

SPELLING COMMON WORDS

These are the 12 key words that most children should learn to read, write and spell during the course of primary 1

BRONZE

12 words

a and he I in is it of that the to was

These are the 40 key words that most children should learn to read, write and spell during the course of primary 2.

Revision of

12 words

a and he I in is it of that the to was

PLUS

SILVER

28 words

all are as at be but can came for had have
him his my new no not on one said she so
they two we when with you

These are the 100 key words that most children should learn to read, write and spell during the course of primary 3,

Revision of

40 words

a and he I in is it of that the to was
all are as at be but can came for had
have him his my new no not on one said
she so they two we when with you

PLUS

GOLD

60 words

about an back because been before big by call
come could did do down first from get go
going has her here if into like little look
made make me more much must now off old
only or our other out over right see some
their them there then this up want well went
were what where which who will

These are the 150 key words that most children should be taught and/or reinforced during the course of primary 4, adapted from McNally and Murray's key words plus suggestions from the Highland Literacy Officers.

Revision of

60 words

about an back because been before big by call
 come could did do down first from get go
 going has her here if into like little look
 made make me more much must now off old
 only or our other out over right see some
 their them there then this up want well went
 were what where which who will

PLUS

PLATINUM

90 words

after again always am ask another any away baby ball
 best black blue book boy bring children day dinner
 don't door each egg end every farm fast fell find five
 fly four found girl gave give good green hand head help
 home house how jump just keep know last left live long
 many never next once open own play put read room
 round saw say school should soon stop take tell than
 these thing think three time too tree under very walk
 white why wish work woman would year your

These are the 270 key words, which should be taught and/or reinforced during the course of primary 5 for most children

**Revision of Gold and Platinum words (150 words)
(see previously)**

Plus

DIAMOND

120 words

above aeroplane afternoon allow although along any April
arrive August autumn aunt balloon breakfast beach
behind below brother brown centre circle city coming
cousin December doctor door eight eleven England
evening February fifteen fifty floor forty Friday friend
front Grandad Grandpa Grandma Granny grey huge
hundred holiday Inverness Ireland January June July
kitchen knee later leave lie March May Monday million
morning Mr. Mrs. Miss money name near night nine
ninety nothing November October often orange phone
picture place playground purple rectangle road Saturday
Scotland September seven shoe sister small square
street Sunday talk teacher team telephone television
Thursday thousand time town today triangle Tuesday
twelve twenty thirteen thirty tomorrow uncle under
walk watch Wednesday white would world yellow
yesterday

WORDS THAT PUPILS COMMONLY MISSPELL

This is a list of the words that pupils most commonly misspell, some of which have appeared in the previous lists.

their	to	there	they	then
your	clothes	looked	people	pretty
because	thought	and	beautiful	it's
something	named	came	name	tried
swimming	first	were	than	two
let's	mother	another	through	some
woman	animals	started	that's	would
said	wanted	bear	from	frightened
cousin	alright	happened	didn't	always
interesting	sometimes	friends	children	an
until	our	asked	off	through
running	believe	little	things	him
went	where	stopped	very	morning
here	many	know	with	together
now	decided	friend	money	when
its	bought	getting	going	course
again	heard	received	coming	too
for	February	once	like	they're
surprise	before	caught	every	different
school	jumped	around	dropped	babies

SPELLING ACTIVITIES



*It has been found that children learn to spell better, quicker and more easily if they are given short but fun activities on a daily basis. Tasks that are **interactive** are more effective and will lead to pupils becoming more independent and focused learners.*

Below are some suggestions for spelling activities that you may wish to try out. Some are more suited to one particular stage but others can be used in every class from P1 - P7.

Some Spelling Strategies

- **Rhyme** - if they can spell mouse, they should be able to spell house
- Write the word with **different coloured pens** to break it into sections. This will help to teach the pupils to learn to spell in 'chunks' rather than 'letter by letter'
- Use **different coloured post-its**, one for each word. This will help pupils visualise the word when they are trying to recall it.
- Write the word in **sand, finger paint** etc -helps form memory hooks.
- Use **big paper and big felt pens** - not always a jotter.
- **Chant the syllables** eg Wed-nes-day, emphasising the tricky bit. Use actions for each syllable.
- **Draw a picture** to help with a word eg big elephants can always understand small elephants = because
- **Make the word into a picture** eg bed could be drawn to look like a bed

. Look, Cover, Write, Check

The adult shows the pupils the word, covers it and then the child writes the word. The adult would then show the word again for the child to check. Again this method has a higher success rate than when the children work as individuals.

