

SPELLING RULES!

TEACHER
RESOURCE
BOOK
AGES
5-8

Tanya Gibb

STUDENT
BOOK
A



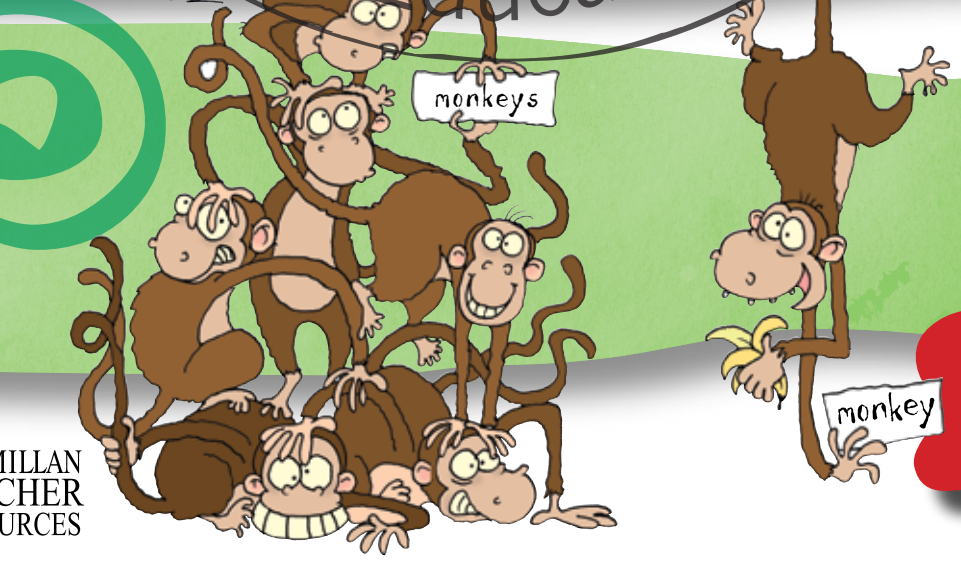
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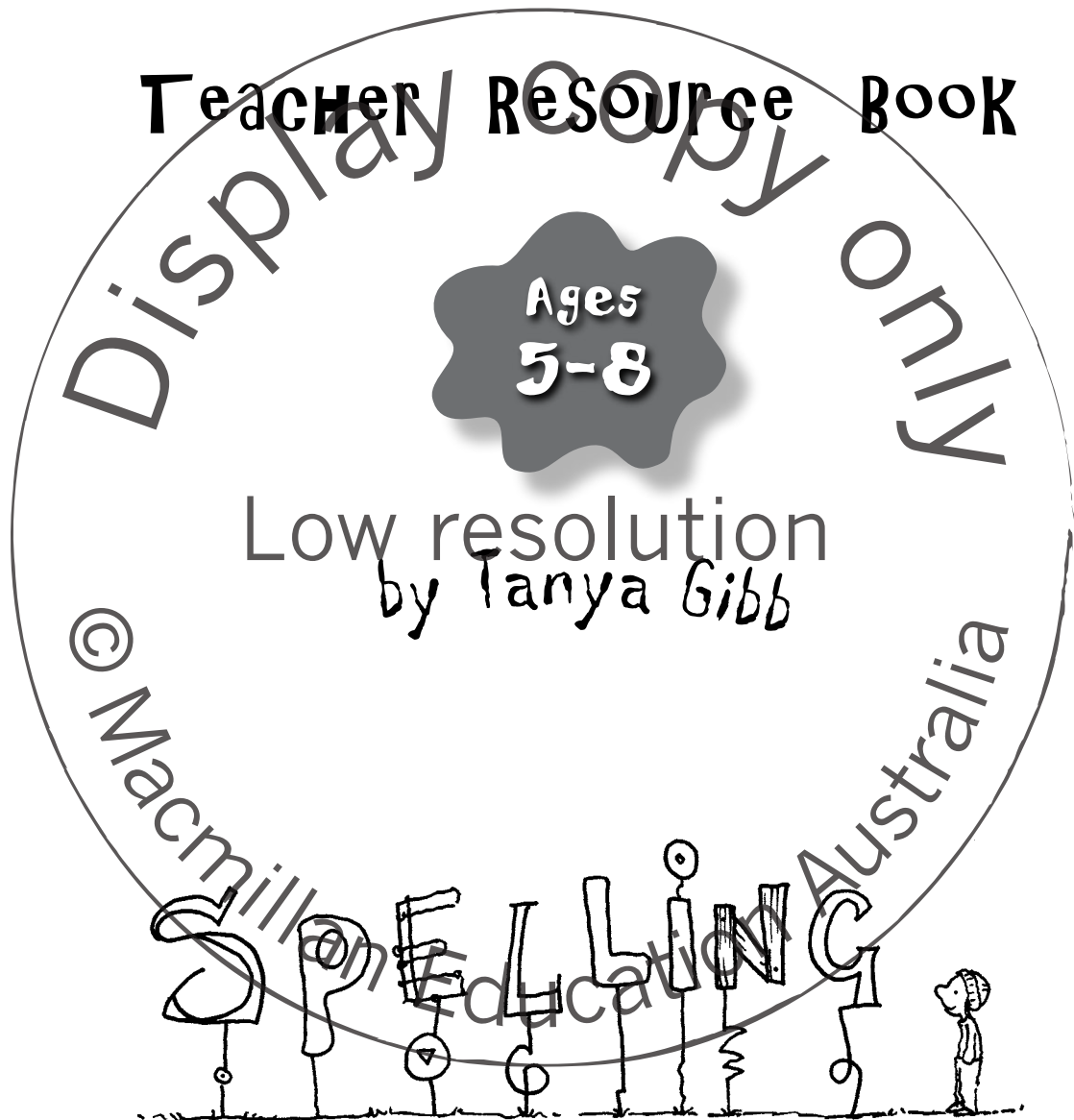
STUDENT
BOOK
C



