

# SPELLING AND PHONICS

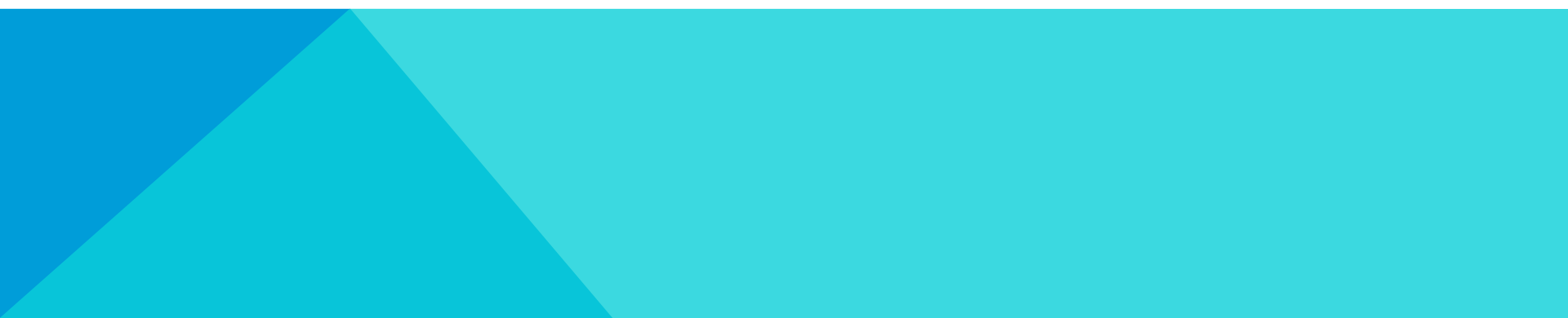
**Throughout Year 2**

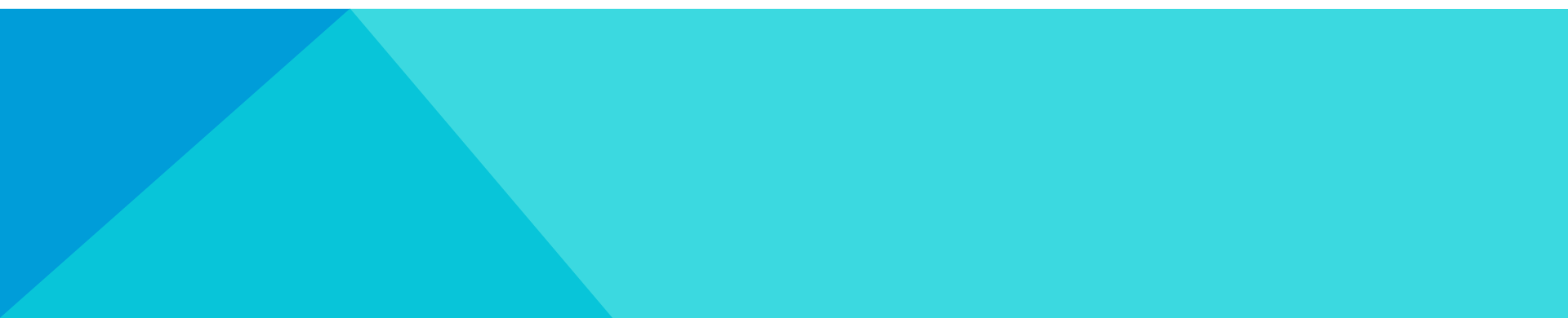
# SPELLING

The ultimate goal:

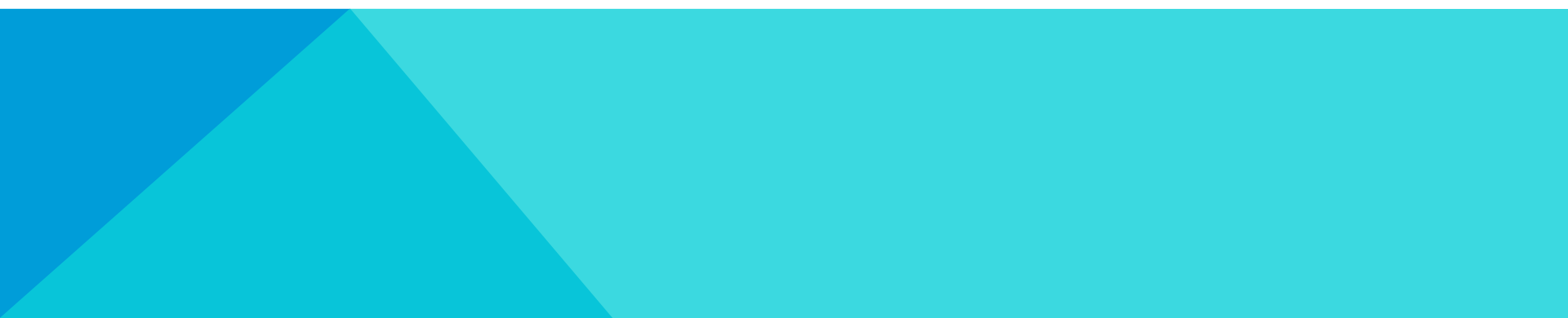
Writing words correctly so that others can understand our writing.

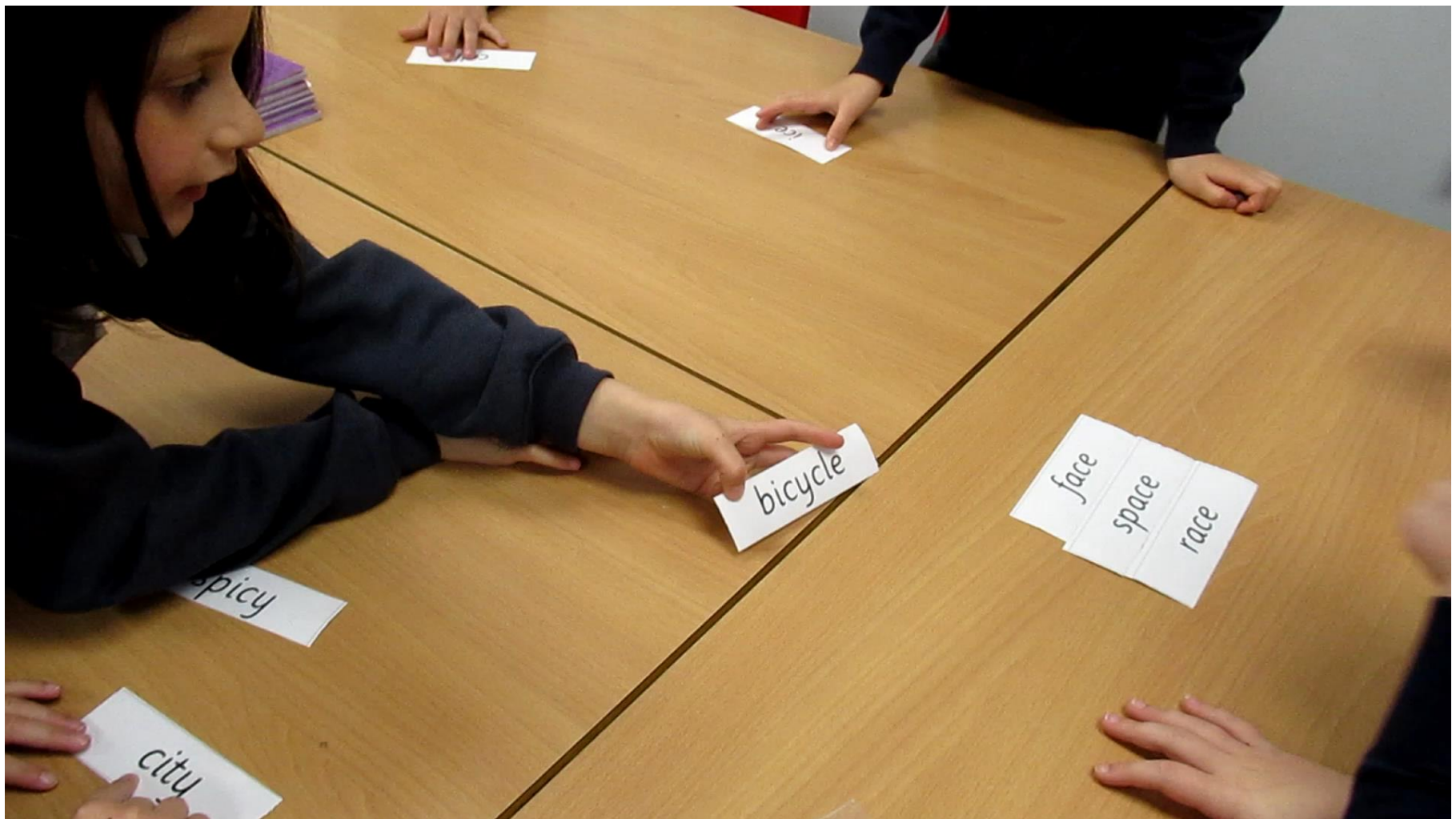
Understanding what the words mean and how to use them correctly.



