

# Spelling : Structure of English

Session 6 - Elementary Educators

Mountain West Associates  
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# Objectives

Define Orthography

Identify the Orthography of English

Identify strategies to teach spelling

Analyze spelling errors



# The multiple uses of the term Orthography

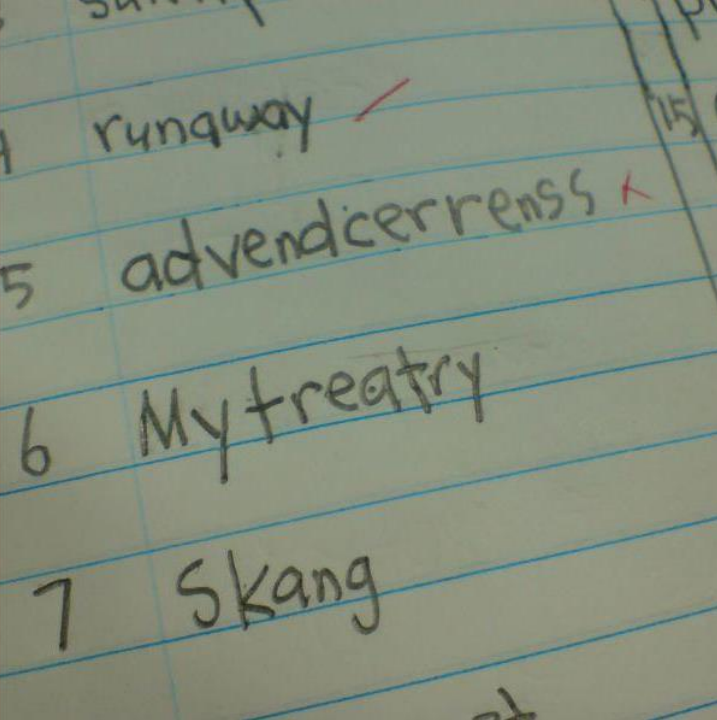
- The correct manner in which specific words are spelled
- The writing system associated with a particular spoken language. Ex. English orthography, French orthography
- The convention of spelling that is, what patterns are permitted and/or what patterns are common
- The awareness of common patterns in words that are consistent across words but inconsistent when using a letter by letter phonic conversion process such as ight, alk, or ing

What ties these usages together is the patterns and principles by which spoken language is correctly represented in writing.

# Spelling and dyslexia

Spelling is difficult for many people, but there is much less research on spelling than there is on reading to tell us just how many people spell poorly or believe they spell poorly. Less is known about spelling competence in the general population than is known about reading achievement because there is no national test for spelling and many states do not test students' spelling skills.

Almost all people with dyslexia, however, struggle with spelling and face serious obstacles in learning to cope with this aspect of their learning disability. The definition of dyslexia notes that individuals with dyslexia have "conspicuous problems" with spelling and writing, in spite of being capable in other areas and having a normal amount of classroom instruction. Many individuals with dyslexia learn to read fairly well, but difficulties with spelling (and handwriting) tend to persist throughout life, requiring instruction, accommodations, task modifications, and understanding from those who teach or work with the individual.

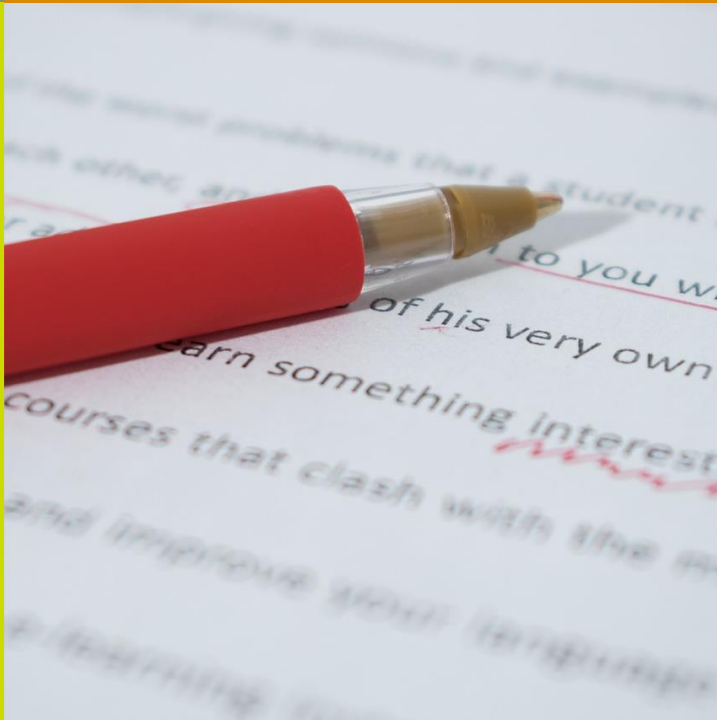


# Spelling is not a visual skill!

Mistaken belief that dyslexic students have a poor visual memory for the sequence of letters

