

NLPS Learns: Word Work Resources

Teacher Resources

Key Practices

Teachers can determine where to start with word work based on assessment data from PARS and other ongoing assessments. Explicit teaching of the word patterns or vocabulary and sight words is an important part of word work.

Many teachers do word work within a literacy centre or Daily 5 structure. These structures help teachers teach and practice behaviours of writing, manipulating words, listening and reading (Boushey & Moser, n.d.).

Word work can be differentiated in a classroom. In primary classrooms, the focus is often on spelling patterns, sight words or vocabulary while most intermediate students will focus more on vocabulary.



Daily word work can be done for a short period of time. Up to 20 minutes in primary and 10 minutes in intermediate is sufficient (Sabo, n.d.). Even within a classroom, there might be several different word work groups as students are at different stages of literacy development. There is a continuum for students to learn phonemic and phonics skills. The PRESS and Heggerty are used widely through NLPS and provide a continuum for phonemic awareness and phonics.

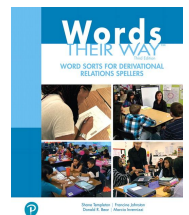
Word Work

Word Work is a way to teach and practice many literacy skills. These include

- systematic teaching of spelling patterns
- sound-letter correspondence
- sight words
- prefixes/suffixes and root words
- vocabulary
- phonemic awareness
 - words in sentences
 - sounds in words
 - rhyming
 - syllables

Teacher Resources

Some resources where teachers can gather ideas about next steps for which words to work on are:



Fry Word List

Activity Ideas

[Word Study Playbook](#)

thedailycafe.com (membership required)

Other websites such as [themeasuredmom.com](#) provide free printable resources and games.