

Focus for getting started

Filling in the gaps of sound-print knowledge across the school

N/E Year 1

Use: *Sounds Like Fun*

Use the **Say it! Hear it! Find it! Write it! Use it!** routine.

Focus on: Building sounds analysis skills (pronunciation of sounds, blending, segmenting and hearing sounds in different positions in words); finding words containing sounds; recognising that there are different ways of writing sounds using letters of alphabet; remembering one way of writing each sound.

Use the magnifying glass shapes to record spelling patterns for children to use as a reference point.

Reference: Keep lists of words for each sound as a reference so children can go back to them – digitally, large pages stuck on wall, visual diary for sound dictionary etc.

Years 2 – 4

Use: *Switch on to Spelling, Stage 2 Topic 1*

Say it! (Pronounce sound)

Find it! Hear it! Children give words that start with, end with, have sound in middle.

Write it! Record words on board. Children identify graphemes and *they fill in* the magnifying glass shapes with the spelling patterns they have found.

Use it! Provide opportunities to find sound in words and identify graphemes – during reading, independent activities (can use SOS Activity sheets from Book 1 and 2)

Focus on: Identifying and expanding knowledge of the diverse ways phonemes can be written and remembering more than one grapheme for each sound.

Reference: Keep lists of words for each sound as a reference so children can go back to them – digitally, large pages stuck on wall, visual diary of sounds etc.

Use the activity pages (2.1) from SOS Activity Book 2 for each student to record some words that reflect different ways of writing each sound, for each sound of English (personal records).

Years 4 – 8

Use: *Spelling Under Scrutiny, Topic 1*

Say it! Find it! Hear it! Write it!

Focus on: Identifying different graphemes for each phoneme, noticing which patterns occur most commonly in different positions in words. This is a platform for learning the rules at the next stage.

Work as whole class, recording words on the board, OR in small groups and collate what groups come up with into a common place for later reference.

Reference: Can use SUS Activity book 1 Exercise 1 as individual reference OR create a whole class chart for reference. Store a hard copy or digital copy.

Use it! Use SUS Activity Book 1, exercise 2 to consolidate learning. Apply new learning to other situations throughout the day. Use as proofreading targets or search for sounds, spelling patterns and conventions when reading.