

SPEECH & LANGUAGE

PHONICS

SPELLINGS

WEDNESDAY 21ST NOVEMBER 2018



SPEECH, LANGUAGE AND COMMUNICATION



WHAT DO THESE TERMS MEAN?

Language is the ability to understand words and sentences so that we can follow what is being said to us. It involves organising our thoughts and ideas using appropriate vocabulary into grammatically correct sentences ready for talking.

Speech is the ability to combine sounds together to say words.

Communication is the ability to say the right thing, at the right time in the right way. It involves using speech and language skills to send the messages we want to send to others.



Adapted from a model used in many speech and language therapy services across the UK

WHY IS IT SO IMPORTANT?

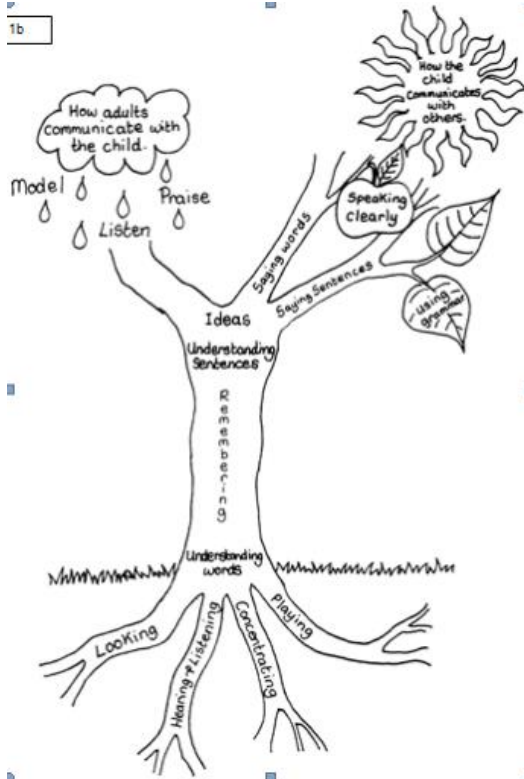
"Almost everything we do involves speech, language and/ or communication. Everyday tasks, having a conversation, making friends, sorting out problems and having fun all rely on our ability to communicate. Crucially, speech, language and communication are also essential skills for enabling children and young people to learn. Children with speech, language communication needs (SLCN) are at high risk of difficulties with reading, writing and spelling. If children can't say words, they will be more likely to have difficulties in 'sounding out' words for reading and spelling, or writing them down. If they can't understand the words they hear, they will struggle to understand what they have read." The Communication Trust

Here are some statistics from the Communication Trust:

- 50-90% of children with persistent speech, language and communication difficulties go on to have reading difficulties.
- In the UK, over 1 million children and young people - that's 2 - 3 in every UK classroom - have some form of long term and persistent speech, language and communication difficulty.
- The Berrow Review (2008) found that at the end of primary school, although nearly 80% of all children achieve the expected level in English, just 25% of children with long term communication difficulties reach that level - a gap of almost 55%.
- This review also found that at the end of Key Stage 4, the 'attainment gap' between children with communication difficulties and their peers is marked. Just 15% of children with communication difficulties achieve 5 GCSE A*- C or equivalent compared to 57% of all young people.
- When language difficulties are resolved by the age of 5 and a half, students are more likely to go on to develop good reading and spelling skills. This good performance continues throughout their school careers and they pass as many exams on leaving school as children without a history of speech, language and communication difficulties.

WHERE CAN DIFFICULTIES ARISE?

Difficulties in one area are likely to have an impact on other areas of communication.



Children can have difficulties in any of the areas on the chart.

- Difficulties with paying attention and listening will make it very difficult to take in the learning going on in a classroom.
- Difficulties understanding the meaning of words means children will find it difficult to understand what is being taught. *Children of 6 have a vocabulary of 14,000 words. So between 18 months- 6 years they have to learn 8 new words per day.*
- Difficulties with memory means they may struggle to make connections across their learning and may not be able to follow instructions easily.
- Difficulties understanding sentences means they may not be able to assimilate information, make inferences or use information to solve problems.
- Difficulties thinking of ideas to say may affect their ideas for writing and their organisation of a task.
- Difficulties saying words and sentences will make it difficult to express themselves to others.
- Difficulties with speech clarity and grammar will affect their reading, writing and spelling.

