



Spellstar 1a

...cvc words



For more information
watch video
demonstrations.



Literacy and Learning

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GUIDE

The app has been designed to provide early spellers with multiple opportunities:

- To rehearse their spelling skills.
- To extend their spelling skills by gradually increasing the complexity of the words presented.
- To focus on regular consonant, vowel, consonant (CVC) words.

HOW TO PLAY

Once the app loads, the settings (located on the bottom left-hand corner of the title page) can be accessed. Within the settings there is a choice of the level of support to be provided (audio instructions only, or instructions with pictorial and word support). Following this a character, a scene and a level will need to be selected. It is always recommended that children start at the initial level and progress through each level in the specified order.

When the game commences the instruction will be provided to spell a word. This is achieved by moving the character up and down, left and right and thereby collecting gold coins and moving towards the components of each particular word. Each round presents five words to be spelled.

The game can be repeated over and over. When appropriate the child can progress up and through the levels.

PARTICULAR CONSIDERATION HAS BEEN GIVEN TO THE FOLLOWING AREAS:

1. Alphabet and phonic sounds rather than letter naming.

Children require alphabet knowledge in order to read and spell. However, rather than letter naming ability, alphabet sound knowledge is the more important skill.

In order to spell a word such as 'run', a child must be able to 'sound-out' the word and thereby identify the initial, medial and final sounds: /r/, /uh/, /nnn/.

Following this they draw upon their knowledge of how the three sounds are represented by alphabet symbols.

No alphabet letter naming came into the process. For this reason these games only provide alphabet and phonic sound support.

2. Phonemic Awareness

Phonemic awareness refers to an individual's ability to focus on the phonemic or sound structure of words. Phonemic awareness is particularly important as it has been shown by researchers to be an important prerequisite skill for reading and spelling.

When spelling a word a child must be able to segment (or separate the sounds contained within a word).

Using the example of the word 'sun' a child needs to be able to identify the three individual sounds: "s-u-n".

Following this they are required identify the alphabet concepts that are associated with those particular sounds.

3. An ordered sequence of spelling concepts.

App 1a: CVC Words

- **6 alphabet sounds:** s, a, t, p, i, n (E.g. sit, tin, nap)
- **12 alphabet sounds:** s, a, t, p, i, n as well as c, h, r, e, m, d (E.g. red, him, man)
- **18 alphabet sounds:** s, a, t, p, i, n, c, h, r, e, m, d as well as g, o, u, l, f, b (E.g. get, lot, but)
- **the whole alphabet** (E.g. vet, wig, zip)

App 1b: CVC words that contain the early phonic concepts: sh, ch, th, long oo/short oo, ee, ck

App 1c: Four sound words that contain double constants:

CCVC words - E.g. Frog, stop, club.

CVCC words - E.g. Went, held, jump.

App 1d: Introduction of later phonics:

ar, or, ay, ai, oi, oy