

# Chapter 9

## The Acquisition of Literacy

### Spelling

#### Why is Spelling Difficult?

Many children with dyslexia find spelling more difficult than reading, and this can often persist well into adulthood. To find the reason for this we need to look at the theoretical background to spelling and from that identify the reasons why children with dyslexia can find spelling quite challenging. There is little doubt that the spoken language system, how aware the child is of language and the components of language influence the development of spelling. There is also considerable evidence that children with dyslexia have difficulty with the language system, particularly phonological awareness, and the relationship between sound and symbol.

Snowling (2000) suggests that there is less likelihood that children with dyslexia can utilise compensatory strategies with spelling as successfully as they can with reading. This would indicate that the teaching of spelling, particularly the language aspects of sounds, and the components of words are extremely important to successful spelling.

Snowling also suggests that the evidence on the development of spelling through exposure to written language in reading shows that this in itself is not enough for efficient spelling. Factors such as phonological awareness, knowledge of syntax and the syntactic function of words as well as meaning all have a role to play in the development of spelling skills. It is not surprising, therefore, that children with dyslexia consistently have difficulty with spelling, particularly as they often learn to read through the use of contextual strategies rather than phonological systems and because they cannot utilise context as successfully in spelling as in reading. This can cause some difficulty as they have to rely on their knowledge of phonic rules, letter strings and word rules. Additionally, they have

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Gavin Reid, *Dyslexia: A Practitioner's Handbook*, Fifth Edition.

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to be aware of the initial sounds of the word from memory, and this can also cause some difficulty.

Spelling, therefore, can be a difficult processing operation for many—it is more difficult to use context, and it requires familiarity with phonological representations and the correspondence between phoneme and grapheme. Spelling places demands on the memory and, because it is a written activity, it can also place demands on mental operations involved in the kinaesthetic factors associated with integrating writing with a mental activity such as spelling. Many of these factors are challenging for dyslexic children, and it is not unusual for children with dyslexia to be more advanced in reading than in spelling.

This point is reiterated by Stone (2014), who suggests that from her experience children who struggle with spelling do not necessarily have difficulty with the other components of literacy.

## Systems Involved in Spelling

### Phonological Systems

Bradley and Bryant (1991) indicate that there is a strong relationship between children's phonological awareness at age 4 and their spelling (and reading) achievement at age 8. Snowling (1994, 2000) highlighted the nature of dyslexic children's spelling errors, and showed that there was a significant difference in the nature of the spelling errors in dyslexic children compared with a control group. The dyslexic children showed more 'phonetically unacceptable' errors than the control group. In other words, the errors of the dyslexic group may not have been recognisable as the word because of a lack of phonetic similarity. This implies that the dyslexic children in this group did not have developed phonological representation, but were using letter-naming strategies to spell phonologically regular words.

The Helen Arkell spelling system, which is contained in the comprehensive book *Anyone Can Spell It: A Guide for Parents and Teachers* (Fletcher and Caplan, 2014) provides guidance on phonological regular words but also irregular words, as well as spelling rules and patterns. Phonological knowledge in itself is insufficient for competent spelling. The key point in relation to supporting spelling is to accumulate a range of strategies and techniques that the learner can call on when faced with a challenging word. This is one of the optimistic messages contained in the Helen Arkell practical guide on spelling.

Similarly, Stone (2014) provides practical information on the spelling formula, which involves knowledge of syllabification, vowel symbols and background knowledge such as spelling rules. Nicholson (2014) suggests that the onus is on the teaching and that children with dyslexia need to be explicitly taught how to spell. He argues that their patterns of reading and spelling indicate that they will benefit from

direct phonic instruction. If they are lacking in this they will resort to invented spelling, which can also have an impact on the flow and quality of their writing.

## Spelling and Speech

Snowling et al. (1992) analysed in detail the spelling errors of a dyslexic child in relation to the connections between spelling and speech, and found that difficulties were experienced with distinguishing between the voiced/voiceless sounds such as 'b' and 'p' and 'g' and 'k' in his spelling. Snowling (2000), therefore, suggests that the absence of a sound pattern of spoken words results in a lack of a framework on which to hang information needed for accurate spelling.

