

Support for Basic Spelling 1

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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 1 Teacher's Notes

Introduction. This book is one of a series which supports the teaching of basic spelling skills. The series help children 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 1 deals with initial letter sounds and shapes (including capital and lower case letter shapes) and word-building involving phonically regular three-letter words.

Assessment and Record Keeping.

Diagnostic Test.

At the end of the book assessment sheets are provided. These may be used:

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

The Record Sheet.

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

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

General activities for teaching letter sounds.

- * Tongue twisters. Have fun with sentences where all the words begin with the same initial letter sound e.g. Peter Piper picked a peck of pickled peas.
- * Play I-Spy using just a few pictures at a time and using the letter sound.
- * Set up a 'letter' table which is devoted to collecting together things or pictures which begin with that letter.
- * Give children two trays each labelled with a different letter. Sort a selected group of objects and pictures onto each tray according to the sound each begins with.
- * Play snap with a limited number of letter shapes.
- * Make some simple post boxes out of cereal packets. Label each with a different letter. Cut out pictures of some things beginning with the letters chosen. Children have to choose the correct box in which to post each picture.

General activities for teaching letter shapes.

- * Draw letters in the air or on table tops with fingers to get the 'feel' of them.
- * Make letters out of sandpaper or sand and glue and finger trace them.
- * Make letter shapes with Play-Doh, plasticine, clay.
- * Make letters in sand, earth or flour using a finger or stick.
- * Use finger paints or paint letters using a paint brush.
- * Make body-shape letters in PE.
- * Encourage children to look for, and recognise, individual letters in books and in signs around them.

Teaching the pages.

Pages 1-3, 5-7, 9-11, 13-14, 16-17.

- * These pages each introduce and teach pairs of initial letter sounds. Letters are taught in pairs to encourage auditory and visual discrimination.
- * The focus letters are featured at the top of the page in lower case shape, with starting dots and directional arrows for introducing the letter sound and teaching their correct formation.
- * It is suggested that you demonstrate the formation of each letter shape many times, introducing each one by writing it on the board slowly, giving a commentary as you do so eg for the letter 't' you could say 'Start at the top, come down to the bottom and give it a flick, then go across here, like this'. (NB Always demonstrate the letter movement so children see it from the correct direction, even if this means teaching with your back to the class.) Encourage children to write each letter in the air and on their desk tops with their fingers several times before trying it on the page.
- * When teaching the letter sound it is always helpful to link it with an object initially eg 'h' is for 'hat' so children can hear the individual sound both independently and in the context of a word. Ask children to think of other words beginning with the same letter sound. Making silly sentences or alliterative phrases helps eg a hairy hat. Encourage children to become aware of the shape of their mouths when articulating individual letter sounds eg put a hand in front of the mouth and feel what happens when you say 'h'; notice the position of the tongue when saying 't' etc.
- * Children are then given an activity requiring them to discriminate between the two letter sounds. Go through and name the stimulus pictures with the children, encouraging them to stress the initial letter sound when saying the words.
- * They are then presented with two empty frames and asked to draw something beginning with each sound. This may be something they have learnt on the page, or it may be something different that they can think of.
- * Finally, children are given the alphabet in lower case letters and are asked to find and circle the focus letters in it. Draw attention to the alphabet from time to time. Say it with and to the children, (perhaps sing it, too!) This will help children learn alphabetical order and understand that each letter not only has a sound, but also has a name.

Pages 4, 8, 12, 15, 18.

- * These pages encourage children to use the letter sounds they know and to use them for word-building. The pages introduce each medial short vowel sound in the context of simple, phonically regular three letter words. Only consonants which have been introduced in the preceding pages are used.
- * At the top of each page, children are given two rimes e.g. 'at' and 'ag'. They are then given various consonants as onsets and are asked to join them together to make a number of words eg b + at = bat. This is often best demonstrated by the use of interlocking letter shapes or such-like.
- * At the bottom of each page, pupils are then given some form of check-up activity to ensure they have mastered the idea.

Page 19 - The alphabet.

Children are asked to join up the letters of the alphabet in order and then to write the alphabet correctly. If in doubt, children should be allowed to refer to the bottom of one of the initial letter sounds pages where the alphabet is produced in its entirety, to check.

Pages 20, 21.

Matching capital and lower case letters. These two sheets ensure that children are able to match lower case letters to capitals and vice versa.

Pages 22, 23 - Diagnostic Test.

26 pictures are provided, representing 2 target words from each worksheet in the book. Beneath each picture is the word, minus the initial letter (except for 'x' which is shown minus its last letter, as this is where 'x' is most often found). Children are expected to say the name of the picture and provide the missing initial letter.

In the bottom left-hand corner of each picture is a small blank square.

