

THRASS®

Teaching Handwriting Reading And Spelling Skills



S p e l l i n g



THE THRASS INSTITUTE
(Australasia & Canada)



**AN INTEGRATED PHONOGRAPHIC TOOL FOR TEACHING
THE BUILDING BLOCKS OF LITERACY**

SPELLING

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SPELLING

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SPELLING SECTION

Note: Phonemes are indicated by brackets () and letter names by apostrophes, ' '. Although we recognise the importance of IPA, we have not used its symbols to denote phonemes, as many people will not be familiar with these. Instead we have used common graphemes (spelling choices).

The SPELLING SECTION introduces the key graphemes for each of the 44 phonemes of English as well as common consonant blends.

The Grapheme Sheets in this section are for revision and consolidation. Use the THRASS MASUTA Spelling Model and Spelling Grid from the Appendix for revision and consolidation.

- ◆ At this stage it is important to reiterate that there are 44 phonemes in spoken English.
- ◆ A phoneme may be represented by more than one grapheme.
- ◆ Graphemes may be graphs (one letter), digraphs (two letters), or trigraphs (three letters). Graphemes are therefore, single letters or letter combinations that represent the 44 phonemes of spoken English.

META-LANGUAGE USED IN SPELLING **SPELLING - involves changing phonemes to graphemes.**

GRAPH - one letter representing one phoneme

DIGRAPH - two letters representing one phoneme

TRIGRAPH - three letters representing one phoneme

QUADGRAPH - four letters representing one phoneme

DIPHONE - one letter representing two phonemes

GRAPHEME - graph, digraph and trigraph.

PHONOGRAPHIC - the relationship between phonemes and grapheme

KEY GRAPHEME - the THRASS selected grapheme/s for each phoneme

The activities in the SPELLING SECTION encourage learners to:

- ◆ articulate the 44 phonemes;
- ◆ identify graphs, digraphs and trigraphs;
- ◆ develop an awareness for the phonemes in words (phonemic awareness);
- ◆ learn common graphemes for a specific phoneme (graphemic awareness);
- ◆ develop an awareness for the phonographic relationships in words - e.g. that the phoneme (f) may be spelled 'f', 'ff' 'ff', or 'p' 'h' and the consonant blend (s)(t) is spelled 's' 't'.

HOW TO USE THE SPELLING SECTION

Each of the 120 THRASSWORDS has been selected to demonstrate a grapheme choice represented on the THRASSCHART. The grapheme choice is referred to as the 'Key Grapheme'.

The SPELLING SECTION is divided into five areas.

- | | | |
|------------------------|-------------------|---------------|
| 1. Grapheme Sheets | 3. Spelling Sheet | 5. Week Sheet |
| 2. Common Words Sheets | 4. Name Sheet | 6. Year Sheet |

1. GRAPHEME SHEETS

- ◆ Learners locate the phoneme-box/es on the GRAPHEMECHART. This gives them the whole picture reference for the phonemes.
- ◆ Learners say the phoneme, and write over the key grapheme in each word.
- ◆ Learners identify the grapheme as a graph, digraph or trigraph.
- ◆ Learner say the phoneme, then name and overwrite the key grapheme in each word. Next they say the word, name all the letters and write them.
- ◆ Learners tick the Check box when they can spell the word.
- ◆ Learners then circle all the graphemes in each word, by identifying the graphs, digraphs and trigraphs. The answers are displayed on the Phoneme Sheets in the READING SECTION.

2. COMMON WORDS SHEETS

Many teachers and Dolch consider that the 12 most common words for writing and reading are: 'a', 'and', 'he', 'I', 'in', 'is', 'it', 'of', 'that', 'the', 'to', 'was'.

Most of these words contain graphs that represent phonemes other than those taught in traditional phonics teaching. The 'f' in 'of' and the 'o' in 'to' are GCAs on the GRAPHEMECHART.

- ◆ Learners say the word, then name and overwrite all the letters.
- ◆ Learners say the word, name all the letters then write them.
- ◆ Learners tick the Check box when they can spell the words.
- ◆ They then identify and circle the graphemes in the words.

3. SPELLING SHEET

- ◆ This sheet is used to review and consolidate spelling words.
- ◆ Use the THRASS MASUTA model to teach the words.

THRASS MASUTA

M - meaning
A - analysing
S - synthesising
U - understanding
T - testing
A - application

Spelling Sheet

- ◆ Say the word.
- ◆ Name and write over all, or some, of the letters.
- ◆ Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).

Write the word. Check.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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4. NAME SHEET

- ◆ Learners should be encouraged to spell the names of people and places.
- ◆ Learners copy five names into the spaces provided.
- ◆ Learners say the word, then name and overwrite all, or some, of the letters.
- ◆ Then they say the word and name all of the letters until they can do it with the word covered, then write the word.
- ◆ Learners tick the Check box when they can spell the name.

Name Sheet

My name is _____

Copy five names (of people or places) into the spaces and then learn how to spell them.

- ◆ Say the word.
- ◆ Name and write over all, or some, of the letters.
- ◆ Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).

Write the word. Check.

- _____
- _____
- _____
- _____
- _____

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5. WEEK SHEET

The Week Sheet lists the seven days of the week. Before using this sheet, encourage the learner to discuss such questions as:

- ◆ How many days in the week are there?
- ◆ Which day comes after Sunday?
- ◆ Which day is it today?
- ◆ Which day was it yesterday?
- ◆ Which day comes before Friday?
- ◆ What do we do on Thursdays?

Week Sheet

- ◆ Say the day.
- ◆ Name and write over the grey letters.
- ◆ Say the day and name all the letters (until you can do it with your hand or a piece of card covering the word).




◆ Write the day. ◆ Check.

1.	Monday		
2.	Tuesday		
3.	Wednesday		
4.	Thursday		
5.	Friday		
6.	Saturday		
7.	Sunday		

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Year Sheet

- ◆ Say the month.
- ◆ Name and write over the grey letters.
- ◆ Say the month and name all the letters (until you can do it with your hand or a piece of card covering the word).



◆ Write the month. ◆ Check.

1.	January		
2.	February		
3.	March		
4.	April		
5.	May		
6.	June		
7.	July		
8.	August		
9.	September		
10.	October		
11.	November		
12.	December		

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5. YEAR SHEET

The Year Sheet lists the 12 months of the year. Before using this sheet, encourage the learner to discuss such questions as:

- ◆ How many months are there?
- ◆ Which month is it now?
- ◆ In which month is your birthday?
- ◆ How many months until your birthday?
- ◆ In which month is your friend's birthday?
- ◆ How many months until your friend's birthday?
- ◆ Which month comes after December?
- ◆ Which month comes two months before May?
- ◆ What happens in November?

7. BLEND SHEETS

BLEND S

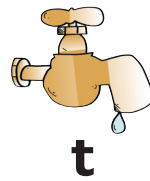
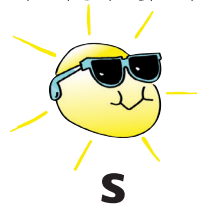
When we say two or more consonant phonemes consecutively, within the same syllable set, it is called a blend. A blend may be represented by either two graphs, e.g. 'c' 'r' in crowd, three graphs, e.g. 's' 't' 'r' in street, a digraph and a graph, e.g. 't' 'h' / 'r' in throw, a trigraph and a digraph, e.g. 't' 'c' 'h' / 'e' 'd' in watched or a trigraph and a graph, e.g. 'd' 'g' 'e' / 'd' in bridged. Note: A blend can be found anywhere in a word.

On the THRASSCHART locate the three phoneme-boxes for the blend (s) (t) (r).

The THRASS PICTURECHART is a grid of 26 columns (a-z) and 4 rows. Each cell contains a phoneme box with a picture and a label. The 's' phoneme is located in the first row, second column (s s s *). The 't' phoneme is located in the second row, second column (t t t *). The 'r' phoneme is located in the third row, second column (r r r *).

The blend at the beginning of the word street, (s) (t) (r), is made up of three phonemes, each represented by a graph.

Locate the three phoneme-boxes on the THRASSCHART.



The phonemes in blends are not always represented by graphs. Take the blend (th) (r) found at the beginning of the word throw. Locate the two phoneme-boxes. This blend is made up of two phonemes. The first, (th), is represented by the digraph 't' 'h' and the second phoneme (r), is represented by the graph 'r'.

The THRASS PICTURECHART is a grid of 26 columns (a-z) and 4 rows. Each cell contains a phoneme box with a picture and a label. The 'th' phoneme is located in the third row, first column (th *). The 'r' phoneme is located in the third row, second column (r r r *).



BLEND SHEETS

bl
is a blend

Blend Sheet

PHONEME-BOXES

b	bb	*	l	ll	*
---	----	---	---	----	---

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'bl'?

Circle the grey blend in each of these words.

blaze blend blind block blow

1. Say the blend. Name and write over the grey blend.

2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).

3. Write the word.

4. Check.

blaze		
blend		
blind		
block		
blow		

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- ◆ Learners say the blend and then locate the phonemes on the THRASSCHART.
- ◆ Learners write over the graphemes that represent the blend in each phoneme-box.
- ◆ Learners record the number of phonemes in the blend.
- ◆ Learners identify and circle the key letter blend in each word.
- ◆ Learners say the blend, then name and overwrite it. Then they say the word, name all the letters and write them.
- ◆ Learners tick the Check box when they can spell the word.

Learners should be encouraged to read and spell graphs, digraphs and trigraphs in words other than the THRASSWORDS as demonstrated in the words used for the Blend Sheets.

The Say, Name and Overwrite Sheets (Consonant Phonemes) in the READING SECTION may also be used to teach blends. Learners overwrite the graphs or digraphs in the appropriate phoneme-boxes helping them to connect the abstract phonemes in the blend with specific physical positions above the Vowel Line.

WHY TEACH BLENDS?

Learning blends builds a knowledge of the strong orthographic patterns seen when writing consonant phonemes. These patterns are consistently useful for decoding and encoding English words.

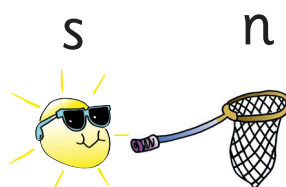


d r i n k

d r i p

d r o n e

d r u m

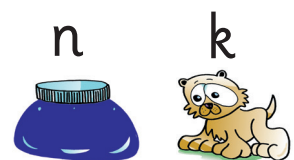


s n o w

s n e e z e

s n i p

s n a i l



d r i n k

t h i n k

t h a n k

p i n k

USING THE THRASS MAGNETIC GRAPHEMES

These tiles are for the explicit teaching of phonetics. They are both highly visual and tactile. Phonetics is the building block of reading and spelling, i.e. the 44 phonemes (speech sounds of spoken English) and the graphemes (spelling choices) of written English. In English there are 24 consonant phonemes and 20 vowel phonemes.

CONSONANT TILES

These tiles show each of the consonant graphs, digraphs and trigraphs contained in the 120 words on the THRASSCHART.



VOWEL TILES

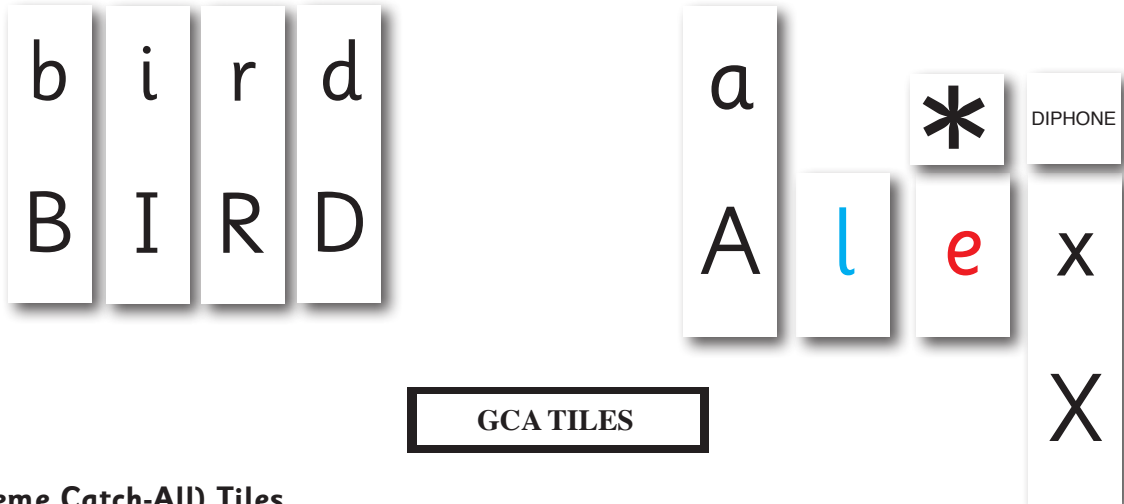
These tiles show each of the vowel graphs, digraphs and trigraphs contained in the 120 words on the THRASSCHART.



