

Spelling

Students with dyslexia often struggle to spell due to difficulties with phonological processing and memory. Phonological processing is the ability to identify, store, recall, manipulate and use sounds in language and is a key skill in learning to read and spell.

Students with dyslexia may struggle to:

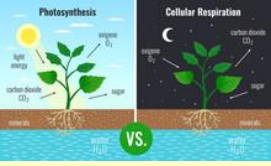
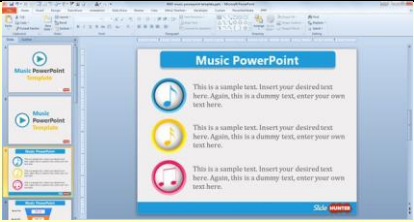
- break words into smaller parts to spell them
- remember spelling patterns and rules
- recall how to pronounce and spell new vocabulary
- copy spellings accurately from the board.

Spelling difficulties can also impact on written work:

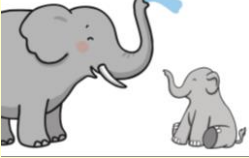


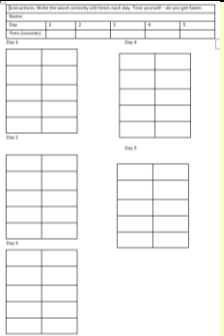
- Time spent thinking about spelling words can reduce the quantity of writing
- Notetaking may be slow/inaccurate
- Using simple, easy to spell words instead of complex ones can affect the quality of the writing.

Here are some adaptations, resources and strategies that can support dyslexic students in the classroom:

Adaptations in class

<p>Pre-teach spellings:</p> <ul style="list-style-type: none"> • Give key words before the lesson for example on flashcards, as a short homework task to revise • Provide knowledge organisers with key vocabulary 	<p>Photosynthesis - green plants use light energy to make food.</p>
<p>Display spellings:</p> <ul style="list-style-type: none"> • Leave key spellings on the board/slides • Display current topic words in the classroom 	
<p>Provide print outs of notes or power points to:</p> <ul style="list-style-type: none"> • Reduce time notetaking • Ensure spellings are correct • Allow students to focus on key words by highlighting them 	

Spelling strategies

<p style="text-align: center;">Mnemonics</p> <p>Mnemonics can help students remember difficult spellings, for example:</p> <ul style="list-style-type: none"> necessary - one collar (c) and two socks (s) rhythm - rhythm helps your two hips move Could, would, should - O U lucky duck Said - silly ants in dresses Believe - never believe a lie Special - the CIA has special agents 	<div style="display: flex; justify-content: space-around;"> <div data-bbox="836 300 1086 622"> <p style="text-align: center;">because</p> <p style="text-align: center;">big elephants can always understand small elephants</p>  </div> <div data-bbox="1129 300 1374 622"> <p style="text-align: center;">qu</p> <p style="text-align: center;">Q is a lonely letter that needs you</p>  </div> </div>		
<p style="text-align: center;">Multisensory approaches</p> <p>Using sight, sound, touch, and movement can reinforce spelling skills by:</p> <ul style="list-style-type: none"> Making it fun/interactive Providing opportunities of overlearning <p>For example:</p> <ul style="list-style-type: none"> Use magnetic letters to make words Play matching word games 			
<p style="text-align: center;">Word families</p> <ul style="list-style-type: none"> Giving spellings in word families helps to find patterns in words and make connections to similar words. Use colour to highlight the pattern. 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>cat</p> <p>hat</p> <p>rat</p> <p>mat</p> <p>sat</p> </td> <td style="width: 50%; vertical-align: top;"> <p>delight</p> <p>tonight</p> <p>bright</p> <p>flight</p> <p>sight</p> </td> </tr> </table>	<p>cat</p> <p>hat</p> <p>rat</p> <p>mat</p> <p>sat</p>	<p>delight</p> <p>tonight</p> <p>bright</p> <p>flight</p> <p>sight</p>
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<p style="text-align: center;">Precision teaching</p> <ul style="list-style-type: none"> choose a target word to spell write it 10 times as fast as they can daily time the student if appropriate after a week test if they can spell it Select a new word. 			

