

SpellEx

Part A and Part B

spelling explained through explicit instruction



Samples



What is SpellEx?

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

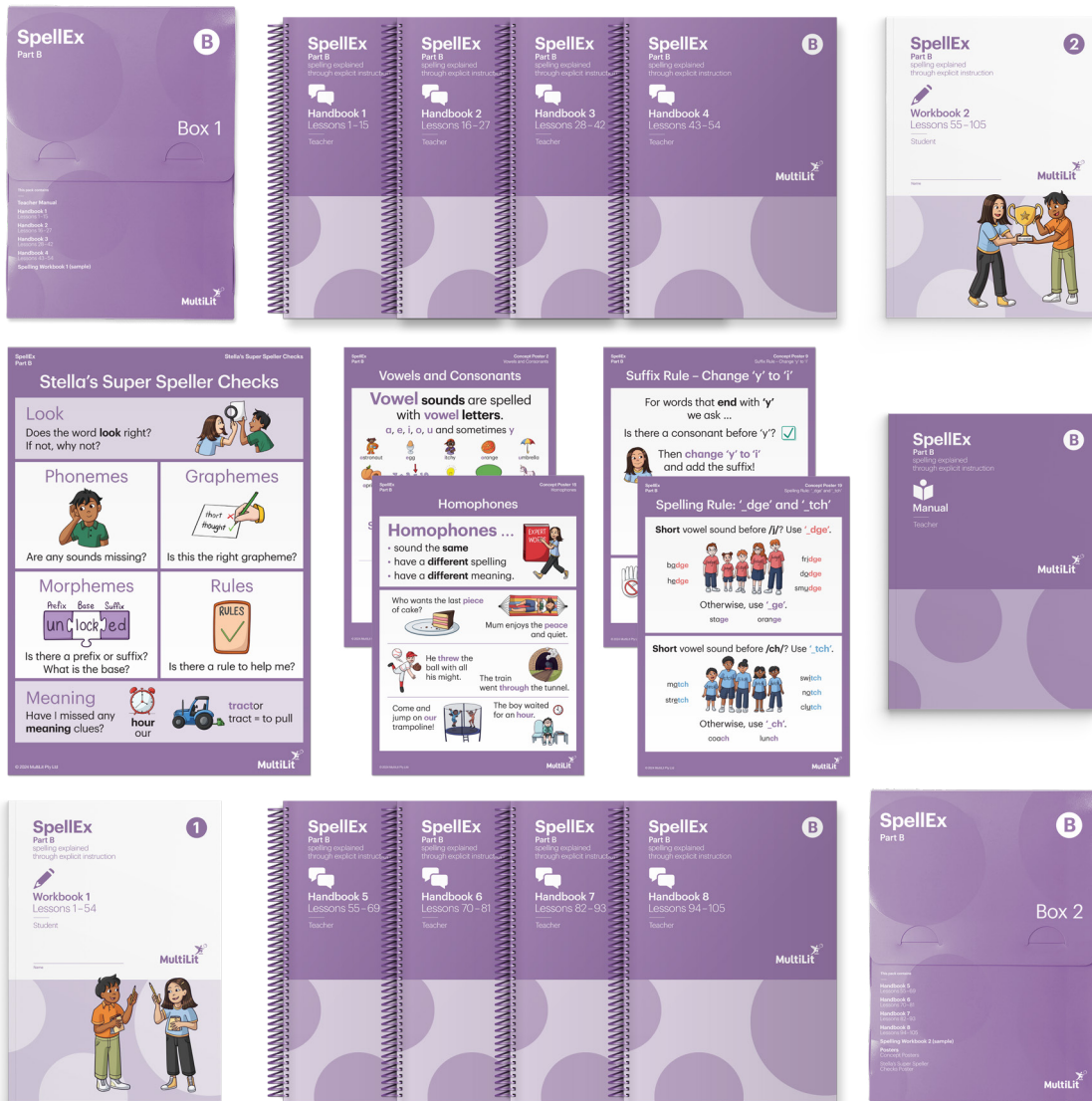
SpellEx provides explicit instruction in three key areas of spelling: phonology, orthography and morphology. Part A is typically appropriate for Year 3 students, and Part B for Year 4 students, although this may vary based on the spelling instruction received in earlier years.

SpellEx deepens students' understanding of why words are spelled the way they are. They will learn useful spelling conventions, grapheme choices and the morphological structure of words starting with bases, prefixes and suffixes. They are also introduced to the influence of French, Greek and Latin on our English spelling system.

Part A



Part B



Part A and Part B follow the same lesson and resource structure.

The SpellEx Workbooks 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 first purchase of the SpellEx Kit for both Parts. Subsequent copies will need to be purchased for each new cohort of students.

What does a SpellEx lesson look like?

SpellEx is a whole-class program within a Response to Intervention model. SpellEx Part A and Part B each include 105 scripted lessons, and the combined Parts are taught over two school years. The explicit lessons are designed to be delivered in approximately 30 minutes, three times a week. Further practice activities to consolidate the content taught in the lessons can be completed after the SpellEx lesson or at other times of the week.

