

Using the Online Spelling website

Welcome to Teach Me To Teach Spelling!

Overview

This site has a collection of video clips and downloadable resources which support teachers to use Joy Allcock's spelling resources.

The video clips have been grouped into different categories.

- Classroom Practice
- Background and Theory
- Word Detective resources in use
- Resources – How to use
- Assessments

You can make up a plan for using the video clips on this site to support your teachers' professional learning needs. Most video clips are supported by downloadable resources which can be printed off before or after watching the video. Please see the suggested plan that follows, for using this website for school-based professional learning.

Classroom Practice

These clips show teachers in action. More clips will be added to this section as we record innovative and creative teachers at work.

Choose the clips that interest you to see other teachers putting their own stamp on teaching the spelling system of English.

Background and Theory

The video clips in this section supplement the early chapters of *Sounds Like Fun*, *Switch on to Spelling* and *Spelling Under Scrutiny*. They provide teachers with information about the research base and theory that underpins the approach used in these spelling resources.

Word Detective Resources in use

These video clips show some of the Word Detective resources being used to develop early literacy skills. The video clips show that although the skill being practised is the focus of students' learning, different resources can be used to develop the same skills. Download 'The Practitioner's Guide To Using Word Detective Resources' to see how resources can be used flexibly to teach the foundation skills for literacy.

Resources – How to use

This section explains how to use the resources that make up the Word Detective range. Select the resource you wish to know about and watch that video clip. If you want to check out prices or wish to order resources, go to www.spelling.co.nz where this information is available. There are supplementary pages for using *Spelling Under Scrutiny* and updated answers for the SUS Practice Activity books in this section.

Assessments

This section contains an assessment of teacher knowledge (The teacher Questionnaire) plus a breakdown of all the student assessments from the spelling resources *Sounds Like Fun*, *Switch on to Spelling* and *Spelling Under Scrutiny*.

The assessments are grouped together according to the resource they relate to. Choose an assessment and watch the short video presentation that explains the purpose of the assessment, how to administer it, and how to understand what the results tell you.

An overview of each assessment and the assessment sheets can be downloaded from the site. Some have been modified slightly from the versions in the books so you might want to check to make sure you are using the most up-to-date version. There is a new assessment to go with *Switch on to Spelling* – Assessment 9B, which is slightly more difficult than Assessment 9 in *Switch on to Spelling*. This can be downloaded from the site.

If you have any questions or suggestions, please email me.

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Suggestions for School-based Professional Learning: Spelling

This plan provides some ideas for using the [Teach Me To Teach Spelling](#) website and the teacher resources *Sounds Like Fun*, *Switch on to Spelling* and *Spelling Under Scrutiny*, to up-skill teacher knowledge about the spelling system of written English and to provide successful strategies for teaching spelling to students from school entry to secondary level.

Each teacher should build up a folder of articles and resources over the year. Many of these are downloadable from the website and they are designed to supplement the video clips and to stimulate discussion in syndicate and staff meetings. After watching the video clips and before meeting again, teachers are expected to read various articles or sections of the teacher manuals to provide common ground for discussion. The information in the website is relevant for teachers across the whole school, even if it not directly relevant for the ages of the students they are teaching. This website is designed to up-skill teacher knowledge to support students' achievement.



DOWNLOAD the resources and put into personal professional learning folders



WATCH the video clip together



READ the suggested material



DISCUSS the videos and readings



CHALLENGE/PLAN/IMPLEMENT – Integrate the information into school policy and classroom practice

PART ONE

Assessment Section – Teacher Questionnaire

Home page – From Language to Literacy – the Bucket Document video



DOWNLOAD and **PRINT** the ‘Teacher Questionnaire’ – one copy for each teacher – it is at the start of the Assessment section. Present this at a staff meeting and ask all teachers and teacher aides to complete it at the same time. Do not give any notice that this will happen and do not allow people to use reference books to complete the questionnaire, or to share ideas with each other. This should take about 30 minutes. You can do this before watching the first video clip – ‘From Language to Literacy’. This questionnaire will give each teacher an overview of the strengths and gaps in their own knowledge of the spelling system of written English.



WATCH the video ‘From Language to Literacy’.



DOWNLOAD the article ‘From Language to Literacy’ – one copy for each person

Before the next meeting:



READ

The article ‘From Language to Literacy’

These pages from the teacher manuals – whichever book you are working from

Sounds Like Fun – pages 197-199

Switch on to Spelling – pages 394-399

Spelling Under Scrutiny – pages 387-392



MARK the teacher questionnaire

PART TWO

Feedback

Background and Theory section – Blends and Digraphs video

Addressing gaps in teacher knowledge from questionnaire – activity



- DISCUSS** How do we currently teach our students to spell?
How successful is this?
What strategies do we use to teach our students to decode unknown text?
How successful is this?
Identify and discuss gaps in knowledge from the teacher questionnaire
Comment on any ideas, thoughts, suggestions generated from the video, readings or teacher questionnaire.

