

Support for Basic Spelling 2

Louis Fidge

Illustrated by Sue Prince

Contents

1	Final ad & am	13	Final um & up
2	Final an & ap	14	Final ug & un
3	Final ag & at	15	Final all & ell
4	Final ed & en	16	Final ill & ull
5	Final eg & et	17	Final ss
6	Final id & in	18	Final ack & eck
7	Final ig & it	19	Final ick, ock & uck
8	Final im & in	20	Final ang, ing, ong & ung
9	Final ob & ot	21	Assessment - Test Yourself Sheet
10	Final od & og	22	Assessment sheet
11	Final op & ox	23	Assessment sheet
12	Final ub & ut	24	Listening sheet
		25	Group record sheet

No part of this publication may be reproduced in any form. No copyright rights are extended or implied to secondary users.

Support for Basic Spelling

This series of books supports the teaching of basic spelling skills and has been developed to take into account the requirements of the National Curriculum and the objectives of the National Literacy Strategy Framework. The books are incremental in difficulty and can be used to complement the work being undertaken from any spelling programme to provide additional learning opportunities. Assessment pages and record sheets are included in each book to provide convenient ways of recording pupils' progress.

- Book 1. Individual letter sounds.
- Book 2. Simple word building.
- Book 3. Consonant blends and digraphs.
- Book 4. Magic e.
- Book 5. Common vowel digraphs.
- Book 6. Vowel digraphs and common word endings.
- Book 7. Common suffixes and prefixes.
- Book 8. Common word endings and 'tricky' sounds.

Basic Support For Spelling - Book 2 Teachers' Notes

Introduction. This book is one of a series which supports the teaching of basic spelling skills. The series helps pupils meet the requirements of the National Curriculum and the National Literacy Strategy Framework objectives. The books in the series are incremental in difficulty. They can be used in a systematic structured way or used to complement the work being undertaken from any spelling programme to provide additional learning opportunities.

Content. Book 2 deals with short phonically regular three letter words, and phonically regular four letter words with short vowel sounds (with final double consonants 'ss' and 'll' or the 'ck' or 'ng' endings. Word-building is tackled using onset and rime in which the rime (the last part of each word eg 'at', 'ick' etc) is taught as a sound unit and joined to the onset (the initial letter) of each word eg c + at = cat, p + ick = pick. Research has shown that this is more effective than teaching individual letter sounds and then synthesising them eg c + a + t = cat.

General Teaching Points.

It is suggested that each activity sheet is discussed with the pupils before they are asked to tackle it to ensure they understand what they are being asked to do and why, and to explain any unfamiliar vocabulary or concepts to them. It is anticipated that much classroom work will be done in a practical way alongside these sheets.

Teaching the Pages.

- * Introduce the letter pattern/s at the top of each page.
- * Read the target words to and with the pupils. Point out the common visual patterns of the group of words. Stress their alliterative or common elements by verbalising them several times. If possible, use interlocking letters or make cards to demonstrate visually the word-building element of each word eg show how 'c' + 'at' may be joined to make 'cat'.
- * Look at the target letter patterns at the top of each page and demonstrate the formation of the letters in each. Pupils could go over these several times in different colours to reinforce the motor element of the letter pattern, saying the sound of each pattern as they do so.
- * Study the target words again. Encourage the pupils to suggest sentences which include the target words so their meaning is reinforced and they are contextualised appropriately.
- * Pupils could be encouraged to have a go at writing the words from memory, on the Test Yourself Sheet before attempting the activities. Draw attention to the reminder to look, say, cover, write and check the spellings around the target word box. Encourage pupils to use this strategy at all times, wherever possible.
- * The activities on the sheets could now be undertaken. These offer a variety of approaches to learning the target words.

Follow-up Ideas.

The following are suggestions for activities which may be used alongside any of the pages.

- * On completion of the sheet ask pupils to suggest other words with the same letter patterns as those being studied. (Useful word lists are provided at the end of the Teachers' Notes for each letter pattern and could be used for further extension and consolidation activities like those on the pages. (The target words are written in bold.)
- * Have fun making up 'silly' sentences using the words.
- * Make up alliterative sentences where as many words as possible begin with the same initial consonant blend or digraph eg the proud prince picked prize primroses.
- * Draw and label pictures of as many words as possible incorporating each letter pattern.
- * Build the words using interlocking letters.
- * Write each target word on a separate card and give pupils all the target words from the page to sort into sets according to letter pattern.
- * Have pairs of cards containing the same words on each. Play snap or pelmanism with sets of word families.

Assessment and Record Keeping.

Test Yourself Sheet (Page 21).

This allows the pupil to check the spelling of the sets of target words on a regular basis and to record their results.

This sheet could be used fairly intensively. The test could be undertaken before the activities on each page. It could also be done as a check-up. The target words on each page could be revisited periodically to ensure the letter patterns are still remembered.

After each test pupils could fill in the 'checkometer' to record their results. If the target words on each page are checked two or three times in this way, results could be compared and improvements noted and praised.

Alternatively the Test Yourself Sheet could just be used at the end of each page, the results recorded and dated. The sheets could then be kept as a record of each pupil's performance over a period of time.

