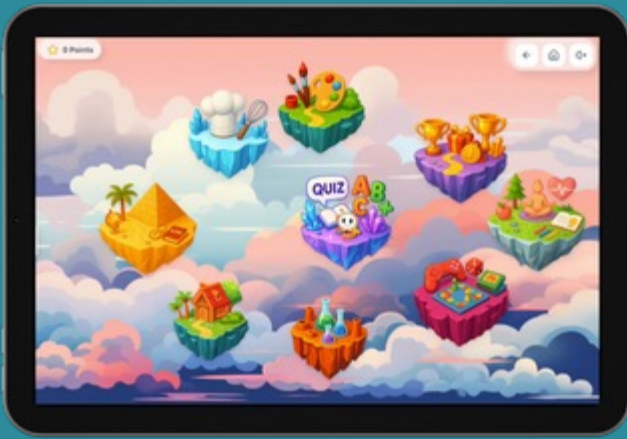


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Independent Spelling Choices - Foundation

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Independent Spelling Choices

Unit overview



Learning intention

Choose a known word or base when it helps, or use phonics for an unfamiliar word while composing a message.



Success

Make two useful attempts and explain the revision.



Vocabulary

say • stretch • sound • letter • attempt • check



Core words

Lost items: bag, hat, pen, sock

Pet care: cat, dog, pat, feed

Play invitations: play, hop, run, kick



Scope note

Plausible spelling gives useful evidence. Do not demand mastery of untaught digraphs or suffixes.

Independent Spelling Choices

Five-lesson sequence

1



Lesson 1 — Plan a message orally

Use R1 and R2. Ask each learner to say a purposeful message before spelling.

Check: The learner can state the message purpose.

2



Lesson 2 — Retrieve a known word or base

Use R3 Guided. Reveal a link only after the first attempt.

Check: The learner names the known word that helped.

3



Lesson 3 — Attempt an unfamiliar word

Use R3 Core and R4. Listen for every heard sound.

Check: The learner explains a phonics attempt.

4



Lesson 4 — Read and revise

Use R3 Transfer and R5. Revise one specific omission.

Check: The learner names the sound or meaning evidence.

5



Lesson 5 — Independent message

Use R6 and R7 with less adult prompting.

Check: Two plausible attempts and one explained revision.

Independent Spelling Choices

Preparation and teacher key



Equipment

Letter tiles, counters, pencils, oral prompt cards, and individual word banks revealed after an attempt.



Taught single-letter set

b a g h t p e n s o c/k d r f l m y



Confirmed known words of basic

my, the, to, come, and need play



Scope

sok for sock and kik for kick may be plausible before ck teaching.



Adviser prompts

- Do you know a useful word?
- If not, stretch the target word.
- Read it back. What did you keep or change?



Teacher check examples

- bag: /b/ /a/ /g/
- dog: /d/ /o/ /g/
- pn → pen: add /e/
- pt → pat: add /a/
- hp → hop: add /o/



Choose Helpful Spelling Aid

Independent Spelling Choices

1 SAY THE MESSAGE



Say it
out loud!

2 CHOOSE A KNOWN WORD OR STRETCH A NEW WORD



3 TRY IT



4 CHECK ONE PART



Check
and fix
if needed.

Come and play.



PLAY
known word

My bag.



BAG

/b/ /a/ /g/

b

a

g



Copying a bank before a first attempt
does not show your own choice.

Message-Purpose Cards: Plan the Message



Lost bag

Say: My bag.

What is the message for?

What will you say first?

