

Section 6

Spelling

Developing spelling skills

In learning to spell, students progress along a developmental pathway until they can successfully integrate the four forms of spelling knowledge: phonological, visual, morphemic and etymological.

Students who need additional support in spelling should be provided with a program that recognises their current developmental level and builds an understanding of word patterns based on each of the four forms of spelling knowledge.

Systematic teaching of spelling will involve initial teacher modelling of strategies, followed by guided and then independent practice. The teacher's role is to organise the examination of words in such a way that students understand how particular spelling features and patterns operate (Templeton & Morris, 1999).

An explicit and systematic spelling program should:

- focus on teaching appropriate words related to:
 - the students' current levels of performance
 - the class program and student needs
- explicitly teach spelling patterns
- teach in small chunks
- provide opportunity for sufficient practice and feedback
- ensure maintenance of previously learned words
- provide for generalisation of newly acquired spelling skills
- emphasise the importance of correct spelling
- include dictionary skills
- be integrated across all Key Learning Areas.

Developing a teaching plan for spelling

Assessment

Gather and interpret the students' current spelling achievements. For example:

- select and analyse samples of the students' writing to determine which types of spelling knowledge are being applied and what needs to be taught (see pages 156, 157)
- analyse results for spelling in the Basic Skills Test if information is available
- examine performance on specifically designed tests
- use students' self-assessment
- consider the students' responses to a spelling questionnaire (see page 158)
- observe spelling behaviours in modelled, guided and independent reading and writing sessions.

The spelling program

- Using the assessment information gathered, establish priorities for spelling instruction and determine the *English K-6 Syllabus* outcomes to be achieved. (Refer to page 157 for one approach to recording a student's spelling achievements using the scope and sequence of the *English K-6 Syllabus*.)
- In the context of talking, listening, reading and writing decide how you will explicitly teach the phonological, visual, morphemic and etymological knowledge that the students will need to know, relevant to their stage of development (see pages 174–176).
- Refer to *Teaching spelling K-6* for additional strategies.

Teaching spelling – some considerations

- Encourage students to take an active role in the selection of spelling words, particularly by tracking words misspelt during written language activities. Help students to prioritise the words they will need to learn. Teach in the context of modelled, guided and independent writing. Teach in small units. For example, teach three words a day rather than four or five, or fifteen at the beginning of the week.

Give students opportunities to practise the words each day with feedback. Teach a range of strategies that students can use independently for self-correction and practice (see pages 161–164). Consider training peer tutors or 'spelling buddies' to support students (see pages 165–170 for examples of activities and strategies that may be suitable).

- Consider how students will get additional support and explicit teaching to gain the knowledge, skill and strategies needed in order to become effective spellers. For example, the guided writing session provides the most significant opportunity for classroom teachers to work with students experiencing difficulties, assisted by the support personnel, if available.

- Decide how a student's progress will be monitored regularly to determine the effectiveness of the teaching and learning experiences and intervene early when a student is not making the progress expected. (See pages 159–160 for examples of monitoring.)
- Use the language of instruction. The dialogue between the teacher and the students is considered to be critical to students' success in spelling. Students and teachers need to have a common language to use when reflecting on and discussing understandings about spelling.
- Maintain previously learned words. Maintenance of spelling words requires previously learned words to be frequently reviewed and interspersed with the learning of new words.
- Teach for transfer of learning. (See page 160 for examples of monitoring transfer of learning in a range of contexts.)
- Motivate students to spell correctly. Praise particularly improved performance and good effort. Use games and other fun activities. Select meaningful words and provide examples of their use and the need for correct spelling.
- Include dictionary training and explicit teaching about the use of other authoritative sources for identifying correct spellings and locating the correct definition of words when several are provided.

Consider how the room print will support the identification of correct spellings. For example, a 'word wall' of high frequency words with cards to match; data banks of sounds and letter combinations; word webs constructed around a morpheme or a root word, showing word origin; a glossary of topic words related to a planned unit of work; alphabet tins. (See pages 171–173.)

- Enable parents or caregivers to help. Develop common understandings about how spelling is taught and what is expected of students to ensure there is consistency between home and school. Assist the parents or caregivers to help with aspects of spelling knowledge about which they feel confident.
- Plan for systematic school-wide tracking of students who may require significant and continual intervention to improve.

Strategies to assess student achievement and needs

The following is a sample of words misspelt. These were taken from the student's journal writing, first writing drafts and other specifically designed tests.

Student: Year : 4 Date:

Standard spelling Student's attempt Standard spelling Student's attempt

Different ways to encourage students to apply the four forms of spelling knowledge.

Develop visual memory techniques to learn the spelling of many high frequency words. Look for little words in a word, e.g. the *hen* in *when* ... the *the* in *they*

Use analogy, e.g. *would*, *could*, *should*..., *night*, *fight*, *bright*..., *come*, *some*....

