

# GUIDANCE NOTES FOR USING THE S-97 ENGLISH SPELLING CHART PACK RESOURCES

We use the syllables, consonant blends, rhymes and spellings in the words that we already know to help us read and spell other words.

S-87 TAP OR CLAP THE ENGLISH KEYWORD RAPS (A5 book, 40 pages, full colour)

S-75 ENGLISH SPELLING CHART A5 (Encapsulated A5 chart, tumble turn, full colour)

S-77 ENGLISH SPELLING CHART SKILLS CD (70-minute CD, 9 tracks, spoken word)

S-76 ENGLISH SPELLING CHART HANDBOOK (A5 book, 8 pages, full colour)

THRASS WORK AND ANSWER GRID FOR BLENDS AND RHYMES (Photocopiable A4 sheet, 2 sides, + 'Work Grid', 1 side)



**Note for Presenters of 1- and 2-Day Workshops and In-House Training: Adjust the timing of the individual workshop sessions to enable everyone to perform all the listed activities (in part or in full) so that they gain a good understanding of what it is like, in terms of both time and effort, to use the resources as a learner in a group or class (including working with different partners).**

## S-87 TAP OR CLAP THE ENGLISH KEYWORD RAPS (Also known as the "Tap or Clap Book")

- Using the large blue/red keywords and single raps, 'Tap-and-Rap' each of the 18 raps, using a **2-3-7 pattern** to say the keywords.
- Using the large blue/red keywords and single raps, 'Clap-and-Rap' each of the 18 raps, using a **2-3-7 pattern** to say the keywords.
- For each rap, 'Point-under-and-Say' the keywords that are '**Animals**'. Then 'Point-under-and-Say' the keywords for the three categories '**Things you can Eat**', '**Parts of the Body**' and '**Pictures that Contain the Same Colour**' e.g. 'blue'. For each picture, describe what part of it is 'blue' e.g. the **feathers** on the bird; the **scales** on the fish; the **plastic, wood or metal** tray etc.
- For each rap, **act out or mime** one or more of the keyword questions and **consider alternative wording**.
- For each question, '**Point-under-and-Say**' and **discuss** one or more of the words. Then **say the question aloud**, while sliding your **index finger** under the words.
- Play '**Recall the Question and then Say the Page Number**' by randomly choosing words from the **60 consonant keywords** (towards the front of the book) and then the **60 vowel keywords** (towards the back of the book).

This is a photocopiable download  
from [www.thrass.co.uk](http://www.thrass.co.uk)

## S-75 ENGLISH SPELLING CHART A5 and S-77 ENGLISH SPELLING CHART SKILLS CD

### Track 1 LANDMARKS AND NAMES

- The Landmarks Drill**, which includes the chart landmarks "letter-boxes", "lower-case letters", "capital letters", "**24 consonant sound-boxes**", "C1, C2, C3, C4", ("tumble turn"), "vowel line", "**20 vowel sound-boxes**" and "V1, V2, V3, V4".

- Skill 1 Point under each **lower-case letter** and name it.
- Skill 2 Point under each **capital letter** and name it.
- Skill 3 Point under each **black keyspelling** and name the letter/s.

### Track 2 SOUNDS AND SYLLABLES

- Skill 4 Point under each **black keyspelling** and say the sound.
- Skill 5 Point under each **sound-box** and say the sound.
- Skill 6 Say each keyword and for each **red keyspelling** clap your hands once.

### Track 3 CONSONANT BLENDS AND RHYMES

- Skill 7 Say each keyword that has a **consonant blend** and say the 2 or 3 sounds together.
- Skill 8 Say each keyword and its **rhyme/s** (the vowel and any consonant sounds).

### Track 4 KEYWORD SOUNDS

- Skill 9 Say each keyword and point under all the **blue/red spellings** and say the sounds.

### Track 5 KEYWORD LETTERS

- Skill 10 Say each keyword and point under each **letter** and name it (or, when required to do so, look away and spell it).

### Track 6 WHAT SKILLS 1-5 TEACH US

- S1: Main letters. S2: Capital version/same name. S3: A keyspelling can have **1, 2 or 3** letters. **S4: The same keyspelling can represent different sounds. S5: A sound can have different keyspellings.** The asterisk, in each sound-box, is the 'catch-all'. It 'catches' all the non-keyspellings that represent the same sound. A **non-keyspelling/catch-all** can have 1, 2, 3 or **even 4** letters.

