

Support for Basic Spelling 3

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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 3 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 3 deals with initial and final consonant blends and consonant digraphs. The words are short and phonically regular.

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 groups 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 'cl' + 'ap' may be joined to make 'clap'.
- * 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 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 pupil 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 clap..... we clap our hands.... write the word 'clap'.

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 teachers might find useful in follow-up work.

- Page 1 bl: **black blink blob blow** blast blend bless blot blunt
cl: **clap cliff clock cloud** clang clink clot cluck clump
- Page 2 fl: **flag flash flower fly** flask flat fled flesh flick fling flip flop flung
gl: **glad glass glove glue** gland glen glint gloss
- Page 3 pl: **plan play plug plum** plank plant plod plot plus plush
sl: **slap slim slip slot** slant slash slid sling slog slosh slug slump
- Page 4 br: **bread brick bring brush** brag brand brim brink brisk
cr: **crab crash crown cry** crack crag cramp crib crisp crop crust
- Page 5 dr: **dress drill drop drum** drag drank drift drink drip drunk
fr: **fresh frill frog from** fret frock
- Page 6 gr: **grab grapes grass grin** grasp grim grip gruff grunt
tr: **trap trick truck trumpet** track tramp trash trench trim trip
- Page 7 pr: **pram pray press prop** prank print prod
sw: **sweep sweet swim swing** swam swell sweep swift swill swum
- Page 8 sn: **snack snap sniff snip** snob snuff snug
sp: **spell spill spin spot** span speech spit spout
- Page 9 sm: **smack smash smell smock** smelt smelt with smok smug
st: **star stay stick stop** stab stack stamp stand stiff sting stock stuck stung
- Page 10 ch: **chat chin chips chop** chop chop chap check cheese chess chest chick chill chimp chunk
sh: **shed ship shore shut** shack shall she sheep sheet shelf shell shift shin shock shot shoot show shun shunt shy
- Page 11 wh: **whale what wheel where** whip whisk why wheat which whine whisper white
- Page 12 sk: **skid skin skip skull** skill skim skimp
th: **than that them then** this them thus
- Page 13 -sk: **cask desk mask tusk** ask bask dusk husk risk rusk task
-th: **bath moth path tooth** both cloth maths tooth truth
- Page 14 -ld: **cold gold held wild** bold fold hold sold told weld
-lk: **bulk milk silk sulk** elk hulk wheelk
- Page 15 -lp: **gulp help pulp yelp** kelp
-lt: **cult felt kilt lilt** belt bolt jolt melt silt
- Page 16 -nd: **hand lend pond wind** and band bend bond end fond fund land mend sand send
-nk: **bunk honk sink tank** bank hunk junk kink lank link pink rank rink sank sunk wink yank
- Page 17 -ng: **hang ring song wing** bang bung dung gong long lung pang pong rang rung sang sing sung
-nt: **ant grunt rent sent** bent dent hunt lent pant rant tent went
- Page 18 -ft: **craft left lift loft** daft deft gift raft rift sift tuft
-mp: **lamp lump jump ramp** bump camp damp hump limp pump romp rump
- Page 19 -ch: **bench bunch lunch rich** crunch inch march much munch pinch porch punch stench such torch which
-sh: **brush cash dish fish** bush crash crush dash flash flesh flush fresh hush mash push rash rush smash wash wish
- Page 20 -ck: **back kick luck sock** black click clock cock deck dock duck hack hock jack lack lick lock Mick mock muck
neck nick pack peck pick prick rack rock ruck sack sick slack sock stack stick stock stuck suck tack tick tock tuck
wick
-st: **fist list lost nest** best bust cost dust fast gust just last mast mist must past pest rest rust test vest west

bl

Date _____

cl

target words

look

black

check

blob

blink

blow

clap

clock

cliff

cloud

cover

Make the target words with **bl** or **cl**.



clap

clap



__ink



__ow



__ock



__oud



__iff



a __ack __ob

Choose the word.

blow **clap** **blink**

1. I _____ my hands.

2. I _____ my nose.

3. I _____ my eyes.

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

pl

Name _____

Date _____

sl

target words

look

play

check

plum

plug

plan

slip

slot

slap

slim

cover

Find the target words.



a	b	p	l	u	g	c	d
s	l	a	p	f	h	j	k
m	n	q	r	p	l	a	y
s	t	p	l	a	n	v	w
x	y	z	s	l	i	n	e
s	l	i	p	a	b	c	d
e	f	s	l	o	t	g	h
j	k	m	r	p	l	u	m

Write the target words.

Make the target words with **pl** or **sl**.



plan

plan



___ip



___im



___um



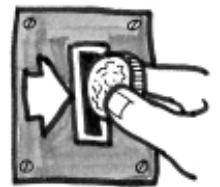
___ap



___ay



___ug



___ot

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

ch

Date _____

sh

target words

look

chat

check

chop

chin

chips

ship

shop

shed

shut

cover

Make the target words with **ch** or **sh**.

ch



__ips

__op

__at

__in

sh



shed

__ut

__ip

__op

shed

Write the correct target word

1. You can buy things in this.

--	--	--	--

2. Part of your face.

--	--	--	--

3. You can do this with an axe.

--	--	--	--

4. You keep tools in this.

--	--	--	--

5. You sail in this.

--	--	--	--

6. To close.

--	--	--	--

7. You eat these with fish.

--	--	--	--	--

8. To talk.

--	--	--	--

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

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