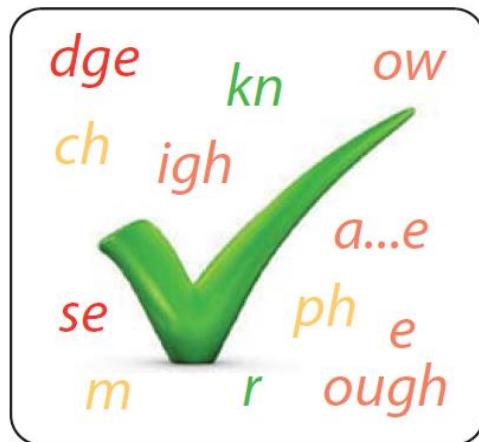


Spelfabet workbook



Level 4 version 2

“Long” vowel sounds

Teacher/clinician edition

Up to 50 copies can be made, for use with your own students/clients.

These pages are (mostly) in sets of two, to allow learners to:

1. Copy the words or fill the gaps in words with the target sound’s spellings,
2. Write the whole words by themselves.

Sounds covered are “ay” as in make/rain/say, “I” as in bike/my/hi, “oh” as in home/boat/low, “ooh” as in June/boots/flew, “you” as in cute/stew and “ee” as in see/sea/chief, plus past tense d as in hoped and liked, and doubling letters (or not) as in caped/capped, hoped/hopped.

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More information: www.spelfabet.com.au

Spellings/concepts introduced/practised:	Page
The sound “ay” as in:	
• ape, aim, bay	1
• games, faiths, lay	3
• male, mail, pay	5
• rake, quail, say	7
• shapes, sprain, stray	9
• eight, ate, way, wait	11
• grey, vein	13
• break, café, fete, gauge, matinée, straight, sundae	15
• Sorting page	17
The sound “I” as in:	
• bike, dry, blinds	18
• fine, Friday, hydrant	20
• like, my, migrate	22
• type, sky, slide, spider	24
• high, fight, night	26
• cry-cries, fry-fried, sky-skies	28
• buy, bye, chai, eye, height, iron, lie	30
• Sorting page	32
The sound “oh” as in:	
• bloke, boat, blow	33
• cone, coast, flows	35
• globe, goal, grow	37
• oak, own, robot	39
• smoke, soak, show	41
• elbows, rainbow, yellow	43
• brooch, dough, folk, mauve, soul, doe, owe, sew	45
• Sorting page	47

Spellings/concepts introduced	Page
The sound “ooh” as in:	
• boots, flew	48
• grew, mood	50
• stool, blue, group, screw	52
• bamboo, cashews, gluten, pollute	54
• do, fruit, lose, shoe, through, two	56
• Sorting page	58
The sound “you” as in:	59
• commute, few, document	
• due, menu	61
• Sorting page	63
The sound “ee” as in:	
• beach, bleed	64
• clean, feed	66
• flea, free	68
• leave, queen	70
• scream, speech	72
• seal, tree	74
• chief	76
• Chinese	78
• carry	80
• chimney	82
• genius	84
• marine	86
• amoeba, Caesar, ceiling, people, quay, Wii	88
• Sorting pages	90
Past tense formed just by adding d, as in caged, dated	92
Contrasting capped-caped, hopped-hoped	94

Introduction

This workbook is designed for parents, integration aides and other non-experts to use with struggling readers/spellers who already know how to write and read one-syllable words with basic consonant spellings and "short" vowels (a as in cat, e as in men, i as in win, o as in hot, u as in fun).

Originally intended for struggling learners, it can also be used by mainstream learners whose spelling lessons involve rote-learning high-frequency words or vocabulary lists, rather than explicitly and systematically teaching about sounds, spelling patterns and word parts.

This and other Spelfabet materials are intended to be inexpensive, fine-grained, linguistically accurate, synthetic phonics teaching tools, most suitable for learners who have attended a year or more of school, including teenagers, adults, and learners with Specific Language Impairment and mild-moderate Intellectual Disabilities.

Such learners are typically discouraged and lacking in confidence, so this workbook is designed to progress in tiny, errorless steps, and provide plenty of success and practice for each spelling pattern.

It has been reworked a number of times based on experience and feedback from students, parents, teachers and aides. Thanks to everyone who helped, sorry you're too numerous to mention by name, and I hope you find this version useful.

