

# PHONICS AND SPELLING



# NEW CURRICULUM- WHAT'S CHANGED?

- The Government have put a bigger emphasis on spelling in the new curriculum.
- KS1 and KS2 SATs – spelling is much more important.



# SCHOOL RESULTS 2016

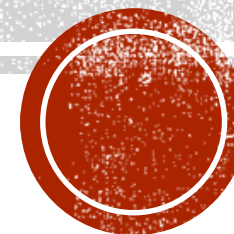
- Year 1 phonics check – 92% at expected level (100% in 2015)  
...which has fed into our reading results (95% in 2016)

However...

- Year 2 SATs SPaG – 65% at expected level or higher



# WHAT IS PHONICS?



Phonics is the ability to convert a letter or letter group into sounds that are then blended together into a word.



# PHONICS IS ALL ABOUT USING.....

**skills** for reading  
and spelling

+

**knowledge**  
of the  
alphabet

Learning phonics will help your child to become a good reader and writer.



# Daily Phonics

- Every child from Reception to Year 2 has a daily 20 minute phonics session at their level.
- Fast paced approach
- Lessons encompass a range of games, and multi-sensory activities
- There are 6 phonics phases which the children work through
- These phases are aimed at both helping your child learn to read and spell.
- As the phonics phases progress phonics moves on to learning spellings – rules etc.



# PHONICS DEFINITIONS

**phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/) **a sound**

**grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

**The spelling of the sound**

**grapheme-phoneme correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences' **How we write that sound down**





- **segment** — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/a/t/ “sound it out”
- **blend** — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap “blend it back together”
- **Digraph** – two letters making one sound – ch, sh, th
- **Vowel digraph** – two letters making one vowel sound – ai, ee, oa, oo
- **Trigraph** – three letters making one sound – igh, air, ear, ure
- **split digraph** — two letters, split, making one sound, e.g. a-e as in make or i-e in site



**cluster** — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster

**we often refer to consonant cluster – phase 4**

**VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.



# PHASE 2:

## LEARNING PHONEMES TO READ AND WRITE SIMPLE WORDS

Children will learn their first 19 phonemes:

Set 1: s a t p Set 2: i n m d

Set 3: g o c k Set 4: ck (as in duck) e u r

Set 5: h b l f ff (as in puff) ll (as in hill) ss (as in hiss)

They will use these phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes



# PHASE 3:

## LEARNING VOWEL DIGRAPHS

They will learn another 26 phonemes:

j, v, w, x, y, z, zz, qu

ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi,  
ear, air, ure, er

They will use these phonemes (and the ones from Phase 2) to read and spell words:

chip, shop, thin, ring, pain, feet, night,

boat, boot, look, farm, fork, burn,

town, coin, dear, fair, sure



# PHASE 4:

## INTRODUCING CONSONANT CLUSTERS: READING AND SPELLING WORDS WITH FOUR OR MORE PHONEMES

Phase 4 doesn't introduce any new phonemes.  
(sounds)

It focuses on reading and spelling longer words with  
the phonemes they already know.

These words have consonant clusters at the  
beginning: **s**pot, **t**rip, **c**lap, **g**reen, **c**lown

...or at the end: te**nt**, me**nd**, da**mp**, bu**rn**t

...or at the beginning and end!

**t**rust, **s**pend, **t**wi**st**



# PHASE 5:

## LEARN ALTERNATIVE GRAPHEMES (SPELLINGS) FOR EACH PREVIOUSLY LEARNT PHONEME (SOUND)

- New graphemes: ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e
- This is a particularly difficult phase of phonics! There is lots for the children to learn e.g.
- ai as ay, a, a-e, eigh
- ee as ea, e, ie, e-e, ey, y
- Children also learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):
- Fin/find, hot/cold, cat/cent, got/giant, but/put, cow/blow, tie/field, eat/bread, farmer/her, hat/what, yes/by/very, chin/school/chef, out/shoulder/could/you.



How does  
phonics help  
your child to  
spell?



Your children will learn to use the term:

- **Segmenting**
- Children need to be able to hear a whole word and say every sound that they hear .
- Once they have learnt how to write some of the phonemes they are encouraged to 'segment' as a spelling strategy
- Phonics knowledge and the “**sound it out**” strategy means very early on children can  
“**have a go**” at writing





# “SOUND IT OUT”

## *How it works*

- What sounds can you hear?
- How do we write that sound?
- Write each sound down .
- e.g. morning – m – or – n – ing  
afternoon – a – f – t – er- n – oo- n
- This skill means that children can have a go at spelling quite complex words. We refer to them having made a phonetically plausible attempt i.e. it is not correct but they have used the phonics that they know.
- e.g. at phase 3 of learning **made** is often spelt **maid** as they children know **ai**
- at phase 5 of learning **made** becomes **made** as children learn **a-e** makes **ai**



# THEN IT GETS TRICKIER!

“Which ee do I use in happy?”

