Phonics and Spelling

TA Conference
Thursday 26th April 2018
Aims

• Become familiar with the demands of the Screening Check
• Look at expectations in the Assessment Frameworks for spelling, for children assessed at working towards and at the expected standard in writing
• Engage in a range of practical activities to revisit basic phonics and spelling terminology
• Recognise the phonemic, phonological and morphological aspects of the spelling system
• Engage in a range of investigations to familiarise TAs with the spelling rules that children need to know in KS1, to support spelling choices
• Consider how to prompt children to independently apply phonic knowledge to the process of reading and writing
Applying phonics and spelling - when?

Every day, in every way!
## Expected progress in phonics

<table>
<thead>
<tr>
<th>Phases (L&amp;S)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Beyond Phase 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year group</td>
<td>Pre school – KS1</td>
<td>YR</td>
<td>YR</td>
<td>YR</td>
<td>Y1</td>
<td>Y1/Y2</td>
</tr>
</tbody>
</table>

- High quality, daily phonics sessions
- Fun sessions involving lots of speaking and listening games
- Opportunities for the children to apply their phonic skills in reading and writing activities (learning environment)
End of Year 1 expectations

At the end of Year 1 all children, irrespective of the phonic phase they are working on, are required to take the Phonics Screening Check.

The aim of the check is to demonstrate national expectations for phonic acquisition in reading.

Any children who did not reach the expected standard should re-take the check at the end of Year 2.
Phonics Screening Check
Year 1 and Year 2

Examples of children’s responses to the Phonics Screening check can be viewed online

How many of you have, in Year 2 or 3, inherited pupils who have/had to re-take the Screening Check?
In the English Curriculum, the spelling appendix contains expectations for children in Year 1 and Year 2.

A reliance solely on Letters and Sounds, or other phonic programme, will not address all of these requirements.
Expectations for spelling in Year 1

- **Adding s and es to words** (plural of nouns and third person singular of verbs, cats, catches)
- **If a word ends with a ‘v’ sound, the letter e usually needs to be added** (have, give)
- **Adding –ing, -ed and –er to verbs where no change is needed to the root word** (hunt: hunting, hunted, hunter)
- **Adding –er and –est to adjectives where no change is needed to the root word** (grand: grander, grandest)
- **Adding the prefix –un** (unhappy)
Expectations for spelling in Year 2

• The –le, el, il and al spelling at the end of words (table, camel, metal, pencil)
• Adding s and es to nouns and verbs ending in y (change y to i before – es: flies, tries, replies)
• Adding -ing, -ed –er, -est and -y to words ending in –e with a consonant before it (change y to i before –ed, -er and –est but not before -ing)
• Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel (last consonant of the root word is doubled: humming, hummed; sadder, saddest. Exception of words ending in ‘x’)
• Suffixes -ment, -ness, -ful, -less and -ly (if suffix starts with a consonant it can be added straight on to a root word: enjoyment, sadness, careful, badly. Also look at exceptions)
• Spelling the ‘s’ sound spelt c before e, i and y (ice, race, fancy)
• Words ending in –tion (station, fiction, motion)

• Contractions (can’t, it’s, I’ll)
• Possessive apostrophe for singular nouns (Ravi’s dog, the girl’s/boy’s coat)
• Homophones (there/their) and near-homophones (one/won)
KS1 expectations

In reading, pupils should be:
• helped to read words without overt sounding and blending after a few encounters
• given opportunities to re-read books to develop fluency in word reading
• taught to read words with suffixes by building on the root words that they can read already
• encouraged to read back their writing to check that the words they have written look and sound right
KS1 expectations

In **writing**, pupils should be taught to:

- spell words containing each of the 40+ phonemes already taught
- spell common exception words
- spell the days of the week
- add prefixes and suffixes
- use letter names to distinguish between alternative spellings
- apply simple spelling rules and guidance
- write from memory simple dictated sentences that include words taught so far
# Year 2 Teacher Assessment Frameworks

## Reading

### Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

### Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.
Year 2 Teacher Assessment Frameworks
Writing

Working towards the expected standard

The pupil can, after discussion with the teacher:
- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Working at the expected standard

The pupil can, after discussion with the teacher:
- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.
Why is phonics so important to the development of early literacy?

