

Phonics & Spelling Programme




Spelling and Phonics are taught together at this stage. The children are taught in a block of four weeks, with two weeks being focussed on teaching phonemes and their representations, one week on strategy spelling and one week on spelling rules.

The children will continue to use the structure of SAY, MAKE/BREAK, BLEND, READ and WRITE, with which they have become familiar during stages 1-3. They will also continue to work with a partner and reciprocally teach.

At stages 4 and 5, the focus is on teaching the different representations of a phoneme sound. For example the sound 'ee' can be made by ee, e, ea, ie, e-e. The children follow a ten day programme which involves independent and partner tasks to consolidate their phonological awareness.

Diacritical Marking

Diacritical marking involves investigating words – recognising and identifying which phonemes are contained within each word. Children listen carefully, enunciating the words accurately and using the diacritical marking code to identify individual sounds and blends.

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



Spelling Strategies

The 'Thinking Strategies Approach' is used to teach spelling. The strategies used are as follows:

- Using Phoneme Knowledge (sounding out)
- Syllabification – breaking words down into syllables. The children can clap out words to identify syllables e.g. go-ing/An-drew
- Word Shape – Look at letter shape, size, ascending and descending letters.
- Tricky Letters – Looking at the position of tricky letters as an aid to spelling.
- Compound Words – Breaking the compound word into simple words e.g. into makes in and to.
- Mnemonic – using an aide memoire e.g. because – Big Elephants Can Add Up Sums Easily
- Using Analogy – If you know how to spell one word you can spell similar words e.g. if you can spell hill, you can spell mill, will, fill etc.

At the latter stages of each block of learning, the children learn and then use a spelling rule which allows them to revisit all of the problem solving strategies they have used over the month.

Spelling Assessment

Children are assessed through the use of a standardised single word spelling test. However, spelling is also assessed on a daily basis by teachers who are continually making judgements about a child's ability to spell words by placing the words in a variety of contexts e.g. a dictated sentence/paragraph.



PARENT GUIDE

STAGE 4-5 ACTIVE LITERACY APPROACHES



Literacy

The development of literacy skills plays an important role in all learning.

Pupils develop and extend literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they can be creative
- extend and enrich vocabulary through listening, talking, watching and reading.

In developing my English language skills I:

- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures.

Principles of the Reading Programme

The programme adopts an integrated approach and therefore has a direct link to the spelling and phonics programme. Children are taught to apply their knowledge of spelling and phonics within the context of reading and writing.

From Primary 4-7, the selection of reading book used at Orchard have been identified as quality texts which provide opportunities for reflection and discussion. In this way, children are exposed to a wider variety of authors, styles and contexts.



In Class

Children are explicitly taught through a four day reading programme, which comprises of:

- Fluency
- Comprehension
- Writing linked to reading/novel
- Talking and Listening linked to reading/novel

The programme adopts a multisensory, problem solving approach which is well structured and interactive.

Comprehension Strategies

The reading programme highlights the importance of developing children's higher order thinking and critical literacy skills. These skills are developed through the teaching of the six comprehension strategies:

- Prior Knowledge
- Metalinguistics (Tricky Words)
- Visualisation
- Inference
- Main Idea
- Summarisation

Writing and Talking Linked to Reading

The four day programme stresses the need for children to be talking and writing about the quality text they have read in order to improve their ability to identify and comprehend the main messages within the text.