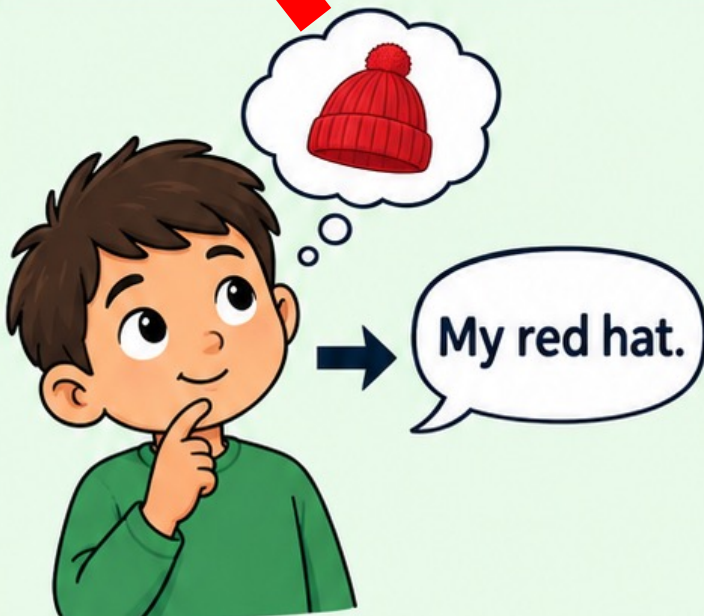


Red hat

Say: My red hat.

What is the message for?

What will you say first?



Careful contrast

A picture guess or one isolated letter is not yet a complete message.

Say the whole message first.

Message-Purpose Cards: Known Words

4 Feed the dog



FEED

Retrieve FEED if it is a known word.

Which useful word do you already know?

5 Come and play



PLAY

Retrieve PLAY if it is a known word.

Which useful word do you already know?

6 My pen



MY

Retrieve MY if it is a known word.
Then attempt pen.

Which useful word do you already know?

Message-Purpose Cards: Phonics Attempts

7

Lost sock

sok or sock can represent the heard sounds.
Say it slowly. What sounds can you represent?

s

o

k

8

Kick and run

kik or kick can represent the heard sounds.
Say it slowly. What sounds can you represent?

k

i

k

9

Pat the dog

dog maps /d/ /o/ /g/.
Say it slowly. What sounds can you represent?

d

o

g

Message-Purpose Cards: Check One Part

Card 10

pen



p n → p e n

Add the heard middle /e/.

Reread. Name the specific sound you changed.

Card 11

pat



p t → p a t

Add the heard middle /a/.

Reread. Name the specific sound you changed.

Card 12

hop



h p → h o p

Add the heard middle /o/.

Reread. Name the specific sound you changed.

Name: _____

Date: _____

Attempt Before the Bank: Guided Choices

1. Come and play.



Which known word can help? _____

2. My bag.



Stretch **bag** and write an attempt:

3. Feed the dog.

Write K for known word or P for phonics.

feed _____ dog _____



4. My red hat.



Say the whole message. Then write **hat**:

CHECK BANK — cover until the first attempt

play bag feed dog hat

Name: _____ **ANSWERS** _____ Date: _____

Attempt Before the Bank: Guided Choices

1. Come and play.



Which known word can help? _____ **PLAY** _____

2. My bag.



Stretch **bag** and write an attempt: _____

b a g

3. Feed the dog.

Write K for known word or P for phonics.

feed _____ dog **P** _____



4. My red hat.



Say the whole message. Then write hat: _____

h a t

CHECK BANK — cover until the first attempt

play bag feed dog hat

Name: _____

Date: _____

Attempt Before the Bank: Core Choices

For each word: mark K for known word or P for phonics. Write an attempt.
Tick when every heard sound is represented.

1. sock

Aid: K / P

Attempt:

☐ Every heard sound**2. dog**

Aid: K / P

Attempt:

☐ Every heard sound**3. kick**

Aid: K / P

Attempt:

☐ Every heard sound**4. pen**

Aid: K / P

Attempt:

☐ Every heard sound**5. pat**

Aid: K / P

Attempt:

☐ Every heard sound**6. hop**

Aid: K / P

Attempt:

☐ Every heard sound

Ask for an individual bank only after all first attempts.

