



SPELLING CASE STUDY

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2013 TCC Student

The assessment and lesson plans below were part of the Teachers' Certificate Course. All the worksheets and related games were compiled by the author.

General Description:

Abby (pseudonym) is a 9 year old girl attending 3rd grade of her local primary school. Since starting school her teachers have all reported that Abby struggles to make adequate progress in all areas of literacy. Since year 2 she has been receiving weekly speech pathology to help her catch up with reading and spelling. She has also been receiving additional instruction in reading through her schools learning support program. Abby's parents have reported that despite this additional work Abby is still working approximately a year below grade level. They also report that Abby is aware that she finds school work more difficult than her peers and that this effects her confidence in class and when completing her homework.

Initial Spelling Assessment:

I chose the *Ants in the Apple* Level 2 Spelling Assessment, as I expected that if she were still working at a Year 2 level the words in this list would reveal some areas of difficulty.

Abby scored 40/48 on the spelling test, which was a better result than I had anticipated. Her spelling errors were as follows; *wen* for when; *booyl* for boil; *beet* for beat; *stok* for stock; *quickle* for quickly; *rusht* for rushed and *soop* for soup. In both the correct and incorrect words I also observed that she had some incorrectly formed letters and incorrect use of capitals.

The results of my error analysis were that:

- Abby has good phonemic awareness, as she has a grapheme for each sound in the words and when incorrect has chosen reasonable approximations. Abby can spell cvc words, words with initial and final consonant blends and a number of vowel and consonant digraphs. She was also able to correctly spell simple bossy "e" words, soft g followed by e, doubling ff on short vowel word huff and y saying long e on the end of lady.
- Possible areas of spelling difficulty are when to use the digraphs/ trigraph wh, oi/oy, ea, ck, tch, ou and the suffixes ing, ly and ed.
- Abby's handwriting, whilst quite neat, with most letters the correct size and case had the following errors. A z reversal in quiz, an incorrectly formed capital Y on yes, capital j's on the start of jut and jump and 15 large s's that were the size of capitals throughout her words. Correct size of s was observed only once.



Follow- up Assessment

In order to get a better idea of Abby’s spelling difficulties I assessed her using the next level of spelling assessment. In this assessment Abby scored 31/48. She also made many handwriting errors. Error analysis performed on this test helped to identify more areas for future spelling instruction.

Error analysis was as follows:

Error Type	Word Spelled Incorrectly	Total Number of Error Type
trigraph tch	bloch for blotch	1
digraph ng	clan for clang	1
doubling 4 rule on	cuf for cuff	1
Initial consonant blend with bossy “e” not used	slat for slate trip for tripe strod for strode	3
Incorrect use of bossy “e”	grete for greet	1
digraph ai	drane for drain	1
Rule change y to i and add es	bunnys for bunnies	1
Soft g followed by e/i/y	jentl for gentle	1
Digraph le	jentl for gentle	1
Digraph ch	tartch for torch cemest for chemist	2
ar/ or reversal	tartch for torch	1
soft c followed by e/i/y	sity for city	1
digraph wr	rite for write	1
digraph mb	come for comb	1
Irregular words	eihty for eighty cood for could	2
Incorrect use of capitals	z, j and s in many words	18

Although Abby made many handwriting errors her handwriting is neat and legible, therefore spelling will be remediated first as this will support her reading development.



The sequence for remediation will be as follows:

- initial consonant blends with bossy “e”.
- doubling 4 ll, ff, ss, zz
- digraph ng
- when to use ch/tch
- vowel digraph ai.
- digraph or
- digraph ee
- homophones using ai digraph and bossy “e” with vowel a
- soft c followed by i/e/y
- soft g followed by i/e/y

Remediation Program

The first area that I have targeted for instruction is initial consonant blends with bossy “e” because she made multiples errors in this area and also due to the high frequency of words with a bossy “e”. Before commencing instruction a simple assessment of Abby’s knowledge of short and long vowel sounds was conducted. The results were as follows:

- Which letters of the alphabet are vowels?
- Student answered with letter names a, e, i, o,u.
- Do you know their short sound?
- Student correctly answered a, e, i, o, u
- Do you know their long sound?
- Student answered most correctly a, e, i, o, u, but only said 1 sound for long u.

