

Spelling ideas For Home

Multisensory Learning

In order to learn, the dyslexic brain needs to **do** things as well as **see** them and **hear** them. Teaching spelling patterns should be active and engage all the senses. English spelling is complex and even simple spelling patterns will need overlearning and frequent revisiting. Many dyslexic learners have missed the opportunity to overlearn some simple basic concepts.

Prerequisites

Does your child know the prerequisites for spelling?

- Do they know the difference between letter sounds and letter names?
- Do they know the order of the alphabet?
- Do they know the difference between consonants and vowels?
- Do they know the difference between long vowel sounds and short vowel sounds?

Alphabet Arc



Many spelling patterns are predicated on what a vowel is doing in a word – is it making a long or short sound? Is it part of a vowel digraph or working on its own?

Alphabet Arc activities can be really helpful for learning the difference between vowels and consonants, especially if colour coded letters are used. They can be used to practice common exceptions words in a multisensory way.

Knowing the alphabet is also essential if your child is going to be using a dictionary.

Alphabet arc sets can be bought ready-made e.g. [Magnetic Rainbow Alphabet Arc – Smart Kids](#)

Twinkl has some alphabet arc activities and resources [Alphabet Arc Resource Pack and Teaching Ideas \(teacher made\) \(twinkl.co.uk\)](#)

Multicoloured alphabet sets (also sets with digraphs, trigraphs and common suffixes) e.g. [HE1678254 - Magnetic Foam Phonics Special Offer | Hope Education \(hope-education.co.uk\)](#)

Games

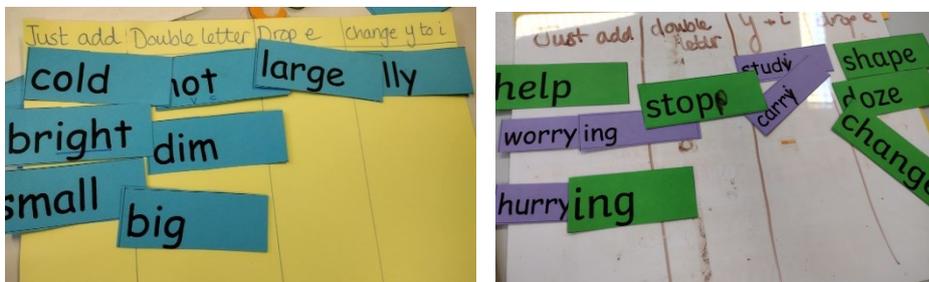
Adding verb suffixes correctly often relies on examining how are verb ends.

For example adding -ed

- Verbs which end with a short vowel followed by 1 consonant need us to double the final consonant.
- If the vowel is part of a long vowel digraph, we just add the suffix.
- If the verb ending a y, we change it to an i, unless the y is part of a long vowel digraph e.g. play.
- If the verb ends e, we drop the e before adding -ed.

Helping your child to look carefully at the end of the verb and identify which of these patterns needs to be followed can be really useful.

Word sorts can help this.



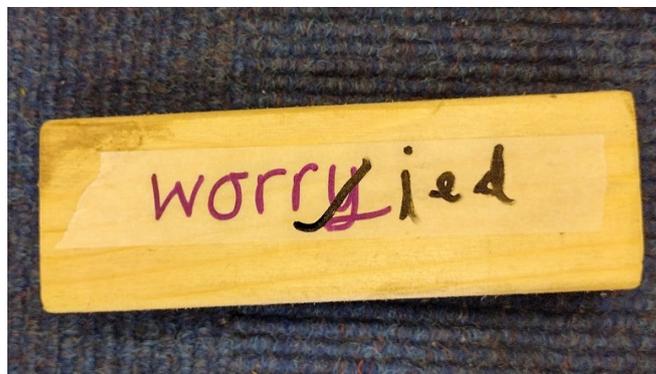
Words can be written on post it notes and stuck around the room. Once they are found, they are examined and sorted according to which pattern they follow. Hide words in shredded paper or glitter trays.



Words could be put onto bean bags and thrown in a bucket according to the pattern they follow.



Verbs can be written on jenga blocks and sorted as they are removed from the tower.



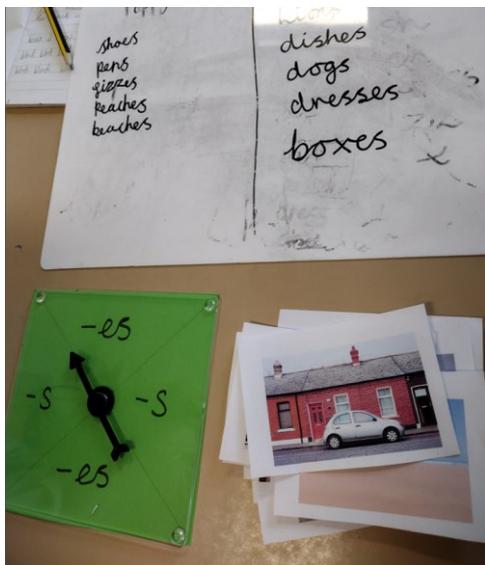


Use foam dice with pockets to create games e.g. turn a word card over and roll the dice to find out what suffix to add.

