

# Mickleover Primary School



Phonics and  
No  
Nonsense  
Spellings

November 2019



## Introduction

This booklet has been written to help you understand how we teach phonics and spelling strategies at Mickleover Primary School.

We use 'Letters and Sounds' to deliver high quality phonic teaching within a language rich curriculum that gives high standards in reading and writing.

'Letters and Sounds' is a phonics resource published by the Department for Education in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of four, with the aim of them becoming fluent readers by age seven.

There are six overlapping phases. At Mickleover Primary School children start learning phonics in Reception and are taught on a daily basis throughout EYFS, Key Stage 1 and when required in Key Stage 2.

## Terminology

<b>Term</b>	<b>Meaning</b>
<b>Blend</b>	To draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
<b>Cluster</b>	Two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
<b>Digraph</b>	Two letters making one sound, e.g. sh, ch, th, ph.
<b>Vowel Digraphs</b>	Comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
<b>Split Digraph</b>	Two letters, split, making one sound, e.g. a-e as in make or i-e in site
<b>Grapheme</b>	A letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
<b>Grapheme-Phoneme Correspondence (GPC)</b>	The relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
<b>Mnemonic</b>	A device for memorising and recalling something, such as a snake shaped like the letter 'S'
<b>Phoneme</b>	The smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
<b>Segment (vb)</b>	To split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
<b>Tricky Words</b>	Words that can not be decoded using phonics
<b>VC, CVC, CCVC</b>	The abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.

## Sound Buttons

When children learn a new sound, they are taught to look for this sound within a word to help them decode and read it. When they see a sound we ask them to place their sound buttons underneath.

Single sounds:      j a m  
                                 ● ● ●

Digraphs :            c h i p  
                                 ■ ● ●

Trigraphs :           h a i r  
                                 ● ■

Split digraph:        s n a k e  
                                 ● ●    ■

## Alien Words

These are nonsense words. Children are encouraged to read 'alien words' throughout the phases. They are always shown alongside an alien to ensure children can differentiate between the two. Alien words assess whether a child is able to decode and blend. They need decoding in the same way as a real word.

### Examples of Alien Words



desh



chab



queep

### Why do we use Alien words?

"They are included because they will be new to all pupils, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. Pupils who can read non-words should have the skills to decode almost any unfamiliar word."

## First One Hundred HFW

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

### Reading

- Some can be sounded out using phonics
- Some are more tricky

### Spelling

- Some can be sounded out using phonics
- Some are more tricky

# Phase 1

This phase is usually taught in Nursery and other pre-school settings and concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects:

**Aspect 1 - Environmental Sounds** - The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

**Aspect 2 - Instrumental Sounds** - This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.

**Aspect 3 - Body Percussion** - The aim of this aspect is to develop children's awareness of sounds and rhythms.

**Aspect 4 - Rhythm and Rhyme** - This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

**Aspect 5 - Alliteration** - The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

**Aspect 6 - Voice Sounds** - The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.

**Aspect 7 - Oral Blending and Segmenting** - In this aspect, the main aim is to develop oral blending and segmenting skills.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.



## Phase 2

This phase begins in Reception and concentrates on developing:

Vowels (V) - a,e,i,o,u

Consonants (C) - all other letters of the alphabet

Increased ability to discriminate between sounds

Recognise initial sounds at the beginning of words

Increased awareness of sounds, letters, and words

Letter-sound correspondence

### Sounds

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

**Set 1:** s, a, t, p

**Set 2:** i, n, m, d

**Set 3:** g, o, c, k

**Set 4:** ck, e, u, r

**Set 5:** h, b, f, ff, l, ll, ss



### Tricky Words

In phase 2, children need to be able to read these tricky words.

**I            to            no            go            the**

## Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

During this phase, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

### Sounds

In Phase 3 twenty-five new graphemes are introduced (one by one).

**Set 6:** j, v, w, x

**Set 7:** y, z, zz, qu

**Consonant Digraphs:** ch, sh, th, ng

**Vowel Digraphs:** ai, ee, igh, oa, oo,  
ar, or, ur, ow, oi,  
ear, air, ure, er



### Tricky Words

In phase 3, children need to be able to read:

he she we me be was  
you they all are my her

and spell:

I to no go the

## Phase 4

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

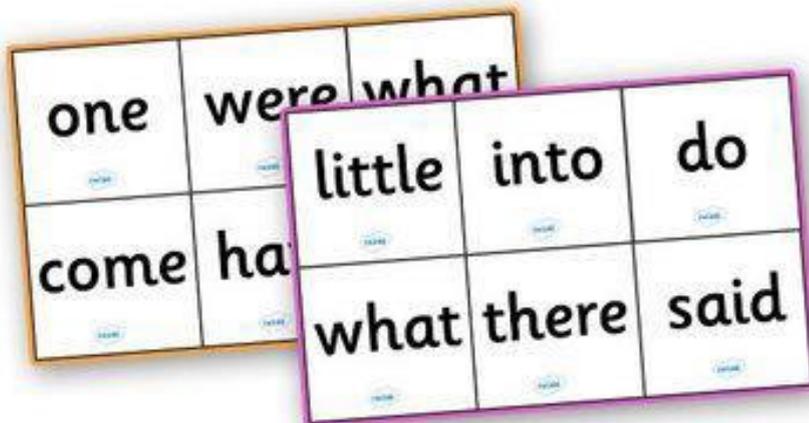
### Tricky Words

In phase 4, children need to be able to read:

said    have    like    so    do    some    come  
were    there    little    one    when    out    what

and spell:

he    she    we    me    be    was  
you    they    all    are    my    her



## Phase 5

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

### Sounds

ay, ou, ie, ea, oy, ir, ue, aw,  
wh, ph, ew, oe, au, ey, a-e, e-  
e, i-e, o-e, u-e,

•Alternative pronunciations for:

i, o, c g, u, ow, ie, ea,  
er, ch, y, ou, a, e, ey

•Alternative spellings for the sounds;

ch, j, n, r, m, s, z, u, i, ear, ar,  
ur, air, or, oo, ai, ee. igh, oa, sh

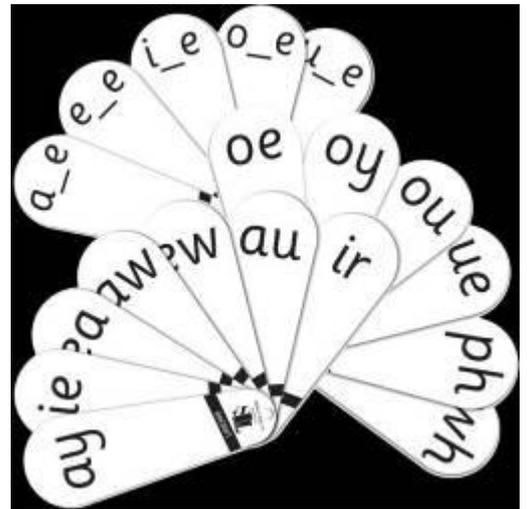
### Tricky Words

In phase 5, children need to be able to read:

oh	their	people	Mr	Mrs
looked	called	asked	could	

and spell:

said	have	like	so	do	some	come
were	there	little	one	when	out	what



## Phase 6

At this stage children should be able to spell words phonetically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.

Less common spelling patterns

Spelling past tenses

Spelling suffixes - \_\_ed, \_\_ing, \_\_s and  
\_\_es, \_\_ies, \_\_ful, \_\_er, \_\_est, \_\_ly,  
\_\_ment, \_\_ness, \_\_y

Spelling long words (How suffixes and  
prefixes change words)

Syllables

Tricky HFW (often misspelt)



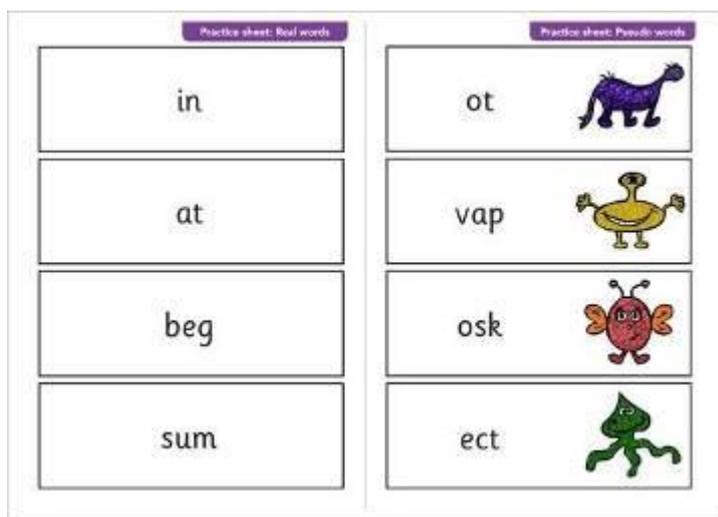
In our school we teach Phase 6 through a scheme called 'No Nonsense Spellings.'