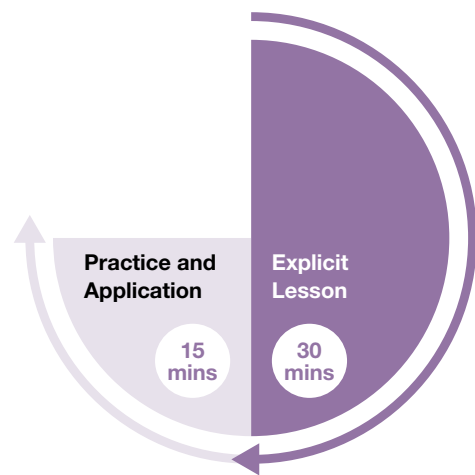
There are opportunities for differentiation within the program where teachers take small groups aside to support or extend. All extra resources have harder and easier versions available.

A SpellEx lesson has two main components:

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

If necessary, teachers can work through the program more slowly to suit their class.

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



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

Explicit whole-class spelling lesson

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

Teachers will present a lesson accompanied by a set of slides. Students will use their SpellEx Workbooks aligned with the lesson presentation. The lessons follow a similar format each time, providing students with revision of previous content, introduction to new content, practice and consolidation and a final ‘wrap up’. After the whole-class lesson, students should be assigned further practice activities as directed in the program and complete the Independent Practice page in the SpellEx Workbook to consolidate their learning.

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.

Part A Handbook 1

Summary: Lessons 1–15		
Lesson 1 Introduction Students will: <ul style="list-style-type: none"> learn about vowels, consonants, phonemes spell words with short vowel sounds 	Lesson 2 'ea' (bread); 'o' (love) Students will: <ul style="list-style-type: none"> learn about graphemes learn the spelling choice 'ea' for /e/ learn the spelling choice 'o' for /u/ 	Lesson 3 Tricky/useful words Students will: <ul style="list-style-type: none"> learn to read and spell the following words: List 1 – other, another, friend, February, ready, already
Lesson 4 Base, prefix, suffix Students will: <ul style="list-style-type: none"> learn that words are made up of meaningful parts learn terminology: base, prefix, suffix 	Lesson 5 Adding suffix 'er' Students will: <ul style="list-style-type: none"> learn about 'er' at the end of words learn about suffix 'er' and 'est' 	Lesson 6 Progress Monitoring 1
Lesson 7 Suffix rule – doubling Students will: <ul style="list-style-type: none"> learn about vowel and consonant suffixes learn the doubling suffix rule 	Lesson 8 Suffix rule – doubling Students will: <ul style="list-style-type: none"> practise the doubling suffix rule 	Lesson 9 Tricky/useful words Students will: <ul style="list-style-type: none"> learn to read and spell the following words: List 2 – once, only, beginning, forgetting

Continued overleaf

Part B Handbook 4

Summary: Lessons 43–54		
Lesson 43 The schwa vowel sound Students will: <ul style="list-style-type: none"> learn about stressed and unstressed syllables learn about the schwa vowel sound 	Lesson 44 The schwa vowel sound Students will: <ul style="list-style-type: none"> learn that morphology helps us spell learn that a spelling voice helps us spell 	Lesson 45 Progress Monitoring 7
Lesson 46 Spelling choices for /r/ Students will: <ul style="list-style-type: none"> learn that 'r', 'er', 'ur' and 'ear' spell /r/ 	Lesson 47 Spelling choices for /or/ Students will: <ul style="list-style-type: none"> learn that 'or', 'ore', 'aw' and 'au' are the most common ways to spell /or/ learn some Handy Hints to help them spell /or/ learn that 'oor', 'oar' and 'our' are not very common ways to spell /or/ 	Lesson 48 Tricky/useful words Students will: <ul style="list-style-type: none"> learn to read and spell the words following: List 3 – caught, naughty, daughter, thought
Lesson 49 Morphology – changing verbs to nouns Students will: <ul style="list-style-type: none"> learn that suffixes 'ion', 'age' and 'ment' change verbs to nouns 	Lesson 50 Morphology – making adverbs and adjectives Students will: <ul style="list-style-type: none"> learn that suffix 'ly' makes adverbs learn that suffixes 'ful', 'al' and 'ive' make adjectives 	Lesson 51 Progress Monitoring 8
Lesson 52 End-of-Term Review 1 Students will: <ul style="list-style-type: none"> revise key concepts taught in Lessons 28–42 	Lesson 53 End-of-Term Review 2 Students will: <ul style="list-style-type: none"> revise key concepts taught in Lessons 43–50 	Lesson 54 Cumulative Review 2

Whole-class lesson

Every lesson has brief background notes to build teacher knowledge about the topic and help with lesson preparation.

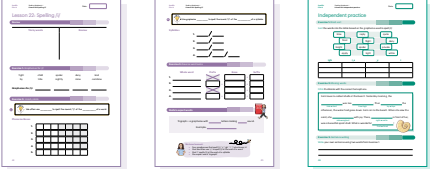
Part A Handbook 2

SpellEx Handbook 2
Part A Lesson 22
Teacher preparation

Teacher preparation: Lesson 22

Spelling /i/
Spelling Workbook

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



Terminology
The following expert word will be taught in Lesson 22:

- ▶ **Trigraph** – three letters together making one sound (e.g., 'igh' saying /i/).

Note that a trigraph is simply a three-letter grapheme (e.g., 'dge' saying /j/, 'tch' saying /ch/).

Building teacher knowledge
Students have learned the most common long vowel spelling choices for /a/ and /e/. They will now learn the common choices for /i/: 'i' (child), 'y' (spy), 'igh' (right), 'i_e' (mine). Other graphemes for this vowel sound are used in only a few words – e.g., 'ie' (pie), 'ie' (leisty) – so there is no need to include them in the lesson. More unusual spelling choices can be pointed out incidentally as they are encountered in text. Students who have had explicit spelling instruction in earlier grades will be familiar with these graphemes, but can nevertheless benefit from revision.

