

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. -----



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 g
+ **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. Our turn 'Together...	Model 1,2 words. M	
O	2. Your turn	1. Your turn. O/Y 2. Mix- it up/fast. Y	
Y	Sound out in your head	Challenge: *3. Read whole words. Y	<p>Script Phase 2 STS, RTW- good blending!</p> <p>Phase 3+ 1. Digraph? 2. STS 3. Blend to RTW.</p> <p>Intensive Rapid word read- Introduction</p>

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		TP- We are learning the X sound ...		
Rapid Read (R)/recall (W) 3-4 minutes max		New phoneme 1. HEAR, 2. READ, 3. FIND, 4. WRITE IT, 5. READ IT 5 minutes		
M	Remember what a Ph/di/trigraph is? Yes a....	1. <u>Hear it</u> 'I have a sound for you- ea ea ea ' (MTYT) Sound talk: t-ea = tea, s-ea-t, d-r-ea-m=dream.		
T	1. Our turn 'Together...	2. <u>Read it</u> - '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'	3. <u>Hide and find it:</u> Point to our sound 'ea' when you see it! T.Partner "our sound/phoneme is..."		
TH		4. <u>Write it</u> : '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. <u>Focus Rapid Read</u> - 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)		
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 <u>X1.2 new tricky words per wk</u> 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.				
<u>Recall graphemes</u> 'Let's use <u>graphemes</u> to write the sounds.' (w/b's) <u>AFL Model</u> 1. MTYT- say phoneme X. 2. 'Write it'- Your turn 3. 1,2,3 Show me 4. Model- 'let's check.', My turn OR <u>Teach model</u> 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!'				

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.

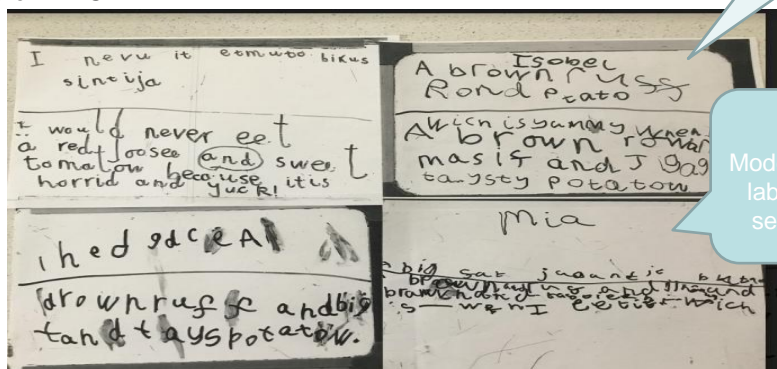
*alternatively: first do and independent sentence then collaborative.
Adapt for EYFS

Handout JT
NST

Handout JT
NST

1.
Independent
so can
assess and
pitch
modelled
sentence

2.
Modelled/Col
laborative
sentence



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.

