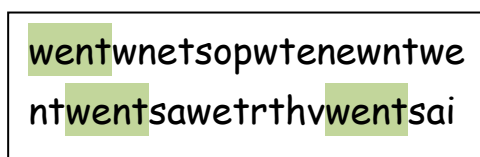


## DfL Spelling Support Strategies

These suggestions complement the synthetic phonics approach whereby the phonemes/letter sounds are articulated as a pupil writes. Children with weak phonological awareness and/or orthographic memory will benefit from a more multisensory approach to help secure 'tricky to learn' words to long term memory.

### Tracking for word exercises

This strategy supports children in sifting for the details of a target word hidden amongst other letter strings. Suggest the child works from left to right, top to bottom. Encourage pupils to be methodical. Tell them they have to look very carefully to find the correct letter sequences and not fall for the incorrect spellings that have been hidden. How many did they find?

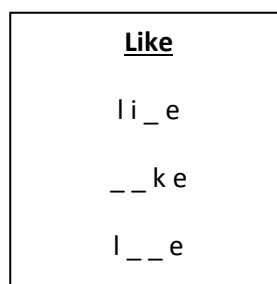


Teachers can vary font, build from one line exercises to six. Can pupils design their own tracking exercises for a peer?

### Missing letter activities

This exercise encourages the recall of letter placement. Each time the child should check their effort against the example before and cover up attempts as they go along.

Build up to recall all letters



### Simultaneous Oral Spelling (SOS)

This method uses letter names instead of sounds:

- Model to the child first e.g. write s/a/w, saying letter names
- Ask child to write the word saying each letter name as they write it
- Child reads back and checks spelling with model word

Then fold a piece of paper into 4 quadrants:

Quadrant 1: write out word 5 times, saying the letters each time in tiny writing

Quadrant 2: write out word 5 times, saying the letters in normal writing

Quadrant 3: write out word 5 times, saying the letters with eyes closed

Quadrant 4: write out word 5 times in silence

## Picture Links

This is a useful strategy when children enjoy drawing and colouring. If the picture is amusing, linked to the meaning of the word, colourful or personal, it is likely to be easier to remember.



## Analogies with onset and time

This strategy refers to breaking up a syllable into the initial consonant(s) – the 'onset' and the following vowel and consonant(s) - the 'rime'.

e.g. l-ight, m-ight, r-ight, sl-ight.

Words can be taught as part of a 'word family'- making explicit the shared letter strings in words e.g. If I know 'would', I can write 'could' and 'should' as they all have -ould. Children should try to generate as many rhyming words as they can orally and also in writing, followed up by colour coding the 'rime' aspect in each word. Finally, encourage the child to read through the words recorded to further practice the rhyming list.

## Mnemonics

This method relies on listening memory for meaningful (and perhaps silly) sentences. The pupil needs a basic level of spelling to be able to identify the first letter of each clue word in the mnemonic.

Does- Dad Only Eats Sweets?



Said- Save Animals In Danger



Mnemonics can be more memorable if accompanied with a picture.

## Seeing words within words

This strategy looks for a memorable hook on to the spelling of a word. Look for smaller words within the word. This can be supported by the learner drawing a picture of the smaller word where possible.

e.g. what 

separate 

terrible 

## Manipulating 3D Resources

This strategy involves gaining a physical sense of the word or making the target word using different materials e.g.

- wooden or plastic letters, also try closing eyes to make the word with letters
- write the target word in sand or salt,
- trace over the word made from sandpaper letters,
- rainbow writing with different colour pens,
- make the word with plasticene strings,
- write the word outside with a squeeze bottle of water,
- make the word with skipping ropes on the ground.

## Personalise the learning

This suggestion involves placing the target word on a personalised target sheet with a favourite cartoon character e.g. Bart Simpson. Mark off words as and when words are secured.

Reward for every word secured 'as well as you know your name'.

Hearing one's own voice can also leave a stronger memory trace:

- Record saying the whole word, then each letter name and then the whole word again.
- Listen to playback, then write the word.
- Check by re-listening to recording.

## Using ICT

Practising words using ICT games such as Wordshark or Speaking Starspell can be highly motivational. Wordshark can be personalised to reflect the target words a child is working on.

## Practise the words regularly

Reinforce learning of spellings in handwriting lessons, ICT lessons and whiteboard work at the start of the day e.g. write down your 10 spellings this week in the next five minutes. How many did you remember? Did you spell them all correctly?

Adults or peers can check on words outside the classroom e.g. in the playground, in the dinner queue.

Encouraging children to reflect on their best methods for learning to spell will help them to become more independent and proactive in the process.