Stone (2014) acknowledges that regional variation in accents can have an impact on spelling. For example, she suggests that people in the south-east of England pronounce 'er', 'ir' and 'ur' as the same single vowel sound, whereas people in Scotland generally do not.

## Visual Systems

Visual difficulties can also contribute to the spelling pattern of dyslexic children, particularly visual sequences. This has been shown by Romani et al. (1999), who found that it is possible even for spellers who have a good 'holistic' reading strategy, and therefore a good memory for visual configurations, to have a poor visual sequential memory. This means that these children have difficulty learning letter sequences, and this can account for spelling errors. Ehri (2002) suggests that it may be important to enhance children's interest in the spellings of new words and in discovering how letters connect to sounds systematically. Children are taught to count the phonemes in words, then to look at spellings and match up graphemes to phonemes by placing letters in Elkonin boxes that provide one space for each letter that symbolises a separate sound. Also, teaching children to spell words by analysing and remembering how letters represent sounds in the words helps children fully analyse the graphophonemic relations needed to store words in memory. The Helen Arkell book on spelling, *Anyone Can Spell It: A Guide for Teachers and Parents* (Fletcher and Caplan, 2014), provides for visual aspects of spelling by suggesting 'picture it' strategies as well as a range of other strategies using different skills.

Ehri (2002) suggests that there is normally a close correlation between reading and spelling, and that often the first step in adding a new sight word to memory is successfully decoding the word or reading it by analogy to a known word. She therefore argues that children need to be taught these two strategies for reading unfamiliar words. These particular strategies, Ehri believes, are easier to acquire once children reach the full alphabetic phase and once they begin to accumulate a

growing number of sight words whose spellings have been fully connected to pronunciations and meanings in memory.

## Homophones

Homophones can be confusing to learn and very challenging for children with dyslexia. Homophones are words that sound like other words but mean something quite different e.g. 'plane', 'plain' and 'too', 'two'. It is difficult for dyslexic children to master this to automaticity level as they will likely need to think about each word prior to using it. This is one of the reasons why extra time for written work can be useful, as it gives them an opportunity to read over the work and check for this type of error.

## Spelling Skills

There are many skills involved in spelling and many of these skills are those that can be difficult for the dyslexic child to acquire. It is possible to examine these skills through the initial prerequisites of recognising rhymes and rhyming words. This is usually quite challenging for dyslexic children and further emphasises the need for early intervention using an effective phonics programme with overlearning and practice at development of rhyming skills. Achievement in spelling and phonics is closely associated in the early years. Chall and Popp (1996) suggest that children who are good at phonics are usually good at spelling, and those who are good at phonics and spelling are usually good at word recognition, oral reading accuracy and silent reading comprehension.

This further illustrates the cumulative and associative effect of different strands of literacy acquisition, and also underlines why spelling is important for the acquisition of literacy and in the learning process. The next skill for spelling is blending spoken words into sounds. This again emphasises the need for children to experiment with writing at an early stage as this provides practice in sounding out words as they write them and blending the sounds into words before moving on to making representations of the phonic structures in writing the beginning of words. This can be done visually as well as auditorily and again underlines the importance of multisensory principles, particularly in the early stages. All the skills in this initial stage of learning to spell—which all involve some competence in the early acquisition of phonological skills—are challenging for dyslexic children. Of course, what presents a greater threat is that the dyslexic difficulties at this stage may not have been identified and the child may already have feelings of failure and often a reluctance to write.

To spell, children also need to recognise the individual sounds and regular word patterns, which would involve knowledge of consonant and vowel digraphs and consonant blends. Children with dyslexic difficulties can find this challenging because of

the difficulty with sound–symbol correspondence. But additionally, they find irregular words particularly challenging as these have often to be learned visually and may not conform to the rules they are attempting to learn for conventional spellings.

Reason and Boote (1994) suggest the following stages in spelling:

- *Stage one*—Recognition of rhymes and rhyming words; blending spoken words into sounds; making some representations of phonic structures in writing words.
- *Stage two*—Writing single sounds and some common harder words such as ‘have’ and ‘went’.
- *Stage three*—Consonant digraphs (ch, sh, th); consonant blends (sl, fr, sk, nd); vowel digraphs (ea, au, ow); magic ‘e’ (came, mine).
- *Stage four*—Able to spell most words and able to use a dictionary.

