



## ADVICE SHEET

### Neuro-Linguistic Programming (NLP) Spelling Technique

**This whole word spelling technique is particularly effective when the child/young person has a good visual memory and knows their letter names**

- Write the target word on a sheet of A5 or A4 paper with top and bottom writing lines
- Tell the CYP you are going to help them to learn to read and spell {the target word.} Ask the CYP what they understand of that word. Guide their understanding if necessary
- Ask the CYP to look at the word on the card and follow it with their eyes, not their head as you move it slowly in a clockwise direction a few times
- Ask the CYP if they want to be better at spelling and who would notice if they were
- Hold the word card above the CYP's eye level and to their left (in their visual accessing area)
- Ask the CYP to keep their head still and look up to the word and spell it forwards, six times, using letter names
- Take the word card away and talk off the subject for a few seconds
- Put your hand up without the word card, but in the same position – up and left of the CYP's eye line. Ask them to form a mental image of the word on your hand and to try to see it clearly
- Ask the CYP to use that image to spell the word forwards once and then backwards six times, using letter names
- Ask the CYP to write the word and to look up and check the spelling
- If the CYP has trouble spelling the word, go back to the first step again and take the blame eg. "I'm sorry. I don't think I did that right."
- If the CYP spells the word correctly, support them to think of three sentences with the word in it. Support them to write these sentences
- In theory, the CYP now has a permanent image of that word in their memory, but you could retest to check
- The pupil may not automatically spell this word correctly when this word isn't the sole focus of their writing, but should be able to correct the spelling on editing and, over time, will spell it correctly automatically.