



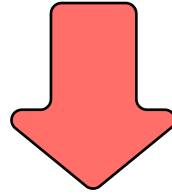
Word Sorts

This activity is designed to help learners become increasingly confident with the spelling patterns of English. By taking learners from simple to complex structures, this approach helps learners make logical sense of word reading and writing in English.





the focus of word sorts



the

at

*high
frequency
words*

mat

mate

*decodable
words*

blue

yellow

*familiar
content
words*



Please Note



Note #1: This IS a DECODING and ENCODING activity. By progressively exploring predictable patterns, learners are able to apply logical criteria as they decode words.

Note #2: This IS a systematic approach to learning. Teachers can sequence the sorting activities in such a manner that students progressively learn to decode predictable words as well as contend with exceptions.

Note #3: Learners should also learn to quickly recognise and use high frequency words as well as analyse known - but more orthographically complex - words in their oral vocabulary (e.g. hotdog, house, etc).





WORKFLOW



Scattered Picture or Words Cards

sap

mat

was

lap

tap

hat

cat

Organised Picture or Words Cards

HEADING #1	HEADING #2	Out of Sorts
mat	sap	was
hat	lap	
cat	tap	



Organised Picture or
Words Cards

hat

cat

mat

map

sap



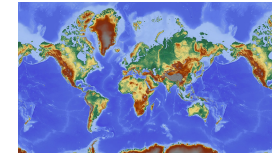
meaning

meaning

meaning

meaning

meaning



The fat cat in the hat sat on the mat on a map covered in sap.

what?

did what?

where?

how?





DEMO #1



Supporting learners ...



- (a) **talk** regularly with learners (for oral language development, for shaping discourse, and for fostering verbal reasoning);
- (b) **read** to learners, read with learners, and help learners read on their own;
- (c) **write** for learners (e.g. from dictation), write with the learner (e.g. joint construction), and help learners write on their own;
- (d) help learners **develop skills** (phonological awareness, decoding/spelling vocabulary, grammar, fluency, etc);
- (e) help them **build content knowledge** and the strategies to build knowledge; and
- (f) help learners be active in the ways that language and literacy are used as tools for **understanding and action**.

Key premise...



“For a beginning reader, every word is a unique pattern. Major statistical patterns emerge as the child encounters a larger sample of words, and later, finer-grained dependencies.” (Seidenberg, 2017, 92)

“Readers become orthographic experts by absorbing lots of data ... The path to orthographic expertise begins with practice practice practice but leads to more more more.” (Seidenberg, 2017, 108)

Seidenberg, M. (2017). Language at the speed of sight: how we read, why so many can't, and what can be done about it. New York: Basic Books.





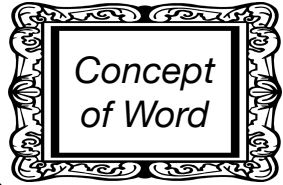
DEVELOPMENTAL STAGES



Emergent (3 to 5 yrs old)

A - Z)))

))) |)))))))))
 CAT /K/ /A/ /T/



Pre-speller to spell it how it sounds
 Oral language, print awareness, phonemic awareness and alphabetic awareness are the key features of this stage. These are the building blocks for formal literacy.

Letter-Name Alphabetic (4 to 7 years old)

C V C

Spell it how it sounds

The single-syllable, CVC form is the easiest way for learners to master consonants sounds, consonant digraphs, consonant blends, the short form of the vowels and simple r-controlled vowels.

Consonant - cat, bed, pig, sun, bot, bog, gig, bib, quit ...

Digraph - with, chat, ship, fish, mush ...

Blends - plan, flag,

r-controlled vowels - car, far, fir, stir, star, blur,



NB: the short form of each vowel (a, e, i, o, u) is only represented by a small number of spelling options ... unlike the long form →

Within-Word Pattern (7 to 9 Years old)

C V C e
 C V V C

Spell it by pattern

Once a learner has mastered the CVC pattern, it is time to contrast the short vowel sounds with long vowel sound.

Once this contrast is developing, learners explore the various diphthong forms and diverse vowel sounds in single-syllable words, such as *bright*. Learners also explore plurals, contractions, homophones, homographs and compound words.

