

Spelling Recommendations

Students with dyslexia find spelling difficult due to heavy demands on memory for correct sequencing and visual representation of individual letters, and they have difficulties recalling what that have seen and heard in both a visual and phonological sense.

Students with dyslexia will benefit from a multi-sensory spelling programme, little but often learning (e.g. learning 2-3 words every week), flexibility in teaching to the student's strengths, varied methods of teaching spellings, and repetition.

Specific Strategies:

- **Simultaneous Oral Spelling (SOS):** Model spelling the word for the student by reading the words, then saying the letter names and reading the word again. Ask the student to write over the word repeating the letter names using different colours. Cover the words and ask the pupil the write the word again saying the letter names. Have the student close their eyes and try to spell the word again using letter names.
- **Mnemonics:** Use the letters from a given word to make up a phrase to help remember the order of the letters. Using a visual representation may be helpful.
- **Phonics:** Words are segmented into the smallest unit sound within a word (phonemes).
- **Letter Patterns:** Group words with similar patterns together, e.g. could, should, and would.
- **Chunking:** Break down words into chunks or syllables to support working memory.
- **Exaggerated Pronunciation:** This works well for remembering silent letters and also irregular words.
- **Music and Rhythm:** Chant the letters to a rhythm or a familiar tune.
- **Visualisation:** Write the spelling onto a card using colour to highlight the target word. Have the student create a mental picture of the word.
- **Picture Association:** Create aggregate pictures to tell a story and show words with similar spelling patterns.
- **Video Memory:** Allow the student to make up a story about the letters in a word.
- **Three-Dimensional and Sensory Approaches:** Use wooden or plastic letters, mould letters out of clay, use 'feely' letters, sand trays, puff paint, glitter glue, pipe cleaners, etc.

Other Useful Tips:

- Learn the basic **Spelling Rules**: rules for plurals and common rules around vowels (such as the 'magic e' rule)
- In general, though, memorizing rules isn't the most effective way to learn to spell. Most rules have exceptions—and besides, you are best at learning words that you have made an effort to understand. A good way to understand a word is to break it into **syllables**. Look for prefixes, suffixes, and roots. Practice each short part and then the whole word.
 - Example *dis-ap-pear-ing* and *tra-di-tion-al*
 - After you break apart a word, ask yourself: How is this word like other words I know? Spelling the word *traditional* may make you think of spelling *functional* and *national*.
- Finding **patterns** among words is one of the best ways to learn to spell.
- It's also helpful to try making up a **Funny Memory Aids**. For example, do you have trouble remembering which has two s's—*desert* (arid land) or *dessert* (a sweet treat)? Remember that with dessert, you'd like seconds. Similarly, do you have trouble remembering how to spell *separate*? Remember that there's a *rat* in the middle.
- Make sure that you are **Pronouncing** words correctly. This can help you to avoid some common spelling errors, such as *canidate* instead of *candidate*, *jewelery* instead of *jewelry*, and *library* instead of *library*.
- Put together a **list of words** that you find difficult to spell. Go over your old papers and spelling exams to track down these troublemakers. Once you've got your list in hand, see if some of the tips above will help you.

For further information about the above spelling strategies, please see the following link:

[Supporting Spelling](#)

[Source – Bradford](#)