

Strategies to assist with Spelling:

- 1 . Practice is the best way to improve spelling skills. Try using interactive ways of practicing.
- 2 . For written reports, the student should be allowed to use a computer with spell check if one is available.
- 3 . Do not count off for spelling errors except on spelling assignments. Encourage the student to correct spelling errors for extra credit.
- 4 . Present spelling words in logical groupings. For example, practice words with a silent "e" in a group until all of those words are mastered.
- 5 . Write a list of spelling rules on a card or paper that the student can refer to while doing writing assignments.
- 6 . Have the student make a list of commonly misspelled words, and allow him/her to refer to that list throughout the day (a personal spelling dictionary).
- 7 . Have the student write spelling words very large on a chalkboard or poster. Involving large muscle groups may facilitate recall.
- 8 . Post "spelling rules" in the classroom where they are visible to the student, or write them inside the front cover of the "personal spelling dictionary".
- 9 . Study a group of words that illustrate a particular spelling rule.
- 10 . Try to isolate the source of spelling errors and remediate that area (e.g.: long-term memory, concentration, consonant sounds, etc.).
- 11 . Practice a small number of spelling words at a time. Assign several new words per day rather than a long list at the beginning of the week.
- 12 . Require the student to slowly sound out the spelling word in an effort to identify the phonetic components.
- 13 . Have the student practice making the sounds that correspond to each letter in addition to the name of the letter.
- 14 . Establish a reward system to promote accurate spelling. For example, the student receives a "token" for each word correctly spelled. The "tokens" can be saved up and exchanged for small prizes.
- 15 . Use a computer program to drill in spelling.
- 16 . Require the student to look up the correct spelling of a word in the dictionary, then add that word to the "personal spelling dictionary".
- 17 . Make certain that the student accurately hears words that are dictated. Seat him/her closer to the teacher, eliminate auditory distractions, refer to the school nurse for a hearing test, etc.
- 18 . On spelling tests, give partial credit if the word is nearly spelled correctly. Acknowledge that the student may have correctly identified the beginning consonant, ending sound, "silent e", etc.
- 19 . Develop a crossword puzzle using words from the spelling list.
- 20 . Have the student read passages and highlight words from the current spelling list.
- 21 . Make certain that the spelling words assigned are those that the student is likely to encounter in daily conversations or readings.
- 22 . Integrate words from the spelling list into other classes such as reading, science, social studies, etc. In doing so, avoid words that are very rare or technical.