Learners clarify spelling patterns with the help of dictionary aids

Affixes/Suffixes (9 to 11 years old)

-ed -ing -ly re-

2-3 ... syllable words
 ə schwa

Spell by rule & dictionary aids

By this stage, learners can decode most, if not all, single syllable words. At this stage, learners become adept at adding common prefixes and suffixes as well as spelling a range of multisyllabic words, which requires that they identify *syllable junctures*. The unstressed, ambiguous *schwa* sound (often pronounced “uh”) is also present in many multisyllabic words, such as *alone* and *confident*. Learners will need to turn to other tools to disambiguate these unclear vowel sounds.

Derivational (11 years & older)

prefixes suffixes
 bases roots

Build WORDS
 from from

10 - 13: use many strategies / 13+: spell from knowledge

At this stage, there are few items which are missing from one's skill set. Instead, spelling & vocabulary learning are inextricable linked.

Six Most Common Syllable Patterns

Closed	This syllable ends with a consonant and contains a single following, often in its short form	mat or pic-nic or fresh (e.g CVC or CCVC)
Open	This syllable type ends with a vowel and the vowel is often long	me or ve-to
Silent e or vowel consonant e (ice)	This syllable has a silent e at the end which often signals that the vowel will be long	cape or stripe or cue
Vowel team or vowel pair	This syllable type contains two vowels that make one sound.	pain or head or toy
R-controlled vowel	This syllable contains a vowel with the letter r, and the vowel is neither short nor long.	far or ferment or torment
Consonant + le	This syllable always appears at the end of words and the consonant always goes with the -le	apple or simple or fickle

END NOTE: As encoding and decoding skills become automatic, there is a gradual shift in the treatment of literacy. There is a shift away from encoding/decoding and toward composition/comprehension. Consequently, teachers assume that learners have the skills to create and consume texts. There is now an onus on conveying and extracting meaning and intentions through text. For instance, it is assumed that one can read the text [government form], but does one know what its means in context?)



Over time, we learn word patterns

m s
a n
t i p

CVC words

pin mat

sap sip

short vowel

CVCe words

pin → pine

mat → mate

short vowel

long vowel

ay
ee
ea
oi
ie

CVVC words

day boil

tree

bread

friend

Multisyllabic words

hotdog before

bottle helicopter

banana



Sequence of Phonics/Spelling Instruction (example words)

3 - 5
yrs old

Emergent (Print Concept): sorting pictures of words into letter sound, rhyme, and concept categories

4 - 7
yrs old

Letter Name Alphabetic: hat, bug, fog, log, fig, twig, hen, drop, fresh, much, pass, class, sad, job, blob, grab, sick, trick, rang, swing, blend

CVC
short vowel

7 - 9
yrs old

Within Word Stage: care, hope, bake, fire, huge, day, boy, boil, cow,, next, road, knock, coal, friend, bread, spool, loud, whose, throw, roast, cause, pause, paws, taught

CVCe
CVVC

9 - 11
yrs old

Syllables & Affixes Stage: chief, whine, theme, athlete, pilgrim, mushroom, nervous, service, receive, reign

Multi-
syllabic

11+
yrs old

Derivational Stage: uneasy, insincere, manipulate, apathy, sympathy, benediction, benefactor, geography, confidence

Advanced
morphology



Sequence of Phonics/Spelling Instruction

3 - 5
yrs old Emergent (Print Concept): focus is on phonemic awareness and on alphabet (letter name) knowledge

4 - 7
yrs old Letter Name Alphabetic: a, m, t, s, i, f, d, r, o, g, l, h, u, c, b, n, k, v, e, w, j, p, y, x, qu, z, sh, ch, th, wh, ck, consonant blends (e.g. st, pl, bl, gl, sl)

7 - 9
yrs old Within Word Stage: a-e, ai, ay, ei, ey, ee, ea, ie, e-e, i-e, igh, y, o-e, oa, ow, u-e, oo, ew, vowel+r, oi, oy, ou, au, ow, kn, wr, gn, shr, thr, squ, spl, tch, dge, ge, homophones

9 - 11
yrs old Syllables & Affixes Stage: adding inflectional endings, detecting syllable junctures multisyllabic words, homographs & homophones

11+
yrs old Derivational Stage: advanced morphology (prefixes, suffixes, roots) and diverse forms of base words.

