

### Spelling Strategies

The strategies the children are taught and encouraged to use are:

- ⇒ **Using phoneme knowledge** (sounding out the word)
- ⇒ **Syllabification**—breaking down the words into syllables. The children can clap out words to identify syllables e.g. go-ing/An-drew
- ⇒ **Word Shape**—Look at the 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 = in and to
- ⇒ **Mnemonic**— 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, pill, will, fill** etc.

### At Home

#### **Phonics:**

Your child will be given a phoneme to practise at home, encourage them to say the sound and show you the related action. You could ask them to think of words containing the phoneme and ask them to find, read and write words containing their phoneme within their reading books, newspapers, magazines etc.

**Spelling:** When your child comes home with a list of common words, you could discuss with them what strategy they would use to help them remember how to spell each word. You could also use the Look, Say, Cover, Write and Check method to practise the word.

To further reinforce the learning, you could also take turns to dictate simple sentences which contain the phoneme or spelling words, and take turns to be the 'teacher' and check each other's work.



# Active Phonics & Spelling at Woodpark Primary

## Stage 1

## Guide for Parents

## Introduction

The aim of this leaflet is to provide you with information about how your child is taught phonics at school and to allow you to support your child at home with this.

A phoneme is the smallest unit of sound that can alter the meaning of a word. This can be in the form of a single letter or a joined phoneme e.g. p/b pin/bin or ch/sh chop/shop

Spelling and Phonics are taught separately at this stage and a different methodology is adopted for each.

## In Class

**Phonics** is taught with two main focussed lessons in the week, followed by short daily activities to reinforce the learning. Initially two sounds are taught per week.

The Teacher introduces each sound in a context i.e. a story/ song and then demonstrates the letter formation and word building through the use of a magnetic board and letters. The children are provided with a magnetic board to allow them to mirror the taught lesson and work independently/with a partner throughout the week.

**Spelling** is taught with one main focussed lesson in the week, followed by short daily activities to reinforce the learning. The words from the taught lesson are known as common words. These are the words which the children are most likely to come across when reading simple texts. They will also use these words in writing.

Alongside practising recognising these words through flashcard practise the children are taught Strategy Spelling. Strategy Spelling teaches children to problem solve and enables them to spell tricky words. Tricky words are words which don't always follow patterns or rules.

## Methodology

**Phonics**—Children are taught to work with a partner to consolidate the taught lesson. This is called reciprocal teaching. They take turns to guide each other through the word building, reading and writing process.

This involves using the diagram below:



The child encourages their partner to say, make/break, blend, read and write each word.

- ⇒ **Say**— Repeat the word out loud clearly
- ⇒ **Make**— Build word with magnetic letters
- ⇒ **Break**— Split up the letters on the board
- ⇒ **Blend**— Point to, and sound out each phoneme in the word. E.g. c-a-t
- ⇒ **Read**— Say the word out loud
- ⇒ **Write**— Look, cover, write and check

The activity alternates between partners and they then check their partner's work for correct formation and accurate spelling.