Assessment Sheets (Pages 22-23).

These may be used:

- Prior to working from the book to establish a pupil's current level of knowledge, so that specific pages may be selected as appropriate.
- After using the book to check on how much the pupil has learned.

This test systematically assesses the letter patterns and sounds taught throughout the book. The sheets consist of pictures and space below each for the child to respond. Each picture represents a word containing a particular spelling pattern. (The pictures are referenced to the pages on which the letter pattern is taught in the book.) It is suggested that prior to working the test the pictures are discussed to ensure each child knows what they are.

The Listening Sheet (Page 24).

This sheet provides an opportunity to give an oral spelling test, in which the words are read to pupils who respond using only auditory clues. It is suggested that one word from each page is selected, giving a total of 20 words. Read each word in isolation first and then dictate a sentence incorporating the word. Finally say the word once more to ensure the correct word is understood, eg jam..... I like jam sandwiches... write the word 'jam'.

The Record Sheet (Page 25).

This provides a convenient way of recording children's progress through the book.

Useful Word lists.

The following lists include the words used on each page (in bold) plus words which teacher might find useful in follow-up work.

Page 1	-ad: bad had mad sad dad lad pad -am: ham jam ram yam dam Pam Sam
Page 2	-an: fan pan ran van ban can Dan man nan tan -ap: cap lap map tap gap nap rap sap yap zap
Page 3	-ag: bag rag tag wag gag jag lag nag sag -at: cat hat mat rat bat fat pat sat tat vat
Page 4	-ed: bed fed led red ted wed -en: hen men pen ten Ben den fen Ken Len yen
Page 5	-eg: beg peg leg Meg -et: get jet net vet wet bet let met pet set yet
Page 6	-id: did hid lid rid bid kid mid Sid -in: bin pin tin win din kin sin
Page 7	-ig: big dig fig wig gig jig pig rig -it: fit hit pit sit bit kit lit nit wit
Page 8	-im: dim him rim Jim Kim Tim vim -ip: hip lip rip tip zip dip kip nip pip sip
Page 9	-ob: job mob rob sob bob cob fob hob lob yob -ot: cot hot lot pot dot jot not rot tot
Page 10	-od: cod nod pod rod bod god hod mod -og: cog dog fog tog bog log jog tog
Page 11	-op: hop lop mop pop kop top bop cop sop -ox: box fox cox
Page 12	-ub: cub pub rub tub dub hub nub sub -ut: but cut hut nut gut jut rut tut
Page 13	-um: gum hum mum rum sum tum yum -up: cup pup sup
Page 14	-ug: bug hug jug mug dug fug lug pug rug tug -un: bun fun run sun gun nun pun
Page 15	-all: ball call fall wall gall hall mall pall tall -ell: bell sell tell well dell fell yell
Page 16	-ill: hill mill pill till will bill dill fill sill Jill kill -ull: bull full pull cull dull gull hull lull mull
Page 17	-ss: boss fuss kiss less miss mess pass toss Bess hiss lass loss mass moss suss Tess
Page 18	-ack: back jack pack rack sack hack lack tack -eck: deck neck peck
Page 19	-ick: kick lick tick hick Mick nick pick sick wick -ock: mock rock sock cock dock hock lock tock -uck: duck suck muck luck ruck tuck
Page 20	-ang: bang rang fang gang hang pang sang tang -ing: king sing ding ping ring ting wing zing -ong: gong long bong dong pong song -ung: hung lung bung dung rung sung

ad

Date _____

am

target words

look

bad

check

sad

had

mad

ham

jam

yam

ram

say

write

cover

Make the target words with **ad** or **am**.



bad

bad

h_____

h_____

r_____

s_____

y_____

m_____

j_____

Write the correct target words:



r_____



s_____



j_____



m_____



I h_____ a j_____ sandwich.

Test yourself. How many target words can you write correctly?

ug

un

Date _____

Make the target words with **ug** or **un**.



target words

look

bug

check

hug

jug

mug

bun

fun

run

sun

write

cover

hug _____

m_____

b_____

j_____

hug _____



r_____

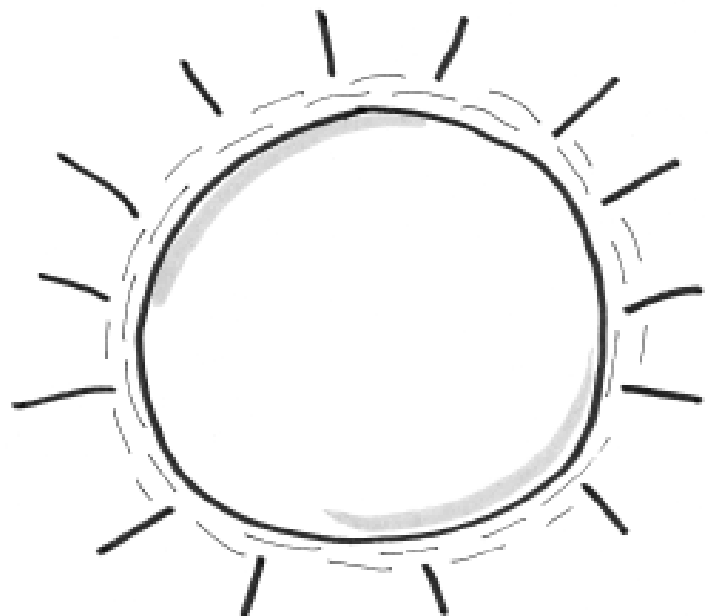
b_____

s_____

f_____

Ring the target words.

e	f	h	u	g	v	x	j	u	g
s	u	n	b	u	n	m	u	g	y
n	u	g	f	u	n	u	r	u	n



Write the **ug** words in the jug.