Remediation Program

Learning Outcomes:

WS2.11 (NSW English Syllabus)

Uses knowledge of letter- sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

Indicators:

- Spell unfamiliar initial consonant blend bossy “e” words.
- Spell unfamiliar initial consonant blend vc words.
- Correct incorrectly spelled familiar initial consonant blend bossy “e” and initial consonant blend vc words.
- Spell familiar initial consonant blend bossy “e” and initial consonant blend vc words correctly from a dictated sentence.
- Spell unfamiliar cv followed by doubling four (ff, ll, ss, zz) words.
- Correct incorrectly spelled familiar cv followed by doubling 4 words and cvc/cvc bossy “e” words.
- Spell familiar cv followed by doubling 4 words and cvc/cvc bossy “e” words correctly from a dictated sentence.
- Spell unfamiliar cv digraph ng words and cv followed by n or m words.
- Correct incorrectly spelled familiar cv digraph ng words and cv followed by n or m words.
- Spell familiar cv digraph ng words and cv followed by n or m words correctly from a dictated sentence.



Task analysis

Initial consonant blend followed by bossy “e” task analysis.

1. Can spell initial consonant blend vc words, such as trip.
2. Correct letter sound correspondence for the short vowels a, e, i, o, u.
3. Correct letter sound correspondence for the 6 long vowel sounds of a, e, i, o, u.
4. Can discriminate between short and long vowel sounds in isolation.
5. Can state that bossy “e” is needed to make a vowel make its long sound.
6. Can discriminate between long and short vowel sound in words in initial consonant blend bossy “e” and initial consonant blend vc words.
7. Can spell initial consonant blend bossy “e” and initial consonant blend vc words.

Task Analysis for Consonant-vowel followed by Doubling Four (f, l, s, z) Rule

(The Doubling Four Rule states that when a word has one short vowel sound and is followed by f, l, s, or z, you must double the f, l, s, or z.)

1. Can spell cvc words.
2. Correct letter sound correspondence for the short vowels a, e, i, o, u.
3. Correct letter sound correspondence for the 6 long vowel sounds of a, e, i, o, u.
4. Can discriminate between short and long vowel sounds in isolation.
5. Can state that doubling four follows a short vowel.
6. Can state the doubling four letters.
7. Can discriminate between short and long vowel sounds in cv doubling four words and cvf/l/z/s long vowel words.
8. Can discriminate between consonant followed by short vowel followed by one of the doubling 4 sounds and consonant followed by short vowel followed by non doubling 4 consonant sounds.
9. Can spell cv doubling four words and cvc words.

Consonant vowel followed by digraph ng task analysis.

1. Can discriminate cv/ng/ words from cv/n/ and cv/m/ words.
2. Can state the sound /ng/ is sometimes spelled with the letters n-g.
3. Can spell cv/ng/ words and cv/n/ and /m/ words correctly.

Lesson Plan for Initial consonant blend followed by bossy “e”.

Teach Abby to read the short and long vowel sounds fluently and how to mark them with a short smile (breve) or a long line (macron).

Teach Abby the bossy “e” rule.

Practise discriminating between minimally different initial consonant blend bossy “e” and initial consonant blend short vowel consonant words. (e.g. strip, stripe)

Practise spelling initial consonant blend bossy “e” words.

Play a game to further practise when to apply the rule.



Spelling Script Bossy "e" with initial consonant blends.

Teacher's words in black, student response in green. Words in brackets not to be read.

We are going to practise our short and long vowel sounds. (Show chart with vowels with the breve symbol (short smile) over them). When we spell short vowel sounds we can mark them with a short smile (point to breve).