ALPHABET TILES

Alphabet Tiles

These tiles show the lower-case letters of the alphabet and their capital equivalents on the one tile. Examples of usage below.



GCA TILES

GCA (Grapheme Catch-All) Tiles

GCA tiles have an asterisk (*) printed on them. GCA is a THRASS term applied to any spelling choice for a particular phoneme that is not shown in the appropriate phoneme box on the THRASSCHART. Place the GCA tile (*) at the top to indicate a GCA. Where you can't use an already printed tile to show a GCA, write the GCA on one of the blank tiles. See the examples below. The more spelling choices that a learner can associate with a particular phoneme, the greater their graphemic awareness.



NPS TILES

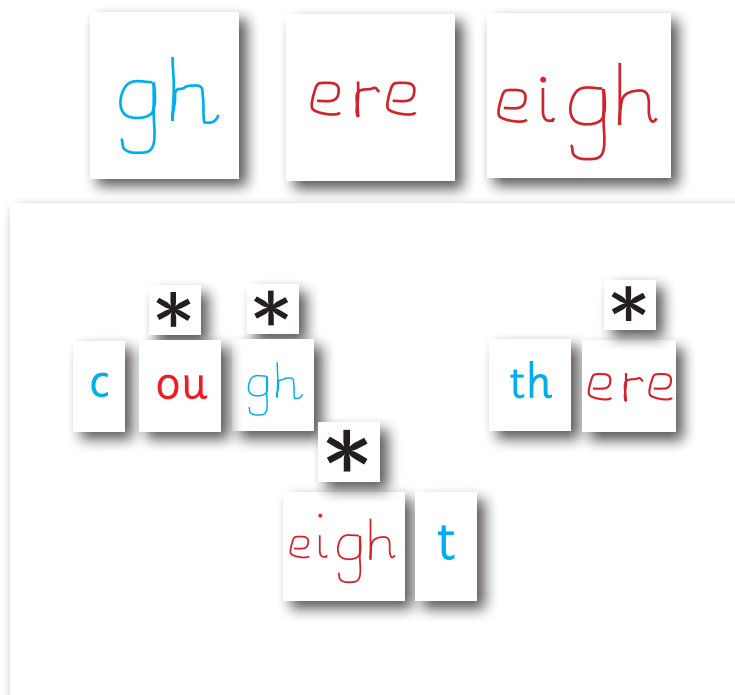
Non Phonographic Spelling (NPS)

NPS refers to parts of words that do not follow the phonographic principle of a letter or letters (graphs, digraphs, trigraphs, quadgraphs) representing one phoneme. NPS commonly occurs in words where the phoneme [j] precedes the phonemes [u:] or [ʊə], such as in the words few [f j u:] and pure [p j ʊə]. Here the phoneme [j] is not represented. Diphones and triphones are a subset of NPS. When one letter represents two phonemes, such as the letter 'x' in the word box or the letter 'o' in the words one and once, we call it a diphone. When one letter represents three phonemes, as does the letter 'X' in the word X-ray, we call it a triphone. Contractions such as Mrs, Mr and we're are also NPSs. Place the tile in the correct position. See the examples below.

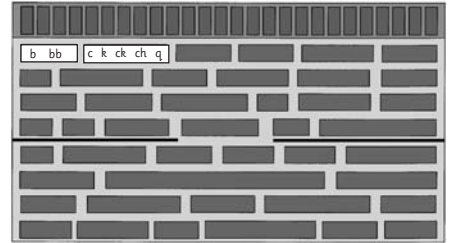


BLANK TILES

If you don't have any already printed tiles for using to show GCAs, use your blank tiles to write those parts of words that are GCAs, that is, any spelling choice for a particular phoneme that is not shown in the appropriate phoneme box on the THRASSCHART. In the examples below, the graphemes gh, eigh and ere are examples of GCAs, i.e. graphemes that don't appear on the THRASSCHART, so therefore you need to indicate this by placing a GCA tile (*) above that spelling choice in words such as the examples below. In the case of the word cough there are two GCAs however the grapheme ou is one of the graphemes contained in our set of already printed letters, so for convenience use that tile.



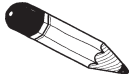
Grapheme Sheet



PHONEME-BOXES

b bb *

c k ck ch q *



Say the phoneme. Write over the key grapheme in each word.

bird rabbit cat kitten duck

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

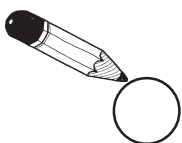
bird

rabbit

cat

kitten

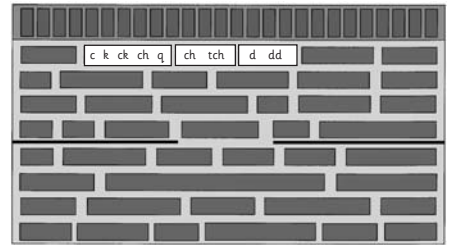
duck



Circle all the graphs, digraphs and trigraphs in each word.

bird rabbit cat kitten duck

Grapheme Sheet

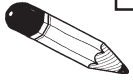


PHONEME-BOXES

c k ck ch q *

ch tch *

d dd *



Say the phoneme. Write over the key grapheme in each word.

school queen chair watch dog

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

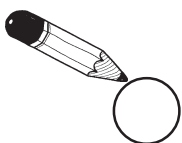
school

queen

chair

watch

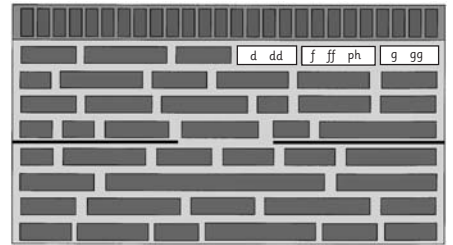
dog



Circle all the graphs, digraphs and trigraphs in each word.

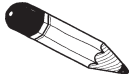
school queen chair watch dog

Grapheme Sheet



PHONEME-BOXES

d dd * f ff ph * g gg *



Say the phoneme. Write over the key grapheme in each word.

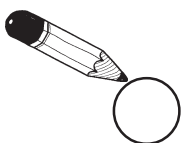
ladder fish coffee dolphin gate

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

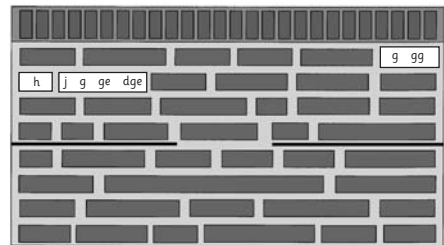
ladder
fish
coffee
dolphin
gate



Circle all the graphs, digraphs and trigraphs in each word.

ladder fish coffee dolphin gate

Grapheme Sheet

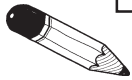


PHONEME-BOXES

g gg *

h *

j g ge dge *



Say the phoneme. Write over the key grapheme in each word.

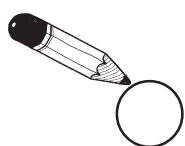
egg hand jam giant cage

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

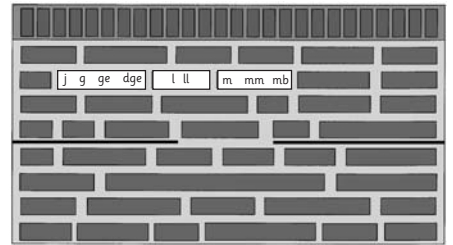
egg
hand
jam
giant
cage



Circle all the graphs, digraphs and trigraphs in each word.

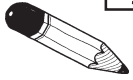
egg hand jam giant cage

Grapheme Sheet



PHONEME-BOXES

j g ge dge * l ll * m mm mb *



Say the phoneme. Write over the key grapheme in each word.

bridge leg bell mouse hammer

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

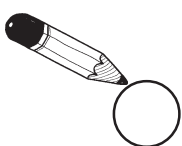
bridge

leg

bell

mouse

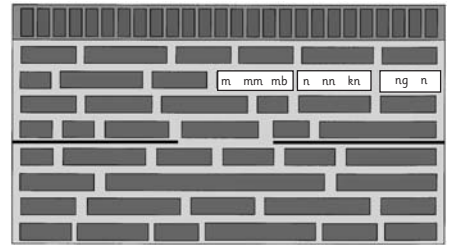
hammer



Circle all the graphs, digraphs and trigraphs in each word.

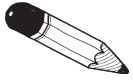
bridge leg bell mouse hammer

Grapheme Sheet



PHONEME-BOXES

m mm mb * n nn kn * ng n *



Say the phoneme. Write over the key grapheme in each word.

lamb **net** **dinner** **knee** **king**

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

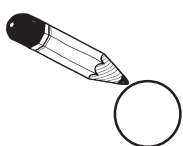
lamb

net

dinner

knee

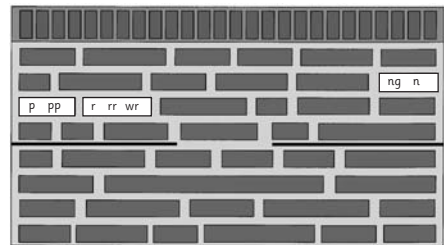
king



Circle all the graphs, digraphs and trigraphs in each word.

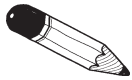
lamb **net** **dinner** **knee** **king**

Grapheme Sheet



PHONEME-BOXES

ng n * p pp * r rr wr *



Say the phoneme. Write over the key grapheme in each word.

ink panda hippo rain cherry

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

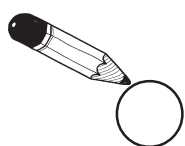
ink

panda

hippo

rain

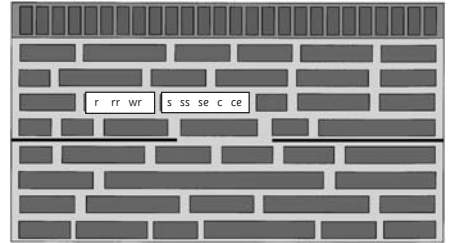
cherry



Circle all the graphs, digraphs and trigraphs in each word.

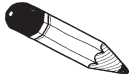
ink panda hippo rain cherry

Grapheme Sheet



PHONEME-BOXES

r rr wr * s ss se c ce *



Say the phoneme. Write over the key grapheme in each word.

wrist sun dress horse city

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

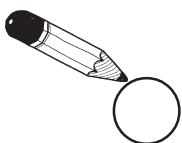
wrist

sun

dress

horse

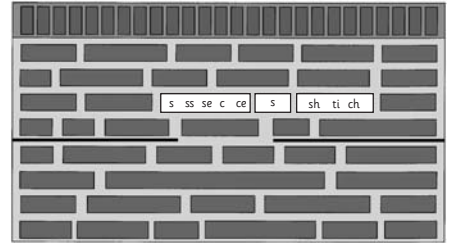
city



Circle all the graphs, digraphs and trigraphs in each word.

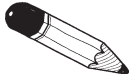
wrist sun dress horse city

Grapheme Sheet



PHONEME-BOXES

s ss se c ce * s * sh ti ch *



Say the phoneme. Write over the key grapheme in each word.

ice treasure shark station chef

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

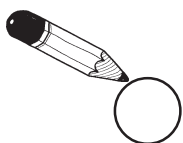
ice

treasure

shark

station

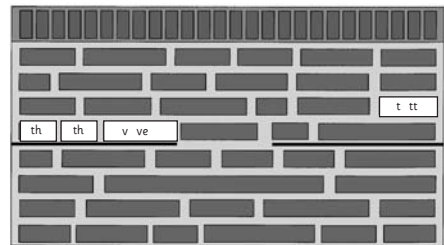
chef



Circle all the graphs, digraphs and trigraphs in each word.

