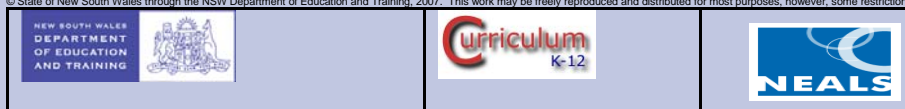


State Literacy Strategy

Teaching spelling K-6

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Matthew Ward	Brisbania PS	Kate Prosser	Newling PS
Kay McDonough	Casino PS	Lynne Gray	Niangala PS
Kerin Pearce	Casino PS	Melissa Nyholm and staff	North Sydney PS
Jenny Serone	Casino PS	Kathleen Rushton	Redfern PS
Sharon Wood	Casino PS	Alison Murray	Seven Hills PS
Wayne Newton	Colo Heights PS	Graeme Ross	South Coogee PS
Garry Carter	Eltham PS	Sally Atkinson	South Coogee PS
Madeleine Chan	Emu Plains PS	Joanne Henry	Terrigal PS
Patti Sharwood	Glen Innes PS	Roslyn Sheather	Terrigal PS
Kathryn Rodgers	Grevillea PS	Deidre O'Brien	Wentworth Falls PS
Belinda Eddy	Gum Flat PS		
Helen Brown	District Literacy Consultant, Lismore		
Helen Evans	District Literacy Consultant, Central Coast		
Sharyn Jameson	District Literacy Consultant, Penrith		
Wanda Snitch	District Literacy Consultant, Blacktown		
Cathy Welsford	District Literacy Consultant, Armidale		

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Foreword

In June 1998 the Department of Education and Training published *Focus on literacy: Spelling* as one of the many support documents that have been issued to assist teachers in the implementation of the NSW State Literacy Strategy. This document described the key elements of the Department's policy on the teaching of spelling from Kindergarten through to Year 12.

Teaching spelling K-6 provides teachers with practical information about the teaching of spelling in primary school. It builds on the key elements of the State Literacy Strategy and is underpinned by the following principles:

- The knowledge, skills and strategies of spelling will be taught in an explicit and systematic way.
- All students will learn to spell.
- Correct spelling will be valued and emphasised in students' writing in all subjects.
- Students will correctly spell commonly used words that are appropriate to their stage of development.
- A balanced spelling program will include the teaching of spelling generalisations or rules and using a dictionary.
- The development of all students' spelling will be monitored in a consistent way.
- Students who are experiencing difficulties will be identified early and will be given appropriate support.
- A planned, whole-school approach will ensure continuity in the development of each student's knowledge and understandings about spelling.
- Effective learning partnerships will be developed with parents and caregivers.
- Teachers will be given support for effective practice in the teaching and learning of spelling.

This document will help teachers to develop this highly visible aspect of literacy in students.



Ken Boston
MANAGING DIRECTOR OF TAFE NSW
DIRECTOR-GENERAL OF EDUCATION AND TRAINING
November 1998

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Introduction

This book will assist primary teachers to develop their students' skills and understandings in spelling. It applies the understandings about English spelling, as stated in *Focus on literacy: spelling*, to the teaching of spelling in primary classrooms. Although it deals specifically with spelling skills, its emphasis is that correct spelling is a tool for writing and a way of supporting meaning in written texts.

This book details, in a pathway of development in spelling, the indicators of spelling achievement that teachers can expect to observe in their students' writing as students grow in spelling competence. This pathway shows how students will demonstrate their understanding and use of the four forms of spelling knowledge: phonological knowledge, visual knowledge, morphemic knowledge and etymological knowledge. These understandings are developed from the early years of schooling. The pathway also indicates the need for teachers to model explicitly the use of this knowledge and guide their students in applying it when writing.

Throughout this book, several strategies for teaching and assessing spelling are presented in classroom contexts, with commentary by teachers on how their strategies were implemented. This commentary is indicated by one of these icons:



The strategies demonstrate how skills and understandings in spelling can be explicitly taught within the framework of the four forms of spelling knowledge. These classroom examples show how spelling should be taught in the context of a talking, listening, reading or writing focus, in guided and modelled lessons, and across all key learning areas.