- ❖ What symbol do we use to mark short vowels? **Smile**
- ❖ I'm going to read the short vowels, listen a, e, i, o, u.
- ❖ Your turn. **a,e,i,o,u**. (Repeat till firm).
- ❖ (Show chart with vowels with long line symbol (macron)over them). When we spell long vowels we can mark them with a long line (point to macron).
- ❖ What symbol do we use to mark long vowels? **line**
- ❖ I'm going to read the long vowels, listen a,e,i,o,u,oo. Your turn. **a,e,i,o,u,oo**.(repeat until firm).
- ❖ (Show chart with row of short smile and long line vowels).
- ❖ What symbol do we use for short vowels? **Smile**
- ❖ What symbol do we use for long vowels? **Line**.
- ❖ Read the vowels ready(point to each vowel on chart going across each row in order)? **a,e,i,o,u,(short) a,e,i,o,u,oo(long)**. Repeat until firm.
- ❖ What's the symbol for short vowels? **Smile**.
- ❖ What's the symbol for long vowels? **Line**.
- ❖ Tell me the vowel sounds when I point to them (point to the vowels in random order). **(Student says either short or long vowel sound being pointed to)**.
- ❖ Sometimes when we spell a word with a long vowel sound we need to use the bossy "e" rule.
- ❖ The bossy "e" rule says bossy "e" jumps back over one letter only and changes a short vowel sound to a long vowel sound.
- ❖ How many letters does bossy "e" jump? **One letter**.
- ❖ What does bossy "e" do to a short vowel sound? **It changes it to a long vowel sound**.

* Listen to my word. Strip. What word? **Strip**.

- ❖ Tell me the sounds in strip. Ready? (teacher signals counting out sounds on fingers). **s-t-r-i-p**.
- ❖ What vowel sound is in strip (teacher points to 4th finger)? **i**
- ❖ Is the vowel sound short or long? **Short**.
- ❖ Does the i need any bossing? **No**.
- ❖ Spell strip. Ready. **S-t-r-i-p**
- ❖ Listen to my word. Stripe. What word? **Stripe**.
- ❖ Tell me the sounds in stripe. Ready (teacher signals counting out sounds on fingers). **s-t-r-l-p**
- ❖ What vowel sound is in strip(teacher points to 4th finger)? **l**
- ❖ Is the vowel sound short or long? **Long**.
- ❖ Does the l sound need any bossing? **Yes**.
- ❖ What letter will do the bossing? **Bossy "e"**.
- ❖ Spell stripe. Ready? **S-t-r-i-p-e**.
- ❖ Repeat from the * with slop/ slope, scrap/ scrape, plum/ plume and twin/twine.



Point to Part A on your worksheet.

Let’s write the bossy “e” words we have just learned. Listen. Stripe. What word? **Stripe**. Write it. (Repeat with slope, scrape, plume and twine).

Find Part B on your worksheet.

It says, put a short smile over all the vowels making their short sound and a long line over the vowels making their long sound. Then draw an arrow that starts from the bossy “e” jumps over one letter and points to the long vowel. Let’s do the first line together.

- ❖ Point to the first word, it says slime, what word? **Slime**.
- ❖ What is the vowel sound? **i**
- ❖ Is it a long vowel sound or a short vowel sound? **Long**
- ❖ What mark do we place over the i? **Long line**. Mark it.
- ❖ Does it have a bossy “e”? **Yes**. Draw an arrow from the final “e” over the m pointing to the i. (*Write and mark on the board*).
- ❖ Repeat from * for *prune, scam and probe*.
- ❖ Finish the rest on your own.

Find Part C on your worksheet

Draw a line from the word in the first column to its synonym in the other column. (*Answers twine/string, stripe/streak, slope/hill, plume/trail, scrape/ scratch.*)

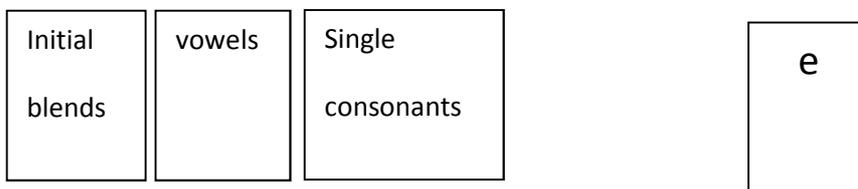
Find Part D on your worksheet

This sentence has 4 spelling mistakes. It should say, the boy fell off his bike going down the slope and got a scrape on his leg. Write the sentence correctly on the line below.

(The boy fell off his bik going down the slop and got a scrap on his lege).

The bossy “e” card game with a game board. The rules are as follows:

Lay out 3 piles of cards face down, the first pile is a set of initial consonant blend cards, the next a set of vowel cards and the third is a set of single consonant cards (no j, x or y). There is also a bossy “e” card. (See the lay out below)



Player 1 turns over the top card from each pile. For example str, o, m. Then they decide whether their word will be pronounced with a long or a short vowel sound. Once they have decided, they will tell player 2 my word is _____. The player 2 must then decide if they need a bossy “e” or not to spell the made up word correctly. If it does need the “e” they slide this next to the other letters. If the player correctly does or does not supply the letter “e”, they may then roll the dice and move their piece on the board. If they make a mistake, then they may not roll the dice. This process is then repeated with player 2 making the word. The player whose piece reaches the end first wins.