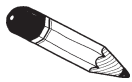
ice treasure shark station chef

Grapheme Sheet



PHONEME-BOXES

t tt * th * th * v ve *



Say the phoneme. Write over the key grapheme in each word.

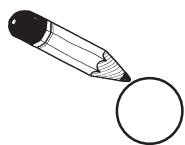
tap letter thumb feather voice

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

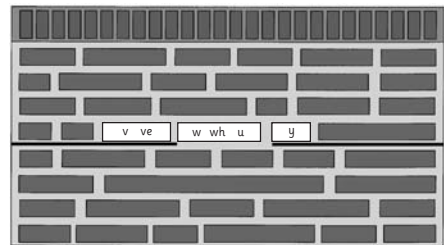
tap
letter
thumb
feather
voice



Circle all the graphs, digraphs and trigraphs in each word.

tap letter thumb feather voice

Grapheme Sheet

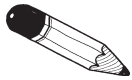


PHONEME-BOXES

v ve *

w wh u *

y *



Say the phoneme. Write over the key grapheme in each word.

sleeve water wheel quilt yawn

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

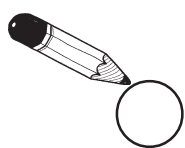
sleeve

water

wheel

quilt

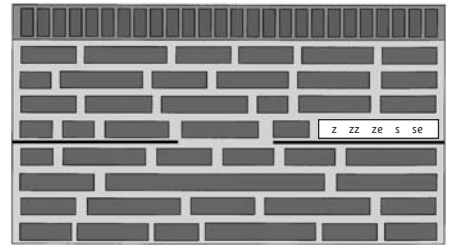
yawn



Circle all the graphs, digraphs and trigraphs in each word.

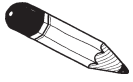
sleeve water wheel quilt yawn

Grapheme Sheet



PHONEME-BOX

z zz ze s se *



Say the phoneme. Write over the key grapheme in each word.

zip fizz sneeze laser cheese

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

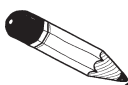
zip

fizz

sneeze

laser

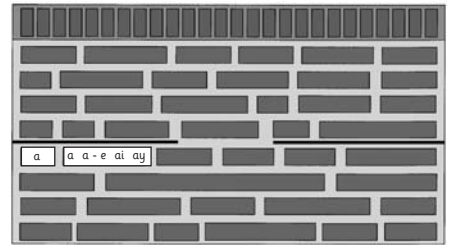
cheese



○ Circle all the graphs, digraphs and trigraphs in each word.

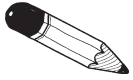
zip fizz sneeze laser cheese

Grapheme Sheet



PHONEME-BOXES

a * a a - e ai ay *



Say the phoneme. Write over the key grapheme in each word.

ant baby tape snail tray

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

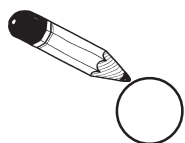
ant

baby

tape

snail

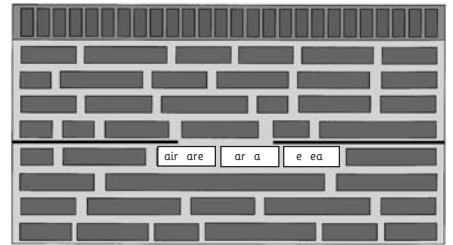
tray



Circle all the graphs, digraphs and trigraphs in each word.

ant baby tape snail tray

Grapheme Sheet

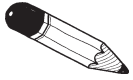


PHONEME-BOXES

air are *

ar a *

e ea *



Say the phoneme. Write over the key grapheme in each word.

hair square car banana bed

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

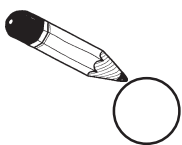
hair

square

car

banana

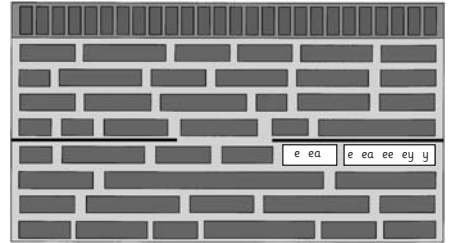
bed



Circle all the graphs, digraphs and trigraphs in each word.

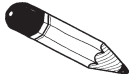
hair square car banana bed

Grapheme Sheet



PHONEME-BOXES

e ea * e ea ee ey y *



Say the phoneme. Write over the key grapheme in each word.

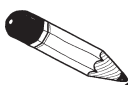
bread me beach tree key

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

bread
me
beach
tree
key

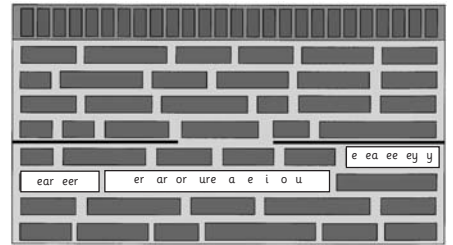


○ Circle all the graphs, digraphs and trigraphs in each word.

bread me beach tree key

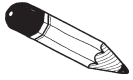
Grapheme Sheet

PHONEME-BOXES



e ea ee ey y * ear eer *

er ar or ure a e i o u *



Say the phoneme. Write over the key grapheme in each word.

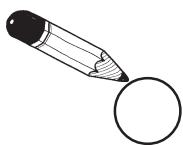
pony ear deer teacher collar

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

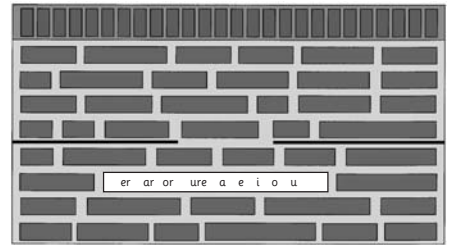
pony
ear
deer
teacher
collar



Circle all the graphs, digraphs and trigraphs in each word.

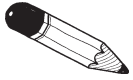
pony ear deer teacher collar

Grapheme Sheet



PHONEME-BOX

er ar or ure a e i o u *



Say the phoneme. Write over the key grapheme in each word.

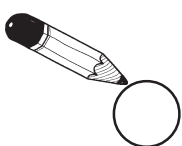
doctor measure zebraa gardenen fossil

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

doctor
measure
zebraa
gardenen
fossil



Circle all the graphs, digraphs and trigraphs in each word.

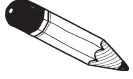
doctor measure zebra garden fossil

Grapheme Sheet

PHONEME-BOXES

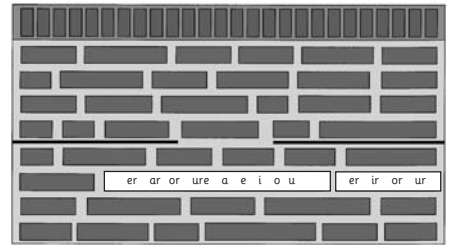
er ar or ure a e i o u *

er ir or ur *



Say the phoneme. Write over the key grapheme in each word.

lion circus fern shirt worm



1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

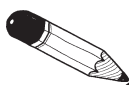
lion

circus

fern

shirt

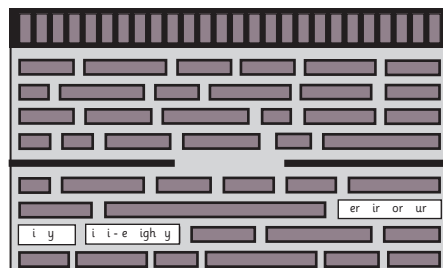
worm



○ Circle all the graphs, digraphs and trigraphs in each word.

lion circus fern shirt worm

Grapheme Sheet

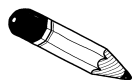


PHONEME-BOXES

er ir or ur *

i y *

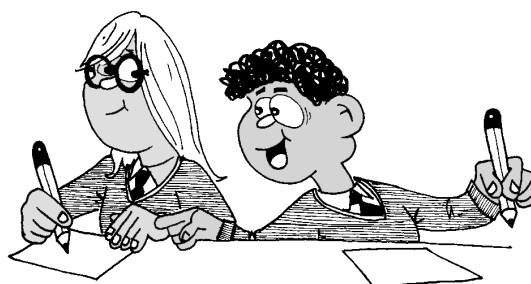
i i - e igh y *



Say the phoneme. Write over the key grapheme in each word.

fur tin pyramid tiger kite

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

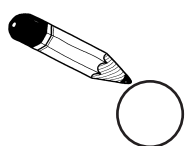
fur

tin

pyramid

tiger

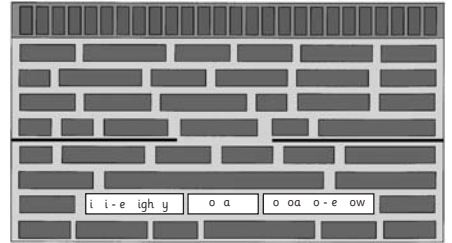
kite



Circle all the graphs, digraphs and trigraphs in each word.

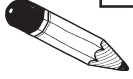
fur tin pyramid tiger kite

Grapheme Sheet



PHONEME-BOXES

i i - e igh y * o a * o oa o - e ow *



Say the phoneme. Write over the key grapheme in each word.

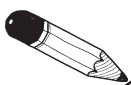
light fly frog swan nose

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

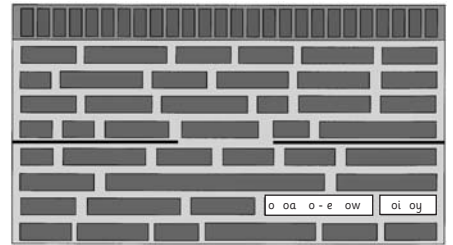
light
fly
frog
swan
nose



○ Circle all the graphs, digraphs and trigraphs in each word.

light fly frog swan nose

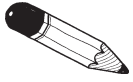
Grapheme Sheet



PHONEME-BOXES

o oa o - e ow *

oi oy *



Say the phoneme. Write over the key grapheme in each word.

boat note snow coin toy

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

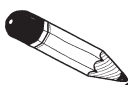
boat

note

snow

coin

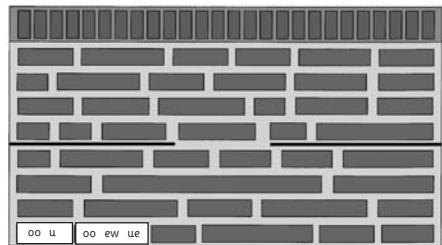
toy



Circle all the graphs, digraphs and trigraphs in each word.

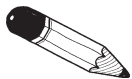
boat note snow coin toy

Grapheme Sheet



PHONEME-BOXES

oo u * oo ew ue *



Say the phoneme. Write over the key grapheme in each word.

book bull moon screw glue

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

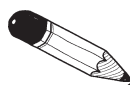
book

bull

moon

screw

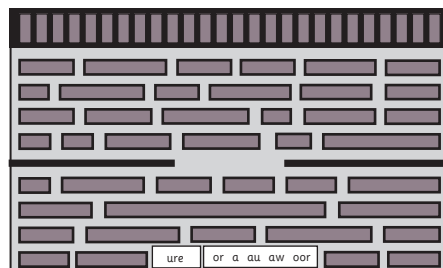
glue



○ Circle all the graphs, digraphs and trigraphs in each word.

book bull moon screw glue

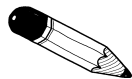
Grapheme Sheet



PHONEME-BOXES

lure *

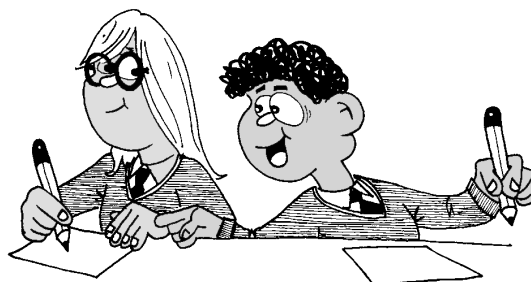
or a au aw oor *



Say the phoneme. Write over the key grapheme in each word.

lure **fork** **ball** **sauce** **saw**

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

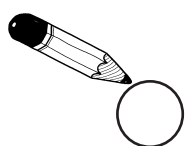
lure

fork

ball

sauce

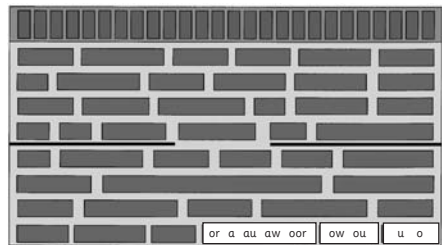
saw



Circle all the graphs, digraphs and trigraphs in each word.

lure fork ball sauce saw

Grapheme Sheet

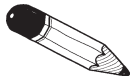


PHONEME-BOXES

or a au aw oor *

ow ou *

u o *



Say the phoneme. Write over the key grapheme in each word.