- The **National Curriculum** has placed greater emphasis on acquiring spelling knowledge and skill and developing it earlier in a child's school career.
  - A half termly 'Big Spell' to assess how the children have committed the taught spellings to their long-term memory.
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# TEACHING AND LEARNING OF SPELLING

- *Revisit:* practise and recap earlier learning.
  - *Teach:* work on new learning.
  - *Practise:* practise new learning individually, in pairs, as group or as a class.
  - *Apply:* their learning in an activity.
- 



Investigating a spelling rule as a group.

# YEAR 2 SPELLING

STRATEGIES

+

KNOWLEDGE



# STRATEGIES



# SYLLABLES

- Help to learn to spell longer words
- Learn to identify syllables in words and spell each syllable. *e.g. Sep- tem-ber*

*pretending*

*grandmother*

*wonderful*

*powerful*

*together*

*tomorrow*



## ANALOGY

Use words that are already known to help spell a word

*e.g. could , would, should*

*e.g. come , some*



# RULES

Learn rules for adding suffixes (e.g. ing/ed)

- e.g.    \*Just add the suffix (jump**ing**)
- \*Drop the 'e' and add the suffix (hav**ing**)
- \*Double the consonant after a short  
         vowel and add suffix (chatt**ing**/chatt**ed**)

## EXCEPTIONS

- Learn that there are some exceptions to the rule

## BASE WORDS

Find the base word

*e.g. smiling    smile+ing*

*e.g. babies    baby +ies*




# MNEMONICS

Make up a sentence to help remember the word


*e.g. people: People eat omelettes people like eggs.*

*e.g. could: Could old uncle like dancing?*

*e.g. said: Sally Ann is dancing.*



people  
eat  
omelettes  
people  
like  
eggs



could  
old  
uncle  
like  
dancing?



Sally  
Anne  
is  
dancing

# VISUAL DISCRIMINATION

Look at a word and know it doesn't look right

*e.g.*

*wen*

*when*

*wiv*

*with*

# KNOWLEDGE



# CHOOSING THE RIGHT GRAPHEME

- Continue to segment words into phonemes, choose the right grapheme from several possibilities and use the frequency and position of graphemes to make spelling choices.
- Children will explore familiar words and sort them into groups.
- Children then look for rules to help remember when to use each grapheme

*play train bake stay*



# LEARNING HOW TO ADD SUFFIXES

- Children will learn about verbs and how to change tenses.
- Investigate and learn how to add suffixes :

*-ing, (present tense)*

*-ed, (past tense )*

*-er, -est, -ful, -ly, -y, -ment, -ness*



I **share** my sweets with my friends.

*(present tense)*

I **am sharing** my sweets with my friends.

*(progressive present - drop the e and add ing)*

I **shared** my sweets with my friends.

*(past tense- drop the e and add ed)*



# COMPOUND WORDS

Children will learn that compound words are made when two words are joined together.

*playground*

*hairbrush*

*everybody*

*somewhere*

*football*

*upstairs*

# HOMOPHONES

Learn to spell frequently confused homophones

*e.g. 'here' and 'hear'.*

*e.g. 'their' and 'there'.*

The bottom of the slide features a decorative graphic consisting of several overlapping triangles in various shades of blue, creating a modern, abstract design.