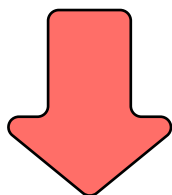




DEMO #2

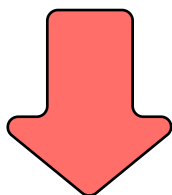


A child begins to recognise ...



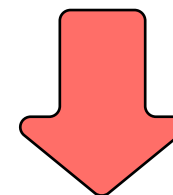
the
at

*high
frequency
words*



mat
mate

*decodable
words*



blue
yellow

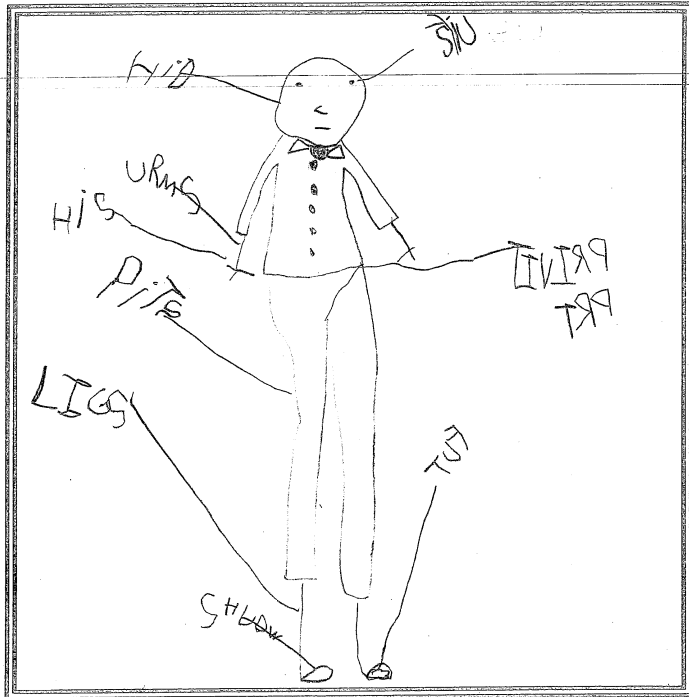
*familiar
content
words*

To grow as a writer ...

GRADE K

GRADE
K

MAP FO THE BOY



BUGS ARE EVERYWHERE



SOME BUGS FLY.
 SOME BUGS STING.
 SOME ARE BIG.
 SOME ARE TINY.
 SOME CRAWL.
 SOME JUMP.
 SOME HAVE SHELLS.

Source: The Reading and Writing Project: <http://readingandwritingproject.org>



And grow as a reader.

GRADE

1

*(decoding, word
recognition and
fluency)*



I had three apples when I went to school today. I gave one apple to my teacher. I have two apples left.

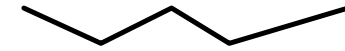


My friend likes to eat apples. I asked if he would like an apple. He said yes! I have one apple left.

Stages of Spelling Development

e.g. Analysing Spoken Words

1) Pre-speller - birth to 4



2) Spell it like it sounds - 4 - 7 years old

ETR

* 3) Spell it by (visual) pattern - 7 - 9 years old

eater

* 4) Spell it by rule - 9 - 11 years old

5) Coordinating multiple strategies - 10 - 13 years old

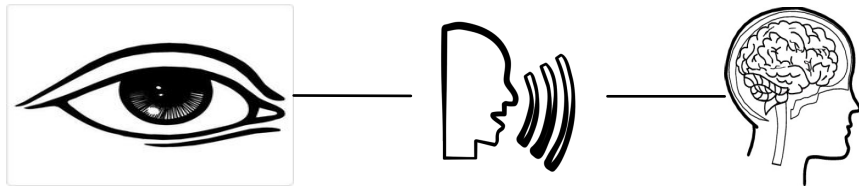
Mature Reading

6) Spell it from knowledge - 13 years and older

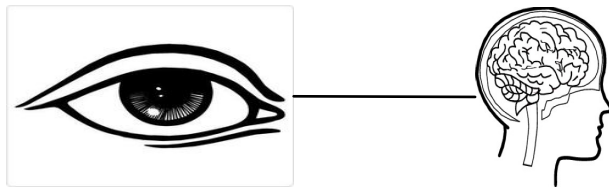


So, for a mature reader ...