HOW DOES SPEECH, LANGUAGE AND COMMUNICATION AFFECT EARLY READING AND SPELLING?

People often think that reading begins with learning to sound out letters. Most young kids are **getting ready to read**, however, long before they learn that letters stand for sounds. Reading actually starts with kids tuning in to the sounds of spoken words. That's where phonological awareness comes in. https://www.youtube.com/watch?v=M_vLX8mxO4I

Often phonological awareness isn't really taught at all. It's a skill most kids pick up by being exposed to a rich language environment. Every time you read a nursery rhyme or rhyming story to your child, you're helping them build the skill.

When children do not have a well developed phonological awareness and they are expected to blend and segment for reading and writing we see that reading and spelling become problematic for the child because they are not able to distinguish the sounds within words fluently. They may struggle to identify the first sound they hear in words or blend individual sounds into words. Kids who have significant challenges in this area may also struggle with some aspects of language. These may include the ability to understand questions and directions. They may have trouble learning and remembering new words. Kids may also have trouble expressing themselves clearly.

HOW DOES THIS AFFECT THEIR LATER READING SKILLS?

A study called the National Early Literacy Panel (NELP) found that measures of communication skills are particularly strong predictors of reading success.

The difference may not be so noticeable when first learning phonics and reading simple words and sentences, however, children who have good language skills go beyond word and sentence comprehension and will use both information from the text and their own world knowledge to be able to fully comprehend what they are reading. To do this, successful comprehenders draw upon a set of higher-level cognitive and linguistic skills, including inferencing, monitoring comprehension, and using text structure knowledge.

These high-level language skills are not exclusive to reading. In fact, children begin developing these language skills well before formal reading instruction in a range of language comprehension situations. For example, young children rely on knowledge of narrative structure to do things like follow a set of instructions, share their daily activities around the dinner table, or understand spoken stories, cartoons, and movies.

WHAT CAN WE DO ABOUT IT?

The Communication Trust have developed the following top tips for developing talk:

- Giving children a rich language environment is the best way to help their speech, language and communication skills. Giving them time to talk and to hear good models of language is invaluable.
- Children need adults to nurture and support their language and communication.
- Spend time playing, talking and listening to your child. Take every opportunity to model vocabulary and conversation skills.
- Stop and look at your child when they are talking to you to show you are listening and don't rush them to finish.



1. Get their attention

When children are absorbed in another activity, it can be hard to listen. Say their name first to get their attention and make sure they are listening.

2. Vocabulary is key

Learning and remembering words is incredibly important. Help children of all ages by using all their senses to teach new words. Then build in lots of repetition and practice.





3. Build on what they say

Build on what children know and say already, to support them develop language to go to the next level; for example, taking turns with babies, adding words for toddlers, adding phrases for older children and showing teens how to debate.



4. Talk about what children are interested in

Children and young people are much more motivated to talk when it is about something they are interested in. Ask an open question where the answer is not only yes or no about a favourite hobby, for example.



5. Be careful with questions

When adults use comments and prompts rather than questions, children join in and talk a lot more.

A photograph of a man and a young boy sitting outdoors. The man, on the left, is looking down at the boy. The boy, on the right, is looking up at the man. A large blue speech bubble is overlaid on the image, containing text. In the bottom right corner, there are three small circular icons: a square, a plus sign, and a minus sign.

6. Show them the right way

If children make mistakes, it's best to repeat back what they say rather than tell them it's wrong. Say it clearly with the right words, so they can hear how things should sound. Children learn from what they see and hear.



7. Make learning language fun

Play around with words, make up silly rhymes - children of all ages can enjoy the fun of language. Understanding how words are made up and rhyme helps with learning to read.



