

Introduction

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

In Class

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 use the structure of SAY, MAKE/BREAK, BLEND, READ and WRITE. They will also work with a partner and reciprocally teach.

In the first two weeks of the programme, 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

On day six of the ten day programme, the children are introduced to diacritical marking. Diacritical marking involves investigating words – recognising and identifying which phonemes are contained within each word. Children are involved in listening 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



Assessment

Children are no longer assessed purely on the basis of a single word spelling test. Teachers can make judgements about a child's ability to spell words by placing them in a context e.g. a dictated sentence/paragraph.

Week Three

The 'Thinking Strategies Approach' is used to teach spelling and this will involve children in using the common word unit or in making their own personal spelling word banks.

Spelling Strategies (Week Three)

The strategies the children are taught are:

- ❖ 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.

Week Four

This will involve the children in learning and using a spelling rule which involve them in selecting and revisiting all of the problem solving phonics into spelling and thinking strategies they have used over the month.

At Home

Your child will come home with a word list and have the opportunity to complete a chosen spelling activity from their Spelling Activity sheet into their homework jotter. You could discuss with them what strategy they would use to help them remember to spell each word. You could also dictate sentences or paragraphs containing words from their list.

Writing

In school all children are taught writing in a variety of ways and across a variety of contexts, linked to the ongoing learning in the school. Children are given opportunities to write on a daily basis, as well as a weekly 'taught' lesson. Throughout the week there are also opportunities to write linked to interdisciplinary learning.

Reading

In class your child will continue to further develop their higher order thinking skills to deepen their understanding of a variety of texts such as their class novel study. This will involve them applying a range of strategies such as Visualising, Inferring and Summarising.

At Home

Your child will come home with a variety of texts to read at home such as a novel study, core reader, library book. A Reading Bingo and Question Prompts sheet will be included in your child's Homework Folder for them to use as part of their weekly homework. Please encourage your child to read at home and for sustained periods of time. Having texts at home or through visiting the library can support your child in their development of reading and writing. You could encourage your child to keep a reading record of what they have read throughout the year. This could include a range of texts, comics, magazines, newspapers, etc.



Active Literacy at Udston Primary School

A Guide for Parents

Stage 4-7

Literacy