## Year 1 Phonics Screening

The Year 1 phonics screening check is a short, light-touch assessment of your child's phonics knowledge. This enables us as to identify gaps and ensure suitable provision is provided to support all children.

Your child will sit with a familiar adult and be asked to read 40 words aloud. Your child may have read some of the words before, while others will be completely new. The check will only take a few minutes to complete and there is no time limit.

The screening takes place in the Summer Term. You will be provided with more information nearer the time.



We hope this booklet is useful and provides you with a better understanding of how and why we teach phonics at Mickleover Primary School.

If you have any questions regarding the different methods please don't hesitate to pop into school.

Please read on for strategies to help your child with reading and writing words at home.

# Ways to help your child at home with phonics

## Phase 1

Play 'What do we have in here?' Put some toys or objects in a bag and pull one out at a time. Emphasise the first sound of the name of the toy or object by repeating it, for example, 'c c c c – car', 'b b b b – box', 'ch ch ch ch – chip'. Say: 'A tall tin of tomatoes!' 'Tommy, the ticklish teddy!' 'A lovely little lemon!' This is called alliteration. Use names, for example, 'Gurpreet gets the giggles', 'Milo makes music', 'Naheema's nose'.

Teach them 'Peter Piper picked a peck of pickled peppers'.

### Learning how to 'sound-talk'

The teacher shows children how to do this – c-a-t = cat. The separate sounds (phonemes) are spoken aloud, in order, all through the word, and are then merged together into the whole word. The merging together is called blending and is a vital skill for reading. Children will also learn to do this the other way around – cat = c-a-t. The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, all through the word. This is called segmenting and is a vital skill for spelling. This is all oral (spoken). Your child will not be expected to match the letter to the sound at this stage. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.

### Sound-talking

Find real objects around your home that have three phonemes (sounds) and practise 'sound talk'.

First, just let them listen, then see if they will join in, for example, saying: 'I spy a p-e-g – peg.' 'I spy a c-u-p – cup.' 'Where's your other s-o-ck – sock?' 'Simon says – put your hands on your h-ea-d.' 'Simon says – touch your ch-i-n.'

## Phase 2

**Magnetic letters** Buy magnetic letters for your fridge, or for use with a tin tray. Find out which letters have been taught – have fun finding these with your child and place them on the magnetic surface.

### Making little words together

Make little words together, for example, it, up, am, and, top, dig, run, met, pick. As you select the letters, say them aloud: 'a-m – am', 'm-e-t – met'. Breaking words up Now do it the other way around: read the word, break the word up and move the letters away, saying: 'met – m-e-t'. Both these activities help children to see that reading and spelling are reversible processes.

Don't forget the writing box!

Spelling is harder than reading words – praise, don't criticise. Little whiteboards and pens, and magic boards, are a good way for children to try out spellings and practise their handwriting. Your child might be trying to use letters from their name to write; this shows that they know that writing needs real alphabet letters.

Make or buy an alphabet poster.

### Getting ready for writing

Teachers will model how to form letters (graphemes) correctly, so that children can eventually acquire a fluent and legible handwriting style. These skills develop over a long period of time. A child's ability to form a letter correctly is a separate skill from phonics. Holding a pen or pencil needs considerable co-ordination and practice in making small

movements with hands and fingers. In the early phonic phases children can use letter cards or magnetic letters to demonstrate their knowledge of phonics.

### **Writing in lower-case letters**

We shall be teaching lower-case letters, as well as capital letters. As most writing will be in lowercase letters it is useful if you can use these at home. A good start is for your child to write their name correctly, starting with a capital letter followed by lower-case letters. Your child's teacher can advise on the handwriting style that is taught and how you can help at home.

### **Ways you can support your children at home**

#### **Using their whole body.**

For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers. Games that help co-ordination include throwing balls at a target, under-arm and overarm, and bouncing balls – also skipping on the spot, throwing a Frisbee, picking up pebbles from the beach and throwing them into the sea. Have fun!

#### **Hand and finger play**

Action rhymes such as 'Incy wincy spider', 'One potato, two potato' and 'Tommy Thumb' are great fun and get their hands and fingers moving. Playing with salt dough or clay really helps strengthen little fingers, as does cookery and using simple toolkits.

#### **Hand–eye co-ordination**

Pouring water into jugs and cups of different sizes, sweeping up with a dustpan and brush, cutting, sticking, tracing, threading beads, completing puzzles, peeling off stickers and sticking them in the right place – these all help hand–eye co-ordination.

