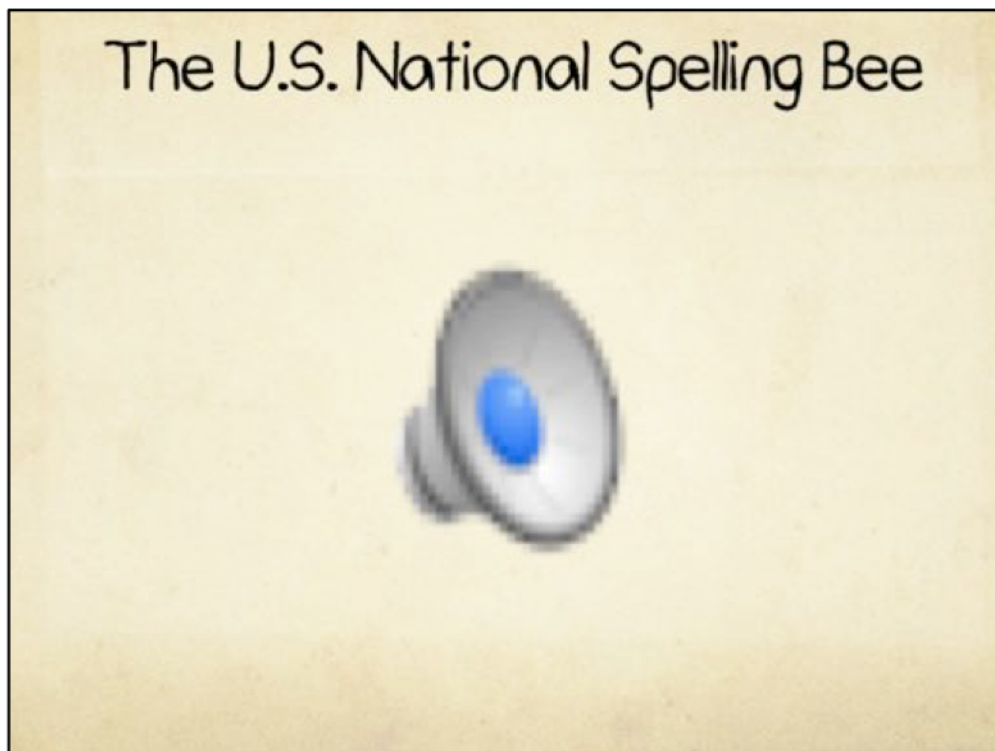


Welcome. Today – an attempt to raise more awareness about spelling – Do we really TEACH it?



<https://www.youtube.com/watch?v=yARAMsWetZY>

Little Trump competes at National Spelling Bee

Hilarious – Trump in the Spelling Bee.

8 November 2016 = USA - Election Day – Trump vs. Clinton (The day of this presentation.)





Bad spelling always attracts a photo.

Have you ever corrected a Menu, a sign etc.? Do you take photos of bad signs?

What are YOUR 'spelling demons' – words you really have to think about?

How have you overcome their challenges?

# Spelling gets a bad ~~wrap~~

The mere mention of either Spelling (or Maths) can provoke strong reactions from a lot of people.

Both

- are frequently tested
- have right and wrong answers
- are, in fact, more about the *process* than the answers alone

People are far too quick to call themselves “bad spellers” or “no good at Maths”. Unfortunately, poor spelling can reflect on someone’s level of education/character.

Neither is an innate skill – both are learned skill sets.



POP-UP: Blue arrow.

I hope that we no longer do this!

Oh dear – “Misspelt” is frequently misspelt ..... It is a spelling demon itself.

**Should we take heart that:**


- 50% of English words are predictable by rules
- 36% of English words are predictable, with just one possible error (usually a vowel)
- 10% are predictable, given their morphology and origin
- 4% are true oddities

Louisa Moats: "English gets a bad rap" (2009)

**OR NOT?**

English sounds and letters have a 1:1 match only 12% of the time – so, "sounding out" will never be enough.

Misty Adoniou: "Spelling it Out" (2016)



Louisa Moats' article - SEE:

<http://www.readingrockets.org/article/english-gets-bad-rap>

Misty Adoniou (2016). *Spell It Out*. Melbourne: Cambridge University Press.

Moats – is a **reading** specialist.

Adoniou – is a **spelling** specialist (among many other things!).

Oh well, we have Spell Checkers, don't we?

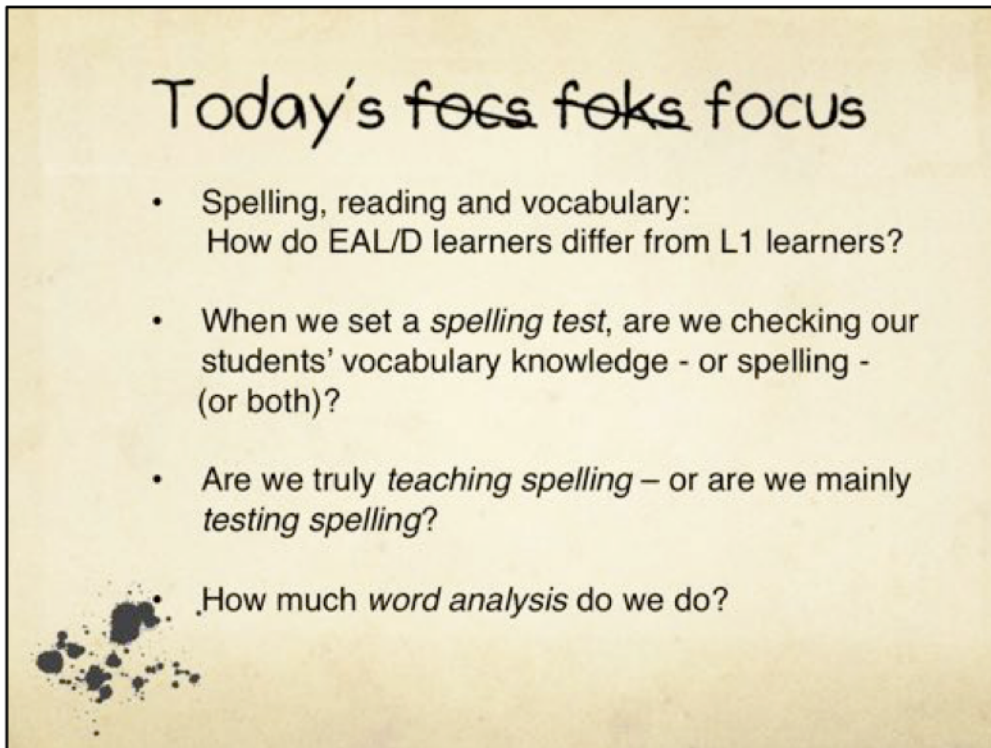
Eye have a spelling chequer;  
It came with my Pea Sea.  
It plane lee marks four my revue  
Miss Steaks I can knot sea.

Eye strike the quays and type a whirred  
And weight four it two say  
Weather eye am write oar wrong.  
It tells me straight a weigh.

Eye ran this poem threw it,  
Your shore real glad two no:  
Its vary polished in its weigh -  
My chequer tolled me sew.

So much for the Spell Checkers!





Today's ~~foes~~ ~~foks~~ focus

- Spelling, reading and vocabulary:  
How do EAL/D learners differ from L1 learners?
- When we set a *spelling test*, are we checking our students' vocabulary knowledge - or spelling - (or both)?
- Are we truly *teaching spelling* – or are we mainly *testing spelling*?

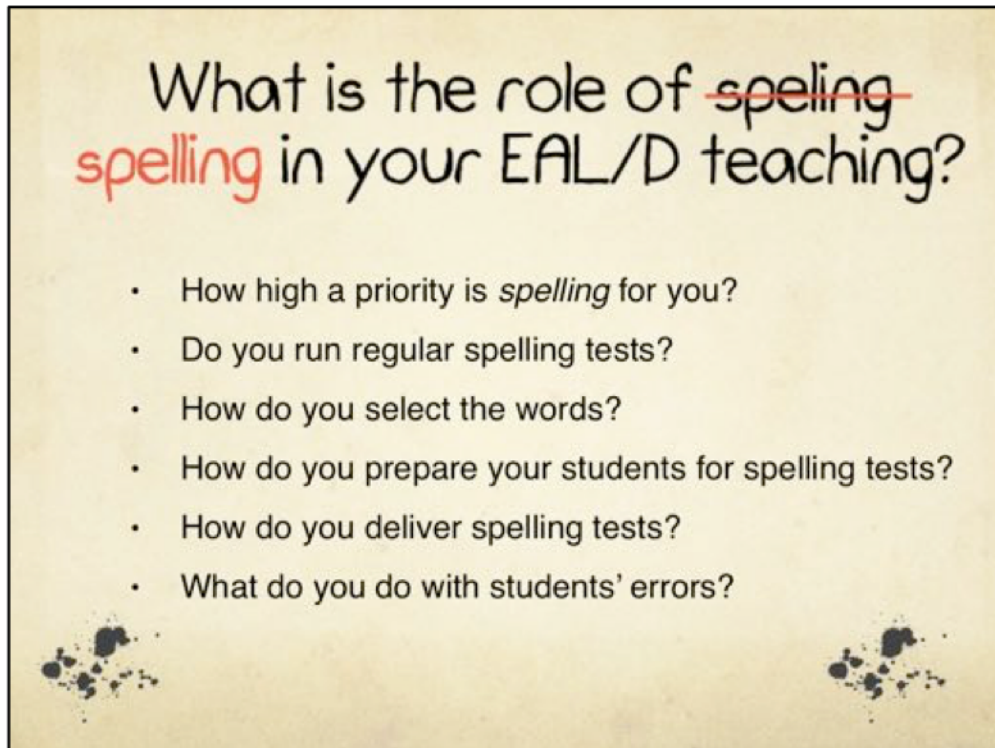
How much *word analysis* do we do?

