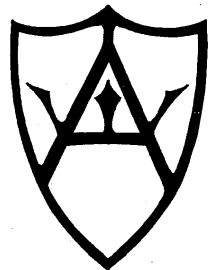




Alfriston Primary School

Phonics and Spelling Parents' Information Evening
Tuesday 15th November 2016



The title is centered at the top of the slide. It is flanked by five circles: a solid light purple circle on the far left, a hollow light purple circle, a solid light purple circle, a hollow light purple circle, and a solid light purple circle on the far right.

Letters and Sounds

- Letters and Sounds is a **phonics resource** published by the Department for Education and Skills in 2007.
- It aims to **build children's speaking and listening skills** in their own right as well as to prepare children for learning to read by **developing their phonic knowledge and skills**.
- It sets out a **detailed and systematic programme** for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

What we teach during a phonics session- Letters and Sounds – phases

Phase

Phase One (Nursery/Reception)

Phase Two (Reception) up to 6 weeks

Phase Three (Reception) up to 12 weeks

Phase Four (Reception) 4 to 6 weeks

Phase Five (Throughout Year 1)

Phase Six (Throughout Year 2 and beyond)

Phonic Knowledge and Skills

Environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

Learning 19 letters of the alphabet and one sound for each.
Blending sounds together to make words.
Segmenting words into their separate sounds.
Beginning to read simple captions.

Learning the remaining 7 letters of the alphabet, one sound for each.
Learning digraphs such as ch, oo, th.
Reading captions, sentences and questions.

Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know – ‘the complex code’.

Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Enunciation!



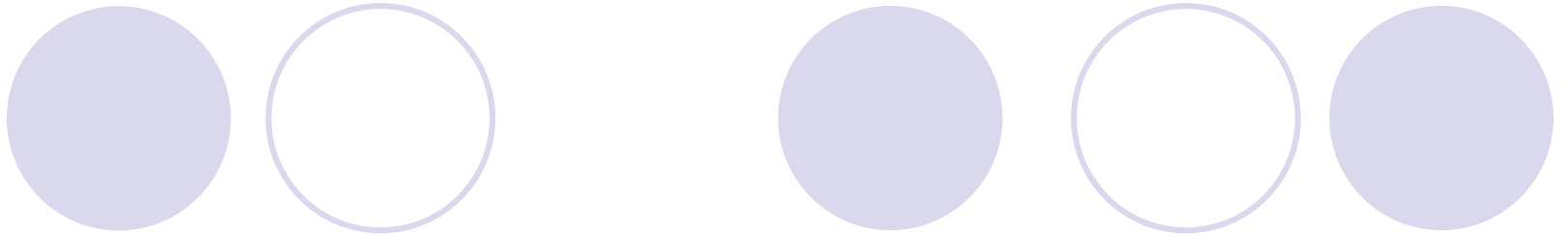
- Your child will be taught how to pronounce the sounds **purely and distinctly** so they can blend to read and segment to spell.
- Some should not be said like that!
e.g. say 'c' 'a' 't' not 'cuh' 'a' 'tuh'

Do not add the 'schwa' sounds!!

Common Exception Words

- These words do not fit the sound rules. We call them **tricky words** and children learn to read them on sight.

Phase 2 to 5 Tricky Words			
Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	



Spelling in Key Stage 1

My Phase 5 Sound Mat

ay



ou



ie



ea



oy



ir



ue



ue



aw



wh



ph



ew



ew



oe



au



ey



a-e



e-e



i-e



o-e



u-e



u-e



*even

twinkl

www.twinkl.co.uk

Year 1 and 2 Common Exception Words

Year 1

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

Year 2

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

Suffixes -ing, -ed, -er and -est (with no change to the root word)

A suffix is an 'ending' used at the end of a root word to turn it into another word.

-ing

fly	flying
sing	singing
go	going
talk	talking
cook	cooking
climb	climbing
meet	meeting
buzz	buzzing
play	playing
help	helping
cry	crying
eat	eating
walk	walking
read	reading

-ed

jump	jumped
look	looked
lick	licked
work	worked
burn	burned
yell	yelled
gasp	gasp
help	helped
start	started
hunt	hunted
watch	watched
touch	touched
push	pushed
wash	washed

-er

high	higher
tall	taller
help	helper
mix	mixer
test	tester
cold	colder
small	smaller
teach	teacher
sing	singer
paint	painter
catch	catcher
clean	cleaner
proud	prouder
watch	watcher

-est

bright	brightest
great	greatest
old	oldest
neat	neatest
soft	softest
warm	warmest
loud	loudest
smart	smartest
fast	fastest
long	longest
dull	dullest
sharp	sharpest
low	lowest
smooth	smoothest

Suffixes -ment, -ful, -less, -ness and ly

A suffix is an 'ending' used at the end of a root word to turn it into another word. Sometimes, the root word has to be changed before a suffix is added.

