Chapter 7.
Introducing the one-to-many principles in post-16 phonics

Introduction

This chapter sets out a more detailed explanation of the one-to-many concepts that are important for learners at any level. They can form part of a structured and sequential phonics programme or arise incidentally in lessons and are applicable to both reading and spelling well beyond Entry Level 3.

One-to-many concepts are important for learners at any level. They can form part of a structured and sequential phonics programme, or arise incidentally in lessons. The following content is not exhaustive, but it's enough to give learners time to discover and practise the one-to-many concepts. The sequence of delivery is up to the practitioner. To keep things interesting for learners, it's good to alternate the one-to-many concepts, switching focus between reading and spelling and noting where they overlap.

This isn't about teaching rules, but rather about looking out for frequency and patterns that emerge through the activities. For instance, you'll see that when the /p/ sound is in the middle of a word with a short vowel, the grapheme is usually <pp>. You'll see that you say a long 'ay' (/eɪ/) before the -tion ending. These are aspects of the English spelling system that learners can discover as they work with you.

Be ready for your learners to point out the oddities, because there are many. They'll notice that **copy** and **pity** don't follow the pattern. They'll point out **ration.** Those are wonderful conversations to have and, if they ask why these exceptions exist, "I'll have to look that up" is a great answer. You don't have to know all the answers for phonics to be an effective tool.

Finally, in post-16 phonics, we teach phonemes and graphemes in the context of whole, meaningful and age-appropriate words. Drilling of graphemes or flashcard type activities are not required in post-16 phonics.

7.1 One-to-many – working from print to sound

In this section we show how to support reading by introducing learners to the idea that:

> One grapheme can represent many phonemes
>
> or one symbol (letter or letters) can lead to many sounds
>
> grapheme <a> t**a**p   b**a**by   f**a**ther   w**a**ter   **a**round
>
> grapheme <ai> p**ai**nt   s**ai**d   mount**ai**n

This concept is powerful for those learners who, when reading, tend to see words as either whole objects or strings of letters. As they learn to see graphemes, attach sounds and listen for a word, they improve their word identification speed and stop skipping words they don't know. This in turn improves their reading comprehension as they learn to use context to check for meaning.

Boxes A-C introduce this print to sound, one-to-many concept, working left to right from least to most complex.

Box A: Trustworthy graphemes for reading

Alternatives for reading these graphemes are very rare, so there's no sorting activity. However, you can ask learners to look out for them in text or write text with lots of examples so learners can see for themselves that these graphemes are trustworthy for reading. We've put rare exceptions in brackets.

Box A. These graphemes almost always represent only one sound each.		
Consonants	**Vowels**	**Vowels plus <r>**
le**dge**, ba**dge**, fri**dge**	ta**l**k, wa**l**k, cha**l**k	f**air**, h**air**, st**air**s
i**tch**, ba**tch**, stre**tch**	A**u**gust, P**au**l, (ga**u**ge)	t**ur**n, b**ur**rn, f**ur**nish
ha**ve**, gi**ve**, arri**ve**	dr**aw**, fl**aw**ed, h**aw**k	st**ir**, b**ir**thday, s**ir**
phone, **ph**oto (shepherd)	tr**ee**, str**ee**t, m**ee**ting	fl**oor**, d**oor**, (p**oor**)*
write, **wr**ist, **wr**eck	s**igh**, h**igh**, fl**igh**t	s**ore**, st**ore**, c**ore**
knit, **kn**ee, **kn**ow	b**oa**t, c**oa**t, fl**oa**t (boa)	
	b**oi**l, c**oi**n, s**oi**l	/əl/ 'le' endings
	w**oul**d, c**oul**d, sh**oul**d**	tab**le**, Apr**il**, hospit**al**, tunn**el**

*adjust for accents

** Learners might notice **shoulder** or **boulder** where the /l/ is pronounced. In those words, <ou> is the grapheme for the 'oe' (/əʊ/) sound.

