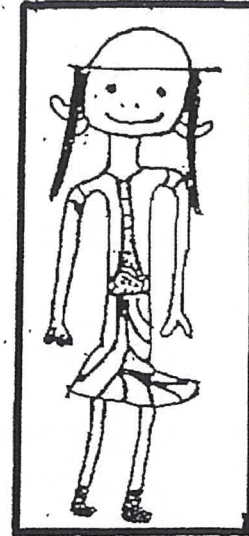
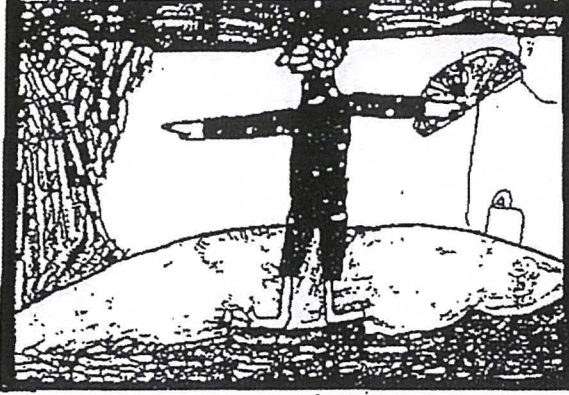
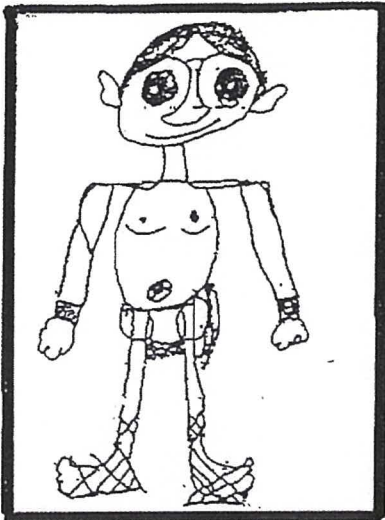


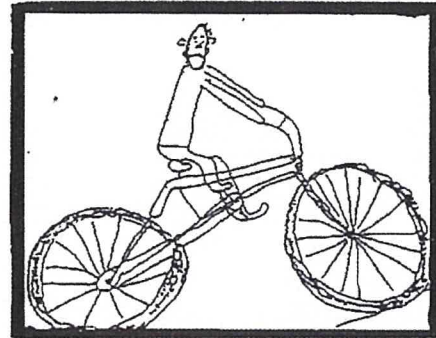
1. SUN TAN TOM



2. SKINNY PENNY



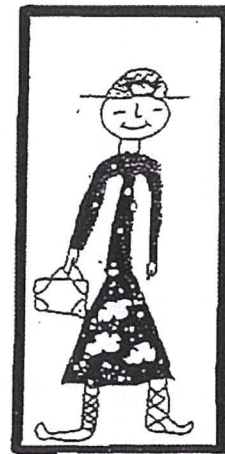
3. PALE PETER



4. TINY TONY



5. BOY SCOUT PAUL



6. SMART GIRL SUE



BARK'S SPELLAPHONE BOOK COMPANION

- All words listed in book 1 appear in simple paragraphs to first foster reading fluency. For that purpose – depending on the student's words pan – the teacher reads the whole paragraph or parts of it.
Not until students can fluently repeat what they have heard, should they read themselves. It stops them baulking at words they haven't seen before (incidental reading)! Besides, it's also a way of checking a student's hearing.
- **Choral Reading** is an excellent way to create lively lessons. Students can legitimately let off steam. Since the eager students carry the brunt, the whole paragraph is read. A number of volunteers are then invited to repeat it. Others are tested when the class is otherwise engaged.
- **Choral Reading** creates a kind of positive energy beneficial to slower students. This kind of solidarity can be experienced during a church service or a soccer match. The **enthusiasm** of the teacher makes the difference!
- Each paragraph starts with an **Attention Director** and should be introduced by the teacher. It will make students become aware of the seemingly endless number of letter combinations.
By using Spelling as a medium to practise Professional Memory Training techniques and not as an end in itself, the subject has then become a useful tool in any career.
- There are **600** entries arranged under the 15 Code Names. Successive lessons should consist of paragraphs from a different one.



