

# *Spelfabet* *workbook*



## **Level 1 version 2**

### **Three-sound words**

### **Teacher/clinician edition**

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

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

1. Write the first sound,
2. Write the last sound,
3. Write the middle (vowel) sound,
4. Write the whole word by themselves.

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

## Spellings introduced:

<b>Spellings</b>	<b>page</b>
a as in at, d as in dad, o as in hop, p as in pop, t as in tot	1
e as in pet, g as in got, m as in met	5
n as in nan	9
b as in bob	13
i as in pig, u as in up	17
h as in hen, w as in wet, y as in yet	25
c as in cat, k as in kit, ck as in back	29
f as in fin, ff as in off	33
j as in jam, dge as in badge	37
l as in let, ll as in will	41
s as in set, ss as in miss	45
z as in zip, zz as in buzz, v as in vet, ve as in give	49
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wh as in when	69
Funny spellings as in is, us, ref, of, pal, yak, of, egg, odd, mutt, much	73
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## Introduction

This workbook is designed for parents, integration aides and other non-teachers/non-specialists to use with struggling readers/spellers. 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 learners who have attended a year or more of school, including teenagers, adults, and learners with Specific Language Impairment and Mild-Moderate Intellectual Disabilities.

As these learners typically feel discouraged and lack in confidence, 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 contains:

- **Big print**, which helps students notice and remember letters in the correct 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.
- **23 of the 24 consonant sounds and 5 of the 20 vowel sounds** of Australian English, including regular spelling variations like the "c" in "cat", the "k" in "kit" (used before "e" and "i") and the ending spelling "ck" as in "back". Often beginning and ending spellings of a sound are different.
- **Easiest sounds first:** The first consonant sounds covered are early-developing ones which even preschoolers can usually pronounce correctly. Sounds that develop later on, and which are often missing or mixed up in the speech of children with learning difficulties, appear later.
- **Two and three-sound words (Vowel-Consonant and Consonant-Vowel-Consonant words).** It's hard for struggling learners to manage more than two or three sounds at a time at first.
- **Mostly lower case letters**, as beginners need to write these most often, and to minimise the confusion about lower versus upper case letters often apparent in the writing of struggling learners.
- **Pictures**, to make word meanings clear and help build vocabulary. The picture set used is mostly the Picture Communication Symbols by Mayer-Johnson LLC, and is used with permission.
- **Tiny steps.** For each set of words, first learners write only the *first* sounds, then write only the *last* sounds, then write only the *middle* sounds, then write the *whole words*. This allows learners to focus on one thing at a time, and have immediate success, and teaches discrimination of sounds and their associated spelling(s) in all word positions.
- **General Australian English pronunciation** ("daughter" does *not* rhyme with "hotter", and "us" *does* rhyme with "bus"), **and vocabulary**.

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

- **First say the *sounds*** (not letter names) for each letter/spelling at the top of the page.

- **Say each word in a stretched-out way, running your finger along the print** in the relevant box as you do, so that you are pointing to the relevant letter/spelling/gap as you say its sound. Stretch it but *don't break it up into sounds* (segment it). That's your learner's job. Put the word in a sentence or two to illustrate its meaning and show what kind of word it is (noun, verb, adjective etc). There are example sentences on the parent/tutor cheat sheet, but if you can think of sentences that are more relevant or interesting to your learner, use them instead.
- **Ask your learner to say each sound while she or he writes the relevant 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**.
- **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").
- **Insist on correct letter formation.** If necessary, draw a dot where the letter should start, and say "start here", then give prompts and praise till all letters are correctly and consistently formed.
- **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 this knowledge isn't linguistically accurate. The Spelfabet workbooks instead focus on developing *procedural knowledge* about spelling, through careful, linguistically accurate analysis and sequencing of tasks, so that learners are set up to build their awareness of sounds in words, knowledge of spelling patterns and, in later workbooks, their understanding of word structure.
- **Ask learners to read what they have written.** Cover the last page in each set of four with a sheet of paper then slide it up, uncovering three words at a time from the bottom of the page. Ask your learner to read each word. Then uncover the three associated pictures to check if she/he was right. This gets learners reading their own writing (if it's illegible, who can fix that?) reinforces the concept that our spelling/reading system is reversible, and checks that they've learnt each pattern.
- **Use the Spelfabet Movable Alphabet and Level 1 games to build and change words.** These help reinforce the idea that sounds and their spellings are the building blocks of words, and give learners extra practice with letter/spelling recognition, blending and segmenting, without the important but sometimes difficult extra work of handwriting.
- **Provide the learner with plenty of opportunities to read books containing mostly simple words** of the type practised in this workbook. See [www.spelfabet.com.au/phonics-resources/07-decodable-books/](http://www.spelfabet.com.au/phonics-resources/07-decodable-books/) for a list of the many high-quality decodable books now available, including free ones.
- It's not possible to know how many times a learner will have to read and write a word before it becomes part of their fast, automatic repertoire. You might need a lot more materials to practise each pattern. A list of other synthetic phonics resources is at [www.spelfabet.com.au/phonics-resources](http://www.spelfabet.com.au/phonics-resources).