In today's presentation, I will be looking at the place of SPELLING in EAL/D.  
Most of these questions – are rhetorical - at this stage.

L1 learners have HUGE vocabularies.

They will KNOW most of the words - they will need to learn to SPELL them.

EAL/D learners are learning the vocabulary itself – as well as the spelling – and how the alphabetic code plays into reading/spelling.



ROOM SURVEY – Who sets regular “spelling tests”?

>>>> BRIEF DISCUSSION AROUND THE ROOM.





Clip from one of her videos:

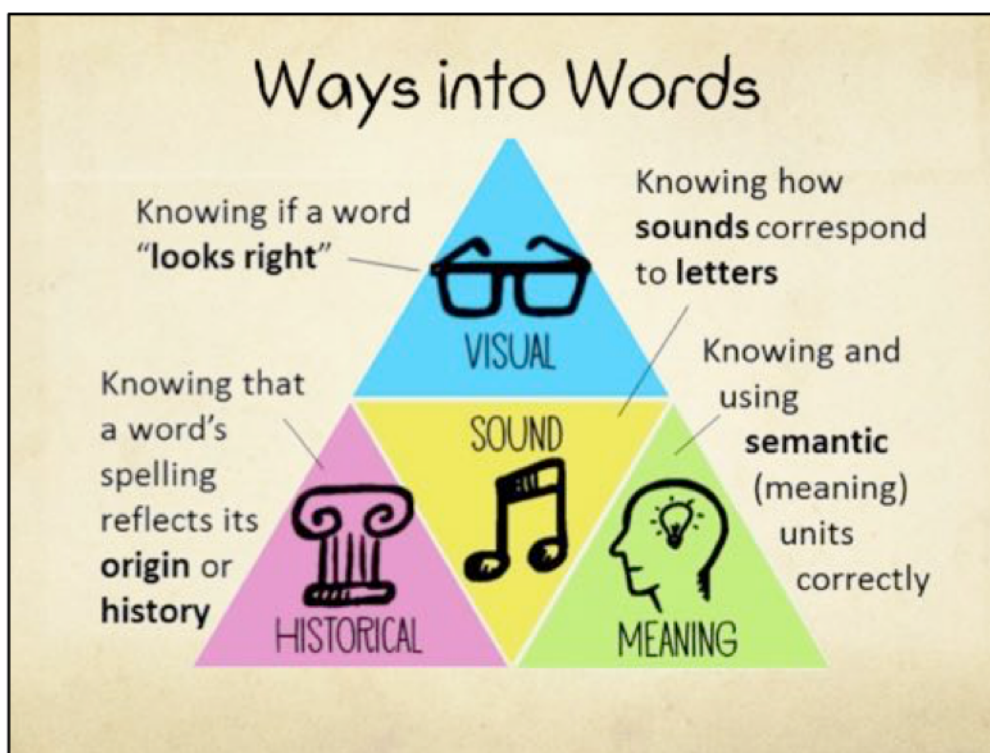
[https://www.youtube.com/watch?v=XSVBVwu\\_vNQ](https://www.youtube.com/watch?v=XSVBVwu_vNQ)

April 2014.

**SEE A FULL LECTURE BY MISTY HERE:** [https://www.youtube.com/watch?v=\\_FaGp6fFXzl](https://www.youtube.com/watch?v=_FaGp6fFXzl)

(Basically – her book in one lecture – the sound quality is not good, but it improves about half-way through).

“Join the Education R-Evolution”, 19 March, 2016, TESOL Greece, Plenary Talk.



SOURCE: <http://www.theclassroomkey.com/2016/05/really-know-spelling.html>

AUSTRALIAN CURRICULUM VIDEOS ON SPELLING – stilted and rehearsed – but – they do follow these four ways into words:


<http://www.teachingacenglish.edu.au/explicit-teaching/spelling/explicit-teaching-spelling-years-3-7-8.html>

# Spelling Knowledge

What do learners need to *know* and *do* in order to become proficient spellers?

**Do our learners *fully* realise that ...**

- there are *sounds* in there?
- there are *patterns* in there?
- there's *meaning* in there?



**Focus closely on individual words**

- What is a "word"?
- What do words *look like*?

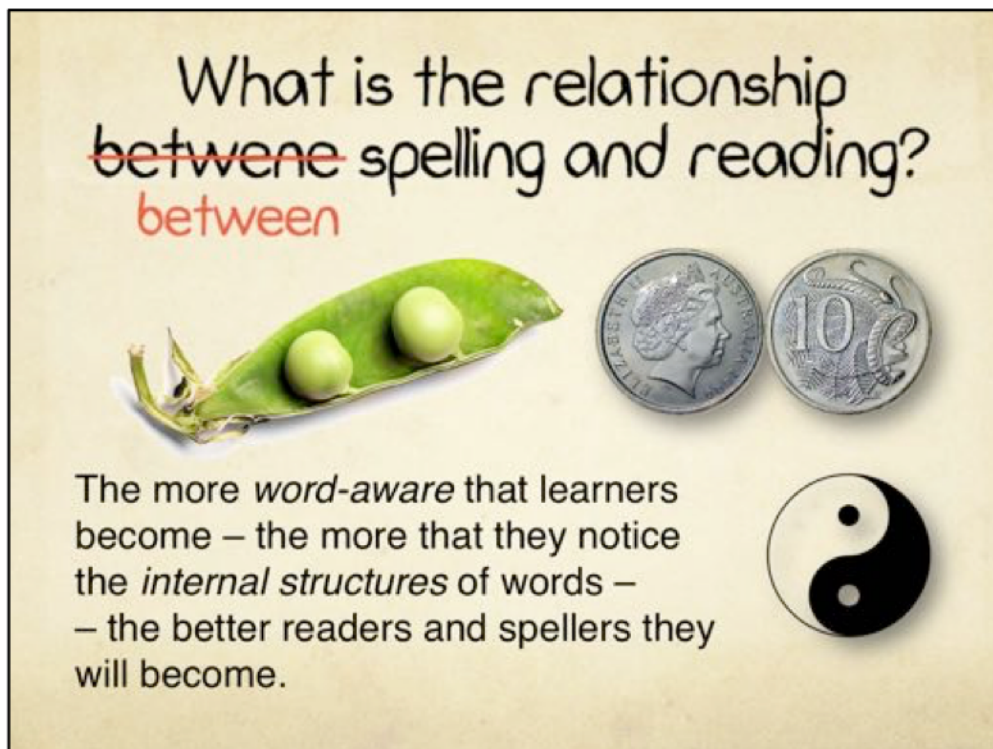
words need  
really close  
*visual*  
scrutiny

Learners need to know more about WORDS – just as they do about SENTENCES, PARAGRAPHS and ESSAYS.

Too often, they are trivialised – or just 'set' as spelling lists.

They are vitally important in themselves.

Spelling – too often relegated to mere testing.



They are – two sides of a coin, two peas in a pod, Yin and Yang.

In EAL/D, it is vital that we stop – and look really closely – inside words – at their INTERNAL STRUCTURES.