The long vowel sound /i/ can be heard at the beginning, middle or end of words and syllables (e.g., ivy, silent, light, reply). Even when students are familiar with the different choices, knowing which grapheme to use draws on the strength of the students' orthographic memory as well as whether there is a rule or convention to guide the decision. The number of times students have been exposed to the word in print, awareness of word families (e.g., kind/find, wild/child) and the frequency of a particular grapheme, will also assist them to make the correct choice.

Key terminology relevant to the lesson explained

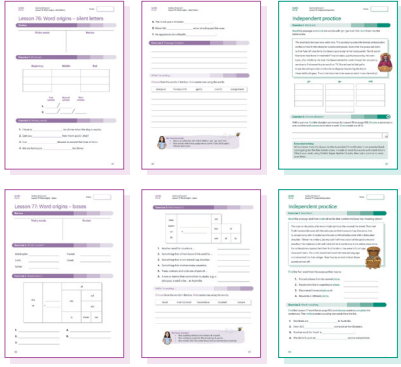
Part B Handbook 6

SpellEx Handbook 6
Part B Lessons 76-77
Teacher preparation

Teacher preparation: Lessons 76-77

Word origins – silent letters
Word origins – bases
Spelling Workbook

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



Building teacher knowledge
Over the next two lessons, students will explore English spelling from an origin and meaning perspective. Printed words represent not only sounds but also tap into the meaning of the word parts (morphemes) and origin of the word. We have seen this reflected in words such as 'know' and 'knowledge', where 'know' in both words is spelled the same way despite the different pronunciations. We don't say /nō-ledge/ but /nolledge/. The letter 'k' has been retained in the words to keep the connection with the Old English pronunciation: /k/ /nō/. Many of the perceived idiosyncrasies of our spelling, where the pronunciation doesn't match the spelling, can be

Information for teachers to build their spelling knowledge

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.

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

Lesson overview

Materials list

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

Quick reference – key review/teaching points

Lesson 22: Spelling /i/

2 Hint 1: Grapheme 'y' at the end of words

Our first Handy Hint is about the grapheme 'y'.

3 Slide 20. Display 'ty', 'ny', 'mpty', 'satisfy'.

Read these words. Signal.

Listen again. Fly, spy, multiply, satisfy. Where can you hear /i/ in these words: at the beginning, middle or end of the word?

4 Call out on individual students to respond. (Ans: at the end of the word)

Look at the words on the board again. Which letter spells /i/? Signal.

5 Display Handy Hint 1. We often use 'y' to spell /i/ in the word.

That's right. Our first Handy Hint is: Point to the board, then use 'y' to spell the end of a word.

Where do we often use the letter 'y' for /i/? Signal.

6 Phoneme Boxes

Slide 22. Display Exercise 2: Phoneme Boxes.

You are going to write words in Phoneme Boxes. All these words will have the sound /i/. Decide which grapheme to use.

Use our first Handy Hint about 'y' to help you.

7 First word: 'try'.

Use the word in context: I cry when I am sad. Write 'try' in the Phoneme Boxes at number 1. Say the sounds as you write.

8 Display answer. Check your work.

9 Prepare with the following words. Display the answer after each word.

- 2. right – The rope was too tight.
- 3. smile – You have a beautiful smile.
- 4. tidy – She did not reply to my invitation.
- 5. satisfy – He took a lot of order to satisfy his thirst.

10 Slide 23. Display 'spider', 'silver', 'signal', 'them'.

Let's look at another Handy Hint. It is about when to use the letter 'i' or 'y'.

11 Read these words. Listen to the first syllable as you read. Read. Signal.

12 Now let's think about where the sound /i/ is in these words. Say the words again with me slowly. Ready. Signal.

Is /i/ in the first or second syllable of these words? Signal.

That's right. It is at the end of the first syllable.

Note: The term 'open syllable' will be discussed in Lesson 29.

13 This is our second Handy Hint. We usually use the letter 'y' on the end of a syllable. How do you spell the sound /i/ at the end of a syllable? Signal.

14 Slide 24. Display Exercise 3: Handy Hint 2 box.

Find the next Handy Hint box. Fill in what's missing.

15 Display answer. Read the Handy Hint together. Signal.

16 Syllables

Let's write some digraph words. Remember to use your Handy Hint to help with spelling the sound /i/.

17 Our first word is 'knew'.

Use the word in context: The children were completely knew.

Clip and say the syllables in 'knew': /kneʊ/. Signal.

The 'i' in the second syllable of 'knew' is a schwa vowel sound.

students say each word slowly first

students fill in missing parts

students read Handy Hint

students clip syllables as they say /i/ /i/

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.

Part A Lesson 32

🎯 Learning intention and success criteria

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

SpellEx Part A

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.

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.

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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 24 Step 1

SpellEx Part A

Stella's hat

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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. He slobbered all over our spelling workbooks. He nibbled on Misha's Gemma's 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 dogs next year. Instead, she will bring goats.

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Slide 22. Workbook Exercise 1 Steps 2-6

SpellEx Part B

Exercise 1: Applying suffix rules

1. nervous	5. continuous
2. venomous	6. mysterious
3. studious	7. dangerous
4. mountainous	8.

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Slide 2

SpellEx Part A

SpellEx

Part A

Lesson 86: Plural 's' and apostrophe 's'

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Slide 2

SpellEx Part B

SpellEx

Part B

Lesson 74: Suffix 'ous'

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Spelling Workbooks

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

Purple pages are integrated with the whole-class lesson.