Evaluation:

Abby was able to understand the bossy “e” rule and apply it well throughout the lesson. She particularly enjoyed playing the bossy “e” game at the end and showed a very good understanding of when to and when not to apply bossy “e”. She found Part C, involving finding the matching synonym too difficult. This lesson could be improved by showing how these words are used, as well as learning how to spell them. Vocabulary work such as:

- looking meanings up in the dictionary;
- exploring the use of these words in sayings/ expressions;
- using twine in some in-class activities;
- looking at the different plumes and stripes on various animals; and
- using words as base words to build upon (e.g. plume- plumage, etc).

Vocabulary building like this would be beneficial in supporting her reading comprehension. However, I am only able to work with Abby once a week, so I am not able to complete this type of work.

Lesson Plan for Consonant vowel followed by doubling 4 lesson plan.

Revise short and long vowel sounds.

Teach the doubling four rule, which states that when a word has one short vowel sound and is followed by f, l, s or z, you must double the f, l, s, or z).

Practise learning when to apply doubling four rule to positive examples and negative examples.

Teach the mnemonic, buzz off Miss Hill, to assist with remembering the doubling four.

Practise using the “Buzz off Miss Hill” game.

Spelling Script Doubling 4

Teacher’s words in black, student response in green. Words in brackets not to be read. (Using chart with short and long vowels marked with smile and line).

When we are spelling today we will need to listen carefully for a short vowel sound.

- ❖ What’s the symbol for short vowels? **Smile.**
- ❖ What’s the symbol for long vowels? **Line.**
- ❖ Tell me the vowel sounds when I point to them (point to the vowels in random order).
(Students say either short or long vowel sound being pointed to).

The spelling rule we are learning today is called the doubling four. This rule says, in one syllable words with a vowel making its short sound, followed by f, l, s or z, you must double the f, l, s or z.

When we use the doubling four rule, will the vowel be short or long? **Short.**
What 4 letters are doubled after the short vowel? **f, l, s and z.**

- ❖ Listen to my word. Bell. What word? **Bell.**

Tell me the sounds in bell. Ready (*teacher signals counting out sounds on fingers*).
b-e-l.



- ❖ What vowel sound is in bell? **e**
 - ❖ Is the vowel sound short or long? **Short.**
 - ❖ What letter follows the e? **l**
 - ❖ Will we double the l? **Yes.**
 - ❖ Spell bell. Ready **b-e-l-l**.
 - ❖ Listen to my word. Fuzz. What word? **Fuzz.**
 - ❖ Tell me the sounds in fuzz. Ready (teacher signals counting out sounds on fingers). **f-u-z**
 - ❖ What vowel sound is in fuzz? **u**
 - ❖ Is the vowel sound short or long? **Short.**
 - ❖ What letter follows the u? **z**
 - ❖ Will we double the z? **Yes.**
 - ❖ Spell fuzz. Ready? **F-u-z-z.**
 - ❖ Listen to my word. Hiss. What word? **Hiss.**
 - ❖ Tell me the sounds in hiss. Ready (teacher signals counting out sounds on fingers). **h-i-s**
 - ❖ What vowel sound is in hiss? **i**
 - ❖ Is the vowel sound short or long? **Short.**
 - ❖ What letter follows the i? **s**
 - ❖ Will we double the s? **Yes.**
 - ❖ Spell hiss. Ready? **H-i-s-s.**
 - ❖ Listen to my word. Cut. What word? **Cut.**
 - ❖ Tell me the sounds in cut. Ready (teacher signals counting out sounds on fingers). **C-u-t**
 - ❖ What vowel sound is in cut? **u**
 - ❖ Is the vowel sound short or long? **Short.**
 - ❖ What letter follows the u? **t**
 - ❖ Is t one of the doubling four? **No.**
 - ❖ Would we double the t? **No**
 - ❖ Why not? **Because it's not f, s, l or z.**
 - ❖ Listen to my word. Off. What word? **Off.**
 - ❖ Tell me the sounds in off. Ready (teacher signals counting out sounds on fingers). **o-f**
 - ❖ What vowel sound is in off? **o**
 - ❖ Is the vowel sound short or long? **Short.**
 - ❖ What letter follows the o? **f**
 - ❖ Will we double the f? **Yes.**
 - ❖ Spell off. Ready? **O-f-f**
 - ❖ Listen to my word. Jazz. What word? **jazz.**
 - ❖ Tell me the sounds in jazz. Ready (teacher signals counting out sounds on fingers). **j-a-z**
 - ❖ What vowel sound is in jazz? **a**
 - ❖ Is the vowel sound short or long? **Short.**
 - ❖ What letter follows the a? **z**
 - ❖ Will we double the z? **Yes.**
 - ❖ Spell jazz. Ready? **J-a-z-z.**
 - ❖ Listen to my word. Life. What word? **Life.**
 - ❖ Tell me the sounds in life. Ready (teacher signals counting out sounds on fingers). **l-i-f**
 - ❖ What vowel sound is in life? **i**
 - ❖ Is the vowel sound short or long? **Long.**
 - ❖ Will we use the doubling four rule? **No.**
 - ❖ Why not? **Because it's not a short vowel.**
- (Continue using the above format with pill, nail, cuff, boss, bad, kip, mess, rule, hull and leaf).



