

Organisation of this book

Chapter 1 provides a research-based overview to the development of spelling skills and introduces the components of an effective spelling programme.

Chapter 2 provides assessments that identify the gaps in students' spelling knowledge and offers suggestions for incorporating spelling instruction into daily planning. An analysis of the errors made forms the basis for the guidelines for planning a spelling programme to meet the needs of all students.

Chapter 3 provides teaching notes for the most common problem areas in English spelling. The teaching topics provide information about the topic as well as guidelines for instruction.

At the start of each teaching topic there is a box of information about the spelling concept, rule or convention for the teacher's quick reference. Teachers may prefer to just use this information to teach from, but each topic also has quite detailed teaching notes. Because of the varied instructional needs of the different groups of spellers, many of the topics have two different teaching methods—a Quick Route and a Thorough Route.

The Quick Route

This route is designed for students who already have a lot of word knowledge. It requires students to draw on their existing knowledge of words that apply to the teaching topic. The instructional guidelines help students discover the conventions that influence the aspect of spelling covered in the teaching topic. There are practice activities available if these students need extra practice to apply the knowledge gained.

The Thorough Route

This route is a slower process that uses a step-by-step approach to ensure the foundations are in place for each teaching topic. Teachers may wish to use the Thorough Route for some topics and the Quick Route for others. There are practice activities available to apply the knowledge taught in each topic.

Many teaching suggestions use interactive group activities, and the blackline masters for making up the resources for these activities are included at the end of the relevant teaching topic.

Note: *Switch on to Spelling* (Allcock, 2008) may be a better resource for students with significant difficulties and for students just beginning to learn English because it breaks down the teaching process even further.

Chapter 4 provides ideas for teaching proofreading and editing skills—the process of applying spelling knowledge to writing. It also contains a series of blackline masters for proofreading cards that students can refer to when they are proofreading their work.

There are a series of Appendices.

Appendix A offers practical suggestions for spelling unfamiliar words for students who struggle to write all sounds in a word—those with phonemic awareness difficulties.

Appendix B offers practical suggestions for students who have difficulties with decoding words when they are reading.

Appendix C provides suggestions for developing and expanding students' phonemic awareness skills.

Appendix D contains details of other resources mentioned throughout this book.

Throughout this book you will see letters and letter patterns written like this: 'a', 'sh', 'ow'. These refer to the sound the letters represent.

Letters that are in bold, refer to the name of the letter.

For example: The first sound in *catch* is 'k' and the last sound is 'ch'.
The 'k' sound is written with a **c** and the 'ch' sound is written with **tch**.

Glossary

There is a glossary of terms used throughout this book on page 395.

Index of teaching topics and practice activities

Page 399 has an index of each teaching topic in Chapter 3 and a link to the practice activities for the Thorough Route (SUS Student Activities 1) and the Quick Route (SUS Student Activities 2).

CD

The CD that accompanies this book contains all reproducible pages: student activity sheets and answers, assessment sheets and all blackline masters.



Supplementary Resources

There are four resources that support the instructional approach used in *Spelling Under Scrutiny*.

Student Practice Activities Books

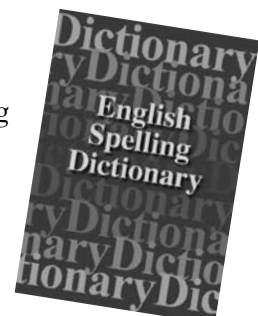
There are two different levels of student practice activities. These are available as blackline masters on the CD that accompanies *Spelling Under Scrutiny*, or as two different student workbooks. Students do not need to complete all the practice activities provided. Teachers can select the teaching topics according to students' needs and then choose practice activities to accompany them. Students may use practice activities from only one level (the Thorough Route, Practice Activities 1, or the Quick Route, Practice Activities 2), or from a mixture of both. Some topics may require completion of all practice activities related to the topic, and others may require just one or two activities or none at all.



The purpose of these practice activities is to provide students with practice applying what has been taught in the teaching topic, *where this is necessary*. Students will not learn about the topic through completing the practice activities alone, in fact many activities will be unable to be completed without prior instruction.

English Spelling Dictionary

This resource provides space for students to record the meanings of a range of academic words and useful words for writing, stored according to the initial sound in the word. Many students can find words more easily by looking up the initial sound, rather than the initial letter ('or' for *awful*, for example). The dictionary can be used across the curriculum, with students recording different meanings for the same word in different curriculum areas.

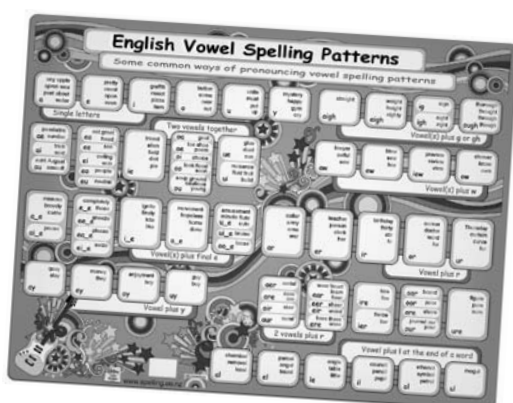
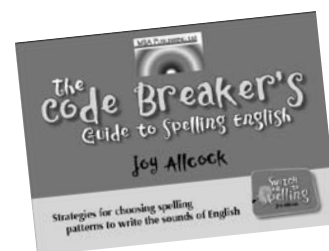


The word lists in this dictionary can be used to provide students with vocabulary development (for everyday words and academic words) or for spelling lists that relate to the teaching focus.

In the back of the dictionary are summaries of root words, prefixes and suffixes, the 300 most common high-frequency words, useful spelling rules, strategies for syllabifying words, student editing guides and mini versions of the two spelling posters—‘English Sounds and Spelling Patterns’ and ‘English Vowel Spelling Patterns’.

The Code Breaker’s Guide to Spelling English

This resource provides a quick overview of the spelling patterns for sounds that are written in diverse ways, with strategies for choosing the most likely pattern.



Posters

i) English Sounds and Spelling Patterns*

This poster shows all the sounds of English with their most common spelling patterns. There will of course be other ways of writing many of the sounds.

ii) English Vowel Spelling Patterns

This poster illustrates more than 70 different vowel spelling patterns and provides words for each that show the most common ways the vowel patterns can be pronounced.

* Note:

The exact number of sounds of English varies depending on the way some sounds are classified.

Sometimes ‘qu’ and ‘x’ are counted as sounds of English, although both represent two sounds (‘k’ ‘w’ and ‘k’ ‘s’).

Sometimes ‘ear’ and ‘air’ are counted as sounds of English and sometimes they are considered to be two sounds (short ‘e’ and ‘r’ and long ‘e’ and ‘r’).

Sometimes the schwa sound is counted as a sound of English and sometimes it is not.

The ‘or’ sound in British English can be heard in words like *organ*, *awful*, *door*, *August*, whereas in American English the **or** and **oor** in *organ* and *door* would be considered as ‘or’ sounds (with the ‘r’ pronounced), and the **aw** and **au** in *awful* and *August* would be considered to be a different sound—‘aw’ without an ‘r’.

Sometimes the ‘wh’ sound is pronounced as an unvoiced ‘hw’ and is thus classified as a separate sound of English, and other times it is pronounced ‘w’ and is not classified as a separate sound.

You may read that there are between 43 and 46 sounds of English, depending on how these sounds are classified.