



The Helen Arkell Dyslexia Centre  
Saturday Morning Presentation

**Judy Capener**  
The 'Spell' of Words

**BOOK EARLY TO ENSURE YOUR PLACE!**

**NOTE VENUE FOR THIS SESSION**

**Frensham Heights School**

Rowledge  
Farnham  
Surrey GU10 4EA

**NOT** at the Centre!

**THIS SESSION COUNTS TOWARDS YOUR CPD AND YOU  
WILL RECEIVE A CERTIFICATE OF ATTENDANCE**

Saturday Morning: 26 November 2011

10.00 for 10.30

to

12.00

**£20**

**Arkell Lane, Frensham, Farnham, Surrey, GU10 3BL**

tel: 01252 792400

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[www.helenarkelldyslexiacentre.org](http://www.helenarkelldyslexiacentre.org)

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## The 'Spell' of Words

English spelling has a bad reputation, its mastery often being associated with endless lists of words to be learnt and strategies devised for the 'tricky' ones with patterns that make neither rhyme nor reason. Its image is one of being inconsistent, and where there are apparent rules, riddled with exceptions.

This is a fallacy! The mistaken belief makes the assumption that spelling is primarily the representation of sounds, when written words do, in fact, symbolise meaning. For example the word 'write' may not upset the spell-check tool, but certainly will the reader!

The building blocks in the early stages of reading and spelling are letters and sounds – phonics. And it is to this level we return with phonically based structured language programmes, recently endorsed by the Rose Report as the most effective method of teaching literacy to the learner with dyslexia. However, it is only the beginning of the process in mastering the written word.

There are two other pieces in the jigsaw – morphology and etymology. These are equally if not more important than phonology. Morphology, how words are structured in terms of meaning, and etymology, the origin of words, are closely interlinked. Together they can answer the question as to why English spelling is 'the way it is'.

The session intends to explore the 'roots' of English – Anglo-Saxon, Latin and ancient Greek - and how the intertwining of these language accounts for its spelling appearing awkward and contradictory. The exploration will dispel myths about its 'inconsistency' and 'exceptions'. It will at the same time present a different set of rules on which to base your instruction.

Examples, based on the presenter's own practice, will be used to show how, using multi-sensory strategies, this approach can be incorporated into a structured language programme, used an alternative approach to mastering 'tricky' words, and deal with the subject specific vocabulary of English and the sciences for the older student. Because the emphasis is on linking written patterns to meaning, simultaneously it can enhance the learner's receptive vocabulary skills, and give them greater confidence to use them in writing.

During the investigation it will become apparent why for the learner with dyslexia this approach offers a different, intriguing and '*spell binding*' way to understand and manage the English alphabetic code, and one that will benefit spellers, good or bad, at all ages and stages.

**Judy Capener** has been working in the field of dyslexia for 25 years having trained originally with the Dyslexia Institute under Dr Harry Chasty and Kathleen Hickey.

She has been programme leader for post-graduate courses in SpLD, including one for tutors working in FE and HE, at Manchester Metropolitan University and external examiner for Kingston and Swansea Metropolitan University's SEN programmes. She is an experienced teacher and teacher trainer and a long-standing member of the British Dyslexia Association Accreditation Board. Two years ago Judy was appointed a director of PATOSS.

Judy has delivered accredited dyslexia training for Staffordshire, Wigan and Cornwall Las, and presentations in Egypt, Geneva and Boston, USA. She has been a keynote speaker for many years on training courses for Swansea LA for teachers and teaching assistants. Publications include 'Working-with-words', a highly acclaimed multi-sensory programme.

Whilst at school Judy always wanted to be an archaeologist but failing history O level put paid to that ambition. Since opting for specialist teaching of dyslexic learners, an alternative way of harnessing this love has been found, only this time it is the history of the English language. She has studied Latin and Ancient Greek, and still attends Anglo-Saxon classes. This has given her the opportunity to see just how important these ancient languages are to Modern English, both in terms of understanding and as spelling. Researching what language programmes are available in the UK which harness this knowledge has shown there is little available to meet the needs of the dyslexic learner. At the risk of being regarded as a 'heretic', she believes it is important to redress this, and convince teachers and parents that simply dealing with phonics is only part of the picture - risking the 'stuck in phonics' syndrome! Now she is spending much of her time developing structured language programmes focusing on this additional approach to teaching English vocabulary, with her students being the best critics possible!



Registration Form

**Judy Capener**  
**Saturday Morning 26 November 2011**  
To be held at  
**Frensham Heights School, Rowledge, Farnham, Surrey GU10 4EA**  
**10.00 for 10.30**

Mr                      Mrs                      Ms                      Miss                      Other

First names :	
Surname:	
Address:	
Telephone:	
Daytime telephone/mobile:	
Email:	

Payment of £20 enclosed:  
Cheques should be made payable to:

**H.A.D.C.**  
and sent to  
**The Helen Arkell Dyslexia Centre**  
**Arkell Lane**  
**Frensham**  
**Farnham**  
**Surrey**  
**GU10 3BL**

If you wish to pay by credit card, please telephone The Helen Arkell Dyslexia Centre on tel:01252 792400.





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2011 - 2012

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<p>You can email any queries to: <a href="mailto:courses@arkellcentre.org.uk">courses@arkellcentre.org.uk</a> or telephone HADC on 01252 792400 and ask for the courses coordinator</p>	
<p>Application forms can be downloaded from our web site: <a href="http://www.helenarkelldyslexiacentre.org.arkellcentre.org">www.helenarkelldyslexiacentre.org.arkellcentre.org</a> <b>please contact us on 01252 792400 if you would like it posted</b></p>	

***Notes***

*Notes*



**The Helen Arkell Centre**  
Frensham, Farnham  
Surrey GU10 3BL

*The Centre is on the A287 between Farnham and Hindhead. Frensham is South of Farnham and North of Churt.*

*Maps are available on request or you can download them from our website.*

## Important Numbers

Main telephone	01252 792400
<i>(Centre Coordinator)</i>	
fax	01252 795669
web	<a href="http://www.helenarkelldyslexiacentre.org">www.helenarkelldyslexiacentre.org</a>
email	<a href="mailto:enquiries@arkellcentre.org.uk">enquiries@arkellcentre.org.uk</a>
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*For **all** preliminary enquires please call  
01252 792400*