Write the **un** words in the sun.

Test yourself. How many target words can you write correctly?

Test Yourself Sheet

Date _____

Date _____

Date _____

Page _____

Page _____

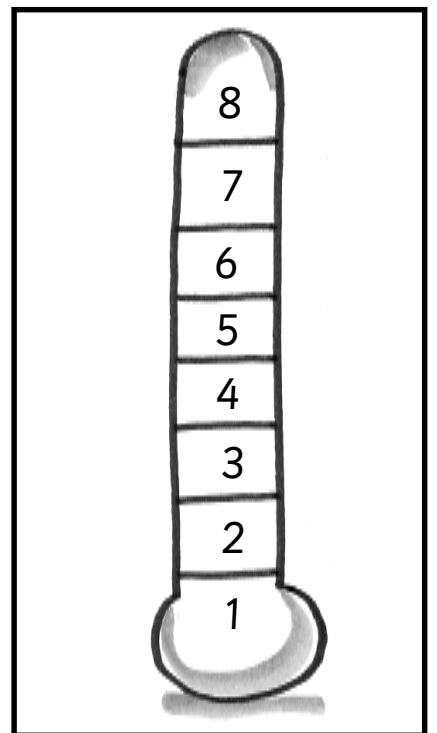
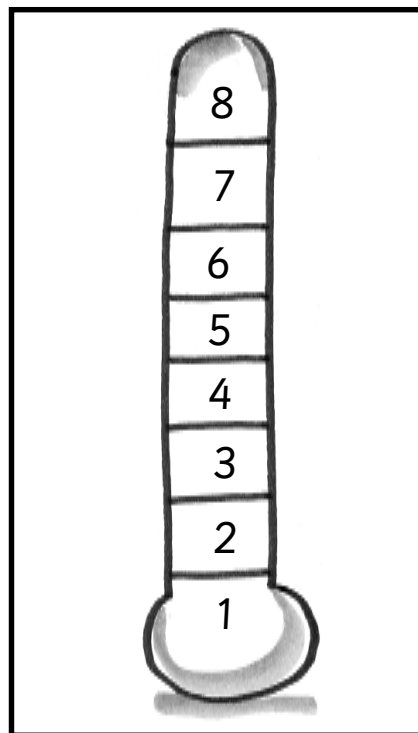
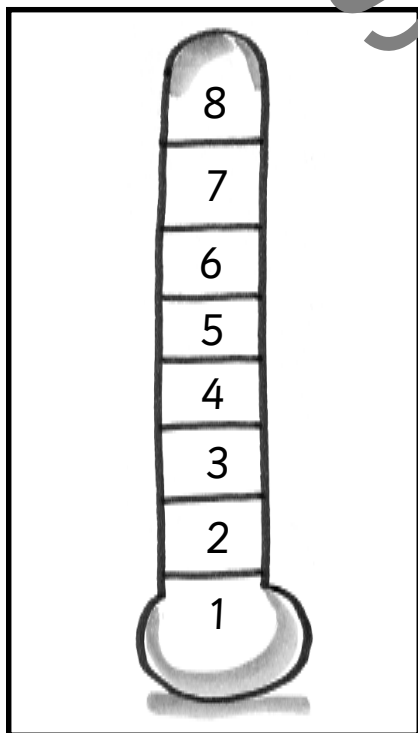
Page _____

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____

Colour in your scores:



Assessment

Finish the words.

Date: _____

①

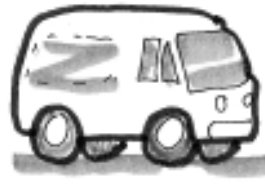


s _____



j _____

②



v _____



t _____

③



b _____



c _____

④



b _____

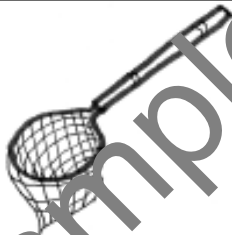


h _____

⑤



p _____



n _____

⑥



l _____



p _____

⑦

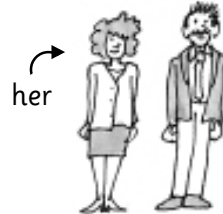


d _____

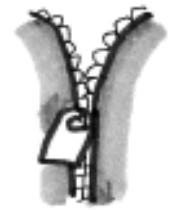


s _____

⑧



h _____



z _____

⑨



r _____



c _____

⑩



r _____



d _____