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STUDY	PURPOSE	DESIGN	POPULATION	SAMPLE	PROCEDURE	ANALYSIS	CONCLUSIONS
Barron, R. W., 1980	To investigate how children use visual-orthographic and phonological strategies in spelling	Quantitative	70 - grades, 4,5,6, -ages 9-12 years. differed in reading but not in non-verbal IQ - no severe learn. diff.	24 good readers 24 poor readers equal no male, female	Each subject spelled 1 list of 10 regular & 10 irregular words- task demanded visual & verbal processing	Analysis of variance	Poor readers appear more likely than good readers to rely solely on a phonological strategy in spelling - good readers are more likely to use a visual-orthographic strategy as well as a phonological strategy.
Bean, W. & Bouffler, C., 1987	To attempt to solve the problem of spelling in a process writing classroom	Action Research	30 Kindergarten Yr. 1 & Yr. 2 children in a vertical group		Bouffler worked regularly with Bean and the children for the whole school year.	Description of experiences and of outcomes	The need for a total language programme -Spelling must be viewed in terms of writing and reading
Bear, D. & Barone, D. 1989	To show how a spelling test (diagnostic spelling inventory) interpreted developmentally, can help the teacher group the children for word study	Qualitative (unclear) year-long study	Multi-age classroom (1st - 3rd grades) population described - half having special needs	24	Description of how test was developed; how test was administered; how by analysing spelling errors children can be grouped for instruction; and monitored	As per procedure - not specifically stated.	Based on research into spelling viewed as a developmental process - shows "up-front" how to provide for individual differences in ability/achievement.

STUDY	PURPOSE	DESIGN	POPULATION	SAMPLE	PROCEDURE	ANALYSIS	CONCLUSIONS
Block, K. & Peskowitz, N., 1990	To investigate the kind of spelling information spellers use to make predictions & self-evaluations - to provide basic information on metacognition in spelling	Quantitative-control group in second phase - assigned randomly to treatment conditions - counter-balanced good	40 students - year 4 -(9-11 years) university laboratory school	40	Phase 1 - tested individually Phase 2 - 4 different groups- different treatments - 1 control group.	Frequency distribution- Fisher exact probability test at level of p = .05 was used to identify the discriminating decision makers	Students predictions & evaluations were related to spelling accuracy & ratings evidenced metacognitive knowledge. Ability to know if word was correct better with both visual & auditory insp. Need to identify strategies.
Bryant, P.E. & Bradley, L., 1980	To test hypothesis that initially reading depends on visual chunks but spelling is primarily by using phonological segments but as times goes specialization declines	Quantitative - comparison -pilot study (60 children) qualitative - examination of errors	50 children whose intelligence was normal for age	30 younger 20 older - both groups approx same read age.	18 words (regular) which children had to read on one occasion and had to write on another occasion.	Not specifically stated	At the beginning stages children often read and spell in different ways. Use sounds when constructing words but use of sounds is more limited in reading.
Cohen, G. , 1980	Detectability of different kinds of errors in text (pseudohomophones & nonhomophones) compare the effects of different kinds of errors	Quantitative-		16	500 words -4 conditions- texts interchanged across conditions	Error rates & search times compared by the Wilcoxon Matched Pairs Test p <0.05	Phonologically incompatible errors delay comprehension

STUDY	PURPOSE	DESIGN	POPULATION	SAMPLE	PROCEDURE	ANALYSIS	CONCLUSIONS
Downing, J., Coughlin, R. & Rich, G. 1986	To gain insight into the child's own thoughts about spelling.	Qualitative	2 classes 3/4 class of 22 6/7 class of 23 - population well described	45	Clearly described, 3 independent judges (Dept. of linguistics) categories - based on research & pilot analysis	Rudimentary counting grounded theory analysis - though not explicitly stated.	Confirmed developmental theory- growing awareness of morpho-phonemic aspect but prominence of surface phonology in children's thinking when brought to consciousness
Foorman, B., Francis, D. Novy, D. & Liberman, D. 1991	To explore the relation among phonemic segmentation, word reading and spelling	Quantitative - pre-post test - design.	80 first graders from 3 schools in Houston - matched on socio-economic status, ethnicity av. reading ability.	40 - emphasis on read in context 40- emphasis on let/sound	Less Letter -Sound Inst. classes & more Letter-Sound Inst. classes tested - in Oct. Feb. May - spelling, reading, phonemeic segmentation.	1. Repeated measures analysis of variance with Fisher's randomization 2. Individual growth curve analysis with HLM.	Appeared to show bidirectional relation with phonemic segmentation & spelling. Students in more LS classes had developed knowledge of orthographic strategies
Frith, U. 1980	To investigate if poor spellers who are good readers spell differently	Quantitative	120 -12 year olds from south London secondary	10 good read/good spell. 10 good	Spelling & reading tested - Schonell graded word list.	I - tests	Good readers/ poor spellers made more phonetic errors and

STUDY	PURPOSE	DESIGN	POPULATION	SAMPLE	PROCEDURE	ANALYSIS	CONCLUSIONS
	from other poor spellers.		schools	read/poor spell, 9 poor read/poor spell.	Silent reading of prose also tested.		fewer non-phonetic errors.
Gerlach, G., Johnson, J., & Ouyang, R. 1991	To investigate the correction of misspelled words or verification of correctly spelled words using an electronic speller	Quantitative interviews?	West Pennsylvania	52- 4,5,6 grade - not learning disabled but had spelling difficulties	Instrument and method clearly described- individual conferences to gather data about use of electronic speller	Rudimentary - % only	Tentative only - 4,5,6 graders can successfully use electronic speller BUT additional use in identifying misspelled word needed
Jenkins, R. , 1986	To investigate the children's use of spelling strategies within writing to design an instrument that would enable teachers to match instruction to needs	More a project - how SMA was developed & trialled	Parallel Year 3 class		Description of how SMA was developed & used to gather data	Graphic representation of findings - Comparison of data for all students Examination of types of errors.	SMA - could be used in a variety of ways for diagnosis & evaluating learning.

STUDY	PURPOSE	DESIGN	POPULATION	SAMPLE	PROCEDURE	ANALYSIS	CONCLUSIONS
Marcel, A.J. , 1980	To investigate if abnormal spellers differ from normal adults in linguistic awareness	Quantitative-control groups	34 adult illiterates 265 normal school children patients undergoing speech therapy - aged 68,75,29	1/2 each group to control- 14 illiterates,14 children, 6 having speech th.	Subjects had to copy, repeat,read & spell words & non-words	Analysis of variance	Abnormal spellers differ in linguistic awareness, specifically in the recovery of phonemes in particular contexts. -phonological techniques can hardly be expected to help.
Schlagal, R. 1989	To trace patterns of constancy & change in spelling errors	Seminal dissertation study -qualitative	242 children - elementary school population well described - no EMR or special ed. students.	242	Instrument - (Qualitative Inventory) well described, piloted, checked. Procedure, scoring and analysis of data well described.	Results and discussion thorough, graphic representation of findings	Use of Spelling Inventory & qualitative examination of spelling errors will enable grouping of children at instructional levels. More direct instruction for persistent error types.
Sloboda,J.A., 1980	To investigate the suggestion that good spellers may have direct access to some sort of visual imagery.	Quantitative	60 literate native English speaking adults	18-9 good, 9 poor spellers	Response time task	Analysis of variance	It seems unlikely that visual imagery is directly responsible for the ability of good spellers to avoid phonologically plausible mistakes.

STUDY	PURPOSE	DESIGN	POPULATION	SAMPLE	PROCEDURE	ANALYSIS	CONCLUSIONS
Templeton, S., 1980	To investigate how students internalize English spelling	Quantitative- students randomly assigned to conditions no control group. 4 hypotheses- operational questions	Good spellers	20 students from grades 6,8,10	Clearly described	Multifactor analysis of variance with repeated measurements- intercorrelations among the dependent variables	Teachers should "qualitatively direct..... students' conscious attention to the written word."
Tenny, Y. J., 1980	To compare the effects of normal & distorted writing on decision making processes in spelling	Quantitative - subjects randomly assigned to control & experimental group	32 undergraduates - half male -half female	32	Experimental group read word aloud & compared with two alternatives letter by letter	Analysis of variance with repeated measures on one factor	Advantage of seeing a spelling can be attributed to opportunity to make decisions based on phonological or linguistic judgments rather than purely visual factors.
Thompson, M. & Block, K. 1990	To compare achievement after multiple choice (recognition) training and constructed- response (recall) training.	Quantitative pre-test-post-test control group design. 6 combinations - 4 between factors	165 fifth and sixth grade students from a suburban elementary school.	120 - high & low ability spellers	Pretest - training - 3 weeks- no other spelling instruction- in classrooms but not regular classrooms	One way analysis of variance (ANOVA). Scheffe post hoc analysis. Repeated measures analysis of variance. t tests	Students can learn spelling from "recognition" practice. However, better results were obtained with constructed- response

STUDY	PURPOSE	DESIGN	POPULATION	SAMPLE	PROCEDURE	ANALYSIS	CONCLUSIONS
Treiman, R., 1991	To investigate the linguistic basis of omission errors eg. spelling 'play' as 'pay'	Quantitative - hypothesis testing	Well described - Study 1. 1st grade Study 2. kinder & 1st grade Study 3. 1st grade Study 4. 1st grade	43 41 18 16	Four studies - 1. analysis of writing 2. simplified spelling task using magnetic board 3. children to judge if letter occurred in word. 4. complex task. (all well described)	Study 1. one-tailed t test. Study 2. 2 way analysis of variance ANOVA. Study 3. one -tailed t test Study4. ANOVA	Without explicit phonemic-awareness training spelling errors on onset do decline overtime - but this realization comes slowly for many children.
Wong, B., 1986	To investigate the efficacy of improving spelling by concurrently teaching structured word analysis and a self-questioning strategy.	Exploratory - not formal research -one group- pre-post test design	30 students identified by teachers as poor spellers	On basis of screening test 8 sixth grade remedial spellers	Using a spelling grid children were taught 3 sets of 11 words for 3 weeks - 1/2 hr session 4 days per week - test-teach-test cycle	Mean accuracy of pre. post test and mean accuracy 2 weeks after termination of instruction.	Domain specific knowledge and strategies are essential in spelling instruction- data are promising but must be replicated in formal research

training.

retention test

1. Traditional Model

Subjects were taught as separate units.

