

Spelfabet workbook



Level 5 version 2

Other 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 with the target sound's spellings
2. Write the words independently.

Sounds covered are “ar” as in car/last/palm, “er” as in her/bird/turn, “aw” as in saw/for/more, “ou” as in out/cow, “oy” as in boy/boil, “air” as in care/chair/there, “ear” as in hear/beer/here, and e as in bread/bury/any plus y as in gym, re as in centre, our as in colour and practice of a as in swallow and o as in above.

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More information: www.spelfabet.com.au

| Spellings/concepts introduced | Page |
|--|-------------|
| The sound “ar” as in: | |
| • car, bath | 1 |
| • barn, craft | 3 |
| • blast, shark | 5 |
| • aunt, calf, clerk, heart, baa, galah | 7 |
| • Sorting page | 9 |
| The sound “er” as in: | |
| • bird, burn | 10 |
| • girls, hurt, nerves | 12 |
| • serve, skirt, spurs | 14 |
| • learn | 16 |
| • work | 18 |
| • purr, stirred, whirred, colonel, journal, secateurs, myrtle, myrrh, hors d'oeuvres | 20 |
| • Sorting page | 22 |
| The sound “aw” as in: | |
| • cord, dawn, core | 23 |
| • jaw, more, saw | 25 |
| • shore, shorts, straw | 27 |
| • boar, court, oar | 29 |
| • bought, caught | 31 |
| • war | 33 |
| • author, broad, chalk, water | 35 |
| • Sorting page | 37 |
| The sound “ou” as in: | |
| • clouds, down | 38 |
| • about, cow | 40 |
| • now, scout | 42 |
| • drought, kauri, Laos, Maori, miaow, sauerkraut | 44 |
| • Sorting page | 46 |
| The sound “oy” as in | |
| • boy, boil | 47 |

| | |
|--|----|
| • oil, toys | 49 |
| • Sorting page | 51 |
| The sound "air" as in: | |
| • chair, rare | 52 |
| • air, stare | 54 |
| • aeroplane, bear, parents, theirs, there | 56 |
| • Sorting page | 58 |
| The sound "ear" as in | |
| • beard | 59 |
| • beer, here, pier, hero, souvenir, weird | 61 |
| • Sorting page | 63 |
| The sound "e" as in: | |
| • bread | 64 |
| • any, bury, friends, leisure, leopard, said, says, Thames | 68 |
| • Sorting page | 70 |
| The spelling y as in gym, myths, system | 71 |
| Practising a as in equality, swallow, wallet | 73 |
| Practising o as in above, cover, mother | 75 |
| re as in centre (usually spelt er in US English) | 77 |
| our as in colour (usually spelt or in US English) | 79 |

Introduction

This workbook is designed for parents, integration aides and other non-teachers/non-specialists to use with struggling readers/spellers who can write and read one-syllable words containing basic consonant spellings and "short" and "long" vowels. It can also be used by mainstream learners not getting much systematic, explicit, sequential instruction in the relationship between sounds and their spellings at school.

It's intended to be an inexpensive, fine-grained, linguistically accurate, synthetic phonics teaching tool, most suitable for struggling learners who have attended at least a couple of years 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, and I hope you find this version useful.

This workbook assumes learners can read and write the words in the Level 1-4 workbooks, 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 what are sometimes called the "r-controlled" vowel spellings, plus ou as in loud/cow and oi as in boy/boil**, and some extra spellings of the sound "e" as in head, said and many, plus y as in gym, re as in centre and our as in harbour (the latter typically spelt er and or in US English).
- **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**.

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, 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, and 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.
- **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.