## SINGULAR AND PLURAL

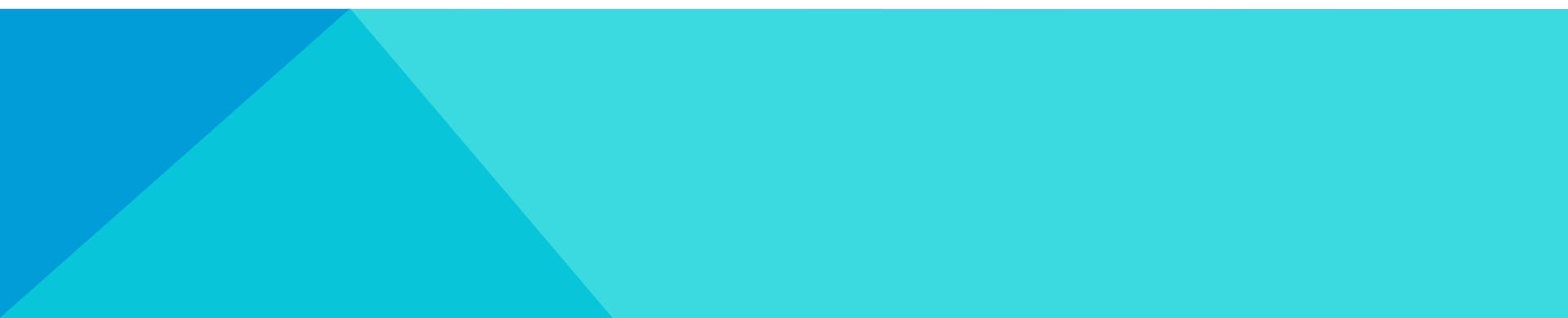
- Children will learn what singular (one) and plural (more than one) mean.
- Children will explore and learn how to change words from singular to plural by following some simple rules.

*One doll, many dolls* **s** (plural- just add –s)

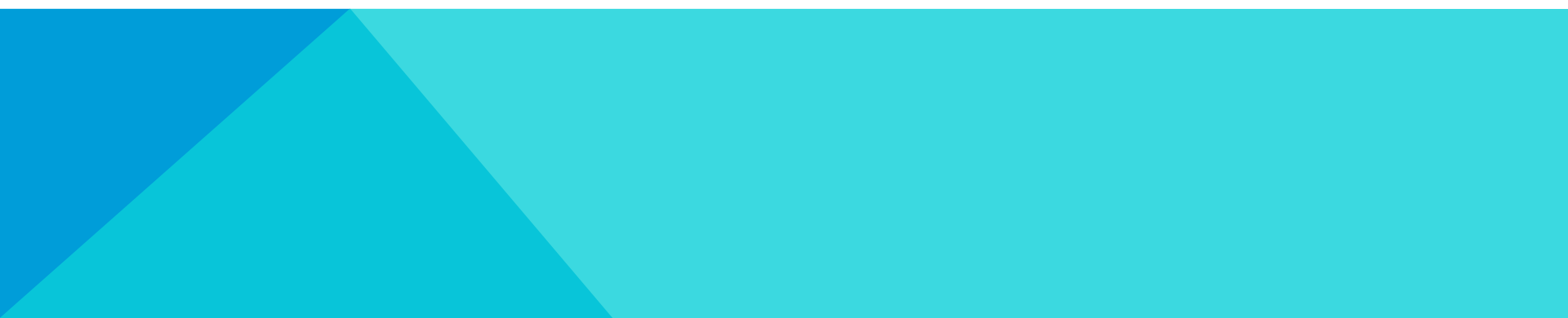
*One lolly, many lollies* **ies**

(plural- change the y to i and add es)

## TRICKY WORDS

- The tricky words children learned to read are also tricky words to spell.
  - It is very important to remind children that they must be spelled correctly.
  - These words will continue to be practised throughout Year 2.
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# VOCABULARY

- We use the correct terminology with the children right from reception.
  - It may sound complicated but it actually makes it easier!
  - It helps children to understand, explain and ask questions to support their learning.
  - We use letter names when spelling to be clear about the graphemes children need to use to spell accurately.
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**Phonemes:** The sounds that are found within a word

