

Phonics and Spelling

Beyond Reception

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Phase 2 Phonics sound mat

s strawberry	a ant	t teddy	p pig	i igloo	n nose	m mouse	d dog
g grapes	o orange	c cat	k kite	ck duck	e egg	u umbrella	r robot
h heart	b balloon	f frog	ff blast off	l lolly	ll ball	ss cross	

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Phase 3 Phonics sound mat

ai train	air hair	ar car	ch chair	ear beard	ee sheep	er rubber	igh night	j jelly
ng ring	oa goat	oi coin	oo moon	oo book	or horn	ow cow	qu queen	sh shower
th thumb	ur nurse	ure treasure	v violin	w wedges	x x-ray	y yellow	z zebra	zz buzz

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Phase 4 Phonics sound mat

st nest	nd hand	mp lamp	nt tent	nk ink	ft gift	sk skull	lt belt		
lp help	lf half	lk milk	pt receipt	xt text	tr tree	dr dragon	gr grass	cr crown	br brush
fr fridge	bl blackberry	fl flag	gl glasses	pl plane	cl clown	sl slug	sp spoon	st starfish	tw twins
sm smile	pr pram	sc scarf	sk skunk	sn snail	nch bench	scr screw	shr shrew	thr thread	str straw

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In Phase 4, no new graphemes are introduced.

Tricky words

During Phase 4, the following tricky words (which can't yet be decoded) are introduced:

said
have
like
so
do
some
come
were
there
little
one
when
out
what

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.



- oh
- people
- Mr
- Mrs
- looked
- called
- asked
- Could
- their

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

By the end of Year 1, children should be able to:

- Say the sound for any grapheme they are shown
- Write the common graphemes for any given sound (e.g. 'e,' 'ee,' 'ie,' 'ea')
- Use their phonics knowledge to read and spell unfamiliar words of up to three syllables
- Read all of the 100 high frequency words, and be able to spell most of them
- Form letters correctly

At the end of Year 1, all children are given a Phonics Screening Check to ensure they have mastered the appropriate knowledge.

Year 2

Phase 6 adding suffixes to words ending with 'e'

Practise adding the suffixes -ing, -ed, -s, -er, -est, -y, -en to words ending with 'e'.

Phase 6 adding suffixes to words ending with 'y'

Practise adding the suffixes -ing, -ed, -s, -er, -est, -y, -en to words ending with 'y'.

Phase 6 adding suffixes to words ending with a single consonant

Practise adding the suffixes -ing, -ed, -s, -er, -est, -y, -en to words ending with 'a single consonant'.

Phase 6 adding more suffixes

A set of words with suffixes -ing, -ed, -ful, -ly, -est, -er, -ment, -ness, -en.

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

Homophones- are words that sound the same but have different meanings.

<http://www.bbc.co.uk/skillswise/game/en21wadc-game-paris-word>



Apostrophes are punctuation marks. In English we use them in two ways, to show possession and to show contraction (or omission).

<http://www.bbc.co.uk/skillswise/game/en29punc-game-who-owns-what>

Spelling list:

door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or other words, depending on the phonics learning programme used in your child's school.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439443/Sample_ks1_EnglishGPS_paper1_spelling.pdf

Spelling in Year 3 and 4

Revisit work from year 1 and 2 .Paying special attention to the rules for adding suffixes

More prefixes Most prefixes are added to the beginning of root words without any changes in spelling,.

Like un–, the prefixes dis– and mis– have negative meanings. dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell) The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. in–: inactive, incorrect

The word-lists for years 3 and 4 and years 5 and 6 are statutory

100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Word list – years 3 and 4

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

No Nonsense spelling

<http://pages.raintreepublishers.co.uk/nnspeelling/videos>

Helping your child at home

Make it fun!

	Knowing 1 point	Understanding 2 points	Applying 3 points	Analysing 4 points	Creating 5 points	Evaluating 6 points
Verbal Enjoy reading, writing and speaking	Write out your list in different fonts	Choose 5 of your words. Use each word in a different sentence	Create an acrostic poem for one of your words	Create a word search and swap with a friend	Use a dictionary to find the meanings of 6 of your most challenging words	Write 4 dictation sentences using your spelling words.
Mathematical Enjoy working with number and space	Write out your list words from the least number of letters to the most number of letters	Use scrabble tiles to work out the numerical value of each word. Record each word and what it is worth	Play spelling pounds to work out the value of your words; A=1 b=2 c=3 etc. Find the total of each of your words	Group your spelling words according to how many letters they have. Which words have the most and least amount of letters?	Place your spelling words in groups. Explain how you grouped them	Put your words into scale from easiest to spell -hardest to spell. Why did you order them in that way?
Visual/spatial Enjoy painting, drawing and visualising	Paint your word list	Choose 5 words and draw a picture for each one	Create a wordle using your spelling words. Add five of your own words that show the spelling rule for the week. http://www.wordle.net/create	Choose three spelling words. Using the letters - how many other words can you make?	Create a cartoon that has at least 4 boxes. Write a caption under each image that includes a spelling word.	Create an artwork using only your spelling words.
Kinaesthetic Enjoy hands on activities, sports and dance	Use scrabble tiles/alphabet letters to make your spellings. Take a photo of your work	Complete a spelling activity on www.spellingcity.com	Create three jokes using your spelling words	Go on a hunt around the room and write down words that start with the sound of the week/use the spelling rule of the week	Write a conversation between two people that uses all of your spelling words	Chooses any activity from the grid and complete it. Explain why it has helped you to learn your words.
Musical Enjoy making and listening to music	Sing your spelling list and record yourself singing them	Clap and record the syllables in each of your spelling words	Create a tongue twister using the sound or the week/ rule of the week	Create words that rhyme with your spelling words	Write a song using your spelling words	
Interpersonal Enjoy working with others	Play a game of hangman with your friends	Ask a friend to test you on your spelling words	Choose five words and explain to a partner why you chose them	Jumble up your words Have a partner unjumble them!	Create a new spelling activity to help your friends learn their words	Use all of your spelling words to write a paragraph. Write the spelling words incorrectly and ask a partner to correct them.
Intrapersonal Enjoy working by myself	List the words you find hard and easy	Use a thesaurus to find an alternative word for each of your spelling words..	Choose 5 words you have trouble with and write them out at least 10 times.	Create a word ladder using all of your spelling words	Organise your words in reverse alphabetical order. Z-A	Use your spelling words to write a story. Underline your spelling words in red.

Mnemonics

because - big elephants can always understand
small elephants

There's a rat in separate

It's truly hot in July

Rainbow writing

Pairs – write out 2 sets of words on cards

Writing words in sand/shaving foam/in the air/on your back etc.

Write the words in playdough/plasticine

Colour vowels one colour/consonants another

Colour/highlight spelling pattern/prefix/suffix in each words

Pyramid words

Word hunt - how many spelling words can you find in your reading book? How many words with the same spelling pattern?

Useful websites

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

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<https://elearningindustry.com/40-free-ipad-apps-for-teaching-spelling>

<http://www.jumpstart.com/parents/activities/phonics-activities>

Any questions?