

HOW TO HELP YOUR CHILD
WITH SPELLING.



INFORMATION FOR PARENTS

The Ten Spelling Methods Explained.

1. Neurolinguistic Programming (NLP)

- Write the target word to be learned by your child on a card.
- Hold the card to his/her upper left.
- Discuss visual features and pattern of the word.
- Close eyes and ask him/her to try and 'see' the word in his/her head.
- Remove the card.
- Ask him/her to write it on a whiteboard.
- Ask him/her to name the letters forwards, then backwards.
- Hold the card up again. Ask your child to self-check his/her spelling of the word.

2. Look, Cover, Write, Check (LCWC)

Much in common with NLP but simpler - useful for a natural visualiser who does not need NLP encouragement to visualise.

- Write the word correctly for your child.
- Let him/her look at it for about 10 seconds.
- Cover the word.
- Child writes the word.
- Check with correct spelling.
- Repeat until correct.

3. Onset and Rime

- Make the 2 parts of the word (onset and rime) using plastic letters, saying the chunks as you do so.
- Push the onset and rimes together so you say the whole word.
- Ask your child to do the same.
- Ask him/her to write it from memory.
- Repeat until correct.

b (onset) all (rime)
c (onset) at (rime)
fr (onset) ight (rime)

4. Phonics

- Best with short regular words.
- Set out the letters in the word using lower case movable letters saying the *sound* of each letter in the word. (Pure sounds)
 - Ask your child to say the sounds in each word, touching each letter as s/he says it and then saying the whole word.
 - Ask him/her to write the word saying the sound of each letter as s/he writes it.
 - Ask your child to write it from memory.
 - If incorrect, repeat until correct.

5. Simultaneous Oral Spelling

Your child needs to know letter names.

- Write the word for him/her saying the letter names as you write.
- Ask your child to write the word saying each letter name as s/he writes it.
- Ask him/her to read the whole word and check the spelling with the model.
- If incorrect, repeat until correct.

6. Tracing.

Relies on memory for the feel of a word - useful for younger children.

- Write the word on a card with letters about 5cms high (or on sandpaper) using handwriting style that is used at school.
- Ask your child to trace over the letters with his/her index finger (pointing finger) as if writing.
- Ask him/her to write the word on paper and check.
- If necessary, repeat the procedure until correct.

7. Own Voice.

Requires a tape recorder and relies on evidence that hearing own voice can leave a stronger memory trace. Knowledge of letter names needed.

- Say and write the word for your child saying the letter names.
- Turn on the tape recorder.
- S/he says the whole word then each letter name and whole word again.
- Rewind tape.
- Your child listens to the tape, stops tape and writes word.
- Check word is correct by listening to tape again.

8. Mnemonics

- Relies on listening for meaningful (although perhaps silly) sentences.
- Your child needs basic level of spelling to be able to identify the first letter of each clue word in the mnemonic.
- Mnemonics can be more powerful if they are absurd or amusing and accompanied by a picture.
- It helps if the first word is the word to be spelled, e.g. 'Does Oliver Eat Sweets?'

9. Picture Links

- Useful for any spelling if your child enjoys drawing and colouring.
- Pictures created by your child are often far more effective.
- Can be adapted to include mnemonics and word play.
- On subsequent attempts your child writes whole word from memory of picture.

Se para te



10. Words Within Words.

- Requires a basic level of spelling of the smaller words - useful with older children.
- Relies on visual memory (often used in the NLP method).
- Write the word correctly for your child.
- Identify the small word or words within, e.g. together contains the small words 'to', 'get' 'her'; there is a 'hat' in 'what' and a 'hen' in 'when'.
- Underline the smaller word/s.
- Write the word from memory.

Reference

Brooks, P and Weeks, S. (1999) *Teaching and Learning Spellings*. Helen Arkell Dyslexia Centre, Farnham

USEFUL WEBSITES

There are many good websites for family learning. A good starting point is to use a search engine, such as Google (www.google.com) or Yahoo (www.yahoo.com). Type in key words or phrases, such as 'Free educational information for children' and see what comes up. Some websites have clearly highlighted sections for parents, teachers and children.

www.topologika.co.uk gives a list of educational websites with a description of each one. The sites are in two groups: information sites for parents and teachers and activity sites for children and teachers.

www.mum-online.co.uk gives a selection of practical and fun information sites for mothers and children. 'Sites for Mums' includes sites giving advice on bringing up children and OFSTED reports for UK schools. 'Sites for Kids' includes Lego, Disney, NASA and a literacy website called Nature Grid.

www.learntolearn.org gives ideas on how your child can become a more effective learner.

www.ukeducationguide.co.uk gives the best homework sites.

www.bbc.co.uk is probably the best on-line learning resource of all.

www.campaign-for-learning.org.uk will tell you more about Family Learning Weekend.

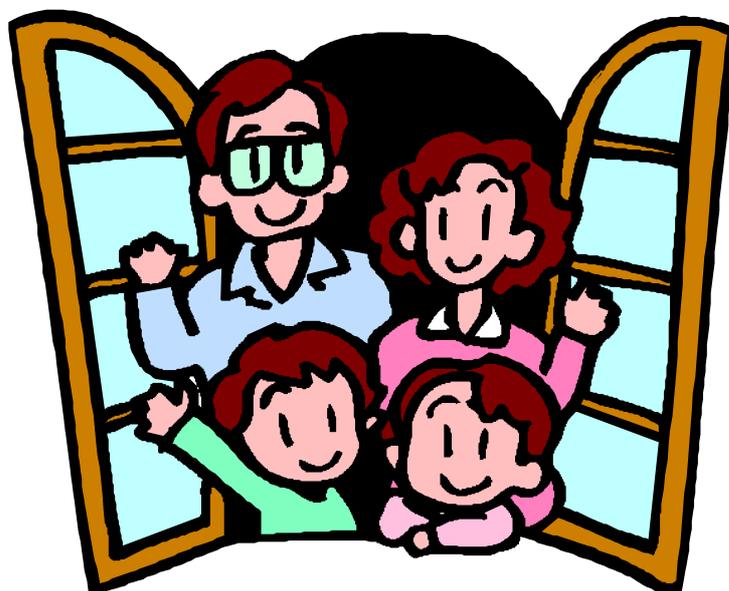
www.sparkisland.com has sections for parents and children, with a wide range of interactive learning activities. The parents' section includes 'Boredom Busters' - an excellent free facility, searching for attractions and special events within 10-50km of your postcode.

www.24hourmuseum.org.uk has good interactive sections for children.

www.ngfl.gov.uk is mainly aimed at teachers, but type 'parents' into the search box for relevant information.

MAKE TIME FOR LEARNING

Spending time with your child is one of the most important gifts you can give. Try to have some time when you can remove all disruptions and concentrate exclusively on him/her.



St John's Meads
Church of England Primary School
Rowsley Road
Eastbourne
BN20 7XS

Headteacher: Mrs Alison Flynn MA.Ed
Senco: Mrs Wendy Longman
Literacy Coordinator: Miss Gemma Hayward
office@meads.e-sussex.sch.uk
www.meads.e-sussex.sch.uk