Name: _____ **ANSWERS** Date: _____

Attempt Before the Bank: Core Choices

For each word: mark K for known word or P for phonics. Write an attempt.
Tick when every heard sound is represented.

1. sock



Aid: K / **P**

Attempt:

sok or sock



Every heard sound

2. dog



Aid: K / **P**

Attempt:

dog



Every heard sound

3. kick



Aid: K / **P**

Attempt:

kik or kick



Every heard sound

4. pen



Aid: K / **P**

Attempt:

pen



Every heard sound

5. pat



Aid: K / **P**

Attempt:

pat



Every heard sound

6. hop



Aid: K / **P**

Attempt:

hop



Every heard sound

**K is also acceptable when the teacher has confirmed the whole word as previously known.
Ask for an individual bank only after all first attempts.**

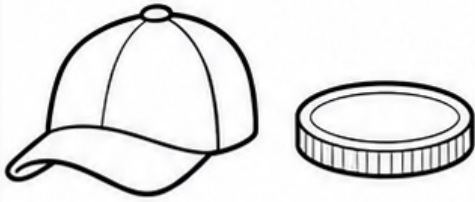
Name: _____

Date: _____

Attempt Before the Bank: Fresh Messages

For each picture: say a short message, write it, underline one known word or base, circle one phonics attempt, and finish the reason.

1. Lost cap and lid



I chose this aid because _____

2. Pup and bed



I chose this aid because _____

3. Play tag and jog



I chose this aid because _____

Name: _____

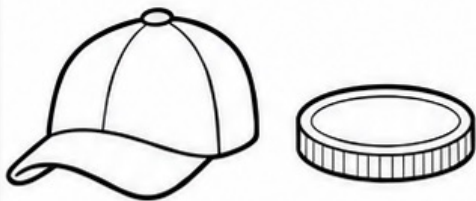
ANSWERS

Date: _____

Attempt Before the Bank: Fresh Messages

For each picture: say a short message, write it, underline one known word or base, circle one phonics attempt, and finish the reason.

1. Lost cap and lid

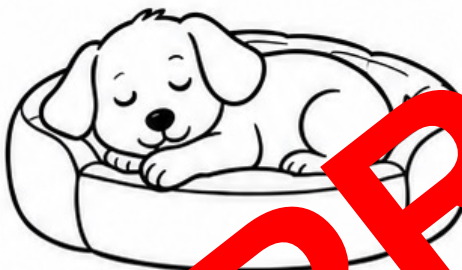


My cap is lost.

Look by the lid.

I chose this aid because I stretched cap and lid

2. Pup and bed



Pup in bed.

Put the pup.

I chose this aid because I stretched pup and used bed if known.

3. Play tag and jog



Come and tag.

Jog to the mat.

I chose this aid because I stretched tag and jog.

Spelling Adviser



COMPOSER



- 1 Choose a challenge and say the message.
- 2 Make a first attempt.

ADVISER



- 1 Do you know a useful word?
- 2 If not, stretch the target word.
- 3 Read it back. What did you keep or change?

Worked turn

Composer says: Pat the cat.

Target word: cat

Stretch: /c/ /a/ /t/

Attempt: cat

Adviser asks the composer to read the message and explain the choice.



- 1 Swap roles.
- 2 Finish when each person has written three messages.



Spelling Adviser: Challenge Cards 1–6

1

Lost bag

Purpose: Label the bag.



Target:
bag

Known word or phonics? Explain.

2

Red hat

Purpose: Make a lost-item note.



Target:
hat

Known word or phonics? Explain.

3

Feed dog

Purpose: Leave a pet-care note.



Target:
feed, dog

Known word or phonics? Explain.

4

Pat cat

Purpose: Leave a pet-care note.



Target:
pat, cat

Known word or phonics? Explain.

5

Play and hop

Purpose: Invite a friend.



Target:
play, hop

Known word or phonics? Explain.