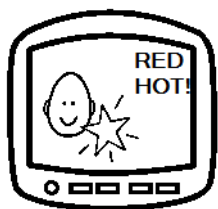
Introducing a, d, o, p, and t, VC and CVC words, write first consonant.

d

p

t

1



ad✓

2



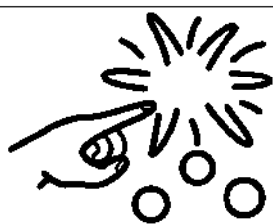
at✓

3



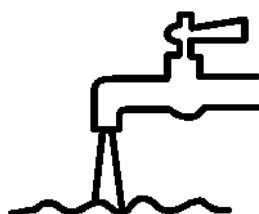
...ad

4



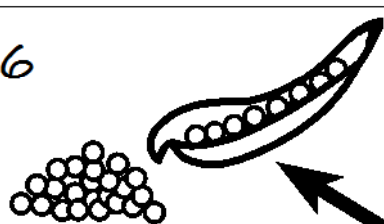
...op

5



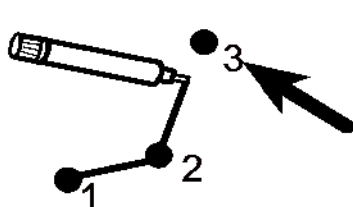
...ap

6



...od

7



...ot

8



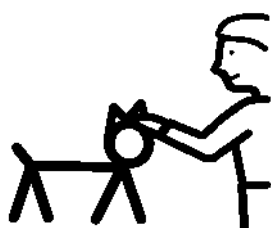
...ot

9



...op

10



...at

11



...ot

12



...ad

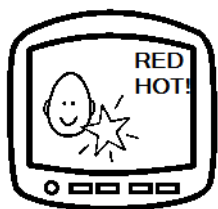
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d

p

t

1



a....

2



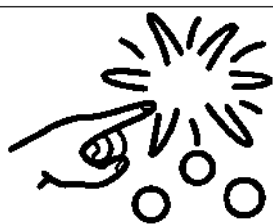
a....

3



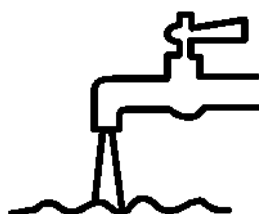
da....

4



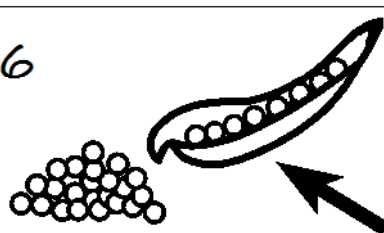
po....

5



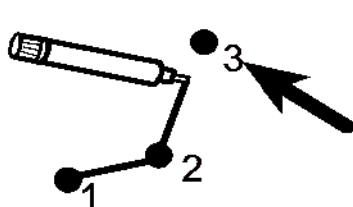
ta....

6



po....

7



do....

8



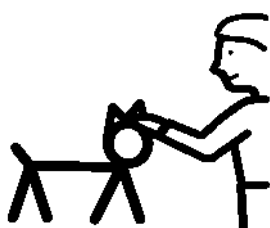
po....