Visual memory plays a minor role

The issue is language



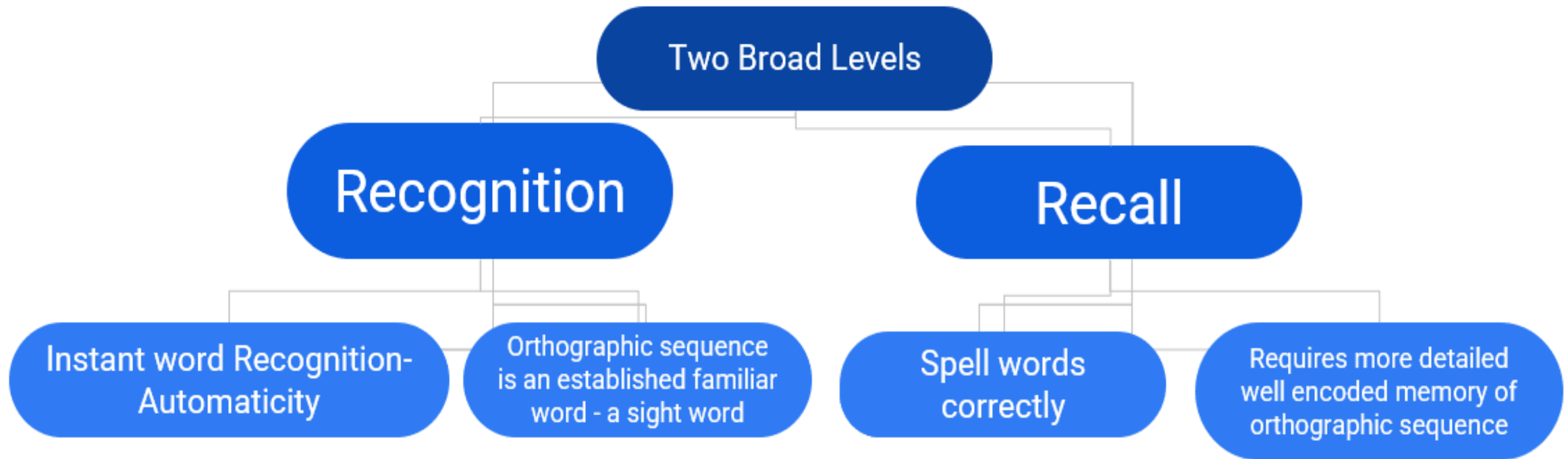


# What is orthographic mapping?

Is the process that readers use to store written words for instant and effortless retrieval.  
It is the means by which readers turn unfamiliar written words into familiar recognizable sight words.

# Decoding - Encoding

Orthographic mapping - Orthographic memory



# The Role of Orthography in Establishing a Stable Memory of Spelling Patterns






# English Orthography

- Language of Origin
- Phoneme- grapheme mapping
- The position of a phoneme in a word
- Orthographic patterns or conventions
- Morphology




## What do you notice about these words?

sun, sky, and, pen  
house, moon, play  
cape, think, finger, shirt, pack  
dog, horse, arm, farm,  
would, high, cough, does, shoe,  
love






**What do you notice  
about these words?**



**marvelous, tremendous, aquarium,  
mandible, clarification, visualization,  
explosion, erupt, erosion,  
deception, special, conduct graduate, legal,  
hour, herb**



**What do you notice  
about these words?**



**chlorophyll, phone, school, ache,  
philosophy, phobia, phrase, graph,  
kilometer, theater, theme, athlete, cycle,  
orchestra, theology, astrology**