Reading

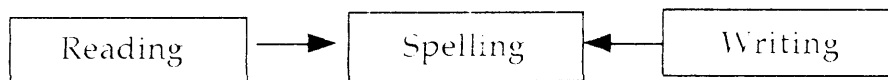
Writing

Vocabulary

Spelling

2. Integrated Approach Mode

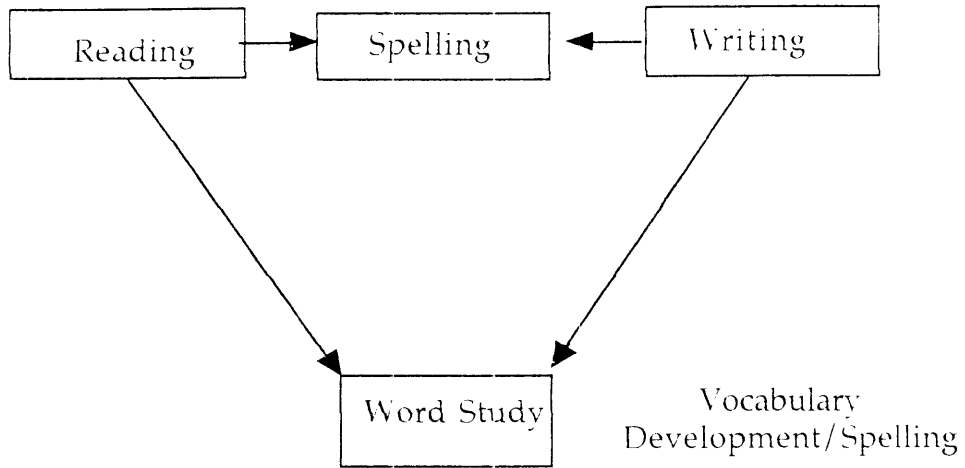
Spelling is at the interface between reading and writing.



3. Integrated Approach plus Formal Instruction Model

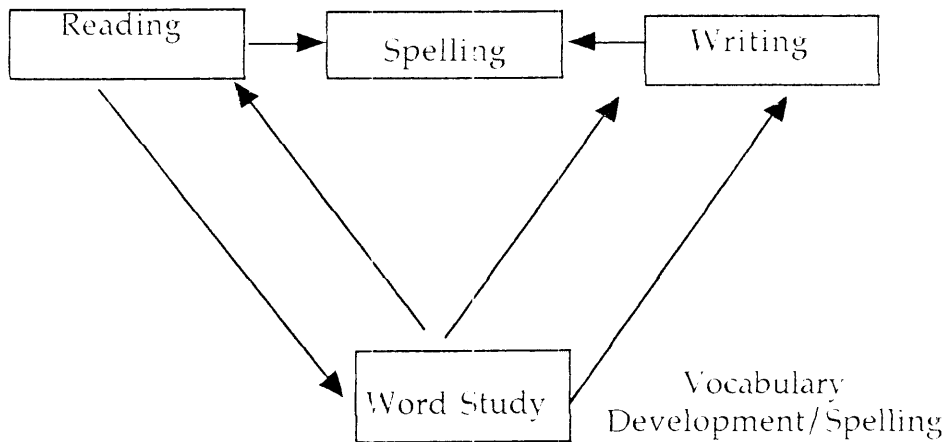
Word study (vocabulary development and spelling)

is seen as crucial



4. Proposed Evolutionary Approach Model

Training in metacognitive aspects of spelling provides for explicit transfer of knowledge.



APPENDIX C

SPELLING QUESTIONNAIRE

Adapted from Johnston (1989,3)

Name :

Date:

1. When you leave school will it be important for you to be able to spell correctly?

.....
.....

2. Do you need to learn how to spell correctly? Why?

.....
.....

3. Does it matter if you spell a word wrongly -
Circle YES or NO.

- (a) In a spelling test. YES/ NO
- (b) In the first draft of writing. YES/NO
- (c) In writing that is to be published. YES/NO

Explain your answers.

.....
.....
.....
.....
.....
.....

4. How do you feel when your spelling is marked wrong?

.....
.....

5. Do you think you are a good speller?
Why?

.....

6. Do you think you are improving as a speller?
Why?

.....

7. Would you enjoy writing stories more if you could spell better?

Why?

.....

8. Is learning to spell easy or hard?.....
Why?

.....

9. When you're writing and come to a word you don't know how to spell, what do you do?.....
.....
10. Do you ever do anything else?.....
.....
11. Whom do you know are good spellers and what makes them good spellers?
.....
12. Do you think they have ever met a word they don't know how to spell?
.....
13. What do you think they do when they don't know how to spell a word?
.....
14. If you knew someone was having difficulty spelling a word how would you help them?.....
.....
15. Do you think you could learn how to spell by yourself?.....
Why?.....
.....
16. Does reading help you to spell?
Why?
.....
17. Does writing help you to spell?
Why?
.....
18. What is the best way for you to learn new spellings?
.....
.....
19. What is proof-reading?.....
Is it necessary?.....
Why?
.....
20. What is a dictionary?.....
Is it necessary that you use a dictionary?.....
Why?
Is it easy or hard to use a dictionary?.....
Why?
.....

APPENDIX D

Interview

Name:

Year Level:

Chr. Age:

Date:

1. Do you think you are a good speller? Why?

2. Has your spelling improved in the last year?

Why?

Where have you seen this improvement?

3. What strategies do you use when you don't know how to spell a word?

4. Do you need any more help with your spelling?

Why?

Where?

APPENDIX E

Informal Spelling Assessment

(adapted from Bear and Barone, 1989)

Name:**Year Level:****Chr. Age:****Date:****Purpose:**

- . To establish a baseline for instruction according to Henderson's (1985) stages of spelling development.
- . To determine the strategies that students use to spell.
- . To determine the word features the students need to study.
- . To assist with grouping for instruction.

Word	Correct Spelling	Spelling Analysis
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Word	Correct Spelling	Spelling Analysis
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

No. correct:

1st 10 words /10

2nd 10 words /10

Stage of Development:

Letter-name

Within-word Pattern

Syllable Juncture

Derivational Constancy

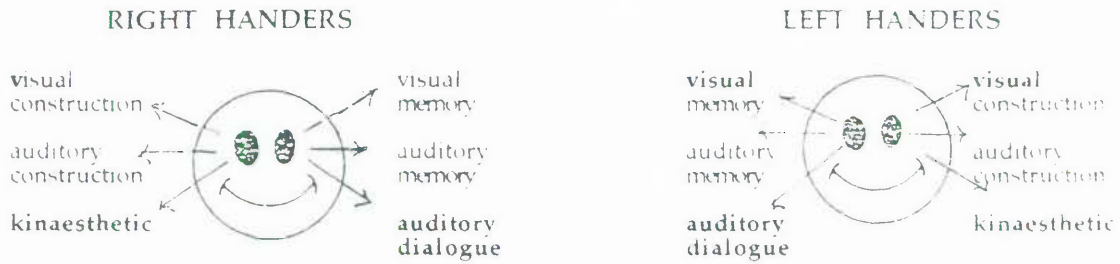
Error Analysis:**Comments:**

APPENDIX F

Eye Accessing Cues

Purpose To be used as an adjunct to the information gained from the Think Alouds

Procedure When administering the Informal Spelling Assessment (Bear and Barone, 1989), complete the eye accessing form. Refer to the eye accessing cue chart adapted from Brooks, 1989. Ask the student to keep his/her head up while the word is being said. Give the student a few seconds think time before he/she writes the word. Track the eye movement by drawing arrows in the appropriate direction/s. Number the movements 1, 2, 3 etc.



Visual Memory Images seen before, recalled in the way they were originally seen.

Visual Construction An image or picture of something not seen before.

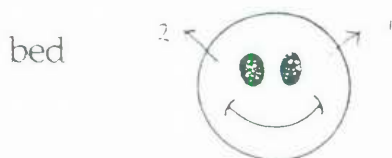
Auditory Memory Words or sounds that were heard before.

Auditory Construction Words or sounds that have not been heard exactly that way before.

Auditory Dialogue Having an internal dialogue with yourself or others.

Kinaesthetic Sensations, feelings and emotions.

Example

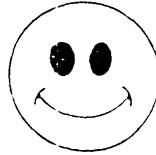


Eye Accessing CuesName:Year Level:Chr. Age:Date:WORDEYE MOVEMENTSCOMMENTS

bed



ship



drive



bump



when



train



closet



Eye Accessing CuesWORDEYE MOVEMENTSCOMMENTS

chase



float



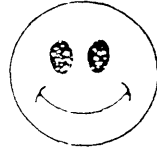
beaches



preparing



popping



cattle



caught







inspection



puncture



Eye Accessing Cues

<u>WORD</u>	<u>EYE MOVEMENTS</u>	<u>COMMENTS</u>
cellar		
pleasure		
squirrel		
fortunate		

Comments

APPENDIX G

Think-AloudsDictation and Proof Reading

Words taken from levels I to VI of the Qualitative Inventory of Word Knowledge (Schlagal, 1989).

Purpose

- . To gather information about the student's knowledge and the use of cognitive and metacognitive strategies and his/ her motivational state.

