

# SpellEx

## Part A

spelling explained through explicit instruction



## Samples

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MultiLit® ('Making Up Lost Time in Literacy') is a leader in literacy instruction in Australasia. MultiLit is a research initiative of Macquarie University. MultiLit's publications, training and Literacy Centres are continually informed by an ongoing body of scientific research and development that supports their effectiveness. The MultiLit research team is led by Emeritus Professor Kevin Wheldall AM.

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# What is SpellEx?

It is no secret that English spelling is complex. This can make it challenging to teach.

SpellEx Part A is a whole-class spelling program to help teachers gain confidence and expertise when teaching this important area of the curriculum. Both teachers and students will benefit from the thorough, well-planned approach of the program.

SpellEx provides explicit instruction in three key areas of spelling: phonology, orthography and morphology. Part A is suitable for students in Year 3, or students in Year 4 who have not had explicit spelling instruction in earlier years.

SpellEx deepens both teachers' and students' understanding of why words are spelled the way they are. Through the program, students learn spelling conventions, grapheme choices and word structure including bases, prefixes and suffixes. They are also lightly introduced to the influence of French, Greek and Latin on our English spelling system.

In this sample pack, you will find lesson and resource snapshots with a brief explanation.



# What does a SpellEx Part A lesson look like?

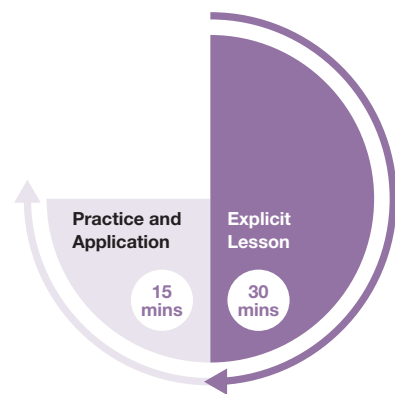
SpellEx is a Tier 1 program within a Response to Intervention model. SpellEx Part A includes 105 scripted lessons taught over a school year. The whole-class explicit lessons are designed to be delivered in approximately 30 minutes, three times a week. Further practice activities and time to work with students who need support or extending will need to be either directly after the lesson or at another time in the literacy block.

If necessary, teachers can work through the program more slowly to suit their class. There are opportunities for differentiation within the program where teachers take small groups aside to support or extend. All extra resources have harder and easier versions available.

SpellEx has two components:

1. Explicit whole-class lesson (approx. 30 mins)
2. Further practice and teacher-led small group work (approx. 15 mins twice a week)

Below is a sample of how lessons can be timetabled in a two-weekly cycle. While there needs to be some flexibility in lesson timetabling, SpellEx ensures that sufficient time is allocated to this important area of the curriculum.



|               | Monday  | Wednesday   | Friday  |
|---------------|---|---|---|
| <b>Week A</b> | <p><b>Spelling</b></p> <p>Whole-class lesson (30 mins)</p> <p>Practice and application (15 mins – timetabled after the lesson or at another time)</p> | <p><b>Spelling</b></p> <p>Whole-class lesson (30 mins)</p> <p>Practice and application (15 mins – timetabled after the lesson or at another time)</p> | <p><b>Spelling</b></p> <p>Tricky/useful word lesson (20–30 mins)</p>              |
| <b>Week B</b> | <p><b>Spelling</b></p> <p>Whole-class lesson (30 mins)</p> <p>(15 mins – timetabled after the lesson or at another time)</p>                          | <p><b>Spelling</b></p> <p>Whole-class lesson (30 mins)</p> <p>(15 mins – timetabled after the lesson or at another time)</p>                          | <p><b>Spelling</b></p> <p>Progress Monitoring/ Cumulative Review (20–30 mins)</p> |

## Explicit whole-class spelling lesson

SpellEx teaches carefully sequenced content to build knowledge about the English spelling system.

Each lesson is accompanied by a set of slides and related pages in the Spelling Workbooks. The lessons follow a similar format each time, providing students with regular revision of previous content, introduction to new content, practice and consolidation and a final ‘Wrap up’. After the lesson, students should be assigned further practice activities and complete the independent practice page.

The Spelling Workbooks (one for each semester) which accompany the program are an integral part of the whole-class spelling lesson. A class set (25 copies) of each of the Spelling Workbooks is included with the purchase of the SpellEx Kit. Further copies will need to be purchased as needed.

Below is a small selection of some of the features of the whole-class SpellEx lesson.

### Lesson summary

Lesson summaries are provided at the start of each Handbook, offering a quick overview of the key concepts taught in that section of the program. This will help teachers plan their term.

#### Handbook 1

| Summary: Lessons 1–15  |   |   |
|--|---|---|
| <b>Lesson 1</b><br>Introduction<br>Students will:<br>▶ learn about vowels, consonants, phonemes<br>▶ spell words with short vowel sounds                     | <b>Lesson 2</b><br>'ea' (bread); 'o' (love)<br>Students will:<br>▶ learn about graphemes<br>▶ learn the spelling choice 'ea' for /e/<br>▶ learn the spelling choice 'o' for /ʊ/ | <b>Lesson 3</b><br>Tricky/useful words<br>Students will:<br>▶ learn to read and spell the following words:<br>List 1 – other, another, friend, February, ready, already |
| <b>Lesson 4</b><br>Base, prefix, suffix<br>Students will:<br>▶ learn that words are made up of meaningful parts<br>▶ learn terminology: base, prefix, suffix | <b>Lesson 5</b><br>Adding suffix 'er'<br>Students will:<br>▶ learn about 'er' at the end of words<br>▶ learn about suffix 'er' and 'est'  | <b>Lesson 6</b><br>Progress Monitoring 1  |
| <b>Lesson 7</b><br>Suffix rule – doubling<br>Students will:<br>▶ learn about vowel and consonant suffixes<br>▶ learn the doubling suffix rule                | <b>Lesson 8</b><br>Suffix rule – doubling<br>Students will:<br>▶ practise the doubling suffix rule  | <b>Lesson 9</b><br>Tricky/useful words<br>Students will:<br>▶ learn to read and spell the following words:<br>List 2 – once, only, beginning, forgetting                |

