

Difficulties with spelling

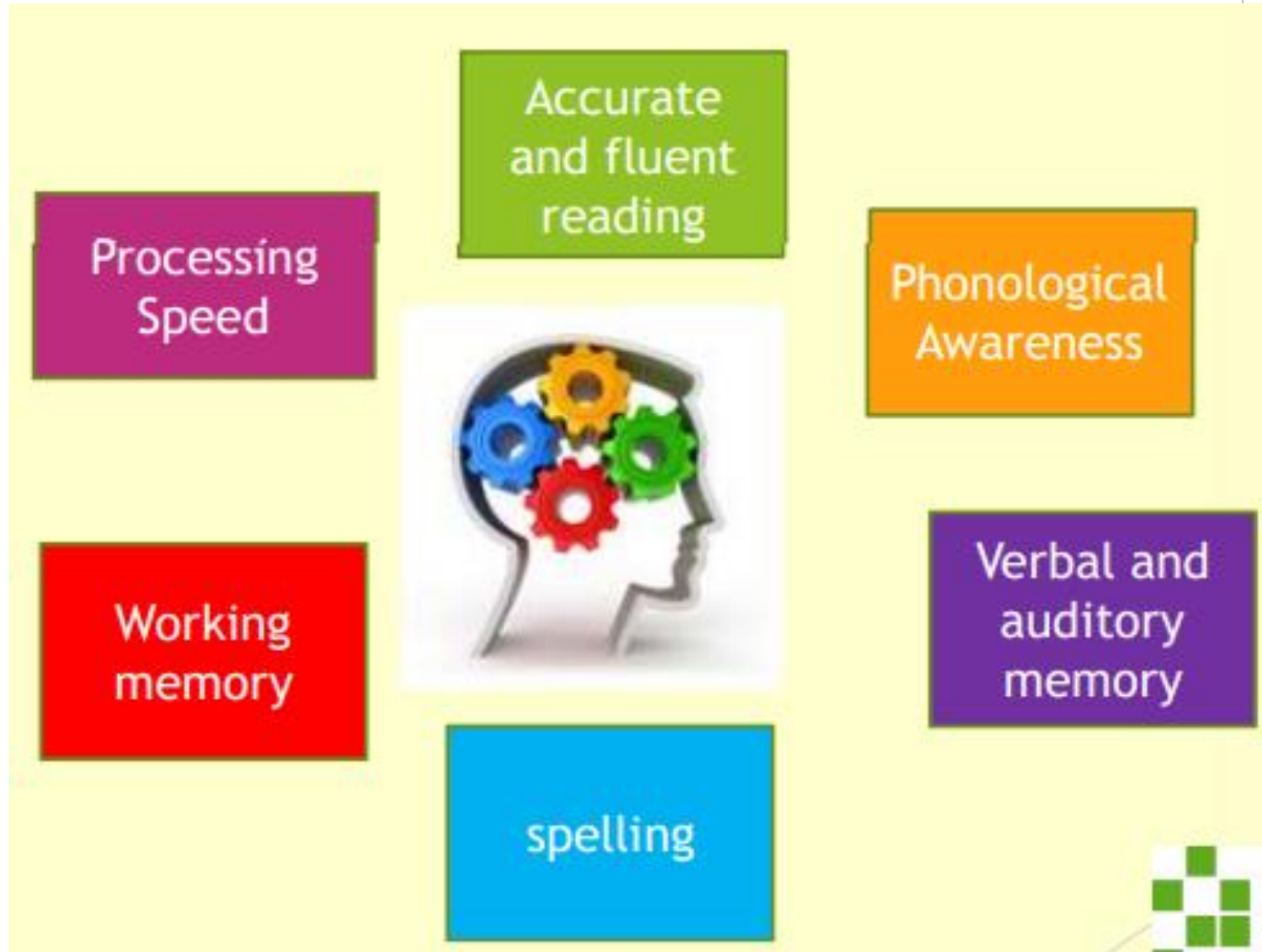
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Discussion

What are the indicators
that your child is
struggling with spelling?

