

# *Spelfabet* *workbook*



## **Level 6 version 2**

### **Other consonant spellings**

### **Parent/aide edition**

Up to 5 copies can be made, for use with your own children/students.

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

1. Copy the words, then
2. Write the words independently.

Spellings include ce as in dance, se as in goose, se as in cheese, ze as in sneeze, ge as in large, wr as in wrap, the as in soothe, kn as in knit, cc as in soccer, ph as in phone, ch as in anchor, que as in boutique, gue as in league, gu as in guess, dg as in budget, st as in castle, tte as in laundrette, ch as in chef, mb as in climb, sc as in science, gn as in sign, gh as in ghost and cough, ou as in country, gi as in region, i as in onion, t as in ballet and h as in hour.

© Alison Clarke, Speech Pathologist, 2017, phone 0402 075 306

**More information: [www.spelfabet.com.au](http://www.spelfabet.com.au)**

<b>Spellings/concepts introduced/practised:</b>	<b>Page</b>
ce as in dance, niece, peace	1
se as in house, nurse, worse	3
se as in bruise, cause, please	7
ze as in breeze, maize, snooze	9
ge as in change, lounge, sponge	11
wr as in wrap, wrench, wrong	13
the as in breathe, soothe, writhe	15
kn as in knee, knife, know	17
ck and k as in bookmark, clockwork, backstroke	19
c as in comic, magic, traffic	21
cc as in accuse, broccoli, soccer	23
cc as in accept and x as in exit	25
ph as in alphabet, elephant, photo	27
ch as in anchor, chemist, school	29
que as in antique, mosque, unique	31
gue as in catalogue, league, vague	33
gu as in disguise, guess, guitar	35
dg as in budget, fidget, lodger	37
st as in castle, listen, whistle	39
tte as in baguette, omelette, serviette	41
ch as in brochure, chef, machine	43
mb as in bomb, lamb, thumbs	45
sc as in adolescent, muscles, science	47
gn as in campaign, foreign, sign	49
gh as in dinghy, ghost, yoghurt and gh as in cough, laugh, tough	51
ou as in country, double, enough	53
gi as in contagious, region, religion	55
i as in brilliant, onion, seniors	57
verbs with two spellings, as in burnt/burned, dreamt/dreamed, spilt/spilled	59
gu as in extinguish, language, penguin	61
t as in ballet, croquet, sachet	63
h as in exhausted, honest, hour	65
a or an as in a tarantula, an octopus, a unicorn, an hour	67

## 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 a range of vowel spellings and basic consonant spellings. 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 1-5 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 consonant spelling patterns beyond the basics:** ce as in dance, se as in goose, se as in cheese, ze as in sneeze, ge as in large, wr as in wrap, the as in soothe, kn as in knit, cc as in soccer, ph as in phone, ch as in anchor, que as in boutique, gue as in league, gu as in guess, dg as in budget, st as in castle, tte as in laundrette, ch as in chef, mb as in climb, sc as in science, gn as in sign, gh as in ghost and cough, ou as in country, gi as in region, i as in onion, t as in ballet and h as in hour. It also provides practice in spellings which depend on where they are in a word or what's around them: c as in panic, ck and k as in backstroke, cc as in access, and verbs with two spellings like spilt/spilled, and when to use indefinite articles a and an, as in a horse, an umbrella, an hour, a unicorn.
- **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 (if there isn't one on the workbook page, use the one on the parent/tutor cheat sheet, or make up one 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**.

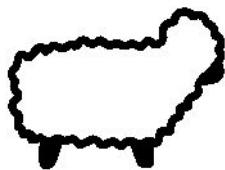
Many learners by now will be writing quite fast, and saying stretched-out syllables instead of single sounds as they write. Great.

- **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 show learners what the graphemes are in words**, if they seem to be having difficulty working this out e.g. the word "piece" is spelt with p + ie + ce, while "peace" is spelt p + ea + ce.
- **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](http://www.spelfabet.com.au). However, there will be a lot more practice of the patterns in this workbook in the Spelfabet workbooks 7-9.

Introducing ce as in choice in one syllable words, copy words.

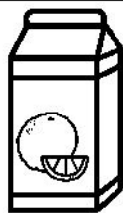
choice fence France mince peace sauce  
dance fleece juice niece piece voice

1



One sheep's wool  
is a .....

2



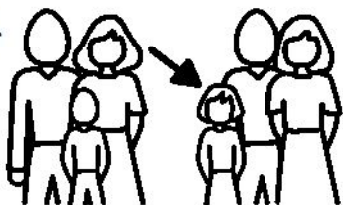
Have some  
.....

3



He likes to  
.....

4



She is my  
.....