*Continued overleaf*

#### Handbook 4

| Summary: Lessons 43–54  |  |  |
|---|--|--|
| <b>Lesson 43</b><br>Suffix rule: change 'y' to 'i'<br>Students will:<br>▶ learn the change 'y' to 'i' rule when adding suffixes<br>▶ learn that the rule does not apply when adding 'ing'   | <b>Lesson 44</b><br>Suffix rule: change 'y' to 'i'<br>Students will:<br>▶ learn about changing 'y' to 'i' and adding 'es' to make plurals  | <b>Lesson 45</b><br>Progress Monitoring 7  |
| <b>Lesson 46</b><br>Spelling /ow/<br>Students will:<br>▶ learn graphemes that spell /ow/: 'ou' and 'ow'<br>▶ learn that 'ou' is rarely found at the end of words<br>▶ read and spell words with 'ou' and 'ow'   | <b>Lesson 47</b><br>Spelling /oy/<br>Students will:<br>▶ learn graphemes that spell /oy/: 'oy' and 'oi'<br>▶ learn that 'oi' is not found at the end of words<br>▶ read and spell words with 'oi' and 'oy'   | <b>Lesson 48</b><br>Tricky/useful words<br>Students will:<br>▶ learn to read and spell the following words:<br>List 6 – who, how, together, remember |
| <b>Lesson 49</b><br>'ph' saying /f/; 'ch' saying /k/<br>Students will:<br>▶ learn that some words have spellings from other languages<br>▶ learn that words with 'ph' saying /f/ and 'ch' saying /k/ come from the Greek language<br>▶ read and spell words containing 'ph' or 'ch' | <b>Lesson 50</b><br>Word origins<br>Students will:<br>▶ learn that word parts tell us something about the word's meaning<br>▶ read and spell words with the word parts 'uni', 'bi', 'tri', 'tele' and 'cent' | <b>Lesson 51</b><br>Progress Monitoring 8  |
| <b>Lesson 52</b><br>End-of-Term Review 1<br>Students will:<br>▶ revise key concepts taught in Lessons 28–42   | <b>Lesson 53</b><br>End-of-Term Review 2<br>Students will:<br>▶ revise key concepts taught in Lessons 43–50  | <b>Lesson 54</b><br>Cumulative Review 2  |

## Whole-class lesson

Teacher preparation is essential for successful lesson delivery. Every lesson has a page of background information to build teacher knowledge about the topic. Reading through the lesson alongside the slides before class is crucial for confident delivery. Practice makes perfect and before long, the lessons will flow naturally!

Snapshots of the workbook pages to help with preparation

SpellEx Part A Handbook 3 Lesson 28 Teacher preparation

### Teacher preparation: Lesson 28

**Spelling longer words**  
Spelling Workbook

The following workbook pages are used by students in this lesson:

**Terminology**  
The following expert words will be taught in Lesson 28:

- **Syllables** – the ‘beats’ in a word (e.g., di/ no/ saur).
- **Compound words** – words made up of two smaller words (e.g., sunshine).

These concepts will not be new to most students but are revisited in this lesson to set the scene for the spelling of longer words.

**Building teacher knowledge**  
Students are often daunted when spelling longer words. A longer word is any word that has more than one syllable. This lack of confidence results in many students choosing easier words to spell when they write independently, rather than the word that they want to use. Providing a strategy for tackling longer words will give students greater confidence when reading as well as writing.

In the following two lessons, students will learn about different types of longer words to help them analyse words for spelling. They will learn about:

- compound words (e.g., homework, landslide). In these words, both syllables are stressed and the vowel sound is easy to identify.
- words where each syllable is just part of the word (e.g., cat/er/pill/ar, fan/tas/tic, ro/bot). There is often an unstressed syllable in these words which makes them tricky to spell.
- words with prefixes and/or suffixes added to a free base (a free base has meaning on its own, e.g., **endless**, **prepayment**).

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Key terminology relevant to the lesson explained

SpellEx Part A Handbook 6 Lessons 76-77 Teacher preparation

### Teacher preparation: Lessons 76–77

**Adding suffix ‘ion’**  
Spelling Workbook

The following workbook pages are used by students in these lessons:

**Building teacher knowledge**  
There is a large group of longer words that end with the letter combination ‘ion’. The spelling pattern ‘ion’ (saying /shan/ (e.g., station) and ‘sion’ (saying /ʒan/ (e.g., explosion) are known as regular final syllables. Once students are phonologically aware of this common syllable type, they are more likely to use the correct spelling when they write. Students will soon become aware that more words end with ‘ion’ than ‘sion’.

\*ʒ is the symbol for the sound that ‘si’ makes in ‘television’ or ‘confusion’.

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Information for teachers to build their spelling knowledge

Lesson overview

SpellEx Part A Handbook 2 Lesson 22 Spelling /i/

### Lesson 22: Spelling /i/

**Lesson overview**

- Review
- Activity 1: Grapheme choices for /i/
- Activity 2: Handy Hints for spelling /i/
- Activity 3: Reverse word sums
- Activity 4: Stella's expert words
- Wrap up

**Materials**

- Lesson Presentation (access from the Members' Area of the MultiLit website)
- Spelling Workbooks
- Teacher/student whiteboards and markers
- Concept Poster 9: Spelling /i/
- Supported Practice Worksheet – Lesson 22 (downloadable)

\*At the end of the lesson, display **Concept Poster 9: Spelling /i/** on the classroom wall and refer to words with /i/ as they are encountered in other curriculum areas and in students' writing.

**Note:** It is easier to monitor student responses quickly in the review if student whiteboards are used. If whiteboards are not available, use the small space for writing at the top of the workbook page.

**Review**

Quick reference – key review points

- Revise selected tricky words.
- Spell words with a silent letter.

**Materials required:** Student whiteboards and markers OR Spelling Workbooks

| Teacher                                     | Students |
|---|----------|
| 1 Hand out student whiteboards and markers. |          |

**Note:** If using workbooks, ask students to find the 'Review' section on page 44 to record answers.

Every lesson starts with a review of tricky/useful words and previously learned content

SpellEx Part A Handbook 2 Lesson 22 Spelling /i/

**2 Tricky/useful words**

Let's first practise spelling our tricky words. Students should clean their boards once words have been checked.

**3 Slides 4–10. Display tricky/useful words menu.**

Choose tricky words to revise from the selection provided.\* Follow the steps on the slide.

- please
- really
- people
- believe
- beginning
- they

Students hold up their boards after each word has been written for checking. students hold up boards for checking and correcting

Students correct any errors before moving on to the next word. Monitor students closely to make sure errors are not overlooked.

\*Only review the words that may still be problematic.

