

# Cued SPELLING



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# What is cued spelling?

**Cued Spelling** is a simple, straightforward, and easy to use procedure designed for 2 individuals working together to gain the ability of spelling.



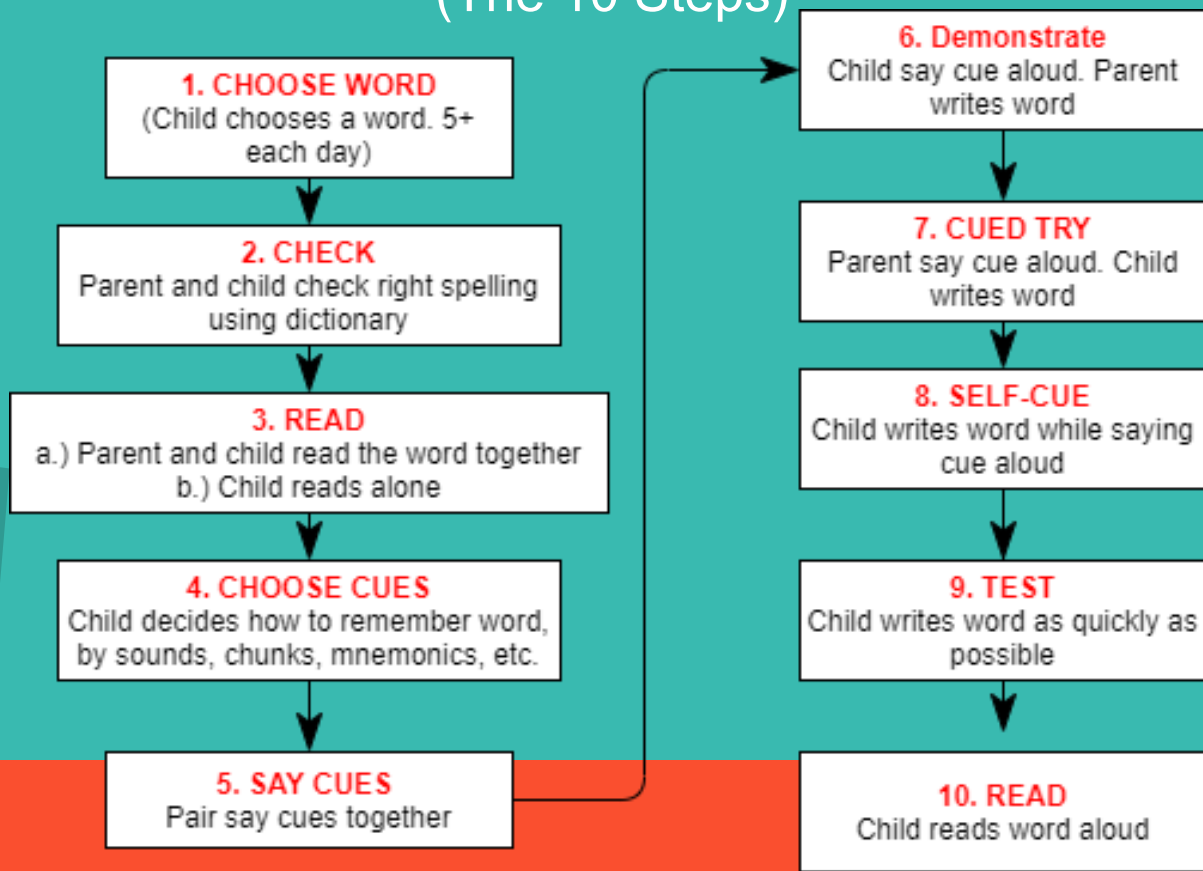


# Why is learning spelling important?

- 1.) Misspellings can cause errors and difficulties in comprehension.
- 2.) Readers may develop negative impressions of a writer's arguments if his prose contains misspelled words.
- 3.) Learning conventional spellings of words allows people to read the words more quickly and concentrate on ideas rather than spelling.

