

TEACHING PHONICS AND SPELLING



Caitlin White- English Coordinator

WHAT IS PHONICS AND WHY DO WE TEACH IT?

Phonics is a way of teaching children to read skillfully. They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make – such as ‘sh’ or ‘oo’
- blend those sounds together from left to right to make a word.

Children can then use this knowledge to ‘decode’ new words that they see or hear. This is the first important step to learning to read.

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7.

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and read for enjoyment.

“Once a child has learned to read, they can read to learn.”

At Prior Park we use the Read, Write Inc. scheme for teaching phonics and spelling.



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HOW MANY DIFFERENT SOUNDS DO WE USE IN THE ENGLISH LANGUAGE?

We use 44 different sounds in the English language and this means we have a problem, why?

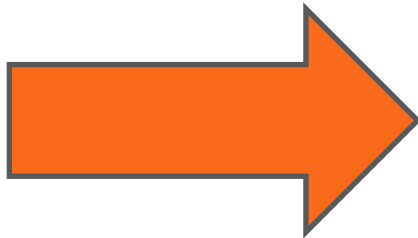
44 sounds and only 26 letters.

Letters work individually (a), in pairs (ch), in threes (igh) and sometimes more.



THE READ, WRITE INC PHONICS CHART

There are 150 different ways to spell the 44 sounds.



Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



TEACHING PHONICS SYSTEMATICALLY

The new National Curriculum (2014) ensures schools now teach phonics systematically. We do this by using the Read, Write Inc programme.

We follow their order which enables children to read simple words quickly, Speed sounds 1 and then Speed sounds 2 and 3.

The sounds are taught as pure sounds. We must remember to say the sounds correctly both individually in sounds and when we speak in words, otherwise it is very difficult for children to record them correctly. So many of our children have problems hearing and recording what they want to write because their speech is incorrectly spoken.

“If they can’t say it, they can’t write it.”

m not **muh**



A PHONICS LESSON

Every Read, Write Inc. lesson follows the same pattern.

- Hear and say the sound
- Read the sound
- Word time using the sound
- Review previously taught sounds
- It is very important to have all your resources prepared and ready to go!



READ WRITE INC. SPELLING

Read Write Inc. spelling supports the aims of the National Curriculum to ensure children:

- ‘spell new words correctly and have plenty of practice in spelling them Including exception words and homophones’
- ‘spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology (the study of the form of words) and etymology (the study of the origins and development of words)’
- ‘are supported in understanding and applying the concepts of word structure’
- ‘spell words that they have not yet been taught by using what they have learnt about how spelling works in English’



READ WRITE INC. SPELLING

Read Write Inc. spelling begins when children have completed the phonics programme, ideally when they reach Year 2 and RWI say it is best used alongside RWI Literacy and Language.

- Children starting RWI Spelling in all years must be fluent readers (at the equivalent of old NC Level 2A).
- Children work through the programme using the practice books, log books and online resources.
- Complete the pre-programme activities from Practice Book 2A. This will assess and consolidate children's knowledge of phonics and of the statutory requirements for Year 1 of the Spelling Appendix for the National Curriculum.
- Refer to guide to assessment for RWI and the Route through RWI.



SPELLING TIMETABLE

Session	Activities
1	Speed spell – consolidate Spelling zone – online Dots and dashes – to ensure they have phoneme/ grapheme correspondence
2	Rapid recap – watch online Word changes
3	Words to log and learn – write down 5 words and teach your partner Dictation
4	Four-in-a-row Choose the right word
5	Team teach – go over words in an envelope Jumping red/orange words – common exception words



RWI SPELLING UNIT

The sequence of activities in every unit follows the Read Write Inc. system (pedagogy!)

- learn something new
- practice
- consolidate in context
- review



OUR JOB

Plan for whole school teaching of Phonics and Spelling.

Refer to Planning page 13 and Classroom Management page 26

Things to think about

- Stream children
- Timing, on time and good pace
- Partner work, similar abilities
- 5 Ps in every lesson **P**ositive teaching, **P**raise, **P**ace, **P**urpose, **P**assion
- Management signals My turn/Your turn (MT/YT), Turn to your partner (TTYP), Perfect partner position (when you say get to your position, partners sit side-by-side and shoulder to shoulder), good handwriting position and short answers (popcorn, wave and choral).



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