

Support for Basic Spelling 5

Louis Fidge

Illustrated by Sue Prince

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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 5 Teacher's Notes

Introduction. This book is one of a series which supports the teaching of basic spelling skills. The series help 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 5 mostly deals with words containing vowel digraphs. Most of the words used are short, 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 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 e.g. Show how 's' + 'ee' may be joined together to make 'see'.
- * 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 rime as they do so.
- * Study the target words again. Encourage pupils to suggest sentences including 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 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 below for each letter pattern and could be used for further extension and consolidation activities like those on the pages.)
- * Have fun making up 'silly' sentences using the words.
- * Make up rhyming sentences using pairs of words involving the same sound eg the goat wore a coat.
- * 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 word 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 at the end 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:

a) Prior to working from the book to establish a pupil's current level of knowledge, so that specific pages may be selected as appropriate.

b) 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 a space below each for the pupils 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 and they 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 tail... the dog had a long tail... write the word 'tail'.

The Record Sheet (Page 25).

This provides a convenient way of recording pupils' 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 ai: **bait drain faint maid paid paint rain sail tail wait** afraid again bail bail fail gain hail jail laid mail main pail
pain raid rail saint staid stain taint
- Page 2 ay: **away bray clay play pray spray stay stray sway tray** always bay be fair crayon day delay dismay display hay
holiday jay lay layer may pay ray say today way yesterday plus days of the week
- Page 3 ar: **card cart dart farm hard harm harp march sharp star** arch ark bar bark barn car carp charm chart
dark darn far hark jar larch lard lark mar mark mart par parch park part star start yard
- Page 4 ea: **beach bean cheap cream leap mean speak teach team weak** beak beam beast beat cheat creak deal east eat
feast feat leak feast heal heap heat lean least meal beat neat peak preach ream reap sea seal seat steam tea wean
- Page 5 ea: **bread dead dread head instead lead read spread thread tread** breadth breast feather healthy heather heavy
jealous meadow meant pleasant ready steady sweat treat weather
- Page 6 ie: **believe brief chief field grief niece piece believe shield thief** grieve relief shriek yield
- Page 7 ee: **bee deed feed free need see seed three tree weed** bleed cheek creep deep feet greed heed jeep keep leek meet
peep seek sleep steed steep sweep wheel
- Page 8 er: **fern herb jerk kerb nerve nerve stern term verb verse** desert different interest jerkin observe perfect
- Page 9 ir: **bird dirt fir firm girl squirrel sir skirt third whirl** birth mirth sir shirt twirl
- Page 10 ur: **burn church churn car cure hurl hurt nurse purse turn** burglar burst disturb fur furnish gurgle hurdle
murmur Saturday surfurnace surprise Thursday turban turf turkey turnip turtle urgent
- Page 11 oa: **boat cloak coal croak float goat road soak throat toad** boast coach cool foal goal load loaf loan moan roast
soap toast
- Page 12 oo: **broom doom food hoop mood moon proof roof spoon swoop** boot croon fool noon room pool root shoot soon
stool too tool zoo
- Page 13 oo: **book cook crook good hood hook look shook stood wood** brook foot nook
- Page 14 oi: **boil choice coil coin hoist join joint moist point voice** avoid foil joist noise poison soil spoil toil
- Page 15 oy: **annoy boy convoy cowboy coy destroy employ enjoy joy toy** royal voyage
- Page 16 ou: **amount cloud couch count crouch house mouse mouth proud south** about aloud bound found hound loud out
pouch pound pout round scout shout sound spout
- Page 17 or: **cord cork corn fork form lord port sport storm thorn** border born corner forget forty horn morning north
order pork short sort stork story torn
- Page 18 ow: **brown cow crown flower gown growl how howl power town** bow clown crowd down drown fowl frown owl
powder prow row scowl shower tower vow vowel
- Page 19 ow: **crow follow grow low mow slow snow throw window yellow** barrow bellow below blow bow bowl bowler
elbow flow flown glow grown know mower narrow own show shown thrown tow
- Page 20 aw: **claw draw flaw jaw law paw raw saw straw thaw** crawl dawn hawk yawn

target words

look

sail

tail

wait

bait

rain

drain

paid

maid

faint

paint

cover

check

▲

▲

▲

▲

write

▲

▲

Date _____

@ i

Join the target words that rhyme.

sail

m__d

r__n

b__t

p__d

tail

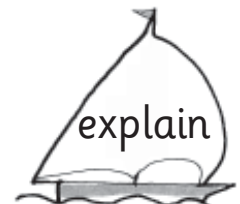
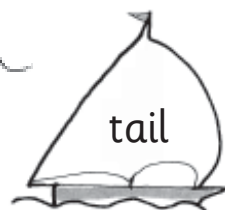
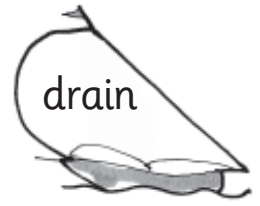
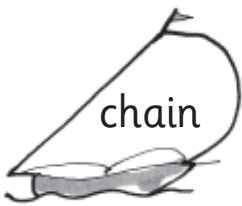
w__t

p__nt

f__nt

ar__n

Colour the target words.