5



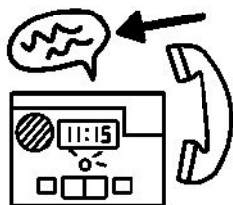
Tomato  
.....

6



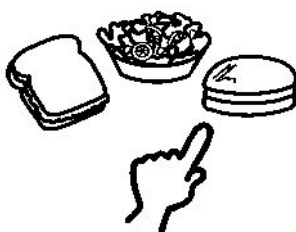
We want world  
.....

7



Leave a  
.....mail.

8



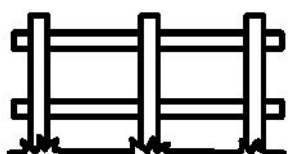
He made a  
.....

9



A jigsaw  
.....

10



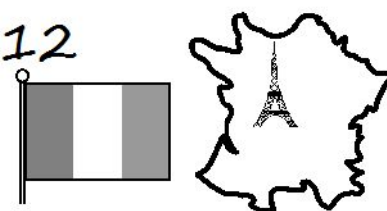
The garden  
.....

11



A kilo of  
.....

12

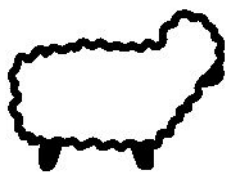


We're going to  
.....

Introducing ce as in choice in one syllable words, write words.

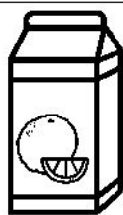
# ce

1



One sheep's wool  
is a .....

2



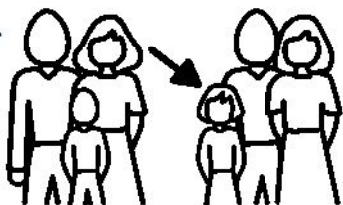
Have some  
.....

3



He likes to  
.....

4



She is my  
.....

5



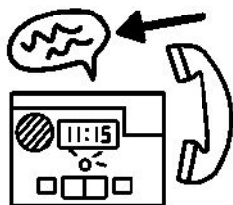
Tomato  
.....

6



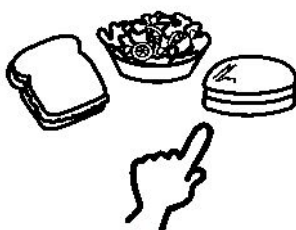
We want world  
.....

7



Leave a  
.....mail.

8



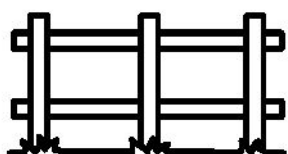
He made a  
.....

9



A jigsaw  
.....

10



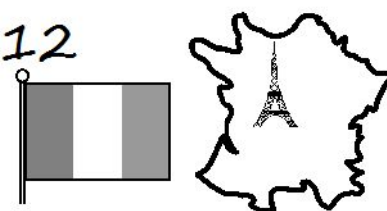
The garden  
.....

11



A kilo of  
.....

12



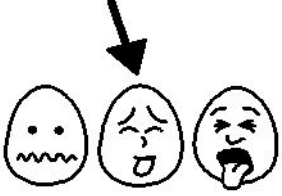
We're going to  
.....



Introducing se as in dense in one-syllable words, copy words.

goose house moose nurse rinse tense  
horse loose mouse purse spouse worse


1



He is even

.....

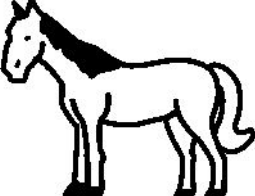
2



..... the

dishes.


3



This is a

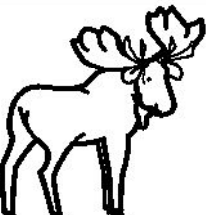
.....

4



A little .....


5



This is a

.....

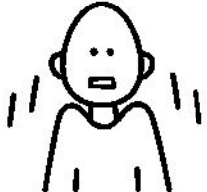
6



This is a coin

.....

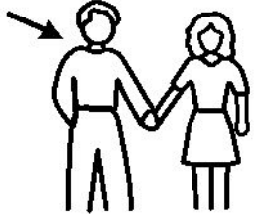
7



He is feeling

.....

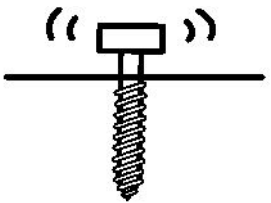
8



He is her

.....

9



That screw is

.....


10



Welcome to our


.....

11



It's not a duck,  
it's a .....

12



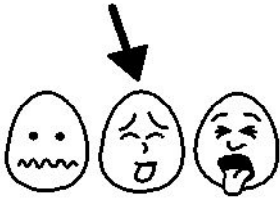
She is a

.....

