



Cued Spelling - How To Do It

Before You Start:

In most cases, the speller should be able to read a bit, know at least some names and sounds of letters, and be able to write so the tutor can read it. Those who can't write might still be able to do Cued Spelling by using a typewriter or computer, letter cards, or plastic letters.

What You Need:

Pen or pencil, dictionary, piece of card, scrap paper, Cued Spelling flowchart, Cued Spelling diary, Cued Spelling collecting notebook.

Time To Spend:

At least 5 words per day for 3 days of the week. Time spent each day varies with words chosen by speller and how well he or she does, but allow at least 15 minutes.

Part A – per session THE TEN STEPS

1. CHOOSE WORD

Speller (tutee) chooses words, 5+ each day

2. CHECK

Speller checks right spelling in dictionary then writes word neatly in diary.

3. READ

(a) Read word Together

(b) Reading Alone by speller

4. CHOOSE CUES

Speller decides how to remember word, by sounds, chunks, mnemonics, other

5. SAY CUES

Pair say Cues together

6. DEMONSTRATE

Helper writes word as speller says Cues speller then checks word with diary

7. CUED TRY

Speller writes word as helper says Cues

8. SELF-CUE

Speller writes word while also saying Cues

9. TEST

Speller writes word as quickly as possible

10. READ

Speller reads word alone

Part B - per Session SPEED REVIEW

At the end of each day's session of the Ten Steps on 5 or more words, the helper (Tutor) reads out all the day's words in a different order. The speller writes them as quickly and correctly as he or she can - then checks the words are right with the diary.

Part C - per Week MASTERY REVIEW

All the words for each week should be reviewed as in B (i.e. at least 3 lots of 5 words). If you have time, it is worth going over the whole diary so far, or perhaps the last few weeks' words.

Part D - Throughout THE 4 POINTS

1. Cover

From Step 6 to Step 9, the helper should make sure that any other examples of the word are covered up, so the speller can't just copy.

2. Check

Spellers always check their own try and should see their own mistakes when they check with the Diary. The helper does not point out mistakes - except when the speller checks but still doesn't notice a mistake. The Spelling Diary MUST only have words spelled exactly right in it.

3. Mistakes

From Step 6 to Step 9, at every Step any words written wrongly should be well crossed out by the speller.

For any mistake in the Ten Steps, go back to the Step before and do it again.

For any mistake in Speed Review (B), go over the Ten Steps again for that word. A different Cue could be used at Step 4.

For any mistake in Mastery Review (C), decide for yourselves what you want to do about it. You might want to carry that word forward to the next week.

Helpers should not moan about wobbly writing. Where a written word is hard for the helper to read, the helper should ask the speller to write it again.

4. Praise

The helper praises (say "good" or "well done" and smiles) the speller at least for:-

1. The speller putting his or her own mistake right before check with example
2. Getting each word right at Step 9 TEST
3. Getting each word right at Speed Review (B) or Mastery Review (C).

Cued Spelling: Mnemonic Strategies

RULES - some spellings do follow logical rules (like "i before e, except after c" - which most people remember). The learner may be helped by rules like this, but (a) make sure you've got them right, and (b) keep them simple and few in number.

WORD IN WORDS - just breaking words up into bits like syllables helps us to remember them, but if you can break them up into smaller words that mean something, it's even easier to remember them. Words like shep/herd, care/taker and water/fall are like this.

FRONTS AND BACKS - quite a lot of words have the same sort of start or finish. Starts and finishes can be looked at closely in a set of words that start or finish the same. Starts (like "sta-", "pre-", "un-") are often not as hard as finishes (like "-tion", "-ate", "-ous", "-ght").

FAMILIES - words which have the same fronts and backs can be put in groups or families. Sorting out the words into families can be a game, perhaps even with a little prize for the winner. You can do this with words that have the same middles, too. You might think of other ways of sorting words into families or categories.

MAKE A PICTURE - if you can make up a picture in your mind about a word, this will help you remember it. (Like thinking up a picture of two people getting married (wed) on a Wednesday to remind you how to spell the name of that day). Some of your mind pictures or "visual images" will seem really silly - but this is good, because if they are funny you will remember them better.

RELATIONS - two words that look different can still sometimes be related (or "associated") in some way. If you can relate a word you don't know to one you do know, you then might remember them together - right! Like: "b icy cle" - "fridge". But the learner must be able to remember the second word (e.g. fridge) easily. It is usually easier to remember there is a link between words than remembering there is not a link or relationship between words.

SHRINK AND GROW - with some words, you can remember a short hard bit of it or just some initials for each part, like "par" in "separate". Often it helps to "grow" the initials into new words, to give you a saying or rhyme to remember. Like: b / e / a / u / tiful = big elephants aren't ugly. Another example: n e c e s s a r y - has 1 collar & 2 socks.

FIX & STRETCH MEANING - it helps if we really understand what those hard words mean. The learner might choose them because they seem interesting, but talking about the full and exact meaning and use for while will make the word even more interesting, and help fix it in the learner's mind.

FUNNIES - as much as you can, work jokes and other silly and comic things into what you do with Cued Spelling. Funny things are much more likely to be remembered.

RHYME AND RHYTHM - rhyme is very good for helping you remember, like in "i before e except after c". If finding a rhyme is too hard, try to get some rhythm into the mnemonic so it is easier to say. You could even try singing some of the words!

HIGHLIGHT - we only usually get one bit of a hard word wrong. Try highlighting the hard bits with colors (perhaps green for easy bits, red for hard bits). Or just use capital letters or underline:- e.g. stationEry

Different learners must find out by trying which of these ways works best for them. Different learners will find different ways better. The helper must not push the learner into a particular way, especially not into the way that feels easiest to the helper!