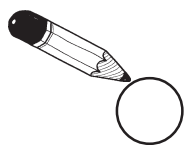
door cow house bus glove

1. Say the phoneme.
2. Name and write over the key grapheme.
3. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



4. Write the word.
5. Check.

door
cow
house
bus
glove



Circle all the graphs, digraphs and trigraphs in each word.

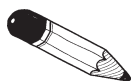
door cow house bus glove

Common Word Sheet



1 - 6

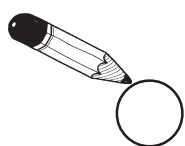
- ◆ Say the word.
- ◆ Name and write over all the letters.
- ◆ Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



◆ Write the word.

◆ Check.

a
and
he
I
in
is



Circle all the graphs, digraphs and trigraphs in each word.

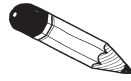
a and he I in is

Common Word Sheet



7 - 12

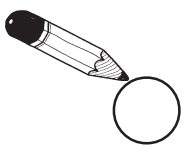
- ◆ Say the word.
- ◆ Name and write over all the letters.
- ◆ Say the word and name all the letters
(until you can do it with your hand or a piece of card covering the word).



◆ Write the word.

◆ Check.

it
of
that
the
to
was



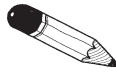
Circle all the graphs, digraphs and trigraphs in each word.

it of that the to was

Spelling Sheet



- ◆ Say the word.
- ◆ Name and write over all, or some, of the letters.
- ◆ Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



◆ Write the word.

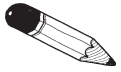
◆ Check.

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____



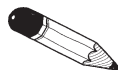
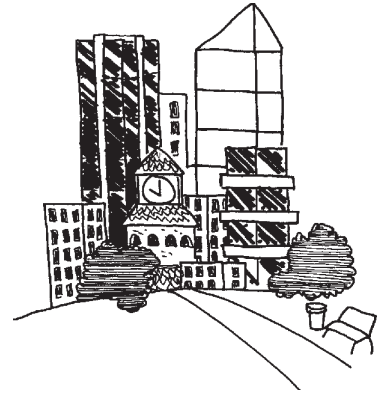
Name Sheet

My name is _____



Copy five names (of people or places) into the spaces and then learn how to spell them.

- ◆ Say the word.
- ◆ Name and write over all, or some, of the letters.
- ◆ Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



◆ Write the word.

◆ Check.

1. _____

2. _____

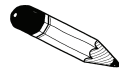
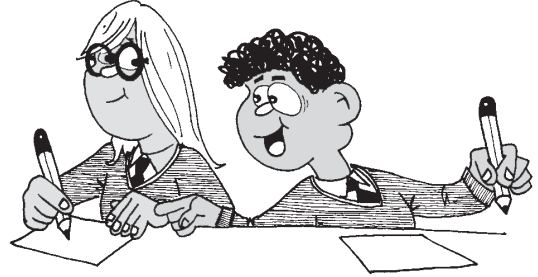
3. _____

4. _____

5. _____

Week Sheet

- ◆ Say the day.
- ◆ Name and write over the grey letters.
- ◆ Say the day and name all the letters (until you can do it with your hand or a piece of card covering the word).



◆ Write the day.

◆ Check.

1. Monday

2. Tuesday

3. Wednesday

4. Thursday

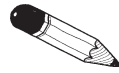
5. Friday

6. Saturday

7. Sunday

Year Sheet

- ◆ Say the month.
- ◆ Name and write over the chosen letters.
- ◆ Say the month and name all the letters (until you can do it with your hand or a piece of card covering the word).



◆ Write the month.

◆ Check.

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

BLENDS SHEETS

When we say two or more consonant phonemes consecutively (within the same syllable set), it is called a consonant blend, or blend for short. A blend can be represented by graphs or a combination of digraphs and graphs. For example, the three consonant phonemes in the blend (str), heard at the beginning of the word street, are represented by the graphs 's', 't' and 'r'. On the THRASSCHART locate the three phoneme-boxes for the blend (str).

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
bird	rabbit	cat	kitten	duck	school	queen	chair	watch	dog	ladder	fish	coffee	dolphin	gate	egg										
b bb *	c k ck ch q *			ch tch *			d dd *			f ff ph *			g gg *												
hand	jam	giant	cage	bridge	leg	bell	mouse	hammer	lamb	net	dinner	knee	king	ink											
h *	j g ge dge *			l ll *			m mm mb *			n nn kn *			ng n *												
panda	hippo	rain	cherry	wrist	sun	dress	horse	city	ice	treasure	shark	station	chef	tap	letter										
p pp *	r rr wr *			s ss se c ce *			s *			sh ti ch *			t tt *												
thumb	feather	voice	sleeve	water	wheel	quilt	yawn	zip	fizz	sneeze	laser	cheese													
th *	th *	v ve *	w wh u *	y *	z zz	ze s se *																			

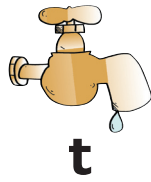
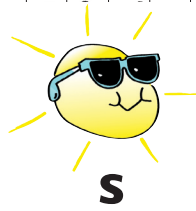
The blend at the beginning of the word street (str), is made up of three phonemes, each represented by graphs.

Locate the three phoneme-boxes on the THRASSCHART.

s

t

r



The phonemes in blends are not always represented by graphs. Take the blend (thr). Locate the two phoneme-boxes. (thr) is made up of two phonemes. The first, (th), is represented by the digraph 't' 'h' and the second phoneme is represented by the graph 'r'.

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
bird	rabbit	cat	kitten	duck	school	queen	chair	watch	dog	ladder	fish	coffee	dolphin	gate	egg										
b bb *	c k ck ch q *			ch tch *			d dd *			f ff ph *			g gg *												
hand	jam	giant	cage	bridge	leg	bell	mouse	hammer	lamb	net	dinner	knee	king	ink											
h *	j g ge dge *			l ll *			m mm mb *			n nn kn *			ng n *												
panda	hippo	rain	cherry	wrist	sun	dress	horse	city	ice	treasure	shark	station	chef	tap	letter										
p pp *	r rr wr *			s ss se c ce *			s *			sh ti ch *			t tt *												
thumb	feather	voice	sleeve	water	wheel	quilt	yawn	zip	fizz	sneeze	laser	cheese													
th *	th *	v ve *	w wh u *	y *	z zz	ze s se *																			

r

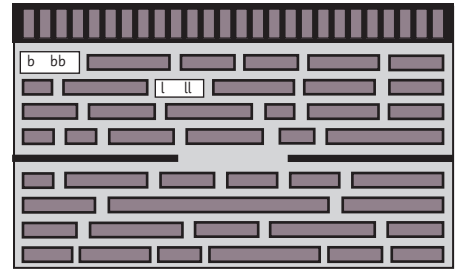
th



bl

is a blend

Blend Sheet



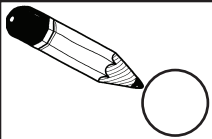
PHONEME-BOXES

b bb *

l ll *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'bl'?



Circle the blend in each of these words.

blaze

blend

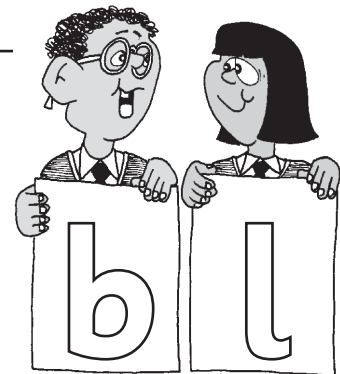
blind

block

blow

1. Say the blend. Name and write over the blend.

2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



3. Write the word.

4. Check.

blaze

blend

blind

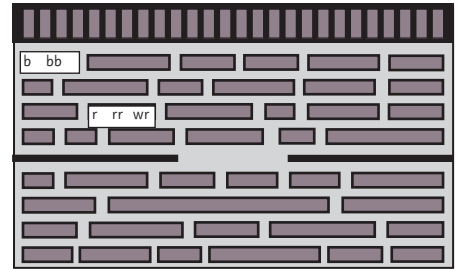
block

blow

br

is a blend

Blend Sheet



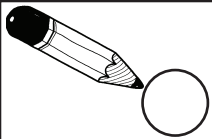
PHONEME-BOXES

b bb *

r rr wr *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'br'?

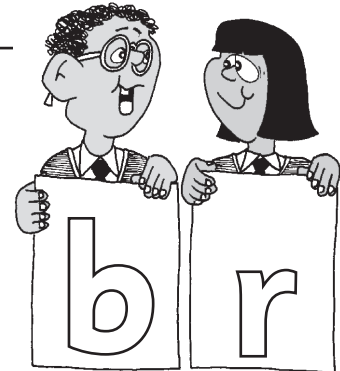


Circle the blend in each of these words.

brain bread brick brown brush

1. Say the blend. Name and write over the blend.

2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



3. Write the word. 4. Check.

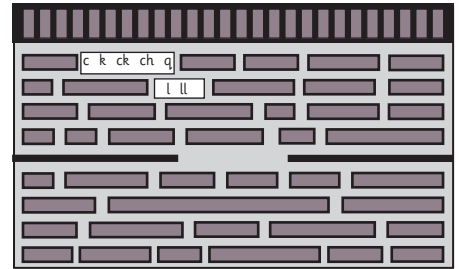
brain
bread
brick
brown
brush

_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>

cl

is a blend

Blend Sheet

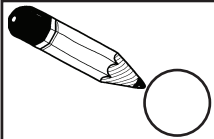


PHONEME-BOXES

c	k	ck	ch	q	*	l	ll	*
---	---	----	----	---	---	---	----	---

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'cl'?



Circle the blend in each of these words.

claw cliff climb cloud clown

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



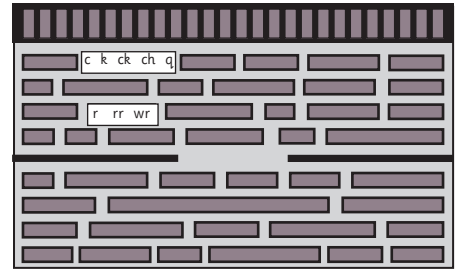
3. Write the word.
4. Check.

claw
 cliff
 climb
 cloud
 clown

cr

is a blend

Blend Sheet



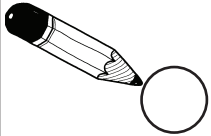
PHONEME-BOXES

c k ck ch q *

r rr wr *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

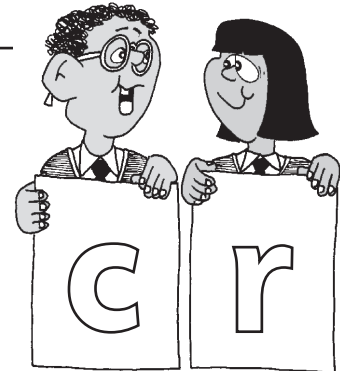
How many phonemes in the blend 'cr'?



