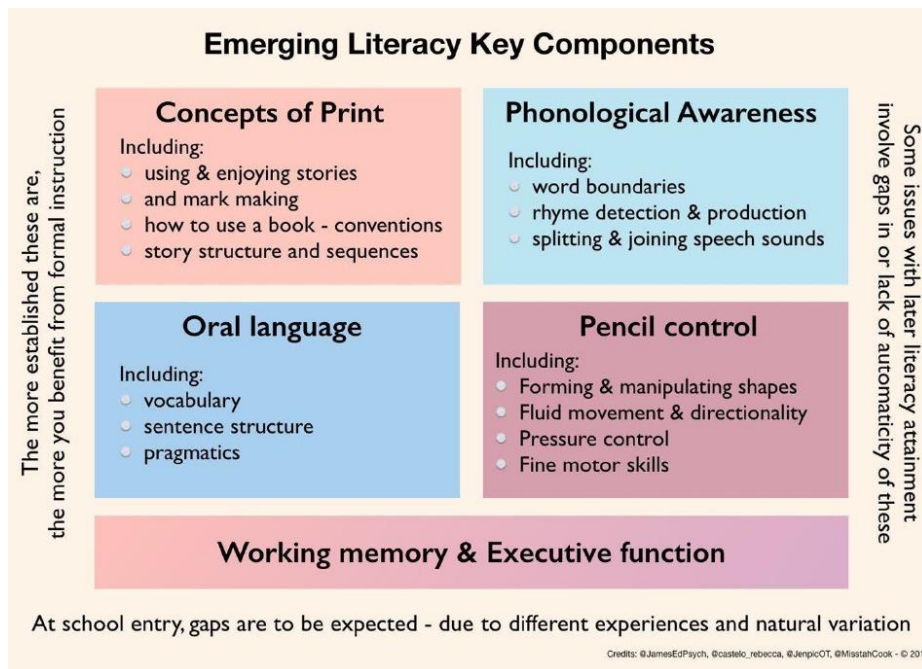


# **A Guide to Active Phonics and Spelling at Loirston School**



## Emerging Literacy and Stage 2 and 3

In Primary 1 we are using the Emerging Literacy approach. This provides the children with a solid foundation of literacy skills to build on.



On a weekly basis (or more often in Primary 1) a new phoneme is introduced by the teacher. Some weeks are revision weeks. During these weeks children will be given up to five phonemes to revise.

Letter formation and word building are demonstrated using magnetic boards and letters.

This is reinforced throughout the week by:

- Working with partners to read and write words and dictated sentences and then check these.
- Using magnetic boards to mirror the taught lesson either individually or with a partner.
- Taking part in a range of spelling activities.

Working with a partner to say, make/break, blend, read and write each word from a phoneme list.

Your child is taught to problem solve using spelling strategies to spell tricky words. Children are no longer assessed purely on the basis of a single word spelling test. Instead the teacher makes judgements on a daily and weekly basis about your child's ability to spell words in a variety of contexts eg. working with a partner to write dictated sentences, transferring words into topic work and looking closely at taught writing.



## Stages 4 & 5

Children will continue to develop their knowledge and understanding of sounds (phonemes) through a structured and comprehensive programme designed to build confidence and engage pupils in learning.

The children are taught in a block of four weeks, with two weeks focusing on teaching phonemes and their representations, one week on spelling strategies and one week on spelling rules.

**Week 1 and 2** - The children begin the process by being taught one particular phoneme and all of its representations in words (e.g. the phoneme 's' has the representations 's', 'ss', 'c', 'se' and 'ce'). Children then consolidate their understanding of the phonemes using the following strategies:

- Elkonin Boxes - breaking words into phonemes and recording this using Elkonin boxes.

If you think about the word faster and say it out loud, you can hear every letter making a sound.

f	a	s	t	e	r
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In the word speed, you don't hear the 'e' sound, you hear 'ee.' Speed would look like this:

s	p	ee	d
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- Spelling rules – for example 'i' before 'e' except after 'c'
- Reciprocal teaching – working with a partner, pupils take it in turns to be the caller, writer and checker
- Diacritical marking – investigating words – recognising and identifying which phonemes are contained within each word. Children are involved in listening carefully, enunciating the words accurately and using the diacritical marking code to identify individual sounds and blends.

The diagram illustrates the diacritical marking code with three symbols and their corresponding descriptions:

- A red dot: Single sounds/phonemes are marked with a dot under the sound.
- A red horizontal line: Joined phonemes are marked by underlining with a dark line.
- A red arch: Split phonemes (formerly magic 'e') are marked with a joining loop.

