

# Appendix 1 – Action Research Diary

Action Research Diary
<b>Activity</b>
<p>Learners took part in 3 different activities:</p> <p><b><u>Activity 1</u></b></p> <p>The first activity was a spelling test of various words (e.g. ‘totally’, ‘establishment’, and ‘pronunciation’). Learners then had to self-assess the words they had correctly spelt, and give themselves a score.</p> <p>I then introduced the idea of breaking words down into syllables- and learners practised doing this with guidance from myself. Learners then re-scored themselves by taking the words they had misspelt, and counting how many syllables in that word they had spelt correctly.</p> <p><b><u>Activity 2</u></b></p> <p>Learners then took part in an activity whereby they had to look for sounds in words. We focused on the ‘ea’ sound, and looked at how there are various ways this is pronounced in words. Learners were given the words ‘break’, ‘bread’, and ‘beach’, and had to follow the rules to add words which had the same sound using ‘ea’.</p> <p><b><u>Activity 3</u></b></p> <p>The third activity was a consolidation task, whereby learners were given complex words to spell, using the skills they acquired in the first activity (splitting words into syllables) to help them reach the correct spelling.</p>
<b>What did I hope to achieve?</b>
<p>I hoped for learners to break words down into syllables, and understand how by breaking words down into smaller chunks, spelling more complex words isn’t as daunting as they first perceive it to be.</p> <p>For the ‘follow the rule’ activity, I hoped for learners to be able to correctly identify their own errors in spellings, and to be able to apply the ‘ea’ rules for different sounds to words they were already familiar with.</p>
<b>What actually happened?</b>
<p>Learners were very engaged in the 3 activities. During the first activity, learners became familiar with the idea of breaking words down into syllables. When they marked their original spelling test, learners were somewhat disappointed when they had misspelt words. Upon self-assessment with the syllable activity, learners</p>

were then much more motivated when they had only misspelt 1 or 2 syllables of a word.

In the second activity ('follow the rule'), learners correctly identified the different sounds that 'ea' words can make. Learners then thought much deeper about other words which followed the same rule, and they also corrected themselves when they made errors. The most common errors occurred in the 'break' rule, where learners put words such as 'make' and 'take'. Learners then identified the errors, and could explain that they were incorrect because those words did not have 'ea' in them.

During the third activity, learners seemed much more confident in attempting the complex spellings. Learners were proactively sounding out the words using syllables, and then attempting them. Again, learners assessed their own spellings, and were asked to tally up their scores based on how many syllables they spelt correctly, rather than whole words. Learners then remarked on how even when they misspelt a word, it was only by one syllable.

### **Did it have the effect I hoped for?**

I was extremely happy with how the learners responded to the tasks, and learners were fully engaged throughout. I was particularly pleased with how learners seemed much more motivated when they realised that the majority of complex words they could spell- and they were ordinarily only misspelling one syllable.

I was also very happy to see learners sounding out words using their syllables in order to spell words correctly, and approaching spellings using an effective technique.

The 'follow the rule' activity was also very effective in encouraging students to identify their own errors, and being perceptive to rules in spelling. Learners also supported each other with this, and there was some light competition in the room to see who could get the most words- which was lovely to see.

### **How did you use the Toolkit Activity, did you amend or develop the activity in any way?**

I used the 'one-to-many/alternatives for reading' grapheme activity from the Toolkit (page 59, box C) as a basis for activity 2. Learners had to think of all of the words they could think of which followed the grapheme rule for each 'ea' word.

### **What did learner/s think? (Use their comments and feedback).**

Please see attached (below).

**What next? (will you adapt the activity for future sessions?)**

In future, I will expand on the activity by using other examples of graphemes from the Toolkit ('ai', 'ou', etc.), and will continue to encourage learners to follow rules to help them with spellings.

## Learner feedback/evidence

<u>Remain</u> , ✓	-le-main /2
<u>Totally</u> , ✓	-TO-tal-ly /3
<u>Fantastic</u> , ✓	-fan-tas-tic /3
<u>establishment</u> , ✓	-es-tab-lish-ment /4
<u>Pronunciation</u> , X	-Pro-nun-ci- <del>a</del> -tion /5
<del>thorough</del> <u>thorough</u> , ✓	-thor-ough /2
<u>Maniculist</u> , ✓	-Man-i-cul-ist /3

Hy-ge-nic, Re-cit-e, Pro-cess-OR  
Mark-e-ting, Pes-tal-ant, Mea-sure-ment.

