

## SPELLING HOT TIPS

### RESOURCES

- RWN book - 'Adults Only Spelling and Phonics Workbook'. Ring RWN Office for your own copy to be posted to you. Excellent resource that will show you how to find the gaps in your student's spelling understanding, and activities to help fill those gaps.
- The Spell of Words - in your region's resource cupboard
- Improve Your Spelling Skills - " "
- Lime green handout Phonetic Words vs Non Phonetic Words

### HINTS FOR STUDENTS

- Slow down when writing! Say each word slowly as you write it.
- Write difficult words on a scrap of paper several times - which one looks right?
- When writing, don't worry in first draft about spelling mistakes. Keep the flow going, and go back when finished, underlining words the words that may be wrong. Then work on those.
- If you don't know how to spell a word, write the parts you do know and leave a blank space or a line for the parts you don't know.
- Proof reading - always read through what you've written. You'll pick up mistakes yourself this way. Hint.....start from the end of the text so words are viewed out of context. Words you think are wrong but not sure how to spell, underline and bring them to your tutoring session.

### IMPORTANT POINTS FOR TUTORS

- Praise!! Encourage student on correct parts of text.
- Make sure student knows both the alphabet names AND sounds for each letter. Crucial for sounding out words in both reading and writing.
- Tutor and student choose repeated mistakes to work on, words that will be important to know how to spell, or ones the student wants to work on. All mistakes don't need to be corrected unless it is a formal piece of writing that others will read.
- Provide plenty of follow up activities to help student learn new or tricky words. Begin with a multi-sensory approach, ie provide activities that involve the student seeing, hearing, touching (see Kinaesthetic Approach, pg 3) You'll probably find your student's preferred learning style and then primarily use these methods.
- Looking up dictionary good for more advanced student who only makes a few mistakes, not for the student who makes many mistakes (frustrating to look up many words) or for the student who does not know how to spell the first part of the word (eg foto/photo). Student needs other strategies first, then move on to dictionary skills.

- However, bi-lingual dictionaries for CaLD students (only those who are literate in their own language) are highly recommended and should be purchased by the student.

TICK METHOD (a very positive way to correct spelling...highly recommended!)

- Tutor to tick the correct letters of wrongly spelt words. Ask student for alternatives for incorrect letters. Rewrite word with gaps if needed, give student time to think of missing letters before jumping in with answer.

#### PRACTISE ACTIVITIES TO HELP STUDENT LEARN TRICKY WORDS

- Many in RWN book - 'Adults Only Spelling and Phonics Workbook'.
- Look, Say, Cover, Write, Check - very effective for visual learners. Student looks at the word, covers it, writes it out then checks it. Repeat same word 3 times. Good homework activity (template available from RWN)
- Write the word out, using a different colour for the letters the student spells incorrectly or for the 'word family' part eg / *ea* k. They only need to learn this part to get the whole word correct eg b *ea* tiful
- Copying - try to remember word in chunks, not letter by letter.
- Personal Speller (use small address book with alphabetical index). Student write words in their speller that they find difficult, especially those they will need again.
- Alphabet Box (file box with alphabet divisions - write words on cards and file)
- Divide into syllables eg hos-pi-tal.
- Word families - if an incorrectly spelt word has other words in same family, look at these as well (eg walk, talk, stalk or cheap, charge, chip etc) .
- Mnemonics - memory joggers eg '*a piece of pie*', *principle*, *principal* - '*the Princi pal* is my friend.' Can make up some for words that are tricky to learn.
- Learning spelling rules eg *i before e except after c*.  
Common spelling rules can be found in in the RWN Adults Only Spelling and Phonics Workbook or in other spelling books available in your region's Resource Cupboard.
- Cloze - provide text that they have pre-read, but this time with missing words (eg every 7<sup>th</sup> - 9<sup>th</sup> word missing or those words your student needs to learn.) Leave a gap for student to fill in missing word. Always provide a list of missing words for student to refer to. If necessary, also provide original text.
- 'Palm Cards' or 'flashcards' with words to be learned printed on them. Student take home to practise.
- Put new words to be learned up around the house, eg on the fridge or even the back of the toilet door!
- Play games with spelling words written onto cards
- Word shape, crosswords, word sleuths - see Online Resources (next page)
- Add suffixes & prefixes to word the student is learning eg  
organise / disorganise / organisation/ organising etc