Makes
spelling
stick!

SPELLING RULES!

Teacher Resource Book



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Diagnosing Spelling Errors

English spelling is complex and many common words do not follow the rules and conventions taught. This can cause confusion for some students, as they may over generalise and have difficulty selecting the appropriate strategy for the target word.

When looking at students' work, it is important to acknowledge their efforts and recognise what they have achieved before focusing on particular errors. For example, if a student has written *cleen* for *clean*, recognise that he or she has selected an appropriate vowel digraph, as both *ee* and *ea* can make the long *e* sound. However, in this case the word is spelt like *mean* and not *seen*.

If the student is not attempting to spell some words, encourage them to 'have a go'. Positively support the student by pointing out what is right, and praise the student for what he or she can do. Review useful strategies and resources with the student, for example using a personal dictionary,

picture dictionary, standard dictionary suitable for the student's age, topic word bank or list of frequently used words.

A written text may appear at first to have more words incorrect than correct. If this is the case, focus first on **the meaning of the text** and on **what has been achieved**, and then select a few words that you can work on together.

The following table gives examples of errors students often make in their writing, along with a brief analysis of the type of error and suggested teaching strategy.



Spelling error or concern	Analysis	Teaching strategy
<i>mi</i> for <i>my</i> <i>r</i> for <i>are</i> <i>lefunt</i> for <i>elephant</i> <i>hop</i> for <i>hope</i> <i>pn</i> for <i>pen</i>	Student is using the letter name instead of its sound.	<ul style="list-style-type: none"> Reinforce the names and sounds of letters, e.g. the name of <i>n</i> is 'en', but in a word it makes the sound /n/. Revise that some letters name themselves inside words.
<i>elt</i> for <i>elephant</i>	Student is spelling phonetically but is only able to hear initial and final sounds in the word. (Students are typically more able to hear the beginning sound of a word during early spelling development. They are usually next able to identify the final sound, and then sounds in the middle of a word.)	<ul style="list-style-type: none"> Articulate all the sounds for student so that they hear medial sounds. Play games and transition activities where students are asked to repeat medial sounds, e.g. short <i>o</i> sound in <i>shop</i>. Teach that each syllable in a word needs a vowel or vowel digraph (including <i>y</i> when used as a vowel). Clap out syllables (e.g. three claps for <i>e-le-phant</i>) and make sure student can hear the separate syllables.
<i>hot/hat</i> <i>tap/tape</i>	Student is confusing pairs of words which differ only by one letter.	<ul style="list-style-type: none"> Use minimal pairs to discriminate between sounds (e.g. <i>hat/hit</i>, <i>hat/hot</i>, <i>hat/hut</i>, <i>hit/hot</i>, <i>hit/hut</i>, <i>hot/hut</i>). Use minimal pairs to explain how adding silent <i>e</i> changes the sound of a letter (e.g. <i>tap/tape</i>, <i>plan/plane</i>).
<i>sum</i> for <i>some</i> <i>eny</i> for <i>any</i>	Student is misspelling words that do not follow a regular spelling pattern.	<ul style="list-style-type: none"> Explain that some common words do not follow the sound patterns they have learnt. Suggest a mnemonic or ask the student to make up his or her own.

