

Support for Basic Spelling 4

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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 4 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 4 deals with words ending with a modifying 'e' (magic 'e' words). Most of the words are short, single syllable, phonically regular words.

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 'c' + 'ap' may be joined to make 'cap' and that the sound of the vowel is modified when an 'e' is added to the end of the word as in 'c' + 'ape' makes 'cape'.
- * 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 (page 21) 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 work pages. The target words are written in bold.)
- * Have fun making up 'silly' sentences using the words.
- * Make up rhyming sentences using pairs of words ending with the same sound eg the mole lived in a mole.
- * Make up sentences which draw attention to the function of the modifying 'e' eg I hate my hat; I wear a cape and a cap; he made me mad etc.
- * Draw and label pictures of words which incorporate each letter pattern.
- * Build the words using interlocking letters.
- * Write each target word on a separate card. 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 skate... we can skate on ice... write the word 'skate'.

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 a-e: **cape gape scrape tape** drape nape shape
ate: **fate hate mate skate** date gate late plate rate slate state
- Page 2 ade: **fade made spade shade** grade trade wade
ake: **bake cake lake shake** brake fake make quake rake sake stake take wake
- Page 3 ale: **gale sale tale whale** bale pale male stale scale
ame: **flame frame name game** blame came dame fame lame same shame same
- Page 4 ane: **cane lane mane pane** crane sane wane
ave: **brave save shave wave** cave crave gave grave rave
- Page 5 ace: **face lace race space** grace mace pace
age: **cage page stage wage** rage sage
- Page 6 ipe: **pipe ripe stripe wipe** snipe swipe tripe
ite: **bite kite quite white** polite site
- Page 7 ide: **bride hide ride slide** glide hide pride side slide time wide
ike: **bike hike like spike** pike trike
- Page 8 ile: **mile pile smile while** crocodile file tile wile
ime: **chime crime mime time** dime lime slime
- Page 9 ine: **nine shine spine wine** brine dine fine lime mine pine twine
ive: **dive drive five hive** alive jive live strive
- Page 10 ice: **dice mice nice rice slice** lice twice
ife: **knife life wife rife**
- Page 11 a-e: **cake skate spade whale** (Also see words for pages 1-5)
i-e: **bike kite slide smile** (Also see words for pages 6-10)
- Page 12 obe: **globe lobe probe robe**
ope: **hope mope rope slope** dope grope lope pope scope
- Page 13 ode: **code explode rode strode** mode
ote: **note promote tote vote** dote
- Page 14 ole: **hole mole pole stole** dole sole vole
one: **alone bone stone throne** clone cone drone lone scone
- Page 15 oke: **broke choke joke smoke** coke poke spoke stroke woke
ose: **close hose nose rose** chose pose those
- Page 16 use: **amuse excuse fuse** abuse
ute: **brute compute cute flute mute** acute
- Page 17 ube: **cube tube**
ude: **crude rude**
ule: **mule rule**
une: **prune tune**
- Page 18 o-e: **cone dome globe home** (Also see words for pages 12-15)
u-e: **cube duke huge June** (Also see words for pages 16-17)
- Page 19 ie: **die lie pie tie**
ue: **blue due glue true**
- Page 20 a-e: **cage game** (Also see words for pages 1-5)
i-e: **dive pipe** (Also see words for pages 6-10)
o-e: **choke nose** (Also see words for pages 12-15)
u-e: **amuse rude** (Also see words for pages 16-17)

a p e

Name _____

Date _____

a t e

target words

look

cape

check

gape

tape

scrape

hate

fate

mate

skate

cover

Choose the word.



hat hate

hate

tap tape



mat mate



cap cape



jat fate



scrap scrape

Write the target words that rhyme with:

shape			
date			

Choose the correct word.



I can (gape/skate) on ice.



It is rude to (gape/skate).

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

ipe

Name _____

Date _____

ite

target words

look

pipe

check

ripe

wipe

stripe

kite

bite

white

quite

cover

Make the target words with **ipe** or **ite**.



ripe

w_____

p_____

str_____

rite



k_____

b_____

qu_____

wh_____

Choose the best target word. Write each sentence correctly.

1. The man was smoking a (pip/pipe).

2. Pink is made from red and (whit/white).

3. I like to (bit/bite) a nice (rip/ripe) apple.

4. You can fly a (kit/kite) if it is (quit/quite) windy.



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

ide

Name _____

Date _____

ike

target words

Make the target words with **ide** or **ike**.

look

hide

check

ride

slide

bride

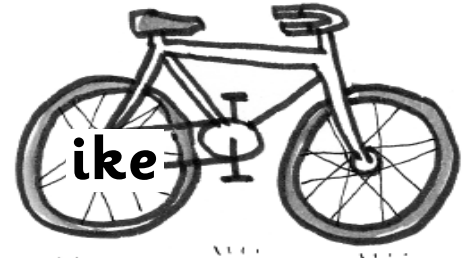
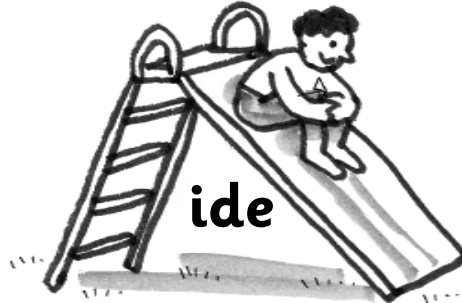
like

bike

hike

spike

cover



ride

ride

h_____

br_____

sl_____

o_____

b_____

l_____

sp_____

Join up the **ide** words with a red line.

hide

like

ride

bike

hike

slide

bride

spike

Label the pictures.