9



to....

10



pa....

11



to....

12



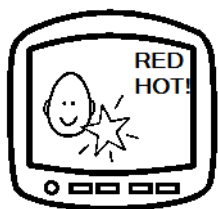
pa....

Introducing a, d, o, p, and t, VC and CVC words, write vowel.

a

o

1



....d

2



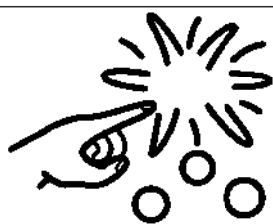
....t

3



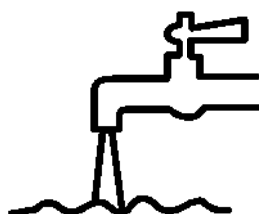
d....d

4



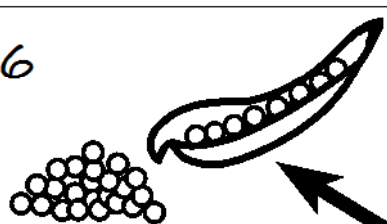
p....p

5



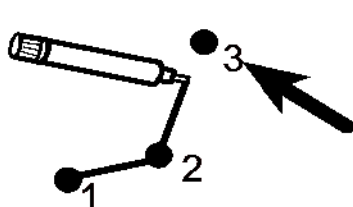
t....p

6



p....d

7



d....t

8



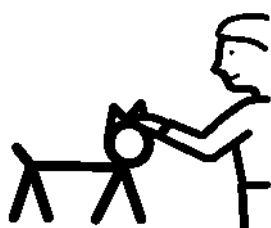
p....t

9



t....p

10



p....t

11



t....t

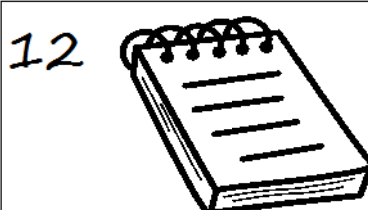
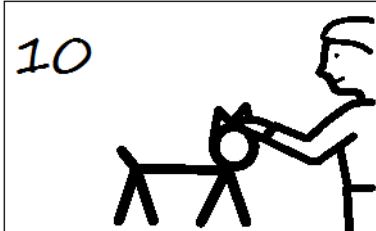
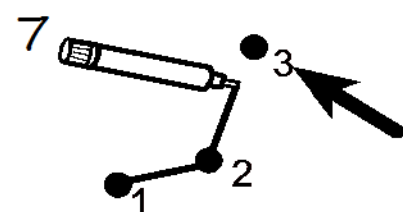
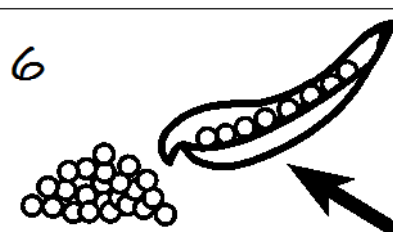
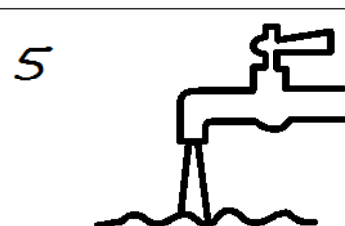
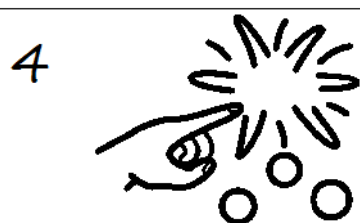
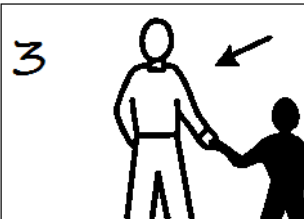
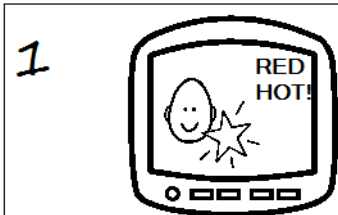
12



p....d

Introducing a, d, o, p, and t, VC and CVC words, write whole words.

