

# Support for Basic Spelling 1

Louis Fidge

Illustrated by Sue Prince

## Contents

1	Initial m & b	13	Initial j & o
2	Initial g & t	14	Initial k & y
3	Initial a & r	15	Final og & ot
4	Initial at & ag	16	Initial f & z
5	Initial v & h	17	Final x & initial u
6	Initial e & n	18	Final un & ug
7	Initial d & s	19	Alphabet (lower case)
8	Final ed & en	20	Matching lower case to capitals
9	Initial l & p	21	Matching capitals to lower case
10	Initial i & q	22	Diagnostic test
11	Initial c & w	23	Diagnostic test
12	Final in & ip	24	Group record sheet

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# Support for Basic Spelling 2

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## Contents

1	Final ad & am	13	Final um & up
2	Final an & ap	14	Final ug & un
3	Final ag & at	15	Final all & ell
4	Final ed & en	16	Final ill & ull
5	Final eg & et	17	Final ss
6	Final id & in	18	Final ack & eck
7	Final ig & it	19	Final ick, ock & uck
8	Final im & ip	20	Final ang, ing, ong & ung
9	Final ob & ot	21	Assessment - Test Yourself Sheet
10	Final od & og	22	Assessment sheet
11	Final op & ox	23	Assessment sheet
12	Final ub & ut	24	Listening sheet
		25	Group record sheet

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# Support for Basic Spelling 3

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## Contents

1	Initial bl & cl	13	Final sk & th
2	Initial fl & gl	14	Final ld & lk
3	Initial pl & sl	15	Final lp & lt
4	Initial br & cr	16	Final nd & nk
5	Initial dr & fr	17	Final ng & nt
6	Initial gr & tr	18	Final ft & mp
7	Initial pr & sw	19	Final ch & sh
8	Initial sn & sp	20	Final ck & st
9	Initial sm & st	21	Assessment - Test Yourself Sheet
10	Initial ch & sh	22	Assessment sheet
11	Initial wh	23	Assessment sheet
12	Initial sk & th	24	Listening sheet
		25	Group record sheet

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# Support for Basic Spelling 4

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## Contents

1	Final ape & ate	13	Final ode & ote
2	Final ade & ake	14	Final ole & one
3	Final ale & ame	15	Final oke & ose
4	Final ane & ave	16	Final use & ute
5	Final ace & age	17	Final ube, ude, ule & une
6	Final ipe & ite	18	Medial o or u with 'magic' e
7	Final ide & ike	19	Final ie & ue
8	Final ile & ime	20	Medial a, i, o or u with 'magic' e
9	Final ine & ive	21	Assessment - Test Yourself Sheet
10	Final ice & ife	22	Assessment sheet
11	Medial a or i with 'magic' e	23	Assessment sheet
12	Final obe & ope	24	Listening sheet
		25	Group record sheet

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# Support for Basic Spelling 5

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## Contents

1	Medial ai	13	Medial oo (good)
2	Final ay	14	Medial oi
3	Medial ar	15	Final oy
4	Medial ea (leap)	16	Medial ou
5	Medial ea (head)	17	Medial or
6	Medial ie	18	Medial ow (howl)
7	Medial ee	19	Final ow (low)
8	Medial er	20	Final aw
9	Medial ir	21	Assessment - Test Yourself Sheet
10	Medial ur	22	Assessment sheet
11	Medial oa	23	Assessment sheet
12	Medial oo (moon)	24	Listening sheet
		25	Group record sheet

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# Support for Basic Spelling 6

Louis Fidge

Illustrated by Sue Prince

## Contents

1	Final ew	13	Final are
2	Medial au	14	Final ire
3	Final y (baby)	15	Final ore
4	Final y (cry)	16	Final ure
5	Final ey	17	Final le
6	Final ight	18	Final al
7	Final ind	19	Final el
8	Final edge, idge, odge & udge	20	Final il
9	Final atch, etch, itch & utch	21	Assessment - Test Yourself Sheet
10	Final ar	22	Assessment sheet
11	Final er	23	Assessment sheet
12	Final or	24	Listening sheet
		25	Group record sheet

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# Support for Basic Spelling 7

