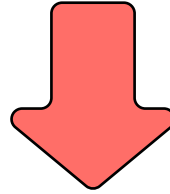# Word Sorts

This activity is designed to help learners become increasingly confident with the spelling patterns of English. By taking learners from simple to complex structures, this approach helps learners make logical sense of word reading and writing in English.

the focus of word sorts

the	mat	blue
at	mate	yellow

high frequency words   *decodable words*   *familiar content words*

Please Note

Note #1: This IS a DECODING and ENCODING activity. By progressively exploring predictable patterns, learners are able to apply logical criteria as they decode words.

Note #2: This IS a systematic approach to learning. Teachers can sequence the sorting activities in such a manner that students progressively learn to decode predictable words as well as contend with exceptions.

Note #3: Learners should also learn to quickly recognise and use high frequency words as well as analyse known - but more orthographically complex - words in their oral vocabulary (e.g. hotdog, house, etc).

WORKFLOW

THE LITERACY BUG

Scattered Picture or Words Cards

sap

mat

was

lap

tap

hat

cat

Organised Picture or Words Cards

HEADING #1	HEADING #2	Out of Sorts
mat	sap	was
hat	lap	
cat	tap	

Organised Picture or
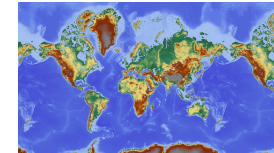Words Cards

| hat | cat | mat | map | sap |

meaning meaning meaning meaning meaning

The fat cat in the hat sat on the mat on a map covered in sap.

what? did what? where? how?

DEMO #1

Supporting learners ...

(a) **talk** regularly with learners (for oral language development, for shaping discourse, and for fostering verbal reasoning);

(b) **read** to learners, read with learners, and help learners read on their own;

(c) **write** for learners (e.g from dictation), write with the learner (e.g. joint construction), and help learners write on their own;

(d) help learners **develop skills** (phonological awareness, decoding/spelling vocabulary, grammar, fluency, etc);

(e) help them **build content knowledge** and the strategies to build knowledge; and

(f) help learners be active in the ways that language and literacy are used as tools for **understanding and action**.

Pinnell, G. S., & Fountas, I. C. (1997). Help America Read: A Handbook for Volunteers. Portsmouth: Heinemann.

"<u>For a beginning reader, every word is a unique pattern</u>. Major statistical patterns emerge as the child encounters a larger sample of words, and later, finer-grained dependencies." (Seidenberg, 2017, 92)

"<u>Readers become orthographic experts</u> by absorbing lots of data … The path to orthographic expertise begins with <u>practice practice practice</u> but leads to more more more." (Seidenberg, 2017, 108)

Seidenberg, M. (2017). Language at the speed of sight: how we read, why so many can't, and what can be done about it. New York: Basic Books.
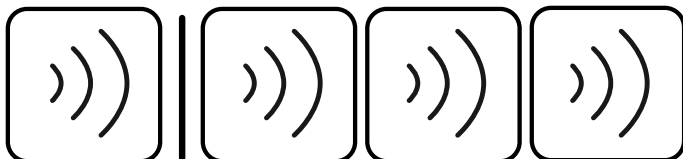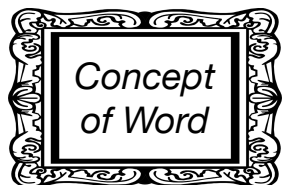
DEVELOPMENTAL STAGES

Emergent (3 to 5 yrs old)

$$A - Z$$

))))

))))	))))	))))	))))
CAT	**/K/**	**/A/**	**/T/**

Concept of Word

Pre-speller to spell it how it sounds
Oral language, print awareness, phonemic awareness and alphabetic awareness are the key features of this stage. These are the building blocks for formal literacy.

Letter-Name Alphabetic (4 to 7 years old)

$$C \quad V \quad C$$

Spell it how it sounds
The single-syllable, CVC form is the easiest way for learners to master consonants sounds, consonant digraphs, consonant blends, the short form of the vowels and simple r-controlled vowels.

Consonant - cat, bed, pig, sun, bot, bog, gig, bib, quit …

Digraph - with, chat, ship, fish, mush …

Blends - plan, flag,

r-controlled vowels - car, far, fir, stir, star, blur,

NB: the short form of each vowel (a, e, i, o, u) is only represented by a small number of spelling options … unlike the long form ⟶

Within-Word Pattern (7 to 9 Years old)

$$C \quad V \quad C \quad e$$
$$C \quad V \quad V \quad C$$

Spell it by pattern
Once a learner has mastered the CVC pattern, it is time to contrast the short vowel sounds with long vowel sound.

Once this contrast is developing, learners explore the various diphthong forms and diverse vowel sounds in single-syllable words, such as *bright*. Learners also explore plurals, contractions, homophones, homographs and compound words.

Learners clarify spelling patterns with the help of dictionary aids

---

Affixes/Suffixes (9 to 11 years old)

$$-ed \quad -ing \quad -ly \quad re-$$

2- 3 …

syllable words

ə *schwa*

Spell by rule & dictionary aids
By this stage, leaners can decode most, if not all, single syllable words. At this stage, learners become adept at adding common prefixes and suffixes as well as spelling a range of multisyllabic words, which requires that they identify *syllable junctures*. The unstressed, ambiguous *schwa* sound (often pronounced "uh") is also present in many multisyllabic words, such as *a*lone and confi*d*ent. Learners will need to turn to other tools to disambiguate these unclear vowel sounds.

Derivational (11 years & older)

prefixes   *suffixes*

bases   *roots*

Build   WORDS
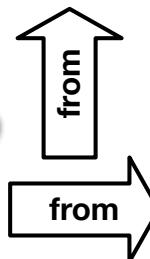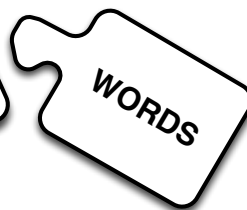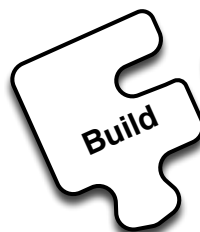
from

from

10 - 13: use many strategies / 13+: spell from knowledge
At this stage, there are few items which are missing from one's skill set. Instead, spelling & vocabulary learning are inextricable linked.

Six Most Common Syllable Patterns

Closed	This syllable ends with a consonant and contains a single following, often in its short form	mat or pic-nic or fresh (e.g CVC or CCVC)
Open	This syllable type ends with a vowel and the vowel is often long	me or ve-to
Silent e or vowel consonant e (ice)	This syllable has a silent e at the end which often signals that the vowel will be long	cape or stripe or cue
Vowel team or vowel pair	This syllable type contains two vowels that make one sound.	pain or head or toy
R-controlled vowel	This syllable contains a vowel with the letter r, and the vowel is neither short nor long.	far or ferment or torment
Consonant + le	This syllable always appears at the end of words and the consonant always goes with the -le	apple or simple or fickle

END NOTE: As encoding and decoding skills become automatic, there is a gradual shift in the treatment of literacy. There is a shift away from encoding/decoding and toward composition/comprehension. Consequently, teachers assume that learners have the skills to create and consume texts. There is now an onus on conveying and extracting meaning and intentions through text. For instance, it is assumed that one can read the text [government form], but does one know what its means in context?)

Over time, we learn word patterns

m s
a n
t i p

CVC words

p i n   m a t

s a p   s i p

short vowel

CVCe words

p i n ⟶ p i n e

m a t ⟶ m a t e

short vowel   *long vowel*

ay
ee
ea
oi
ie

CVVC words

day   boil

tree

bread   friend

Multisyllabic words

hotdog   before

bottle   helicopter

banana

Consonant & Digraph Cards

b [1]
- b is /b/ as in bed baby
- bb is /b/ as in bubbly
- bh is /b/ as in Bhutan (uncommon)
- bt is /t/ in doubt
- mb is /m/ in thumb

c [2]
- c is /k/ as in cat
- c is /s/ in circle or bicycle
- C softens to /s/ when followed by E, I or Y. Otherwise, C says /k/, likewise,
- sc is /s/ in scent
- sc is /s/ + /k/ in scare

d [1]
- d is /d/ as in dog
- dd is /d/ as in daddy
- -ed is /d/ as in moved
- -ed is /t/ as in jumped

f [2**]
- f is /f/ as in fun
- f is /v/ in of (this is irregular)
- ff is /f/ in stuffy
- lf is /f/ as in calf
- ph is /f/ as in phone
- -gh is /f/ as in laugh

g [2]
- g is /g/ as in game
- g is /j/ as in gem
- gg is /g/ as in giggle
- gh- is /g/ as in ghost
- gu- is /g/ as in guide
- -gh is /f/ in tough
- G softens to /j/ if followed by E, I or Y. If not, G is /g/

h [1*]
- h is /h/ in hole
- wh are /h/ in whole
- h is often combined in a number of consonant sounds, as a silent letter - as in ghost - or to represent a digraph sound - as in phone or laugh

j [1*]
- j is only /j/ as in jar
- yet g -ge & -dge can also make the /j/ sound
- G softens to /j/ when followed by E, I or Y. Otherwise, G says /g/. English words don't end in j.

k [1*]
- k is /k/ in kite
- -ck is /k/ in back
- k is silent in know, knight, and knot
- c ch & -que can also make the /k/ sound

l [1]
- l is /l/ in little
- ll is /l/ in silly
- -le is /l/ in simple
- lf is /f/ in calf and in half
- al is /aw/ in walk
- oul is /short oo/ in would

m [1]
- m is /m/ in milk
- mm is /m/ in summer
- mb is /m/ in thumb
- -mn is /m/ in autumn
- m is always /m/, except in the rare mn- is /n/ in mnemonic

n [2]
- n is /n/ in now
- n is /ng/ in think
- nn is /n/ in sunny
- kn is /n/ in know
- gn is /n/ in gnat
- pn is /n/ in pneumonia
- -mn is /m/ in autumn
- -ng is /ng/ in sing

p [1*]
- p is /p/ in pie
- pp is /p/ in puppy
- ph is /f/ in phone
- p is silent in pn-, pt-, and ps-

qu- [1]
- qu- is /kw/ as in quick whereas, -que is /k/ as in cheque
- q is always accompanied by the "u" and so "u" is not considered a vowel in this case.

r [1]
- r is /r/ in rain
- rr is /r/ in hurry
- wr is /r/ in write
- rh is /r/ in rhyme
- r is always /r/ and r appears in controlled-r vowels as in far

s [3]
- s is /s/ in snake
- s is /sh/ in sure
- s is /z/ in is
- sc is /s/ in scent
- -se is /s/ in mouse
- ss is /s/ in messy
- ps is /s/ in psychiatry
- ss is /sh/ in pressure
- -se is /z/ in choose
- c -ce are /s/ in cease & peace

t [2]
- t is /t/ in talk
- t is /ch/ in future
- -bt is /t/ in doubt
- tt is /t/ in little
- ti- is /sh/ in nation
- ti- is /t/ + /long i/ in title
- pt is /t/ in pterodactyl

v [1]
- v is /v/ in van
- -ve is /v/ in have
- f is /v/ in of (this is irregular)
- English words do not end in "v", which is why there is the "ve" form

w [1*]
- w is /w/ in water
- wh are /w/ in whale
- wh is /w/ in while
- wh is /h/ in whole
- wr is /r/ in write

x [2**]
- x is /ks/ in fox or ox
- yet
- x is /z/ in xylophone
- (this is irregular)

y [1**]
- (as a consonant)
- y is /y/ as in yellow when a consonant, i also makes the /y/ sound in onion
- y often appears in vowel sounds, which appear on a separate card

z [1]
- z is /z/ in zoo
- zz is /z/ in fuzzy
- -ze is /z/ in snooze
- x is /z/ in xylophone
- s is /z/ in is
- -se is /z/ in choose

ch [3]
- ch is /ch/ in cheese
- ch is /k/ in chord
- ch is /sh/ in chef
- t is /ch/ in future
- tch is /ch/ in catch
- -tch is used after a single vowel that does NOT say its name

sh [1]
- sh- is /sh/ in ship, share
- s is /sh/ in sugar
- ss is /sh/ in pressure
- ssi is /sh/ in mission
- sci- is /sh/ in conscience
- ti- is /sh/ in nation
- si- is /sh/ in confusion
- ci- is /sh/ in physician
- ch is /sh/ in chef

th [2*]
- th is /th/ in this, that, the
- th is always /th/, except in the rare th is /t/ in thyme
- there are voiced/unvoiced forms of /th/

Word Family Cards

-ack /ă/ + /k/
words: back, tack, rack, sack, non-words: dack, fack,

-ake /ā/ + /k/
words: bake, cake, fake, lake non-words: make, yake

-an /ă/ + /n/
words: ban, can, fan, pan, ran non-words: zan, yan, quan

-ane /ā/ + /n/
words: ban, can, fan, pan, ran non-words: zan, yan, quan

-ain /ā/ + /n/
words: pain, rain, train, stain non-words: yain, quain

-ale /ā/ + /l/
words: bale, pale, kale, sale non-words: zale, quale

-ail /ā/ + /l/
words: quail, rail, pail, nail non-words: cail, zail

-at /ă/ + /t/
words: at, bat, cat, mat, gnat non-words: lat, dat, zat

-ate /ā/ + /t/
words: date, late, fate, create non-words: zate, wate

-ame /ā/ + /m/
words: same, name, fame, lame non-words: wame, zame

-ap /ă/ + /p/
words: cap, nap, map, trap non-words: quap, vap, wap

-ape /ā/ + /p/
words: cape, drape, shape, tape non-words: quape, zape

-ash /ă/ + /sh/
words: sash, quash, smash non-words: zash, nash, vash

-ank /ā/ + /n/ + /k/
words: thank, bank, tank non-words: zank, vank, cank

-ag /ă/ + /g/
words: bag, lag, nag, wag non-words: zag, quag, yag

-aw /aw/
words: saw, law, paw, claw non-words: zaw, vaw, taw

-ay /ā/
words: say, play, tray, way non-words: say, tay, vay

-eat /ē/ + /t/
words: seat, wheat, treat, neat non-words: zeat, veat, yeat

-est /ĕ/ + /s/ + /t/
words: best, zest, west, nest non-words: hest, yest

-ell /ĕ/ + /l/
words: tell, sell, well, bell, yell non-words: zell, fell, mell

-ed /ĕ/ + /d/
words: bed, fled, Ted non-words: yed, ved

-en /ĕ/ + /n/
words: hen, Ben, zen, den, pen non-words: ken, ven, quen

-ill /ĭ/ + /l/
words: bill, hill, will, quill, trill non-words: zill, yill

-ick /ĭ/ + /k/
words: lick, trick, wick, quick non-words: zick, yick

-ice /ī/ + /s/
words: mice, twice, lice, nice non-words: zice, yice

-it /ĭ/ + /t/
words: sit, quit, wit, lit, exit non-words: yit, dit, git

-ight /ī/ + /t/
words: light, slight, fight, tight non-words: zight, wight

-ite /ī/ + /t/
words: site, bite, lite, quite non-words: site, hite, twite

-ip /ĭ/ + /p/
words: sip, lip, flip, hip, zip non-words: yip

-ig /ĭ/ + /g/
words: big, gig, twig, wig non-words: vig, yig

-in /ĭ/ + /n/
words: win, fin, bin, non-words: hin, zin, min

-ine /ī/ + /n/
words: mine, twine, line, dine non-words: zine, nine, bine

-ink /ĭ/ + /n/ + /k/
words: sink, think, blink, wink non-words: zink, yink, hink

-ide /ī/ + /d/
words: side, wide, slide, hide non-words: zide, yide, dide

-ock /ŏ/ + /k/
words: sock, mock, flock, clock non-words: zock, yock, vock

-oke /ō/ + /m/
words: poke, smoke, yoke non-words: doke, loke, voke

-ot /ŏ/ + /t/
words: hot, bot, lot, not, rot non-words: yot, zot, vot

-oat /ō/ + /t/
words: moat, boat, non-words: zoat, yoat

-oom /ōō/ + /m/
words: room, boom, zoom non-words: yoom, toom

-ook /ŏŏ/ + /k/
words: look, book, took, cook non-words: yook, zook, vook

-ore /or/
words: core, more, store non-words: zore, vore

-og /ŏ/ + /n/
words: dog, log, bog, blog non-words: zog, yog, vog

-op /ŏ/ + /p/
words: pop, top, mop, bop non-words: zop, yop, vops

-unk /ŭ/ + /n/ + /k/
words: trunk, sunk, bunk non-words: zunk, yunk

-ump /ŭ/ + /m/ + /p/
words: jump, lump, stump non-words: zump, wump

-ut /ŭ/ + /t/
words: but, nut, hut, rut, gut non-words: sut, lut, yut

-ug /ŭ/ + /g/
words: hug, bug, tug, lug non-words: zug, nug, vug

-un /ŭ/ + /n/
words: fun, bun, sun, run non-words: yun, zun, lun

Sequence of Phonics/Spelling Instruction (example words)

3 - 5
yrs old

<u>Emergent (Print Concept)</u>: sorting pictures of words into letter sound, rhyme, and concept categories

4 - 7
yrs old

<u>Letter Name Alphabetic</u>: hat, bug, fog, log, fig, twig, hen, drop, fresh, much, pass, class, sad, job, blob, grab, sick, trick, rang, swing, blend

CVC
short vowel

7 - 9
yrs old

<u>Within Word Stage</u>: care, hope, bake, fire, huge, day, boy, boil, cow,, next, road, knock, coal, friend, bread, spool, loud, whose, throw, roast, cause, pause, paws, taught

CVCe
CVVC

9 - 11
yrs old

<u>Syllables & Affixes Stage</u>: chief, whine, theme, athlete, pilgrim, mushroom, nervous, service, receive, reign

Multi-
syllabic

11+
yrs old

<u>Derivational Stage</u>: uneasy, insincere, manipulate, apathy, sympathy, benediction, benefactor, geography, confidence

Advanced
morphology

Sequence of Phonics/Spelling Instruction

3 - 5 yrs old
Emergent (Print Concept): focus is on phonemic awareness and on alphabet (letter name) knowledge

4 - 7 yrs old
Letter Name Alphabetic: ă, m, t, s, ĭ, f, d, r, ŏ, g, l, h, ŭ, c, b, n, k, v, ĕ, w, j, p, y, x, qu, z, sh, ch, th, wh, ck, consonant blends (e.g. st, pl, bl, gl, sl)

7 - 9 yrs old
Within Word Stage: a-e, ai, ay, ei, ey, ee, ea, ie, e-e, i-e, igh, y, o-e, oa, ow, u-e, oo, ew, vowel+r, oi, oy, ou, au, ow, kn, wr, gn, shr, thr, squ, spl, tch, dge, ge, homophones

9 - 11 yrs old
Syllables & Affixes Stage: adding inflectional endings, detecting syllable junctures multisyllabic words, homographs & homophones

11+ yrs old
Derivational Stage: advanced morphology (prefixes, suffixes, roots) and diverse forms of base words.

DEMO #2

the	mat	blue
at	mate	yellow
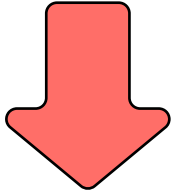
high frequency words
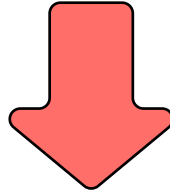
decodable words
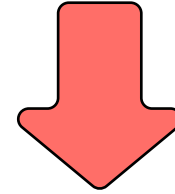
familiar content words

THE
LITERACY BUG

MAP FO THEBOI

SIN
HIA
URMS
HIS
PITS
PRIVIT PRT
LIGS
FIT
SHEONK

BUgS Are evREWER
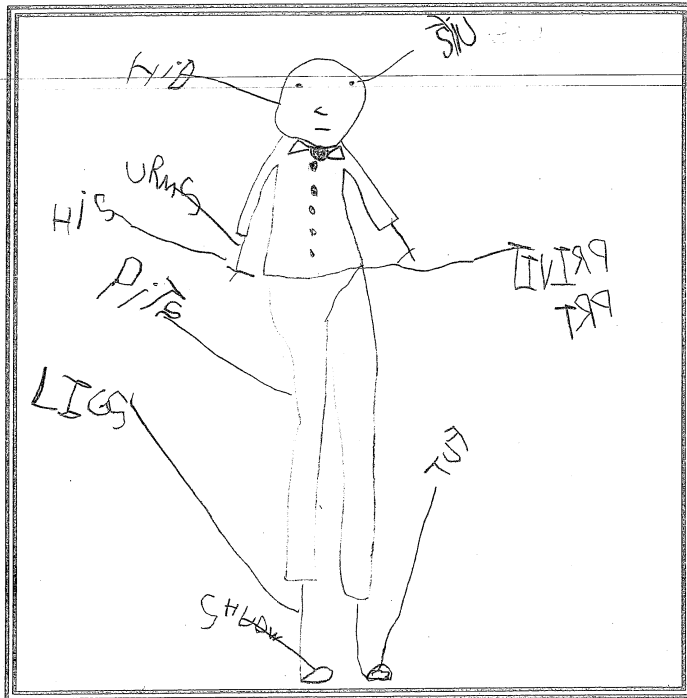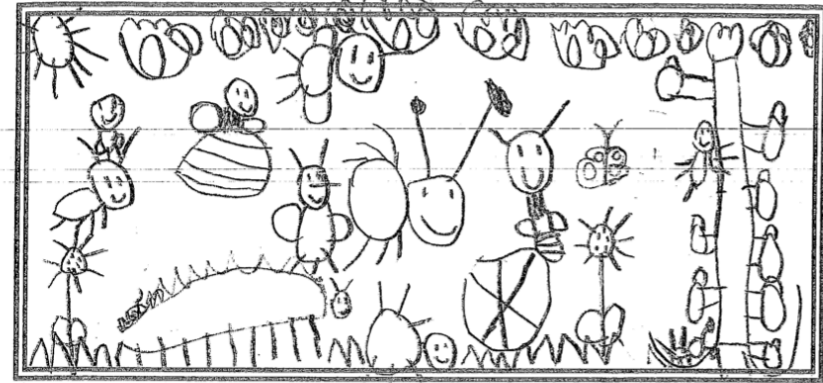
SOMe BUgS FLY.
SOMeBugs sting.
SOMe are Big.
SOMeAre TINE.
SOMe CrL.
SOMeJUMP.
SOMe hav ShELS.

