



# SUPPORT FOR SPELLING

## *A Parent's Guide*

A short guide to support your child with their  
spelling in Key Stage 4

# Supporting and Encouraging Your Child

Children can find spelling a real challenge. They need encouragement, support and praise for their efforts.

Children process the spelling of words in many different ways. In this booklet you can find a range of strategies to improve their spelling.

The following pages will help you to understand how your child learns best and how to choose the most appropriate activities to help them further.

Many discussions with parents regarding spelling are often centered around the fact that their child seems to forget how to spell words, even when they have spelt them correctly in a test or in previous work. This booklet contains spelling activities that aim to not only help your child to remember the spelling of new words, but will hopefully be enjoyable for them to complete.

---

Learning Strategies

Subject Specific Vocabulary

Say, Look, Cover, Write, Check Templates

High Frequency Words Lists

# Learning Strategies for Spelling

## CHUNKING

- Divide the word into chunks.
- Say each chunk whilst writing the word.
- For example, DISAPPEAR can be divided into DIS-APP-EAR.

## LOOK, SAY, COVER, WRITE, CHECK

- Look at the chosen word.
- Say the word out loud.
- Next, cover the word.
- Then write it out.
- Finally check to see if it has been spelt correctly.
- If not **highlight** or underline the incorrect part and repeat the process.
- A template for this strategy can be found at the back of this guide.

## MNEMONICS

- Used to help memorise difficult words.
- For example: laugh - laugh and u get happy.
- For example: would/could/should - o u lucky duck.

## WORDS WITHIN WORDS

- For example: There is a rat in separate.
- For example: Lie and you won't be believed.

## LINKS BETWEEN SPELLING AND MEANING

- Sign, signal, signature.
- Definite, define, definition.

## WORD FAMILIES

- Night, fright, bright, tight, sigh.
- Table, able, cable, stable, fable.

## SOUNDING OUT WORDS AS THEY ARE SAID

- Wed-nes-day
- Feb-ru-ary
- Fri-end

## RAINBOW WORDS

- Break the words down into syllables and write each part in a **diff-er-ent** colour.

# Subject Specific Vocabulary for Key Stage 4

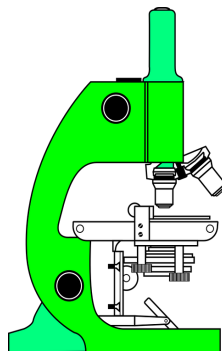
## Science

Temperature  
Thermometer  
Vacuole  
Frequency

Equipment  
Nucleus  
Prokaryote  
Oscilloscope

Apparatus  
Cytoplasm  
Crystallisation  
Eukaryote

Kinetic  
Mitochondria  
Coulomb



## Geography

Sub-aerial  
Retail  
Deposition  
Evaporation  
Epicentre  
Hurricane  
Tertiary  
Multiplier  
Hazard  
Climate Change  
Biodiversity  
Infrastructure  
Estuary  
Brownfield site  
North-south divide (UK)  
Irrigation  
Sustainable

Marine  
Management  
Interception  
Transpiration  
Confluence  
Hydrograph  
Quaternary  
Globalisation  
Plate Margin  
Mitigation  
Deforestation  
Permafrost  
Flood  
Greenfield site  
Biomass

Hydraulic  
Hydrological  
Infiltration  
Valley  
Distributary  
Primary  
Economic  
Accessible  
Tectonic Plate  
Ecosystem  
Erosion  
Slumping  
Levees  
Pollution  
Food miles  
Geothermal

Attrition  
Precipitation  
Percolation  
Evapotranspiration  
Tsunami  
Secondary  
Informal  
Earthquake  
Volcano  
Food Chain  
Sustainability  
Abrasion  
Ox-bow lake  
Urbanisation  
Fossil fuel  
Solar



## **English**

Accent	Assonance	Comparison	Consonance
Contrast	Dialect	Juxtaposition	Summary
Monologue	Prologue	Caesura	Autobiography
Biography	Sibilance	Persuade	Argue
Mode	Standard English	Describe	Pathetic Fallacy
Describe	Explain	Inform	Register
Instruct	Connotation	Denotation	Infer
Imply	Concrete	Abstract	Dynamic
Stative	Comparative	Superlative	Adjective
Possessive	Inclusive	Adverbs	Manner
Frequency	Interrogative	Exclamatory	Declarative
Imperative	Minor	Anaphora	Rhyme
Oxymoron	Protagonist	Antagonist	Rhetorical
Symbolism	Foreshadowing	Motif	Zoomorphism
Genre	Audience	Purpose	Novella
Characterisation	Simile	Metaphor	Personification
Soliloquy	Figurative	Exposition	Denouement
Ellipses	Enjambment		



## **Religious Studies**

Belief	Believe	Beliefs	Christians
Culture	Judaism	Philosophy	Deity
Omnipotent	Omniscient	Benevolent	Omnipresent

