

Spelling for dyslexic students

Step 1	Step 2	Step 3	Step 4
Student attempts to spell the word.	Teacher marks the spelling – ticks above the correct letters, dots above the incorrect letters.	Teacher writes the correct spelling with the incorrect letters written in red.	Student has some time (amount of time needed will depend on the word) to look at the word before respelling.
a c a d a m e	√ √ √ √ . √ . a c a d a m e	a c a d e m y	

Spelling mistakes constitute a notorious feature of dyslexic writing. Teachers often highlight or circle the mistakes (especially with a red pen) bringing them to the surface of the text but in that way students focus their attention on and consolidate the erroneous forms instead of learning the correct spelling.

In similar vein, writing the words in the book or on the board and asking students to compare them with their own spelling attempts does not work very well with learners with dyslexia.

The occurrence of mistakes is sometimes indicated in the margin in a given line of the text; however, if we do not specify where exactly the mistake is, we make the correcting task much harder for our students with dyslexia.