Use mnemonics for spelling irregular or difficult words, e.g. 'piece of pie'.

Spell words using consonant blends and other letter combinations that have been introduced as a component of the reading program.

said	sebe	some	sume
after	ufter	because	beekas
were	woor	about	ubat
they	thay	didn't	dint
would	wob	fight	fite
caught	coot	when	wen
person	poosen	float	flot
people	peper	going	gooing
flower	foover	through	froow
dirt	bert	pain	pane
spring	sprin	three	thee
have	hav	cream	creem
which	wich	tray	tra
small	snal	photograph	fotoguf

Type and pattern of student's misspellings

Consider a strategy for preventing *b/d* reversals.

Focus on the writing of contractions by considering meaning and context and the missing letters indicated by the apostrophe (').

Focus on meaning and context and know the differences in spelling when writing homonyms, e.g. *pain*, *pane*.

Become familiar with the various ways of representing a particular sound in writing and build word families, e.g. *tray*, *train*, *pane*.

Greek root *photo*, meaning *light*, *ph* makes the sound *f*.

What are some of the student's spelling achievements?

(See page 157 *Scope and Sequence of Phonological and Graphological Skills*.)

Identifying student skills

What are some of the student's spelling achievements?

Student: Date:

SCOPE AND SEQUENCE OF PHONOLOGICAL AND GRAPHOLOGICAL SKILLS (English K-6 Syllabus Pages 76-83)				
	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Spelling	<input checked="" type="checkbox"/> writes own name using correct spelling <input checked="" type="checkbox"/> copies the sequence of letters from models of high-frequency, topic and personal words <input checked="" type="checkbox"/> writes high-frequency words independently (eg is, I, am, the) <input checked="" type="checkbox"/> says and sounds while writing the first sound in a word <input checked="" type="checkbox"/> says and writes letters for some of the sounds in a word beyond the initial sound, identifying the sounds through stretching the words (initially with teacher support) - student may use letter names for sounds. <input checked="" type="checkbox"/> Spells unknown words phonetically (as they sound), with most of the letters in the correct sequence	<input checked="" type="checkbox"/> writes cv, vc and cvc words that contain known letter-sound relationships <input checked="" type="checkbox"/> chooses phonetically appropriate letters to represent most of the sounds in unknown words (student may have difficulty with consonant blends) <input checked="" type="checkbox"/> uses rime analogy to spell new words (eg mop, hop) <input checked="" type="checkbox"/> uses knowledge of familiar letter patterns to spell new words, eg -ed, -ing <input checked="" type="checkbox"/> spells words using consonant blends, digraphs and long vowel sounds that have been introduced as a component of the reading program <input checked="" type="checkbox"/> starts to use self-correction strategies such as visual and auditory strategies (eg sounding out, sight words) to spell unknown words in own writing	<input checked="" type="checkbox"/> uses an increasing bank of known spelling words written automatically <input checked="" type="checkbox"/> uses known letter patterns and sound sequences, not just individual letters, when spelling unknown words <input checked="" type="checkbox"/> classifies words into groups according to the way in which they are spelt (eg thought, bought, ought) <input checked="" type="checkbox"/> becomes familiar with the various way of representing a particular sound in writing (eg meat, meet, metre) <input type="checkbox"/> hypothesises about and learns spelling generalisations (eg i before e except after c; y to i rule for plurals; doubling consonants etc) <input checked="" type="checkbox"/> uses known word parts when spelling unknown words (eg prefixes, suffixes, compound words) <input type="checkbox"/> considers meaning and context when spelling words (eg when differentiating between homonyms such as their/ there/ they're) <input checked="" type="checkbox"/> correctly represents consonant blends when spelling unknown words <input type="checkbox"/> uses common consonant and vowel digraphs in attempting unknown words <input checked="" type="checkbox"/> uses mnemonics for spelling irregular or difficult words (eg 'piece of pie') <input type="checkbox"/> increasingly uses visual and phonetic self-correction strategies in editing own work (words that do not look or sound right) <input type="checkbox"/> becomes familiar with various spelling resources, eg spell check, dictionary	<p>(By Stage 3, students should be able to accurately and automatically spell words that are regularly used in the classroom. They should be able to use a wide range of strategies for spelling unknown words and for learning commonly misspelt words.)</p> <input type="checkbox"/> uses competent visual and phonological strategies for attempting and checking spelling (Does it look and sound right?) <input type="checkbox"/> uses known word meanings and base words when spelling unknown words (eg heal, healthy, sign, signature) <input type="checkbox"/> develops knowledge of word origins, eg Greek and Latin roots (telephone, aquarium) <input type="checkbox"/> consolidates and extends proofreading skills and takes responsibility for editing own work <input type="checkbox"/> develops a knowledge of less common letter patterns and spelling generalisation/rules and applies them to new situations <input type="checkbox"/> takes responsibility for maintaining a personal spelling notebook <input type="checkbox"/> competently uses various spelling resources, eg spell check, dictionary

☐ not yet ☒ developing ☒ achieved

Spelling skills assessment: student questionnaire

The following is an example of a spelling questionnaire that could be adapted and used by the teacher with individual students to inform programming.