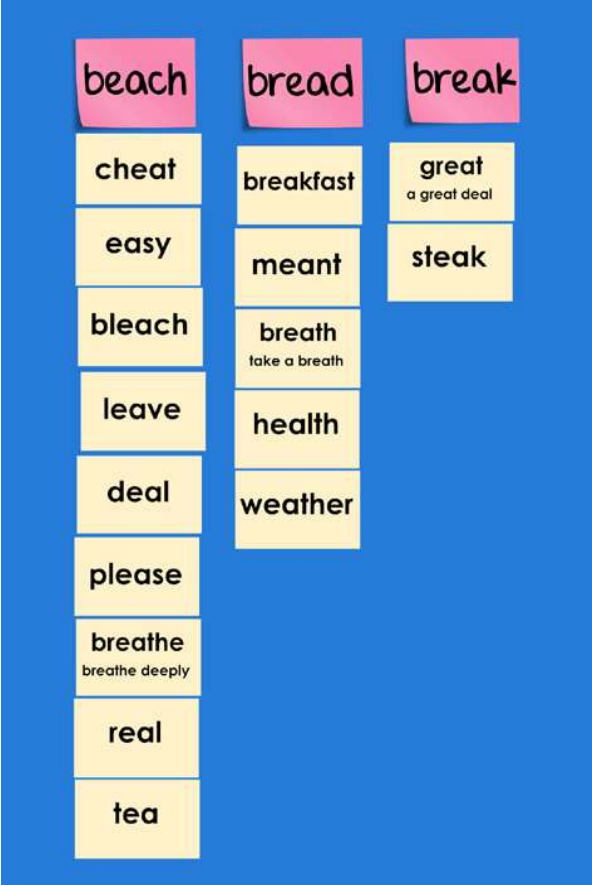## Boxes B and C: Graphemes that represent two or more sounds

This concept can be grasped by having learners work together to sort 20 – 30 words with the target grapheme into appropriate phonemes. Every learner needs to be saying the words aloud and listening for a word they recognise. This exercise can't be done by sight. You can use the example words below as headings for the sorting activity and start them off by telling them the different phonemes they're going to be trying out. Adjust for the level of your learners.

If they need extra support, lead this activity from the front. If they're not sure, get them to try it both or all ways and pick the word that sounds familiar, for example, "akid, asid – oh 'acid' is the word so it goes in that column." If you include a word like **city,** which could lead to **kitty,** put it in a brief contextual phrase: "London is a city".

When one choice is much more common than the others, create a list that reflects that, for example, <ai> is more commonly the sound in **paint** than in **said** or **mountain**, so have more words with that long 'ay' (/eɪ/) sound.

🔍 Activity: Sorting Activity (one grapheme, two or more sounds)

Here's a completed <ea> sorting activity (see the grapheme to phoneme correspondences in **Box C**). Note that the practitioner has given learners the heading words so they know there are only three choices. There was some discussion about where to put **real** and **deal** but it was decided that the long 'ee' as in **beach** category was best. Note that the number of cards in each column mirrors the frequency of occurrence in English.

beach	bread	break
cheat	breakfast	great a great deal
easy	meant	steak
bleach	breath take a breath	
leave	health	
deal	weather	
please		
breathe breathe deeply		
real		
tea		

Box B. One alternative for reading

This is a good place to start with the concept that there can be more than one way of saying what you see in the spelling of a word.

cat a**c**id	k**ey** th**ey**	**c**ar doll**ar**
fit o**f**	n**ew** fl**ew**	sh**are** **are**
get **g**el	p**ie** ch**ie**f	s**or**t w**or**d (doct**or**)
hou**se** becau**se**	m**oo**n b**oo**k*	
so hi**s**	n**ow** kn**ow**	
	bl**ue** d**ue**	

*Ignore this one if your learners pronounce these words with the same vowel. Your class may be split on the issue so talk about it. Neither way is right or wrong.

Box C. Many alternatives for reading

There are other examples of graphemes which represent many phonemes but these are a good place to start.

a	p**a**n **a**ble f**a**ther w**a**ter **a**bout
ai	p**ai**nt s**ai**d (mount**ai**n)
ea	b**ea**ch br**ea**d br**ea**k
ear	f**ear** b**ear** (h**ear**t **ear**th)
o	**o**ff s**o** s**o**me t**o**
ou	**ou**t y**ou** sh**ou**lder
u	**u**p **u**nit p**u**t
y	ha**pp**y Jul**y** **y**es g**y**m

7.2 One-to-many – working from sound to print

In this section we show how to support spelling by introducing learners to the idea that:

> one phoneme can be represented by many graphemes
>
> or one sound can be spelt with many different symbols (letter or combinations of letters)
>
> phoneme /s/ **s**ay pa**ss** hou**se** chan**ce** **c**ent li**s**ten mu**sc**le
>
> phoneme /ɪ/ b**i**t g**y**m b**u**sy w**o**men pr**e**tty b**ui**ld

Though this concept can help learners learn more graphemes for reading, it is most useful for spelling.

