



WEBINAR

Discovering How the English Spelling System Works: An introduction to Spellography

What does phonology have to do with learning to spell?



Louisa Moats, EdD
Co-Author of Spellography and LETRS®

Bruce Rosow, EdD
Co-Author of Spellography





Let's get started

- Please use the Chat feature to ask questions and watch for digital handouts and informative links
- If you experience technical difficulties, including sound and video issues, please log off and come back to the webinar
- This webinar is being recorded; an On-Demand link will be emailed to all registrants to watch again and share with your colleagues

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Our Foundational Principles



We believe that ALL children deserve a chance to learn to read.

Our purpose is to unlock the power of literacy for every child.

We build on science to empower teachers—supplying the knowledge, resources, and support they need to transform developing readers.

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Trusted and Proven Literacy Solutions made by Educators, for Educators



We have a teacher-centric approach,
which honors and amplifies a teacher's impact.

SPELLOGRAPHY

Louisa Moats, EdD and Bruce Rosow, EdD



Discovering How the English Spelling System Works:
An introduction to Spellography

Four Sessions on Language and Spelling

- PART 1
What does phonology have to do with learning to spell?
- PART 2 | Tuesday, April 22
How do graphemes represent phonemes in English orthography?
- PART 3 | Tuesday, May 21
How does spelling represent meaning in English?
- PART 4 | Tuesday, June 11
What do grammar and syntax have to do with spelling?

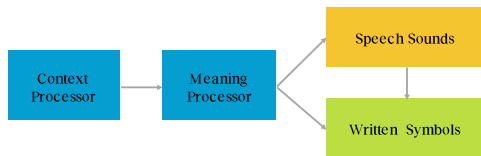


Our Objectives with *Spellography*

- Improve the spelling, reading, and vocabulary of intermediate students
- Promote excitement about and interest in the English language
- Help students discover how language works, including:
 - Sounds (phonemes)
 - Phoneme-grapheme correspondences
 - Patterns in the English spelling system (orthography)
 - Meaningful parts of words (morphology)
 - The history and origin of words (etymology)
 - Grammar (syntax) and usage

How We Read and Spell Words

—by building connections (neural pathways in the brain) between areas specialized for sound (phonology), print (orthography), meaning, and the use of words in sentence context.



Example, the Word “Universal”

uni-vers-al (3 morphemes; suffix -al marks an adjective)

u-ni-ver-sal (4 syllables)

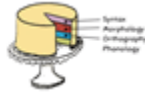
u-n-i-v-e-r-s-a-l (8 graphemes)

u-n-i-v-e-r-s-a-l (9 letters)

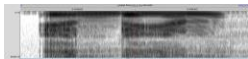
[yū n ə v ɜ r s ə l] (8 phonemes)

The layers of language represented in Print

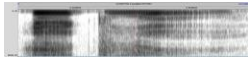
- Phonology: speech sounds
 - 44 consonant and vowel phonemes
 - Phoneme awareness
- Morphology and Etymology
 - Meaningful word parts and word origin
- Orthography: the writing system
 - Graphemes, phoneme-grapheme matching
 - Patterns of letter use, rules for endings, syllable types
- Syntax: sentence structure
 - How "parts of speech" are reflected in spelling



Allophonic Variation and Coarticulation



Indian



igloo



itch

Why Is Phoneme Awareness Important?

- A high level of phoneme awareness is required for good spelling
- Poor/weak spellers typically have unresolved weaknesses in PA
- Spelling error research tells us that weaker spellers are challenged by:
 - Processing all sounds in consonant blends or clusters
 - Identifying specific sounds embedded in words (liquids, nasals)
 - Vowel sound identification, especially sounds close in articulation
 - Representing unstressed or unaccented syllables
 - Pronouncing multi-syllable words
 - Processing differences between the way words sound versus how they look

Spellography Instructional Routines

A typical lesson progression:

- Explain the spelling concept
- Practice **phoneme awareness**
- Study the spelling pattern Word completion, word sort, word build, word analysis, phoneme-grapheme matching
- Read lists of pattern-based words that are repeated for fluency
- Analyze the morphological structure of words
- Write words and sentences to dictation
- Compose or complete sentences using a sentence frame



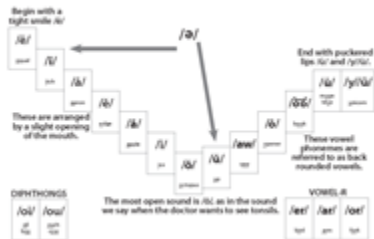
Spellography Routines: Phoneme Awareness

The goal: Accurate, fluent identification of the sounds in the spoken word!

