

Introduction

A Reference for Spelling is intended as a tutor's book, ideally to be used in conjunction with the pupil's version - **A Personal Spelling Sampler**. The purpose is to provide a useful, quick and easily accessible resource for the teaching of spelling. The tutor uses the 'filled in' book and the pupil fills in *his own. **A Reference for Spelling** contains comprehensive lists of words, mainly phonically arranged into word families and are housed in separate sections on different coloured paper accordingly. Suggested dictations are provided on the pages opposite the corresponding spelling patterns.

The purpose of the books

A Reference for Spelling and **A Personal Spelling Sampler**

The aim of both books is to provide a means of housing words in a way that can aid the memory for spelling, regardless of age, stage or ability. It is hoped that associating spelling patterns with different colours provides one such memory aid. The books are not intended as specific teaching courses, but it is hoped that *any* tutor or pupil will find them useful which ever method or approach they adopt.

In the beginning, the words can be taught more or less in the order in which they occur, but later on, the choice and number of words, and the order in which they are taught and learnt should be flexible to suit the developing needs of the individual. The intention is that each pupil considers the book as a personal and valuable record of his achievement. Experience shows that both pupils and teachers like the professional-looking format. Contact time with pupils is often limited and precious; and having the grids, headings, words, dictations and handwriting paper already in place, allows more quality time to be spent on multisensory teaching.

The aim is to provide individual pupils with a place to record examples of words they have learned how to spell. This should then act as a useful resource for reference and revision. It is intended that pupils will gradually build up a personal bank of words in a structured and cumulative way. It could be used from the time pupils begin formal education until they leave school and beyond. It is going to be most useful for those pupils who have a specific learning difficulty for whom the phonic approach to spelling has been found to be the most effective. Such pupils seem to learn to spell more easily when they do not have to rely solely on their memory, but can apply their reasoning skills to what they have learned about how the English spelling system works.

How the books are set out

The English spelling system is complex because it is very old and it has been heavily influenced by other languages. Nevertheless, both books attempt to set it out in a meaningful and logical way. Each book contains:

- ◆ six different pastel shades of paper (**Core Work**) which correspond to the six different categories of syllables. Each section of paper houses words containing the different syllables.
- ◆ grey coloured paper (**Further Work**) which houses words containing the remaining types of spelling patterns.
- ◆ white paper at the back (**Overview**) which emphasises that words can be looked at in a variety of different ways, for example words grouped into particular categories e.g. Days of the Week, Months of the Year, Irregular words, etc; Prefixes and Suffixes and their origins and meanings.
- ◆ The **Progress Trees** at the front are coloured in to correspond with the coloured paper and act as the key to the contents of the book. The pupils colour these in to show progress generally 'up' the tree (starting at the roots and working into the branches). Coloured highlighting pens are quick and easy to use. The trees act as useful guides, not only to monitor progress, but to see at a glance what work has been covered.

Each book is set out as follows:

	Pages
Introduction	Purpose, arrangement and use i - iii
Progress Trees	The contents of the books v - xi
Core Work	The Alphabet - consonant digraphs - end blends consonant blends (shaded grey) Long and short vowel sounds The Closed Syllable and the Doubling Rule (Yellow) 1 - 17 The Open Syllable (Purple) 19 - 21
Core Work	The VCe Syllable, and the Final E Rule (Pink) 23 - 31 The Vowel 'r' Syllable (Green) 33 - 48
Further Work (1)	Early 'other' spelling patterns (Grey) 49 - 59
Core Work	The Vowel Digraph (Blue) 61 - 85 The Consonant '-le' Syllable (Orange) 87 - 91
Further Work (2)	Later 'other' spelling patterns (Grey) 93 - 145
Overview	Looking at words in different ways 147 - 159 Words grouped into particular categories (White) e.g. Days of the Week, Months of the Year, Irregular words The Origins of Words - Latin, Greek, Anglo-Saxon prefixes and suffixes Extra Blank Grids 160 - 163
Index	References with page numbers (in alphabetical order by spelling pattern not individual word) 165 - 167

How to use the books

The books are primarily intended to be used when teaching in a one-to-one situation. They could however, also be used with small groups. As a basic principle, each spelling pattern the pupil enters into the dictionary will have been taught beforehand so that he gains confidence through success. Wherever possible, the words and sentences should be written down from dictation rather than copied. Asking a pupil to read a list of chosen words from the grids, before writing them down, is a good idea, and can help to build confidence. It is usual to begin teaching one syllable words first and to gradually introduce polysyllabic words as the pupil learns more about word attack and rules in the English spelling system. In the early stages, polysyllabic words may be used for reading purposes only; the spelling of them can be returned to at a later date.

