

Coming Soon!
SEN Coffee Morning

- ♦ Meet other parents
- ♦ Share advice
- ♦ Swap strategies/resources
- ♦ Build up a support network
- ♦ Get general advice on SEN needs

Please look out for further information.



A few extra ideas to make spelling fun!



FURTHER ADVICE AND CONTACT DETAILS

SENCo – Mrs Sarah Palmer: spalmer@pembridge.hereford.sch.uk

SEN Governor – Mrs Anita Lloyd: office@pembridge.hereford.sch.uk

Independent help and support can be found by contacting the Parent Partnership Service:

sendias@herefordshire.gov.uk 01432 260955

PEMBRIDGE CE PRIMARY SCHOOL

INSPIRING **LEARNING** THROUGH FAITH AND VALUES **TOGETHER** Spring Term 2018

Welcome to our new termly **Learning Together** - a newsletter which offers some suggestions, thoughts and ways into exploring some of the common difficulties children are faced with as they travel along their learning journey. As a result of parent requests, and our own discussions in school, we hope that **Learning Together** will help provide a bank of resources to use at home to help all our children to succeed.

Our focus this term:

Spelling skills

Spelling is
~~difficult~~
~~challenging~~
hard.



I would like to introduce myself as Pembridge CE Primary School's Special Educational Needs Co-ordinator (often known as SENCo). I am here to offer support and advice regarding additional needs or SEN support for your child. At Pembridge, we are proud of our open door policy so please do not hesitate to get in touch if you have any concerns or need some support. If you would like to make an appointment to see me, please speak to Mrs Biddle in the School office.

Many thanks,

Mrs Palmer



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Headteacher: Mr Robert Hollis



At Pembridge Primary School, our children are at the centre of everything we do. We aim to identify the needs of all pupils as early as possible. This is part of our rigorous assessment and review programme, which ensures that effective provision is put in place to meet the needs of every child.

We recognise that all children learn and develop in different ways. Staff use different teaching styles, activities, resources and plan differentiated work so all children can access the curriculum. Despite this some children will require extra support at some point during their school life.

Did you know...

that up to 20% of children (1 in 5) need support for an Additional Learning Need at some point in their lives?

Spelling

We have a number of children in **every** class who have a spelling age 6 months below their chronological age. Whilst this does not necessarily mean there is a problem, early indication can bring about different approaches we can use to help your child develop techniques to be better at spelling. **Does your child have difficulty retaining their spellings?**

To be a good speller, there are many different cognitive processes that need to be working smoothly together.

First of all, you need to store the spellings of words, a system involving long-term memory. Then, you have to be able to hold onto a word in your mind as you recall each letter, which involves something called working memory.

When a child's spelling ability falls below that of same-age peers, it can undermine his or her confidence and result in poor performance at school. It may affect both the amount a child writes and the complexity of their written work. Poor spellers sometimes avoid using words that are part of their spoken vocabulary out of a fear of making spelling mistakes. They can be reluctant to participate in group activities, especially those which involve writing on the board.

My spelling is wobbly.
It's good spelling but it wobbles
and the letters get in
the wrong places.



Strategies to help spelling difficulties

As with any kind of learning, involving more than just the eyes and ears helps to create a rich sensory experience that reinforces information in memory.

Lots of these suggestions will help fine motor control too!

Try these ideas:

- Draw out a word in the air.
- Use beans, peas, beads or small stones to spell out a word.
- Print the word using rubber stamps and ink.
- Trace words in glitter, corn flour, baked beans, sand, washing up liquid and shaving foam. The gooier the better!

- Squirt the word on the ground outside using washing up liquid bottles filled with water.
- Make the words using scrabble letters.
- Rainbow writing – write over the word in as many different colours and types of pen.
- Trace on sand paper letters or carpet tiles.
- Write the words by syllables in different coloured markers.
- Type each of the words in 5 different fonts, colours, and sizes.
- Use an old magazine or newspaper and find your words or letters that make up words—you could cut them out and stick them down.
- Have fun—no learning happens when there is stress and disappointment!