

Norfolk Dyslexia Friendly School Quality Mark Award

Visual strategies for spelling

Use some of the following strategies to learn the spellings you have been given.

-  Use a highlighter to highlight any hidden words in your main word.
-  Colour in the word, adding any pictures/symbols to each of the letters to help you remember them.
-  Imagine the letters of the word in your mind. Make them unusual in some way.
-  Colour code the spellings you are learning. Use colours to pick out patterns in the way the words are spelled.
-  Write out the word as many times as you can. Look carefully at it and notice any patterns. Make silent letters stand out, using colour, symbols or pictures.
-  Write the spellings in different colours and display them around the room. Put them at eye height, so they can be easily seen.
-  Design a poster for each spelling, using pictures and lots of colour.

Auditory strategies for spelling

You may either read the spellings you have been given, or listen to them on tape. Try some of the following strategies to help you learn the spellings.

-  With a partner read the words aloud, paying close attention to the way they sound. Now try reading the words to yourself 'under your breath'. Try exaggerating the sounds.
-  Say the words, breaking them up into chunks or syllables.
-  Say the words, sounding out the silent letters too.
-  Spell out the words, using the names – not sounds – of the letters.
-  Experiment with different ways of saying the words out loud (emphasise different parts of the word, use different voices).
-  Make up a sentence (mnemonic) using each letter of the word to remember the spelling, for example, 'because': **B**ig **E**lephants **C**annot **A**lways **U**se **S**mall **E**ntrances.
-  Use musical instruments to add rhythm or sound to the spelling of the word.
-  Make up a rhyme, rap, song or tune to the spelling.
-  Listen to a tape of the target words and their spellings.
-  Tape yourself spelling out the word, then listen to it to check you have the correct spelling.
-  Sing the spelling.
-  Look at yourself in the mirror while you make the sounds and spellings of the words.
-  In pairs, test each other aloud.

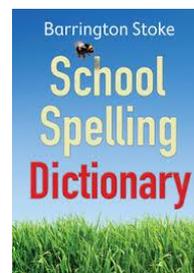
Kinaesthetic strategies for spelling

Try a few of the following strategies to revise the information you have been given.

-  Go for a walk or move around as you say the spelling out loud.
-  Write out the letters of each spelling on pieces of card, shuffle them up and put them back in order.
-  Using post-it notes, write down each of the spellings. Assemble the notes on the wall, grouping any similar patterns together. How many different ways of grouping the words can you find?
-  With your group spell out the word, using your bodies or any other resources provided to make the letters.
-  Spell out the word, writing it in the air with your hand. As you do this, say the letters out loud.
-  Count the numbers of letters in each word. Then hold that number of fingers as you spell out the word. This will help you check you have included the right number of letters in your spelling.
-  Working in pairs, take it in turns to write the spelling of the word on your partner's back. Your partner has to guess what word you have written.

Top Tips for Spelling

- ✓ Teach spellings in a multisensory way (refer to Visual/kinaesthetic spelling sheet for ideas).
- ✓ Consider use of phonetic dictionaries such as the ACE Spelling Dictionary, David Mosely or the School Spelling Dictionary (Barrington Stoke).
- ✓ Encourage the use of mnemonics to help pupils remember spellings. For ideas, good books are Spelling Rules, Riddles and Remedies, Sally Raymond or 200 Tricky Spellings in Cartoons, Lidia Stanton



- ✓ Use ICT games such as Word Shark to reinforce spellings.
- ✓ Neil Mackay suggests this approach so support the visual reinforcement of the spelling:
 - Say the word jaw drop
 - Split the word into syllables
 - Write each individual syllable using different colours
 - Cut it up
 - Close your eyes and visualise the word
 - Spell it again
- ✓ Pre-teach spellings prior to setting them for homework. Try to focus on one word family or spelling rule at a time, with 1 high frequency word as an exception. Ensure that pupils know what the word means – even if they can spell the word, they will not use it unless they know its meaning and in which context to use it.

Resources Available for Loan - Spelling

If you would like to borrow any of the resources below, please contact Cathy Partington on 01603 860505 or email c_partington@taverhamhigh.org

Providing the resources are available and you can collect the resources, you will be able to borrow the resources for a 3 week period.

Spelling

Alpha to Omega – Teacher’s Handbook	Beve Hornsby
Hornet (Phonics & Structure Teaching manual)	H J Cowling
Word Wasp (follows Hornet)	H J Cowling
Spelling Made Easy manuals and photocopiable workbooks – multisensory, structured spelling programme	Egon Publishers Ltd
ACE Dictionary	LDA
School Spelling Dictionary – support in spelling words as they sound	Barrington Stoke
200 Tricky Spelling in Cartoons: Visual Mnemonics for Everyone	Lidia Stanton
Anyone Can Spell it – great ideas for supporting spelling	Helen Arkell
Spelling Rules, Riddles and Remedies	Sally Raymond
Box Dictations – Stage 2	Rosemary Summer
The Golden Key Spelling Rules (with copymaster worksheets)	Joan Watton
The Complete Guide to English Spelling Rules	John T Fulford
Stile - Word Structure & Spelling (Books 3 -12) and tray - self-checking resource to take pupils through the rules of spelling and grammar using a phonic approach	LDA

Games

Bananagrams – letter tiles for a variety of spelling activities and games

Pairs in Pears – build words, match letters

Swap and fix cards **SWAP** and **FIX** – Card games to improve reading by reinforcing a spelling family/rule.