

## **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.

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### **TECHNIQUE:**

<b>TECHNIQUE A</b>	<b>Per Word</b>	<b>THE TEN STEPS</b>
1	<b>CHOOSE WORD</b>	Speller (tutee) chooses words, 5+ each day
2	<b>CHECK</b>	Speller checks right spelling in dictionary then writes word neatly in diary.
3	<b>READ</b>	(a) Read word Together (b) Reading Alone by speller
4	<b>CHOOSE CUES</b>	Speller decides how to remember word, by sounds, chunks, other mnemonics
5	<b>SAY CUES</b>	Pair say Cues together
6	<b>DEMONSTRATE</b>	Helper writes word as speller says Cues speller then checks word with diary
7	<b>CUED TRY</b>	Speller writes word as helper says Cues
8	<b>SELF-CUE</b>	Speller writes word while also saying Cues
9	<b>TEST</b>	Speller writes word as quickly as possible
10	<b>READ</b>	Speller reads word alone

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### **TECHNIQUE 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.

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## TECHNIQUE 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.

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## TECHNIQUE 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:-

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