Your Cued Spelling will not do much good if the learner doesn't get lots of practice with writing as well. To become a better speller, you need to practice writing, wherever you are. The learner needs to write shopping lists, leave notes and messages, write letters and requests, and so on. Find reasons to write and audiences for writing.

This list may give you some ideas, but helpers often have good ideas which are too complicated for learners to remember. It's better if learners think up their own ideas, if they can. They will have to remember them quickly and easily if they need to use the hard word when writing, so the ideas must be "short and sweet".

Remember

1. KEEP IT SIMPLE
2. LET THE LEARNER DO WHAT'S EASY FOR THEM
3. FIND LEARNERS REASONS TO WRITE

Cued Spelling: Mnemonic Ideas

Sometimes Cued Spellers think of really clever and imaginative ways of remembering spellings. These mnemonics often seem very strange, but they make sense to the Speller who thought them up! It is very difficult to teach someone how to think up mnemonics, because one that works for one person may not work for another - you have to think up your own, that are memorable for you.

Some mnemonics that were thought up by 7 to 9 year old children are printed below. These are only intended as examples to give you an idea of what can be done - do not think that they will necessarily be any good for you to use yourself.

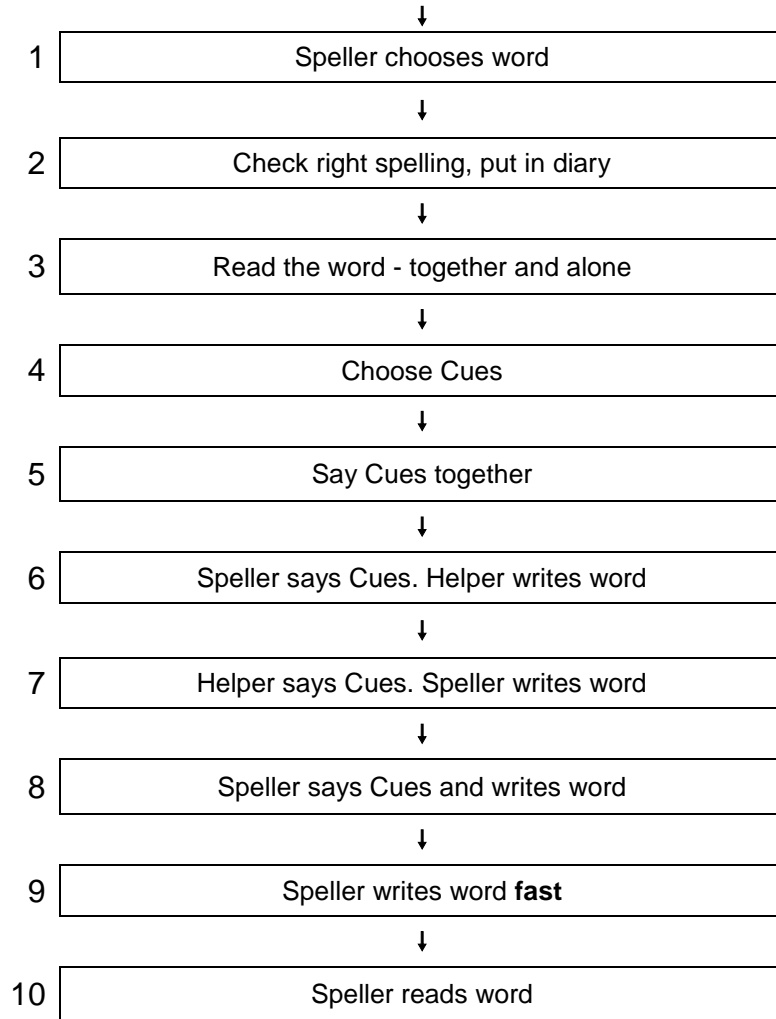
1. **beautiful** - big elephants aren't ugly (in fact, they are beautiful)
(mnemonics may only refer to that part of the word that the Speller finds difficult)
2. **because** - big elephants cannot always use small escalators
3. **caught** - cats always use great heavy toilets
4. **dictionary** - names:- DIC TION ARY (Dick and Harry shun the third person!)
5. **ghost** - ghosts hate oranges, sausages, tea
6. **graphs** - giant rabbits are pretty hopeless skippers
7. **lasagne** - little apes sit and gobble nuts energetically
8. **piece** - a **piece** of **pie**
9. **professor** - 1 frog and 2 snakes
10. **question** - queens undress everywhere so they're in our news
11. **special** - some people eat crabs in a lavatory

Lots of these mnemonics are quite funny - no teacher could have thought of them! - and some were illustrated. This helped the Spellers to remember. Some seem very complicated, but remember that in Cued Spelling you don't have to be able to read or write down the mnemonic Cues, only be able to say them. In the long run you will remember the word after you have forgotten the Cue. But don't make the Cues **too** complicated!

Cued Spelling Flowchart

REMEMBER: Helper covers previous tries. Speller checks own try.
If try is wrong, do step before again. Helper praises.

THE TEN STEPS



Each day - SPEED REVIEW

Speller writes **all** words for day, **fast** and checks

Wrong words - do ten steps again

Each week - MASTERY REVIEW

Speller writes **all** words for week, **fast** and checks

Decide what to do about wrong words

Cued Spelling diary

Name: _____ Week beginning: _____

Speed
Review
Score

Mastery
Review
Score

Comment or Grade

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Comment:

Signed:

Date: