

# SPELLING

This **Section** contains information on the following topics-

- Spelling and Instruction
- Spelling Basic Sight Words
- Teaching Homophones
- Some Basic Spelling Essentials
- Spelling: A Miscue Analysis

Additional information on spelling is included in the **Learning Disability Section**.

## SPELLING AND INSTRUCTION

For many children the path to accurate spelling skills is the heuristic one of exploration and discovery; with experience and maturity, knowledge of spelling is almost “caught”. For others, specific, explicit instruction is necessary to ensure that these skills develop—that is, they must be “taught”.

**At the Primary School level**, the development of spelling should be encouraged through the teaching of:

- visual strategies (whole word recognition and word analysis)
- phonological strategies (phonological awareness of words, syllables, onset, rime, phonemes)
- metacognitive strategies ( e.g., Does it look right?)
  - phonics (letter-sound correspondence)
- orthographic rules , expectancies and frequencies of occurrence

Using:

- multisensory methods
- sequenced, appropriately paced instruction at the appropriate level
- activities such as “look-cover-write-check”

**At the Secondary School level**, several factors contribute to a change in instructional emphasis. These include:

- the complexity of adolescence
- motivational, emotional and physical change
- perceived social pressures for conformity
- desire for independence
- the continued development of individual learning differences
- goals
  - motivation, commitment
  - learning styles
  - compounding effects of different educational experiences
- teacher expectations regarding
  - student mastery of basic skills
  - independence in learning, organisation and study
- teachers' content/ subject orientation compared with student and skill orientation of the primary school teacher
- the changed demands for reading and writing
  - amount required
  - rate, necessitated by the introduction of exams and independent study
- organisational and administrative factors
  - time constraints imposed by timetabling of lessons and extra curricular activities
  - student numbers and movements within the school
  - lack of continuity of teacher contact

While basic skill development should continue at the secondary level, the focus of instruction tends to move towards encouraging students to develop cognitive learning strategies. If necessary, accommodations should be considered in instruction and assessment.

**Appropriate activities in skill development include:**

- co-operative approach, e.g., contracts, agreements developed to ensure student commitment
- students encouraged to keep records of their errors and correct spellings
- development of students' "flow lists", e.g., 6 to 8 key words determined by student's needs (maybe subject specific, instructional terms, common errors, frequently used interest words); mastery of a word means that it is dropped from the list and a new word added
- student encouraged to make analogies and generalise from the known to the unknown
- make word lists of correct spellings readily available
- provide immediate, positive feedback (encouragement!)
- make support available from competent student, friend or tutor
- provide opportunity and time for review, over-learning
- use short, frequent, explicit sessions (10 to 15 minutes daily)
- use worksheets, computer activities to reinforce learning, not to teach

## Cognitive Learning Strategies

- encourage independence in learning
- are self-regulatory and monitoring strategies for learning new words and checking accuracy and proof reading
- decrease reliance on memory
- develop awareness of regularities and patterns within written English
- raise student awareness of the importance of correct spelling through:
  - highlighting the purpose of writing as communication; correct spelling is required for effective communication
  - provide purposeful and varied writing experiences
  - provide models of correct spelling
  - model effective strategies for spelling
- raise student awareness of his/her own learning strengths, difficulties, styles and preferences:
  - visual? auditory? kinaesthetic?
  - group work? independent work?
- students may still need assistance in developing their awareness of English as an alphabetic script and the application of phonics, particularly syllabification.
- raise student's awareness of the importance of the correct sequencing of letters
- attention to, and analysis of, sounds within words; particularly analysis and synthesis of syllables, onsets and rimes
- attention to letters, close visual analysis of words especially the phonetically irregular "Demons"
  - e.g., Look-Cover-Write-Check
  - visual imagery, mnemonics, colour highlighting
- awareness of morphology
  - analysis of units of meaning-root, prefix, suffix
  - study of meaning, structure, origins of words
- awareness of spelling rules
  - stress regularity of English spellings (patterns and logic)
  - introduce rule as required and indicated by student's work
  - guide in discovery and generalisation
- encourage and model frequent and independent use of dictionary, spell-check and other references.
  - specific self-monitoring strategies involving "self-talk"
  - spelling a new word
    - What is the word I am trying to spell?
    - Say the word
    - How many syllables/sounds do I hear?
    - Do I know other words that sound similar?
    - How do they look?
    - Write the word
    - Does it look right?
    - Are the letters in the right order?
    - Do I have the right number of syllables/sounds represented?
    - Can I read the word?
    - Check reference

