

Spelling strategies

MUSP (Multisensory Spelling Routine)



- a) **LOOK** at the word and strategy. **SAY** the word and then **SAY** the strategy.

- b) **COVER** the word and the strategy
SAY the word then **SAY** the strategy and **PICTURE** each chunk as you say it.

THEN

- c) **SAY** the strategy **AS** you **WRITE** the word

- d) **CHECK**

Spelling strategies

Mind's eye spelling



Write the word you want to spell as a whole word and then decide with the learner how to split the word. It does not have to be by syllable.

cirrhosis

ci rr hosis

Say the word as a whole and then say the chunks. Repeat this several times asking the learner to say the chunks in different orders i.e. the middle chunk, the first chunk, the last chunk, the first chunk, etc.

'cirrhosis'

'c i double r hosis'

With the learner looking at the split word ask them a series of questions about the order of the letters. For example, what is the first letter, what is the last letter, what letters are in the middle chunk, what letter comes before 'o', what letter comes after 'o', etc. Only move on when the learner confirms that they can visually see the word in their head.

Ask the learner to close their eyes and keep the word visually in their head. Ask them the same kind of questions as in the previous stage. When you are sure the learner can see the word and they answer all questions correctly move on to the next stage.

Ask the learner to spell the word in full saying the letter names. If the learner gets this correct then ask them to spell the word backwards. If the learner does this successfully then ask them to open their eyes and write the word down.

Tips

- Do not try to speed through this strategy.
- Allow the learner time to absorb the spelling.
- If the learner does not remember, prompt them to remember the chunks.

Spelling strategies

Personal associations



Visual Clues

Architect	arch i tect	identify words within words
Specific	spec if ic	identify words within words
Solicitor	sol ICI tor	find patterns in the words
Believe	believe	highlight the tricky part in another colour

Spelling strategies

Mnemonics



This is used to aid memory. Youn The learners should make their own mnemonics.

This can be very effective but only use as a last resort for a tricky word.

Examples include:

People	P ink E lephants O nly P ush L ittle E lephants
Rhythm	R hythm H as Y our T wo H ips M oving
Necessary	one C ollar, two S leeves
Accommodation	double C , double M
Business	bus, i , ness

Spelling strategies

Phonological awareness



This method relies on your ability to identify the different sounds in words. To use this strategy you need to write the word down and then look at separating it into sounds.

Example:

Take the word **beautiful** and write it in the middle of your piece of paper. Leave spaces between the letters.

B e a u t i f u l

Now start to separate the different sounds. Do this by grouping together letters that make one sound or marking vowels that use the name of the letter rather than the sound.

U

B e / a u / t i / f u l

By marking out words in this way, you can identify spelling patterns for certain sounds. This will help you to remember spellings.

Spelling strategies

Kinaesthetic methods



This type of method uses actions or movement to help remember spellings.

Sound Cards

This involves writing the individual letters or sounds in the word on different pieces of card and then mixing them up and putting them back together.

Handwriting

This involves writing the word out using joined up handwriting, trying not to lift the pen from the page until you have finished writing the whole word. This single movement can then help to aid recall of the spelling.

Words within Words

This involves writing the word out on card but putting smaller words within the big word onto the same card.

For example

different

