



AVANTI HOUSE

EXCELLENCE · VIRTUE · DEVOTION

KS1

**Phonics & SPaG Parent
Workshop**

24th February 2016



Teaching of Phonics: Year 1 - Phase Three, Four and Five



The children receive 5 x 20 minute phonics lessons a week.

Children are grouped so that their needs can be met and targeted.

Within Year 1 some children are recapping on Phase 3 sounds with further practice in blending and writing.

Some children are revising Phase Three - being given opportunities to apply their knowledge and covering Phase Four.

Some children are applying Phase Three and Phase 4 sounds and learning new sounds in Phase Five.



Phase Three

j, v, w, x,

y, z, zz, qu

ch, sh, th, ng,

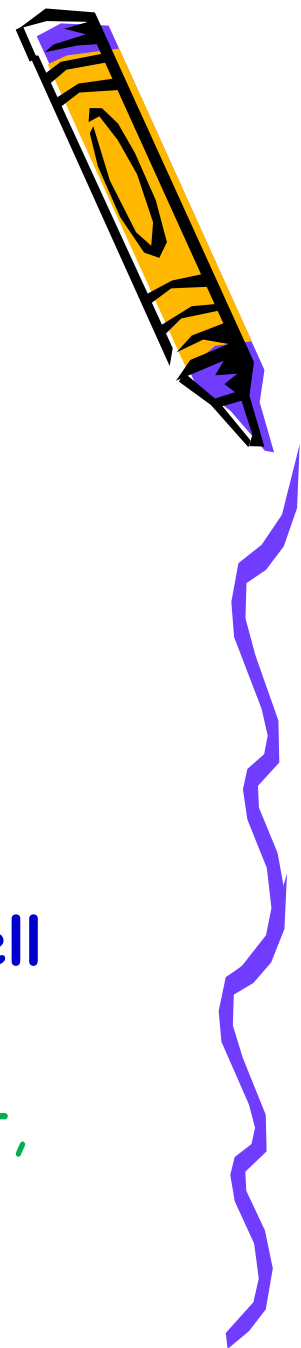
ai, ee, igh, oa,

oo, ar, or, ur, ow,

oi, ear, air, ure, er

Children will use these phonemes to read and spell words (real and alien)

chip, shop, thin, ring, pain, feet, night,
boat, boot, look, farm, fork, burn,
town, coin, dear, fair, sure, quazz,



Phase Four

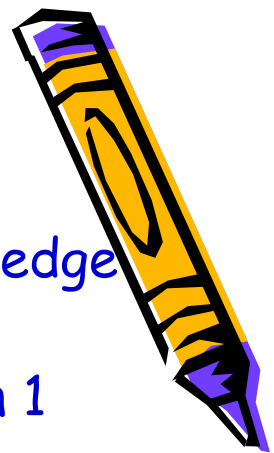
The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing consonants together eg. **tr a p** and words with more than 1 syllable eg. **football teacup playground**

Introducing consonant clusters : reading and spelling words with 4 or more phonemes eg

camp dust post street shrink

Phase Four does not introduce any new phonemes.

It focusses on reading and spelling longer words with the phonemes they already know.

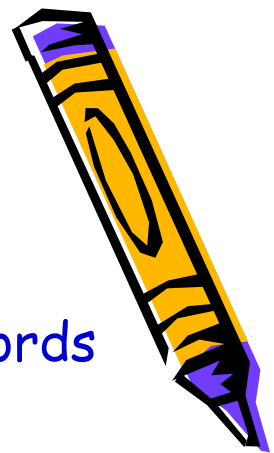


Phase Five

Children entering Phase Five are able to read and spell words containing consonants together eg. lamp and some 2 syllable words

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling.

They will learn new graphemes and alternative pronunciations for these



Phase Five Graphemes



ay day

oy boy

wh when

a-e make

ou out

ir girl

ph photo

e-e these

ie tie

ue blue

ew new

i-e like

ea eat

aw saw

oe toe

o-e home

au Paul

u-e rule



Reading and Spelling Tricky Words



These words cannot be sounded out - read them by sight recognition :

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

Use letter names to spell them - do not sound them out. By the end of Phase Three children are expected to spell and write (using letter names) the following Tricky Words :

I no go to the



Phonics Screening Check?