Possible prompts

- ☐ Stretch out the word and write the letter combinations for the sounds?
- ☐ Think of a word that sounds the same?
- ☐ Use a Have-a-go sheet or write out the word a few times and pick out the one that looks right?
- ☐ Ask someone?
- ☐ Look for the correct spelling? e.g. use room print, personal dictionary, spellchecker...
- ☐ Think of another word to use?

Possible prompts

- ☐ Use look, write, cover, check?
- ☐ Think of other words that look the same? e.g. *night*, *light*
- ☐ Think of a way of remembering the tricky part? e.g. *piece of pie*, make up a ditty (mnemonic), think of a rule?
- ☐ Write the word many times? Spell the word aloud to someone?
- ☐ Stretch out the word and write the letter combinations for the sounds?
- ☐ Use known word parts, e.g. prefixes, suffixes, compound words, and the rules about adding them?
- ☐ Think about where the word might come from, e.g. *phone* (Greek) meaning sound, *telephone*.

Spelling questionnaire

- What do you do when you are writing and come to a word that you don't know how to spell?

.....

- Name someone who is a good speller. Why do you think this?

.....

- How do you learn to spell a new word?

.....

- How do you go about proofreading your own writing?

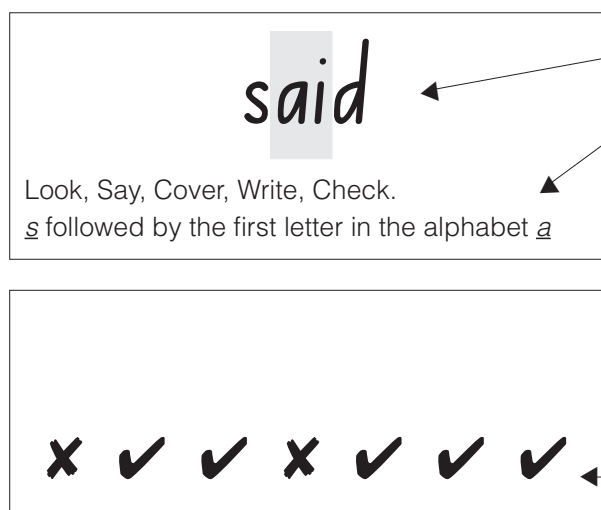
.....

Possible prompts

- ☐ Read for meaning? Ask *Does it make sense?*
- ☐ Track with a pointer following each word as it is read?
- ☐ Re-read for words misspelt?
- ☐ Underline words for checking?
- ☐ Ask *Does it look right?*
- ☐ Check the letters for all the sounds/syllables that can be heard?
- ☐ Consider if the word might belong to a word family?
- ☐ Consider the origin of the word?
- ☐ Check for the correct spelling?

Monitoring students' spelling progress

■ Monitoring on a personalised spelling card



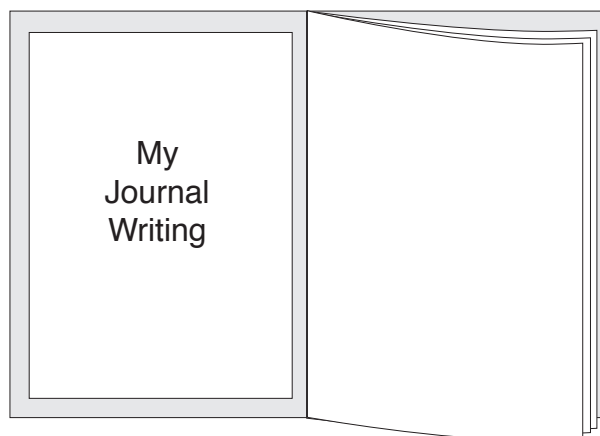
Word with tricky part highlighted.

Knowledge and strategy for teaching the spelling of the word. The student is challenged to identify and write which type of knowledge and strategy would be most useful when learning to spell the word accurately: phonological, visual, morphemic or etymological.

Back of the card is used for monitoring progress.

■ Monitoring for transfer of learning

For example, journal writing where the student may engage in quiet, sustained writing (ten minutes a day) recording thoughts, reflections and ideas.



In this context the student's automatic response to the spelling of many high frequency words, previously misspelt and then taught, can be monitored for transfer of learning (generalisation). The student needs to understand the link between the skill of spelling words correctly and its use in writing.

■ The student monitors his own progress by colouring the grid

Previously learned words continue to be monitored while new words are introduced.

Monitoring sheet

Student: Richard Class: Year 4 Beginning date: 30.6.06

Syllabus outcome: WS2.11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

Indicator of achievement: The student will spell with accuracy for three consecutive days high frequency words misspelt from his journal writing.