Source: The Reading and Writing Project: http://readingandwritingproject.org

And grow as a reader.

GRADE 1

(decoding, word recognition and fluency)

I had three apples when I went to school today. I gave one apple to my teacher. I have two apples left.

My friend likes to eat apples. I asked if he would like an apple. He said yes! I have one apple left.

Stages of Spelling Development

e.g. Analysing Spoken Words

1) Pre-speller - birth to 4

2) Spell it like it sounds - 4 - 7 years old   *ETR*

✳ 3) Spell it by (visual) pattern - 7 - 9 years old   *eater* ✳

✳ 4) Spell it by rule - 9 - 11 years old ✳

5) Coordinating multiple strategies - 10 - 13 years old

Mature Reading

6) Spell it from knowledge - 13 years and older

So, for a mature reader …

Reading skill is related to using the **'correct' pathway** for the type of word being read. (Wise Younger et al., 2017, p. 91)
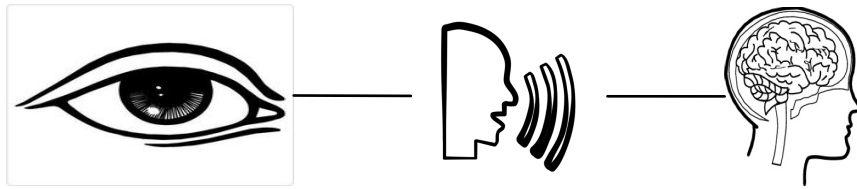
"For unfamiliar and pseudo words"

"sounding out"
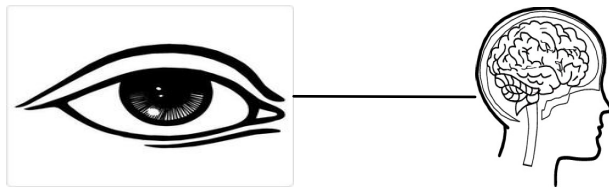
"For familiar words"

"quick, automatic recognition"

Wise Younger, J., Tucker-Drob, E., & Booth, J. R. (2017). Longitudinal changes in reading network connectivity related to skill improvement. NeuroImage, 158(February), 90–98. http://doi.org/10.1016/j.neuroimage.2017.06.044

PRACTICAL REMINDERS

Equipment

pictures (optional)

Letter Name-Alphabetic Pattern

SPELLING - "short a" (Sort 1)

Please write each spelling word three times.

1. cat
2. bat
3. sat
4. fat
5. mat
6. rat
7. hat
8. man
9. can
10. pan
11. ran
12. fan
13. van
14. tan
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

word lists

Letter Name-Alphabetic Pattern Sort

Sort 16

CVC ĕ	CVC ŭ	Out of Sorts

CVC ĕ	CVC ŭ	Out of Sorts
pet	**sun**	bell
red	yes	let
ten	beg	but
cup	mud	cut
hug	duck	gum
put	push	

word cards, sort categories & blank cards

space to write words and sentences
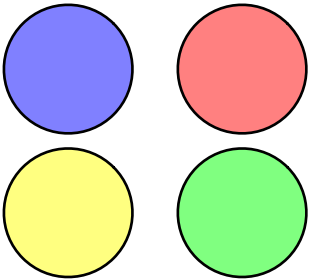
coloured tokens

Two approaches: closed and open

Closed Sorts

In a closed sort, the learner is provided with the categories into which the words need to be sorted.

Open Sorts

In an open sort, the learner is provided with the word cards. Once examined/sorted, the learner identifies the categories.

Considering: patterns and concepts

Our Current Focus
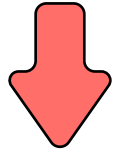
Pattern Sorts

Organising words into phonic and orthographic patterns to building understanding of decodable structures.

Concept Sorts

Organising words or pictures into conceptual categories, such as "animate" vs "inanimate" objects.

