

Whatever you choose to do, learning spellings can seem a boring process when it requires so much effort from a child. Make it as much FUN as possible by using a variety of materials and activities.

**CHANGE** from pen or pencil to:

Whiteboard and pen( laminate a piece of paper and use as a wipe on/off surface)

Chalk

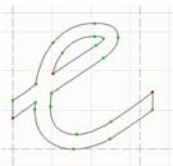
Multi coloured pens

Computer keyboard



**USE:** magnetic, plastic or wooden letters

- : scrabble tiles
- : playdough, pipecleaners, or plasticine to make letters
- : sand/salt trays



Consider practising in cursive handwriting (if your child can) as this helps automatic recall of spellings.

Be as creative as you can making up mnemonics with your child- the sillier the better!

e.g. ought becomes o u great hairy twit!

Try visiting [iamdyslexic.com](http://iamdyslexic.com) for ideas from other children who have made up spelling hints for themselves.



Make up lists of **SUCSESSES**- words that I CAN SPELL to prove how many your child does remember regularly.

# Helping Your Dyslexic Child Learn to Spell

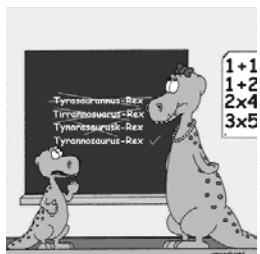


Learning to spell can be **very** difficult for dyslexics.  
Time, patience and practice all help!

There are many ways of practising spellings and what works for one child might not work as well for another.

Most people will find that a **multi-sensory method** works best, i.e. using senses like eyes, ears, voice and hands.

Many children rely heavily upon **one** strategy to learn their weekly spellings as a list and use them in their own writing.



Some children learn effectively in this way but for **many** children **one** way of learning is not effective because they memorise words for the test and then forget them later or struggle to learn the words in the first place.

If you consider what type of a **learning style** your child has, then you could use some of the suggested new activities to help your child learn their spellings through their stronger learning style.



Look at the following pages and see if you recognise the learning style of your child.

## Make practice FUN!

DEVISE games:



- Make spelling cards into jigsaws
- Make wordsearches( make sure words run right to left only)
- Unscramble spellings: use a set of wooden or plastic letters
- Board games: use any basic board game to practice spellings alongside. Make rules of your own but an example would be- Number spellings 1-5 on back of the cards, when they land they have to spell a word from a card and can move forward the number that is on the back if they are correct.

- Hangman



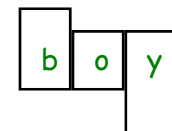
- Dominoes make beginnings and endings of spellings for your child to match

- X |   | O  
- Noughts and crosses: if they spell a targeted word they can place a nought or a cross
- O | X | O  
- Fill in missing letters: write some targeted words but miss out one or two letters.

- Get you child to close their eyes and imagine the letters of the spelling in colour. Can they say the letters of the word out loud?

- Use a picture background that links to the word.

- Draw a box around each letter and look for patterns and letters that are tall or hang below the line. Can your child remember what goes back in each box?



## Kinesthetic learners will like to learn by:



Writing in sand, sugar, salt tray

Feeling you spell the words on their backs

Making words with pipe cleaners

Making words with plasticine or clay

Visualizing letters as picture clues that link into a story

Mnemonic- make a silly sentence/draw pictures. SAID becomes:

Sad Ants In Dustbins

Using different colours

Video memory- act out a spelling mnemonic



## Other things to consider:

Using computer programs to support and reinforce learning spellings. There are a wide variety available which make spelling practise fun and provide a multi-sensory reinforcement.

( See parent leaflet: Ideas and suggestions for using technology to help parents support their **dyslexic** children with **literacy** )



## Visual learners:

- Neat and orderly
- Speak quickly
- Are good long range planners
- Good spellers and can see words in their minds
- Remember what was seen , rather than heard
- Are not distracted by noise
- May forget verbal instructions unless written down
- Are strong fast readers
- Would rather read than be read to
- Doodle during conversations
- Forget to relay verbal messages to others



## Auditory learners:

- Learn by listening and remember what was discussed rather than seen
- Talk to themselves while working
- Are easily distracted by noise
- Find writing difficult, but are better at telling
- Move their lips and pronounce the words as they read
- Enjoy reading aloud and listening
- Are talkative, love discussions and go to lengthy descriptions
- Can spell better out loud than in writing





## Kinesthetic learners:

- Learn by manipulating and doing
- Want to act things out
- Speak slowly
- Touch people to get their attention
- Stand close when talking to someone
- Are physically orientated and move a lot, gesture a lot
- Memorise by walking and seeing
- Can't sit still for long periods of time
- Can't remember geography unless they've actually been there
- Use action words
- May have messy handwriting
- Like involved games



It is highly likely that the majority of children will exhibit some aspects of **more** than one learning style. However, if you feel that your child shows a particular learning style try the activities in that section. If no **one** style is obvious, try a few activities from **each** section and see which is most successful.

## Suggested activities

### Visual learners will like to learn by:



- Look at word and notice patterns,
- Say or repeat word, Listen to syllables, Copy or trace word,
- Cover word and Write from memory and Check at the end
- Writing a word in the air using a finger or a wand( or a sparkler!)
- Writing on your back
- Writing in large felt tip pens
- Post it notes round the house
- How many words can you find in this word?
- Flash cards of the spellings



### Auditory learners will like to learn by:



- Breaking words down in parts
- Singing spellings
- Speaking aloud or saying it strangely e.g. weather becomes we-at-her
- Recording their spellings onto tape
- Rhythms and tapping to spellings
- Follow me- you say it, they say it
- Saying spellings as a "rap"