Why do we need to introduce spelling rules to children from as early as Year 1?
Examples of spelling errors from Harry in Year 5

<table>
<thead>
<tr>
<th>Word</th>
<th>Harry’s phonetic spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>telephoned</td>
<td>telathoned</td>
</tr>
<tr>
<td>especially</td>
<td>espeshally</td>
</tr>
<tr>
<td>conditions</td>
<td>kondishons</td>
</tr>
<tr>
<td>they</td>
<td>thay</td>
</tr>
<tr>
<td>anxious</td>
<td>ancshhus</td>
</tr>
<tr>
<td>when</td>
<td>wen</td>
</tr>
<tr>
<td>precision</td>
<td>presishon</td>
</tr>
<tr>
<td>approaching</td>
<td>approching</td>
</tr>
</tbody>
</table>
KS2 expectations

• Pupils should spell words as accurately as possible using phonic knowledge and other knowledge of spelling e.g. morphology and etymology
• Pupils should be able to decode unfamiliar words accurately and commit them to memory so that they can be read without overt sound-blending
• Pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme
• If children cannot blend and segment independently and fluently, they will find it increasingly difficult to understand what they read, and to write down what they want to say
Some children in Key Stage 2 may experience difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of phonics teaching. They may:

- experience difficulties with blending for reading and segmenting for spelling
- show confusion with certain graphemes and related phonemes
- have difficulty segmenting longer words containing adjacent consonants
- demonstrate a general insecurity with long vowel phonemes
- require more explanation and practice with alternative spellings of long vowel phonemes
Phonics at a glance

Phonics =

skills of blending and segmenting + knowledge of the alphabetic code
Basic terminology

**Phoneme**
The smallest unit of sound in a word.

**Grapheme**
Letter(s) representing a phoneme.

m  ee  igh  aigh
**Digraph:**
Two letters, which make one phoneme.

A consonant digraph contains two consonants:
- sh
- ck
- th
- ll

A vowel digraph contains at least one vowel:
- ai
- ee
- ar
- oy
**Split digraph:**
A digraph in which the two letters are not adjacent.

make  cake  dome

**Trigraph and Quadgraph:**
Three or four letters which make one phoneme.

tch  dge  ear / aigh  eigh  augh
Blending and Segmenting

**Blending**

- Merging the individual phonemes together to pronounce a word.
- **To read** unfamiliar words a child must recognise (sound out) **each grapheme**, not each letter, then merge the phonemes together to make a word.

  (mmm-aaaa-nnnn)
  (b-ir-d )

**Segmenting**

- Hear and say the individual phonemes within words.
- **To spell** children need to segment a word into its component phonemes and choose a grapheme to represent each phoneme.

  [Diagram of a hand with letters indicating segmentation]
### Phase 1
Activities should aim to increase children’s ability to discriminate between sounds, recognise the initial phonemes at the beginning of words and increase their awareness of sounds, letters and words.

### Phase 2
Activities are provided for children to apply their developing knowledge of grapheme–phoneme correspondences to blend simple CVC words. A range of approaches can be used. Children are encouraged to write simple CVC words as captions and messages within their role-play.

### Phase 3
Children are taught and introduced to the phonemes in multisensory ways. Games and activities that encourage children to match sounds to graphemes are introduced for children to explore together read and write simple CVC words, for example in writing labels in their role-play and through guided writing activities.
# Letters and Sounds

**Phase 4**
Activities include blending and segmenting phonemes in longer words and applying their newly learned skills in reading and writing and in freely chosen activities.

opportunities in shared and guided reading and writing for children to apply their increasing phonic knowledge and skills.

**Phase 5**
Activities include blending and segmenting long vowel phonemes, recognising and accurately using them in longer and more complex words, and applying their newly learned skills in reading and writing activities.

**Beyond Phase 5**
Children are introduced to a range of activities to support their independence in reading texts, both on paper and on screen. Guided reading and writing activities provide a broad range of opportunities for children to apply and use their developing confidence in reading and spelling unfamiliar words.
Four Part Session

**Revisit and review**
recently and previously learned phoneme–grapheme correspondences, and blending and segmenting skills as appropriate

**Teach**
new phoneme–grapheme correspondences; skills of blending and segmenting

**Practise**
new phoneme–grapheme correspondences; skills of blending and segmenting

**Apply**
new knowledge and skills while reading/writing
Creating a toolkit
Sound buttons

rain

bright

witch

slaughter
<table>
<thead>
<tr>
<th>speed</th>
<th>crayon</th>
</tr>
</thead>
<tbody>
<tr>
<td>slight</td>
<td>toast</td>
</tr>
<tr>
<td>broom</td>
<td>foil</td>
</tr>
<tr>
<td>speed</td>
<td>crayon</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>slight</td>
<td>toast</td>
</tr>
<tr>
<td>broom</td>
<td>foil</td>
</tr>
<tr>
<td>Word</td>
<td>Phonemes</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>teeth</td>
<td></td>
</tr>
<tr>
<td>scratch</td>
<td></td>
</tr>
<tr>
<td>stop</td>
<td></td>
</tr>
<tr>
<td>blend</td>
<td></td>
</tr>
<tr>
<td>thunder</td>
<td></td>
</tr>
<tr>
<td>portrait</td>
<td></td>
</tr>
</tbody>
</table>
## Phoneme frame

