Why Teach Spelling

- English is crazy, right?
- Who needs to spell? We have spell check!
- If students can read a word, they can spell it
- We already have spelling lessons

English Isn’t Crazy

Some professionals cite examples of words that are highly irregular and then conclude that the entire English language is irregular.

- tomb
- island
- machine
- through
- could
- bomb
- great
- flea

Nature of English Language

- 84% of words can be spelled correctly or with just one error (usually vowel misspelling)
- 4% are truly irregular
- Chances of spelling words correctly increases with knowledge of word origin
What about Spell Check?

There loving there house on the beach.

I felt so happy when my Dad walked me down the isle.

The shanduleer shandalere
light was eggskwisit
exquisit pretty.

If you can read it you can spell it

- Reading and spelling are related processes but being able to read a word does not necessarily mean you’ll be able to spell it.
- There are more processes involved in spelling:
  - S-T auditory memory, handwriting, attention, sequencing
- One can be less familiar with rules for spelling words with other language influences

French words, anyone?

<table>
<thead>
<tr>
<th>Spelling Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List #1</strong></td>
</tr>
<tr>
<td>fern</td>
</tr>
<tr>
<td>shirt</td>
</tr>
<tr>
<td>burn</td>
</tr>
<tr>
<td>dollar</td>
</tr>
<tr>
<td>doctor</td>
</tr>
<tr>
<td>letter</td>
</tr>
<tr>
<td>learn</td>
</tr>
</tbody>
</table>
A Better Approach

- Teach phonological awareness skills to the level of automaticity – Basic & Advanced
- Teach words that can be spelled using sound-symbol association
- Teach rules
- Teach irregular words systematically

Recommendations

- Kindergarten: Phoneme awareness, letter names, and letter sounds
- Grade 1: Anglo-Saxon regular consonant and vowel phoneme-grapheme correspondences
- Grade 1-3: Irregular Anglo-Saxon words

- Grade 2: More complex Anglo-Saxon spelling
- Grade 3: Multi-syllable words, compounds, schwa, and most common prefixes and suffixes
- Grade 4: Latin-based prefixes, suffixes and roots

- Grade 5-6: More complex Latin-based forms
- Grades 6-7: Greek combining forms
Develop the student’s deep understanding of English by:
1. Studying the meaning of roots
2. Prefixes
3. Suffixes
4. Related words
5. History of words
6. Language origins

Examples
Sound-symbol
- Words with short vowels
- Words with consonant blends (each consonant has its own distinct sound. In other words, you can say blimp without /b/)
- Words with letter clusters (consonant digraphs)
- Syllable types (vowel /r/, consonant-ie, open)

Rules
- Floss
- /k/
- Adding suffixes

FLOSS
If a one-syllable word has a short vowel and the sounds /f/, /l/, or /s/ at the end, spell ff, ll, ss.

Formula:
For 1S word with V and F
/f/ = ff
/l/ = ll
/s/ = ss
Spelling /k/

If you hear the sound /k/ in initial or medial position with an a, o, u, or any Consonant after it, spell it with the letter c. If the /k/ sound has the letters e or i after it, spell it with the letter k.

Formula

IM /k/ = c when a, o, u, or C after
IM /k/ = k when e, i after

Adding Suffixes

If you are adding a vowel suffix to a base with one vowel and one consonant after it, double the final consonant in the base, then add the suffix.

Formula

Base = 1V and 1C + \( \text{V} = \text{X} \)

bat + er = batter

Resources

- Spelling Development, Disability, and Instruction. Louisa Cook Moats. York Press
- English Isn’t Crazy. Diana Hanbury King. York Press

Speech to Print: Language Essentials for Teachers. Louisa Moats. Brookes Publishing


Equipped for Reading Success. David Kilpatrick. Casey & Kirsch Publishers

Thank you!
Stacey Mahurin
slmahurin56@gmail.com