding prefixes and suffixes, add letters within the word, replace one letter to make new words.</td>
<td>B.A.R. words – make bigger by adding prefixes and suffixes, add letters within the word, replace one letter to make new words.</td>
<td>B.A.R. words – make bigger by adding prefixes and suffixes, add letters within the word, replace one letter to make new words.</td>
</tr>
<tr>
<td>BAR the word “form”</td>
<td><strong>B - forms, formed, forming, formation, reform,...</strong></td>
<td><strong>B - forms, formed, forming, formation, reform,...</strong></td>
<td><strong>B - forms, formed, forming, formation, reform,...</strong></td>
</tr>
<tr>
<td>A - forum</td>
<td><strong>A - forum</strong></td>
<td><strong>A - forum</strong></td>
<td><strong>A - forum</strong></td>
</tr>
<tr>
<td>R - firm, fort, norm</td>
<td><strong>R - firm, fort, norm</strong></td>
<td><strong>R - firm, fort, norm</strong></td>
<td><strong>R - firm, fort, norm</strong></td>
</tr>
<tr>
<td><strong>Commonality</strong></td>
<td>Examine words to find commonalities • sounds • rhymes</td>
<td>Examine words to find commonalities • letter strings • shapes • syllables</td>
<td>Examine words to find commonalities • nouns, verbs, adjectives • prefixes &amp; suffixes • rules for plurals • tense • morphemes</td>
</tr>
<tr>
<td>Key to spelling</td>
<td>Phonological</td>
<td>Visual</td>
<td>Etymological</td>
</tr>
<tr>
<td>----------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>Reverse</td>
<td>List words that can be written in reverse to make a new word</td>
<td>List words and their antonyms (reverse meanings)</td>
<td></td>
</tr>
<tr>
<td>Graphics</td>
<td>Make a Word Wheel based on - sounds - short / long vowels - blends</td>
<td>Concept map based on morphemes</td>
<td></td>
</tr>
<tr>
<td>Inventions</td>
<td>Invent a game / strategy / visual that will help develop your and others' spelling knowledge and skills</td>
<td>Concept origins based on word origins</td>
<td></td>
</tr>
</tbody>
</table>

### Reverse
- **pool** - **loop**
- **keep** - **peek**

### Graphics
- Concept map based on morphemes
  - Etymology
    - From the Greek “oer” meaning air
    - aeronaut
    - aeroplane
    - aerodrome
    - aero
    - aeronautics
    - aerobics
    - aerodynamics
    - aerosol
    - aerespace

### Inventions
- PowerPoint teaching tool
- Posters illustrating rules
- Flowchart - check your work

- sound snap
- rhyming snap
- word sorts
- flap book or game
- flashcards
- concentration / memory game
- compound word snap
- jigsaw puzzles (with morphemes and affixes)
- letter tiles (change letters to make new words)
- word origin map
- word sorts based on origins

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<table>
<thead>
<tr>
<th>Spelling &amp; Word Knowledge Activities Debra Draper 2008</th>
<th>Phonological</th>
<th>Visual</th>
<th>Morphemic</th>
<th>Etymological</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aural</strong></td>
<td><strong>Visual</strong></td>
<td><strong>Cognitive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn the sounds of Rimes – e.g. ack, ale Digraphs – th, qu, sh Say the words Sound out words</td>
<td>Do Cloze exercises using missing letters Crosswords Have-a-go book Use LSCWC</td>
<td>List words – add endings, prefixes, suffixes Find word derivations Find the smallest meaningful units</td>
<td>Using a dictionary find the root word and origins of words. Find synonyms and antonyms. Write meanings of words</td>
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<tr>
<td>Learn spelling rules. Break words into syllables.</td>
<td>Discover and highlight similarities between words. Write out the words and circle the vowels</td>
<td>Analyse words and find the rules / patterns Create compound words Divide words into morpheme and affix</td>
<td>Map words according to where they originated. Create word derivation charts</td>
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<tr>
<td>Sound out the words and highlight letters / combinations that sound the same. Draw each of the words to represent how they sound.</td>
<td>Write words according to their shapes. Draw empty shapes and guess the word. Make up / solve word searches</td>
<td>Create word webs with affixes</td>
<td>Make root word webs</td>
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<tr>
<td>Say or sound out words whilst skipping or jumping. Bounce or throw a ball in time to syllables. Spell &amp; stand for each vowel.</td>
<td>Use sign language to represent morphemes and then &quot;spell&quot; out words.</td>
<td>Assign different musical notes to common prefixes and suffixes. Ask others to guess the words you are playing</td>
<td>Act out the word meaning as in Charades</td>
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<tr>
<td>Clap when the sound changes in the word Tap out word syllables Use a musical instrument to mimic the sounds</td>
<td>Play Compound Word Snap with others Play Hangman Play Pictionary Play Scrabble</td>
<td>With a friend. Create a PowerPoint presentation about adding endings e.g. “adding”</td>
<td>Create a chart to display for others that shows some of the more common word origins.</td>
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<tr>
<td>Practice sounding / spelling words with a friend – take it in turns to say or spell each letter or syllable</td>
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</tbody>
</table>

- Reflect on the strategies that you use to spell unknown words. Categorise them into phonological, visual, morphemic or etymological
- Set some goals and devise some strategies to assist you to improve your spelling and word use