Spelling Workbook 1
Lesson 28: Spelling longer words

Review

Tricky words

Exercise 1: Suffixes and vowels

Word	Prefix	Suffix	Word
complain			
helmet			
punish			
lazy			
moment			
continue			
gigantic			
potato			
silly			

Exercise 2: Compound words

First word	Second word	Compound word
1. _____	+ _____	_____
2. _____	+ _____	_____
3. _____	+ _____	_____

Spelling Workbook 1
Lesson 28: Spelling longer words

Exercise 2: Word sort

Word sort

Word	Prefix	Suffix	Word
snowstorm	crying	daydreaming	unhealthy
bookkeeper	bookkeeper	bookkeeper	bookkeeper
follow-up	look-alike	afternoon	replace
unhelpful	rainbow	rainbow	rainbow

Compound words

Base + suffix/prefix	Both
_____	_____
_____	_____
_____	_____

While we working ...

Choose from the words in the box. Write sentences using the words.

renovate opened daytime wildlife wonderul

Who's Your Friend?

every word has a vowel sound spelled with a vowel letter or letters

about different types of larger words.

Spelling Workbook 1
Lesson 22: Free and bound bases

Review

Tricky words

Exercise 3: Word sort

Word sort

Word	Prefix	Suffix	Word
dislike			
sub			
con			
ot			
re			

1. re +ject +ject +

If I reject something, what do I do?

2. a +ject +ject +

What does an 'ject' reject do?

3. pro +ject +ject + or +

What does a 'project' do?

Spelling Workbook 1
Lesson 22: Free and bound bases

Exercise 3: Bound bases

Word sort

Prefix	Base	Suffix	Whole word
dis-		-ful	
sub-		-ing	
con-		-ion	
ot-		-ive	
re-		-or	

Exercise 3: Word meanings

- When something is pulled out it is ...
- Pleasing to look at.
- The word 're' is an example of a ...
- When we take away or miss in maths.
- Something that stops you concentrating.
- A term used for pulling things.

Choose two words and write your own sentences.

Who's Your Friend?

free bases are words that can stand alone

bound bases need another word to make a word

words with the same base are connected by meaning

Spelling Workbook 1
Lesson 28: Independent practice

Exercise 1: Suffix sort

Circle the vowel suffix. Underline the consonant suffix.

Word	Prefix	Suffix	Word
ed	ful	est	y
ive	ly	ing	er
s			

Exercise 2: Word sorts

To do this to help you decide whether to use the drop rule. Write the whole word on the line.

Base word	Suffix	Vowel suffix?	Whole word
1. safe	+ ly	<input type="checkbox"/>	
2. love	+ ed	<input type="checkbox"/>	
3. cute	+ est	<input type="checkbox"/>	
4. sick	+ ness	<input type="checkbox"/>	
5. like	+ ing	<input type="checkbox"/>	
6. core	+ ful	<input type="checkbox"/>	
7. smoke	+ y	<input type="checkbox"/>	
8. hope	+ ed	<input type="checkbox"/>	
9. brave	+ ly	<input type="checkbox"/>	
10. slide	+ er	<input type="checkbox"/>	

Exercise 3: Partner dictation

With a partner, find the dictation for Lesson 24 on page 104. Dictate a sentence to each other and correct each other's work. Give a mark out of 4.

Spelling Workbook 1
Lesson 28: Independent practice

Exercise 1: Word sort

Sort the words from the box into the correct column.

Word	Prefix	Suffix	Word
bookworm	careful	smaller	toothbrush
friendly	mildly	fringent	groaned

Compound words

Base + suffix	Both
_____	_____
_____	_____
_____	_____

Exercise 2: Compound words

Read the passage and circle the compound words. Write the compound words in the boxes below.

Attention Agent Walk! Your mission is to go to the **SECRET** on nighttime. Once there, use the map in your backpack to find the compound word on the word list. In the secret you will find a water-proof handbag. Remove the laptop and return to basecamp. Make sure you are back by sunrise!

air part

Write the two words in the passage with the prefix 're' on the lines below.

Spelling Workbook 1
Lesson 28: Independent practice

Exercise 1: Word sort

Circle the words with 're' and sort them according to their spelling.

Many people have heard of Edmund Hillary, the famous mountaineer who was the first to climb Mount Everest, but few people know of Tensing Norgay, who was right there by his side.

Tensing was a Sherpa. Sherpas are part of a Tibetan ethnic group known for their pioneering achievements in mountain climbing. They call Mount Everest Chomolungma and wear the mountain as home to a Goddess. Tensing was born in Nepal and grew up near Mount Everest. Over many years he volunteered to go on risky climbing expeditions, developing the skills needed for his climbing career. He had a reputation for fearlessness, but was always cheerful, with a warm smile and a happy disposition. On the 29th May 1953, Tensing and Hillary reached the summit of Everest.

Despite severe conditions and low oxygen levels in the atmosphere, Tensing's expertise proved to be invaluable, and Hillary was adamant on his return that Tensing should be recognised as an equal member of the team, not just a mere porter to carry his equipment.

re- re- re-

Exercise 2: Partner dictation

With a partner, find the dictation sentences for Lesson 28 on page 105. Dictate a sentence to one another and correct each other's work. Give a mark out of 10.