Procedure

- . Tape record the whole procedure. Ask the student to verbalise all thoughts that come to him/her in attempting to write an unfamiliar word while he/she is writing during dictation and later during the proof reading process. Prompt full reporting in a noncuing fashion, and with minimal process disruption.
- . Read the entire passage before and after dictation. Read the passage phrase by phrase at a speed which does not hurry the student. Punctuation marks should also be dictated. Allow time for proof reading at the end.

Passage

When the girl rode her bike over a bump, she heard a strange noise. The chain was caught in the wheel. She slammed the bike down and gazed at the traffic. It was impossible for her to be quiet and patient in this situation.

Strategies - Dictation

- M **Meaning**
- c chunking
- L Look
- E Exaggerated Pronunciation
- R Rule
- T Trigger - memory trigger

Strategies - Proof Reading

1. Check Do you have the right number of chunks?
 Does the word look right?
 Is it a common letter sequence?
2. Tick
3. Underline
4. Change

ThinkAlouds

Dictation and Proof Reading

Name:

Year Level:

Chr. Age:

Date:

WORD - level	SKILL	DICTATION Strategy	PROOF READING Strategy
When (1)	consonant digraph, short vowel		
the	consonant digraph		
girl (1)	vowel with "r"		
rode	long vowel, homophone		
her	vowel with "r"		
bike (1)	long vowel		
over	vowel with "r"		
a			
bump (1)	final consonant blend		
she	consonant digraph		
heard	vowel with "r"		
a			
strange	initial blend (triple) soft "g"		
noise	diphthong		
The	consonant digraph		
chain (3)	consonant digraph long vowel		
was	sounds of vowel "a"		
caught (3)	letter sequence "augh"		
in			
the	consonant digraph		
wheel	consonant digraph, long vowel		
She	consonant digraph		
slammed (4)	initial blend, short vowel, doubling consonant rule		
the	consonant digraph		
bike	long vowel		
down	diphthong		

WORD - level	SKILL	DICTATION	PROOFREADING
		Strategy	Strategy
and	final blend		
gazed (4)	final "e" rule		
at			
the	consonant digraph		
traffic (4)	initial blend, short vowel rule		
It			
was	sound of vowel 'a'		
impossible (6)	prefix, suffix, short vowel rule.		
for	vowels with "r"		
her	vowels with "r"		
to			
be			
quiet	"q" followed by "u"		
and			
patient (6)	suffix		
in			
this	vowel digraph		
situation	letter sequence, suffix		

Comments:

APPENDIX H

Spelling in Expressive Writing Assessment

adapted from Kemp, 1989

Conditions to be kept in mind

- . Only self-corrected unassisted work should be used.
- . A passage of either (approximately) 50 to 100 words depending upon error frequency should be sampled.
- . Only the **spelling** should be appraised. However note should be made of whether or not the student is a risk taker and whether or not he/she uses a variety of words.

Name:Year Level:Chr. Age:Date:Spelling Count

Story Title:

Genre:

No. of words:

No. of repeats:

No. of errors:

No. of self corrections:

Spelling Accuracy:

Error Analysis:

Classification
(phonetic, meaning, patterning etc.)

Examples

Comments:

Monitoring - Spelling in Expressive Writing Assessments - Yr 5

Name	May	Jul.	Oct.
A - Alice	140/94.8%	272/98.8%	231/96.9%
A - Lyndal	47/97.8%	666/99.6%	204/100%
A - Madeline	52/96.1%	228/98.2%	99/96.9%
A - Scott	64/96.7%	216/98.6%	77/98.7%
A - Shannon	64/100%	504/100%	144/100%
B - Brendan Sm	30/96.6%	120/91.2%	69/92.7%
B - Chris	47/100%	138/98.5%	72/98.6%
B - James	52/98%	348/97.9%	63/96.8%
B - Kara	66/98%	120/91.6%	39/97.4%
B - Kris	62/93.5%	150/91.6%	52/92.3%
B - Megan	85/96.4%	728/98.2%	160/98.75%
B - Olivia	95/94.4%	180/96.6%	126/95.2%
B - Sam	56/85.7%	120/91.6%	90/94.4%
B - Samantha	52/100%	28/98.4%	130/95.3%
B - Toby	81/97.5%	308/94.8%	70/98.5%
C - Brendan Sh	45/87.1%	95/90.5%	84/88%
C - Carla	64/98.4%	184/96.1%	144/99.3%
C - Caroline	35/94.2%	192/95.3%	48/91.6%
C - Katie	46/91.3%	312/95.5%	120/87.5%
C - Matthew	30/93.3%	224/98.6%	57/91.2%
C - Robert	35/80%	65/80%	39/87.1%
C - Scott S			
C - Shonel	35/92.7%	280/95%	41/97.5%

***161/99.3 % -161 (No. of words) /99.3% (Percentage accuracy)**

Monitoring - Spelling in Expressive Writing Assessments - Yr 5

Name	May	Jul.	Oct.
C-Soakimi	57.91.2%	169/91%	63.95.2%

*161/99.3 % -161 (No. of words) /99.3% (Percentage accuracy)

APPENDIX J

Spelling Assessment - Proof Reading

Name:

Year Level:

Chr. Age:

Date:

No. of words:

No. of incorrect words:

No. of incorrect words identified:

No. of words corrected:

No. of words wrongly identified as incorrect:

Correction rate:

Error Analysis:

Classification
(phonetic, meaning, patterning etc.)

Examples

Comments:

Spelling Assessment - Proof Reading

Name:

Year Level:

Chr. Age:

Date:

Proof Reading 4

Proof read this passage by circling any spelling mistakes and then writing the correct spelling above.

N.B. Only the spelling is to be corrected.

Dr Dan told the nerse to take Stanley's mesurements.

Mrs. Lambchop wrote them down. Stanley was for feet tall, about a foot wide, and harf an inch thick. When Stanley got used to being flat, he enjoied it. He coud go in and out of rooms, even when the door was closed, just by lying down and slideing thought the crake at the botom. Mr and Mrs Lambchop siad it was silly, but thay where quite proud of him. Arthur got jealous and tride to slide under a door, but he just banged his head.

Name	April	May	Jul.	Oct
A - Alice	25	46.6	50	60
A - Lyndal	75	93.3	95	86.6
A - Madeline	58.3	86.6	85	73.3
A - Scott K	33.3	53.3	50	60
A - Shannon	58.3	100	95	80
B - Brendan Sm	41.6	40	45	53.3
B - Chris	33.3	46.6	55	60
B - James	41.6	86.6	75	80
B - Kara	16.6	46.6	60	33.3
B - Kris	41.6	46.6	60	40
B - Megan	50	66.6	75	73.3
B - Olivia	50	53.3	60	46.6
B - Sam	0	20	30	26.6
B - Samantha	8.3	33.3	45	46.6
B - Toby	25	60	45	40
C - Brendan Sh	8.3	20	20	20
C - Carla	16.6	33.3	25	33.3
C - Caroline	16.6	33.3	25	33.3
C - Katie	33.3	40	45	53.3

Correction Rate - %

Monitoring - Monitoring Proof Reading - Yr 5

Name	April	May	Jul.	Oc
C - Matthew	0	53.3	40	46.6
C - Robert	0	0	10	20
C - Scott S	0	0	0	6.6
C - Shonel	0	33.3	30	20
C - Soakimi	16.6	33.3	55	20

APPENDIX L

Anecdotal Records

1. In discovery approach to teaching of plurals - child commented "I can see it now, if you say *es* then you add *es*. "
2. In a quiz game to show that common letter sequences *car* can have different sounds. After teacher had explained the rules and purpose of the game and before the game began, one child commented that her name had *car* (*Caroline*) in it and her friend *Carla* had *car* in it but that they did not sound the same. Further another friend had the same sound as *Carla* but was spelt differently *Kara*.
3. In the same lesson, one girl proudly stated that she had the spelling right all except for one letter. She had spelt *carnival* as *carnaval*. We do a lot of work with proof reading - showing that a lot of the time, only one letter is incorrect. More often than not that letter is a vowel. There are only 5 vowels and therefore it is easy to correct.
4. In talking about the generalisation - changing the "y" into and "i" if the "y" is preceded by a consonant before adding "ly" etc. one year 6 child stated, "Oh, is that what you do. I did not know that before." This child has gaps in his learning.
5. In word study game - "Snakes and Ladders" for adding *ing*, one child quite naturally explained to another, "See the second last letter is a short vowel, so double the *p* - you can go three places. " Tutoring occurs naturally. Gives the teacher a chance to assess child's knowledge.
6. When conferencing with a child during proof reading phase, when teacher circled incorrect word, child was able to very quickly recognise where the particular word was incorrect and was able to quickly correct it without a prompt. eg. *quickly* written as *quikly*. "Oh, I have left out the *c* ." This particular child has difficulties with spelling and with handwriting. His hand writing is untidy because of a visual motor difficulty.
7. Class Teacher made a comment that her own spelling had really improved.
8. During a small group lesson involving the teaching of how the McLert strategies work when writing a word, the children began to ask many questions about how the English language works eg.
 "Why have you written a small *c* for McLert. I have seen it written as *Mac* etc?"
 "Shouldn't the *u* in *rule* say *u* (long vowel sound)?"

9. Noticed that the top spelling group (in the above activity) were not as willing to talk about their own thinking while spelling as the other two groups. It seems that their spelling is more automatic.
10. Shonel had previously had great difficulty with spelling. Her spelling most of the time was not even phonetically correct. Her work in a letter sequence game in a small group situation today tended to indicate that she is getting an understanding of how the language works. Both her comments and the words she spelt correctly in the game tended to indicate this.

