



Sounds & Syllables

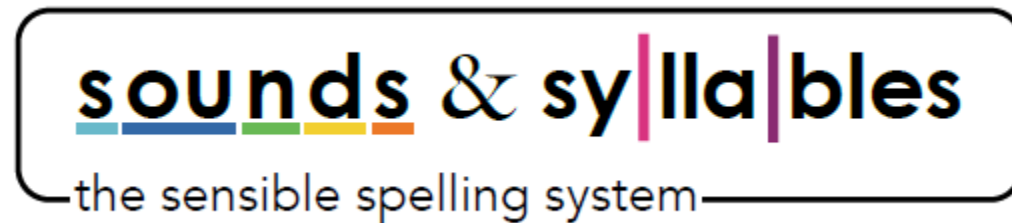
SPELLING

PARENT EVENING



Sounds & Syllables

Our school has chosen Sounds & Syllables as our spelling programme to teach spelling to Y2-Y6.



“Spelling is a code for sound.”
Jason Wade, Sounds & Syllables



Sounds - Phonemes

- A phoneme is the *smallest* unit of sound in a word

c a t

- There are **44** phonemes in English
- There are **26** letter names
- Spelling is a ***code*** that assigns letter names to units of sound



Learning to spell

- In teaching spelling there are no guarantees
- We cannot expect children, or adults to spell all words correctly
- Sounds and Syllables teaches children how the spelling system functions
- Sounds and Syllables teaches children to be smarter spellers who make smarter choices



Phonemic Spelling Sequence

Sounds and Syllables teaches spelling using:

- A Phonemic Spelling *Sequence*
 - Words are not single spellings
 - Words are a collection of spellings that represent *sounds*
 - Words are clustered into *syllables*



Phonemic Spelling Sequence - 5 steps

1. Say the word in a spelling voice
2. Snip the word into syllables
3. Say the sounds and write the spellings

We will focus on
these three steps

4. Target misspellings
5. Link to known words and phrases



1) A spelling voice – an overview

- A way of saying words that clearly articulates each sound.
- It clarifies the relationship between sound and spelling
- It is not about elocution, using a “posh” voice or trying to eliminate accent



A spelling voice – 4 steps

1. Separate and exaggerate syllables
2. Say consonants clearly and crisply
3. Over pronounce “reduced” vowels
4. Pronounce elisions



A spelling voice – Reduced vowels

- A reduced vowel refers to a change in the acoustic quality of vowels.
- You can hear it in words like:
 - mountain cabbage paper dollar
- In our spelling voice, we over pronounce the reduced vowel to narrow down the choice of how to spell it.



A spelling voice – Elisions

- An elision refers to an omission of sound
- We see it in words like:
- vehicle government average library
- In our spelling voice we clearly articulate the elision
- Children are more likely to represent the elision in their written spelling if they hear it



2) Snip the word into syllables – some guidance

- Snip into *natural* sounding spoken syllables
- Find the vowel sound
- Snip as soon after the vowel as possible
- Do not “bump” into the next vowel unless two vowels are adjacent
- Snip a word into sounds; not letters
- Multi-letter **sounds** should not be separated



Snip the word into syllables – some examples

- Here are some examples of how words are snipped
- Snipping will be done in school and models sent home as part of homework

o|pen

pl|an|et

ru|bbish

ne|on

sa|tchel

coo|kie

ze|bra

spind|ly

dan|ger

un|i|verse

bro|cco|li

spa|ghet|ti

wea|thered

or|phan|age

sump|tu|ous



Learning to spell – an overview

- In learning to spell our ultimate goal is that all words become *sight* words
- This means that the spelling of words is mapped to pronunciation and meaning
 - We know what words mean and how we pronounce them as we read, without having to process that information



3) Say the sounds and write the spellings

There are three steps:

1. Isolate the syllable
2. Separate the sounds
3. Write a spelling for each *sound*



Sound out & spell – isolate the syllable

- The first step is for the children to **isolate the syllable**
- Each syllable is dealt with **separately**
- We ask the children:
 - How many syllables? How many syllable lines?
- Let's spell “planet” (2 syllables; 1 syllable line)
- Our syllable line (a vertical line) is drawn:





Sound out & spell – separate the sounds

- Children sound out the **first** syllable
- We ask the children:
 - What do you hear when my finger is here? (How many sounds?)



- Children write the spellings for the *sounds* of the first syllable:

p l a |



Sound out & spell – write a spelling

- Children sound out the **second** syllable
- Children write the spellings for the *sounds* of the second syllable:

p l a | n e t
_ _ _ | _ _ _



Spelling Chart

spelling chart consonants					sounds & syllables				
the sensible spelling system					the sensible spelling system				
/b/ butterfly -bb- rubbish -be- cube -bu- build	/k/ cat -ck- kitten -ck- sock -ke- bake -ck- quick -ck- school -ck- soccer -ck- conquer -ck- cheque	/ch/ cheese -ch- nature -sch- carch -stion- question -cello- cello	/d/ dog -dd- teddy -de- ride -ed- turned	/f/ fish -ph- photo -ff- stuff -fe- knife -ugh- laugh -fun- fun	/g/ gift -gg- wiggle -gh- ghost -ge- guess -gue- league	/h/ hat -wh- whole	/j/ jar -gaily- giant -ge- fringe -judge- judge -gi- region -badger- badger -adjust- adjust	/l/ leaf -ll- pull -le- pile -lle- gazelle	/u/ bottle -le- bottle
/m/ mouse -mm- summer -me- some -mb- thumb -mn- autumn	/um/ prism	/n/ nail -nn- funny -ne- one -gn- sign -knot- knot	/ng/ king -ng- wink -ngue- tongue	/p/ pan -pp- happy -ape- ape	/r/ rabbit -rr- carry -wr- wrist -rh- rhyme	/s/ sun -ss- hiss -se- horse -cell- cell -dance- dance -scent- scent -castle- castle -crevasse- crevasse -sword- sword	/sh/ shoe -action- action -special- special -mission- mission -chef- chef -pressure- pressure -sugar- sugar	/zh/ treasure -vision- vision -collage- collage -genre- genre	/t/ tree -tree- bottle -special- special -lame- lame -topped- topped -roses- roses -doubt- doubt -receipt- receipt
/th/ thumb -th- thumb	/th/ feather -breath- breathe	/v/ van -ve- love -of- of	/w/ water -qu- quick -why- why	/x/ box -axe- axe	/gz/ exit -exit- exit	/y/ yarn -onion- onion	/z/ zombie -buzz- buzz -his- his -noise- noise -freeze- freeze -xylophone- xylophone		

spelling chart | vowels

sounds & syllables

the sensible spelling system

/a/  a- apple ai- plait	/e/  e- egg ea- bread o- many ai- said ei- leisure le- friend ur- journey ur- bury	/i/  i- igloo iy- myth o- cottage e- pretty u- busy	/o/  o- octopus wa- watch au- sausage ough- cough	/u/  u- umbrella o- glove oo- blood ou- young
/oo/  oo- book u- push o- wolf ould- could	/ae/  ai- train ay- play paper- paper break- break vein- vein ey- grey eight- eight straight- straight et- ballet	/ee/  ee- bee seat- seat ea- me baby- baby alien- alien monkey- monkey chief- chief ceiling- ceiling ae- algae	/ie/  ie- pie find- find fly- fly night- night feisty- feisty height- height dye- dye	/oy/  oy- cross oy- boy
/ow/  ow- house crown- crown ough- plough	/oe/  oo- boat go- go ow- slow oe- toe dough- dough plateau- plateau	/ue/  oo- moon u- truth o- move chew- chew ue- blue	/ue/  ou- soup fruit- fruit shoe- shoe through- through sleuth- sleuth	/yue/  ue- cube ew- few value- value euphoria- euphoria
/ar/  ar- car father- father half- half heart- heart	/air/  ear- chair are- care bear- bear where- where aerial- aerial hair- hair solitaire- solitaire	/eer/  ear- hear eer- here eer- cheer tier- fierce	/or/  or- horn ore- more draw- draw ball- ball haunt- haunt warm- warm door- door	/our/  our- four board- board walk- walk bought- bought ought- ought caught- caught dinosaur- dinosaur
/oor/  oor- poor ure- sure our- tour	/yoor/  ure- cure eureka- eureka	/ur/  ur- germ bird- bird burger- burger worm- worm ear- earth journey- journey ere- were	/uh/  ur- spider along- along lesson- lesson oven- oven evil- evil circus- circus captain- captain famous- famous	/uh/  ur- collar doctor- doctor flavour- flavour treasure- treasure metre- metre vinyl- vinyl cheetah- cheetah

The Sounds & Syllables spelling chart is available as a separate attachment. It shows how the phonemes of British English are represented by spellings.



Spelling Chart

- The Sounds & Syllables spelling chart does not aim to be a complete representation but includes 247 sound spelling matches.
- The matches are separated into consonants (page 1) and vowels (page 2).
- The spellings are listed in order of frequency that they represent the phoneme, with those at the top being the most frequent.
- Spellings in pink are those in the main spelling system and occur more frequently.
- Spellings in purple are rarer spellings.
- Children have these to refer to in class and will be available on our website.



Homework

say snip sound & say spell & say target	say snip sound & say spell & say target	say snip sound & say spell & say target	say snip sound & say spell & say target	say snip sound & say spell & say target
f i n a l e	finale			
r e c i p e	recipe			
s i m i l e	simile			
k a r a t e	karate			
c o y o t e	coyote			
m a c h e t e	machete			
k a r a o k e	karaoke			
e p i t o m e	epitome			
a p o s t r o p h e	apostrophe			
c a t a s t r o p h e	catastrophe			

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- Homework sheets will be sent home w/c 31st October at the start of Term 2.
- More information will be provided when sheets are sent home.



How you can help with spelling at home

- Ask children to say their spellings in their spelling voice
 - Join in with them and repeat the spellings with them in a spelling voice
- Ask them how they would snip the words into syllables – do they know it's as soon as possible after the vowel?
 - (The initial snipping will be done at school and provided as part of the homework)
- Support them with practice & look / say / cover / write / check
- Support your child with misspellings – break the word down into syllables and praise the correct spellings of individual syllables
- Quiz them on their spellings in your “normal” voice



Let grammar, punctuation, and
spelling into your life! Even the most
energetic and wonderful mess has
to be turned into sentences.

— *Terry Pratchett* —