#### **Pencil hold**

The 'pincer' movement needs to be practised. This is important as it enables children to hold a pencil properly as they write. Provide them with kitchen tongs and see if they can pick up small objects. Move on to challenging them to pick up smaller things, for example, little cubes, sugar lumps, dried peas, lentils, first with chopsticks, then with tweezers. Ask children to peg objects to a washing line. Provide plenty of different types of pen and pencil; hold their hand to practise the correct grip.

## **Phonics will continue into Key Stage 1 (Year 1 and Year 2)**

As your child enters Key Stage 1 (Year 1) they will continue to learn that most sounds (phonemes) can be spelled in more than one way. For example, the f sound can be written as f as in fan or ff as in puff or ph as in photo. This develops their knowledge of spelling choices. They will continue with this spelling work into Year 2 and beyond. They will learn that most letters and combinations of letters (graphemes) can represent more than one sound. For example, the grapheme ea can be read as /ee/ as in leaf or /e/ as in bread. This supports their reading development. Good phonics knowledge and skills help your child to read words fluently and spell words, but they need to understand what they

### **Ways you can support your children at home: Reading together**

Teach lots of nursery rhymes – each one tells a different story.

Enjoy and share books together – buy or borrow books that will fire their imagination and interest.

Read and reread those they love best.

Make time to read with your child throughout their time in school – PLEASE continue reading to your child, even when they are reading independently. This is very important – your child needs to practise their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.

Let them see you reading – grown-ups can share their magazines about their favourite sport or hobby.

Read with your child – ask your child to attempt unknown words, using their phonic skills and knowledge.

Make sure they blend all through the word.

Talk about the meaning of the book, too – take time to talk about what is happening in the book, or things that they found really interesting in an information book.

Discuss the characters and important events.

Ask them their views.

Provide toys, puppets and dressing-up clothes that will help them to act out stories.

Explain the meaning of words (vocabulary) that your child can read but may not understand, for example, flapped, roared.

Listen to story tapes/story books online.

Teach your child some action rhymes – ‘Heads, shoulders, knees and toes’, ‘Here we go round the mulberry bush’, ‘We all clap hands together’.

Use tapes and CD-ROMs of nursery rhymes to sing along to.

Read simple rhyming books together – leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.

Borrow or buy the best books you can to share with your child. Libraries and bookshops can advise you of the most popular books.

Add sound effects when reading a story and encourage your child to join in.

A quiet area with some cushions and toys is a comfortable place where you and your child can go to look at a book together.

### **Ways you can support your children at home: writing together**

Magic writing boards are great fun for children, both little and larger versions. It won't be long before they will be trying to write their names!

Write with your child – ‘think aloud’ so they can hear the decisions you are making as you write.

Make sure the writing is for a purpose, for example, a birthday message, a shopping list, an address.

Talk about the words they see in everyday life – food packaging, signs in the supermarkets, captions on buses and lorries, messages on birthday cards and invitations.

Write a shopping list together. Send an email to a family member or a friend – your child says the message, you write it! Provide your child with a shoe box full of things to write with – writing tools of various sizes and thicknesses: gel pens, crayons, glitter pens, rainbow pencils, old birthday cards, coloured paper, sticky tape to make little books.

Rolls of wallpaper can be attached to a table or wall to provide a large canvas for their writing and drawing.

Praise them for their play writing – those early squiggles and marks show that your child is beginning to understand writing.

### **Ways you can support your children at home: what to do if your child is reluctant to read or write at home**

Relax!

#### **Reading**

- Make sure your child sees you reading.
- Read to your child. Show you like the book. Bring stories to life by using loud/soft/scary voices – let yourself go!
- Spread books around your house for your child to dip into.
- Let your child choose what they would like to read – books, comics, catalogues.
- Read favourite books over and over again. Enjoy!

#### **Writing**

- Make sure your child sees you writing.
- Compose an email together, inviting a friend over to tea.
- Continue to make words together, using magnetic letters.
- Leave a message on the fridge door and encourage them to write a reply to you.
- Make up a story together about one of their toys. You write for them, repeating the sentences as you write. When the story is complete they can draw pictures to go with it.
- Buy stickers of a favourite film or TV programme and make a book about it.

## Phase 6 ( remember we teach this phase through No Nonsense Spellings)

In Phase 6 children will be reading longer and less familiar texts independently and fluently. It is crucial that at this point children are now reading to learn and reading for **pleasure**.

Children should be able to read the 300 high frequency words. At this point it is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts they are reading, construct mental images during reading and summarise what they have read.

