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Description

Using only 6 consonants (c) letters – m, t, h, s, c, p and a vowel (v) combinations, teachers/parents can blend at least 10 cvc words –fat, sat, ham, mat, cap, pat, hat, sam, has, sap, map, tap (Attached a list of the spoken sounds used in *Fingerfastspell*). For a beginning speller, teachers/parents could adopt the following steps to blend the word, for example **mat**:

1. Point to the **m** letter tile and say /m/
2. Put the **m** letter tile on the sound blending board in the 1st square.
3. Point to the **a** letter tile and say /a/.
4. Put the **a** letter tile on the sound blending board in the 2nd square.
5. Slowly slide your finger under the letter tiles **ma** and say /ma/ quickly.
6. Next, point to the **t** letter tile and say /t/.
7. Put the **t** letter tile on the sound blending board in the 3rd square.
8. Slowly slide your finger under the letter tiles **mat** and say /mat/.

The words are divided into six levels of difficulties. Beginning with the basic letter/sound relationships, it moves level by level to the more difficult sound pattern. At the higher level, children learn letter combinations, rules and patterns (Attached Spelling rules and general pattern in one-syllable word Level 1 to Level 6).

In addition to the daily 10-15 minute formal phonics lesson, teachers can use *Fingerfastspell* as a tool for blending, word-building activities as well as a resource to provide opportunities for students to play with previously taught sounds and spellings (Attached rules of the game). *Fingerfastspell* also allows for differentiated spelling activities in a mixed ability group i.e. Student A could spell words from level 1 to 4 whilst Student B could spell words from level 1 to level 2 only.

Depending on the readiness of the child (rather than his age), teachers/parent could provide the necessary hints/scaffolding as the child learns to connect blending with spelling.

Encl:

1. Spelling Rules and General Pattern in one-syllable word (level 1 to level 6) Appendix 1
2. List of spoken sounds used in Fingerfastspell Appendix 2
3. Rules of the game Appendix 3

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FINGERFASTSPELL-A Play to Connect Tool

Colour Code:
- red short vowels & green long vowel teams

	b	c	d		f
g	h		j	k	l
m	n		p	qu	r
s	t		v	w	x
y	z	sh	ch	th	wh
ng	nk	all	ed		

Removable plastic letter tiles.

Words ending with dge, ck & tch: back. catch

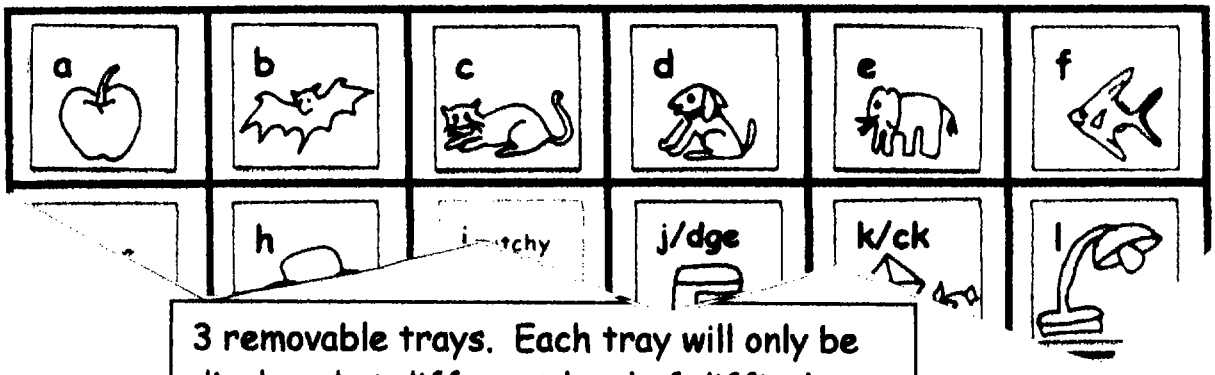
Words ending in ff, ll, ss, zz: dress, stuff

