

# Get writing

SECTION

6

## Spell well

**Objective:** To develop personal strategies for learning new spellings.

**What you need:** Copies of *Matilda*, writing materials, photocopiable page 29.

### What to do

- Re-read together the mnemonic spelling rhyme from 'The Weekly Test' chapter and write it on the board:

Mrs D, Mrs I, Mrs FFI,  
Mrs C, Mrs U, Mrs LTY.

- Ask the children to recite it, as you erase each 'Mrs' word, leaving only the letters that spell 'difficulty'. Demonstrate how these letters in sequence spell 'difficulty', using lower-case letters to write the word. Invite individuals to recite the rhyme.
- Now erase the whole word, and ask children to spell it (written and/or orally). Ask them if they

have ways of remembering how to spell certain words. Teach them some spelling rhymes, such as *I before E, except after C*.

- Hand out copies of photocopiable page 29. Working in groups of six, give each group a word or two that are often misspelled (for example, *necessary, beautiful, surprise, separate, symmetry, beginning*). Challenge them to discuss a way of remembering how to spell the word (it does not have to be a rhyming verse).
- When they have created a mnemonic, ask each group to share their memory aid with the whole class. At a later stage, test them on the spellings.

### Differentiation

**For older/more confident learners:** Challenge children with harder words (*mischievous, eczema, hygiene, adjacent, accommodate* and so on).

**For younger/less confident learners:** Work on misspellings of high frequency words with few letters.

## A landscape in words

**Objective:** To select and use descriptive vocabulary.

**What you need:** Enlarged copy of Extract 3 (page 10), photocopiable page 30, writing materials.

### What to do

- Display an enlarged copy of Extract 3. Invite individuals to read the text aloud, a sentence at a time, reminding them to stop at each full stop for the next reader to continue.
- Ask: *What is the main style of narrative used here?* (Descriptive.) Underline all the adjectives as the children identify them.
- In a different-coloured pen, highlight prepositions that help the reader to picture the layout of the cottage: *in, through, along, under, against* and so on. Point out the importance of these little words in creating a setting.
- Point out how direct speech breaks up the description, preventing it from becoming tedious. Compare the number of lines of description with

those of speech (a ratio of around 4:1).

- Tell the children to imagine they are walking to their own front door for the first time. They should ask themselves, in their heads: *What does the door look like? What is the most noticeable feature outside of the house?* Ask them to imagine stepping inside. *Did they turn a door-handle or just a key? What room do they arrive in? Where next?*
- Give each child a copy of photocopiable page 30 to complete.

### Differentiation

**For older/more confident learners:** When children have finished writing, ask them to check for repetition of adjectives, substituting more imaginative words if necessary.

**For younger/less confident learners:** Ask children to describe their location aloud, with an adult acting as scribe.