

# Using the Professional Development section of [www.joyallcock.co.nz](http://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

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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

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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

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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

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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.*

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# *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 1: PLD spread throughout the year

## *PART ONE*

### Assessment Section – Teacher Knowledge Assessment

#### Home page – From Language to Literacy – the Bucket Document video



**DOWNLOAD** and **PRINT** the ‘Teacher Knowledge Assessment’ – one copy for each teacher – it is at the start of the Assessment section. Present this at a staff meeting and ask all teachers and teacher aides to complete it at the same time. Do not give any notice that this will happen and do not allow people to use reference books to complete it, or to share ideas with each other. This should take about 30 minutes.

Do this before watching the first video clip – ‘From Language to Literacy’.

This Teacher Knowledge Assessment will give each teacher an overview of the strengths and gaps in their own knowledge of the spelling system of written English.



**WATCH** the video ‘From Language to Literacy’.



**DOWNLOAD** the article ‘From Language to Literacy’ – one copy for each person

*Before the next meeting:*



**READ**

The article ‘From Language to Literacy’

These pages from the teacher manuals – whichever book you are working from

*Sounds Like Fun* – pages 197-199

*Switch on to Spelling* – pages 394-399

*Spelling Under Scrutiny* – pages 387-392



**MARK** the teacher questionnaire

# PART TWO

## Feedback

### Background and Theory section – Blends and Digraphs video

### Addressing gaps in teacher knowledge from Teacher Knowledge Assessment – activity



#### DISCUSS

How do we currently teach our students to spell?

How successful is this?

What strategies do we use to teach our students to decode unknown text?

How successful is this?

Identify and discuss gaps in knowledge from the Teacher Knowledge Assessment

Comment on any ideas, thoughts, suggestions generated from the video, readings or Teacher Knowledge Assessment.

## Results of Teacher Questionnaire

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It is likely that many teachers will have found this assessment difficult to complete. 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 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.**



**WATCH** the ‘Blends and Digraphs’ video clip – 3 minutes 17 seconds – (Under Background and Theory) and download the information sheet that accompanies it.



**DOWNLOAD** the ‘Teacher Knowledge Practice Ideas’ document that accompanies the Teacher Knowledge Assessment. Complete the orthography activity in small groups. Complete the suggestions for addressing gaps in phonology at on-going syndicate meetings.

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.

# PART THREE

## Background and Theory – ‘How People Learn to Read and Spell’ videos



**DOWNLOAD** the Steps to Success Diagram that accompanies these videos.



**WATCH** the four videos in the ‘How People Learn to Read and Spell’ section.

The four videos take just under half an hour to view.



**DOWNLOAD** these three items and make available in a shared folder (or people can read them online or print off personal copies if they prefer)

1. Chapter 2 – the Literature Review from Joy Allcock’s Master’s Thesis
2. Teach students how words work (Joy Allcock)
3. How Words Cast their Spell (Joshi et al.)
4. The Literacy Learning Progression documents – print the scope and sequence pages in A3 size

### *Before the next meeting:*



#### **READ**

How Words Cast their Spell (Joshi et al.)

Pages 47-56 from *Switch on to Spelling*

The scope and sequence overview of the Literacy Learning Progressions

### *At next meeting:*



**DISCUSS** Any questions or points raised by the video clips and readings.

# PART FOUR

## Background and Theory – Literacy Success and Troubleshooting Literacy Problems

-  **DOWNLOAD** the Steps to Success and Trouble-shooting literacy difficulties diagrams – one copy for each person
-  **WATCH** the two videos in the ‘Literacy Success and Troubleshooting Literacy Problems’ section. The first video takes 12 ½ minutes to view and the second takes just over 23 minutes.
-  **DISCUSS** Any questions or points raised by the video clips from this section.

# PART FIVE

## Background and Theory – Understanding Spelling Errors

-  **DOWNLOAD** The Structure of Words diagram and the activity sheet for analysing errors – one copy for each person.
-  **WATCH** the two videos in the ‘Understanding Spelling Errors’ section. The first video takes just over eight minutes to view and the second takes just over 23 minutes. You must watch The Structure of Words before the Analysing Spelling Errors video. Pause the video at the appropriate part and complete the analysing errors activity sheet, either individually or in pairs or groups.
-  **DISCUSS** Any questions or points raised by the video clips from this section.
-  **PRACTICE** Each teacher could bring one or two of their students’ spelling errors to each syndicate meeting over the year and teachers could analyse them together to ensure everyone is learning to understand what spelling errors indicate about students’ needs.

## ***PART SIX***

### **Background and Theory – The Impact of Spelling on Writing The THAY Speller**



**WATCH** these two videos. They take about six minutes to view. Discuss the points raised.



**DOWNLOAD AND READ** the ‘Correcting high-frequency words’ handout and discuss the relevance of the points raised for your students and the implications for consistent classroom practice.

## ***PART SEVEN***

### **Background and Theory – Spelling Lists Does a dictionary help an inaccurate speller?**



**WATCH** these two videos. They take less than five minutes to view.



**DOWNLOAD AND READ** the ‘Spelling Lists’ handout and discuss the relevance of the points raised. Discuss your school’s policy on spelling lists for homework, parent expectations, and any changes you might wish to make to these. Discuss the implications for consistent classroom practice.