Look, say, cover, write and check

- Look at the word you want to learn, highlight difficult parts, look at its shape.
- Say the word
- Cover the word and write it
- Check if you have spelt the word right
- Repeat the above.

Look, Say, Cover, Write and Check!

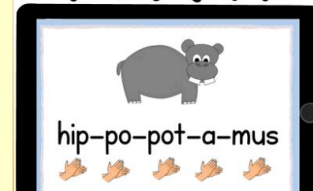
Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

	look	say	cover	write	check	correction
mat						
cat						
hat						
rat						
sat						

Syllables

- A syllable is a beat of sound in a word. For example, 'window' has two beats ('win' – 'dow') but 'door' has one
- Breaking words into syllables can be helpful to spell them.
- Try clapping them.

Counting Syllables



Words within words

Finding a word within a word such as **hen** in **w**h**en** can be fun, memorable and help with the tricky parts of a spelling.

For example:

present
elephant
teacher

Prefixes and suffixes

- **Prefixes** are small parts that go at the start of words to change the meaning: dis- un- re- pre
- **Suffixes** go at the end: -able -ful -ness
- If students know the common prefixes and suffixes, this will help them to spell the word.

Suffixes

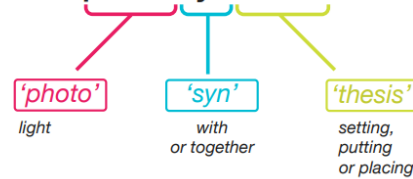


A **suffix** is added to the end of a word to make a new word.

Etymology

- This is the study of the origins of words
- In science and maths, up to 90% of key words originate from Latin or Greek.

photosynthesis



Flashcards

- Use flashcards or play matching games so the words are seen lots of times.
- This will build up the recognition of the word and may support the spelling of it.

all	am
are	at
ate	be
black	brown

Games

- Games are a fun, multi-sensory way to reinforce spelling skills
- They can also help to find patterns and understand the rules of spelling.

A	R	I	S	E
R	O	U	T	E
R	U	L	E	S

- Wordle
- Boggle
- Scrabble
- Hangman
- Bananagrams
- Make flashcards of words to play snap/match the pair

Interventions

Most children will learn to spell through high-quality classroom teaching and/or home support, but for those children who experience difficulties it may be useful to provide extra support through an intervention.

Greg Brooks's *What Works for Literacy Difficulties?* (6th Edition 2020, Lavan, G. & Talcott, J. B.) provides a useful overview of the interventions used in schools to boost the reading, spelling or overall writing attainment of lower-achieving pupils between the ages of 5 and 18.