Point to Part A on your worksheet.

Let's write the doubling four words we have just learned. Listen. Bell. What word? **Bell**. Write it. (Repeat with fuzz, hiss, off, jazz, pill, cuff, boss, mess, and hull).

Find Part B on your worksheet.

Here is a sentence to help you remember the doubling four letters. It says, *Buzz off Miss Hill*. What does it say? **Buzz off Miss Hill**.

- ❖ What letters are on the end of buzz? **Z**
- ❖ What letters are on the end of off? **F**
- ❖ What letters are on the end of Miss? **S**.
- ❖ What letters are on the end of Hill? **L**.
- ❖ Remember these are your doubling four letters.
- ❖ Look at the picture of Miss Hill and the bee. What do you think the bee is saying to Miss Hill? **Buzz off Miss Hill**.

Copy the sentence into the bee's speech bubble. Write the z's, s's, l's, and f's in your favourite bright colour.

Find Part C on your worksheet.

It says, put a short smile over all the vowels making their short sound and a long line over the vowels making their long sound. Then draw two lines under all the double letters on the ends of the doubling four words. Let's do the first line together.

- ❖ Point to the first word, it says hill, what word? **Hill**.
- ❖ What is the vowel sound? **i**
- ❖ Is it a long vowel sound or a short vowel sound? **short**
- ❖ What mark do we place over the i? **Short smile**. Mark it.
- ❖ Does it end with doubling four letters? **Yes**. Draw two lines under the ll. (*Write and mark on the board*).

*Repeat from * for buzz, wise, less and beg.*

Finish the rest on your own.

Find Part D on your worksheet

This sentence has spelling mistakes. It should say, my boss got a mess on his cuff when he made his drink spill . Write the sentence correctly on the line below.

(My bos gott a mess on his cuf when he madde his drink spil).



Next play the doubling four game. The rules are as follows:

Materials: A doubling four game board. It is a laminated A4 page that looks like the picture below.



Buzz off Miss Hill.

A deck of cards with single syllable words that are either: doubling four words; long vowel words; or short vowel that don't end in z, f, s or l. A picture of the word is on one side. The spelling of the word is on the other side. Doubling four words have the double letters in a different colour.

A deck of small cards with singular z, f, s and l cards that will fit on the letters of the above game.

How to play:

Each player takes a game board. The word cards are placed in a pile with the picture side up. The small letter cards are spread out face down.

Player 1 takes the top word card. They must look at the picture and state whether or not it is a *doubling four word*. They then turn over the card to check if they are correct. If they are correct they may then take a small letter card and match it to their board. If they pick up a letter and they already have both of them, return it to the centre. If they are incorrect about the word they picked up they do not pick up another letter. Game play then passes to the other player. When a player has completed the sentence buzz off miss hill by picking up all of the missing letters, (i.e. picked up two z's, 2 s's, 2 l's and 2 f's) they must say "Buzz off Miss Hill." The first player to complete their sentence and say this is the winner.

