

Inclusive Education

From

Guide: [Dyslexia and learning](#)

Strategy: [Support early literacy development through a structured literacy approach](#)

Suggestion: [Teach spelling skills explicitly](#)

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Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/teach-spelling-strategies-explicitly

Components of spelling instruction

Spelling instruction should include:

- **Alphabetic principle** – knowledge of which individual letters match up to sounds, in a left to right sequence
- **Pattern information** – which groups of letters function as a pattern to represent sounds, for example, CVC (Consonant/Vowel/Consonant) pattern to form short vowels – “cat” or CVCe/CVVC patterns to form long vowels as in “same” or “meat”
- **Spelling variations based on word origins** – for example, “ch” sounds like /ch/ in Anglo-Saxon words like check, /sh/ in French words like niche, and /k/ in Greek words like chaos
- **Meaning information** – which groups of letters represent meaning (the prefix re- as in “redo” meaning to do again).

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