This 'one-to-many' chart illustrates for your learners that some spellings for sounds are more common than others. Rather than memorising strings of letter names, use the one-to-many concepts to help your learners figure out which parts of the words are easy to spell and which require extra memory. Notice the patterns together and ask learners to make groups of words that are similar in order to help them remember.

There are other graphemes in English that aren't on the chart, but they occur in words that aren't written or seen very often. However, they may occur in a local place name or even a learner's name, so add to the chart as you discover them. '**Leigh**' comes to mind.

Other graphemes need to be adjusted for accent. For instance, some of your learners will say identical vowels in **cat** and **laugh** so we've put the <au> grapheme as a way to spell that sound with an asterisk. For other learners, that vowel in **laugh** will sound like the one in **barn** so the <au> grapheme is in that section too. Adjust for your learners' accents and talk it over with them.

You can find a printable version of the chart in the appendix at the end of this chapter.

Lesson ideas for working with one sound – many graphemes

Continue to use the 'words as puzzles' activities from Chapter 6, the Basic Code Plus section, to familiarise learners with the grapheme-phoneme correspondences – the one-to-many principles.

You can also do sorting activities like you did for Boxes B and C above. Again, choose a variety of words, but this time sort by all the graphemes that spell a single phoneme. Try to choose a selection that shows that some graphemes are much more common than others.

Sorting activities can be led from the front or given to individuals or pairs to work on. Start as a whole group to identify all the various alternative spellings for the one sound, then you can differentiate in several ways:

🔍 Activity: Sorting Activity (one sound, many graphemes)

More able readers and spellers might like to sort a selection of words and write them on a paper grid with the graphemes as headers.

address	difference	promise
ask	fasten	rust
bless	fence	scene
castle	house	science
cent	interest	sense
chance	listen	sentence
city	loose	stress
concern	muscle	stretch
consider	pass	thanks
escape	pencil	unless

Sort these words by the grapheme that represents the /s/ sound.

Some of them have two /s/ sounds.

Listen when you're reading because 2 letters might be a single sound or might be 2 sounds. Look at 'listen' and 'interest'.

Words with the sound /s/ sorted by grapheme

s	ss	se	c	ce	sc	st
ask	address	house	cent	chance	muscle	castle
consider	bless	loose	city	difference	scene	fasten
escape	pass	promise	concern	fence	science	listen
interest	stress	sense	pencil	science		
rust	unless			sentence		
sense						
sentence						
stress						
stretch						
thanks						

You can also do this with cards to sort and sticky note headings as you did above with the <ea> activity.

Here's the same activity with the graphemes highlighted in each word. Ask learners to sort into columns to discover how many ways there are to spell the /s/ sounds. This is the most supportive version of the activity.
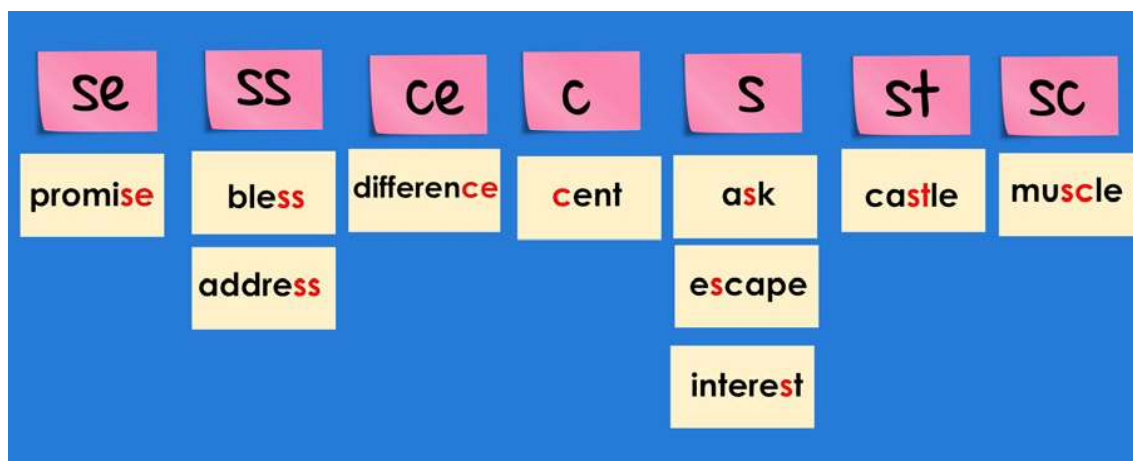
To support learners working in pairs or independently, make cards with the word in normal font, **castle**, on the front and the word with the grapheme highlighted, ca**st**le, on the back. Keep the grapheme in the context of the whole word rather than by itself. Learning graphemes by themselves isn't a good use of learner's time or memory.

