

# A sound approach to spelling: common sound and spelling choices for adult learners



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# Goal

Present an approach that develops some of the “nuts and bolts” aspects of writing

## The mechanics of writing

- Vocabulary
- Grammar
- Punctuation
- Spelling
- Legibility



# Background

Sound Spelling  
The sound-spelling method makes reading easier for adult ESL learners

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1  
2  
3  
4  
5  
6  
7

8

/t/		
chocolate	matches	

/dʒ/				
jacket	ginger	sponge	fridge	

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49/48

ins



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# Key elements of the approach



- Systematic introduction of sounds and spelling choices
- Vocalisation of sounds and words
- Moves from focus on phonemes and graphemes in words & sentences through to whole texts
- Texts and activities at two levels (Level 1 & 2)
- Classification of words into spelling patterns
- Individual reading and writing practice, group work and student collaboration
- “Reading circles”



# Overview of the workshop

- The tools you will need in your teaching kit
- How to introduce the methodology to your class
- The ten tasks
  - \* Level 1 (~ ACSF 1)
  - \* Level 2 (~ ACSF 2)
- Your turn – do it yourself



# The teacher's toolkit

Box of highlighters



# The teacher's toolkit

## Student charts, Dolch list or sight words

### Sound Spelling

common sound and spelling choices for adult ESL learners

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#### Consonants

1	/p/ prawn apple	/b/ bucket rubber	/t/ taxi lettuce	/d/ dress ladder
2	/k/ $\frac{1}{4}$ cabbage fork truck mechanic quarter	/g/ garlic eggplant		
3	/f/ foot coffee phone	/v/ violin gloves	/θ/ bath bathers	
4	/s/ sausage scissors nurse pencil juice	/z/ lizard puzzle trees hose		
5	/m/ mouth swimming plumber	/n/ nuts runners knife	/ŋ/ ring sink	
6	/l/ lemon lollies	/r/ ruler carrot wrap	/w/ window wheel question	
7	/h/ hair yoghurt	/l/ sharpener station washing machine tissues sugar	/s/ measuring cup	
8	/tʃ/ chocolate matches	/dʒ/ jacket ginger sponge fridge		

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### DOLCH WORD

combined list sorted by

know  
right  
put  
too  
got  
take  
where  
every  
pretty  
jump  
green  
four  
away  
old  
by  
their  
here  
saw  
call  
after  
well  
think

ran  
let  
help  
make  
going  
sleep  
brown  
yellow  
five  
six  
walk  
two  
or  
before  
eat  
again  
play  
who  
been  
may  
stop  
off

