

Module Ten:

Spelling Word Banks - and aspects of phonics teaching to avoid - and time management

Module Ten: Part 1

a) Spelling word banks

To understand how to establish a *fundamentally important ethos of constantly teaching, helping and supporting learners with spelling*, based on the fact that the English spelling system is the most complex alphabetic code in the world (even adults find it challenging) – and difficulties with spelling, therefore, can be attributed to the English code's *complexities* (because of its *history*) – *and not to the intelligence or capability of the learner (de-personalise spelling capacity)*

Module Ten: Part 1 continued

a) Spelling word banks

To understand the need to focus heavily on *spelling word banks* – and to build up spelling word banks routinely (with various resources, activities and mnemonic systems) – raising awareness of which words can be associated together spelt with the same letter/s-sound correspondences – *as continuous practice*

Spelling is hard !

- Work hard to teach and support with spelling **ALL THE TIME** with constant reference to the **Alphabetic Code Chart** (main display chart and personal mini charts)
- Make the most of staff who are weak spellers and **FAKE IT** (spelling weakness) if necessary – to **create an ethos** of teaching, supporting, using dictionaries, doing the spelling routines **collaboratively**
- Make mistakes as adults and correct one another
- **Create unique spelling posters constantly and build up spelling word banks routinely** – raising awareness of **the need to recall** which words are spelt which way

Spelling is hard !

The learners **need to know** its the English alphabetic code **which is complex**, and the **spelling system**, and this is not **'about them'**.



Vocabulary, Phonics and Building Spelling Word Banks

Tricky Words

-oul

could
would
should

-ture

fixtures	signature
future	cultures
adventure	temperature

picture
nature
furniture
creatures

79	my words	80	my words	81	my words
ring	bung	tongs			
sing	dung	sting			
wing	fang	bring			
long	bang	string			
song	gang	strong			
lung	songs	strings			

w	wh
wet	wig
went	wheel
will	whisk
wh	whiff
w	wh
I	no
go	so
me	he
be	we

Fold to here for Spelling Routine

notes: The ogre

Once upon a time, there was an ogre with a really soft centre. He tried with every fibre of his body to be fearsome. Fellow ogres sneered and said he nowhere near matched their calibre.

The ogre was cent whiskers as long as his arms. He wore a long tree for his sabre.

Despite all his efforts, the mediocre ogre - he was meagre.

Then, one dark night, a storm hit the region. The centred ogre showed his brave and stood up to the other ogres. Together they fought until the scaly creature took over their own lands.

There was no doubt about it, the theatre of the ogres was finally accepted as a legend less than legends.

-re 150

Copyright 2007 Debbie Hagganwhite

-re /u/ The ogre

Slide 12 (15) Get the phrase along with its 'sound-alike' bank as an introduction to spelling the words with the focus sound and grapheme... See our AFTER reading the 3 can read well...

f	ph
feathers	photograph
fell fluffy feathery fancy	graph telegraph pole "phase"
food frilly funny foolish	elephant paragraph sphere
full fast fantastic friends	phase triumph telephone

Fiona, Stephanie and Ralph went to the zoo with their teacher, Mr. Phillips, and the other pupils in their class. Fiona loved the birds and collected lots of bright and fluffy feathers for some art work back in the class. Stephanie loved the elephants and she took lots of photos of them for the class photograph album. Ralph loved the food the most!

Phonics for reading and spelling linked to wider language, pictures and story themes

Onset and rime, word families

Onset and rime: **s-eat** **'-eat'** words

Then you'd need to learn words ending with the following 'rimes' which leads to **'word families'**:

-eat	-ead	-eaf	-eak	-eal	-eam	-ean	-eap
eat	bead	leaf	weak	meal	beam	bean	heap
beat	read	sheaf	peak	teal	ream	dean	leap
meat	lead		creak	peal	team	Jean	reap
feat	mead		sneak	real	dream	lean	
neat			streak	deal	cream	mean	
heat				seal	steam	wean	
peat				veal	stream		
treat				zeal	scream		
wheat				steal			

**What about:
-each words and
-eath words...
and so it goes on and on!**

Onset and rime, word families

Root words: seat, neat

seat: seats, seated, seating,

neat: neater neatest neatly

 neaten neatens neatened

unit 7	-il /ul/	78
--------	----------	----

The 'Lentil Soup -il' story

1. Where
2. What was the main thing on Jack's mind?
3. What is Mr. Weaver's job and how do you know?
4. Why do you think the children call Mr. Weaver 'Weevil'?
5. Do you think dreading it?
6. Discuss two could be de

notes:

Lentil soup

It was a cold April morning and the smell of the soup was drifting down the corridor and into the classroom. "Lentil soup with herbs" thought Jack, the unmistakable smell of basil exciting his nostrils. The sound of eating utensils being laid out meant that lunch would be soon.

Some of the pupils had already started to pack up their pencils and books hoping that Mr. Weaver (or 'Weevil' as the children called him) would let them go a few minutes early. "Not a hope" thought Jack. "Old Weevil has never let us out early."

Jack looked at the notice on the wall, 'To the kitchen' it announced in bright red stencil. "Not much need for that notice" decided Jack. "The smell of lentil soup will guide us there!"

Suggestions: These questions could prove comprehension and vocabulary development cumulative decodable text and a means suitable starting points for developing oral

-il /ul/	Lentil soup
----------	-------------

April
lentils
basil
nostrils
utensils
pupil
weevil
stencil

anvil
fossil
evil
devil
bedevil
tendrill
peril

-il /ul/	Lentil soup
----------	-------------

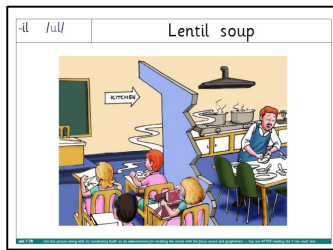
web 7.78 Use this picture along with its 'vocabulary bank' as an aid/mnemonic for recalling the words with the focus sound and graphemes - but use AFTER reading the 'I can read' text.

Spelling story themes and their pictures
aid memory for **recalling spelling word banks**

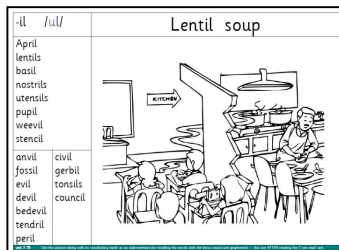
unit 7	-il Jul/	78
Lentil Soup		
1. Where and when does the story take place?		
2. What was the main thing on Jack's mind?		
3. What is Mr. Weaver's job and how do you know?		
4. Why do you think the children "Weevil"?		
5. Do you think Jack is looking dreading?		
6. Discuss two contrasting ways could be developed?		
notes:		
<p style="text-align: center;">Lentil soup</p> <p>It was a cold April morning and the smell of the soup was drifting down the corridor and into the classroom. "Lentil soup with herbs" thought Jack, the unmistakable smell of basil exciting his nostrils. The sound of eating utensils being laid out meant that lunch would be soon.</p> <p>Some of the pupils had already started to pack up their pencils and books hoping that Mr. Weaver (or "Weevil" as the children called him) would let them go a few minutes early. "Not a hope", thought Jack. "Old Weevil has never let us out early."</p> <p>Jack looked at the notice on the wall. "To the kitchen", it announced in bright red stencil. "Not much need for that notice", decided Jack. "The smell of lentil soup will guide us there!"</p>		

Grapheme search:
Underline focus grapheme. Quantify.
Pull out words with focus grapheme to create a spelling word bank (list).

Story theme with picture:
Read, re-read, self-dictation.
Answer comprehension questions.
Words associated together through a story theme helps to recall word bank.



Extension activities:
Label picture with focus words.
Write story extension with additional words.
Act out story theme.
Recall words with partners.



ORT FP Sounds and Letters word banks

ch

chin
chat
much

43

Name _____ Date _____

ai

ai wait plain remain afraid rainbow complaint
ay away replay pray player taggers damaged
eigh weigh eight neigh sleigh weight eighteen
ey they grey osprey prey survey conveyor belt

Now that I'm eight, I can go on my neighbour's sleigh. It is pulled by her sweet horse, Greg. Look at his bright braided reins and hear his "neigh". I can play with Greg every day!

85

ai ai

-ve wh -cks -tch -nk ai

Word lists with **same letter groups** are beginnings of spelling word banks

ur

purse
hurt
turn
curls
church

sh th ng ai ee igh oa oo ar or ur

/oo/

oo
spoon broom
moon tooth hoop
loop balloon
roof classroom

ew

crew threw chew
screw flew
drew jewellery

Which of these words can you find in the picture?

/oo/

oo
spoon roof
classroom broom
food tools hoop
balloon loop

u-e

rules flute prunes
plume salute
pollute parachute

Which of these words can you find in the picture?

uel can also be spelled like this:

o move ou soup ough through

Partner work:
Link words to details in pictures and invent story context.
Quantify number of words to recall.
Focus on only one word bank at a time intensively.
Recall the list the next day.

Recalling Spelling Word Banks

- **Act out** banks of words with the *same* sounds and spelling alternatives
- Only act out **one variety of spelling** during any one session

Recalling Spelling Word Banks

- Be very **explicit, constantly**, that becoming familiar with spelling word banks is for **lifelong spelling** so that there are reasons and benefits to all the spelling word bank activities.