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

target words

look

check

bean

leap

weak

team

mean

teach

beach

cream

speak

cheap

say

write

cover

Date _____

Join the target words that rhyme.

e @

Write the words.

leap

cream

weak

bean

team

cheap

mean

teach

beach

speak

leap cheap

Write the correct target word.

1. Not dear.

2. Not strong.

3. To talk.

4. To jump.

5. Made from milk.

6. You eat it.

7. By the sea.

8. A set of players.

9. Not kind.

10. To give lessons.



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

target words

look

head

check

dead

lead

read

dread

bread

tread

thread

spread

instead

cover

Date _____

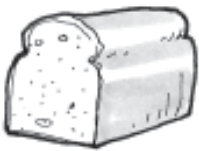
e a

Write the target words in the grid.



		h	e	a	d
			e	a	
			e	a	
			e	a	
			e	a	
			e	a	
			e	a	
			e	a	
			e	a	
			e	a	

Write the correct target word under each picture.



Choose a target word to fill each gap.

1. Yesterday I _____ a book.
2. The heavy metal was _____.
3. Don't _____ in the mud.
4. I played football _____ of going home.
5. The doctor said the man was _____.
6. I _____ spelling tests.

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

target words

look

thief

check

piece

field

believe

chief

niece

shield

grief

relieve

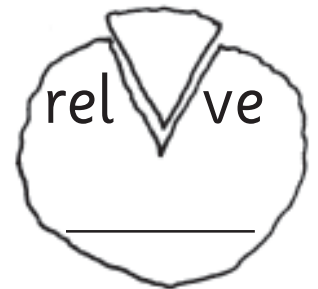
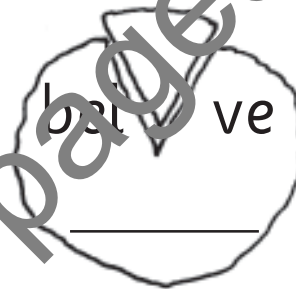
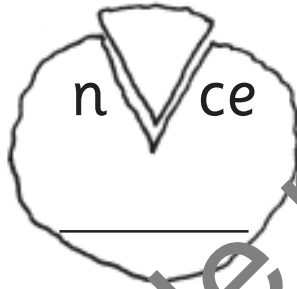
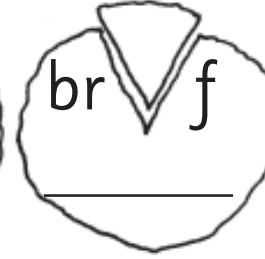
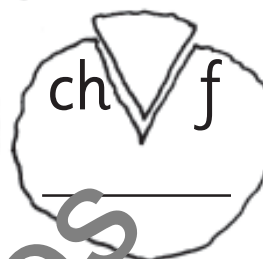
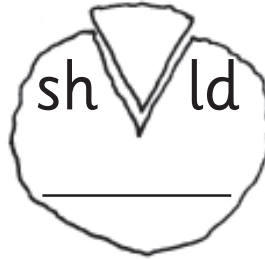
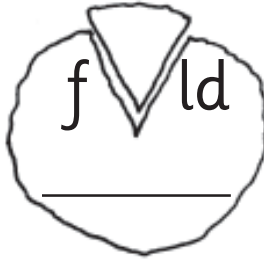
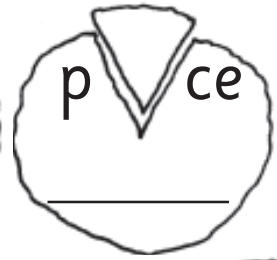
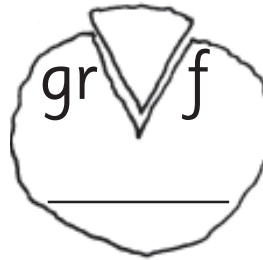
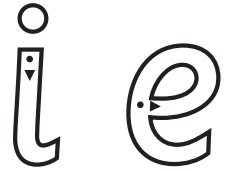
brief

cover

Name _____

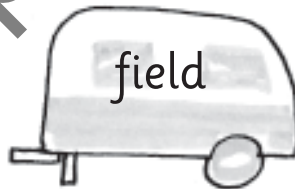
Date _____

Make the target words.



Join the target words that rhyme.

Write the words.









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

target words

look

- roof
- food
- hoop
- moon
- doom
- mood
- swoop
- broom
- spoon
- proof

check



write



cover

Date _____

Make the target words with oo.



food

food



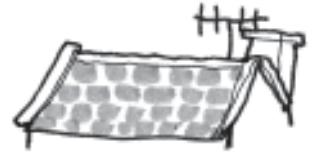
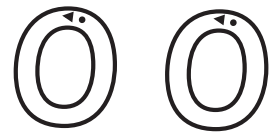
broom



moon



hoop



roof



spoon

swoop

proof

doom

mood

Join the target words that rhyme.

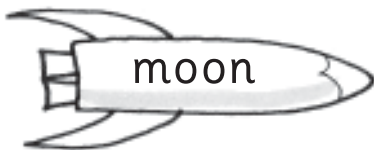


Write the words.



food mood





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