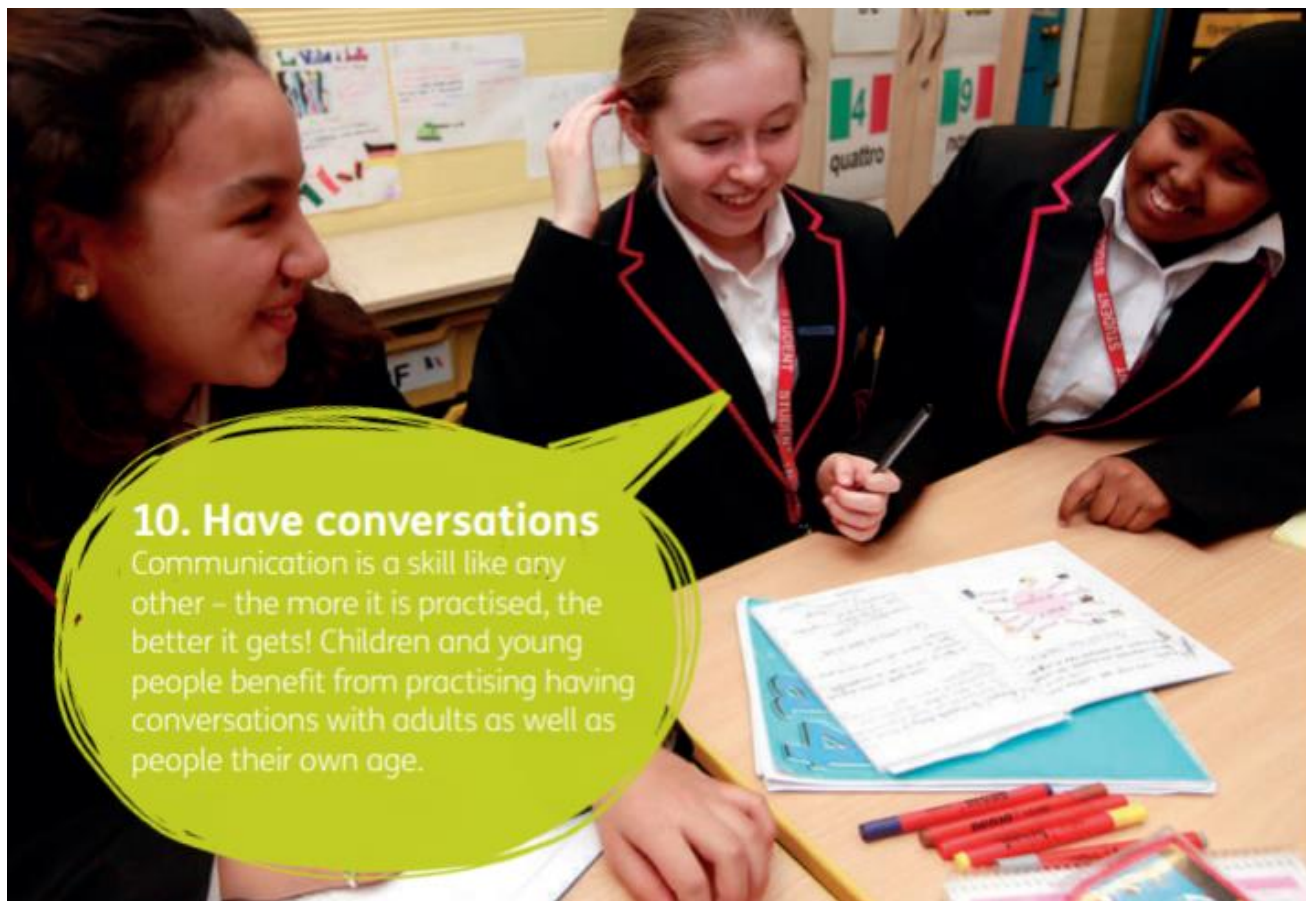
8. Give children time

Children need time to process what others have said, work out what they are going to say and how they are going to say it. Use facial expression to show you are listening and happy to wait.



