



## Helpful strategies for Spelling and Reading

### **Spelling**

**Study the word** - underline the difficult part, say the word carefully

**Writing the word** - write the word on paper, use your finger and write it on your hand or someone's back, write it with your eyes, write it in sand, write it with your eyes closed, write it with your non dominant hand, write it in rainbow writing, write it with chalk, write it outside with water with a squeeze bottle

**Speed writing** - how often can you write the word in 1 minute?

**Record your own voice** - say the word, spell the word, listen, repeat.

**Mnemonics** - making up a story to help spell the word e.g. because (big elephants can always understand small elephants)

**Three times** - write the word three times, each time use a different colour

Use a different colour for each different letter of the word

**Dicey spelling** - use a dice, allocate one of the above methods to a number and then when that number is thrown, you write the word in that method.

**Tic/tac/toe** (like noughts and crosses) but you use two unknown spelling words instead of the noughts and crosses.

**Spelling doodles** - make a simple picture with the words.

**Break it down** - break into syllables Sep/tem/ber

**Hidden words** - Look for hidden words what, believe

**Analogy** - link to other words - dice, lice, mice, nice, rice, vice, price, slice, twice

**Spelling rules** e.g. when two vowels go out walking the first one does the talking (boat)

Using root word and prefix and suffix e.g. un/comfort/able

**Word families** - words that are linked by meaning and pattern - sign, signal, signature, design, significant.



## **Reading**

Reading accuracy should be 90/95%, if reading accuracy is less than 90% the comprehension is lost, which means the text is too hard. Choose a simpler text to read.

**Phonics** - grapheme - phoneme correspondence, blending sounds into words.

**Phonic fingers, robot arms** - to sound out each sound and blend it back together

**Onset-rime** - e.g. p/in, h/it, pl/an

Base-word + affix segments e.g. un/kind, re/turn, melt/ing

**Syllables** e.g. trans/form/a/tion.

**Context** - leave the difficult word out and carry on reading and then go back to see if the context helps.

**Picture cues** - use the pictures to support reading comprehension

**Track** - track each word with your finger or use a piece of paper under each sentence to help you keep track of what you are reading.

**Memory** - have you come across the word before?