Spelling error or concern	Analysis	Teaching strategy
<p><i>sed</i> for <i>said</i> <i>dinu</i> for <i>dinner</i></p>	<p>Student has not understood that sounds are not always represented by single letters.</p>	<ul style="list-style-type: none"> • Teach non-CVC, high frequency words e.g. <i>said</i>. • Teach word families where the same digraph makes the same sound, e.g. <i>dinner</i>, <i>over</i>, <i>hammer</i>, <i>butter</i>.
<p><i>spagetty</i></p>		<ul style="list-style-type: none"> • Explain that English has absorbed many foreign words, and discuss the particular problem word and its origin. • Suggest a mnemonic or ask student to make up his or her own, e.g. <i>spag-hetti</i>.
<p><i>mohter</i> for <i>mother</i> <i>shcool</i></p>	<p>Student has reversed the order of letters. Student is relying on (incorrect) visual memory rather than sound. Student is not sure of less common letter patterns (e.g. <i>sch</i>).</p>	<ul style="list-style-type: none"> • Focus on developing accurate visualisation (see page 21 for ideas). • Check student's phonemic awareness, review sound–letter representations and check student knows correct pronunciation of the word. • Ask student to say the whole word aloud and then one sound at a time to reinforce sound–letter correspondence. • Teach/revise high frequency words.
<p><i>the girl/hirt</i> <i>hirsself</i> <i>school</i> <i>rools</i></p>	<p>Student is over generalising by using the same letter pattern for all words with the same sound. Student is not aware of different ways of representing the same sound.</p>	<ul style="list-style-type: none"> • Review different letter patterns that represent the same sound, e.g. <i>her</i>, <i>girl</i>, <i>turn</i>. • Group words that have the same letter/sound pattern, e.g. <i>her/term</i>, <i>girl/dirt/firm</i>, <i>hurt/fur/turn</i>. • Use mnemonics to help students remember the different patterns.
<p><i>leggs</i> for <i>legs</i></p>	<p>Student doubles letter unnecessarily in CVC word.</p>	<p>Remind student that for words with a short vowel sound, the last letter is doubled when you add <i>-ed</i>, <i>-er</i>, <i>-ing</i> or <i>-y</i> but not when you add <i>-s</i> or <i>-es</i> to make a plural.</p>
<p><i>runing</i> for <i>running</i> <i>funy</i> for <i>funny</i></p>	<p>Student does not understand the rules and conventions of adding affixes to a base word.</p>	<ul style="list-style-type: none"> • Teach/revise base words. • Review rules about adding affixes to base words.
<p><i>mudy</i> for <i>muddy</i> <i>shiney</i> for <i>shiny</i></p>	<p>Student does not understand that when adding <i>-y</i>, the final consonant is doubled when the vowel sound is short, and the silent <i>e</i> is dropped when the vowel sound is long.</p>	<p>Review the rules for adding <i>-y</i> to a word ending in a consonant.</p>
<p><i>cald</i> for <i>called</i></p>	<p>Student is using a phonetic approach. Student is not yet able to analyse base word plus past tense morpheme.</p>	<p>Teach/revise common suffixes, especially different ways of pronouncing <i>ed</i> (/d/ as in <i>called</i>, /t/ as in <i>looked</i>, /əd/ as in <i>fitted</i>).</p>
<p><i>feeded</i></p>	<p>Student has regularised the irregular verb <i>fed</i>.</p>	<p>Teach that some words do not add <i>-ed</i> in the past tense e.g. <i>run/ran</i>, <i>write/wrote</i>.</p>
<p><i>happily</i> for <i>happily</i></p>	<p>Student does not understand the rules for adding <i>-ly</i>.</p>	<p>Teach/revise that you change the <i>y</i> to <i>i</i> before you add <i>-ly</i>.</p>

THE FIRST YEAR AT SCHOOL: STUDENT BOOK A

In the *Spelling Rules!* Program, students will develop phonological skills by firstly learning letter names and sounds, and then learning common monosyllabic words. These words will have clear letter–sound representation, starting with consonant–vowel–consonant (CVC) words using short vowel sounds, and moving on to CCVC and CVCC words (like *ship* and *hill*), still using short vowel sounds.