a d o p t

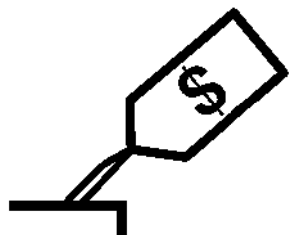




Introducing g, m and e, CVC words, write first consonant.

d g m p t

1



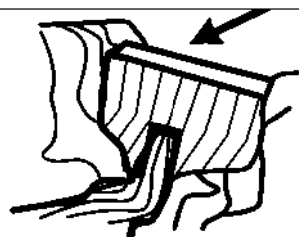
....ag

2



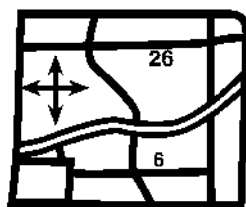
....og

3



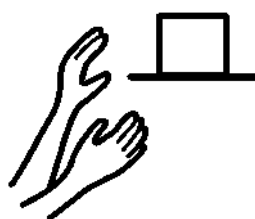
....am

4



....ap

5



....et

6



....ad

7



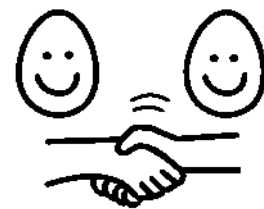
....at

8



....op

9



....et

10



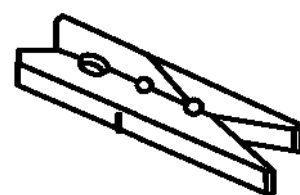
....et

11



....ap

12

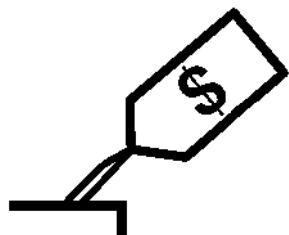


....eg

Introducing g, m and e, CVC words, write last consonant.

d g m p t

1



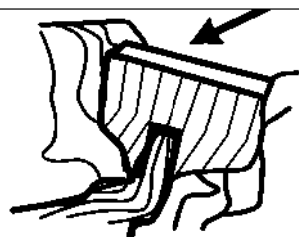
ta....

2



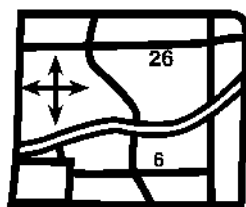
do....

3



da....

4



ma....

5



ge....

6



ma....

7



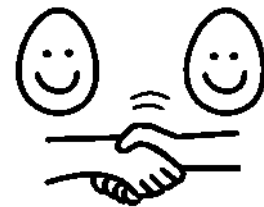
ma....

8



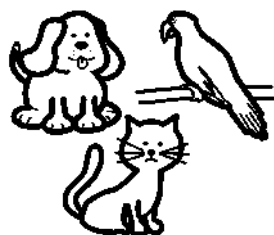
mo....

9



me....

10



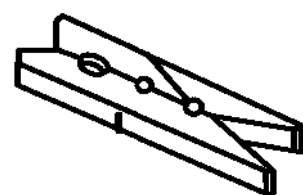
pe....

11



ga....

12



pe....

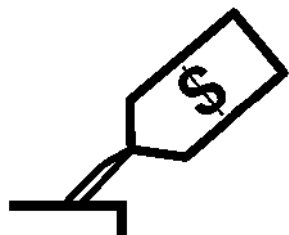
Introducing g, m and e, CVC words, write vowel.