**4 Silent letters**

**Slide 11. Display the following words:**

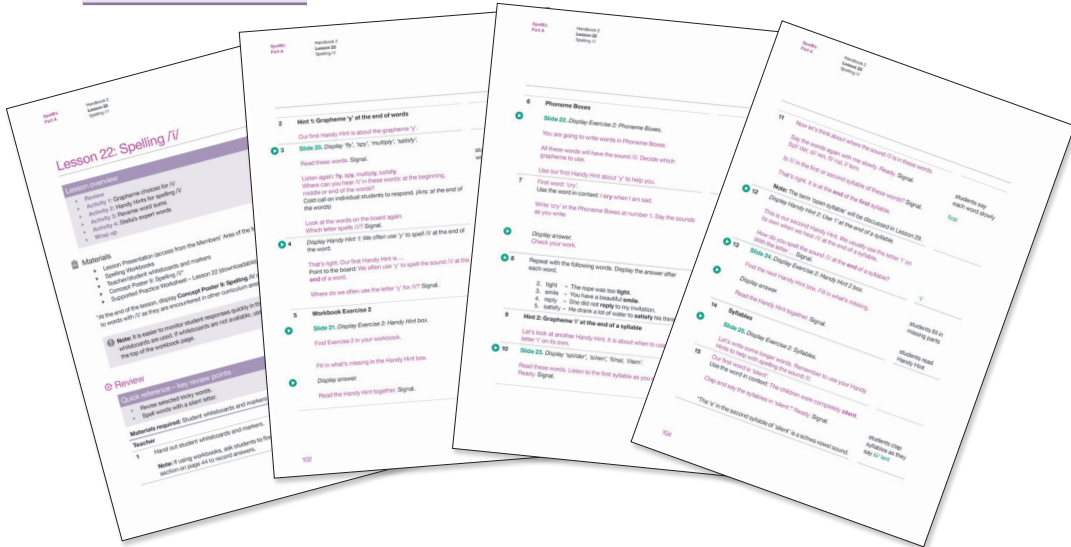
- know, knight, write, wriggle, knot, wrong

Here are some words with a silent letter at the beginning. Read the words. Point to each word as students read. students read words

Materials list

Quick reference – key review/teaching points

Step-by-step lesson delivery



## Learning intention and success criteria

In every lesson, the learning intention and success criteria are explicitly defined. This helps to clarify the objectives of each lesson and provide a clear understanding of success.

### Lesson 32

**✓ Learning intention and success criteria**

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**Teacher**

**1** Slide 13. Display learning intention and success criteria.

Today we will talk about two jobs of the letter 'e' at the end of a word. We will also learn a new suffix.

At the end of this lesson, we will know why 'e' is at the end of some words and we will be able to spell words with our new suffix.



Slide 12

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**Learning intention and success criteria**

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Slide 13. Learning intention and success criteria Step 1

SpellEx Part A

Today we will talk about two jobs of the letter 'e' at the end of a word. We will also learn a new suffix.

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## Presentation slides

Student-friendly slides accompany the lessons which keep students engaged. Immediate feedback is an essential part of the program. Students and teachers work through answers together, followed by more independent practice.

Slide 11 Step 4

Slide 42. Workbook Exercise 3 Steps 2-5

SpellEx Part A

Exercise 3: Stella's spotty sentences

On the last day of term, we all bring our pets to school.

This year, Gemma brought her new dog. Gemma's dog is crazy! In the morning, he jumped on all our desks and even chewed Misha's favourite ruler. At recess, Gemma's naughty dog raced into the canteen. He ate all our lunch orders. Gemma has told us that she will not bring any goats next year. Instead, she will bring dogs.

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Slide 17. Workbook Exercise 1 Steps 8-15

SpellEx Part A

Lesson 43: Suffix rule - change 'y' to 'i'

Exercise 1: Introduction to rule

|           |            |          |          |
|-----------|------------|----------|----------|
| noisy+est | play+ful   | worry+ed | carry+ed |
| enjoy+ed  | beauty+ful | obey+ed  | annoy+ed |

Change 'y' to 'i'

|           |         |
|-----------|---------|
| noisiest  | playful |
| worried   | enjoyed |
| carried   | obeyed  |
| beautiful | annoyed |

Just add suffix

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Slide 2

SpellEx Part A

**SpellEx**

**Part A**

Lesson 28: Spelling longer words

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Slide 16 Steps 3-7

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cry + ed = cried

heavy + est = heaviest

easy + ly = easily

**Suffix rule:** If the letter before the 'y' is a **consonant**, we **change 'y' to 'i'**.

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# Spelling Workbooks

Spelling Workbooks accompany the scripted lesson and slides. There are two Spelling Workbooks for use in Part A (one per semester).

Purple pages are integrated with the whole-class lesson.

Lesson 28: Spelling longer words

Exercise 1: Suffixes and prefixes

| Word        | First suffix | Second suffix | Final syllable |
|-------------|--------------|---------------|----------------|
| 1. complain |              |               |                |
| 2. halve    |              |               |                |
| 3. punish   |              |               |                |
| 4. lazy     |              |               |                |
| 5. moment   |              |               |                |
| 6. continue |              |               |                |
| 7. gigantic |              |               |                |
| 8. presto   |              |               |                |
| 9. satisfy  |              |               |                |

Exercise 2: Compound words

| First word | Second word | Compound word |
|------------|-------------|---------------|
| 1.         |             |               |
| 2.         |             |               |
| 3.         |             |               |

Lesson 10: Word origins

Exercise 3: Word roots

| Compound words | Base + suffix/prefix | Both |
|----------------|----------------------|------|
|                |                      |      |
|                |                      |      |

Exercise 5: Science words from Greek

telescope + microscope = A device for

telescope      microscope

A device for      A device for

Independent practice

Exercise 1: Word roots

| Base word | Suffix | Whole word |
|-----------|--------|------------|
| 1. sofa   | -ly    |            |
| 2. love   | -ed    |            |
| 3. cute   | -est   |            |
| 4. sick   | -ness  |            |
| 5. bite   | -ing   |            |
| 6. core   | -ful   |            |
| 7. smile  | -y     |            |
| 8. hope   | -ed    |            |
| 9. brave  | -ly    |            |
| 10. skate | -er    |            |

Independent practice

Exercise 1: Word roots

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| 7. smile  | -y     |            |
| 8. hope   | -ed    |            |
| 9. brave  | -ly    |            |
| 10. skate | -er    |            |

Independent practice

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| 5. bite   | -ing   |            |
| 6. core   | -ful   |            |
| 7. smile  | -y     |            |
| 8. hope   | -ed    |            |
| 9. brave  | -ly    |            |
| 10. skate | -er    |            |

Independent practice

Exercise 1: Word roots

| Base word | Suffix | Whole word |
|-----------|--------|------------|
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Independent practice

Exercise 1: Word roots

| Base word | Suffix | Whole word |
|-----------|--------|------------|
| 1. sofa   | -ly    |            |
| 2. love   | -ed    |            |
| 3. cute   | -est   |            |
| 4. sick   | -ness  |            |
| 5. bite   | -ing   |            |
| 6. core   | -ful   |            |
| 7. smile  | -y     |            |
| 8. hope   | -ed    |            |
| 9. brave  | -ly    |            |
| 10. skate | -er    |            |

Word lists and sentence dictation

Lesson 58: Diction

Sentence 1: It's a phone they can't join the singing group.

