

SECTION 3

Spelling

**Ideas and Suggestions to help you support your child
with Dyslexia at home**



Learning the sounds

- It will help if your child thinks of letters as being **PICTURES OF SOUNDS**
- A sound 'picture' can be one letter or two letter and sometime more than two letters, e.g.

a- as in pan

b - as in bin

bb- as in rubber

ai - as in gain

igh - as in light

eigh- as in weight

- Some sounds can be shown by more than one picture, eg:

'o' is <ow> in the word 'show'

'o' is <oa> in the word 'boat'

'o' is <o> in the word 'no'

- Some 'sound pictures' are used for more than one sound, eg:

<ow> can be 'show' and 'town'

Teaching alphabet sounds using multisensory methods

1. Use your finger. Draw the letter as big as possible in the air. Say the sound as you draw
2. Draw the letter in the air again, start by drawing a small letter and say it's sound softly. Draw successive larger and 'louder' letters
3. Sprinkle sugar, cocoa powder or hundreds and thousands on a plate. Draw letter shapes with your finger in it. Say the sound as you draw. Lick your finger! Shake the plate gently to start again. Encourage the child to form the letter correctly and include joining strokes...
4. On a washable surface spread some made up powder paint. Use your finger to draw letter shapes. Say the sound of the letter as you draw. Use a flat hand to rub out letters. Very messy, but fun!
5. Write the letter using as many different types and colours of writing implements that you can find.
6. Use the above pens and pencils with different coloured paper. How many different ways can you write the letter? Red pencil, blue paper, red pencil, green paper etc.
7. Using the coloured paper, draw a large letter shape for the child to cut out and stick onto another sheet.
8. Use textured paper or fabric to cut out letter shapes, then stick to a card for feely letters.
9. Draw a large outline of a letter. Get the child to draw things beginning with the letter inside it.
10. In P.E. lessons, make your bodies into letter shapes. Work alone, in pairs or groups.

11. Sing the alphabet. Choose a tune that does not run 'lmno' together into one sound.
12. Get the child to generate their own list of things beginning with a, b, c etc
13. Play I spy
14. Have picture alphabets to match to letter shapes



c

e

c

e

h

r

h

r

m

d

m

d

g

o

g

o

u

l

u

l

f

b

f

b

s

a

s

a

t

i

t

i

p

n

p

n

y

x

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ie

ee

or

ee

or

qu

ou

qu

ou

oi

ue

oi

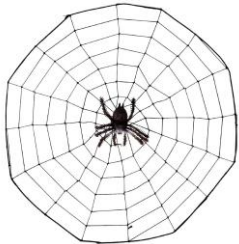
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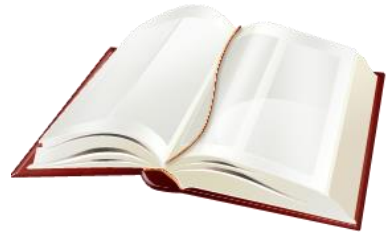
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Z	zebra	
W	web	
ng	ring	
V	van	

oo

book



oo

moon



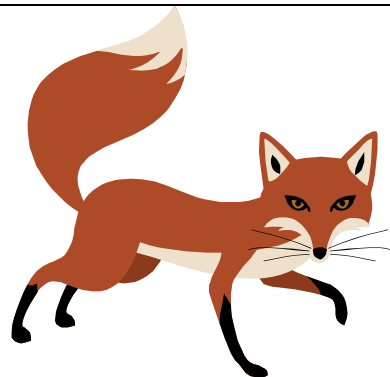
y

yo-yo



x

fox



ch

chick



sh

ship



th

feather



th

moth



qu

queen



ou

cloud



oi

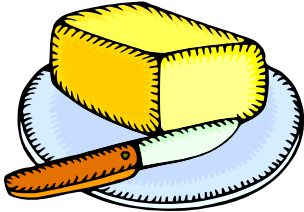
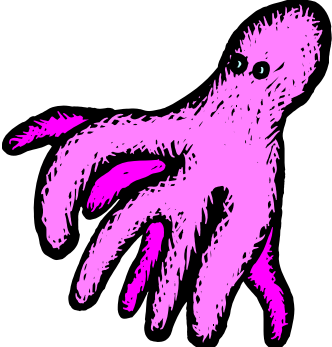
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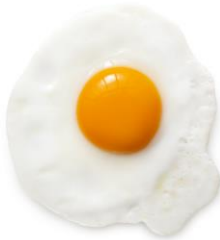
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barbecue