Spelling Workbook 1
Morphemes, words and sentences

Lesson 4

Morpheme 1	Morpheme 2
pre + before	view + look at
pre + capable of	pack + to fill
re + again	dis + action

Lesson 7

Dictionary	Lesson 7
Sentence 1: On Friday we went to the Grade Four art display.	volcano canyon
Sentence 2: My opinion became established after I cooled lobster and eggs.	algebra holiday
	entertain mistake
	remains become

Lesson 8

Dictionary	Lesson 8
re/compared	misaken
re/trying	unrelied
unrelied	discharged
increasing	unchanged
unrelied	employed
unrelied	unrelied
unrelied	unrelied

Lesson 13

Dictionary	Lesson 13
Sentence 1: Please make sure you give detailed responses when comparing tests.	cheeky
Sentence 2: Do you agree with the reasons given in the speech?	unrelied
	unrelied
	unrelied
	unrelied

Lesson 14

Dictionary	Lesson 14
Sentence 1: I greatly love rainy and cloudy days this time.	recess
Sentence 2: We were all completely shocked by our own discovery.	unrelied
	unrelied
	unrelied
	unrelied

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.



Stella's Super Speller Checks

Stella's Super Speller Checks Posters 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.

Posters

SpellEx Part A Stella's Super Speller Checks

Stella's Super Speller Checks

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

Phonemes Are any sounds missing?	Graphemes Is this the right grapheme?
Prefix/Suffix Prefix Base Suffix un <u>l</u> ock <u>ed</u> Is there a prefix or suffix?	Rules Is there a rule to help me?
Meaning Have I missed any meaning clues? sun son bicycle bi = two	

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SpellEx Part B Stella's Super Speller Checks

Stella's Super Speller Checks

Look
Does the word **look** right?
If not, why not?

Phonemes Are any sounds missing?	Graphemes Is this the right grapheme?
Morphemes Prefix Base Suffix un <u>l</u> ock <u>ed</u> Is there a prefix or suffix? What is the base?	Rules Is there a rule to help me?
Meaning Have I missed any meaning clues? hour our tractor tract = to pull	

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Desk strip

Look Illustration of Stella with a magnifying glass.	Phoneme Illustration of a boy thinking.	Grapheme Illustration of a hand writing 'Play' with a red 'X' over the 'l'.	Prefix/Suffix Prefix Base Suffix un <u>l</u> ock <u>ed</u>	Rules Illustration of a 'RULES' sign with a checkmark.	Meaning sun ✓ son
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Expert words





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

Part A

SpellEx Part A Concept Poster 11 Compound Words

Compound Words

Compound words are made up of **two separate words**.


 foot + ball = football	 super + hero = superhero
 fire + fighter = firefighter	 jelly + fish = 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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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.

Part B

SpellEx Part B Concept Poster 3 Morphemes

Morphemes

Morphemes are the smallest parts of a word that have meaning.

Bases, prefixes and suffixes are all morphemes.

Base the **main** part of the word.

Prefix letters added to the beginning of a word.	Suffix letters added to the end of a word.
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Slide 42. Workbook: Wrap up Steps 5-8 SpellEx Part B

Wrap up

Stella's expert word

A morpheme is the smallest part of a word that has meaning.

Prefixes, bases and suffixes all have meaning, so they are all morphemes.

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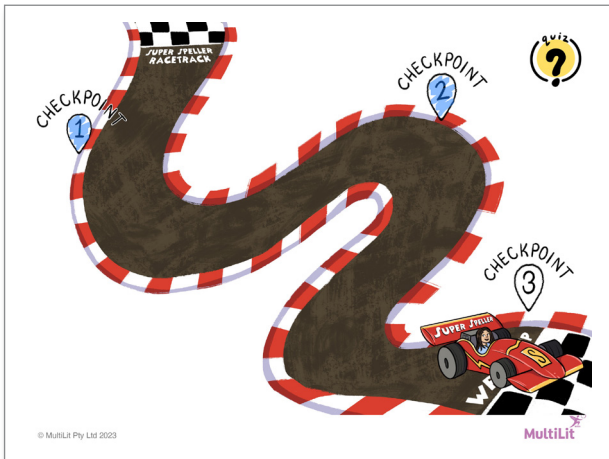
Terminology

The following expert word will be taught in Lesson 4:

- ▶ **Morpheme** – the smallest part of a word that carries meaning (e.g. 'climbed' has two morphemes – 'climb' and suffix 'ed' to indicate past tense).

Checkpoints and Wrap ups

Checkpoints throughout the lesson and Wrap ups at the end enable teachers to assess whether their students have understood the concepts taught.



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. These are words which have at least one unusual or irregular spelling pattern. A variety of techniques such as songs, chants and spelling voice help students remember tricky spelling concepts and keeps them engaged.

SpellEx Part B Handbook 3 Lesson 30 Tricky/useful words - List 5

Lesson 30: Tricky/useful words - List 5

Lesson overview

- ▶ Activity 1: beautiful, through
- ▶ Activity 2: lose/loosing
- ▶ Activity 3: equal/equality
- ▶ Activity 4: Sentence dictation
- ▶ Activity 5: Quick check

Materials

- ▶ Lesson Presentation (access from the Members' Area of the MultilLit website)
- ▶ Spelling Workbooks
- ▶ Whiteboard and marker

Learning intention and success criteria

Teacher

1 Slide 4. Display learning intention and success criteria.

Today we are going to look at some words that are a little tricky. We will look at the parts that are hard to spell. Then we will use the words in a dictation.

At the end of this lesson, we will be able to read and spell six new tricky words.