- proof reading
  - Does the word look right?
  - Read the word. Say it aloud.
  - How many syllables do I hear?
  - Do I have the right number of syllables?
  - Are the letters in the right order?
  - Do I know similar looking or sounding words?
  - How does this one compare?
  - Try another way
  - Which way looks right?
  - Check dictionary/reference

### **Accommodations**

For a student who, despite all efforts, continues to struggle with the mechanics of written expression and particularly spelling, a range of accommodations should be considered.

The aim of making accommodations is to provide the student with access to the standard curriculum. An adapted curriculum may, however, be necessary in some cases.

Possible accommodations:

- allow use of computers including spell check facility in exams
- allow reference to dictionary or computerised pocket dictionary or spelling aid
- tolerate spelling errors with a knowledgeable understanding that the student may experience true difficulties in this area, particularly when under pressure; focus on ideas and content of written work
- consider alternative forms of assessment, e.g., oral exams, practical assignments, taped essays, use of a scribe or proof-reader
- allow extra time for completion of work (classroom, assignments and exams)

**Amanda Russell**

# SPELLING BASIC SIGHT WORDS

Many students, especially those with a learning disability, find the spelling of basic, frequently used, phonetically irregular words, extremely difficult.

The words included in Dolch's list are a most convenient source of basic, commonly use words. The Dolch Basic 220 words, the Davidson and Wicking words and some additional important words are provided below.

## The Dolch Basic Sight Vocabulary of 220 Frequently Used Words

all	do	help	my	seven	use
always	does	her	myself	shall	
am	done	here		she	very
an	don't	him	never	show	
and	down	his	new	sing	walk
any	draw	hold	no	sit	want
are	drink	hot	not	six	warm
around		how	now	sleep	was
as	eat	hurt		small	wash
ask	eight		of	so	we
at	every	I	off	some	well
ate		if	old	soon	went
away	fall	in	on	start	were

	far	into	once	stop	what
be	fast	is	one		when
because	find	it	only	take	where
been	first	its	open	tell	which
before	five		or	ten	white
best	fly	jump	our	thank	who
better	for	just	out	that	why
big	found		over	the	will
black	four	keep	own	their	wish
blue	from	kind		them	with
both	full	know	pick	then	work
bring	funny		play	there	would
brown		laugh	please	these	write
but	gave	let	pretty	they	
buy	get	light	pull	think	yellow
by	give	like	put	this	yes
	go	little		those	you
call	goes	live	ran	three	your
came	going	long	read	to	
can	good	look	red	today	
carry	got		ride	together	

clean      green      made      right      too  
cold      grow      make      round      try  
come                  many      run      two

There is general agreement that students are normally able to read these words by Grade 2 and spell most of them by Grade 3.

**Source:**

Dolch, E. W. (1955). *Methods in Reading*. Champaign Illinois: The Garrad Publishing Co., (pp. 373-374).