## **Art and Textiles**

Artist	Palette	Pastel
Blending	Ceramics	Mark Making
Collage	Construct	Enlarge
Composition	Pattern	Design
Continuous Line	Abstract	Shading
Observation	Form	Colour
Scale	Contrast	Media
Three Dimensional	Two dimensional	Maquette
Primary	Content	Process
Installation	Photoshop	Subject
Style	Light	Foreground
Eye Line	Textiles	Client
Analysis	Aesthetics	Function
Fibre	Sustainable	Component
Iterative	Initial	Manufacture



## **Drama**

Accent	Audience	Character	Cross-cutting
Dialogue	Devising	Downstage	Effective
Emphasis	Evaluation	Expression	Facial
Gesture	Improvisation	Intonation	Performance
Physical	Pitch	Posture	Process
Rehearsal	Scene	Spatial	Staging
Still image	Structure	Successful	Techniques
Tension	Theatre	Upstage	Vocal



## Music

### Melody

Conjunct Sequence	Disjunct Imitation	Chromatic	Pentatonic
----------------------	-----------------------	-----------	------------

### Tonality

Major	Minor	Modulation
-------	-------	------------

### Harmony

Primary Chords	Secondary Chords	Inversion	Diatonic
Tonic	Subdominant	Dominant	Cadences
Pedal			

### Structure and Form

Binary	Ternary	Rondo	Minuet
Trio	Strophic	Coda	

### Texture

Monophonic	Homophonic	Polyphonic
------------	------------	------------



## P.E

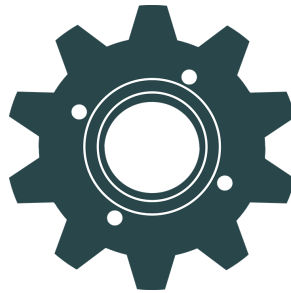
Stamina	Cardiovascular	Periodisation	Extrinsic
Intrinsic	Leadership	Gaseous Exchange	Inclusion
Insertion	Motivation	Progression	Overload
Reversibility	Specificity	Lactic Acid	Role Model
Reaction Time	Training Threshold	Flexibility	Endurance





## **Technology**

Design	Annotation	Evaluation	Research
Brief	Specification	Manufacture	Theory
Label	Model	Simulation	Criteria
Solder	Soldering	System	Softwood
Hardwood	Ferrous	Non-Ferrous	Neoprene
Thermoset	Vacuum Former	Thermoforming	Parallel
Chamfer	Repetition	Circuit	Series
Anthropometric	Ergonomics	Biomimicry	



## **Health and Social Care**

Absolute Poverty	Advocacy	Cardiovascular	Care Plan
Psychiatric	Cohabitation	Discrimination	Disease
Disinfection	Deoxyribonucleic	Empowerment	Ethnicity
Gender	Holistic	Hygiene	Identity
Hospice	Infection	Intellectual	Menopause
Mutation	Occupational Therapist	Nuclear	Orthopaedic
Pathogen	Physiotherapist	Poverty	Respiratory
Risk Assessment	Self-Concept	Self-Esteem	Social Exclusion
Isolation	Socialisation	Socio-Economic	Stereotype
Vaccination	Sphygmomanometer	Spoilage	Storage
Sustainability			



## **Media Studies**

Advertisements

Camera

Construct

Denotation

Engagement

Facts

Funding

Images

Magazines

Narrative

Online

Photos

Point of view

Profit

Question

Reality

Risks

Synergy

Attitudes

Commercial

Consumer

Development

Entertainment

Fallacy

Genre

Impact

Media

Negotiate

Opinion

Pictures

Production

Propaganda

Radio

Reflective

Society

Technology

Anchor

Communication

Context

Digital

Enigma

Fictional

Ideology

Individual

Message

Network

Oppositional

Places

Professional

Psychographics

Reach

Representation

Sophistication

Television

Anchorage

Connotation

Demographics

Documentaries

Ethical

Film

Image

Industry

Modern

Newspapers

People

Plot

Proficient

Public

Reading

Response

Symbol



## Spelling Practise: Look, say, cover, write, check

Look	Say	Cover	Write	Check	Write	Check
example			exampel	x	example	✓

Now choose four of the words to write in a sentence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## **Tier 2 words**

<b>WORD</b>	<b>DEFINITION</b>	<b>IN CONTEXT</b>
Analyse	To examine something in detail, to explain or understand it	"I want to ----- the results of this experiment
Factor	A fact, a reason or something that causes something to happen	'A key ----- in explaining why the fight happened was the jealousy of the girls'
Indicate	To show something	'The red light ----- that it is not safe to drive'
Environment	Where something or someone lives, like our planet	Plastic can be bad for the ----- because it never rots away
Concept	The idea of something	"That is a clever concept"
Data	Facts and statistics that can be seen or observed	Mr Smith used data to prove that his decision was the right one
Interpret	To try to understand or explain the meaning of something	You could ----- this poem as a poem about freedom
Specific	To give a precise example	She chose a specific painting to show how to paint a good landscape
Assess	Offer a reasoned judgement of the standard/quality of situation/skills informed by relevant facts	"I need a new computer so will assess the qualities of a few in my price range"
Define	State or describe the nature, scope or meaning of something	A deck chair is a portable seat with a back, for one person, usually used in an outdoor setting
Assume	To suppose that something is the case, without having definite proof	Because it's December I assume it will be cold outside
Identify	Recognise, list, name or otherwise characterise	The foldable object on the left-hand side of the beach with a material covering for a seat and a metal frame is a deck-chair
Theory	An idea that is possibly true but has not been proven to be true	"I have a ----- that 50% of the population will be vegetarian in 50 years time
Require	To need (something) for a particular purpose	"To decorate this room I will ----- several pots of paint and a brush
Context	The circumstances that form the setting for an event, statement or idea, and in terms of which it can be fully understood	We need to look at the event within the larger ----- of world history