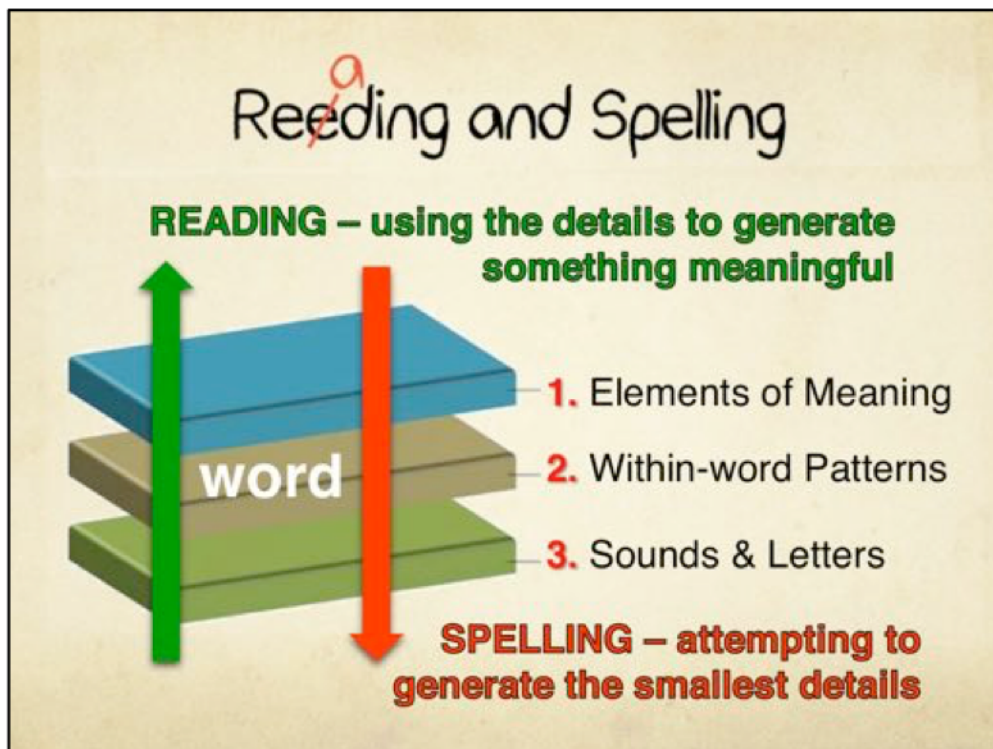
We may be inclined to focus more on the SENTENCE-level of language, but a closer focus on WORDS and their INTERNAL PATTERNS will mitigate against our students' tendencies to operate visually. EAL/D learners may "skate lightly" over individual words as they search for MEANING.

This is particularly the case for Chinese-background learners, where VISUAL learning is dominant.

VISUAL FAMILIARITY might assist in READING – but – SPELLING requires the student to REPRODUCE the words accurately.

What are the differences between READING and SPELLING? WHICH IS HARDER?





Reading is easier than spelling. WHY?

READING involves making MEANING, and is more “broad brush”. SPELLING involves the reproduction of EXACT, FINE DETAILS.

In this presentation, I will look at THREE LEVELS of patterning within words.

In READING, these all add up to meaning.

In SPELLING, we have to “drill down” from meaning (or no obvious meaning) and recreate the smallest details – with meaning as just ONE of many possible clues.

# Looking inside words – What do we know?

## Word-building units in the word *staircase*

word	staircase					
morphemes	stair			case		
syllables (2)	stair			case		
onsets and rimes	st-		-air	c-	-ase	
phonemes (6)	/s/	/t/	/air/	/k/	/a-e/	/s/
	(consonant blend)		(diphthong)	(consonant)	(split vowel digraph)	(consonant)

Morphemes = smallest units of meaning  
Phonemes = smallest units of sound  
Syllables = “beats” = mouth openings – they always contain a vowel sound  
Onsets and rimes = sound/spelling patterns at the beginning and ending of syllables

These are the TARGET ELEMENTS that we want our learners to be able to extract from words. (TERMINOLOGY review.)

They should be able to


- (1) COUNT SYLLABLES
- (2) PULL SYLLABLES APART INTO ONSETS AND RIMES
- (3) “SEGMENT”/IDENTIFY THE INDIVIDUAL SOUNDS

Identifying SYLLABLES is the first stage of Phonemic Awareness. (This is an AURAL SKILL, in the ABSENCE of print.)

Once learners can SEPARATE and examine the internal makeup of syllables – they are well on their way to being able to read – and ultimately, to spell.

## 1. Finding elements of meaning – morphology –

- Grammatical endings
- Prefixes
- Suffixes
- Common root-words
- Word families/related words



**\* Explore any *obviously meaningful* aspects of words.**

If you ever watch SPELLING BEE contestants – they will often ask for the (1) meaning and (2) the “etymology” or ORIGIN of the words that they need to spell. There is no way that anyone can pre-learn all of the words that they may encounter.

Knowing some “Root words” can be very helpful in spelling.

Knowing one word can provide the KEY to many more STRUCTURALLY RELATED words.

Few words are “one offs” – most have relatives.



Morphemes – meaningful elements of words	
One morpheme:	<b>true</b> (1 syllable), <b>desire</b> (2 syllables) <b>crocodile</b> (3 syllables)
Two morphemes:	<b>true + th</b> , <b>desire + able</b>
Three morphemes:	<b>true + th + full</b> <b>desire + able + ity</b>
Four morphemes:	<b>un + desire + able + ity</b>
Five morphemes:	<b>un + true + th + full + ly</b>

What are MORPHEMES – they are parts of words – but NOT syllables.

A whole word, such as crocodile, can be a MORPHEME.

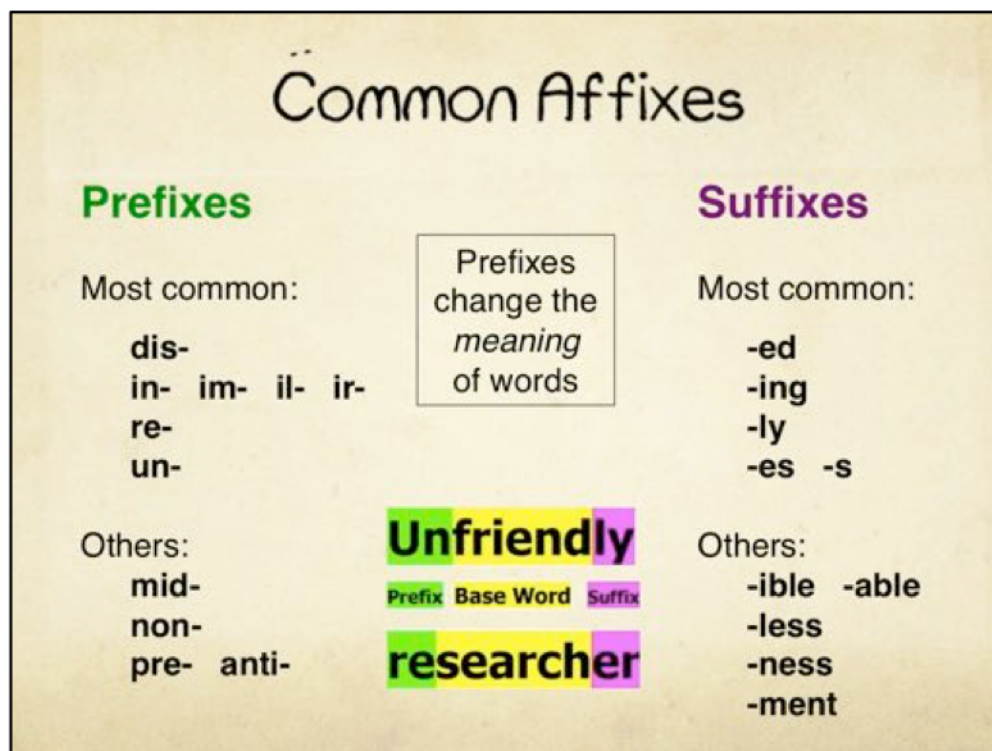
MORPHEMES are units of MEANING.

Words are built of sounds – YES – But – they are often built of meaningful parts.

Some words lend themselves to SOUND APPROACHES – some to MEANING

APPROACHES – some to pure PATTERNS.

Adoniou: Sound alone is not enough.



Apparently, the two sets of common Prefixes and Suffixes on this slide can account for 97% of affixed words in “printed school English” up until 8th Grade.\*\*  
Most SUFFIXES are grammatical in nature. Most PREFIXES have a profound effect on meaning.

Many Chinese learners of English have NOT had the nature and function of AFFIXES pointed out to them, in their prior learning.

\*\*SOURCE: Honig, Bill, Linda Diamond, and Linda Gutlohn (2000). *Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade*. Novato, CA: CORE Academic Therapy Publications.