Adding -ment can change a verb into a noun.

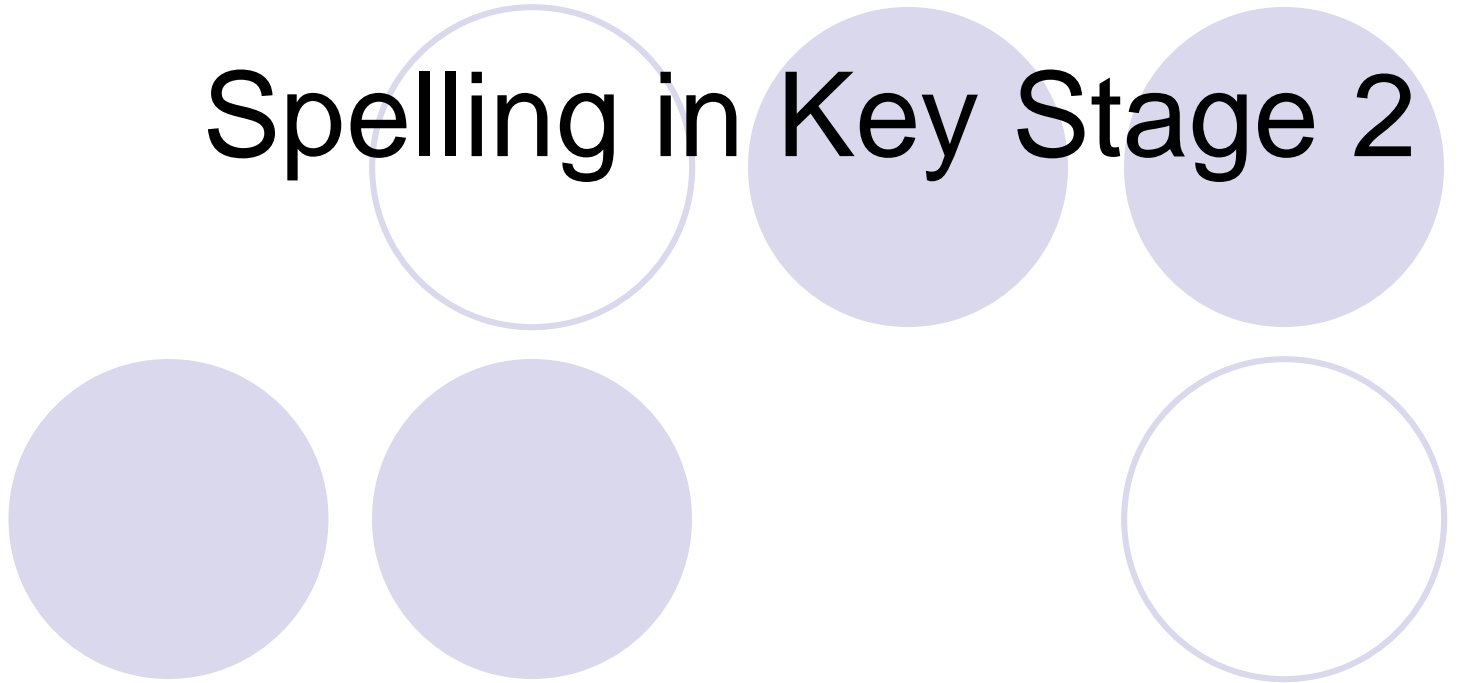
Adding -ful or -less can change verbs or nouns into adjectives.

Adding -ness can change an adjective into a noun.

Adding -ly can change an adjective into an adverb.