[Buy Foam Dice with Pockets | TTS \(tts-group.co.uk\)](http://www.tts-group.co.uk)

Spinner wheels can be used in a similar way – what do you need to do to the verb to add this suffix? These spinners are really useful: you can make your own template to put beneath.

[Clear Spinner \(crossboweducation.com\)](http://www.crossboweducation.com)



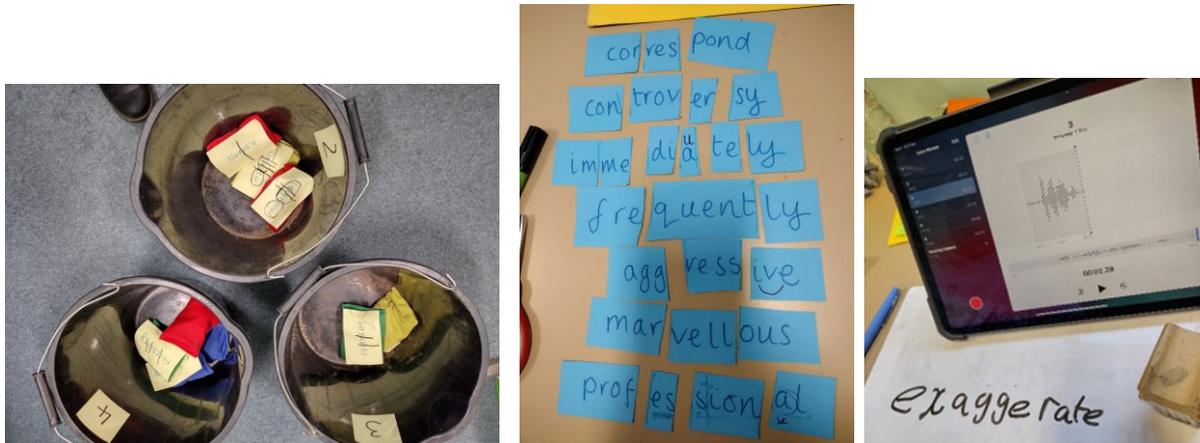
Here, the players spin the wheel and turn a card over. If the suffix goes with the card to make a word, the player gets a point (house + s = houses). If the suffix and the card don't match the opponent gets the point.

Syllables

As well as finding it difficult to isolate and manipulate the individual phonemes within spoken words, dyslexic learners often find it difficult to hear the syllables within words. You may notice they will only represent the first and last syllables in polysyllabic words.

They need lots of practice to isolate and identify the individual syllables within words. This makes spelling them accurately much easier.

Sort words according to how many syllables they contain. Cut them up with scissors. Record them as voice notes on your phone or tablet and select at random.



Schwa

Look out for the schwa. It is the most commonly used vowel sound in spoken English and can be represented by a, e, i, o, u, y and several other graphemes. The schwa is the *uh* sound in an unstressed syllable – the *ant* in *important*, the *er* in *farmer* and the *io* in *tion/sion*. It is very easy to misspell. Using a ‘spelling voice’ when sounding out to make the spellings of these sounds clearer, and drawing attention to the schwa sound can help.

Other Game ideas

Odd word out/in

Write down 4 words one could be the correct spelling. Can they identify (They can start by turning face down one which is wrong) or add one incorrect can they identify.

Hide and seek

Place the items in sand (words could be written on ping pong balls/bricks etc), hide outside, around the classroom ask the children to find them.

Roll it/Dice games

Number each one of the words you are learning (up to 6). When you roll the corresponding number, spell the word.

Messy Finger

Child and adult write the word as many times as possible on whiteboard, wipe off the words with finger the winner is the one with the messiest finger (the more they write the messier their finger is!)

Fly swatting/Target practice

Place the words/numbers on a table/wall/skittle/hoops and use a fly swat/water gun/ball/bean bag to target the correct spelling.

Other useful resources

- [Magnetic Capital Letters – Smart Kids](#)
- Online games to reinforce Support for Spelling, many free [SpellingPlay - Spelling games, planning and teaching ideas](#)
- Make your own online pairs, spinner wheels etc here [Wordwall | Create better lessons quicker](#)
- [Clear Spinner \(crossboweducation.com\)](#)
- Access word wall games created by other teachers here: [Games - Teaching resources \(wordwall.net\)](#)
- Lots of game ideas plus a really good rationale for using games for overlearning here, plus some downloadable templates: [Play is our Brain's Favourite Way of Learning - Louise Selby Dyslexia Specialist](#)