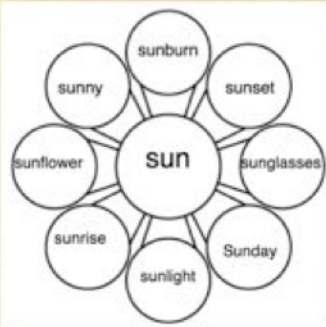
## Word trees / families

Explore variations of single words by adding morphemes.

en -  
dis -

**courage**


- ment  
- ous  
- ly




NOUN	VERB	ADJECTIVE	ADVERB
e.g. <i>finalist</i> <i>construction</i> <i>happiness</i> <i>friend</i> <i>child</i> <i>sadness</i>	e.g. <i>finalise</i> <i>construct</i> - <i>befriend</i> - <i>sadden</i>	e.g. <i>final</i> <i>constructive</i> <i>happy</i> <i>friendly</i> <i>childish</i> <i>sad</i>	e.g. <i>finally</i> <i>constructively</i> <i>happily</i> - <i>childishly</i> <i>sadly</i>
-ance    -ist	-en    -es	-able    -istic	-ly    -ically
-ancy    -ion	-ify    -ed	-ible    -y	-wise    -edly
-ence    -er	-ise    -ivate	-al    -ual	-ently    -ably
-ation    -ment	-ate    -ed	-ful    -less	-fully    -ibly
-ian    -ship	en-	-ive    -ed	-lessly    -ually
-ism    -ness	be-	-ish    -ous	

1. SUN words – most are COMPOUND WORDS.
2. NOUNS e.g. COURAGE – can often take Prefixes and Suffixes. ('coeur' = heart in French)
3. GRAMMATICAL SUFFIXES change the PART OF SPEECH of words.  
Explore all the grammatical forms of any words that you are scrutinising closely.

# Recognising some root words



**trans:** across (Latin)  
**port:** to carry (Latin)  
 +  
**grammatical affixes:** -ation, -ing, -ed, -s, -ly, -ment ...



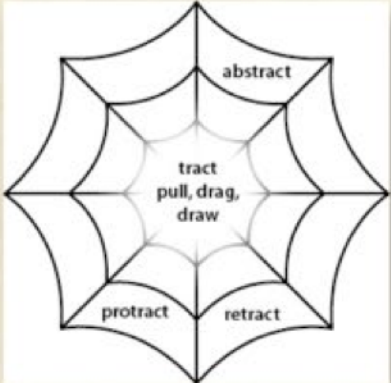
**Root of the Day**

Explore Common Root words.

LISTS abound online.

CHOOSE one and 'brainstorm' words that contain it.

## Knowing some root-words can be helpful



**abstract**

**tract**  
pull, drag,  
draw

**protract**      **retract**

**attract, contract, distract,  
extract, subtract, tractor,  
traction ...**  
+ grammatical variations

**milli-** = one thousand

mile (one thousand steps)  
mileage (a measure of distance)  
millimeter (one thousandth of a metre)  
milliliter (one thousandth of a litre)  
millipede (one thousand legs?)  
millennium (one thousand years)

**centi-** = one hundred

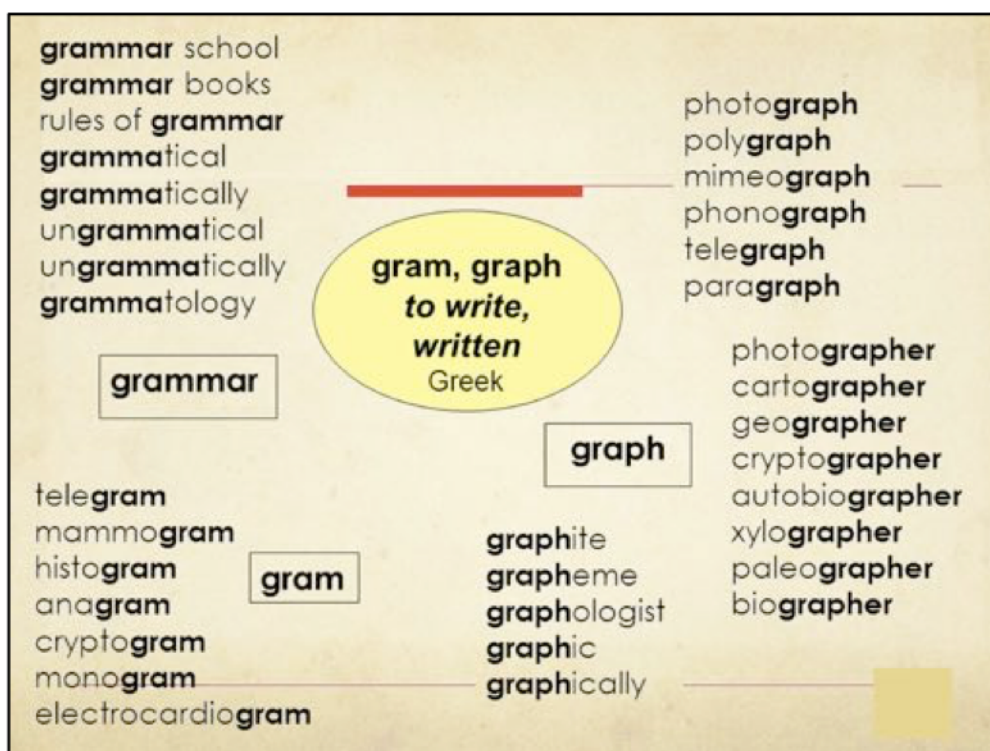
cent (one hundredth of a dollar)  
centimeter (one hundredth of a metre)  
centipede (one hundred legs?)  
centigrade (a scale of one hundred)

Root Words are very common in SCIENCE, MATHEMATICS and MEDICINE.

