

# Year 1 Curriculum and above

## Spelling and Writing Activities – 2 minutes

### Sound fingers

- Model how to segment words for spelling  
Eg, “The word ‘sat’ has three sounds, s-a-t.”
  - Say the word ‘sat’
  - Model how to touch each finger as you say the sounds: s-a-t
  - Say, “Copy me.” ‘sat, s-a-t’
  - Student says the word, then says the sounds, touching a finger for each sound
  - Dictate the word, ‘sat’
  - Student writes the letters (with the pointer of their writing hand), one on each finger saying ‘sat, s-a-t’.
- Practice with other regular words, eg, pat
  - Say the word, ‘pat’
  - Tell student to count the sounds on their fingers (silently)
  - Say ‘fingers’
  - Student raises the appropriate number of fingers
  - Raise your own 3 fingers
  - Say the 3 sounds with the student, as student touches a finger for each sound
  - Say, ‘write the word, ‘pat’’
  - Student finger writes each of the three letters on their fingers (or on a mini whiteboard), saying the letter names (letter names for spelling; sounds for blending)

### Select words for spelling

- Student selects the 2 hardest words to spell from a spelling list
- Student identifies the tricky bits in each word
- Student writes both words on a slip of paper and underlines the tricky bits
- Adult collects the words and writes them on a board
- Adult says the sounds as they write each word: eg,
  - s-t-r-igh-t
- Adult says letter names as they underline each grapheme
  - s-t-r-igh-t
- Student names the tricky spelling(s), then names the letters in the word
- Go through the same process for the second word

### Spelling practice (regular words)

- No more than 5 words from a word family eg words with <ee> as in ‘feel’
- Adult models and explains how to spell one word at a time from the list
- Adult covers word
- Adult says the word
- Student writes the word on a mini whiteboard (piece of paper laminated)
- Adult reveals word. Student checks their spelling, ticking each correct letter
- Student identifies their own error(s) and does correction(s) immediately
- Student copies the word correctly
- Repeat the process for each word
- Practice on 5 separate days

- To ensure words are presented in a different order each day
  - On day 1, the student writes each word on a card
  - On days 2-5, the adult fans out the cards face down and the student picks the cards out one by one

### Spell check

- After practising a group of 5 spelling words using the method above (Spelling practice) on 5 separate days, it is time for a spell check
- Adult says each word on the spelling list
- Student writes it down
- At the end of the test, using the set of cards, the student
  - corrects any incorrect spellings with a coloured pen
  - says the word and
  - rewrites the whole word, saying the letter names as they write

### Dictation

Goal: To remember a sentence that includes words with spellings and tricky words, taught to date, and spell the words correctly

For sentences that include the progression of the first 42 sounds, set by set, copy or adapt sentences from the SPELD SA Phonic Books [http://www.speld-sa.org.au/index.php?option=com\\_content&task=view&id=105&Itemid=182](http://www.speld-sa.org.au/index.php?option=com_content&task=view&id=105&Itemid=182)

For dictation sentences that include a mix of the first 42 sounds and the progression of Jolly Phonics tricky words, go to <http://www.speld-sa.org.au/images/Phonics/f%20-%20dictation%20sentences.pdf>

**Example:** I went to the bus stop.

- Teach and dictate one sentence at a time
- Say the sentence
- Ask the student to repeat it
- One word at a time, identify individual sounds in Sound Talk and squeeze the tip of a finger for each sound
- Say the whole word
- Write the word on a board
- Repeat for each word
- Re-read the completed sentence with the student
- Rub out the sentence
- Say the sentence
- Student repeats the sentence.
- I went to the bus stop.
- When the student is holding their pencil/Texta, has paper and mini-whiteboard and is ready to write, say the sentence again
- I went to the bus stop.
- Student must be able to memorise the whole sentence before starting to write
- Say, "Go".
- Mime a huge capital letter to start the sentence
- Thump the air to mark the full stop\*
- Where more than one sentence, ask student to remember one sentence at a time
- Write the correct sentence on the board.

- Student marks their own work, marking and commenting on any corrections as they go
- Student counts correctly spelt words and writes down their points /5. Additional points may be added for punctuation. For the example above, this would create a score out of 8 (5 words, 2 capital letters and 1 full stop)

\* To add fun to punctuation, go to <http://creativecoop.blogspot.com/2008/09/kung-fu-punctuation.html> for Kung Fu punctuation. Practise together the actions for the punctuation marks the student has already learnt. Adult can use the actions as a prompt during future activities.

### **Edit for common spelling, punctuation or grammatical errors**

- Write the sentence, with the errors, on a mini-white board or paper
- Tell student how many errors they are looking for
- Example: Find 3 errors. 2 words are spelt wrong and 1 punctuation mark is missing.
- Write a reminder on mini-whiteboard/paper: 2 spellings, 1 punctuation mark  
*He said he wos sik*
- Student writes the correct sentence on their mini-whiteboard/paper and underlines the changes they have made
- Adult writes the correct version on their board  
*He said he was sick.*
- Student marks their own work and writes the score

### **Interesting sentences**

#### **For students in Year 2 and above**

*Use interesting words*

Choose a simple sentence (eg from the dictation sentences at <http://www.speldsa.org.au/images/Phonics/f%20-%20dictation%20sentences.pdf>)

- Write the sentence on a mini-whiteboard and ask the student to read it.
- *I went to the bus stop.*
- Use questions to help the student make the sentence more interesting eg  
If you were going to the bus stop, how would you go? Offer some examples, eg “Would you skip? Would you run? Would you dawdle? Would you hop? Give the student time to think whether one of these words fits or to suggest another word. The student chooses the word that they think best describes what they would do.
- Then the student rubs out the word ‘went’ and using their knowledge of letter-sounds and spelling writes in the new word. The student reads the new sentence.
- As an alternative, you might ask for a word that tells how a very old person might go to the bus stop. The goal is to help the student imagine the scene and to choose a word that best describes it.

*Expand a sentence by inserting interesting words, phrases or clauses*

Take a sentence and put blanks where the sentence can be expanded. Ask the student to add interesting words, phrases and clauses to make the sentence more interesting. A selection of sentences from Sue Lloyd’s dictation sentences has been adapted for this purpose. **See attached.**