Teachers might like to write pages numbers in these squares or, alternatively, ask pupils to write corresponding capital letters, if appropriate.

The pictures on page 22 are: egg, jam, apple, key, leg, mop, net, hat, fish, ball, goat, dog, cat, umbrella.

The pictures on page 23 are: van, rod, queen, top, yawn, pin, bun, ink, web, fox, zip, octopus.

m

b

Choose **m** or **b**.



__ug



bag

bag



__en



__oy



__ap



__ox



Draw something beginning with:

m

b

Find and circle **m** and **b**

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

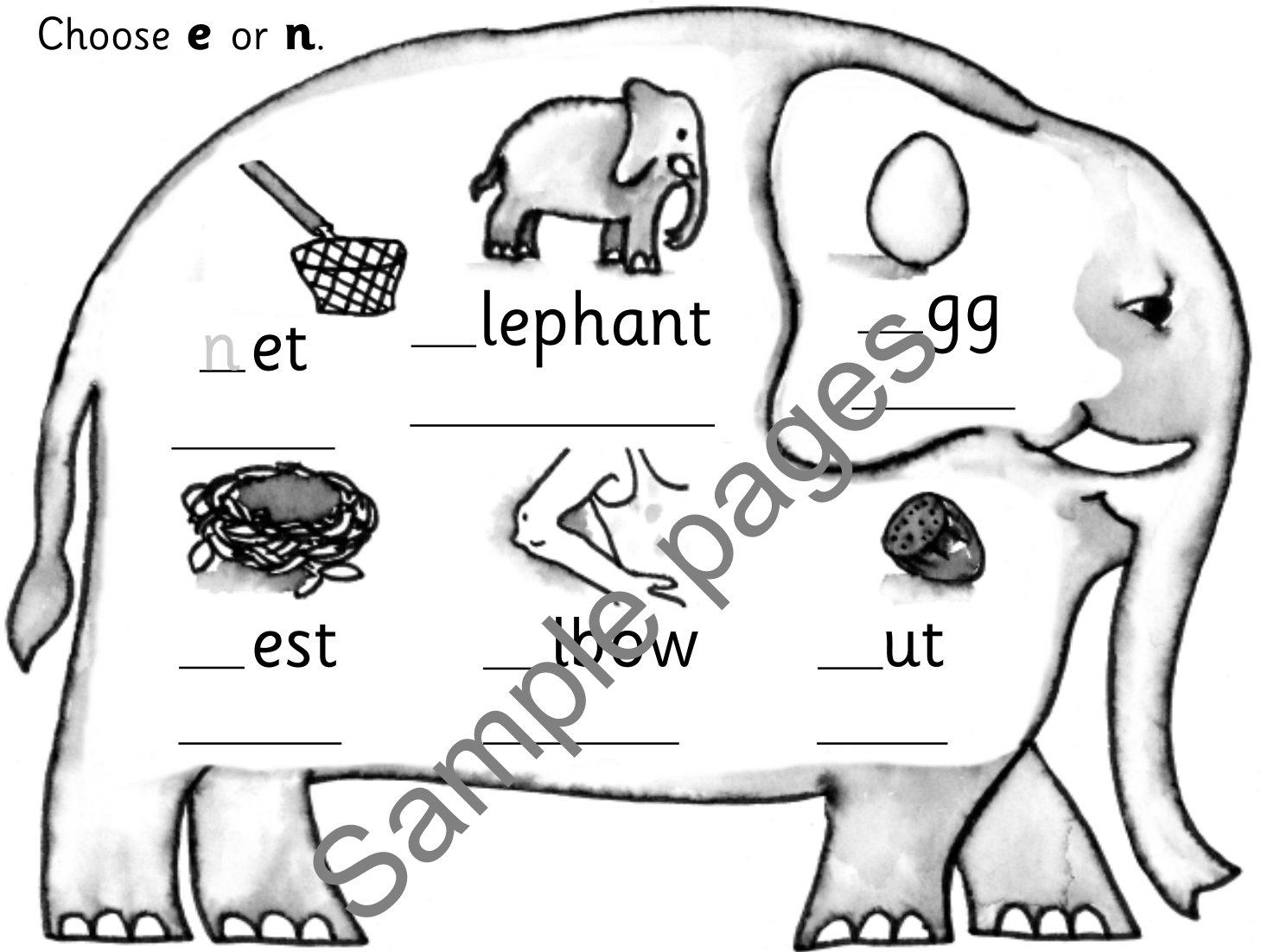
e

Name _____

Date _____

n

Choose **e** or **n**.



Draw something beginning with:

e

n

Find and circle **e** and **n**

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

Fill in the missing letters.

A a

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Fill in the missing letters.



_gg



_am



_pple



_ey



_eg



_cp



_et



_at



_ish



_all



_oat



_og



_at



_mbrella