

Plan for using books

N/E Year 1 classes

Plan for using *Sounds Like Fun*

Work through the book from the beginning. Take longer than 16 weeks if you think you need a week here and there to consolidate prior learning. When you have reached the end of all the teaching topics, administer Assessment 2 (Sound to letter test). Use the results of this to identify which sounds you need to go over again with the whole class. Repeat these sounds until they are secure.

At the end of Year 1 (or earlier if students are writing independently) administer Assessment 3 (Pseudoword test) to see if students are transferring their knowledge of recording sounds (shown in Assessment 2) to writing. If some students can record a sound in Assessment 2 but not record it in pseudowords, they probably need more help with segmenting words into sounds. If your class is constantly receiving new students starting school over the year, just go back to the start of the book once you have reached the end of it, and repeat all sounds. Use the results from Assessment 2 to identify which students know which sounds. Ask these students to help you identify the spelling patterns for the sounds when you are running through the book the second time. They can identify the spelling patterns in the words generated and you can write them into the magnifying glass shapes. Ask new students to then match the magnifying glass patterns to the spelling patterns for the sound in the words on the board.

Please refer to Page 171 of SLF.

Year 2/3 classes

Plan for using *Switch on to Spelling*

Sounds of English

Students need to be able to record all sounds of English as a baseline for spelling. Use Assessment 2 to find out which sounds are not secure across the class and which students need more help with this. Do not reteach sounds that are already well known by most students. Some students may need extra small group instruction to catch up.

Use either *Sounds Like Fun* or *Switch on to Spelling* Topic 1, Stage 2, to teach sounds that need more practice. These are likely to be vowel sounds. You could teach a sound a day (using the SLF 10 minutes a day routine) or a sound for more than one day, using teaching notes from Stage 1 of SOS. Use the index on Page 493 in SOS to find the appropriate teaching notes at Stage 1 for the sounds you are focusing on. You can teach sounds in any order.

Once students can write all the sounds of English one way, they are ready to learn more spelling possibilities for sounds and some spelling rules and conventions. This is the focus of Stage 2 of SOS.

Use the teaching topics from Stage 2 – in any order. If prior knowledge is needed for a particular topic, the book will tell you this. You can intersperse sound-based topics with rule-based topics.

Students must be able to discriminate between long and short vowel sounds before they can use many of the spelling rules.

Use **Topic 8** to practise this skill if students are not fluent with long and short vowel discrimination.

Stage 2 Sound Topics

Topic 2
Topic 6
Topic 7
Topic 11
Topic 12

Topics teaching spelling rules and conventions

Topic 9
Topic 10
Topic 13
Topic 14
Topic 15

There are teaching ideas for building sight-word knowledge and teaching proofreading skills on pages 159, 161, 265, 267 for Year 1-3 students.

Use Topics 3, 4 and 5 if you think students need help recording blends and understanding the different ways of pronouncing the h digraph patterns. If students can fluently spell initial, medial and final blends and can recognise and pronounce h digraph patterns, these topics will not need teaching. You can use Assessment 4, Part 2 to check blends knowledge if you are unsure about students' fluency with spelling blends.

Year 4 – 6 classes

Plan for using *Switch on to Spelling*

Sounds of English

Students need to be able to record all sounds of English as a baseline for spelling and they also need to understand that words are made of sounds, and that sounds are recorded in different ways with various spelling patterns. If they have not been taught using SOS in previous years, begin by running through all the sounds of English (a sound a day) using Topic 1, Stage 3 or Topic 1 from *Spelling Under Scrutiny*.

There are a number of ways of working with SOS at this level. You can use the results from Assessment 9 to choose topics to teach, you can work through the topics in the order they are in the book or you can select topics as you wish. If students have not already worked through Stage 2 in previous years, you may decide for some topics to teach Stage 2 first before moving on to what is in Stage 3. Use the index on page 493 to find the teaching notes for the same topic in both Stage 2 and 3 and read what is in Stage 2 before you begin teaching to see if you need to cover this information first.

There are a number of rule-based topics in Stage 3 (Topics 9 – 13). Topics 9 and 10 should only be taught after long and short vowel topics have been taught but Topics 11, 12 and 13 can be taught at any time.

Year 5 – 8 classes

Plan for using *Spelling Under Scrutiny*

Teach Topic 1 first, teaching one sound (or group of sounds) for about 10 minutes a day. This will ensure that all students understand these foundation concepts of written English:

- words are made up of sounds
- sounds can be written in different ways
- sounds can be written with single letters and letter clusters
- the position of the sound in a word often influences how it is spelled.

After completing Topic 1 (and this may take the whole of a term) use the results of the Gap Analysis Assessment and the Pseudoword Assessment to choose teaching topics.

Topics 2 and 3 are likely to be necessary for students who have significant difficulties with phonemic awareness but they are unlikely to be taught as whole class topics to students in year 5 and beyond.

Topics 4-7 cover the vowel sounds and their spelling conventions and Topic 8 covers some consonant sounds that have particular spelling conventions.

Topics 9-17 are stand-alone topics. You might choose to teach a sound topic (any from Topics 4-8) and then one of the stand-alone topics such as contractions or plurals. You can select topics in any order unless the topic you choose tells you teach another topic first. It is quite useful to intersperse teaching sounds with one of the stand-alone topics.

For example: Teach Topics 4 and 5, then Topic 13, then Topic 6, then Topic 16 and 17 etc.

The information in *Spelling Under Scrutiny* is likely to take at least two years to cover.

At the end of a year of teaching, redo the assessments you did at the start of the year to measure progress. The results will tell you if some topics need to be revisited, or if some students need extra help in certain areas. If you do need to address the needs of students in small groups, refer to Option 2 in the planning template on page 82 for planning ideas.