

Using the Professional Development section of www.joyallcock.co.nz

Overview

This site has a collection of video clips and downloadable resources which support teachers to use Joy Allcock's spelling resources.

The video clips have been grouped into different categories.

- Home Support
- Background and theory
- Classroom practice
- Sounds Like Fun PLD

You can make up a plan for using the video clips on this site to support your teachers' professional learning needs. Most video clips are supported by downloadable resources which can be printed off before watching the video. Please see the suggested plans that follow, for using this website for school-based professional learning.

Home Support

The first video clip in this section is 'From Language to Literacy' which is useful to share with your school community.

The second clip – 'Learning to Read and Spell' – has been collated to share with parents and families if you are running a literacy evening as part of your home-school partnership.

There is also a third short video clip – 'The Impact of spelling on writing' which may help parents and families understand how complex the process of writing is for people who do not find it easy to spell accurately.

You could provide a link to this section of the website in your school newsletter or share the videos at a home-school evening.

Background and Theory

The video clips in this section supplement the early chapters of *Sounds Like Fun*, *Switch on to Spelling* and *Spelling Under Scrutiny*. They provide teachers with information about the research base and theory that underpins the approach used in these spelling resources.

Classroom Practice

These clips show teachers in action.

Choose the clips that interest you to see other teachers putting their own stamp on teaching the spelling system of English.

Sounds Like Fun PLD

The *Shine* Literacy Project is based on the principle of teaching from sound to print which is the basis of the resources *Sounds Like Fun*, *Switch on to Spelling* and *Spelling Under Scrutiny*. The videos in this section focus specifically on professional learning and development for teachers from Year 1 to 3, although they are also useful for teachers from all levels of the school. If your school is taking on the *Sounds Like Fun* approach in your junior school, the SLF plan and supporting PLD videos will allow you to support teachers to implement this approach successfully in your school.

If you have any questions or suggestions, please email me.

Joy Allcock
allcockjoy@gmail.com

Suggestions for School-based Professional Learning: Spelling

There are a number of ways you could use the [PLD videos](#) and the teacher resources *Sounds Like Fun*, *Switch on to Spelling* and *Spelling Under Scrutiny* to up-skill teacher knowledge about the spelling system of written English and to provide successful strategies for teaching spelling from school entry to secondary level.

Option 1: Run a series of PLD sessions over the year

Option 2: Run a one-day PLD session with follow up sessions throughout the year

Teachers should build a folder of articles and handouts that are available to download from the website. These are designed to supplement the video clips and the information available in *Sounds Like Fun*, *Switch on to Spelling* and *Spelling Under Scrutiny*. The information in the website is relevant for teachers across the whole school because it up-skills teacher knowledge about the process of learning to spell (and read) and provides information that supports student achievement.



DOWNLOAD the handouts and resources and put into personal professional learning folders



WATCH the video clip together



READ the suggested material



DISCUSS the videos and readings

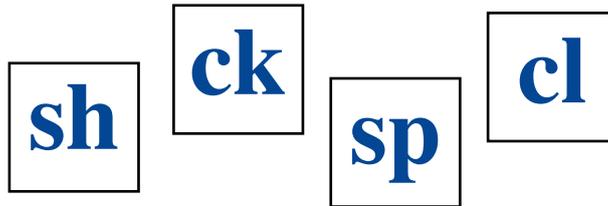


CHALLENGE/PLAN/IMPLEMENT – Integrate the information into school policy and classroom practice

Option 2: One-day PLD

Preparation

1. Print these handouts from the Professional Development Section – one copy per teacher (www.joyallcock.co.nz/background-and-theory/)
 - Teacher Knowledge Assessment 2016
 - From Language to Literacy
 - Steps to Success diagram
 - Trouble-shooting diagram
 - Structure of words
 - Activity sheet – practice analysing errors
 - Focus for getting started
 - Plan for using Sounds Like Fun, Switch on to Spelling and Spelling Under Scrutiny
2. Print the last two pages of the Teacher Knowledge Assessment Practice Activities document – one set per five/six teachers. Cut along the lines to provide each group with a bundle of blends and digraphs for a sorting activity during the day.



3. After the Spelling Lists video (no 14) there is a handout – ‘Spelling skills achievement guidelines’. This document can form the basis of, or supplement your school planning document for teaching spelling. You may choose to circulate this to staff by email, provide some copies for teachers to share, or provide each teacher with a copy.

Prior to the PLD Day

Do the Teacher Knowledge Assessment in a staff meeting – everyone does this at the same time without reference to books. This takes about 20-30 minutes to complete. Either download and circulate the answers or point teachers to <https://www.joyallcock.co.nz/teacher-knowledge-assessment/> to download the answers themselves and mark their assessment **prior to the PLD day**.

