

About the Spelling Games on SaveTeachersSundays.com (STS)

Designed to accompany paper-based spelling resources

The spelling games on STS are designed to accompany our paper-based spelling resources. I suggest using the games in conjunction with the paper-based resources; however they can also be used independently.

Content for each year group

The 2014 primary curriculum has statutory requirements for which graphemes (spelling patterns) need to be taught in particular Year groups e.g. in Year 1. The spelling games on STS are designed to meet the requirements of the 2014 primary curriculum.

Who developed the spelling games?

As with all of the resources on [STS](#), I (Raymond Rodgers, owner of STS) developed the spelling games. In addition to working in an outstanding primary school in London, I have also completed a Postgraduate Diploma (a Masters without the dissertation) in Dyslexia and Literacy.

Games

Most of the sets of spelling games cover 8 to 10 words, although a minority of sets cover up to 26 words, while a tiny minority cover less than 8.

Each set of words has the following games to go with it:

- Flashcards – children are shown the word and an image or contextual sentence to go with it, so that they can learn how to spell each word and understand what it means.
- Matching game / Scatter – children need to drag the word to match the image / contextual sentence that goes with it as quickly as possible.
- Hear and spell / Speller – children hear the word and try to spell it correctly.
- Remember / Learn – children are shown the image / contextual sentence that goes with a word and need to remember the word, then spell it correctly.
- Speed spelling / Race – children are shown the image / contextual sentence that goes with a word moving across the screen. They need to spell the relevant word before the image / contextual sentence has moved out of view

Games are presented in a progressive order i.e. moving from easier to more difficult.

Accessing Games

A minority of the games are available for free so that you can try them out.

The majority of the games are password protected. In order to access them, you will need to purchase access to the document ending in 'Password for games', which can be found underneath each set of games. Each set of games has a different password. There are two options for purchasing the passwords for the games:

- Buying a subscription – you pay a one-off fee and have access to the games forever.
- Buying access to individual sets of games – you purchase an amount of credit, which is added to your account, and the cost of purchasing the password for each set of games is deducted from this credit.

How the spelling games can be used

- as a stand-alone way to teach children spelling
- to complement the paper-based resources on STS e.g. as homework or for additional practice
- as (or as part) of a catch-up programme for older / EAL children

Symbols / Conventions used

Phonemes (sounds) are given in brackets e.g. long (a) for the sound in 'train'.

Why the games should be effective and why they should be dyslexic-friendly

- Multisensory – dyslexic children often find learning sequences difficult (e.g. the sequence of letters to spell a word) and the auditory channel to their brain is often weaker than the visual or kinaesthetic channels. Regardless of whether all children do in fact have different learning styles, it would seem logical that teaching in a multi-sensory manner would be more effective. Through playing the games, children see the word (visual), type the letters (kinaesthetic), hear the word and **should say each letter aloud as they spell the word** (auditory).
- Correction of mistakes – when children make mistakes, they are shown the correct answer and asked to have another go. Children can find being corrected by a computer less damaging to their self-esteem than being corrected by an adult.
- Words taught in 'families' – words are taught in families, such as words ending in –ll. This helps children to recognise spelling patterns.
- Clear distinction between regular and irregular words – this helps to ensure that children do not over-apply irregular spelling patterns e.g. spelling the word 'air' as /eir/ because that is how the (air) sound is represented in the word 'their'.