Dictation sentences

1. Bob lost his job selling corn on the cob.

2. Mrs Modbod bought grass by the sod.

3. Don't scoff at the toff; he might fall off the loft.

4. The jolly golliwog put on his tog to go for a jog.

5. Mrs Peacock, dressed in a red frock and only one sock, got up at 6 o'clock.

6. All day long, Mr and Mrs Strong play ping-pong.

7. Simon Sop made a flop of his mopshop.

8. Sister Floss and her holy boss put a new gloss on the holy cross.

9. The snotty tot had lots of botspots.

10. Robin Goblin had a scotch before going to the skilodge in her old dodge.

1. WORD BUILDING

- Atomic tells you that atom spells with an o
Atom tells you that atomic spells with an a
- **Likewise:** memory – memorial
library – librarian
popular – popularity
- **Detecting silent letters:**
1 house – 2 houses
1 horse – 2 horses

Hymn-hymnal, column-columnal, autumn-autumnal,
condemn-condemnation, climb-clamber, sign-signal.

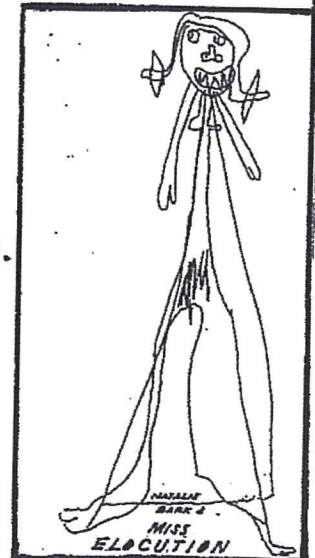
- Drop the y and put an i:
Happy, happier, happiest. Marry-marriage.
They lost their heirloom. Carry-carriage.
- **El, le, al, ol:**
Label-labelling, cruel-cruelly-cruelty, saddle-saddlery,
table-tablet, national-nationally, hospital-hospitality,
final-finally, dismal-dismally, petrol-petroleum.

2. ASSOCIATION

- Bank balance, heaven-earth-weather, heat, bleak,
airmail.

horse toes
sho e in shoes

- Ouch! "Don't touch," said the old grouch.
- Weak teapots break easily and spill tealeaves.
- Cars have brakes. A week has seven days.
- To wander is to go walk about.



Miss Elocution

THE RIVER WAS FRAUGHT WITH DANGER

FR AUGHT

DAUGHTER

SL AUGHTER

DISTRAUGHT

DR AUGHT

LAUGHED

NAUGHTY

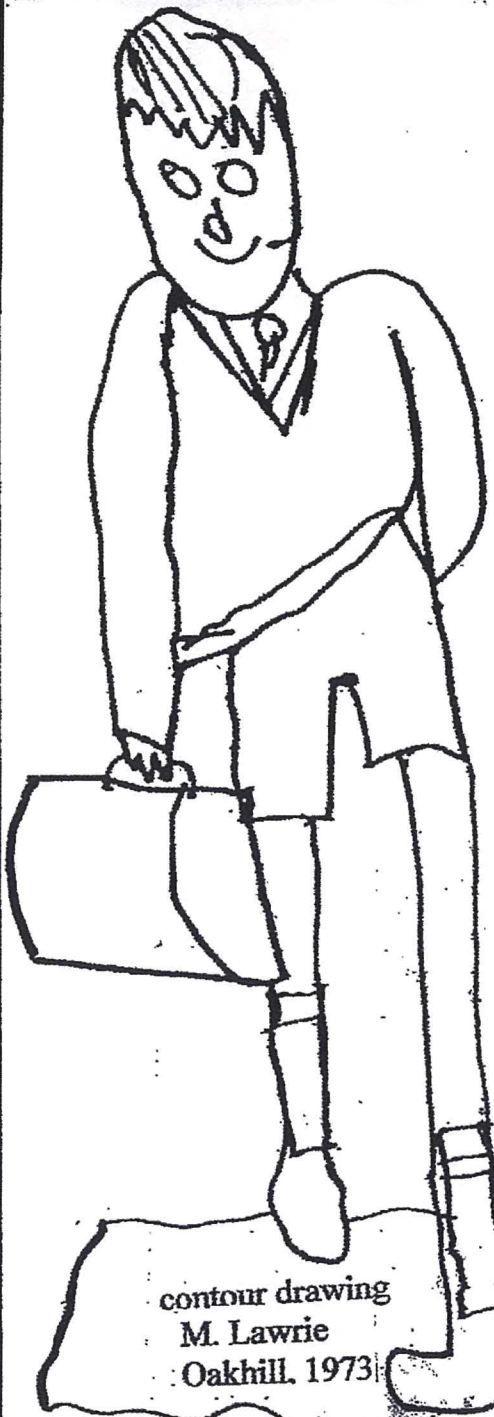
CAUGHT

HAUGHTY

TAUGHT

-EA words Heaven, weather, heat, sunny or bleak.
 Earthling under bedspread in a homestead on the heathery heath or near the hearth
 to get warm.