# Spelling Test.

Remain ✓	Ré main ✓
Totally ✓	tó tál lí ✓
Fantastic ✓	fán tás tic ✓
Establishment ✓	Estab lish mént ✓
Pronunciation ✓	Pró nunci ation ✓
<del>Thorough</del> Thorough ✓	thór ough ✓
Manacurist. X	Manicurist ✓
	Mun ácur íst ✓

Boach Bread Bheak

Reach Dead Steak

~~Sweach~~ Lead ~~Make~~

Beak

Hyt <sup>1</sup> ~~gh~~ <sup>2</sup> ~~n~~ <sup>3</sup> ic ✓

Maht <sup>1</sup> ~~ek~~ <sup>2</sup> ~~ng~~ ✓

Pro <sup>1</sup> ~~cess~~ <sup>2</sup> ~~sh~~ ✓

Re <sup>1</sup> ~~gle~~ <sup>2</sup> ~~wh~~ <sup>3</sup> ~~ney~~ X

Re <sup>1</sup> ~~cl~~ <sup>2</sup> ~~li~~ <sup>3</sup> ~~e~~ X

Me <sup>1</sup> ~~as~~ <sup>2</sup> ~~ur~~ <sup>3</sup> ~~ment~~ ✓

Following the  
rules of Spelling

The Beach, Bread, Break  
task would help in  
the ~~future~~ future because  
words look the same  
but don't look the same.

I liked the  
godnow the  
rules  
section ☺

I also liked  
the spelling  
part



Breaking complex words  
int symbols.

The difficult one will  
help alot. so will  
the second idea.  
The first one will not.

~~to do it~~  
breaking spellings  
down with  
help from  
the suture

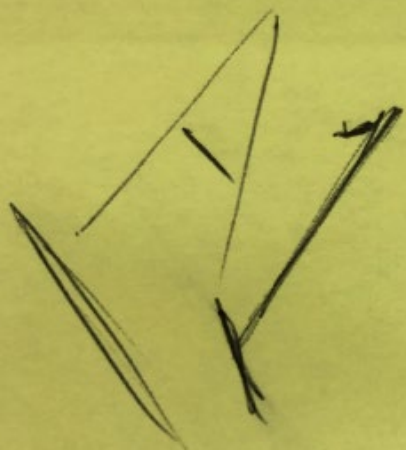
Writing out Big  
words in syllables.  
Because I think  
about sounds in  
words.



The sounds  
were very easy  
to figure out  
and learn

Breaking complex words  
int symbols.

I thought  
the spelling  
was very  
effective  
and syllable marking  
helped



Checking my  
spellings  
as I write  
them is  
something  
that helps  
me.

## Action Research Diary

### Activity

I completed a 1:1 spelling activity with an entry level 3 learner as a starter activity in a one-hour session. I put two columns on the board and asked the learner to copy them into her book. The column headings were ei and ie. I told the learner we would be doing a spelling test using words that have the same sound in them. I read each word aloud and asked her to write the spelling under the heading she thought it belonged. The words I used were Receive, Either, Believe, Achieve, Piece, Thief, Grief and Perceive.

