

Help Sheet

0 – 25 Specialist Teaching And Support Service

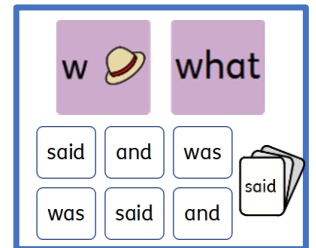
STRATEGIES FOR WORD READING AND SPELLING FLUENCY

Why?

Some children need a high level of overlearning to embed word recognition. Visual strategies that incorporate multi-sensory learning and flashcards can support this approach.

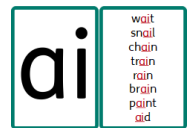
You will need:

- Blank flashcards.
- A range of multi-sensory resources: wooden letters, sand trays, paints, playdough, etc.
- Record grid (attached)



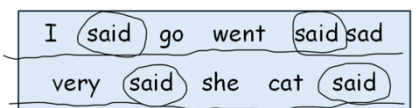
How?

- Introduce up to three words or a word family each week using multi-sensory strategies.
- Create flashcards for each word or word family. Build packs of word cards for daily reading and spelling drills.
- Once you have about 15 cards, gradually remove secure words as new ones are introduced. Packs should have no more than 20 words.
- Periodically check removed cards for accuracy and put them back in the pack if needed. Alternatively, use a lucky dip bag for your pupil to pick a removed a card to check.



When teaching words:

- Use wooden letters, sand trays, paints, playdough, etc., to explore words.
- Incorporate simultaneous oral spelling, where the child says the letter names whilst writing them.
- Use word maps to help the child link the spelling of the word with its meaning.
- Use mnemonics (memory aids), such as “said an irate dad” for the word “said”.
- Create sentences for read/copy/cover/write activities and cut-up sentence activities.
- Use tracking activities where the pupil circles the target word as they read it.
- Play word games such as word lotto, snap, pairs, and dominoes. Incorporate physical games such as Word Jump (say up to five words in a sequence – the child jumps on large word cards in the same order) or Quick Word Pick Up (similar to “jump on the words” but involves picking the word cards and placing them in the correct sequence against the clock)



Word Reading Weekly Record					
Name:			Date:		
	Week 1	Week 2	Week 3	Week 4	Week 5
Mon	Today I read _____ words	Today I read _____ words	Today I read _____ words	Today I read _____ words	Today I read _____ words
Tues	Today I read _____ words	Today I read _____ words	Today I read _____ words	Today I read _____ words	Today I read _____ words
Wed	Today I read _____ words	Today I read _____ words	Today I read _____ words	Today I read _____ words	Today I read _____ words
Thurs	Today I read _____ words	Today I read _____ words	Today I read _____ words	Today I read _____ words	Today I read _____ words
Fri	Today I read _____ words	Today I read _____ words	Today I read _____ words	Today I read _____ words	Today I read _____ words

Word Spelling Weekly Record					
Name:			Date:		
	Week 1	Week 2	Week 3	Week 4	Week 5
Mon	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words
Tues	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words
Wed	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words
Thurs	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words
Fri	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words	Today I spelt _____ words

Reference / Evidence base – informed by:

The Hickey Multi-Sensory Language Course Edited by Margaret Combley
Elklan (Word Maps)