

Onthank Primary School



Active Literacy (Spelling)

Terminology for Parents and Carers

Written in partnership with Onthank Primary Parent Council



A Parents' and Carers' Guide to the Terminology of Active Literacy (Spelling)

What is a phoneme?

A phoneme is a unit of sound. It can be one letter, two letters or even a group of letters that go together to create a single sound.

Single Sound	a	as in	<u>a</u>pple
	c	as in	<u>c</u>at
Joined Phoneme	sh	as in	<u>sh</u>ip
	ch	as in	<u>ch</u>urch
	igh	as in	ni<u>gh</u>t hi<u>gh</u>
Split Phoneme	a_e	as in	sa<u>m</u>e
	i_e	as in	pi<u>n</u>e

The phoneme programme is sometimes referred to in school **Phonics**.

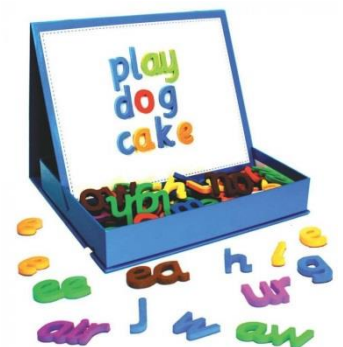
What are 'Common Words' and 'Phoneme Words'?

Common Words are those words which are most commonly seen in children's reading books or are used by the children when writing in class.

Phoneme Words are words that can be sounded out, or placed within an Elkonin Box or can be Diacritically Marked.

What are whiteboards?

These are laminated boards which the children use in class to write individual words, create sentences and practise letter formation. Children use their own dry wipe pen on these.



What are magnetic boards?

These are boards which contain a very thin layer of metal and are used with magnetic letters. Children are encouraged to make, break and blend words on these. Normally, these are used within the first three years of primary school.

What is the FIVE Finger Strategy?

From Primary One, children are taught the 'FIVE Finger Strategy'. It is basically an easier way for the children to remember what they need to be able to do with each of their spelling words. This particular strategy works well alongside the magnetic boards and letters.



SAY	The children say the word
MAKE/BREAK	The children make the word and they break it into its different sounds
BLEND	The children push the word back together and run their finger under the word as they say it
READ	The children read the word
WRITE	The children write the word

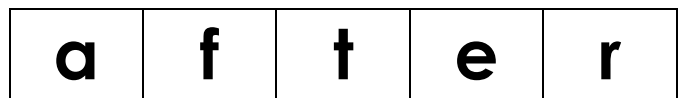
What is 'Reciprocal Teaching'?

In its very simplest form, reciprocal teaching simply means that the children become the teacher and teach their partner a word, sound, process etc. research has shown that when children become involved in the delivery of a new process, sound or word, 80% of what they have learned is retained.

What are Elkonin Boxes?

These are boxes named after their inventor and are a fantastic way for learners to demonstrate that they can pick out all the different sounds within a word. Each individual sound is placed in a box on its own.

If we look at the word 'after' and say it out loud, you can hear every letter, making a sound.



In the word speed, you do not hear the 'e' sound, instead it is the 'ee' sound. This is what the word 'speed' would look like:

s	p	ee	d
---	---	----	---

Other examples of using Elkonin Boxes are:

a	l	ph	a	b	e	t
---	---	----	---	---	---	---

In the last example the final 'e' is not said aloud so it is placed in the Elkonin Box with the last sound.

kn	e	w
----	---	---

This what would happen with all silent or un-vocalised letters.

What is Diacritical Marking?

l	a	mb
---	---	----

Not every word will fit inside an Elkonin Box, this is particularly true when we are working with those that have a split phoneme. This is where the strategy of diacritical marking can and will be used. The main idea behind this strategy is get the children thinking about the individual sounds that make up words.

Diacritical Marking

- Single letter sounds marked with a dot
- Joined phoneme (2 or 3 letters) marked by underlining with a dash
- ⤴ Split phoneme - marked by a high loop

chocolate

Diacritical Marking

cabin speed nineteen

However, not all words will work in an Elkonin Box or with Diacritical Marking . For these words, we use **strategy spelling**.

What is Strategy Spelling?

Beginning in Primary 4, the children are introduced to Strategy Spelling. This is where children begin to investigate different strategies and choose one(s) that work best for them to learn how to spell the new word. There are eight strategies that are taught and reinforced right through to Primary 7.