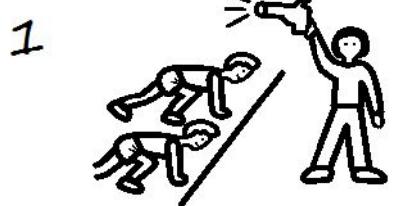
- **Make your consonant sounds crisp**, especially the voiceless sounds "p", "t", "k", "h" and "ch". Don't use your voice on these sounds, or add a vowel to make them

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.**
- **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 if they were right. Getting learners to read their own writing helps motivate them to write legibly, reinforces the concept that our spelling/reading system is reversible, and checks they’ve learnt 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. eight/ate.
- **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 be a lot more practice of the patterns in this workbook in the Spelfabet workbooks 6-9.

Practising ar as in part and a as in grass, one or two syllables, copy words.

arm asking bath card farm passport
art basket car far march start



1

The
of the race.



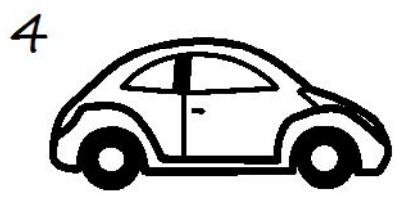
2

A greeting
.....



3

A shopping



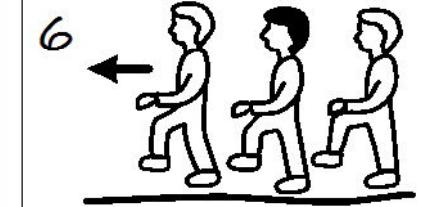
4

A parked



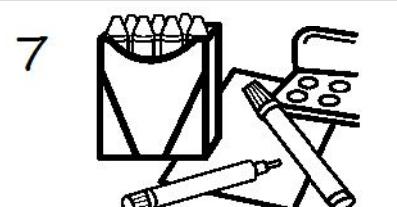
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It's not



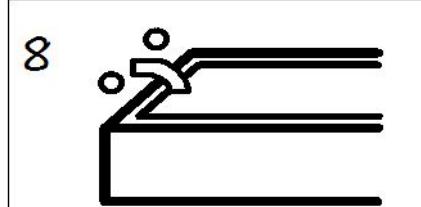
6

We
up and down.



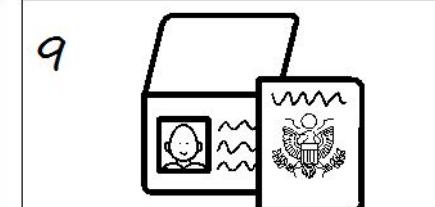
7

..... class is
always fun.



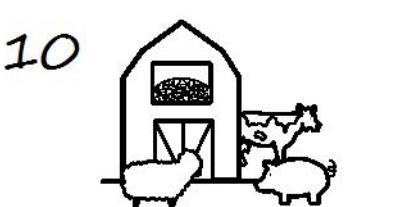
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I want to take
a



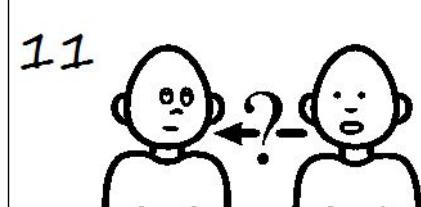
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I have a new



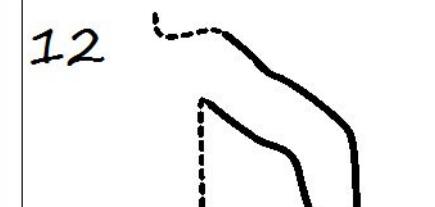
10

Let's visit a



11

He is
a question.



12

This is an

Practising ar as in part and a as in grass, one or two syllables, write words.

ar

a

1



The
of the race.