Sentence 2: I won't have time because I'm running very late.

Lesson 61: Diction

Sentence 1: We took their cupcakes in the kitchen oven.

Sentence 2: I wish my dog would stop barking.

Lesson 67: Diction

Sentence 1: After the wedding they had dinner and music.

Sentence 2: This expert show will happen late in summer.

Green pages provide independent practice.


## Stella the Speller and Eddy the Editor

Stella the Speller, and her reliable friend Eddy the Editor, will help students notice spelling patterns and encourage discussion.

**Slide 19. Learning intention and success criteria**  
Step 1

Today we are going to learn about words that have the letters 'l' 'e' saying /əl/ at the end like 'giggle' and 'table'.

At the end of this lesson, we will be able to read and write words that end with a consonant plus 'l' 'e'.




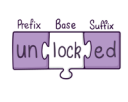
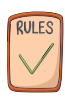



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## Stella's Super Speller Checks

The Stella's Super Speller Checks Poster and accompanying desk strips have been designed to encourage students to use their knowledge strategically when self-checking. Over time students will develop healthy spelling habits to improve all written work.

| Look  | Phoneme   | Grapheme  | Prefix/Suffix   | Rules   | Meaning  |
|---|---|---|---|---|--|
|  |  |  |  |  | <br>sun ✓ son |

**Stella's Super Speller Checks**

**Look**  
Does the word **look** right? Let's check ...

|   |  |
|---|--|
| <p><b>Phonemes</b></p>  <p>Are any sounds missing?</p>                                     | <p><b>Graphemes</b></p>  <p>Is this the right grapheme?</p> |
| <p><b>Prefix/Suffix</b></p> <p>Prefix Base Suffix</p>  <p>Is there a prefix or suffix?</p> | <p><b>Rules</b></p>  <p>Is there a rule to help me?</p>     |

**Meaning**  
Have I missed any meaning clues?

sun son bicycle bi = two

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## Expert words

Students will learn expert words and concepts to help them talk about spelling concepts more precisely.

### Terminology

The following expert words will be taught in Lesson 28:

- ▶ **Syllables** – the ‘beats’ in a word (e.g., di/ no/ saur).
- ▶ **Compound words** – words made up of two smaller words (e.g., sunshine).





These concepts will not be new to most students but are revisited in this lesson to set the scene for the spelling of longer words.

SpellEx Part A

Concept Poster 11  
Compound Words

### Compound Words

Compound words are made up of two separate words.

|   |   |
|---|---|
| <br>foot + ball =<br>football        | <br>super + hero =<br>superhero  |
| <br>fire + fighter =<br>firefighter | <br>jelly + fish =<br>jellyfish |


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Slide 25  
Steps 4–5

SpellEx Part A

## compound word


When **two** smaller words are combined to make a **new** word



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## Checkpoints and Wrap ups

Integrated Checkpoints and Wrap ups ensure comprehension of content and check students have a solid foundation of previously learned material.



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16 Expert word

▶ Slide 22. Display Stella the Speller with the following:

**Expert word: Schwa**  
Schwa is the lazy vowel sound.

Stella has learned about the lazy vowel sound schwa. We often hear it at the end of words. ‘Schwa’ is an expert spelling word.

17 Checkpoint 1

▶ Slide 23. Display Lesson Racetrack with Stella the Speller.

We have reached our first checkpoint. Let’s see what we have learned.



18 Choose individual students to answer these questions to check for understanding.

- ▶ What is the name of the lazy vowel sound? (Ans: schwa)
- ▶ What sound does the schwa make? (Ans: /ə – ‘uh’)
- ▶ Clap if you can hear a schwa sound at the end of these words: corner (clap), happy, mother (clap), picnic, sofa (clap).

Monitor students carefully. Reteach as necessary using additional examples (e.g., zebra (clap), mascot, dinner (clap), author (clap), trumpet).

## Tricky/useful words

Students will learn high-frequency ‘tricky/useful’ words with at least one problematic spelling pattern. A variety of techniques such as songs, chants and spelling voice help students remember tricky spelling concepts and keeps them engaged.

| <p><b>Note:</b> Partner checking may help prevent students from making careless errors.</p> <p><b>Correction procedure</b><br/>Correct errors as they occur. Point out the tricky parts again. Ask students to spell the word orally several times until firm.</p> <p><b>Activity 2: beautiful</b><br/><b>Materials required:</b> Spelling Workbooks</p> <table border="1"> <thead> <tr> <th>Teacher</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td> <p>1 Slide 14. Display ‘beautiful’.</p> <p>Read the word. Signal.<br/>Use the word in context: <u>The flowers at the park smell beautiful.</u></p> </td> <td>beautiful</td> </tr> <tr> <td> <p>2 Display ‘beau-ti-ful’.</p> <p>There are three syllables in ‘beautiful’: beau/ ti/ ful.</p> <p>Clap and say the syllables with me. Signal.</p> <p>Note: The change ‘y’ to ‘i’ rule which will be taught in Lesson 43 will provide another opportunity to explain the spelling of this word.</p> </td> <td>students clap the syllables as they say beau/ ti/ ful</td> </tr> <tr> <td> <p>3 Underline ‘eau’.</p> <p>The vowel letters ‘e’ ‘a’ ‘u’ together make the sound /i/. Three letters making one sound! This is the tricky part.</p> </td> <td></td> </tr> <tr> <td> <p>4 Underline ‘ful’.</p> <p>Spell suffix /ful/. Signal.<br/>Remember, suffix /ful/ has just one ‘l’.</p> </td> <td>‘i’ ‘u’ ‘i’</td> </tr> </tbody> </table> | Teacher   | Students | <p>1 Slide 14. Display ‘beautiful’.</p> <p>Read the word. Signal.<br/>Use the word in context: <u>The flowers at the park smell beautiful.</u></p> | beautiful | <p>2 Display ‘beau-ti-ful’.</p> <p>There are three syllables in ‘beautiful’: beau/ ti/ ful.</p> <p>Clap and say the syllables with me. Signal.</p> <p>Note: The change ‘y’ to ‘i’ rule which will be taught in Lesson 43 will provide another opportunity to explain the spelling of this word.</p> | students clap the syllables as they say beau/ ti/ ful | <p>3 Underline ‘eau’.</p> <p>The vowel letters ‘e’ ‘a’ ‘u’ together make the sound /i/. Three letters making one sound! This is the tricky part.</p> |  | <p>4 Underline ‘ful’.</p> <p>Spell suffix /ful/. Signal.<br/>Remember, suffix /ful/ has just one ‘l’.</p> | ‘i’ ‘u’ ‘i’ | <p>5 Slide 15. Display ‘Beautiful’ chant.</p> <p>This chant will help us remember which letters spell /i/ in ‘beautiful’. Listen.</p> <p>6 Play audio file to demonstrate the chant.<br/>B-E-A<br/>U-ti-ful<br/>B-E-A<br/>U-ti-ful<br/>How do we spell beautiful?<br/>B-E-A<br/>U-ti-ful</p> <p>Lets say the chant together. Signal.</p> <p>Repeat chant several times until firm.</p> <p>7 Workbook Exercise 2</p> <p>8 Slide 16. Display Exercise 2.</p> <p>Find Exercise 2 in your workbook.</p> <p>Write ‘beautiful’ once on the line, saying the chant ‘B’ ‘E’ ‘A’ ‘U’ ‘ti’ ‘ful’ as you write.</p> <p>9 Check and correct</p> <p>10 Display ‘beautiful’ on the first line.</p> <p>Check your spelling.</p> <p>11 Now write ‘beautiful’ two more times, going across the page.</p> | <p>Slide 5<br/>Step 5</p> <p>B, E, A, U-tiful</p> <p>B, E, A, U-tiful</p> <p>How do we spell ‘beautiful’?</p> <p>B, E, A, U-tiful</p>   <p>© MultiLit Pty Ltd 2023</p> |
|---|---|----------|--|-----------|---|---|--|--|---|-------------|---|--|
| Teacher   | Students  |          |  |           |   |   |  |  |   |             |   |  |
| <p>1 Slide 14. Display ‘beautiful’.</p> <p>Read the word. Signal.<br/>Use the word in context: <u>The flowers at the park smell beautiful.</u></p>  | beautiful   |          |  |           |   |   |  |  |   |             |   |  |
| <p>2 Display ‘beau-ti-ful’.</p> <p>There are three syllables in ‘beautiful’: beau/ ti/ ful.</p> <p>Clap and say the syllables with me. Signal.</p> <p>Note: The change ‘y’ to ‘i’ rule which will be taught in Lesson 43 will provide another opportunity to explain the spelling of this word.</p>   | students clap the syllables as they say beau/ ti/ ful |          |  |           |   |   |  |  |   |             |   |  |
| <p>3 Underline ‘eau’.</p> <p>The vowel letters ‘e’ ‘a’ ‘u’ together make the sound /i/. Three letters making one sound! This is the tricky part.</p>  |   |          |  |           |   |   |  |  |   |             |   |  |
| <p>4 Underline ‘ful’.</p> <p>Spell suffix /ful/. Signal.<br/>Remember, suffix /ful/ has just one ‘l’.</p>   | ‘i’ ‘u’ ‘i’   |          |  |           |   |   |  |  |   |             |   |  |

