

The 5 'S' System for Spelling

1. See

Look at the word; see its shape and length.

2. Say

Say the word loudly and clearly as a group.

3. Spell

Spell the word by letter names loudly, clearly, and all together,

and at the same time

4. Scribe

'Write' the letters with the bare fingertip as they are said.

5. Solve

Say the agreed meaning together.

Repetition is key

Steps two to five are repeated three times. Each repetition of scribe uses a different surface:

1. Bare fingertip on a table top.
2. Bare fingertip on a fabric surface e.g. sleeve or shoulder.
3. Bare fingertip on flesh e.g. forearm, back of the hand, or forehead.

Spelling a New Suave Word

The example word is 'strode'.

1. See

- Look at the word 'strode' together on the whiteboard, flipchart, or flashcard. Can anyone 'read' it already? Does anyone know what it means?
- The teacher writes or says 'strode' in the context of simple, relevant sentences that give clues. Can anyone guess the meaning of the word now?
- Play *fastest finger first* (if time) to find 'strode' in a dictionary or a thesaurus. Discuss the meaning and identify known synonyms.
- Read a simple sentence that uses 'strode' and gives a clue to the meaning.

Nimo strode down the street, eager to reach the shop.

The teacher strode angrily into the classroom.

- The teacher asks if anyone can guess what 'strode' might mean? The teacher then tells the class the meaning, using as simple a form as possible, preferably with only one or two words in the meaning. This is not always possible. The word 'strode' means walked quickly with big steps.
- Discuss the meaning with each other. As a class, agree the meaning.
- The teacher models, then all children stride round the room.

2. Say

- Say the word clearly – 'strode'.

3. Spell

- Spell the word (by alphabet name), 's t r o d e', **while at the same time,**

4. Scribe

- Write 'strode' with the naked tip of the key writing finger (usually the first finger of the right or left hand) on a **smooth surface** such as the tabletop or a smooth book cover.

5. Solve

- Solve the meaning together. Agree a final, clear and simple definition as a class and say the meaning together at the end. The word 'strode' means walked quickly with big steps.

Repeat a second time.

2. Say

- Say the word clearly – 'strode'.

3. Spell

- Spell the word (by alphabet name), 's t r o d e', **while at the same time,**

4. Scribe

- Write 'strode' with the naked tip of the key writing finger on the **textured surface** of part of own clothing e.g. the opposite sleeve or shoulder.

5. Solve

- Solve the meaning together.

Repeat a third time.

2. Say

- Say the word clearly – ‘strode’.

3. Spell

- Spell the word (by alphabet name), ‘s t r o d e’, **while at the same time,**

4. Scribe

- Write ‘strode’ with the naked tip of the key writing finger on **bare skin** e.g. back of own hand, forearm, or on the forehead.

5. Solve

- Solve the meaning together.

Finally

- Say the word and meaning again.
- Play *make me up* to create sentences in twos that use the word ‘strode’ correctly.
- Feedback to the whole class.

Repeat all the above at least four more times that week.

Encourage children to use the word in appropriate contexts, including in lessons across the curriculum, playing *make me up*, and in as many ways as possible.