ALPHABETICAL ORDER

Pupils write out their spelling list in alphabetical order. This activity is best used with middle and upper stage pupils but is particularly effective at making them look closely at the spelling of words that begin with the same letter eg when learning common words.

SYLLABLES

Pupils split their spelling words into syllables eg beau-ti-ful.

Again close attention to details is needed so it helps them to retain more difficult spellings.

WORDS WITHIN WORDS

Pupils try to find smaller words inside each of their spelling words without rearranging the letters. Eg using the word 'practising', you could find - 'act' 'sing' 'in' 'is'. Set a time limit, say 10 minutes, for them to work individually to find as many as possible using all their spelling words.

SILLY STORY

Pupils write a short story (about a paragraph) using as many of their spelling words as possible. Again, set a time limit of about 10 minutes. Stories can be shared with another pair or with the whole class - the stories are usually very silly so children enjoy this activity.

KIM's GAME

This game can be played in groups. Spelling words are written on cards and laid out on the table. The child study the words. They then look away and a nominated person removes one of the cards. Pupils turn back, look at the remaining cards and have 2 minutes (use an egg timer) to write the missing word on a whiteboard which they keep hidden. All the guesses are then revealed at the same time. If they are correct, they win a point, but only if it is spelt correctly!

MAGNETIC LETTERS

Working with an adult younger pupils would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters. This would continue until all the words are displayed.

WORDSEARCH

Using squared paper, pupils make a wordsearch with their spelling words. Words are NOT written out underneath. They need to look really closely to make sure that they haven't made a mistake and that they have included all their words.

MNEMONICS

Show the children an example of a mnemonic and explain why they are used eg big elephants can always understand small elephants → **because**

Working with an adult pupils try to make up a mnemonic for one or two of their trickiest spelling words. A time limit should be set - again about 10 minutes.

LUCKY DIP

This is a game best played in twos or threes. Pupils take turns to pick out 12 plastic letters from a bag. They mustn't look into the bag, as it is 'lucky dip'. The picked letters are placed in front of them and the rest of the letters are left in the bag. The idea is to make one of

their spelling words out of the letters. The pupils take turns to pick one new letter out of the bag and discard one that they don't want any more. This carries on until someone has the right letters to make one of their spelling words. The others check that it is indeed spelt correctly. The game then starts over again.

NOUGHTS AND CROSSES

This is a very simple activity for an adult and child. If the word is spelt correctly, the appropriate mark is placed on a noughts and crosses grid. If wrong, no mark is written but their mistake explained and the correct spelling shown.

DRAGON'S DINNER

Children have counters, one for each of their target words.. If they make a misspelling, they lose a counter to the dragon.. How much dinner does the dragon get?

FIND THE WORD

This is a good activity for younger pupils who are learning how to spell High Frequency words. The child is given a highlighter pen and piece of text, for example a newspaper or advert. The adult chooses a few common words and the children highlight as many as they can find.

This activity can also be used to highlight a spelling pattern in older classes eg 'ight' , 'ei/ie'.

JIGSAW

The adult chooses one or two spelling words and writes each of them onto a strip of card. This is repeated several times. Each card is then cut into sections - see below

H	i	p	p	o	t	a	m	a	m	u	s
---	---	---	---	---	---	---	---	---	---	---	---

H	i	p	p	o	t	a	m	a	m	u	s
---	---	---	---	---	---	---	---	---	---	---	---

H	i	p	p	o	t	a	m	a	m	u	s
---	---	---	---	---	---	---	---	---	---	---	---

H	i	p	p	o	t	a	m	a	m	u	s
---	---	---	---	---	---	---	---	---	---	---	---

Pieces are then muddled up and given out to the child.. It is trickier than it looks as there can be several combinations to make the correct spelling.