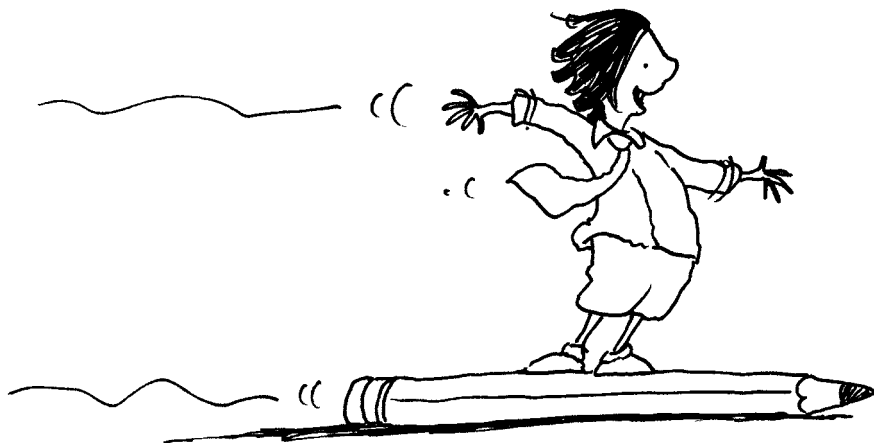
The initial focus is on recognising individual letters and sounds. In general, three letters—two consonants and a vowel—are presented at a time in the program. The letters are grouped to ensure that the way they sound and look will not be confusing to students. Therefore, *b* and *d*, for example, are not presented together. For the vowels, the most easily identifiable sound is presented first and the sound that is most difficult to master is presented last. Finally, the letters are grouped so that whole words can be presented as soon as possible.

High frequency words that students need to use in their reading and writing but which do not have short vowel sounds (*be*) or which do not reflect a simple letter–sound relationship (*are*, *the*) are also included.



SKILLS TAUGHT IN THE FIRST YEAR AT SCHOOL

Phonemic awareness	Visual knowledge	Kinaesthetic knowledge	Letter–sound relationship	Proofreading
Recognising the different sounds of English	Recognising letters from their shapes	Recognising letters by tracing or writing their shapes	Recognising the sound represented by a letter	Developing the skill of checking writing to ensure correct spelling is used
Isolating sounds in words	Recognising what a word looks like: the shape of the letters, combinations of tall, short or long letters	Recognising what it feels like to write a letter or combinations of letters	Being able to write a letter to represent a sound	



Scope and Sequence: First Year at School (Student Book A)

Unit	Page	Skill focus					
		Initial consonant	Initial vowel	Final consonant	Medial vowel	Consonant digraphs	High frequency/sight words
1	4	s, t					
2	6	p	a				
3	8			p, s, t	short a		
4	10	c, g					
5	12	m	i				
6	14			g, m	short i		
7	16	d, l					
8	18	n	o, a				
9	20			d, l, n	short o		
10	22	REVISION					
11	24	b, r					
12	26	h	e				a, an
13	28			b	short e		
14	30	REVISION					
15	32	f	u				he, she
16	34	j, k					me, we, the
17	36			f	short u		
18	38	REVISION					
19	40	CVC words, minimal pairs					
20	42	q, v, w, y, z					do, no
21	44			x			to
22	46	Upper- and lower-case letters					
23	48			long y as vowel sound			
24	50			plural suffix s			are, lots, many
25	52	REVISION					
26	54					initial sh	
27	56					final sh	go, us, have
28	58					ck	
29	60			double l			
30	62	REVISION OF UNITS 1-29					

Word Lists: First Year at School (Student Book A)