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## Contents

1	Final ing	13	Final er & est
2	Final ing	14	Final er & est
3	Final ing	15	Final er & est
4	Final ful	16	Initial un & dis
5	Final ly	17	Initial re & pre
6	Final ly	18	Initial mis & ex
7	Final ly	19	Initial a & be
8	Final es	20	Initial al & final al
9	Final es	21	Assessment - Test Yourself Sheet
10	Final ies	22	Assessment Sheet
11	Final y	23	Assessment Sheet
12	Final y	24	Listening Sheet
		25	Group Record Sheet

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# Support for Basic Spelling 8

Louis Fidge

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## Contents

1	Soft c	13	Final ment
2	Soft g	14	Final tion
3	Silent k & w	15	Final able
4	Silent b & g	16	Final ible
5	Silent l & t	17	Final our
6	gu	18	Final ous
7	war & wor	19	Final ic
8	wa & qua	20	Final ture
9	ph	21	Assessment - Test Yourself Sheet
10	ch	22	Assessment sheet
11	Final ear	23	Assessment sheet
12	air	24	Listening sheet
		25	Group record sheet

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# Support Basic For Spelling - Book 5 Teacher's Notes

**Introduction.** This book is one of a series which supports the teaching of basic spelling skills. The series help pupils meet the requirements of the National Curriculum and the National Literacy Strategy Framework objectives. The books in the series are incremental in difficulty. They can be used in a systematic structured way or used to complement the work being undertaken from any spelling programme to provide additional learning opportunities.

**Content.** Book 5 mostly deals with words containing vowel digraphs. Most of the words used are short, phonically regular words.

## General Teaching Points.

It is suggested that each activity sheet is discussed with the pupils before they are asked to tackle it to ensure they understand what they are being asked to do and why, and to explain any unfamiliar vocabulary or concepts to them. It is anticipated that much classroom work will be done in a practical way alongside these sheets.

## Teaching the Pages.

- \* Introduce the letter pattern/s at the top of each page.
- \* Read the target words to and with the pupils. Point out the common visual patterns of the groups of words. Stress their common elements by verbalising them several times. If possible, use interlocking letters or make cards to demonstrate visually the word-building element of each word e.g. Show how 's' + 'ee' may be joined together to make 'see'.
- \* Look at the target letter patterns at the top of each page and demonstrate the formation of the letters in each. Pupils could go over these several times in different colours to reinforce the motor element of the letter pattern, saying the sound of each rime as they do so.
- \* Study the target words again. Encourage pupils to suggest sentences including the target words so their meaning is reinforced and they are contextualised appropriately.
- \* Pupils could be encouraged to have a go at writing the words from memory, on the Test Yourself Sheet before attempting the activities. Draw attention to the reminder to look, say, cover, write and check spellings around the target word box. Encourage pupils to use this strategy at all times, wherever possible.
- \* The activities on the sheets could now be undertaken. These offer a variety of approaches to learning the target words.

## Follow-up Ideas.

The following are suggestions for activities which may be used alongside any of the pages.

- \* On completion of the sheet ask pupils to suggest other words with the same letter patterns as those being studied. (Useful word lists are provided below for each letter pattern and could be used for further extension and consolidation activities like those on the pages.)
- \* Have fun making up 'silly' sentences using the words.
- \* Make up rhyming sentences using pairs of words involving the same sound eg the goat wore a coat.
- \* Draw and label pictures of as many words as possible incorporating each letter pattern.
- \* Build the words using interlocking letters.
- \* Write each target word on a separate card, and give pupils all the target words from the page to sort into sets according to letter pattern.
- \* Have pairs of cards containing the same word on each. Play snap or pelmanism with sets of word families.

## Assessment and Record Keeping.

### Test Yourself Sheet (Page 21).

This allows the pupil to check the spelling of the sets of target words on a regular basis and to record their results.

This sheet could be used fairly intensively. The test could be undertaken before the activities on each page. It could also be done at the end as a check-up. The target words on each page could be revisited periodically to ensure the letter patterns are still remembered. After each test pupils could fill in the 'checkometer' to record their results. If the target words on each page are checked two or three times in this way, results could be compared and improvements noted and praised.

Alternatively the Test Yourself Sheet could just be used at the end of each page, the results recorded and dated. The sheets could then be kept as a record of each pupil's performance over a period of time.