a

e

o

1



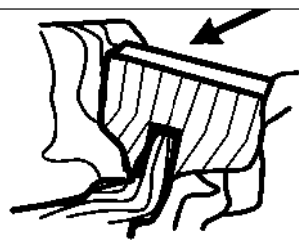
t....g

2



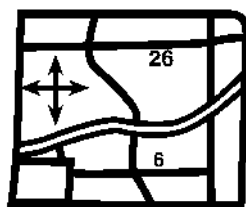
d....g

3



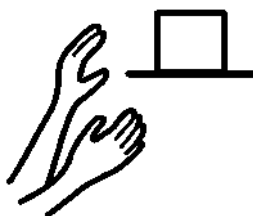
d....m

4



m....p

5



g....t

6



m....d

7



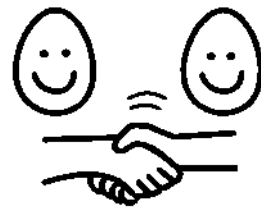
m....t

8



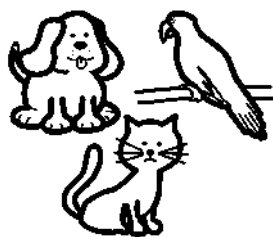
m....p

9



m....t

10



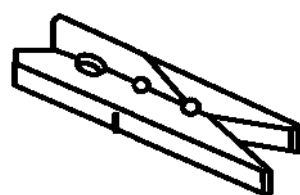
p....t

11



g....p

12

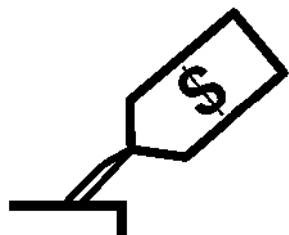


p....g

Introducing g, m and e, CVC words, write whole words.

a d e g m o p t

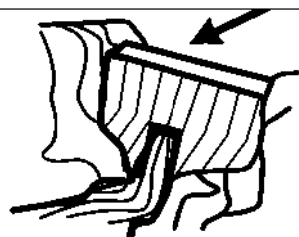
1



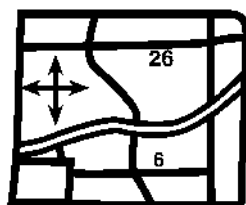
2



3



4



5



6



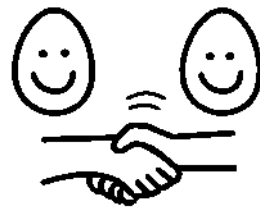
7



8



9



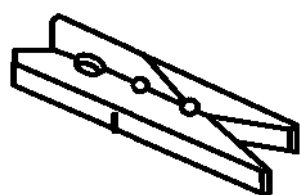
10



11



12

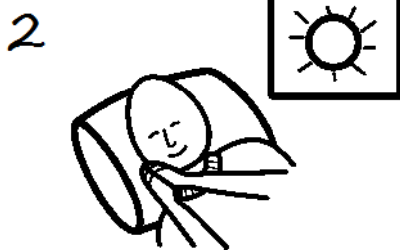


Introducing n, CVC words, write first consonant.

d m n p t



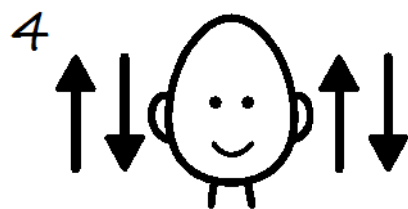
....ot



....ap



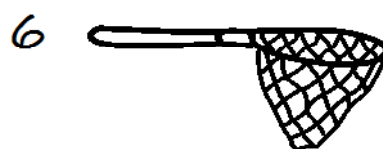
....ag



....od



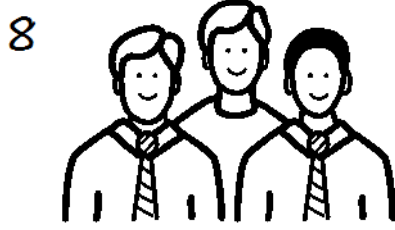
....an



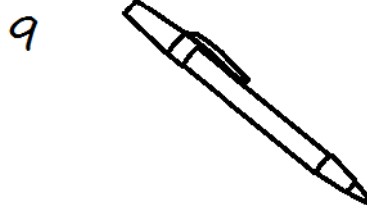
....et



....an



....en



....en

10

10

....en



....an



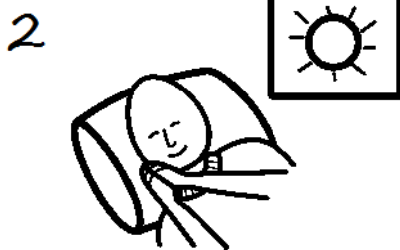
....en

Introducing n, CVC words, write last consonant.

d g m n p t



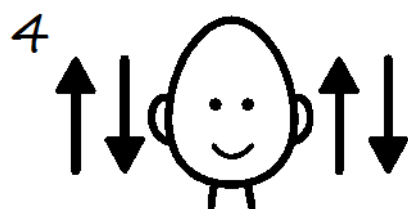
no....



na....



na....



no....