Date:

	30/6/06	1/7/06	2/7/06	3/7/06	4/7/06	5/7/06	6/7/06	7/7/06		
going										
would								X		
because								X		
said							X			
they				X						
some				X						
after	X		X							
were	X						X			
when	X									



Combine graphing with goal setting. Squared paper can be used by students to draw simple graphs.

■ Selecting samples of the student's work linked to syllabus outcomes

This can provide evidence for judgements of student achievement in a range of contexts. These samples can be included in the student's portfolio.

Evidence of the student transferring the skill of spelling to writing. Many of the high frequency words and spelling patterns taught are correct in this context.

Student: _____ Date: _____

Text : Carrot cake on Friday

Punctuate:

we came to see you said Wombat
oh said Rabbit I m cleaning the house

Choose the best word to fill the gap

They walked together _____ threw through
the bush. After a while, they _____ met meet meat
Possum and Koala.

Wombat licked the Vegemite _____ of for off
his whiskers and went home _____ too two to
make himself _____ hot buttered sum some
toast.

Colour each place where there is a mistake

After Wombat had mad his bed, he set of through the
boosh. Befor long he met Bandicoot.
"Hello, Wombat," said Bandicoot.
"Were are you off to?"

English : Independent writing

TASK: Below is a sample of your child's writing. The children were asked to write a recount of an excursion to a farm for the school newsletter. Photographs were shown to give them ideas. They were reminded to begin their recount with an introduction, include details about what they saw, write in sentences and use paragraphs to organise their writing. They were also asked to pay attention to spelling and punctuation.

Date: .12.11.2005

Name: Samuel

Draft copy:

On Monday year 3 went to a farm. They
saw pigs and more. When they got
there they had some food. Two moruthes
came Mrs Ellis and mrs Crib. They were
in gropes. They diel not get to see all
fo them. They were having a look at the
sheep. It is time to go hop on the bus.

Samuel's recount writing has improved this term. The above sample shows his writing is consistent with the task. Samuel began his recount with an introduction, nearly all his sentences are correct and many of his high frequency words and spelling patterns are also correct. We will work together on a plan to encourage Samuel to use paragraphs to better organise his writing.



The student's text used for guided reading provides a punctuation, cloze and proofreading activity for the student to complete independently. The student checks for accuracy by referring to the original text.

Independent strategies for self-correction and practice



Helpful hint:

Before providing students with examples of independent strategies for self-correction and practice, it is important for the teacher to understand the steps in teaching students the use of these learning strategies.

Seven important steps for teaching students the use of learning strategies

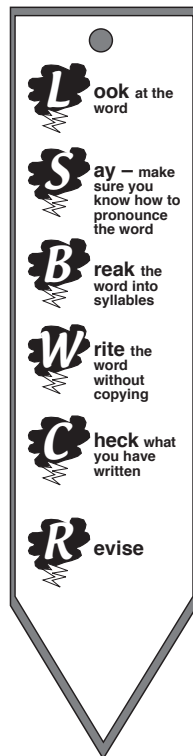
1. The purpose of the strategy needs to be explained; for example, to improve your learning and memory of spelling words.
2. The strategy should be modelled, including thinking aloud to explain each strategy step.
3. The importance of effort combined with strategy use should be stressed.
4. Students should be required to practise naming the strategy steps until automaticity is reached.
5. The teacher should observe students as they use the strategy, providing relevant feedback, as needed.
6. The teacher should instruct students to monitor their strategy use, using checkmarks and a list of steps, if needed.
7. The teacher should emphasise the usefulness of the strategy not only in the classroom but also in other appropriate settings (for example, at home, after school care) to facilitate generalisation.

Fulk & Stormont-Spurgin (1995)

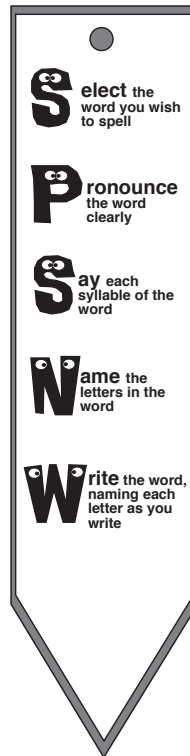
Look, Say, Cover, Write, Check – a strategy to support visual knowledge

Westwood (1994) describes two variations of the Look, Say, Cover, Write, Check method.

Variation 1



Variation 2



Taped spelling

Select words for review and write them on the activity sheet for practice. The student studies the words, folds them over or covers them so they can't be seen, then listens to the words on tape, writing each word as it is said. The student then checks to see if the words are spelt accurately, circles any incorrect letters for practice and colours the progress chart.

Spelling review

Text: Student's journal writing (high frequency words misspelt)

Use the tape.



Read the words and fold them over so you can't see them. Now listen to the tape and write each word. Check the list for accurate spelling. Colour your progress chart.

when				
were				
after				
some	fold	fold	fold	fold
they				
said				
because				
would				
going				

Error correction

Students need to consciously detect and self-correct their spelling errors (Gerber, 1986).