**The Davidson and Wicking List**

These twelve words make up, on average, one quarter of all reading:

a and he I in is it of that the to was

The following twenty words, together with the above twelve words make up, on average, one third of all reading:

all as at be but are for had have him

his not on one said so they we with you

The following sixty-eight words, together with the thirty-two words above make up, on average, one half of all reading.

about an back been before big by call came can

come could did do down first from get go has

her here if into just like little look made make

more me much must my no new now off old

only or our other out over right see she some

their them then there this two up want well went

were what when where which who will your

After the words listed above, the following are considered to be the one hundred most commonly used words.

after again always am another any ask away

bad because best bird black blue boy bring

day dog don't

eat every

far fast father fell find five fly four found

gave girl give going good got green

hand have head help home house how

jump

keep know

last left let live long

man many may men mother

once open own play put

ran read red room round run

sat saw say school should sing sit soon step

take tell than these thing think three time too tree

under us

very

walk white why wish work would

year

*Suggestion:* Do not present the above list to children as a whole as given here. Rather, group the words in some meaningful way and add others to reinforce the pattern.

For example: *fight, sight, might* or *to, too, two*.

Then encourage children to add to the list.

Source: Davidson, C and Wicking, B. (1975). *Spelling . . . a phonic approach*. Australia International Press and Publications: Melbourne, p.51.

Words that could be added to the above lists because of their frequency of use and their utility include the following-

**Some number words**

In addition to the “number” words included in the above lists, the following words could be included-

zero	nine	eleven	twelve	thirteen	fourteen	fifteen
sixteen	seventeen	eighteen	nineteen	twenty	thirty	forty
fifty	sixty	seventy	eighty	ninety	hundred	thousand

Some other mathematical words include the following-

Involving the basic processes/algorithms-

add	addition	plus	more than	
minus	subtract	take away	less than	
multiply	times	multiplication	tables	
divide	division			

Some other general words-

answer	area	cent	centimetre	change	circle	clock	coin
count	decimal	different	digital	dollar	empty	equal	equation
even	few	figure	fraction	gram	groups	half	hour
last	least	less	litre	kilogram	kilometre	metre	number
note	odd	rectangle	same	second	short	square	tall
third	time	triangle	twice	whole			

**Some Instructional Words**

These are some words that are frequently used when teachers are giving young children written directions or instructions in the classroom-

check	choose	close	colour	copy	circle	cross
fold	follow	list	mark	match	place	print
show	tick	touch	trace	turn	select	underline

## THE OXFORD WORD LIST

The recently published list by Oxford University Press, 2008, contains words gathered under the guidance of staff at the University of Melbourne. The list contains the 307 most frequently used words in the writing samples of students in their first three years of school. The words are listed in order of frequency. Words 299 to 307 occurred with equal frequency. This influenced the number of words on the list.

The most cited of all word lists is the Dolch 220 basic sight vocabulary which appears above. This list was derived from a compilation of children's oral vocabulary and words commonly found in young children's reading material. The agreement level of 54% with the Oxford List reflects both the changes in language usage over time and also Dolch's decision to exclude all nouns.

## References

The Oxford Wordlist research study: An investigation of high frequency words in young children's writing and reading development. Oxford University Press. Melbourne. 2007.

Classroom resources based on the list including flashcards and games are available.

[www.oup.com.au/thesuccessfulteacher](http://www.oup.com.au/thesuccessfulteacher)