Join up the **ike** words with a blue line.

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

□

ole

Name _____

Date _____

one

target words

look

pole

check

mole

hole

stole

bone

stone

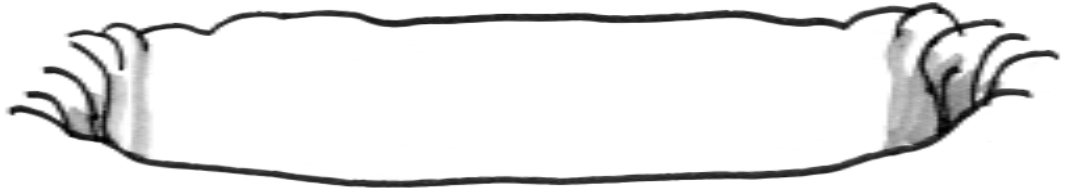
alone

throne

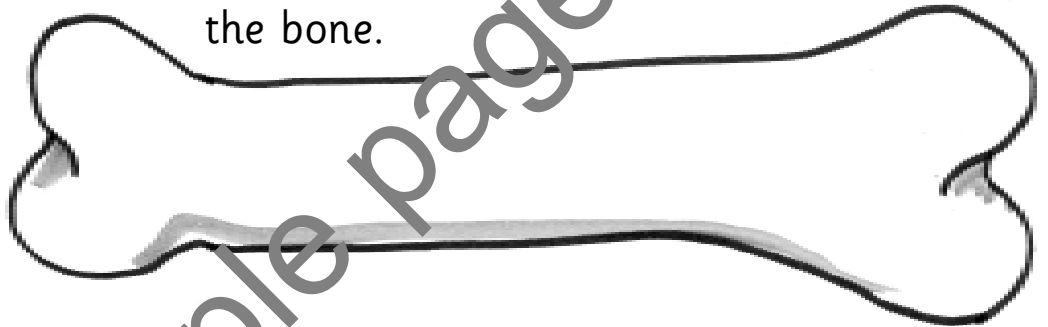
cover



Write the **ole** words in the hole.



Write the **one** words in the bone.



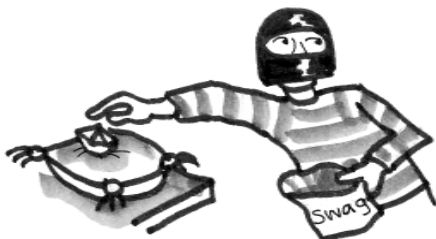
Choose a target word to fill each gap.

1. A m_____ lives in a h_____.



2. The queen sat al_____

on her thr_____.



3. The robber st_____

the gem st_____.



4. The dog sat by the flag

p_____ with his b_____.

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

Date _____

a - e i - e

o - e u - e

target words

look

game

check

cage

pipe

dive

nose

choke

rude

amuse

cover

Write the target words.

nose

nose

r_d_

g_m_

p_p_

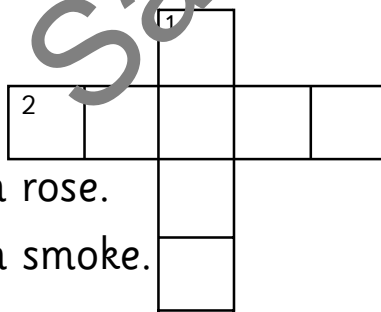
r_g_

d_v_

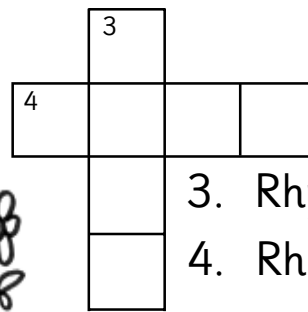
ch_k_

am_s_

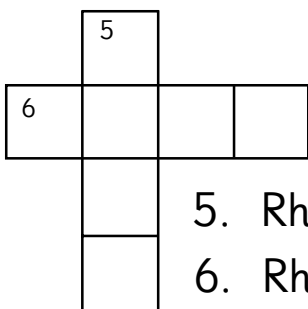
Fill in the correct target words.



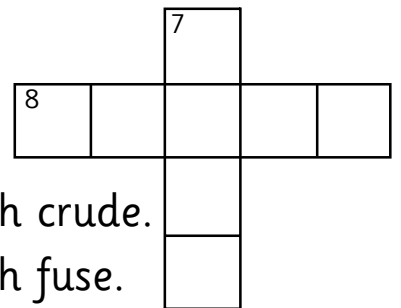
1. Rhymes with rose.
2. Rhymes with smoke.



3. Rhymes with ripe.
4. Rhymes with five.



5. Rhymes with tame.
6. Rhymes with page.



7. Rhymes with crude.
8. Rhymes with fuse.

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