

# Spelling and Phonics

Parent  
Workshop

**Phonics**

# What is Phonics?

Phonics is teaching children to read and write through breaking down words in separate sounds or *phonemes*.

Children then 'blend' these sounds together to read the whole word.

toy

rainbow

girl

# What is Phonics?

These are the sounds that children are taught in phonics sessions during Foundation to Year 2.

They are taught in different 'phases', according to how difficult and common the sound is.

Phase 2 word

sat



Phase 5 word

phone

s	a	t	p	i	n	m	d	t	o
g	c	k	u	b	f	e	l	h	sh
r	j	v	y	w	th	z	ch	qu	x
ng	nk	ay	ee	igh	ow	oo	ar	or	air
ir	ou	oy	ea	oi	ai	oa	ew	ire	ear
ure	tio n	aw	ur	er	a-e	i-e	e-e	o-e	u-e
wh	ff	ss	oe	ay	ue	wh	au	ear	zz

### Phase 1

- 1) tuning in to sounds
  - 2) listening and remembering sounds
  - 3) talking about sounds
- (so basically being aware that words are made of graphemes and phonemes).

### Phase 2

Learning which letter makes which sound (one set taught per week):

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f, ff l, ll ss

### Phase 3

Set 6: j v w x

Set 7: y z, zz qu

ch, sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

## Phase 4

No new graphemes

Practicing all the graphemes and blending them together to make words.

## Phase 5

New graphemes:

ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw)

wh (when) ph (photo) ew (new) oe (toe) au (Paul)

Split digraphs (where the sound is split by another letter)

a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)

New pronunciations for known letters:

i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread), er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you).

# What is Phonics?

**In Year 1/2 we teach phonics discretely 4 times a week for 20 minutes.**

**Children are taught phonics in their English group.**

**The phonics skills taught in phonics lessons are reinforced and applied during English and other lessons.**

# Phonics language

**Phoneme** – the smallest single sound.

**Grapheme** – the written representation of a sound.

**Digraph** - two letters making one sound, e.g. sh, ch, th, ph.

**Trigraph** – three letters making one sound e.g. igh, ear, air.

**Split digraph** - two letters, split, making one sound, e.g. a-e as in make or i-e in site

**Segmenting** - to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/.

**Blending** - to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap.

**Homophone** – two words that sound the same but have different spellings and meanings e.g. see, sea.

# Phonics Check

The phonics screening check is a national test completed by all year 1 children.

It shows how the children are able to decode.

The phonics check also helps identify the children who need extra help so they can receive the support they need to improve their reading skills. These children will then be able to retake the check in year 2.

The check comprises a list of 40 words and non-words which the child will read one-to-one with a teacher.

It is done with a teacher in a relaxed and friendly environment and is nothing to worry about.

It has real  
words...

moat

shape

hair

crate

and alien/  
nonsense/  
pseudo words...

stip



prool



darps



thand



# How you can help...

Continue to sound out real and nonsense words, especially using some of the tougher digraphs and trigraphs **ir/ur/igh/ear/air/e\_e/o\_e** etc.

There is **a lot** of practise material on line.

**Spelling,  
Punctuation  
and Grammar  
(SPaG)**

# Year 1- The highlights

## Spelling

- \* Spell High Frequency Words
- \* Adding s and es to words
- \* Adding -er and -est to adjectives
- \* Adding the endings -ing, -ed and -er to verbs
- \* Spell words including the 40 graphemes

# Year 2- The highlights

## Spelling

The /aɪ/ sound spelt –y at the end of words

Adding –es to nouns and verbs ending in consonant-letter–y

Adding –ed, –ing, –er and –est to root words ending in

consonant-letter–y

The /i:/ sound spelt –ey

Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter

Adding the endings –ing, –ed, –er, –est and –y to words ending in

vowel-letter–consonant-letter–e

The /n/ sound spelt kn and (less often) gn at the beginning of words

The /ɹ/ sound spelt wr at the beginning of words

The /l/ or /əl/ sound spelt –le at the end of words

The /l/ or /əl/ sound spelt –el at the end of words

The /l/ or /əl/ sound spelt –al at the end of words

Words ending –il

The /z/ sound spelt s

...and much more!

