



## Supporting Spelling at home

A collage of educational materials for spelling practice. It includes:

- Phase 3 Sound mat:** A green mat with letters and corresponding icons: j (jar), v (vest), w (waves), x (fox), y (yo-yo), and Y (yellow).
- Phase 4 Sound mat 1:** An orange mat with consonant clusters and icons: ch (chair), sh (shark), th (thumb), th (thistle), ng (nose), st (straw), nd (hand), mp (lamp), nt (tent), nk (sink), ft (gift), oa (sailboat), oo (moon), oo (book), ar (car), or (fork), ear (ear), air (girl), ure (syringe), er (flower). It also includes a section for 'Ending adjacent consonants' (st, nd, mp, nt, nk, ft) and 'Tricky words' (he, she, we, me, my, down, you).
- Phase 5c Sound mat 4:** A blue mat with 'Alternative spellings' for various letters: ear (hear, here, deer), ar (car, father, half), air (hair, there, here), s (snake, dress, city, listen, panes, spicy), j (jam, silent, cage, fudge), air (hair, there, here), n (nut, knit, snow), r (robot, wrap, cherry), i (lily, bell, table), m (milk, map), sh (shark, chief, special, caption, mission, Russian), z (zip, buzz, please), zh (zhuan, usual, confusion).
- Spelling Shed:** A colorful graphic of a yellow and blue striped shed on a green hill with a bee flying nearby.



## Spelling

- As your child learns the '**phonics code**' they will begin to segment the sounds they hear in words to spell them.
- Your child will be given spellings each term that match the phonics your child is learning in school. The words will contain their phoneme focus on their phonics mat for that week.
- Use '**Spelling shed**' (log in information and passwords are in your child's reading record).
- The spellings on your child's spelling shed account match the spellings they are learning each week in school. It is a really fun interactive app which supports your child to learn their spellings each week.
- Ensure that you also encourage your child to write their spellings down on paper when you say them.
- **Look, say, cover write, check** -This is a strategy you can use to help your child practise. Say the spelling and your child writes it down, check it is correct. They read it and say it and look at it again, fold the paper across so they can no longer see it and then write it again. You child can then check it is correct by looking at their first one. They can continually repeat this process looking, covering, writing and checking to embed the spelling in their memory. This makes it fun.
- **Phoneme fingers** -Encourage your child to say the sounds in the spelling they hear. They can count how many phonemes they think the word has using their fingers to count the phonemes. They then spell the word using their phonic knowledge. t-r-ai-l, s-n-ai-l/ r-e-p-ea-t, b-e-n-ea-th/



## Spelling-extending your child's ability

### Dictation

- You can encourage your child to apply their understanding of their spellings by saying a whole sentence that contains the spelling or spellings they are learning. They need to write out the whole sentence using a capital letter and full stop.

### Syllabification

- Encourage your child to chunk longer spellings into syllables that they can break down into sounds. An easy way to identify a syllable is to encourage your child to hold their hand under their chin and say the word. Every time they say a vowel sound their chin will drop. This drop identifies a syllable. Count when your chin drops and break the syllables down further into sounds.
- For example:
  - in the word children = chil-dren = 2 syllables, spell the chunk 'chil' and then the chunk 'dren' to spell the longer word.
  - in the word wonderful = won-der-ful = 3 syllables, spell the chunks 'won'-'der'-'ful'



## Asking the question strategy (The phonics Queen-Quality Phonics by Natasha Tuite)

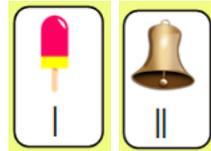
- Encouraging your child to use the **'ask the question'** strategy at any stage helps to reinforce their phonic code understanding.
- As children learn each phase of the phonics code, children have covered several phonemes (sounds) that are represent by more than one grapheme (the way we write it).

### For example:

'c' as in caterpillar/ 'k' as in kite/ 'ck' as in duck



'l' as in lolly/ 'll' as in bell



'f' as in fairy/ 'ff' as in coffee



When they hear a sound in a spelling that they are not sure how to spell, ask your child to **ask you the question**.

They can use the phoneme mat for support if they need to or what they hold in their long term memory.

**An example:** Your child may be spelling the word bike and are not sure what c,k,ck it is. In which case you would say **'so ask me the question'**. They would ask is it c as in caterpillar, k as in kite or ck as in duck?



## Asking the question strategy (continued)

- You would then say it is 'K' as in kite.
- Did you tell them the spelling ? No!
- Did you give them the answer after they showed what they knew? Yes!
- But more importantly what you didn't do was tell them the spelling or ask them to guess.
- As children learn their phonics, your child can apply learnt sounds to different spellings and have an understanding of spelling rules.

## This can be extended into more complex spellings:

- For example in the word repeat, your child may not know which 'ea' is near the end, you say '**ask me the question**'

- Your child may say... is it



'ee' as in tree, 'ea' as in beach, 'e-e' as in athlete or 'e' as in me. You would say it is 'ea' as in beach. They have demonstrated their amazing knowledge!

As your child becomes more able you could ask them to sound out a spellings by letter names.