<table>
<thead>
<tr>
<th>Word</th>
<th>Phonemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>teeth</td>
<td>t ee th</td>
</tr>
<tr>
<td>scratch</td>
<td>s c r a tch</td>
</tr>
<tr>
<td>stop</td>
<td>s t o p</td>
</tr>
<tr>
<td>blend</td>
<td>b l e n d</td>
</tr>
<tr>
<td>thunder</td>
<td>th u n d er</td>
</tr>
<tr>
<td>portrait</td>
<td>p or t r ai t</td>
</tr>
</tbody>
</table>
# Phoneme Count (2-8 sounds)

<table>
<thead>
<tr>
<th></th>
<th>is</th>
<th>rainbow</th>
<th>sending</th>
<th>apricot</th>
</tr>
</thead>
<tbody>
<tr>
<td>grind</td>
<td>say</td>
<td>driftwood</td>
<td>straight</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>chip</td>
<td>eight</td>
<td>bridge</td>
<td></td>
</tr>
<tr>
<td>playmates</td>
<td>stop</td>
<td>Waiting Room</td>
<td>ten</td>
<td></td>
</tr>
</tbody>
</table>
Phoneme Spotters

Phoneme Spotter Sentences
by __________
Look for ou and ow!

How now, brown cow?
The roundabout spun around quickly.

Don't frown, or shout put on this crown!

Sh, not a sound and then you will not be found.

The clown with a big nose in the town.

Challenge: There are ____ ou sounds.
there are ____ ou sounds.

A Right Mess

The twins' bedroom was a right mess. Mum had tried everything. Being cross didn't help! But it just didn't help. The twins still did not tidy their room.

Then Mum had an idea. "I think I'll write a list of things the twins must pick up, and then we can play a game of hide and seek. The twins must find the things and put them in a box. Their room will be tidy!"

This is the list Mum had:
- A crumpled bag
- A white sock
- A tie with a stripe
- A cap
- A plastic knife
- A bright red kite

"We love this game of hide and seek," said the twins. In no time at all the room was quite tidy and Mum was happy.

Then the twins had an idea. "Mum, we'd like to fly this kite on the green!"

"All right," said Mum. "but you must hold the string tight!"

On the green there was a light breeze and the kite went up, up, high in the sky. Then suddenly it came down, down, down.

CRASH! It fell into the duck pond.

The kite was fine, but Mum said, "I think it's time for tea. Let's go home."
Activities to engage ...
Reciprocity of skills
Making links in to reading

• All children should have regular sessions where they are taught how to read with an adult in KS1.

• The focus should be on the application of phonic skills AND the development of reading strategies, comprehension and/or vocabulary.
Phonics in to reading

• What elements could be included in a guided reading session?
Making links in guided reading

• For guided reading groups, it may be helpful to select words with specific GPCs, high frequency/common exception word(s) and/or key words that are likely to be problematic within the text.

• Identify words (e.g. share on post-its) and discuss these. You could then ask pupils to: segment word and add sound buttons; make the word using magnetic letters (i.e. supply GPCs in a little pot – make, jumble, remake)

• Having done this, you could ask pupils to quickly locate the word on a variety of pages within the text (e.g. fastest finger - who will be the quickest to find it on page 4, on page 7?

• Can you give additional letter/letters so that children can change the onset and create new words?
Phonics in to writing

- What elements could be included in a guided writing session?
Making links in guided writing

• Teach children how to articulate words slowly in order to distinguish sounds within words, in order to encode for spelling
• Develop the habit of checking what has been written. Does it look right and sound right?
• Develop the habit of frequently re-reading what has been written, to ensure accuracy and aid recall for composition
• Have laminated phoneme frames available for children to try out spellings of regular words
Spelling strategies

• What strategies do your children use to spell unfamiliar words?

• Which strategies do you think are most useful?

• How do you address spelling misconceptions when you’re working with children?
Knowledge of the spelling system

In order to spell we need both phonemic and morphological knowledge

- Phonemic
- Phonological
- Morphological
Predictability ...

• 85% of the English spelling system is predictable

• There are specific spelling rules, conventions and strategies that children can use to improve their spelling
Teaching Spelling

• There are many ideas within Support for Spelling that can support the learning content within the spelling appendix.