Here are some pairs of words that show how the same letters might represent a single grapheme or two separate graphemes.
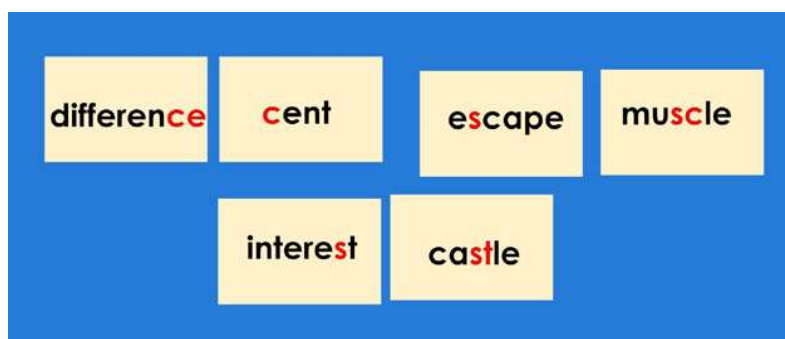
Once you've done a sorting activity, ask learners to choose one to five words they'd like to learn to spell. Create sticky note puzzles for those words then ask learners to write the words, saying the sounds – not the letter names – that are on the sticky note. They can take the puzzles away to practise and learn for spelling.

As learners develop their confidence, you can spend more time practising reading and writing these words in the context of sentences and paragraphs. Learners can develop personal charts or notebooks for looking up spelling alternatives when writing independently.

When you're doing these sound-to-spelling activities, make a special note of common words that have rare graphemes. For instance, the <ie> for the short **/e/** sound in **friend** and the <aigh> for the long 'ay'

(/eɪ/) sound in **straight** occur only in those two words. However, **friend** and **straight** are important for post-16 learners, so they need to know those unusual spellings. Make sure to emphasise the rarity so learners aren't tempted to use them in words that have much more straightforward graphemes.

> **Sensitive Ears!** Someone might hear /ŋ/ in 'bank' where there is no <ng>. Have them start to say a /n/ sound then slide to a /k/ and they will automatically say the /ŋ/. Technically <n> spells the /ŋ/ sound in 'longer', but post-16 learners will automatically adjust the pronunciation. If they don't, practise lists of words side by side, some that retain the /ŋ/ only and others that have the hard /g/ sound:
>
> **singer, ringer,** et cetera versus **finger, linger,** et cetera, and, of course, **ginger, whinger**!
>
> Learners with fluent English will naturally adapt to find a word they know and that makes sense in the context. ESOL learners might need more explicit teaching and practice in context.

See Chapter 8 for more on spelling with phonics.

> "
>
> When teachers and learners all use a common language around the one-to-many principles, learners stop saying, "I can't spell neighbour" and start asking, "How do I spell the 'ay' sound in neighbour?" Talking about phonemes and how to spell them and graphemes and how to read them increases reading confidence and helps with comprehension in the process.
>
> Tricia Millar, 2019
>
> "

Table 4: Grapheme correspondences chart: the many ways to represent one sound

This chart derives from the system used in Millar (2003) That Reading Thing, cross-checked with Brooks (2015) Dictionary of the British English Spelling System.

Adjust for Accent – i.e. the <au> in 'laugh' represents different phonemes in different accents

IPA	"**"	Most common ways to spell each sound				Less common spellings but they occur in common words						
Vowels												
/æ/	a	bat				laugh*						
/e/	e	bet	head			said	any	friend	says			
/ɪ/	i	bit	gym			busy	women	pretty	build			
/ɒ/	o	top	what			because	cough					
/ʌ/	u	but	other			young	blood					
/ʊ/	oo	good	put	would		woman						
/eɪ/	ay	cake	table	say	rain	great	they	eight	vein	straight		
/i/	ee	feet	me	steam	family	pizza	Pete	key	families	receive	quay	people
/aɪ/	igh	line	quiet	my		right	pie	height	eye			
/əʊ/	oe	so	stone	throw		coat	soul	toe	though	bureau		
/juː/	ue	unit	use	few		cue	view	feud	beauty			
/uː/	**oo**	room	super	flute	do	flew	you	blue	fruit	through	shoe	two
/aʊ/	ow	house	town			plough						
/ɔɪ/	oi	**oil**	boy									
Vowels with /r/												
/ɑː/	ar	barn	father*			heart	are	laugh				
/eə/	air	share	hair			their	there	bear				
/ɪə/	ear	clear	here			tier	steer	weird				
/ɜː/ or /ɜːr/	er stressed		term	thirty	word	further	learn	journey				
/ə/ or /ər/	er unstressed		hunter			doctor	collar	centre	Cheshire			
/ɔː/	or	fork	sore	water	saw	sauce	war	your	soar	talk	thought	caught