Students first compare their spelling to a model. Accurate spellings are marked accordingly, followed by self-praise (e.g. 'Good on me!')

Misspellings are corrected through the following three steps:

1. The incorrect letters of the word are crossed out, circled or boxed.
2. The correct letters are written in above the incorrect ones.
3. A correct spelling is written again on the line next to the incorrect version.

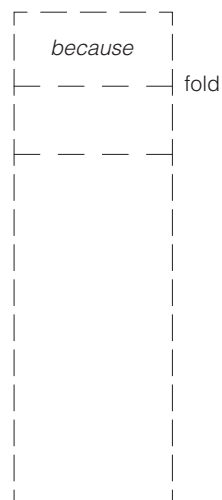
Self-correction procedures, once established, actively involve students in their learning.

Practising that tricky word

Cut strips of paper.

Mnemonic:

Big Emus Can't Add Up Sums Easily



Look
Say
Cover (fold the paper over)
Write
Check (unfold the paper)

Activities related to a text used for guided and independent reading

Base words

Select a base word to which prefixes and suffixes can be added; for example, *cover*. Students use a list of prefixes and suffixes and the dictionary to generate as many words as possible; for example, *covered*, *uncover*, *recover*.

Make jigsaws



Choose words from the students' reading text that can be divided into meaning or syllabic units. Cut to form a word jigsaw. Students can assemble jumbled sections to form a word. This is a self-correcting activity.

Variation:

Choose words from the text but don't cut as a jigsaw and have students make as many words as possible using the base word and the suffixes. They can word search in the text for clues and write the words made.



Computer assisted instruction

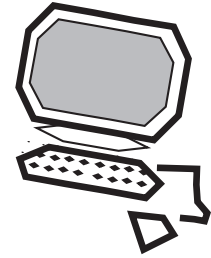
Using word processing programs

The student practises typing the words programmed for accurate spelling from a list, enlarging and changing the font to visualise the correct spelling as a means of assisting visual memory.

Computer software programs for spelling improvement

These programs often incorporate procedures which emphasise awareness of word structure and spelling strategies. Some programs also present individualised spelling lists, imitation and modelling feedback, and a performance summary.

Computer assisted instruction has been shown to be effective in motivating and improving the spelling skills of students who need additional support.



Using meaning and visual, phonological and morphemic knowledge to correct spelling

The student uses meaning and visual, phonological and morphemic knowledge to correct the spelling of these words. The student then checks the changes made for accuracy by going to the original text. Levels of prompting need to be considered. For example, a lower level of prompting may require the student to find and circle seven misspelt words, have a go at writing the correct spelling above each word, and then check with the original text.

Text: **Crocodile Creek (Zapper)**
Written by Wendy Macdonald

Cross out the incorrect letters. Write the correct spelling above the word.

~~something~~
Somethink that looked like a log was

drifting towards the ~~calf~~ and, as dad spoke,

a ~~grate~~ ugly head surged out of the water

and the crocodile rushed up the ~~bank~~ and

~~seized~~
seized the calf by the nose.

The calf let ~~out~~ a terrified bellow.

The calf and the crocodile ~~disappeared~~
disappeared from view.

Spelling with a peer tutor or 'spelling buddy'

Peer tutoring is a practice technique that has been shown to improve spelling skills in a mainstream spelling class (Greenwood, Delquadri & Maheady, 2002). A trained peer tutor or 'spelling buddy' who is a competent speller can be a viable alternative when the student needs more practice *following modelled or guided spelling by the teacher*. To increase effectiveness, the peer tutor or 'spelling buddy' should be trained to implement the spelling approach most suitable for the student who needs further practice. This includes knowing how to respond appropriately to correct and incorrect responses.

The following activities and strategies may be used with a trained tutor or 'spelling buddy' depending on the demands of the task.

■ Computer assisted instruction

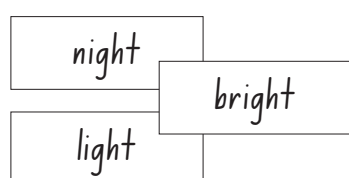
Use spellchecker software with a brief text created by the student. The peer tutor can then assist in:

- identifying words which are possible errors
- locating and using the spellchecker function
- discussing the fact that it offers other possible spellings and does not spell the word for you
- discussing types of errors which are not fixed or recognised by a spellchecker, such as errors in choice of homonym (their / there; hear / here).

The peer tutor or 'spelling buddy' may also monitor the student's use of other software programs that are beneficial for providing additional guided spelling practice.

■ Word sorts

Closed word sorts are those where the tutor determines the type of spelling knowledge that will be used; with *open word sorts* the student determines how they will be sorted.



Sort words according to:

- word families
- common morpheme
- etymology
- type of knowledge that may best assist the teaching for spelling accuracy, e.g. phonological, visual.