<u>Steps</u>

1. Cut out either the word or picture cards for the sort activity.

2. Organise the category headings for the sort.

    a. If performing a **closed sort**, provide learners with category headings under which the learner will categorise the words or pictures;

    b. If performing an **open sort**, provide the learners to with at least two blank cards so they can write the category headings once they have organised the words or pictures

(continued on next page …)

3. Help the learners categorise the words or pictures.

    a. Consider words that do not fit the patterns. These are called *Out of Sorts* words (like "said" or "was" or "of")

    b. Also, write words on blank word cards that fit the patterns.

4. Once words are sorted, review them by saying them out loud.

5. Choose a few words and perform semantic maps.

6. Use these and other related words in rich, juicy sentences.

7. Reflect on the patterns and rules that have been covered.

8. Record the learners' progress.

Word sorts should be included as part of integrated practice. As the workflow suggests, there should be a focus on word meaning/use once the sort has been completed.

The example on the following page illustrates how a word sort (or word study) can be incorporated into a rich literacy lesson. Also, think about how words can incorporated into *interactive writing practices*.

If left unintegrated, there is the risk that the activity becomes a rote learning activity. If this eventuates, learners may not recognise words when they later see/use them in context.

FIGURE 6
Completed Intervention Reader Lesson Plan for Level 1

FLUENCY (REREADING)	FLUENCY EXTENSION(S)
☑ Reread text, selected pages, or poetry Text: _The Nest on the Beach by Annette Smith_	

WORD STUDY	WORD STUDY EXTENSION(S)
Level 1☐ Level 2☐ Week: ____3____ Vowel Pattern Focus: _Short o, a_e, ar_ ☑ Open Sort: (day 1 only) ☐ Sound Boxes (day 2) ☐ Spelling Sort (days 3–5) ☐ Teacher-dictated sentence: _Were you born on the west shore?_ Level 3☐ Feature Focus: _____ ☐ Open Sort: (day 1 only) ☐ Spelling Sort ☐ Word Meaning discussion ☐ Student-Generated Sentences to show meaning	• Sort cards and write sorts in word study notebooks. • Choose one word from each pattern and write a sentence.

COMPREHENSION (NARRATIVE TEXT)	COMPREHENSION (INFORMATIONAL TEXT)
New text: _____	New text: _The Dolphins by Rose Inserra_
Before Reading ☐ Activate and build background knowledge ☐ Preview vocabulary: _____ ☐ Set a purpose	Before Reading ☑ Activate and build background knowledge ☑ Preview text features and structure ☑ Preview vocabulary: _breathe, smooth, fin, hole, whole_
During Reading ☐ Teacher/student questions: _____ ☐ Discussion/teaching points: _____	During Reading ☑ Teacher/student questions: _____ ☑ Discussion/teaching points: _How do dolphins breathe?_
Notes:	Notes:
After Reading Summarize ☐ Plot/story elements ☐ Character (traits, motivations, point of view) ☐ Setting (mood, importance) ☐ Events (sequencing) ☐ Conflict and resolution ☐ Theme Notes:	After Reading Summarize ☑ Main ideas and essential details ☐ Compare and contrast ☐ Sequence ☐ Cause and effect, or problem and solution Notes:

WRITTEN COMPREHENSION EXTENSION(S): _Design a poster: The Top Five Things About Dolphins_
Notes:

FIGURE 8
Completed Intervention Reader Lesson Plan for Level 3

FLUENCY (REREADING)	FLUENCY EXTENSION(S)
☑ Reread text, selected pages, or poetry Text: _"Never Teach Your Dog to Read"_	_Reread poem with partner_

WORD STUDY	WORD STUDY EXTENSION(S)
Level 1☐ Level 2☐ Week: _____ Vowel Pattern Focus: _____ ☐ Open Sort: (day 1 only) ☐ Sound Boxes (day 2) ☐ Spelling Sort (days 3–5) ☐ Teacher-dictated sentence: _____ Level 3☑ Feature Focus: _Prefixes_ ☐ Open Sort: (day 1 only) ☐ Spelling Sort ☑ Word Meaning discussion ☑ Student-Generated Sentences to show meaning	_Student will write a sentence with selected words (checking for understanding)_

COMPREHENSION (NARRATIVE TEXT)	COMPREHENSION (INFORMATIONAL TEXT)
New text: _The Hare and the Tortoise by Jenny Giles_	New text: _____
Before Reading ☑ Activate and build background knowledge ☑ Preview vocabulary: _boasting, meadow, willow tree, plodded_ ☑ Set a purpose	Before Reading ☐ Activate and build background knowledge ☐ Preview text features and structure ☐ Preview vocabulary: _____
During Reading ☑ Teacher/student questions: _Encourage students to give evidence to support predictions_ ☑ Discussion/teaching points: _What is the illustrator trying to show us in this picture?_	During Reading ☐ Teacher/student questions: _____ ☐ Discussion/teaching points: _____
Notes: _Discuss point of view from other characters._	Notes:
After Reading Summarize ☐ Plot/story elements ☑ Character (traits, motivations, point of view) ☐ Setting (mood, importance) ☐ Events (sequencing) ☐ Conflict and resolution ☐ Theme Notes:	After Reading Summarize ☐ Main ideas and essential details ☐ Compare and contrast ☐ Sequence ☐ Cause and effect, or problem and solution Notes:

WRITTEN COMPREHENSION EXTENSION(S): _Rewrite the story from the tortoise's point of view_
Notes:

Tyner, B. & Green, S. E. (2012). Small-group reading instruction: Differentiated teaching models for intermediate readers, grades 3-8 (2nd ed.) Newark, DE: International Reading Assoc.