**Grapheme:** The way we write down a sound

**Digraph:** Two letters that make one sound

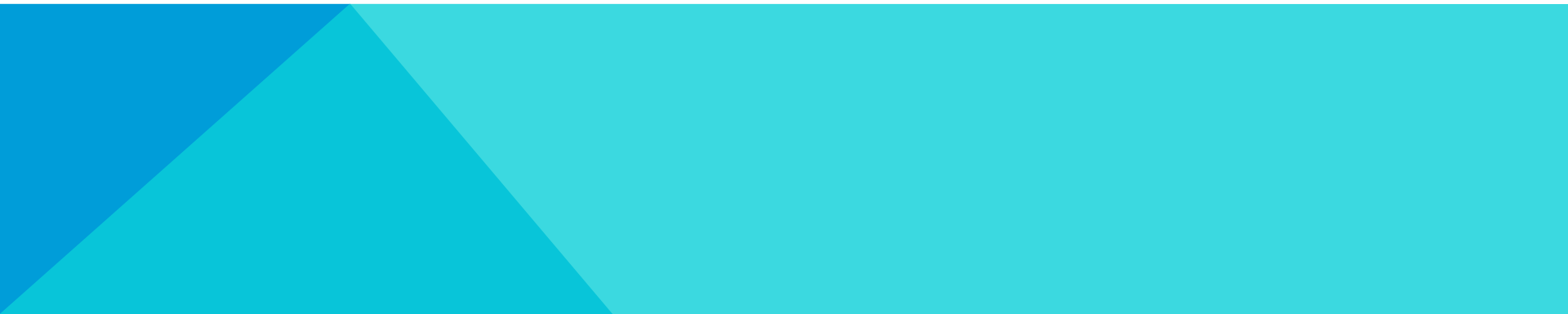
**Trigraph:** Three letters that make one sound

**Blending:** Seeing a word and merging the phonemes together to read the word

**Segmenting:** Chopping up a word into separate phonemes to spell it out

**Tricky words:** Words that cannot be decoded

**Spelling:** Writing words using the correct letters in the right order to be read by others



# READING

- Word recognition and comprehension
- Phonics is the step up to word recognition
- The ultimate goal is the automatic reading of all words *-decodable and tricky.*



# READING - WORD RECOGNITION

Children's reading of words develops through:

- Decoding words aloud
- Decoding words quickly and silently because their sounding and blending routine is well established
- Reading the words automatically



## DEVELOPING AUTOMATICITY- SECURING EARLIER LEARNING

- Continue to practise recognition and blending of graphemes until they are able to use them automatically when reading independently.

scream

spine

chim/ney

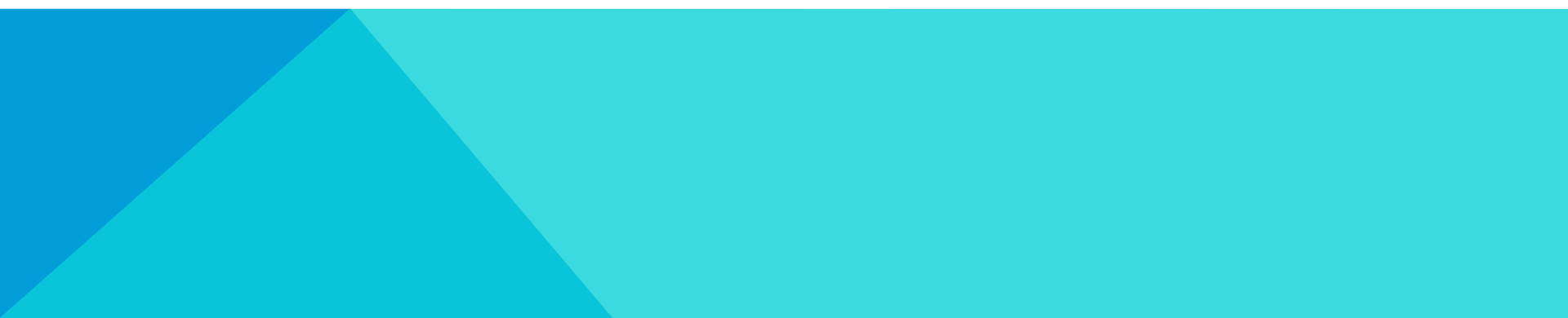
Children whose phonic knowledge is not yet secure will receive additional small group or individual support.