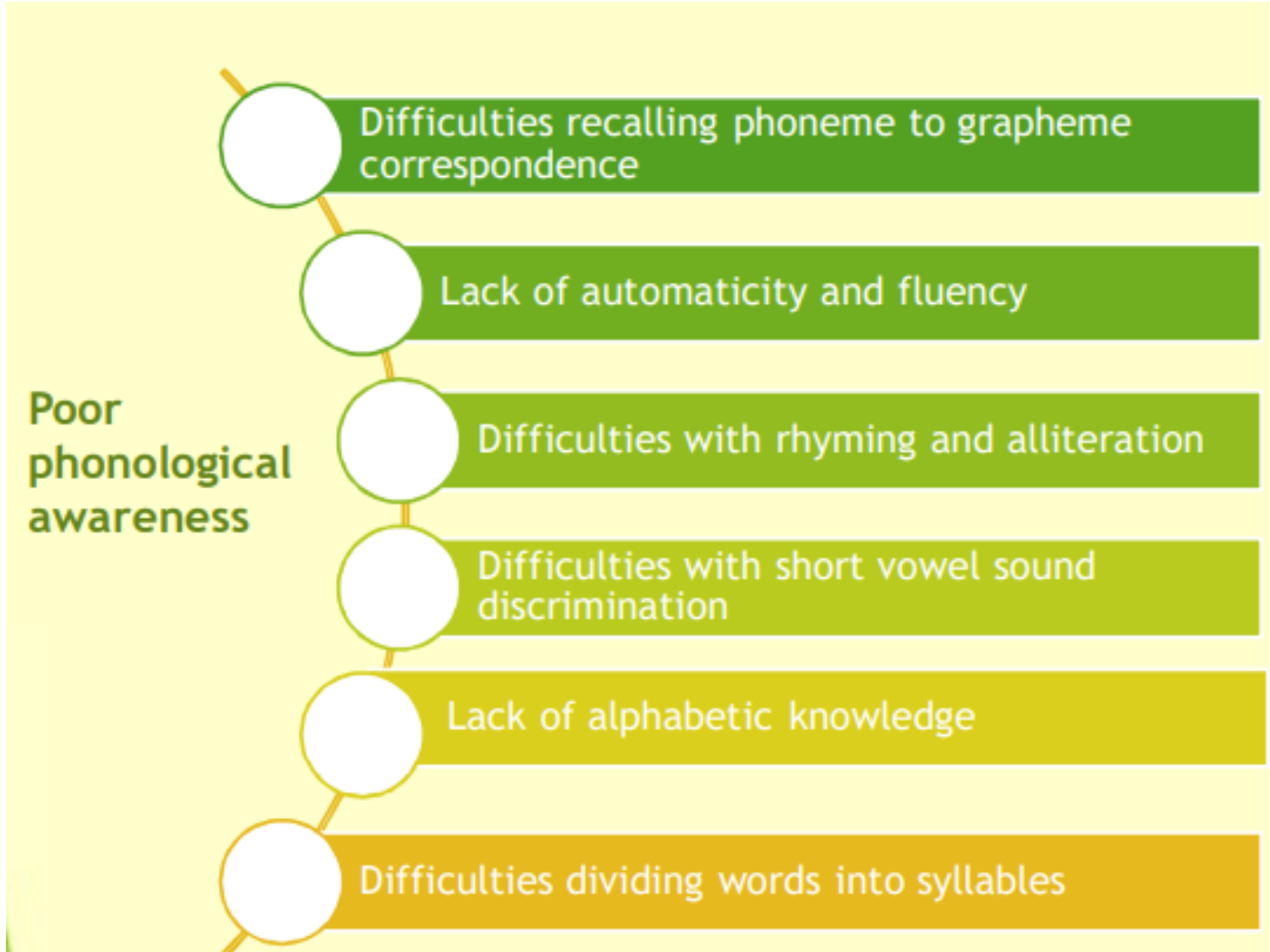
Difficulties:



Co-occurring difficulties



Poor phonological awareness



Writing difficulties

- ▶ Difficulties organising ideas into sentences
- ▶ Lack of understanding of grammar
- ▶ May write a lot but have difficulties keeping to the 'thread' of their writing
- ▶ Alternatively may write very little and have difficulties forming their letters.
- ▶ A lot of crossing out
- ▶ Poor layout/ presentation of work
- ▶ The same word spelt differently in the same piece of writing




Date 17 April '2006 → Confusion between 'p' and 'g' - 'April'

today my Dad is going to day em a
pick TAMAGOTCHI.