- For more advanced students: look at the origin of the word *eg medicine* - although the 'c' is pronounced 's', it comes from the word *medical*, therefore we know it is a 'c'.
- Look in your region's resource cupboard to find other books and resources to help with spelling - don't 'reinvent the wheel!'

## KINAESTHETIC LEARNERS

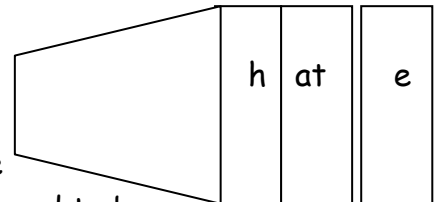
- For kinaesthetic learners (who learn best through touch). Student with dyslexia often learn best using these type of methods

- trace the word with their finger on desk, arm, misty mirror, or on sandpaper
- write the word out, cut into syllables, rearrange in correct order
- Word Cups

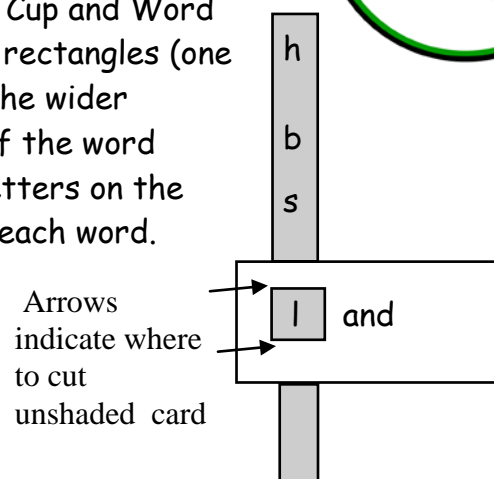
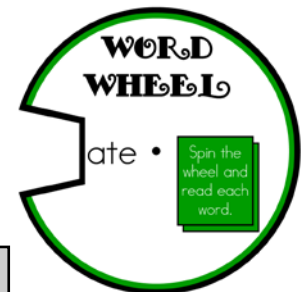
Use 2 polystyrene cups, one stacked inside the other. Several word families can be practised at a time using these cups; eg -at, -it, -ot, ip, op etc.

Twist the top cup around to see and practise the different word combinations (some of the words may be nonsense words - our students need to be

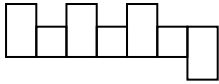
able to de-code all possible combinations, and this is good practice for them.) Add a 3<sup>rd</sup> cup for longer words (eg words ending with e, ed, t etc)



- Use plastic letters (eg scrabble or magnetic letters) or 'home made' letter cards for student to make words
- Word Wheel - Similar to the Word Cup - use the master given to you in training (or contact Central Office). Photocopy onto light card, use a split pin. Put word families on the wheel.
- Letter Slide - Similar to Word Cup and Word Wheel. Using light card, cut 2 rectangles (one long and thin.) Make 2 cuts in the wider piece, put the repeating part of the word family on this, and the other letters on the long strip. Slide along to read each word.



## ONLINE RESOURCES

- Learn the 'shape' of the word (good for visual learners) eg holiday 
- <http://tools.atozteacherstuff.com/word-shapes/wordshapes.html> is a great site to create your own worksheets using word shapes.
- Create a wordsleuth - <http://puzzlemaker.discoveryeducation.com> is an excellent site for wordsleuths (can even create one with a hidden message once the words are found). Other word and maths puzzles can also be created in this site, but the following site is better for crosswords.
- Create a crossword puzzle - [www.crosswordpuzzlegames.com](http://www.crosswordpuzzlegames.com) is an excellent site for creating your own puzzle using words of your choice