The phonics screening check is a statutory assessment. It is a quick and easy check of your child's phonics knowledge.

The phonics screening check is designed to confirm whether children have learnt phonic decoding to an appropriate standard.

Taking Place: Week commencing 13th June



What is in the phonics screening check?

Your child will read one-one with his/her class teacher.

It comprises of a list of 40 real words and alien words and will take about 10 minutes. The check is very similar to tasks the children already complete during phonics lessons.

It will assess phonics skills and knowledge learnt through Reception and Year 1.

They will be asked to 'sound out' a word and blend the sounds together.



What are alien words and why are they included ?

These are words that can be phonetically decoded but do not have a meaning.

e.g. briip, snorb.

This is a test of a child's ability to decode using phonics. Children who can read non-words should have the skills to decode almost any unfamiliar word.



Examples of words:

in

ot



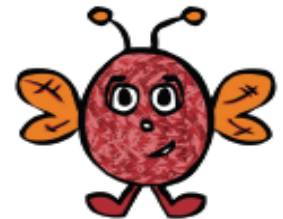
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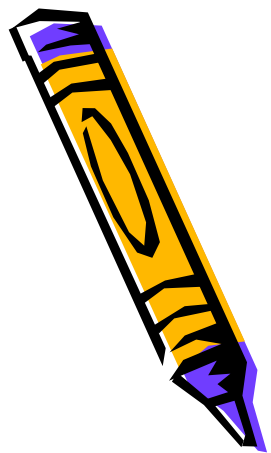
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SPaG

KS1 Year 1 & 2



What's Changed in the new curriculum



- The revised National Curriculum for English (introduced from September 2014) places a much stronger emphasis on **vocabulary development, grammar, punctuation and spelling**.
- Expectations have been raised in each year group with many aspects having to be taught at least a year earlier than in the previous curriculum (for example, the use of commas and apostrophes will be taught in KS1).
- Pupils are expected to recognise and use the grammatical terminology appropriate to their year group.



What is SPAG

Spelling Punctuation & Grammar



When we study Grammar, we study the rules about how words change their form and combine with other words to make sentences.



How is Avanti House teaching SPAG



- Daily phonics group work (x5 per week) Year 1
- Guided Reading Sessions (x2 per week) with an emphasis on SPAG.
- Discretely, for one lesson a week for all classes in KS1
- As a part of English lessons (x2 per week) with an emphasis on SPAG.
- Through the School spelling scheme



Spelling, Punctuation & Grammar: Year 1



- To leave spaces between words
- Recognise capital letters and full stops when reading and name them correctly
- Begin to use the term sentence
- Know that a line of writing is not necessarily a sentence
- To use full stops to demarcate sentences
- To use a capital letter for the personal pronoun and the start of a sentence
- To join words and join sentences using 'and' (extended to time connectives)
- Recognise full stops and capital letters when reading and understand how they affect the way a passage is read
- To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week
- To add question marks to questions
- To use exclamation marks



Spelling

Plural noun suffixes

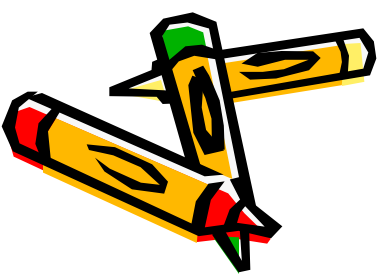
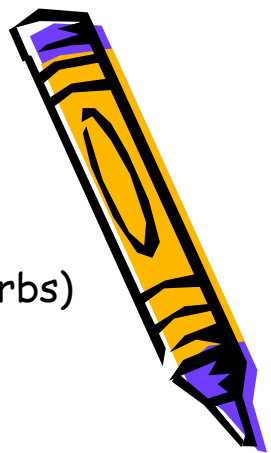
- Adding **s** and **es** to words (plurals of nouns and third person singular of verbs)
e.g. **dog, dogs; wish, wishes**