Circle the blend in each of these words.

crab crane crisp crown crumb

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



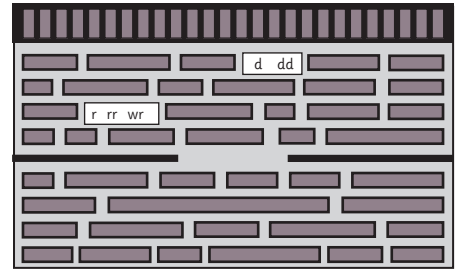
3. Write the word.
4. Check.

crab
crane
crisp
crown
crumb

dr

is a blend

Blend Sheet



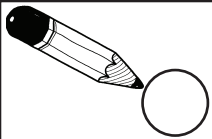
PHONEME-BOXES

d dd *

r rr wr *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

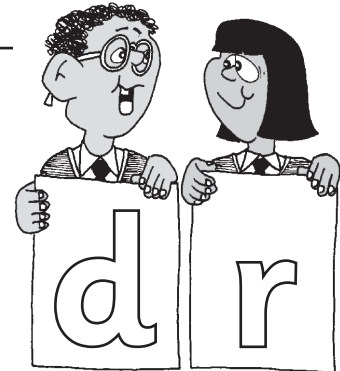
How many phonemes in the blend 'dr'?



Circle the blend in each of these words.

draw dream drink drive drum

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



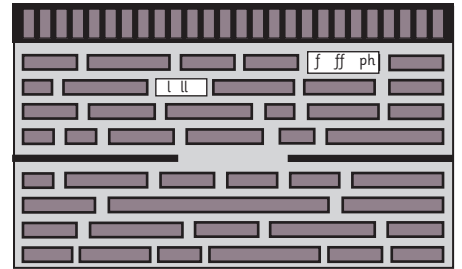
3. Write the word.
4. Check.

draw
 dream
 drink
 drive
 drum

fl

is a blend

Blend Sheet



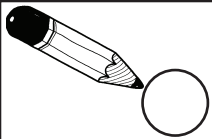
PHONEME-BOXES

f ff ph *

l ll *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'fl'?



Circle the blend in each of these words.

flag

flame

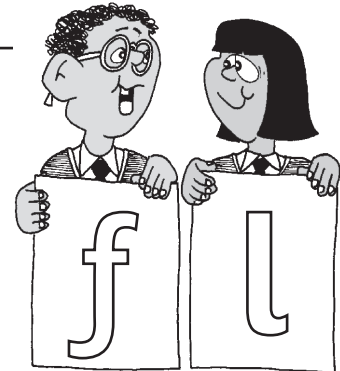
flea

float

floor

1. Say the blend. Name and write over the blend.

2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



3. Write the word.

4. Check.

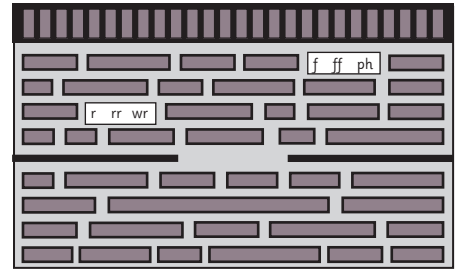
flag
flame
flea
float
floor

_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>

fr

is a blend

Blend Sheet



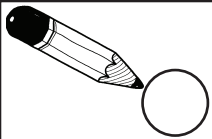
PHONEME-BOXES

f ff ph *

r rr wr *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

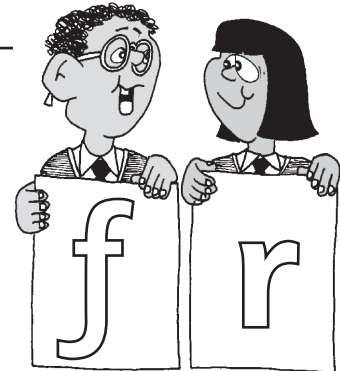
How many phonemes in the blend 'fr'?



Circle the blend in each of these words.

freeze fridge fringe frost froth

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



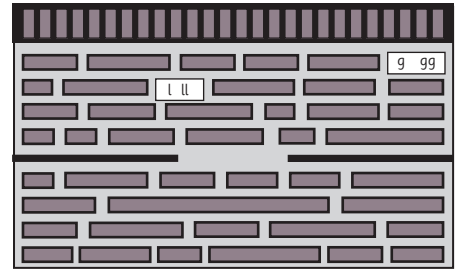
3. Write the word.
4. Check.

freeze
fridge
fringe
frost
froth

gl

is a blend

Blend Sheet



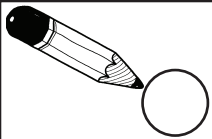
PHONEME-BOXES

g gg *

l ll *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'gl'?



Circle the blend in each of these words.

glass

glider

glitter

globe

glue

1. Say the blend. Name and write over the blend.

2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



3. Write the word.

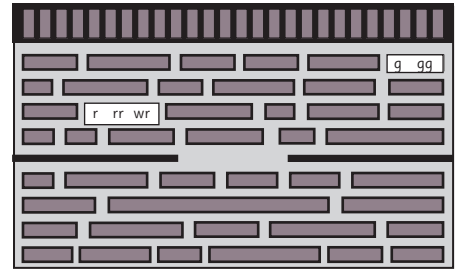
4. Check.

glass
glider
glitter
globe
glue

gr

is a blend

Blend Sheet

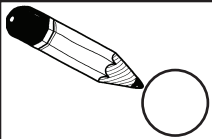


PHONEME-BOXES

g	gg	*	r	rr	wr	*
---	----	---	---	----	----	---

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'gr'?



Circle the blend in each of these words.

grain grape grass green grip

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



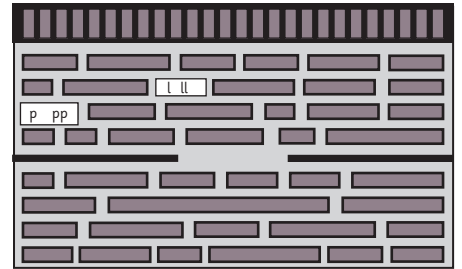
3. Write the word.
4. Check.

grain
grape
grass
green
grip

pl

is a blend

Blend Sheet



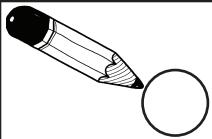
PHONEME-BOXES

p pp *

l ll *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'pl'?

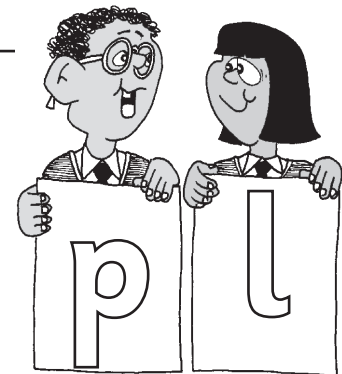


Circle the blend in each of these words.

plant plate pleat plug plum

1. Say the blend. Name and write over the blend.

2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



3. Write the word. 4. Check.

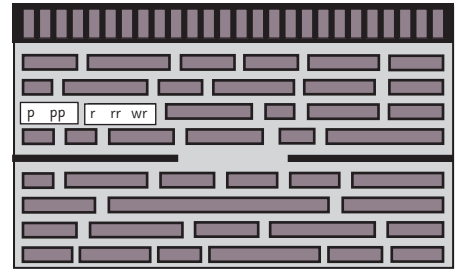
plant
plate
pleat
plug
plum

_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>

pr

is a blend

Blend Sheet



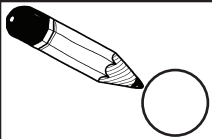
PHONEME-BOXES

p pp *

r rr wr *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

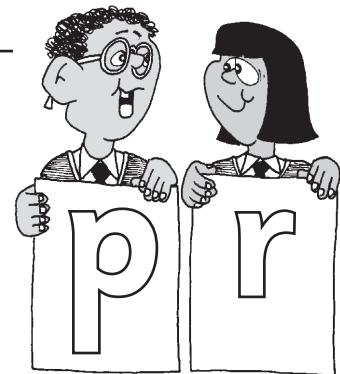
How many phonemes in the blend 'pr'?



Circle the blend in each of these words.

pram prawn press prince prize

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



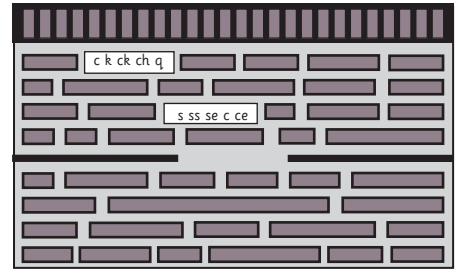
3. Write the word.
4. Check.

pram
prawn
press
prince
prize

sk

is a blend

Blend Sheet



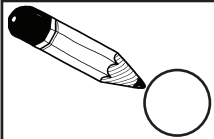
PHONEME-BOXES

s ss se c ce *

c k ck ch q *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'sk'?



Circle the blend in each of these words.

skate skip skull desk tusk

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



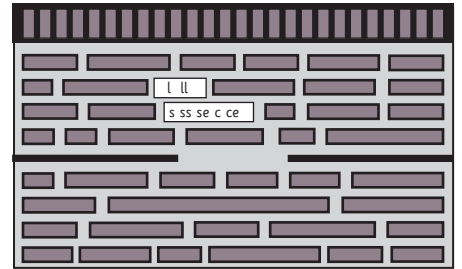
3. Write the word.
4. Check.

skate
skip
skull
desk
tusk

sl

is a blend

Blend Sheet



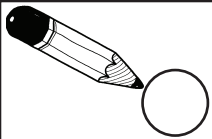
PHONEME-BOXES

s ss se c ce *

l ll *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'sl'?



Circle the blend in each of these words.

sleep

slice

slide

slow

slug

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



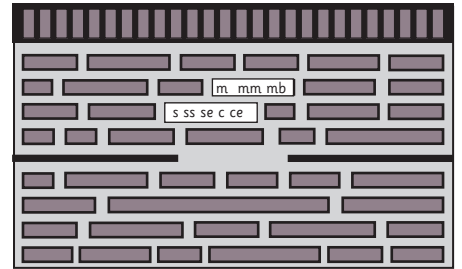
3. Write the word.
4. Check.

sleep
 slice
 slide
 slow
 slug

sm

is a blend

Blend Sheet



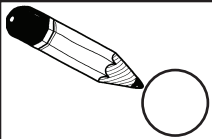
PHONEME-BOXES

s ss se c ce *

m mm mb *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

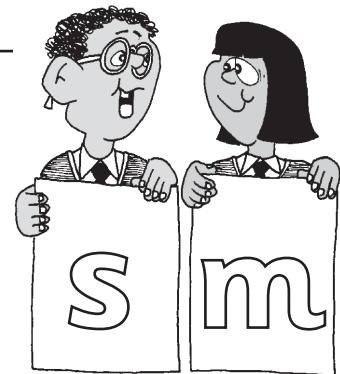
How many phonemes in the blend 'sm'?



Circle the blend in each of these words.

small smash smell smile smoke

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



3. Write the word.
4. Check.

small

smash

smell

smile

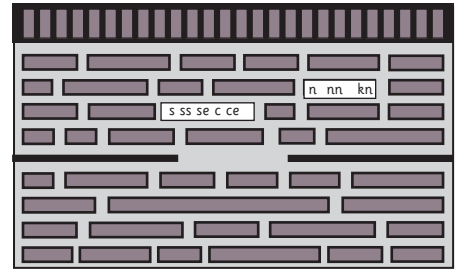
smoke

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

sn

is a blend

Blend Sheet



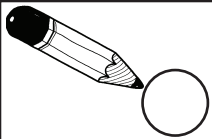
PHONEME-BOXES

s ss se c ce *

n nn kn *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

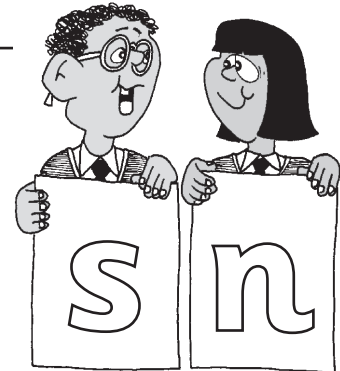
How many phonemes in the blend 'sn'?



Circle the blend in each of these words.

snack snail snake snatch snooze

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



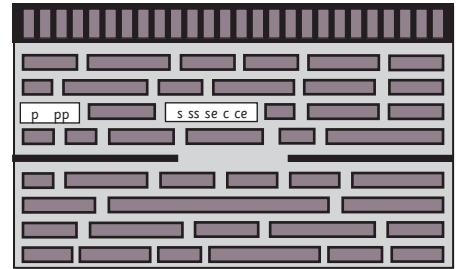
3. Write the word.
4. Check.

snack
snail
snake
snatch
snooze

sp

is a blend

Blend Sheet



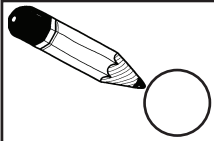
PHONEME-BOXES

s ss se c ce *

p pp *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'sp'?