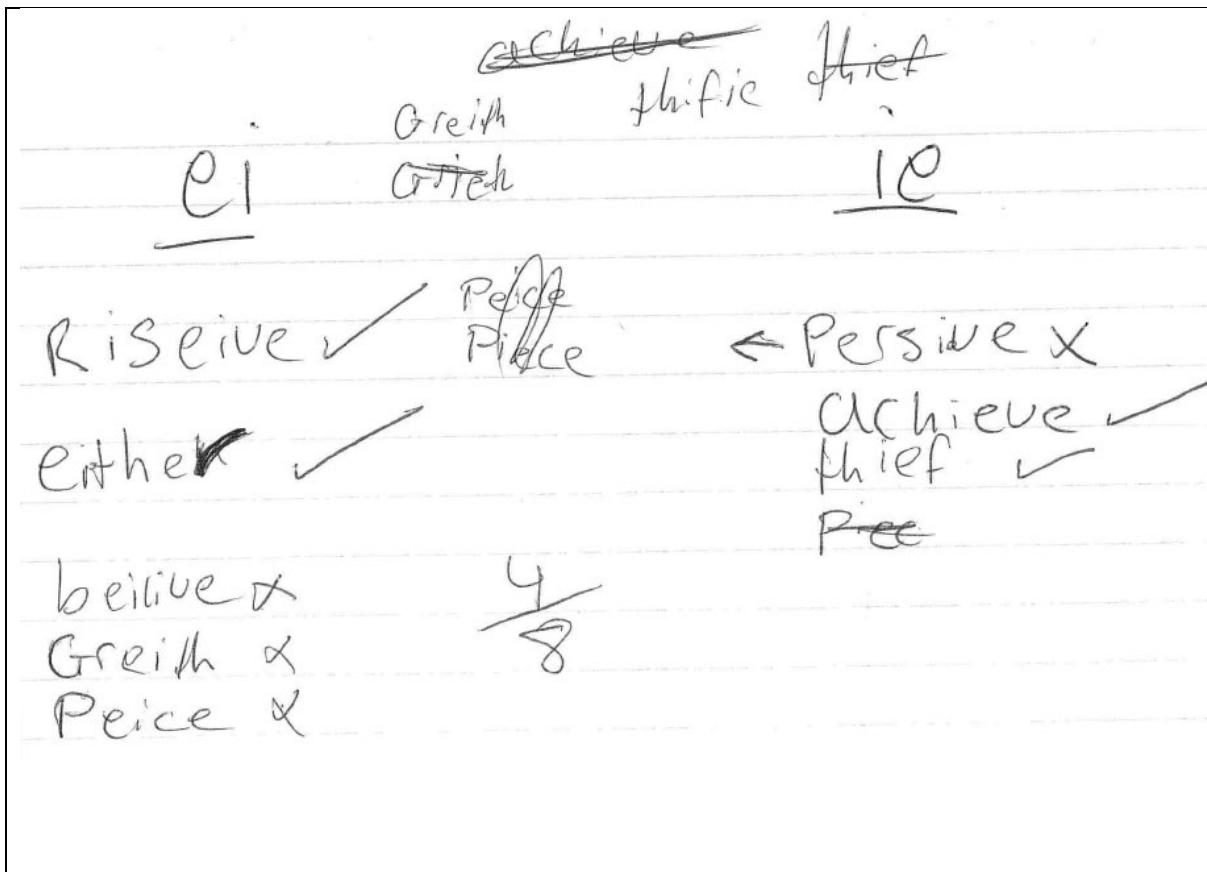
### What did I hope to achieve?

I hoped that for any words the learner failed to spell correctly, the learner would be able to identify the correct grapheme (either ei or ie) in each word, and then be able to build on this to spell the full word correctly.

### What actually happened?

I told the learner we would be doing a spelling test where all of the words have the same sound. She said straight away that she did not like doing spelling tests. Before writing any spellings, I asked the learner to read the sound on the board first to ensure she knew what the sound was, which she said correctly. The learner did not understand the meaning of some of the words I read out, such as perceive. We had a discussion on the meaning of this word part way through the task, which I felt did disrupt the task slightly. The learner completed the task and spelled 3/8 words correctly. The learner wrote 4 out of the 8 words in the correct column. The learner spelt the word receive: riseive. I told her that although the spelling was not completely correct, she had put it under the correct heading and I praised her for spelling the hardest part of the word correctly.

Here are the answers given by the learner for this task:



**Did it have the effect I hoped for?**

Although the learner only spelled 3 out of the 8 words correctly, it really helped to be able to praise the learner on having one more spelling under the correct heading. I was also able to show her that for the word 'piece' she had the correct sound but just the wrong 'ei' spelling. This felt like a much more positive way to end the task than a usual spelling task, as I was able to show her that she was closer to spelling some words correctly than she first thought.

**What did learner/s think? (Use their comments and feedback).**

I asked the learner to write some brief feedback straight after the task (see below). The learner said that she was 'chuffed' to have been able to spell the word 'either' and that it helped to have part of the words already there.

Exit Slip	
<b>3</b>	Things I Learned Today ... I learnt how to spell either
<b>2</b>	Things I Found Interesting ... finding different things like the <del>satisfies</del> SPEAKS
<b>1</b>	Question I Still Have ... NO

### What next? (will you adapt the activity for future sessions?)

I will definitely try this task again using different sounds such as 'ee' and 'ea' and 'cion' and 'tion'. One of the words I gave the learner was slightly too complex and we had to discuss the meaning of the word during the task, which may have confused her slightly and another learner could easily disengage from the task after that. Next time I will aim to use simpler words that she is more likely to understand are more commonly used, and build up to using more complex words.

Instead of doing the task as a starter task, I could also incorporate a spelling task into a main task, where the meanings of the words have already been discussed prior to completing the spelling test.

In future, I will aim to refer to similar tasks as a spelling task as opposed to a spelling test, as this terminology seemed to alarm the learner from the beginning.

### Any other comments?

I felt this was a much more structured way to do a spelling task as it was broken down into 3 parts, Firstly, could she say the sound correctly? Secondly, could she put the words under the correct heading? Thirdly, could she spell the words correctly?