Reading skill is related to using the **‘correct’ pathway** for the type of word being read. (Wise Younger et al., 2017, p. 91)



“For unfamiliar and pseudo words”
“sounding out”



“For familiar words”
“quick, automatic recognition”

Wise Younger, J., Tucker-Drob, E., & Booth, J. R. (2017). Longitudinal changes in reading network connectivity related to skill improvement. *NeuroImage*, 158(February), 90–98. <http://doi.org/10.1016/j.neuroimage.2017.06.044>



PRACTICAL REMINDERS



Equipment



pictures (optional)

Letter Name-Alphabetic Pattern

SPELLING - "short a" (Sort 1)

Please write each spelling word three times.

- | | | | | |
|-----|-------|-------|-------|-------|
| 1. | cat | _____ | _____ | _____ |
| 2. | bat | _____ | _____ | _____ |
| 3. | sat | _____ | _____ | _____ |
| 4. | fat | _____ | _____ | _____ |
| 5. | mat | _____ | _____ | _____ |
| 6. | rat | _____ | _____ | _____ |
| 7. | hat | _____ | _____ | _____ |
| 8. | man | _____ | _____ | _____ |
| 9. | can | _____ | _____ | _____ |
| 10. | pan | _____ | _____ | _____ |
| 11. | ran | _____ | _____ | _____ |
| 12. | fan | _____ | _____ | _____ |
| 13. | van | _____ | _____ | _____ |
| 14. | tan | _____ | _____ | _____ |
| 15. | _____ | _____ | _____ | _____ |
| 16. | _____ | _____ | _____ | _____ |
| 17. | _____ | _____ | _____ | _____ |
| 18. | _____ | _____ | _____ | _____ |
| 19. | _____ | _____ | _____ | _____ |
| 20. | _____ | _____ | _____ | _____ |
| 21. | _____ | _____ | _____ | _____ |
| 22. | _____ | _____ | _____ | _____ |

word lists

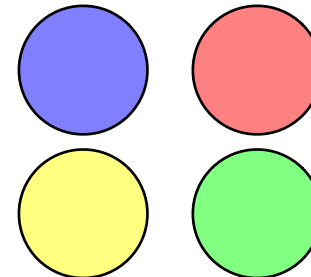
Letter Name-Alphabetic Pattern Sort

Sort 16

CVC ě	CVC ů	Out of Sorts
pet	sun	bell
red	yes	let
ten	beg	but
cup	mud	cut
hug	duck	gum
put	push	

word cards, sort categories & blank cards

space to write words and sentences



coloured tokens



Two approaches: closed and open



Closed Sorts

In a closed sort, the learner is provided with the categories into which the words need to be sorted.

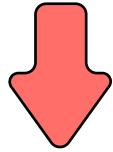
Open Sorts

In an open sort, the learner is provided with the word cards. Once examined/sorted, the learner identifies the categories.





*Our Current
Focus*



Pattern Sorts

Organising words into phonic and orthographic patterns to building understanding of decodable structures.

Concept Sorts

Organising words or pictures into conceptual categories, such as “animate” vs “inanimate” objects.



Steps



1. Cut out either the word or picture cards for the sort activity.
2. Organise the category headings for the sort.
 - a. If performing a **closed sort**, provide learners with category headings under which the learner will categorise the words or pictures;
 - b. If performing an **open sort**, provide the learners to with at least two blank cards so they can write the category headings once they have organised the words or pictures

(continued on next page ...)



Steps



3. Help the learners categorise the words or pictures.
 - a. Consider words that do not fit the patterns. These are called *Out of Sorts* words (like “said” or “was” or “of”)
 - b. Also, write words on blank word cards that fit the patterns.
4. Once words are sorted, review them by saying them out loud.
5. Choose a few words and perform semantic maps.
6. Use these and other related words in rich, juicy sentences.
7. Reflect on the patterns and rules that have been covered.
8. Record the learners’ progress.