Reading and spelling interventions at primary level

Scheme	Read	Spell	Y1	Y2	Y3	Y4	Y5	Y6	Length (weeks)	Weekly time requirements	1:1	Group
A.R.R.O.W.™	✓	✓	✓	✓	✓	✓	✓	✓	1½	5x 60-mins	✓	
AcceleRead AcceleWrite	✓	✓		✓	✓	✓	✓	✓	4-8	5x 20-mins	✓	
Boosting Reading	✓		✓	✓	✓	✓	✓	✓	10-17	3x 15-mins	✓	
Catch Up® Literacy	✓			✓	✓	✓	✓	✓	12-44	2x 15-mins	✓	
Cued Spelling	✓	✓		✓	✓	✓	✓	✓	6-8	3x 15-mins	✓	
Dyslexia Gold (Fluency Builder)	✓		✓	✓	✓	✓	✓	✓	12	5x 10-mins	✓	
Dyslexia Gold (Spelling Tutor)		✓	✓	✓	✓	✓	✓	✓	12	5x 15-mins	✓	
Easyread	✓				✓	✓			8-16	5x 15-mins	✓	
ENABLE (Sandwell)	✓	✓		✓	✓	✓	✓		8-22	5x 30-mins	✓	✓
FFT Wave 3	✓		✓	✓	✓	✓	✓		10	5x 20-mins	✓	
Hornet	✓		✓	✓	✓	✓	✓	✓	26	5x 30-mins	✓	
Inference Training	✓			✓	✓	✓	✓	✓	3-6	2 x 45-mins		✓
Lexia	✓	✓	✓	✓	✓	✓	✓	✓	10	3 x 20-mins	✓	
Paired Reading	✓		✓	✓	✓	✓	✓	✓	9	Variable	✓	
Project X CODE	✓			✓					20	Variable	✓	
Read Write Inc. (Phonics)	✓		✓	✓	✓	✓			8-20	5x 60-mins		✓
Reading Recovery (Every Child A Reader)	✓		✓	✓					12-20	5x 30-mins	✓	
Reciprocal Reading	✓						✓	✓	10	2x 30-mins		✓
Reciprocal Teaching	✓				✓	✓	✓	✓	16-52	2x 20-mins		✓
SIDNEY	✓		✓	✓					12	5x 15-mins	✓	
Sound Check	✓	✓		✓					20	2x 20-mins		✓
Sound Discovery®	✓	✓		✓	✓	✓	✓	✓	10-22	3x 20-mins		✓
Sound Reading System	✓	✓		✓	✓	✓	✓	✓	18	3x 20-mins	✓	
Sound Training®	✓				✓	✓	✓	✓	8	1x 45-mins		✓
Switch-on Reading	✓	✓	✓	✓	✓	✓	✓	✓	10-12	5x 20-mins	✓	
The CSP Spelling and Language Programme		✓	✓	✓	✓				120	5x 20-mins		✓
The Reading Intervention Programme	✓	✓	✓	✓	✓	✓	✓	✓	12-25	2x 30-mins	✓	✓
THRASS	✓	✓		✓	✓	✓	✓	✓	13-26	5x 30-mins		✓
Toe by Toe®	✓		✓	✓	✓	✓	✓	✓	24	5x 60-mins	✓	
Units of Sound	✓			✓	✓	✓	✓		20	Variable	✓	

Reading and spelling interventions at secondary level

Scheme	Read	Spell	Y7	Y8	Y9	Y10	Y11	Length (weeks)	Weekly time requirements	1:1	Group
A.R.R.O.W.™	✓	✓	✓	✓	✓			2	5x 60-mins	✓	
Boosting Reading	✓		✓	✓				11	3x 15-mins	✓	
Catch Up® Literacy	✓		✓	✓	✓			12-44	2x 15-mins	✓	
Dyslexia Gold (Spelling Tutor)		✓	✓	✓	✓			12	5x 15-mins	✓	
Easyread	✓		✓	✓	✓	✓		26	5x 15-mins	✓	
ENABLE (Sandwell)	✓		✓	✓	✓			10-14	3x 30-mins	✓	✓
Inference Training	✓		✓	✓	✓			15	2 x 45-mins		✓
Rapid Plus	✓		✓	✓	✓	✓		13	Variable	✓	
Read Write Inc. (Fresh Start)	✓		✓					6-34	5x 60-mins		✓
Sound Training ©	✓		✓	✓	✓			6	1x 60-mins		✓
That Reading Thing	✓		✓	✓	✓	✓	✓	19	1x 60-mins	✓	
The LIT Programme	✓		✓					18	4x 60-mins		✓
Thinking Reading	✓		✓	✓	✓	✓	✓	33	3x 30-mins	✓	
THRASS	✓	✓	✓					13	5x 30-mins		✓
Toe by Toe®	✓			✓	✓			13	5x 20-mins	✓	
Units of Sound	✓		✓	✓	✓			20	Variable	✓	
Word Wasp	✓	✓	✓	✓	✓			30	5x 30-mins	✓	

For further information on this resource, use the link below:

[What Works for Literacy Difficulties - The School Psychology Service](#)