milli / centi = Greek

tract = Latin

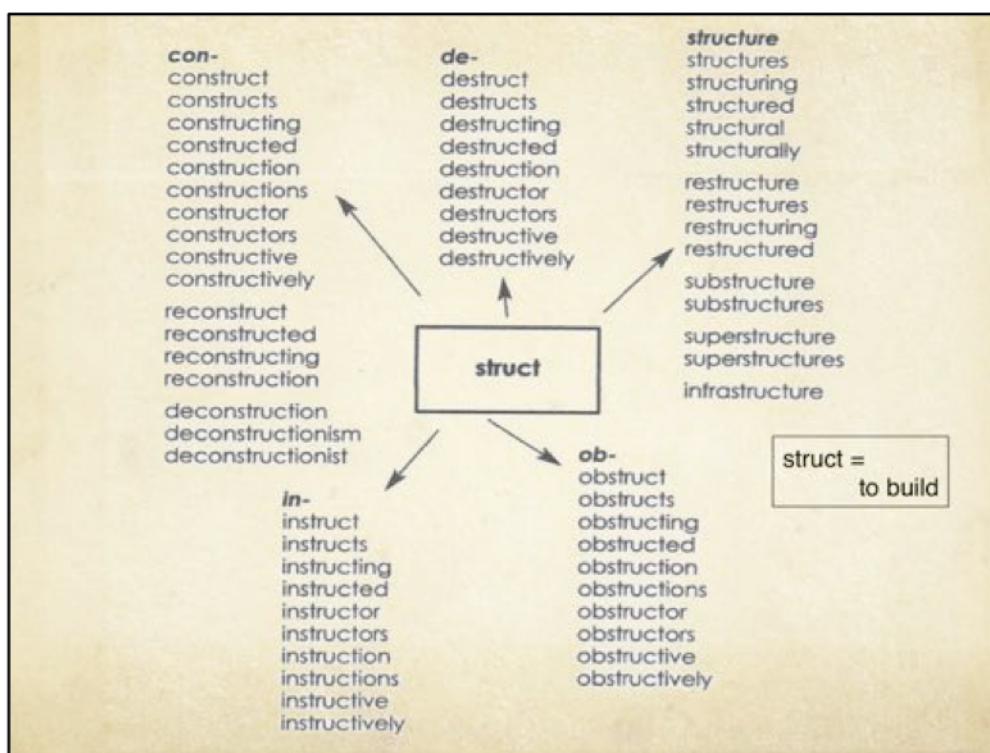




Susan Ebberts 2005

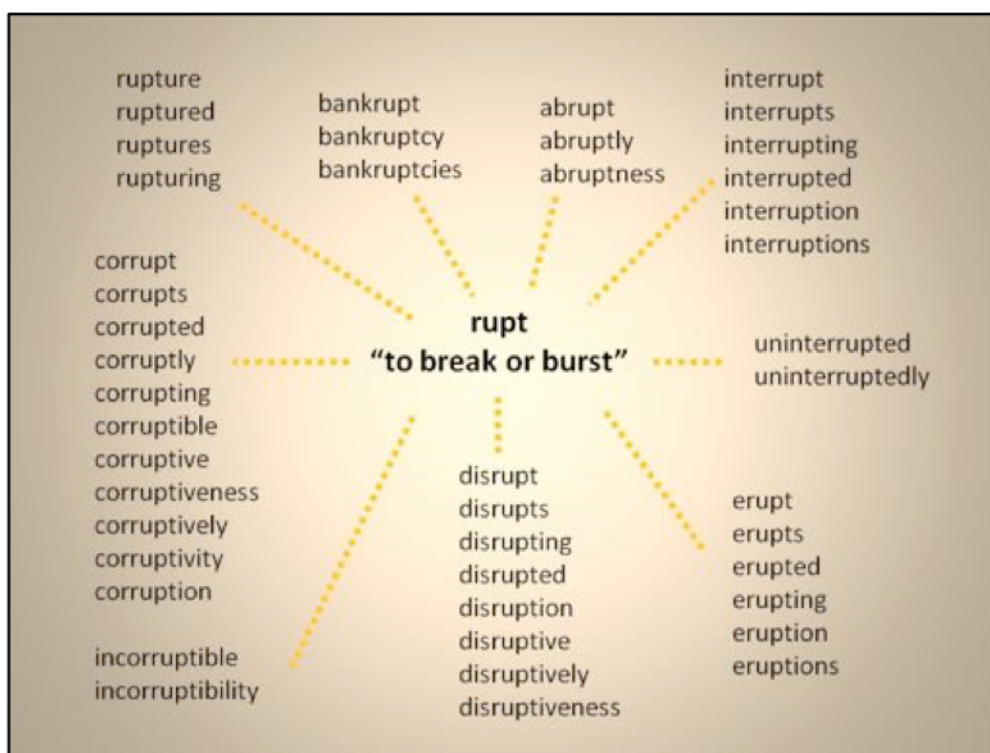
[https://rtibestpracticesinstitute.wikispaces.com/file/view/Morphological\\_Awareness.pdf](https://rtibestpracticesinstitute.wikispaces.com/file/view/Morphological_Awareness.pdf)

GREEK



Source unknown.  
Blevins?






LATIN

SOURCE: <https://www.kiasuparents.com/kiasu/forum/viewtopic.php?f=27&t=20447&start=1900>

## 2. Noticing 'chunks' and patterns in written words

**Recognising familiar patterns**

- Compound words
  - separating the parts
- Seeing words within words
- Noticing familiar 'chunks'
  - onsets and rimes
  - word-building affixes
- Knowing common & plausible letter combinations



As students become more and more familiar with PRINTED ENGLISH, frequently draw their attention to WITHIN WORD patterns – vowel patterns, consonant patterns, compound words, words within words.

We need to establish a habit of LOOKING INSIDE words as often as we can (without breaking the 'spell' of a story).

At any convenient 'breathing points' in working with a text, return to some key words in the text and open them up to scrutiny.

The more we spend time at word-level, the more observant our students will become.

One of my Chinese students in HK said that "words were small, insignificant things to be memorised" – she could not have been further from the truth.

Chinese students DO learn a great deal by memorisation - but - even this will be helped by providing insights into (and a focus on) the STRUCTURE of words and their connections to SOUND.

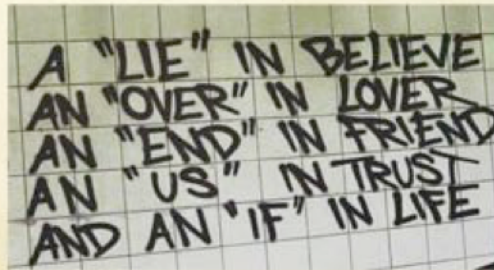
## Seeing words within words

### Compound words:

homework  
basketball  
sunshine  
something  
laptop  
newspaper  
classroom  
whiteboard  
bookcase

- Look for little words inside larger words
- Use mnemonics and memory joggers

e.g the principal is my pal



Mnemonics and memory tricks – can help when remembering our own ‘demon words’

IMAGE: a ‘pop up’ from: [www.memepile.com](http://www.memepile.com)



Morphological Awareness – adding **-ful** and **-less**

Video from:

<http://www.teachingacenglish.edu.au/explicit-teaching/spelling/explicit-teaching-spelling-year-4.html>

Australian Curriculum – Teaching AC English

<b>CHARLTON</b>			
ct. Kingsley.....	186	N16	
pl. Thornlie.....	331	D8	
rd. Kewdale.....	290	H4	
wy. Bertram.....	428	D12	
<b>CHARLWOOD</b>			
wy. Morley.....	229	F14	
<b>CHARM</b>			
wy. Atwell.....	388	L1	
<b>CHARNLEY</b>			
bnd. Hammond Pk.....	388	E8	
bnd. Success.....	388	E7	
bnd. Success.....	388	E8	
cl. Gosnells.....	351	N8	
gdn. Burswood.....	4	D12	
gdn. Waikiki.....	466	F10	
lc. Wanneroo.....	146	N11	
<b>CHARNWOOD</b>			
av. Two Rocks.....	31	K4	
pl. Two Rocks.....	31	L3	
st. Morley.....	249	L2	
<b>CHAROLAIS</b>			
ct. Oakford.....	411	H15	
tri. Lr Chittering.....	53	H10	
<b>CHARON</b>			
pl. Craigie.....	186	E6	
rd. Falcon.....	543	K5	
<b>CHARONIA</b>			
rd. Mullaloo.....	165	M15	
<b>CHARRA</b>			
lk. Clarkson.....	125	F10	
<b>CHARRINGTON</b>			
ct. Leeming.....	348	G5	
<b>CHARSLEY</b>			
cr. Marmion.....	205	Q12	
st. Willagee.....	327	G8	
<b>CHARTHOUSE</b>			
rd. Safety Bay.....	465	L10	
rd. Waikiki.....	465	N12	
<b>CHARTWELL</b>			
bnd. Hocking.....	167	H13	
pl. Leeming.....	348	N6	
wy. Swan View.....	233	H13	

**“Chunking”: where reading and spelling meet**

“Chunking” is an essential skill in both *reading and spelling* – especially when meaning may be elusive or absent –

e.g. street/suburb names.

- Work with students’ suburb and street names
- Count syllables
- Look for spelling/sound ‘chunks’
- Find within-word patterns of vowels and consonants and words-within-words

This may not work for everyone, but WORD RESEARCH on UNKNOWN words (in the TOTAL ABSENCE of dictionaries, translation and meaning) can be a confidence booster for many students. They can “own” a word by being able to open it up to scrutiny.

PROPER NOUNS. SUBURB NAMES. STREET NAMES.

It is hard to say whether such activities are working on students’ READING or SPELLING, because BOTH are involved when we work with UNKNOWN words.

There are MANY words that are devoid of DIRECT MEANING to students – street names, business names, place names – many of which derive from surnames, or in the case of businesses, they may be invented words / acronyms / combinations of word elements. THESE WORDS STILL NEED TO BE DEALT WITH IN DAILY LIFE.

This is just PLAYING AROUND WITH WORDS – not being daunted or afraid of any of them. “I can see how you work”.























## Onset-rime patterns within syllables

Once students can hear and 'see' syllables, they can separate them into *onsets* and *rimes*.

**Onsets:** the consonant(s) that begin the syllable  
[not all syllables have one]

**Rimes:** the vowel and closing consonant(s)  
[not all syllables are 'closed']

bookmark  
playground  
Clinton  
entertain  
grateful  
about

<b>ack</b> 	<b>ash</b> 	<b>ent</b> 	<b>ine</b> 9 	<b>op</b> 
<b>ail</b> 	<b>at</b> 	<b>est</b> 	<b>ing</b> 	<b>ore</b> 
<b>ain</b> 	<b>ate</b> 	<b>ew</b> 	<b>ink</b> 	<b>ot</b> 
<b>ake</b> 	<b>aw</b> 	<b>ice</b> 	<b>ip</b> 	<b>ound</b> 

This 'Common Rimes Chart' is available at: <http://thisreadingmama.com/wp-content/uploads/2016/01/CommonRimesChart.pdf>. It has 55 rimes, from which over 500 real words can be made – and countless “nonsense” words. It is reassuring for many students to see that – once they can isolate SYLLABLES – there are some quite common patterns WITHIN THEM.

\* Some SYLLABLES are open-ended (they finish with a vowel sound), some are closed (they finish with a consonant sound).

In many Asian languages – Syllables are open-ended.

\* Some syllables do not have an ONSET CONSONANT, e.g. in the word 'about'. The /uh/ stands alone as the first syllable.

Words that share the same 'rime' are sometimes called 'PHONOGRAMS'. These words lend themselves to WORD SORTING activities (“making families” of words).

ACTIVITY: Always begin by counting/identifying the SYLLABLES – then – look separately at each syllable's internal pattern.

How does the syllable begin? What is the “open mouth” sound in the middle? How does the syllable end?

Despite years of effort, I have found it hard to go beyond the syllable-level with many Chinese-background students. The syllable is the level at which the Chinese languages operate, and individual phonemes are difficult for them to discern. Onset-rime success is hugely valuable for all READERS of English. Unfortunately, SPELLING requires going deeper, and getting down to the VOWEL SOUNDS and LETTERS.