Results of Teacher Questionnaire

It is likely that many teachers will have found this questionnaire difficult to complete. Gaps in knowledge of the terminology do not directly affect teaching but they do impact on the ability to read and understand professional articles easily. The professional readings and information in the front sections of the teacher manuals, plus the glossaries at the back of the books, will address this area.

Gaps in knowledge of the phonology and orthography sections are important to address. All teachers need to use knowledge from these two areas to help children spell and read words using word-level information. **Teachers need to get every part of these two sections correct.**



WATCH the ‘Blends and Digraphs’ video clip (Under Background and Theory) and download the information sheet that accompanies it.



DOWNLOAD the ‘Teacher Questionnaire Practice Ideas’ document that accompanies the Teacher Questionnaire. Complete the orthography activity in small groups. Complete the suggestions for addressing gaps in phonology at on-going syndicate meetings.

Gaps in knowledge of morphology and spelling rules and conventions will be addressed as teachers use the spelling resources to teach their students about the spelling system of written English. It is OK for teachers to learn about these alongside their students.

PART THREE

Background and Theory – ‘How People Learn to Read and Spell’ videos

 **WATCH** the four videos in the ‘How People Learn to Read and Spell’ section. You could watch all four in sequence at one meeting or spread them out over two or more meetings.

 **DOWNLOAD** these three items and make available in a shared folder (or people can read them online or print off personal copies if they prefer)

1. Chapter 2 – the Literature Review from Joy Allcock’s Master’s Thesis
2. Teach students how words work (Joy Allcock)
3. How Words Cast their Spell (Joshi et al.)

 **DOWNLOAD** these items – one copy for each teacher to add to their personal folder

1. The Literacy Learning Progression documents – print the scope and sequence pages in A3 size
2. The Steps to Success diagram

Before the next meeting:



READ

How Words Cast their Spell (Joshi et al.)

Pages 47-56 from *Switch on to Spelling*

The scope and sequence overview of the Literacy Learning Progressions

At next meeting:



DISCUSS Any questions or points raised by the video clips and readings from the Background and Theory section. The Reading and Writing sheets based on the Literacy Learning Progressions.

PART FOUR

Background and Theory – Literacy Success and Troubleshooting Literacy Problems

-  **DOWNLOAD** the Trouble-shooting literacy difficulties diagram – one copy for each person
-  **WATCH** the two videos in the ‘Literacy Success and Troubleshooting Literacy Problems’ section. You could watch both videos at one meeting or spread them over two meetings. Refer to the Steps to Success and Trouble-shooting diagrams.
-  **DISCUSS** Any questions or points raised by the video clips from this section.

PART FIVE

Background and Theory – Understanding Spelling Errors

-  **DOWNLOAD** The Structure of Words diagram and the activity sheet for analysing errors – one copy for each person.
-  **WATCH** the two videos in the ‘Understanding Spelling Errors’ section. You could watch both videos at one meeting or spread them over two meetings. You must watch The Structure of Words before the Analysing Spelling Errors video. Pause the video at the appropriate part and complete the analysing errors activity sheet, either individually or in pairs or groups.
-  **DISCUSS** Any questions or points raised by the video clips from this section.
-  **PRACTICE** Each teacher could bring one or two of their students’ spelling errors to each syndicate meeting over the year and teachers could analyse them together to ensure everyone is learning to understand what spelling errors indicate about students’ needs.

PART SIX

Background and Theory – The Impact of Spelling on Writing The THAY Speller



DOWNLOAD the attachment ‘Ideas for improving spelling of high-frequency words’ that accompanies ‘The THAY Speller’



WATCH these two videos. Discuss the points raised.



READ ‘Ideas for improving spelling of high-frequency words’ and discuss the relevance of the points raised for your students and the implications for consistent classroom practice.

PART SEVEN

Background and Theory – Spelling Lists Does a dictionary help an inaccurate speller?



DOWNLOAD the attachment that accompanies ‘Spelling Lists’



WATCH these two videos.



READ the ‘Spelling Lists’ attachment and discuss the relevance of the points raised. Discuss your school’s policy on spelling lists for homework, parent expectations, and any changes you might wish to make to these. Discuss the implications for consistent classroom practice.

PART EIGHT

A focus on Vowels

Session 1

Video: Classroom Practice – discriminating between long and short vowel sounds

Video: Classroom practice – integrating skills in a shared writing lesson – Year 1 children

Video: Background and Theory – The Schwa Vowel sound

 **WATCH** the ‘Discriminating between long and short vowel sounds’ video clip, then the ‘Shared writing’ clip, with a view to noticing how a Year 1 child describes what he has learned about the role of the final e. What he knows he has learned through direct instruction in his first few months at school.