This workbook assumes learners can read and write the words in the Level 1-3 workbooks fairly competently (about 90% correct), and contains:

- **Big print**, which spaces letters out more, making it harder to mix up their order. Extra space also allows for many beginners' large writing. Save trees by printing on scrap paper if you can.
- **A simple, handwriting-like font** with clearly separated letters.
- **Multiple spellings for each of the "long" vowel sounds.** Note that the sounds "ooh" as in June and "you" as in use (which is really "y" plus "ooh") are addressed separately. Children who hear and write the "y" sound in words like use, few and human should be praised for careful listening but informed that's not how we spell this sound. There is a lot of overlap between the spellings of these two sounds, and in fact Australians and British speakers typically say words like "news" and "due" with a "you" sound while most US speakers say them with an "ooh" sound.
- **Pages on which to sort words containing each sound into spelling categories**, in order to eyeball the lists and see what sort of words contain each pattern. If you want to add more words to the lists, you can find lots more words at www.spelfabet.com.au/spelling-lists/sorted-by-sound.

- **Pictures and sentences**, to make word meanings clear and build vocabulary. The picture set used is mostly the Picture Communication Symbols by Mayer-Johnson LLC, and is used with permission.
- **Tiny steps**, just one sound and a small number of its spelling patterns at a time.
- **General Australian English pronunciation** ("daughter" does *not* rhyme with "hotter", and "us" does rhyme with "bus"), and **vocabulary**. UK spellings are mostly used in preference to US spellings.

To use this workbook, get the parent/tutor cheat-sheet which downloads with this workbook, sit with your learner (do not leave him/her to work independently) and:

- Starting at item 1, tell (but don't show) the learner what to write in each box, put it in a sentence (either the one on the parent/tutor cheat sheet, and/or your own if you can think of a sentence more relevant or interesting to your learner) and encourage them to find the correct spelling pattern or written word at the top of the page, write it, then cross out words at the top of the page as relevant.
- **Help the learner to sound two-syllable words one syllable at a time** as needed. If necessary, draw a circle around each syllable, or put your finger over the second syllable while they sound out the first and vice versa.
- **Ensure your learner says each sound while writing the letter/spelling.** Work with a pencil not a pen, and if you can't hear the sounds, say "Sorry, I can't hear you" and rub letters out until you can hear as well as see what your learner is doing. Learners need to knit related letters and sounds together in their heads, using as many of their senses as possible:
 - **seeing** the letter/spelling with their **eyes**,
 - **feeling** its shape in their **hand**,
 - **hearing** it in their **ears**, and
 - **feeling** its shape and movement in their **mouths**.

Some learners by now will be writing quite fast, and starting to say stretched-out syllables instead of single sounds as they write. Great.

- **Make your consonant sounds crisp**, especially the voiceless sounds "p", "t", "k", "h" and "ch". Don't use your voice on these sounds, or add a vowel to make them louder (e.g. say "p" not "puh"). Sloppy sounds set learners up for blending problems ("m" + "a" + "puh" = "mapper").
- **Always insist on correct letter formation**, to build a strong motor pattern for each letter and keep heading in the right direction on the page.
- **Demonstrate rather than explaining:** There is a vast, mostly unhelpful meta-language about spelling: "spelling rules", "silent letters", "long/short vowels", letters "making sounds", "sight words" etc. These focus on developing declarative knowledge about spelling, but often inaccurate knowledge, since there are no spelling rules that work consistently, all letters exist for a reason, etc. The Spelfabet workbooks instead focus on developing procedural knowledge

about spelling, through careful, linguistically-accurate analysis and sequencing of tasks.

Learners are set up to build their awareness of sounds in words and knowledge of spelling patterns and word structure through reading and spelling practice.