## Concept Posters

There are 28 Concept Posters which are displayed as concepts are taught. Regular reference to the posters will reinforce new spelling rules and concepts, and will encourage students to find additional examples and spelling patterns in other areas of the curriculum.

|  |  |   |
|--|--|---|
| <p>SpellEx Part A</p> <p>Concept Poster 14<br/>Suffix Rule – Drop ‘e’</p> <p>For words that <b>end</b> with ‘e’ we ask ...</p> <p>Is it a vowel suffix? <input checked="" type="checkbox"/></p> <p>Then <b>drop the ‘e’</b> and add the suffix!</p> <p>ride + ing = riding</p> <p>noise + y = noisy</p> <p>© 2023 MultiLit Pty Ltd</p> | <p>SpellEx Part A</p> <p>Concept Poster 24<br/>Prefixes for ‘not’/‘opposite of’</p> <p>These prefixes mean ‘not’ or ‘opposite of’.</p> <p><b>un</b> unhappy (sad face)</p> <p><b>dis</b> disagree (two people arguing)</p> <p><b>in</b> incorrect (not correct)</p> <p><b>im</b> impossible (not possible)</p> <p><b>il</b> illegal (not legal)</p> <p>© 2023 MultiLit Pty Ltd</p> | <p>SpellEx Part A</p> <p>Concept Poster 19<br/>The ‘c’ or ‘k’ Rule</p> <p>Use letter ‘k’ before ‘e’, ‘i’ or ‘y’.</p> <p>key kite sky</p> <p>Otherwise, use the letter ‘c’.</p> <p>cats crayons cup</p> <p>© 2023 MultiLit Pty Ltd</p> |
|--|--|---|

# Small group work and further practice

At the end of the scripted lessons, mini lessons provide guidance to support and extend students who would benefit from differentiated instruction. The content is either retaught with more scaffolds for less capable spellers; alternatively, an aspect of the content is extended for more capable spellers. These are teacher-led opportunities to work with smaller groups of students at the appropriate level. It does not take the place of more intensive intervention when it is needed.

## Supported practice – small group mini lesson

SpellEx Part A Handbook 1 Lesson 7 Spelling – doubling

**Independent work and support group**

Use the results from the Screener and Progress Monitoring 1 to identify students who may need extra support for spelling. These students work with the teacher or teacher aide, using the worksheet and mini lesson provided, while the remaining students do the Independent Practice page in the workbook or other spelling activities.

**Supported Practice (10–15 mins)**  
Teacher works with students who need support in spelling using the mini lesson below.  
Supported Practice Worksheet – Lesson 7 (downloadable)

**Independent Practice (10–15 mins)**  
The rest of the class consolidates the content from the whole-class lesson using the following:  
Spelling Workbook page 15

**Supported practice – small group**  
Materials required: Supported Practice Worksheet – Lesson 7 (downloadable)

**Teacher**

- 1 Hand out Supported Practice Worksheet.
- 2 **Exercise 1: Vowel and consonant suffixes**  
Ask students to write each suffix, then circle the first letter in each suffix and tick whether it is a vowel or consonant suffix.
- 3 **Exercise 2: Doubling rule**  
Tell students that we are adding suffixes to bases. Use the steps below for each example. Students tick each box when the answer is 'yes'.
  - Ask students to look at the suffix. Does it start with a vowel letter? If not, they just add the suffix to the base and write the whole word.
  - Ask students to look at the base. Does it have one syllable? Does it have one short vowel? Is there one final consonant after the vowel? Say 'if we answer 'yes' to every question, we double! Students write the whole word and underline the double letter where applicable.