6

Run and kick

Purpose: Invite a friend.



Target:
run, kick

Known word or phonics? Explain.

Spelling Adviser: Challenge Cards 7–12

7 My pen



Purpose: Label it.

Target: my, pen

Known word or phonics? Explain.

8 Lost sock



Purpose: Make a note.

Target: sock

Known word or phonics? Explain.

9 Dog can hop



Purpose: Make a pet message.

Target: dog, hop

Known word or phonics? Explain.

10 Cat can run



Purpose: Make a pet message.

Target: cat, run

Known word or phonics? Explain.

11 Come and play



Purpose: Invite a friend.

Target: come, play

Known word or phonics? Explain.

12 Kick and run



Purpose: Invite a friend.

Target: kick, run

Known word or phonics? Explain.

Name: _____

Date: _____

Independent Message and Revision Record: Pup Note

Say two short sentences.

Write or dictate them.

Circle two words you attempted.

Read the message to a partner.



My message

PREVIEW

First attempt: _____

Revised attempt: _____

I changed it because: _____

Listen for a useful known word or a plausible phonics attempt.

Name: ANSWERS

Date: _____

Independent Message and Revision Record: Pup Note

Say two short sentences.

Write or dictate them.

Circle two words you attempted.

Read the message to a partner.



My message

Pup in bed.

Pat the pup.

PREVIEW

First attempt: bd

Revised attempt: bed

I changed it because: I heard /e/ in the middle.

Other coherent two-sentence messages and justified plausible spellings are accepted.

Listen for a useful known word or a plausible phonics attempt.

Name: _____

Date: _____

Independent Message and Revision Record: Play Invitation

Say tag slowly.

Repair the attempt.

Write a second invitation sentence using jog.

Explain the sound evidence.



Come and tg.

Repaired sentence:

Second sentence:

My sound evidence:

Name: **ANSWERS**

Date: _____

Independent Message and Revision Record: Play Invitation

Say tag slowly.

Repair the attempt.

Write a second invitation sentence using jog.

Explain the sound evidence.



Come and tg.

Repaired sentence:

Come and tag.

Second sentence:

Jog to the mat.

My sound evidence:

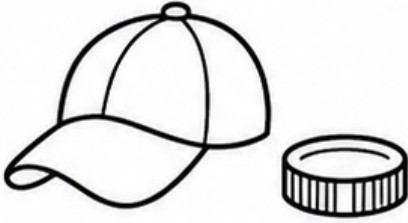
I added a because I heard /a/ in tag.

Accept a different plausible second sentence that stays within the taught scope.

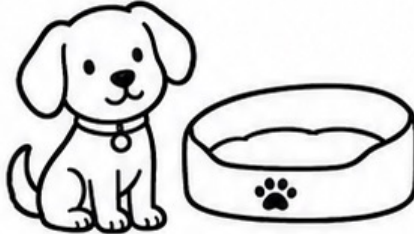
Name: _____

Date: _____

Independent Message and Revision Record



Lost cap and lid



Pup and bed



Play tag and jog

1. Choose one picture.
2. Say two sentences.
3. Write or dictate your message.
4. Circle two words you attempted independently.
5. Read the message.
6. Revise one specific omission if you find one.
7. Explain what changed.

My message:

First attempt: _____

Revised attempt: _____

My reason: _____

Teacher observation:

Exact attempt retained: _____

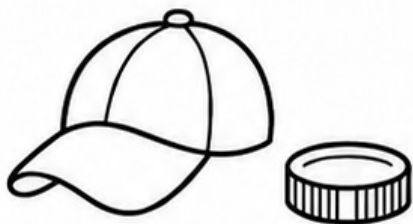
Read/spell sample observed: _____

Explanation heard: _____

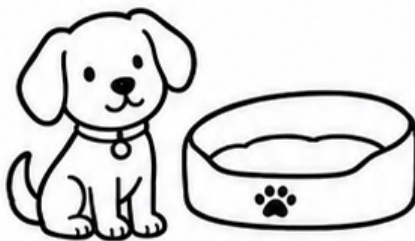
Name: ANSWERS

Date: _____

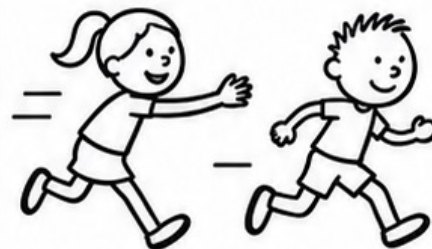
Independent Message and Revision Record



Lost cap and lid



Pup and bed



Play tag and jog

1. Choose one picture.
2. Say two sentences.
3. Write or dictate your message.
4. Circle two words you attempted independently.
5. Read the message.
6. Revise one specific omission if you find one.
7. Explain what changed.

My message:

Mi cap iz lost.

Luk bi the lid.

First attempt: cp

Revised attempt: cap

My reason: I heard /a/ in the middle.

Teacher observation:

Exact attempt retained: cp

Read/spell sample observed: cap – /c/ /a/ /p/

Explanation heard: Added a for the middle sound.

Accept any coherent two-sentence or oral-dictated-supported message with two plausible independent attempts and one specific explained revision.

Name: _____

Date: _____

Learning Evidence Rubric: Independent Spelling Choices

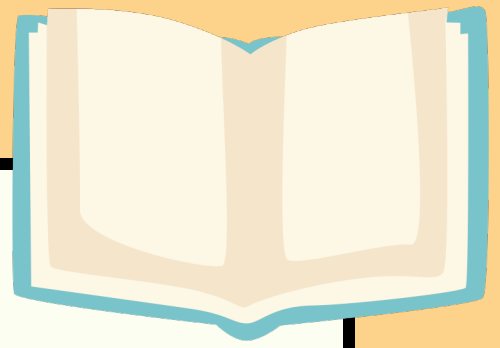
	Needs teaching	Developing with support	Target met independently
Concept and accuracy	Choice does not yet match sounds or meaning.	Works on familiar models after a prompt.	Selects a useful known base or plausible phonics attempt for a fresh message.
Application and procedure	Meaningful message task not yet complete.	Completes with a model or step prompts.	Says, writes or dictates, rereads and revises independently.
Reason and evidence	Guess or no reason.	Gives a relevant detail after a prompt.	Explains with a sound, letter or known base.
Transfer and communication	Response is not yet interpretable.	Clear with support, but in fresh context remains insecure.	Creates a coherent fresh message using the same strategy.

Evidence observed

Next teaching step

Independent Spelling Choices





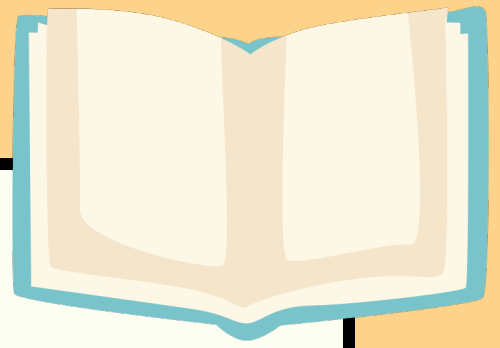
Our spelling choice

We say the whole message first. We can hear a word, we can hear a sound, or stretch an unfamiliar word and choose letters for the sounds.

Success: I can make two useful spelling attempts and explain one revision.

Diagnostic prompts: What would you write on a lost hat label? What could help you spell play?





