The Fernald Technique or Simultaneous Oral Spelling (SOS)

The word should be written large enough to finger trace

- The teacher reads the word clearly
- The student repeats the word
- The student looks at the word carefully and notes any particular tricky letters, prefixes or suffixes (which can be highlighted)
- The student then traces the letters, using the index finger of the hand he or she writes with, while simultaneously saying the letter names aloud as he or she traces over them
- The word is removed and the student writes the word, in cursive writing, from memory
- The student then checks the word with the target word on the page
- The student repeats the process if necessary, until able to write the word correctly from memory
- The student writes the word in a meaningful context, either in a dictated sentence or a piece of independent writing

This method is a combination of the Fernald and SOS multi-sensory spelling techniques and is recommended for learning irregular spellings. Looking at the letters and using colour to highlight morphemes, including plurals, affixes and silent letters, supports visual learners. Kinaesthetic learners benefit from using their tactile sense when they trace over the letters as well as their motor memory when they write the letters in cursive script to enhance motor memory skills. Auditory learning is supported as students listen to the word being pronounced, repeat the word and say the letters aloud.

From: *How to Manage Spelling Successfully* by Philomena Ott.
Details of other multi-sensory approaches to spelling are also included in this resource.