

Further support

If you need any further support or advice, please see the class teacher or the SENCo, Mrs. Sue Willans.

We have close links with the Grange SpLD Base and liaise regularly with their staff in order to support those children for whom spelling presents particular, or specific difficulty.

Our staged approach ensures that any difficulties are identified early and targeted, and time limited support put in place to minimize any barriers to learning. Advice will be sought from our SpLD base if progress is not as expected and advice followed. This may involve a more in-depth assessment that will identify additional support necessary.

Children and their parents will be involved at all stages of this process.

Spelling

At Pixmore we seek to develop an effective working relationship with parents, and recognise the important role you play in raising your child's attainment.

Your contribution to your child's education is valued highly by all the staff.

Thank you for your support!

How we support children who find spelling difficult

Information for parents

*Spelling is
~~diffecolt~~
~~challengeng~~
hard.*

We want all children to spell correctly and confidently.

We feel that parents and carers have an important role in helping children to achieve this, particularly for those children who find spelling difficult.

We use a **multi-sensory** approach to teaching spelling in order to provide children with a range of strategies.

We all have different strengths – some people are visual learners and will learn spellings by seeing them written, others are auditory learners and will learn spellings best by sounding them out and using a phonic approach, still others are kinaesthetic learners and benefit from drawing and writing the letters.

A **multi-sensory** approach offers different strategies for learning spellings and gives plenty of opportunities to practise all of them. This will help all children whatever their ability and whatever their learning style, to learn to spell. This approach is a particularly useful strategy for children with specific learning difficulties.

Strategies for teaching spelling

The most common and successful **multi-sensory** approach is called **SACAWAC**. - **S**ay **A**nd **C**over **A**nd **W**rite **A**nd **C**heck. This means that you say the word aloud and spell it out loud. Then, when you think you know it, cover the word up and write it down without looking before checking to see if you have got it right. If you have, move on to the next word, and if you haven't, try again. This is the way we teach spelling at Pixmore.

You may see the following examples of other **multi-sensory** activities in your child's Spelling Journal:

Rainbow writing—write the word, then go over it neatly in different coloured pencils

Highlighter writing—write the word in a highlighter pen, then go over the word, keeping inside the line

Letter by letter—write the first letter of the word, then on the next line write the first 2 letters, repeat with the first 3 letters on the 3rd line etc.

Blind writing—write with your eyes shut!

Sentences—write sentences using spelling words correctly

Mnemonics—use or make up ways of remembering spellings, eg **b**ig **e**lephants **c**an **a**lways **u**se **s**mall **e**lephants (because)

Wordsearches—make these to hide/find spelling words

Use rhythm— split words up rhythmically, eg di/ffi/cu/lty

Look for small words 'hiding' -
They

Count phonemes (individual sounds in words) eg sh/i/p = 3 phonemes, so match phonemes to letters when writing.

Playing games like Bingo are great ways of making learning fun.

Remember a little praise goes a long way!