Association

	body words	eat words	ee words
 <p>contour drawing M. Lawrie Oakhill, 1973</p>	<p>HEAD BLEACH FEATHER EAT SPEAK TEACH LEARN READ DREAM DREAMT WEAR EARRINGS JEALOUS ZEAL ZEALOUS HEARD DEAF BEARD BREATH BREATHE HEART BEAT BREAST BREADTH HEAL HEALTHY STEAL STEALTHY WEAL WEALTHY HEAVY LEAP LEAPT SWEAT SWEATER</p>	<p>EAT TEA BREAD KNEAD YEAST BREAKFAST CEREALS REAL WHEAT LEAVENING MEADOW LEA PEANUT SPREAD BEANS PEAS PEACHES TREAT MEAT VEAL STEAK DEATH DEAD HEARSE PEACE WREATH SEA OCEAN OCEANIC BEACH</p>	<p>-EE WORDS EYES SEE LEER PEER SEEK WEEP SLEEP CHEEK CHEERFUL TEETH SCREECH BEECHES BREECHES LEECHES KNEE KNEEL HEEL FEET STREET MEET GREET FLEE FLEET SLEEP</p>

When we reached the beach, our teacher Miss Preacher gave us a peach each.
 Fishermen from Earlwood get up early to learn and earn a living by searching for pearls
 which is life threatening.



The original Village School stood in a quiet location. Outside, walking alongside his dog-drawn vehicle, reins in hand, the kerosene man announced his presence. "Fill up your lamps, old and new!"

Inside, apart from the general-purpose books and medicine bottles on shelves, some scattered ornaments hung from hand-forged nails in the plastered wall of the church-like but cosy classroom.

The Stitch was in trouble as usual. His frequent and peculiar appetite and subsequent laziness made him a definite nuisance in school.

He had started an argument after the teacher had indicated that he had misspelt 'February' (he had left out the first R, because he pronounced it without the first R)

John Stone, a humorous man, was about to give a far from vicious in fact quite delicate tap on The Stitch's hand so that he wouldn't collapse in front of the Minister for Education who was on an official business inspection tour. Besides, Mr Stone didn't want his career to collapse either. Dairy Blossom, the happiest girl in the class, with her deliciously coloured circular cheeks, stood by in eager expectation of the impact while she was waiting for Mr Stone's initials of approval.

In contrast, the other innocent looking creature among the witness audience, her younger sister, with a vague glint in her eye, was more interested in the reaction of The Stitch.

TEACHING THE 26 LETTERS

5 – minute exercises for children 4 years and older.

STAGE 1

1. Paste the letter chart onto a card and cut out a, e, l, o, u.
2. Teacher: This is a for apple. Student repeats.
3. Teacher (Talking & Tracing): First the apple, then stem. Student repeats.
4. Teacher: Match it with the one on the page.

STAGE 2

(when the 5 lettercards are on the page)

5. Teacher: Give me a for apple, e for egg, etc.
2 possibilities: either “good or no, that is o for olive, put it back.”

STAGE 3

6. Teacher selects **e** and asks, “Which letter is this?”
Students says, “e for egg” Eventually, just “e”.

SAME PROCEDURE FOR

The letters on the previous pages.

Warning: Use the **sound** of the letters, **not** their names!

Hint: store the lettercards in a 70x50x25mm matchbox.

a

sonant (vowel): voice only
[ɛ] for apple:
first the apple, then the stem..

e

sonant
[e] for egg:
cut the shell.

i

sonant
[i] for insect:
first the body, then the head.

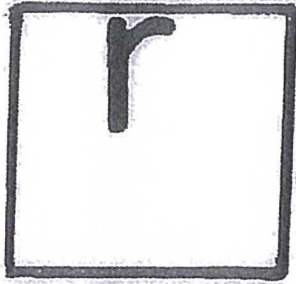
o

sonant
[o] for olive:
trace lips: around & around.

u

sonant
[ʌ] down and up
for the Melbourne cup.