APPENDIX M

Year 5 - Spelling Stages/ Base Lines - Pre Intervention

Derivational Constancy	DC
Syllable Juncture	SJ
Within Word	WW

All groups need work on:

- . Attitude The aim is for the children to become independent spellers - not having to rely on another child or teacher to correct their work.
- . Knowledge Top group may use a particular process but may not know what it is. eg. English spelling system is regular (sound, letter sequences, meaning levels)
- . Processes/Strategies
- . Skills Individuals/groups will have different needs

Group A (Blue)

Stage

Alice	SJ (early/ mid)
Lyndal	SJ (late)
Madelyn	SJ (late)
Scott K	SJ (mid)
Shannon	SJ (late)

Needs

- . Extension (for Alice, Lyndal, Madelyn)
- . Need to be encouraged to use a **variety of strategies** rather than simply a phonological one.
- . Use of thesaurus
- . Extended use of dictionary - other than as aid to correct spelling
- . Etymology (derivations of words eg. Greek and Latin roots)
- . Prefixes and Suffixes.

Group B (Yellow)

Stage

Brendan Sm	SJ (early)
Chris	SJ (mid)
James	SJ (early)
Kara	SJ (early)
Kris	SJ (early)
Megan	SJ (mid)
Olivia	SJ (mid)
Sam	SJ (early)
Samantha	WW (late)/SJ (early)
Toby	SJ (mid)

Needs:

- . Homophones
- . Rules for adding "ing" etc.
- . Rules for plurals
- . Suffixes, prefixes
- . A word **must** have the correct number of syllables (phonemic awareness)

- . Use of visual, meaning & chunking strategies
- . Sequence of letters can have different sounds, "ea"
- . A sound can be spelt in a variety of ways.
- . Need for good articulation
- . Soft "c", soft "g"

Group C (Red)

Stage

Brendan Sh (phonemic awareness)	WW (early/ mid)
Carla	W W
Caroline	W W
Katie	WW (late)/SJ (early)
Matthew	WW (late)
Robert	W W
Scott S	WW (early)
Shonel (phonemic awareness)	WW (early)
Soakimi	SJ (early)

Needs:

- . Phonemic awareness - chunking (letter clusters) - fr/om
- . Phonemic awareness - a word must have the correct number of syllables
- . - need to listen for the correct sounds within those syllables
- . Need for good articulation
- . Use of **chunking, visual** and meaning strategies
- . Short vowels/long vowels
- . Double vowels
- . Blends, Consonant digraphs
- . Vowel diphthongs
- . Vowels with "r"
- . Soft "c", soft "g"
- . Common letter sequences
- . Plurals
- . Rules for adding "ing"
- . Homophones

APPENDIX N

Spelling Cycle

Use the new words often.

Writing

If you do not know how to spell a word when you are writing, use Mc Lert's Spelling Strategies. Do not spend too much time. Put a ring around the word and check it later when you proof read.

Learn New Words

Core words, Theme words, Personal words

LOOK
SAY
THINK
COVER
WRITE
CHECK
USE

How did you go?

Well done!!

Proof Reading

Use COPS. Circle incorrect spelling, then

CHECK
TICK
UNDERLINE
CHANGE
ASK if necessary

Have fun with words.

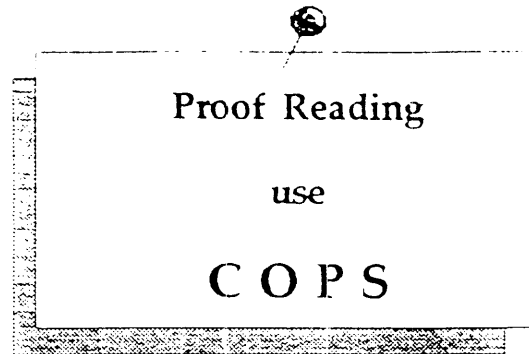
SPELLING STRATEGIES

ask

Mc Lert the expert



M	<u>Meaning</u>	homophones (weight wait) base words (magic - magician)
c	<u>Chunking</u>	syllables (com / pe / ti / tion) compound words (light / house) words within words (to / get / her) base words (run - running) prefixes (re / peat) suffixes (pain / less) letter clusters (ch / unk)
L	<u>Looks</u>	Think how the word <u>looks</u> . Do you know a similar word?
E	<u>Exaggerate</u>	Exaggerate the pronunciation (doctor)
R	<u>Rule</u>	Do you know a <u>rule</u> to use? (<u>come</u> - Cut off the "e" before adding "ing" - <u>coming</u>)
T	<u>Trigger</u>	Think of a <u>memory trigger</u> . (<u>where</u> , <u>there</u> , <u>here</u> - are all places)



When you get to **S - spelling** circle any words that you think are incorrect, through and then :-

1. Check Do you have the right number of chunks?
Does the word look right?
Is it a common letter sequence?
2. Tick The parts you think are right.
/// // ✓
through
3. Underline The part you are unsure of.
/// // ✓ ✓
through
4. Change That part only.

through
5. Congratulations !!!

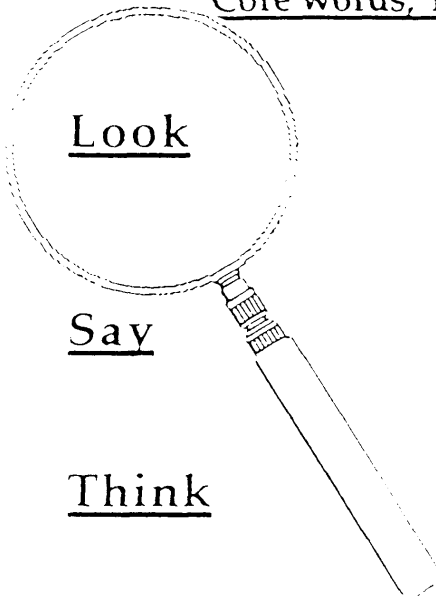
You have corrected it yourself.
6. Ask or look for help

If you are still uncertain -

Learning How to Spell

New Words

Core words, Theme words, Personal words



Look

At the shape
At the letter sequence
At any tricky parts

Say

The word
The word in chunks - (to / get / her)

Think

About any tricks to help you remember it.

Cover

The word

Write

The word

Check

If you have the word correct.

Well done !!!

Use

The word as often as you can so that
it becomes automatic.

You are getting better everyday !!

South Australian Spelling Test - Pre and Post Intervention

Name	Chr. Age (Mar.)	Read. Age (Mar.)	Spell. Age (Mar.)	Chr. Age (Nov.)	Spell. Age (Nov.)
A - Alice	10.3	09.6	10.2	10.10	12.0
A - Lyndal	09.5	10.6	12.4	10.2	15.5
A - Madelyn	10.1	11.0	11.4	10.8	14.5
A - Scott K.	09.6	10.8	10.5	10.3	10.9
A - Shannon	10.3	10.8	13.0	10.10	>15.7
B - Brendan Sm.	10.1	10.0	09.7*	10.8	absent
B - Chris O.	09.6	10.4	10.0*	10.3	12.0
B - James	10.5	10.9	09.5	11.2	10.0
B - Kara	09.7	09.1	10.0	10.4	10.5
B - Kris	10.7	08.5	09.7	11.4	10.2
B - Megan	09.6	10.3	09.5*	10.3	11.2
B - Olivia	09.9	08.2	10.0	10.6	11.4
B - Sam	10.2	09.1	09.2	10.9	10.0
B - Samantha	09.6	09.8	09.2*	10.3	absent
B - Toby	10.3	10.6	10.0*	10.10	10.7
C - Brendan Sh.	11.2	08.00	08.6	11.9	09.7
C - Carla	10.3	10.3	08.9**	10.10	10.5
C - Caroline	09.6	10.3	08.2**	10.3	10.2
C - Katie	09.6	10.8	07.8**	10.3	10.9
C - Matthew	10.6	08.9	09.0	11.3	10.5
C - Robert	09.9	09.3	08.9	10.6	09.0

Reading Comprehension Age - GAP Reading Comprehension Test

** Student (poor spelling but average to good reading)

* Student whose spelling is considered weaker than reading

South Australian Spelling Test - Pre and Post Intervention

Name	Chr. Age (Mar.)	Read. Age (Mar.)	Spell. Age (Mar.)	Chr. Age (Nov.)	Spell Age (Nov.)
C - Scott S.	11.2	<07.3	06.1	11.9	07.3
C - Shonel	10.1	08.9	07.5*	10.8	08.4
C - Soakimi	10.3	08.4	09.0	10.10	11.2

Reading Comprehension Age - GAP Reading Comprehension Test

** Student (poor spelling but average to good reading)

* Student whose spelling is considered weaker than reading

Proof-Reading Tests of Spelling - PRETOS - (Test 3) - Post Intervention (Class Percentile Ranks)

Name	Chr. Age	Production	Recognition
A - Alice	10.11	94	95
A - Lyndal	10.02	99	99
A - Madelyn	10.09	99	99
A - Scott K.	10.03	86	86
A - Shannon	10.11	99	99
B - Bendan Sm.	10.09	absent	absent
B - Chris O.	10.03	88	86
B - James	11.02	95	95
B - Kara	10.04	42	49
B - Kris	11.04	34	31
B - Megan	10.03	90	88
B - Olivia	10.07	86	86
B - Sam	10.10	37	31
B - Samantha	10.03	61	63
B - Toby	10.11	absent	absent
C - Brendan Sh.	11.10	18	18
C - Carla	10.11	70	80
C - Caroline	10.03	53	56
C - Katie	10.03	59	67
C - Matthew	11.03	16	12
C - Robert	10.07	18	12
C - Scott	11.10	unable to do	unable to do

Proof-Reading Tests of Spelling - PRETOS - (Test 3) - Post Intervention (Class Percentile Ranks)

Name	Chr. Age	Production	Recognition
C - Shonel	10.09	left	left
C - Soakimi	10.11	59	52

APPENDIX T

CLASS TEACHER

NAME : Mrs R

DATE: 1.12.1994

QUESTIONNAIRE*Circle the most appropriate answer and make comments.*

1. Generally have you seen an improvement in spelling in your classroom?

YES NO UNCERTAIN.**Comment about specific children.***Caroline - great writer but had no idea of spelling - now spelling most words correctly. Chris - average student now seems much more aware of spelling.*

2. If YES, in what areas have you seen an improvement?

Caroline used to spell phonetically and Chris did not care much about spelling.

