

NLS Activity Resource Sheet

Year	3
Term	1, 2, 3
Strand	W 7

Objectives

To practise new spellings by **Look, Say, Cover, Write, Check** strategy.

Activities

Class and Group

- The teacher or spelling partner writes the word or forms it from letters or word parts.
- The child says the word and repeats it in a way that helps them, e.g. slowly, in syllables or in an exaggerated way that brings out the spelling.
- The child copies the word, naming each letter as s/he writes and pausing between chunks or syllables in a long word if this helps.
- The child says the word again and checks to see that s/he has copied it correctly.
- Steps 2-5 are repeated three times.
- The child writes the word from memory. Any errors are corrected and steps 2-6 are repeated until the word is written without an error.
- It is a good idea to make links with other known words or keywords which share the same spelling pattern.
- The child practises the chosen word (and up to five others) in this way for five consecutive days.

N.B.

The **Look, Say and Do** method has an auditory emphasis. The auditory approach can be used with all types of pupils including those who need a high degree of repetition in order to remember spellings. However, as part of a planned sequential introduction of useful learning activities, it should be modelled by the teacher and tried out by everyone in the class or group for at least ten days. There are eight steps to follow once the child has chosen or you have assigned words to be learned.

Relevant published materials/resources

ACE Spelling Dictionary, David Moseley (LDA). **ACE Spelling Activities**, David Moseley and Gwen Singleton (LDA). **Essentials in Teaching and Testing Spelling**, F J Schonell (Nelson). **Paired Reading, Spelling and Writing**, Keith Topping (Cassell).