er	butter	
ar	car	
g	goat	
o	octopus	

u	umbrella	
l	leg	
f	fan	
b	bed	

c	cup	
e	egg	
h	hat	
r	rat	

m	man	
d	dog	
s	sun	
a	ant	

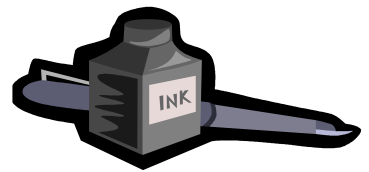
t

tap



i

ink



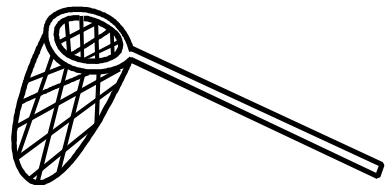
p

pan



n

net



ai

rain



j

jam



oa

oak



ie

tie



ee

bee



or

fork



Spelling using "pictures of sounds"

Spelling method 1

1. Choose a word, ask your child to say the word and listen to the sounds within it. Ask your child to count the sounds e.g. skip = s-k-i-p and then ask them to write each sound picture (letter or letters) on a square of paper/card.

2. Say and join up the sounds to make the word

3. Ask your child to say the sounds in the word touching each sound card picture as s/he says it. Encourage them to visualise any tricky bits.

With words of 2 more chunks first, say the chunk, then touch and say the sounds making up that chunk, then say the next chunk, touch and say the sounds, say the chunk then both chunks. E.g., hamster: h-a-m: ham, s-t-er, ster, together: hamster

4. Ask your child to write the word saying each sound exactly as they write the appropriate letter/s. For words with 2 or more chunks, work through each chunk at a time e.g. p-a-n = pan. c-a-k-e = cake. Pancake.

5. Briefly distract your child then ask them to write the word from memory

6. If it is incorrect, repeat the procedure until it is correct.

7. Use every opportunity to ask your child to spell the target word throughout the day.

Spelling Method 2

Look, say, cover, say, write, say, CHECK!

- Write the word correctly for your child
- Ask your child to look at it carefully
- Cover the word
- Ask your child to write it out
- Ask your child to check their spelling with the correct spelling
- If wrong, notice any mistakes, look at the correct versions again, cover and ask your child to write it again
- If wrong again, repeat the procedure until the word is correct



Name.....

Date.....

Weekly Sight Words

These words are often difficult to remember because they don't look the way they sound.

This is the way to practise:



Look

Say

Cover

Say

Write

Say

Check

Words	Day 1	Day 2	Day 3	Day 4	Day 5

Spelling method 3

Simultaneous oral spelling - S.O.S

1. Write the word for your child correctly saying each letter name as you write it. (The word should be written fairly large in a style similar to the one normally used by the pupil). Show the word to your child.
2. Read the word and ask your child to repeat the word
3. Ask your child to write the word saying the name of each letter as he writes it
4. Ask your child to say the word again and check that it has been written correctly
5. Cover the word and repeat steps 2 - 4 at least twice more

Spelling Method 4

Mnemonics

This is a method which relies on listening memory for meaningful (although perhaps silly) sentences. Your child needs to have a basic level of spelling to be able to identify the first letter of each clue word in the mnemonic.

