



Speller

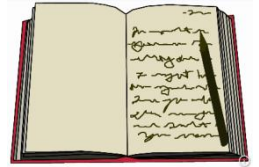
1

Speller chooses word

neighbour

2

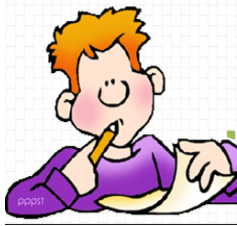
Speller checks the spelling and writes it in their spelling diary.



3

Speller and helper say the word out loud together

3



Speller

neighbour
neighbour



Helper

4

Speller and helper look at the word, discuss it and choose a learning cue.

4



Speller

I notice the 'ay' sound is spelt in an unusual way

I notice the last 3 letter spell the word 'our'. Do you know the rhyme "i before e except after c and when making ay as in neighbour and weigh"? It's in a word family with weigh.

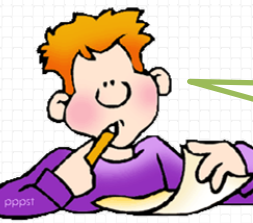


Helper

5

Speller and helper say the learning cue together.

5



Speller

Neighbour has 'ay' spelt 'eigh', like weigh. It ends with 'our', like 'our neighbour'.



Helper

6

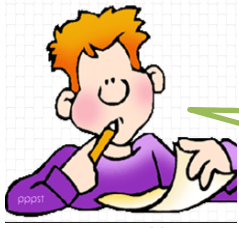
Speller says cue

Helper writes cue down in the spelling diary.

6



Helper



Speller

Neighbour has 'ay' spelt 'eigh', like weigh. It ends with 'our', like 'our neighbour'.



7

Speller writes cue down in the spelling diary.

Helper says cue.

7

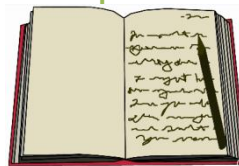


Speller

Neighbour has 'ay' spelt 'eigh', like weigh. It ends with 'our', like 'our neighbour'.



Helper



Neighbour has ay spelt eigh...

8

Speller says cue and writes the **word** down slowly.

Helper checks.

8



Speller

neighbour



9

Speller writes word **FAST** at least 20 times

10

Speller reads quick-write words. Helper and speller check together that the word is spelt correctly each time.

If there are mistakes – go through steps 1 - 10 again

10

- Paired spelling is done daily in 10 – 15 minute sessions.
- Each day a new word is examined.
- In the quick write part of the activity speller writes ALL of the words studied that week (increasing by 1 each day).
- Are they still making mistakes? ...try another cue.



Speller

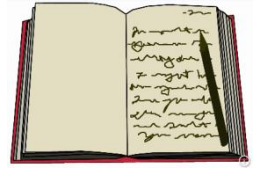
1

Speller chooses word



2

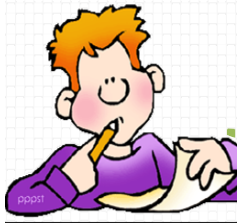
Speller checks the spelling and writes it in their spelling diary.



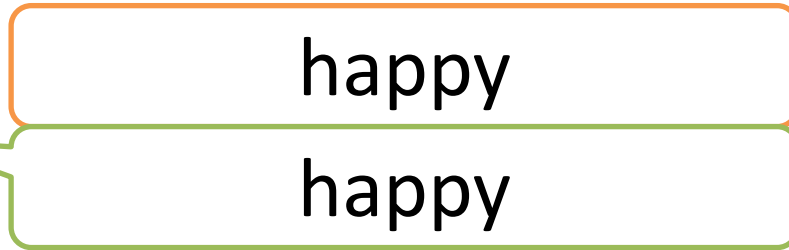
3

Speller and helper say the word out loud together

3



Speller



Helper

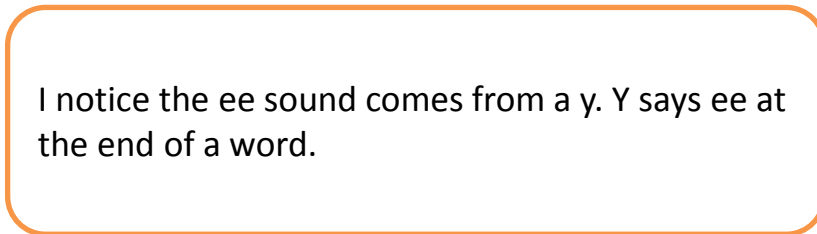
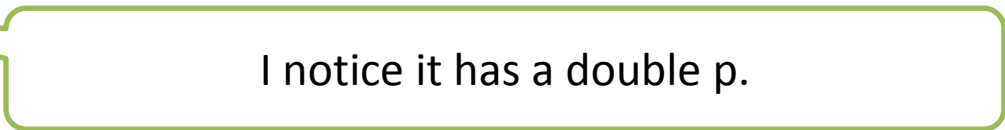
4

Speller and helper look at the word, discuss it and choose a learning cue.

