



Programming for Spelling

Program
and
Teaching Guide

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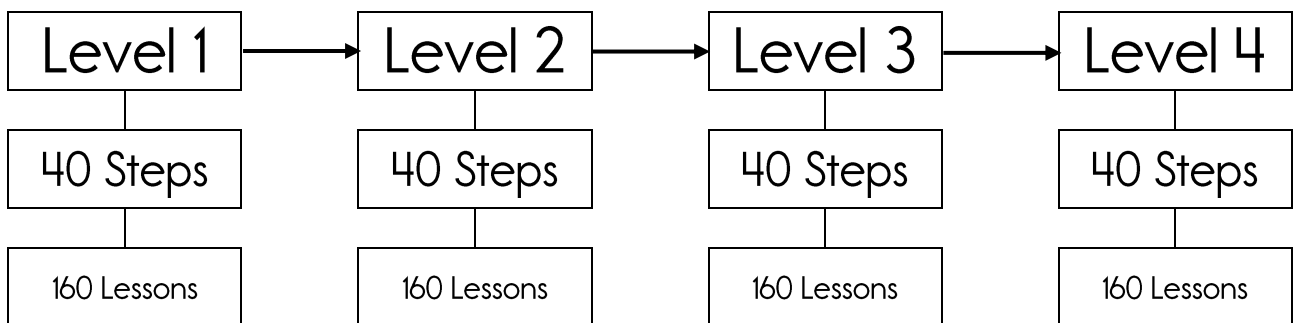
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Part 1 Program Design

One of the problems with writing a book such as this is that teachers may be inclined to open a book at the *year/grade* that they are currently teaching, rather than at the *level* that matches the ability of their current students.

The 'Ants' spelling scope and sequence is designed to commence at the beginning of Year 1 if students have successfully completed the Kindergarten Literacy Program. The spelling scope and sequence is based on four levels of difficulty, with each level containing 40 steps. Each step comprises four lessons, the content of which is based on the various sections contained in the Study Sheets.



The four levels DO NOT correspond to class grades. The 40 steps DO NOT correspond to a school year of 40 weeks. Rather, the 160 steps may be spread over grades 1 to 6 according to the needs of individual class cohorts. This organisation allows for the content of a spelling list to be used over more than one week. However, should students complete the four levels successfully before the end of primary school, it is suggested that spelling instruction could be included in other Key Learning Areas using subject-specific vocabulary.

There are several reasons why teachers may choose to study the words on a spelling list for more than one week.

1. If students have not mastered the words on any given spelling list, it is important to take time (perhaps an additional week or two) to re-teach and practise the content.
2. Some spelling lists may contain interesting words that may need more teaching time in order to explore general knowledge, multiple word meanings, language usage, homonyms, antonyms, synonyms and spelling structures.
3. Interruptions to instructional timetables may occur during a school week, such as sports days, excursions, and school open days, which impact face-to-face teaching time.

Generic Lesson Plan Structure (Berninger, 2019)

Introduction of a new spelling list.

Lesson Focus

<p>Introduction</p>	<p>Gain students' attention (personalised classroom <i>Attention Signal</i>).</p> <p>Review critical prerequisite skills.</p> <p>State the goal of the lesson and its relevance.</p>	<p><i>Begin a lesson with short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall (Rosenshine, 2012, no. 1).</i></p> <ol style="list-style-type: none"> 1. Practise short and long vowels. 2. Complete a selection of Phonics Quiz cards. 3. REVIEW the content of the previous spelling list. 4. Introduce the structures of the new spelling list.
<p>Development and Consolidation</p>	<p>Modelling (+ think aloud)</p> <p>Show and tell - involve students.</p>	<p>Introduce the rule/concept. Use If-then construction.</p> <p>Illustrate the concept with examples and non-examples.</p>
	<p style="text-align: center;">Guided Practice</p> <p>Guide students in performing the skill or strategy.</p>	<p style="text-align: center;">COMPLETE A SELECTION OF THE ACTIVITIES PROVIDED IN THE STUDY SHEETS</p> <p>Provide physical, verbal, or visual prompts. Gradually fade scaffolding. Guide students in analysing examples and non-examples using the critical attributes.</p>
	<p>Unprompted practice <i>pairs/groups</i></p>	<p>Check students' understanding. Have students perform the skill/strategy in pairs or groups without prompts.</p>
	<p>Unprompted practice <i>individual</i></p>	<p>Check students' understanding. Have students perform the skill/strategy individually without prompts.</p>
<p>Culmination</p>	<p>Review critical content. Preview the content of the next lesson.</p>	<ol style="list-style-type: none"> 1. REVIEW the content of lesson. 2. Introduce the content of the next lesson.

