



AN EASY AND ON-GOING SPELLING STRATEGY

I have found writing "[sight word sentences](#)" to be a very effective strategy to help children learn how to spell high frequency words (sight words).

Learning to spell these words in the context of a sentence helps them distinguish and remember when to use words that are spelled similarly, such as, "were, where and we're."

Follow the steps below to complete the activity each week. Once you get started you'll see how simple this writing exercise is for you to conduct and for your child to complete.

FIRST, find out where your child is at.

Print [WORDS LIST 1](#).

Read off one word at a time.

Your child writes each word that you say on a separate sheet of paper.

Highlight the words your child spells correctly. If your child spells all of the words correctly on WORDS LIST 1, move to WORDS LIST 2.

Continue until your child can't spell all the words correctly on a list. If it's LIST 1, begin with SENTENCES LIST 1, if LIST 4, begin with SENTENCES LIST 4.

Here are the lists of words to print out:

[WORDS-LIST 1](#)

[WORDS-LIST 2](#)

[WORDS-LIST 3](#)

[WORDS-LIST 4](#)

[WORDS-LIST 5](#)

[WORDS-LIST 6](#)

[WORDS-LIST 7](#)

[WORDS-LIST 8](#)

[WORDS-LIST 9](#)

[WORDS-LIST 10](#)

[WORDS-LIST 11](#)

[WORDS-LIST 12](#)

Note: If your child can spell ALL of the words on ALL of the lists, **let me know** and I can give you the next level up to work on.

SECOND, have your child begin writing their first sight word sentence.

Print the SENTENCES LIST that your child needs to start on. Here are the lists:

[SENTENCES LIST 1](#)
[SENTENCES LIST 2](#)
[SENTENCES LIST 3](#)
[SENTENCES LIST 4](#)
[SENTENCES LIST 5](#)
[SENTENCES LIST 6](#)

[SENTENCES LIST 7](#)
[SENTENCES LIST 8](#)
[SENTENCES LIST 9](#)
[SENTENCES LIST 10](#)
[SENTENCES LIST 11](#)
[SENTENCES LIST 12](#)

You (the teacher) write out the first sentence from the SENTENCES LIST in a notebook or on a piece of paper. Your child then copies the sentence **3 times**.

Your child can change the underline word each time to make it fun.

The underlined word **does not** have to be spelled correctly.

When your child writes the sentences, each sentence should have nice handwriting, a capital letter at the beginning, spaces, correct spelling and punctuation at the end. If your child writes a sentence incorrectly, simply have him/her write it one more time.

If possible, allow your child to write using pen or marker to make it more colorful and visible.

IN ONE WEEK

1. Your child writes the sentence 3 times on Monday, Tuesday and Wednesday.
2. On Thursday and Friday, your child can write freely about ANY one topic that interests him/her. Topics can include Non-Fiction Facts, Personal Narrative, How-To (instructions), Opinion, Persuasive or any fun Creative Story.

On Thursday and Friday,

K-1st Graders should try to write at least 5 sentences per prompt

2nd Graders should try to write at least 10 sentences per prompt

3rd Graders should try to write at least 15 sentences per prompt

4th Graders should try to write at least 20 sentences per prompt

5th Graders should try to write at least 25 sentences per prompt

If you would like your child to complete an outlined, guided writing prompt, you can begin by using the writing prompts that I've posted here at www.funwritingideas.com.

THE FOLLOWING WEEK

The following week, introduce the **next sentence** on the SENTENCES LIST for your child to write 3 times on Monday-Wednesday. On Thursday and Friday, your child writes freely. Continue this pattern week after week progressing through the sentences.

If you see your child is learning to spell the words/sentences quickly, you can have them cover 2 sentences in one week, or even 3.