Words we use

say = speak the message

stretch = say a word slowly

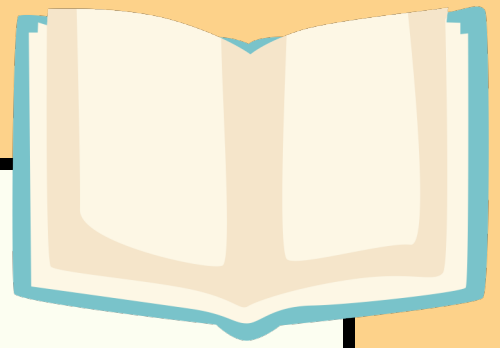
sound = what we hear

letter = what we write

attempt = our first

check = reread and decide whether a part needs changing





Message first

Purpose 1: label a lost item.

Purpose 2: leave a pet-care note.

Contrast: copying a word first before saying the message does not show an independent spelling choice.

Routine: say the message, then say a known word or stretch a new word. Try it. Check it.





A known word can help

Message: Come and play.

Teacher thinking: I know the word *play*. I reread the whole word and use it in my message. I still reread the sentence when I finish.





Phonics can help

Message: My bag.

Teacher thinking: I say bag and hear it: /b/ /a/ /g/. I choose b, a and g.

Contrast: writing b does not represent the whole word I said.





Guided spelling choice

Message purpose: a note to care for a pet

Say: Feed the dog.

Pause and decide which word can come from a known word card? Which word can you stretch if needed? Make an attempt before asking for the bank.



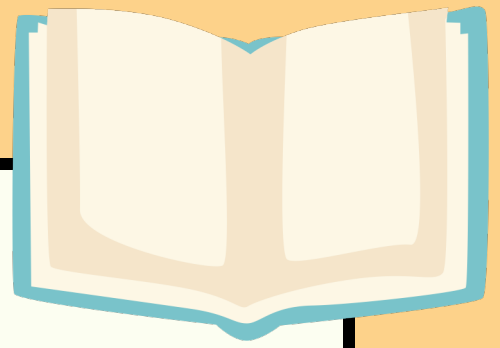


Guided response

Feed may come from a confirmed known word. Dog can be stretched /d/ /o/ /g/ and attempted with d-o-g.

A different plausible attempt can be accepted when it represents the heard sounds and uses taught correspondences.





A useful base

Message: Come and play.

I retrieve play because it is a word I already know. I do not need to rebuild every sound when the whole useful word is secure.

If play is not known, I make a sound-based attempt and ask for the next teaching step.





Spelling Adviser turn

Composer says: Pat the cat.

Adviser asks: Do you know a useful word? If not, stretch the target word.

Composer writes ✓ Adviser asks the composer to read the message and explain the choice.

Then roles swap





Independent adviser challenge

Your message purpose is a play invitation

Say a message using hop or run. Make your first attempt. Tell your partner whether you used a known word or phonics. Check only once on the first attempt.





One specific revision

First attempt: pn. The learner meant pen

Rereading shows the middle /e/. Missing. Revision: pe.

The helpful next step names the missing sound. It does not mark every plausible part as wrong.





Fresh message

Pet-care picture: a pup resting in a bed.

Say two short sentences. Attempt to read and understand. Read the message to a partner. Revise one part only when the reader gives clear feedback or meaning evidence.





Same target, different access

Support: rehearse orally and use fewer confirmed graphemes.

Core: compose without a visible word list.

Extension: combine known and unfamiliar words in a natural sentence.

Everyone still makes and enjoys a spelling choice.





Independent message

Choose one fresh picture. Say two sentences. What or did you see in the message. Circle two words you attempted independently. Reread. Remove one specific omission if you find one. Explain what changed.

Do not show a final answer before the attempt.





Evidence and next step

I can show my exact first attempt.

I can read or spell the target word for my teacher.

I can explain why I got or changed one part.

My next step now is one sound, letter or known word that will help.





Independent spelling choices

Plan the message. Retrieve a useful knowledge word when it is a phonics for an unfamiliar word. Reread for meaning and heard sounds. Revise the specific part.

A plausible attempt given the teacher's guidance.





Well Done!

Say it. Use a user aid. Try it. Check one part.



