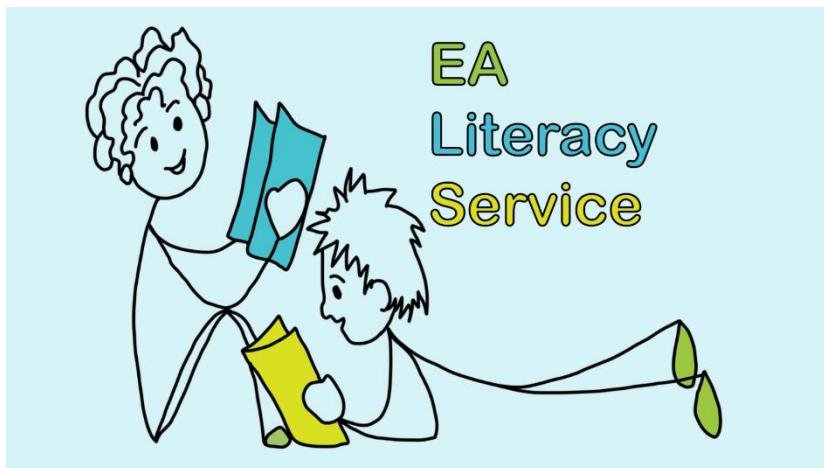


EA Literacy Service

Supporting spelling at home



This document has been developed by the EA Literacy Service (Northern Ireland). It is intended for parents/carers who may be supporting a child or young person with literacy difficulties at home. Parents/carers may find some of these ideas useful. This is not a specific programme to be followed verbatim nor is it a prescriptive list of what should be done. It is a range of good practice ideas and activities you may decide to use based on the needs of the child. We hope you and your child find at least some of the content helpful and enjoyable.

Please note, parents/carers should use the links referenced in this document at their own discretion. Individual websites may contain pop-ups and marketing materials from the organisations providing these services and resources. The inclusion of these links does not imply endorsement of any material on these websites, or any association with their operators. The EA Literacy Service cannot guarantee the security of these sites, the operation of the links or that they will be virus-free.

The EA Literacy Service Team,

November 2022

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Some ideas for parent and carers to support spelling

- ❖ Just give the spelling when a child is 'in a flow of ideas'
- ❖ Encourage them to stretch out the word and listen for the sounds. (They can use their fingers or mime stretching chewing gum)
- ❖ Encourage the child to spell as much as they can, then tell them the 'tricky bit'
- ❖ Show them how you can take a word and make lots of other words just by changing a letter. E.g. cat - hat / hut- hug
- ❖ Look for the tricky bits in words: chip, meat, station
- ❖ If the child writes sno - don't say 'that's wrong'. Say 'that does say snow but we spell it with 'ow' - then show them the correct spelling snow
- ❖ Break words into chunks (syllables), fan / tas / tic, ba / na /na
- ❖ Play games counting the syllables in words
- ❖ When giving a long spelling give it in chunks and at writing speed un der stand
- ❖ Look for the pattern in a list of spellings sleep, meet, feet, teeth
- ❖ Make up mnemonics for difficult/tricky words 'does' (daddy often eats sweets)
- ❖ Decorate or illustrate words; for example like 'look' or 'see'
- ❖ Use a dry wipe board to build words using the sounds
- ❖ Write the sounds on paper squares and build the words
- ❖ Get them to use 'Simultaneous Oral Spelling – S.O.S strategy – saying the letter names as you write/trace them
- ❖ Look, Say, Cover, Write and Check
- ❖ Colour and trace over the word five times in different colours
- ❖ Bubble write the words
- ❖ Make the words using magnetic letters, wooden letters, foam letters, dough letters or trace in sand/salt/flour
- ❖ Fill a squeezey bottle of water and write words on the ground or on a wall (outside!)
- ❖ Always check words by asking a child to write them down, or to give you the letter names from memory

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- ❖ Make sure that they have a try page for all written homework
- ❖ Get them to check their written work - use COPS (See Literacy Service 'Support for Writing' guidance document)
- ❖ Use a spell checker, for example Microsoft Word spell check, Siri or Alexa (make sure you are using UK spelling settings)

Mnemonics:

Using mnemonics is a fun way to remember how to spell 'tricky words'. The mnemonic should have a visual hook e.g. island. Examples of mnemonics include:

because - **b**ig **e**lephants **c**an **a**dd **u**p **s**ums **e**asily

said - **s**ally **a**nn **i**s **d**ancing

does - **d**addy **o**ften **e**ats **s**weets

island - **i**s **l**and



Learning in sequence:

Constant overlearning and revision are important and help with sequencing sounds and letters to support spelling. Use memory cards and visual aids to prompt:

- ✓ the alphabet
- ✓ the days of the week
- ✓ the months of the year
- ✓ multiplying tables

Singing 'tables' or the months of the year to a favourite tune can be a good way to memorise them.








Vocabulary List

Creating a vocabulary list with the subject specific or High Frequency words can help students learn the correct spelling and context.

Below is an example of a vocabulary list created in the Texthelp Read&Write software, available in schools via the C2K network and at home on up to 5 devices (for free) using the students C2K account details.

For more information on Read&Write visit the [Texthelp website](#).

Word	Definitions	Pictures	Notes
Goggles/Safety glasses	(plural) tight-fitting spectacles worn to protect the eyes		
Tripod	a three-legged rack used for support		
Test tube	glass tube closed at one end		
Beaker	a flat-bottomed jar made of glass or plastic; used for chemistry a cup (usually without a handle)		
Bunsen burner	a gas burner used in laboratories; has an air valve to regulate the mixture of gas and air		

Assistive Technology/Computers and Literacy Skills:

Word processing is helpful for many reasons:

- ❖ It is easier and quicker to press a key than to form a letter, typing enhances the presentation of work
- ❖ Parents may be using home devices and software supported through C2K and/or the school

Keyboard Skills:

Word processing is ideal for children with handwriting difficulties; they need to develop keyboard skills. If you have access to a computer/tablet at home, word processing skills can be developed further.

You may wish to use free software such [BBC Dance Mat typing](#), [Doorway Online Text Type 3](#) or other free online touch-typing resources. These websites are a useful resource to develop and improve keyboard skills in a fun way.