Suffixes

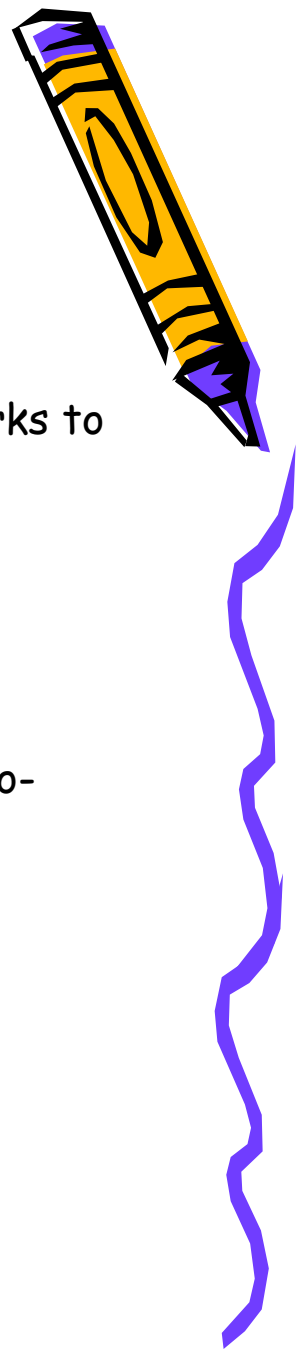
- Adding the endings (**ing, ed and er**) to verbs. E.g. **helping, helped, helper**
- Adding (**er and est**) to adjectives where no change is needed
e.g. **greater and greatest.**

Prefixes

- How the prefix **un**, changes the meaning of a verb or adjective.
e.g. **unkind, unhappy, untie**



Spelling, Punctuation & Grammar: Year 2



- To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.
- To identify nouns within sentences.
- To use nouns accurately within sentences.
- To know and use Proper Nouns.
- To be able to expand nouns phrases for description and specification
- To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification.
- To know what an adjective is.
- To identify adjectives within sentences.
- To use adjectives accurately within sentences.



Spelling, Punctuation & Grammar: Year 2



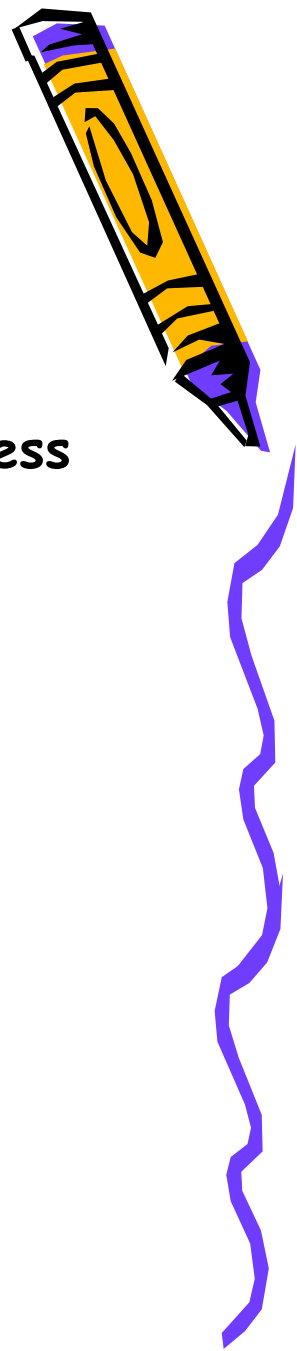
- Learn how to use sentences with different forms; statement, question, exclamation or command.
- To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).
- To know what a verb is
- To identify verbs within sentences
- To use verbs accurately within sentences
- To write sentences with subject-verb agreements
- To correct sentences with subject/verb agreements that are incorrect
- To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
- To use commas to separate items in a list
- Selecting correct punctuation to end a sentence. (!...?.)



Spelling

Suffixes

- Formation of nouns using suffixes such as **-ness**, **-er**.
- Formation of adjectives using suffixes such as **-ful**, **-less**
- Use of the suffix **-er** and **-est**
- Use of the adverb **-ly**



Assessment Changes 2016



- In line with the new curriculum and raised expectations, there will be new national curriculum tests for grammar, punctuation and spellings in Years 2 introduced in 2016.
- For your child to do well in the SPaG tests, they don't just have to be good at writing; they also need a technical understanding of how the English language works, including the correct grammatical terminology.