## High Frequency Words

According to research, learning 100 high frequency words gives a child access to 50% of virtually any text, whether a children's book or a newspaper report. Many of the high frequency words are not phonically regular and are therefore more challenging to read and spell.

<i>water</i>	<i>bear</i>	<i>find</i>	<i>these</i>	<i>live</i>
<i>away</i>	<i>can't</i>	<i>more</i>	<i>began</i>	<i>say</i>
<i>good</i>	<i>again</i>	<i>I'll</i>	<i>boy</i>	<i>soon</i>
<i>want</i>	<i>cat</i>	<i>round</i>	<i>animals</i>	<i>night</i>
<i>over</i>	<i>long</i>	<i>tree</i>	<i>never</i>	<i>narrator</i>
<i>how</i>	<i>things</i>	<i>magic</i>	<i>next</i>	<i>small</i>
<i>did</i>	<i>new</i>	<i>shouted</i>	<i>first</i>	<i>car</i>
<i>man</i>	<i>after</i>	<i>us</i>	<i>work</i>	<i>couldn't</i>
<i>going</i>	<i>wanted</i>	<i>other</i>	<i>lots</i>	<i>three</i>
<i>where</i>	<i>eat</i>	<i>food</i>	<i>need</i>	<i>head</i>
<i>would</i>	<i>everyone</i>	<i>fox</i>	<i>that's</i>	<i>king</i>
<i>or</i>	<i>our</i>	<i>through</i>	<i>baby</i>	<i>town</i>
<i>took</i>	<i>two</i>	<i>way</i>	<i>fish</i>	<i>I've</i>
<i>school</i>	<i>has</i>	<i>been</i>	<i>gave</i>	<i>around</i>
<i>think</i>	<i>yes</i>	<i>stop</i>	<i>mouse</i>	<i>every</i>
<i>home</i>	<i>play</i>	<i>must</i>	<i>something</i>	<i>garden</i>
<i>who</i>	<i>take</i>	<i>red</i>	<i>bed</i>	<i>fast</i>
<i>didn't</i>	<i>thought</i>	<i>door</i>	<i>may</i>	<i>only</i>
<i>ran</i>	<i>dog</i>	<i>right</i>	<i>still</i>	<i>many</i>
<i>know</i>	<i>well</i>	<i>sea</i>	<i>found</i>	<i>laughed</i>

<i>let's</i>	<i>fun</i>	<i>any</i>	<i>better</i>	<i>lived</i>
<i>much</i>	<i>place</i>	<i>under</i>	<i>hot</i>	<i>birds</i>
<i>suddenly</i>	<i>mother</i>	<i>hat</i>	<i>sun</i>	<i>duck</i>
<i>told</i>	<i>sat</i>	<i>snow</i>	<i>across</i>	<i>horse</i>
<i>another</i>	<i>boat</i>	<i>air</i>	<i>gone</i>	<i>rabbit</i>
<i>great</i>	<i>window</i>	<i>trees</i>	<i>hard</i>	<i>white</i>
<i>why</i>	<i>sleep</i>	<i>bad</i>	<i>floppy</i>	<i>coming</i>
<i>cried</i>	<i>feet</i>	<i>tea</i>	<i>really</i>	<i>he's</i>
<i>keep</i>	<i>morning</i>	<i>top</i>	<i>wind</i>	<i>river</i>
<i>room</i>	<i>queen</i>	<i>eyes</i>	<i>wish</i>	<i>liked</i>
<i>last</i>	<i>each</i>	<i>fell</i>	<i>eggs</i>	<i>giant</i>
<i>jumped</i>	<i>book</i>	<i>friends</i>	<i>once</i>	<i>looks</i>
<i>because</i>	<i>its</i>	<i>box</i>	<i>please</i>	<i>use</i>
<i>even</i>	<i>green</i>	<i>dark</i>	<i>thing</i>	<i>along</i>
<i>am</i>	<i>different</i>	<i>grandad</i>	<i>stopped</i>	<i>plants</i>
<i>before</i>	<i>let</i>	<i>there's</i>	<i>ever</i>	<i>dragon</i>
<i>gran</i>	<i>girl</i>	<i>looking</i>	<i>miss</i>	<i>pulled</i>
<i>clothes</i>	<i>which</i>	<i>end</i>	<i>most</i>	<i>we're</i>
<i>tell</i>	<i>inside</i>	<i>than</i>	<i>cold</i>	<i>fly</i>
<i>key</i>	<i>run</i>	<i>best</i>	<i>park</i>	<i>grow</i>