There is also a transition stage—the stage when children move from reliance on phonemes to a recognition of the importance of graphemic (visual) patterns. This can also be challenging for dyslexic children. At this stage the spelling errors of children are often through the misuse of phonic equivalents—for example, they may put ‘gait’ for ‘gate’ because they have attempted to learn the vowel sound ‘ai’. According to Marsh et al. (1980), the transitional stages of spelling can be fairly lengthy—they compared the spelling pattern of children of different ages and found that there seems to be a ceiling for a dependency on phonological strategies at an early age, but the strategy of using analogy seems to come later, after age 7. According to Smith et al. (1998), at the transitional stage the teacher should prioritise work on silent letters, suffixes and prefixes, and activities to encourage visual skills such as looking for small words within longer words and variations of the ‘look, say, cover, write and check’ method, which is discussed below.

One of the difficulties with spelling in the English language is the irregularity of many of the words. This means that children need to be aware of the phonology of the language (i.e. how the letters and sounds link together) and the orthography (i.e. the pattern of the letter strings). Because the orthography is irregular, spelling can present a difficulty to many children. Children have to understand very early on that for some words sounding out is successful, but for others they need to remember the pattern of the letter strings because the words are phonologically irregular.

As there are so many irregular words in the English language it is important that the learner has achieved some degree of mastery in spelling rules. These rules include—magic ‘e’, the drop the ‘e’ rule, the ‘i’ before ‘e’ rule, silent letters, adding ‘ful’ to words, words ending in ‘le’ and the ‘y’ to ‘i’ rule. There are also rules regarding plurals (e.g. adding ‘es’), as well as letter patterns such as ‘tion’, ‘sion’ and ‘cian’, and patterns that can be easily confused, such as ‘ible’ and ‘able’.

## Spelling Development

One of the influential studies on the development of spelling was the study conducted by Treiman (1993). This suggests that children at the very outset rely heavily on phonology.

Treiman also suggests that children are aware of orthographic conventions even at an early stage. They seem to be aware of any two letters that are always grouped together; for example, 'ed' at the end of a word. This view conflicts with the stage model of spelling, which suggests that the orthographic rules are not acquired until a later stage.

The developmental stages of spelling, according to Smith (1994), suggest that dyslexic children will have difficulty with the phonetic stages and with the transitional stages of spelling, and this will require considerable teacher support and awareness. Usually, this transitional stage occurs around the second year in school, and it will be at this stage that those children with dyslexic difficulties, whether recognised or not, will begin to be aware of their own difficulties with spelling and may begin to show a reluctance to write. A clear difference can exist between good and poor spellers in their performance in phonological tasks. This means that successful spelling is related to children's awareness of the underlying phonological structure of words. This is supported by Rohl and Tunmer (1988), who found that good spellers were better at phonemic segmentation tasks than older children matched for spelling age.

Furthermore, Bradley and Bryant (1991; Snowling, 2000; Joshi and Carreker, 2009) showed that measures of rhyme judgement and letter knowledge in pre-school children were a good predictor of subsequent performance in spelling. Thus, children who can recognise words that sound and look alike tend to have a good memory for spelling patterns. Indeed, Bradley and Huxford (1994) show that sound categorisation in particular plays an important role in developing memory patterns for spelling.

## Spelling Policy

It is important that schools have policies in spelling, and ideally this policy should be seen as a whole-school one—that is, not just a policy for poor spellers, but an overarching policy for all that has the mechanisms to meet the needs of all, including those with severe spelling difficulties, such as the children with dyslexia. Such a policy should include some basic aims and overall rationale for the policy. In the case of spelling this is not too difficult to justify. It is indicated in the National Literacy Strategy (England and Wales) that students must understand the spelling system and that spelling does have a high profile in literacy or any literacy strategy—the debate, in fact, relates to how high a profile it should have and how spelling should be taught. As well as indicating the aims and rationale of a spelling policy, one must highlight the processes involved in assessment, teaching and monitoring.