3. Was the WORD STUDY aspect beneficial? In what way?

Yes - developed an awareness of words.

4. Was it beneficial to TEACH the strategies eg. McLERT? In what way?

It seems the strategies need to be taught to many children so that they are aware of them. McLert is ideal for this.

5. Generally has the attitude to spelling improved?

YES NO UNCERTAIN.**Comment about specific children.***Yes. They seem more interested in getting the right spelling. From spelling games and strategies they endeavour to spell correctly.*

6. Has there been a growth in the self-esteem of children?

YES NO UNCERTAIN.**Comment about specific children.***I believe so. They seem more sure of themselves when writing - very happy to put pen to paper.*

7. What was the most helpful aspect of the program?

Having Judy's (researcher) support. I have always wanted to use their own spelling and this provided me with the vehicle to do so.

8. What improvements would you suggest?

Time to plan together.

9. Would you like to see this type of program continued?

YES NO UNCERTAIN.*I hope to continue with this next year.*

10. Would you like to be involved in this type of program again?

YES NO UNCERTAIN.

I found it to be beneficial and that I spent time on spelling by programming it.

11. Have your beliefs about spelling changed or have they been reinforced? What are the implications?

I think reinforced because I have always thought it was important to teach spelling.

APPENDIX U

Anecdotal Records.

1. 20.2.1995 - In meeting, Mrs. P requested how to find out students' needs from misspellings - Mrs. P. believes that she is a good speller but that she does not know why she does things. She explained that she was using a discovery approach with the rules for adding endings. She said that she was now discovering about the rules for the first time herself.
2. First week at school - no difficulty in getting teachers to do research. Mrs R (5/6) from last year anxious to start; Mrs P (6) wanting to find out more about it and wanting to get started - really willing to give time to find out about it. Ms P (7) wanting to learn, anxious to start but does not seem to realise the time involved in learning. Mrs. B (7) wanting to be part of the intervention. However Ms McC (6) first year teacher - reluctant to be part of research but willing to follow the program (mainly because the principal wants continuity across the Yr 6 classes. Ms McC felt that the program involved what she had been taught at college and she was reluctant to give her class further assessments. Finally 3 classes Yr 6 P, Yr 5/6 R, Yr 7 P to be part of the intervention research. Two other classes to use the intervention process but not be part of the research - Yr 6 McC Class Teacher to ask for assistance when necessary and to have access to materials and Yr 7 P Class Teacher to work with Yr 7 B Class Teacher.
3. 21.2.1995 At parent information night - Yr 6 parents were told about research - parents were asked if learning to spell correctly was important - all parents (approximately 50) except 1 raised their hands. Questioned this parent later - he (C. T. at another school) was using a computer program with his class. He believed that with the increase in technology there would be no need for correct spelling. My argument - about the interim period. Further spelling checker does not do a good job unless the spelling is fairly correct in the first place.
4. 21.2.1995 Same night another parent (also a C.T.) questioned how Class Teacher could manage the monitoring of such a program now that teachers are required to monitor SPS for each student in every subject area. Explained intervention was group rather than individual based for teaching purposes and when monitoring progress in spelling C. T. can also monitor progress in writing. Teachers in the intervention program are being shown and guided in this monitoring process.
5. 21.2.1995 Same night in my absence another parent (also a C. T.) felt that the intervention was only experimental in nature. Apparently Mrs R quickly nipped this in the bud by explaining

that it had been carefully researched. She also spoke of the pilot study with her previous class and told of the pleasing results.

6. 6.3.1995 Ms P from Year 7P stated that parents of children in her class are pleased that something is being done about spelling.
7. 4.4.1995. Dean's (Year 5/6R) mother told Mrs R that she was pleased that Dean was being "taught" how to spell.
8. 26.4.1995. When checking with Mrs R (5/6R) as to how she was going with the spelling intervention, she explained that she felt confident in what she was doing and that she was finding it easier to recognise individual, group and class needs from an examination of the children's misspellings. Mrs R was in the pilot study and last year found this process very difficult.
9. 27. 4. 1995. When planning to give introductory lessons related to the spelling intervention, Mrs P (Year 6P) stated that she looked forward to having someone giving a demonstration lesson. During subsequent demonstrations Mrs P took notes.
10. 3.5.1995. During the introductory lessons in Ms P's class (Year 7P), Ms P also took notes. She also had large colourful McLert and C.O.P.S. charts made for the back of the room. Individual charts were made for each of the children to put in their language books.
11. 3.5.1995. Two other classes are using the intervention approach to teaching spelling even though they are not part of the research. Apart from being guided by the researcher all teachers, whether in the research project or not, tend to be supporting each other by planning together and sharing resources.
12. 3.5.1995. Mrs R explained that instead of correcting spelling mistakes (in all subject areas) she now simply put a dot above any misspelt words. The children know that the dots means that **they** have to correct it. Apparently the parents are very happy with this process as well.
13. 4.5. 1995. Another child in Year 6M (not in research) searched through the dictionary to find four words that did not contain vowels. He was most excited about his find.
14. 4.5.1995. One child in Year 6P brought along to school the name of the longest place name in the world. After much discussion, the number of vowels were counted.
15. 4.5.1995. Mrs P (Year 6P) recounted how she prompted a child in a writing lesson using the McLert strategy (Meaning). Jay had spelt

Roman as *Roaman*. Mrs P explained how *Roman* was derived from the word *Rome*.

16. 9.5.1995. Ms P (Year 7P) requiring assistance in being able to plan for individual, group and class needs from an examination of mistakes in spelling. We have decided to arrange a time each week in which this process can be demonstrated and to plan activities for the week eg. Ms P to take Groups A, B, and C for a focus on homophones and contractions and Mrs S (researcher) to take Group D for a focus on phonemic awareness and proof reading.
17. 11. 5.1995. Ms P requiring resources and finding a need to be taught about some of the aspects of spelling eg rules, Greek and Latin roots herself. Ms P is a relatively young teacher and states that she was not taught this way when she went to school.
18. 16.5.1995. The first time Group D (Year 7P) were withdrawn from the class for series of approximately eight planned lessons with Mrs S (support teacher/researcher) a feeling of reluctance was very obvious with such comments as "Did Ms P make a mistake when adding up my test? I thought I was okay at spelling. This is boring."
19. 18.5.1995. Ms P frequently makes comments similar to the following, "Today I learnt a lot about the difference between homophones homonyms." "..... and then we put the prefix 're' in front of the word and changed the meaning....."
20. 23. 5. 1995. In second introductory lesson in Year 6P (a difficult class to motivate) very few children could remember what the letters McLERT stood for. However, Chris (Group A) excitedly indicated a desire to respond each time.
21. 25.5.1995. Three lessons down the track the comments are more positive. The reasons for the lessons have been explained. It is believed that they feel they have more control over the situation and have something to aim for. Brendan (Group D, Yr 7P) commented when asked to write *shrimp squid* , "I have not learnt those spellings but I got them right." on another occasion, "I think I have improved already."
22. 25.5.1995. Mrs R showed a recent final draft of Veronica's (Group D, Year 5/6R). Veronica has been ascertained as level 5. Veronica's work was exceptionally neat and contained 5 misspellings. However, the misspellings were on the whole close approximations eg *chane/chain*.
23. 26.5.1995. Observations in Year 5 (5/6R) indicate that the process of proof reading will have to be modelled again and again. Some

children can follow the process but do not know what it is called or why there is a need to do it. Others can identify the majority of the words that they have misspelt but do not know what to do next.

24. 26. 5. 1995. A parent in Mrs B's (Year 7B - not in research) class approached Mrs B about how she could assist her daughter with spelling. She also volunteered to assist any other children in the class. When the intervention was explained to the parent she commented on the number of children in the upper classes who did not appear to care about making spelling mistakes in work that was to be handed in for assessment. She also commented on the number of children who rely on parents or teachers to correct their work. She was pleased that the intervention was to address this situation. She also commented that even though her daughter may get all of the spelling right on the Friday spelling test, this did not necessarily mean that her daughter would be able to correctly spell those same words a few days later.
25. 30.5.1995 Ms P (Yr 7P) commented that she was doing work with short vowels with the class and was really enjoying spelling lessons.
26. 30.5.1995. Began work with half of group D (Year 6P) - McLert strategy of **chunking (letter clusters)** and the strategy of **look** . I expected some resistance in the form of "Why me? I'm okay at my spelling." Instead, every child in the group was interested and willing to receive the extra support.
27. 30.5.1995. Mrs P (Year 6P) was taking the remainder of the group for work on short vowels. She commented that ten of these children did not know what a short vowel was.
28. 1.6.1995. Working with year 6 children on dictation in Year 5/6 R. Many appear to be now aware of what proof reading is. Mrs R was relieved. There are some words however that they have no idea how to correct. It seems the more familiar they are with the word, the easier it is for them to correct it. They are now tending to correct where they know there is a clear alternative eg. *bick/bike chane/chain*. Refer to record 23.
29. 1.6.1995. Working with Yr 6 M (not part of research) - children question the need to correct their own misspellings when they can use the dictionary or the spell checker on the computer. They also comment that there are some words that they don't know how to correct.
30. 18.6.1995. Veronica, special needs student, Yr 6 (5/6) has just begun to write in cursive script. Teacher is thrilled. Veronica wanted to

