

Help with Reading and Spelling



LEARNING WORD LISTS

1. Have someone dictate the whole list to you
2. Tick off the spellings that you know
3. Try to group the remaining words into patterns if possible (ai, ea)
4. Colour in 'hot spots' in the words: **want**, **they**, **colour**.
5. Try to picture the word on a wall, and then 'copy' it down.
6. Use joined up writing to get your hand to remember the word.
7. Try to make up stories about the words to help you remember them:
Big elephants can't always use small entrances =
Because Sister Alice is dizzy = Said
8. Spell the words aloud before writing them down.
9. Look at words one at a time, cover them, try to remember them and write them down.
10. When the number of words become too much, and your 'brain is full', **stop the exercise**, and make sure the words that you have worked on have been learned. Let your teacher know that your target is reached, and tell him/her how much effort you have put in to learning the words.

Limit your target to one new word per week.

Use joined up writing to let your hand learn the word.

1. Spell the word aloud as you copy it down.
2. Look at the word in the first column.
3. Cover the word with a piece of paper.
4. Try to see the word on the white paper.
5. Copy the word as you 'see' it onto a second column.
6. Make sure the word in the second column is spelled correctly.
7. If it is not spelt correctly, rub it out and **repeat steps 2-6**.
8. **Repeat the steps 2-6** in a third column.
9. Have a ten minute break and then **repeat steps 2-6** in the next column.
10. A few hours later **repeat steps 2-6** in the next column.
11. **Repeat steps 2-6** for the next two days, and then have a break for a few days.
12. Review previously listed words once per week, until they are absolutely committed to the memory of the hand.

POINTS TO NOTE

1. Don't say "I don't need to look" (step 2) or skip any of the steps. This is **not a test**; it is a way to learn tricky words.
2. Use a pencil so that you can rub out the whole word and rewrite it if you make a mistake.
3. Once a month, test yourself on the previously 'learned' words to make sure that they are really committed to your memory.

READING

1. Let the child pick a book, magazine or comic, or select a book that is 'easy' for him / her.
2. When the child gets stuck on a word, don't let frustration build up with him / her having to figure out the word; blend **th** sounds at the beginning of the word yourself. If the child is having trouble with the word 'clip' say **cli** not *cuh, luh, i* etc...
3. Give the child a break, with your reading every other sentence or paragraph aloud.
4. Every once in a while, stop and talk about what you have read, and about what may happen next in the story.
5. When reading aloud becomes boring or frustrating, **stop**.
6. Include plenty of silent reading in the session.
7. If the child gets stuck on a word when reading silently, simply say the word aloud for him/her, and don't ask, "what do you think it says?"
8. Read aloud to your child regularly.
9. Don't let reading become a chore.
10. If you find that the session is not a pleasure for both of you, take a break and start again with easier material.

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