

SPELLING MADE FUN

justrewards
Inspiring Ideas

Devised by Louise Finnegan

WORKBOOK A

A SPELLING PROGRAMME FOR
PRIMARY SCHOOLS

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bent



sun



LOOK



SAY



COVER



WRITE



CHECK

SPELLING MADE FUN

With
VISUAL PATTERNS



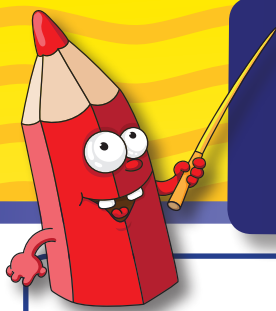
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Introduction

For teachers and parents.

This spelling book is recommended for Senior Infant pupils who can write the initial sound of most words. It is expected that Senior Infant pupils are ready to start spelling in their second term. It is recommended that the dictation from Spelling Made Fun with visual patterns level 1 is used in conjunction with the workbooks. Dictation is an essential element of the programme.

Some pupils are natural spellers and seem to become proficient spellers without any explicit instruction. But the vast majority of pupils need to be given strategies and cues to assist them in learning spelling. Learning to spell works best when it is multisensory and multistrategy.

Learning to spell involves developing four different kinds of spelling knowledges.

Phonological knowledge

How a word sounds and the pattern of sounds in words. Pupils can learn to segment words into individual sounds and syllables. They can recognise onset and rime, rhyming words and blend sounds to make words.

Visual Knowledge

How letters and words look. Using this knowledge pupils can focus on patterns in words and visual cues that support memory.

Morphemic Knowledge

How words are related by meaning. Word building is explored and pupils look at how changes to a word create changes to the words meaning. It requires understanding of root word, prefixes, suffixes and syllables.

Etymological knowledge

How words are derived, the origin of words and the effect this has on spelling patterns.

This spelling workbook contains 18 units of work. Each unit has a spelling list. The purpose of this spelling workbook is to give children activities based on the spelling lists to reinforce the spelling and improve retention. It provides a multisensory, multistrategy approach to spelling. It is designed to accompany the **Spelling Made Fun with visual patterns Book 1 lower, level 1.**

It is important that children understand the meaning of the words that they are learning to spell, so many of the exercises in the workbook involve the pupils using the words in the context of a sentence. Dictation is an essential element of the programme as writing the target words in the context of a sentence makes them more meaningful and easier to remember.

There are three pages of activities for each word list and the word lists contain the bank of words to be learned for a week. **The LOOK, SAY, COVER, WRITE, CHECK** technique is recommended. On Monday night for homework using the Look, Say, Trace, Cover, Write, Check technique the pupil writes at least the first 3 words on the list. The pupils should be encouraged to say aloud each word as they write. Tracing over the letters before they write should also be encouraged. This multi-sensory approach using the motor, auditory, visual and tactile techniques increases the probability of the pupil retaining the spelling. Any pupil who wishes to practise more words each night should be encouraged to do so. On Tuesday night the first 6 and on Wednesday the first 9 words so that by Thursday all 12 words should be recorded on the list. The words should be in the same sequence in each column for each night of the week. **On the practice sheets the pupils should use highlighters to highlight the pattern as an aid to memory.**

There is a lot of emphasis on the visual letter patterns in the word lists, finding little words in the bigger words and any cues that will make it easier for the pupil to memorise the words, spelling tips, rules and mnemonics.

The worksheets are to assist busy class teachers in their classrooms.



The activities are designed so that the pupil can work independently or with limited instruction ,to allow the teacher to facilitate group teaching in his/ her classroom eg. while groups are working on their workbooks the teacher can be doing dictation with another group using the dictation sentences that correspond with the lists from The Spelling Made Fun With Visual Patterns programme.

Although the words on the worksheets are printed the children should be encouraged to complete their work using a cursive handwriting style if it is used in their school. Research has shown that cursive handwriting aids recall of letter order and hence improves spelling.

The children should be encouraged to add the words which give them problems to the word bank at the back of the activity book, My Tricky Words. This is their own personal word bank.

On pages 59 to 64 of the workbook the pupil can record his/her weekly spelling test and rate his/her performance by ticking the appropriate face.





List 1



LOOK SAY COVER WRITE CHECK

Practise spelling these words each night.

LIST 1	MON	TUES	WED	THURS
up				
cup				
is				
in				
to				
on				
at				
cat				
mat				
the				
he				
she				

Read the words, write the words, then find them in the wordsearch.

