



Ready Steady Spell

Home Support Booklet



Many of you often ask how you can support your child at home with spelling. This booklet explains spelling strategies from the **Ready Steady Spell** programme taught in school.



Literacy Counts

Spelling Strategies:

How to support at home

Within **Ready Steady Spell** there are 7 strategies to support the recall of taught spellings. These strategies are taught explicitly in school and should be used to support the learning of spellings at home.

Encourage your child to explore the strategies.

Strategy Stop: Which and Why?



Syll-a-beat



**Phonic
Sound**



Rule Rhyme



Picture It



Word Build



**Wrong Say
Right Spell**



Tricky Bit

Which strategy or even strategies help them to spell the words?

Strategy

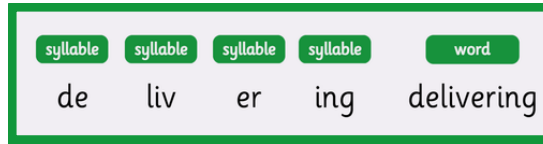
What to do at home

Check the glossary at the back if you are unsure of the terminology.

Syll-a-beat



For the Syll-a-beat strategy we clap (chunk) the syllables to spell words.
A syllable is a unit of pronunciation that contains a vowel sound. It is a way of breaking up words to help spell them.



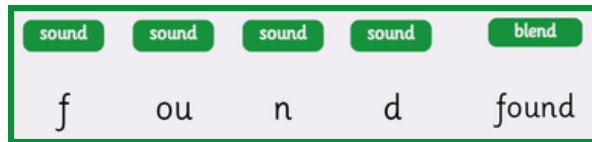
The word 'delivering' is broken up into 4 syllables.

- 1) Clap out the syllables in the word
- 2) Study the letters that represent them
- 3) Point to each syllable and chant together

Phonic Sound



For the Phonic Sound strategy we segment sounds (phonemes) and blend through words.
We match the grapheme (a letter or groups of letters that make a single sound) with its corresponding sound. We segment to spell.



The word 'found' has 4 individual phonemes.

- 1) Point to each phoneme using clear articulation
- 2) With your child, say each sound and blend through the word
- 3) Use phoneme fingers with each phoneme spoken
- 4) segment to spell

***Ask your child's teacher for help if you find Phonics tricky!**

Rule Rhyme



For the Rule Rhyme Strategy we use songs and chants to recall rules.
In class, your child sings/chants along with a musical animated rule rhyme.

Rhythm and rhyme are excellent ways to remember spelling rules and recall for application.

If a root word ends in y, change it to an i and then add es.

play 3 times

lorry

lorries

Depending on which Rule Rhyme is being practised, encourage your child to sing / chant / rap for you. Join in!

Strategy

What to do at home

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Picture It

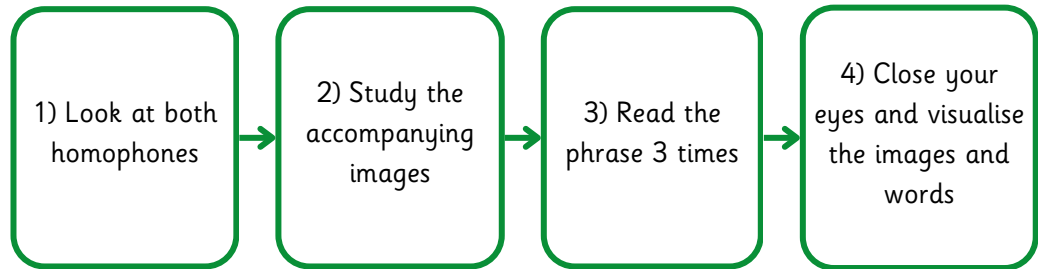


For the Picture It strategy we recall an image to support the spelling of the word.

Attaching images to words helps children visualise word(s) for the accurate spelling of homophones. An accompanying phrase or sentence helps to specify the difference.

I see the sea.

Homophones 'see' and 'sea.'



Word Build

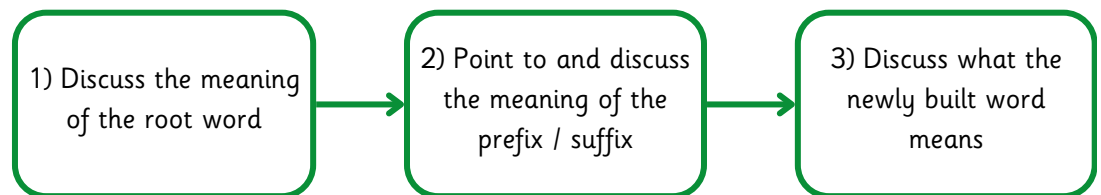


For the Word Build strategy we use knowledge of prefixes, suffixes and root words to build (chunk) parts of words together.

Word Build uses morphology (smallest unit of meaning) to build up 'chunks' of words into whole words.

reply ing replying

'Replying' as 'reply' (root) and 'ing' (suffix).