**What do you notice  
about these words?**



**peace, triage, rouge, novice,  
cuisine, baguette, nouvelle, boutique  
chef, chiffon, champagne**

# Phoneme –grapheme match



Frequency of Graphemes for Consonants Phonemes in English							
(Hanna, Hanna, Hodges, & Rudorf, 1966; Fry, 2004)							
Word Ex.	% of use	Phoneme	Word Ex.	% of use	Phoneme	Word Ex.	% of use
<b>pin</b>	96	/s/	<b>say</b>	73	/k/ + /w/	<b>quit</b>	97
<b>happen</b>	4		<b>cereal</b>	17	/h/	<b>hot</b>	98
<b>big</b>	97		<b>toss</b>	7	/l/	<b>leg</b>	91
<b>tap</b>	97	/z/	<b>was</b>	64		<b>tell</b>	9
<b>dog</b>	98		<b>zero</b>	23	/k/+s/	<b>fox</b>	90
<b>car</b>	73		<b>flies</b>	4		<b>tropics</b>	10
<b>kit</b>	13		<b>xylophone</b>	4			
<b>sick</b>	6	/sh/	<b>action</b>	53			
<b>choir</b>	3		<b>shy</b>	26			
<b>girl</b>	88		<b>special</b>	5			
<b>egg</b>	5		<b>fission</b>	3			
<b>exit</b>	3	/zh/	<b>incision</b>	49			
<b>mad</b>	94		<b>treasure</b>	33			

# Position of the Phoneme

English often uses several letters or letter combinations in predictable ways, depending on where the phoneme is placed (initial, medial, or final positions) or what other sounds come before or after it.

/v/

love      valentine

have      velvet

gave      vent

/ch/

chin, chat, merchant

witch, fetch, watch, stretch, clutch

peach, parch, trench, ouch, bunch, torch,  
leech, belch, munch

## Examples of Spelling by the Position of the Phoneme

English often uses several letters or letter combinations in predictable ways, depending on where the phoneme is placed (initial, medial, or final positions) or what other sounds come before or after it.

The /f/ sound can be spelled with the letter(s) **f, ff, gh, and ph**

- We use single letter **f** for /f/ when the sound is in the initial position of the word. (far)
- We never use the letters **ff** or **gh** when the /f/ sound is in the initial position of the word.
- We use a double **f** when the /f/ sound is positioned after a short vowel sound in a one-syllable base word. (off)
- We can use **ph** in any position as long as the word is of Greek origin. (phone, photo)

The /ʃ/ sound can be spelled with the letter(s) **c, k, or ck**

- We use the letter **c** when the /ʃ/ sound is before **e, i, u,** or a consonant. (cup, cat, giant)
- We use the letter **k** when the /ʃ/ sound is before **a, l, or y.** (kite, kiss, sky keep)
- We use **ck** when the /ʃ/ sound is in the final position after a consonant or a vowel pair. (look, pick, back, ask, ink, book, week, creek)

The /tʃ/ sound can be spelled with the letters **ch and tch**

- We use **ch** when the /tʃ/ sound is in the initial or medial position. (chin, chat, merchant)
- We use **tch** when the /tʃ/ sound is in the final position after a short vowel in a one-syllable base word. (witch, fetch, watch, stretch, clutch)
- We use **ch** when the /tʃ/ is the final position after everything else such as a consonant or vowel pair. (peach, parch, trench, ouch, bunch, torch, leech, belch, munch)

The /aʊ/ long vowel sound can be spelled with the letter(s) **o, ow, oCe (o-consonant-e)**

- We use **ow** when the long vowel /aʊ/ sound is in the final position of a base word. (now, blow, snow, window, pillow, sparrow, follow, yellow, fellow, grow)
- We use **o** when the long vowel sound is at the end of a syllable in base word with two or more syllables. (open, pony, locust, bonus, noble, donate, protest, robot)
- We use **oCe** when the sound is in the initial or medial position of a one-syllable base word. (goat, nose, broke, throne, zone, smoke)

# Irregular words

## Irregular words (exception words)

The vast majority of exception words have only a single irregular letter-sound relationship.

done  
could

### Irregular words (Exception words)

The vast majority of exception words have only a single irregular letter-sound relationship.