### 3. Awareness of the relationships between sounds and letters

**Phonemic awareness**

- syllables and phonemes
- aural discrimination skills

**Phonics**

- letters and sounds
- the written script
- reading and spelling



These skills underlie ALL of English language acquisition. They are the best predictors of future literacy success. SPELLING asks learners to REPRODUCE these details.

LEVEL 1: Students need to be fully competent at this level of written English. They need to be able to “tune in” to the smallest sounds in words – and to know the SPELLING ALTERNATIVES at work in producing those sounds.

This is the hardest level, as English VOWEL SOUNDS, in particular, can have a wide range of spelling possibilities.

If students can APPROXIMATE these vowel sounds, even with incorrect spelling choices, they are well on their way.

Gradually, through frequent exposure, they will learn to recognise words and common spelling patterns – and make them “look right” – just as L1 spellers do.



## Phonemic Awareness Review

1. Describe the sound/spelling and meaning units in this word:

\_\_\_\_\_ (13 letters)

morphemes?	3
syllables?	5
phonemes?	11

**me.ta.mor.pho.sis** – 13 letters

Phonemic Awareness is AURAL – it is a LISTENING skill. Work on it in the ABSENCE of print.

Word = **metamorphosis**.

**meta-** = change, beyond; **morph** = shape, form; **-osis** = state, process, condition.  
= the state or condition of changing form – or going “beyond one’s shape” into another.

\*GROUP DISCUSSION TIME – wait – then, reveal the answers.

POP-UPS – 1. the RED numbers – revealed first.

2. the word, including 2 DIGRAPHS (vowel digraph ‘or’ and consonant digraph ‘ph’) – is revealed later.

2. Listen to the words and count their *syllables*.
3. Listen to the words and count their *phonemes*.
4. What is the *third speech sound* (phoneme) in the words that you hear?

Q2. syllables	
cats	1
capital	3
shirt	1
banana	3
walked	1
lawyer	2
recreation	4
radio	3

Q3. phonemes	
ring	3
shocks	4
mix	4
thrown	4
scratch	5
ice	2
know	2
shook	3

Q4. 3 <sup>rd</sup> phoneme	
joyful	/f/
tinker	/ng/
square	/w/
palm	/m/
should	/d/
start	/ar/
chalk	/k/
shower	/w/

LISTENING ONLY. NO WORDS IN VIEW. Present words singly - ORALLY – in sentences, if requested / if there's puzzlement.

Suggest that people jot the words down on paper, if they'd like to.

Q 2: SYLLABLES: cats, capital, shirt, banana, walked, lawyer, recreation, radio.

POP-UP - REVEAL first list.

Q 3: PHONEMES ring, shocks, mix, thrown, scratch, ice, know, shook.

REVEAL second list.

Q 4: 3<sup>rd</sup> PHONEME joyful, tinker, square, palm, should, start, chalk, shower.

REVEAL the third list.

Look again at the final lists – what were the challenges? How did people go?  
Common errors?

## Phonics Review: phoneme matching

**1. Which word on each line has the same sound?**

<b>pu<u>sh</u></b>	although	sugar	duty	pump
<b>w<u>ei</u>gh</b>	pie	height	raid	friend
<b>do<u>e</u>s</b>	miss	nose	votes	rice
<b>in<u>t</u>end</b>	this	whistle	batch	baked
<b>ri<u>n</u>g</b>	sink	handle	signal	pinpoint

PHONICS introduces LETTERS / the printed word.

NO POP-UP here. Group discussion.

Answers -  
                   push – sugar  
                   weigh – raid  
                   does – nose  
                   intend – baked  
                   ring – sink

How did you go? In this form, this is a READING activity.

Sometimes the SPELLING is almost a distraction when we are reading aloud – but – in SPELLING we need to reproduce the letters!

So – CONTEXT is vital in a Spelling Test – e.g. baked.

This is why we should always present spelling words in a simple sentence, so that the grammatical/thematic elements are clear.

**2. What are the *consonant digraphs*\* in the following words?** (not all of the words have digraphs)

church	shrink	numb	thigh	split
whether	nimble	dolphin	text	sphere
ghost	tough	quick	hammer	knight

<b>ch</b> urch	<b>sh</b> rink	num <b>b</b>	<b>th</b> igh	split
<b>wh</b> ether	nimble	dolph <b>ph</b> in	text	s <b>ph</b> ere
<b>gh</b> ost	tough <b>gh</b>	qu <b>ic</b> k	ham <b>mm</b> er	<b>kn</b> ight

\*Consonant digraphs contain two or more consonant letters, but only make **one sound**.

e.g. **ch ck ff gh gn kn ll mb mm ng ph sh ss th wh wr zz tch**

POP-UP: The BLUE section in the second table.

DIGRAPH – the word itself says it: ‘di’ = 2 and ‘graph’ = letter. TWO LETTERS - MAKING ONE SOUND.



### 3. What are the *consonant blends*\* in the following words? (not all of the words have blends)

climb	autumn	napkin	shepherd	drop
knight	cloak	squished	spring	burst
wreck	twang	grow	first	trick

<b>c</b> limb	autumn	napkin	shepherd	<b>d</b> rop
knight	<b>c</b> loak	<b>s</b> quished	<b>s</b> pring	bur <b>st</b>
wreck	<b>t</b> wang	<b>g</b> row	fi <b>rs</b> t	tr <b>ic</b> k

\*Consonant blends contain two or more *separate consonant sounds* at the start or end of a syllable.

e.g. **bl cl fl gl pl sl br cr dr fr gr pr tr sc sk sm sn sp st sw tw**

POP-UP: The RED section in the second table.

There are several kinds of CONSONANT CLUSTERS – blends (e.g. bl-, -st), digraphs (e.g. -ph-, -ck) and syllable boundaries (e.g. 'pk' in napkin).

A "BLEND" suggests a mixture – a mixture of TWO (or more) SOUNDS.

Just because two (or more) consonant letters stand beside each other, this does not make them a CONSONANT BLEND – a blend is a common pairing that is found at the opening and/or closing of a syllable. Both sounds are audible. Several are paired with 'l', 'r' as the second letter, and many begin with 's'.



**4. Which letters in these words represent the 'schwa' sound in everyday speech?**

along	precious	correlation	position
complicated	telephone	cousin	amend

a <b>l</b> ong	prec <b>io</b> us	corr <b>e</b> lat <b>io</b> n	pos <b>i</b> tion
comp <b>l</b> icat <b>e</b> d	tele <b>e</b> phone	cous <b>i</b> n	a <b>a</b> mend

- There are so many ways in which this *unstressed sound* can be spelled in multisyllabic words.

POP-UP: the **second table** will be revealed AFTER group discussion of the answers. We need to SAY the word, to be sure of our answers.  
The 'schwa' is the **vowel sound** in the **UNstressed** syllable in multisyllabic words. Almost ALL "big words" have a schwa sound – sometimes more than one.

The schwa is pronounced /uh/, and it is the most common sound in the English language. It is a VOWEL SOUND.

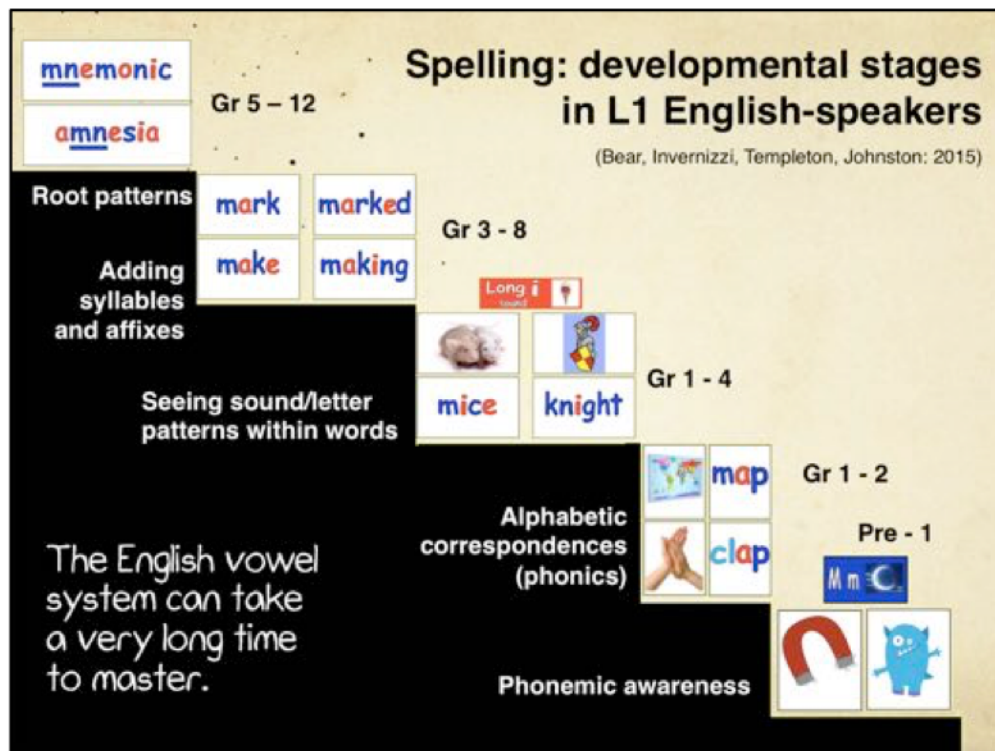
It's spelling will depend on the nature of THAT PARTICULAR syllable. There is NO set spelling for this sound.