KEY RESOURES ...

Pearson New International Edition

Words Their Way: Word Study for Phonics,
Vocabulary, and Spelling Instruction
Bear Invernizzi Templeton Johnston
Fifth Edition

Source: Bear, S., Invernizzi, M., Templeton, S., & Johnston, F. (2014). Words their way: word study for phonics, vocabulary, and spelling instruction (5th edition). Essex: Pearson.

Sources of phonics sequences

Bear, S., Invernizzi, M., Templeton, S., & Johnston, F. (2014). *Words their way: word study for phonics, vocabulary, and spelling instruction (5th edition)*. Essex: Pearson.

Beck, I. & Beck, M. (2013). *Making sense of phonics.: the hows and whys*. New York: Guilford Press.

Blevins, W. (2006). *Phonics from A to Z: a practical guide (2nd edition)*. New York: Scholastic.

Dow, R. S. & Bear, G. T. (2013). *Self-paced phonics: a text for educators (5th edition)*. Boston: Pearson.

Konza, D. (2014). *Responding to the evidence: synthetic phonics in action (2012 - 2013)*. Joondalup, WA: Fogarty Learning Centre, Edith Cowan University.

Reed, D. K. (2012). Why teach spelling? Portsmouth, NH: RMC Research Corporation, Center on Instruction.

UK Department of Education and Skills (2007). *Letters and sounds: principles and practice of high quality phonics*. London. Crown documents

Example Spelling Rules

Appendix A
SPELLING RULES

Rule 1 C softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

Rule 2 G may soften to /j/ when followed by E, I, or Y. Otherwise, G says /g/.

Rule 3 English words do not end in I, U, V, or J.

Rule 4 A E O U usually say their names at the end of a syllable.

Rule 5 I and Y may say /ĭ/ or /ī/ at the end of a syllable.

Rule 6 When a one-syllable word ends in a single vowel Y, it says /ī/.

Rule 7 Y says long /ē/ **only** at the end of a multi-syllable base word.

Rule 8 I and O may say /ī/ and /ō/ when followed by two consonants.

Rule 9 AY usually spells the sound /ā/ at the end of a base word.

Rule 10 When a word ends with the phonogram A, it says /ä/.

Rule 11 Q always needs a U; therefore, U is not a vowel here.

Rule 12 Silent Final E Rules

12.1 The vowel says its name because of the E.

12.2 English words do not end in V or U.

12.3 The C says /s/ and the G says /j/ because of the E.

12.4 Every syllable must have a written vowel.

12.5 Add an E to keep singular words that end in the letter S from looking plural.

12.6 Add an E to make the word look bigger.

12.7 TH says its voiced sound /TH/ because of the E.

12.8 Add an E to clarify meaning.

12.9 Unseen reason.

Rule 13 Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules.

Rule 14 Double the last consonant when adding a vowel suffix to words ending in **one** vowel followed by **one** consonant, only if the syllable before the suffix is accented.*
*This is always true for one-syllable words.

Rule 15 Single vowel Y changes to I when adding any ending, unless the ending begins with I.

Rule 16 Two I's cannot be next to one another in English words.

Rule 17 TI, CI, and SI are used only at the beginning of any syllable after the first one.

Rule 18 SH spells /sh/ at the beginning of a base word and at the end of the syllable. SH never spells /sh/ at the beginning of any syllable after the first one, except for the ending -*ship*.

Rule 19 To make a verb past tense, add the ending ED unless it is an irregular verb.

Rule 20 ED, past tense ending, forms another syllable when the base word ends in /d/ or /t/. Otherwise, ED says /d/ or /t/.

Rule 21 To make a noun plural, add the ending -S unless the word hisses or changes, then add -ES. Occasional nouns have no change or an irregular spelling.

Rule 22 To make a verb 3rd person singular, add the ending -S, unless the word hisses or changes, then add -ES. Only four verbs are irregular.

Rule 23 *Al-* is a prefix written with one L when preceding another syllable.

Rule 24 -*Ful* is a suffix written with one L when added to another syllable.

Rule 25 DGE is used only after a single vowel which says its short (first) sound.

Rule 26 CK is used only after a single vowel which says its short (first) sound.

Rule 27 TCH is used only after a single vowel which does **not** say its name.

Rule 28 AUGH, EIGH, IGH, OUGH. Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /f/.

Rule 29 Z, never S, spells /z/ at the beginning of a base word.

Rule 30 We often double F, L, and S after a single vowel at the end of a base word. Occasionally other letters also are doubled.

The Alphabetic Code

the interface between oral and print language

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https://youtu.be/dA4nt3rxTYM

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MONITORING PROGRESS

Keeping a record

Date	Patterns Explored	HFWs Explored	Further Vocabulary	Source Text(s)	Opportunities to Write	Notes

Session Planning and/or Record Keeping

☐ <u>**Big picture goal or question being pursued in the learning:**</u>

Session #	Date	Description / Observations	Skill(s) / Task(s)
1			
2			
3			
4			
5			
6			

Session Planning and/or Record Keeping

Session #	Date	Description / Observations	Skill(s) / Task(s)
7			
8			
9			
10			
11			
12			