 **DOWNLOAD** the attachment that accompanies the ‘Schwa Vowel Sound’ video clip.

 **WATCH** the ‘Schwa Vowel Sound’ video clip.

 **READ** the attachment

 **DISCUSS** the teaching of vowels – when to start, what to teach, the role of the Schwa.

 **SHARE** something new you have learned in this session.

Session 2

Classroom Practice – Syllables – Topic 9, Spelling Under Scrutiny

Students need to know how to recognise vowel spelling patterns in words in order to recognise syllables in unfamiliar words when they are reading, and to spell words syllabically when they are writing. This is the subject of Topic 9 in *Spelling Under Scrutiny*. These video clips cover knowledge of vowels and vowel spelling patterns – knowledge that is necessary for all teachers, whether they teach in Year 1 or Year 8 and beyond. Teachers do not always fully understand the information covered in this topic but it is essential knowledge for teaching students to read and spell unfamiliar, multisyllabic words, which makes it a very useful topic for professional learning with the whole staff, including teacher aides.

The topic is divided into 5 sections. You can watch the video clips in three sessions (Parts 1 and 2 at one meeting, and parts 3 and 4 at the next meeting and parts 5 and 6 at another meeting) OR you can watch each video at a separate meeting, depending on the time you have available.

 **DOWNLOAD**

- The pseudoword reading assessment sheet that accompanies this video (from SUS Topic 9) one copy per person
- the sorting activity that accompanies the Syllable topic video – print off sets of the cards – one set per group of 4-5 teachers

 **COMPLETE** the Pseudoword reading assessment and put to one side. This will be needed at a later stage. Each person should complete the assessment without conferring with colleagues or using any resources.

 **WATCH PART 1:** ‘Introduction’, ‘What is a Syllable’

 **WATCH PART 2:** ‘The 9 Types of Vowel Spelling Patterns’

Pause the video when teachers start the sorting activity and complete the sorting activity in small groups. When cards are sorted, continue the video.



DISCUSS the information that has been covered and share one new thing each person has learned.

Session 3



DOWNLOAD the short vowel closed syllable activity sheet



DOWNLOAD the long vowel open syllable activity sheet



WATCH PART 3: ‘Closed Syllables – short vowel syllables’

Pause the video and complete the activity using the downloaded sheet when the teachers in the video are doing this.



WATCH PART 4: ‘Open Syllables – long vowel syllables’

Pause the video and complete the activity using the downloaded sheet when the teachers in the video are doing this.

Session 4



WATCH PART 5: The role of the Schwa vowel sound in decoding unfamiliar words



DISCUSS what this means for reading

Take out the Pseudoword Reading assessment you completed at the start of this topic. Each teacher goes back over their original answers and makes any changes they now consider necessary.



WATCH PART 6: Marking the Pseudoword Reading Assessment

USING OTHER SECTIONS of TEACH ME TO TEACH – SPELLING

Background and Theory:

Developmental Skills for Learning

This clip discusses the developmental skills children need for learning, and how difficulties acquiring any of them might impact on academic learning. This is useful for teachers in the junior school but will be of interest to senior teachers as well.

Parents' Clips

This is a short presentation that explains how children learn to read and spell and why this is so easy for some children and so difficult for others. It is ideal to use at a parents' meeting. The end of this clip shows some very short segments of lessons that are introducing the alphabetic code – from sound to print. There is a second video clip called 'The Impact of Spelling on Writing' which is also useful for parents. There may be other video clips on this site that would be of interest to parents but the two in this section have been put together so that they will fit into a parents' literacy evening.

The 'From Language to Literacy – Bucket Document' video clip is also very useful for parents to view. It is available free on the home page of the spelling part of Teach me to Teach.

www.teachmetoteach.co.nz/spelling

Assessments

Each of the assessments for the three teacher manuals are explained in this section. I would recommend that all teachers watch 'The Structure of Words' and 'Analysing Spelling Errors' before they undertake assessments with their students.

Information for choosing the most appropriate assessments is available in the teacher guides in these sections:

Sounds Like Fun: page 171
Switch on to Spelling: pages 57-80
Spelling Under Scrutiny: page 28

The assessments themselves can be downloaded from this website but are also available in these sections:

Sounds Like Fun: pages 172-191
Switch on to Spelling: pages 401-443
Spelling Under Scrutiny: pages 29-81

Some assessments have been updated and there is a new assessment for Switch onto Spelling. The most updated versions are available on the website.

Information for analysing spelling errors in writing samples can be found in these sections:

Sounds Like Fun: pages 192-196
Switch on to Spelling: pages 58-68
Spelling Under Scrutiny: pages 64-81

How to Use Resources

All resources are explained in this section, with suggestions for the age group they are suitable for, and ideas for how to use them.

Word Detective Resources in Action

These video clips show different resources being used to teach the foundation literacy skills. You can watch them to get ideas for your classroom.

Classroom Practice

The video clips in this section show Joy demonstrating various lessons, as well as classroom teachers in action. You will see that although the teaching concepts are the same, teachers present the same thing in different ways. It is teachers' background knowledge, creativity and teaching expertise alongside the relationship they establish with their students that leads to success. Watching other people teach often stimulates us to think of new ways to do things.

New clips will be added to this section over the year as they become available.