The cards could also be used to play *Happy Families*.

■ Constructing rhyming lists

See page 173

ake
✓✓ ✓ ✓
abcdefghijklmnopqrstuvwxyz
bake cake fake lake

Remember:

Digraphs and blends

e.g. shake
snake

■ Using personalised spelling cards and monitoring the student's progress

See page 159

said

Look, Say, Cover, Write, Check.
s followed by the first letter in the alphabet a

x ✓ ✓ x ✓ ✓ ✓

■ The constant time delay procedure

The time delay is a method designed to reduce error in instruction and has been effective with students with additional learning needs. The procedure can be applied this way:

- The verbal cue, 'spell _____ (target word),' is immediately followed with a printed model of the target word to be copied by the student.
- After several trials in which there is no time delay between asking a student to spell the word and providing a model of the word, a five-second delay is introduced. This allows the student to write the word, or part of the word, but does not require the student to wait very long if unable to write the word correctly.
- The amount of time between the request to spell the word and the presentation of the model can be increased after several more trials.

The time delay procedure is easy to implement. It is fun for the student because it provides for nearly errorless instruction. The personalised spelling cards as shown on page 159 could be useful for this purpose or larger cards with good visual feedback of the target word and a sentence constructed by the student on the back, see the example below.

come

Come with me

■ Using authoritative sources: dictionary training

(Helping the student who is experiencing difficulties locating words in the dictionary when the correct spelling is provided.)

If the student is still having difficulty knowing the order of letters in the alphabet, the following activity sheet could provide a prompt when searching for word meanings.

Name: Class: Date:

Dictionary skills

Text:

Say the alphabet.

Alphabetical order

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		

Write these letters in alphabetical order

1. c b a	2. e f d	3. i g h
4. l j k	5. n o m	6. q p r
8. t u s	9. w v x	10. z y

Write these words in alphabetical order

1.	2.	3.
4.	5.	6.

Look them up in the dictionary and check them with your partner.

■ Letter tiles

Use letter tiles to demonstrate the way in which letter sounds can be exchanged to make new words. This may focus on particular blends and the building of word families.

Prepare tutor cards that give the student explicit instructions.

For example:

Tutor card

The student will need paper and pencil and the letter tiles:

a, e, m, s, n, d, c, k

- Make mend with your letters.

- Take away m.

- Put an s in its place.
What is the new word?
Write the new word.

send

- Take away the e.

- Put an a in its place.
What is the new word?
Write the new word.

sand

- Take away the d.

- Put a k in its place.
What is the new word?
Write the new word.

sank

- Take away the n.

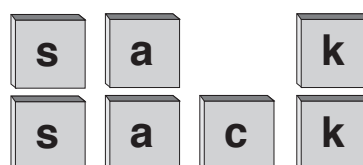
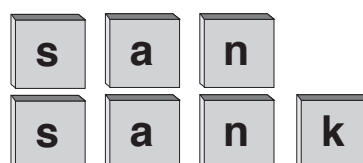
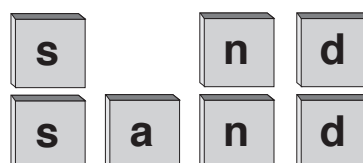
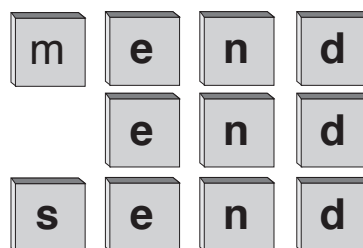
- Put a c in its place.
What is the new word?
Write the new word.

sack



The tutor gives instruction one step at a time and waits for the student to respond.

The student listens, manipulates the tiles to make the new word and then writes that word.



Addition or variation

The student could be asked to 'make' new words by introducing and exchanging new letter sounds from a selection of letter tiles provided.

As a follow-up activity to test acquisition, consider asking the student to spell the words made, by writing them correctly in his or her workbook.

■ **Spelling games: making word puzzles for your 'spelling buddy' to complete while having fun and practising your spelling words**


Students start with a common list of spelling words for review and a grid sheet as shown below.

Both student and 'spelling buddy' work independently to print in the grid as many words from the list as they can. The words can be printed horizontally (**left to right**), down or diagonally (**left to right**). The words to find are also written in the space provided. Spaces remaining in the grid can be filled with any letters.

Name Class Date

Make word puzzles for your 'spelling buddy'.

Word Search

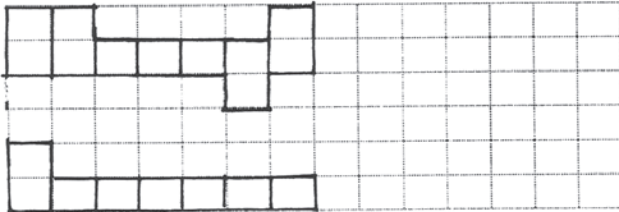


w						r	
h					e		
e				t			
r			f				
b	e	c	a	u	s	e	

Words to find.

where, because, after

Word Shapes



Words to match:

because, through,

It is NOT recommended that words be printed RIGHT to LEFT.

