

Tip Sheet

Wonderful Words: Building Vocabulary and Phonological Awareness

Encouraging students to take an interest in words; what they mean; where they come from; why they are spelt the way they are; and, what other words they are related to; has been shown to assist students both in terms of their interest in literacy activities and their competencies (including spelling). For younger students, this should be an oral process. Use this strategy to learn new words at home and at school. This framework can also be used as a written process for older students to explore words. For adults and older students who would like to use this process independently, various websites such as www.dictionary.com post a word of the day, along with its definition.

My word is: _____

It means: _____

I could use my word in a sentence in the following way: _____

My word has _____ syllables.

My word has _____ sounds.

The first sound of my word is _____ and the last sound is _____

My word rhymes with _____ and it also rhymes with _____

(Stop Here for Pre-Primary and Lower Primary)

The onset and rime of the first syllable are _____ and _____

The onset and rime of the last syllable are _____ and _____

I heard/read this word _____ (where?)

I think it originally came from _____ (which language?)

Its base (root) is _____ and this base is also in the words _____ and _____

The base means _____

My word has a prefix. It is _____

My word has a suffix. It is _____

My word is a noun verb adjective adverb conjunction (tick)

Map the syllables and sounds (1 box = 1 speech sound, / = syllable break)

For example: photosynthesis =

ph	o	/	t	o	/	s	y	n	/	th	e	/	s	i	s

Circle any 'tricky spellings' (e.g., fr*ie*nd)