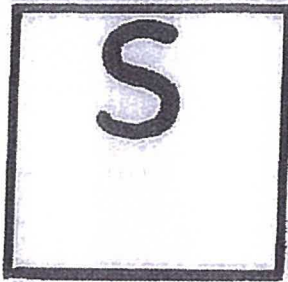




r

[r] for race:

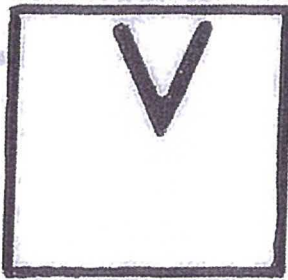
(ready), set, go!



s

[s] for snake:

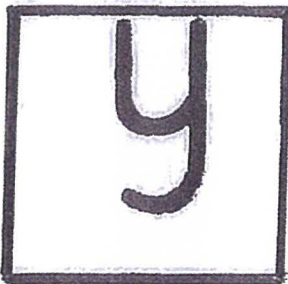
left, right, left.



v

[v] for vase:

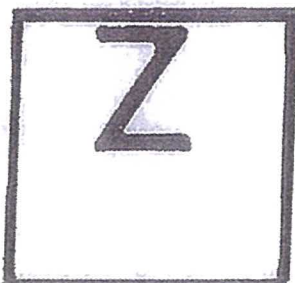
down, up.



y

[j] for yo-yo:

down and up and down.



z

[z] for zig-zag:

zig-zag-zig.

COMPOSING WORDS WITH A REGULAR PATTERN

For the **-ap** words, we'll need:

a	p	c	g	l	m	n	s	t	z
			m	a	p				

Chopstick moves

→→→→→

Teacher says "mmm eee p →→→map"

Mechanical reading (pre-reading stage)

c	a	p
g	a	p
l	a	p
n	a	p
s	a	p
t	a	p
z	a	p

Consonants need a **sonant** to produce.

In words, use the one that follows!!

● **Exercises:**

1. Can you give me **lap**, etc.
2. Read this one!

teacher points to a different one.

3. Do the same with the next **-ub** and **-ud** words.

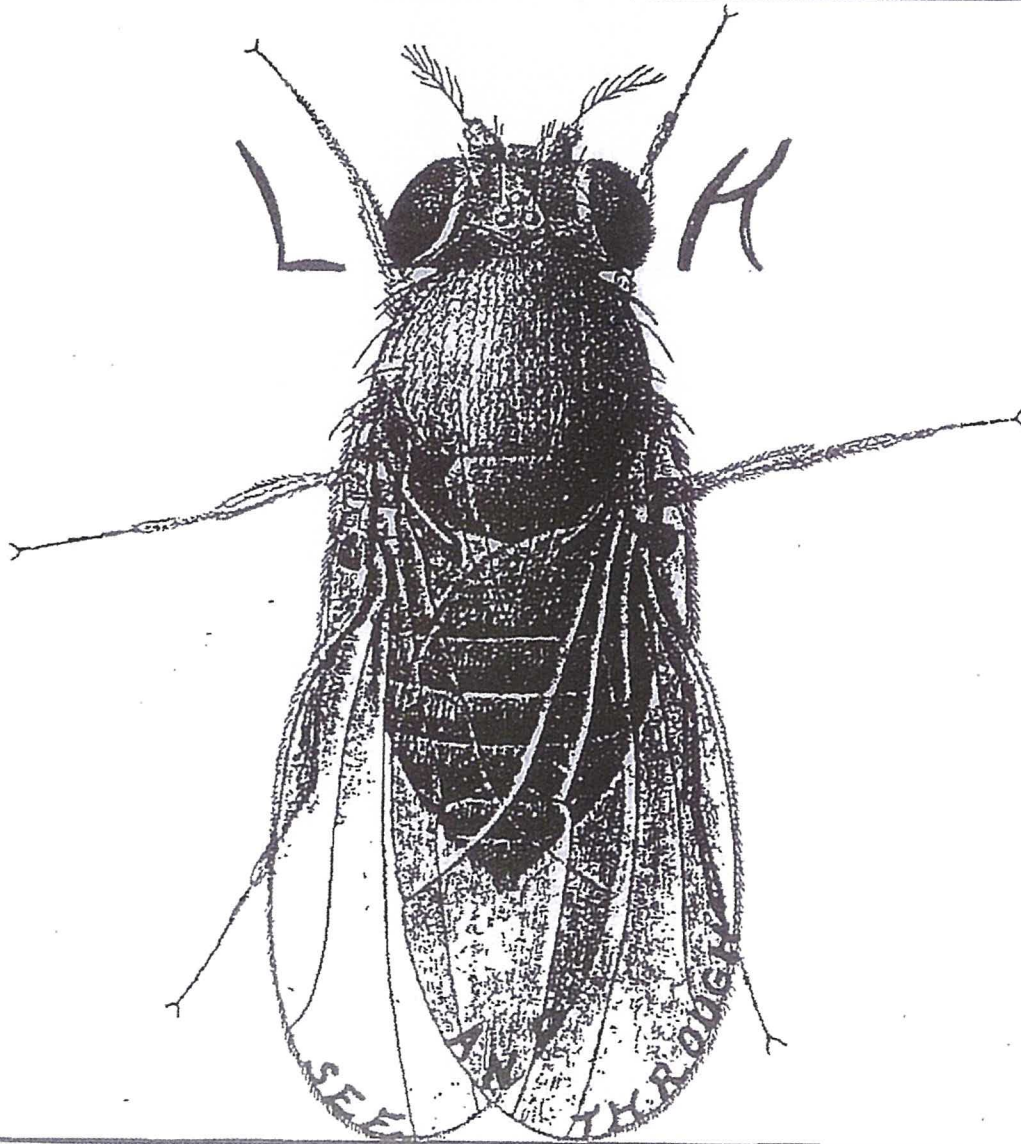
- Foundation literacy 2 contains 2400 regular words.