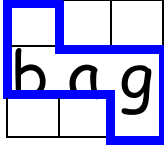
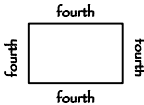
Diacritical Marking and Elkonin Boxes continue to be reinforced whilst the other six include:

Syllabification	<p>Breaking words into their syllables, ensuring that each syllable has a vowel sound within it.</p> <p>going – go/ing remember – re/mem/ber sausages – saus/a/ges</p>
Words Within Words (WWW)	<p>example – exam ample countryside – count try side Onthank – on thank</p>
Compound Words	<p>blackberry black berry outside out side carefree care free</p>
Using analogy	<p>If we know how to spell one word, we can apply this knowledge to spell others: "If I can spell could, then I can spell should and would."</p>
Mnemonics	<p>Children are encouraged to create their own memory aids such as: BECAUSE – Big Elephants Can Always Use Small Elephants ENGAGEMENT – Contains ENGAGE and you sometimes get a ring with a GEM in the middle NECESSARY – One Collar, Two Sleeves</p>
Spelling Rules (if appropriate)	<p>The letter 'c' is always a soft sound when followed by the letters 'e' and 'i'.</p>

Homework Tasks for Spelling Practise

The homework tasks are designed to make the children think about their word, the letters that make them, their sounds, etc.

<p><u>Pyramid Writing</u></p> <p>"Pyramid write" your spelling words. You must write neatly! *Example: home h ho hom home</p>	<p><u>Silly Sentences</u></p> <p>Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly! Example: My dog wears a blue and purple dress when he takes a bath.</p>	<p><u>Rainbow Writing</u></p> <p>First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a DIFFERENT colour pencil. Trace neatly and you will see a rainbow!</p>	<p><u>ABC Order</u></p> <p>First write your spelling words in a list. Then write them in ABC order.</p> <p>For an extra bonus, write your words in reverse ABC order!</p>
<p><u>Other Handed</u></p> <p>First write your spelling words the way you usually do it. Then, try writing the list with your other hand!</p>	<p><u>Newsy Words</u></p> <p>Use old magazines, catalogues, or newspapers to cut out letters. Glue the letters into your jotter to spell your words.</p>	<p><u>Typing</u></p> <p>Type your spelling words three times on the computer. Make each word have a different font. Print them out and stick them into your homework jotter.</p>	<p><u>Colourful Words</u></p> <p>Write each of your spelling words. Write each letter using a different colored pencil!</p>
<p><u>Fancy Letters</u></p> <p>Write each of your spelling words using fancy letters. Your letters can have curly-q's or dots, for example. Have fun!</p> <p>fancy letters</p>	<p><u>Vowel Circle/Highlight</u></p> <p>Write each of your spelling words. Then go back and circle or highlight all of the vowels in your spelling words! Don't forget to write neatly!</p>	<p><u>Bubble Writing</u></p> <p>Write your spelling words in bubble letters. After you write your words in bubble letters, colour your words with a crayon or coloured pencil.</p>	<p><u>Backwards Words</u></p> <p>Write your spelling words forwards and then backwards. Write neatly! Example: where erehw</p>
<p><u>Words Within Words</u></p> <p>Write each spelling word and then write at least two words made from the same letters that is hidden inside the word.</p> <p>Example: slide</p> <p>side lie lid led</p>	<p><u>Practice Test</u></p> <p>Take a practice test. Have someone ask you to spell your spelling words for the week. Write them in a list. Check your practice test and correct any missed words.</p>	<p><u>Sentence, Please</u></p> <p>Write sentences using each of your spelling words. You may use more than one word in a sentence, but you must write at least 6 sentences. Underline your spelling words.</p>	<p><u>Create an Activity</u></p> <p>Can you think of a really fun way to practise your spelling words? Then go for it! Be sure to explain your activity so that I can share it with the class!</p>