- show Support Teacher. Wrote a short story about her friends. Wrote out five times to get writing and spelling right. Story presented at review meeting. Special Education Consultant commented on the improvement in spelling since last year.
31. 4.7.1995. Working with group D (Yr 6P) Ciaran commented that he had used a McLert strategy in writing the word *pact*. He had remembered to chunk by thinking of a little word within the word. Group very confident in using chunking (letter clusters) strategy with single syllable short vowel (minimal difference - short vowels *a/u*) words. Attitude good.
 32. 4.7.1995. Tim (Yr 3) not in research group but in a class being taught McLert strategies commented that he used a little trick to remember the word friend - "I say *fri* end."
 33. 4.7.1995. Working with group D (Yr 7P). Used rule for adding "ing" to "strip" when taking about rules but failed to do so when completing a worksheet with multiple examples.
 34. 4.7.1995. Two young teachers not in research but who asked for assistance in the implementation of the research approach to the teaching of spelling, asked the Support Teacher to assist by teaching the lower group first - area of greatest need - Have not been "taught" spelling themselves and do not feel confident.
 35. 4.7.1995. Teacher (Yr 7B) not in research but implementing the research approach, commented that lower group not liking journal writing and the fact that they write very little - Writing is difficult for them - 1. They do not have the oral language structures and 2. the spelling ability to assist with writing.
 36. 6.7.1995. Students (group D Yr 6P) becoming curious about language. - "Why is there a *k* in the word *know*?"
 37. 4.7.1995. Ms P from Year 7P at university for two weeks. Relief teacher in. Some changes to timetable.
 38. 6.7.1995. Simon & Raymond (group D Yr 7P) Playing spelling game - Word Snake (writing nouns only) - showing willingness to take risks; realisation of patterns in language; knowing where they were wrong after a prompt and enjoyment in playing with words. This awareness of when they spell a word wrongly and then realising where it is wrong is being seen by Support Teacher in many groups with whom she works.
 40. 17.7.1995. Flu epidemic hits Queensland. 5 teachers and 40 children away from school. Support teacher away for 8 days.

41. 27.7.1995. Mrs R (Year 5/6) has just had parent/teacher interviews. Comments that parents are saying that children are becoming more aware of their spelling. She confidently told parents that by the end of year they would see quite a difference.
42. 28.7.1995. Ms P (Year 7P) spending regular 10 minute sessions involving word study fun activities.
43. 28. 7.1995. Ms P has just had parent/teacher interviews. Nicholas' parent commented that Nicholas does not like attending small group word study sessions with Support Teacher. Ms P explained that these were short term only. Nicholas seems to find it hard to accept that he has a difficulty with spelling.
44. 14.8.1995. CLIC (Computer Literacy Inservice Course) each Monday after school for 6 weeks. Ms P (7P) is key teacher.
45. 15.8.1995. Mrs R (5/6), Mrs P (6P) and researcher all on committee responsible for writing school English program. Meeting after school one afternoon each week.
46. 17. 8.1995. Daniel (purple group Year 6P) wrote science fiction story for Book Week. Both Parent Tutor and Class Teacher Mrs P both commented on his improved ability and willingness to proof read.
47. 22. 8.1995. Book Week many teachers are complaining about how students are unsettled and about lack of time. This is the first time in five weeks that teachers in the research have handed the researcher examples of writing and are once again asking for support.
48. 21.8.1995. Karlie Yr 7 (not in research but where researcher as Support Teacher is working with a small group in spelling/writing activities) is beginning to automatically use a ticking approach when attempting to correct her own misspellings.
49. 22.8.1995. Parent Tutor (Year 7B - not in research but using the approach) commented that children enjoy games; her own daughter is careful with spelling in tests but that she does not give this same attention to spelling in writing. Parent commented that the research approach needs to be started in the early grades.
50. 23.8.1995. Students in Year 3 and Year 4 groups (not in research but where researcher as Support Teacher is working with small groups in spelling/writing activities) are now able to quickly identify **where** they are wrong in a spelling once it has been identified as incorrect.

51. 30.8.1995. Parent Tutor 7B (not in research but using the approach) came to watch Support Teacher working with a group of children. Keen to know how Word Games are related back to McLert strategies. She is keen to get another Parent Tutor involved.
52. 30.8.1995. Small group (purple & red groups) from 5/6 P. Activity was a word sort involving short vowels, final "e" words, and double vowels. This group found the task very easy. Their teacher Mrs R was the teacher involved in the pilot study. Unfortunately, Brent (red group) does not seem to be using them correctly in his writing even though he appears to have a fairly sound knowledge about them.
53. 30.8.1995. Small group (purple & red groups) have been given folder and half book in which to complete spelling/writing activities during time they work with Support Teacher. Enjoying discovering about English language and system and suggested that we called folder "happy folder" and half book "busy book" or "fun activity book".
54. 30.8.1995. Belinda (purple group, Year 5/6 R) in Adding "ing" game. In her "think-alouds" she told of a misconception she had. Previously she would - "Drop the 'e' off a word like 'file'. She would then think of it as the word 'fil' and so double the 'l' before adding 'ing'.
55. 31.8.1995. Researcher asked to be part of team to write School Based English Program and specifically to write the section on spelling.
56. 31.8.1995. Letter Sequence Toss. Students write a word containing the letter sequence on which the die lands. They are awarded points for each letter in the word if the word is spelt correctly. Enjoyed by students (in research or not). Generates a lot of problem solving and talk about use of strategies.
57. 1.9.1995. There have been many extra curricula activities this term:-
 . Students have been preparing art for Art Fest.
 . Students have been involved in preparing displays for Book Week.
 . Open Day.
 . Students have been preparing for School Sports and inter School Sports.
 . Year 6 camp - three days.
58. 1.9. 1995. Year 6 students involved in research have been chosen for the trial Year 6 Diagnostic Tests.

59. 1.9.1995. Mrs R. (Year 5/6R) disappointed in the writing of the Year 6 students in the Year 6 Diagnostic Tests. Students were given 25 minutes to respond to a stimulus. Teacher was concerned because the writing was to be seen by an outside audience. Brent (Red group Year 5/6 R commented upon the pressure he was under during the writing test - no time to think about spelling or to proof read). Researcher pleased at how easily Mrs R. was able to quickly identify the areas of spelling needing attention.
60. 5.9.1995. Mrs R (Year 5/6 R) commented that many students in Red and Purple groups are "hard to get to work."
61. 5. 9.1995. A win for the research approach. Two year 3 teachers met with researcher as Support Teacher to discuss ways in which they could make their programs more compatible with what Support Teacher was doing for lower level children. They have both decided to discontinue Quota spelling next term because it is not meeting the needs of all of the children. One teacher spoke of strategies that she is teaching the class - memory triggers and listening to the sound in words.
62. 8.9.1995. Mrs R (Year 5/6 R) commented that research approach is easy. It just becomes part of the planning.
63. 11.9.1995. For Eliza, in Year 7 not in research but exposed to research approach by researcher as Support Teacher, the light bulb seems to have just clicked on. She has received a lot of support in the phonemic awareness area. It seems as if now she has an awareness of the English language system. Before it was a mystery.
64. 12.9.1995. A similar situation with Isaac, in Year 7 not in research but exposed to research approach by researcher as Support Teacher. Isaac has phonological processing difficulties and at the beginning of the year was in the Within Word spelling stage. He had great difficulty decoding and encoding single syllable words that were not readily known. On the majority of occasions now he he able to break the word into letter cluster chunks and then blend the chunks together to decode the word. He is able to clearly articulate his difficulties and talks about his misconceptions about the language. He thought that a "k" was always followed by an "e".
65. 12.9.1995. A loss for the research approach. Support Teacher met with a group of year 5 teachers to work on the Year Level Scope and Sequence for the School English Program. All 4 teachers were aware of the need to teach spelling and spoke of specific areas of difficulty eg. homophones, contractions and possessive case. All 4 teachers were aware of the needs of individual children. All 4 teachers were aware of the different learning styles of children.

However, they opted to choose a spelling book that would keep the children busy.

66. 14.9.1995. Playing word games - Letter Cluster Toss - with a group of year 4 children (not in research). Children ask for games. They enjoy them. Provide opportunities for them to experiment with words in a non threatening situation; provide an opportunity for problem solving (I can't write a word with "ing" because I would have to drop off the "e" and then I would not have the letter cluster "ake" in my word; provide an opportunity for children to "think - aloud" and in so doing provide an opportunity for the teacher to observe the use of strategies and to check if they self monitor and self regulate. "No that is not right. I'll write it again this time with an "e". That looks better."
67. 2.10.1995. Year 6 students begin practising for Pocahontas play.
68. 10.10. 1995 & 11.10.1995 - researcher involved in Year 2 Net process inservice.
69. 12.10.1995. Year 6 practice for bike ride.
70. 13.10.1995. Shaun (7B) not in research. In word study, commented "I used that look thing."
71. 13.10. 1995. During assessment of John (Yr 4) not in research. Demonstrated metacognition - 'Something wrong with this letter sequence.' after prompt - "Now I've got it."
72. 16.10.1995. Pupil free day - for development of school English program.
73. 19.10. 1995. Year 6 bike ride.
74. 20.10.1995. Ms P (7P) to co ordinate primary section of college year book.
75. 1.11.1995. Founder's Day.
76. 6 - 10. 11.1995. Ms P absent from school - death in family.
77. 17.11.1995. Mrs R (5/6R), Mrs P (5P) and researcher - free day to begin writing of school English program.
78. 22.11.1995. In presenting teachers with Foundation Staff T - Shirts principal remarked, "We should have printed on the back - ' and I survived.'

79. 23.11.1995. Year 7 - secondary school orientation.
80. 29.11.1995 - Yr 7 Rite of Passage. Ms P (Year 7P) was the co ordinator.
81. 8.12.1995. Natasha's mother called to say "thank-you". Natasha has had a good year. She has really improved in this last term.
82. 25.1.1996. Pupil free day - staff meeting at beginning of new school year - principal remarked that he believed that the previous year had been a stressful year for all, but that a new year and a new beginning lay ahead.