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## Supported practice worksheet to use with lesson (downloadable)


SpellEx Part A Supported practice Lesson 7 Date: \_\_\_\_\_

**Lesson 7: Supported practice**

**Exercise 1: Vowel and consonant suffixes**

| Word        | Suffix | Vowel suffix             | Consonant suffix         |
|-------------|--------|--------------------------|--------------------------|
| 1. noddling | _____  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. books    | _____  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. tripped  | _____  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. quickly  | _____  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. greener  | _____  | <input type="checkbox"/> | <input type="checkbox"/> |

**Exercise 2: Doubling rule**



1. Vowel suffix?  
2. One syllable?  
3. One short vowel?  
4. One final consonant?

| Word sum      | Vowel suffix?            | One syllable?            | One short vowel?         | One consonant?           | Whole word |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|------------|
| 1. sit + ing  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____      |
| 2. drop + ed  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____      |
| 3. run + er   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____      |
| 4. think + s  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____      |
| 5. swim + ing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____      |
| 6. stop + ed  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____      |
| 7. chat + s   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____      |
| 8. grab + ed  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____      |

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## Extension – small group mini lesson

SpellEx Part A Handbook 1 Lesson 14 Spelling /z/

**Independent work and extension group**

Use the results from Progress Monitoring 1 and Progress Monitoring 2 to identify students who can be extended. These students work with the teacher, using the worksheet and mini lesson provided while the remaining students do the independent workbook page or other spelling activities.

**Extension (10–15 mins)**  
Teacher works with more capable spellers using the mini lesson below.  
Extension Worksheet – Lesson 14 (downloadable)

**Independent Practice (10–15 mins)**  
The rest of the class consolidates the content from the whole-class lesson using the following:  
Spelling Workbook page 27

**Extension – small group**  
Materials required: Extension Worksheet – Lesson 14 (downloadable)

**Teacher**

- 1 Hand out Extension Worksheet.
- 2 Explain that in this session we are going to look at some different or unusual ways of spelling the sound /z/. The words come from the French language.
- 3 **Exercise 1**  
Read the words together and explain the meanings:  
  - ballet** a type of dance style. The word means 'to dance' in French.
  - crochet** like knitting, usually done with a small hook. You might crochet a blanket, a jumper or a soft toy. The word means 'hook' in French.
  - bouquet** a bunch of flowers. The word means 'a clump of trees' in French.
- 4 Ask students to underline the spelling of the /z/ sound. (Ans: 'er' 't')  
Explain that the letters 'z' spell the sound /z/ in words that we have borrowed from French.

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## Extension worksheet to use with lesson (downloadable)

SpellEx Part A Extension Lesson 14 Date: \_\_\_\_\_

**Lesson 14: Extension**

**Exercise 1:** English borrows words from many different languages. Underline the letters that spell /z/ at the end of these French words.

ballet      crochet      bouquet

**Exercise 2:** In French, the sound /z/ can also be spelled 'er' with an accent mark (è or é). Underline the letters that spell /z/ in all the borrowed French words below.

café      beret      gourmet  
crêpe      sorbet

**Exercise 3:** Match the words to their meanings. Look them up in a dictionary if you need some help.

|            |                          |                                  |
|------------|--------------------------|----------------------------------|
| 1. beret   | <input type="checkbox"/> | a frozen ice dessert             |
| 2. sorbet  | <input type="checkbox"/> | a thin pancake                   |
| 3. crêpe   | <input type="checkbox"/> | a soft, round cap                |
| 4. café    | <input type="checkbox"/> | fantasy food                     |
| 5. gourmet | <input type="checkbox"/> | a shop that sells food and drink |

**Exercise 4:** Circle the seven French words with the sound /z/. Write the words on the lines.

My friend Renée is French. Today she is taking me to her family's café. I will wear my red beret and meet her there. Her mother greets us at the door. She is a gourmet chef.  
"Come and sit down. What food would you like?"  
What should I have? I could have a crêpe or some lemon sorbet.  
In the end, I choose ice-cream with a glooz cherry on top. Delicious!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### Further practice activities (downloadables)

A range of activities have been provided to consolidate concepts taught in a targeted way. Below is a snapshot of the worksheets, games and other activities that can be used for further practice and consolidation. All supporting resources can be downloaded from the Members' Area of the MultiLit website.

There are suitable activities for the range of spellers in your class.

SpellEx Part A Lessons 4-5 Worksheet A Base, prefix, suffix

Exercise 1: Complete the word sums, adding a prefix or suffix to the base.

| Prefix | Base    | Suffix | New word |
|--------|---------|--------|----------|
| un +   | kind    | =      |          |
| re +   | build   | =      |          |
|        | check + | ing    | =        |
|        | work +  | er     | =        |
|        | now +   | est    | =        |
|        | glove + | s      | =        |
| re +   | play    | ing    | =        |

Exercise 2: Read the words. Underline the base in each word.

fastest shortest heading thirsty  
trying replay clearly preschool  
cooks monthly dislike helped

Exercise 3: Complete the sentences with words from the box below.

sweaty prayer shortest unpack talking helpful

- The \_\_\_\_\_ day of the year is in winter.
- I like \_\_\_\_\_ on the phone to my grandparents.
- She will \_\_\_\_\_ her bag when she gets home.
- He was very \_\_\_\_\_ after his long run.
- The football \_\_\_\_\_ scored two goals in the game.
- John likes to be \_\_\_\_\_ by mowing the lawn.

SpellEx Part A Lessons 4-5 Worksheet B Base, prefix, suffix

Exercise 1: Join the bases, prefixes and suffixes to make real words. Make three words with each base.

| Prefix | Base  | Suffix |
|--------|-------|--------|
|        | kind  | ly     |
| re     | view  | ing    |
| un     | help  | ed     |
|        | clean | er     |
|        | watch | est    |
|        | test  | ful    |

Exercise 2: Choose a prefix or suffix from the box to complete the words in the sentences. Write the whole word on the line.

re y un ed Whole word

- He has clean \_\_\_\_\_ the desk.
- Can you please \_\_\_\_\_ send the email?
- She was feeling very sleep \_\_\_\_\_.
- He was very mean and \_\_\_\_\_ kind.

Exercise 3: Circle the words in the passage that have a base and suffix. Can you find all 13?

**The Great Barrier Reef**  
The Great Barrier Reef in Queensland is the largest coral reef in the world. It is so big that you can see it from space. Sadly, this wonderful reef is under threat because of rubbish, rising ocean temperatures and overfishing. There are more than 400 types of coral in the Great Barrier Reef. Did you know that coral is a living thing? It is made up of hundreds of tiny animals called polyps. We must act now to save this beautiful habitat!