## Spelling Strategies

### Word Lists

The use of word lists can be a successful strategy for many with some form of spelling difficulties. Word lists can be a general list composed from words commonly used by children at certain ages. Word lists can also take the form of specific lists

that focus on the child's particular spelling difficulties. One of the difficulties with using this strategy with dyslexic children is that often the spelling pattern of dyslexic children is inconsistent and, therefore, words not included in a list because they have been able to spell them may still be spelt wrongly in some situations, such as in examinations where it may be necessary to write at speed.

It may also be useful to construct a specific word list of subject-specific words and those that have similar sounds, or look similar. These can be confusing for dyslexic learners; for example, 'cerebrum' and 'cerebellum'. Taking an instance in biology, Howlett (2001) suggests that it is useful to compile an alphabetically arranged biology spelling book for each year group. She suggests that such a spelling checklist can include other useful information such as definitions—'respiration', 'ecosystem', 'osmosis' and 'immunisation'. Additionally, the spelling book can contain a table showing singular and plural endings such as 'vertebra' and 'vertebrae', and irregular endings such as 'stoma' and 'stomata'—these can be problematic for dyslexic children. It is usually easier for children to learn words in context, so it would be useful to have a sentence next to the word to provide a clue to its meaning as well as its spelling properties. In relation to the spelling properties, the parts of the word that are usually misspelt by the student can also be highlighted. The benefit of this type of strategy is that it can be individualised for each child.

There are many different customised and commercial strategies that can be used to help with spelling, but ideally one needs to utilise a range of approaches and strategies, as the same approach may not be effective for all. The general principles, however, of good teaching—that is, multisensory strategies such as visual, auditory, kinaesthetic and tactile—should not be overlooked as these help with overlearning and automaticity. The most effective way to achieve automaticity is through using the word that is being learned in as many different forms as possible, in different subjects and different contexts. Other spelling strategies are given in the following subsections.

For spelling, just as in reading, phonological awareness programmes implemented at an early stage can be very cost-effective and can prevent the onset of serious spelling difficulties. This can also include work on onset and rime, and vowel and consonant recognition, as well as rhyming games, matching pictures, and sound and visual discrimination.

## Visual Strategies

There are a number of visual strategies that can be used in spelling. In fact, Peters (1970) suggests that spelling is essentially a visual-motor activity. Some of the predominantly visual approaches are described below.

*Look, cover, write, check* This is a well-established strategy for spelling, and was the outcome of longitudinal research conducted by Peters (1985). The stages include:

- *Look*—This involves active engagement of the writer looking closely at the word with the intention of reproducing it. Finger-tracing the word at this stage, which

utilises kinaesthetic memory, can result in a stronger memory trace and enhance the chances of the child with specific difficulties remembering the visual features of the word. Bradley (personal communication, 1994; Bradley, 1990) suggests in her 'simultaneous oral spelling' strategy that saying the letters at this initial stage can also help to reinforce the memory trace for the word. It is also important that the look stage is not skipped or rushed through before the child has had an opportunity to develop visual strategies to help memorise the visual features. Such strategies can include making visual analogies of the word by recognising the visual features and similarities of the letters and the word to other words, or acknowledging the distinctive features. For example, in the word 'window' there are a number of visual aspects that may help with memory, such as the first and last letter being the same and the distinctiveness of the letter 'w'. At this stage it is also possible to draw attention to words within words, such as the word 'tent' in 'attention' and 'ask' in 'basket'.

- *Cover*—This involves visual memory and takes practice. Some children can adapt to this better than others. This type of activity lends itself very well to a game, and this can be motivating for children. Visual memory can of course be practised with a range of visual games and with games and activities involving visual discrimination. For example, Crossbow Educational ([www.crossboweducation.com](http://www.crossboweducation.com)) produces a wide range of games, such as 'Rummyword', 'Breakdown' and 'Funfish', all of which can help provide practice in visual activities that can have a spin-off for spelling. Additionally, mnemonics as well as game-type activities can be used as an aid for visual memory.
- *Write*—This is an important stage as it provides kinaesthetic practice. Many practitioners suggest that at this stage cursive handwriting should be encouraged. In fact, Peters (1985) suggests that there is a link between clear cursive writing and good spelling.
- *Check*—This provides the learner with some responsibility for his or her own spelling. It is important to reduce dependency on the teacher as soon as possible and to promote the activity of self-correction.