Integrating into Practice



Word sorts should be included as part of integrated practice. As the workflow suggests, there should be a focus on word meaning/use once the sort has been completed.

The example on the following page illustrates how a word sort (or word study) can be incorporated into a rich literacy lesson. Also, think about how words can be incorporated into interactive writing practices.

If left unintegrated, there is the risk that the activity becomes a rote learning activity. If this eventuates, learners may not recognise words when they later see/use them in context.



FIGURE 6
Completed Intervention Reader Lesson Plan for Level 1

<p>FLUENCY (REREADING)</p> <p><input checked="" type="checkbox"/> Reread text, selected pages, or poetry Text: <u>The Nest on the Beach by Annette Smith</u></p>	<p>FLUENCY EXTENSION(S)</p>
<p>WORD STUDY</p> <p>Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Week: <u>3</u> Vowel Pattern Focus: <u>Short o, a, e, _or</u></p> <p><input checked="" type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Sound Boxes (day 2) <input type="checkbox"/> Spelling Sort (days 3–5) <input type="checkbox"/> Teacher-dictated sentence: <u>Were you born on the west shore?</u></p> <p>Level 3 <input type="checkbox"/> Feature Focus: _____ <input type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Spelling Sort <input type="checkbox"/> Word Meaning discussion <input type="checkbox"/> Student-Generated Sentences to show meaning</p>	<p>WORD STUDY EXTENSION(S)</p> <ul style="list-style-type: none"> Sort cards and write sorts in word study notebooks. Choose one word from each pattern and write a sentence.
<p>COMPREHENSION (NARRATIVE TEXT)</p> <p>New text: _____</p> <p>Before Reading <input type="checkbox"/> Activate and build background knowledge <input type="checkbox"/> Preview vocabulary: _____</p> <p><input type="checkbox"/> Set a purpose</p>	<p>COMPREHENSION (INFORMATIONAL TEXT)</p> <p>New text: <u>The Dolphins by Rose Inesena</u></p> <p>Before Reading <input checked="" type="checkbox"/> Activate and build background knowledge <input checked="" type="checkbox"/> Preview text features and structure</p> <p><input checked="" type="checkbox"/> Preview vocabulary: <u>breathe, smooth, fin, hole, whole</u></p>
<p>During Reading <input type="checkbox"/> Teacher/student questions: _____</p> <p><input type="checkbox"/> Discussion/teaching points: _____</p> <p>Notes: _____</p>	<p>During Reading <input checked="" type="checkbox"/> Teacher/student questions: _____</p> <p><input checked="" type="checkbox"/> Discussion/teaching points: <u>How do dolphins breathe?</u></p> <p>Notes: _____</p>
<p>After Reading Summarize <input type="checkbox"/> Plot/story elements <input type="checkbox"/> Character (traits, motivations, point of view) <input type="checkbox"/> Setting (mood, importance) <input type="checkbox"/> Events (sequencing) <input type="checkbox"/> Conflict and resolution <input type="checkbox"/> Theme Notes: _____</p>	<p>After Reading Summarize <input checked="" type="checkbox"/> Main ideas and essential details <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Sequence <input type="checkbox"/> Cause and effect, or problem and solution Notes: _____</p>
<p>WRITTEN COMPREHENSION EXTENSION(S): <u>Design a poster: 'The Top Five Things About Dolphins'</u></p> <p>Notes: _____</p>	