Sample Questions

My Favourite Toy

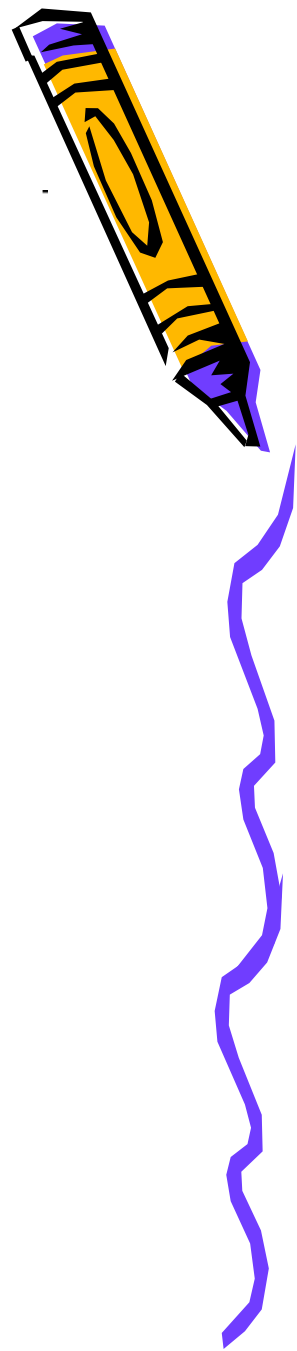
Write about your favourite toy. Choose one from the picture, or one of your own. Your task is to describe the toy and explain why you chose it.



The writing will be assessed according to four strands, made up of: grammar and sentence structure, punctuation, appropriacy of purpose and handwriting.

There will be 15 marks available. This will comprise:

Grammar and sentence structure	6
Punctuation	5
Appropriacy of purpose	2
Handwriting	2
	15



Tick **two** sentences that are correct.

The children is waiting for the rain to stop.

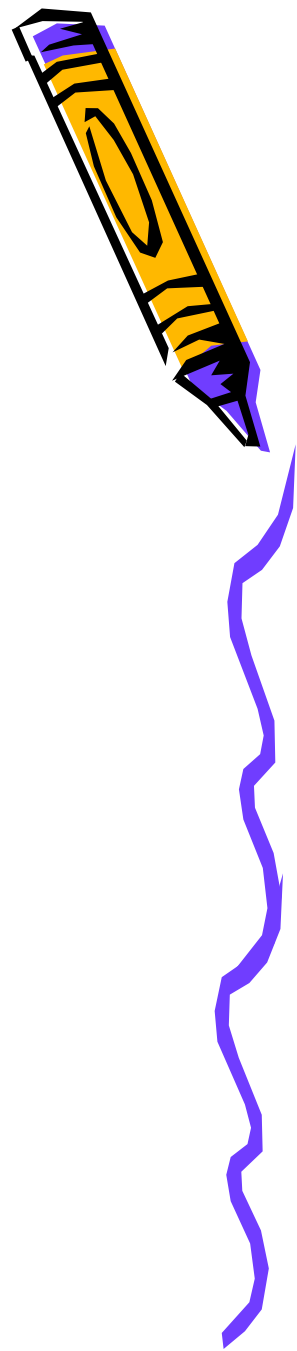
Holly is waiting for another turn on the swings.

I am waiting until lunchtime.

He are waiting for the bus every day.

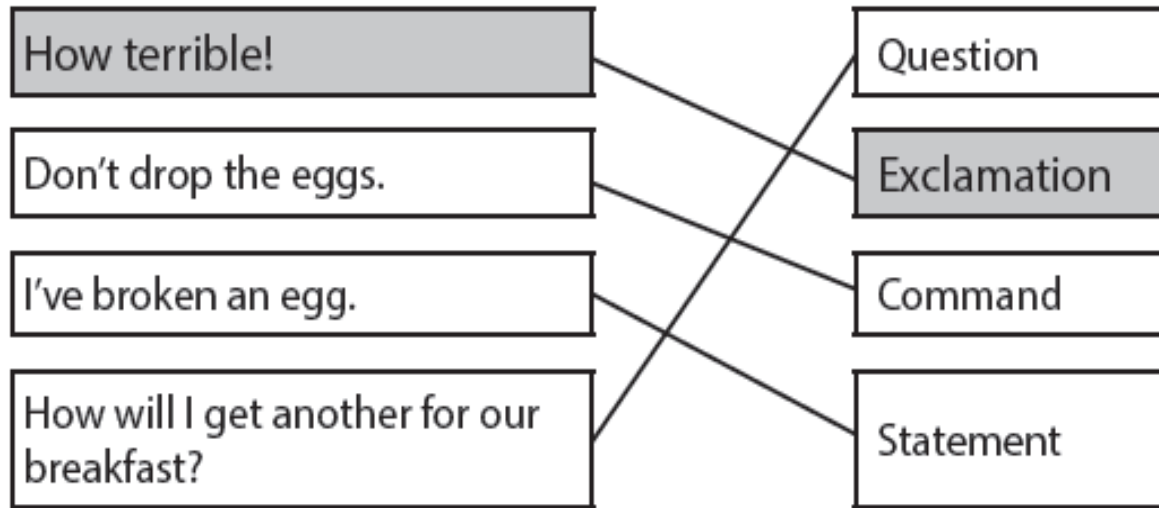
Tick **two**.