The pupil should listen to the whole chosen sentence or short passage first; he should then read it back. The passage is then presented to the pupil again in manageable chunks, which he repeats and then writes down, simultaneously saying each word as he writes it. In this way, spellings can be tested in context as well as by individual word and spelling patterns are being reinforced by repetition and over-learning. Pupils will often associate a passage with a particular spelling pattern, especially if the passage contains meaningful and humorous imagery.

The dictations are divided into three guide levels:

- ◆ Type (1) passages are short, and try to stick rigidly to the sound pattern being taught; later on, they often revise work done earlier.
- ◆ Type (2) tend to be longer, and are intended to reinforce polysyllabic words within a given spelling pattern, thus building on (1)
- ◆ Type (3) are more general, longer and more challenging passages, which emphasise a particular spelling pattern. Out of these passages, other difficulties may be identified which will need teaching or revising further.

It is also hoped that the shaded height-guide on the handwriting paper will be useful. The analogy of a forest could be used to encourage pupils to keep their small letters within the shaded area (the trees), their tall letters should rise above the 'tree canopy' and those letters with tails should fall below the line or 'under the ground'. Pupils should ensure that:

- ◆ All their words sit on the line.
- ◆ The size of individual letters is correct.
- ◆ The space between individual letters and words is acceptable.
- ◆ The general slope of the letters is consistent throughout.

Explanation of terms used in the books

1. Throughout the books V stands for *vowel* and C stands for *consonant*.
2. A mark (a *macron*) over a letter like this (ā) makes the letter say a long vowel sound (in other words, its name). See the pictures on page 25.
3. A mark (a *breve*) over a letter like this (ĕ) makes the letter say a short vowel sound. See the pictures on page 3.
4. A *syllable* is the smallest individual part of a word you can hear.
5. See page xi for an explanation of the six types of syllable.
6. A *Digraph* is different to a *blend*. In a *digraph*, you hear **one sound** which is comprised of two letters e.g. 'ch' or 'ai'. In a *blend*, individual letters can be heard separately when said slowly, e.g. 'pl' or 'str'.

* The word *he* is used in the introduction to avoid constant repetition of *he* or *she*.

Further Work

Link-vowels within Words

(e) linear	(i) million	(o) violin	(u) mortuary
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Alternative word endings

-tient patient	-tious ambitious	-tial initial	-tience patience	-xious anxious		
-cean ocean	-cience conscience	-cious spacious	-cial facial	-ceous herbaceous	-(s)cient ancient	-sial controversial
-tion nation	-sion fusion	-ssion confession	-cion suspicion		-cian musician	

Words ending -v + ry

-ary (necessary)	-ery (peppery)	-ory (advisory)
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Words ending -v + nt

-ant (assistant)	-ent (accident)
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Words ending -able and -ible

-able (stretchable)	-ible (feasible)
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A mixture of polysyllabic words with various endings where some of the vowel sounds are difficult to identify

Words with vce at the end

-ase (purchase)	-ine (engine)	-ose (purpose)	-ise (advise)	-ine (routine)	-ise (practise)	-ice (advice)	-ace (furnace)
-uce (lettuce)	-ate (climate)	-ete (complete)	-ite (definite)	-ute (minute)	-ive (revive)	-eve (reprieve)	
	-ive (relative)	-ere (sincere)	-ire (expire)	-ore (deplore)	-are (prepare)		
	-ure (mature)	-age (average)	-ege (college)	-(i)age (marriage)			

(1)

ă

Max, the bad cat sat on the mat with a pan of jam in his lap.

ě

Meg let the pet hen into the den.

ĩ

Sid hid the big pig in the tin bin.

ň

Bob sat with the dog on top of a log.

