

Chapter 4

Grouping and classifying

Introduction

This chapter focuses on learning spelling rules and their exceptions, inventing rules and mnemonics and learning polysyllabic words with unstressed vowels. It is important that children continue to be aware of the importance of root words when spelling words with unstressed vowels, along with their knowledge of suffixes. Throughout the chapter, children are encouraged to carry out investigations and record their findings in spelling journals. Using investigations can help children become more confident in their spelling abilities as it allows them to problem solve and makes them actively deconstruct words. It enables them to build confidence in their ability to solve spelling problems independently.

Poster notes

Mnemonics (page 59)

This poster provides six examples of mnemonics for spelling the words *hear*, *rhythm*, *separate*, *necessary*, *accommodation* and *because*. Read the mnemonics aloud to the children, one at a time, using actions to accompany each mnemonic – for example, wriggle your hips (for *rhythm*) or draw the letters in the air. Having a visual as well as auditory impression will help children to remember the spellings. As they learn or invent their own mnemonics, encourage them to add them to the poster or wall to make a display.

In this chapter

Rule or exception? page 60	To investigate and learn a range of spelling rules and their exceptions.
Unstressed vowels page 65	To investigate and learn the spellings of words with unstressed vowels.
Establishing rules page 70	To learn and invent a range of spelling rules.
Assessment page 74	Activities and ideas to assess knowledge of grouping and classifying.