# Year 1- 100 words to learn

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

## Common exception words

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

# Year 2- 200 words to learn

water	bear	find	these	live				
away	can't	more	began	say				
good	again	I'll	let's	fun	any	better	lived	
want	cat	round	much	place	under	hot	birds	
over	long	tree	suddenly	mother	hat	sun	duck	
how	things	magic	told	sat	snow	across	horse	
did	new	shouted	another	boat	air	gone	rabbit	
man	after	us	great	window	trees	hard	white	
going	wanted	other	why	sleep	bad	flu		
where	eat	food	cried	feet	tea	re		
would	everyone	fox	keep	morning	top	w		
or	our	through	room	queen	eyes	w		
took	two	way	last	each	fell	e		
school	has	been	jumped	book	friends	o		
think	yes	stop	because	its	box	pl		
home	play	must	even	green	dark	th		
who	take	red	am	different	grandad	sto		
didn't	thought	door	before	let	there's	e		
ran	dog	right	gran	girl	looking	m		
know	well	sea	clothes	which	end	m		
			tell	inside	than	c		
			key	run	best	p		

## Common exception words

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

# Spelling - Letter Names

**Children are expected in KS1 to know all 26 letter names and be able to link these to the written letters.**

**When spelling (orally) children are to be encouraged to use letter names rather than sounds.**

# How do we teach spelling?

- Children are taught spelling as part of their phonics lessons but it is reinforced in other subjects.
- As a school we have decided to engage the children in games and activities which allow them to practise their spellings rather than having discrete spelling tests.
- We do not correct every spelling mistake in a child's work but choose up to 3 words for the child to correct. These are words that the child has previously been taught or tricky words.

# Year 1- The highlights

## Writing

- \* Sound out and write sentences using punctuation . ! ?
- \* Reread what they have written so it makes sense
- \* Use capital letters
- \* Use conjunction 'and' to join sentences
- \* **Prefix *un-*** changes the meaning of **verbs** and **adjectives**  
*undoing: untie the boat*
- \* **Suffixes** that can be added to **verbs** - *helping, helped, helper*
- \* **Plural noun suffixes** –s or –es *dog, dogs; wish, wishes*

TERMINOLOGY TO USE: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

# Year 2- The highlights

## Writing

- \* Narratives, real events, poetry, non-fiction
- \* Evaluate their writing, re-read, check it and improve
- \* Read aloud their writing
- \* Nouns, Pronouns, fronted adverbials, conjunctions, adverbs, prepositions,
- \* Using commas
- \* Direct speech- inverted commas

TERMINOLOGY TO USE: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma

consonant

vowel

b c d f g h j k l  
m n p q r s t v  
w y z

a e i o u

ly

gh

lay

# Marking and setting targets...

- When we mark work we often use a code to represent many of the skills we are learning.

	Me	Mrs C		Me	Mrs C
<u>abc</u>			●		
✋			CAPS		
👂			👁️		
ed er est ing _s			🧩		★
●—●—●			🧑🧑🐕		
WOW		🐾	🚪		

- The children and teachers will often award themselves a star and a next step.



**Examples of  
questions children  
are expected to  
answer.**

Write the missing **punctuation mark** to complete the sentence below.

Come back here at once

Circle the letters that should be **capital letters** in this sentence (there are four).

i start my new class in september and my new teacher is mr smith.

Which of these words can you use 'un' as a **prefix** to change the meaning of the word? (Circle them – there are 2)

desk

kind

do

cat

Write the missing **punctuation mark** to complete the sentence below.

What are you wearing tonight

Which is the **correct word** to complete the sentence below? Circle the correct **one**.

I love \_\_\_\_\_ to music when I am in the car.

listen

listened

listening

looking

What **type of word** is kind in the sentence below?

The kind elephants tried to make Elmer feel better.

Tick **one**

an adverb

an adjective

a verb

a noun

Help your child with

# spelling

## Different media

Provide different media for children to write and make marks with e.g. paint and paintbrushes, chunky markers on large paper, chalk on the pavement or patio, dry-wipe markers on the mirror or using fingers in shaving foam, or custard. You could also encourage children to explore making marks on a computer or tablet device.

## Flashcards

Have flashcards, letter tiles or similar items around for children to use to spell out words.

## Make a copy

Children could copy out the spelling list in alphabetical order or from shortest to longest.

## Grab a dictionary

Have a dictionary to hand for looking up unfamiliar words

## Narrow it down

Narrow down long lists and focus on 4 to 5 at a time.

## Get moving

Use physical activity - for each letter of the word get children to do a star jump, walk up or down a step, touch their toes etc.

## Games

Make the list into a game - try playing hangman, making word searches or coming up with crosswords.

## Shout out

Encourage your child to spell words out loud on long car journeys or when walking to school.

Encourage your child to read.

**Good readers are often good spellers!**