Circle the blend in each of these words.

spade spear spoon sport spot

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



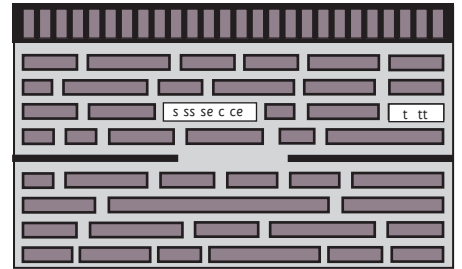
3. Write the word.
4. Check.

spade
spear
spoon
sport
spot

st

is a blend

Blend Sheet

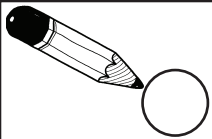


PHONEME-BOXES

s	ss	se	c	ce	*	t	tt	*
---	----	----	---	----	---	---	----	---

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

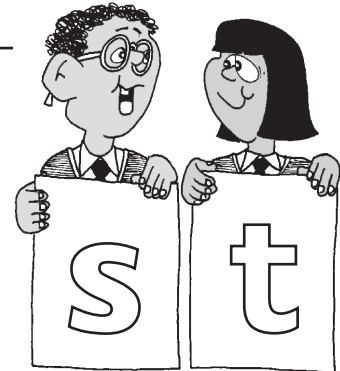
How many phonemes in the blend 'st'?



Circle the blend in each of these words.

star step stir nest toast

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



3. Write the word.
4. Check.

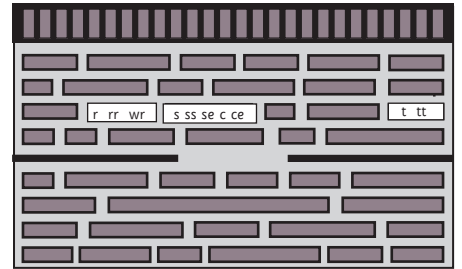
star
step
stir
nest
toast

_____	<input type="checkbox"/>
_____	<input type="checkbox"/>
_____	<input type="checkbox"/>
_____	<input type="checkbox"/>
_____	<input type="checkbox"/>

str

is a blend

Blend Sheet



PHONEME-BOXES

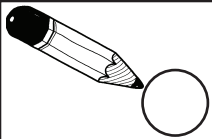
s ss se c ce *

t tt *

r rr wr *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

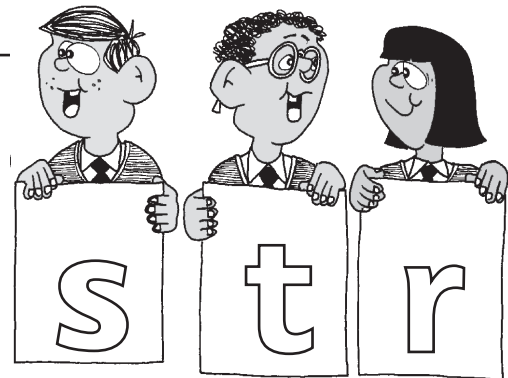
How many phonemes in the blend 'str'?



Circle the blend in each of these words.

straw stream street string strong

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



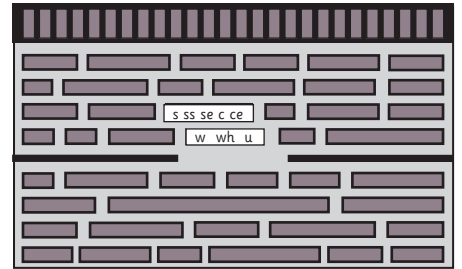
3. Write the word.
4. Check.

straw
stream
street
string
strong

SW

is a blend

Blend Sheet



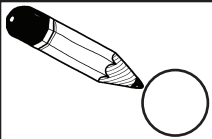
PHONEME-BOXES

s ss se c ce *

w wh u *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'sw'?

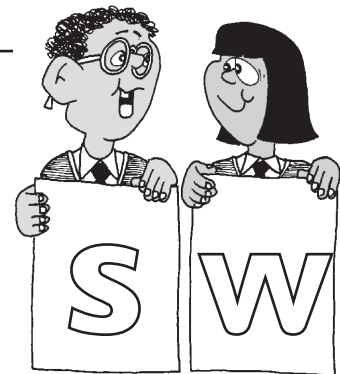


Circle the blend in each of these words.

swallow swamp swim swing switch

1. Say the blend. Name and write over the blend.

2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



3. Write the word. 4. Check.

swallow

swamp

swim

swing

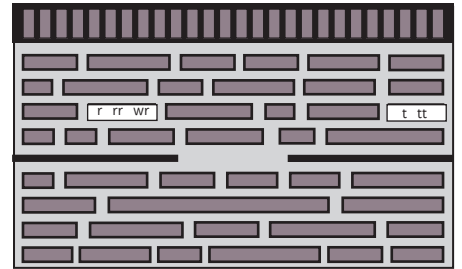
switch

_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>

tr

is a blend

Blend Sheet

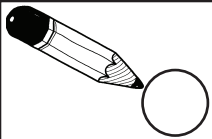


PHONEME-BOXES

t	tt	*	r	rr	wr	*
---	----	---	---	----	----	---

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'tr'?



Circle the blend in each of these words.

train

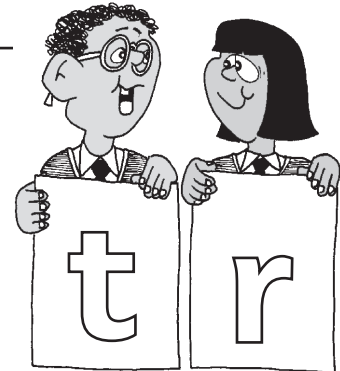
trip

troop

trot

trunk

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



3. Write the word.
4. Check.

train

trip

troop

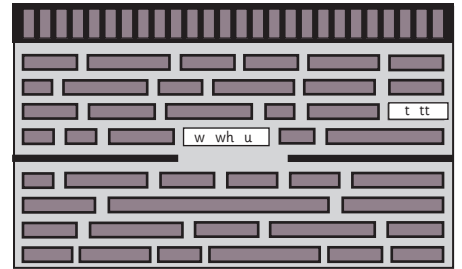
trot

trunk

tw

is a blend

Blend Sheet



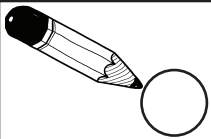
PHONEME-BOXES

t tt *

w wh u *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'tw'?



Circle the blend in each of these words.

twig

twin

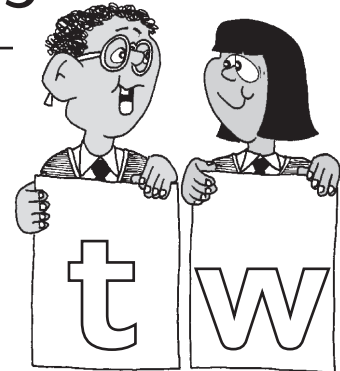
twine

twilight

twist

1. Say the blend. Name and write over the blend.

2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



3. Write the word.

4. Check.

twig

twin

twine

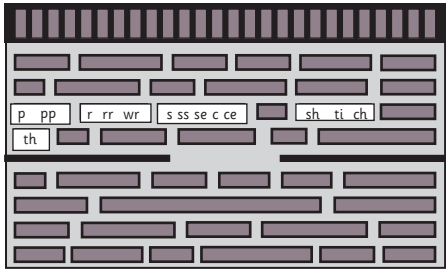
twilight

twist

_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>

- - r
is a blend

Blend Sheet



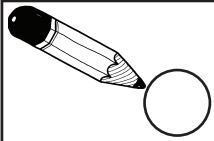
PHONEME-BOXES

s ss se c ce * p pp * r rr wr *

sh ti ch * r rr wr *

th * r rr wr *

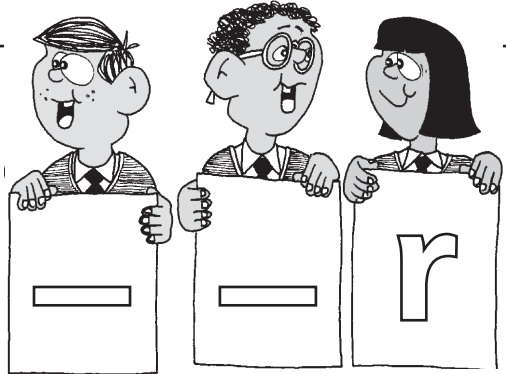
Say the blend. Write over the graphs in the phoneme-boxes to make the blend.



Circle the blend in each of these words.

spring shrub thread throat throne

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



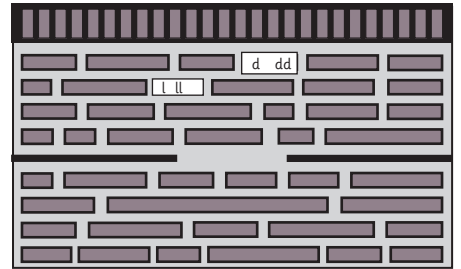
3. Write the word.
4. Check.

spring
shrub
thread
throat
throne

ld

is a blend

Blend Sheet



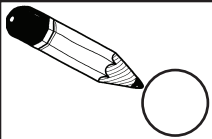
PHONEME-BOXES

l ll *

d dd *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

How many phonemes in the blend 'ld'?



Circle the blend in each of these words.

bold

cold

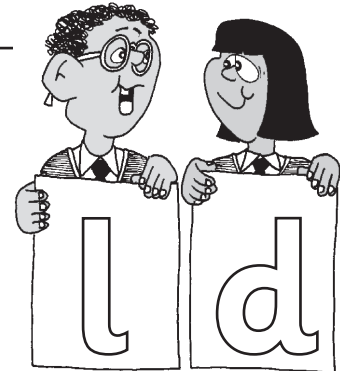
fold

gold

sold

1. Say the blend. Name and write over the blend.

2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



3. Write the word.

4. Check.

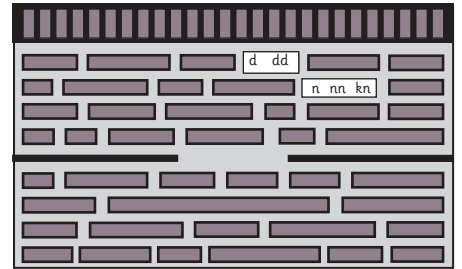
bold
cold
fold
gold
sold

_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>
_____	<input type="text"/>

nd

is a blend

Blend Sheet



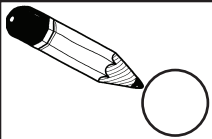
PHONEME-BOXES

n nn kn *

d dd *

Say the blend. Write over the graphs in the phoneme-boxes to make the blend.

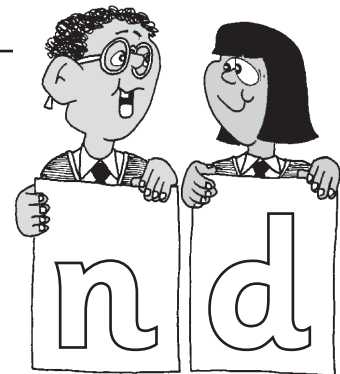
How many phonemes in the blend 'nd'?



Circle the blend in each of these words.

hand pond sand sound stand

1. Say the blend. Name and write over the blend.
2. Say the word and name all the letters (until you can do it with your hand or a piece of card covering the word).



3. Write the word.
4. Check.

hand
pond
sand
sound
stand

APPENDIX

This appendix section contains a copy of the ‘THRASS MASUTA Spelling Model’ and a ‘Spelling Grid’ selected from Book 1 of our THRASS Spelling Book: Level 1 (Product Code T: 69).

The MASUTA model was developed by Denyse Ritchie, co-author of THRASS in 2008 and provides a complete model for ‘How To Teach Spelling’.

HOW TO TEACH SPELLING

© 2008

The
MASUTA[©]
sequence
for teaching spelling.

MASUTA gives the teacher control over the teaching of spelling.