h	u	b
n	u	b
r	u	b
s	u	b
l	u	d
m	u	d
s	u	d

SUN



It's by hearing that you will
learn to speak. It's by hearing
and speaking that you will best
learn to read.



1. The **cub** sits in the **tub**.
2. The **cow** is chewing her **cud** in the **mud**.
3. Give me a **hug**.
4. One little **bug** hopped into my **mug**.
5. Her **mum** likes to **hum**, but not when she helps to do her **sum**.
6. The **nun** went for a **funrun** in the **sun**.



d	a	y
h	a	y
l	a	y
m	a	y
r	a	y
s	a	y
w	a	y

PAI



386. My **naughty daughter** got **caught laughing** while playing **draughts** and giving **draught** beer to **draught-horses**.

387. You need compasses to draw and **arc**

388. Each **aircraft** has a life **raft** fore and **aft** in case it has a broken propeller **shaft**.

389. It's very difficult to **mark** a **stark** naked **shark** in the **dark**.

390. Clive is a **clerk**; he does **clerical** work for the **clergy**.

391. **Charles'** dog **snarls** as soon as you go **past** the old, **gnarled** tree on his **farm**. Fortunately, it doesn't do you any **harm**, as long as you don't trigger off its **alarm** by raising your **arm**.

392. Stay **calm** while we sing **psalms** under the **palms**.

393. Alice likes to spin a **yarn** or two in the **barn** when there are no socks to **darn**.

394. **Grant** got a **grant** to **plant** a tree that won't **slant**.

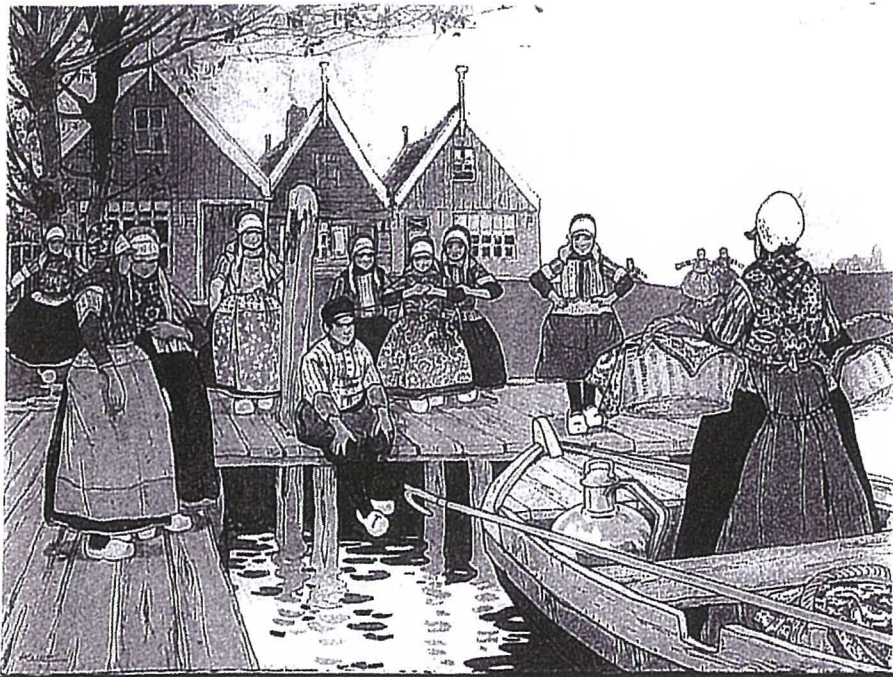
395. Some people in **France** **dance** themselves into a **trance** when they have the **chance**.

