

Teacher guidelines

Super speller

Year 2

English

Children find and sort words into sound patterns. They write a simple statement explaining these patterns and give examples of each.

Time allocation 1 hour 20 minutes — this could be split into smaller time slots

Children's roles

Children work independently

Context for assessment

Spelling is an important component of English. Learning how to spell means investigating how words are constructed and understanding how they correspond to spoken words. Spelling strategies and knowledge of sound patterns help children to decode words when reading and encode words when writing.

This assessment explores three specific sound patterns appropriate to Year 2 and would fit into a unit of work exploring spelling and vocabulary development.

In this assessment children have opportunities to demonstrate the identified Literacy Indicators in Reading and Viewing and Writing and Designing.

**Identify
curriculum**

Defining what students are expected to learn, and how they will demonstrate their achievement.

This assessment gathers evidence of learning for the following **Essential Learnings**:

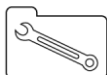
English		<i>Essential Learnings by the end of Year 3</i>
Ways of working Students are able to: <ul style="list-style-type: none">• identify main ideas and the sequence of events, and make simple inferences• reflect on learning to identify new understandings.	Knowledge and understanding <i>Reading and viewing</i> Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts. <ul style="list-style-type: none">• Unfamiliar words and their meanings are decoded using knowledge of grapho-phonetic, syntactic and semantic systems. <i>Writing and designing</i> Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts. <ul style="list-style-type: none">• Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words are used to spell familiar and unfamiliar words.	
Assessable elements <ul style="list-style-type: none">• Knowledge and understanding• Reflecting		
Source: Queensland Studies Authority 2007. <i>English Essential Learnings by the end of Year 3</i> . QSA, Brisbane.		

Sequence learning

Describing learning experiences and resources that will enable students to complete the assessment.

Listed here are suggested **learning experiences** for children before implementing this assessment.

- Explore words that emphasise sound patterns, including syllabification, consonant and vowel patterns (blends).
- Identify spelling patterns and rules, particularly short-vowel in onset and rhyme patterns in single syllable words, digraphs and blends and short-vowels in single syllable patterns.
- Develop an understanding of how spelling patterns help us to spell words we don't know.
- Practise writing explanations for sound patterns and using graphic organisers.
- Find words and sound patterns in readers, magazines, catalogues and newspapers.
- Create word walls, lists, spelling journals and dictionaries (class and personal), word searches and mazes.
- Play games, read poems, sing rhyming songs and perform raps to explore rhyme.
- Read big books and nursery rhymes discussing words and sound patterns.
- Gain experience in reflecting on new learning and ideas through group and individual talking as well as formal recording.



Teacher resources

Spelling lists and individual spelling words.

A wide range of print and online texts such as:

- dictionaries, e.g. a beginner's visual dictionary
- stimulus texts
- newspapers and magazines
- readers, novels, short stories.

References

- *Spelling programme for all: in a nutshell* 4th edn (Kit), Dykes, B, Swallow, G & Thomas, C 1994, Nutshell Products, Brisbane.
- *Spelling approaches to teaching and assessment*, Westward, P 1999, ACER Press, Melbourne.

Websites

- *Word Families and Rhyme Words*, Culatta B and Merritt D 2001, accessed 18 March 2008, <<http://aslp.byu.edu/BCulatta/projectcall/rhymewordslist.html>>.

For a resource to support planning for teaching, learning and assessment of literacy and numeracy for children from P to Year 3, refer to the “P–3 Literacy Indicators” and the “P–3 Numeracy Indicators”: <www.qsa.qld.edu.au> under Prep–Year 9 > Literacy and Numeracy Indicators (P–Year 9). This assessment identifies relevant Literacy and Numeracy Indicators on page 7.

Develop assessment

Gathering evidence that demonstrates how well students have achieved the curriculum expectations.

Preparing

Consider these points before implementing the assessment:

- Integrate spelling into classroom practice using a variety of activities to make it appropriate for all children.
- Children's statements and examples could be collected and displayed on a chart in the classroom or compiled into a class book (e.g. "Super spelling secrets uncovered"). Examples of children's statements are listed below.
- It is important that you explicitly teach the link between knowing a spelling or sound pattern and spelling lots of different words (e.g. if you can spell "ip" you can spell lip, tip, sip, pip, nip, flip, etc).
- Make link to an active spelling strategy — use knowledge of sound and visual patterns to spell unfamiliar words.
- Explain and model "going on a sound hunt" to find sound patterns and choosing three favourite sound patterns. Ensure all children understand what they are doing and how it relates to the assessment.

Sound patterns

- Model sorting sound patterns with children to ensure they are familiar with this method of sorting words. A list of words could be generated and sorted as a whole-class activity. Children could add other words that fit the sound pattern being explored.
- When discussing sound patterns, it is suggested that the sound "at" be avoided as it is an easy example to use when modelling sorting sounds for Section 2 of the *Student booklet*.

Other examples:

- "I can spell cap so I can spell nap, rap, snap and tap because each word has the same sound pattern of ap."
- "I know that c and h make one sound — ch — so I can spell words like chip, chair and chap. I also know words that end with a ch sound like ouch and teach."

Implementation

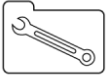
Consider these points when implementing the assessment:

- Children will work individually to complete each section. When they have finished, they can share their work with another child.
- Some children may need more time to complete the assessment.

