

Spelling Program



English language spellings have three major influences: geography, history and semantics. The diversity of language with its many influences makes the study of spelling a multifaceted and intriguing task because we cannot rely only on the alphabetical nature of our language to understand spelling.

Topfer and Arendt 2010

Purpose

The purpose of spelling is that writing may become easier, more fluent, more expressive, and more easily read and understood by others.

Goals

To equip children with the skills to:

- understand that the primary purpose for learning about spelling is so that others can read their writing
- understand that their writing is valued
- develop an interest in words and spelling
- value correct spelling
- apply spelling strategies that will help them to write or learn words
- learn to spell frequently used words automatically
- know how to use a variety of resources to help with spelling
- develop self-correction and proof reading strategies

Guiding Principles

- A variety of teaching approaches and resources will be used to individualise the program i.e. Spelling Journals, Word Walls, Investigations
- Children will work on up to 8 words
- Children will be guided in a process of inquiry and discovery (see Teaching Approaches)
- There will be a planned spelling activity focus at least three times a week to be included in the 2 hour uninterrupted Literacy Block
- Once the 100 words are known from the Essential Words Wordlist, further words for spelling should be taken from children's own writing, theme words, or spelling investigations. Isolated spelling lists should not be used.

Teaching Approaches

The Inquiry Process

- State the purpose and focus of the inquiry, relating it to what you have noticed about the children's writing needs (e.g. learning common spelling patterns)
- Use the class reading materials to find and list examples of words containing the spelling focus (e.g. find examples of words with a particular spelling pattern)
- Have the children find further examples from material they can read and add examples to the class list
- Guide children to notice ways to categorize the examples to see what can be learned from them (e.g. to notice that the spelling pattern may be pronounced different ways) and to group the words accordingly. Children can continue to find further examples and place them in appropriate groups
- Guide children to form hypotheses based on their examples, to verbalize and write about their understanding, and to reflect on how their new understanding can be applied to their own writing and reading.
- Demonstrate how to use the new knowledge or strategy during shared and interactive writing, and observe and confer with children about this during independent writing time.

The Literacy Block

Spelling should be incorporated into each Literacy Block ensuring the following guidelines are followed:

- the writing program should be stimulating and meaningful
- writing occurs every day for different audiences and purposes across the curriculum
- opportunities are provided to draft, revise, edit, proof-read and share their writing
- an awareness of the have-a-go-strategy and use this as part of the writing process
- an awareness of different spelling strategies (graphophonic relationships, visual patterns, meaning based relationships and connecting strategies)
- an awareness of a process for learning new words

Spelling is an integral part of reading and writing but there needs to be a specific focus time for the teaching of spelling.

During modelled writing (teacher controls content and actual writing), shared writing (teacher and children construct content, but teacher writes) or interactive writing (teacher and children write the words) there should be demonstrations of ways to work out how to spell words, how to use various resources to help with spelling, and how to proofread to check spelling.

Children need to see the relationship between reading, writing and spelling. The classroom should be a print-filled environment.

The Word Wall

The Word Wall is used to display learned high frequency words. In the Junior classes the emphasis is on common words. In the intermediate and senior classes, the learning of common words is still appropriate, along with the display of theme words. Teachers need to check the children's knowledge of high frequency words at the beginning of the year. This is ongoing.

Ask the children to suggest words that they think they use often and need help with and include these on the Word Wall. Work on the words as a whole class, then put the words on the wall. It is a record of the words that have been studied. Ideally, one word each literacy block should be introduced. In the Prep class one word a week may be appropriate to start with.

Theme/topic words are to be added to the Word Wall. These can be written on different coloured cards for easier location and an illustration added where appropriate.

Older classes should also use their knowledge of base words and prefixes and suffixes and the derivation of the word.

At conclusion of the topic/theme, words should be removed and made into a topic word book for use in writing centres and for reference.

Keep the words on the Word Wall "alive", by using them often and developing activities incorporating their use.

Monitoring Children's Progress/Assessment Schedule

1. Essential Words charts to be displayed in classrooms.
2. Year One and Two: 100 words to be tested at the start of each year. Expectation that these 100 words will be known by the end of Year 2.
3. Year 3 – 6: SA Spelling Test to be administered and findings collated into a spreadsheet for easy reference of words and word patterns that need to be investigated or revised.
4. Collect a writing sample each term to record anecdotal notes
5. Teacher observation
6. Self assessment
7. If a child is deemed to be at risk, further individual assessments will be made and consultation between teacher and parents would occur to develop an Individual Learning Plan to address these needs.

Resources

Individual white boards P-4 markers - for guided spelling activities

Dictionaries & Thesauruses

Guided Thinking For Effective Spelling 2010- Christine Topfer and Deirdre Arendt will be the main reference.

Maffra Primary School Spelling Program

Prep			
Phonetic Strategy	Visual Strategy	Meaning Strategy	Checking Strategy
<p>Recognizing twenty-six upper and lowercase letters by name in all positions in a word.</p> <p>Realizing that a letter may be pronounced in different ways (for example, the letter <i>c</i> in <i>cat</i>, <i>circle</i>, <i>ocean</i>).</p> <p>Immersing students in experiences that develop phonological awareness.</p>	<p>Creating awareness of high –frequency words.</p> <p>Learning some high-frequency words.</p> <p>Building on one-syllable high – frequency word knowledge using onset and rime structure.</p> <p>Building word where rime has same spelling pattern, such as <i>w-ent</i>, <i>s-ent</i>, <i>b-ent</i>, Encouraging students to notice what words look like.</p>	<p>Building word families, such as <i>play/plays</i>; <i>hat/hats</i>.</p>	<p>Uses word walls and charts to check some words.</p>