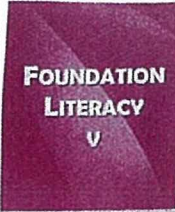
396. You have to **branch** off from the main road to get to his **ranch**. I **can't**, so I **shan't**.

Sue-word stories

Do you know the woman you spoke to at ten to two? Who doesn't! She wears a new pair of shoes to suit her curly toes.

Mr Bamboo tries to woo Miss Kazoo from Woolloomooloo who hasn't got a brass razoo. Today, he'll pay for her tattoo, her shampoo and a didgeridoo before guiding her through Taronga Zoo. In lieu of seeing the gnu from Peru, who has the flu, he'll go to the cage of Whinnie the Poo.



	rug	must	has	red	my
	fun	nut	on	neck	like
	sun	black	dog	bell	so
	cup	jam	this	me	ball
bus	cat	sit	seed	do	

1. The humbug dug a hole in the rug to give the mother of another bug a hug.

2. Mary Pun, the stunning nun with her hot cross bun undone, had a funrun in the sun.

3. The pup had a scup for supper.

4. Gus broke his crus when he fell from the truss onto a double-decker bus.

5. You must not trust an August gust nor Autumnal rain in Autumn.

6. The door of the hut didn't properly shut, so Mr Glut tried to tie, while lying on the floor, a string of gut between the bolt and the nut.

7. Mack and Jack ride black pack hacks bareback on the track at the back of the shack.

8. Baby Sam gave some jam to the ram that swam in the dam.

9. The bat spat at the fat cat that sat on the flat mat eating a sprat instead of catching the rat, the brat.

10. The popstar has a blues guitar as well as one for jazz.

11. Ron jumped into the bonfire to check whether it was still on.

STEPPING STONES
Memory Training

Reconstruct the spelling rhymes
from memory.

bug	gust	cat	miss	she
dug	hut	that	hiss	me
rug	shut	sat	little	we
bug	Mr. Glut	flat	Twit	be
hug	gut	mat	Nitwit	three
Pun	nut	sprat	hit	seed
stunning	Mack	rat	lit	speed
nun	Jack	brat	sit	breed
bun	black	has	bit	steed
undone	pack	as	Fred	indeed
fun	hack	Ron	bled	why
run	bareback	bonfire	red	fly
sun	track	on	shed	my
pup	back	golliwog	edge	pigsty
scup	shack	eggnog	bed	Mike
supper	Sam	dog	neck	dike
Gus	jam	fogs	dell	like
crus	ram	jog	bell	do
truss	swam	this	fell	Mr So and So
bus	dam	is	well	no
must	bat	Chris	spell	call
trust	spat	kiss	yell	ball
August.	fat	Swiss	he	hall

This Morning

My black cat, with a bell around his neck, sits on the rug. He likes to watch me have a cup of tea and a jam sandwich with peanut butter and sunflower seeds. The dog has better things to do. He has fun in the sun with a red ball. There is the school bus, so I must go and do some work.



Model Exercise 1.

Box 11	brush	hot	bread	cream	brass
	chair	along	brave	beach	laughter
	hanging	cliff	awake	cloud	after
	apple	swift	again	about	rafter
	rock	picnic	creek	brown	
clock	begin	clean	class		

1. Sorting according to the sound of the stressed beat (syllable).

Use an A3-size copy of the sorting board shown.

SUN	TAN	TOM	SKINNY	PENNY
brush	hanging apple	rock clock hot along	cliff swift picnic begin	chair bread again
PALE	PETER	TINY	TONY	BOY
brave awake	creek clean cream beach			
SCOUT	PAUL	SMART	GIRL	SUE
cloud about brown		class brass laughter after rafter		



2. Sorting according to the number of beats(syllables).
















1 beat: brush, chair, rock, clock, hot, cliff, swift, bread, brave, creek, clean, cream, beach, cloud, brown, class, brass.

