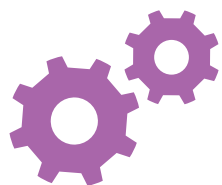


Spell-It

an explicit approach
to teaching spelling



samples


MultiLit



Program Content

Spell-It provides an explicit and structured approach to teaching spelling within a whole-class or small group framework. The program provides assessment tools for teachers to identify the spelling skills that are needed most, and to develop a teaching program to target these areas.

Specific teaching strategies are included for each teaching topic, with alternative 'routes' for differentiated instruction, extensive examples and word lists for use within lessons.

The program's content can be delivered over time, and through practical activities and targeted written exercises, students' ability to generalise their newly learned spelling skills to their writing can be monitored.

The Spell-It Kit includes:

- Teacher Manual, including assessment tools
- 2 Teaching Topic Manuals, covering 17 topics dealing with a variety of spelling patterns and concepts
- Sample Student Activity Book
- Answer Book
- My Spelling Dictionary
- Access to online resources to be used alongside the lessons.
- Additional Student Activity Books (which are also available as a downloadable) can be purchased separately from MultiLit.

Spell-It Cards: The cards used alongside the program can either be downloaded from the MultiLit Members' Area, or purchased as a set from the [MultiLit website](#).

Spell-It Topics

Topic 1	Spelling the Sounds of Australian English Exercises 1 – 2	Topic 10	Root Words Exercises 154 – 168
Topic 2	Blends Exercises 3 – 11	Topic 11	Prefixes Exercises 169 – 180
Topic 3	'h' Digraph Spelling Patterns Exercises 12 – 17	Topic 12	Suffixes Exercises 181 – 197
Topic 4	Short Vowel Sounds Exercises 18 – 23	Topic 13	Plurals Exercises 198 – 202
Topic 5	The Role of the Final 'e' Exercises 24 – 25	Topic 14	Compound Words Exercises 203 – 209
Topic 6	Long Vowel Sounds Exercises 26 – 53	Topic 15	Homonyms, Homophones and Homographs Exercise 210
Topic 7	Other Vowel Sounds Exercises 54 – 89	Topic 16	Contractions Exercises 211 – 219
Topic 8	Consonant Sounds Spelled in Diverse Ways Exercises 90 – 124	Topic 17	Possessive Apostrophes Exercises 220 – 226
Topic 9	Syllables Exercises 125 – 153		

Purpose of Spell-It

- To guide the provision of a targeted Tier 1 (whole class) or Tier 2 (small group) spelling program for older, inaccurate spellers.
- To provide teachers with information about the English spelling system.

How to Use Spell-It

Read Chapter 1: Spelling Methodology

This explains the philosophy and research base that underpins the approach to teaching spelling in Spell-It.



Read Chapter 2: Assessment

Select appropriate Gap Analysis Assessment and administer. Follow the flow chart in the Manual to analyse results and to decide if students need further assessment. Select appropriate teaching method – Thorough Route or Quick Route.

Group students if necessary for differentiated instruction.



Select Teaching Topic

Plan spelling instruction for the year, term and week.

Planning Models available in the Manual for suggestions for weekly spelling instruction.



Select Practice Activities

Choose appropriate practice activities from the Activity Book as necessary – they may vary for different groups of students. Refer to the summary of Topics and Practice Exercises at the beginning of each Teaching Manual to find the practice activities that relate to each teaching topic.

Practice activities may be completed at school or as part of a weekly homework program.



Read Chapter 3: Applying Spelling Knowledge to Writing

Plan a weekly proofreading/editing program.

Choose weekly words to develop spelling memory and/or vocabulary knowledge. Refer to My Spelling Dictionary for appropriate words. Proofreading goals and word lists can vary according to the needs of the individual students or groups of students.



Regularly monitor students' spelling progress

Use students' daily writing, 15-minute writing samples, proofreading programs and Gap Analysis Assessments to decide if students understand the principles that underpin the spelling system of English, and if they are able to transfer this knowledge to their writing. Adjust instruction accordingly.

Downloadable – Gap Analysis Assessment 2

Note: This is a snapshot only – this is not the complete document.

Gap Analysis Assessment 2

Administration and Marking Guide

All words should be spelled completely correctly to be marked right, even if the part of the word that is incorrect is not the target being assessed. For example: the student writes 'thinnist' for 'thinnest'. The target (doubling the consonant before the suffix) is correct but the suffix 'est' has been spelled 'ist'. Mark as incorrect and make a note that the error relates to the spelling of the suffix, not to the application of the rule.

Part A

For each of the items below, read out the word that is to be spelled and the sentence beside it. Students record the words on their Recording Sheet.

Adding suffixes to words that have a long or short vowel sound in the last syllable

- 1 **gliding:** I watched the hawk gliding overhead.
- 2 **thinnest:** This is the thinnest piece of string I could find.
- 3 **riding:** I like riding my bike around the park.
- 4 **baked:** My brother baked a banana cake after school.
- 5 **bitten:** I was bitten by a spider.
- 6 **jogger:** The jogger was exhausted by the time he had run around the bays.
- 7 **winning:** My sister shot the winning goal in the netball tournament.
- 8 **fanned:** It was so hot at the concert that we fanned ourselves with our programs.