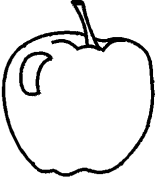


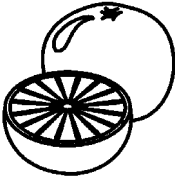

ů

I hug mum on the rug for fun.

Mixed short vowels (1)

I sit in the sun and get a tan. When it is hot I stop. Bob the cat sits on my lap and I hug him and rub his tum.

Short vowel sounds - closed syllable VC/CVC words

ă	ĕ	ĭ	ŏ	ŭ
				
at	bet	in	on	up
cat	set	it	cot	cut
fat	get	kit	hot	hut
bad	wet	did	got	bug
sad	jet	dig	pot	hug
dad	beg	dip	dog	fun
mad	leg	lip	log	sun
ham	fed	sip	fog	bud
jam	bed	him	mop	mud
cap	den	mix	top	cub
Max	men	six	Bob	hum

Short vowel sounds - closed syllable words - initial consonant blends (examples) -

ă	ĕ	ĭ	ŏ	ŭ
blab	glen	flip	plot	club
bran	Fred	trip	crop	slug
pram	sped	grin	stop	drum
scab	dwell	twig	shop	smug
sprat	stress	split	throb	strut
strap		squid		

(1)

ch

- (ǎ) Do not **chat** to that **chap** on the **ranch**.
- (ě) **Check** that your **chest** is not on the **bench**.
- (ĭ) Tim has a **chip** on his **chin**.
- (ǒ) **Chomp** on the **chop** well!
- (ǔ) Tim's **chum** got a **punch** at **lunch**.

Consonant digraph ch (mixed vowels)

Chip and I **chat** and **munch** **lunch** on the **bench**.

th

- (ǎ) **Thrash** that dog and I will not **thank** you.
- (ĭ) I **think** this string is **thick** not **thin**.
- (ǒ) Hit me with **that** stick and my hand will **throb**.
- (ǔ) **The thug thrust** his hand down with a **thump** and a **thud**.

Consonant digraph th (mixed vowels)

I **think** **that** **this** **thrush** is too **thin**.

wh

- (ǎ) **Whack** went the champ and **wham** went the punch.
- (ě) **When** will you get the **whelks** from the shop?
- (ĭ) **Whip** the mix up with the **whisk** and **whizz** it into the dish.

Consonant digraph wh (mixed vowels)

When you **whip** the mix, do not **whack** me with the **whisk**!

A mixture of various endings where some of the vowels are difficult to identify

Words ending vc/vcc

Words ending in -it

spirit	debit	profit	deposit
habit	credit	limit	exhibit

Words ending in -il

basil	peril	vigil	pupil
devil	civil	evil	council

Words ending in -on

baton	lemon	dragon	compassion
melon	talon	crayon	dominion

Words ending in -ish

polish	vanish	astonish	diminish
perish	finish	blemish	abolish

Words ending in -in

cabin	toxin	matins	rosin
satin	Latin	robin	resin

Words ending in -id

valid	tepid	solid	rigid
avid	rapid	rabid	arid

Words ending in -ock

bullock	hammock	buttock	hassock
paddock	haddock	tussock	cassock

-ack (2)

The **barracks** were **attacked** and **ransacked** by men on **horseback**.

-ick (2)

Patrick the clown showed the children lots of **gimmicks** and **tricks** at the party. He **rollicked** around with his **tickling stick** making the children laugh with his **slapstick** act.

-os (2)

The **ethos** of the company was to keep strict controls on the handling of **asbestos**.

-os (2)

There was **chaos** when the **rhinoceros** broke my **thermos** flask.

-us (2)

The **onus** was on you to complete the **census** within a certain **radius**.

-us (2)

A **rumpus** was created at a **Cyprus bus terminus** when a vast **exodus** of football supporters ran towards the stadium.

-k (2)

The **Slovaks** **trekked** across the Alps wearing strong **anoraks**.

-is (3)

Denis wrote a **thesis** on the **analysis** of the **diagnosis** of **tuberculosis**.

-is (3)

The **basis** of your **hypothesis** on the existence of **Atlantis** places too much **emphasis** on present day geology.