The diacritical marking code records:

single phonemes	faster •••••
joined phonemes	shop _••
split phonemes	home ••

- Phoneme Stories – finding words containing the focus phoneme within a story
- Active Spelling activities – e.g. rainbow writing, pyramid writing etc

**Week 3** - This week focuses on words that cannot be spelt using knowledge of phonics. A tricky word list will be introduced appropriate to pupils' stage, interdisciplinary learning or current school events. The teacher will model how to spell these words and pupils will participate in the following activities:

- Discussion of the meaning of words
- Discussion and use of spelling strategies
- Active spelling activities
- One Syllable Words - Double the final consonant before adding an ending that starts with a vowel.

drop – double the p and add ed – dropped.

**Week 4** - This week focuses on developing children's knowledge of spelling rules. A word list is introduced featuring words which follow the rule. Children will participate in the following activities:

- Thinking of words that follow the spelling rule
- Working with a partner, they will be involved in peer teaching where they take it in turns to be the caller, writer and checker
- Active spelling strategies

**Assessment** - Children are no longer assessed solely on the basis of a single word spelling test. Teachers can make judgements about a child's ability to spell words by placing them in a context, for example a dictated sentence or paragraph. Teachers' assessment judgements are also based upon daily work in class.



## Stages 6 & 7

Children are taught spelling in 3 main ways at Stage 6 and 7. They are taught common words appropriate and relevant to their stage, words linked to interdisciplinary learning, current school events or a specific writing genre. Spelling strategies and spelling rules are the focus for teaching these words and build on knowledge acquired from previous stages. Reciprocal teaching (peer teaching) is also continued to encourage communication and problem solving.

**Spelling Strategies** - The strategies the children are taught are:

Knowledge and use of phonics	using Elkonin boxes and the diacritical spelling code
Syllabification – breaking words into syllables. Each syllable will have a vowel	going - go ing remember – re mem ber yesterday – yes ter day
Words within words	country - count try Example - exam ample
compound words	breakfast - break fast strawberry - straw berry homework - home work
using analogy – for example	if you can spell 'light' you can also spell bright, sight, fright etc
Mnemonic – children learn or create mnemonics as a memory aid	BECAUSE - Big Elephants Can Always Understand Small Elephants ENGAGEMENT - Contains the word ENGAGE. You sometimes get a ring with a GEM in the middle NECESSARY - One Collar, two Sleeves

**Word Building** - The second part of the spelling programme focuses on word building. Children are taught about affixes (additions to a root word eg –ful to help creating helpful) and how they alter word meanings. This also means that children deepen their understanding of the grammatical elements of word building. As well as affixes children are taught about homophones and confusions. Words which sound the same but have different spellings and meaning are called homophones e.g. ate and eight. Words which sound or are spelt similarly are called confusions e.g. conscience and conscious.

**Spelling Rules** - Spelling Rules Across stages 6 and 7 the children will be consolidating previously taught spelling rules and learning new ones. There are 24 spelling rules to learn across the two years. The spelling rule will be introduced and modelled by the teacher. Children will then create a list of as many words as possible which fit the rule. These will then be compiled into a stage appropriate list which will form the basis of the rest of the week's spelling tasks. The children will use spelling strategies alongside the rule to help them spell the words.

**Assessment** - Children are no longer assessed solely on the basis of a single word spelling test. Teachers can make judgements about a child's ability to spell words by placing them in a context, for example a dictated sentence or paragraph. Teachers' assessment judgements are also based upon daily work in class. Vocabulary building is assessed by the children's ability to recognise the type of word and then categorise it into noun, verb, adjective or adverb.

## At Home

Encouraging your child to explain what they have been learning is an excellent way of supporting them at home. Playing games and making learning fun helps to consolidate and support their learning without carrying out onerous tasks. Below you will find a few suggestions that you may wish to try:

- Look for words that contain the focus phoneme in books, comics, magazines and the local environment such as signs and posters.
- Use words which contain the focus phoneme to play snap, hangman or other traditional games.
- Ask your child to talk to you about the diacritical marking code.
- You could play games with words by seeing who can make the most words from a root word e.g. help, helpful, unhelpful, helpfully, helpless, helplessly. You could discuss how each word differs in meaning.
- Use the values linked with Scrabble tiles (or create a list of your own so common consonants are worth 8, vowels 12 and tricky consonants like 'z' or 'q' could be 15 for example) then write each spelling word, count their total value and see which is 'worth' the most

Links to Spelling/Games Websites

<http://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>

<https://www.spellingcity.com/spelling-games-vocabulary-games.html>

[www.kidspell.com](http://www.kidspell.com)

<http://www.doorwayonline.org.uk/literacy/speller/>

<http://www.doorwayonline.org.uk/literacy/>