

## Phase 6

- This training will cover:
- Key spelling rules and aspects to teach to be Year 3 ready .
- An overview of Phase 6
- How to structure a lesson and build upon phonics for the less able.
- Key strategies and methods to teach spelling rules.
- Tips for catch-up for Year 3 teachers. -----



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## What is effective phonics?

- Training and routines- MTYT
  - Classroom equipped
  - Gesture, stop & start signals
  - 1,2,3 show me
  - M O Y Model 1 or 2 then chn do a few.
  - 'Set them up to succeed.' Repeat again- mixed/fast.
  - Goal: To blend effortlessly and sound out in head.
- Assess: No model.
- Regular coaching & practise sessions
  - Pace, Precise, Participation= progress
  - AFL- how to show progress from beginning to end of session?
  - Interventions- daily. Tool for R/W

Top tips....  
**Mastery whole class.**

- Repetition.
- Teach in meaning.
- Bounce the word.

# Spelling Overview

- EYFS**
1. Environmental /instrumental sounds
  2. Body percussion
  3. Rhythm and rhyme
  4. Alliteration
  5. Voice sounds
- Oral blending and segmenting



## Phonics

### Morphology

Where grammar meets spelling  
Today 'We are shopping.'

## Etymology

word origin/meaning  
KS2

## Vocabulary

**APPLY**  
fiction  
tool for  
reading  
writing

## Terminology

**Year 1** phoneme/sound/digraph, trigraph, letter, singular plural, sentence, punctuation, ABC .?!

**Year 2** Noun, noun phrase

Verb, adverb, tense (past, present, \*progressive) apostrophe, comma  
statement question, command, compound

### All year groups

- \*Prefixes
- \*Suffixes
- \*Word endings, old, ight, ie, tion,
- \*Homophones  
To too Two2
- \*Common Exception Words  
Whole class teaching/mixed year group easier than before!

Key spelling rules and aspects to teach to be Year 3 ready .

# New spelling subject knowledge in a nutshell....



Un+lucky=  
unlucky

## Just + rule

Just + **ed**, **ing** er to verbs

Yesterday (past tense) Today (present tense)

Just + **est/er** adjectives  
Faster fastest

Sounds like 'ee' but spelled --y

yr1 **ee** → yr2 **ie**

cherry, funny **y** July, try **y** mv

## Syllables gar/den

**plurals adding 'S'** cups **s**

**sh ch s x + ES**

Same sound but different spelling air/are/ ear

Alt pronunciations



ow (snow or cow?)  
ear (dear or bear?)

## Homophones

To too two2

-le -al -le -il endings

**battle**

Contractions **can't**

Possessive apostrophe  
(the girl's book)

Nouns -ey + s = plural monkeys

## Adding er est ing .....

Drop the e biker spiky (adjective)

Change the **y + i** **runnier funniest**

Drop **y + i** ..... + **es**

Nouns verbs

**babies carries**

Soft C before

e, i and y

**race city icy**

1 1 1 rule

## j.....g..... ge..... dge

Short vowels

**badge bridge edge dodge**

All others (vowels or consonants) + \_ge

**age huge charge village**

'j' sound spelt **g before e i y** (usually!)

**gem giant energy**

'j' spelling before a o u

**jacket jog juggle**

Soft a

+ **TION** station

# Other early spellings....

a e i o u

Alt pronunciations

- /s/ sound spelt **c** before **e, i and y**

• **race ice dice twice**

• **icy city** Cynthia prickly

## Adding er est ing .....

Drop the e biker spiky

Change the **y + i** **runnier funniest**

## j.....g..... dge

Short vowels

**badge bridge edge dodge**

All others (vowels or consonants) + \_ge

**age huge charge village**

**bulge cabbage**

'j' sound spelt g before e i y (usually!)