2 beats: hanging, apple, along, picnic, begin, awake, again, about, laughter, after, rafter.

3. Sorting according to rhythm pattern.

A special type of Morse-code is used here:

One stroke indicates the stressed beat; the dots indicate the other beats. **Examples:**

	bark
	rubber
	relax
	crockery
	contribute
	recommend
	agriculture
	monotonous
	tonsillitis
	Apocalypse
	rationalising
	uncomfortable
	satisfactory
	multiplication
	parallelogram

Rhythm patterns for model exercise 1:



hanging, apple, picnic, laughter, after
rafter.



along, begin, awake, again, about.

4. Sorting according to alphabetical order:

about	beach	chair	hanging
after	begin	class	hot
again	brass	clean	laughter
along	brave	cliff	picnic
apple	bread	clock	rafter
awake	brown	cloud	rock
	brush	cream	swift
		creek	check:
			28 words

5. Sorting to a particular quality.

The bird-watching method: Fostering the habit of making
a **deliberate attempt** to look for certain features.

Quiet words: (meaning and/or sound)

Brown, bread, again, brave, hanging, along, begin.

The consonants **b, d, g, v, ng** are weak compared to their
counterparts **p, t, k, f, nk**.

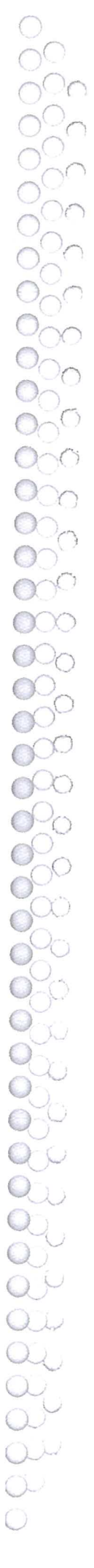
Noisy words: creek, class, beach, clock, cliff, apple.

Slow words: chair, brush, awake.

Prompt Board

ACTORS		PROPERTIES			DIRECTIONS
people	animals	setting	objects	others	action
class		rock cliff beach cloud creek	chair apple clock picnic bread cream rafter		brush hanging begin laughter
awake brave		clean hot	brass brown		after again about swift along
M	A	K	E	U	P
INDICATORS					



- 
- At this stage, the words themselves give a fair indication of what the story could be like.
 - A word that doesn't seem to fit anywhere can always be used as a name (**Ralph Rafter**).

Exercise 3: The Conflict Triangle.

- A simple story consists of 3 parts: the **introduction**, the **middle**(the preparation for the outcome), the **outcome**.
- Every story describes some sort of **conflict**. Here, climbing to the top of the cliff, could create a hazardous situation to overcome.
- Before putting the wordcards in a column on the table(desk), students must **visualise** the possible sequence of events.

Exercise 4: The rough draft.

- By combining the **key words** and the students' own **link words**, students now have enough ammunition to start writing.
- As soon as the **key words** have been used, they are put aside.

Class Picnic at Hanging Rock.

Good Friday. Ralph Rafter and a few other **brave** boys of **about** the same age want to go to the top of a **cliff** called Olimbos. They leave the other children behind, guzzling their slices of fresh **brown bread** with **apple jam** and fresh **cream** as they go. The air is filled with laughter. It is getting **hot**. At a fork in the path, they take the left track, winding their way up all the time, going **along** one after another. Deep down, the creek snakes to the **beach**. The bottle brush bushes **begin** to **brush** against the children **again** and again as if to **clean** them before falling asleep; it seems hard to stay **awake**. They reach the top and sit down in **chairs** cut into the **rock**, next to a brass **clock** without hands. Then the clouds move in, **swiftly**. When they have gone, the clock and the children have gone too.

Guided Language

In order to increase students' vocabulary and their language skills, let them first **fluently** read a well written story.

1. Ask them to recall it in their own words.
2. Write down one or more **keywords** (**stepping stones**) from each sentence.
3. Students should then **reconstruct** the story as accurately as possible.

Professional Memory Training

To be able to do this well, they must vividly **visualise** the sequence of events. In the following example

-The Pedlar of Swaffham-they must virtually become the Pedlar themselves and literally follow him in his footsteps, think what he thinks, say what he says.

