



Spelling

“Learning to spell is part of learning to write. Writing provides the context for spelling development, as spelling is one of the tools a writer uses to communicate effectively.....**without writing, spelling has no purpose and no audience.**”

First Steps (second edition)

Requirements of spelling

Auditory perception

- Ability to hear sounds

s a t p i n c k e h r m g o u l f
b a i a y j o a i e e e o r z w n g v
o o y x c h s h t h q u o u o i u e e r
a r (Basic code)

Auditory discrimination

- Ability to hear differences between sounds

p/b m/n

c/g sh/ch f/v

Auditory sequencing

- ability to hear letters & words in correct order

C-a-t

M-u-g

T-o-p

H-i-ll

Visual sequencing

- ability to perceive letters in correct order

For/from

Was/saw

There/three

Visual Memory

- for the shape/visual pattern of a word

Because/becuase?

Neccesary/necessary?

Amongst/amoungst?

Motor Skill

- the link between correct letter formation and memory



Diagnosing errors

- Over-dependence on sounds rather than visual memory of word – phonetic stage of spelling

Cum becos frend

- Sequencing Difficulties: the pupil has difficulty sequencing sounds or letter patterns

Frist gril siad wnet

- Confusing similar sounding letters/confuses vowel sounds

b p d t hat (had)

- No awareness of rule

swiming helpfull

- Polysyllabic memory-difficulty holding syllables

rember natul beginining

Spelling Strategies

Neuro-Linguistic Programming

Look-say-cover-write-check

Onset and Rime

Phonics

Tracing

Mnemonics

Picture Links

Words within words

Word webs



Neurolinguistic Programming (NLP)

- Enables learners to develop effective cognitive strategies for spelling

Procedure

- Write the correct spelling of the target word on a blank page in large clear print
- Discuss the visual appearance of the word: how many letters? How many tall/small letters? Word shape

- Hold card directly in front of pupil.
- Ask pupil to spell the word (up to three times)

- Pupil remains still.
- Teacher moves page to pupil's left. Pupil continues to look at page.
- Ask pupil to spell the word (three times)
- Repeat process to pupil's right

- Teacher covers word
- Asks pupil to close their eyes and picture the word
- Pupil opens eyes and spells word
- Can pupil spell the word backwards????