**gem giant magic energy**

'j' spelling before a o u

**jacket jog juggle**

## Syllables for plurals adding 's'

**Sh ch s x + ES**

Ending in **f** change to a **v + ES**

Wolf=wolves leaf= leaves

Drop the **y + i** ..... + **es**

**y** at the end usually makes 'ee' sound

# Word Reading for Fluency

	Simple model Speedy version	Intensive model Extended	
M	1. <b>Our turn</b> <b>'Together...'</b>	Model 1,2 words. M	<p><b>Script Phase 2</b> STS, RTW- good blending!</p> <p><b>Phase 3+</b> 1. Digraph? 2. STS 3. Blend to RTW.</p> <p><b>Intensive</b> Rapid word read- Introduction</p>
O	2. <b>Your turn</b>	1. Your turn. O/Y 2. Mix- it up/fast. Y	
Y		<b>Challenge:</b> *3. Read whole words. Y	

Sound out in your head

Advanced: Rather than model first, do \*Together' (AFL as apt) gradually step back so shifts from 'OUR' to 'YOUR'.  
2. Mixed/fast (Y) 3 Whole word.-outloud.

- Chn read x3 times- 1- normal, 2 random/fast \*3 whole word (sound out in head) Practise makes.....

Janet Thompson All Rights Reserved 2020		Introducing a new phoneme.	
Revise and review		Teach mmm... Phase 5	
Recap phonemes		New phoneme	
Rapid Read (R)/recall (W) 3-4 minutes max		TP- We are learning the X sound ...	
M	Remember what a .... Ph/di/trigraph is? Yes a....	Collaborative/ Model:(1,2 words) 1. Your turn: Say the sounds, read the word – good blending! 2. Again. Mixed order/faster "We can sound out/blend to read words." Tricky words X1,2 new tricky words per wk	1. Hear it 'I have a sound for you- <b>ea ea ea</b> ' (MTYT) Sound talk: <b>t-ea = tea, s-ea-t, d-r-ea-m=dream.</b>
T	1. Our turn 'Together...'	1. Sound talk- find easy bit, find tricky part. 2. Read word- MTYT. Say a sentence . MTYT. 3. Quick fire= read with those taught so far.	2. Read it- 'This is what 'ea' looks like.' 'ee' and 'ai' (letter names) make the digraph 'ea.' (MTYT) 'Two letters, one sound- digraph.' Tell your partner-A digraph is.... Then say the phoneme 'EA'- MTYT.
W	2. Your turn "We know our dig/trigraphs"	Recall graphemes 'Let's use graphemes to write the sounds.' (w/b's) AFL Model 1. MTYT- say phoneme X. 2. 'Write it'- Your turn 3. 1,2,3 Show me 4. Model- 'let's check', My turn OR Teach model 1. MTYT- sound X 2. Model write X 2A. Hide it. 3. Your turn- Say X, write it. 4. '1,2,3 show me.' 5. Reveal grapheme on w/b- 'Let's check !'	3. Hide and find it: Point to our sound 'ea' when you see it! T.Partner "our sound/phoneme is..."
TH			4. Write it: 'we write 'ea' like this....' – in the air, on carpet, magic fingers, on w/bs x2,3 times (MTYT). Model + chn practise. STS as they write. Optional- *We use graphemes to WRITE 'ea' digraph- higher level terminology.
FR			5. Focus Rapid Read- x3,4 focus sound words. 1. Digraph? 'ea' 2. 'Sound out/STS' t-ea 3. RTW- tea. *Model x2 1. Chn do. 2. mix it up/ super fast. Goal: chn RTW aloud (blend in head)

# Revise and Review

Are you ready?

1. Rapid read GPC's. Use flashcards- revise previously taught GPC's
2. Count down- rapid read word blending. A gain: faster, mixed order.  
Finally STs in your head and whole word out loud.
3. Tricky words

- Recall- quick write for assessment

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Handout JT  
NST

## Segmenting for Spelling

- **Sound Buttons for Spelling:**
- *'Segment with me..... dreamig.. d r ea m i ng.*
- *Count the sounds- show me (show fingers).*
- **Say the WHOLE word 'coat,'**  
**STS- Say the sounds d-r-ea-m-i-ng (use fingers)**  
**Write it! \* Then letter names**
- Note: Push each finger for each sound button repeat several times. Write it!
- Model (MOY) and scaffold BEFORE stepping back. Re-model and write alongside throughout.