How did people go? The next slide features a Spelling Bee champion who describes her frustration with the schwa.



Spelling Bee Tips and Tricks video:  
<https://www.youtube.com/watch?v=Rt9ImTrTlVE>

Frustration with the SCHWA.



These five stages (Bear et al.) apply to L1 English-speakers.

The “Words their Way” programme is based on these five stages, and they have a huge range of resources to address each one.

They call them:

1. Emergent stage
2. Letter Name-Alphabetic stage (Beginners)
3. Within-Word Pattern stage (Transitional learners)
4. Syllables and Affixes stage (Intermediate readers and writers)
5. Derivational Relations stage (Advanced readers and writers)

In this presentation, I have reduced these to three levels of word-analysis.


**EAL/D learners** are learning everything at once –

- vocabulary )
- reading ) ... often in a new script
- spelling ) *and*
- writing ) ... in a short span of time

**Analysis** – is essential


1. analysis of learners' errors
2. daily analysis of words

**Let's lower the test anxiety -  
and  
'play more safely' with words -  
e.g. by using Word Sorts**




Developmental stages are less relevant. Less clear-cut.  
Analysis is preferable to testing.  
TEST IF YOU MUST – BUT – ANALYSE MORE.

**band**



**send**



## Word Sorts

land      bend    end    grand    send

brand    sand      and      hand

hand    lend    mend    tend

**These can be easy words – or –**

Example of a simple sort.

Project it – students use **mini-whiteboards** to ‘classify’ the words.

No need to print screeds of paper - only to have students cut them out – then discard all the little pieces.



<b><i>in-</i></b>	<b><i>un-</i></b>	<b><i>dis-</i></b>
<b><i>mis-</i></b>	Out of Sorts	

uneasy	insincere	dishonest
misspell	unaware	informal
disbelief	misfortune	unknown
infrequent	disorder	mistake
undress	inhuman	disconnect
misleading	unfasten	inexpensive
disease	mischief	untidy
insane	disrespect	discourage

**... words with prefixes ...**

**... or ...**

Mini whiteboards – ideal.

<i>dic</i>	<i>aud</i>	<i>vis</i>
<b>dictate</b>	<b>audible</b>	<b>vision</b>
visible	contradict	audition
vista	auditorium	invisible
revisit	unpredictable	prediction
dictionary	supervisor	dictator
edict	audiovisual	auditory
laudable	audiotape	audience
visitor	laudable	

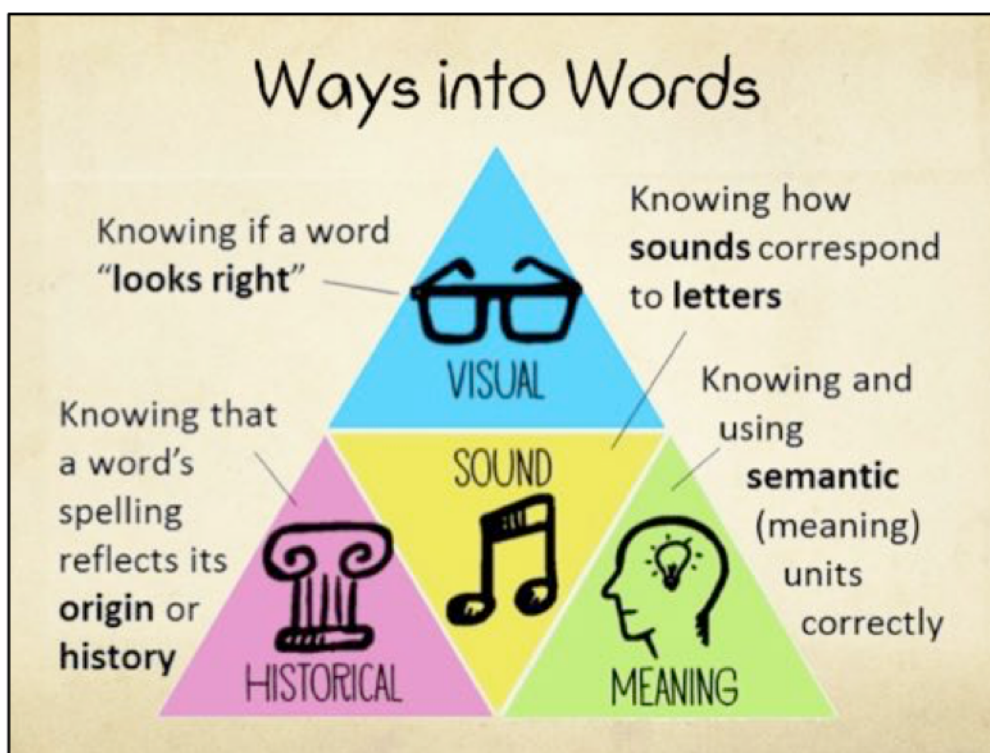
**... root words**

There's no need to print these out on paper –  
– project sets of words onto a screen and ask students to classify them on *mini-whiteboards*.  
(where their errors are more *temporary*)

There are a lot of Word Sorts available online.

SOURCE: [http://mrsbarrett4.weebly.com/uploads/3/0/8/3/30839349/all\\_derivational\\_sorts.pdf](http://mrsbarrett4.weebly.com/uploads/3/0/8/3/30839349/all_derivational_sorts.pdf)

[Many sources online.]



SOURCE: SOURCE: <http://www.theclassroomkey.com/2016/05/really-know-spelling.html>

A terrific graphic – worth putting on the classroom wall.

Student spelling errors	Is it phonologically possible?	Awareness of morphemes?	Are letter-patterns possible?	Analysis
<b>rilly</b> really	yes	1 / 2  -ly only [ base = <b>real</b> ]	yes  Knows <b>-lly</b> pattern	Based on word <b>real</b> . Related words: <b>reality</b> , <b>realise</b>
<b>muic</b> music	possibly	1 / 2  -ic only	possibly	Visual memory reliance.
<b>chidrns</b> children	first syllable – yes second - no	1 / 2  -s added incorrectly	2 <sup>nd</sup> syllable is not possible	<ul style="list-style-type: none"> <li>• Pronunc. errors?</li> <li>• Visual memory reliance</li> <li>• Morphol. challenges</li> </ul>

## ANALYSING STUDENT ERRORS (Adoniou 2015)


First example is from Misty's book. The others are mine.

Her chapter on assessment and error analysis is excellent.

## Spelling: Testing or Teaching?

Testing Spelling	Teaching Spelling
<ul style="list-style-type: none"> <li>• often thematic = a 'mixed bag' of words</li> <li>• memory reliant</li> <li>• focus on letter-sequences</li> <li>• visual features</li> <li>• building vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• analytic, investigative = looking for patterns</li> <li>• structurally related words</li> <li>• focus on word-units</li> <li>• meaningful features</li> <li>• building vocabulary</li> </ul>

*Perhaps - we need both - because -  
we remember what we've thought about.*



POP-UP – The textbox

These two are not in conflict – but they do need to work TOGETHER.

Can we set more RELATED words? Can we take some of the pressure out of the TEST, and turn it into something less JUDGMENTAL?

WORD SEARCHES – are of minimal help in spelling – Why?

[The focus on particular spelling combinations is so short-lived (and probably random) in the desire to complete the puzzle.]

CROSSWORDS – common spelling combinations can be of great assistance in completing words, e.g. 's' as a second-last letter could be part of a CONSONANT BLEND.

Prefixes and suffixes can sometimes be seen. Impossible spelling combinations can be avoided. Meanings are provided – and thought about – and returned to, often.



## Working differently with Word Lists – play with them

Vocab. List (28)

head	shoulder
body	elbow
hair	wrist
eye	hand
eyebrow	finger
nose	stomach
cheek	leg
mouth	knee
lip	ankle
teeth	foot
chin	toe
neck	back
chest	backbone
arm	skin

Looking at these words - ***just as words*** – how can they be ‘sorted’ in different ways?

- by length
- alphabetically
- by number of syllables
- as single words/compounds
- by vowel patterns
- by consonant patterns

Such activities force learners to look for ***patterns inside words***.