Information about the teaching of spelling includes examples of spelling lists and how these can be compiled so that they are meaningful tools in developing understandings in the four forms of spelling knowledge. These examples are supplemented with resource lists of etymological and morphemic references.

This book also provides information about the assessment of spelling, and examples of how spelling can be included in the class literacy session.

A model of spelling

Spelling ... a pathway of development

As students develop as spellers they demonstrate growing skills, knowledge and understandings in all elements of spelling. Not all students develop in the same way or demonstrate markers of development at the same time.

The pathway of spelling development presented on the poster and on the following pages reflects the spelling outcomes of the English K-6 Syllabus and some indicators of student behaviour taken from talking, listening, reading and writing. The other indicators were developed by teachers to exemplify the behaviours they observed displayed by their students as they progressed towards, or achieved, the outcomes.

The pathway indicates the broad sequence of development that teachers can expect to see as students develop competence as spellers.

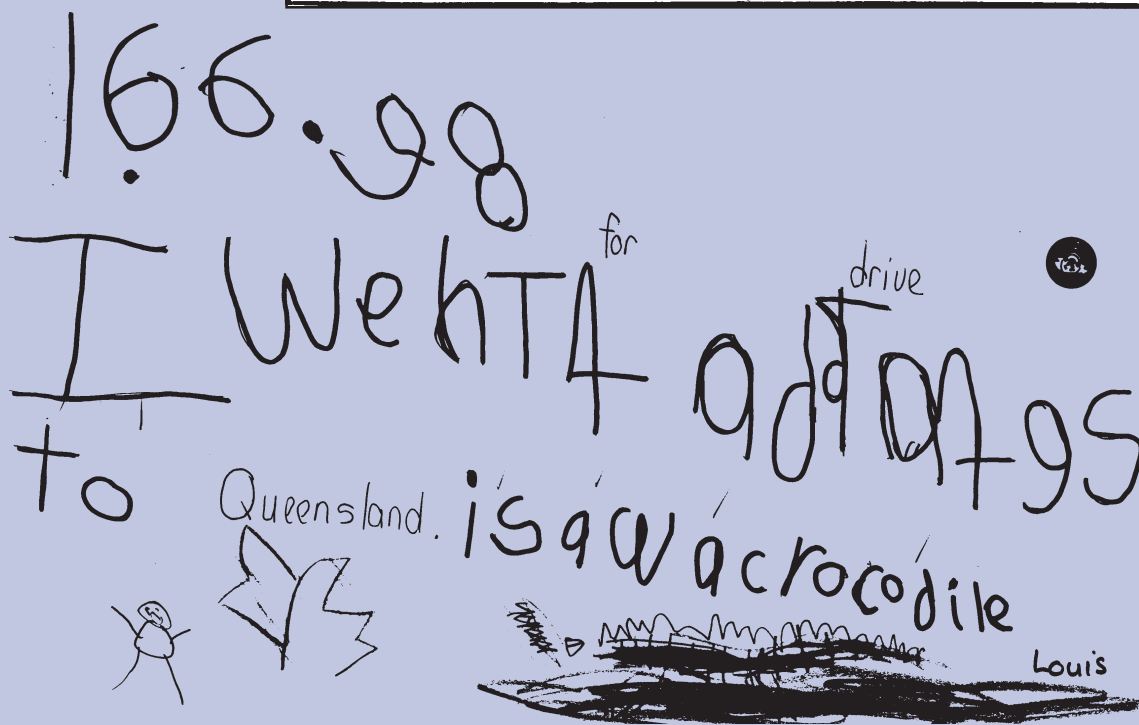
Early Stage I

The student:

WES1.11 Begins to use letters to represent known words when spelling.