## Words 1–307 in order of frequency

I	for	ate	friend	really	old	funny	together	snake
the	dad	get	their	could	woke	book	walk	jumped
and	but	lived	put	shop	ball	bad	great	place
to	saw	am	gave	would	come	things	icecream	show
a	house	him	found	eat	ever	yesterday	loved	where
was	that	watched	from	fish	new	computer	magic	everyone
my	weekend	little	down	this	room	help	work	or
went	time	can	water	ran	nice	zoo	coming	shark
we	her	bought	party	first	scared	now	someone	something
on	go	brother	about	by	who	ride	team	asked
it	came	big	took	food	inside	castle	thing	OK
then	because	birthday	good	named	it's	toy	always	scary
he	up	them	other	baby	tree	cousins	boat	every
had	his	bed	see	cat	cake	look	red	walked
in	once	made	girl	outside	best	more	teacher	read
they	after	name	boy	away	fell	tried	its	world
with	fun	too	over	favourite	long	find	princess	monster
of	like	next	us	has	movie	four	shopping	slide
there	some	dog	your	family	soccer	I'm	until	thank
got	have	lots	off	lunch	how	happily	only	white
she	are	night	three	man	also	started	black	buy
said	out	not	dinner	shops	know	dragon	garden	dressed
played	going	friends	liked	football	last	much	still	fast
one	called	into	won	looked	sleep	rabbit	beautiful	head
is	all	an	morning	wanted	swimming	five	pool	walking
were	play	park	playing	bike	don't	turned	take	why
day	Sunday	will	want	no	just	another	well	blue *
so	upon	car	happy	lost	told	make	animals	dogs *
when	Saturday	our	what	TV	yes	cousin's	horse	footy *
home	did	do	as	fairy	around	breakfast	movies	here *
you	school	sister	love	cousin	lot	chips	names	killed *
at	two	be	if	stayed	today	door	bit	need *
me	very	people	again	Friday	beach	couldn't	race	playground *
mum	back	didn't	game	games	finished	present	sad	that's *
* Words 299 to 307 occurred with equal frequency. This influenced the number of words in this list.								watch *

## Some suggested instructional activities to teach the basic sight words.

Firstly, it is important to check that the above words can be read before expecting them to be spelled.

Mention has been made of a strategy that I have recommended to teachers and parents. As the feedback has been very positive, it would seem worthwhile to provide details of the way basic words and other selected words can be taught.

Once the target word has been identified either through direct assessment or through a search of workbooks to find spelling errors, the word is printed on the front of a flashcard. On the back of the flashcard, the same word is written with the "error", "tricky bit" or "demon" letter(s) in red. For example, using the target word "any"-

Front

**any**

Back

**any**

When introducing the word to the child, the teacher/parent places the word on the desk/table before the child and says-

"This word is "any". Look at this word. You found it a "tricky" word to spell. The "tricky" bit is written in red on the back of this card". Parent/teacher turns the card over and shows the child saying-"See the letter "a" is red". This can be repeated for two or three other "tricky" words during the session.

When each word is again placed before the child, (front side up), the teacher/parent asks "Which letter is red"? If the child is correct, turn the card over and reinforce the correct choice with praise- saying "Well done". If the child forgets or chooses the wrong letter, turn the card over and say-"Have a look or check your answer". "Where is the "tricky" bit?" Have the child say the letter then add "Yes, well done". "We will try this word again later to see if you can remember the "tricky" bit".

This activity can be repeated several times during the week. New words can be included while "known" words can be removed from the set. The set of words should not exceed 10 words at any one time. It is important to reintroduce the "known" words at regular intervals to reinforce correct spelling.

The errors committed by students with spelling difficulties, especially students with a learning disability, typically result from “phonetic” spelling strategies. Some “classical” examples from my private practice illustrates this-

any eny/ene/ene

laugh larf/laf

does dus/dose/duz

asked arsk/rskt/uskd

used yosed/youst/

said sed

goes gos

done dun

eight ate/at

they thay

friend frend

head hed

want wont

boat bot

come cum/kum

who how/hoo

It is not uncommon for students to have difficulties with some of these basic words throughout their primary school years: some students continue to commit such errors, even in their VCE exams! Clearly, the method of instruction used to teach and revise such words has not been successful. Hence, another method is worth trying!

The aim of the above approach is to teach the student to learn to spell through the “eyes”, not the “ears”. Spelling through the “ears” will usually result in an accurate phonetic representation of a given word. However, “sight-words” or phonetically irregular words, such as the majority of words on the above lists, can rarely be spelled correctly using “sounding-out” or phonetic strategies. Hence, the need to **VISUALLY** highlight and stress “irregular” spelling patterns by using colour. Sustained, repeated practice using the above strategy should increase spelling accuracy by strengthening the child’s visual memory of words. Importantly, the child’s confidence as a learner should lift, hopefully resulting in a more positive interest in, and attitude toward, spelling.