In spelling children are introduced to the adding of suffixes and how to spell longer words. Throughout the phase children are encouraged to develop strategies for learning spellings.

Strategy	Explanation
Syllables	To learn a word by listening to how many syllables there are so it can be broken into smaller bits. (e.g. Sep-tem-ber)
Base Words	To learn a word by finding its base word. (e.g. jumping- base word jump +ing)
Analogy	To learn a word use a word that is already learnt. (e.g. could, would, should)
Mnemonics	To learn a word by making up a sentence to help remember them. (e.g. could – OU Lucky Duck; people eat orange peel like elephants)

## Year 2 and Year 3 Using No Nonsense Spelling

The spelling strategies taught in Year 2 and Year 3:

### **Look, say, cover, write, check**

This is probably the most common strategy used to learn spellings.

**Look:** first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

**Say:** say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

**Cover:** cover the word.

**Write:** write the word from memory, saying the word as you do so.

**Check:** Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

### **Trace, copy and replicate (and then check)**

This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.

Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.

If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.

### **Segmentation strategy**

The splitting of a word into its constituent phonemes in the correct order to support spelling.

### **Quickwrite**

Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.

### **Drawing around the word to show the shape**

Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.

### **Drawing an image around the word**

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

### Words without vowels

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word *field*:

f \_\_\_\_\_ ld

### Pyramid words

This method of learning words forces you to think of each letter separately.

p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid

You can then reverse the process so that you end up with a diamond

### Other strategies.

Other methods can include:

- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.



- Making up memorable 'silly sentences' containing the word

## Mnemonics

Mnemonics are memory tricks that help you remember how to spell tricky words.

<b>qu</b>	<b>q</b> is a lonely letter that needs <b>you</b>
<b>the</b>	<b>t</b> wo <b>h</b> eavy <b>e</b> lephants
<b>said</b>	<b>s</b> illy <b>a</b> nts <b>i</b> n <b>d</b> resses
<b>because</b>	<b>b</b> ig <b>e</b> lephants <b>c</b> an <b>a</b> lways <b>u</b> nderstand small <b>e</b> lephants
<b>went</b>	<b>w</b> e <b>e</b> at <b>n</b> o <b>t</b> reats
<b>was</b>	<b>w</b> orms <b>a</b> re <b>s</b> limy
<b>friend</b>	<b>f</b> ri the <b>e</b> nd of your friend
<b>they</b>	<b>t</b> hey <b>h</b> ad <b>e</b> ggs <b>y</b> esterday
<b>again</b>	<b>a</b> goat <b>a</b> nd <b>i</b> nsect <b>n</b> attering
<b>but</b>	<b>b</b> utterflies <b>u</b> nder <b>t</b> ables
<b>came</b>	<b>c</b> an <b>a</b> nyone <b>m</b> ake <b>e</b> ggs
<b>little</b>	<b>l</b> adybirds <b>i</b> n <b>t</b> iny <b>t</b> iaras <b>l</b> earning <b>E</b> nglish
<b>made</b>	<b>m</b> ice <b>a</b> re <b>d</b> ancing <b>e</b> xcitedly
<b>many</b>	<b>M</b> agpie <b>a</b> te <b>n</b> utty <b>y</b> oghurt
<b>people</b>	<b>p</b> ink <b>e</b> agle <b>o</b> bey <b>p</b> urple <b>l</b> ittle <b>e</b> agle
<b>some</b>	<b>S</b> trawberries, <b>o</b> ranges, <b>m</b> angoes <b>e</b> njoyed
<b>come</b>	<b>c</b> an't <b>o</b> pen <b>m</b> y <b>e</b> yes
<b>very</b>	<b>v</b> ets <b>e</b> njoy <b>r</b> ed <b>y</b> o-yos

- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word or clapping and counting to identify the syllables in a word.

Write the words <u>3</u> times each.	Write the words with SILLY letters.	Rainbow write the words <u>2</u> times each.
Write the words with blue vowels and red consonants.	Write all the words with all CAPITAL letters.	Write the words with dots on the letters.
Write the words and how much each is worth.  3 letters= 3 points.	Write the words with an AB colour pattern.	Write each word and a word that rhymes with it.



## SPELLING TIC TAC TOE

Write your words with <i>fancy</i> handwriting.	Rainbow write your words with at least 3 different colours.	Write your words with the opposite hand.
Type your spelling words on the computer using different fonts.	Have an adult quiz you on your spelling words.	Whisper spell your words to another adult.
Spell your words aloud in your best grumpy teacher voice.	Spell your words in salt, sugar or flour and have an adult check it.	Use play dough to spell your words.