SPELD NSW
Making Spelling Stick

Spelling Scripts and Routines

THE 'SKEES'
SPELLING Routine

State the Goal
Clearly state the key focus of he lesson briefly and succicntly.

E.g.: "Today we will be learning...The Dropping the e rule"

S

Prior Knowledge
Consider what prior knowledge is needed for this new learning. Review & provide visual scaffolds.

E.g.: "Vowel suffixes we know are ..."

K

Explained Example
Model a 'think aloud'.

E.g.: "I want to spell the word 'chasing'. The base is 'chase' and the suffix is 'ing'..."

E

Example
Provide a second worked example to reinforce.

E.g.: "I want to spell the word 'baked'. The base word is 'bake' and the suffix is 'ed'..."

E

Summarise
Clearly state what the students will focus on in their guided and independent practise.

E.g.: "When the base words end with an 'e', we have to take of the 'e' before adding the vowel suffix..."

S

Now use '**SAWR**' for we do/guided practice.

PROGRESS
1 ✓
2 ✓
3 ✓

More resources and information online:

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THE 'APPPS'

SPELLING ROUTINE
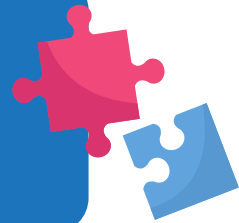### for students

When I want to spell a word I have to think...

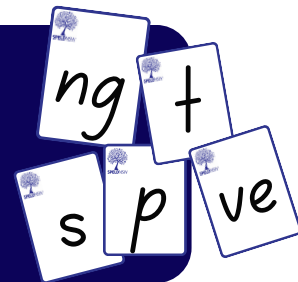**A** — **Ask** yourself- what does it mean?

P — What are the **parts** (base, prefix, suffix)?

P — What are the **phonemes**?

P — What are conventions or **patterns** I know?

S — **Say** it as you write it.

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THE 'APPS' MODEL
for spelling

When I want to spell a word I have to think...

A — **Ask** yourself- what does it mean?

P — **What are the parts** (base, prefix, suffix)?

P — **What are the phonemes?**

ng   t
s   p   ve

S — **Say** it as you write it.

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THE 'APS' MODEL
for spelling

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ng   t
s   p   ve

S — **Say** it as you write it.

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THE 'STAMP' MODEL

Instruction for less common/alternate spellings

Step 1: State the Goal

E.g. "We are learning some words that have less common spellings for the 'igh' phoneme. "

Step 2: Memorise

E.g. "I am going to show you how to write the word...."

"The tricky part of this word is... A trick for remembering this special spelling might be..."

"A word that shares this spelling is..."

Step 3: Practise

E.g. "Let's write the word... remember there's a tricky part to this word? What is it? Tell your partner how you will remember this spelling...
Write it again."

Now use '**SAWR**' for we do/guided practice.

Outline of a SPELLING Lesson

Lesson Stage	Details
Daily Review 10 min	Whole class review of content taught in prior units as planned in the scope and sequence.
Review Unit 2 min	Reviewing concepts taught in the preceding days in this set. Teacher dictates words for students to spell on their mini whiteboards. Provide scaffolding as appropriate. Provide immediate feedback.
Teach New Content 2-3 minutes	Teach the new content as a whole class using the SKEES routine.
Guided Practice 3-5 minutes	Guided practice with scaffolding as a whole class.
Independent Practice 15 minutes	Activities designed to practice the new skill taught in this lesson and engage in active retrieval practice.

Spelling Script Outline

Steps	Example
1 - State the Goal	*We are learning _____ ways to spell the phoneme /___/.* Show graphemes.
2 - Prior Knowledge	Provide any visual scaffolding that is needed to support learning.
3 - Explained Examples	**Think out loud** ➡ *I want to spell the word _____* **Meaning** ➡ explain the meaning/use is in a sentence. **Students say the word** ➡ *What's the word?* **Sound it out with sound lines** ➡ ___ ___ ___ **Identify the spelling pattern or convention** ➡ minimise talking by making use of the visual scaffolds.
4 - Examples	**Think out loud** ➡ *I want to spell the word _____* **Meaning** ➡ explain the meaning/use is in a sentence. **Students say the word** ➡ *What's the word?* **Sound it out with sound lines** ➡ ___ ___ ___ **Identify the spelling pattern or convention** ➡ minimise talking by making use of the visual scaffolds.
5 - Summarise	*In this lesson*... provide a brief summary of the learning so students know what they are practicing in this lesson. *YOUR TURN.*

Spelling Script Example

1 ### State the Goal

We are learning 2 ways to spell the phoneme /ay/.

Here are the two ways we will practice spelling /ay/.

We need to know which one to use.

ay ai

2 ### Prior Knowledge

You know that sometimes we have to listen to where the sound is in the word to know which spelling to use.

