

Metacognition and self-regulation: spelling

Strategies at the point of writing

- Have a go! Use ambitious vocabulary and **always** have a go.
- Use a 'have a go' sheet/ spelling journal/ working wall/ grapheme charts on tables.
- Write it three times, choose the 'best bet' then carry on writing.

Strategies after writing (proof-reading)

- Separate this process from editing. Edit first—then proof-read.
- Limit the number of words to be looked at more closely.
- 'No excuses!' culture for spelling patterns we have been taught. Use word wall/ spelling journals as a reference point.
- Encourage metacognition: 'I know I tend to confuse *there/ their* so I'll check those really carefully.'
- 'Underline the part of the word you think looks wrong. Tick the letters you think are correct.'

Strategies to learn new words

- Encourage metacognition: 'I like to learn words this way ...'
- Individual spelling targets—no more than 5 at a time, with a system for the child to identify when achieved.
- Use spelling journals to promote independence, to encourage responsibility and to show pupils how their spelling is improving. Useful to:
 - log corrected spellings
 - list personal spellings
 - do spelling investigations
 - write assessment dictations - as a 'jotter' to 'have a go'.

'Have a go' spelling

Use your phonics!



Sound it out!

- Use sound fingers.
- Press each phoneme onto a finger as you say the word.

Chunk it!

- Clap the word into syllables.
- Say each syllable as you write the word.

Have a go!



Use what you already know!

- Think about other words that sound the same.
- Have a go—up to three times. Choose the one which looks right.



Proof-read



- Underline the part of the word which doesn't look right.
- Use a dictionary, displays in the room or your spelling journal to find the correct spelling.
- Ask your spelling buddy to help you.
- Then: write the correct spelling in your spelling journal to help you to remember it for next time.

Top tips to learn

spellings



1. Say the word aloud. Clap the syllables. Then, write each syllable in turn.

2. Use a chart.

Look	Say	Cover	Write	Check

Look especially hard at the tricky bit of the word.

Say the word out loud.

Cover the word. Make sure you do this!

Write the word from memory. Say the word out loud at the same time.

Have you got it right?

government ✓
government ✓
government ✓
govenment ✓
✗

3. When you think you have remembered the word, write it again and again. Do this from memory—then check. Tick your correct spellings.

4. Tricky parts of words? Choose one of these strategies to help

Draw a picture word. Put the tricky bits in bold, in capital letters or in different colours.

exa**GERR**ate

mountain mountain

curly

you!



Draw round the word. Look carefully at the ascenders and descenders. Then try to draw the word yourself, making the same shape.

rhyme

Work with your spelling buddy.

- Test each other.
- Challenge each other: write the word correctly, as many times as you can, in 1 minute.
- Make up silly sentences to help you to remember the word.

- Say the word in a funny way. Eg: say 'privilege' with lots of emphasis on the vowel sounds.

Use a page in your spelling journal as a personal dictionary.

Keep a list of tricky spellings. When you want to write the word, have a go at spelling the word, up to three times. Then, use the list in your spelling journal to check which spelling is correct.