- **Ask learners to read what they have written.** Cover the last page in each set of words with a sheet of paper then slide it up, uncovering three words/sentences at a time from the bottom of the page. Ask your learner to read them. Then uncover the three associated pictures to check that they were right. Getting learners to read their own writing helps motivate them to write legibly (if it's hard to read, who can fix that?!), reinforces the concept that our spelling/reading system is reversible, and checks they can recognise as well as write each pattern.
- **Use the Spelfabet Movable Alphabet to build and change words** containing the spellings in this workbook. These help reinforce the idea that sounds and their spellings are the building blocks of words, and give learners extra practice without the important but sometimes difficult extra work of handwriting. This is also a good way to show the different spellings of homophones e.g. sail v/s sale.
- **Provide learners with plenty of opportunities to read books containing words** of the type practised in this workbook. See <http://www.spelfabet.com.au/phonics-resources/07-decodable-books/> for many of the decodable books available, including free ones.
- Everyone learns at a different pace, so you might need more materials to practise each pattern. A list of lots of other synthetic phonics resources is at www.spelfabet.com.au. However, there will also be a lot more practice of the patterns in this workbook in the Spelfabet workbooks 5-9.

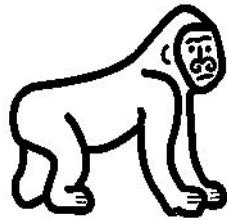
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a...e

ai

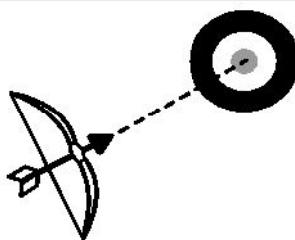
ay

1

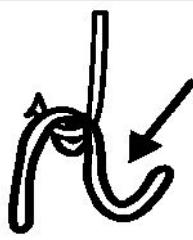


...p...

2

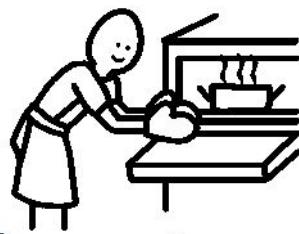


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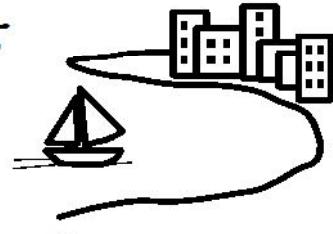
b.....t

4

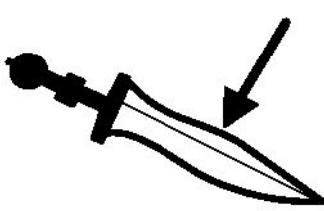


b...k...

5

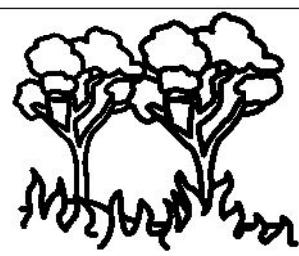


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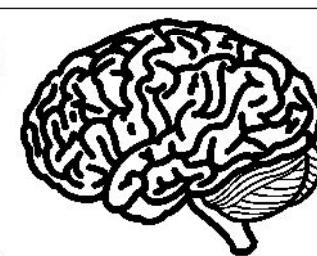
bl...d...

7



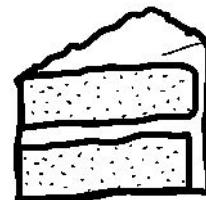
bl...z...

8



br.....n

9



c...k...

10



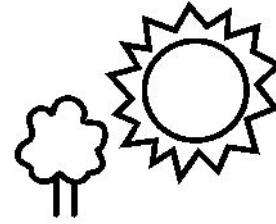
c...v...

11



cl....m

12



d.....

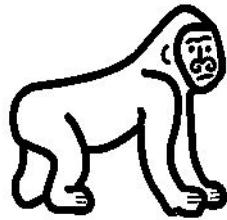
Practising a...e and ai, and introducing final spelling ay, one syllable, write words

