

Wester Overton



Primary School

# Active Literacy

At Wester Overton Primary School we always strive to ensure all our pupils are given the best possible education. In order to develop literacy across the school, we are currently using the “NLC Active Literacy Programme” to teach the children different strategies to enhance their spelling ability and in turn develop their ability and confidence with reading and writing.

This leaflet describes the different strategies that are being taught throughout the school. This will enable you to use these strategies at home with your child to further develop their spelling ability. By practising their weekly phonemes and spelling words on a daily basis, this will help pupils to retain their new learning and in turn improve their reading and writing. Please encourage your child to practise their words and phonemes at home as this will reinforce their learning from school.

We hope you will find this information useful!



## THE 5 FINGERED APPROACH



The 5 fingered approach helps pupils to:

1. Say the word aloud.
2. Make and break the word into individual sounds using magnetic letters.
3. Blend the sounds together.
4. Read the word aloud.
5. Write the word.

## MAGNETIC LETTER BOARDS



Magnetic Letter Boards help pupils to:

1. Identify single and joined phonemes.
2. Identify consonants (blue), vowels (red) and joined phonemes (green).
3. Say, Make/Break, Blend, Read, Write (5 Fingered Approach).

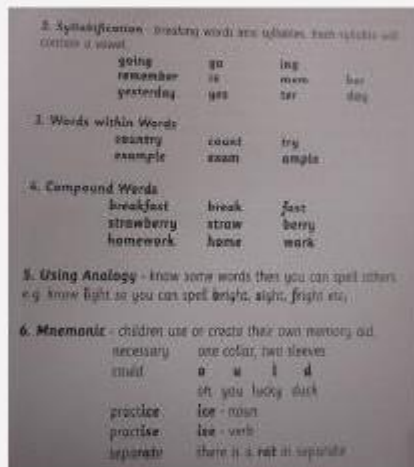
## ELKONIN BOXES



Elkonin Boxes help pupils to:

1. Break their words into single, joined and split phonemes.
2. Identify the number of sounds within a word.
3. Blend sounds together to read and write a word.

# SYLLABIFICATION, WORDS WITHIN WORDS, COMPOUND WORDS AND MNEMONICS



These strategies help pupils to:

1. Develop strategies to help them learn tricky words.
2. Study a word to help them see how it should be correctly spelled.
3. Become more independent in their spelling.

## DIACRITICAL MARKING

My Diacritical Phoneme List for Talking and Spelling Core Access - Unit 3

The Phoneme /oo/

oo	o-e	ew	ur	u
shook •	3 prune •••	4 flew ••	3 clue •••	3 put •••
proof ••	4 cute ••	3 blew ••	3 glue ••	3 pull ••
swoop ••	4 June ••	3 new ••	2 rescue ••••	5 push ••
school ••••	4 flute ••	4 threw ••	3 continue ••••••	7 bull ••
tooth •	3	few ••	2 true ••	3 full ••

Diacritical Marking helps pupils to:

1. Identify single, joined and split phonemes using the marking criteria:  
• = single phoneme  
— = joined phoneme  
⌒ = split phoneme

## PHONEME STORIES



Phoneme Stories help pupils to:

1. Identify their phoneme of the week.
2. Identify different representations of a phoneme.
3. Concentrate when reading in order to find the phoneme they are working on.

# SPELLING TEST AND DICTATION



Spelling Tests and Dictation help pupils to:

- Showcase their learning from their week's spelling work.
- See what they have learned and what further practice/help they require.
- Use their spelling words they have been learning within their writing for dictation.

# ACTIVE SPELLING STRATEGIES



Active spelling strategies help pupils to:

1. Practise their spelling words.
2. Become more confident in their spelling ability.
3. Revise and remember new spelling rules.
4. Participate in an enjoyable spelling activity.
5. Take responsibility for learning their words for their spelling test.



# ACTIVE SPELLING STRATEGIES



Active spelling strategies include:

- Rainbow Writing
- Partner Spelling and Dictation
- Pyramid Writing
- Speed Writing
- Uppercase and Lowercase Spelling
- Fancy Spelling
- Joined handwriting
- Alphabetical Order
- Dictionary words - finding the meanings
- Bubble Writing
- Acrostic Poem