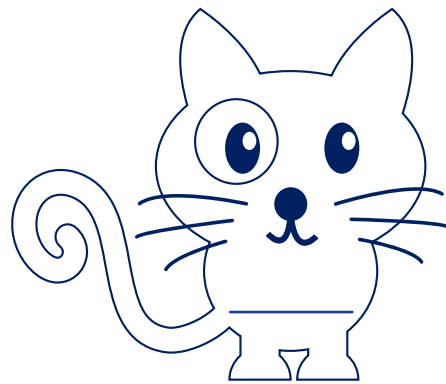
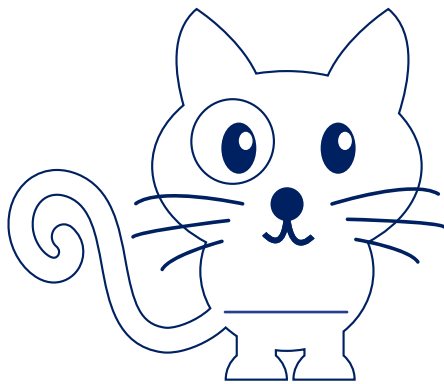
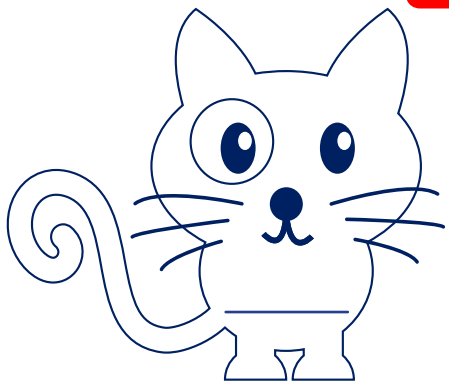
the is in to up

he she on mat

y	a	i	n	b	e
u	t	l	h	i	o
p	h	r	p	s	n
u	s	l	t	h	e
r	h	t	w	e	r
z	e	o	m	a	t



Write the word **at** in each cat.



Write the word **up** in each cup.

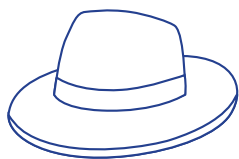


at



up

Write the word **at** or **up** beside the picture to make a word. Write each word on the ladder.



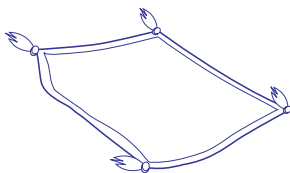
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r



c



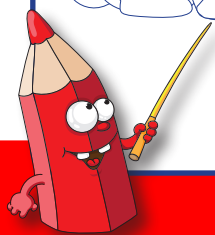
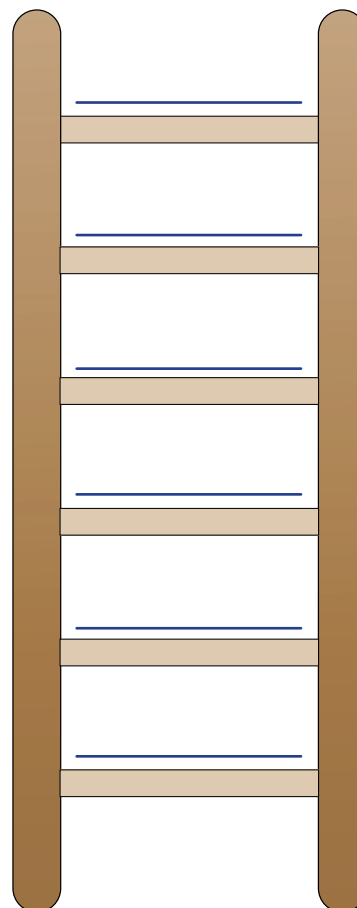
m



p



b



The cat is on the mat.

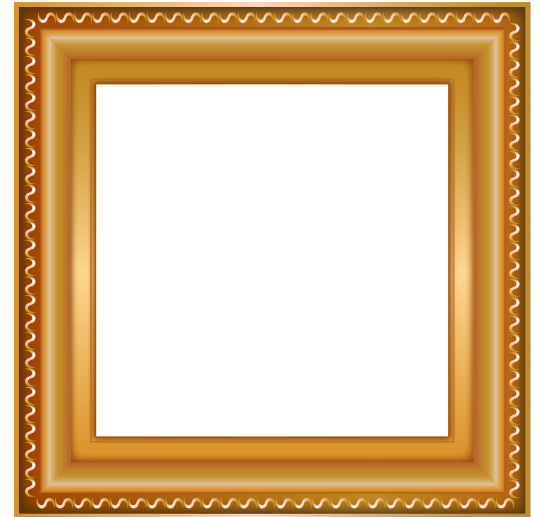
The _____.



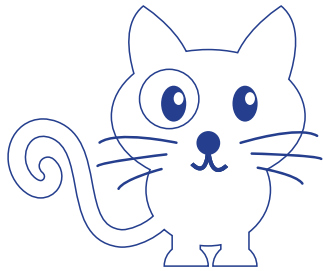
Read, write and draw.

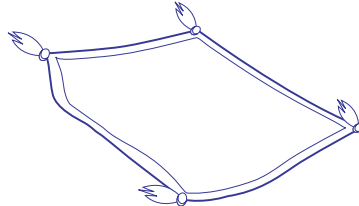
The cat is in the cup.

The _____



Write the word under each picture.







Write in the missing letters.

s _ _

t _ _

c _ _

s h _

t h _

c u _

s _ e

t _ e

c _ p

_ _ e

_ _ e

_ _ p

_ _ _

_ _ _

_ _ _