While 'look, cover, write, check' as a strategy can be very successful for many children, it does place demands on memory and particularly visual memory. It is important, therefore, to ensure that it is suitable for the individual child and that other strategies are also considered.

### Simultaneous Oral Spelling

Bradley (1989, 1990) has shown that rhyming is a particularly useful form of categorisation for developing spelling skills, and that practice in sound categorisation through nursery rhymes and rhyming word games in early language play helps spelling (Box 9.1). Many children have problems remembering 'chunks', such as 'igh' in 'sight' and 'fight'. If children cannot do this, then every word will be unique. Irregular words can also be learned using multisensory techniques.

It has been shown in this chapter that phonological aspects are important in the development of reading and spelling skills. This seems to have considerable importance, particularly for dyslexic children who do not automatically relate the sounds.

- Have the word written correctly, or made with the letters.
- Say the word.
- Write the word, spelling out each letter as it is written, using cursive script.
- The child needs to see each letter, hear its name and receive kinaesthetic feedback through the movement of the arm and throat muscles.
- Check to see if the word is correct.
- Cover up the word and repeat the process. Continue to practise the word in this way, three times a day, for 1 week. By this time the word should be committed to memory. However, only one word will have been learned.
- This final step involves the categorisation of the word with other words that sound and look alike. So, if the word that has been learned is 'round', the student is then shown that she or he can also spell 'ground', 'pound', 'found', 'mound', 'sound', 'around', 'bound', 'grounded', 'pounding', etc. That is, she or he has learned six, eight or more words for the effort of one.

*Source:* Reproduced by permission of Lynette Bradley, personal communication.

### Box 9.1 Bradley's procedure for Simultaneous Oral Spelling

## Language Experience Approaches

Smith (1994) suggests that there is a great deal of scope for encouraging expressive writing using an adult helper to facilitate the development of language experience and spelling. She suggests that writing for communication and spelling need to be kept separate, otherwise the expressive output of the writing may become inhibited through constantly checking and correcting the spelling. She suggests that when children are identifying spelling errors they should first identify the mistakes and then proceed to underline them or use some other 'code'. Topping (2001), in fact, suggests actually drawing a line through the misspelling as it helps to visually reinforce the wrong spelling. Smith suggests that after finding out the correct spelling the child should then proceed through the 'look, cover, write, check' process. She also suggests that support for the inexperienced writer can include scribed writing, group scribed writing, an initial scribed start, collaborative writing with a more experienced writer, use of a word processor and spellchecker, and using redrafting of class work as homework, rather than

writing completely new material at home. Many of these strategies can be useful for children with dyslexia, particularly if the writing process is seen as separate from the need for accurate spelling.

Although children do make progress with practice, this can only really effectively occur in spelling if the child has the opportunity to correct and note the correct spelling before proceeding with further work, otherwise the spelling error pattern is reinforced. It therefore requires a degree of judgement by the teacher to help the child self-correct, indicate spelling errors not noted by the child and motivate the child to write freely irrespective of the errors. All are important and each needs to be carefully handled.

### Cued Spelling

The Cued Spelling technique shares the same principles as paired reading and other peer-tutoring developments (Croft and Topping, 1992). The technique comprises 10 steps for learning and spelling, four points to remember and two reviews (see Figure 9.1). The points to remember help to consolidate the learning, and the two reviews involve a daily and a weekly review. In the daily review the speller writes all the words for the day and checks them. The wrong words are then noted and the learner goes through the 10 steps again for these words.

The speller adopts the same procedure for the weekly review and identifies the wrong words. Discussion would then take place on the best approach for the learner to tackle the wrongly spelt words. If the learner writes a word inaccurately, he or she is encouraged to delete the word from memory by erasing it or boldly scoring it out. This can be particularly useful if the learner has a strong visual memory and the image of the incorrect word may remain and be recalled at some future point. The Cued Spelling technique is highly interactive, but aims to encourage 'self-managed' learning. The technique attempts to eliminate the fear of failure through the use of prompt correction procedures. As in paired reading, modelling and praise are integral to the application of Cued Spelling. According to Watt and Topping (1993), 7-year-old children have been successfully trained in its use in about 1 hour, substantial progress can be made on norm-referenced spelling tests, and improvements have been found in error rate and qualitative indicators in continuous free writing.