### 'A' and 'B' differentiated worksheets

SpellEx Part A Crossword 2 Lessons 7-8 Suffix rule - adding

Review: Lessons 2-3 Word Maze 4

Tricky Word Poster Slip List 3 they, always, yesterday, favourite

Tricky Word Poster Slip List 2 they, always, yesterday, favourite

Tricky Word Poster Slip List 1 they, always, yesterday, favourite

Tricky Word Poster Slip List 4 they, always, yesterday, favourite

Tricky Word Poster Slip List 5 they, always, yesterday, favourite

Tricky Word Poster Slip List 6 they, always, yesterday, favourite

Tricky Word Poster Slip List 7 they, always, yesterday, favourite

Tricky Word Poster Slip List 8 they, always, yesterday, favourite

Tricky Word Poster Slip List 9 they, always, yesterday, favourite

Tricky Word Poster Slip List 10 they, always, yesterday, favourite

Tricky Word Poster Slip List 11 they, always, yesterday, favourite

Tricky Word Poster Slip List 12 they, always, yesterday, favourite

Tricky Word Poster Slip List 13 they, always, yesterday, favourite

Tricky Word Poster Slip List 14 they, always, yesterday, favourite

Tricky Word Poster Slip List 15 they, always, yesterday, favourite

Tricky Word Poster Slip List 16 they, always, yesterday, favourite

Tricky Word Poster Slip List 17 they, always, yesterday, favourite

Tricky Word Poster Slip List 18 they, always, yesterday, favourite

Tricky Word Poster Slip List 19 they, always, yesterday, favourite

Tricky Word Poster Slip List 20 they, always, yesterday, favourite

Tricky Word Poster Slip List 21 they, always, yesterday, favourite

Tricky Word Poster Slip List 22 they, always, yesterday, favourite

Tricky Word Poster Slip List 23 they, always, yesterday, favourite

Tricky Word Poster Slip List 24 they, always, yesterday, favourite

Tricky Word Poster Slip List 25 they, always, yesterday, favourite

Tricky Word Poster Slip List 26 they, always, yesterday, favourite

Tricky Word Poster Slip List 27 they, always, yesterday, favourite

Tricky Word Poster Slip List 28 they, always, yesterday, favourite

Tricky Word Poster Slip List 29 they, always, yesterday, favourite

Tricky Word Poster Slip List 30 they, always, yesterday, favourite

Tricky Word Poster Slip List 31 they, always, yesterday, favourite

Tricky Word Poster Slip List 32 they, always, yesterday, favourite

Tricky Word Poster Slip List 33 they, always, yesterday, favourite

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Tricky Word Poster Slip List 92 they, always, yesterday, favourite

Tricky Word Poster Slip List 93 they, always, yesterday, favourite

Tricky Word Poster Slip List 94 they, always, yesterday, favourite

Tricky Word Poster Slip List 95 they, always, yesterday, favourite

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Tricky Word Poster Slip List 97 they, always, yesterday, favourite

Tricky Word Poster Slip List 98 they, always, yesterday, favourite

Tricky Word Poster Slip List 99 they, always, yesterday, favourite

Tricky Word Poster Slip List 100 they, always, yesterday, favourite

## Top-Ups

Top-Ups have been designed to review concepts that have been taught in the previous two lessons. There are two different types of Top-Ups: ‘a’ Top-Ups and ‘b’ Top-Ups.

The ‘a’ Top-Ups have been designed for teacher-directed, small-group supported practice on student whiteboards. They provide opportunities to reteach concepts and provide extra practice and consolidation. Results from Progress Monitoring (see page 14) can be used to identify students in need of this extra practice.

**Menu** Top-Up 6a: Lessons 19-20  
Button 1: Quick Review

Expert word: homophone

Homophones are words that **sound the same**, but have **different spelling** and **meaning**.

road      rode

**Menu** Top-Up 6a: Lessons 19-20  
Button 1: Quick Review

Read the sentences. Write the homophones on your whiteboard.

My **son** is turning six years old in August.  
The **sun** is very bright today.

Boards Up.

**Menu** Top-Up 5a: Lessons 14-17  
Button 2: Phoneme Boxes

They had a \_\_\_\_\_ with lots of yummy food.

ea ee

Push to hear the word.

**Menu** Top-Up 5a: Lessons 14-17  
Button 2: Phoneme Boxes

- Say the word.
- Count the phonemes.
- Draw a line for each phoneme.
- Write the word.
- Check and correct.

f ea s t

The ‘b’ Top-Ups have been designed to provide further consolidation and practice of previously learned material. The ‘b’ Top-Ups assume some understanding of concepts taught and encourage retrieval practice to help students embed skills in long-term memory.

**Menu** Top-Up 4b: Lessons 13-14  
Button 1: Retrieval Practice

Write the six graphemes for /a/ on your whiteboard.

ai ay a\_e  
ea a eigh

Tick each grapheme that is correct and add any graphemes that you missed. Give yourself a score out of 6.

**Menu** Top-Up 5b: Lessons 14-17  
Button 2: Grapheme Grid

Prepare your whiteboard.

|           |          |         |
|-----------|----------|---------|
| ee        | 1 ea     | 2 e_e   |
| sweeping  | streamed | supreme |
| steeper   | cleaned  | extreme |
| 3 e       | le       | y       |
| evening   | thief    | nobody  |
| recording | niece    | 4 ey    |
|           |          | hockey  |

**Menu** Top-Up 7b: Lesson 22  
Button 2: Grapheme Grid

Mike is \_\_\_\_\_ his best to finish his work.

Push to hear the word.

**Menu** Top-Up 3a: Lessons 7-8  
Button 2: Guided Practice: Double or Not

Spin for a base. Spin for a suffix.


Button 3: Sentence Construction

# Monitoring student progress

The Screener, administered at the start of the year, provides teachers with initial information about students' spelling. This will enable teachers to begin to monitor and identify students who may need support or extending. It is not a placement test.

Student progress is tracked each term with Progress Monitoring tests and Cumulative Reviews.

A downloadable Class Record spreadsheet is available for capturing student data. Data should be used to inform the pace of instruction for the class, as well as for identifying students who may need more support or extending.