Wrong Say Right Spell

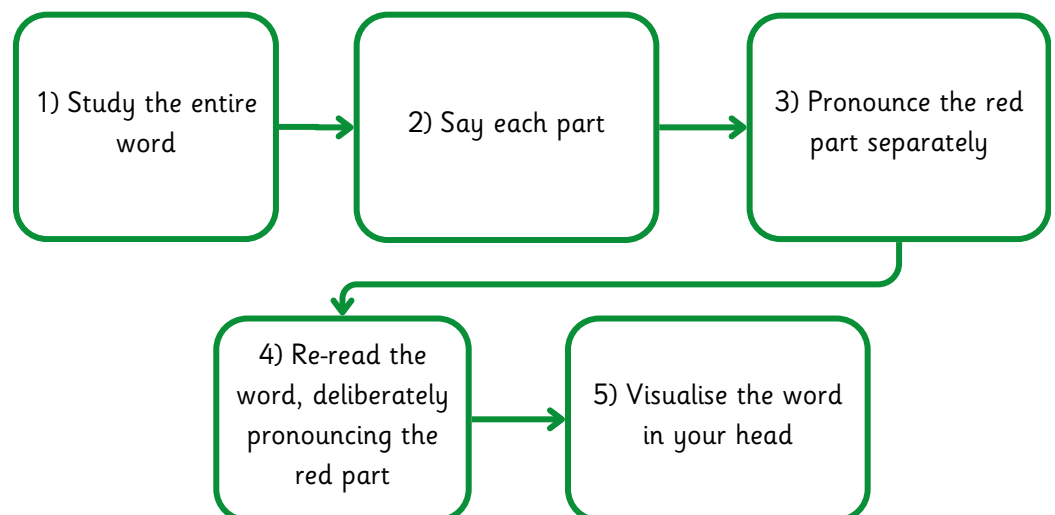


For the Wrong Say Right Spell strategy we say a word as it is spelt (not how it is pronounced).

This deliberate mispronunciation of a word supports recall and memory. This will sound unusual but will help your child with accurate spelling.

ve h icle
vehicle

In the word 'vehicle' the 'h' sound is not usually heard. We deliberately emphasise and over enunciate the red part, 'h' by mispronouncing - ve-h-icle.



Strategy

What to do at home

Check the glossary at the back if you are unsure of the terminology.

Tricky Bit



For the Tricky Bit Strategy we study the 'tricky' part of a word.

It is important to bring your child's attention to the irregular part of the word.

rhythm
rhythm

The 'Tricky Bit' in the word 'rhythm' is 'hy'. The rest of the word is phonically regular.

1) Read the whole word

2) Say the tricky part. Why is it tricky?

3) Stare at the word

4) Visualise the word

Weekly Spelling Test

In **Ready Steady Spell** there is a weekly spelling test which follows the explicit teaching of associated rules and strategies. You can help and support by discussing and practising these with your child.

The images here indicate the strategy that your child has been taught in school this week. It may help them spell these particular words.

Your child may prefer to use a different strategy(ies) to help them spell the word.

| arrived | | word adding ed word arrive ed arrived |
|---------|--|---|
| hoped | | word adding ing word use ing using |
| using | | word adding er word late er later |
| giving | | word adding est word close est closest |
| later | | |
| larger | | |
| closest | | |
| most | | |
| both | | |
| only | | |

The blue words at the bottom of the list are from the Statutory Word List words (Year 3- Year 6) or Common Exception Words.

Have fun exploring and investigating the strategies!





Glossary of Terms:

| Glossary | Explanation | Example |
|---|---|--|
| Apostrophe | Punctuation mark to show possession and omission. | can't (omission) cats' (possession) |
| Exceptions/ Common Exception Words | Exception words that do not follow normal patterns and irregular words. Common Exception words are common words that don't follow common phonetic spelling rules and are built into the Ready Steady Spell Programme. | friend because often come |
| GPC Phonics | Grapheme (letter or group of letters) - Phoneme (sound) Correspondence. | goal |
| Homophone | Two or more words that sound the same, but which have different spellings or meanings. | bare (incorrect for animal) bear |
| Hyphen | Can be used to link and join two or more words together to create a new word and also, to remove potential confusion of the meaning. | reeducate re-educate |
| Prefix | Letters added to the start of a word to change its meaning. | dishonest |
| Plural | More than one of something (nouns). | boxes boxs |
| Root | A root word is the most basic form of a word. Adding affixes, such as prefixes and suffixes, can change the meaning of a root word. | bravness braveness |
| Rule | Rules and the rhymes are memorable ways to remember spellings e.g., 123 repeat after me, 'i' before 'e' except after 'c.' | recieve receive |
| Silent Letters | A letter in a word that does not correspond to its pronunciation. | ghost |
| Suffix | Letters added to the end of a word to change its meaning. | amazement |
| Word Ending | Endings of words e.g. -cious, -tious, -tial, -cial, -sion. | magician |