

Session aims

- Explore the difficulties involved in writing and spelling for dyslexic pupils
- Consider the impact of poor writing and spelling skills on learning
- Identify strategies to support writing and spelling

When things go wrong....

Copying off the board

Activity p 25

Activity p 26

Draw the International Symbol of Access -
commonly known as the 'wheelchair sign'

International Symbol of Access





Spelling error analysis p27

Spelling		Analysis of child's spelling					
		Phonic alternatives		Sounds misheard, missing, added or missequenced	Lack of awareness of spelling rules/patterns	Letter sequencing errors or reversals	Unclassifiable
Word	Child's spelling	Reasonable phonic alternative	Not conforming to spelling precedent				
sleep	sep		✓	✓	✓		
because	bkos	✓			✓		
stopped	stopt	✓			✓		
thermometer	thrmnt						
when	wn						
plan	paln		✓	?		✓	
have to	hafto						
blinded	bliuded						

Look at **spelling knowledge** as well as error patterns. What **strengths** can you identify?

I play hoer garden a Sam pit along the hoer-

With a bed room a kitchen a living room a ofis.

I wood tick nothing else one in each room.

I want toys to be in the living room a Ma Jek Felyly.

She will live in a toy car with lots and lots of flowers Sam In

My grain.

Support with spelling



Ice cream time!