Activity 1a: beautiful

Materials required: Spelling Workbooks

Teacher	Students
1 Ask students to turn to page 59 in their workbooks.	
2 Slide 6. Display 'beautiful'.	
Read the word. Signal.	beautiful
Use the word in context: 'The colourful autumn leaves look really beautiful.'	

SpellEx Part B Handbook 3 Lesson 30 Tricky/useful words - List 5

3 Underline 'eau' and display picture of a white tiger.

'Beautiful' has three vowels together. The vowels 'e', 'i', 'u' make the sound /i/. Which vowels make /i/? Signal.

Point to the white tiger. 'E', 'i', 'u' is a rare grapheme for /i/. Just like a white tiger!

4 Display 'beauty + ful = beautiful'.

'Beautiful' is made up of two morphemes. Point to each morpheme as you say: What bases? Signal. What suffix? Signal.

5 Look at 'beautiful' again. Which suffix rule did we use in this word sum? Call on individual students to respond. (Ans: change 'y' to 'i')

6 Slide 7. Display 'Beautiful' chant.

We can say this chant to help us with the spelling.

Play audio file.

B-E-A
U-tiful
B-E-A
U-tiful
How do we spell 'beautiful'?
B-E-A
U-tiful

Let's say it together. Signal.

Repeat several times until firm.

Workbook Exercise 1a

7 Slide 8. Display Exercise 1a.

Find Exercise 1 in your workbook.

students say chant

students find Exercise 1

Slide 6

SpellEx Part B

B-E-A, U-tiful
B-E-A, U-tiful

How do we spell 'beautiful'?

B-E-A, U-tiful

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Concept Posters



There are 28 Concept Posters in both Part A and Part B 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.

Part A



SpellEx Part A Concept Poster 12
Open and Closed Syllables


Open and Closed Syllables

Open syllables end with a **vowel letter**. The vowel sound is **long**.

 mu/sic  pi/lot

Closed syllables end with a **consonant**. The vowel sound is **short**.

 trum/pet  wi/n/dow




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SpellEx Part A Concept Poster 14
Suffix Rule – Drop ‘e’


Suffix Rule – Drop ‘e’

For words that **end** with ‘e’ we ask ...

Is it a vowel suffix?

 Then **drop the ‘e’** and add the suffix!

$rid\cancel{e} + ing = riding$ 

 $nois\cancel{e} + y = noisy$

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Part B

SpellEx Part B Concept Poster 24
The ‘c’ or ‘k’ Rule



The ‘c’ or ‘k’ Rule

Use letter ‘**k**’ before ‘e’, ‘i’ or ‘y’.

 **k**ennel  **k**sky  **k**ittens

Otherwise, use the letter ‘**c**’.

 **c**aravan  **c**upcake  **c**ricket

 **c**scarf  **c**scrub




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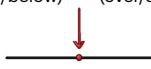
SpellEx Part B Concept Poster 28
Position and Time Prefixes

Position and Time Prefixes




Prefixes can give us information about **where** and **when**.

Prefixes of Position

 **exit** (out)  **submarine** (under/below)  **supervisor** (over/above)

 **transport** (across)  **midpoint** (middle)

Prefixes of Time

 **preschool** (before)  **midnight** (middle)  **postpone** (after)

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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 or 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.

Part A example

Supported Practice – small group mini lesson

SpellEx Part A Handbook 1 Lesson 7 Suffixes – 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

- Hand out Supported Practice Worksheet.
- 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.
- 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 – worksheets (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. nodding	_____	<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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Part B example

Extension – small group mini lesson

SpellEx Part B Handbook 3 Lesson 35 Soft 'g' (g)

Independent work and extension group

Extension (10–15 mins)
Teacher works with more capable spellers using the mini lesson below.
Extension Worksheet – Lesson 35 (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 72

Extension – small group
Materials required: Extension Worksheet – Lesson 35 (downloadable)

Teacher

- Hand out Extension Worksheet.
Explain that students will be working with word parts that contain soft 'c' and soft 'g'.
- Exercise 1: Suffix 'logy'**
Explain that students will start by making words with the suffix 'logy' which means 'the study of'. Read the information in the purple box.
In Exercise 1, students draw a line to match each base to its meaning. Then they add the suffix 'logy' and write the whole word on the line. Start by showing students the example of 'geology' which means 'the study of earth/rock formation'.
(Answers: zoo = animals, techno = mechanical systems, audio = ears and hearing, psych = the human mind, archaeo = ancient people and cultures, bio = living things)
Then ask students to tell you which word means the study of:
 - the human mind (psychology)
 - ancient people and cultures (archaeology)
 - ears and hearing (audiology)
 - life and living things (biology)
 - the earth and its structure (geology)
 - animals (zoology)

Extension – worksheets (downloadable)

SpellEx Part B Extension Lesson 35 Date: _____

Lesson 35: Extension

The suffix 'logy' comes from the Greek word 'logia' meaning 'the study of'.

Exercise 1: Draw a line to match each base to its meaning. Add the suffix 'logy' to mean 'the study of' and write the whole word on the line. You can look up the meanings of the bases if needed.

geo	animals	_____
zoo	mechanical systems	_____
techno	ears and hearing	_____
audio	the earth/rock formation	geology
psych(o)	ancient people and cultures	_____
archae(o)	living things	_____
bio	the human mind	_____

The word part 'cent' comes from the Latin word 'centum' which means 'hundred'.

