

SPELLING

When children have reach Step 6, we start to teach them Spelling Rules as set out in the National Curriculum. These Spelling Rules can be found on a separate handout to accompany this leaflet.

The words that your child will be learning are in the Home-School Book on pages 16-34.

At the beginning of the week, your child's teacher will tell them which word list they need to practise at home. On a Friday, the children are given a dictated spelling 'quiz' using the words from this list.

The most common way of learning spellings is look, say, cover, write, check. This means that you look at the word and speak the spelling of it out loud. Then when you think you know it, cover the word up and write it down without looking, and then check to see if you have got it right. If you have, move on to the next word, and if you haven't, try again.

You can help your child to learn spellings by:

-  **Writing the words out in alphabetical order.**
-  **Drawing a picture and writing the words inside the picture.**
-  **Finding each of the words in a newspaper or magazine and making a collage out of them.**
-  **Making a set of flashcards to practise the words.**
-  **Write each word out in different colours.**
-  **Write the words on a path or patio using coloured chalks.**
-  **Painting the words on paper.**

**ABOVE ALL . . . HAVING FUN LEARNING
THE WORDS TOGETHER**

USEFUL WEBSITES TO HELP WITH PHONICS AND SPELLING

**Useful website for letters and sounds
and spelling games:**

<http://www.letters-and-sounds.com>

<http://www.phonicsplay.co.uk/>

<http://www.bbc.co.uk/schools/wordsandpictures/>

http://www.ictgames.com/phonemeFlip_v4.html

<http://www.oxfordowl.co.uk/welcome/home/reading-owl/fun-ideas>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/popup.shtml>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy.html>

**Please contact your
child's class teacher or
Mrs Hudson, if you are
concerned about your
child's reading or you
require any further
information.**



PHONICS & SPELLING

*A guide
for parents*



2015 - 2017

PHONICS

Phonics is just one aspect of learning to spell, but it is a hugely important aspect that receives its own daily teaching slot.

At SPS, we teach Phonics every day in KS1 and we teach Spelling discretely at least 3 times a week in KS2.

What is a phoneme?

A phoneme is the smallest unit of sound. The phonemes used when speaking English are:

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Children learn to use Phonics through a series of 'Steps':

Step 1: Decoding

Children are taught letter sounds in Reception. This involves thinking about what sound a word starts with, saying the sound out loud and then recognising how that sound is represented by a letter.

The aim is for children to be able to see a letter and then say the sound it represents out loud. This is called decoding.

Children start off by learning the letters s, a, t, n, i, p first. This is because once they know each of those letter sounds, they can then be arranged into a variety of different words (for example: sat, tip, pin, nip, tan, tin, sip, etc.).

You can help by:

Getting your child to make as many words as they can with these letters.

Step 2: Blending

Children then go from saying the individual sounds of each letter, to being able to blend the sounds and say the whole word. This can be a big step for many children and takes time.

While children are learning to say the sounds of letters out loud, they also begin to learn to write these letters (encoding). They are taught where they need to start with each letter and how the letters need to be formed in relation to each other. Letters (or groups of letters) that represent phonemes are called graphemes.

You can help by:

Talking in "Robot Talk" with your child to help them hear segmented sounds and blend them together into words.

Step 3: Decoding CVC words

Children then focus on decoding (reading) three-letter words arranged consonant, vowel, consonant (CVC words) for some time. They learn other letter sounds, such as the consonants g, b, d, h and the remaining vowels e, o, u. Often, they are given letter cards to put together to make CVC words which they will be asked to say out loud.

You can help by:

Making letter cards for your child to use to make CVC words.

Step 4: Decoding consonant clusters in CCVC and CVCC words

Next, children learn about consonant clusters: two consonants located together in a word, such as tr, cr, st, lk, pl. Children will learn to read a range of CCVC words (consonant, consonant, vowel, consonant) such as trap, stop, plan. They will also read a range of CVCC words (consonant, vowel, consonant, consonant) such as milk, fast, cart.

You can help by:

Getting your child to write these CCVC and CVCC words in different ways (see home school book for ideas).

Step 5: Vowel digraphs

Children are then introduced to vowel digraphs. A digraph is two vowels that together make one sound such as: /oa/, /oo/, /ee/, /ai/. They will move onto sounding out words such as deer, hair, boat, etc. and will be taught about split digraphs (or 'magic e'). They will also start to read words combining vowel digraphs with consonant clusters, such as: train, groan and stool.

You can help by:

Making up stories that include words with vowel digraphs and split vowel digraphs.

Step 6: Consonant digraphs

Finally, children learn the consonant digraphs (two consonants that together make one sound) ch and sh and start blending these with other sounds to make words, such as: chat, shop, chain and shout.

You can help by:

Making a word search of all the words for your child to find (www.puzzlemaker.com)

Phonic sounds

sh ch th ff ll ck
shoe chimp that fluff full tick
wash pinch bath sounds like f in full sounds like l in lot sounds like c in cat

a e i o u c-a-t p-e-t h-i-t p-o-t f-u-n
vowels cat pet hit pot fun

ai ee ie oa oo
rain tree tie boat boot
pain beef pie coat moon
train seed tried goat soon
stain bleed fried croak soot

words with the same vowel sounds...but different spellings!
ay sea igh night oe toe ue
play seat y cry try ow snow tune
_e seal _i_e _o_e ew flew
gate feast kite smoke ue blue

oi oy ir er ur ar or
house oil first car for
mouth soil skirt farm cord
cow boy flower scarf lord
brown toy fur shark sport

ear air oor aw oo u ea ear
ere are au ore good head fear
bear floor book bread hear
hair claw pull tread near
there caught up thread clear
scare more