



SPELD NSW

Spelling Units Planning Guide

Phonics

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Top Planning Tools:



[WWW.SPELFABET.COM.
AU/SPELLING-LISTS/](http://www.spelfabet.com.au/spelling-lists/)

[WWW.ETYM
ONLINE.COM](http://www.etymonline.com)



[WWW.FREE
DICTIONARY.COM](http://www.free-dictionary.com)

[WWW.MACQUARIE
DICTIONARY.COM.AU](http://www.macquarie-dictionary.com.au)



(Paid but worth it!)



[MEMBEAN.COM/
ROOTS](http://membean.com/roots)

The Planning Process

1 Step 1: Identify the CONTENT you are reviewing

SET	CONTENT	WORDS
<p>Look at the scope and sequence and identify which sets are planned for review.</p>	<p>Write down the content/ skills you are reviewing.</p>	<p>Write down the words you will be reviewing.</p>

2 Step 2: Identify the CONTENT you are teaching

SET	PHONEMES	GRAPHEMES
<p>Write the set number you are now planning</p>		

The Planning Process (cont'd)

3 Step 3: Identify WORDS you can use for instruction

Organise the words into appropriate groups. E.g. by grapheme for phonics, by suffixing convention for new morphemes.

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4 Step 4: List HOMOPHONES you want to teach

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The Planning Process (cont'd)



Step 5: Identify the **patterns** you can use for **scaffolding** this learning

Consider where confusions may arise in terms of spelling choices and how to scaffold this to ensure cognitive load is considered and enough opportunities for reinforcement are presented through explicit instruction.

<p>Are there any obvious patterns, explanations or conventions you can teach?</p> <p>E.g. positional spelling, etymology connections</p>	<p>Are there any high frequency exception words that needs to be taught directly?</p>	<p>Do graphemes exist in the same environment and therefore are easily confused?</p> <p>If yes, do not teach close together (a few days apart)</p>	<p>Are there 2 or more graphemes that exist in different environments?</p> <p>You might be able to teach these on the same day.</p>	<p>Is there a grapheme with more useful words to teach than others?</p> <p>Try to teach early to allow for lots of practice.</p>
Empty space for notes	Empty space for notes	Empty space for notes	Empty space for notes	Empty space for notes

The Planning Process (cont'd)

6 Step 6: Identify SKILLS you are teaching

"Highlight which key skills is being taught. This should determine the language you use in your instruction".

When I hear _____
I write _____.

Listen for the base,
spell the base,
remember that
suffixing rule.

What patterns can
I remember?

How can I understand
this word so I can
remember how
to spell it?



The Planning Process (cont'd)



Step 7: Plan the order...

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Review		Review Monday	Review Monday to Tuesday	Review Monday to Wednesday	Review Monday to Thursday
Revise Current Set					
Instructional Focus	Don't forget to include morphology during the set				
New words and phrases I can use for instruction	I do: We do:	I do: We do:	I do: We do:	I do: We do:	Dictation
Spelling Practice Activities	Select activities that allow students to practice exactly what has been taught in this lesson				

Any other notes

on this set that need to be considered prior to teaching?

Make any key notes to be considered for scaffolding and instruction here. You need to closely analyse the words you will use first.