Emphasise the importance of the correct spelling when printing the words.

Some students will benefit from participating in learning activities to support the understanding and use of visual strategies to help them identify whether a word 'looks right'.

Student and 'spelling buddy' then select four words for each to use for word shapes and write the words on the line as words to match. They then draw an outline of the shape for each word in the grid attending carefully to show the correct height for each letter.

(Some students may need to check the letter heights on a letter chart or slope card.)

The puzzles are exchanged for each to solve and returned for correction.

■ Chaining puzzles

Chaining puzzles for peer practice can provide interest in word study for the purpose of achieving correct spelling.

Beginning with the correct spelling, students take turns in creating puzzles by interspersing letters with blanks to be filled in by their 'spelling buddy'. Students who create and complete each puzzle should be actively involved in sounding out and checking the accuracy of each chain in a left to right progression.

Teachers need to model for students the common letter combinations that they need to know in their spelling by showing these on the model word, as demonstrated below.



Chaining puzzle for peer practice

chain _ _ _
ch _ _ ning
_ _ aining

This is a sample student-created chaining puzzle.

■ Analogy strategy

The analogy strategy requires the selection of rhyming words for spelling instruction. Then, the following rule is taught:

When two words rhyme the last part of each word is often spelled the same.

Provide *examples* and *non-examples* for guided practice in strategy application.

Next, model application of the strategy by 'thinking aloud'.

'I want to write the word _____. First, I ask myself if I know any words that rhyme with _____?'

Adapted from Fulk (1997)

■ Investigative approach to spelling

After guided reading, ask the student to search for words with a particular pattern; for example, the *ea* pattern. These words could be listed as *head*, *cream*, *ocean*, *sea*, *great*, *dear*, *read*, *breakfast*, *ear*, *clear*, *lean*, *break*. The words are then reorganised according to the sound that *ea* is making in each word; for example:

Words listed according to the sound <i>ea</i> makes in each word.				
<i>sea</i>	<i>read</i>	<i>great</i>	<i>ocean</i>	<i>ear</i>
<i>read</i>	<i>breakfast</i>	<i>break</i>		<i>dear</i>
<i>cream</i>	<i>head</i>			<i>clear</i>
<i>lean</i>				

This strategy involves reading, writing, talking and listening. It can be done as a whole class, small group, partner or individual activity.

■ Proofreading for spelling errors

The process of proofreading requires the reader to move away from the powerful influence of meaning to allow careful attention to actual letters and words on the page.

The key strategy for teaching students to proofread is the teacher's modelling of how to go about the process itself – explicit and direct instruction.

Show the students how to:

- ◆ use a ruler or slip of paper to cover all but the line they are checking
- ◆ experiment with starting at the bottom of the page and working up
- ◆ read slowly word by word
- ◆ underline or highlight any word that needs to be checked
- ◆ write two or more versions of the word and try to decide which looks right
- ◆ work with a partner, exchanging writing for proofreading purposes
- ◆ use some of the typical symbols used by editors
- ◆ use dictionaries, a thesaurus, electronic Wordmasters (word finder software) or spellcheckers
- ◆ use prompt charts and 'essential' word lists.

Room print

Independence in reading and writing can depend on appropriate reference materials such as a selection of dictionaries, alphabet friezes and thesauruses.

Room print is one way of providing easy access to correct spellings and the types of spelling knowledge being applied, especially for those students who need additional support in spelling. The following are some examples.

A Word Wall of tricky spelling words

One example of a Word Wall

said	you	was	because
after	when	hour our	they
come	of	● were	which
one	● eight	● what	● through

Tricky spelling words

● Focus on words for the week which are also in text students use for modelled or guided reading. Students are expected to read and spell these words with speed and accuracy for at least three consecutive days. Review.

★ Star placed on a word when the above has been achieved.

Have word cards to match those on the Word Wall to use for games.

Variation: Start with an empty Word Wall. Write a key word each week for **all** students to read and spell correctly.


Data banks of field knowledge

Data banks can be displayed, recording field knowledge and showing correct spellings in preparation for writing (jointly prepared by teacher and students following research).

Rainforest data bank

crumble
compost
shadows
bugs
rot
buttress
leech
branches
leaf litter
deciduous

sunlight



canopy
evergreen
poisonous

covered
predator
soil
moss
vines
fungi
forest
creatures
floor
camouflage

camouflage: The colour of the insect gives it good camouflage.

deciduous: Deciduous trees lose their leaves each year.

predator: This animal is a predator because it hunts other animals for food.