Word Building

-vc/cv- with the same double middle consonant	-vc/cv with different double middle consonants	-vc/v- with a single consonant after the first vowel	v/cv- with a single consonant after the first vowel
Short vowels Closed syllables	Short vowels Closed syllables	Short vowels Closed syllables	Long vowels open syllables
puppet	magnet	limit	tulip
flannel	seldom	salad	pupil
tennis	ransom	robin	humid
gallon	splendid	valid	decent
happen	hundred	linen	open
button	disgust	tepid	label
attend	dentist	comet	final
horrid	kidnap	finish	vital
suggest	trumpet	credit	silent
traffic	infant	punish	slogan
Others	Others	Others	Others
cabbage	ugly	never	domain
supply	window	lily	spider
yellow	sister	menu	proceed

Words with a long vowel and VCe syllable at the end Open / VCe	Words with a long vowel and VCe syllable at the end Closed / VCe	Words with consonant - le at the end with the initial syllable either open or closed
dilate	invade	cable
remote	compete	bugle
present	mistake	table
migrate	inside	bubble
device (noun)	Others	bottle
devise (verb)	alike	trample
nitrate	fortune	Others
became	compare	castle

Common Irregular Words and Sight Words.

You use my bike and I will have yours. Mr and Mrs Smith say they will catch us up in their car and meet us at the pub.

“What time was it when you asked which road we should take? This trip is taking too long. How do you know where we are now? Give me the map. Are we here or are we there? Would you ask the man who lives over there whether or not he could tell us where we are?”

The man saw that the two girls were lost and wanted him to come and give them some help. So he told them both how to find their way back to the place where they had gone wrong.

I fall off the wall to catch the ball.

Have you any idea how many eggs you want?

What mother would love above the front door is another rose to replace the other.

Please could you tell me the cause of this cold because I want to know the cure.

Index

—A—

-able, 127
-ace, 117
-ach, 115
-ack, 109
-ae (ē), 81
-age, 123
-age(ar), 123
ai (ā) in the middle, 149
-air, 45
-aire, 47
-al, 113
-ald, 55
-alf, 55
-alk, 55
-all, 55
-alm, 55
-alt, 55
-ant, ance 131
-ar, 41
ar words, 37
-ard, 39
-are, 121
-ary, 133
-ase, 117
-ask, 55
-ast, 55
-ate, 119
-ath, 55
au at the beginning, 69
au in the middle, 69
-aught, 95
aw at the end, 69
aw in the middle, 69
ay (ā) at the end, 75
-aze, 117

—B—

-ble, 89
blend (definition of), iii
breve, iii
broader 'a', 55
bt, 97

—C—

c+ei (ē sound), 85
-cean, 139
-ceous, 139
ch, 7

ch ('k' sound) from the Greek, 103
ch ('sh' sound) from the French, 105
-cial, 139
-cian, 139
-cient, 139
-cion, 135, 139
-cious, 139
-ck, 11
-cle, 91
Closed Syllables, 1
Common Irregular Words, 151
confidence, iii
consonant (definition of) iii
consonant blends, 3
consonant digraphs, 7
Consonant -le syllable, 89, 91
Core Work, ii, iv, v, vi, viii

—D—

Days of the Week, 153
-dge, 13
dictations, i, iii
digraph (definition of), iii
-dle, 89
double endings, 11
Doubling Rule, 17

—E—

ea (ā) in the middle, 83
ea (ě), 83
-ea (ē), 81
ea (ē) at the beginning, 67
ea (ē) in the middle, 67
ear, 39
-ear words, 47
-eare, 47
-eau, 103
-ee (ē), 81
ee (ē), 65
-eer, 45
-ege, 123
ei (ā sound), 85
ei (ā) in the middle, 79
ei (ī sound), 85
-el at the end, 115
end blends, 3 See also -nd, -ng, -nk, -nt, -mp
English spelling system, ii, iii
-ent, ence 129
-er, 43
er words, 35
-ere, 121
-ery, 133

-ess, 113
-et, 103
-ete, 119
eu in the middle, 79
-eur, 103
ew at the end, 79
-ey (ā) at the end, 79
-ey (ē), 81
-ey (ī) at the end, 67