APPENDIX V

South Australian Spelling Test - Pre and Post Intervention - Yr 5/6 R

Name	Chr. Age (Mar.)	Read. P.R. (Mar.)	Spell. Age (Mar.)	Chr. Age (Nov.)	Spell. Age (Nov.)
A - Andrew (6)	10.5	90	15.5	11.0	15.5
A - Kathleen (5)	9.3	93	12.0	9.10	15.5
A - Philip (6)	11.1	80	15.5	11.8	15.5
A - Stephen (6)	11.1	57	13.0	11.8	15.5
B - Alison (6)	11.3	5	10.2	11.10	10.5
B - Ben (6)	10.3	57	10.7	10.10	11.2
B - Emilie - (5)	9.9	60	10.7	10.4	11.2
B - Jesse - (5)	10.2	71	10.7	10.9	12.0
B - Kristy (6)	10.3	26	10.5	10.10	12.2
B - Louise - (5)	10.3	71	10.7	10.10	10.9
B - Marcus (6)	11.1	90	10.9	11.8	
B - Monique (6)	11.2	98	10.2	11.9	10.9
B - Stephanie (5)	10.7		10.0	11.2	12.0
C - Brent (6)	9.8	57	9.0	10.3	9.7
C - Daniel (6)	10.6	57	9.0	11.3	9.7
C - Dean (5)	9.8	30	9.2	10.3	9.7
C - Shane (5)	9.4	60	9.7	9.11	10.7
C - Tim (5)	10.3	30	9.0	10.10	10.2
D - Belinda (6)	11.5	26	7.6	12.0	9.5
D - Candice (5)	10.3	49	8.6	10.10	9.7
D - Elizabeth (5)	9.7	21	8.9	10.2	9.7

Reading - Torch Test of Reading Comprehension - Yr 5 (Passage 4A)
Yr 6 (Passage 5A)

*Those who appear to be good/av. readers but poor spellers

South Australian Spelling Test - Pre and Post Intervention - Yr 5/6 R

Name	Chr. Age (Mar.)	Read. P.R. (Mar.)	Spell. Age (Mar.)	Chr. Age (Nov.)	Spell. Age (Nov.)
D - Kim (5)	9.6	<1	8.0	10.1	9.0
D - Natasha (6)	10.9	90	9.2 *	11.4	11.2
D - Paul (5)	10.2	93	8.6*	10.9	9.7
D - Veronica (6)	11.6	<1	7.3	12.1	7.6

Reading - Torch Test of Reading Comprehension - Yr 5 (Passage 4A)
 Yr 6 (Passage 5A)

*Those who appear to be good/av. readers but poor spellers

APPENDIX W

South Australian Spelling Test - Pre and Post Intervention - Yr 6P

Name	Chr. Age (Mar.)	Read. P.R. (Mar.)	Spell. Age (Mar.)	Chr. Age (Nov.)	Spell. Age (Nov.)
A - Chris	10.8	57	15.5	11.3	15.5
A - Scott	11.2	90	12.0	11.9	13.0
A - Cassady	10.7	98	11.4	11.2	12.4
A - Emily	10.7	57	11.4	11.2	12.4
A - Luke	10.8	47	10.7	11.3	11.7
B - Jay	10.9	57	10.5	11.4	10.9
B - Elliroma	10.3	68	10.5	10.10	11.2
B - John	10.6	90	10.2	11.1	10.2
B - Brett L.	10.7	47	10.2	11.2	10.7
B - Sam	11.2	57	10.2	11.9	10.5
C - Amanda	10.8	90	10.0 *	11.3	12.0
C - Brenton	10.7	18	10.0	11.2	11.2
C - Kelly	11.0	37	10.0	11.7	10.7
C - Brett S.	10.3	18	10.0	10.10	10.2
C - David	11.0	26	10.0	11.7	11.2

Reading - Torch Test of Reading Comprehension - Yr 6 (Passage 5A)

*Those who appear to be good/av. readers but poor spellers

South Australian Spelling Test - Pre and Post Intervention - Yr 6P

Name	Chr. Age (Mar.)	Read. P.R. (Mar.)	Spell. Age (Mar.)	Chr. Age (Nov.)	Spell Age
C - Rachel	11.0	68	9.7	11.7	10.2
C - Sally	10.7	90	9.7*	11.2	10.7
C - Michelle	11.1	68	9.5	11.8	10.9
D - Ben		47	9.2		10.5
D - Rick	10.9	26	9.0	11.4	10.0
D - Dietrich	10.6	47	9.0	11.1	10.5
D - Elliot	11.1		9.0	11.8	9.2
D - Shauna	10.5	47	8.9	11.0	10.0
D - Ciaran	10.7	18	8.6	11.2	10.0
D - Ashely	11.0	57	8.4	11.7	9.0
D - Sarah	10.9	7	8.0	11.4	8.9
D - Daniel	11.8		7.5	12.3	8.4
D - Jillian	11.8	<5	6.9	12.3	7.6
D - Nicholas	10.6	<5	8.6	11.1	10.2

Reading - Torch Test of Reading Comprehension - Yr 6 (Passage 5A)

*Those who appear to be good/av. readers but poor spellers

South Australian Spelling Test - Pre and Post Intervention - Yr 7P

Name	Chr. Age (Mar.)	Read. P.R. (Mar.)	Spell. Age (Mar.)	Chr. Age (Nov.)	Spell. Age (Nov.)
A - Lyneeka	11.9	46	15.5	12.4	15.5
A - Michele	11.0	70	15.5	11.7	15.5
A - Catherine	11.1	94	15.5	11.8	15.5
A - Kate	12.5	70	15.5	13.0	15.5
A - Tamika	12.3	94	14.5	12.10	15.5
A - Leanne	12.1	18	14.03	12.8	
B - Kimbal	11.3	58	13.0	11.10	11.4
B - Peter	12.5	83	13.0	13.0	13.8
B - Kimberley	11.6	70	12.4	12.1	14.5
B - Salvatore	11.6	46	12.4	12.1	13.0
B - Michael	12.3	70	12.2	12.10	15.5
B - Stevie	11.5	94	12.2	12.0	12.4
B - Megan	11.8	83	12.0	12.3	12.2
B - Craig	12.1	70	11.7	12.8	14.2
B - Chris	11.6	70	11.7	12.1	11.7
C - Matt	11.4	36	11.4	11.11	10.9
C - Andrew Mc	12.2	58	11.00	12.9	
C - Andrew P	11.7	94	11.4	12.2	13.0
C - Ruairi	11.4	45	11.2	11.11	13.8
C - Liam	12.0	45	10.10	12.7	
D - Simon	11.8	1	11.2	12.3	12.4

Reading - Torch Test of Reading Comprehension - Yr 7(Passage 6A)

*Those who appear to be good/av. readers but poor spellers

South Australian Spelling Test - Pre and Post Intervention - Yr 7P

Name	Chr. Age (Mar.)	Read. P.R. (Mar.)	Spell. Age (Mar.)	Chr. Age (Nov.)	Spell. Age (Nov.)
D - Melissa	12.8	26	10.9	13.3	10.2
D - Brendon	12.0	70	10.7	12.7	13.0
D - Raymond	12.3	70	10.5	12.10	10.5
D - Nick	11.8	46	10.2	12.3	13.0
D - Shannon	11.5	70	10.0	12.0	10.2
D - Antony	11.8	20	8.9	12.3	8.6
D - Joshua	11.9		6.7	12.4	6.9

Reading - Torch Test of Reading Comprehension - Yr 7(Passage 6A)

*Those who appear to be good/av. readers but poor spellers

PRETOS - Pre and Post Intervention (Class Percentile Ranks) - Year 5/6 R

Name	Chr. Age (Mar.)	Pro. (Mar.)	Rec. (Mar.)	Chr. Age (Nov.)	Pro. (Nov.)	Rec. (Nov.)
A - Andrew (6)	10.5	86	88	11.0	85	88
A - Kathleen (5)	9.3	99	99	9.10	99	99
A - Philip (6)	11.1	71	61	11.8	90	88
A - Stephen (6)	11.1	79	75	11.8	93	91
B - Alison (6)	11.3	42	34	11.10	44	39
B - Ben (6)	10.3	47	49	10.10	46	48
B - Emilie (5)	9.9	66	75	10.4	64	71
B - Jesse (5)	10.2	86	82	10.9	97	95
B - Kristy (6)	10.3	84	80	10.10		
B - Louise (5)	10.3	86	77	10.10	76	71
B - Marcus (6)	11.1	53	49	11.8	63	57
B - Monique (6)	11.2	79	78	11.9	73	80
B - Stephanie (5)	10.7	74	79	11.2	67	59
C - Brent (6)	9.8	23	25	10.3	25	20
C - Daniel (6)	10.6	30	30	11.3	2	0
C - Dean (5)	9.8	50	42	10.3	64	52
C - Shane (5)	9.4	72	69	9.11	73	73
C - Tim (5)	10.3	54	45	10.10		
D - Belinda (6)	11.5	10	6	12.0		
D - Candice (5)	10.3	60	52	10.10	59	59

Year 6 children used Test 4 and Year 5 children used Test 3.
 () - Year Level * Veronica (Yr 6) used Test 3

PRETOS - Pre and Post Intervention (Class Percentile Ranks) - Year 5/6 R

Name	Chr. Age (Mar.)	Pro. (Mar.)	Rec. (Mar.)	Chr. Age (Nov.)	Pro. (Nov.)	Rec. (Nov.)
D - Elizabeth (5)	9.7	23	13	10.2	47	40
D - Kim (5)	9.6	23	10	10.1	37	29
D - Natasha (6)	10.9	28	20	11.4	41	42
D - Paul (5)	10.2	30	24	10.9	27	24
D - Veronica (6) *	11.6	21	15	12.1		

PRETOS - Pre and Post Intervention (Class Percentile Ranks) - Year 6 P

Name	Chr. Age (Mar.)	Pro. (Mar.)	Rec. (Mar.)	Chr. Age (Nov.)	Pro. (Nov.)	Rec.
A - Cassidy	10.7	39	37	11.2	38	42
A - Chris	10.8	99	99	11.3	99	99
A - Emily	10.7	59	52	11.2	73	67
A - Luke	10.8	36	29	11.3	70	72
A - Scott	11.2	71	72	11.9	83	84
B - Brett L.	10.7	50	46	11.2	23	13
B - Elliroma	10.3	59	69	10.10	80	80
B - Jay	10.9	19	22	11.4	27	26
B - John	10.6	42	32	11.1	55	54
B - Sam	11.2	36	40	11.9	44	46
C - Amanda	10.8	36	27	11.3	19	22
C - Brenton	10.7	71	69	11.2	63	54
C - Brett S.	10.3	53	49	10.10	34	24
C - David	11.0	62	61	11.7	46	45
C - Kelly	11.0	47	40	11.7	63	54
C - Michelle	11.1	53	55	11.8	38	31

Year 6 children used Test 4.

