Teaching Strategies:

- Explicitly model strategies and monitor student development of skills in this area.
- Provide activities to promote the development of the following listening skills:
  - Identify initial, middle and final sounds of words.
  - Identify the number of sounds in a word.
  - Identify sounds in order within a word.
  - Identify the separate sounds within a blend.
  - Distinguishing between long and short vowel sounds.
  - Identify the number of syllables in a word.
  - Sound blend CCVC, CVCC words e.g. c-l-a-p, f-r-o-m, s-a-n-d.
  - Can manipulate sounds by substituting beginning sound.
  - Can manipulate sounds by substituting end sound.
  - Can manipulate sounds by deleting beginning sound.
  - Can manipulate sounds by deleting end sound.

See Appendix for activity ideas.
• Provide activities to promote the development of the students’ abilities to:

  • Distinguish between vowels and consonants
  
  • Write letters to represent the letter names
  
  • Write letters to represent the letter sounds
  
  • Write, learn and reproduce, from memory, 3 and 4 letter words CVC, CCVC and CVCC
  - Ensure students can isolate sounds in CVC, CCVC and CVCC pattern words when doing written spelling and auditory work (Initial, middle and final sounds). Use unreal words to check this.
  
  • Predict how many sounds in a word
  
  • Predict how many syllables in a word
  
  • Chunk words using syllables - Use knowledge of letters or letter strings to represent most syllables in words
  
  • Use initial and final blends in spelling:
    
    Initial: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, tw, wr
    
    Final: ft, ld, lm, lt, mp, nd, ng, nk, nt, sk, st, ry, lb, lf, ln, lp, ct, pt, xt,

  • Use digraphs in spelling:
    ar, ch, ee, er, or, qu, sh, th

  • Use digraphs in blends
    Shr, thr, ser, spr, str

  • Can spell unreal words with initial and final blends
    (Spelling unreal words provides the teacher with a good indicator of the student’s skills in understanding how sounds work in words)

  • Spell some unreal words using a digraph sound or magic e for words with long vowel sounds

  • Can use “s” for spelling plural words

  • Introduce the use of the letter ‘y’ as a vowel e.g. my, by, fly
• Provide activities to promote the development of the students’ abilities to:

  • Use the Look Say Cover Write Check strategy  (See Appendix)

  • Introduce strategies for spelling irregular words
    • Say it as you spell it eg. Mon – day was not woz – was
    • Mnemonics

  • Encourage students to take risks and have a go at words they need to write.  (Have –a-go)

  • Students to use strategies taught

  • Students to use scrap paper or spelling dictionaries for spelling attempts

  • Encourage students to look at their own spelling strategies e.g. Use of syllables, how they identify the sounds in words, mnemonics

  • Articulate sounds correctly
    (See Appendix: Developmental checklist)

  • Use their personal vocabulary

  • Sort words into alphabetical order using the first letter of the word

  • Practise locating the first letter of a word in the dictionary

  • Access lists for spelling – e.g. Word banks, theme words, labels & charts

  • Spell first 25 words from the Salisbury List  (See Appendix)

  • Develop muscular coordination and correct pencil grip
    (See Handwriting Curriculum)

  • Consolidate the use of capitals for the beginning of a name of a person or the name of a city

  • Students to be able to copy words correctly (letters in the correct sequence)

  • Students to be able to copy words from personal list when they require them

  • Student to use known spelling words in writing

See Appendix for activity ideas

**Introduction to:**

• Concept of “Magic e” (v-e pattern) for spelling long vowel words