2



A greeting

3



A shopping

4



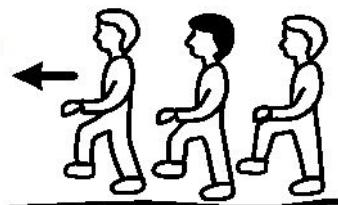
A parked

5



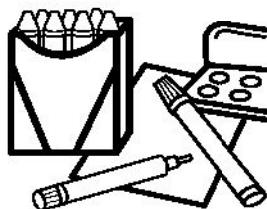
It's not

6



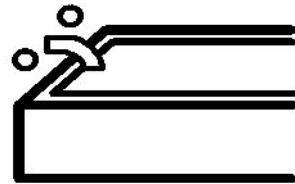
We
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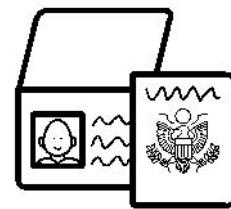
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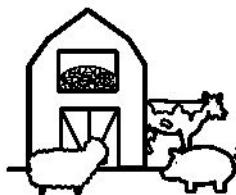
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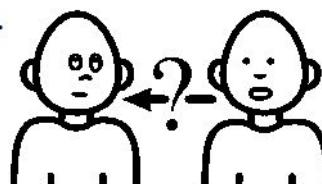
I have a new

10



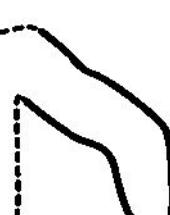
Let's visit a
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He is
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12



This is an

Practising ar as in cart and a as in staff, one and two syllables, copy words.

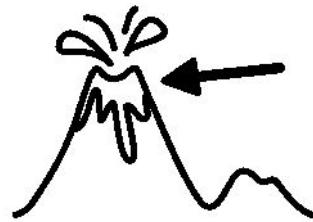
barn craft hard lava park star
clasp drama jar mast scarf tart

1



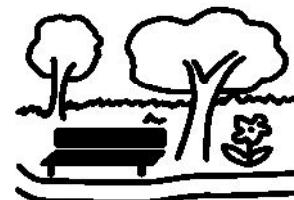
This has
five points.

2



The volcano
spewed

3



We like to sit
in the

4



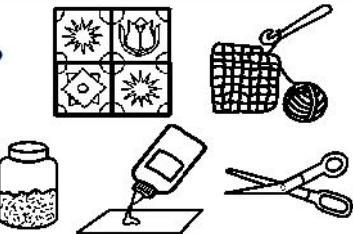
This is a glass
.....

5

$$\begin{array}{r} 259 \\ \times 917 \\ \hline \end{array}$$

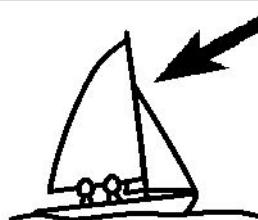
This is a
sum.

6



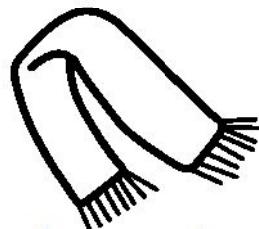
Are these art
or

7



A sailboat has
a

8



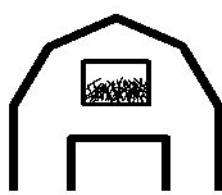
This is a winter
.....

9



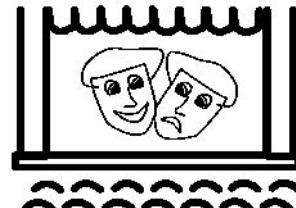
..... your
hands together.

10



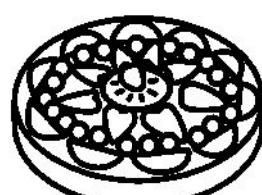
If it snows, cows
sleep in a

11



Is it a comedy
or a

12



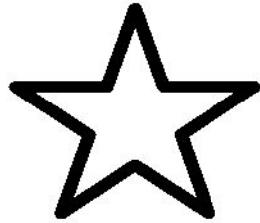
This is a fruit
.....