—F—

-ff, 11
Final E Rule, i, 29, 31
-fle, 89
Further Work, ii, vi, vii, ix, x

—G—

gh, 97
-ght, -igh words, 95
-gle, 91
gn, 97
-gu-, 99
-gue, 103

—H—

handwriting, i, ii
Hard c, 51
Hard g, 51

—I—

I before E rule, 85
-iage, 123
-ible, 125
-ic, 111
ic + al + ly (examples), 111
-ice, 117
-ich, 115
-ick, 109
-id, 107
ie (ē sound), 85
-ie (ī), 81
-ier, 47
-ieve, 121
-igh, 95
-ight, 95
-il, 107
-ild, 55
-in, 107
ine (saying 'in') at the end, 121

-ine ('een') at the end, 119
Introduction, i - iii
ir words, 37
-ire, 123
-is, 109
-ise, 117
-ish, 107
-it, 107
-ite, 119
-ity, 143
-ive, 121
-ize, 117

—K—

-k, 109
Keep the 'e' to soften the 'g', 145
Keep the 'e', 31
Keep the 'i' to soften the 'g', 145
-kle, 91
kn, 97

—L—

Link vowel 'e', 145
Link vowel 'i', 143
Link vowel 'o', 145
Link vowel 'u', 145
Link vowel 'y' saying (ī), 145
-ll, 11

—M—

Magic E, 27, 29
macron, iii
mb, 97
Measurement, 153
memory, i,
mn, 97
Months, 153
-mp, 5
multisensory teaching, i

—N—

-nd, 5
-ng, 5
-nk, 5
-nt, 5
Numbers, 153

—O—

o (ū), 151
oa (ō) in the middle, 71

-ock, 107
-oe (ō), 81
oi in the middle, 77
-old, 55
-olk, 55
-ology, 105
-on, 107
one-to-one situation, iii
-oo, 81
oo (ū), 63
oo (ü) in the middle, 83
-oor, 45
Open Syllables, 21
-or, 41
or words, 35
-ore, 123
-ory, 133
-os, 109
-ose, 117
ou (ō), 83
ou (ū), 83
ou (ü), 83
ou in the middle, 73
-ough, 105
-ought, 95
-ould, 55
-our (er), 47
-our (or), 47
-ous, 109
Overview, ii, xi
ow (ō) at the end, 71
ow at the end, 73
ow in the middle, 73
oy at beginning, 77
oy at the end, 77

—P—

People and Relations, 153
personal and valuable record, i
ph (f), 9, 101
phonic approach to spelling, iii
-ple, 89
Plurals, 57
prefixes and suffixes, ii, iii, 154 -159
ProgressTrees, ii, iv - xi
ps, 97
pt, 97

—Q—

qu, 9, 101
que (French influence), 101

—R—

-re, 41, 43
reasoning skills, iii
repetition and over-learning, iii
-rr-, 57

—S—

sc, 97
-science, 141
Seasons, 153
sh, 9
sh - alternative spellings for, 137
-shion, 135
Short vowel sounds
Closed syllable VC/CVC words, 3
-sial, 141
Sight Words, 151
silent 't', 99
silent 'w', 99
Silent letters, 97
single 'l', 95
-sion, 137
Soft c, 51
Soft g, 51
specific learning difficulty, iii
squa + qua (ö), 53
-ss, 11
-ssion, 137
-stle, 91
syllable (definition of), iii

—T—

-tch / -dge endings, 13
th, 7
-tial, 141
-tience, 141
tient, 141
-tion, 135
-tious, 141
-tle, 89
-ture at the end, 105

—U—

-uce, 117
-uck, 109
-ue (ú), 81
-uge, 123
ur words, 39
-ure, 123
-us, 109

-ute, 119

—V—

VCe, ii, 23 - 29, 149

VCe at the end, 117 (vowels difficult to hear)

VCe Pattern - Long vowel sounds - Magic E, 25

Vowel 'r' syllable, i, 35, 37, 39

Vowel + double consonant (long vowel sound), 55

vowel (definition of), iii

Vowel + l, 55

Vowel digraphs, 63, 65, 83

—W—

W before a vowel, 53

wa - (ö), 53

war (or), 53

wh, 7, 95

wo - (ü), 53

wor (er), 53

word attack, iii

Word Building, 149

Wr words, 99

—X—

-xious, 141

—Y—

-y (ī), 59

-y (i), 59

Y to 'I' Rule, 59

—Z—

-zle, 91