We encourage children to use some of the rules they have learnt along the way.

e.g.

- the “ee” sound at the end of a word is made by **y** or **ey** or **ie** (names)
- If wanting to spell **farmer** the “er” at the end of a word is usually “er”  
( *although there are exceptions e.g. ir , sir, tapir*)
- If wanting to spell **argue**  
    **ew** or **ue** are plausible attempts for the end of a word  
    but not **oo** as **oo** is not used at the end of many words.

Children will also be encouraged to think of the meaning of the word and see if they can recall the spelling for that meaning

e.g. flu, flue, flew



# HOW YOU CAN HELP AT HOME?

- When your children are spelling at home praise plausible phonetic attempts of unfamiliar words e.g. inclooding, mareen bigholajist!
- If the word is a **tricky word** and your child has previously learnt this word **CORRECT THEIR SPELLING**, as children simply have to learn these words.
- Choose two or three words per piece of homework until your child is doing these correctly – don't correct everything in one piece of work if there are a lot of mistakes.



# YEARS 1 & 2

- Years 1 and 2 – spelling are learned according to the phonics programme – at Phase 6 in Year 2 the phonics rules can become quite complicated and include things like:
  - Silent letters b (lamb), w (write), k (know) etc.
  - Rules for spellings after short vowels (ck, tch, dge)
  - Contractions (don't, can't etc.)
  - Suffixes (-ed, -er, -est, -y, -ing,)
  - Changing y to i when suffixes are added e.g try, tries, tried but trying.
  - Trying to learn when to use el, le, al or il at the end of words – is it little, littel, littal or littil?



# TRICKY WORDS

- Also called common exception words – they are words that break the rules.
- We can't spell them using phonics so they have to be learned individually.
- For example:
  - said – *sed*
  - because – *becos*
  - once – *wuns*



# YEAR 1 TRICKY WORDS

- **the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our**



# YEAR 2 TRICKY WORDS

- **door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas**



# KEY STAGE 2

- Word lists for Y3/4 (getting longer...)
- Word lists for Y5/6 (and longer....)





# SPELLING STRATEGIES



# LOOK, SAY, COVER, WRITE THEN CHECK

- A method to practise how to write the word
- read the word, say it out loud, cover it up and try to spell it. Then check whether you have spelt it right.



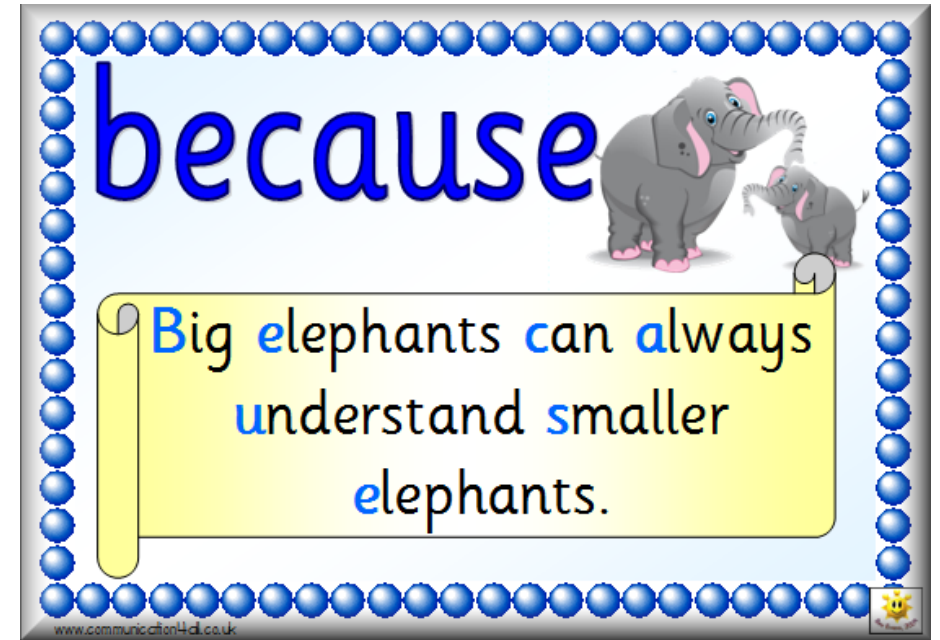
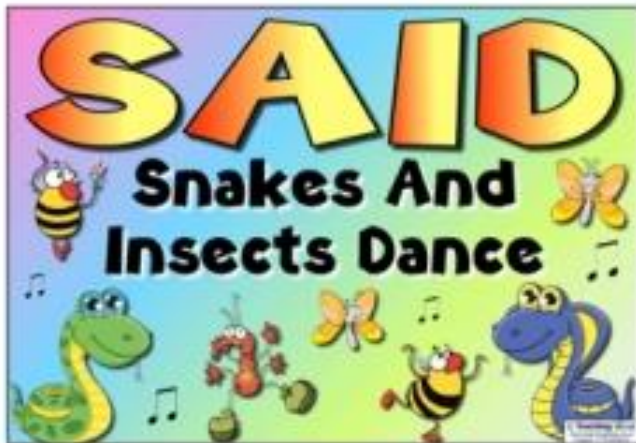
# CREATING THE WORDS USING DIFFERENT MATERIALS

