

asat last apron
want call**a**sat last apron
want call**a**sat last apron
want call**e**bet be
café pretty**e**bet be
café pretty**e**bet be
café pretty**i**pin hi
ski**i**pin hi
ski**i**pin hi
ski**o**hot son
go do**o**hot son
go do**o**hot son
do**u**cut put
tuna truth**u**cut put
tuna truth**u**cut put
tuna truth**y**my baby
gym**y**my baby
gym**y**my baby
gym**b**

bib

b

bib

ccat cell
cello**c**cat cell
cello**ch**chin school
chef**ch**

school

d

did

d

did

f

fat of

f

fat of

g

got gel

g

got gel

h

hot hour

h

hot hour

jjet Jung
Juan**j**jet Jung
Juan**k**

kid

k

kid

l**l****l**

leg

leg

leg

m**m****m**

mum

mum

mum

n**n****p****p****q****u**

nan wink

nan wink

pop

pop

quick

quoits

n**r****r****r****s****s**

nan wink

run

run

run

sit has
treasuresit has
treasure**s****sh sh****t****t****t**sit has
treasure

shop

shop

tot nature

tot nature

tot nature

th th**v v****w w**

thin this

thin this

thyme

thyme

van

van

with

with

x**x****y****y****z****z**

fox xylophone

fox xylophone

yes

yes

zoo

blitz

zoo

blitz

bb cc ce ck dd dg

rabbit

soccer
cappuccino

piece ocean

rock

add

budgie

ed ff gg gh gn

packed begged

off

large beige

egg suggest

ghost rough

sign lasagne

gu kn le ll mm mb

guess (penguin)

knot

bottle

will

tortilla

summer

lamb

ng nn pp ph rh rr

song

funny

happen

phone

rhyme

carrot

sc se ss tt vewh

scene fascism

horse please

kiss dessert

butter

have

why who

wr ze zz dge tch

wrap

snooze

buzz pizza

badge

match

a a ae ai ah al ar

baa

sundae algae
maestro

wait chai
said plait

galah

walk calm
salmon

car war
scarce

au aw ay ea ee ei

caution fault
aunt gauge

saw

day kayak
quay

seat head
great Sean

see matinée

veil seize
seismic leisure

er eu ew ey ie ir

her zero
clerk

deuce sleuth

flew new
sew

grey donkey

tie chief
friend sieve

sir souvenir

oa oe oh oi oo or

road broad

toe shoe
does

oh John

oil choir

look boot
flood brooch

for work

ou ow oy re ue ui

out soup
touch mould

cow low

toy coyote

centre

blue due

suit nuisance

ur ye

fur

bye

a



e

e



e

made

these

fête

i



e

o



e

time

sardine

home

u



e

y



e

tune

rule

style

air are ear eer

hair

care

are

hear

bear

learn

heart

deer

ere ier igh oar

here

there

were

pier

fight

roar

oor ore our ure

poor

more

four

journal

our

tour

cure

sure

aureau eir ou

dinosaur

bureau

beauty

their

could

augh eigh ough

caught

eight

Leigh

height

bought

dough

drought

through

ci gi si ssi ti xi

musician ciao

region

pension

version

mission

action question

equation

anxious

che que que sce

panache

league

cheque

convalesce

sch sse the tte

schnitzel

mousse

breathe

serviette

Spelfabet Advanced Moveable Alphabet

INSTRUCTIONS

Decide on your preferred setup/storage:

- In a folder, one with a zip closure reduces the chances of pieces getting lost.
- On a fridge, metal cupboard or magnetic whyteboard.
- On a velcro-compatible display board.
- On a piece of velcro-compatible fabric, which is easily folded up and carried around/stored.

Decide what size pieces you want to make:

- Print on A4 paper for home or tabletop use with one or two students.
- Enlarge to A3 or for small group work.
- You may want to enlarge further for large group or whole class use.

You need:

- Colour printer and white paper of the relevant size.
- Laminator and laminating pouches of the relevant size.
- Roll of magnetic tape, if using it on a whyteboard or metal surface.
- Adhesive hook velcro if using it on a fabric board or piece of fabric. About 4 metres of 1cm wide adhesive hook velcro (or equivalent wider velcro or velcro dots) is needed for A4 size.
- The same amount of both adhesive hook and eye velcro (i.e. both sides) is needed if storing it in a folder.
- Scissors. Use an old pair for adhesive velcro, as it gums scissors up.

Magnetic tape and adhesive Velcro are both available from stationery and craft/fabric suppliers.

Assembly

- Print out the moveable alphabet in colour on plain A4 paper, single sided. If you'll be storing it in a folder, print two copies, the second to use as folder pages.
- Laminate the printouts.
- Cut the spellings up. Cut out the rectangles with the little scissors on them, on the spellings a...e, e...e, i...e, o...e, u...e and y...e.
- Stick about a square centimetre of magnetic tape or velcro on the back of each piece. Put two pieces of tape or velcro on the spellings with the holes in the middle, and the other long pieces, one at each end.
- Stick the spellings onto your whiteboard, fridge, noticeboard, fabric in an order that makes sense to you e.g. alphabetical order by colour groups.

Colour-coding:

This alphabet's colour-coding is like a traffic light:

- **Green** means 'go' - spellings used at word beginnings/before a vowel.
- **Orange** means 'caution' - these are vowel spellings, and are one of the trickiest parts of English spelling. Every word/syllable has an orange spelling, except words like 'rhythm' and 'prism', where "m" alone spells the last syllable.
- **Red** means 'stop' - spellings used at the end of a syllable/word.
- **Yellow** spellings can be used at word/syllable beginnings or endings i.e. on either side of the orange spelling (vowel).

How to use: building and changing words

Always say SOUNDS, not letter names. Make a simple word with the moveable alphabet, and then ask learner(s) to make it into a different word:

1. Start off with just single-letter yellow, green and orange spellings plus the red ones with three little triangles on them. Change the first sound of words only e.g. bag-tag-dag or top-pop-cop or judge-budge-fudge.
2. Change last sounds e.g. bat-bad-bag, tip-tin-tick.
3. Change middle sounds: bat-but-bet or tip-top-tap.
4. Change first, middle and/or last sounds e.g. bat-bag-bug-but-gut-got.
5. Add consonant blends e.g. blank-blink-brink-rink-sink-stink-slink-link-wink-win-twin-twug-wig-swig.
6. Try other vowel spellings, noting that there are usually several ways to spell each sound e.g. "pay", "day", "gay", "hay", "lay", "may", "ray", "say", "way", "yay", "pain", "gain", "rain", "chain", "lain", "make", "bake", "cake", "fake", "lake", "rake", "sake", "take", "wake", "shake", and then change the last consonant: "shape", "shade", "shame", "shale", "pail", "bail", "nail", "sail", "fail", "hail" and so on.

You can also play a game using all the spellings your learner(s) know. Take it in turns to change a word into another word by changing one spelling only. Keep lists of words created, with players being eliminated if they can't make a word nobody else has made yet.

Building multi-syllable words

Choose a multi-syllable word your learner wants to be able to spell. Get all the spellings needed. Draw a line for each syllable on either a whiteboard or page, and ask your learner to assemble the word using the spellings, saying each syllable aloud while writing. Then ask your learner to copy and say the word, and finally say and write it without copying.