

Ideas to Improve Syllable Division for Reading and Spelling

If a student has difficulties with auditory processing you will find that they will struggle to process all of the sounds in a word. It may be that they will omit a sound, for example: they will spell “mind” as “mid.” They will often omit syllables from words when reading or spelling, for example “ambulance” will become “amblance.”

With older students; look at a piece of free writing and count how many words of more than one syllable they have used. Many will use few in comparison to the total amount of words written. Then count how many multi-syllabic words are spelt correctly. This will help you to know whether they need to practice syllable division.

The following are suggestions for syllable division practice:

Syllable Teaching

Start with hearing the number of syllables in a word. For example carpet= car-pet, ambulance = am-bu- lance. To learn this in a fun way the student could:

- ❖ Clap hands
- ❖ Stamp feet
- ❖ Tap the table
- ❖ Tap table with fingers (helps to recall how many beats by which finger the pupil has stopped on)
- ❖ Beat musical instruments

I have provided games that can be played individually or in a group Identifying syllables in words

Use the following list as examples of words to ask “How many syllables?”

chair *	computer * * *
turnip * *	teacher * *
postman * *	wallpaper * *
picnic * *	beautiful * *
apple * *	ambulance * * *
bedroom * *	helicopter * * * *

antelope * *

crocodile * * *

rabbit * *

win *

clock *

tent *

alligator * * *

dog *

magical * * *

competition * * * *

exciting * * *

motorbike * * *

grandfather * * *

indigenous * * * *

invisible * * * *

apparatus * * * *

information * * * *

mysterious * * * *

Syllable games:

- ❖ Provide a box full of objects and pupils score a point if they count correct syllables.
- ❖ Pupils could count syllables in objects and score a point for every syllable that they count- score kept and added at the end. Picture cards could be used for this.
- ❖ Feely bags with objects in could be used. Pupil describes it whilst feeling and gives number of syllables in the object. This game would also help develop expressive language.
- ❖ Auditory game could be played where you read the children a list of objects to be remembered.
- ❖ Board game- use the board game with a dice labelled 1, 2, 3 and 4 only. The child throws dice and moves to picture that has that amount of syllables on it.
- ❖ Three of a kind - use the syllable picture cards + cards numbered 1,2,3,4. Place the syllable picture cards face down on a table. The pupil takes a picture card, names it and puts it under the correct syllable number card. The pupil who places the third card under any number, names the pictures to win a set of three.
- ❖ Jumping syllables: This activity teaches student to separate words into syllables. Students move syllables around to create new "silly" words which gives them practice manipulating different sounds.
- ❖ The following website has lots of exercises and activities to reinforce syllable division
- ❖ <http://www.superteacherworksheets.com/syllables.html>