Table 4: Grapheme correspondences chart: the many ways to represent one sound (continued)

This chart derives from the system used in Millar (2003) That Reading Thing, cross-checked with Brooks (2015) Dictionary of the British English Spelling System.

Adjust for Accent – i.e. the <au> in 'laugh' represents different phonemes in different accents

IPA	"**"	Most common ways to spell each sound			Less common spellings but they occur in common words						
Consonants											
/b/	b	**b**elt	scri**bb**le								
/k/	k	**c**ap	**k**it	roc**k**	s**ch**ool	oc**c**ur	che**que**	mos**qu**ito			
/tʃ/	ch	**ch**ip	ca**tch**								
/d/	d	**d**ark	mi**ddl**e								
/f/	f	**f**it	di**ff**icult		**ph**oto						
/g/	g	**g**ame	bi**gg**er		**gu**est	lea**gu**e	**gh**ost				
/h/	h	**h**at			**wh**o						
/dʒ/	j	**j**am	**g**el		stran**ge**	bri**dge**					
/l/	l	**l**amp	be**ll**								
/əl/	le ending	tab**le**		met**al**	lab**el**	counc**il**	symb**ol**				
/m/	m	**m**y	swim-**m**er		so**me**	autu**mn**	co**mb**				
/n/	n	**n**ut	di**nn**er		**kn**ot	imagi**ne**	**gn**ome				
/ŋ/	ng	lu**ng**	hu**nk**								
/p/	p	**p**et	sho**pp**ed								
/r/	r	**r**est	hu**rr**y		**wr**ist	**rh**ino	dia**rrh**oea				
/s/	s	**s**it	de**c**ide		pea**ce**	addre**ss**	promi**s**e	ca**s**tle	**sc**ience	**ps**ychic	an**s**wer
/ʃ/	sh	**sh**ape			ti**ss**ue	**s**ugar	ma**ch**ine	spe**ci**al	nutri**ti**ous		
/t/	t	**t**ell	le**tt**er		defini**te**						
/θ/ /ð/	th **th**	**th**in **th**en			brea**th** brea**the**						
/v/	v	**v**et	lo**ve**	o**f**							
/w/	w	**w**ent	**wh**en		peng**u**in						
/ks/	x	ta**x**									
/j/	y	**y**es			on**i**on						
/z/	z	**z**ip	i**s**	plea**se**	pu**zz**le	bree**ze**					
/ʒ/	zh	mea**s**ure			massa**ge**						

Chapter 8.
Post-16 spelling strategies

Introduction

This chapter focuses on addressing the needs of learners who are confident in their reading but not in their spelling. Some learners may want to be able to spell words they need for everyday writing tasks; others may need to spell the specific and technical vocabulary they are acquiring as part of their vocational courses, for example, in construction or floristry.

Here we consider a range of spelling strategies that practitioners may already be familiar with, and also ask, "Where does phonics fit in?" Our approach in what follows is to employ the principles of sequence and complexity in thinking about phoneme-grapheme correspondences in the English writing system that we have introduced in Chapters 5-7 and use these principles to help learners move from oral language to writing.

8.1 Assessing learners' starting points

Visual strategies for spelling

Learners may already be familiar with spelling strategies that involve:

- Memorising strings of letter names
- Recalling what a word looks like and then practising writing it over and over until it's lodged in memory ("Look, cover, write, check"; sometimes expanded to "Look, **say**, cover, write, check").

Oral language as a resource for spelling

Letter names and knowing when a word 'looks right' both play a role in spelling, but, on their own they require a lot of memory to store single words. An alternative strategy is to start with saying the word and listening for syllables and sounds. Breaking the word up into chunks in this way makes the task more manageable. It also makes use of what a learner already knows, and thus reduces the burden on memory.