	bb		dd		ff
gg			dge	ck	ll
mm	nn		pp		
ss	tt				
	zz		tch		

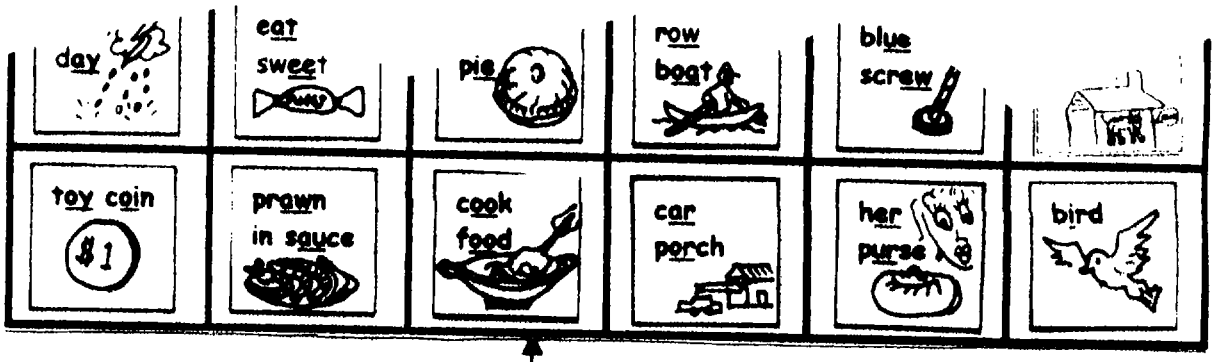
Letter pattern with the same sound are in the same tile. Players have to apply the spelling rules to decide the correct tile to u

Doubling rule before adding ing, ed, er: shopped, runner

Key picture /word stickers for each sound-spelling relationship.



3 removable trays. Each tray will only be displayed at different level of difficulty.



Catchy phrases and pictures for players to remember sound/letters

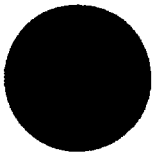
42 Word cards @ 6 level of difficulties

1	cvc words - fat
2	ccvc & cvcc words - flat, fast
3	Consonant digraphs sh,th,ch,wh,ff,ll,ss,zz
4	Words ending- ck,tch,dge,ng,nk,all
5	Magic e words & ee Doubling rules-ed,ing
6	Vowel digraph, R-controlled vowel

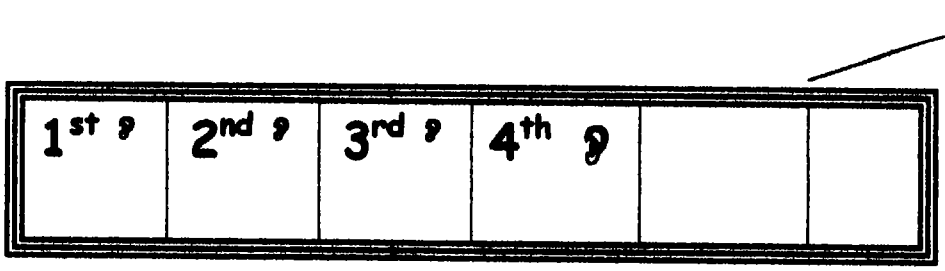
1	pot
2	spot
3	shot
4	shock
5	spoke softly
6	show off

Pizza tokens awarded at each level.

1	Orange pizza
2	Blueberry pizza
3	Red-strawberry pizza
4	Green veggie pizza
5	Chocolate pizza
6	Yellow-mango Pizza



Pizza tokens for delivery.



Blending sound board for sequencing letter tiles

Spelling Rules and General Pattern in one-syllable word (Level 1 to Level 6)

Level 1 : Introduce 5 short vowel (v) sounds - cvc words - cap, fog, lot, bet..

1. No English word ends in i, v, and j.

2. 'q' is always written as 'qu'.

Level 2 : Introduce consonant (c) blends - ccvc and cvcc words - clap, frog, lost, belt

As above

Level 3: Words including consonant digraphs - **sh, th, ch, wh**

1. **-ff, -ll, -ss, zz**

   Double the final f, l, s, and z after a single vowel.
   Examples: fuss, hill, miss, buzz, grass

Level 4: Words ending with ck, tch, dge, all and ng, nk letter combination (sing, song, sang, sung, sink, sank, sunk, honk)

1. **-ck**
   Use -ck to spell the /k/ sound after one short vowel at the end of a short word. Examples: **back**, **clock**, **sock**, **duck**.