### Track 7 WHAT SKILLS 6-10 TEACH US

- S6: Each syllable has 1 vowel sound/spelling. **A monosyllable has 1 vowel sound/spelling (1 clap). A polysyllable has 2 or more vowel sounds/spellings (claps).** S7: Each consonant blend has **2 or 3 consonant sounds/spellings.** The letters 'q' 'u' and 'x' both represent 2 consonant sounds. S8: Rhyme - **vowel and any consonant sounds/spellings.** Rime - same sounds and spellings. S9: Words have separate sounds/spellings. S10: We spell by saying the word and naming each letter **without hesitation.**

### Track 8 MORE INFORMATION ON SOUNDS

- 24 consonants: 15 are voiced and 9 are unvoiced. 20 vowels: all are voiced but 7 are short and **13 are long (the tongue is still for 5 but moves for 8).** Does the 'o' 'u' 'r' in 'tour' belong in box '41' or '42'? 'an-kle' and 'ti-ckle' have the same 2<sup>nd</sup> syllable/rhyme.

### Track 9 TEACHING CLASSES

- An effective and fun teaching and learning strategy for practising and performing all of the listed activities, including letter formation and spelling words in lists, is to **play 'Ones & Twos'**. (This is suitable for learners of all ages and abilities.) Put the class in pairs, numbered one and two, and have all the 'Number Ones' perform part, or all, of one of the activities **watched by and, if required, also helped** by the 'Number Twos'. When appropriate, the roles should be reversed. Changing partners can also be fun, allowing your learners to meet with, learn from and help others within the class. Ask the 'Ones' or 'Twos' to **stand and find a new partner.**
- Play 'Ones & Twos' to practise and perform some or all of the activities listed above and below. Use your voice to lead or join in with the 'Number Twos' and/or 'Number Ones'. 'Ones & Twos' is a good way to revise and **test the skills** you have already taught.

## S-76 ENGLISH SPELLING CHART HANDBOOK (A5 book, 8 pages, full colour) and THRASS WORK AND ANSWER GRID FOR BLENDS AND RHYMES (Photocopiable A4 sheet, 2 sides, + 'Work Grid', 1 side)

- For older learners (especially those that would prefer not to have the large pictures and text in the S-87 Book), the S-76 Handbook is a good resource for practising and performing all the activities before using the encapsulated S-75 Chart as a **handy visual reference for spelling and reading-related activities.** Spelling Error is the "**RIGHT Sound-Box!**" but wrong spelling choice.
- To revise and **test knowledge for the consonant blends and rhymes in words**, have your learners write individual, **partner** or group answers in the 'Work Grid' **before they see and discuss the answers** in the 'Answer Grid'.
- The S-76 Handbook and S-87 Book are good resources for **teaching, reinforcing and/or revising** most of, if not all, the activities. Skills 1-2 cannot be taught with the S-87 Book, because there are no letter-boxes, although there are **lots of letters in the words!**

#### KEYSPELLINGS CHALLENGE

Can you do Skill 3 **from memory** by visualising the letters? Begin each row by saying the name of the row e.g. "C1". Form in the air (trace over or write) and name the **letters over which you hesitate.**

1-1  
2-1  
3-1  
4-1

#### SUPPLEMENTARY RESOURCES

**T-51** Raps And Sequences CD spoken sequences and **musical** raps, including letter formation.

**S-46** English Spelling Chart A4 larger A4 deskchart, 2 sides.

**S-93** 24/20 Sound Chart A4 larger A4 for **Skill 5**, 2 sides.

**S-82** Raps and Keyspellings Wallcharts A1, medium wallcharts, A3 x 4, **2 sides** (Buy 1 or 2 copies).

**S-49** English Spelling Chart A0 large wallchart, 1 side, **size A3 x 8**

#### THRASS SPELLING PROCEDURE: SAY-NAME-COVER-WRITE-CHECK

'Say the word and name the letters' (stressing any '**Best Letters**') until you can name all the letters without hesitation. Cover and write the word. Check the letters.

