Useful websites:

cued-spelling.pdf

Who does this approach support?

- A multi-sensory approach allows for more areas of the brain to become active. This strengthens the connections being made whilst learning, supporting memory and strengthening recall of spellings.
- This approach is also engaging to learners as they have ownership over which strategies they choose to use. This motivates learners and grows their confidence in spelling.

CADMUS INCLUSIVE

Thinking differently for a brighter tomorrow...
Cadmus inclusive is a neuro-affirming, dynamic, expert led service that provides person-centered and innovative approaches to meet the unique needs of all of their pupils.

Contact

www.cadmusinclusive.co.uk

CUED SPELLING

A guide for Practitioners

What is it?

A multi-sensory approach that allows learners to practise their spellings using self-chosen cues.

A Little More Information

- Cued spelling works best when delivered in pairs with another child or when the adult actively takes part with the child.

Examples of different cues that could be explored with learners include:

- Rhyming work such as "I before E except after C".
- Phrases or humour that make the word memorable.
- Creating pictures or visualisation in your when you hear the word.
- Breaking the word into syllables or meaningful chunks to the learner.
- Highlight or colour parts of the word that you find most challenging.
- Link different words together that are start or end with the same sounds.
- Mnemonics.
- Children can be further supported during this approach by providing multi-sensory recording opportunities such as use of talking tins, magnetic letters, flash cards, paint and letter sponges.

How does it work?

1. **Begin by choosing a word that you want to spell.**

Take it in turns to read the word aloud and to write it down.

2. **Select the cue that the learner would like to use with this word.**

Spend time exploring the word and different cues that will work best with the word or with the preferences of the learner.

3. **Say the cue together.**

Take it in turns to say the cue whilst the other writes the word down.

4. **Finally get the learner to say the cue and write the word themselves.**

Some Examples