PHONOLOGICAL KNOWLEDGE	<p>recognises words that rhyme</p>	<p>names most of the letters of the alphabet consistently</p> <p>recognises most sounds of the alphabet</p> <p>says and writes letter for the dominant or first sound in a spoken word</p> <p>segments words orally into syllables in modelled and guided lessons</p>	<p>spells by listening to the sounds in words and attempts to write them accurately and in sequence</p> <p>segments words orally into onset and rime e.g. <i>bat</i>: <i>b</i> and <i>at</i></p> <p>says words that rhyme</p>	<p>writes beginning and ending sounds of words</p> <p>blends <i>cv</i>, <i>vc</i> and <i>cvc</i> words that contain known letter-sound relationships, e.g. <i>at</i>, <i>fit</i></p>
VISUAL KNOWLEDGE	<p>recognises that words are made up of letters</p>	<p>copies the sequence of letters from models of high frequency words e.g. from environmental print and labelled drawings</p> <p>recognises and writes some sight words</p>		<p>uses approximations and spells some sight words accurately without copying</p>
MORPHEMIC KNOWLEDGE		<p>uses <i>s</i> for plural form when spelling some words</p>		
ETYMOLOGICAL KNOWLEDGE				<p>discusses origins of familiar words and terms e.g. <i>TV/television</i></p>

ENGLISH Independent writing
 Task: An example of your child's writing. Children could choose their own topic. They were encouraged to hear and record the sounds, or search for words in the environment and then draw a picture.
 Comments Teacher observed child writing and recorded spelling strategies used



Name Louis Date 16.6.98
 Strategies used: Known words: 'I' 'went' 'to' 'a'
• Wrote '4' for 'for'; Initial sound for 'drive' + other letters.
• Asked teacher to write 'Queensland'
• Located & copied 'saw' from word display
• Copied 'crocodile' from picture dictionary

Early Stage 1

Students who have achieved Early Stage 1 demonstrate an emerging awareness of the four forms of spelling knowledge. They know the letters of the alphabet and most of the sounds these letters represent. They are developing visual recognition and can independently spell some high frequency words. They are beginning to recognise that some spelling generalisations can be made.

Students at this stage might engage in some form of editing in their writing.

Students typically use environmental print, alphabet charts, picture dictionaries, theme charts and high frequency word displays when researching for correct word spellings for their writing.

Stage 1

The student:

WS1.11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.

PHONOLOGICAL
KNOWLEDGE

builds word families in modelled spelling sessions
e.g. *band, hand, land, stand*

segments words into individual sounds (phonemes) and forms letters that relate to the sound, e.g. *sh-i-p*

exchanges one letter/sound in a written word with a different letter/sound to make a new word

uses onset and rime analogy to spell new words
e.g. *mop, hop*

blends *cvvc, cvcc, ccvc, ccvcc* words with vowel digraphs e.g. *rain - train*, double vowel sounds e.g. *ee*, and other common digraphs e.g. *ar, ay*

blends words beginning and ending with double consonants and consonant digraphs to work out unknown words

draws on knowledge of letter-sound relationships when trying to read unknown words e.g. sounds out and breaks words into syllables and phonemes in guided and independent writing

VISUAL
KNOWLEDGE

builds word families in modelled spelling sessions
e.g. *warm, warp, water, walrus*

uses analogy to spell new words

recognises when a word appears inaccurate in modelled writing

draws on knowledge of sight words and high frequency words when spelling e.g. *is, are, the, they, she, he, my, school, home*

reads own writing aloud and makes some corrections to clarify meaning e.g. circles a word that does not look right in guided and independent writing

MORPHEMIC
KNOWLEDGE

builds word families in modelled spelling sessions
e.g. *move, moving, moves, moved, movement, remove*

uses analogy to spell new words

uses morphemes such as *ed* and *ing* to spell unknown words

ETYMOLOGICAL
KNOWLEDGE

builds word families in modelled spelling sessions
e.g. *semicircle, semicolon semitrailer, semitone*

discusses and uses origins of less familiar words and terms
e.g. *tele - telephone, bi - bicycle*

Yesterday I was very exited because we were going to the sports Carnival. I called up ⁱⁿ for Waratah ^{the} house. I got very very exited. I came ^{1st} ^{race} 3rd in the race. Lastly we had yummy lunch and then we went back to class.

I had a ^{very} nice time

Skills and understandings:

- * Visual: yesterday, were, was, class, very
- * Phonological: house, lunch, went, back, then
- * Morphemic: going, called
- * Used resource list for: carnival, Waratah, sports, race.
- * Identified some misspellings: 'yummy'

*

Areas to be developed:

- * Visual strategy for 'excite'
- * Phonological: spelling of ordinal numbers.