Unit	List Words	Extension Words
3	pat, sat, tap	tramp, sand, stand
4	cat, cap, gap	camp, cramp, gasp
5	mat, map, it, is	mist, must, happy
6	sit, pig, tip	big, stop, stag
7	dig, lip, lap	lips, cats, maps
8	nap, nip, at, am	snap, snip, man
9	on, not, pot, dog, log, nod	doll, mum, dad
10	in, pin, lid, can, man, sad	I, love, you
11	bat, big, bin, rag, rip, rod	brat, brother, sister
12	a, an, egg, has, hat, hot	ham, leg, beg
13	rib, red, bed, ten, get, pet	rob, blob, slob
14	his, hit, top, bad, net, did	glad, stop, today
15	fat, fan, fin, up, he, she	fun, under, over
16	jam, jog, job, me, we, the	kiss, kick, kit
17	of, if, mum, sun, run, bus	sift, soft, swift
18	jug, fit, men, dad, but, and	fist, first, mug
19	pan, jet, hip, cot, bug, him	pot, pet, cost
20	van, wet, you, do, yes, no	queen, zoo, yet
21	six, fix, mix, box, fox, to	sock, rock, shock
23	by, my, why, try, cry, sky	fry, sty, when
24	are, lots, many	how, any, number
26	shy, ship, shop, shut, shed, shoe	hush, rush, lush
27	wish, wash, push, go, us, have	fish, dish, splash
28	back, duck, neck, sick, sock, shock	tick, tock, clock
29	hill, will, doll, bell, fell, yell	pillow, yellow, follow

Useful Strategies

Introduce letters and letter combinations by their most common sounds. Students will eventually need to learn all the sounds made by all the letters, but it is useful to begin with short vowels and readily distinguishable consonants such as *s*, *t* and *m*. When each new letter or group of letters is introduced, say the sounds of the letters out loud for students. Have students repeat the sounds.

Start each lesson in *Student Book A* with a discussion of the banner and the letters hidden inside. Ensure you point out to students the focus of each activity as it is introduced, for example initial, final or medial sounds, rhyme, colour-coding, drawing lines from letters to pictures, and so on.

Ensure that students can write all the letters that you have been focusing on in class and can instantly say their sounds.

Have students:

- look at the shapes of letters or words as you write them.
- make the letter shapes with their fingers, with play dough, and with seeds and other collage materials.
- write the letters in the air, in sand, on paper or the chalkboard.
- cut the letters out of magazines to make a collage.
- work with a partner using their bodies to make the letter shape.
- sort magnetic focus letters from the rest of the alphabet by sight or by feel (in a 'feely' bag).
- play a mix-and-match game with upper-case and lower-case letter cards, or use these cards for snap games.
- play hopscotch with letters — as students hop through the grid they have to say the names of the letters, the sounds the letters make or a word that starts with each letter.
- unscramble letters to make words.
- look at each other's mouths and lips as they say letter sounds such as the *p* sound to ensure that the sounds are made correctly.
- learn and sing the alphabet song.
- play sound bingo. Students use bingo cards with pictures on them, placing a marker on all the pictures that start with the sound you say.
- listen to the placement of the sound in the word. Ask students whether the sound is at the beginning of the word, at the end, in the middle.
- do picture and letter matching activities. Draw or collect pictures and on separate pieces of paper write the letters that make the first sounds of those words. Mix them up and ask students to match them. Be careful about judging a student wrong with their letter choice until you have asked them what the picture is.
- help you create shared class stories that make use of focus words or spelling patterns. Publish the stories as class books and allow students to take the books home to 'read' to their families.

ASSESSMENT

At this stage, students should be showing an interest in sounding out words and writing letters. They should be able to write or copy their names. They might be able to write and recognise most letters of the alphabet. Assess each student individually to determine their ability to identify sounds in words.

Revision opportunities occur at Units 10, 14, 18, 25 and 30 in *Student Book A*. Identify students who will benefit from revision as well as those who do not require revision but who would benefit from extension activities.

Some students might need extra practice in making and writing the letters, to reinforce their shapes and sounds. Other students might be able to copy words from the word lists and make their own books. It is always important to respond to students' individual needs.



Ask students to describe what they see in the unit banner. Write their suggestions on the chalkboard or chart paper, for example *snail, shell, leaf, grass, eyes, eye stalks, smile*. Have students use coloured pencil to trace over the s and t shapes on the pages of the Student Book and identify the s at the end of the snail's trail. You might also like to point out the rhyme in 'snail's trail' to help focus student attention on the sounds in words.

Write the letters t and s for the student to see. Say the sounds of the letters to students. Have them repeat the sounds. Ensure that you do not voice the sound of either letter. These letter sounds are made by escaping air — they do not use the voice.

Ask students to suggest words they know that have s and t sounds in them.

Create a word list that uses the letter s, for example *sausages, snakes, sneeze, snot*. Cook a sausage sizzle, buy jelly snakes as a treat, paint

pictures of sneezes and display them in the classroom under a sign that says *s is for sneeze*.