For instance, there's no shortcut to remembering whether **responsible** ends <ible> or <able>, so as little memory as possible should be spent on the rest of the word. Say the word clearly in syllables: **re** (easy) **spon** (easy) **si** (needs a clear vowel) **ble** (easy)*. The only bit to remember is the letter <i> rather than 11 letters or trying to visualise the whole word.

(* Note that the syllables could also be broken up like this: res/pon/si/ble. Someone who's more aware of morphology might give re + spons + ible but watch to make sure that they're understanding that syllables aren't words or they might write re + sponse + ible. It is not necessary for learners to all follow the same way. Being familiar with breaking words up is what counts and in post-16 phonics we put syllables first as a powerful approach for learners to use, working backwards from their own speech.)

This strategy builds from what learners already know about encoding phonemes into graphemes and helps them tackle longer words faster.

8.2 Steps to spelling with post-16 phonics

Phonics approaches to spelling post-16 help learners make explicit connections between the sounds in a word (phonemes) and the letters that represent those sounds. The principles underlying this approach are set out in Chapter 5, the essential concepts of post-16 phonics. You may want to look back at this. In the sections that follow, we offer more detailed guidance on how to help learners build up their spelling strategies by moving from phonemes to graphemes and in the use of 'words as puzzles' activities in Chapter 6.

1. **Start with syllables.** Syllables in post-16 phonics start with natural speech. Ask them to say the word they want to spell in clear syllables. They can say either simm/er or si/mmer following their own speech pattern. You might later decide to adjust for meaningful suffixes. For instance, you might encourage simm/er/ing even when your learners would naturally say simm/ə/ring (that upside down <e> is a schwa, the symbol for an unstressed vowel like the first sound in 'about').

2. **The one-to-many principles.** Show learners the common and less common ways to spell sounds in English, using the chart in Chapter 7. At this stage, they're going to need all of them.

3. **Unstressed vowels.** It can be a good idea to encourage your learners to over-pronounce unstressed vowels when they break words down into syllables. **Economise** for spelling sounds like 'ee' 'con' 'oh' 'mise'.

This is probably what you do when you're trying to spell a word with unstressed vowel sounds. For instance, how would you say **remember** for someone if you were helping them to get to the correct spelling? It would likely be 'ree' 'mem' 'ber' even though you wouldn't say it like that in conversation.

> **Note:** As you do this, you may find opportunities for discussing the morphological structure to words, which would divide the word into re + member – see below. We recommend this supports phonics approaches and chunking by syllables, rather than leads.

4. **Use of syllables.** Once they've said the word clearly, get them to write the sounds syllable by syllable. Encourage everyone to say the sounds (not the letter names) out loud as they write them.

5. **Word puzzles.** If it's a complex word, treat it like a puzzle. Write the graphemes on a board or on sticky notes and have learners assemble the sounds into syllables. Then have them write the whole word and decide which part they need to work on remembering. They might want to keep a personal dictionary with bits of words highlighted to aid memory.

8.3 Morphology (the meaningful parts of words)

A sound grounding in phonics provides a good platform from which to judge the usefulness of morphology in analysing any given word. Morphology is both more complex and more inconsistent than phonics. Sometimes the meaningful parts of words are obvious and sometimes they're not. The **un** in **unbelievable** clearly means **not** and the **re** in **retake** clearly means **again.** However, the **re** in **receive** means **back** and probably won't help with the correct spelling of this word. It's better to think of **re** in **receive** as an easily spelt syllable and concentrate on getting the <ei> correct.

Helpful:

unnecessary Here's a place you can split a sound. It's easier to remember **un** and **necessary** than to remember that unnecessary has two n's.

recommend Thinking in morphemes is easier than trying to remember how many c's are in recommend. If you commend something, you praise it. If you praise it to someone else, you re-commend it.

Neutral:

Minimum and **protection** are both easy to spell by saying clear syllables and attaching graphemes. Knowing the meaning of **min** and **pro** might be interesting but probably won't change the spelling outcome.

The message here is make use of meaningful affixes when they are helpful. If you want to delve deeper, do so and you'll find a fascinating world. However, you can help your learners to spell without knowing more than the basics of morphology.

8.4 Working from vocabulary lists

Colleges and vocational courses may produce lists of vocabulary they expect learners to be familiar with and use in their writing. Any such list can be reordered for learners so that it becomes easier to see regularities in the spelling patterns.