Year 1/2				
Phonetic Strategy	Visual Strategy	Meaning Strategy	Connecting Strategy	Checking Strategy
<p>Learning letter names if necessary.</p> <p>Providing phonological immersion experiences for some students if necessary</p> <p>Exploring sounds and grouping according to letters representing the sound: /b/ /d/ /k/ /p/ /g/ /t/ /w/ /f/ /h/ /v/ /z/ /y/ /j/ /l/ /r/ /sh/ /zh/ /ch/ /m/ /n/ /th/ (the), /th/ (with), /ng /, /ks/ /gz/ /sk</p>	<p>Building words where rime has same spelling pattern.</p> <p>Changing other letters to form new words (hat-hot-hit-sit-set).</p> <p>Strengthening visual strategies using the “look, say, name, cover, write Choosing high-frequency words to learn and using various strategies for learning them. check” technique.</p> <p>Using onsets and rimes in these words to build lists of other words</p>	<p>Building word families, such as <i>play, plays, playing, played.</i> /, /s/)</p> <p>Begins to use suffixes eg: ed, ing, s</p>	<p>Uses knowledge of onset and rime to spell new words, Eg: m-ake, j-ump</p>	<p>Uses word walls and charts to check some words.</p> <p>Proof reads own writing and attempts to correct some misspelt words using word walls, charts and personal lists.</p> <p>Learns 5 words weekly of individualised spelling words.</p>

Assessment

Successfully spell all words on the Essential Words 100 wordlist by the end of Year Two.

Year 3-4				
Phonetic Strategy	Visual Strategy	Meaning Strategy	Connecting Strategy	Checking Strategy
<p>Revising some sound exploration with more extensive vocabulary, and according to student's writing needs.</p> <p>Homophones, especially <i>there, they're, their; too, to, two; which, witch.</i></p> <p>Exploring sounds and grouping according to letters representing the sound: /ay/, /ee/, /igh/, /oh/, /ool (food), /yoo/, /a/, /e/, /i/, /o/, /u/, /oo/ (good), /ou/ (now), /er/, /ar/, /ah/ (bath), /or/, /aw/, /air/, /ear/ (hear), /oy/, schwa and rounded schwa sounds.</p> <p>Forming generalizations, such as the most common ways to represent a sound or how position in word affects pronunciation.</p>	<p>Exploring spelling patterns: <i>oe, ir, ur, ough, aw, er, ui, au, augh, oy, ey, ue, ei, iew, uy, are, ear, ere, eir, our.</i></p> <p>Selecting and learning class high-frequency words from all curriculum areas plus individual words of choice.</p> <p>Exploring common spelling patterns and grouping words according to their pronunciation: <i>th, sh, wh, ph, ch, ea, a-e, o-e, i-e, ee, ow, ai, oo, ou, ar, or, ay, ie, igh, ~y, oa, ew, e-e, oi, u-e.</i></p> <p>Forming generalizations where appropriate, about common ways to pronounce a spelling pattern, such as <i>ou</i> is usually pronounced as in the word <i>round</i>.</p>	<p>Common plurals, such as adding <i>s</i>, adding <i>es</i>, and changing <i>y</i> to <i>i</i> before adding <i>es</i> to words that end in consonant plus <i>y</i>.</p> <p>Exploring how to add other common prefixes: <i>dis, il, ir, in, mis, anti, under</i></p> <p>Exploring suffixes <i>ed</i> and <i>ing</i> and other ways to form past tense: <i>write/wrote, take/took, teach/taught, mean/meant, catch/caught.</i></p> <p>Contractions.</p> <p>Some compound words.</p> <p>Prefixes <i>re, un</i>.</p> <p>Building word families, such as <i>play, plays, playing, replay, replays, replayed, player, players, playtime, playschool, playground, playmate, plaything.</i></p>	<p>Uses knowledge of onset and rime to spell new words (eg. Str-ain, m-ain, f-ound, gr-ound).</p>	<p>Proof reads own writing and attempts to correct misspelt words using classroom resources including print, live and electronic.</p>



Year 5-6				
Phonetic Strategy	Visual Strategy	Meaning Strategy	Connecting Strategy	Checking Strategy
<p>Breaks words into syllables. Uses sound strategies to solve new words. Uses syllabification as a spelling strategy. Revise sound explorations with more extensive vocabulary (according to the students needs)</p>	<p>Writes a high number of high frequency and topic words (this includes curriculum and individual words). Develops a visual knowledge of common letter patterns when attempting to spell unknown words. Knows when a word doesn't look right and is able to generate an alternative. Accurately spells a number of words with uncommon spelling patterns. Exploring spelling patterns (eau, eigh, eo, and ua), with some revision of previous spelling patterns – but with more extensive vocabulary (according to the students needs)</p>	<p>Understands some spelling generalisations. Adds suffixes to base words (ly, ist, sion) Understands the meaning of various prefixes. Begins to use more difficult homophones. Uses contractions correctly. Develops word families (experiment, experimented, experimentation). Uses meaning to solve questions about new words. Is becoming increasingly familiar about word origins. Understands common plurals (words ending in f, lf, ff, fe, other forms of plurals such as tooth – teeth) Blended words such as smog, (smoke + fog)</p>	<p>Recognises when a word does not look right and in turn can generate alternative spellings. Is increasingly aware of the patterns/irregularities of English spelling systems.</p>	<p>Proof reads own writing, making use of a variety of resources, including print, live and electronic.</p>

Highly competent spellers would be participating in vocabulary enrichment/word-building activities.

Bibliography

1. Christine Topfer and Deirdre Arendt, **Guided Thinking for Effective Spelling** 2010 Curriculum Corporation
2. D. Snowball and F. Bolton, **Spelling K-8 Planning and Teaching** 1999 Stenhouse Publishers