FIGURE 8
Completed Intervention Reader Lesson Plan for Level 3

<p>FLUENCY (REREADING)</p> <p><input checked="" type="checkbox"/> Reread text, selected pages, or poetry Text: <u>'Never Teach Your Dog to Read'</u></p>	<p>FLUENCY EXTENSION(S)</p> <p>Reread poem with partner</p>
<p>WORD STUDY</p> <p>Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Week: _____ Vowel Pattern Focus: _____</p> <p><input type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Sound Boxes (day 2) <input type="checkbox"/> Spelling Sort (days 3–5) <input type="checkbox"/> Teacher-dictated sentence: _____</p> <p>Level 3 <input checked="" type="checkbox"/> Feature Focus: <u>Prefixes</u> <input type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Spelling Sort <input checked="" type="checkbox"/> Word Meaning discussion <input checked="" type="checkbox"/> Student-Generated Sentences to show meaning</p>	<p>WORD STUDY EXTENSION(S)</p> <p>Student will write a sentence with selected words (checking for understanding)</p>
<p>COMPREHENSION (NARRATIVE TEXT)</p> <p>New text: <u>The Hare and the Tortoise by Jenny Giles</u></p> <p>Before Reading <input checked="" type="checkbox"/> Activate and build background knowledge <input checked="" type="checkbox"/> Preview vocabulary: <u>boasting, meadow, willow tree, plodded</u> <input checked="" type="checkbox"/> Set a purpose</p>	<p>COMPREHENSION (INFORMATIONAL TEXT)</p> <p>New text: _____</p> <p>Before Reading <input type="checkbox"/> Activate and build background knowledge <input type="checkbox"/> Preview text features and structure</p> <p><input type="checkbox"/> Preview vocabulary: _____</p>
<p>During Reading <input checked="" type="checkbox"/> Teacher/student questions: <u>Encourage students to give evidence to support predictions</u> <input checked="" type="checkbox"/> Discussion/teaching points: <u>What is the illustrator trying to show us in this picture?</u></p> <p>Notes: <u>Discuss point of view from other characters.</u></p>	<p>During Reading <input type="checkbox"/> Teacher/student questions: _____</p> <p><input type="checkbox"/> Discussion/teaching points: _____</p> <p>Notes: _____</p>
<p>After Reading Summarize <input type="checkbox"/> Plot/story elements <input checked="" type="checkbox"/> Character (traits, motivations, point of view) <input type="checkbox"/> Setting (mood, importance) <input type="checkbox"/> Events (sequencing) <input type="checkbox"/> Conflict and resolution <input type="checkbox"/> Theme Notes: _____</p>	<p>After Reading Summarize <input type="checkbox"/> Main ideas and essential details <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Sequence <input type="checkbox"/> Cause and effect, or problem and solution Notes: _____</p>
<p>WRITTEN COMPREHENSION EXTENSION(S): <u>Rewrite the story from the tortoise's point of view.</u></p> <p>Notes: _____</p>	





KEY RESOURCES ...





Pearson New International Edition

*Words Their Way: Word Study for Phonics,
Vocabulary, and Spelling Instruction*
Bear Invernizzi Templeton Johnston
Fifth Edition

Pearson Education Limited

Edinburgh Gate
Harlow
Essex CM20 2JE
England and Associated Companies throughout the world

Visit us on the World Wide Web at: www.pearsoned.co.uk

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Source: Bear, S., Invernizzi, M., Templeton, S., & Johnston, F. (2014). *Words their way: word study for phonics, vocabulary, and spelling instruction* (5th edition). Essex: Pearson.

PEARSON

ISBN 10: 1-292-02137-3
ISBN 13: 978-1-292-02137-9

British Library Cataloguing-in-Publication Data

A catalogue record for this book is available from the British Library

Printed in the United States of America

Sources of phonics sequences

- Bear, S., Invernizzi, M., Templeton, S., & Johnston, F. (2014). *Words their way: word study for phonics, vocabulary, and spelling instruction (5th edition)*. Essex: Pearson.
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Example Spelling Rules

Appendix A SPELLING RULES

Rule 1 C softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

Rule 2 G may soften to /j/ when followed by E, I, or Y. Otherwise, G says /g/.

Rule 3 English words do not end in I, U, V, or J.

Rule 4 A E O U usually say their names at the end of a syllable.

Rule 5 I and Y may say /i/ or /i/ at the end of a syllable.

Rule 6 When a one-syllable word ends in a single vowel Y, it says /i/.

Rule 7 Y says long /ē/ **only** at the end of a multi-syllable base word.

Rule 8 I and O may say /i/ and /ō/ when followed by two consonants.

Rule 9 AY usually spells the sound /ā/ at the end of a base word.

Rule 10 When a word ends with the phonogram A, it says /ā/.

Rule 11 Q always needs a U; therefore, U is not a vowel here.