*

Stage 1

Students who have achieved Stage 1 demonstrate a growing competence in using the four forms of spelling knowledge in their writing. They correctly spell many high frequency words and use what they know about letter-sound correspondences to help them spell. They can build word families and use analogy to aid spelling. They demonstrate an understanding that words can have origins in other languages. They can recognise and make some spelling generalisations.

Students can read their own and others' writing and make some corrections to words for correct spelling. They can use an editing code in preparing writing for publication.

Students use print in the environment, personal dictionaries, commercial dictionaries, a class editing code and other supports, such as have-a-go pads, when writing.

Stage 2

The student:

WS2.11 Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

PHONOLOGICAL
KNOWLEDGE

uses knowledge of alphabetical order and first and subsequent letters of a word to locate information in dictionaries, encyclopedias and glossaries

understands that sounds can be represented in various ways e.g. *meat*, *meet*, *metre*

uses known letter patterns when attempting to spell unknown words e.g. knows *picture*, attempts to spell *nature*

spells words containing less common digraphs and letter combinations e.g. *operation*

groups words according to the way in which they are spelt e.g. *thought*, *bought*, *ought*

spells unknown words in syllables rather than as separate sounds e.g. *com/pu/ter*

VISUAL
KNOWLEDGE

spells high frequency words correctly in own writing

uses an increasing bank of known spelling words written automatically

identifies spelling errors in own writing and unknown texts and provides correct spelling

draws upon spelling generalisations e.g. *i* before *e* except after *c*

MORPHEMIC
KNOWLEDGE

groups words according to the way in which they are spelt e.g. *clapping*, *sitting*, *hopping*, where the final consonant is doubled before adding *ing*

uses known word parts when spelling unknown words e.g. prefixes, suffixes, compound words

draws upon spelling generalisations e.g. *y* to *i* rule for plurals, doubling consonants etc. when spelling

uses meaning and context when spelling words e.g. when differentiating between homonyms such as *their/there/they're*

ETYMOLOGICAL
KNOWLEDGE

uses knowledge of word origins when spelling more complex words e.g. *telephone*, *thermometer*

The Trip to Sydney

By Kelly

(On the 13th of June, 1998, Colo Heights Public School went on an excursion to Sydney. We boarded the bus at 8:00 clock. When we arrived at Sydney at 10:00 clock we had recess at Circular Quay. After that we went for a walk to a building called the Blue Spas Terminal. When we got to the top of the building we looked at an old house, the Opera House and Sydney Cove while our teacher got the tickets for the Harbour Cruise. When we boarded the ferry it was rocky.

We saw Luna Park, Centre Point towers, Goat Island and Clark Island. The lady told us about Captain Philip and all the 12 islands we could see. After awhile we went under the Harbour Bridge. The ferry took us to Sydney Harbour.

When we got to Sydney Harbour we had lunch. We then went to the Aquarium. When we got to the aquarium we went inside and saw fish. There were lots of kinds of fish. We saw fairy penguins and an enormous crocodile. We saw seals, eels, sharks and sting rays. We then came out and lined up for the wave rail.

When we got on we went around the rail one time and then stopped at the Maritime Museum. We then saw the bus park so we had to go. When everyone got on the bus some people looked sleepy. I thought the day was fun.

• Kelly has a firm grasp of phonics, a solid sight vocabulary and can effectively use a variety of authoritative sources.

- Found 'excursion' on wall chart.
- Sound knowledge of common words (sight words) e.g. arrived
- Used wall chart to help with place names
- self-corrected 'recess' using a phonetic approach and dictionary
- Missed 'boarded' on two occasions. Wasn't sure but didn't follow up.
- Used a basic editing format
- Attempted to spell 'eels' using 'ea' sound.
- Use of adjectives i.e. 'enormous'
- 'Stopped' - using short vowel double last letter generalisation
- Uses mnemonics to spell 'people' by deliberately mis-pronouncing it as 'pe-op-le'

Stage 2

Students who have achieved Stage 2 apply their spelling knowledge independently when writing. They can usually spell familiar words correctly. They have a good knowledge of sounding out words and syllabification. They have a large personal word bank to draw on and look for word parts and word origins when spelling known and unknown words. They are able to recognise and apply spelling generalisations independently.

Students independently edit drafts and proofread their final drafts using an editing code.

