

"Hand in hand we learn"

Whitestone Infant



Phonics and Spelling Parent Guide

Spelling is
~~diffecolt~~
~~challengeng~~
hard.



Phonic and spelling information for parents

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:-

- Articulate and use the correct pronunciation of each phoneme (sound)
- Recognise the sounds that individual letters represent
- Identify the sounds that two or more combinations of letters make
- Blend these sounds from left to right to read a word
- Identify syllables
- Identify and use rhyme
- Segment words for spelling

Children can use these strategies to successfully read (decode) new words.

The children are taught a rhyme that matches the letter sound. This helps them to remember the sound. See the table below:-

Read Write Inc Phonics

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain

u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the robot's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down a wing, up a wing.				
y	Down a horn, up a horn and under the yak's head.				
w	Down, up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back.				
z	Zig-zag-zig, down the zip.				
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				

x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				

The language of phonics

The smallest units of spoken sounds are called **Phonemes**.

Sounds are represented in writing by letters or groups of letters called **graphemes**.

Phonemes can be represented by more than one grapheme

eg. ay/ai/eigh are all pronounced in the same way but are represented by different graphemes.

Some graphemes represent more than one phoneme.

eg. 'ou' in cloud and 'ou' in soup

As your child grows in confidence they will be able to recognise these graphemes and develop awareness of exceptions to the rules. The phonemes are introduced in phases throughout school.

Red words

The English language has many exceptions to conventional spelling rules and many of these exceptions occur in common words that are frequently used in our language. These words are therefore taught as sight vocabulary. In this guide you will see the words we teach in this way. Many of them follow phonic rules in part but have a

tricky bit in them! eg. no. The 'n' makes the correct sound but the 'o' is making a long sound instead of a short one.

If a phoneme has 2 or more letters like 'sh', it still only has one sound. The children call these 'Special friends'. The children also learn how to break words down for spelling called **segmenting**.

During Year 2 the children learn about alternative pronunciations and silent letters

i	pin/find	a	cat/what
o	hot/cold	y	yes/by/very
ch	chin/school/chef	c	cat/cent
ou	out/could/you/shoulder	g	got/giant
mb	lamb/comb	kn	knock
gn	gnome	wr	wrap

Phonics screen

At the end of year 1, there is a phonics screen for all year 1 children. The children are required to blend 40 words which consist of the phonemes in the first table above. Half of the words used are real words and some nonsense words. The children rehearse blending both types of words during phonics lessons at school. We refer to the nonsense words as 'alien words.'

Red and common exception words. Red words are in **bold** letters.

the	and	a	to	said
in	he	I	of	it
was	you	they	on	she
is	for	at	his	but
that	with	all	we	can
are	up	had	my	her
what	there	out	have	went
be	like	some	so	not
then	were	go	little	as
no	mum	one	them	do
me	down	dad	big	when
it's	see	looked	very	look
don't	come	will	into	back
from	children	him	Mr	get
just	now	came	oh	about
got	their	people	your	put
could	house	old	too	by
day	made	time	I'm	if
help	Mrs	called	here	off
asked	saw	make	an	this

By the end of year 2, most children should be able to read and spell the words above.

Spelling

Spelling strategies go hand in hand with phonics teaching, BUT the English language has many alternative spelling and red words. This is due to its origins being from many different languages from around the world.

The children have to learn how to use their phonics and segment (break down words into phonemes) for spelling. They are also taught other spelling patterns as indicated in the table below.

Spelling Rules

Children in Year 1 and 2 also learn spelling rules that they can apply to some of the trickier words in the English language.

Year 1			
v	words do not generally end in v so a silent e is added. eg. have	plurals	adding 's' and 'es' to words without changing the word eg. cats/wishes
suffixes	adding 'ing' and 'ed' without changing the word eg. playing/played	suffixes	adding 'er' and 'est' to adjectives eg/ grander/grandest
tch	fetch/hutch	prefixes	adding 'un' to the beginning of the word eg. do/undo
Compound words		Joining two words together eg. carpark	
Year 2			
le	table/table, apple, bottle, little, middle	el	camel, tunnel, squirrel, travel, towel, tinsel
al	metal, pedal, capital, hospital, animal	il	pencil, fossil, nostril
y	words ending in y where the y says ie. eg. cry/fly		
Plurals	adding 'ies' and dropping the y to words ending in 'y' eg. cries/lies	adding suffixes	adding 'ing', 'ed', 'er', 'est' where different rules apply. 1. drop the e and add ending eg diving 2. double the consonant eg. running 3. change the 'y' to an 'i' eg. copied

all	call/talk/always	or sounds like ur after a 'w'	worm/word
a	sounds like o when following a 'qu' and 'w' eg. wash/squash	The suffixes –ment, –ness, –ful , –less and ‘-ly’	enjoyment/sadness/ hopeful/careless/quickly
Homophones	Words that sound the same but are spelt differently and have different meanings eg. there/their where/wear	contractions	using an apostrophe to show a letter or group of letters has been missed out eg. can't/ I've/they're

When children are taught to add suffixes to words they encounter more decisions when spelling, as these also follow rules.

The children are taught to add a suffix to a 'root' word. This means a word in its own right. Suffixes are not words but clarify the root word in some way. The suffixes taught are: - ed, ing, er, est, ful, ness, less, ly and ment. Suffixes that begin with a consonant do not usually need any changes to the root word unless they end in a 'y'.	
Drop the 'e' and add the suffix	eg. Dive would become dived, diving and diver.
Change the 'y' to an 'i' and add the suffix. The only exception is when we add 'ing' as we would end up with 'ii' in a word and this only happens in words ending in an 'i' already like skiing.	eg. carry would become carried or carrier. Mighty becomes mightier or mightiest. Happy becomes happiness or happily.
Double the consonant	This is the hard one! We teach the children that to stop vowels from chatting to each other they need to have 2 consonants blocking them ie. in between them. If there aren't 2 consonants the vowels will change from their short sound to a long sound. To stop this we double the final letter. eg skip becomes skipped, skipping, skipper

Do nothing!	This is the most common answer. If there are 2 consonants or the word already has a long vowel sound then you can just add the suffix. eg strong becomes stronger, strongest. Play becomes playing, played or player. care becomes careless or careful. Enjoy becomes enjoyment. Quick becomes quickly, quicker or quickest.
-------------	--

How can we improve spelling?

Children develop over time an awareness of words 'looking right.' This happens as reading develops and as adults we do this all the time. However, as reading is developing and the children are being introduced to many new words daily, they need to learn some words systematically.

These are some alternative strategies to RWI that children can use.

1. Look (at the word), cover (the word), say (the word), check(against original word)and write.
2. Segment by breaking words down into phonemes (RWI)
3. Quickwrite-

Writing the words linked to the teaching focus with speed and fluency.

The aim is to write as many words as possible within a time constraint.

4. Shape drawing-Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box.

Now try to write the word making sure that you get the same shape.



Also- draw illustrations around a word to help them remember the word.

5. Words without vowels (or tricky part of word)

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word

field: f _ _ ld

6. Pyramid words

This method of learning words forces you to think of each letter separately.

p

p y

p y r

p y r a

p y r a m

p y r a m i

p y r a m i d

You can then reverse the process so that you end up with a diamond.

7. Mnemonics

Creating a rhyme to help them think of each letter

Because- big elephants can always understand small elephants

People- people eat omelettes people like eggs

Said- Sally Ann is dancing

What- warm hands and toes.

Other rhymes that help could be:-

Friend- a really good friend stays right until the end

Should/could/would- oh you lucky duck helps them recall the pattern 'ould'.