A number of studies support Watt and Topping's assertion regarding the merits of the technique. Scoble (1988) describes how the technique is also used with adult literacy and provides some examples of the application of Cued Spelling in the home with spouses, parents and friends as tutors. Oxley and Topping (1990) report on a peer-tutoring project using Cued Spelling in which eight 7- and 8-year-old students were tutored by eight 9 year olds. The self-concept as a speller of both tutees and tutors showed a significant positive shift compared with a control group. The Cued Spelling technique is relatively simple to apply and the pack includes a demonstration video.

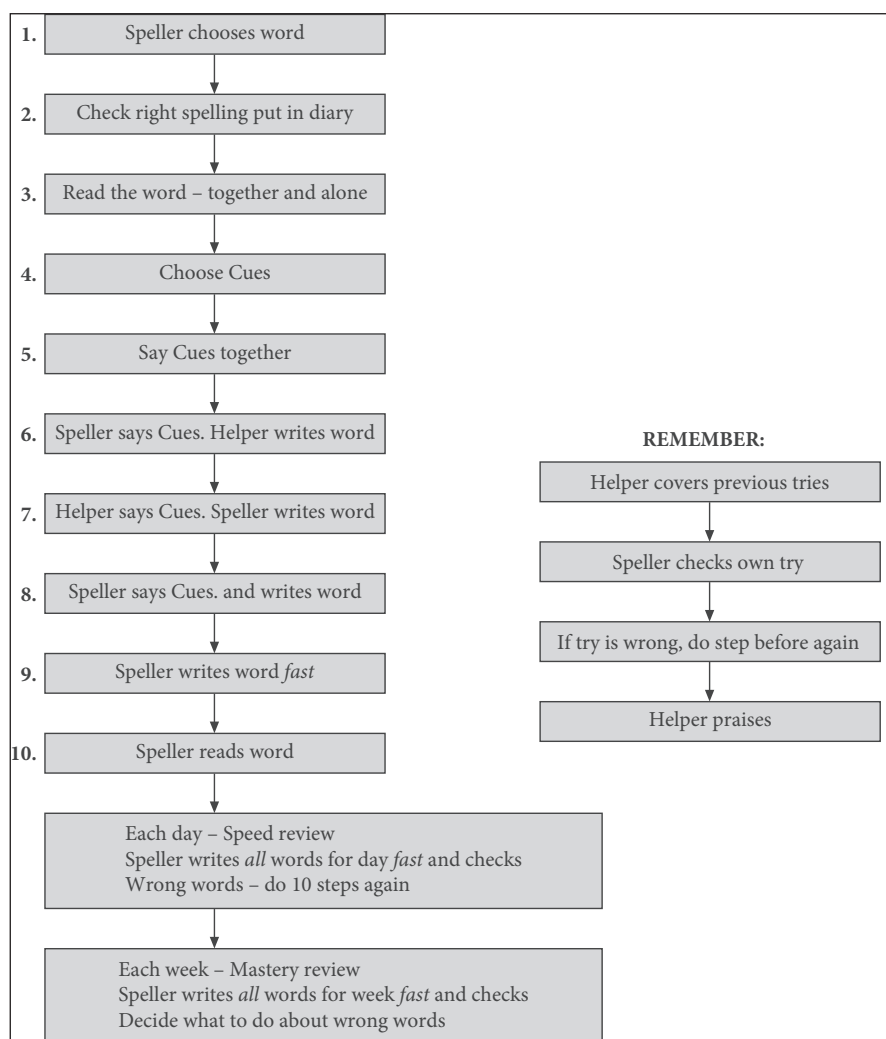


**Figure 9.1** Cued Spelling: the 10 steps

Source: Reproduced by permission of Topping, (personal communication, 2015); © Kirklees Metropolitan Council. Reproduced with permission.