Evaluation:

Abby found this lesson very easy, she was able to correctly choose whether or not to apply the doubling four rule to the words at the beginning of the lesson very well. She again particularly enjoyed the game and was skillful in her application of the doubling four rule to the words in the game pile. Again, the vocabulary work was minimal, though she found selecting the right word for a sentence much simpler than matching to synonyms in the bossy "e" lesson. This lesson could be improved with more work being done to learn the meanings of the words spelled.



Some examples are:

- looking meanings up in the dictionary;
- exploring the use of these words in sayings/ expressions;
- listening to some jazz music and learning about famous jazz musicians;
- learning about the hull on a ship and Australia's famous America's Cup win with unique hull; and
- using words as base words to build upon (e.g. boss, bossier, bossiest, etc).

Lesson Plan for Consonant Vowel followed by Digraph ng

Practise identifying words ending with this sound (though not words with nk) from other cvc words ending with the other nasal sounds m and n.

Learn that the /ng/ sound is often spelled with the letters ng.

Practise using and not using this digraph, by spelling words ending with ng and words ending with n and m.

Play a game to practise more ng word spelling.

Spelling Script /ng/ digraph.

Teacher's words in black, student response in green. Words in brackets not to be read.

- ❖ We are going to learn how to spell the sound /ng/ today. What sound? /ng/
- ❖ First let's practise listening for the sound /ng/ in words.
- ❖ **Find part A on your worksheet.**
- ❖ You are going to circle all the pictures of words that have an /ng/ sound.
- ❖ Let's do the first few together. Look at picture 1, it is a bird singing a song. What are the sounds in song? S-o-/ng/
- ❖ Did you hear the /ng/ sound? Yes. Do we circle it? Yes.
- ❖ Look at next picture. It is a sling shot. What are the sounds in sling? S-l-i-/ng/
- ❖ Did you hear the /ng/ sound? Yes. Do we circle it? Yes.
- ❖ The next picture is a bin. What are the sounds in bin? b-i-n.
- ❖ Did you hear the /ng/ sound? No. Do we circle it? No.
- ❖ The next picture is a gong. What are the sounds in gong? G-o-/ng/
- ❖ Did you hear the /ng/ sound? Yes. Do we circle it? Yes.
- ❖ The next picture is jam. What are the sounds in jam? J-a-m
- ❖ Did you hear the /ng/ sound? No. Do we circle it? No.
- ❖ Finish the rest on your own. (Mark it, if lots of errors, do not continue lesson.
- ❖ Do more phonemic awareness practise to discriminate /ng/ sound).
- ❖ When we spell the ng sound we often use the letters n, g. What letters can we use to spell /ng/? N-g.
- ❖ Let's practise spelling some words with the /ng/ sound spelled with letters n,g.
- ❖ Listen ring. What word? Ring. What are the sounds in ring? R-i-/ng/ How will we spell the /ng/ sound? N g. Spell ring. R-i-n-g.
- ❖ (Repeat with hung, bang, long, king)

Point to Part B on your worksheet.

Let's write the /ng/ we have just learned. Listen. Ring. What word? Ring. Write it. (Repeat with hung, bang, long, king).



Find Part C on your worksheet.

It says, put two lines under the letters ng in the words below to show that they go together to make one sound.

- ❖ Point to the first word, it says ping, what word? **ping**.
- ❖ What is the last sound? **/ng/**
- ❖ Which two letters are making that sound? **N-g**.
- ❖ Put two lines under the n and the g?
- ❖ Repeat from * *dong, wrong and lung*.

Finish the rest on your own. (Mark work.)

Find Part D on your worksheet

Choose the /ng/ word from the box that best fits the sentence.
(Mark it)

Find Part E on your worksheet

This sentence has 4 spelling mistakes. It should say, the king got a bang on the head, then needed a long nap. Write the sentence correctly on the line below.

(The kin got a bamg on the head, theng needed a log nap).

Next play the ng board game.

The rules are as follows: Player 2 picks up a word from the pile (pile has cvc words ending in n and m and cvng words) and asks player 1 to spell it, if they get it right, then player 1 may roll the dice and move their piece on the game board. If they get it wrong they may not move and it is player 2's turn to attempt to spell a word. First person around the board wins.

