

Support for Basic Spelling 6

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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 6 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 6 deals with two more vowel digraphs and some common word endings.

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 'n' + 'ew' may be joined together to make 'new'.
- * 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, spelling 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 I threw the screw into the stew.
- * 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:

- 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 pupil 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 the pupil 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 new.... you can buy some new trainers ... write the word 'new'.

The Record Sheet (Page 25).

This provides a convenient way of recording pupil'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.

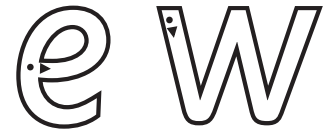
- Page 1 ew: **brew chew drew few flew grew new screw stew threw** crew dew knew
- Page 2 au: **author autumn because haul haunt launch maul pause saucer taunt** audience exhaust flaunt
- Page 3 y: **baby body copy empty handy happy lady lumpy noisy tiny** clumsy
- Page 4 y: **my by cry dry fly fry my shy sly spy why** apply deny multiply rely supply
- Page 5 ey: **chimney donkey honey jersey journey key money monkey turkey valley**
- Page 6 ight: **bright fight fright light might night right sight slight tight**
- Page 7 ind: **behind bind blind find grind kind mind rind unkind wind**
- Page 8 edge: **hedge sledge wedge** dredge pledge
idge: **bridge ridge** midge
odge: **dodge lodge** stodge
udge: **fudge judge smudge** nudge
- Page 9 atch: **catch match patch** hatch latch scratch snatch
etch: **fetch sketch**
itch: **ditch hitch pitch** itch stitch switch witch
utch: **crutch hutch**
- Page 10 ar: **beggar burglar collar dollar hammer guitar pillar popular vicar vinegar** mortar regular similar sugar
- Page 11 er: **baker brother builder climber father jumper mother singer sister teacher** chapter dinner enter faster ladder
master number over summer thunder summer
- Page 12 or: **actor author doctor director editor inspector instructor sailor tailor visitor** mirror motor tractor
- Page 13 are: **care dare here glare glare scare share spare square stare** beware prepare
- Page 14 ire: **desire enquire fire hire require retire shire spire tire wire**
- Page 15 ore: **before core more score shore snore store swore tore wore** adore explore restore
- Page 16 ure: **cure future injure lure measure mixture picture pure secure sure** capture fixture nature pressure treasure
- Page 17 le: **bangle candle dimple grumble handle jangle simple single tingle tumble** angle ankle apple bottle cuddle
fiddle gamble jungle little mingle muddle paddle riddle rumble twinkle uncle
- Page 18 al: **animal comical dismal final funeral hospital metal petal sandal signal** historical musical national natural
practical several
- Page 19 el: **camel jewel kennel label model parcel towel travel tunnel vowel** angel parcel shovel
- Page 20 il: **anvil council daffodil fossil lentil nil pencil stencil until utensil** April devil jonquil tonsil

target words

look
 ► few
 ► new
 ► drew
 ► brew
 ► chew
 ► flew
 say
 ► stew
 ► grew
 ► threw
 ► screw
 cover ►

check
 ▲
 ▲
 ▲
 write
 ▲
 ▲

Date _____



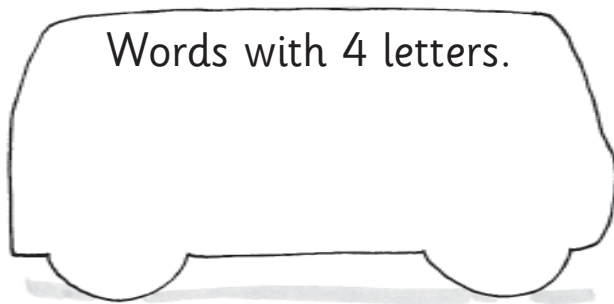
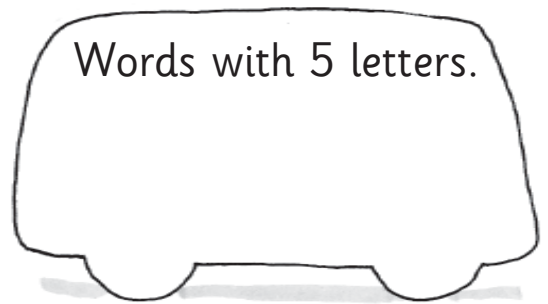
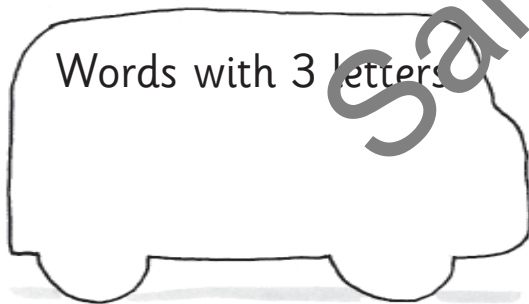
Make the target words.

n	ew	new	fl	ew	_____
f	ew	_____	br	ew	_____
gr	ew	_____	st	ew	_____
ch	ew	_____	scr	ew	_____
dr	ew	_____	thr	ew	_____

Write the target words which begin with:

n _____ f _____ ch _____ gr _____ thr _____

Write the target words in the vans.



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

target words

look	mind	check
	find	
	bind	
	rind	
say	wind	write
	kind	
	unkind	
	grind	
cover	blind	
	behind	

Date _____

Make the target words.

i n d

find bind mind

find _____ _____

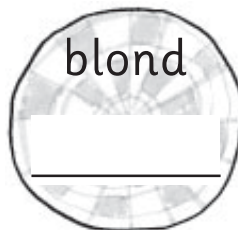
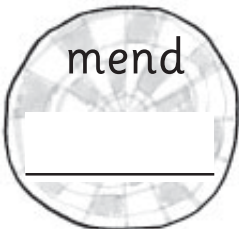
rind blind kind wind

_____ _____ _____ _____

grind behind unkind

_____ _____ _____

Make these into target words by changing one letter.



Make these letters into target words.

d i n k
u n

h b e
i d n

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

target words

look

handle
tingle
simple
jangle
tumble
candle
dimple
bangle
single
grumble

check

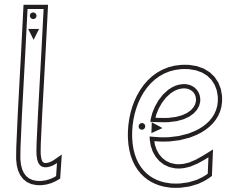
say

write

cover

Date _____

Join the pairs of words.



simple candle
tingle grumble
handle dimple
jangle single
tumble bangle

Find the target words.

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

Write the words.



jangle

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