As a revision exercise, it will be important to test the “tricky” words in a more formal way from time to time by having the child spell the words aloud and then write them down. A further check of spelling can be made by examining the child’s workbooks and creative writing samples. Any word(s) that continue to cause problems can be reintroduced into the current set of cards for direct, sustained, reinforced practice.

A key feature of the above approach is its specific relevance for the individual student. The cards are “tailor-made” for each student, being based on their particular misspellings.

## TEACHING HOMOPHONES

A homophone is a word having the same sound as another but of different meaning, origin or spelling (e.g., *blue*, *blew*). Predictably, such words cause many students difficulties. Some students continue to be confused with these words throughout their school years. The direct, explicit teaching of homophones is recommended.

### Suggestions for teaching

1. Use pictorial cues where possible. Have cards with the target word together with an associated picture.
2. Card activities
  - Have a word pair (e.g., *flower/flour*) on a card-one word on each side. Show one word (e.g., *flower*) and have the student read the word and then use it in a sentence. Then ask the student to identify the word on the other side and use it in a sentence. If unable to identify the word, turn the card over and have the student read the word and use it in a sentence. With regular practice, the student is likely to become familiar with the alternative meanings and spellings of word pairs.
3. Specific spelling activities should also aid correct usage, including the following-
  - spelling homophone pairs (e.g., What are the two ways of spelling “flower”?)
  - fill the gap activities-have the target words in sentences (e.g., fl--r, fl--er) with key letters omitted
  - introducing/revising spelling rules and patterns. Establishing/reinforcing a “set for diversity”, i.e., the same phoneme (letter sound) can be represented (written/spelled orally) in a different way, depending on word meaning, (e.g., ea-ee, ow-ou, ir-er, ir-ur, ea-ie, ey-ay, aw-oa, ch-c)
  - use mnemonics, imagery, rhymes, colour coding etc. to highlight spelling differences in word pairs
  - see the Section-**Some Basic Spelling Essentials** above, for more details

Note: The words homophone and homonym are often confused. A homonym is a word of the same sound and spelling as another but of different meaning; e.g., We can write with a **pen**. A pig can be kept in a **pen**.

## A List of Homophones

Obviously, this is not a complete list of homophones but a selection of words that are commonly used by students in their early to mid primary school years. This is a critical time to introduce such words as classroom teachers, at this stage of learning, are typically involved in the explicit, direct and systematic teaching of word recognition and spelling.

aloud	allowed		pain	pane	
alter	altar		pair	pare	
beach	beech		pale	pail	
bear	bare		passed	past	
been	bean		peace	piece	
birth	berth		pier	peer	
blue	blew		plain	plane	
brake	break		poor	pour	paw
by	buy	bye	prey	pray	
cell	sell		rain	rein	reign
cereal	serial		rap	wrap	
cheap	cheep		rays	raise	
check	cheque		raw	roar	
chord	cord		red	read	
creek	creak		read	reed	
dear	deer		right	write	
desert	dessert		ring	wring	

die	dye	road	rode	
draw	drawer	rose	rows	
here	hear	saw	sore	
in	inn	seem	seam	
fare	fair	sell	cell	
fir	fur	sight	site	
flee	flea	so	sow	sew
flower	flour	some	sum	
foul	fowl	stair	stare	
hair	hare	steak	stake	
heal	heel	steel	steal	
herd	heard	there	their	they're
hole	whole	threw	through	
hour	our	tied	tide	
made	maid	to	two	too
mail	male	toe	tow	
main	mane	weather	whether	
mare	mayor	week	weak	
maze	maize	where	ware	we're
meat	meet	which	witch	
morning	mourning	would	wood	

new           knew

night         knight

no            know

not           knot

## SOME BASIC SPELLING ESSENTIALS

I have found that students, irrespective of age, find the following “essentials” helpful, especially when trying to fathom out the many apparent inconsistencies in English spelling. Of course, in a “formal” sense, some of the information below will be beyond the understanding of many very young students but introduced carefully, it should provide helpful insights into the complexities of our written language.