One-Day Spelling PLD

9.00 – 9.15

Results of Teacher Knowledge Assessment

Discuss the results of the teacher Knowledge Assessment. It is likely that many teachers will have found this assessment difficult to complete.

Terminology

Gaps in knowledge of the terminology do not directly affect teaching but they do impact on the ability to read and understand professional articles easily. The professional readings and information in the front sections of the teacher manuals, plus the glossaries at the back of the books, will address needs in this area.

Gaps in knowledge of the phonology and orthography sections are important to address. All teachers need to use knowledge from these two areas to help children spell and read words using word-level information. **Teachers need to get every part of these two sections correct.**

Orthography

Provide each table of teachers with a set of the blends and digraphs you have previously cut up. Teachers sort them into patterns that are blends (represent two separate sounds) and patterns that are digraphs (Patterns that represent a single sound)

Blend Patterns from sorting activity:

br, tr, pr, st, sp, ld, pl, gl, bl, nt, mp, lf, ct, spl, thr, shr, str

Digraph patterns from sorting activity:

ai, ee, ea, oa, or, er, ur, ve, ll, tt, ck, ng, ay, ey, oy, oi, ie, ou, aw, au, ew, oo, ui, ue, sh, ch, th, ph, gh, wr, pn

9.15 – 9.25



WATCH Video 2: Blends and Digraphs (3 minutes 17 seconds)



TEACHERS RECORD One key message they learned from this video.

Phonology

Recommend that teachers download the ‘Teacher Questionnaire Practice Ideas’ document and work through the suggestions for addressing gaps in phonology at on-going syndicate meetings – putting aside five to ten minutes per meeting.

Morphology and Rules and Conventions

Gaps in knowledge of morphology and spelling rules and conventions will be addressed as teachers use the spelling resources to teach their students about the spelling system of written English. It is OK for teachers to learn about these alongside their students!

From Language to Literacy

9.25 – 9.40



WATCH Video 1: ‘From Language to Literacy’ (11 minutes)



TEACHERS RECORD One key message they learned from this video.

How People Learn to Read and Spell

9.40 – 10.30

-  **WATCH** Videos 3-6
There are four videos in this section with a total running time of 27 minutes 37 seconds. Pause after each video to allow teachers to record what they learned.
-  **TEACHERS RECORD** One key message they learned from each video.

‘Literacy Success and Trouble-shooting literacy difficulties’

11.00 – 11.15

-  **WATCH** Video 7: ‘Steps to Success’ (12 mins 40 seconds)
-  **TEACHERS RECORD** One key message they learned from this video.

11.15 – 11.45

-  **WATCH** Video 8: ‘Trouble shooting literacy difficulties’ (23 mins 24 seconds)
-  **TEACHERS RECORD** One key message they learned from this video.

Understanding Spelling Errors

11.45 – 12.30

-  **WATCH** Video 9: ‘The structure of words’ (8 minutes 14 seconds)
-  **TEACHERS RECORD** One key message they learned from this video.
-  **COMPLETE** Activity sheet – practice analysing errors
(If teachers find this too difficult, do this after watching the next video)
-  **WATCH** Video 10: ‘Understanding spelling errors’ (23 minutes 19 seconds)
-  **TEACHERS RECORD** One key message they learned from this video.

12.30 – 1.30 Lunch

Classroom Practice

<https://www.joyallcock.co.nz/classroom-practice/>

1.30 – 2.00

Strategies for teaching the Sounds of English, Code knowledge (Phonics), Rules and Conventions

Principles for Teaching The Sounds of English and the Alphabetic Code

-  **WATCH** NE/Year 1 Video 2 (10mins 20 seconds) – Sounds Like Fun strategy
Year 5-8 Video 1 (10 minutes 05 seconds)- Teaching the Sounds of English
-  **TEACHERS RECORD** One key message they learned from these videos.

2.00 – 2.30

-  **WATCH** NE/Year 1 Video 11 (8mins 15 seconds)
-  **TEACHERS RECORD** One key message they learned from this video.

Teaching a Rule



WATCH Year 5-8 Video 3 (Apostrophes - 9 minutes 18 seconds)



TEACHERS RECORD One key message they learned from this video.

2.30 – 3.00

WORK TOGETHER Sit in syndicate groups. Read sections relevant to your year levels in ‘Plan for getting started’ document and ‘Using SLF, SOS and SUS document’.

Discuss and develop a plan for each syndicate for the next term.

Follow up to this PLD Day

Watch the four short videos (Videos 11-14 – about 10 minutes in total) which discuss the impact of spelling on writing, the ‘thay’ speller, using spelling lists and the value of a dictionary for an inaccurate speller.

Teaching Vowels

This series of videos could be used over a series of syndicate or staff meetings to upskill teacher knowledge about vowels, vowel spelling patterns and the teaching of these.

Other Videos

Teachers can watch any of the other videos in their own time or during syndicate or staff meetings.