



Dysortographia - Disorder of spelling (1)

Dysorthography is a specific spelling disorder, manifested primarily in the area of grammar. However, it does not include the whole grammar but mainly refers to specific dysorthographic phenomena, such as adding or omitting letters or syllables, not managing word boundaries in writing, etc. It also includes the issue of inappropriate application of grammatical phenomena in dictations. The text of a pupil with dysorthographia is full of various errors and inaccuracies which are committed repeatedly and are in no way related to his or her intellectual abilities. Dysorthographia is often associated with dyslexia.

DIFFICULTIES IN ACQUIRING GRAMMATICAL RULES AND APPLYING GRAMMATICAL PHENOMENA

- We make it easier for pupils to learn the material by means of vocabulary overviews, supplementary exercises and cards focusing on vocabulary phenomena. It is possible to use materials that are commonly available in shops, but it is better to use your own, overviews that the pupil creates in cooperation with the teacher.
- Colour visualisation of the rules helps to remember them. The pupil has to search the text and mark the capital letter at the beginning of the sentence and the sign after the sentence by underlining or circling. The pupil then transcribes the prepared text into a notebook and writes the marked phenomenon in colour. The same procedure is applied when practising other grammatical rules.

DIFFICULTIES IN RESPECTING LINE SPACING OR MARGINS

- Use different workbooks and materials with supporting lines. Size may vary according to the child's needs.
- Respect the level of written expression. The task can be shortened or supplementary exercises can be used for the given grammatical phenomenon so that the child does not lose concentration with the transcription of the text. Pupils get tired quickly.

DIFFICULTIES IN CONSISTENTLY FOLLOWING LINES OF TEXT

- To fix eye movements (left-right), the teacher can e.g. name objects from left to right, place objects according to dictation, read the first letters or syllables in a word (so the pupil has a good feeling of the work done).
- Strengthening visual perception and concentration. There are many materials available for the exercises and it depends on the needs of the child. We always start with exercises at a level the child can still manage and gradually move on to more difficult tasks.



Dysortographia - Disorder of spelling (2)

PROBLEMS WITH WORD BOUNDARIES IN WRITING

- When practising, progress with the pupil from simpler to more complex sentences. Use graphic representations of the sentence with arranged marks, clapping or with kit.
- Practice prepositions with pictures. The teacher shows a picture and the pupil connects the object shown with the prepositions on cards, e.g. a picture of a table, pupil adds prepositions and reads: on the table, under the table, at the table.

ADDING, OMITTING, SKIPPING LETTERS OR SYLLABLES

- The pupil will break the words down into their individual syllables and again and then build whole words. The folding and unfolding of words is practised both aurally and visually. Use plastic, fabric, paper letters, etc.
- Making words from mixed-up letters or underlining correctly spelled words.
- Use different games e.g. word football to develop auditory perception.

INCORRECT PLACEMENT OF ACCENTS

- For the correct word accent, you can use poems with regular rhythm (budgets, rhymes) on which the pupil trains the rhythmization of words.
- Use a variety of games associated with movement, instruments, and songs. Do not forget that the teacher is a speech model for the pupil.



Dysortographia - Disorder of spelling (3)

WRITING

Cannot identify mistakes in written text

Can say grammatical rules but cannot apply them in written text

Making specific mistakes

COMUNICATION

It may look like the pupil is hearing incorrectly

Problems with auditory perception or visual memory especially

SOCIAL IMPACTS

School failure when the disorder is not detected

Low self-confidence

Problems with not meeting adult expectations

ORGANISATION

Problems with concentration

Get tired quickly when writing exercises

Works very fast or very slow (other manifestations)

COMORBIDITIES

It is often associated with dyslexia but also other specific learning disorders



Annex for Disorthography - Disorder of spelling

ANNEXES / ADDITIONAL MATERIALS

- An overview of available applications: <https://www.speld.org.au/apps>
- <https://www.kamnet.cz/>

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WANT TO KNOW MORE SECTION

- <https://www.asha.org/practice-portal/clinical-topics/written-language-disorders/disorders-of-reading-and-writing/>
- <https://www.ncbi.nlm.nih.gov/books/NBK10787/>