Adapted from: Choosing literacy strategies that work, Foundation Level -Level 2 p. 159

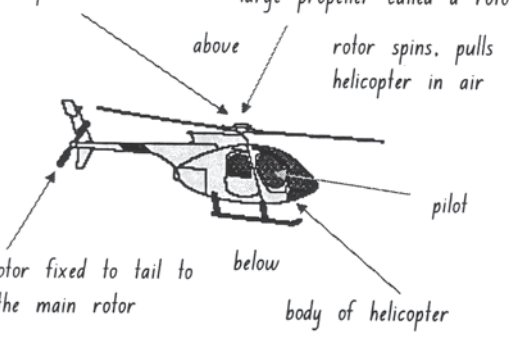
How helicopters fly

angle can change direction of the helicopter

large propeller called a rotor

above

rotor spins, pulls helicopter in air



second rotor fixed to tail to balance the main rotor

hover: helicopter can stay in the same place up in the air

Action verbs:

The helicopter hovers.

The rotor spins.

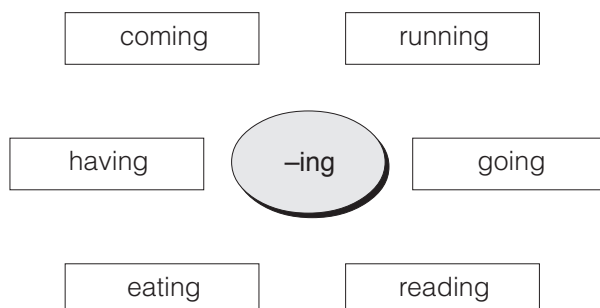
The second rotor balances the main rotor.

The rotor pulls the helicopter into the air.

Word webs

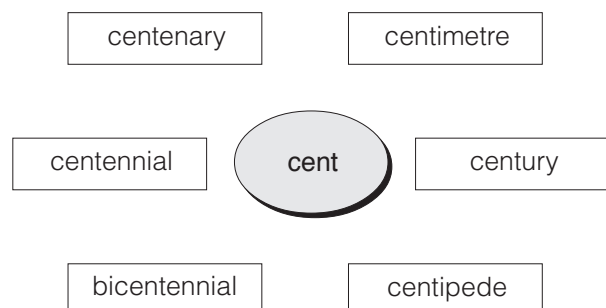
Word webs can be constructed around morphemes or topic words to build up lists of words based on a particular form of spelling knowledge. The webs can be added to over days or weeks, as additional examples are experienced in reading and writing. (*Teaching spelling K-6*, p. 93)

Morphemic



Etymological

from Latin *centum* = hundred



Rhyming words

Rhyming words where the last part is spelled the same

When two words rhyme the last part of each word is often spelled the same.

'I want to write the word space. First, I ask myself if I know any words that rhyme with space.'

nightrightbrightfightfrightsightfaceracepaceplacespacelacegracewheretherecomesomehousemousebacksackblackpackcrack**Rhyming words where the last part is not spelled the same**

one

won

two

blew

show

toe

said

red

Using phonological, visual, morphemic and etymological knowledge to develop spelling

This strategy enables teachers and eventually students to analyse words using the four forms of spelling knowledge i.e. phonological, visual, morphemic, and etymological. Examine the two proformas on pages 175, 176.

This analysis provides a focus for explicit teaching in some or all of the four knowledge areas.

1. The teacher determines the forms of spelling knowledge to be modelled explicitly to students from a word list.
2. The teacher analyses the words he or she has chosen using the proforma on the next page to determine teaching points.
3. The process is then modelled to the whole class or group of students followed by guided practice.
4. Students in groups, pairs or individually use the proforma to analyse their words (some of the words chosen or even just one or two each day).

Depending on the students' spelling achievements and where they are now, the proforma may need to be modified to meet the learning needs of some students. See an adjusted example on page 176.

This process, as outlined, provides a model for teachers to be more explicit in their teaching of spelling.




A strategy for using phonological, visual, morphemic and etymological knowledge

Word	Phon.		Phon/Visual		Phon/Visual	Combinations	Visual	Visual	Morphemic			Etymological
	No. of syllables	No. of sounds	Blends						Prefix	Base	Suffix	
strawberry	3		st, str,	aw			10	straw berry				
telephone	3	7		ph			9		tele	phone		tele (phone)
churches				ch, ur			8			church	es	
lighthouse												
octopus												

Tony Smith, APLA

One example of a proforma modified to meet the learning needs of some students

Spelling Class:

Week: Term: Name:					
Words chosen	Word sounds	Syllables I can tap	Smaller words within a word	Look, write, check and word shape	Other, e.g. origin or how words change form
e.g. <i>foolish</i>	<i>f..oo..l..i..sh</i>	<i>2</i>	<i>fool</i>		
e.g. <i>phone</i>	<i>ph..o..n./e</i>	<i>1</i>	<i>one</i>		<i>Greek: Phon – sound</i>
e.g. <i>going</i>	<i>g..o..i..ng</i>	<i>2</i>	<i>go</i>		<i>go + ing</i>