Rule 12 Silent Final E Rules

12.1 The vowel says its name because of the E.

12.2 English words do not end in V or U.

12.3 The C says /s/ and the G says /j/ because of the E.

12.4 Every syllable must have a written vowel.

12.5 Add an E to keep singular words that end in the letter S from looking plural.

12.6 Add an E to make the word look bigger.

12.7 TH says its voiced sound /TH/ because of the E.

12.8 Add an E to clarify meaning.

12.9 Unseen reason.

Rule 13 Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules.

Rule 14 Double the last consonant when adding a vowel suffix to words ending in **one** vowel followed by **one** consonant, only if the syllable before the suffix is accented.*

*This is always true for one-syllable words.

Rule 15 Single vowel Y changes to I when adding any ending, unless the ending begins with I.

Rule 16 Two I's cannot be next to one another in English words.

Rule 17 TI, CI, and SI are used only at the beginning of any syllable after the first one.

Rule 18 SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/

at the beginning of any syllable after the first one, except for the ending *-ship*.

Rule 19 To make a verb past tense, add the ending ED unless it is an irregular verb.

Rule 20 ED, past tense ending, forms another syllable when the base word ends in /d/ or /t/. Otherwise, ED says /d/ or /t/.

Rule 21 To make a noun plural, add the ending -S unless the word hisses or changes, then add -ES. Occasional nouns have no change or an irregular spelling.

Rule 22 To make a verb 3rd person singular, add the ending -S, unless the word hisses or changes, then add -ES. Only four verbs are irregular.

Rule 23 Al- is a prefix written with one L when preceding another syllable.

Rule 24 -Ful is a suffix written with one L when added to another syllable.

Rule 25 DGE is used only after a single vowel which says its short (first) sound.

Rule 26 CK is used only after a single vowel which says its short (first) sound.

Rule 27 TCH is used only after a single vowel which does **not** say its name.

Rule 28 AUGH, EIGH, IGH, OUGH. Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /f/.

Rule 29 Z, never S, spells /z/ at the beginning of a base word.

Rule 30 We often double F, L, and S after a single vowel at the end of a base word. Occasionally other letters also are doubled.

For more info ... a related presentation

THE
LITERACY BUG



The Alphabetic Code

the interface between oral and print language



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<https://youtu.be/dA4nt3rxTYM>



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MONITORING PROGRESS



Keeping a record



Date	Patterns Explored	HFWs Explored	Further Vocabulary	Source Text(s)	Opportunities to Write	Notes



Session Planning and/or Record Keeping

Big picture goal or question being pursued in the learning:

Session #	Date	Description / Observations	Skill(s) / Task(s)
1			
2			
3			
4			
5			
6			

Session Planning and/or Record Keeping

Session #	Date	Description / Observations	Skill(s) / Task(s)
7			
8			
9			
10			
11			
12			

Summary of achievements and next steps:



Skill Domain	Progress				Notes
Alphabetic Knowledge (0-1)					
Does the learner know all uppercase letters? (0)					
Does the learner know all lowercase letters? (0)					
Can the learner recognise letters in the environment? (0)					
Can the learner recognise known letters in different fonts and orientations (e.g. upside down)? (0)					
Does the learner know the most common sounds associated with all or known letters? (0-1)					
Can the learner use the above knowledge to (attempt) spelling familiar/common words? (0-2)					
Letter-Sound Spelling Knowledge (0-4)					
REPEAT: Does the learner know the most common sounds associated with all or known letters? (0-1)					
REPEAT: Can the learner use the above knowledge to (attempt) spelling familiar/common words? (0-2)					
Is the learner able to associate/match/categorise common words with their beginning letter/sound? (0)					
Is the learner able to associate/match/categorise common words with their final letter/sound? (0)					
Is the learner able to associate/match/categorise common words by rhyming/phonogram patterns? (0-1)					
Is the learner learning to spell/recognise age-appropriate high frequency words (e.g. Dolche/Fry)? (1-3a)					
Is the learner able to encode and decode simple CVC words, which consist of known consonants, short vowels, common phonograms and consonant blends? (0-2)					
Does the learner understand and apply the CVCe rule, and how it effects the long form of the vowel? (1-2)					
Is the learner developing an understanding of complex vowel partners (e.g. "ea" in bread and each) in CVVC words? (1-2)					
Is the learner able to recognise, spell and read common compound words (e.g. hot dog) as an introduction into multisyllabic words? (1-2)					
Is the learner able to add inflectional endings / suffixes to common CVC and CVCe words? (1-2)					
Is the learner applying knowledge of known patterns to decode new words (e.g. I know munch so I can decode crunch, lunch, hunch, etc)? (0-3)					
Is the learner engaging in invented spelling of increasing sophistication? (1-2)					
Is the learner developing skills in writing and reading multisyllabic words? (1-3)					