Often, teachers are swamped with a torrent of materials including special commercial packages, activities, games, strategies, computer software, spelling rules and exceptions that are considered important in planning and implementing a spelling program.

Some “Essential” knowledge and skills considered worthy of teaching in a spelling program follow-

The 26 letters of the alphabet are usually recognised by their **NAME**.

The 26 letters of the alphabet can “make” more than 44 **SOUNDS**.

Linguistically, letters are called graphemes and sounds are called phonemes and phonemes are combined to form a morpheme or a spoken word.

The 26 letters can be grouped into

- consonants
- vowels

Most letters are consonants which can be classified as being-

- Regular (having a one-to-one correspondence, one letter-one sound; most consonants are regular)
- Irregular (having more than one sound. e.g., c-s, g-j, s-z; pronunciation influenced by following vowels- e, i, y)
- Silent- e.g., **k**not, comb, **g**nome, calm, **i**sland
- Doubles-bb, dd, ll, mm, pp, etc
- Blends- initial, e.g., sh, ch, wh, th, final, e.g., ck, lk, mp, sh

Vowels are more variable than consonants

Vowels can be classified as being

- Long- pronouncing the **NAME** of the letter-A,E,I,O,U
- Short-pronouncing the **SOUND** of the letter-a,e,i,o,u
- Semi- e.g., **y** as in **my** and **w** as in **snow**
- Other Blends or Composites usually called diphthongs-e.g., oi, oy, ow, ou, oo, au, aw, ue, ew

### Short Vowels

The **SOUND** of the letter is articulated-a,e,i,o,u.

Usually has a regular letter-sound correspondence.

Usually only one vowel to "spell" a short vowel sound.

Some common irregulars e.g., ea-head, bread.

A common short vowel spelling pattern is VCCV-a vowel followed by two consonants and then a vowel.

### Long Vowels

The **NAME** of the letter is articulated-A,E,I,O,U

Many complexities, hence the very difficult aspect of English spelling.

Usually two vowels "spell" a long vowel sound.

A useful reminder-When two vowels go for a walk-usually the first will talk.

A common spelling pattern is the distant modification of "e" on the other vowels (a-e, i-e, o-e, u-e)-often taught as "e" on the end of a word makes the first vowel say its own name-e.g., a in lake.

Major long vowel spelling patterns with their estimated frequency of occurrence

A %	E %	I %	O %	U %
a-e 80	e 70	i-e 74	o-e 87	u-e 90
ai 9	ee 10	y 14	oa 5	ew 3
ay 5	ea 10	igh 6	ow 5	eu 3

I have found it helpful to teach students to HEAR the difference between the vowel sounds in target spoken words. For instance, I would say- "listen for the vowel sound in the word **hop**, if you hear the **SOUND** of the vowel (which "looks" short/quick on the lips and "sounds" short to the ear) that is likely to be a short vowel and hence one vowel is used in spelling; if you hear the **NAME** of the vowel as in the word **hope** (which "looks" long on the lips and "sounds" long/extended to the ear) two vowels will usually be used in spelling".

Students quickly learn to hear the difference between short and long vowel "sounds" in spoken words and hence have a very useful starting point for spelling a given word-

- short vowel sound –short vowel and hence one letter in spelling
- long vowel sound-long vowel and hence two letters in spelling

Students find this step quite easy and hence reduce their initial uncertainty of not knowing whether to use one or two vowels in words.

A very "understandable" error occurs next when the student, spelling long vowels is unsure of what two vowels are used, say to spell boat. If bote is written, this is a more informed error than if only one vowel is used, eg., bot. The progression to accurate spelling should eventually come with direct attention to the selected word using flashcards etc.

Students also find such activities as the following, interesting and fun!