/8

Adding suffixes to words that end in 'y'

- 9 **countries:** Many countries take part in the Olympic Games.
- 10 **scariest:** It was the scariest movie I had ever seen.
- 11 **marrying:** My brother is marrying my best friend tomorrow.
- 12 **worried:** I am worried about being late for my job interview.
- 13 **prettiest:** She was the prettiest baby in the room.
- 14 **carrier:** The mosquito is a carrier of disease.
- 15 **buried:** The dog buried its bone under a tree.

/7

Part B

Students follow instructions on their Recording Sheet and record their answers.

Plurals

Give one mark for each correct word. If an apostrophe has been added, the word is incorrect.

Singular	Plural	Singular	Plural
potato	potatoes	diary	diaries
radish	radishes	half	halves
goose	geese	path	paths
fax	faxes	torch	torches
orange	oranges	story	stories

/10

Contractions

Give one mark for each correct word. The apostrophe must be in the correct place.

Expanded form	Contraction	Expanded form	Contraction
there is	there's	where is	where's
should not	shouldn't	will not	won't
I would	I'd	could not	couldn't
you are	you're	we would	we'd
I have	I've	they are	they're

/10

Part C

Students follow instructions on their Recording Sheet and record their answers.

Proofreading

Give one mark for finding the error and one mark for correcting it. If an error has been rewritten correctly (even if it is not underlined) give two marks. If an error is underlined but has not been rewritten correctly, give one mark.

The **Olympick** Games are held every four years.

Olympic

Athletes from **arownd** the world compete with

around

each other to win a medal. Everyone **wishs** for

wishes

Teaching Topics

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Topic 7

Other Vowel Sounds

- Spelling choices for the /ar/ sound
- Spelling choices for the /er/ sound
- Spelling choices for the /or/ sound
- Spelling choices for the /ear/ and /air/ sounds
- Spelling choices for the /ow/ sound
- Spelling choices for the /oy/ sound



Goals and Procedure

Students will learn:

- ▶ to identify these vowel sounds in words – /ar/, /er/, /or/, /ear/, /air/, /ow/, /oy/;
- ▶ to recognise the different spelling patterns for these vowel sounds;
- ▶ to spell these vowel sounds in various ways;
- ▶ the conventions that influence the spelling of these vowel sounds.

Note: The pronunciation of these vowel sounds can vary. You may need to substitute the examples used in this topic with other words to suit your local accent (e.g., 'dance', 'castle' – these words may be pronounced with an /ar/ or /a/ sound; 'data' – this word may be pronounced with an /ar/ sound or /ai/ sound depending on accent variation).

The /ar/ sound

Quick Route

Materials

- ▶ Activity Book: Exercises 1, 54-55
- ▶ Exercise Books
- ▶ Whiteboard

The /ar/ sound is most commonly written 'ar' but in Australian English pronunciation, the 'a' in some words like 'basket', 'past', 'path' is also pronounced /ar/.

Ask students to complete the parts of Exercise 1 in the Activity Book that relate to the /ar/ sound. They should find the spelling patterns for this sound. They can then brainstorm words that use these patterns to complete this statement:

The /ar/ sound can be written in the following ways:

- » ar – army, farm, car
- » a – fast, path
- » al – half, calf, calm
- » ear – heart, hearth

 Students can complete Exercises 54-55 in the Activity Book, if they need practice working with the /ar/ sound.

Thorough Route

Materials

- ▶ Activity Book: Exercises 1, 56-58
- ▶ Exercise Books
- ▶ Whiteboard

Complete the following activities as needed, then work through the Quick Route for this sound as described above.

Elkonin Boxes

- 1 Call out each word in the list below.
- 2 Students count the number of sounds in the word.
- 3 Students draw the correct number of sound boxes for each word in their exercise books.
- 4 Write the spelling of the words on the whiteboard.
- 5 Ask students to fill in each sound box with the letters representing each sound.
- 6 Students circle the /ar/ sound box in each word and write down the different spelling patterns they have found in the list.
- 7 Students can then complete the part of Exercise 1 in the Activity Book that relates to the /ar/ sound.

large	l	ar	ge		
margin	m	ar	g	i	n
calm	c	al	m		

Dictation

If more practice is needed, complete some of these dictation exercises.

Read the following dictation sentences to students. Write the correct sentence on the whiteboard for students to mark their own work. Ask students to underline all the words that have an /ar/ sound and then circle the spelling pattern for the /ar/ sound (as bolded below). Choose dictation sentences that are appropriate for your students – you do not need to do them all.

Short dictations

- 1 I **parked** my **car** by the **gardens** and went for a walk in the **park**.
- 2 The **calf** ran **past** the **farmer** and into the **raspberry** bushes.