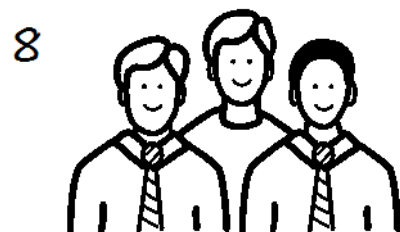
pa....



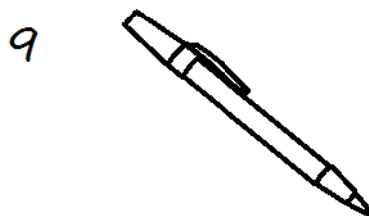
ne....



ma....



me....



pe....

10

10

te....



na....



de....

Introducing n, CVC words, write vowel.

a

e

o



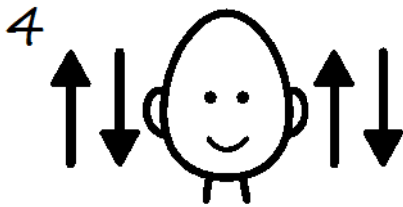
n....t



n....p



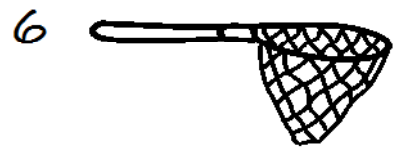
n....g



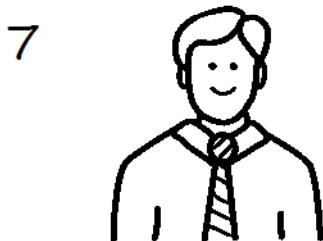
n....d



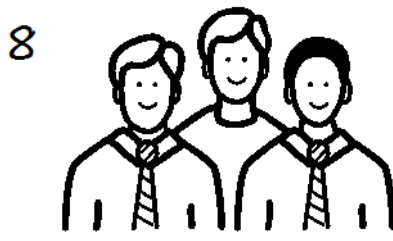
p....n



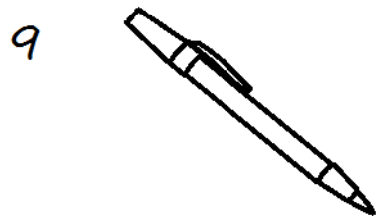
n....t



m....n



m....n



p....n

10

10

t....n



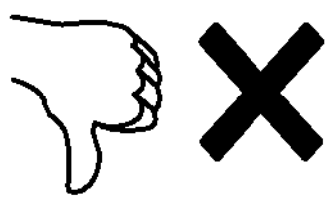
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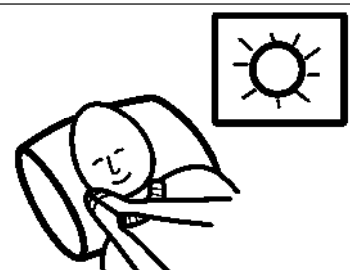



d....n

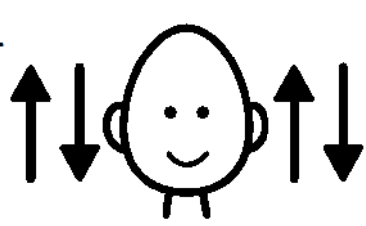
Introducing n, CVC words, write whole words.


a d e g m n o p t


1 


2 

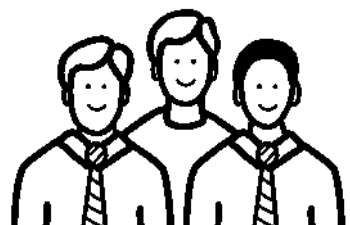
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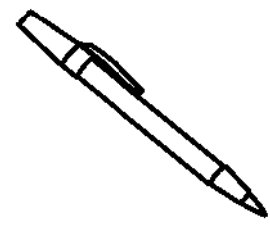
4 


5 


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11 

12 