## Paired Spelling

A good example of Paired Spelling can be seen in the article by Hewson (1990), which is also a good example of a home-school programme. For this programme they used the look, cover, write, check approach described earlier in this chapter. One of the important points to emerge from Hewson's project was the need to carry out good training and preparatory sessions with the parents. The importance of this was highlighted by the fact that one parent who was unable to attend the preparatory sessions was actually visited at home. If the preparation is right, this can be an excellent means of developing effective home-school links.

## Spelling Materials

### *The ACE Spelling Dictionary*

The *ACE Spelling Dictionary* was first published in 1995 (Moseley and Nicol, 1995). It is specifically aimed at dyslexic children and can provide them with an easy and independent means of finding words at speed. Initially, students have to be taught how to use the dictionary, but there are many examples where teachers have indicated that this can be done in around three lessons. Additionally, there are activities that accompany the dictionary—ACE spelling activities. These consist of photocopiable worksheets with spelling activities based on the use of syllables, discriminating between different parts of speech, and other activities linked to the *ACE Spelling Dictionary*. It also includes advice on the use of common word lists. Moseley produced the fourth edition of this book (Moseley, 2011), which includes an updated and extended vocabulary, and provides more alternative spellings, additional plural forms and more ‘sound-alike’ words with meanings.

Additionally, Moseley (2010) produced the *Advanced ACE Spelling Dictionary*, which is a companion volume to the above dictionary. It includes an additional 3000 words, which extend up to degree level, and up to 4000 high-frequency words are highlighted.

### Catchwords

This set of books can be useful for observing the progression from the semi-phonetic to phonetic to the transition stage in spelling. The first book provides examples of rhyming activities, and subsequent books in the series highlight word-building and common letter patterns. The series also contains suggestions on developing a whole-school spelling policy, a comprehensive word bank and guidance for involving parents.

### Photocopiable Resources

There are a number of photocopiable resources for spelling, usually in ring-bound files, which can be easily accessed by the teacher:

- *Exercise Your Spelling* (Hodder & Stoughton);
- *Early Steps to Literacy* (Kickstart Publications);
- *Folens Spelling File* (Folens);
- *High Frequency Spelling Fun* (Timesavers);
- *Limericks, Laughs and Vowel Digraphs* (Crossbow Educational);

- *Rime Time* (Crossbow Educational);
- *Sound Beginnings* (LDA);
- *Spell It Out* (Hilda King Educational Services);
- *Spelling Rules OK* (Chalkface Publications);
- *Thrass Spelling Book* (Collins Educational);
- *Wordsnakes* (Crossbow Educational).

These photocopiable activities are useful for children with dyslexia as they can be used and developed in a multisensory way. Additionally, because they are photocopiable they can be used repeatedly and interspersed with other activities. This can promote overlearning and, as will be seen in some of the following chapters, overlearning is essential for students with dyslexia.

Two valuable additions to the range of spelling handbooks available are *Spelling for Life: Uncovering the Simplicity and Science of Spelling* (Stone, 2014) and *Anyone Can Spell It* (Fletcher and Caplan, 2014). They are both practical and easy-to-follow handbooks. Each advocates a step-by-step approach with an emphasis on multisensory techniques.

*Spelling for Life* looks at spelling rules, word families, homophones, counting syllables, spelling formulas, using vowels and consonants, silent letters, suffixes and word patterns.

*Anyone Can Spell It* contains a multitude of spelling activities and strategies. The techniques are contained in a step-by-step guide and are accessible to both teachers and parents.

The excellent book by Liz Dunoon, *Helping Children with Dyslexia: 21 Super Strategies to Ensure Your Child's Success at School* (Dunoon, 2010), highlights the importance of spelling and lists a range of appropriate strategies. These include websites such as [www.ghotit.com](http://www.ghotit.com) and the ginger software spelling and grammar checking program ([www.gingersoftware.com](http://www.gingersoftware.com)).

## Points for Reflection

- Consider the skills needed for spelling. Reflect on why students with dyslexia may find it difficult to acquire these skills.
- Consider some spelling strategies and approaches, and reflect on the skills that students will be acquiring when using these strategies.
- Try to develop some strategies—perhaps mnemonics—that can be used to deal with the problem presented by homophones. These can be very tricky for children with dyslexia.
- Study some resources for spelling—try to evaluate how these may be useful in the light of the information in this chapter. Try to justify why a particular resource is being used.