Note: All words in *italics* are extension words for those students who can already spell the words on the base lists.

Step	Regular Digraphs		Long vowels / Rules / Less common digraphs / Irregular words		Spelling Extras
	Revise	New <i>Extensions</i>	Revise	New <i>Extensions</i>	
30	girl shirt first birth squirt	Discrimination Step free three green sweet each treat speak dream	wanted graded mended pointed needed	ballooning problematic family man buttonhole suggestion	1. The schwa (the indeterminate vowel sound) 'a' making the schwa sound – 'balloon' 'e' making the schwa sound – 'problem' 'i' making the schwa sound – 'family' 'o' making the schwa sound – 'button' 'u' making the schwa sound – 'suggest'
31	free three green sweet each treat speak dream	<i>fewer</i> <i>fewest</i> <i>chewing gum</i>	balloon problem family button suggest	again/ against panda quiet pencil carrot upon possum	1. Regular positive, comparative and superlative forms few, fewer, fewest 2. The schwa (the indeterminate vowel sound) 'a' making the schwa sound – 'again' 'e' making the schwa sound – 'quiet' 'i' making the schwa sound – 'pencil' 'o' making the schwa sound – 'carrot' 'u' making the schwa sound – 'upon'
32	few chew grew threw blew	roadblock floater boastful stagecoach croaky	again/ against panda quiet pencil carrot upon possum	poorly poorer poorest indoors doorknob doorway doormat floorplan seafloor	1. Regular positive, comparative and superlative forms poor, poorer, poorest 2. Rule Suffixes: When adding 'all', 'full', 'fill' to a base word, drop one 'l'. e.g., spoon/ful 3. Morphemes Suffixes '-y' meaning 'a state or quality' '-er' meaning 'something or someone who ...'

Section 3 – The Spelling Program

Note: All words in *italics> are extension words for those students who can already spell the words on the base lists.*

Step	Regular Digraphs		Long vowels / Rules / Less common digraphs / Irregular words		Spelling Extras	
	Revise	New	Revise	New		
33	road float boast coach croak	blue clue value rescue argue	bluebottle clueless valued rescuer argument	poor door floor	<p>Extensions</p> <p>Discriminative on Step rushed hopped kissed cleaned flowed called flooded guided knitted</p>	<p>Morphemes '-ed' on the end of a verb indicates the regular form of the past tense. '-ed' has three sounds /t/ (jumped) /d/ (planned) /ed/ (graded)</p>
34	blue clue value rescue argue	Paul fault cause pause fraud auto author	Pauline fault line because paused fraudulent automatic		<p>The schwa again panda quiet pencil button upon possum</p>	<p>The schwa (the indeterminate vowel sound) 'a' making the schwa sound – 'again' 'e' making the schwa sound – 'quiet' 'i' making the schwa sound – 'pencil' 'o' making the schwa sound – 'button' 'u' making the schwa sound – 'possum'</p>
35	Paul fault cause pause fraud auto author	photo phone phantom trophy digraph dolphin	photograph telephone	again/ against panda quiet pencil carrot upon possum	<p>Three sounds of 'ch' chop Chris chef zucchini</p>	<p>Mnemonics Charlie, the chemist, loves champagne. Chris, the chef, loves chops and zucchiniis.</p>

Spelling Assessment

Assessment Purposes

There are two main reasons for the assessment process:

1. To collect information that allows a teacher to write programs that match the needs of the class student-body.
2. To prepare a remediation program for students who have gaps in their knowledge, or who have mis-learned information.