2 **-tch**
   Use -tch to spell /ch/ sound after one short vowel at the end of a short word. Examples: **catch**, **itch**, **snatch**

3. **-dge**
   Use -dge to spell the /j/ sound after one short vowel at the end of a short word. Examples: **judge**, **fudge**, **dodge**, **ridge**

Level 5: Magic e words & words with **ee** combination (**feed**, **need**, **week**)

1. **Magic e or silent e rule**
   Silent-e at the end of a word makes the vowel before it **long** (that is, it makes the vowel say its name)
   Examples: can - **cane**, hop - **hope**, cut - **cute**, mat - **mate**
2. **Double letter rule**
   Double the final letter before adding these vowel suffixes - (ed, er, ing) in a word with one short vowel and ending in one consonant.
   cvc + ing = cv<u>cc</u>ing, cvc + ed = cv<u>cc</u>ed
   Examples: run + ing = **running**, shop + ed = **shopped**,
   run + er = **runner**, hug + ed = **hugged**

Level 6: R-controlled vowel & Vowel team words. When two vowels come together, generally the first vowel is long (i.e. say its name) and the second vowel is silent. ** *For spoken sounds, please refer to list.*

1. **ai says /ā/; ay says /ā/.**
   ai, most common way to spell in the middle of a word.
   Examples: **rain**, br**ain**, sl**ain**
   ay, most common way to spell at the end of a word.
   Examples: d**ay**, st**ay**, br**ay**

2. **oa says /ō/ & ow says /ō/**
   oa, most common way to spell in the middle of a word.
   Examples b**oat**, fl**oat**, s**oak**
   ow, most common way to spell at the end of a word.
   Examples: bl**ow**, sn**ow**, fl**ow**

3. **/oi/ as in coin & /oy/ as in toy**
   oi, most common way to spell in the middle of a word.
   Examples: c**oin**, j**oin**, f**oil**, sp**oil**
   oy, most common way to spell at the end of a word.
   Examples: b**oy**, t**oy**, s**oy**

The following list is the spoken sounds used in *Fingerfastspell* Level 1 to Level 4

Spoken Short-Vowel Sounds: *(letters within the slashes stand for sounds)*

/a/ as in **a**pple, b**a**t
/e/ as in **e**lephant, **e**gg
/i/ as in **i**tchy, **i**gloo
/o/ as in **o**range, **o**ctopus
/u/ as in **u**mbrella, **u**p Vowel variant - all says /ô/ as in b**all**

Spoken Consonant Sounds:

/b/ as in bat
/c/ as in **c**at * *(prompting may be needed if the word begins with c or k)*
/d/ as in dog
/f/ as in fish
/g/ as in goat*
/h/ as in hat
/j/ as in jam; dge says /j/ as in bri**dge****
/k/ as in kite; ck says /k/ as in ba**ck** **
/l/ as in lamp
/m/ as in man
/n/ as in nut
/p/ as in pig
/qu/ as in queen. String /k/ & /w/ together.
/r/ as in rat
/s/ as in sun
/t/ as in top
/v/ as in van
/w/ as in wagon
/x/ as in bo**x**. String /k/& /s/together.
/y/ as in yo-yo
/z/ as in zip
/ch/ as in **ch**ick, **ch**ip; tch says /ch/ as in itch,**
/sh/ as in **sh**ip
/th/ as in **th**umb *(voiceless)* & these *(voiced)*
/wh/ as in **wh**istle, whip

/ng/ as in sing, sang, song, sung
/nk/ as in sink, sank, sunk, honk
suffix -ed as /d/ as in land**ed**, rent**ed**; ed as /t/ as in spell**ed**.
** only the hard sounds are used here. ** refer to spelling rules and pattern*

Level 5 to Level 6

Spoken Long-Vowel Sounds - *(just sound out the name of the letter. The macron mark (¯) is used to represent long-vowel sounds)*
/ā/ as in c**a**ke, g**a**te
/ē/ as in P**e**te, th**e**se
/ī/ as in b**i**ke, k**i**te
/ō/ as in h**o**me, c**o**ne
/ū/ as in m**u**le, c**u**be

Spoken vowel digraphs/team - When two vowels come together, generally the first vowel is long (i.e. say its name) and the second vowel is silent - *(When two vowels go walking, the first does the talking)*
/āi/ as in r**ai**n
/āy/ as in d**ay**