Students use a variety of authoritative sources and can discuss strategies used for spelling difficult words.

Stage 3

The student:

WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.

PHONOLOGICAL
KNOWLEDGE

develops a knowledge of less common letter patterns and spelling generalisations or rules and applies them to new situations

VISUAL
KNOWLEDGE

recognises most misspelt common and unfamiliar words in writing and uses a variety of resources to correct words e.g. spell check, dictionary

MORPHEMIC
KNOWLEDGE

uses knowledge of base words to construct new words

groups words for a particular morphemic feature

independently applies spelling generalisations

uses a thesaurus effectively

uses knowledge of word parts, e.g. prefixes, suffixes, compound words, to spell unknown words

ETYMOLOGICAL
KNOWLEDGE

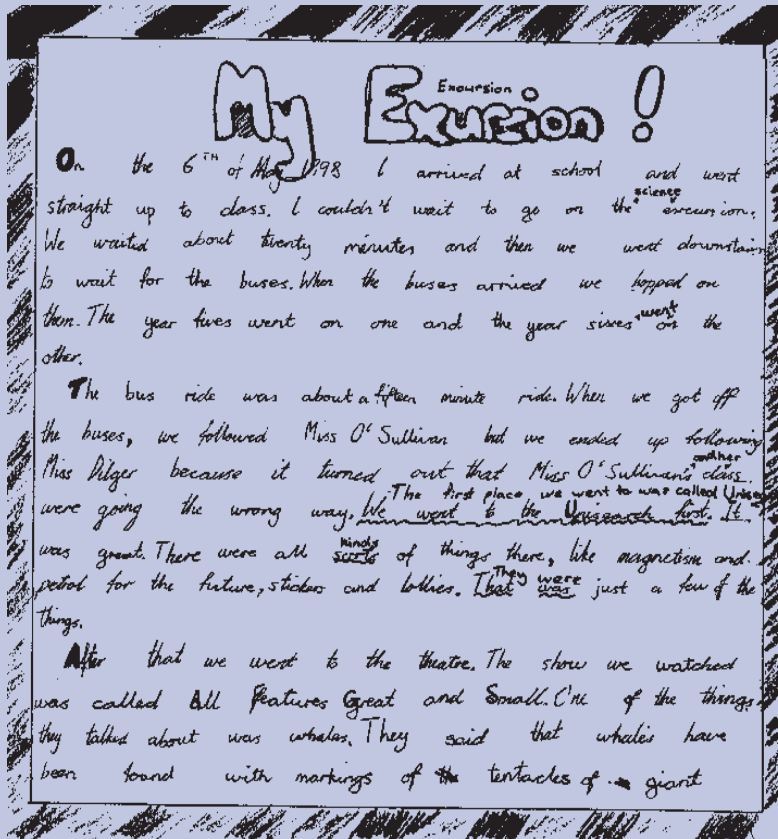
uses knowledge of base words to construct new words

groups words according to word origins

uses knowledge of word meanings as a spelling strategy e.g. *aquarium*, *telephone*

investigates the origins of technical terms using a dictionary and other sources

draws on knowledge of word origins, changes in word usage and meaning over time and word building strategies to work out new words



- Δ Uses knowledge of word parts, e.g. prefixes, suffixes, compound words, to spell unknown words, e.g. "Unisearch".
- Δ Independently applies spelling generalisations, e.g. "lollies".
- Δ Recognises most misspelt common and unfamiliar words in writing and uses a variety of resources, e.g. spell check, dictionary, for correction, e.g. "Excursion".
- Δ Knows less common letter patterns and spelling rules, and applies them to new situations, e.g. "straight".
- Δ Draws on knowledge of word origins and word building strategies to spell new words e.g. "theatre", "fifteen".

Stage 3

Students who have achieved Stage 3 have a sound knowledge of how to use English spelling. They draw on the four knowledge forms to make informed attempts when spelling unknown words. They spell most common words accurately and know and apply most spelling generalisations.

Students can use an editing checklist and take responsibility for editing and proofreading their own writing. They can provide editing guidance to other students.

Students use a wide variety of authoritative sources and are able to comment independently on strategies used for spelling difficult words. They can critique authoritative sources independently.