9. Check out understanding

Encourage children to ask when they are unsure; check out understanding by asking children if they have understood – can they tell you what they need to do?



10. Have conversations

Communication is a skill like any other – the more it is practised, the better it gets! Children and young people benefit from practising having conversations with adults as well as people their own age.

HOW TO HELP SPECIFIC LANGUAGE SKILLS:

To improve phonological awareness: make language play a part of your day. Read your child rhyming books, sing songs, and have them come up with words that rhyme or start with the same sound. You can also play phonological awareness games online. Choose activities your child enjoys, and keep it short—five minutes or so—in order to hold their interest.

To improve higher comprehension skills: Have a shared book reading time. Although various approaches have been found to improve children's language, the approach of shared book reading has gained the greatest research support thus far, particularly when such reading is carried out dialogically, that is, with much language interaction between the reader and the child. Combining shared book reading along with other language activities with explicit decoding instruction can make the difference between a child whose literacy development is at or above standards or one who struggles with reading, writing, and literacy throughout his or her education.

RESOURCES:

Listen Up pack from the Communication Trust

Summer Talk from the Communication Trust

Ultimate Guide to Phonological Awareness (online)

PHONICS



WHAT IS PHONICS AND HOW IS IT TAUGHT?

Phonics is all about the skills for reading and spelling and knowledge of the alphabet.

At Stebbing we follow the Letters and Sounds phonics scheme. This consists of 6 phases, beginning in Early Years and continuing until Year 2. Phonics is taught for 20 minutes each morning and is mostly taught in small groups.



STARTING OUT WITH PHONICS - TERMINOLOGY

- Blending
 - Hearing the separate sounds in a word and blending (putting them together) to say the word
 - /b/ /e/ /d/ = bed
- Segmenting
 - Hearing the whole word and saying every sound they hear.
 - tin = /t/ /i/ /n/
- Phoneme
 - Sounds heard in a word
- Grapheme
 - How a phoneme is written down

STARTING OUT WITH PHONICS - TERMINOLOGY

- Digraph
 - Two letters that make one sound when read - oa, ur, ch, ck
- Trigraph
 - Three letters that make one sound when read - ear, igh, ure
- CVC
 - Consonant, vowel, consonant - cat, dig, tap
- Tricky Words
 - Words that cannot easily be decoded
 - Eg. the, no, he, she, I

EARLY SKILLS – PHASE ONE

Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.

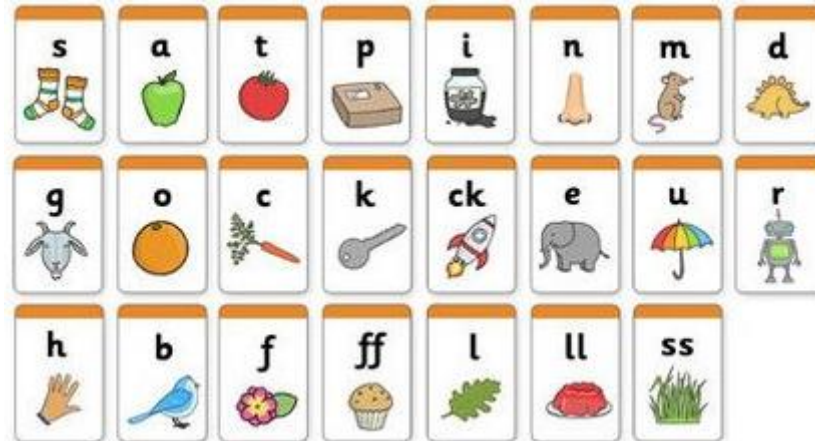
Exploring sounds in songs, rhymes, **environmental sounds** not necessarily letter sounds:

- Listening to sounds
- Learning how to discriminate sounds and knowing the difference between them
- Remembering sound patterns
- Orally segmenting and synthesising sounds
- Understanding how our mouth feels when we make that sound
- Recognising rhymes orally even if suggestions are not real words

PHASE TWO

Children will learn their first phonemes and will use these to segment and blend simple CVC words.