*“To successfully apply the spelling of a word to memory
the word must be meaningful to the learner.”*

THRASS[®]
TEACHING HANDWRITING READING AND SPELLING SKILLS



Is your school not getting the expected results in spelling on a state or national basis?

THE EXPLICIT TEACHING OF SPELLING

Many children can wrongly be regarded as ‘good spellers’ because they are able to achieve 20/20 in a class spelling test. Unfortunately, many of these ‘good spellers’ get these same words wrong in their everyday spelling. Thus, as they pass through the grades, on one hand they are regarded as ‘good spellers’ because of results gained from weekly testing but looking at their spelling in everyday application and when tested using a standardised spelling test, their actual spelling looks as though it is going backwards.

The problem is they actually don’t know ‘how to spell’. They have a bank of words they can spell by rote but don’t know how to actually spell them. They do not have the strategies needed to successfully apply this information in everyday work or to encode newly encountered words.

The MASUTA spelling sequence ensures that learners are taught the skills and understandings of ‘HOW TO SPELL’ words as opposed to the many ineffectual methods including the ‘look-cover-check’ model of rote learning spelling.

The MASUTA spelling sequence ensures that spelling becomes the foundation of comprehending all learning that the learner encounters throughout the day.

The MASUTA spelling sequence ensures that both teaching and learning time is productive and valuable for further learning.

The MASUTA spelling sequence develops competent and adventurous spellers.

SPELLING WORKBOOKS AND WORKSHEETS FAIL LEARNERS

Giving learners an abstract spelling list of words that have no meaning or link to everyday work is an ineffectual use of both the teacher’s and learner’s time. To become a good speller, the words chosen to be learnt must be meaningful and useful to the learner if they are going to be applied to memory. The spelling of a word must be practised in context to develop applied comprehension.

Purchasing expensive spelling workbooks which give the learner an unrelated list of words to learn weekly by rote is ineffective and detrimental to the learning process. This type of work does not transcend into reading comprehension and thus the time spent working in these spelling workbooks is detrimental to both the learning process and to the school’s or parent’s budget. Many of these books provide ‘page turner, fill-in sheets’ which only require the learner to write, ‘fill-in’ a missing grapheme, colour a grapheme or link words with the same pattern. They do not provide the explicit strategies and skills needed to successfully encode newly encountered words.

Many learners become ‘form-fillers’ and cannot spell a word because they do not have sufficient knowledge of all the phonemes and graphemes that make up a word or how they ‘link’ to the big picture.

Not exploring words for meaning, phonetic structure, writing words as a whole or working with words within context (constructing and writing a complete sentence), is detrimental to the writing, spelling and the reading comprehension process.

A SCHOOL BASED SPELLING PROGRAM

Spelling should be a standardised whole-school program. It should be centred around a consistent spelling sequence that can be implemented from the start of the learning process and applied at each level of learning. It needs to be easily monitored using standardised tests to check progress at each level. Standardised testing should be done twice a year, in approximately, May/June, to check that progress is being made and December to show yearly growth and provide a benchmark for the next learning year. Spelling progress should not be reliant on weekly testing of words. Spelling should be monitored for application in every day work. This cannot be done if the spelling teaching relies on a set of unrelated words which do not provide for the applied process of spelling, in context.

PHONICS AND SPELLING

Phonics is the understanding of how the units of speech, phonemes (speech sounds we produce) are represented in the written form. Phonemes are the smallest units of sound we use to differentiate the meaning of words. For example, each of the following words has three phonemes: cat, mat, chat, that and pat - the last two phonemes in each word are the same - the first phoneme in each word is different. Each phoneme change, changes the meaning of the word. In the words map, man, mat, mad and match, there are three phonemes in each word. The first two phonemes are common but the last phoneme is different - each phoneme change, changes the meaning of the word. In the words set, seat, sat and sit there are three phonemes, two in common but the middle phoneme is different - each phoneme change, changes the meaning of the word.

Children **MUST BE TAUGHT** to clearly distinguish phonemes in words. With this knowledge they are more able to check that each phoneme is represented when writing a word. Understanding phonics patterns, graphemes for phonemes, gives the learner greater confidence when experimenting with spelling and enables them without contradiction, to more quickly and accurately apply the correct grapheme (spelling choice), for each phoneme in a word.

These phonics patterns then have to be applied to memory for correct use within context. A child must be able to differentiate when to use a particular spelling of a phoneme. For example, see or sea, be or bee, bean or been. The spelling of these words relies heavily on both meaning and knowledge of phonics patterns and can only be done within context. Understanding phonics patterns, gives the learner greater confidence, choice and the ability to confidently analyse and use environmental print when experimenting independently with spelling in the writing process.

BEING TAUGHT to distinguish and synthesise phonemes in words helps the learner when spelling words and when checking the spelling of a word, that is, that each phoneme must be represented by a grapheme. For example, many children will write 'hse' instead of 'h ou se', 'fshng' instead of 'f i sh i ng', 'junt' instead of 'j u m p ed'. They are not synthesising and representing all the phonemes. If the child is taught to read back and synthesise the phonemes represented in their spelling, they will be more confident to independently check the accuracy of their own spelling.

In the Synthesis level of the MASUTA Spelling Sequence, phoneme deletion and manipulation exercises provide teaching strategies to develop this skill.

Knowledge of phonics helps in both the encoding and decoding of words. Having a good visual memory of phonic and orthographic patterns, frees up cognitive space allowing for more resources to be used to integrate information when reading and writing.

PHONICS MUST BE EXPLICITLY TAUGHT

Phonics is a learned skill therefore phonics must be explicitly taught. That is, learners will enter school with little or no knowledge of phonetics and it is the job of the teacher to teach them how to hear individual phonemes in words, how to synthesise phonemes to make words, the graphemes that represent each individual phoneme and the orthography of English.

MOST IMPORTANTLY,

the teacher must have a solid understanding and sound subject knowledge of the phonetics of English for them to successfully teach their learners.

IMPORTANT

Without this working knowledge, teachers cannot successfully teach the phonetics necessary for spelling, writing and grammar. As in maths, it is not just the correct answer that is important, the working memory and understanding of how to achieve the correct answer is vital to the cognitive process for future learning.

LEARNING INTELLIGENCES FOR MEMORY

Each of us learns in an individual way. The more of the learner's senses we use to carry out a teaching task the more chance we have in working to each learner's learning 'style'. Many of us use combinations of learning styles, that is why it is important to plan lessons to cater for these differences.

It is important to remember that when using the term 'learning styles' it is not to be confused with learning content. It is not about teaching different information but what intelligences we use to acquire particular information. In maths, 3×4 will always make 12, but how we acquire that information will depend on our learning intelligence.

LEARNING INTELLIGENCES used when teaching with THRASS

1. *Auditory: Speaking, listening and hearing.*

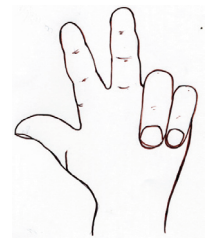
The THRASSCHARTS provide a physical reference to teach letters, phonemes, graphemes and words. The THRASS Raps & Sequences CD, Rap and Tap DVD and THRASS IT computer program provide the auditory activities to acquire phonetic knowledge within context.

2. *Visual: Seeing and identifying.*

The THRASSCHARTS provide a visual reference to teach letters, phonemes, graphemes and words. The THRASS Rap and Tap DVD and THRASS IT computer program provide the visual activities to acquire phonetic knowledge. The Magnetic Grapheme tiles, Phoneme-Grapheme Cards and Hotwords Cards provide a visual reference when teaching phonics in context. The THRASSWORDS boardgame and Jigsaw provide reinforcement and revision.

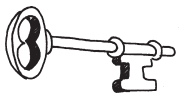
3. *Tactile: Feeling and writing.*

Fingers are used to physically identify, count and order phonemes in words. The Magnetic Grapheme tiles are used to physically show the number of phonemes in a word and the grapheme choices. The Magnetic Grapheme tiles can be written on with a dry marker. The THRASS handwriting activities teach and practise the physical skill of writing letters, graphemes, words and sentences. The THRASSCHARTS provide a physical reference to write over grapheme choices. The THRASS-IT computer program provides tactile activities to acquire phonetic knowledge in context. The THRASS Jigsaw provides a tactile manipulation of the THRASSCHART.



COUNTING PHONEMES

Use your fingers to identify and count phonemes in words. This we refer to as 'our phoneme fingers'. It gives a physical reference to each phoneme in a word. It is an important reference for early learning and ensures that the teacher is catering for all learning styles.



HANDWRITING

Handwriting is the key to spelling. Until a learner can automatically identify letters by name and write letters the learning process for spelling will be inhibited.

Handwriting is a skill and as with any skill it must be practised. The more the learner is encouraged to write the more competent they become at writing. The more the learner is able to practise writing the spelling of words the more competent they become at spelling. The more the learner is able to practise the structure of a sentence the more competent they become at sentence construction.

Using phonic and spelling worksheets and workbooks where learners are asked to fill in either only parts of words (unrelated graphemes), missing words in a sentence instead of writing a sentence as a whole or colouring a group of related words/graphemes, instead of writing whole words etc, is an ineffectual use of both the teacher's and learner's time.

DICTATION, SPELLING AND SENTENCE STRUCTURE

Dictation is essential to the spelling process. It helps the learner with word meaning, spelling and sentence structure. It is essential to listening skills, ordering skills, memory skills and handwriting skills. Dictation should be a daily task and used as a revision activity for previously learnt words.

MASUTA[©] is a teaching sequence used to successfully teach spelling and word comprehension.

Meaning

Orally articulate the word. Explore the meaning. Articulate the meaning.
Explore alternate meanings. Explore homophones of the word.
For example, see or sea, be or bee, bean or been, their, there.

Analysis

Identify and segment the individual phonemes in the word.
Identify the graphemes that represent each phoneme.
Identify graphemes/ syllable sets that may need particular attention.
By analogy, link words with the same grapheme/s.

Synthesis

Say/synthesise the phonemes in the word in the correct sequence (synthetic phonics).
Explore phonetic understanding and synthesis using phoneme deletion/manipulation activities.
For example, f r o g, without the 'r' would be 'f o g', s t r e e t without the first 't' would be s r e e t.

Using memory

Identify and synthesise phonemes in spelling words from memory.
Identify graphemes in spelling words from memory.
Link words with like phoneme patterns from memory.
Link words with like grapheme patterns from memory.
Link words with the same rhymes from memory.
Spell graphemes/words from memory using letter names.

Testing

Test List Words to assess that the learner is able to:

1. Articulate the word.
2. Articulate the word in a sentence to show meaning.
3. Identify and synthesise the phonemes in the word.
4. Isolate and write particular graphemes related to the word.
5. Spell the word correctly using letter names.

Standardised Testing to be undertaken twice a year to accurately monitor progress.

Applying

Apply skills and strategies to correctly spell words in everyday writing and dictation activities. Using learned skills and strategies to encode unfamiliar words.

MASUTA gives the teacher control over teaching spelling.

