

SEND Supported
Embracing difference

CUED SPELLING

Cued Spelling is a useful technique for those high frequency words that cause problems and also for subject specific vocabulary. This information is adapted from the approach developed by Keith J Topping.

What to do

1. Choose the word to be learned.
2. Read the word – together and the learner on their own.
3. Choose the CUES.
4. Say cues together.
5. Learner says cues and helper writes the word.
6. Helper says the cues and learner writes the word.
7. Learner says the cues and writes the word at the same time.
8. Learner writes the word as quickly as they can.
9. Learner reads the word.

Things to remember

- Make sure you cover up any previous tries.
- If the learner's try is incorrect, ask them to check the word against the original and then go back to the previous step.
- PRAISE
- Preferably there should be a review of the word/words each day – the speller would need to write the words out quickly and then check them. If any are wrong, repeat all the steps.

About the CUES


The following are strategies which could be tried by learners. Obviously, different learners must find out which of these ways works best for them. The helper must not push the learner into using a particular strategy.

Best of all is if the learner can think up their own ideas. They will have to remember them quickly and easily if they need to use the hard word when writing, so the ideas should be 'short and catchy'.

As a helper, you may have good ideas and, if the learner is stuck, you should share your ideas but be aware that your strategy may not work for the learner.

As much as possible work jokes and other funny, silly things into your strategies as they are more likely to be remembered.

CUES / STRATEGIES

RULES	<p>Some spellings do follow rules (like 'i before e, except after c' – which most people remember). The learner may be helped by rules like this but make sure you've got them right and keep them simple and few in number.</p>
WORDS IN WORDS/ SAY THEM IN A FUNNY WAY	<p>Breaking words into syllables can help us to remember them, but if you can break them up into smaller words which mean something, it's even easier to remember them.</p> <p style="text-align: center;">eg Ge or ge kit c hen is land</p>
FAMILIES	<p>Words which have the same onset, rime, prefix, suffix. Can the learner spell another word in the family and link it to the new word.</p> <p style="text-align: center;">eg I can spell rain so I will be able to spell ex plain</p>
VISUALISATION	<p>If you can make a picture in your mind about the word, this will help you to remember it.</p> <p style="text-align: center;">eg a picture of two people getting married (wed) on a Wednesday</p> <p>You could draw the picture:</p> <p style="text-align: center;">eg col ----)(-----lide</p> <p style="text-align: center;"> brthday</p>

<p>RELATIONS</p>	<p>You could relate two words which are seemingly very different but which have a connection.</p> <p>eg b icy cle - fridge</p> <p>Link with visualisation ie picture a b icy cle in the fridge.</p>
<p>SHRINK AND GROW</p>	<p>Shrink the problem to the hard part of the word. It may be that you only need to work on one or two letters in the word.</p> <p>eg ne c e ss ary 1 collar 2 sleeves</p> <p>separate – there is a rat in separate</p>
<p>MNEMONICS</p>	<p>Rhymes/phrases to help remember all or part of the word.</p> <p>b e a u t iful</p> <p>big eyes and ugly teeth</p> <p>Tuesday is u eat sweets day</p> <p>because – big elephants can add up sums easily (see 'Mnemonic Spelling System' by C Blance & P Cooper published by Senter for ideas)</p>
<p>HIGHLIGHT/COLOUR</p>	<p>Highlight or colour the difficult part or write that part in capitals.</p> <p>eg stationEry</p> <p>Saturday</p>
<p>RHYME, RHYTHM AND SONG</p>	<p>These devices often help us to remember.</p> <p>eg i before e etc</p> <p>Mrs d, Mrs i, Mrs f f i, Mrs c, Mrs u, Mrs l t y (difficulty)</p>