Handout JT  
NST

Handout JT  
NST

# Can we write a sentence?

- Hold the sentence

**Sound out?**

- ABC
- . Full stop

- Finger space 

- Read it out loud!



Can we add a conjunction?  
Tricky word?

YES/NO questions

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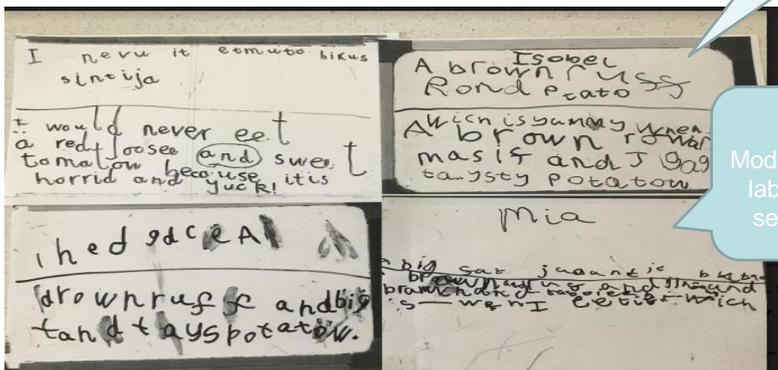
Application

## Dictation

1. Hold and say....
2. Display- phoneme/s and tricky words ( or hide and reveal)
3. Sentence checklist- AB... ? ! Sound out/STS
4. Scaffold- collaborative write x1
5. Up level and children write x1 ( so x2 )
6. Celebrate- use checklist did we use.....?

Use AFL to step back when apt.

\*alternatively: first do and independent sentence then collaborative.  
Adapt for EYFS



1. Independent so can assess and pitch modelled sentence

2. Modelled/Colaborative sentence

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Handout JT  
NST

# Progression Activity Summary

Multi sensory, games, challenges, investigations,..... Spelling and reading- spotting..

- Phase 4,5,6

Handout JT  
NST

- DAY1 Noisy letters. Match phonemes. Then in groups write list of words on large paper.

Full circle

- DAY 2 Sound buttons

- Day 3 Sound buttons

Handout JT  
NST

- Day 4 Investigate: Word sort and read/write words into a table

- Day 5 Best bet? Add team race

Sentence substitution/tricky words

Handout JT  
NST

Application: Dictation/Collaborative write

Phoneme spotter stories (5,6)

Non negotiable: formation of new GPC introduced. Progression into sentence level.

Daily dictation- on timetable as additional practise.

## Spelling lessons....

1. Suffix **X** investigation

2. Find your team

3. Table sort & write

4. Loop the loop game

5. Sentence sums

Application and assessment

Dictation..... writing



# Intervention Key Messages

## Consistency Checklist

- Communal language and gesture.
- Terminology-*sound/phoneme, digraph, trigraph, split digraph, \*grapheme/letter*
- Pronunciation.
- Structure-all parts of the teaching sequence.
- Progression and pace in SSP.
- Progression in a session – end with reading or writing a sentence (Sentence level).
- Teaching strategies – robot arms, stretch, point and sweep.
- Bounce technique
- MOY modeling, our turn your turn.
- Resources (wall, table charts, graphemes and word cards are aligned to the SSP and are similar across all year groups. Images and objects are well used).
- Focus phoneme is displayed throughout the session once introduced.
- Training and routines, i.e MTYT, use of white boards, paired talk etc.
- Effective use of adults to scaffold and support.
- Organisation: GPC's, words, objects, images, whiteboards and pens ready, etc.
- Vulnerable children strategically placed children strategically placed and vulnerable learners in direct line of vision /near adult.
- Revise key learning: Use assessment for learning (AFL) to revise, cement and target key children. Practise what is required.

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