



Leon Tomar

Selective Entry Exam 2022

Our student **Leon Tomar** performed exceptionally well in the Selective Entry Exam and secured a place at **Suzanne Cory School**.



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We congratulate our student, Leon Tomar, on achieving a resounding success at the Selective Entry Exam (Year 11 intake). Leon had been studying in Yr. 10 at Amity International School, Noida when his parents migrated to Australia in 2022.

Leon took admission in Westbourne Grammar School and started preparing for the Selective Entry Exam for gaining entry in Suzanne Cory. A conscientious student of impeccable character, Leon is a keen problem solver who can work effortlessly and who thinks “outside the box”. Leon always pushes himself beyond the comfort zone to achieve the best outcomes. He is a role model in relation to nurturing the qualities of perseverance and hard work. Leon is also good at sports and is in the school teams for volleyball and basketball.

Leon’s message to the current lot of students is: “*Work harder now to have a better life in future.*” Melbourne Tutorials wishes Leon a grand success as he embarks on his new journey!

Why it's important to teach spelling

<https://www.ricpublications.com.au/blog/post/why-its-important-to-teach-spelling/>

In the age of autocorrect, the importance of spelling seems to have lost some of its value. Why bother learning to spell when your phone/computer/tablet will autocorrect for you?

The fact of the matter is, spelling is one of the essential components of successful writing. Without spelling skills individuals will struggle with their writing, and as former Associate Professor of Education Dr Peter Westwood (2005) suggests, **their literacy level will inevitably be judged by others in terms of their ability to spell words correctly.**

Armouring students with adequate spelling skills will create confident spellers and, in turn, lead to confidence in all aspects of literacy.

Interestingly, research has found that spelling, reading, writing and comprehension skills are all closely linked. A research study by L C Ehri for the Scientific Study of Reading (Ehri, 2005) found that spelling instruction improves reading ability, as it builds a learner's knowledge of the alphabetic system as it is used in reading.

Teaching young spellers the strategies, rules and concepts to grow their spelling and vocabulary knowledge benefits them in all aspects of their learning, as well as in their everyday life. Learners who feel confident with letters and word patterns are able to read and comprehend more complex texts. They also have the necessary language tools to better convey their own ideas through both written and verbal communication (Westwood P. , 2005).

Skills and strategies used in spelling

Teaching students to spell is still vitally important, but what approach is the best for the teacher to implement? Dr Westwood (2005) suggests that skills and strategies are more powerful when used together, with research-based approaches being most effective, and should be taught as an essential aspect of learning about language.

In a thought-provoking study to investigate the spelling strategies used spontaneously by children in the age range from Kindergarten through to Year 6, Dahl[RG1] and her associates (2003), as cited by Westwood (2005), suggest that children tend to use five main strategies:

- **Visualising:** remembering the appearance of words; picturing the word in the mind; writing two or more alternative spellings and choosing the one that looks correct.
- **Making connections:** spelling words by analogy; drawing on knowledge of word families; identifying component letter patterns; recognising syllables.
- **Attending to sounds:** sounding out the target word; identifying onset-rimes; using syllables.

- **Reflecting:** verifying the spelling of the word by self-checking, self-correction, use of dictionary, list, or computer spell-checker.
- **Combining information:** using several cues together; applying several of the above strategies.

Dahl reported that the range of these strategies the children use increases with age and experience. Proficient spellers tend to combine information from multiple sources and use strategies in a flexible manner, while less competent spellers are more limited in their choice of strategies. (Westwood P. , 2005)

The research concluded that teachers need to closely observe the strategies their students are using at that present moment so the classroom program can help them refine these strategies and add others to their current skill set.

Knowing how to teach spelling skills and strategies is important, but knowing the different types of spellers in your classroom will help to teach to their needs.

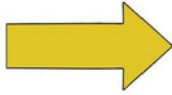
As we know, student understandings are acquired in different ways. The same applies to learning spelling. Some students will learn spelling well through explicit teaching, others perhaps learn better through the multi-strategy approach. It is important to remember, however, that 'the ability to spell well is not a measure of intelligence, nor does its lack of automaticity reflect laziness or carelessness' (Westwood P. , 2005).

Dr Westwood defines three categories he believes that learners appear to fall into in relation to acquisition of spelling ability:

- 1st category: Those who seem to almost have a natural aptitude for language and easily accomplish the task of learning to spell in the same effortless way that they learned to speak, listen and read. This is usually a small group of children.
- 2nd category: Usually a much larger group which comprises those students who have no major problems in getting underway with spelling, but who benefit considerably from some degree of regular explicit teaching of word-study strategies appropriate to their level of development. Their progress through the various stages from beginner to independence is more likely to be smooth.
- 3rd category: Students who appear to find the task of spelling incredibly difficult, and who become frustrated by their inability to write correctly the words they can so easily use in speech. Students in this group are not necessarily of low intelligence; a few may be highly intelligent.

(Westwood, 2005, p. 21)

Look- Say- Cover- Write- Check to master spellings



Look

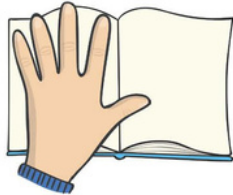
Look at the word carefully. Are there any tricky parts?



Say

Say the word to yourself.

Cover



Cover it up so you cannot see the word.

Write



Write the word down.

Check



Check each letter to see if you have spelt the word correctly. Write the word again if you have made any mistakes.