-ment		-ful/-less		
verb refresh enjoy pay disappoint employ manage govern punish treat agree	noun <u>refreshment</u> <u>enjoyment</u> <u>payment</u> <u>disappointment</u> <u>employment</u> <u>management</u> <u>government</u> <u>punishment</u> <u>treatment</u> <u>agreement</u>	verb or noun use care thought mind doubt hope fear help colour	adjective -ful <u>useful</u> <u>careful</u> <u>thoughtful</u> <u>mindful</u> <u>doubtful</u> <u>hopeful</u> <u>fearful</u> <u>helpful</u> <u>colourful</u>	adjective -less <u>useless</u> <u>careless</u> <u>thoughtless</u> <u>mindless</u> <u>doubtless</u> <u>hopeless</u> <u>fearless</u> <u>helpless</u> <u>colourless</u>
-ness		-ly		
adjective happy bright gloomy ill sad black ugly polite silly late	noun <u>happiness</u> <u>brightness</u> <u>gloominess</u> <u>illness</u> <u>sadness</u> <u>blackness</u> <u>ugliness</u> <u>politeness</u> <u>silliness</u> <u>lateness</u>		adjective <u>graceful</u> <u>proud</u> <u>bad</u> <u>quick</u> <u>lazy</u> <u>angry</u> <u>light</u> <u>gentle</u> <u>hopeless</u> <u>narrow</u>	adverb <u>gracefully</u> <u>proudly</u> <u>badly</u> <u>quickly</u> <u>lazily</u> <u>angrily</u> <u>lightly</u> <u>gently</u> <u>hopelessly</u> <u>narrowly</u>

Spelling in Key Stage 2



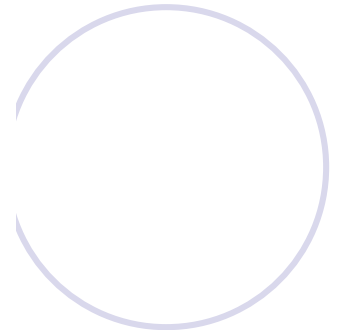
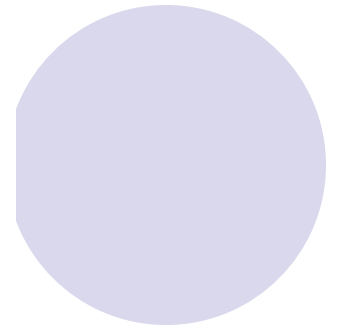


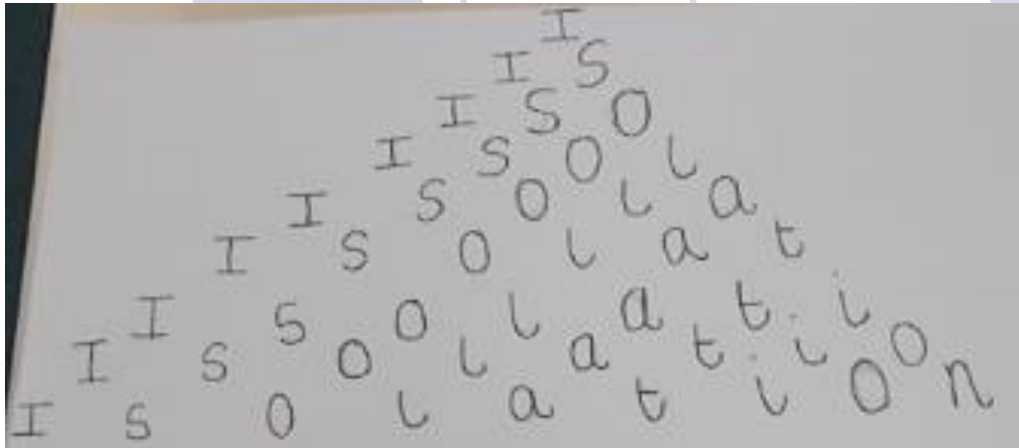
❖ Spelling logs from year 3
– personalised spellings
recorded and tested at
least fortnightly

❖ Spelling logs should go
between school and
home (like the reading
record)

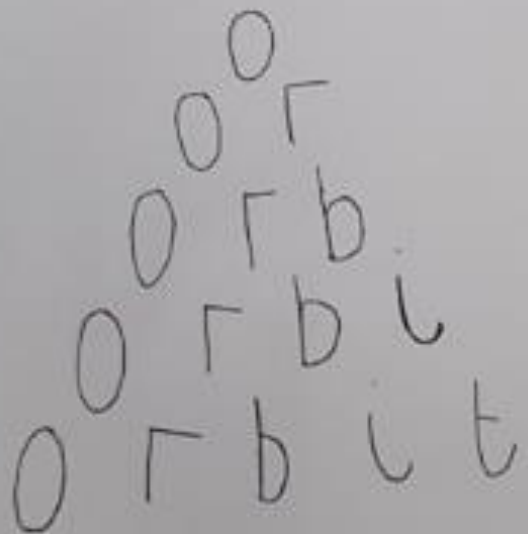
Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	





A photograph of a piece of paper with the word 'isolation' written in a pyramid shape. The letters are arranged in seven rows, starting with 'I' at the top and ending with 'n' at the bottom. The letters are written in a simple, child-like cursive style.