Exercise 2: Write the words from the boxes next to their meanings. Then see if you can work out the answer to #7 on your own!

centipede	century	centenary
centenarian	percentage	centimetre

- One hundred years _____
- A score out of 100 _____
- A creature with 100 legs _____
- A person who is 100 years old _____
- One hundredth of a metre _____
- A hundredth anniversary _____
- A commander of 100 soldiers in Roman times _____

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Further practice activities (downloadables)

A range of activities have been provided to consolidate concepts taught in a targeted way. These include Word Sorts, Worksheets, Word Matrices, Grab Bag Dictation and Editing tasks. 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.

Part A example

SpellEx Part A Lessons 4-5: Base, prefix, suffix. Name: _____ Date: _____

Lessons 4-5: 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	
	new	est	
	grow	y	
re	play	ing	

Exercise 2: Read the words, underline the base in each word.

ladder shortest heading thirty
bring ridge clearly preschool
costs monthly dollar helped

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

sweedy player shater unpack taking 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 footballer _____ scored two goals in the game.
- John likes to be _____ by mowing the lawn.

SpellEx Part A Lessons 4-5: Base, prefix, suffix. Name: _____ Date: _____

Lessons 4-5: 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	y
re	view	ing
un	help	ed
	clean	er
	watch	ed
	test	ed

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 _____ the desk.
- Can you please _____ the email?
- She was feeling very _____.
- He was very mean and _____.

Exercise 3: Circle the words in the passage that have a base and suffix. Can you find all 12?

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

Part B example

SpellEx Part A Crossword 13 Lessons 7-8. Name: _____ Date: _____

Crossword: Lessons 7-8

Across:
1. jumped on one foot

Suffix Drills 3d

Suffix	Y-steps	A word with the 'y' 'y' steps
1. lonely + est =	11. rely + able =	
2. copy + ing =	12. noisy + er =	
3. pay + ment =	13. display + ed =	
4. angry + ly =	14. messy + est =	
5. monkey + s =	15. obey + ing =	
6. supply + es =	16. crazy + er =	
7. reply + ing =	17. plenty + ful =	
8. bilby + es =	18. marry + ing =	
9. dismay + ed =	19. lonely + est =	
10. ugly + est =	20. mystery + ous =	

SpellEx Part A Tricky Word Grab Bag: Sentences List 4. Name: _____ Date: _____

1. Use these word parts to make as many different words as you can. When you have finished, collect the answer sheet from your teacher to check your words. Try to find at least 11 words.

un re move ed able ment ing

2. Complete these sentences using words you made.

1. We _____ the couch to the other side of the room.

Tricky Word Grab Bag: Sentences List 4

We are throwing my cousin a surprise party.

The meeting tomorrow will be quite long.

Although it was quiet, I still couldn't sleep.

The weather tomorrow will be quite hot.

Although she likes blue, her favourite colour is red.

I got a surprise when I saw the rough waves.

Even though they were busy, they were very quiet.

Can you come straight home after school tomorrow?

SpellEx Part A Tricky Word Grab Bag: Sentences List 4. Name: _____ Date: _____

1. Break the word 'yesterday' into syllables in large letters at the top of your poster. (Use your spelling voice)

yes/ter/day

2. Underline the tricky 'er' in the middle.

3. Copy and complete the sentences: 'Today I have a sandwich for lunch, but yesterday ...'

4. Draw a picture to match your sentence.

favourite

1. Write the word 'favourite' in large letters at the top of your poster.

2. Circle the tricky letters 'ear' in the middle.

3. Draw a picture of some of your favourite foods.

4. Copy and complete the sentences: 'These are my favourite foods because ...'

interrupt

1. Complete the renege word sum: interrupt = _____

2. Break the word into syllables: _____

3. What does the prefix 'inter' in the word mean? Look it up: _____

4. Circle the word with the prefix 'inter': _____

5. What is the base? _____

6. In the base found in 5? _____

7. What does the base mean? Look it up: _____

8. Can you think of another two words that have the same base? _____

9. What does the word mean? Use a dictionary if needed: _____

10. Use 'interrupt' in a sentence: _____

Range of further
practice activities

Top-Ups

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

The 'a' Top-Ups have been designed for small group supported practice on student whiteboards. They provide opportunities to reteach concepts and provide extra practice and consolidation. Results from the assessments in SpellEx can be used to identify students in need of this extra practice.

Part A

Part B

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

Part A

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

SpellEx Part A

Write the six graphemes for /ā/ 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.

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Part B

Menu Top-Up 11b: Lessons 34-35
Button 2: Word Sort - Soft 'c' and soft 'g'

SpellEx Part B

Which grapheme? Underline the letter that comes after 'c' or 'g':

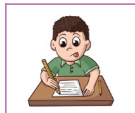
soft 'c' /s/	soft 'g' /j/
<u>celebrate</u>	<u>giraffe</u>
exerc <u>ise</u>	<u>gentle</u>
<u>cyclone</u>	voy <u>age</u>
<u>centipede</u>	saus <u>age</u>

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

SpellEx Part A

Mike is _____ his best to finish his work.



Push to hear the word.

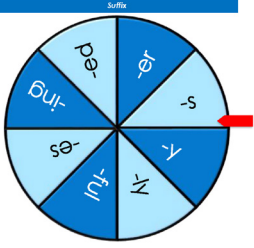
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Menu Top-Up 18b: Lessons 67-68
Button 3: Suffix Rules

SpellEx Part B

Choose a base. Spin for a suffix. Can you make a word?
Write it in the correct column on your whiteboard.

