

## 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.

# Spellonics Overview

## EYFS

1. Environmental /instrumental

sounds

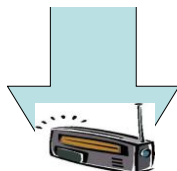
2. Body percussion

3. Rhythm and rhyme

4. Alliteration

5. Voice sounds

Oral blending and segmenting



Phonics planning overview

## 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, le, 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 **y** try **y** mv **y**

### 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	
O	2. <b>Your turn</b>	1. Your turn. O/Y 2. Mix- it up/fast. Y	
Y	<div>Sound out in your head</div>	<b>Challenge:</b> *3. Read whole words. Y	<b>Script</b> <b>Phase 2</b> STS, RTW- good blending!  <b>Phase 3+</b> 1. Digraph? 2. STS 3. Blend to RTW.

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

# 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. Again: 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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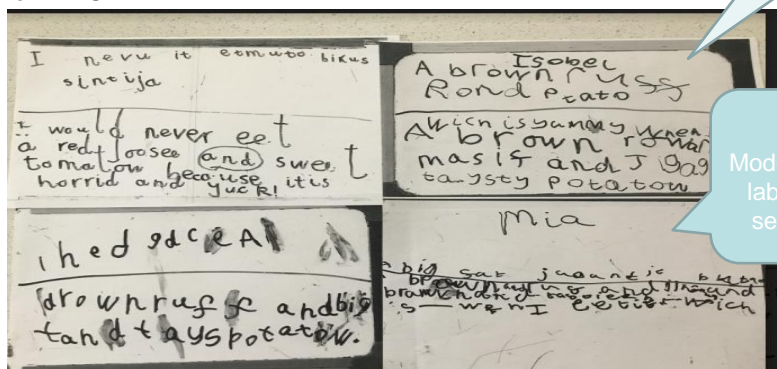
Application

## Dictation

1. Hold and say....
2. Display- phoneme/s and tricky words ( or hide and reveal)
3. Sentence checklist- ABC . ? ! 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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# Progression Activity Summary

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

## • Phase 4,5,6

- 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

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

- Day 5 Best bet? Add team race

Sentence substitution/tricky words

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.

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## 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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