a...e

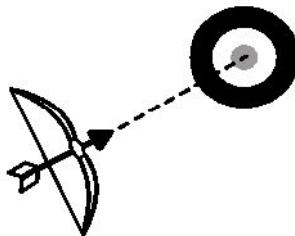
ai

ay

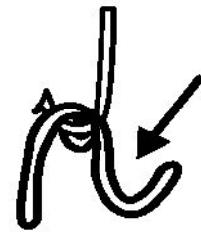
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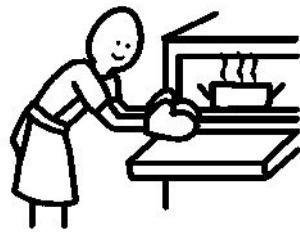
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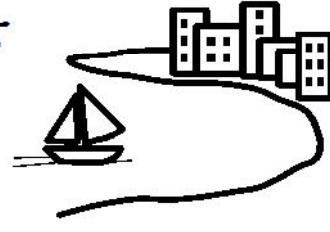
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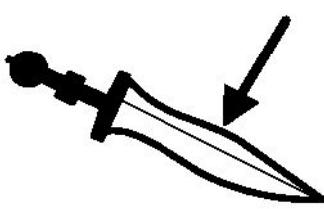
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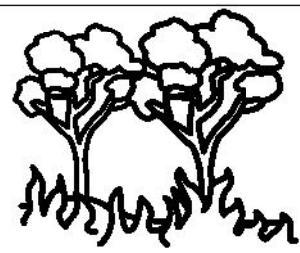
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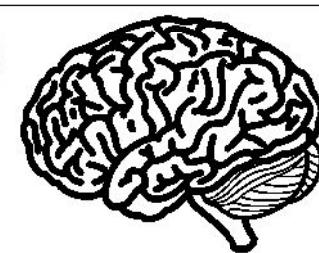
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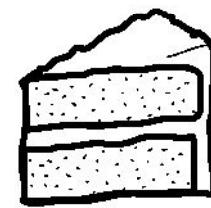
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8



9



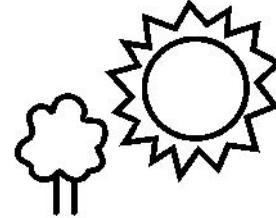
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11



12



Practising a...e as in came, ai as in aim and ay as in day, one or two syllable, fill the gap

a...e

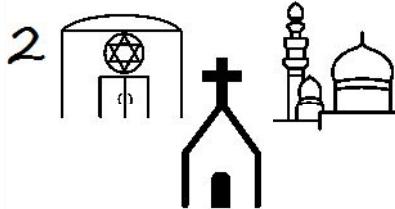
ai

ay

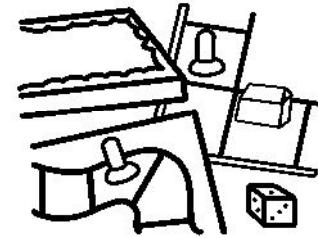
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2



3

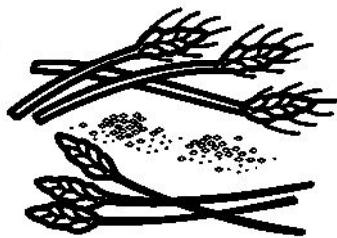


d....sy

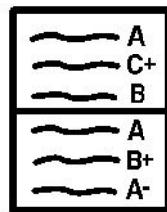
f....ths

g...m...s

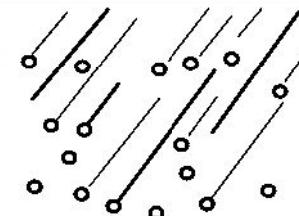
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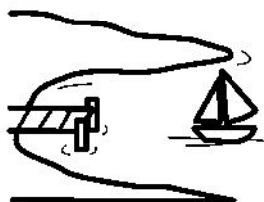


gr....n

gr...d...s

h....l

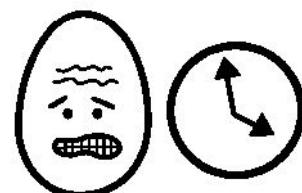
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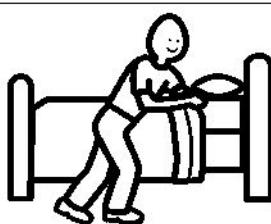


l...k...

l.....

l...t...

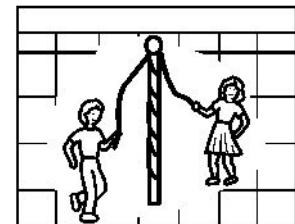
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11



12



m...d...

m....d

M.....