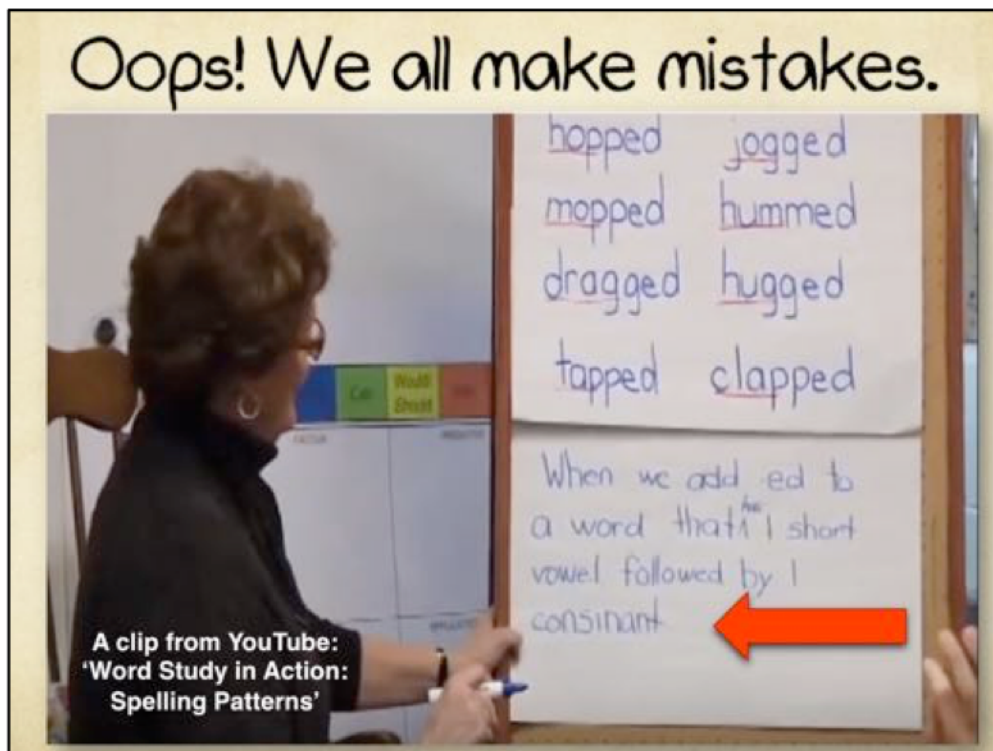
- Occasionally explore *key words* in depth.

IF YOU CAN'T ABANDON SPELLING TESTS – THEN GET MORE MILEAGE OUT OF THEM!

How might you approach your next VOCAB. LIST differently?

Try WORD SORTING – by placing words onto cards – and looking INSIDE them as just WORDS.

[These words are “old Anglo-Saxon words”, and many are probably “sight words” – but even so-called sight words can be examined closely.]



POP-UP: the red arrow

CLIPPED FROM YouTube: "Word Study in Action: Spelling Patterns" at: <https://www.youtube.com/watch?v=rpoMk-Ncv8o>

What kind of mistake has she made?

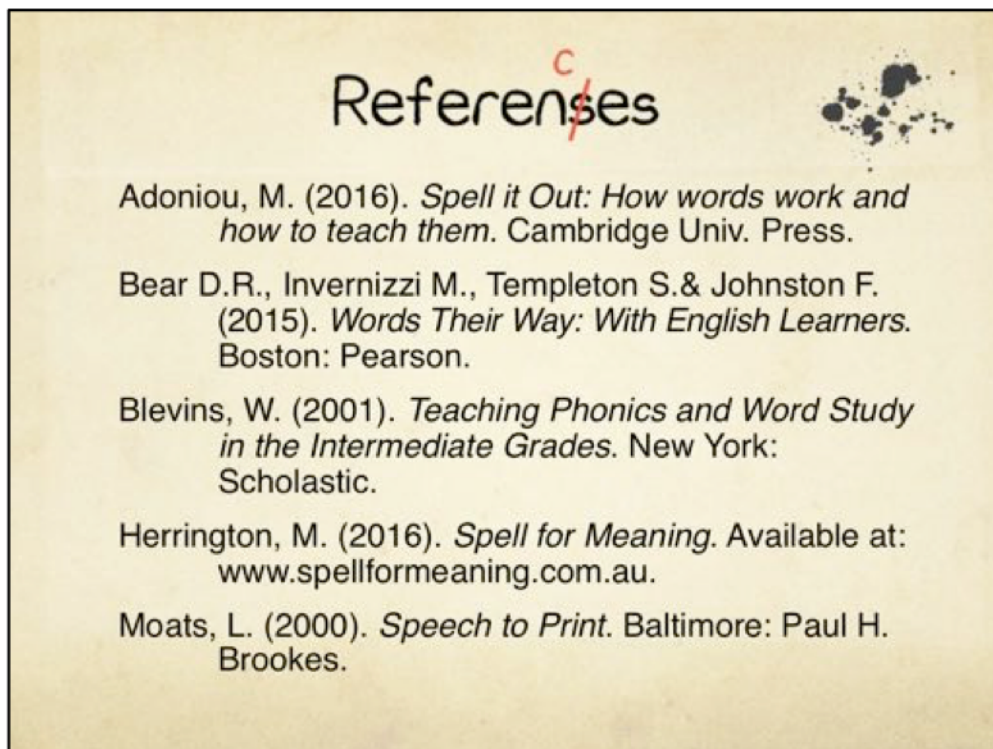
It's the SCHWA sound in 'consonant'.

It is an 'o' because of the Root Word 'son', meaning 'sound'.

MOATS:

36% of words can be predicted with one vowel error

10% can be explained by word origin



ADONIOU – a must.

BLEVINS, in particular, is a “goldmine” of word lists and examples.

MOATS is a real luminary in reading and spelling.

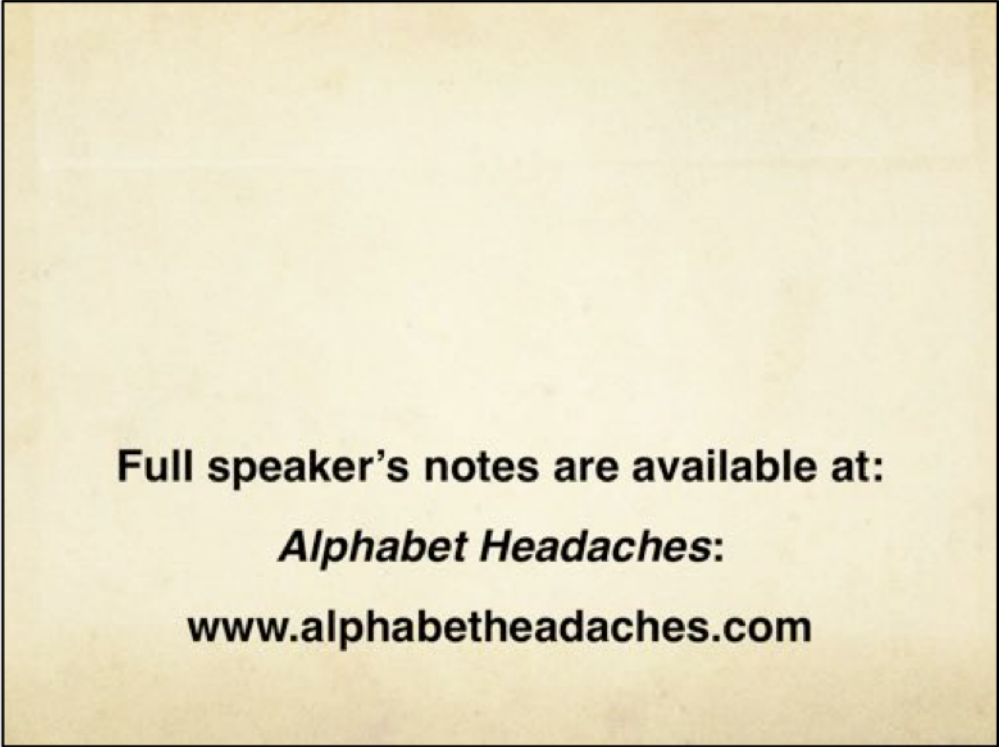
See her on the huge “Children of the Code” ([www.childrenofthecode.org](http://www.childrenofthecode.org)) website.

“Words Their Way” is now a commercial, Pearson-owned enterprise. Many of their SORTS are available online free, however.

Their stages and approaches are very ‘Western’ – even their ELL version of the book – is geared towards Hispanic-background learners of English.



Thanks.



**Full speaker's notes are available at:**  
***Alphabet Headaches:***  
**[www.alphabetheadaches.com](http://www.alphabetheadaches.com)**

Eventually.