1. Write the word correctly for your child
2. Together with your child, talk through a possible sentence in which each words starts with each of the letter in the spelling. It helps if the first word is the word to be spelled e.g. does - Does Oliver Eat Sweets?
3. Ask your child to recite the sentence and spell the word
4. If incorrect, consider if the sentence needs to be altered
5. Repeat the procedure until the word is correct

Mnemonics can be even more memorable if they are absurd or amusing and accompanied by a picture.

Spelling method 5

Spelling using 'visualisation'

This method make use of visualisation skills. It is particularly useful for irregular words with sounds represented by more than one letter.

It is important to use positive language such as "This is a different and easy way to remember what words look like". Avoid negative words such as "spelling" and any language to do with hearing sounds in words.

The words are printed/written on separate cards.

- Hold the word so your child is look up and to the left to read it
- Discuss the visual features and patterns in the word:
 - How many letters?
 - Do bit stick up or hang down?
 - Any patterns to be seen?
 - Any words within the words?
- Longer words are divided up according to visual patterns that your child notices e.g. **de ci de**
- Trick bits are coloured or enlarged either on the card or in the pupil's imagination
- Removed the card
- Ask your child to continue looking up and to picture the word in their mind. Ask them to say the letter by name in order from left to right (forwards)
- If not correct show your child the card again briefly and discuss visual cues to correct the error
- If correct, ask your child to name the letter right from left (backwards). This ensure that the word has been remembered visually, and not by sound as this does not usually work backwards.
- Ask your child to say the letters forward again
- Ask your child to copy the word down from the picture in their mind (mental image)
- Ask your child to check the word is correct
- If there is an error discuss with your child how to make the visual image stronger, and repeat the process

Spelling method 6

Spelling using words within words

1. Write the word correctly for your child
2. Identify any small word or words within. For example, the word *Catherine* contains *cat* and *her*, there is a *hat* in *what* and there is *rat* in *separate*.
3. It would be helpful to underline the smaller word within the large word
4. Ask your child to write the word from memory
5. If incorrect, repeat the procedure

Obviously this method will only work if there is a small word contained in the target word

Spelling method 7

Spelling using tracing

This method relies on the memory for the feel of the word. It does not require your child to know the letter sounds or names, therefore, it can be used with younger children.

1. Write the word on a card with letters about 2.5cm high (or on sandpaper so the word can be felt). Use the handwriting style that is usual for your child.
2. Ask your child to trace over the letters in the word with the index finger of the writing hand, as if actually writing.
3. Ask your child to write the word on paper and check it is correct
4. If not, repeat the procedure until the word is correct

Spelling method 8

Own Voice

This method requires a tape recorder, and relies on some evidence that hearing one's own voice can leave a stronger memory trace. Knowledge of letter names is needed.

1. Say and write the word for your pupil saying the letter names. Turn on the tape recorder.
2. Ask your child to say the whole word and then each letter name and then the whole word again.
3. The tape is re-wound
4. Your child listens to the tape, stops the tape and writes the word.
5. Your child check the word is correct by listening to the tape again
6. If incorrect, repeat the procedure until the word is correct

Spelling method 9

Picture links

Picture links can be used for any spelling. The method is often successful if your child enjoys drawing and colouring. It involved devising a picture to enable them to recall the sequence of letters in the word.

Pictures that your child make up themselves are often most effective. If the picture is amusing, linked to the meaning of the word, colourful or personal, it is likely to be easier to remember

This method can be adapted to include mnemonics and word play

Examples:

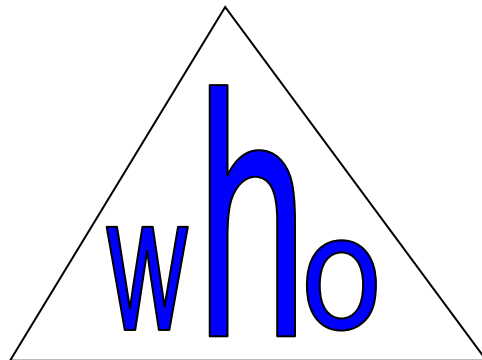


An island is land surrounded by water



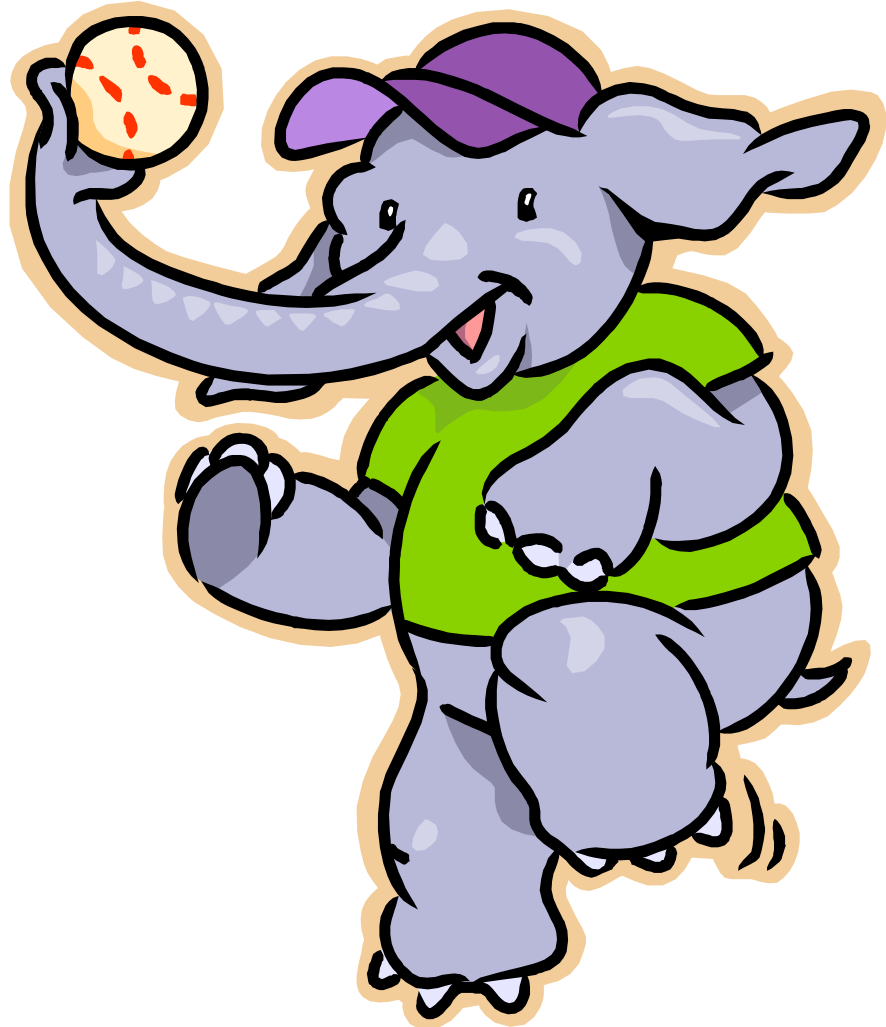
What a hat!

eye



Example for learning "come"

Come
On
My
Elephant



Spelling method 10

How to learn a spelling word



LOOK at the word.

THINK about it:-
What must you remember?

Tricky bits?

Double letters?

Any little words hidden in
the big word?

Any silly ways of
remembering it?

SAY the word to yourself.

Feel the shape of your mouth as
you speak.

LISTEN to the sounds

SAY the vowels clearly.

SAY all of the letters

Say
Feel
Listen



WRITE and CHECK.

WRITE out the word without look back at it

CHECK. Have you spelt it correctly?

YES!! Well done!

Ideas for spelling activities

Speed Writing Race

1. Choose a word and put it in front of both players.
2. Using a second hand on a watch, race together to see who can write the word as many times as possible within one minute - let your child win!
3. When the minute is up, check to see who has written the most. If the one who has written the most has also spelt them correctly then they get 1 point.
4. Do the same with another word, until you have word through all the words
5. The winner is the one with the most points at the end of the game