A multisensory
teaching approach
works best for
dyslexic students

Hands on

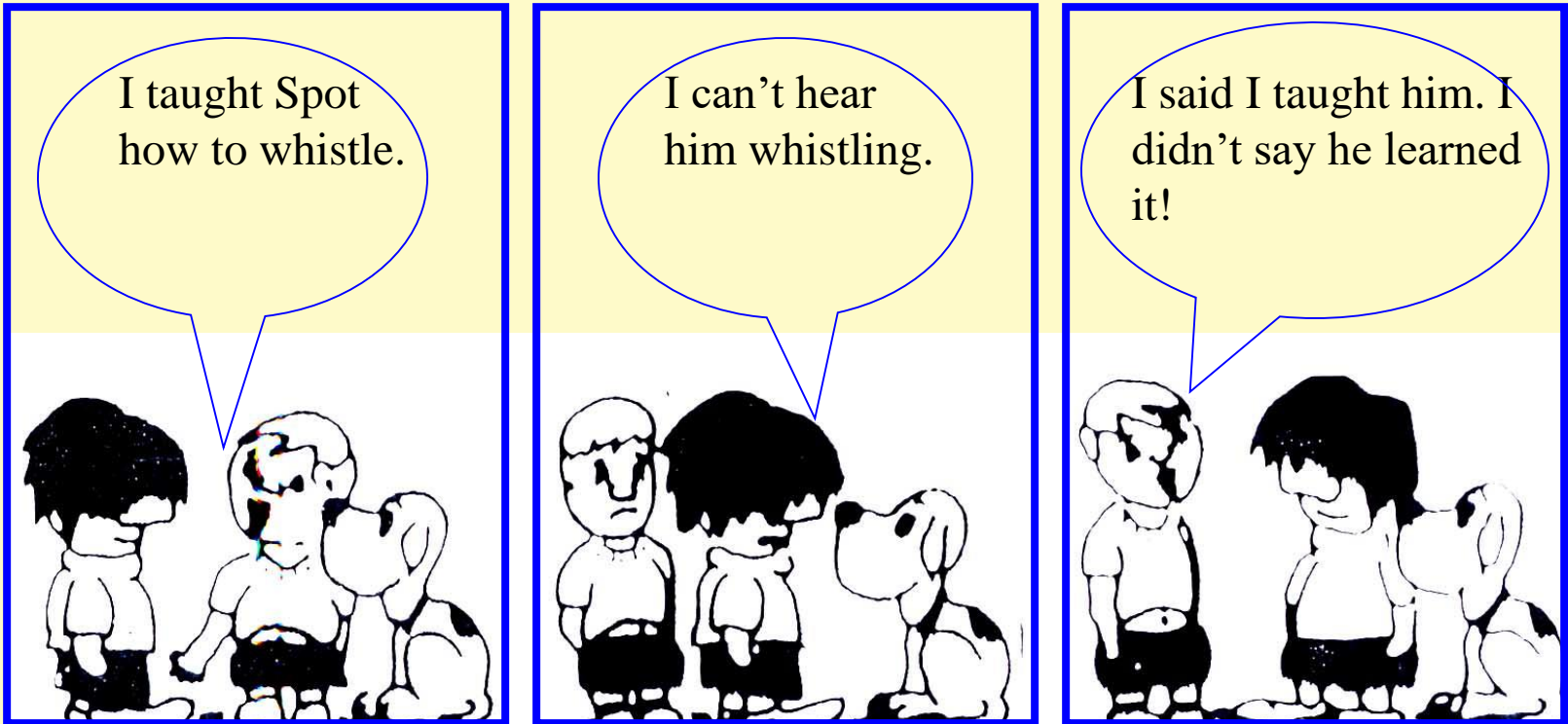
Switches

Brains on

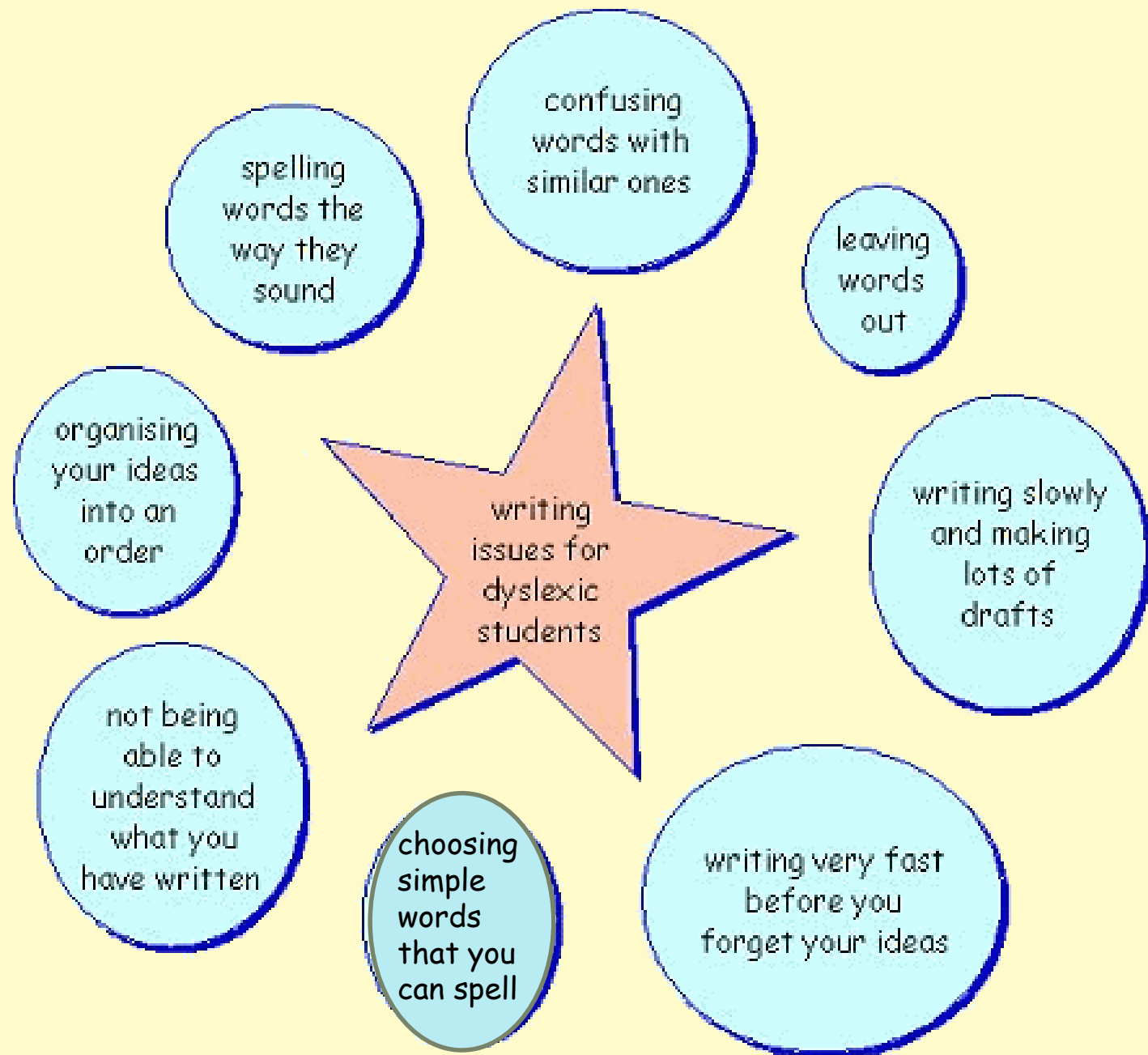
‘Keep it Kinaesthetic’

