

Using phonics

to help

with spelling

Strategies that we use:

- We choose a set of graphemes that have the same sound.

oa (boat)

ow (snow)

oe (toe)

'magic e' (spoke)

- Can the children read these sounds and identify them?

As I looked through the window, I saw the boy hit his toe on the boat covered in snow.

Strategies that we use:

- **Can they spell the new graphemes as well as other ones?**

oa (boat)

ow (snow)

oe (toe)

'magic e' (spoke)

- **Spelling whole words – can they hear the individual sounds?**

Use the 'train' to slow the word right down until they are saying each individual sound.

floating - f l oa t i ng

Strategies that we use:

- **Which way do I spell it?**

f l oa t i n g

f l ow t i n g

f l oe t i n g

f l o t e i n g

Which way looks right?

Typical position of that sound in a word.

Compare to a word they already know.

Strategies that we use:

- **Looking at key words and 'tricky' ones.**

some

they

were

said

- **Find ways to help them remember**

Key word cards

Create silly sentences: spoons are in dogs

wise elephants repeat everything

Make posters using different media

What could you do to help?

- **Help them identify the individual sounds**

Use sound cards as a support.

- **Allow phonetically plausible attempts**

Brush over sounds they haven't learnt yet.

- **Remind them of words which follow the same rule.**

- **Don't overwhelm them.**

Focus on just three.