<p><u>Three Times</u> Write each spelling word three times. First, write each word in pencil. Second write each word in coloured pencil. Third, write each word in felt-tip or crayon. You MUST write neatly!</p>	<p><u>Join the Dots</u> Write out your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil or pen</p>	<p><u>Surround Words</u> Write your words out neatly. Draw a box around them with a ruler making sure to extend your box for the ascenders and descenders.</p> 	<p><u>Choo-Choo Words</u> Write the entire list end-to-end as one long word (like a train). Use a different coloured pencil or crayon for each word. e.g. hopmopstopdrop</p>
<p><u>UPPER and lower</u> Write your spelling words two times each. First, write each word in UPPERCASE letters. Second, write each word in lowercase letters. *Example-</p>	<p><u>Blue Vowels</u> Write each of your spelling words. You will need a blue coloured pencil. Trace over the vowels in each word with your blue coloured pencil.</p>	<p><u>Typing</u> Type your spelling words three times on the computer. Make each word have a different font. Print them out and stick them into your homework jotter</p>	<p><u>Across and Down</u> Write each of your spelling words across and then down (starting with the first letter). Example: f o u r o u r</p>
<p><u>SLIDE slide</u> <u>Hidden Words</u> Draw and colour a picture. Hide your spelling words inside your picture. Show your picture to someone and see if they can find your hidden words!</p>	<p><u>Vowels = a e i o u</u> <u>Acrostic Poem</u> Choose one of your spelling words. Write an acrostic poem for that word. You must also ILLUSTRATE your poem. *Example: fly Fun in the sky. Laps around clouds. Yes! I'm free!</p>	<p><u>Spelling Shapes</u> Count your spelling words. Draw one shape for each word. Then write your spelling words inside each of the shapes</p>	<p><u>Buzzing Bees</u> Draw and colour an outdoor picture. Count your spelling words. Draw a bee for each of your spelling words. Then write the words inside each of the "spelling" bees. Write neatly!</p>
<p><u>Secret Agent Words</u> Number the alphabet from 1-26. Example: a=1, b=2, c=3, d=4, etc. Then convert your words to a number code. You must write the actual spelling word next to the "code word."</p>	<p><u>Back Writing</u> Use your finger to spell out each of your spelling words, one letter at a time, on your mom or dad's back. Then it's YOUR turn to try to FEEL and spell!</p>	<p><u>Trace a Shape</u> Count your spelling words. Draw a shape for each word. Then trace each shape by writing your spelling words around them!</p> 	<p><u>Adding Up</u> Each letter has a value. Consonants are worth 10 and vowels are worth 5. Write your spelling words. Then add up the value of each spelling word. Example- said- 10 + 5 + 5 + 10 = 30</p>

Literacy Glossary

Active spelling - refers to strategies and activities which can help learners develop problem solving skills to spell more difficult words.

Adjective - a word which describes a noun The **old** man. Her bag was **green**.

Alliteration - a literacy technique to create mood or rhythm where the beginning sound is repeated in close succession ." **The hummingbirds hovered in heavenly harmony** "

Adverb - a word which gives more information about a verb e.g. '**he shouted loudly**'

Antonyms- words with opposite meanings **bad and good**.

Blending - blending is used to decode words, once initial sounds are known the sounds can blend together to create new words **c - a - t becomes cat**.

Blurb - a short description usually found on the back cover of a book .

Common words - Words which appear frequently: **and, the, it, she**. These can be different depending on age groups.

Compound words - words which when joined together make a new word e.g.. **body guard = bodyguard or eye ball = eyeball**.

Characterisation - a literacy technique used to explain and create a literary character.

Conjunctions – a word which joins words or phrases within a sentence '**we wont go out IF it is raining.**'

Connectives - a word or phrase which **joins** one part of the text with another e.g. and, **although, but, so**.

CVC/ CCVC/ CVCC - In these the **C** represents a consonant and the **V** represents a vowel . For example a CVC word is made up form a consonant vowel consonant mix.

CVC - CAT CCVC - FLAG CVCC - HELP

Fiction/ non fiction - fiction is when something is imagined or not from real life, non fiction refers to factual information.

Genre– this can refer to books, music, film and many more types of text examples of genre include: **thriller, comedy and historical**.

Homophone - Two or more words that sound the same when spoken, but have different meanings or spellings. **e.g. pair and pear**.

Metaphor - this is a technique used to describe something, it might be used to make connections, deepen a description or create drama. It makes a direct comparison "**it's raining cats and dogs**" (obviously this would not happen)

Noun - a **proper** noun is a specific person or place it can also be a thing such as a brand name **Emily, Edinburgh, PlayStation** .- a **common** noun is a general person, place or thing: **boy, park, book.**

Onomatopoeia– a word which sounds like the noise it makes: **bang, crunch, fizz**

Openers– Words which start a sentence.

Phonics - a method to teaching reading by linking sounds(phonemes)

Phoneme - a phoneme is simply a sound, this can be made by a single letter or a group of letters **e.g. ch as in chap or igh as in sight.**

Pronoun– a pronoun takes place of a noun ‘ **Sarah went to the park and met Nicola**’ can become ‘**she went to the park and met her**’.

Predicting - using clues and available information to make a guess on what might happen next.

Preposition - comes before a noun and shows time, place or location **e.g. above, across, in, after, before** “**on the table was a small glass bowl**”

Punctuation - capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks **and** apostrophes.

Questioning:

- **literal** will have answers directly mentioned in the text
- **Inferential** there will be clues in the text to help find these answers
- **Evaluative** requires an opinion from the reader

Summarising– to take the main points and shorten using own words.

Simile– literacy technique for description which likens one thing to another, they include like or as “**her hair was golden like the sun**”

Tricky words - words which do not fall into spelling rules or cannot be 'sounded out'.

Verb - a verb is a doing word or a word which shows action: **run, jump, sat, accepted, mistake**

VCOP– Vocabulary, Connectives, Openers, Punctuation.

Wow words– these are words which improve a piece of writing by making it more interesting. The word good can be replaced with **excellent or superb.**