

# What is Words Their Way?

Words Their Way is a developmental spelling program that encourages children to:

- analyse words to discover the similarities and differences
- to apply the spelling patterns to similar words
- to investigate words by using hands-on and oral activities to help the students retain the new spelling patterns in their long-term memory

**Students are grouped according to their spelling skills and what they need to work on.**



## How Does It Work?

**Wordsorts are a very important part of the program.**

### Before the sort

- Discuss the headers and talk about the words with the child.
- Discuss any unknown or interesting words.

### During the sort

- Ask the child to say the words out loud and sort under the correct header.

### After the sort

- Let the child read column of words out loud.
- Help the child find and correct mistakes.
- Ask the child to justify and explain the reasons for their choices.

## Types of Sorts

- Open Sort – Students sort the words/pictures in any way they want with any pattern.
- Closed Sort – Students are shown the correct way to sort and then sort according to rules.
- Speed Sort – Students sort the words as quickly as they can and try to beat their own times!
- Buddy Sort – Students sort the words with a buddy/friend each taking turns.
- Blind Sort – Parent/teacher calls out words/picture and student points to the correct category.
- Writing Sort – Parent/teacher calls out word/picture and student writes the word in the correct column.
- Word Hunt – Students search through text and look for words from their sort.
- Your Pile, My Pile - Put the word cards in a pile. Pull one card from the pile and say it out loud. Your child will have to spell it correctly and use it in a sentence. If your child does both correctly, he/she gets to keep the card, if not, the card goes back into the pile. When it is their turn, they can do the same to you!
- Drawing Sort - Sort the words in your word list and draw a quick picture to illustrate each one.

## Glossary of Phonic and Spelling Terminology used with Children in School

<b>phoneme:</b>	the smallest unit of sound in a word e.g the word <b>then</b> has 3 phonemes <b>th / e / n</b>
<b>grapheme:</b>	the written representation of a sound  <b>graph</b> - one letter that represents one sound - <b>b a t</b> <b>digraph</b> - two letters that represent one sound <b>sh ow</b>
<b>consonant blend:</b>	two consonants that each make their own sound but are read together quickly e.g. <b>sn a p</b> says <b>snap</b>
<b>vowel:</b>	<b>a, e, i, o, u</b> the letters in the alphabet that are made with an open-mouth sound, where air flows uninterrupted out of the mouth
<b>consonant:</b>	speech sounds made using the tongue, teeth, or lips to interrupt the flow of air through the mouth e.g. <b>t</b> and <b>p</b> in the word <b>tip</b> . All letters in the alphabet other than <b>a, e, i, o, u</b> are consonants. The letter 'y' can act as a consonant ( <b>yes</b> ) and as a vowel ( <b>happy</b> )
<b>syllable:</b>	each beat in a word is a syllable. Each syllable contains a vowel sound. Words with more than one beat ( <b>bitter, important, superficial</b> ) are <b>polysyllabic</b> . <b>Open syllable</b> - when a vowel sound is at the end of the syllable, resulting in the long vowel sound, e.g. <b>pa/per, e/ven, o/pen, go &amp; we</b> <b>Closed syllable</b> - when a syllable ends with a consonant sound, resulting in a short vowel sound, e.g., <b>cat, sit, got &amp; wet</b> .
<b>morpheme:</b>	the smallest unit of meaning. A word may consist of one or more morphemes, e.g. <b>happy unhappy unhappiness</b>
<b>prefix:</b>	a morpheme that can be added to the beginning of a word to change its meaning e.g. <b>unhappy disappear impossible</b>
<b>suffix:</b>	a morpheme that can be added to the end of a word to change e.g. <ul style="list-style-type: none"><li>○ the tense <b>walk walked</b></li><li>○ the grammar <b>accident accidents</b></li><li>○ word class <b>accident (noun) to accidental (adjective)</b></li></ul>
<b>high frequency words /tricky words:</b>	common words that are often not phonically regular e.g. <b>they, could, was, said</b> Children need to use multi-sensory strategies to commit these words to memory, to allow them to read the words fluently and spell them accurately.

This information leaflet is one of a series of leaflets produced in Session 2016-17 on topics parents asked for more information about. It is intended to be an overview of the topic and won't contain every detail possible. If you do not find what you were looking for, please ask.

# Information for Parents



## Words Their Way Developmental Spelling