(Neil MacKay 2003)

What works for dyslexic students?



Writing



confusing words with similar ones

leaving words out

writing slowly and making lots of drafts

writing very fast before you forget your ideas

choosing simple words that you can spell

not being able to understand what you have written

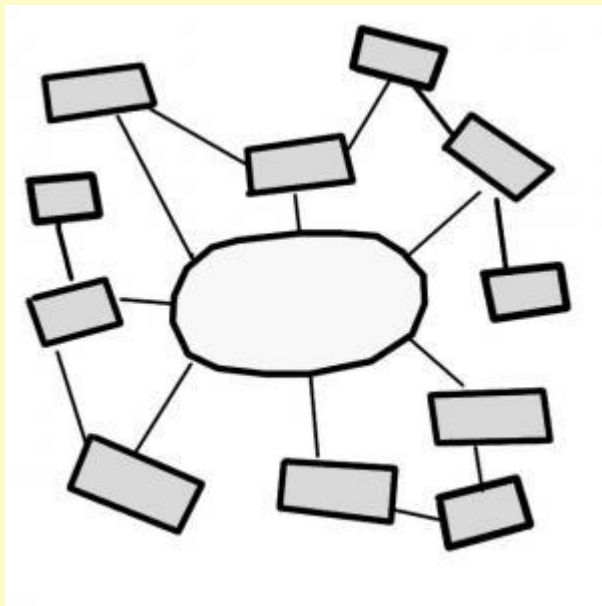
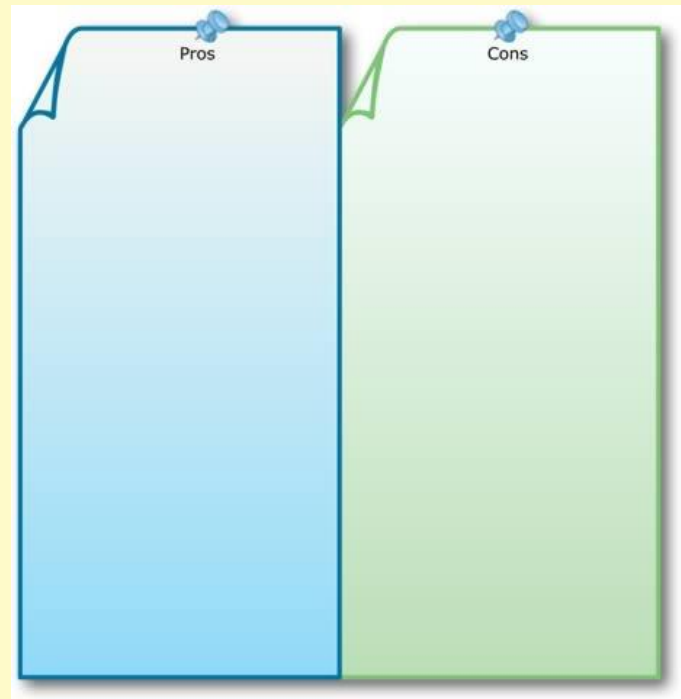
organising your ideas into an order

spelling words the way they sound

writing issues for dyslexic students

Learners often think much faster than they write....

- Use of mind maps, storyboards, flowcharts, bullet points etc
- Writing frame to support structure
- Hands-on planning e.g. thought shower on post-its
- Peer tutoring/buddy system
- Shared writing with an adult
- Technology to support writing e.g. speech recognition, concept keyboards



Give learner...

- measure of control

- degree of choice