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## **Listen ~ Speak ~ Write ~ Read**

### **Introduction**

Welcome to the Listen ~ Speak ~ Write ~ Read spelling programme.

This spelling programme is based on the most common words in English, sometimes known as High Frequency Words (HFWs). There are around 100 HFWs that make up about 50 % of any text that we read or write. It is therefore very important that children can read and spell these words fluently – without needing to think about it. When children can do this, they have lots of “brain power” freed up to tackle the other words they need to read and spell.

The 100+ words in this programme have been chosen because they are very commonly used, and have been grouped into logical sets so that common letter/sound correspondences can be taught together.

The order of the sets follows the teaching order of the sounds in the DfE Letters and Sounds programme, so that the programme can be used alongside Letters and Sounds to support and

complement phonics teaching. For schools following a different synthetic phonics programme, the order of the sets can be adjusted to fit the teaching order of the programme.

“Listen Speak Write Read” is the process that we all follow when spelling an unknown word. We *listen* to the word, *speak* it slowly to break it into sounds, *write* letters in response to each of the sounds we can hear, and then *read* the word back at the end to make sure we have written all the sounds in the correct order. Children need to be taught explicitly to do this, to ensure that they don't rely on trying to visually memorise words.

The programme can be used as an intervention programme with children who are struggling with spellings, and has been designed so that it can be taught by a Teaching Assistant or parent. Although it has been designed as a one to one programme, it could easily be used as a spelling programme for whole classes as part of your Quality First Teaching.

The programme is designed to be done little and often – 5 to 10 minutes daily – as this is known to be the best way to learn spellings.

The programme is multi-sensory as it involves writing the words whilst speaking, hearing and looking at the words. This multi-sensory approach helps learners to retain the learning more easily.

The Listen Speak Write Read process also helps to develop phonological awareness and phonological processing – the underlying skills which are needed for both reading and spelling. Children with weak phonological processing skills are at risk of Literacy difficulties and therefore it is vitally important to ensure that time is spent developing these skills.

In order to decide which groups of words should be taught (some children will already be able to spell some of these words) it is important to check that the child can spell the words correctly *within sentences*. Spelling words correctly within sentences is more difficult than spelling a single word

correctly. For this reason, dictation test sentences have been provided as an initial assessment. The sentences should be read by an adult, and words should be ticked off on the record sheet only if they are spelt correctly and without hesitation.

Any groups of words where the child has scored less than 5/5 should then be taught. It is important that known spellings are practised alongside spellings that aren't secure for a number of reasons. Firstly, where the spellings are grouped according to their common letter/sound correspondences (such as "to do who into") children can use their knowledge of the known words within the groups to help them remember the words they are unsure of. Secondly, it reinforces the letter sound correspondence, and thirdly it offers a high success rate for the child and promotes a sense of achievement.

Teaching notes are provided with each set of words, to explain how the words are split into their sounds and to give additional guidance for which letters represent which sounds within the words. There are a number of words with tricky or unusual spellings, which many people think of as not being spelt phonetically, however knowing more about the complex alphabet code that makes up the English language helps with understanding why these words are spelt in this way. An alphabet code chart is included with the resources for further support with this.

The programme is designed so that words can be revisited as frequently as needed until they are retained in the long-term memory and can be written quickly and fluently "without thinking" within a sentence.

At the end of each 5 days of teaching, the words are tested and any that are not spelt correctly re added to a blank sheet. Once there are 5 words on the sheet, the words then form a revisit set where 5 days are spent revising them (using the same resources as in the initial teaching). This enables the programme to be both cumulative and individual.

After teaching 5 sets of words, those words should be tested again, using the dictation test sentences to see if they have been retained. Any spellings which are still insecure should then be revisited using the same process as before.

Because the programme uses only 3 simple activities it is easy to learn how to use, and the familiar structure means that the child can concentrate entirely on the spelling process - not worrying about what to do and how to do it.