PRETOS - Pre and Post Intervention (Class Percentile Ranks) - Year 6 P

Name	Chr. Age (Mar.)	Pro. (Mar.)	Rec. (Mar.)	Chr. Age (Nov.)	Pro. (Nov.)	Rec. (Nov.)
C - Rachel	11.0	47	40	11.7	44	42
C - Sally	10.7	44	43	11.2	27	26
D - Ashely	11.0	23	27	11.7	20	17
D - Ben		25	25		34	31
D - Ciaran	10.7	19	13	11.2	29	20
D - Daniel	11.8	5	10	12.3	16	9
D - Dietrich	10.6	21	13	11.1	31	24
D - Elliot	11.1	44	43	11.8	36	28
D - Jillian	11.8	4	3	12.3	12	7
D - Nicholas	10.6	28	25	11.1	31	31
D - Rick	10.9	31	29	11.4	44	39
D - Sarah	10.9	26	20	11.4	29	31
D - Shauna	10.5	36	43	11.0	36	34

PRETOS - Pre and Post Intervention (Class Percentile Ranks) - Year 7P

Name	Chr. Age (Mar.)	Pro. (Mar.)	Rec. (Mar.)	Chr. Age (Nov.)	Pro. (Nov.)	Rec. (Nov.)
A - Kate	12.5	95	90	13.0	86	82
A - Tamika	12.3	87	84	12.10	89	88
A - Michele	11.0	84	78	11.7	97	94
D - Nicholas	11.8	37	38	12.3	66	79
A - Catherine	11.1	95	95	11.8	97	94
A - Leanne	12.1	72	72	12.8	81	85
B - Craig	12.1	57	53	12.8	92	88
B - Salvatore	11.6	39	35	12.1	19	17
B - Kimbal	11.3	42	35	11.10	47	38
D - Brendon	12.0	63	66	12.7	72	72
A - Lyneeka	11.9	95	90	12.4	86	85
D - Melissa	12.8	12	9	13.3	9	4
C - Matthew	11.4	42	46	11.11	38	35
C - Andrew P.	11.7	44	42	12.2	47	41
C - Andrew Mc.	12.2	42	35	12.9	47	43
E - Megan	11.8	77	78	12.3	55	56
E - Michael	12.3	92	87	12.10	89	88

Year 7 children used Test 5.

PRETOS - Pre and Post Intervention (Class Percentile Ranks) - Year 7P

Name	Chr. Age (Mar.)	Pro. (Mar.)	Rec. (Mar.)	Chr. Age (Nov.)	Pro. (Nov.)	Rec.
B - Stevie	11.5	50	50	12.0	41	41
D - Simon	11.8	42	38	12.3	26	26
C - Liam	12.0	51	50	12.7	75	75
D - Raymond	12.3	32	29	12.10	41	41
B - Christopher	11.6	60	53	12.1	52	46
D - Shannon	11.5	3	1	12.0	13	7
B - Peter	12.5	55	46	13.0	72	72
C - Ruairi	11.4	81	75	11.11	89	86
B - Kimberley	11.6	92	90	12.1	83	70
D - Antony	11.8	2	0	12.3	7	4
D - Joshua	11.9	0	0	12.4	3	0

APPENDIX BB

CLASS TEACHER

NAME : Mrs R

DATE: 1.12.1995

QUESTIONNAIRE*Circle the most appropriate answer and make comments.*

1. Generally have you seen an improvement in spelling in your classroom?
YES NO UNCERTAIN.
Comment about specific children.
I am very pleased to see improvement in all of the children, particularly Belinda who used to say, "I can't spell."
2. If YES, in what areas have you seen an improvement?
The children will all have-a-go at spelling.
3. Was the WORD STUDY aspect beneficial? In what way?
The children enjoyed these activities.
4. Was it beneficial to TEACH the strategies eg. McLERT? In what way?
Absolutely ! I plan to do it again next year.
5. Generally has the attitude to spelling improved?
YES NO UNCERTAIN.
Comment about specific children.
Yes. I think they feel it is something they can do.
6. Has there been a growth in the self-esteem of children?
YES NO UNCERTAIN.
Comment about specific children.
Yes. I believe so . This is hard to measure but some, Veronica and Alison do seem to have more confidence in their writing.
7. What was the most helpful aspect of the program?
My support teacher - there to help and discuss the children's progress.
8. What improvements would you suggest?
I wish I had more time.
9. Would you like to see this type of program continued?
YES NO UNCERTAIN.
All children in the class have made gains in spelling.
10. Would you like to be involved in this type of program again?
YES NO UNCERTAIN.
Absolutely.

11. Have your beliefs about spelling changed or have they been reinforced? What are the implications?

I think my own spelling has improved. I feel more confident that my spelling is right.

APPENDIX CC

CLASS TEACHER

NAME : Mrs P.

DATE: 1.12.1995

QUESTIONNAIRE*Circle the most appropriate answer and make comments.*

1. Generally have you seen an improvement in spelling in your classroom?

YES NO UNCERTAIN.**Comment about specific children.**

Majority of children have a more developed spelling conscience. Have seen an improvement in Jillian. Ciaran's work is so much easier to read. Brenton has improved. He is writing very well now. Majority of children have achieved. Now not as likely to spell a four syllable word as a two syllable word.

2. If YES, in what areas have you seen an improvement?

They have begun to write more and faster in a given length of time.

3. Was the WORD STUDY aspect beneficial? In what way?

Couldn't do a lot of group work in class. Would have been better if I had. Used a discovery approach with rules.

4. Was it beneficial to TEACH the strategies eg. McLERT? In what way?

Made a difference to awareness. They remembered what they were.

5. Generally has the attitude to spelling improved?

YES NO UNCERTAIN.**Comment about specific children.**

With some children - yes. They made a more conscious effort in their first drafts of writing (Amanda). Many children did not have a good work ethic no matter what the subject.

6. Has there been a growth in the self-esteem of children?

YES NO UNCERTAIN.**Comment about specific children.**

Some children - yes - especially Brenton and Jillian. How they act when asked to write - come to it more easily than they did at the beginning of the year.

7. What was the most helpful aspect of the program?

Sensitising me as to how to help children. Next year I will be better at it. It has given me the opportunity to think it through. I have changed my emphasis.

8. What improvements would you suggest?

More training of staff - more inservicing and follow-up of teachers. Teachers tend to forget and need to be reminded of what we know. Need to review until

it becomes a part of what you are doing. Need to reflect. I had a pressured year and did not have a chance to request help when I needed it.

9. Would you like to see this type of program continued?

YES NO UNCERTAIN.

It had a lot to offer.

10. Would you like to be involved in this type of program again?

YES NO UNCERTAIN.

It was helpful to work with other people. I don't like to work in isolation.

11. Have your beliefs about spelling changed or have they been reinforced? What are the implications?

Both changed and reinforced. Have moved from not using lists to haphazard lists to word families and showing children the relationships.

APPENDIX DD

CLASS TEACHER

NAME : Miss P. (7P)

DATE: 1.12.1995

QUESTIONNAIRE*Circle the most appropriate answer and make comments.*

1. Generally have you seen an improvement in spelling in your classroom?
YES NO UNCERTAIN.
Comment about specific children.
I have noticed that my students try to correct their work prior to having me check it now. They try to correct it first, then they use the dictionary which is pleasing.
2. If YES, in what areas have you seen an improvement?
. Language - essay writing.
. Research skills.
. Dictionary skills in class
. Self - correcting of work.
3. Was the WORD STUDY aspect beneficial? In what way?
Yes.
4. Was it beneficial to TEACH the strategies eg. McLERT? In what way?
It is always beneficial for students to have a method of assisting with remembering. McLERT and COPS helped my students remember effective ways to assist them with their spelling.
5. Generally has the attitude to spelling improved?
YES NO UNCERTAIN.
Comment about specific children.
Their attitude to spelling has changed in that they care now if they have a spelling error, whereas before they didn't seem to mind. Probably not to the extent that I would have liked.
6. Has there been a growth in the self-esteem of children?
YES NO UNCERTAIN.
Comment about specific children.
Hard to tell with this class because of peer pressure. I know that Nick's self-esteem has sky rocketed as he has become aware of how much his spelling has improved during the year.
7. What was the most helpful aspect of the program?
For myself, I learnt as I watched my Support Teacher teach the students how to spell. This is where there is a definite deficiency in inservicing teachers.
8. What improvements would you suggest?

I believe teachers need to be inserviced for spelling. Also more time set aside for Support Teacher and Class Teacher to plan lessons effectively.

9. Would you like to see this type of program continued?

YES NO UNCERTAIN.

It is imperative that this begins earlier in a child's schooling.

10. Would you like to be involved in this type of program again?

YES NO UNCERTAIN.

Absolutely! There are many benefits to such a program. It needs to begin at the beginning of the year and continue till the end of the year.

11. Have your beliefs about spelling changed or have they been reinforced? What are the implications?

Both changed and reinforced. I now feel very strongly for spelling lessons in class - two half hour lessons. Not enough is accomplished in English lesson time.