

Supporting your dyslexic child with spelling

Simultaneous Oral Spelling (S.O.S)

This method of learning spelling is called the SOS method. This stands for Simultaneous Oral Spelling.

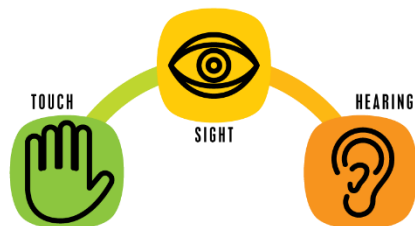
Research has shown that this method is almost twice as effective as simple writing or repetition.

SOS is a **multi-sensory** learning method. When the child uses the SOS method, they are using all sensory channels to learn how to spell new words. This means they will be using :

Visual (seeing)

Auditory (hearing)

and movement (doing)



To take in the spelling pattern of the new target word.

The SOS method also involves over learning. Each word is practised for 3 days in a row. This helps the child remember each new word they learn.



How to get started

Set aside 10 minutes each day for helping your child with spelling.

The list of words you want them to learn should be short - no more than 5 words.

You should practise spelling the same list of words for 3 days in a row.

This means that no more than 10 new words can be learned in a week.

It is important to follow the same routine every time you practice a word. You can use the task card on the next page to help you to remember the 6 steps.

You could also ask your child to make the word with plastic/wooden letters or scrabble pieces.

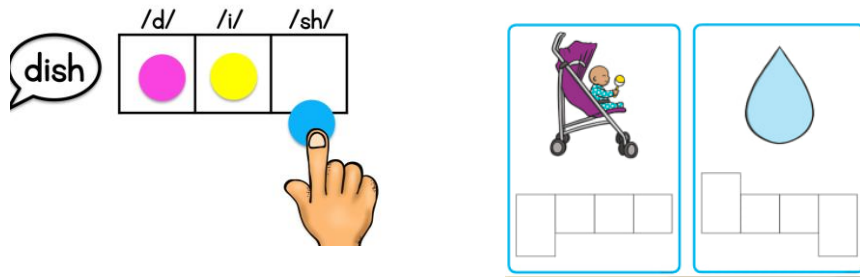
If it is a tricky word you could write or make the word for them to show them what it should look like before you begin.

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How to use the Simultaneous Oral Spelling method:

It is a very easy method to use but **you must ensure you don't miss out any steps.**







1. The adult says the word aloud to the child. The child needs to look and listen. They should be reminded to pay special attention to the formation of the word on the lips.
2. The child repeats back the word. It can help to give them a mirror to check for proper mouth formation.
3. The child sounds out the word using a finger for each sound, starting with the thumb. They need to say each sound out loud as they lift each finger. Elkonin boxes can be helpful here if this task is too difficult for them:



4. The child spells the word out loud using a finger for each letter as in step 3. They need to say the letter out loud as they hold up a finger e.g. p-r-a-m - pram
5. The child will write the word down, saying each letter as they write it.

6. The child reads back the word aloud.

Task board:

Adult says the word Child looks and listens	
Child repeats the word.	
Child uses fingers to sound out the word, starting with the thumb.	
Child finger spells the word out loud using a finger for each letter.	
Child spells the word out loud as they write it.	
Child reads the word aloud and checks it is correct.	

Practise the same words 3 days in a row.

