

Identified area of need	Support Strategies
Spelling	<ul style="list-style-type: none"> <li>• <b>Separate good writing from spelling. Give credit, in marking for creativity, good thinking etc. Nurture success and avoid the failure cycle i.e. ‘Failure - Feel bad – Achieve less – Attempt less’</b></li> <li>• <b>Target just a few words (or even one key word) at a time for correct spelling.</b></li> <li>• <b>Support independent writing with key word lists or word walls.</b></li> <li>• <b>Get students to make a small personal dictionary. These can be organised according to subject, topic etc. (Can include spelling, meaning, a sentence using the word in context, a spelling tip).</b></li> <li>• <b>Give multisensory practice. Encourage the student to say the letters as they are written down (especially with irregular words). Write it big – in colour – act it – do it - design it etc.</b></li> <li>• <b>Encourage the student to use spelling resources to check spellings, e.g. spell checker, spelling dictionary, personal dictionary, spelling buddy etc.</b></li> <li>• <b>Encourage close visual inspection using the LSCWC – Look, Say, Cover, Write, Check routine.</b></li> </ul>



## Spelling (cont'd)

- **Mnemonics, the more personal the better, can be a useful memory aid. E.g. ('an island is land surrounded by water' or 'we went for went').**
- **Class work that involves word derivations, roots of words, prefixes, suffixes are useful tools to support spelling.**
- **Teach the student to identify the section of the word that is causing difficulty. The use of a highlighter is recommended to reinforce the correct spelling of that part.**
- **Spelling rules that give a simple strategy and logical approach and use the strengths of good reasoning skills to building words may be useful.**
- **Accept logical spelling, if accuracy is not possible.**
- **Accept oral responses and consider allowing the student to make audio recordings of their answers.**