Sample implementation plan

This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part, or none of the table. You may customise the table to suit your class and their school environment.

Suggested time	Child's activity	Teacher role
Section 1. Looking for sound patterns in words		
20 minutes	<p>Locate and record some sound patterns you like.</p> <p>Choose your three favourite sound patterns and circle them. Now write them into your <i>Student booklet</i>.</p> <p>Sort the words your teacher has found and paste them on the sheet according to their sound pattern.</p>	<p>Use Appendix A: Looking for sound patterns in words and a copy of page 2 from the <i>Student booklet</i> to explain the activity.</p> <p>Some children may need assistance to choose three sound patterns. Page 3 — Finding words using sound patterns, in the <i>Student booklet</i> can be used at this stage for the children to record their three sounds. They will use this sheet again. Encourage children to choose at least one sound that is not an onset rhyme, e.g. “ch”, “sn”, etc.</p> <p>To model the next activity: choose three sounds and collect a large range of words the children can sort — prepare a large sheet of paper to look like Page 3 — Finding words using sound patterns.</p>
Section 2. Finding words using your sound patterns		
25 minutes	<p>Search a range of sources for words with the three chosen sound patterns. Write them in your <i>Student booklet</i> as you find them.</p> <p>Pictures can be cut and pasted onto the table and/or drawn to support learning.</p>	<p>Introduce activity. Remind children of previous activity and give assistance if required. Children may require extra pages if they find many words.</p> <p>Provide children with a range of print and online texts.</p>
Section 3. Reflecting		
30 minutes	<p>Complete the reflecting sheet about sound patterns and how they help you to spell.</p>	<p>Use the Reflecting section in the <i>Student booklet</i> to lead the children through the reflection stage. Some children may be able to record their own reflections. Children will take part in a teacher conference to explain each sound pattern orally.</p> <p>The information gained during reflection could become a resource for children to use and share.</p> <p>Appendix B: Teacher collation table can be used as a checklist to record each child's spelling knowledge.</p>



Resources for the assessment

Appendix A Looking for sound patterns in words

Appendix B Teacher collation table

Make judgments

Making standards-referenced, consistent judgments.

During the learning process, you and your class should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After children have completed the assessment, identify, gather and interpret the information provided in responses. Use only the evidence in responses to make your judgment about the quality of the learning. Refer to the following documents to assist you in making standards-referenced judgments:

- *Guide to making judgments*
- *Indicative A response*
- *Sample responses* (where available).

Making judgments about this assessment

The Early Years Curriculum Guidelines and the P–3 Literacy Indicators have been considered when creating the *Guide to making judgments* for this assessment. This assessment can also be used as a diagnostic tool as it can be repeated several times to develop a rich bank of evidence about a child's knowledge and understanding of sound patterns.

The following indicators will be evident during this assessment and when children have completed the assessment.

Literacy Indicators		Year 2
Indicators	Source of evidence	
Indicator name		
RV vii	Children: Decode words to maintain fluency and predict meaning by combining knowledge about cuing systems, and use: <ul style="list-style-type: none">graphophonic cues including syllables, vowel patterns, consonant digraphs, three-letter blends, words within words, and chunks of soundsemantic cues including units of meaning (morphemes), suffixes, base words, phrases, sentences and visualssyntactic cues including word order, language patterns and punctuation	
WD xii	Children: Spell high-frequency and familiar words correctly and spell unfamiliar words containing known base words and word endings, blends, digraphs, common long-vowel patterns and inflected endings	

WD xiii Children:

Attempt to spell unfamiliar words using a variety of strategies that involve understanding sound–symbol relationships, word structures and word meanings

Source: Queensland Studies Authority 2009, *P–3 Literacy Indicators*, QSA, Brisbane.

In an A response

Children will spell high frequency and familiar words with varying success. Some children will use knowledge of blends, digraphs, common long vowel patterns and inflected endings to spell these words correctly.

Some children will spell or attempt to spell unknown words using the above knowledge and a variety of strategies including those that understand the sound–symbol relationship and word structures.

When reading, children will decode words by using knowledge of the graphophonic cueing system including syllables, vowel patterns, consonants digraphs, three-letter blends and chunks of sound.



For further information, refer to the resource *Using a Guide to making judgments*, available in the Resources section of the Assessment Bank website.

**Use
feedback**

Using feedback to enrich teaching and learning.

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve children in the feedback process. Give children opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on a child's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a child with their classmates.

Giving feedback about this assessment

Feedback is an integral component of this assessment as children talk to their teacher and peers about the sound patterns they find and sort. This process provides an opportunity to promote self-assessment principles and create a feedback loop that encourages children to apply their spelling knowledge in future activities.



For further information, refer to the resource *About feedback*, available in the Resources section of the Assessment Bank website.

Looking for sound patterns in words

You are going on a word hunt.

You can look for words in newspapers and magazines, in books, on the internet, and on charts and posters.

Look for words that have the same sound pattern.

Examples of sound patterns are:

oo as in book

ea as in pear

ch as in chair or lunch

a as in sad

e as in bed.

There are many more sound patterns.



Teacher collation table

Use the table below as a checklist to collate information from an individual child's *Guide to making judgments*. Use this to inform future teaching and learning.

[illegible]

Appendix B

[illegible]