|  |           |       |          | Spelling Part A       |                    |                     |                     |         |       |     | Notes       |
|---|-----------|-------|----------|-----------------------|--------------------|---------------------|---------------------|---------|-------|-----|-------------|
| Key<br>Leave blank<br><small>Data automatically calculated</small>                |           |       |          | Progress Monitoring 1 |                    |                     |                     |         |       |     |             |
|   |           |       |          | Single Word Spelling  | Sentence Dictation | Tricky/useful Words | Choose the Spelling | Editing | Total | %   |             |
| First Name  | Surname   | Class | Date     | 12                    | 20                 | 5                   | 4                   | 9       | 50    | %   |             |
| <b>Class Averages</b>   |           |       |          | 9.7                   | 15.4               | 4.0                 | 3.4                 | 6.7     | 39.2  | 78% |             |
| Akshanash   | Avramides | 3M    | 1/5/2023 | 12                    | 18                 | 4                   | 4                   | 7       | 45    | 90% |             |
| Leila   | Bagheri   | 3M    | 1/5/2023 |                       |                    |                     |                     |         |       |     | Absent      |
| Finn  | Bradshaw  | 3M    | 1/5/2023 | 9                     | 17                 | 5                   | 4                   | 8       | 43    | 86% |             |
| Abigail   | Davis     | 3M    | 1/5/2023 | 12                    | 18                 | 4                   | 2                   | 8       | 44    | 88% |             |
| Ethan   | Govett    | 3M    | 1/5/2023 | 10                    | 17                 | 4                   | 4                   | 8       | 43    | 86% |             |
| Charlotte   | Hancock   | 3M    | 1/5/2023 | 9                     | 16                 | 4                   | 3                   | 7       | 39    | 78% |             |
| Kingston  | Hill      | 3M    | 1/5/2023 | 10                    | 12                 | 5                   | 2                   | 5       | 34    | 68% |             |
| Charlie   | Horan     | 3M    | 1/5/2023 | 11                    | 10                 | 4                   | 4                   | 7       | 36    | 72% |             |
| Zylah   | Khoo      | 3M    | 1/5/2023 | 9                     | 19                 | 4                   | 4                   | 5       | 41    | 82% |             |
| Mahli   | Lang      | 3M    | 1/5/2023 | 11                    | 15                 | 4                   | 3                   | 8       | 41    | 82% |             |
| Huon  | Lee       | 3M    | 1/5/2023 | 12                    | 14                 | 5                   | 4                   | 6       | 41    | 82% |             |
| Jessie  | Ling      | 3M    | 1/5/2023 | 8                     | 16                 | 4                   | 4                   | 6       | 38    | 76% |             |
| Dimitri   | Markatos  | 3M    | 1/5/2023 | 5                     | 15                 | 3                   | 3                   | 2       | 28    | 56% |             |
| Jayden  | Moffatt   | 3M    | 1/5/2023 | 9                     | 18                 | 3                   | 4                   | 9       | 43    | 86% |             |
| Isia  | Murphy    | 3M    | 1/5/2023 | 10                    | 16                 | 4                   | 2                   | 7       | 39    | 78% |             |
| Matteo  | Newman    | 3M    | 1/5/2023 | 12                    | 16                 | 4                   | 4                   | 7       | 43    | 86% |             |
| Dominique   | Oyeyinka  | 3M    | 1/5/2023 | 11                    | 12                 | 4                   | 3                   | 8       | 38    | 76% |             |
| Tully   | Purvis    | 3M    | 1/5/2023 | 8                     | 11                 | 3                   | 3                   | 4       | 29    | 58% |             |
| Samara  | Rodriguez | 3M    | 1/5/2023 | 10                    | 19                 | 4                   | 3                   | 6       | 42    | 84% |             |
| Yashab  | Ruane     | 3M    | 1/5/2023 | 9                     |                    |                     |                     | 7       |       |     | Left school |
| Mila  | Schaffer  | 3M    | 1/5/2023 | 9                     | 20                 | 4                   | 3                   | 7       | 43    | 86% |             |
| Max   | Scivetti  | 3M    | 1/5/2023 | 9                     | 18                 | 4                   | 4                   | 9       | 44    | 88% |             |
| Jaxon   | Turner    | 3M    | 1/5/2023 | 6                     | 18                 | 5                   | 4                   | 7       | 40    | 80% |             |
| Sienna  | Watkins   | 3M    | 1/5/2023 | 12                    | 13                 | 4                   | 4                   | 9       | 42    | 84% |             |
| Evie  | Wong      | 3M    | 1/5/2023 | 11                    | 11                 | 3                   | 4                   | 6       | 35    | 70% |             |
| Lily  | Yeow      | 3M    | 1/5/2023 | 8                     | 10                 | 4                   | 3                   | 5       | 30    | 60% |             |



# Getting started with SpellEx

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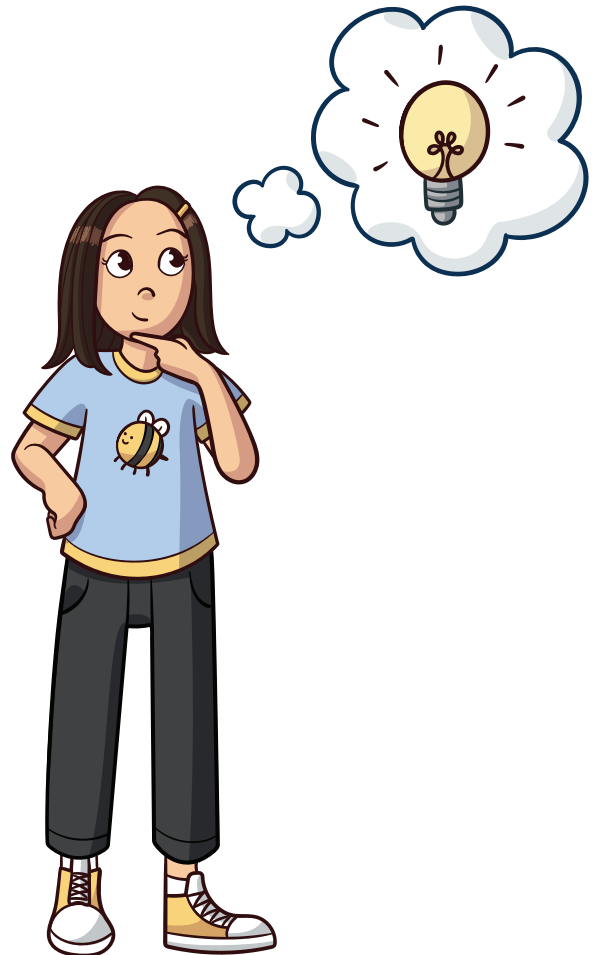
To implement SpellEx Part A, you will need to purchase one SpellEx Part A Kit per classroom. Each student requires one copy of Spelling Workbook 1 and Spelling Workbook 2. The Kit includes 25 copies of each Workbook, but for larger classes or subsequent years of implementation, further copies will need to be purchased.

Professional Development is a requirement when purchasing the program for the first time, and is strongly recommended for every teacher delivering the program for maximum impact. The one-day SpellEx Professional Development Workshop will provide teachers with the essential information to use the program with confidence.

Ongoing support for SpellEx implementation is available by contacting MultiLit's School Partnerships team.

## Next steps

- ▶ Contact our Sales team at [sales@multilit.com](mailto:sales@multilit.com) to book a consultation to discuss your school's needs.
- ▶ Visit [multilit.com/spellex](http://multilit.com/spellex) to order your Kits and book your Professional Development Workshops now.



# SpellEx

## Part A

spelling explained  
through explicit instruction

SpellEx Part A is a comprehensive, whole-class spelling program to develop students' understanding of the English spelling system. It is suitable for students from Year 3.

SpellEx explicitly addresses the key areas of spelling: phonology, orthography and morphology.

[multilit.com](http://multilit.com)