

**Materials**

**Teacher:** SPELD SA Phonic Books Set 8 Guidelines, phonic book

**Student:** worksheet, pencil and rubber, laminated sheet / mini whiteboard and dry wipe pen with eraser, word book

## Sounds in the Attic

Teacher reads the instructions aloud.

1. Read the book to the teacher. Use blending 'right through the word' strategy for unknown regular words.
2. Tell the teacher what the book was about, whether you liked it or not, and why.
3. Discuss comprehension questions (from p 3) and work on new vocabulary with the teacher.
4. Tell the teacher 3 things about the book. Teacher scribes (if needed).

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5. Hearing syllables. The teacher reads the following words for the student. The student uses a syllable identifying strategy like chin drops to identify how many syllables are in the word. Write the number of syllables next to the word.

family ( ) ghost ( ) Elizabeth ( ) long ( ) shuffling ( )

6. Identifying syllable types : Type 1 Syllable - open
  - If a syllable has a vowel at the end, it is open - there is no consonant sound after the vowel, closing it in.
  - The vowel often says its name, which is the long sound, and is written using a single letter.

**Things to know about syllables**

Every syllable has a vowel sound

When you say a word, every time you drop your chin you are saying a syllable

Syllables are in types that follow rules

Syllables help you spell and read long words

1 syllable	2 syllables	3 syllables
she	ro/bot	Oc/to/ber
no	o/pen	

Your turn! Say the word. Split the word into syllables using chin drops. Identify and highlight the open syllable. Sort the words into the table above.

became funeral be lady we



7. Identifying syllable types : Type 2 Syllable - closed

- If the syllable has one or more consonants after the vowel, it is a closed syllable.
- The vowel will be short.

1 syllable words		2 syllable words
bed		nugget (nugg/et)

Your turn! Say the word. Split the word into syllables using chin drops. Identify and highlight the closed syllable. Sort the words into the table above.

up just went attic droppings back shuffling

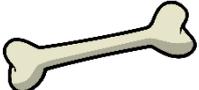
8. Identifying syllable types : Type 3 Syllable - vce\*

\*This syllable is often called magic 'e' or bossy 'e', where the <e> letter on the end of a word unlocks/opens the vowel, or sends magic to the vowel so it **says its name**, the long vowel sound.

Look at the examples below and follow the -vce (magic 'e') pattern. Say the closed syllable word (nonsense word or real). Add an <e> letter to write the new word. Say the new word using the long vowel sound. Highlight the vowel sound. Draw a line to the correct picture for the new word.

Word	+ 'e'	New word
gat		gate
bon		
tub		
kit		

Match the picture





Challenge! The word below has the 2 syllable types practised above. Can you identify them?

belong

\_\_\_\_\_ / \_\_\_\_\_



9. Open Syllable: <y> says /ee/. The /ee/ sound at the end of a word with 2 or more syllables is often written with the letter <y>.

Read the words below. Count the syllables using a strategy like chin drops. Write the number of syllables next to the word and highlight the <y> says /ee/ sound.

family ( )      Penny ( )      Granny ( )      seemingly ( )

10. Choose 1 sentence from the book and read it to the teacher. Copy the sentence. Check your sentences for correct spelling by ticking each correct letter-sound and correcting incorrect letter-sounds.

11. Comprehension

True or false. Tick a box to show if the sentence is true or false.

	True	False
Granny lived in a big, old house in the south of Scotland		
Mum took my sister and me to Scotland for the funeral.		
Mum and her sister named the ghost, Kate.		
When the alarm went off we went to the attic, torches in hand.		
Granny had not been aware of the family of rats.		

12. Dictation.

- a. Sound and word revision sets 1-7: The teacher says each sound for the student to write on a laminated sheet or whiteboard ("Write the sound /ee/"). The teacher then says each word for the student to write ("Write the word 'jeep' "). The student repeats the word, segments the word into sounds using fingers (j-ee-p) then writes the word.

Sounds: /ee/, /ng/, /ch/, /j/      Words: jeep, ring, shell, crisp

- b. Sentence. Read the sentence with the teacher. Discuss difficult or new spellings and sight words. For multisyllabic words, split the words into syllables. Repeat the sentence from memory. Write the sentence on a laminated sheet or board. Tick correct letters and make corrections. Check for capital letters and punctuation.