/ēe/ as in sw**ee**t
/ēa/ as in **ea**t

/īgh/ as in l**igh**t
/īe/ as in p**ie**

/ōa/ as in b**oa**t
/ōw/ as in r**ow**

/ūe/ says as in bl**ue**
/ew/ says /ū / as in scr**ew**

/oi/ as in c**oi**n
/oy/ as in t**oy**

aw says /ô/ as in pr**aw**n
au says /ô/ as in s**au**ce

oo says /o͝o/ as in c**oo**k
oo says/o͞o/ as in f**oo**d

R-controlled vowels. Generally the letter r affects the sound of the vowel that precedes it.
ar says /är/ as in c**ar**,
er says /ûr/ as in h**er**,f**er**n
ir says /ûr/ as in b**ir**d
ur says /ûr/ as in p**ur**se, ch**ur**ch
or says /ôr/ as in p**or**ch, c**or**n

Fingerfastspell -Rules of the Game

(A Play to Connect teaching tool & game)

Contents in each set:

1 sound blending board
48 letter tiles (including 1 blank tile)
3 trays
1 set of pictures stickers for the trays
42 Word Cards
36 scoring pizza tokens
Rules of the game
Spoken sound list
Spelling rules and patterns
Letter to Parents (blending sounds for beginners)
Letter to Teacher (a sample activity)

Number of players:

1 set per player/team

Object of the Game:

Players collect Pizza tokens by being the first one to put the letter tiles in correct sequence. The tokens are of 6 colours corresponding to 6 levels of word difficulties. The first player to collect all 6 coloured token is the winner. Depend on the spelling abilities of the players, Pizza tokens may be awarded as follows;

L1	6

L1	3
L2	3

L1	2
L2	2
L3	2

L1	1
L2	1
L3	2
L4	2

L1	1
L2	1
L3	1
L4	1
L5	2

L1	1
L2	1
L3	1
L4	1
L5	1
L6	1

How to Play:

Before starting play, the Word Cards are shuffled and placed facedown in a pile in the middle. Decide who picks up the Word Card first, second, third..... The first player picks up the Card. The second player decides the word level difficulty to be read and spelt e.g. the second player chooses level 4. The first player refers to No. 4 on the Word Card and reads the corresponding word. The rest of the players quickly put the letter tiles in correct sequence. The player who first puts the letter tiles correctly is the winner. Player with the card shows the correct word. Winner gets the pizza tokens delivered to him. Players must put the letter tiles back to the correct tray, The second player next picks up the Word Card. The third player decides the word level difficulty to be spelt.

Variations on Play: 1. For very young players or children with spelling difficulties, it is recommended that speed is not one of the criteria to win. As long as they put the letter tiles correctly to the word read, they should be awarded the tokens. For these players, an adult present to read/sound out the words slowly is necessary (choose only level 1 or/and level 2 words depending on their abilities). 2. For better players, throw a dice to decide the level of difficult words to be read and spelt.

Claims

1. The words are divided into six levels of difficulties. Beginning with the basic letter/sound relationships, it moves level by level to the more difficult sound pattern.
2. At the higher level, children learn letter combinations, rules and patterns. Letter pattern with the same sounds are engraved in the same tile – one on each side. The child has to apply the spelling rules correctly to decide which side of the tile he should display on the blending board. Examples of these tiles are:

Front	Reverse	Spelling rules and Pattern
f →	ff	Double the final ff, ll, ss, zz after a single vowel: stuff
l	ll	hill
s	ss	loss
k	ck	Use the ending ck to spell the /k/ sound after one short vowel: back, sick, sock
ch	tch	Use the ending tch to spell the /ch/ sound after one short vowel catch, hutch, pitch
n	nn	Double the final letter before adding vowel suffixes-ed, ing, run + ing = running;
m	mm	swim + er = swimmer
p	pp	shop + ed = shopped
āi	āy	**ai** : most common way to spell in the middle of a word **ay**: most common way to spell at the end of a word. rain, play, chain, stay
ōa	ōw	**ōa** : most common way to spell in the middle of a word **ōw:** most common way to spell at the end of a word. boat, row, float, flow
ōi	ōy	**ōi** : most common way to spell in the middle of a word **ōy:** most common way to spell at the end of a word. coin, toy, boil, boy

3. Three removable trays. Each tray of letter tiles will only be displayed as the child moves from the different level of difficulty.

4. Key picture/word stickers at the tray for each sound-spelling relationship.

5. Catchy phrases and picture stickers for children to remember the same sound with different letter combination. Example:

   Both oa and ow says /ō/. A picture sticker is placed on the tray underneath the "oa/ow" tile with the phrase "row boat". This helps to assist the child's visual memory.