BUILDING YOUR SPELLING LISTS

THRASS: WORKING FROM THE KNOWN TO THE UNKNOWN

* denotes THRASSWORDS and THRASS Hotwords

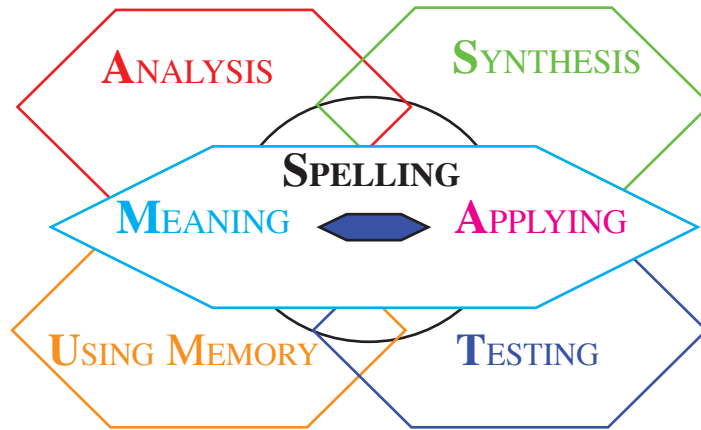
Term 1

SAMPLE THEMES

<p>HIGH FREQUENCY WORDS Hotwords</p>	<p>said* was* to*, do* find* what* why* which* that* how* many*</p>	<p>because* come* some* came* now* so* when* has* draw my*</p>
<p>MATHS Numbers to 10 Shapes</p>	<p>one* two* three* four* five* six* seven* eight * nine * ten*</p>	<p>circle* triangle* square* rectangle*</p>
<p>LITERACY Books The Mouse In My House</p>	<p>read write key* moon* night* giant* treasure* took* sleep* creep</p>	<p>house* mouse* light * book* bridge* over* next* station* door*</p>
<p>GRAMMAR plurals adding 's' and adding a second syllable with the phoneme change for 'es'.</p>	<p>key*, keys moon*, moons night*, nights house*, houses bridge*, bridges ear*, ears</p>	<p>nose*, noses eye, eyes</p>

HEALTH My Body	me* body* head* hair* eyes* ears* nose* teeth* mouth* tongue*	leg*, knee*, foot* hand* wrist* arm* shoulder taste smell feel hear
SCIENCE Space	moon* star* sun* rocket* planet* comet* fly*	crater air asteroid*
SOCIAL STUDIES People COLOURS	chemist school* teacher* doctor* vet butcher baker pilot truck* driver red* blue* yellow* green*	police fireman nurse
SPECIAL EVENT WORDS e.g. Term 1, EASTER		

A SAMPLE MASUTA TEACHING SEQUENCE



WEEK 1, List 1

Lists compiled from:

Health – Theme - My Body

Science – Theme - Space

S.O.S.E. – Theme - People

High Frequency words

Mathematics

Literacy

Grammar

Plurals

head*

mouth*

tongue*

taste*

crater

air

asteroid*

fly*

what*

why*

which*

that*

how*

square*

rectangle*

blue*

moon*

night*

giant*

treasure*

Meaning

Explore the meaning of the word.

Teacher: Who knows what a head is? Where on our body is our head?

Is it on the top or bottom of our body? What are some of the things on our head? *Distinguishing where the head is - e.g top of body, helps the learner discover other uses of the word 'head' e.g. Headmaster, masthead, head of the table, ahead etc.*

Teacher to write the word on the board.

head

Analysis

Analyse the word

Step 1

Teacher: The phonemes we can hear in head are (h) (ea) (d)

Use your 'phoneme fingers', altogether, (h) (ea) (d)

Learners reply: (h) (ea) (d)

Repeat a number of times

Step 2

Teacher: Let's match it to our THRASSWORDS. Listen -

(h) as in hand, (ea) as in bread, (d) as in dog.

Now let's match head to our THRASSWORDS together.

Learners reply: (h) as in hand, (ea) as in bread, (d) as in dog.

Repeat a number of times

Step 3

Teacher: What letters do we use to write (h) in hand?

What letters do we use to write (ea) in bread?

What letters do we use to write (d) in dog?

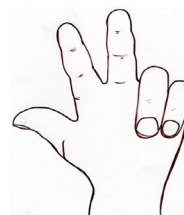
So how do we spell head?

Learners reply: 'h' 'e' 'a' 'd'

Teacher to write the graphemes on the board.

h e a d

Use the
MAGNETIC GRAPHEMES to
show the individual graphemes.



Note: When doing these activities you are not just working with one isolated phoneme/grapheme. All the phoneme/grapheme links for a word are being dealt with in the same lesson.

Synthesis

Synthesise the phonemes in the word

Step 1

Teacher: Use your 'phoneme fingers' to indicate the number of phonemes in head in the correct order, (h) (ea) (d)

Step 2

Phoneme/grapheme depletion/manipulation

Teacher: What would we say if we left off the 'h' in head?

Teacher: What would we say if we left off the 'ea' in head?

Teacher: What would we say if we swapped the 'h' and the 'd' in head?

Note: Phoneme deletion/manipulation activities help the teacher to assess if the learner is hearing all the phonemes correctly in a word and is able to correctly order phonemes for spelling and speech.



Using memory

Memory activities must incorporate tactile, auditory and visual skills.

Memory activities should cater for individual work and the collaborative interaction of social learning.

Develop collaborative learning by playing fun games in pairs, groups or teams.

The THRASS Resource Kit contains a number of sheets that have been designed for this purpose. The THRASS Magnetic Graphemes are also designed to be used daily to develop memory skills. Use a board and markers for team games to test analysis and synthesis. To test for meaning and understanding play guessing games such as 'What Am I?', 'What do I do?', 'Where would you find me?', 'How am I used?'

Testing

Testing should be carried out at the end of each week.

It is not only the spelling of a word that is important. Meaning and grapheme understanding is vital to developing good spelling skills which will be sustainable and allow for further development of spelling writing and comprehension skills.

Lists should be tested to assess that the learner is able to:

1. Articulate the word.
2. Put the word in a sentence to show meaning.
3. Be able synthesise the phonemes in the word.
4. Isolate and write particular graphemes related to a word.
5. Spell the word correctly using letter names.

Note: As in maths, it is not just the correct answer that is important. The working memory and understanding of how to achieve the correct answer is vital to the cognitive process for future learning.

Applying

Dictation - Assessing that the learner can write the word in context.

The ability to use this knowledge in everyday writing.

For example in a Health/Phys Ed. lesson - applying the spelling word head.

Teacher: 'We learnt the word head in spelling today. Why is our head important? What is inside our head? What are some of the things on our head? What are they used for? How should we protect our head? Where is our brain? What does it do? Write some notes about our why our head is important'.

RECORDING PHONEME/GRAPHEME TEACHING

Use either or both of the sheets below from the Reading Section of your THRASS Resource File to record phoneme/grapheme teaching.

Sheet 1

Record the phonemes of English and THRASS graphemes taught on this sheet.

Example: h ea d

- three phonemes

- three graphemes

THRASS	b bb	c k ck ch q	ch tch	✓ d dd	f ff ph	g gg
	✓ h	j g ge dge	l ll	m mm mb	n nn kn	ng n
	p pp	r rr wr	s ss se c ce	s	sh ti ch	t tt
	th	th	v ve	w wh u	y	z zz ze s se
	COMBINED SAY, NAME AND OVERWRITE SHEET			COMBINED SAY, NAME AND OVERWRITE SHEET		
	a	a a-e ai ay	air are	ar a	✓ e ea	e ea ee ey y
	ear eer	er ar or ure a e i o u	er ir or ur			
	i y	i i-e igh y	o a	o oa o-e ow	oi oy	
	oo u	oo ew ue	ure	or a au aw oor	ow ou	u o
THRASS READING	52					

*GCA SHEET

Can you find a GCA for each of the 44 phonemes?
Add the GCA to the phoneme-box and write an example word.

b bb		y
c k ck ch q		z zz ze s se
ch tch		a
✓ d dd		✓ a-e ai ay
f ff ph		air are
g gg		ar a
✓		e ea
j g ge dge		e ea ee ey y
l ll		ear eer
m mm mb		er ar or ure a e i o u
n nn kn		er ir or ur
ng n	ngue	i y
p pp		i i-e igh y
r rr wr		o a
✓ ss se c ce		o oa o-e ow
s		oi oy
sh ti ch		oo u
✓ tt	te	oo ew ue
th		ure
th		or a au aw oor
v ve		ow ou
w wh u		u ✓

THRASS®

THRASS READING 54

Sheet 2

Record all graphemes taught on this sheet.

Examples:

h ea d

t o ngue

t a s te

WORKING WITH PARENTS TO CONSOLIDATE LEARNING

Many schools are concerned that parents want to have a definitive spelling list for their child. Below is a 'letter to parents' explaining the methodology and philosophy of using the MASUTA sequence for learning spelling. This document can be reproduced in part or whole as an explanation of how to teach spelling. This letter is downloadable from the THRASS AUSTRALIA website, www.thrass.com.au/parentletter.htm.

A LETTER TO PARENTS

Dear Parent

Spelling and literacy as a whole are a priority in this school. If a child cannot successfully spell words then they are less likely to succeed at formal learning. Skills and strategies for learning 'how to spell' are a very important part of the spelling process. Even if a child is able to 'spell a word', if they do not understand the process they cannot use this knowledge to spell unfamiliar words. As in maths, it is not just the correct answer that is important, the working memory and understanding of how to achieve the correct answer is vital to the cognitive process (deep understanding) for future learning.

Scientific research has shown phonics is a crucial strategy in the understanding of 'how to spell'. Knowing the 44 sounds of English and the various spelling choices that represent these sounds enables the learner to understand orthography (the spelling system of our language) and not be confused by restricted phonic patterns. For example, in English the letter 'c' does not just represent the sound (c) as heard at the beginning of words like cat. It can represent the sound (s) as in the words city, cent, Cindy etc. The sound (f) is not just represented by the letter 'f' but can be represented by the letters 'ph', as in photo, Sophie, Philip and Phoebe. The letter 'y' does not just represent the sound heard at the beginning of yawn, but more commonly represents the sound heard at the end of words like city, pony and Kelly, or the sound in the words my, tyre, fly and by. Our school is committed to explicit, hands on phonics teaching. We look at phonics patterns within a whole-word approach. That is, if we are teaching the word fish we focus on all the sounds not just one.

Research has shown that students with a more comprehensive vocabulary and a greater understanding of the meanings of words, will more successfully apply words to memory for spelling and are more competent in comprehension and writing. Spelling must be practised. Writing words in context to show meaning is a vital part of your child's spelling program. The spelling lists that your children will be working on at this school will be compiled by the classroom teacher and will contain words from all subjects focusing on relevant themes. The words will be relevant to their everyday learning, not just an abstract list of words from a commercially produced spelling book. The teacher will be focusing on word meaning, the phonetic structure of the word, links to other words with similar structure and the grammatical use of the word - plurals and tenses.

Your role as a parent is important in this process. Talking with your children about the meaning of words from the relevant classroom themes, using dictionaries and looking at the grammatical changes in words is far more important than 'rote' learning a word for testing at the end of the week. The more the learner can see the word in context, understand the meaning, make phonic links and practise writing words in a fun and meaningful way, the more competent and adventurous speller they will become. You will also be building vocabulary for future learning.

Our school will be using THRASS as the basis for phonics teaching and the MASUTA Spelling Sequence to develop your child's spelling skills and strategies. It is important that your child learns the THRASSCHART, so that they are able to use the phonic information to decode (read) and encode (spell) words. Having this knowledge will allow your child to develop skills in reading, spelling, writing and reading comprehension enabling them to reach their full potential in literacy learning.


WIRE THE MOUNTAIN
Pokemon
VIDEO IT WAS
FUN
fun

**VELS (Victorian Essential Learning Standards)
PREP WRITING SAMPLE EXPECTATIONS FOR TERM 4**

PREP WRITING SAMPLE TERM 4

Emily
It was a sunny weekend.
I went to a giant garden
I got a spiky sparky
bracket my mum said
down rec it and. I
saw chloe at the
cornerboot it was
so awserm so

after that we went
home. I liked it.
there was a down
there. the funny clown
was funel



**PREP WRITING SAMPLES
FOR TERM 4, using THRASS
and the MASUTA spelling
model.**

For your school's interest
THRASS has hundreds
of 'whole-class' work
samples from
Prep, 1 & 2.
5/6, 6/7, 7/8

The samples shown
reflect the expectations
THRASS has of learners
who have been taught
using THRASS and
the MASUTA spelling
sequence.

It was a sunny and windy
day when I went to
Little Athletics. I had to
wear shorts and a green top
because I was windem
vool they were green.
My teachers name was
s Streetm First he took
around the chral so we
kood have a little look
around the chral so w
kood see wat it rily looks
like.

PREP WRITING SAMPLE TERM 4

Elzabeth
I had a boring weekend on
sunday. I had to stay inside but
I went outside once to see
wat my dad was doing. I was
inside playing with my brats boks
that I got for my birthday. I
brushed one of my dolls hair
and it went all over my rilly

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COPY THE WORD

WRITE THE WORD

BREAK THE WORD INTO PHONEMES AND WRITE THE GRAPHEMES

DIFFICULT
GRAPHEME