### Sound Spelling

common sound and spelling choices for adult ESL learners

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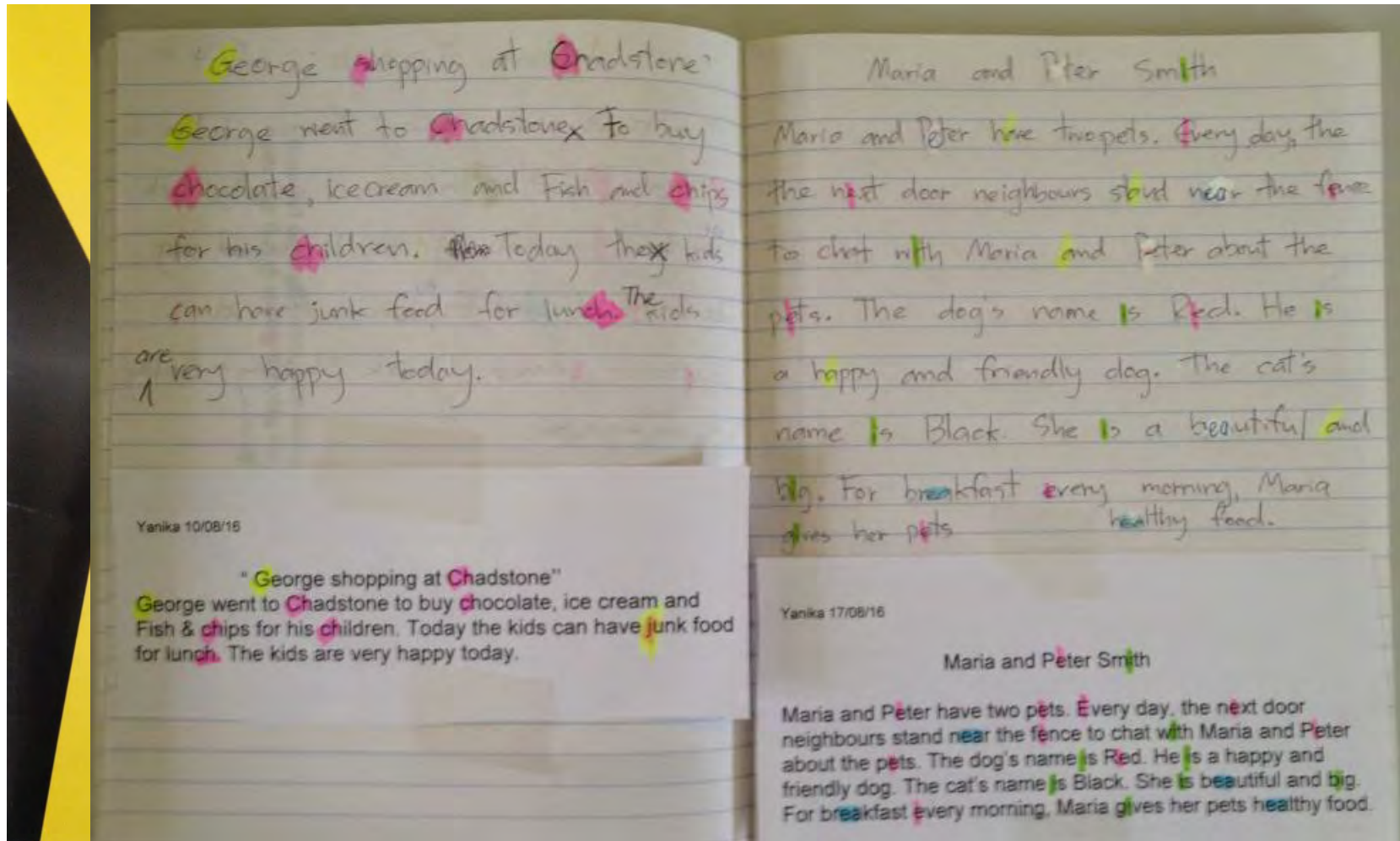
#### Vowels

9	/æ/ ambulance	/e/ pen head	/ɪ/ bin
10	/ə/ body watch	/ʌ/ cup tongue	/ʊ/ cook cushion
11	/ə/ banana waffle pumpkin iron copsicum cleaner dollar radiator tape measure		
12	/i:/ parking meter cheese read key sunny kivi fruit pasta arm	/ɔ:/ pasta arm	
13	/ɔ:/ water saucepan saw pork floor verb skirt word purse	/ɪ/ verb skirt word purse	
14	/u:/ screwdriver glue spoon table face train spray bottle eight	/e/ table face train spray bottle eight	
15	/a/ blind rice light dryer toilet boy ear beer	/ɔ/ toilet boy ear beer	
16	/e/ chair square pear potato soap mobile phone bow toes shower mountains	/a/ potato soap mobile phone bow toes shower mountains	

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# The teacher's toolkit

## Cheap exercise books





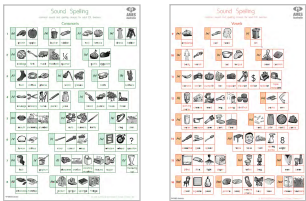
# Introducing the approach to learners

a b c d e f g h i j k l m n o p q r s t u v w x y z

How many letters are there in the alphabet? (26)

How many vowels? (5)

How many consonants? (21)



How many different vowel sounds are on the chart? (19)

How many spellings are there in total for these vowel sounds? (62+)

How many consonant sounds are there on the chart? (24)

How many spellings are there in total for these consonant sounds? (61+)



# Suggested lesson structure for each row

## Level 1

Step	Focus / workbook task
1.	Listen and repeat  Identify the sounds and spelling choices on the chart  Identify features of producing certain sounds
2.	Copy and write; Individual work
3.	Categorise words into spelling patterns; Individual work
4.	Pre-reading prediction and discussion; group work  Listen to the story  Discuss and answer post reading questions
5.	Reading circles; Small group work
6.	Highlight the sound-spellings; Small group/ individual
7.	Cloze activity; Individual work
8.	Comprehension focus; Individual work
9.	Writing; Individual work
10.	Syllables and sound-spelling; Individual work