Longer dictations

- 1 The **army** **marched** for days before it reached the **castle**. Although everyone was tired, they were going to **charge** the main gate at the **start** of the next day.
- 2 My **father** slipped on a **marble** and spilt a **glass** of wine and a bottle of **tomato** sauce. No matter how **hard** he rubbed, he could not get the **marks** off the **carpet**.

Vocabulary development

You could use any of the following words for vocabulary development. Students could find the meanings of the words and use them in sentences. Try to find opportunities during the week to use /oy/ words in different curriculum areas.

ahoy	annoy	boycott	convoy
decoy	destroy	employee	enjoy
loyal	voyage	appoint	avoid
boil	choice	coin	disappoint
hoist	invoice	joist	moist
noise	oil	point	poison
spoil	toil	voice	void

 Students can complete Exercises 56-58 in the Activity Book if they need more practice working with the /ar/ sound.

Activity Book

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Topic 7 – Other Vowel Sounds

Exercise 56

Use these two common /ar/ spelling patterns to build words with letters from the box.

ar a

s	t	p	c	h	m	f	l	r	k
---	---	---	---	---	---	---	---	---	---

Example: star, tar, fast

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Exercise 57

Complete the following sentences with a word that contains an /ar/ sound. The first (or last) letter has been given as a hint. Circle the /ar/ spelling patterns. The first one has been done as an example.

1. You can still see the sc(ar) on my arm from where I had stitches.
2. Mum left me in c_____ of my younger brothers while she went to the shops.
3. The ____my museum of Western Australia has tanks and guns around the outside.
4. I only have h_____ a teaspoon of sugar in my tea.
5. The f_____ was furious when the sheep escaped through a hole in the fence.

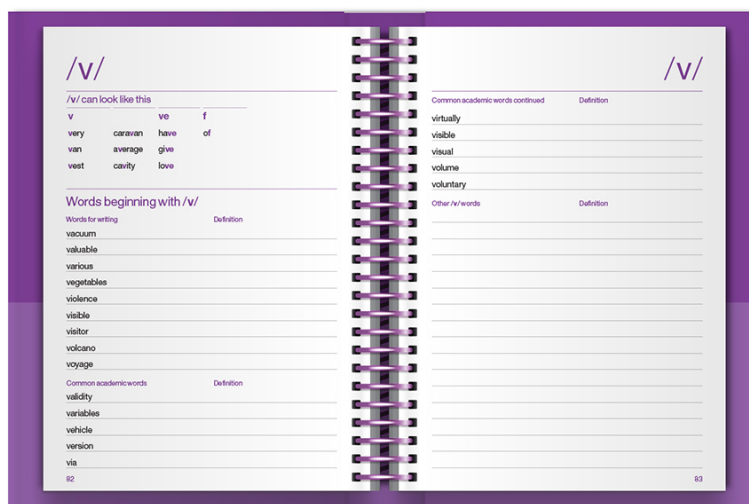
Exercise 58

Fill in the spelling patterns for each sound in these words. Circle the boxes that contain the /ar/ sound. The first one has been done as an example.

farmer	f	ar	m	er
carton				
heart				
garden				
vase				

My Spelling Dictionary – optional consumable

The My Spelling dictionary provides students with lists of words organised by beginning sound, rather than letter (highlighting the varying spelling patterns for that sound), with room for students to add words they encounter in their reading and writing to each list. The dictionary also includes reference sections summarising English spelling rules, and listing common prefixes, suffixes and useful word roots. One teacher copy of the dictionary is provided in the Spell-It Kit. Additional dictionaries will need to be purchased should schools wish to have one copy for every student in the class or group. Additional copies can be purchased from the [MultiLit website](#). Subject to wear and tear, students should only require one copy of the My Spelling Dictionary.



Downloadables – Spell-It Cards

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<p>Spell-It Downloadable Topic 7 – Other Vowel Sounds</p> <p>Other Vowel Sounds Word Cards /air/ and /ear/ (Set 7.1)</p> <p>7.1</p> <p>aerate</p> <p>Spell-It</p>	<p>7.1</p> <p>aerial</p> <p>Spell-It</p>
<p>7.1</p> <p>bearing</p> <p>Spell-It</p>	<p>7.1</p> <p>caring</p> <p>Spell-It</p>
<p>7.1</p> <p>compare</p> <p>Spell-It</p>	<p>7.1</p> <p>daring</p> <p>Spell-It</p>
<p>7.1</p> <p>pair</p> <p>Spell-It</p>	<p>7.1</p> <p>pare</p> <p>Spell-It</p>
<p>7.1</p> <p>parent</p> <p>Spell-It</p>	<p>7.1</p> <p>pear</p> <p>Spell-It</p>

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Find out more

For further information on Spell-It, visit the MultiLit website or contact sales@multilit.com.

Publication and Professional Development workshop orders can be placed online at the MultiLit Shop. www.multilit.com