3 ### Explained Example

Think out loud ➡ *I want to spell the word 'chain'.*

Meaning ➡ *You use a chain to lock up your bike.*

Students say the word ➡ *What's the word?*

Sound it out with sound lines ➡ ___ ___ ___

Identify the spelling pattern or convention ➡ *The /ay/ is here in the middle of the base word, so I am going to use 'ai'.*

4 ### Example

Think out loud ➡ *I want to spell the word 'tray'.*

Meaning ➡ *I carry food on a tray..*

Students say the word ➡ *What's the word?*

Sound it out with sound lines ➡ ___ ___ ___

Identify the spelling pattern or convention ➡ *The /ay/ is here at the end of the base word, so I am going to use 'ay'.*

5 ### Summarise

In this lesson, when I hear the /ay/ in the middle of the base word, I am going to use 'ai'. And when I hear /ay/ at the end of the base word, I am going to use 'ay'.

YOUR TURN.

/ay/

ay ai

Spelling Script:
Suffixing Rule Morphology

1 **State the Goal**

We are learning a new vowel suffixing rule.

2 **Prior Knowledge**

You know the vowel suffixes 'ed' and 'ing'.
A vowel suffix starts with... a vowel letter.
We know that 'ed' tells us the action is in the past.
The 'ing' tells us the action is continuous.
We know our short vowels. Let's practice them.
(Provide visuals of the suffixes and the short vowel graphemes.)

3 **Explained Example**

Think out loud ➡ *I want to write the word 'jumped'.*

Meaning ➡ *Yesterday I jumped in the pool.*

Students say the word ➡ *What's the word?*

Write the base word ➡ *'jump'*

Check and change the base ➡ *I look at the vowel and I have 2 consonant letters after the vowel.*

Apply Suffix ➡ *So I can just add 'ed'.*

4 **Example**

Think out loud ➡ *I want to write the word 'flopped'.*

Meaning ➡ *I was tired and flopped onto the couch.*

Students say the word ➡ *What's the word?*

Write the base word ➡ *'flop'*

Check and change the base ➡ *I look at the vowel... one short vowel 1 consonant letter, so I have to double the 'p'.*
(add a 'p' or drag up the double letter card)

Apply Suffix ➡ *Now I can just add 'ed'.*

5 **Summarise**

In this lesson, you will write the base word first, then CHECK how many consonants are following the vowel. If 2 then do nothing. If 1, then double that letter.

YOUR TURN.

The NEW Suffix/Prefix Morphology Script

1 State the Goal

We are learning a new vowel suffix 'y'.
We call this a vowel suffix because it sounds like /ee/.

2 Prior Knowledge

We know some vowel suffixing conventions that we have to apply before we can add vowel suffixing: double, drop e or sometimes we do nothing!

3 Explained Example

Think out loud ➡ *I want to spell the word 'moody'.*

Meaning ➡ *When I am in a bad mod I am 'moody'.*
The base is 'mood' and the suffix is 'y'.

Write the base word ➡ *Write the base, 'mood'.*

Check and change the base ➡ *Check it, no need to do anything.*

Apply Suffix ➡ *I can add the 'y' to create an adjective 'moody'.*
Write it and read it..

4 Example

Think out loud ➡ *I want to spell the word 'spicy'.*

Meaning ➡ *When I sneak around, I am being 'spicy'.*
The base is 'spice', and the suffix is 'y'.

Write the base word ➡ *Write the base, 'spice'.*

Check and change the base ➡ *Spice has an 'e' at the end.*
Take off the 'e' before adding '-y'.

Write it and read it..

5 Summarise

When we hear the /ee/ sound at the end of a word and it is an adjective, we know we have to use the suffix 'y' and we will check the base for any suffixing conventions.

Advanced Morphology-base Word Study Script

1 State the Goal

*We are learning how to spell words that share the base '**nate**'.*
Nate means to belong to or be born of. (Show base 'NATE')

2 Prior Knowledge

We know a range of prefixes (display)

We know a range of suffixes (display)

We know our vowel suffixing rules (display if needed)

3 Explained Example

Think out loud ➡ *I want to write '**native**'.*

Meaning ➡ *A native tree is a tree that belong to our country and was not introduced from another place.*

Think about the parts ➡ *I know it has the base '**nate**' and the suffix is '**ive**'.* (Write word sum.)

Apply Spelling Conventions ➡ *To spell it I have to remember the **drop the e' rule**.* (Write whole word.)

4 Example

Think out loud ➡ *I want to write '**nature**'.*

Meaning ➡ *Nature is all the living tings that are living and belong to the environment.*

Think about the parts ➡ *I know it has the base '**nate**' and the suffix is '**ure**'.* (Write word sum.)

Apply Spelling Conventions ➡ *To spell it I have to remember the **drop the e' rule**.* (Write whole word.)

5 Summarise

In this lesson you will spell words that have the base 'nate' and then a suffix and maybe a prefix. You must remember the dropping the 'e' rule. Let's do some words sums together.