



Teaching Routine for New Heart Words: Supporting Orthographic Mapping



TEACH

Introduce the word (oral only)

"Today we're going to learn how to read and write a new Heart Word. The word is SAID."

Reinforce the meaning of the word (e.g. put it in a sentence, define it).

"As in, "Mum **said**, 'Eat your broccoli!'".

Learners say the word aloud.

"You say after me: SAID"
(Students repeat: "said").

Identify syllables and phonemes in the word.

— — —

"Ok, let's find out how many syllables in this word" (use usual strategy, e.g. zipped lips, clapping)." That's right: 1 syllable."
"Now, let's listen for all the sounds/phonemes in the word. Finger spell together: S-E-D."
Draw an underline on the whiteboard / modelling book for each phoneme identified.

Build the word grapheme by grapheme, highlighting how each grapheme relates to the phonemes identified, noting any 'tricky' spelling patterns.

s ai d

"Let's explore how we spell this word. What was our beginning sound?" (pointing to the first underline). "That's right: /sss/, Nikau, can you please write the spelling for the /ss/ sound here (letter s)."
"Now, what was the *ending* sound?" (pointing to the final underline). "Yes - /d/. Aria, please come up and write the spelling for the /d/ sound here."
"Our middle sound is?" (pointing – learners say the /e/ sound). "Yes - /e/. In this word, we spell the /e/ sound with two letters: ai. That is the tricky part that we need to remember off by heart." (Draw a small heart above the ai, write in different colours, highlight etc to draw attention to it – the S & D are regular, basic spelling patterns).

Say the sounds, read the word.

"Now say the sounds and read the word" (point to the sounds as students say them, then sweep left to right as they say the whole word).

PRACTICE

Students practice with teacher support

Students write the word, while saying the sounds. "S-E-D" while writing s-ai-d, then say "said" each time they've written the word.

APPLY

Students write phrases and sentences containing new and previously learned words and spelling patterns.

Students write sentence:
"Mum *said* Ben can run to the shop."

REVIEW

Regular, intentional review of previously learned patterns and words

Reading & writing words and sentences (e.g. dictation).