

Haresfield C of E Primary School



Teaching Spelling Punctuation and Grammar

A guide for parents and carers

This year we are focussing on:

- *Developing and strengthening the teaching of spelling*
- *Ensure accurate use of punctuation across the school*
- *Develop the children as learners through growth mindset, questioning and resilience*

Phonics - learning to read and write sounds

Phonics
ee ur ow
wh y au

What is Phonics?

Phonics involves connecting the sounds of spoken English with letters or groups of letters and teaching them to blend the sounds of letters together.

Building words

In this way, phonics enables people to use individual sounds to construct words. For example, when taught the sounds for the letters *t*, *p*, *a* and *s*, you can build up the words “tap”, “pat”, “pats”, “taps” and “sat”

Some sounds in English are made by different letters and letter combinations

For example the sound 'k' can be represented by c, k, ck or ch spellings

take

lichen

tick

tic

We use Jolly Phonics at Haresfield School

Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics.

There are actions for each of the 42 letter sounds. This multi-sensory method is very motivating for children and teachers, who can see their pupils achieve.

Letter Sound Order

The sounds are taught in a specific order (not alphabetically).

This enables children to begin building words as early as possible.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

The five skills taught in Jolly Phonics

1. Learning the letter sounds

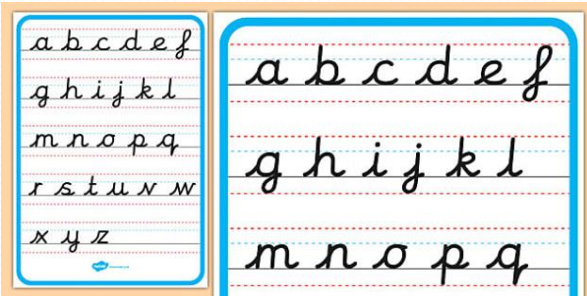
Children are taught the 42 main letter sounds.

This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.

The five skills taught in Jolly Phonics

2. Learning letter formation

Using different multi-sensory methods, children learn how to form and write the letters.



MULTISENSORY ACTIVITIES
FOR LEARNING LETTERS
octaviaandvicky.com

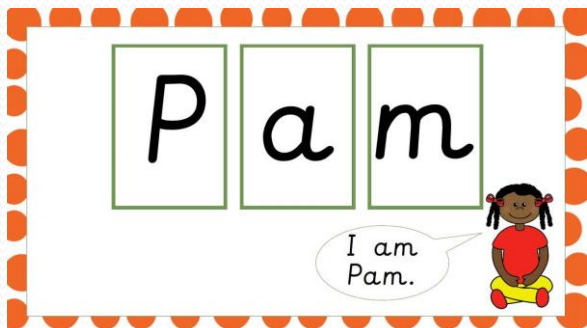


The five skills taught in Jolly Phonics

3. Blending



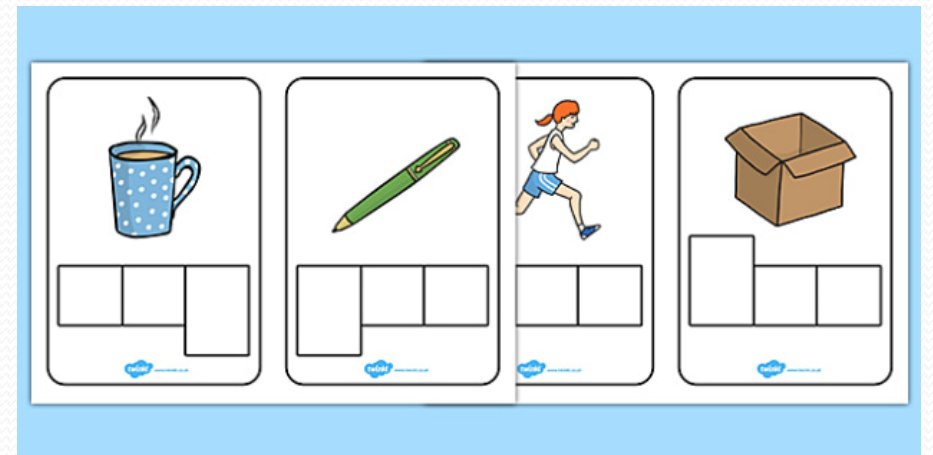
Children are taught how to blend the sounds together to read and write new words.



