



A dog howled, ~~braeking~~ the
comma → *breaking*

stillness. Someone was behind me...
← *period* *ellipsis*

Spelling Strategies

Unit Two



Spelling test



Here is a list of strategies that are useful to help you remember the spellings of long or tricky words.

1. sounding out the word
2. breaking the word apart
3. using mnemonics
4. study, cover, write, check
5. creating catchphrases
6. finding words within words
7. creating mental pictures
8. looking for letter patterns

In this unit we will look at strategies 6–8.

Strategy 6 – finding words within words

Lots of words contain other words. You can use this knowledge to help you spell difficult words.

For example, there is a 'lie' in the middle of 'bellieve'.

'**Conscience**' is another tricky word to spell, but you can remember it by thinking about the school subject it contains:

con + **science** = **conscience**

Can you find any other examples of words within words?



Which words can you find within the words below?

mosquito



quit

separate



a rat

business



bus in

parliament



i am

definite



fin

capacity



cap a city

cupboard



cup board



Strategy 7 – creating mental pictures

Does anyone have a technique for remembering how to spell the tricky word **'necessary'**?

Creating a mental picture can help you to remember the spelling of this word.

Think of a shirt.

it has one collar

This will help you to remember that the word 'necessary' has **1 'C'** and **2 'S's'**: ne**CeSS**ary.



and two sleeves

Create a mental picture for the word **'accommodation.'**

The sound of vowels can influence other letters in a word. Look at the following examples.

What change takes place as an ending is added?

big → **bigger**

dig → **digging**

hit → **hitting**

stop → **stopped**

The final consonant **doubles**. This happens:

- with **single syllable** words
- where there is **one short vowel** followed by **one consonant**
- when the ending starts with a **vowel**.



Doubling consonants

Look at these examples.

Why does the final consonant not double?

This words ends with more than one consonant.

brush

brushing

This word has more than one vowel, making a long vowel sound.

peel

peeling

love

loving

This word ends with a vowel.



Words with double consonants can be tricky to spell.
Can you identify the correct spelling of each of
these words?

What is the correct spelling?

begining

beginning



Strategy 8 – looking for letter patterns

It is difficult to remember the pattern of letters in some words. One useful strategy is to find the same pattern in other words that you *do* know.

This may help you to associate the words and remember the pattern.

For example, ‘**guard**’ is often misspelled as ‘**gaurd**’.

‘**gu**’ is the problem area – so look for other words with ‘**gu**’ in them, like ‘**gun**’, ‘**gust**’, ‘**league**’. You can even invent a phrase to help you remember: ‘**The guard with the gun.**’

Find other words with the same letter patterns as these tricky commonly misspelt words:

weird

calenandar



Different spelling strategies



Keeping a personal spelling journal



When you are trying to learn spellings, it is very helpful to keep a **personal spelling journal**, so you can focus on the words that you have particular trouble spelling.

1. Draw a table like this one:

Spelling error	Correction	Strategy
neccesary	necessary	one <u>c</u> ollar and two <u>s</u> leeves
feild	field	'i' before 'e' except after 'c'

2. Look at some pieces of your graded work.

3. In the first column, list the words you have misspelled.

4. In the second column, write the correct spellings.

5. In the third column, write strategies for spelling them.



Using a spelling journal

You should use your spelling journal to record any words that you find difficult to spell, or that your teachers correct.

Look in your exercise books for other subjects to see which words you have misspelled in the past, and add these to your spelling journal. You can then use your spelling journal to look up words when you are writing.



Identifying mistakes you make can help you to set **targets** for improving your spelling. For example, if you often get homophones confused, your target could be to always use a dictionary to check the meanings of the words you choose.

Identify some of the spelling errors you often make and then write three targets in your journal.

Spelling test

