

Spelling Buzz: Level Eight Words

full	fuller	fullest	
why			
what			
when			
where	somewhere	everywhere	nowhere
which			
who	whose	whoever	
giant			
jump	jumps	jumped	jumper
just			
first			
third			
thirsty			
next			
child	children		
could	would	should	
every	everyone	everything	everybody
white			
were			
off			

A few ideas that may help:

- 1) Use the spelling strategies tips explained in the “Guidance for Parents” pages.
- 2) Play games as explained in the “Games Ideas” page.
- 3) Try the following

who and **how**: Some children confuse these two words because they use the same 3 letters. Encourage your child to say ‘**who**’ in Spelling Speak, sounding the **w**.

w-ho

Have fun asking one another **who** questions using Spelling Speak.

what: The little word **hat** is hiding in **what**, so encourage your child to say “**What a hat!**” every time they write it, and picture an amazing hat in their mind.

where: From Level Five, your child can spell **there**. **Where** and **there** rhyme and have the same spelling after the first letter. Both are to do with place, as is **here** (which is hiding in both words).

which: Some children confuse this with **witch**, and some leave out the first **h**. Your child could make up their own mnemonic, such as

which hen is chilly?

and draw a picture to go with it.

first: It is usually the **i** that causes a problem. Write the word big, and turn the **i** into a birthday cake candle for your first birthday, where the dot is the flame on the candle.

child and **children**: Most children find children easier to spell than child, because it is two phonetic syllables

chil-dren

so use this to show them that **child** is just children without the **ren**.

giant: Your child should know from reading that g can make two sounds. It follows the same reading rule as letter c (See Level Seven for keep), “i, y or e following a g make it soft.” In school we often sing, “i,y and e make a softy out of g!” So, the **g** is soft because it is followed by **i**.

gi-ant