Base	Suffix
skid	carry
count	tackle
thank	scrub
flake	trick



Goal: Make 5 words.

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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.

Part A

MultiLit SpellEx – Part A				Progress Monitoring 1 – Lesson 6							Notes
Key				Single word spelling	Sentence dictation	Tricky/useful words	Choose the correct spelling	Editing	Total		
Leave blank Data automatically calculated	Below 60%	Between 60%–80%	Above 80%						50	%	
First Name	Surname	Class	Date	12	20	5	4	9	50	%	Notes
Class averages				9.7	15.4	4.0	3.4	6.7	39.2	78%	
A	A	3M	16/2/2024	12	18	4	4	7	45	90%	
B	B	3M	16/2/2024								Absent
C	C	3M	16/2/2024	9	17	5	4	8	43	86%	
D	D	3M	16/2/2024	12	18	4	2	8	44	88%	
E	E	3M	16/2/2024	10	17	4	4	8	43	86%	
F	F	3M	16/2/2024	9	16	4	3	7	39	78%	
G	G	3M	16/2/2024	10	12	5	2	5	34	68%	
H	H	3M	16/2/2024	11	10	4	4	7	36	72%	
I	I	3M	16/2/2024	9	19	4	4	5	41	82%	
J	J	3M	16/2/2024	11	15	4	3	8	41	82%	
K	K	3M	16/2/2024	12	14	5	4	6	41	82%	
L	L	3M	16/2/2024	8	16	4	4	6	38	76%	
M	M	3M	16/2/2024	5	15	3	3	2	28	56%	
N	N	3M	16/2/2024	9	18	3	4	9	43	86%	
O	O	3M	16/2/2024	10	16	4	2	7	39	78%	
P	P	3M	16/2/2024	12	16	4	4	7	43	86%	
Q	Q	3M	16/2/2024	11	12	4	3	8	38	76%	
R	R	3M	16/2/2024	8	11	3	3	4	29	58%	
S	S	3M	16/2/2024	10	19	4	3	6	42	84%	
T	T	3M	16/2/2024								Left school
U	U	3M	16/2/2024	9	20	4	3	7	43	86%	
V	V	3M	16/2/2024	9	18	4	4	9	44	88%	
W	W	3M	16/2/2024	6	18	5	4	7	40	80%	
X	X	3M	16/2/2024	12	13	4	4	9	42	84%	
Y	Y	3M	16/2/2024	11	11	3	4	6	35	70%	
Z	Z	3M	16/2/2024	8	10	4	3	5	30	60%	

Part B

MultiLit SpellEx – Part B				Cumulative Review 1 – Lesson 27							Notes
Key				Single Words	Suffix rules	Passage Dictation	Tricky/useful Words	Editing	Total		
Leave blank Data automatically calculated	Below 60%	Between 60%–79%	Above 80%						15	10	20
First Name	Surname	Class	Date	15	10	20	20	5	70	%	Notes
Class Averages				12.3	8.2	17.2	17.5	3.8	59.0	84%	
Q	Q	4 Green	5/4/2024	8	4	13	12	2	39	56%	
N	N	4 Green	5/4/2024	6	7	15	12	2	42	60%	
C	C	4 Green	5/4/2024	7	3	16	14	4	44	63%	
O	O	4 Green	5/4/2024	11	5	14	13	2	45	64%	
D	D	4 Green	5/4/2024	11	7	13	13	3	47	67%	
G	G	4 Green	5/4/2024	10	7	15	16	2	50	71%	
S	S	4 Green	5/4/2024	11	6	15	17	3	52	74%	
Y	Y	4 Green	5/4/2024	11	7	17	18	2	55	79%	
K	K	4 Green	5/4/2024	11	8	16	17	4	56	80%	
F	F	4 Green	5/4/2024	12	8	16	17	4	57	81%	
Z	Z	4 Green	5/4/2024	12	9	17	17	4	59	84%	
L	L	4 Green	5/4/2024	14	9	17	18	5	63	90%	
T	T	4 Green	5/4/2024	14	9	17	18	5	63	90%	
I	I	4 Green	5/4/2024	14	9	17	20	4	64	91%	
U	U	4 Green	5/4/2024	13	9	18	20	4	64	91%	
P	P	4 Green	5/4/2024	12	10	19	19	5	65	93%	
V	V	4 Green	5/4/2024	15	9	19	20	4	67	96%	
A	A	4 Green	5/4/2024	14	10	19	20	5	68	97%	
B	B	4 Green	5/4/2024	15	10	20	20	4	69	99%	
J	J	4 Green	5/4/2024	15	10	20	19	5	69	99%	
M	M	4 Green	5/4/2024	15	10	20	20	4	69	99%	
W	W	4 Green	5/4/2024	15	10	20	20	4	69	99%	
X	X	4 Green	5/4/2024	14	10	20	20	5	69	99%	
R	R	4 Green	5/4/2024	15	10	20	20	5	70	100%	
E	E	4 Green	5/4/2024								Absent
H	H	4 Green	5/4/2024								Left school

Getting started with SpellEx

To implement SpellEx, you will need to purchase one SpellEx Kit (Part A or Part B) 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 SpellEx Professional Development Workshop will provide teachers with the essential information to use the program (either Part A or Part B) with confidence.

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

Next steps

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



SpellEx

Part A and Part B

spelling explained
through explicit instruction

SpellEx is a comprehensive, whole-class spelling program to develop students' understanding of the English spelling system. It is suitable for students from Year 3 (Part A) and from Year 4 (Part B).

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

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