Practising a...e as in came, ai as in aim and ay as in day, one or two syllable, write words

a...e

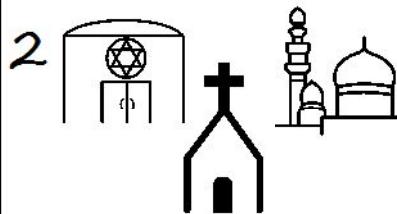
ai

ay

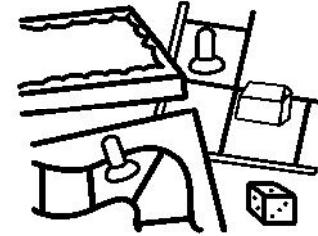
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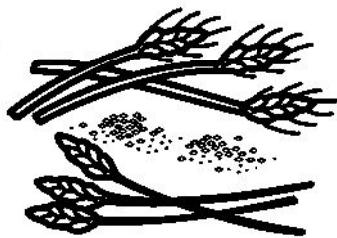
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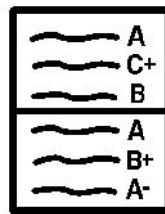
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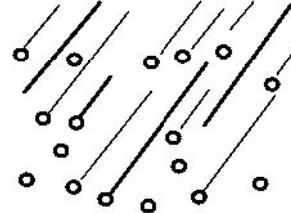
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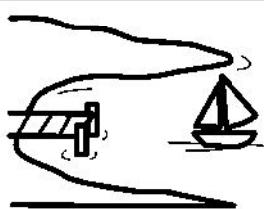
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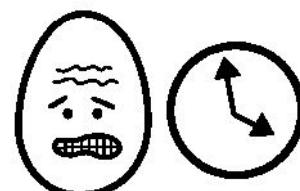
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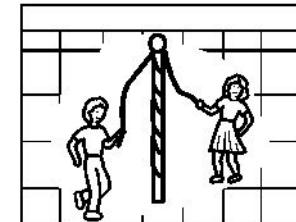
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11



12



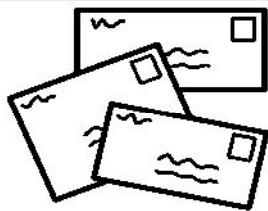
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a...e

ai

ay

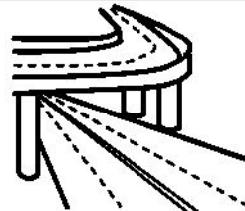
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2



3

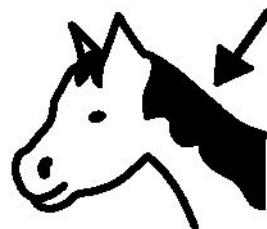


m.....l

m....l...

m.....n

4



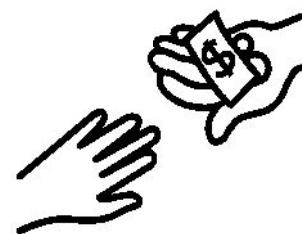
m...n...

5



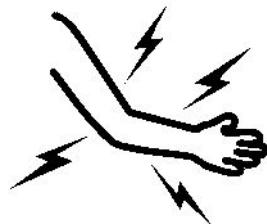
merm....d

6



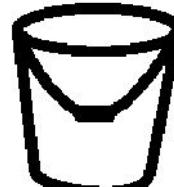
p.....

7



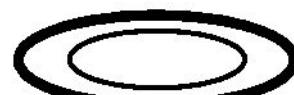
p....n

8



p....l

9



pl...t...

10



pl....n

11



pl...n...

12



pl.....

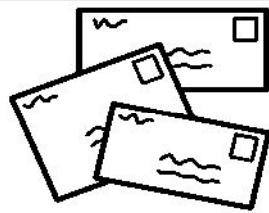
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a...e

ai

ay

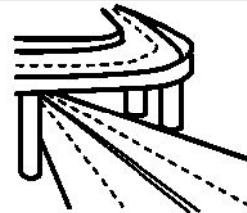
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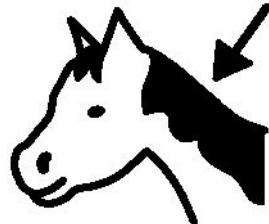
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3



4



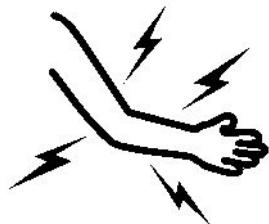
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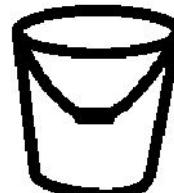
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11



12

