

# CHECKLIST FOR TEACHING THRASS<sup>®</sup>

## DO I KNOW THE CHART?

- Am I able to locate the 44 phoneme boxes at random?
- Do I know each word on the chart and why it is on the chart?
- Do I know the words in each phoneme box?
- Do I know the grapheme each word represents?
- Can I by analogy put together each word on the chart? Bird is 'bird – shirt – dog'.
- Do know the difference between letters, consonants and vowels?
- Am I able to identify themes on the THRASSCHART?

## MY KNOWLEDGE

- Do I know how to differentiate between a phoneme, a syllable, a blend, onset and rime and rhyme?
- Can I identify the above in each of the THRASSWORDS?
- Do I understand what is a consonant and what is a vowel?
- Can I correctly articulate each of the 44 phonemes?
- Do I know and the terms graph, digraph, trigraph and quadgraph?
- Do I understand orthography?
- Am I building up my own orthographic word banks?
- Can I classify the THRASSWORDS into nouns, verbs, adjectives and pronouns?
- Do I understand IPA?
- Do I understand digit spanning?
- Do I know what is in the THRASS RESOURCE FILE?
- Am I using the terminology charts in the charts section in my environmental print?

## MY TEACHING

- Am I teaching from the chart?
- Am I using the chart as a teaching tool?
- Have I taught my students the chart?
- Have I taught my students the terms graph, digraph, trigraph and quadgraph?
- Do I use the terms graph, digraph, trigraph and quadgraph when referring to the spelling of a word?
- Do I teach syllables?

- Am I using the chart in all subjects throughout the day to explain the spelling of words?
- Am I using my environmental print and referring to the chart?
- Am I using the chart for oral language? Story telling, categorising, themes etc?
- Am I teaching spelling using the chart?
- Am I referring to the chart to introduce words during reading?
- Have I taught my students how to use the chart effectively for writing?
- Do my students have effective handwriting skills? That is, is handwriting automatic with correct start points?

## MY STUDENTS

- Can they name, identify and articulate each of the 120 words on the chart?
- Are they able to articulate each of the 44 phonemes?
- Can they identify each phoneme-box on the chart?
- Do they know all the words for each phoneme-box on the chart?
- Can they locate each of the 120 words on the chart at random?
- Can they identify the key grapheme in each of the 120 words on the chart?
- Do they know the structure of the chart?
- Can they explain syllables and blends using the chart?
- Can they by analogy put each word on the chart together?
- Can they use the chart to explain common themes?
- Can they use the chart to explain nouns, verbs, adjectives and pronouns?
- Can they use the chart independently in writing?
- Do they know the chart from memory, that is the key words and key graphemes?

## THRASS: TEACHING SPELLING THROUGH ANALOGY

### LESSON EXAMPLE

Our first word today is 'cholesterol' The 'k' in cholesterol is like in 'school'.

Who can tell me the first grapheme?

The 'f' in physics is like in dolphin – how do we spell 'f' in physics?

The 'b' in habit is like in bird, but the 'b' in rubble is like in rabbit –so, how do we spell habit and how do we spell rubble?