

Making Sense of Spelling

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1



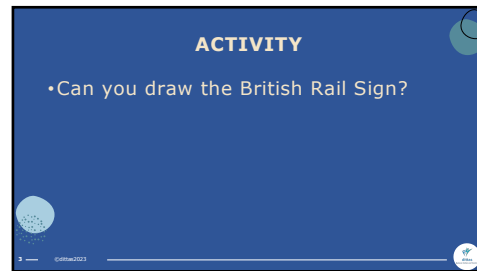
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2



ACTIVITY

- Can you draw the British Rail Sign?

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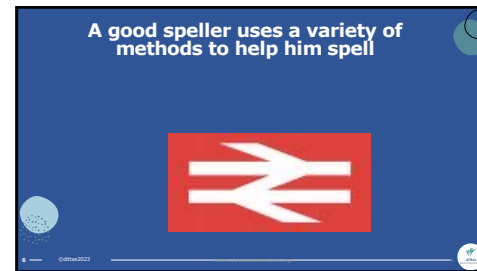
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A good speller uses a variety of methods to help him spell



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Children fail at spelling because of:

- Poor linguistic ability/faulty pronunciation
- Poor phonological awareness
- Poor short term and working verbal memory
- Poor visual memory
- Visual perceptual difficulties
- Over reliance on sounds

7

Difficulties with Writing and Spelling

- Poor / erratic spelling
- Confuses b/d/p/q/9/6
- Difficulties using phonics
- Omits letters/ letters in wrong order
- Problems with tense endings
- Difficulties learning to spell high frequency words
- Difficulties using punctuation

8

Use multisensory techniques

9

Multi Sensory

10

Reduce memory load

11

Supporting Working Memory

Memorable Memory Model

12


Principles:

- Make it fun
- Make it multi-sensory
- Provide over learning
- 1:1 time
- Little and often
- Work at the correct level

13

Rainbow Arc

- Sequencing
- Phonics
- Sight word spelling
- Letter formation




14

Alphabet Arc

- Ask the learner to pull down the letters from the arc
- Name the letters
- Say the whole word touching the letters as he does
- Discuss tricky bits
- Mix the letters up and ask him to re sequence
- Hide a letter and ask what is missing
- Cover the letters and ask him to write it on his whiteboard
- Add to spelling list for review.

15



16

Visualisation

1. Teacher writes a word on a card
2. Card is held up to the left or right of the pupil (minds eye)
3. Ask pupil to describe the visual features of the word
4. Ask P. to name the letters
5. Ask P. to visualise the letters in his minds eye
6. Remove card and ask P. to name letters
7. Ask P to write on his whiteboard

17

Example "caught"

- How many letters are there?
- Are there any vowels?
- What colour are the vowels?
- Are there more letters before / after vowel?
- Are there any tall letters?
- Are there any descending letters?
- Say the letters in the word out loud? (a-u-g-h-t)
- Can you write the word in the air?
- Can you write the word in joined-up writing?
- Spell it backwards:
- Spell it forwards:

18

Words within words

Do **business** on the **bus**




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Mnemonics

wasps
always
sting

was




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Mnemonics

Said
Sausages **A**nd **I** dance



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Fernald's method

- Fernald's method (1943) (Cotterell 1970) – use spellings needed or wanted to use in own writing
- written by Teacher (T) –cursive
- Pronounced by T, Pupil (P) repeats
- P looks, highlights tricky parts, suffixes etc
- Traces & says letter names
- Folds over paper, writes from memory, cursive
- Checks, repeats if necessary
- Uses in sentence or own writing

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Mispronouncing words

fri- end Lis- ten Wed- nes- day

bus- i- ness of- ten

<https://www.youtube.com/watch?v=EDFyg9551TQ>

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- Write word on A4 paper
- Student copies over and over saying letter names and word at end.
- Each time in a different colour
- Aim for at least 10 tracings.
- Then take away and test on paper or whiteboard.
- Review / revise at next session

Rainbow Writing



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Prepare the words in advance.
Pupil says word.
Pupil traces over the letters saying letter names at least 6 times. After each tracing s/he says the full word.
When s/he feels secure remove the word and practice on a whiteboard.
Review / revise at next session

Glitter glue tracing

25

Pyramid Method

26

Magic Clay

- Use a soft clay rather than a playdough.
- Don't let it take over the lesson.
- If working online model the stages.
- Once complete learner feels letters and traces over them saying letter name and the word at the end.

27

Salt, Sand or Rice Tray

Be aware of sensory issues.

28

Shape

29

Spelling Shield

Useful for all ages
Easy to make at home

30

Look Say Cover Say (image) Write Check						
	Look	Say	Cover	Say & Make Image in Mind	Write & Say	Check
does						
said						

31

b/d confusion

- Provide a memory hook
- Memory card on table
- Thumbs up

32

Books used in this presentation

33

Tricky Spelling in Cartoons

Books by Lidia Stanton

34

Phonics

- Make sure you have a good grasp of how phonics are taught
- Make sure sounds are pure
- <https://phonicsinternational.com/hear-the-sounds/>
- Don't mix letter names and letter sounds

35

Apps for Learners with Dyslexia/Reading and Writing Difficulties

36

MUSP for older learners

A way to teach the spelling of priority words in a multi-sensory way – Excellent for KS4 and adults

- Intelligence
 - In-tel-lig-ence
 - In-telli-gen-ce
 - Int-ell-igen-ce

Link to colour, picture, humour and memorable facts for them

37

Multi Sensory Spelling Programme

	Week 1	Week 2	Week 3
in tel lig ence	intelligence	intelligence	intelligence
sol ici tor	Solicitor		
Op port unity			

38

MUSP for older learners

Week 1

1. Choose a word
2. Look at the word and split into memorable chunks.
3. Show the word with the chunks in column 1- use colour
4. Study the word
4. Say the strategy and close your eyes to visualize the word
5. Write the word in column 2
6. Check word against column 1

39

MUSP for older learners

Week 2

1. Look at the word again and say the strategy
2. Close eyes to visualize the word
3. Open eyes and write the word in column 3
4. Check word against column 1

Week 3 and week 4
Repeat process as per week 2

Keep repeating until secure first at word level then text level

40

Multi Sensory Spelling Programme

	Week 1	Week 2	Week 3
in tel lig ence	intelligence	intelligence	intelligence
sol ici tor	Solicitor		
Op port unity			

41

MUSP

- At first it takes time deciding on the splits
- After that checking the weekly list only takes a few minutes.
- You must ensure the learner 'pictures the word' each week as this is part of the learning process and they require this overlearning. The weekly list is not a test.

Start with no more than 3 words per week and add 1 or two words each week. Gradually as the weeks progress and you add more words some words will be deemed secure and can be removed from the list.

42

Activity

- Now you try splitting these chemicals that are in shampoo into visual chunks

- Triethanolamine
- Cocamidopropyl

43

My way

- trieth an ola mine
- coca mid o prop yl

44

Further information

Nessy
<https://www.youtube.com/user/greenandfriendly/videos>
 Chris Blance's method
<https://www.youtube.com/watch?v=-au2ht5k4Y8&t=491s>
 British Dyslexia Association
<https://www.youtube.com/watch?v=wuIvLZHzuIE&t=14s>

45

Links

- Word prediction tools
- [Free word prediction to support spelling \(callscotland.org.uk\)](https://www.callscotland.org.uk)
- Phonic sounds
- <https://www.jollylearning.co.uk/resource-bank/learn-the-latter-sounds>

46

Contact Details

Thank you for attending

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47