Confusion between 'b' and 'd' - 'buy'

Sequencing difficulties - 'me'

'pink'



To buy I played with
me and Teoh, we
me is the spider
Teoh Yi wei is the frog
I am the sheep
Teoh Yi wei found a
drumstick and ate it
I found a lady and
almost went to the
shopping mall.
'the' → be end

'd' - 'day'

'drumstick'

No spacing

'ruby'

One Spooky and Creepy night the
the lights turned off the hall country,
it was dark and there was a noise
and fireflies started suddenly some
shining lightning flew in the air
and every single person was shivering
of fear and it was winter so
it was freezing and suddenly
A tornado came!

Visual processing difficulties

- ▶ Visual discrimination issues
- ▶ Visual figure-ground discrimination issues
- ▶ Visual sequencing issues
- ▶ Visual-motor processing issues
- ▶ Long- or short-term visual memory issues
- ▶ Visual-spatial issues
- ▶ Visual closure issues
- ▶ Visual tracking
- ▶ Letter and symbol reversal issues
- ▶ Blurring text, text moving or letters swapping places

Things that can help

Modelling

Picture cues

Time

Low-key support

Calm and secure environment



Supporting spelling

- ▶ Praise and mark content - pink errors in words you know they can spell or have been working on.
- ▶ Encourage 'have a go' at a word while writing - write as many letters as possible and underline to check later.
- ▶ Access to whiteboard for trying out spellings
- ▶ Have word banks available
- ▶ Use of alphabet arcs
- ▶ Access to phonic charts
- ▶ Children using spell checkers or dictionaries
- ▶ Use alphabetically arranged personal words books

Learn to spell words

Whenever possible, learn words in groups, with others of the same pattern.

Rhyming

Camp

Damp

Lamp

Alliterative

step

stop

stand

same letter pattern

sort

born

pork

Look - cover - write - check

The learner needs to have the words written for him in a list.

This method is better if the words are spoken:

- ▶ LOOK & Say the word
- ▶ COVER & Say the word
- ▶ WRITE & Say the word
- ▶ CHECK with the original, letter by letter

Spelling when writing

Don't stop too long to consider a spelling, or the flow of the writing will be lost. Instead:

- ▶ Write the word as it sounds, underline it
 - ▶ return to it at the end
- ▶ Use the first letter and a line
 - ▶ return to it at the end

s_____

Proof reading for spelling

Proof reading is a laborious and exhausting task for someone who finds spelling a challenge, but it is very important.

To check his/her own spelling:

- ▶ Read slowly word by word, looking at every letter and sound
- ▶ Read aloud if possible
- ▶ Read from bottom line up the passage
- ▶ Peer check
- ▶ Look for known errors:
 - ▶ vowel in every word and syllable?
 - ▶ any syllables missing?
 - ▶ any suffixes missing?
 - ▶ common mistakes: said, through, there/their?- use word book



Helping with spelling - intervention

- ▶ Look what you get wrong and process/apply one of the strategies
- ▶ Chunking (Words are broken down into between two and four chunks and each “chunk” is memorised separately, before being combined to spell the whole word. Look for smaller words within bigger words or distinct sounds which can be pulled out and memorised individually.)
- ▶ Mnemonic (big elephants can always understand small elephants)
- ▶ Spelling rules

Year 1 Common Exception words

the

a

do

to

today

of

said

says

are

were

was

is

his

has

I

you

your

they

be

he

me

she

we

no

go

so

by

my

here

there

where

love

come

some

one

once

ask

friend

school

put

push

pull

full

house

our

Year 2 Common Exception Words

door	child	cold	pretty	grass	improve	whole	half
floor	children	gold	beautiful	pass	sure	any	money
poor	wild	hold	after	plant	sugar	many	Mr
because	climb	told	fast	path	eye	clothes	Mrs
find	most	every	last	bath	could	busy	parents
kind	only	great	past	hour	should	people	Christmas
mind	both	break	father	move	would	water	everybody
behind	old	steak	class	prove	who	again	even

Year 3 and Year 4 Common Exception Words

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	