The Assessment Process

1. Choose the test that best matches the ability level of the student/class.
NOTE: The test levels 1-4 indicate **levels of difficulty** NOT class grades.
2. Give the test. (If necessary, put the words into context in a sentence, or give a definition of a word's meaning.)
3. Mark the tests. Count the **errors** and place that score in the top, right-hand corner of each student paper.
4. Arrange the student papers in numerical order **starting at zero errors**, according to the score at the top of each sheet.
5. Select the appropriate analysis sheet.
6. List the student names according to the order of the student papers.
7. Mark the boxes, **indicating an error**, for each student.

Analysis of Results

1. Look down the **columns**. If a large percentage of the class has made the same error, it may indicate that a certain concept has not yet been taught.
2. Look across the **rows**. There will, generally, be three groups of students.
 - a. Those students who have made no, or very few, errors (e.g., 10 or less errors).
 - b. Those students who have made a large number of errors (e.g., 36 or more errors).
 - c. A middle group (usually the largest group) who have made between 11 and 35 errors.

Programming from the Analysis of Results

1. If the bulk of students are in the middle group (between 13 and 29 errors in 48 words) then this test will represent the spelling level for class programming. The middle group will work on the basic spelling list; the more able group will work on the *extended* words (see teaching strategies) from the basic spelling list; and the less able group may need words at a simpler level, within the same family structure or spelling pattern.
2. If the bulk of students are in the top group (12 or less errors in 48 words) then the test should be repeated at the next level up, and the analysis repeated.
3. If the bulk of students are in the less able group (30 or more errors in 48 words) then the test should be repeated at the previous level, and the analysis repeated.

Note: Each spelling list has been constructed to test various concepts: c-v-c words, digraphs, and irregular words. This allows a further analysis of what to include in a class program. Each Class Analysis Sheet indicates the purpose of the inclusion of each word in a group at the bottom of the page.

A sample of a completed analysis sheet follows.

Appendix 1 Glossary of Terms

consonant blend

A consonant blend is a group of consonants that appear together in a word without any vowels between them. When *reading* and *spelling* blends, each letter is pronounced individually, e.g., /p/ /r/ /a/ /m/ (pram).

digraph

Two letters that go together to make one sound, e.g., 'sh-' in 'shed'; '-ea-' in 'meat'; '-ur' in 'fur'.

extending words

This refers to the process of making words 'grow' by adding affixes, and making compound words, using the base words on a spelling list.

finger spelling

This is the practice of using fingers to indicate the number of phonemes in a given word, and the number of letters needed to code the phonemes

grapheme

A **grapheme** is the letter, or a number of letters, that represent a sound (phoneme) in words, e.g., the word 'cup' has three graphemes: 'c' - 'u' - 'p'; the word 'torch' also has three graphemes: 't'-'or'-'ch'.

mark word structure

The process of noting how words are constructed. "Marking" is used as an aid in spelling and pronunciation by indicating syllables, short and long vowel sounds, the schwa, digraphs, and rules, e.g.,

ā n | n o | y | i | n | g
schwa

f l ā t t l e r
One-one-one Doubling Rule

ē d g e
Use '-dge' after a short vowel sound

c r ē | ā t e
Bossy 'e' Rule

morpheme

Morphemes are the minimum meaningful elements in language, e.g., 'girl' and 'cover'.

If prefixes and suffixes are added to a base word, the number of morphemes will increase, e.g., the word 'cover' is one morpheme, the word 'recover' has two morphemes ('re' means 'again'), and the word 'recovered' has three morphemes ('-ed' means that the action has already happened).

phoneme

A phoneme is the smallest unit of sound in a word, e.g., the word 'hat' has three phonemes: /h/ /a/ /t/; the word 'beach' also has three phonemes: /b/ /ea/ /ch/; and the word 'box' has four phonemes: /b/ /o/ /k/ /s/.

phonemic awareness

Phonemic awareness is *one* of the sub-skills that comes under the heading 'phonological awareness' and deals with only one aspect of sound: the phoneme (see definition above). Phonemic awareness, therefore, is concerned with the ability of the brain to process all of the sounds (phonemes) in a given word, in the correct order, without adding extra sounds into a word, or leaving sounds out of a word.