The noise of the storm sounded quite spooky.



13. Teach how to detect the rhyming words in the top row and circle the words that rhyme. The student reads the 3 words in the following rows and circles the words that rhyme.

alarm	chase	charm
quickly	sickly	quick
fixes	boxes	foxes
sound	round	rod

14. Read the words. Tell the teacher a word that rhymes with each word. Write the word. The teacher explains any words that rhyme but do not have the same spelling.

charm		
aware		
dress		

15. With the teacher, find words in the text with a given sound. Read each word, write the word and identify the position of the sound in the word.

Is the sound at the beginning, the end or in the middle of the word?

long 'o' sound	ng	<y> says /ee/
o-e		
o-e		
o		

16. Reading Fluency (words/minute). Read the words on the Fluency Word Chart as fast as you can across the rows. The teacher will time you and say 'Stop' after one minute. If you get to the end of the list, start at the beginning again.

I read \_\_\_\_\_ words in one minute.

Date :        /        /
_____ wpm



17. Encoding Sounds - spelling practice

Choose 5 words from the Fluency Word Chart.

For each word: 1) Say the word aloud. 2) Count the sounds, pinching your fingers as you say each sound in the word. 3) Cover the word and write it on your whiteboard, making sure you write the correct number of sounds. 4) Uncover the word and tick each correct letter. Make corrections.

18. Special words

Read the words. Highlight the trick in the word. Fill in the blanks for the words below.

when	where	come	some
w _ e n	w _ e r e	c _ m e	_ o m e
_ _ e n	_ h e _ e	_ o _ e	s o m _
w h _ _	w h _ _ _	c _ _ _	s _ m _

19. Insert a special word in the gap to complete the sentence. Remember to use a capital letter for the first letter in a sentence or question.

Special words: when, where, come, some

- 1) \_\_\_\_\_ of the story Granny told was made up.
- 2) We quietly went to the attic \_\_\_\_\_ the alarm went off.
- 3) "\_\_\_\_\_ here!" said my sister to me.
- 4) We looked in the attic \_\_\_\_\_ Granny kept her big trunks.

20. Sentences make sense

Rearrange the words to make a sentence

- Look for the word with an upper case letter. It is likely to be the first word in a sentence.
- Look for the word that is followed by a full stop, question mark or exclamation mark. It is likely to be the last word in a sentence.
- Move the remaining words around until the sentence makes sense.

\*Suggestion - write the words on sticky notes so the student can move the words easily.

1. rats. was It

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2. of the that lived in the attic. We liked her tale ghost

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3. filling boxes Mum spent her time with Granny's belongings.

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21. Proofreading sentences

Find the errors and write the correct sentence.

1. The rof tiles raffled

(3 errors: 1 punctuation, 2 spelling)

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2. mum usd to tell us about her lif as a thild

(5 errors: 2 punctuation, 3 spelling)

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3. the shufflink sound woz not a ghost

(4 errors: 2 punctuation, 2 spelling)

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4. pennee and i huddled around Mum on Grannys beed

(6 errors: 4 punctuation; 2 spelling)

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22. Plan a recount

A recount tells about something that has happened in the past. A writer or speaker uses a recount to tell about a story or an event in the order that the events occurred.

Plan a recount about visiting someone. Choose one of the following titles or make your own.

a. A visit to .....

b. A day at the .....

**Set the scene** What was the event? **When and where** did it take place? **Who** was in it? **Why** did it take place?

**Events** List 2 important events.

First, ...

Then, ...

**Ending**

Tell the teacher your recount.



**23. Have you got a ghost story to tell? Plan a narrative with a ghost theme.**



Draw pictures or write words to plan out a story set in a spooky place. Are the characters scared? Is there a mystery to be solved?

Title:	
Introduction: Characters: Who is in the story?	Setting: Where does the story take place? When does the story happen?
Plan: What happens? What are the characters planning to do and why?	
Complication: Something goes wrong! There is a problem. The characters experience something that scares them or there is a mystery that needs solving. How do the characters feel? What are they going to do?	
Resolution: What happens in the end? How is the problem solved? How do the characters feel?	

Tell the teacher your story. Use this plan to write a story.