Create a word list that use the letter t, for example *teddy, tea, toast*. Have a teddy bear's picnic and serve toast and pretend tea. Take photos and create a class book. Vote on whether or not teddies would like tomatoes, tacos, television. Write a class book of instructions about teddies cleaning their teeth.

Have students practise writing the letters.



Tell students to use coloured pencil to trace around the a and p shapes in the illustration at the beginning of the unit and in question 1.

Have students who are able label the illustrations in the unit: *astronaut, pear, pencil, arrow, ant, pumpkin, plate, axe*. Say the words slowly with students. Stretch the words out to emphasise the a and p sounds. Some students might comment on the a sound inside *plate* but you really want to focus student attention on the short a sound at the beginning of the words at this stage.

Say the sounds of the letters p and a to students. Have them repeat the sounds. Ensure that you do not voice the sound of the letter p. This letter sound is made by escaping air – like a puff – without using the voice. Ask students if they know the names of the letters, but focus on the sounds at this stage. Point out that the letters a and p face in opposite directions.

Some students might know that a is used on its own to make a word and that when it is a whole

word on its own it is pronounced differently, making the indeterminate 'schwa' sound as, for example, in the phrase 'a pig'.

Have students practise writing the letters a and p.

Write the following on A3 art paper and ask students to suggest words to fill in the gaps.

Andy Ant met an astronaut going to the _____.

Andy Ant said _____.

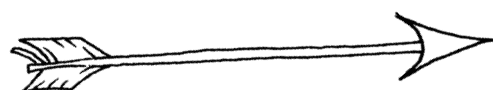
The astronaut said _____.

Andy Ant went to _____.

and the astronaut went _____.

Select students to illustrate the pages. Alternatively, you could ask peer tutors from upper grades or parent helpers to assist.

Write the sentences on cardboard and cut out each word. Have students reassemble the sentences.



Have students practise writing the words in the boxes.

Ensure that students know how to listen for and write the last sound in the words.

Make a chart in the room for colour words and write each word in its appropriate colour (for example, red should be written in red), so that students can refer to the chart when asked to colour letters in their Student Book.

Some students will be able to learn to spell each of these words. Focus their attention on the spelling of *the* as a high frequency word.

Tell students that they will need to say and listen to words to hear the sounds at the end of the words. Say these words to students, first at normal speed and then slowly, and ask them to repeat the final sound of each one as they hear it: *goat, flop, cap, hiss, step, map, cat, sat, sip*.

Ask students to suggest words that end in the sound of the letter *s*, then *t* and then *p*.

Write *rat* on the chalkboard or whiteboard. Ask for a student volunteer to change one of the letters in the word to make a new word, for example *pat*. Continue until students have run out of suggestions.

Say the following words to students one at a time and ask students to stand if they hear the *a* sound in the middle of each one: *pig, cup, cap, tap, rat, sun*. Ask students to suggest words of their own that have the *a* sound in the middle.

For writing practice, ask students who are capable to copy this sentence: *The red rat ran in the sun and got hot.*



Point out the word *a* in the sentence *I see a cat in a cap*. Point out how it makes a different sound from the *a* inside *cat* and *cap*. Tell students that it is a whole word on its own.

Ask students to brainstorm words that start with the same *c* sound as *cat*. Write the words on chart paper. Choose some and create a crazy cat story. Begin the story *Once there was a crazy cat called Connie*. Exaggerate the *c* sounds. Ask students to take turns to add the next sentence to the story. Tell them to put as many *c* words as possible in the story. If students say words that start with *k*, use the words, but as you write you can point out which words start with *c* and which ones start with *k*.

Make mini cakes and mark them with a *c* when you ice them. (If you have no facility for cooking, use plain biscuits. Ice them and mark them with *c*.) Learn *Pat-a-cake, pat-a-cake baker's man, Bake me a cake, as fast as you can, Prick it and pat it, and mark it with C, And put it in the oven for baby*

and me. Create a percussion score to accompany the chant and perform it for another class.

Show students how to write *c* and *g*. Have them practise writing these letters and CVC words using the letters they have covered so far: *c, g, s, t, p, a*.

Eat grapes for morning tea. Paint a large bunch of grapes and have each child copy a *g* word onto an individual grape. If they are not able to copy, give them a dot pattern to draw over.