- Playdough
- Sand/sugar/flour
- Foam/shaving foam/glitter
- Magnetic letters
- paint
- Writing on somebody's back with your finger
- In the air



# MNEMONICS

- Create a phrase that uses words that start with the letters in the word.
- This method helps as children enjoy making/learning the mnemonics and find them easy to remember.



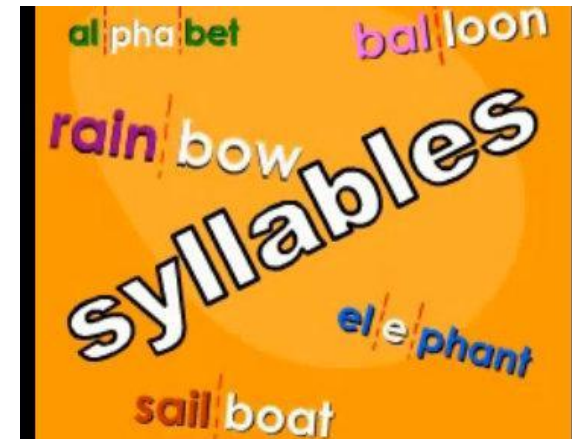


# SAYING THE WORD AS IT'S SPELT

- Wat-er
- Pe-o-ple
- To-mat-o
- Feb-ru-ary

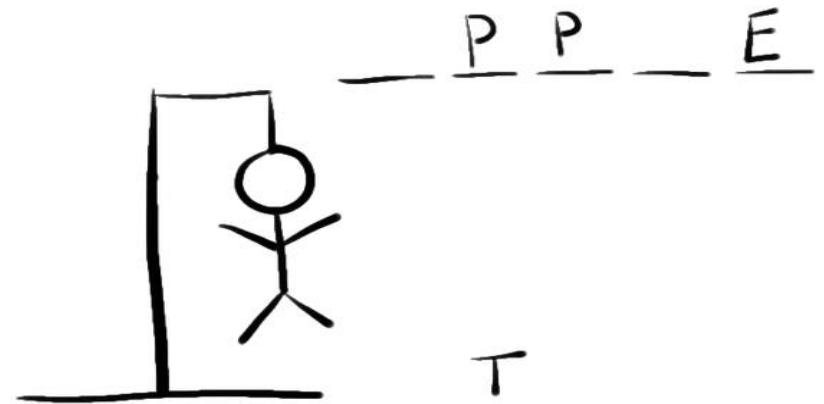
## Splitting words into their syllables

- Wed-nes-day
- Ban-an-a
- Re-cord
- Bal-loon
- Remembering that each syllable has to have a vowel



# HANGMAN

- Playing hangman is a great way for children to practise the order of letters in words.
- Especially when they choose the word for somebody else to guess.
- Fun and engaging game
- More for older children



# WORD STICKS

- Start with a cup containing lollypop sticks that have the words they are learning written on one end
- Take it in turns to pick a stick out and read the word to your partner
- Your partner then has to spell it out loud
- If they get it right they keep the stick, if they spell it wrong it gets put back in the cup
- you then swap turns
- The winner is the one with the most stick when the cup is empty.
- Make it more competitive by adding sticks saying BANG- if you pick a BANG you can steal your partners sticks.
- They don't have to be lollypop sticks they could be pieces of paper
- This game is good as it encourages them to spell out loud



# USEFUL WEBSITES AND GAMES

- <http://www.sentenceplay.co.uk/> (KS1)
- <http://games.e4education.co.uk> (KS1 & KS2)
- <http://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds> (KS1)
- <http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar> (KS2)
- <http://primarygamesarena.com/Topics/Spelling> (KS2)
- <http://www.crickweb.co.uk/ks2literacy.html> (KS2)