## Level 2

Step	Focus / workbook task
1.	Listen and repeat  Identify the sounds and spelling choices on the chart  Identify features of producing certain sounds
2.	Copy and write; Individual work
3.	Categorise words into spelling patterns; Small group/individual
4.	Pre-reading discussion;  Listen to the text and pair cloze activity; Pair/group work
5.	Reading circles; Small group work
6.	Highlight the sound-spellings; Individual work
7.	Comprehension focus; Small group or individual work
8.	Shared writing task; Small group work
9.	Writing; Individual work
10.	Syllables and sound-spelling; Individual work



# Row 3: /f/ /v/ /θ/ /ð/

Working from the chart

- Activities
  - The phonemes and graphemes
  - Spelling
  - Building a word bank at level 1 and level 2



# Row 3: /f/ /v/ /θ/ /ð/

Post-reading prediction activity

## Phillip Vincent's Bad Day

1. Who is the text about?
2. What was the weather like last Friday?
3. Who is Fred and what happened to him?
4. What was the problem with Phillip's wife?
5. What was the problem with Phillip and Fred's parents?



## Row 3: /f/ /v/ /θ/ /ð/

Reading circles, identifying the graphemes

- Each reading circle reads the story aloud twice
  - Students read one sentence each moving clockwise round the group.
  - Change the direction of the reading circle for the second reading.



# Row 3: /f/ /v/ /θ/ /ð/

## Reading circles, identifying the graphemes

Level 1 Row 3 Consonants - Phillip Vincent's bad day

My name is Phillip Vincent. Last Friday was an awful day for me. In the morning there was thunder, frost and fog. I had no coffee. Then my telephone fell on the footpath out the front of my flat. And I had fluff all over my clothes. I felt like I could not breathe.

My brother, Fred, broke his foot at the theatre.

My wife's health was not good.

My father thought my mother did not love him, but I think she does. They have been married for thirty-three years. They are happy together.

I hope next Friday is not as difficult for me.



# Row 3: /f/ /v/ /θ/ /ð/

## Comprehension

- three short exercises
- designed to build ACSF skills – synthesising information from the text



## Row 3: /f/ /v/ /θ/ /ð/

- Writing
- can be group or individual work
- students draft their story and check with teacher or peer
- write/type second draft and highlight sound-spellings
- Additional activity – syllables and sounds





- **Writing: It's over to you**

- Work in pairs or in a group
- Write a Level 1 story based on the picture
- Make sure you have plenty of instances of the range of targeted graphemes
- If you finish early enough, you can start writing some comprehension exercises



Row 7: /h/ /j/ /ʃ/ /ʒ/



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# Jill's story...

## Shirley Shaw



My name is Shirley Shaw. I live in Station Street, Sherbrooke. I usually work in a tissue factory. My job is to measure the tissues and sharpen the tools. For lunch I eat sushi and yoghurt. I cannot eat shellfish. I drink coffee with two sugars. My hair is shiny and yellow.

My husband's name is Harry. He is a chef and he works in a cafe. He comes from New York. I joke and call him a 'Yankee.' Yesterday he won a yacht in a competition for chefs on TV. We are very happy. We yelled and laughed a lot.

Our children are special to us. They are our treasures. They are lucky to have a good education in Australia.



# Example of a Level 2 text

*Read aloud*

## Rediscover your career in Australia

In Spain, Grace worked in a hotel as a marketing manager for ten years. She had a degree in Hotel Management. In 2010 Grace moved from Spain to Moonflat, in New South Wales.

When Grace moved to Moonflat there were only two hotels in town and only the small one had a job vacancy - for a room attendant. Grace took the job. She wanted to resume her career in hospitality.

For two years Grace made a name for herself at Moonflat Motel. She started as a room attendant and soon became the head housemaid. When the motel was very busy Grace helped by taking calls, waiting on tables and helping with catering.

In 2012 Grace applied for a vacant position as the night clerk in reception. She was successful. She worked late every night and made the most of her time, improving her English with guests and on the internet when the office was quiet. Twelve months later, Grace became a reservations agent with the motel and worked days. From there she became sales manager. Grace was well on the way to reclaiming her career in hospitality.

Six months later, the larger motel in Moonflat advertised a job on [www.gatewayjobs.com.au](http://www.gatewayjobs.com.au). Grace applied and now she is the marketing manager of a much bigger hotel, which is part of the Maivatel international chain of hotels. If she stays with this hotel she can one day move around the world as a valued employee in the Maivatel hotel chain.

*Use two different colours to highlight the spelling choices for...*

/u:/

/ei/



- Thanck yew for yor partissipayshun



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