## Listen ~ Speak ~ Write ~ Read

**Listen** to the word being spoken slowly.

**Speak** the word out loud, stretch it out so you can hear all the sounds. Count the sounds in the word. Think about what letter or letters you will need to represent each sound you can hear. Look at the written word. Put sound buttons or dashes under the letter or letters that represent each sound. Where 2 or more letters are used to represent one sound, join the letters together.

**Write** the letters for each sound, saying each sound as you write the letters that represent it. Where 2 or more letters represent one sound, these letters should be joined together to reinforce the idea of one sound.

**Read** the sounds back in order (blending) and listen to check they are all there in the correct order. Say the word. Check your word against the original word.

The word should then be written again (preferably in joined up writing) whilst the sounds are being said, then checked again.

## How to use the resources

Day 1: Complete the Listen Speak Write Read Spelling table.

Day 2: Practise the words again using the Listen Speak Write Read process. Write the letters in the boxes (phoneme frame) and then on the line in joined up writing (up to 3 times).

Day 3: Write out the dictation sentences, check all the target words are correct. Do any corrections straight away.

Day 4: Practise the target words again using the Listen Speak Write Read process. Write the letters in the boxes (phoneme frame) and then on the line in joined up writing (up to 3 times).

Day 5: Test the words, reminding them to sound the words out, then say the sounds as they write the words. Correct any mistakes straight away. Transfer any words that have not been correctly spelled during the test onto a blank sheet, for revision once the sheet has 5 words on it.

## Set 1

How to split up the words into sounds:

can      /c/ /a/ /n/

had      /h/ /a/ /d/

did      /d/ /i/ /d/

him      /h/ /i/ /m/

big      /b/ /i/ /g/

Suggested sentences for dictation:

I had a big bag.

Can a man get lost?

Did a frog sit on a log?

I can stop him.

A big man had a can.

Day 1: Complete the Listen Speak Write Read Spelling table. Work across the table in rows.

<p>Read the word.</p> <p>Check you understand what it means.</p> <p>Say a sentence with the word in it.</p> <p>Circle/highlight any tricky bits.</p>	<p>Say the word slowly and count the number of sounds.</p> <p>Work out which letters represent which sounds.</p> <p>Do sound buttons/dashes for the word.</p> <p>Where 2 or more letters represent one sound join the letters together.</p>	<p>Say the word one sound at a time and put dots under the boxes you need – one <b>sound</b> per box.</p> <p>Write the letter or letters for each sound.</p> <p>Check you have written the sounds in the correct order by blending them back.</p> <p>Check you have used the correct letters for each sound.</p>	<p>Write the word out again in joined up writing,</p> <p>say the sounds while you write them.</p> <p>Blend the word back to check it.</p> <p>Now check it against the word in the 1<sup>st</sup> column.</p>
<p><i>can</i></p>	<p><i>can</i></p>	<p>□ □ □ □ □ □ □ □</p>	
<p><i>had</i></p>	<p><i>had</i></p>	<p>□ □ □ □ □ □ □ □</p>	
<p><i>did</i></p>	<p><i>did</i></p>	<p>□ □ □ □ □ □ □ □</p>	
<p><i>him</i></p>	<p><i>him</i></p>	<p>□ □ □ □ □ □ □ □</p>	
<p><i>big</i></p>	<p><i>big</i></p>	<p>□ □ □ □ □ □ □ □</p>	

Day 2: Practise the words again using the Listen Speak Write Read process.

*can*

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*had*

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*did*

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*him*

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*big*

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Day 3: Write out the dictation sentences, check all the target words are correct. Write out any corrections straight away.

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Day 4: Practise the target words again using the Listen Speak Write Read process.

*can*

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*had*

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*did*

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*him*

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*big*

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Day 5: Test the words, remember to sound the words out, then say the sounds as you write the words. Correct any mistakes straight away. Transfer any words that have not been correctly spelled during the test onto a blank sheet, for revision once the sheet has 5 words on it.

Use the dictation test sentences for extra practise in writing the words in sentences.

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