• In the national curriculum, the content of the spelling appendix linked to Year 1, Year 2, Years 3 & 4 and Years 5 & 6, draws on learning from across the different year groups in Support for Spelling.
Teaching sequence for spelling

**REVISIT, EXPLAIN, USE**
Lively oral and quick-write activities to revise and secure prior learning and to introduce and explain new learning

**TEACH, MODEL, DEFINE**
Includes a range of direct teaching activities

**PRACTISE, EXPLORE, INVESTIGATE**
Gives children the opportunity to work independently, in pairs or in small groups, using a range of strategies to practise and consolidate new learning

**APPLY, ASSESS, REFLECT**
Children revise new learning, apply the words orally and in writing and reflect and assess their progress
Spelling strategies

Things to try if you are stuck when spelling a word

Say the word. Listen for the sounds. Now say the sounds and write the word:

\textit{flag}

For longer words break them up into \textit{syllables}. Say these out loud. Write each syllable using a “spelling voice” listening for the sounds:

\textit{fantastic}

Is it a “know it” word? (you just have to know it!):

\textit{said} here was the they

Do you know a \textit{mnemonic} for the spelling?

“Big elephants can always understand small elephants” because

Can you use \textit{analogy}?

If you can spell \textit{down}, you can spell: \textit{town}, \textit{clown} and \textit{frown}!

Can you find the word? (in the room, in your book, in the dictionary?)

Is there a spelling rule or pattern you can apply?

If nothing else works, write as many sounds as you can and carry on writing.
Ideas for activities

• Roll the dice
• Rhyme it – rhyming chains
• What’s the rule?
• ABC words - ordering
• Wordsearch
• Flashcards / Pairs
• Mnemonics
• Spelling doodles
• Spelling scribble
Scrabble spelling

<table>
<thead>
<tr>
<th>Write it</th>
<th>Add it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
it’s used to tell time  clock
it might make you invisible  cloak
the sound a frog makes
a thief or dishonest person
a small stream of water

a type of dark gray rock  slate
you put your food on it
it flies through the air
it grows in a pot
slope or angle  slant

intelligent or bright  smart
the beginning of a race
they shine in the sky at night
marks left after you get hurt
you wear it around your neck
Hangman / Shannon’s Game
Pictionary
**Word blocks**

<table>
<thead>
<tr>
<th>i</th>
<th>u</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>n</td>
<td>o</td>
</tr>
<tr>
<td>g</td>
<td>b</td>
<td>e</td>
</tr>
</tbody>
</table>

How many words can you make?

Can anyone make a word using all nine letters?
Words in words

prescription
<table>
<thead>
<tr>
<th>Key Words</th>
<th>Words From My Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>when</td>
<td>said</td>
</tr>
<tr>
<td></td>
<td>I say</td>
</tr>
<tr>
<td>what</td>
<td>fair</td>
</tr>
<tr>
<td></td>
<td>fair has air in it</td>
</tr>
<tr>
<td>where?</td>
<td>Wednesday</td>
</tr>
<tr>
<td>where?</td>
<td>say the 3 in it</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>could</td>
<td>fight</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>should</td>
<td>fright</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>would</td>
<td>because</td>
</tr>
<tr>
<td></td>
<td>Big Elephants can always use small Elephants</td>
</tr>
</tbody>
</table>
because

Big elephants can always understand smaller elephants.

My Spelling List

high
sigh
tight
fight
light
might
sight
flight
fright

Cambridgeshire

FRIEND
Fred
Rushes
In
Eating
Nine
Doughnuts

People
People Eat
Omelettes
People Like Eggs

I've Got Hairy Toes!
IGHT words
Bright Sight
Light Tight
Can you think of any more?

SAID
Snakes And Insects Dance

said
Sally Ann Is Dancing.
Embedding skills in KS1

◆ How are children given the opportunities to apply taught skills across all learning?

◆ What are your expectations from those opportunities?

◆ The principles are to provide meaningful opportunities for children to communicate their ideas and apply their phonic knowledge.
The ultimate goal is for children to be able to ...

• Read words with fluency and phrasing, using decoding words to read accurately. This should be alongside other reading skills to ensure children make sense of the texts that they read.

• Write down ideas fluently. This depends on effective transcription; on spelling quickly and accurately. Writing also depends on effective composition.

• We want to inspire children to have a genuine interest in words, and to have the necessary confidence to have a go at spelling ambitious vocabulary that will engage the reader.
Time to reflect

... any questions?
Contact

Anna Walker - English Adviser

anna.walker@cambridgeshire.gov.uk