- Focus on sounds relevant to the spelling lesson
- Oral exercises led by the teacher
- Fast paced! 3 minutes or so per lesson
- Frequent, short, distributed practice
- Reference: The Vowel Valley Chart
- Reference: The Consonant Chart



Vowel Valley Chart



Book A Exercise: Hearing the Sounds of “EX”

ex = /ĕ/ + /k/ /s/

- excel
- expand
- excite
- extract
- except
- exclaim

ex = /ĕ/ + /g/ /z/

- exam
- exist
- example
- exact
- exert
- exotic

This Requires Explicit Speech Sound Identification

- Is the sound voiced or unvoiced?
- Where is the air blocked?
- Is it stopped or continuous?

THE CONSONANT CHART

	Labial	Dental	Alveolar	Retroflex	Palatoalveolar	Palatal	Velar	Glottal
Voiced Plosive	/p/		/b/					
Unvoiced Plosive	/p̥/		/b̥/					
Voiced Fricative		/f/	/v/		/ʃ/	/ʒ/		/h/
Unvoiced Fricative		/f̥/	/v̥/		/ʃ̥/	/ʒ̥/		
Nasal	/m/		/n/				/ŋ/	
Liquids			/l/					
Semivowels								
Glottal								/ʔ/

Awareness of the Sounds of “Qu”

The student listens and responds orally.

- Phoneme counting
- Word chaining
- Use colored blocks or markers to show the changes.
- Deletion
- Substitution



Awareness of Final Nasal Blends, Book B

- Review three nasal consonants: /m/ /n/ /ng/
- Word chains and substitution exercises (Book B, p. 97)
- Sort words by the nasal sound

/m/	/n/	/ng/
plump	blond	blink
timber	spent	slang
temper	blend	stunk
crimp	plunge	Congo
	stunt	dangle
	clinch	

Consonant Phoneme Chart

	Labial	Dental	Alveolar	Palatoalveolar	Palatal	Velar	Glottal
Labial	/p/						/b/
Dental		/θ/					/ð/
Alveolar	/m/		/n/				/ŋ/
Palatoalveolar		/tʃ/	/dʒ/				
Palatal		/tʃ/	/dʒ/	/j/			
Velar		/k/	/g/	/x/			
Glottal	/h/			/ʃ/			/ʔ/
Phoneme			/r/	/l/			

Syllable Awareness and Schwa

2-Syllable	Full Word	2-Syllable	Full Word
lar	cellar	tor	motor
lar	solar	sor	cursor
tar	mortar	vor	flavor
lar	collar	ror	horror

Long/Short Vowel Substitution (Oral!)

Book C, Unit 16

leader	/ē/ to /ā/
ceiling	/ē/ to /ā/
fast	/ā/ to /ē/
stem	/ē/ to /ē/
peace	/ē/ to /ā/
chop	/ō/ to /ē/
sleet	/ē/ to /ō/
slack	/ā/ to /ē/



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Advanced Phoneme Awareness, Book D:

/t/ and /d/ before /y//ū/

educate	gradual	schedule	individual
future	nature	creature	pasture

- In 'du', the /d/ sounds like: /j/
- In 'tu', the /t/ sounds like: /ch/



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Join us for the next session in April

4-PART WEBINAR SERIES | 6:30 PM CT

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FEATURING
 **Louisa Moats, EDD**
 Co-Author of *Spelling Myths and LETIP®*

April 23 | How do graphemes represent phonemes in English orthography?
May 21 | How does spelling represent meaning in English?
June 11 | What do syntax and grammar have to do with spelling?
On-Demand | What does phonology have to do with learning to spell?




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Save the Date

Webinar | Wednesday, April 17 | 6:30 PM CT



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Pairing intervention resources with technology to transform literacy outcomes



FACILITATORS
 Laura Stewart, Chief Academic Officer, 95 Percent Group
 Susan Adelman, Vice President, Digital Platform, 95 Percent Group

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