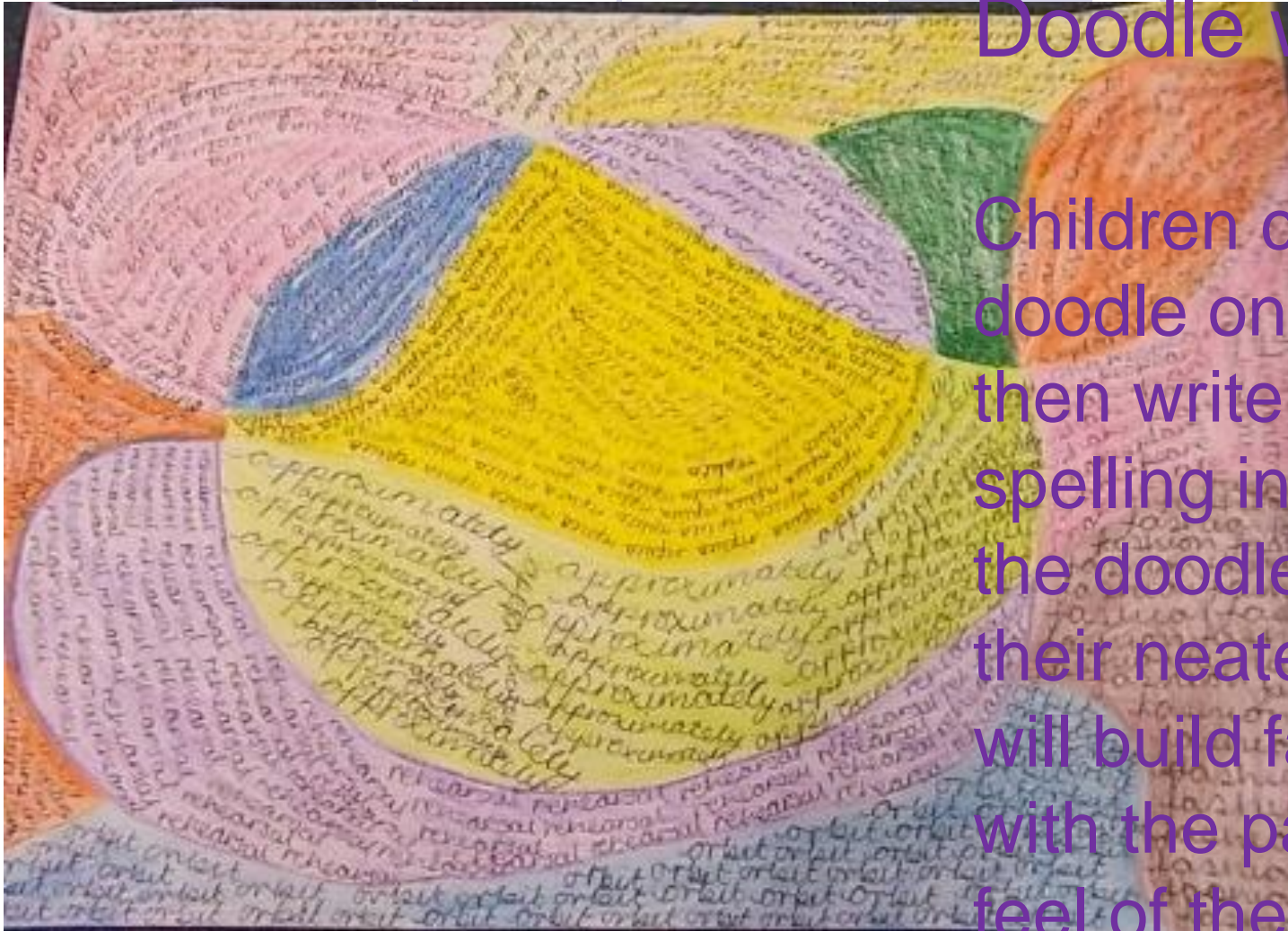
A photograph of a piece of paper with the word 'orbit' written in a pyramid shape. The letters are arranged in four rows, starting with 'O' at the top and ending with 't' at the bottom. The letters are written in a simple, child-like cursive style.