Practising ar as in cart and a as in staff, one and two syllables, write words.

ar

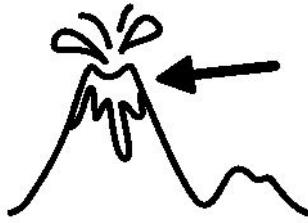
a

1



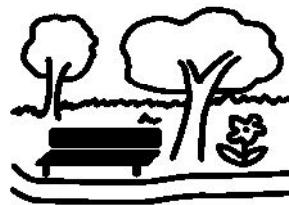
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The volcano
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We like to sit
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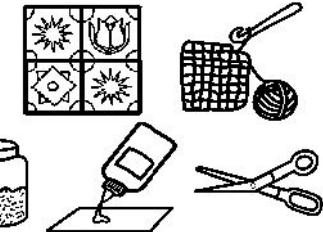
This is a glass
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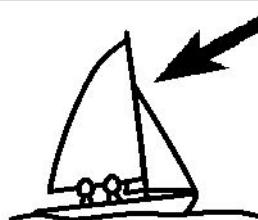
This is a
sum.

6



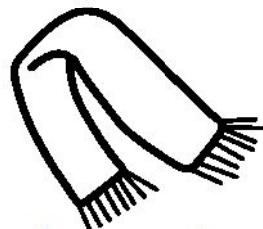
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or

7



A sailboat has
a

8



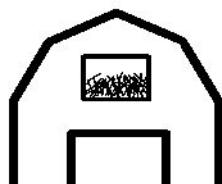
This is a winter
.....

9



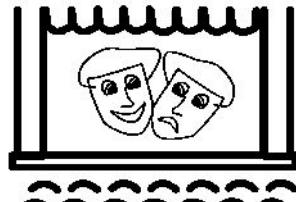
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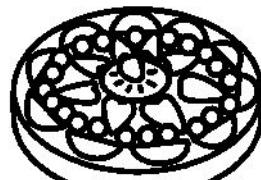
If it snows, cows
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11



Is it a comedy
or a

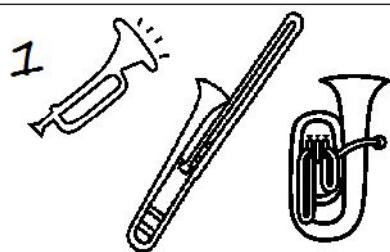
12



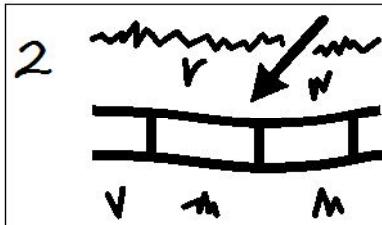
This is a fruit
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Practising ar as in spark and a as in cast, one and two syllables, copy words.

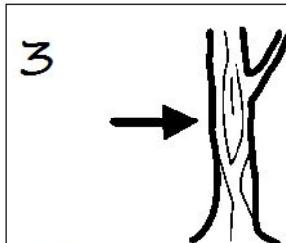
arch blast harp plaza scar sharp
bark brass path raft shark tasks



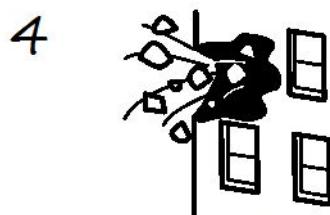
instruments.



Walk on the
foot



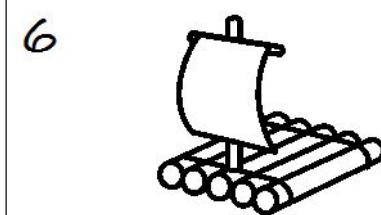
Tree trunks
have



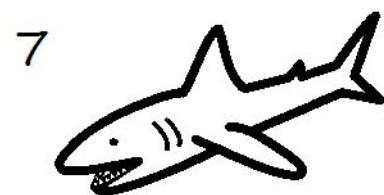
Did you feel
the



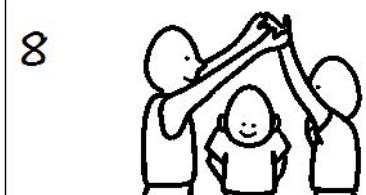
She still has a
.....



