

# Spelling and Phonics Strategies



## National Curriculum Guidance

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far (for example, *shout, hand, stop, or dream*), without needing to blend the sounds out loud first. Pupils' reading of common exception words (for example, *you, could, many, or people*), should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.

## Spelling and Phonics Strategies:

- Use the strategy:

Look and Say	Cover	Write	Check
e.g. <i>people</i>			

- Using syllables

Breaking words into syllables can support children with memory strategies (e.g. *sun-set*). Every syllable must have a vowel but 'y' can act as a vowel sound in words.

For example, 'fly, gym and baby.'

- Split digraphs

Split digraphs used to be called the 'magic e,' but with synthetic phonics, the two letters make one sound rather than 'making the letter say its name.' For example:

'a-e' *same*      'e-e' *these*      'i-e' *time*      'o-e' *home*      'u-e' *clue*

It can be helpful to give children giant letters and ask them to hold hands to show that the letters make one sound. Teachers can also draw sound buttons or lines to show that they are one sound.

- Adjacent consonants

These used to be called *blends* but they are no longer taught this way, because *blending* words together is linked to segmenting words and then blending them together to read them. For example, *b-l-ow – blow*. The 'b' and 'l' are separate sounds. Be careful! Some books and resources still call these blends.

More examples: 's-t', 'p-l', 't-r', 'n-p', 'm-p'

- Mnemonics

Creating a mnemonic for 'tricky' or common exception words can help children to spell them. For example, the end of *could* – Oh you lucky duck! Or *said* – sally always is down. *People* – people eat orange peel like elephants. Encourage children to write their own mnemonic for words that they find tricky.

- Double consonants

If a word has a short vowel sound followed by one consonant letter, double the last consonant letter. For example, *drop – dropped*. The short vowel sound is 'o.'

- Use a dictionary to look up unknown words and encourage children to apply their new vocabulary to their writing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	<b>Focus:</b> revision of Year 1 material	<b>Focus:</b> homophones	<b>Focus:</b> revision of Autumn term	<b>Focus:</b> homophones	<b>Focus:</b> revision	<b>Focus:</b> the /ɜ:/ sound spelled 'or' after 'w'
Week 2	<b>Focus:</b> revision of Year 1 material	<b>Focus:</b> /r/ sound spelled 'wr' at the beginning of words	<b>Focus:</b> revision of Autumn term	<b>Focus:</b> the /aɪ/ sound spelled -y at the end of words	<b>Focus:</b> revision	<b>Focus:</b> the /ɔ:/ sound spelled 'ar' after 'w'
Week 3	<b>Focus:</b> common exception words	<b>Focus:</b> /ʌ/ sound spelled 'o', as in <i>other, mother, brother</i>	<b>Focus:</b> common exception words	<b>Focus:</b> adding -es to nouns and verbs ending in -y	<b>Focus:</b> common exception words	<b>Focus:</b> the /z/ sound spelled 's', as in <i>television</i>
Week 4	<b>Focus:</b> /dʒ/ sound spelled as -ge and -dge at the end of words	<b>Focus:</b> contractions	<b>Focus:</b> the /l/ or /əl/ sound, spelled -le at the end of words	<b>Focus:</b> adding -ed, -ing, -er and -est to a root word	<b>Focus:</b> the /ɔ:/ sound spelled 'a' before 'l' and 'll'	<b>Focus:</b> suffixes -ment, -ness, -ful, -less and -ly
Week 5	<b>Focus:</b> /s/ sound spelled 'c' before 'e', 'i' and 'y'	<b>Focus:</b> more contractions	<b>Focus:</b> the /l/ or /əl/ sound spelled -el at the end of words	<b>Focus:</b> adding the endings -ing, -ed, -er, -est and -y	<b>Focus:</b> the /i:/ sound spelled -ey, as in <i>key, donkey, valley</i>	<b>Focus:</b> the possessive apostrophe (singular nouns)
Week 6	<b>Focus:</b> /n/ sound spelled kn- and gn-	<b>Focus:</b> words ending -il, as in <i>pencil, fossil, nostril</i>	<b>Focus:</b> the /l/ or /əl/ sound spelled -al at the end of words	<b>Focus:</b> adding -ing, -ed, -er, -est and -y to one syllable words	<b>Focus:</b> the /ɒ/ sound spelled 'a' after 'w' and 'qu'	<b>Focus:</b> words ending in -tion, as in <i>station, fiction, motion</i>