4



Speller



Helper

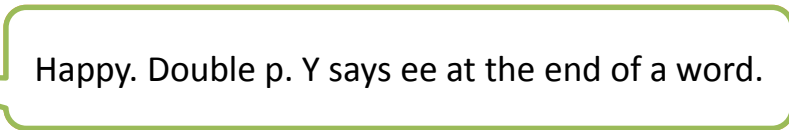
5

Speller and helper say the learning cue together.

5



Speller



Helper

6

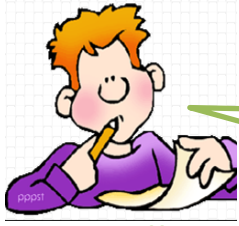
Speller says cue

Helper writes cue down in the spelling diary.

6

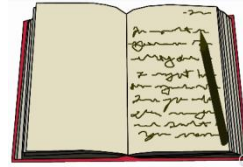


Helper



Speller

Happy. Double p. Y says ee at the end of a word.



7

Speller writes cue down in the spelling diary.

Helper says cue.

7



Speller

Happy. Double p. Y says ee at the end of a word.



Helper



Happy. Double p. Y says ee...

8

Speller says cue and writes the word down slowly.

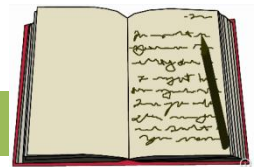
Helper checks.

8



Speller

happy



9

Speller writes word FAST at least 20 times

10

Speller reads quick-write word. Helper and speller check together that the word is spelt correctly.

If there are mistakes – go through steps 1 - 10 again

10

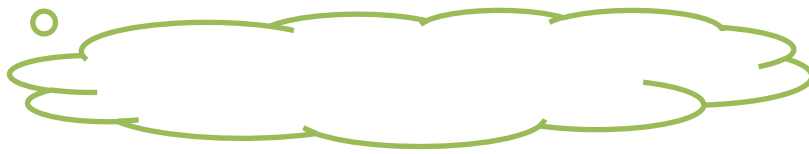
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- In the quick write part of the activity speller writes ALL of the words studied that week (increasing by 1 each day).
- Are they still making mistakes? ...try another cue



Speller

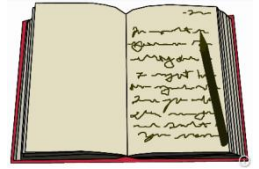
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Speller chooses word



2

Speller checks the spelling and writes it in their spelling diary.



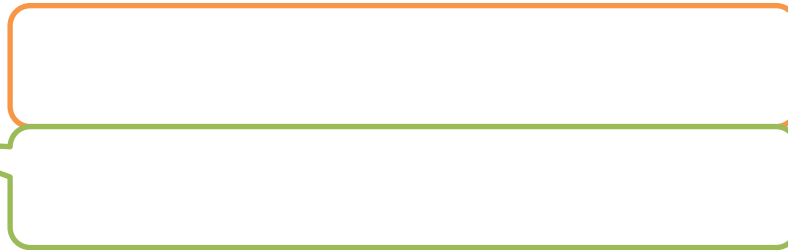
3

Speller and helper say the word out loud together

3



Speller



Helper

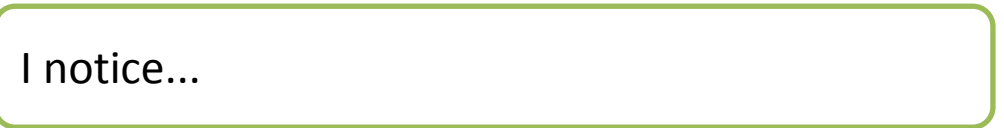
4

Speller and helper look at the word, discuss it and choose a learning cue.

4



Speller



I notice ...



Helper



5

Speller and helper say the learning cue together.

5



Speller



Helper

6

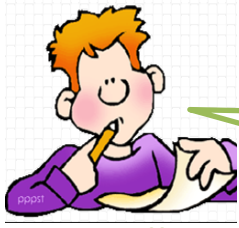
Speller says cue

Helper writes cue down in the spelling diary.

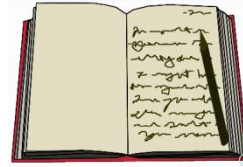
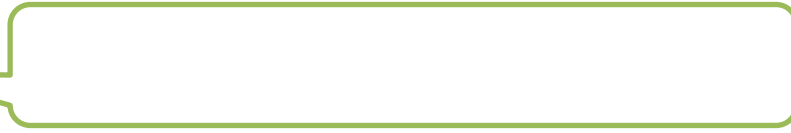
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Helper



Speller



7

Speller writes cue down in the spelling diary.

Helper says cue.

7



Speller



Helper



8

Speller says cue and writes the word down slowly.

Helper checks.

8



Speller



9

Speller writes word FAST at least 20 times

10

Speller reads quick-write word. Helper and speller check together that the word is spelt correctly.

If there are mistakes – go through steps 1 - 10 again

10

- Do your paired spelling task every day and add a new word each day!
- When doing the quick write make sure you write all the words you've looked at that week so far. There will be 5 **different words by Friday!**
- Are you still making mistakes? ...try another learning cue and keep going!