Independent Spelling Choices Quiz





Question 1

A learner wants to label a lost bag. Which action shows the most appropriate spelling choice?

- A. Copy a list before saying the word.
- B. Say 'My bag', then spell the bag or repeat the word known.
- C. Draw only a bag.





Answer 1

B. The learner plans a message, then selects a word and knows how to phonics attempt.





Question 2

For 'Feed the dog', why might feed and use different verbs?





Answer 2

Feed may be retrieved as a confirmed known word. Dog may be matched /d/ /o/ /g/ when it is unfamiliar. Credit a reason tied to the learner's knowledge.





Question 3

Write or dictate two short pet-care sentences. Circle two words you attempted and explain one revision.





Answer 3

Accept a coherent two-sentence message, two possible independent attempts, and a specific explained revision.

Example only: 'Pup in bed' 'Pat the pup.' '1st attempt bd changed to bed because /e/ was heard.'





Question 4

You want to write 'My pen'. What should appear before the word 'ink' appears?





Answer 4

Say the message and make a first attempt. The mark is for checking after the attempt.





Question 5

Change the target from pen to play. What may change in the sourcing decision?





Answer 5

A secure known word play can be retrieved as a whole word. The routine still starts with the intended message and ends with rereading.





Question 6

A learner writes b for bag and says the j is finished. What correction?





Answer 6

The attempt records only the first sound that the learner hears and represent the remaining heard sounds with taught or possible grammemes.





Question 7

Adviser challenge: Invite a friend to hop. Write the message, make an attempt for hop, and name the aid.

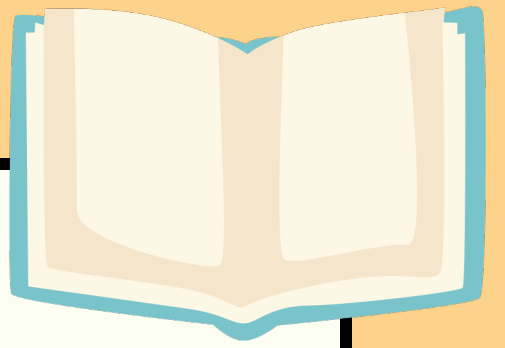




Answer 7

Example: 'Come and hop.' hop can be removed, broken down into the sounds /h/ /o/ /p/. The learner must name the aid used.





Question 8

Compare sok for sock and b for bag. How are they different?





Answer 8

sok represents the complete heard sound sequence with the spelling, while b omits heard sounds from bag.





Question 9

Fresh case: Write a short lost-item message using app. No word bank is shown.

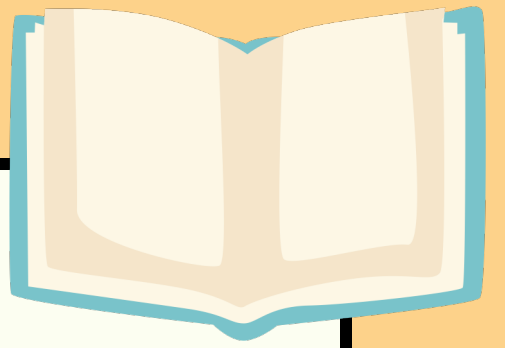




Answer 9

Accept a meaningful message with a plausible context for an app such as 'My cap', provided the learner can read or explain it.





Question 10

What evidence supports the attempt to





Answer 10

The learner can point to /c/ /a/ /p/ and the corresponding letter preference without sound or known-word evidence is insufficient.





Question II

Claim: Every Foundation spelling must match the pronunciation before it counts. Is the claim valid?





Answer II

No. A plausible attempt may show complete sound representation using taught graphemes.
Teach the next specific correspondence when needed.





Question 12

After writing `tg` for `tag`, what is a useful next action?





Answer 12

Reread tag, notice the middle /a/, revise tag with another plausible representation, and explain the change.





Well Done!