Evaluation:

The lesson worked well. The initial phonemic awareness practise was valuable as she initially made some errors distinguishing between the /ng/ sound and the n sound. This may be why she spelled clang incorrectly in the initial test.

As with the other lesson more time on vocabulary development would be useful. For instance:

- looking meanings up in the dictionary;
- exploring the use of these words in sayings/ expressions;
- exploring the countries in the world who still have a king, learning about some famous Kings from history;
- finding out about things that are famous for being long, such as longest animal, longest race, longest day of the year, longest movie, longest word, etc ; and
- using words as base words to build upon (e.g. king, kingly, kingdom, etc).



Performance Student Monitoring

As Abby was required to respond orally throughout the lessons, it was easy to check her understanding as the lessons were being taught. In order to check that she had learnt the spelling skill being taught and was ready to move to the next lesson she completed a specific spelling assessment at least one week after her lesson.

I wanted to check for generalisation of the spelling rule, rather than memorisation of a list. I also wanted to check whether the spelling skills were generalising to contexts similar to a composition task. That is why each test had 3 parts. The first part, involved spelling five words. These were words that had not been taught in the lesson. Three words were new examples of the rule being taught, whilst two were words to which the rule did not apply. Part 2 involved checking the spelling in a sentence where the two incorrectly spelled words had been taught. Part 3 involved writing a dictated sentence, which also used words that had been taught. Taught words were used in the editing and dictation as these tasks are more difficult than writing words in isolation. The table below shows the words assessed. In order to move to the next lesson a score of greater than 80% was required.

Question number	Bossy “e” words	Doubling four words	Digraph ng words
Part 1	Slime smoke crud spine plan	Well din maze less fizz	Tong pang run bang ting
Part 2 - editing	The plume rolled down the slop .	The dogg made a mes .	I had fung when I tried lon jump.
Part 3-dictation	The cat with the black stripe likes to play with a scrap of twine .	Do not make a mess or my boss will be mad .	The king hung his coat on the thin , gold ring .

Abby’s score in the assessments is in the table below.

	Bossy “e” test	Doubling four test	Digraph ng test
Score	90%	100%	100%

Self-Evaluation of Lessons:

Abby’s test results demonstrate that she was able to successfully learn the three spelling strategies that were taught. However, as I only have limited time with her and no access to her work at school, I do not know whether there has been any generalisation of this knowledge to her school work.

Using the direct instruction approach was valuable as it meant I could monitor her understanding of what was being taught during the lesson through her oral answers. This limits practising errors and allows immediate feedback. Using explicit teaching of the rules and sequencing the lessons so that the necessary steps were taught in small steps with guided practice, before practising independently also seems to have been effective.

At times Abby did not appear to be enjoying the direct instruction approach. The use of a sticker book helped to keep motivation high. The games on the other hand were both a useful way to reinforce what was being learnt and a fun motivating activity for her. The lessons may have been more enjoyable if I had used a word sort to draw attention to the spelling pattern being taught as well.



For instance, after practising the short and long vowel sounds in the bossy “e” lesson, I could have given her the minimally different pairs as words to sort (i.e., plum/ plume, strip/ stripe, etc) into long and short vowel words. I could have then followed this with questioning to encourage Abby to identify the rule.

The use of both examples and specifically targeted non examples was good as she appears to be able to discriminate when to apply and not apply the spelling rules taught. In planning the lesson on the digraph ng, it also became apparent that this lesson would need to be followed in a few weeks by a lesson on nk as words such as bank, honk dunk, etc as they have the /ng/ sound. In addition, it would be necessary, several weeks after the doubling four lesson to have a lesson addressing the common exceptions to the doubling four rule. Words that contain a short vowel sound and end in a doubling four letter, such as, if, bus, nil, his and this would need to be learnt.

As Abby seemed to learn the three spelling concepts quite easily the words I chose may have been too easy. It could have been better to have taught doubling four words and /ng/ words with initial consonant blends and/ or initial digraphs such as sh and ch.

Furthermore, as I stated in the evaluations, more time and different activities would be needed to make these spelling lessons useful for teaching vocabulary. She would be more likely to use these words in her own writing if she had a clear understanding of their meaning.

In summary, Abby performed well in her post lesson assessments. This shows that she understood the bossy “e”, doubling four and ng lessons. With more vocabulary work, some more challenging words and the use of word sorts, these lessons could be even more effective.