# Structure of Cued Spelling

(The 10 Steps)



# Step 1: Choose a word

- Child chooses a **high interest word** to spell (about 5 words each day).
- These may be collected from **spelling lists** or **commonly misspelt words**.





# Step 2: Check the spelling of the word

- Both child and parent check on the **correct spelling** of the word using a **dictionary** or **online** *if necessary*.
- Child may put the spelling words in a **Spelling Diary** (See slide 26)



# STEP 3a: Read the word

- Parent and child both **read** aloud the word **together**



# STEP 3b: Read the word

- Child then **reads** the word **alone** .





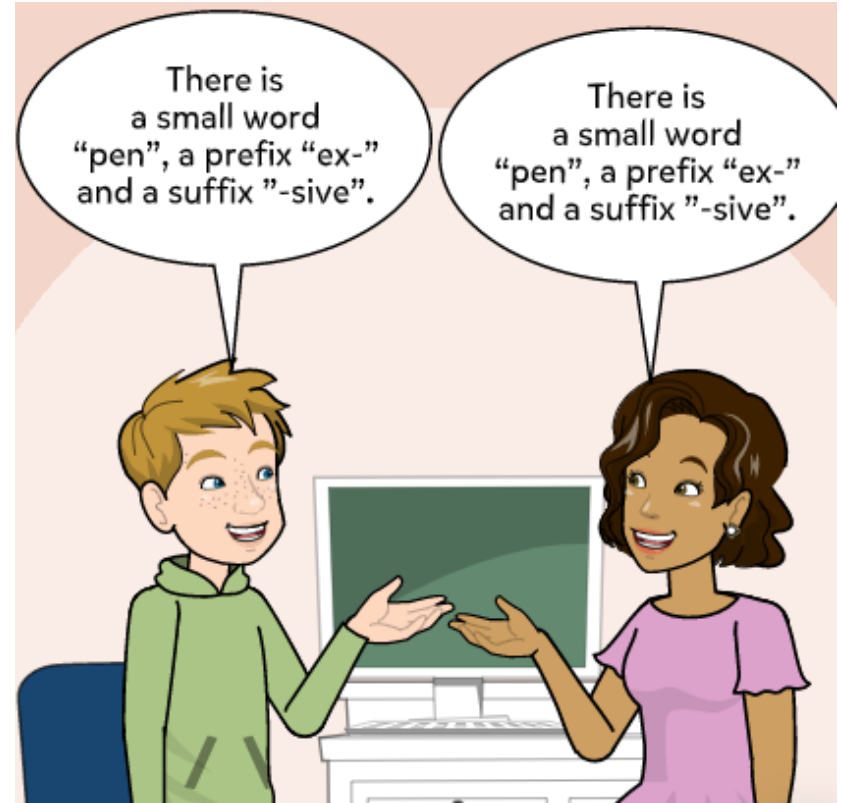
# STEP 4: Choose cues to remember

- Child chooses **cues** (prompts or reminders) to help him/her **remember** the structure of the word.
- The cues may be **phonic sounds, letter names, syllables, chunk of words** .  
(More cueing methods will be discussed in later slides)



# STEP 5: Say the cues aloud

- **Both** say the cues aloud together .



# STEP 6: Parent's demonstration

- **Child** says the word aloud while **parent** writes the word on scrap paper.



# STEP 7: Cued Trial

- **Parent** says the word aloud while the **child** writes the word.



# STEP 8: Self Cued

- **Child** says the word and writes the word **simultaneously** .



# STEP 9: Test

- **Child** writes the word down **as fast as possible** (he may or may not decide to recite the word aloud at this step).





# STEP 10: Read again

- Child **again reads** the word aloud as a reminder of the word as a meaningful whole.



# Speed review

At the end of each day's session of the Ten Steps on all words, parents can read out all the day's words in a **different order**. The child writes them as quickly and correctly as he or she can - then checks if the words are right with the **diary**.