☐ <u>**Summary of achievements and next steps:**</u>

Skill Domain	Progress			Notes
Alphabetic Knowledge (0-1)				
Does the learner know all uppercase letters? (0)				
Does the learner know all lowercase letters? (0)				
Can the learner recognise letters in the environment? (0)				
Can the learner recognise known letters in different fonts and orientations (e.g. upside down)? (0)				
Does the learner know the most common sounds associated with all or known letters? (0-1)				
Can the learner use the above knowledge to (attempt) spelling familiar/common words? (0-2)				
Letter-Sound Spelling Knowledge (0-4)				
REPEAT: *Does the learner know the most common sounds associated with all or known letters? (0-1)*				
REPEAT: *Can the learner use the above knowledge to (attempt) spelling familiar/common words? (0-2)*				
Is the learner able to associate/match/categorise common words with their beginning letter/sound? (0)				
Is the learner able to associate/match/categorise common words with their final letter/sound? (0)				
Is the learner able to associate/match/categorise common words by rhyming/phonogram patterns? (0-1)				
Is the learner learning to spell/recognise age-appropriate high frequency words (e.g. Dolche/Fry)? (1-3a)				
Is the learner able to encode and decode simple CVC words, which consist of known consonants, short vowels, common phonograms and consonant blends? (0-2)				
Does the learner understand and apply the CVCe rule, and how it effects the long form of the vowel? (1-2)				
Is the learner developing an understanding of complex vowel partners (e.g. "ea" in bread and each) in CVVC words? (1-2)				
Is the learner able to recognise, spell and read common compound words (e.g. hot dog) as an introduction into multisyllabic words? (1-2)				
Is the learner able to add inflectional endings / suffixes to common CVC and CVCe words? (1-2)				
Is the learner applying knowledge of known patterns to decode new words (e.g. *I know munch so I can decode crunch, lunch, hunch, etc)?* (0-3)				
Is the learner engaging in invented spelling of increasing sophistication? (1-2)				
Is the learner developing skills in writing and reading multisyllabic words? (1-3)				

Skill Domain	Progress			Notes
Is the learner spelling/decoding/interpreting words with a knowledge of common prefixes, roots, and suffixes and inflectional endings? (2- 4)				
Is the learner able to quickly spell and read various words which are part of the same word family (e.g. explain, explanation, explanatory)? (2-4)				
Is the learner applying vowel shifting rules for word families (e.g. divine —> divinity)? (3-4)				
Does the learner use a combination of strategies (e.g. sound it out, notice patterns, apply rules, apply knowledge, consult reference - dictionary)?				
Participating in Writing Activities (A)				
Has the learner consolidated emergent writing stage (scribbling —> controlled scribbling —> mock writing —> writing the familiar? (0)				
Can the learner write familiar words (e.g. name)?				
Is the learner able to and/or motivated to make emergent texts with assistance (e.g. DO NOT ENTER sign for one's bedroom)? (0-2)				
Is the learner developing a command of handwriting skills? (0-2) … *3a for fill cursive*				
Does the learner understands the purpose of writing and engaging in shared/joint letter writing, list writing, recipe writing, etc? (0-1)				
Does the learner engage in interactive writing?				
Is the learner composing sentences of increasing sophistication? (1-3)				
Can the learner explore written forms when dictating to another? (0-2)				
Can the learner write from dictation that includes familiar language on a known topic? (1-3a)				
Is the learner engaging in invented spelling of increasing sophistication? (1-2)				
Can the learner write relatively independently or jointly with proper scaffolding, including sentence stems, textual models and visual prompts? (2-4)				
Can the learner use the writing process and/or the curriculum cycle to write on a range of text types in appropriate text types/genres? (2-4)				
Is developing a command of typing / word processing skills? (A)				
Does the learner appreciate the need to write/compose differently when writing for different audiences in different forms (e.g. a science reports vs an infographic)? (2-4)				
Can the learner explore complex topics through both everyday language/forms and academic language/forms? (3-4)				
Can the learner use expository/information forms to synthesise, report on, explain and evaluate information drawn from a range of sources? (3b-4)				

CONCLUSION

"Learning to read is the process of acquiring the several types of **statistical knowledge** that support rapid and efficient comprehension, starting with **phonological structure** & **orthographic structure**." (Seidenberg, 2017, 108)

"For a beginning reader, every word is a unique pattern. Major statistical patterns emerge as the child encounters a larger sample of words, and later, finer-grained dependencies." (Seidenberg, 2017, 92)
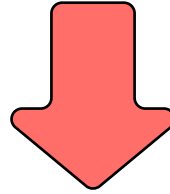
"The path to orthographic expertise begins with practice practice practice but leads to more more more." (Seidenberg, 2017, 108)

Seidenberg, M. (2017). Language at the speed of sight: how we read, why so many can't, and what can be done about it. New York: Basic Books.

the focus of word sorts

the

at

*high
frequency
words*

mat

mate

*decodable
words*

blue

yellow

*familiar
content
words*

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APPENDIX

Monitoring Growth in Key Areas

1. Phonological processing and phonemic awareness

2. Alphabetic knowledge

3. Common onset-rime patterns

4. Decoding (reading) skills

5. Encoding (spelling) skills

6. Sight / High Frequency Word Recognition

7. Fluency (reading connected text)

8. Comprehension

e.g. Phonemic Awareness Skills Mapping (PASM)

e.g. Letter Sound Assessment

e.g. Z-Test

e.g. Specific Phonic Assessments

e.g. Qualitative Spelling Inventories

e.g. Dolche and Fry's Word Lists

e.g. Qualitative Reading Inventory V

e.g. Progressive Achievement Tests in Reading