Introducing se as in dense in one-syllable words, write words.

# se

1



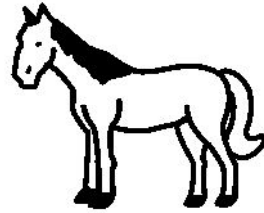
He is even

2



..... the  
dishes.

3



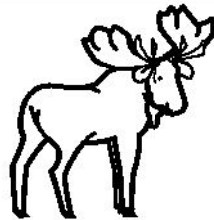
This is a

4



A little .....

5



This is a

6



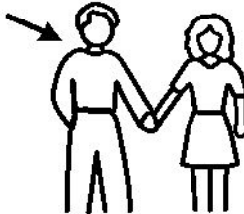
This is a coin

7



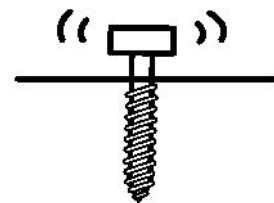
He is feeling

8



He is her

9



That screw is

10



Welcome to our

11



It's not a duck,  
it's a .....

12



She is a



Practising words ending in se as in ellipse, 1-3 syllable words, copy words.

course

false

gooseberries

release

eclipse

geese

grease

reverse

else

glimpse

increase

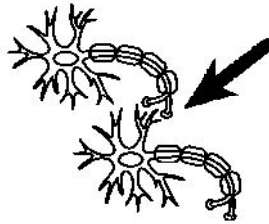
synapse

1



This is a solar

2



This is a

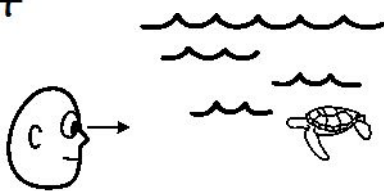
3



Pull back and

..... it.

4



Catch a .....  
of sea turtles.

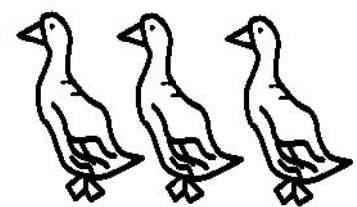
5



These are

..... teeth.

6



Three .....

7



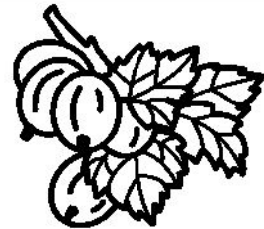
We ran the  
obstacle .....

8



I want to say  
something .....

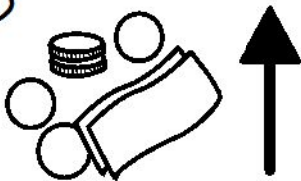
9



These are

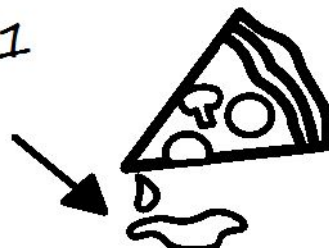
.....

10



They got a  
wage .....

11



Pizza .....

12



She put it into

.....

Practising words ending in se as in ellipse, 1-3 syllable words, write words.

# se

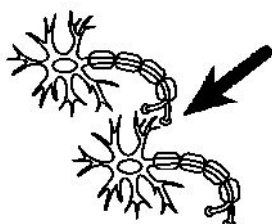
1



This is a solar

.....

2



This is a

.....

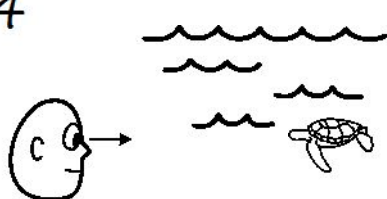
3



Pull back and

..... it.

4



Catch a .....  
of sea turtles.

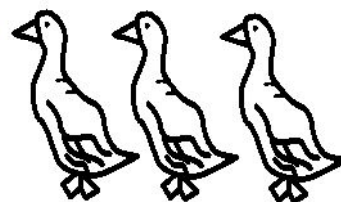
5



These are

..... teeth.

6



Three .....

7



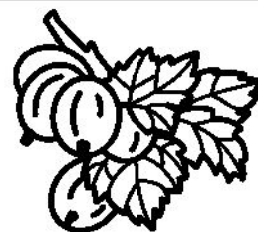
We ran the  
obstacle .....

8



I want to say  
something .....

9



These are

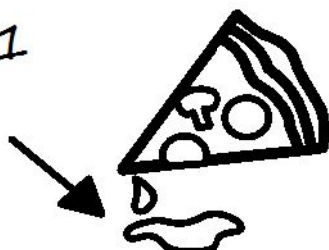
.....

10



They got a  
wage .....

11



Pizza .....

12



She put it into

.....