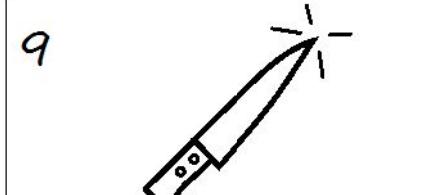
This is a



This is a
.....



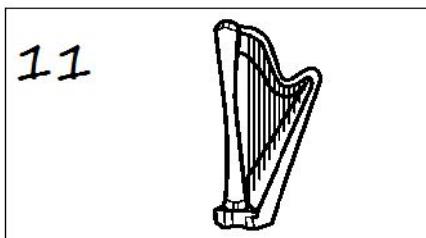
Their arms
made an



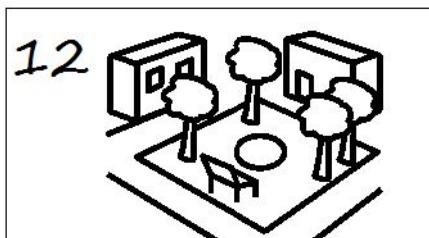
It is very
.....



He had a lot of
.....



Can you play
the

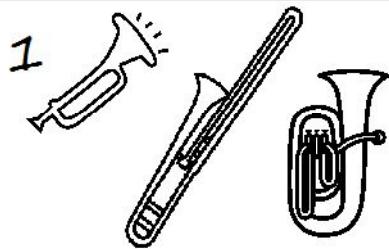


This is a little
.....

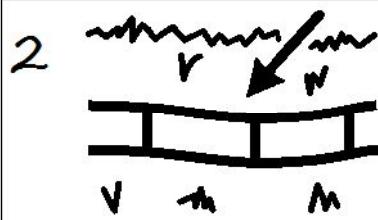
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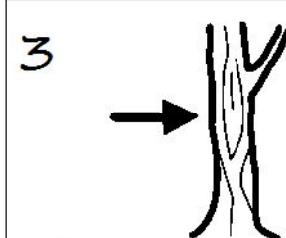
a



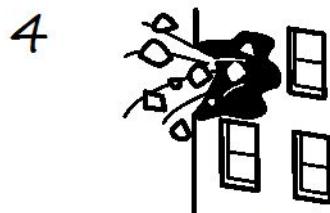
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Walk on the
foot



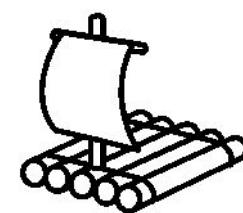
Tree trunks
have



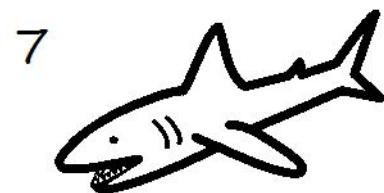
Did you feel
the



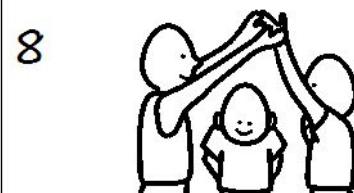
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.....



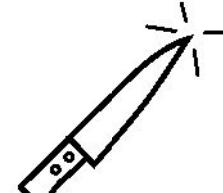
This is a



This is a



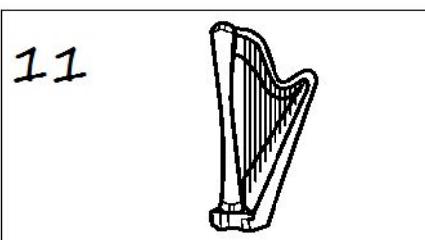
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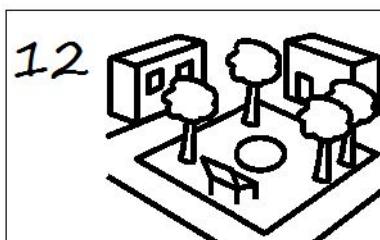
It is very



He had a lot of



Can you play
the



This is a little