The Most Common English Words That Contain More Than One Irregular Letter-to-sound Correspondence

of one once iron tomb sugar ocean suede rhythm tongue  
stomach bouquet chauffeur ukulele colonel

### Other Irregular Responses

/au/ (laugh), ai (plaid)

/ai/ (rain), e (cafe), ea (steak), ee (matinee), ei (rein), eigh (eight),  
ere (there), ey (they), et (ballet)

/augh/ (caught), ough (brought), oo (broad)

/ea/ (head), ai (said), o (any)

/e/ ea (beach), ei (ceiling), ey (monkey), i (ski), ie (priest, cookie), i-e (petite)

/er/ ar (dollar), ir (bird), or (doctor), ur (burn), ear (search), or (attorney),  
our (journal)

/f/ ph (phone)



# Orthographic patterns

English orthography has patterns, regulations, or rules on how letters can be used. These rules are independent of the position of the sounds they represent.

- Some letters cannot be doubled
- Some letters cannot end words
- Some consonant letters need to be doubled
- The letter e serves many purposes
- Some letter families violate the “long i” pattern

## Orthographic Patterns of the English Language Some Letter Patterns

English orthography has patterns, regulations, or rules on how letters can be used. These rules are independent of the position of the sounds they represent. Here are some.

Some letters cannot be doubled

- The letters h, k, y, j, v, w and x do not double in English words

Some letters cannot end words

- The letters j and v are not allowed to end words. Thus, the marker e at the end of the word so that it does not violate the v rule, regardless of pronunciation. (live, have)

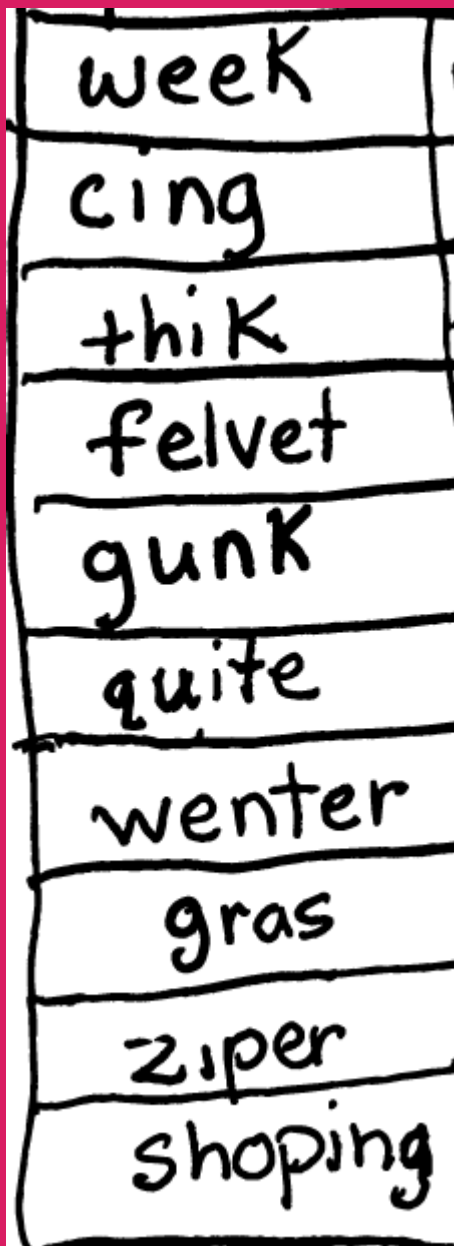
Some consonant letters need to be doubled

- A double consonant is found between a stressed short vowel syllable and an inflection beginning with a vowel. (grabbing, drugged, plotting, runner, hopped)
- In a two-syllable based word with one medial consonant sound immediately after a short vowel, the consonant is doubled. (rabbit, ladder, muffin, mitten, sudden, puppet, traffic)

The letter e works hard in English. It serves many purposes

- It represents long and short vowel sounds
- It marks the value of other letters as is soft c and g pattern (peace, page)
- It marks the long vowels in the vCe (vowel-consonant-e) pattern. (drape, robe)
- It is placed at the ends of words to keep them from looking like plurals. (please, not pleas; horse, not hors; mouse not mous.

# Analyze the spelling error



Spelling list
weak
king
thick
Velvet
Junk
quit
winter
grass
zipper
shopping

What does each error indicate?

Can you explain why the word is incorrect?

Explain the correct orthography

# Three strategies to teach spelling

Heart Word  
Method for  
irregular  
spellings

Map it –  
phoneme  
grapheme  
match up

Dictation  
Spelling  
Metacognition &  
Analyzation