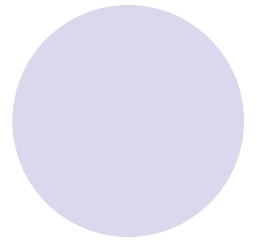
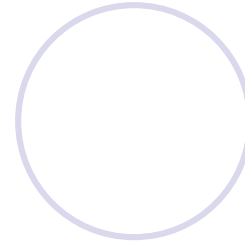
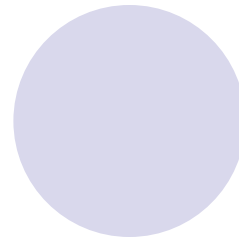
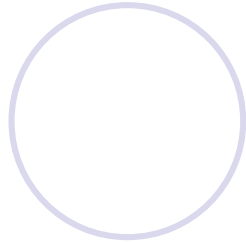
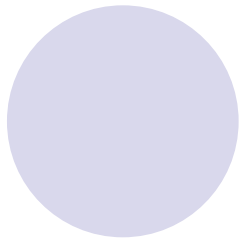
Pyramid spelling

Children build the word one letter at a time, creating a pyramid

Doodle writing

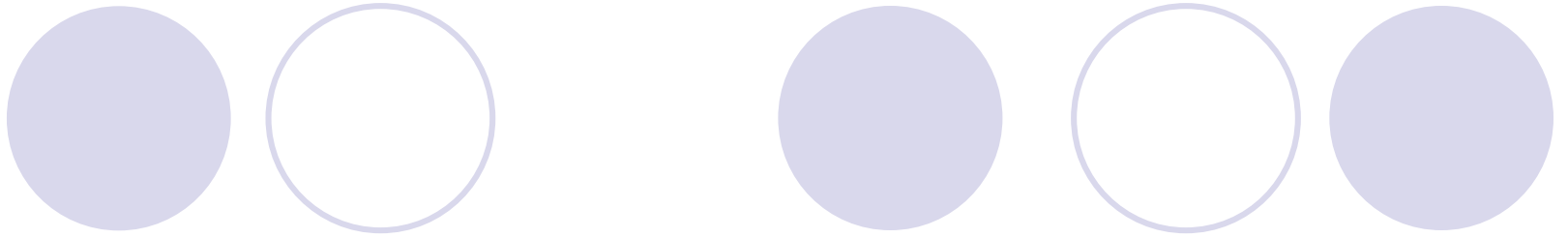
Children create a doodle on the page, then write their spelling in amongst the doodle. Using their neatest writing will build familiarity with the pattern and feel of the word.





Rainbow Writing

Children write their spelling in their neatest handwriting, using their favourite colour. They then go over the word in a second colour, then a third, then a fourth etc. until they have run out of colours!



Look, Say, Cover, Write, Check

This is a familiar method that can be effective as children look closely at the word and say it, perhaps sounding it out, before writing it down then checking their spelling.



Spelling games and activities

- Create a wordsearch or crossword
- Unjumble anagrams of the words
- Find spelling patterns

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

Identifying and addressing personal spelling errors

- Children have the opportunity to review their own written work;
- They may identify spelling errors by underlining the incorrect section of the word;
- They are then encouraged to check the spellings.



Using text

- Our approach to the teaching of English - 'Reading into Writing';
- Children may be encouraged to find spelling patterns and conventions in texts read;
- We also undertake investigations into spelling patterns and vocabulary for different purposes.



Spelling investigations

- Children may look at specific spelling patterns, e.g. ough, -tial and -cial
- Deriving rules
- Finding and making links

Glossary

Term	Definition	Example
Phoneme	<p>A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning.</p> <p>There are around 44 phonemes in English; the exact number depends on regional accents.</p> <p>A single phoneme may be represented in writing by one, two, three or four letters constituting a single grapheme.</p>	<p>The word <i>cat</i> has three letters and three phonemes: c a t</p> <p>The word <i>catch</i> has five letters and three phonemes: c a tch</p>
Grapheme	<p>A letter, or combination of letters, that corresponds to a single phoneme within a word.</p>	<p>The grapheme <i>t</i> in the words <i>ten</i>, <i>bet</i> and <i>ate</i> corresponds to the phoneme /t/.</p> <p>The grapheme <i>ph</i> in the word <i>dolphin</i> corresponds to the phoneme /f/.</p>
Digraph and	<p>A type of grapheme where two letters represent one phoneme.</p>	<p>The digraph <i>ea</i> in <i>each</i></p> <p>The digraph <i>sh</i> in <i>shed</i></p>
Split digraph	<p>Sometimes, these two letters are not next to one another; this is called a split digraph.</p>	<p>The split digraph <i>i-e</i> in <i>line</i></p>
Trigraph	<p>A type of grapheme where three letters represent one phoneme</p>	<p><u>H</u>igh, <u>p</u>ure, <u>pa</u>tch, <u>he</u>dge</p>