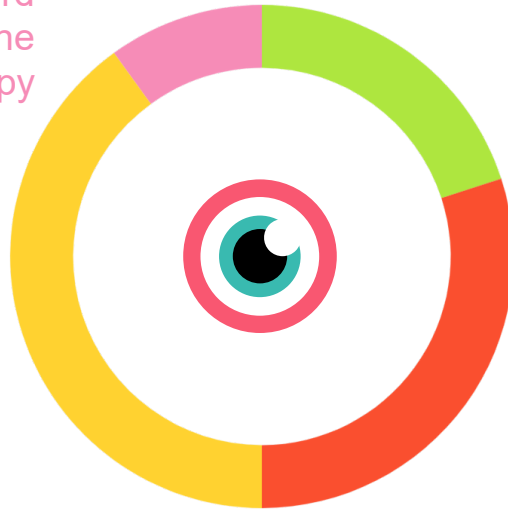




# Things to take note

Parent should make sure that any other examples of the word are **covered up**, so the child can't just copy

Children always check for their own **mistakes** in the diary.  
Parent does not point out the mistakes - except when the child checks but still doesn't notice a mistake. The Spelling Diary **MUST** only have words spelled exactly right in it.



From Step 6 to Step 9, any words written **wrongly** should be well **crossed out** by the child

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

# Mnemonic strategies

## 1. 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.

<b>Some rules in spelling:</b>	
"q" and "u" stick like glue	Examples: <i>queen, queue</i>
No English words end with "i" and "j".	
When 2 vowels are next to each other, the first vowel is usually long (the sound is the same as the sound of the letter) and the second vowel is silent.	Examples: <i>meat, lie, goat, plain</i>
Use <i>oi</i> in the middle of a word and use <i>oy</i> at the end of a word.	Examples: <i>boil, soil, toil, boy, toy.</i>



# Mnemonic strategies



## 2. Word in words

Breaking words up into bits like syllables helps us to remember them. 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**.



**veg,get,table,tab,able**



# Mnemonic strategies

## 3. 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").

<u>PREFIX</u>	<u>WORD</u>	<u>SUFFIX</u>
Un-	REAL	-ness
Anti-	HAPPY	-ly
Bi-	QUICK	-ity
Micro-	CYCLE	-ship
Sub-	RELATE	-tion
Re-	CREATE	-able
Ex-	SCOPE	-ist



# Mnemonic strategies

## 4. 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.

### Word Families

ack- back, hack, pack, rack

ain - brain, chain, main, plain

ake - awake, bake, cake, fake

ale - ale, bale, sale, tale

all - all, ball, call, hall

ame - blame, came, game, same

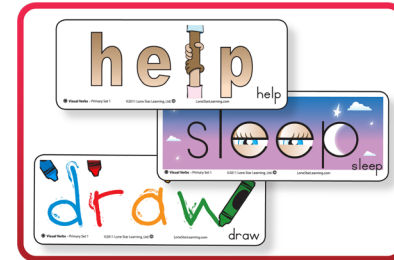
an - an, ban, can, pan

ank - bank, drank, sank, tank

# Mnemonic strategies

## 5. 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



# Mnemonic strategies

## 6. Shrink & 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**

*1 collar & 2 socks.*




# Mnemonic strategies



## 7. Highlight

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





# Spelling diary

## Cued Spelling Diary

Pupil's Name:		Week Beginning:				Speed review score	Mastery review score	Comments
Supporter's Name:								
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Comment:								



# RECOMMENDATIONS

Click the link below to access more resources on cued spelling:

<https://highlandliteracy.files.wordpress.com/2017/10/cued-spelling.pdf>

Click the link below to watch a video demo of the 10 steps:

<https://youtu.be/9ZuIW-QluQw>

# References

- Topping, K. J. (1995). Cued Spelling: A Powerful Technique for Parent and Peer Tutoring. *The Reading Teacher* , 48(5), 374–383.
- Treiman, R. (2018). Teaching and learning spelling. *Child Development Perspectives*, 12(4), 235–239.



# THANK YOU!

Do you have any questions for me?

You can reach me at

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