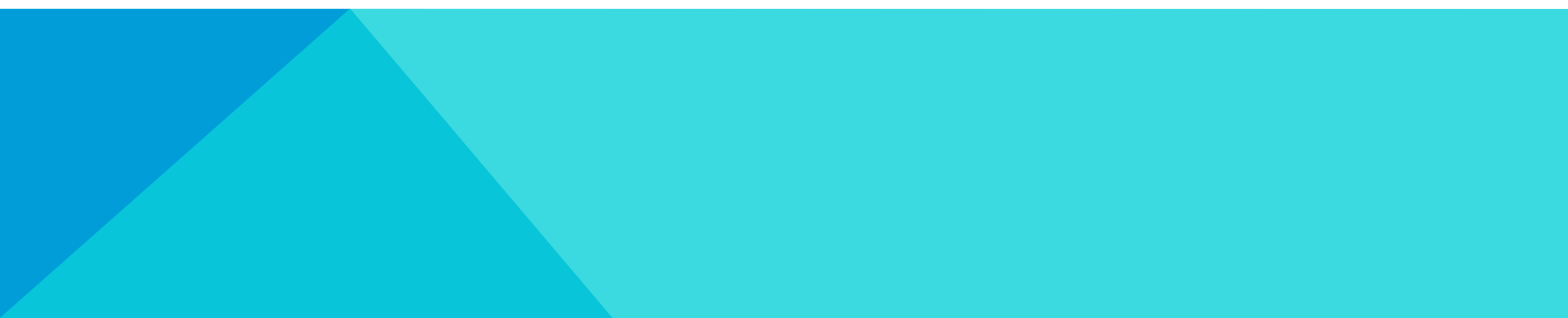
Daily phonics recap

## READING- WORD RECOGNITION




As children become able to read words automatically:

- Develop pace – reading at a fluent pace aids comprehension
  - Develop prosody – expression and intonation
  - Develop reading stamina and concentration - increasing the amount read.
  - Read both out loud and silently.
  - Read longer and unfamiliar text with more confidence and independence.
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## READING- COMPREHENSION

- Children learn to go beyond literal interpretation
  - They learn to make links to things they already know
  - Clarify meanings – discuss and understand new words
  - Asking questions about what they read
  - Creating mental images when they are reading
  - Summarising what they have read – being able to say what the most important events are in a story, or the most useful piece of information
  - *Move from learning to read to reading to learn*
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## Why read for 20 minutes at home?

Child A	Child B	Child C
❖ Reads for 20 minutes a day	❖ Reads for 5 minutes per day	❖ Reads for 1 minute a day
❖ 3600 minutes per school year	❖ 900 minutes per school year	❖ 180 minutes per school year
		
❖ Scores in the 90th percentile on standardised tests	❖ Scores in the 50th percentile on standardised tests	❖ Scores in the 10th percentile on standardised tests
<p>If they start reading for 20 minutes at home each day in EYFS, by the end of Year 6:</p> <ul style="list-style-type: none"> <li>❖ Child A will have read for the equivalent of <b>60</b> school days.</li> <li>❖ Child B will have read the equivalent of <b>12</b> school days</li> <li>❖ Child C will have read for the equivalent of <b>3</b> school days</li> </ul>		

Want to be a better reader? Simply read.

## RESOURCES TO SUPPORT READING AND SPELLING

- **Home Learning Letter ideas for spelling**
- **Bug Club spelling games**
- **Reading diary – reading and spelling support**
- **Home/ School reading book from school**
- **School library books**
- **Bug Club reading books**

**Don't forget the town public library too!**



# BUG CLUB



Bug Club offers a huge variety of books tailored to your child's current reading skills and interests. There are stories, comics, information books and plays. Children can read the story for themselves or listen to the story. It's a **wonderful** resource – encourage your child to use it frequently!



# THANK YOU FOR COMING

Remember phonics, reading and spelling at home should...

*... be done little and often.*

*... be fun.*

*... link to your child's interests.*



# READING AT HOME

- As children gain fluency it is still crucial that they still read every day
  - Establish a routine
  - No distractions
  - Discuss texts with your child to develop comprehension skills and vocabulary
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