The following example is based on a list of 30 catering words provided by an instructor.

bread	mixture	simmer
chop	nutritious	slice
cut	poach	spread
dough	preparation	steam
economise	presentation	time
follow	recipe	toast
grate	roast	vegetable
hygienic	rub	whisk
ingredients	safety	wrap

It is possible to work through the list in the order they've been given, or to ask learners to suggest words they'd like to work on. Below, however, the words on the list have been reorganised to demonstrate that there is a logical and fairly simple way to spell them using the phonemes and graphemes from Basic Code Plus and the one-to-many principles of many ways to spell some sounds (many graphemes to represent some phonemes).

This doesn't mean the words have to be taught in this order, but it will help if you are aware of which words have the most predictable spellings and which have unusual graphemes or syllables that will require memorising. This is a skill that will develop over time as you and your learners interact with the sounds and symbols of the language and get to know the one-to-many concepts.

8.5 Grouping words

The teaching approach here is to group words by spelling and sound patterns, so that learners can generalise from one word to others with the same spelling/sound relationship. This reinforces the general principles from the single example. Wherever possible, grouping by frequency means that most attention can be paid to those phoneme-grapheme correspondences that learners will meet most often and that repay the time spent learning them. It also makes it easy for learners to decide which part of the word they need to work on remembering.

🔎 Activity: Grouping words 1 (Basic Code Plus)

Go back to Chapter 6 for a reminder of what's included here.

Here are the eight words that can be spelt using only the most predictable code and a few familiar endings and digraphs.

cut
rub
chop
time
grate
safety
scramble
simmer

Do word stretching activities like those in Chapter 6.

chop – chopping – chopped – chopper (double)

grate – grater – grated – grating (drop)

simmer – simmered – simmering (nothing)

You will teach the need to drop, double, change or do nothing when adding endings as always.

🔍 Activity: Grouping words 2 (one-to-many – simple)

These next twelve each have only one grapheme from the one-to-many chart in Chapter 7.

You could use the <ea> words to talk about different ways to read that grapheme. See the sorting activity in Chapter 7.

One-to-Many – simple
Basic code plus except for the underlined grapheme

beat, steam
bread, spread
poach, roast, toast, dough, follow
slice
whisk
wrap

You could use the **poach, roast,** et cetera, words to talk about different ways to spell the 'oe' sound.

Focus on the fact that there is only one thing to remember in these words. The rest is exactly as you'd expect. Ask your learners which bit they'll have to work a little harder on remembering.

🔍 Activity: Grouping words 3 (one-to-many – syllables)

These words don't have very complex code but they do have several syllables. You might like to make sticky note puzzles for working on these. As usual, start with syllables then attach sounds.

e/con/o/mise
in/gred/i/ents
re/ci/pe
hy/giene   hy/gien/ic

Here are puzzles for the four words. Just add <s> to make ingredients.
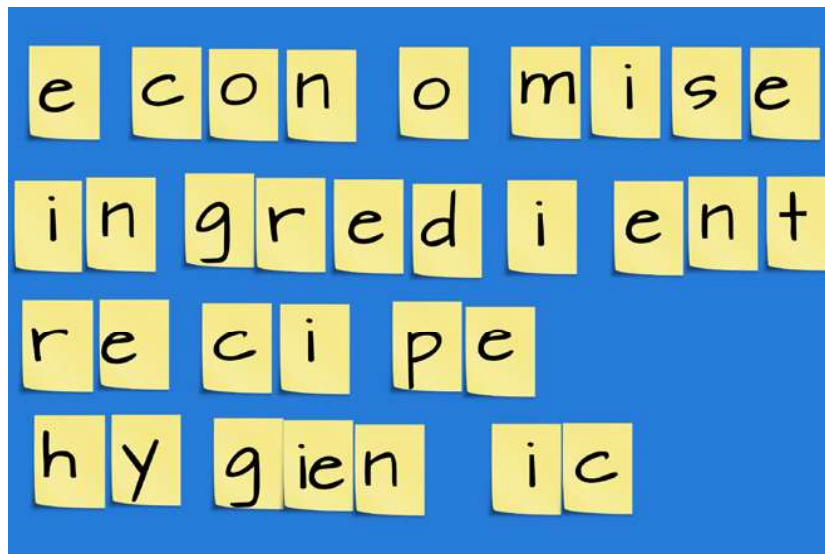
🔍 Activity: Grouping words 4 (one-to-many – endings)

These words have endings that are best remembered as whole syllables rather than individual sounds. If you have time, this is an excellent opportunity for extending spelling vocabulary by learning several words with the same pattern. An internet search for 'words ending _____' will net you many examples.