Draw lines to match each sentence with its correct type.

The first one has been done for you.

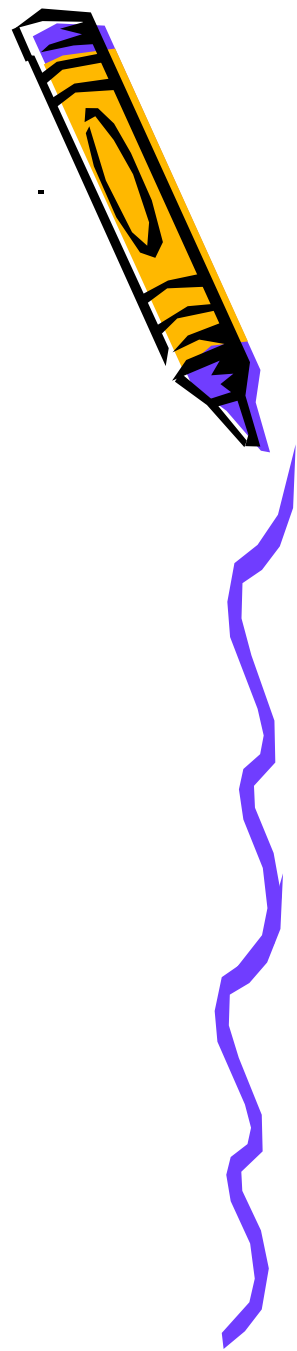


Award **1 mark** for all three matched correctly.

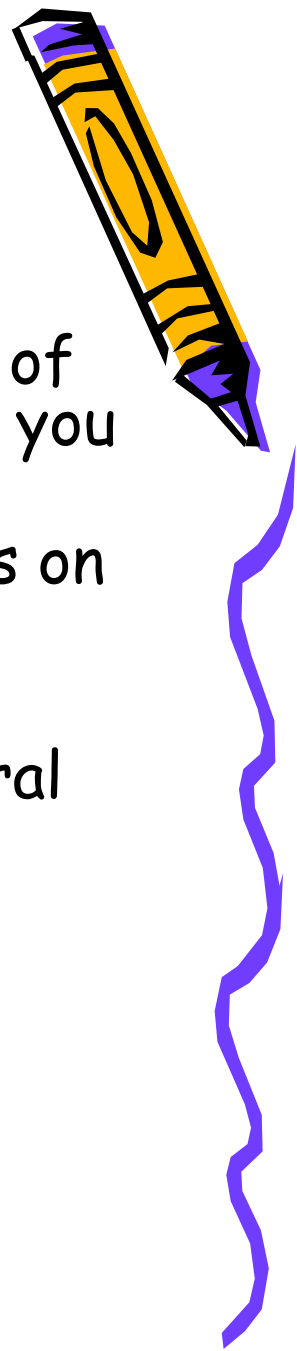


Paper 3: spelling test

There are two components to the spelling test: the first comprises 10 picture items, and the second is made up of 10 target words contained in sentences. The format of this test should be familiar to those who have administered key stage 1 previously.



How can you help at home



- READ!! Read with and to your child - all sorts of text, allowing the children to scan the text as you read.
- Ask lots of questions, with particular emphasis on SPaG.
- Extend their vocabulary.
- Practise spelling homework and revisit it several weeks later.
- Use the CGP home study books.
- Reinforce handwriting.
- Encourage your child to write for pleasure (in sentences).