The five skills taught in Jolly Phonics



4. Identifying the sounds in words (Segmenting)

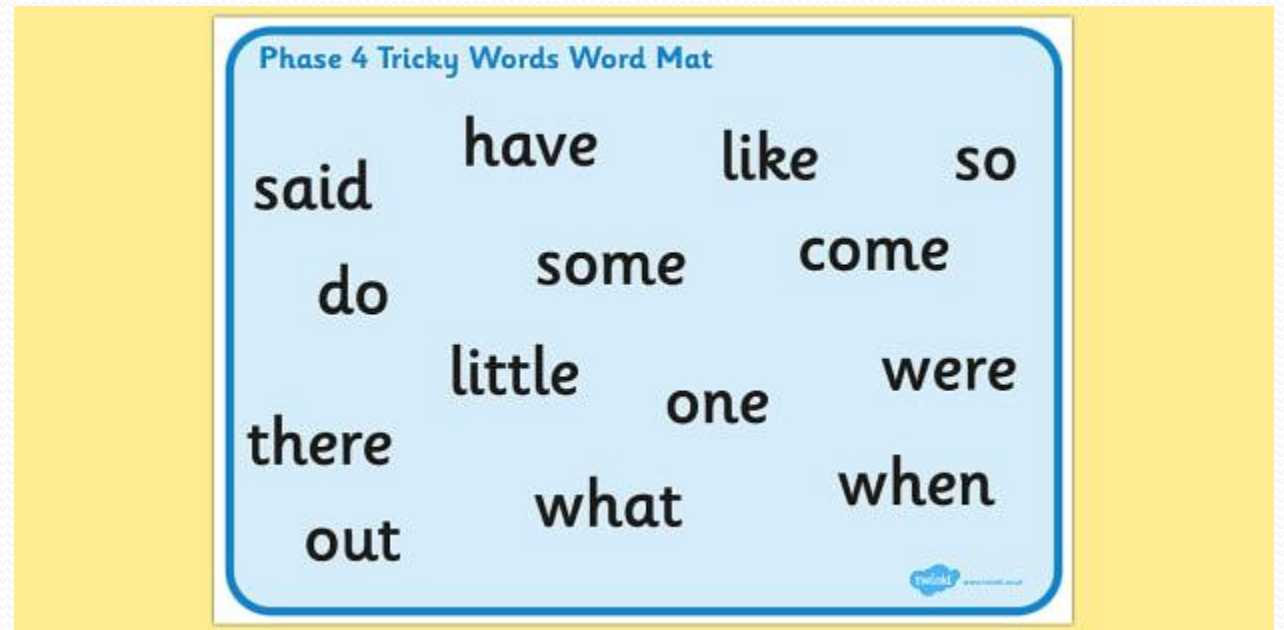


Listening for the sounds in words gives children the best start for improving spelling.

The five skills taught in Jolly Phonics

5. Tricky words

Tricky words have irregular spellings and children learn these separately.



If you'd like to know more:

- Have a chat with Mrs Smout and Miss Blair about phonics in Reception and Key Stage One.
- Have a chat with Mr Pillow or Mrs Alcock-Gore about how we continue this teaching into Key Stage Two and how we support children who have not secured these skills by the end of Year 2.
- Have a look at the examples of activities set up outside Owls and Bats classes with your child

Spellings at Haresfield

The National Curriculum for English has a whole section for the teaching and learning of spelling.

This is broken into separate sections for teachers.

We believe:

Some children learn spellings very easily and some need more support, just as some adults find spelling easier than others.

We aim to give the children tools to help them with their spelling.

How do we teach spelling at Haresfield?

- In each class there is a daily session of either phonics or spelling teaching
- Children who are struggling are identified each term and offered some support to target spelling in a small group
- Spellings are displayed in all classes and word mats are available to use
- Children are required to make spelling corrections in their work – this is done to match their spelling level and age
- Older children are taught to use a dictionary to look up spellings

Strategies for learning spellings

- Look, say, cover, write, check – look at the word, say it, cover it, write it and then check it – be sure to check carefully...
- Trace, copy then replicate – this can develop a muscle memory – sometimes your hand can just know how to write a word

Strategies for learning spellings

- Break the word into its sounds – eg hos pi tal
- Say the word as it is written when it doesn't follow phonetic rules (eg say the ch sound in yacht)

Strategies for learning spellings

- Quick write – write as many words as you can in a given time that follow the same rule eg how many ough words can you write in one minute? You can make this one a competition (no marks for incorrectly spelled words!)

- Drawing around the word shape

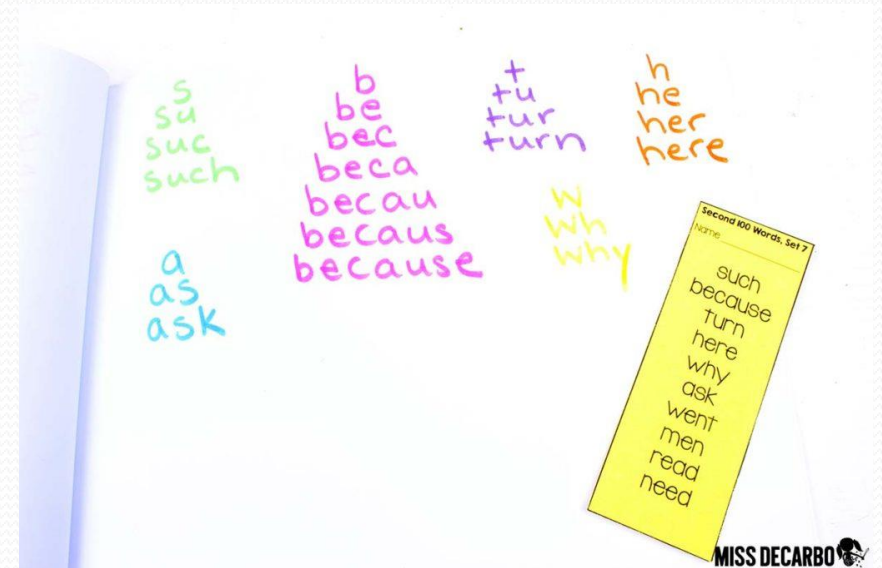
has had
going

- Drawing a picture around the word



Strategies for learning spellings

- Write the word as a pyramid
- Use colour to separate tricky parts of words
- Make up silly sentences



Meanings of words

It is really important to use the words we are learning and therefore really important to check we know what they mean.

Please take time with any spellings you are learning at home to talk about how the words can be used in sentences.

In Otters and Beavers we send spellings home in sentences so that the children have a good understanding of the meaning.

Spellings...

- We are keen for the children to take responsibility for their own learning and take care with their work.
- Often children learn spellings for a test on Friday and then do not use the correct spelling in their writing.
- We want the children to understand that it does matter – spelling words correctly in writing is important.
- We now have a **no excuse** policy for words the children should already know how to spell

If you'd like to know more:

- Please ask for a copy of the spelling curriculum
- Have a chat with Mrs Smout, Miss Blair, Mr Pillow and Mrs Alcock-Gore
- Have a look at the examples set up outside classes and in the hall with your child