One-to-Many – endings

mix<u>ture</u>

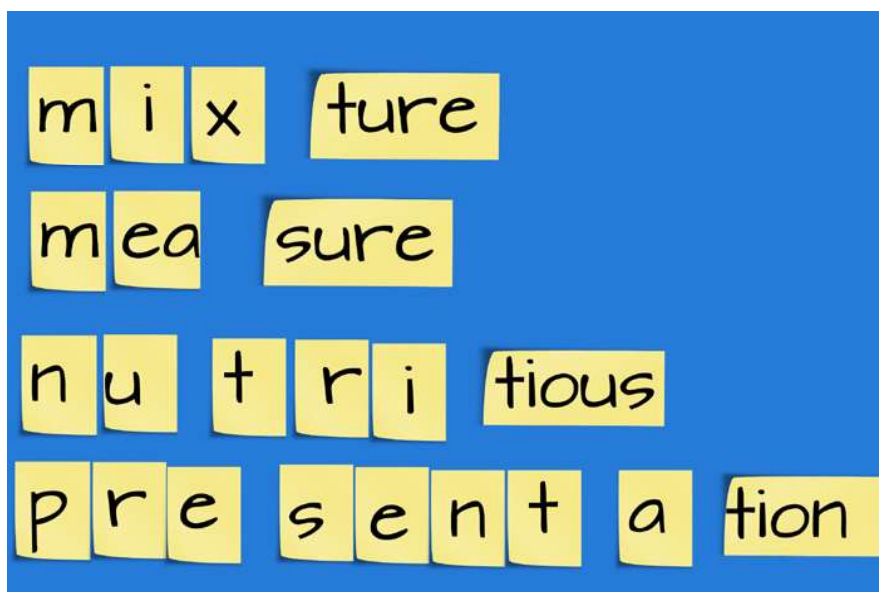prepar<u>ation</u>   present<u>ation</u>

meas<u>ure</u>

nutri<u>tious</u>

mixture – furniture – agriculture – acupuncture

measure – pleasure – treasure – closure

nutritious – ambitious – cautious – infectious

Learning the -tion spelling of that ending will help your learners spell hundreds of words.

> **"**
>
> In an analysis of 720 common words with an ending that sounds like 'shun', we found that 82% of them were spelt <tion>. Knowing that one spelling will mean your learners can concentrate on learning the far fewer words with alternative spellings.
>
> Tricia Millar, 2019
>
> **"**

🔍 Activity: Grouping words 5 (one-to-many – quirky)

Sometimes the word has more syllables when written than when spoken. The code in **vegetable** isn't unusual, but the word requires a pronunciation for spelling which is considerably different from natural speech.

Let your learners know that this is what good spellers do. Practitioners do the same with Wed/nes/day and bus/i/ness. It's not cheating, just using the features of the language to aid memory.

8.6 Last word

That's a lot of information to take in. Remember, no one (neither practitioner nor learner) has to learn a list of phonemes and graphemes by rote. They're already familiar in the context of whole meaningful words and there's no reason to be able to recite them out of that context.

Instead, the approach we outline here enables you as a practitioner to become familiar with how the English code, especially the one-to-many concepts from Chapter 7, works for spelling. The more confident you feel about the one-to-many concepts, the easier it will be to talk about these alternatives with your learners and even apply them to your own spelling. Most of us are still improving our spelling and it's fine to share that with your learners.

A practitioner's challenge:

- to look at the vocabulary of the learners' course to first see the words with logical patterns and common graphemes

- to understand how the one-to-many concepts for spelling apply, but without expecting learners to recite all the possible graphemes

- to decide which word endings are better remembered as whole syllables

- to provide time to practise working from saying the word, listening for syllables and sounds and attaching graphemes.

A learner's challenge:

- to start with saying a word clearly and over-pronouncing the unstressed vowels

- to decide which graphemes or endings need special attention.

> "
>
> I have been continuing to use whiteboards with my learners and I have found the examples of saying, "Look you only got one letter wrong, or just remember in the middle of environment there is a ron," very effective. This has been a wonderful technique for helping my Entry 3 classes with spelling. It focuses on what they can do rather than what they can't do.
>
> Practitioner, pilot centre, 2019
>
> "

> "
>
> Tell your learners we're all bilingual when it comes to spelling. Nobody writes as they speak and we all have a 'spelling voice' for helping to remember the unusual bits.
>
> Tricia Millar, 2019
>
> "