The letter **a** is pronounced differently in the following words-

Making the five short vowel sounds in these words-

- cat
- any
- village
- was
- above

and making other sounds in these words

- ate
- all
- usable
- garden

Students like to make lists of the different ways of spelling the long vowel sounds eg., O

- hope
- boat
- tow
- photo
- owes
- toe
- ohm
- sew
- beau
- though

### **Some references and websites for more recent information-**

Educational material-

For a list of recent publications and resources see the following websites:

ACER [www.acerpress.com.au](http://www.acerpress.com.au)

Dataworks [www.dataworks.com.au](http://www.dataworks.com.au)

Dominie [www.dominie.com.au](http://www.dominie.com.au)

Edsoft [www.edsoft.com.au](http://www.edsoft.com.au)

Link Educational Supplies [www.linkeducational.com.au](http://www.linkeducational.com.au)

Computer software-

AussieSpell

Spellmate

Stickybear Spellgrabber

SuperSpell-TM

WordShark

WordWiz

# SPELLING: A MISCUE ANALYSIS

In the assessment of a student's spelling, it is important to use as many sources and genres of written material as possible:

For example:

- tests - formal  
- informal
- dictation
- creative writing
- letters or diaries
- academic work
- work-books are a rich source of "errors"

The following framework can be used for the analysis of individual spelling errors:

Type of Error	Example	Correct
Omission of needed letter(s)		
• silent	mak	make
• sounded	assit, istance	assist, instance
Omission of syllable(s)	primaly	preliminary
Addition of letter(s)	drasning	dancing

Substitution of letter(s)	definate	definite
	anchious	anxious
Transposition of:		
• letters	esle	else
• syllables	capitacy	capacity
Phonetic equivalent	garantee	guarantee
	shrood	shrewd
Mispronunciation	reconition	recognition
Rule application	duteis, fited	duties, fitted
	plane	plan
Bizarre	rakl	stupid
Reversal of letter formation	buddle	bubble
Handwriting error	lilte	little

### Patterns of Errors

The most important pattern of errors to identify is that reflecting the predominant use of either visual or phonological strategies in spelling.

Is the student largely relying on visual strategies (presumably because he/she has difficulty with the analysis of sounds in words **or** because he/she has not been taught word-attack skills)?

Typical errors:

- non-phonetic
- based on visual similarities
- bizarre
- substitutions, omissions, additions

Is the student largely relying on phonological strategies (presumably because he/she has difficulty either perceiving words as “visual wholes” or visually analysing words, **or** because he/she has not been encouraged to use this as a strategy)?

Typical errors:

- good phonetic equivalents

Is the student demonstrating difficulty with the application of both visual and phonological strategies (because of underdeveloped phonological analysis and visual gestalt and analysis skills **or** limited learning experiences)?

It is also important to identify specific areas of difficulty or underdeveloped knowledge.

### **Grapheme / phoneme correspondence**

- individual letter/sound(in isolation; within words)
- digraph/sound - ai, ay, ei, sh, th, wh, ch
- diphthong - oi, ou, ow

### **Vowels**

- short
- long
- blends
- medial, initial, final

### **Consonants**

- regular, irregular
  - blends
  - clusters
  - initial, final, medial

### **Syllabification**

### **Rules**

- silent 'e'
- plurals
- adding suffixes
- idiosyncratic
- overgeneralisation

## Morphemes

- prefixes, suffixes
- roots

Amanda Russell

A range of instructional strategies is also included in the [Learning Disability Section](#).

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This online resource has been prepared by Dr. [Stewart C. Sykes](#) - Psychologist. [MAPS](#).  
Former Associate Professor of Psychology and Special Education and Director of the  
Krongold Centre for Exceptional Children. Monash University, Australia.

Office: 189-191 Balaclava Road Caulfield North Victoria Australia 3161

Ph: 03 9526 0017

Fax: 03 9526 0099

Email: [stewart@docsykes.com](mailto:stewart@docsykes.com)

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