C = Consolidated / D = Developing / E = Emerging / B = Beginning / — = Not started / N.A. = Not applicable

Skill Domain	Progress				Notes
Is the learner spelling/decoding/interpreting words with a knowledge of common prefixes, roots, and suffixes and inflectional endings? (2- 4)					
Is the learner able to quickly spell and read various words which are part of the same word family (e.g. explain, explanation, explanatory)? (2-4)					
Is the learner applying vowel shifting rules for word families (e.g. divine → divinity)? (3-4)					
Does the learner use a combination of strategies (e.g. sound it out, notice patterns, apply rules, apply knowledge, consult reference - dictionary)?					
Participating in Writing Activities (A)					
Has the learner consolidated emergent writing stage (scribbling → controlled scribbling → mock writing → writing the familiar)? (0)					
Can the learner write familiar words (e.g. name)?					
Is the learner able to and/or motivated to make emergent texts with assistance (e.g. DO NOT ENTER sign for one's bedroom)? (0-2)					
Is the learner developing a command of handwriting skills? (0-2) ... 3a. for <i>fill cursive</i>					
Does the learner understands the purpose of writing and engaging in shared/joint letter writing, list writing, recipe writing, etc? (0-1)					
Does the learner engage in interactive writing?					
Is the learner composing sentences of increasing sophistication? (1-3)					
Can the learner explore written forms when dictating to another? (0-2)					
Can the learner write from dictation that includes familiar language on a known topic? (1-3a)					
Is the learner engaging in invented spelling of increasing sophistication? (1-2)					
Can the learner write relatively independently or jointly with proper scaffolding, including sentence stems, textual models and visual prompts? (2-4)					
Can the learner use the writing process and/or the curriculum cycle to write on a range of text types in appropriate text types/genres? (2-4)					
Is developing a command of typing / word processing skills? (A)					
Does the learner appreciate the need to write/ compose differently when writing for different audiences in different forms (e.g. a science reports vs an infographic)? (2-4)					
Can the learner explore complex topics through both everyday language/forms and academic language/forms? (3-4)					
Can the learner use expository/information forms to synthesise, report on, explain and evaluate information drawn from a range of sources? (3b-4)					

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Monitoring Growth in Key Areas



1. Phonological processing and phonemic awareness
2. Alphabetic knowledge
3. Common onset-rime patterns
4. Decoding (reading) skills
5. Encoding (spelling) skills
6. Sight / High Frequency Word Recognition
7. Fluency (reading connected text)
8. Comprehension

e.g. Phonemic Awareness Skills Mapping (PASM)

e.g. Letter Sound Assessment

e.g. Z-Test

e.g. Specific Phonic Assessments

e.g. Qualitative Spelling Inventories

e.g. Dolche and Fry's Word Lists

e.g. Qualitative Reading Inventory V

e.g. Progressive Achievement Tests in Reading





CONCLUSION



What's the Point (again)?



“Learning to read is the process of acquiring the several types of **statistical knowledge** that support rapid and efficient comprehension, starting with **phonological structure & orthographic structure.**” (Seidenberg, 2017, 108)

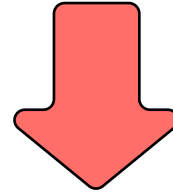
“For a beginning reader, every word is a unique pattern. Major statistical patterns emerge as the child encounters a larger sample of words, and later, finer-grained dependencies.” (Seidenberg, 2017, 92)

“The path to orthographic expertise begins with practice practice practice but leads to more more more.” (Seidenberg, 2017, 108)





the focus of word sorts



the

at

*high
frequency
words*

mat

mate

*decodable
words*

blue

yellow

*familiar
content
words*



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