## Assessment Sheets (Pages 22 -23).

These may be used:

- Prior to working from the book to establish a pupil's current level of knowledge, so that specific pages may be selected as appropriate.
- After using the book to check on how much the pupil has learned.

This test systematically assesses the letter patterns and sounds taught throughout the book. The sheets consist of pictures and a space below each for the pupils to respond. Each picture represents a word containing a particular spelling pattern. (The pictures are referenced to the pages on which the letter pattern is taught in the book.) It is suggested that prior to working the test the pictures are discussed to ensure each child knows what they are.

## The Listening Sheet (Page 24).

This sheet provides an opportunity to give an oral spelling test, in which the words are read to pupils and they respond using only auditory clues. It is suggested that one word from each page is selected, giving a total of 20 words. Read each word in isolation first and then dictate a sentence incorporating the word. Finally say the word once more to ensure the correct word is understood. eg tail... the dog had a long tail... write the word 'tail'.

## The Record Sheet (Page 25).

This provides a convenient way of recording pupils' progress through the book.

## Useful Word Lists.

The following lists include the words used on each page (in bold) plus words which teachers might find useful in follow-up work.

Page 1	ai: <b>bait drain faint maid paid paint rain sail tail wait</b> afraid again bail chain fail gain hail jail laid mail main pail pain raid rail saint staid stain taint
Page 2	ay: <b>away bray clay play pray spray stay stray sway tray</b> always bay betray crayon day delay dismay display hay holiday jay lay layer may pay ray say today way yesterday plus days of the week
Page 3	ar: <b>card cart dart farm hard harm harp march sharp starch</b> alarm arch ark bar bark barn car carp charm chart dark darn far hark jar larch lard lark mar mark mart par parch park part star start yard
Page 4	ea: <b>beach bean cheap cream leap mean speak teach team weak</b> beak beam beast beat cheat creak deal east eat feast feat leak feast heal heap heat lean least meal meat neat peak preach ream reap sea seal seat steam tea wean
Page 5	ea: <b>bread dead dread head instead lead read spread thread tread</b> breadth breast feather healthy heather heavy jealous meadow meant pleasant ready steady sweat threat weather
Page 6	ie: <b>believe brief chief field grief niece piece relieve shield thief</b> grieve relief shriek yield
Page 7	ee: <b>bee deed feed free need see seed three tree weed</b> bleed cheek creep deep feet greed heed jeep keep leek meet peep seek sleep steed steep sweep week
Page 8	er: <b>fern herb jerk kerb nerve serve stern term verb verse</b> desert different interest jerkin observe perfect
Page 9	ir: <b>bird dirt fir firm girl squirm stir skirt third whirl</b> birth mirth sir shirt twirl
Page 10	ur: <b>burn church churn curl curve hurl hurt nurse purse turn</b> burglar burst disturb fur furnish gurgle hurdle murmur Saturday surf surname surprise Thursday turban turf turkey turnip turtle urgent
Page 11	oa: <b>boat cloak coat croak float goat road soak throat toad</b> boast coach cool foal goal load loaf loan moan roast soap toast
Page 12	oo: <b>broom doom food hoop mood moon proof roof spoon swoop</b> boot croon fool noon room pool root shoot soon stool too tool zoo
Page 13	oo: <b>book cook crook good hood hook look shook stood wood</b> brook foot nook
Page 14	oi: <b>boil choice coil coin hoist join joint moist point voice</b> avoid foil joist noise poison soil spoil toil
Page 15	oy: <b>annoy boy convoy cowboy coy destroy employ enjoy joy toy</b> royal voyage
Page 16	ou: <b>amount cloud couch count crouch house mouse mouth proud south</b> about aloud bound found hound loud out pouch pound pout round scout shout sound spout
Page 17	or: <b>cord cork corn fork form lord port sport storm thorn</b> border born corner forget forty horn morning north order pork short sort stork story torn
Page 18	ow: <b>brown cow crown flower gown growl how howl power town</b> bow clown crowd down drown fowl frown owl powder prow row scowl shower tower vow vowel
Page 19	ow: <b>crow follow grow low mow slow snow throw window yellow</b> barrow bellow below blow bow bowl bowler elbow flow flown glow grown know mower narrow own show shown thrown tow
Page 20	aw: <b>claw draw flaw jaw law paw raw saw straw thaw</b> crawl dawn hawk yawn