They will also learn to read and write their first set of 'Tricky words' - **I, to, the, no, go**



Sound buttons

sh e ll

Robot talk



Phoneme fingers

r	i	ng	ch	i	ck
.	.	—	—	.	—

Phoneme frames

n	igh	t
.	—	.

PHASE THREE

By the time they reach Phase Three, children should be able to blend and segment words using the phonemes taught in Phase Two.

They will learn a further 26 phonemes in Phase Three, which mostly consist of digraphs and trigraphs.

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

During Phase Three, the next set of **tricky words** will also be taught.



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

PHASE FOUR

Phase Four doesn't introduce any new phonemes. The 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**. It also focuses on the reading and spelling of words with more than one syllable.

During this phase, children will be taught another set of **tricky words** to read and write.



PHASE FIVE - MORE GRAPHEMES

In Phase Five, children will learn more graphemes for the same sounds. 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.

They will also learn another set of tricky words.



oh	Mrs	people
Mr	called	looked
could	asked	their

YEAR ONE - PHONICS SCREENING CHECK

This check happens in Year one and will contain a mix of real words and 'non-words' (or 'nonsense words'). It checks that your child can:

- Sound out and blend graphemes in order to read simple words.
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- Read a selection of nonsense words which are referred to as pseudo words.

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



PHASE SIX

- Focuses on spellings, including prefixes and suffixes, doubling and dropping letters etc.
- Making a word a plural
- Learning about the past tense
- Compound words e.g. everywhere
- Reading and spelling irregular high frequency words

-s

-es

-ing

-ed

-er

-est

-y

-en

-ful

-ly

-ment

-ness

RESOURCES

- Phonics Play - www.phonicsplay.co.uk/
- How to say the sounds - www.youtube.com/watch?v=EYx1CyDMZSc
- Alphablocks - www.bbc.co.uk/cbeebies/shows/alphablocks
- Tricky words songs - <https://www.youtube.com/watch?v=TvMyssfAUx0>
- Oxford Owl eBooks - <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- Letters and Sounds - <http://www.letters-and-sounds.com/>
- ICT Games - <http://www.ictgames.com/>
- Topmarks - <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

SPELLING



THE IMPORTANCE OF SPELLING!



"If parents engage with their children's education, the attainment of the child will increase by 15%..."

Professor Charles Desforges



WHY IS SPELLING SO HARD?

- 26 letters
- 44 sounds - 'phonemes'
- 19 vowel sounds
- 25 consonant sounds

Being able to spell involves a combination of multiple strategies:

- Phonics
- Grammatical understanding
- Meaning
- Analogies (patterns, links and visual memory)
- Spelling conventions

A vast amount of evidence out there that supports the notion that spelling is a multi-sensory approach.

WHY IS SPELLING SO HARD?

1. English words are from all over the place

The English language has been heavily influenced by European invaders; art, music and literature; the colonisation of other countries; and immigration. Even common-sounding words can originate from far-away places, such as: 'rucksack' (borrowed from German) or 'pyjamas' (borrowed from Hindi).

1. There are different ways of spelling the same sound.

For example: bye, bike, pie, find, eye, height.

1. One spelling can represent a variety of sounds.

For example: ear, bear, heart.

1. Some words have totally different meanings but are spelt and pronounced the same.

These words are called *homonyms*. The word 'ball', for example, can refer to both a toy and to a formal dance.

1. Some words are spelt the same but are pronounced differently?

These words are called *heteronyms*. The words 'desert', 'tear', and 'number', for example, can all mean two different things depending on how they are pronounced.

READING & SPELLING

Unsig the peowr of the hmuan mnid, it desno't
mtater waht oedrr the lteters are wirtetrn in a
wrod, the olny iotamprnt tnihg is taht the fsirt
and lsat leretts are the smae. Azmanig, ins't it?

Word reading and word spelling draw on the same pool of knowledge about letters, sounds, and how these map onto each other. In English learning to read and spell is made difficult by the lack of 1:1 correspondence between letters and sounds. There are two key differences between reading and spelling that make spelling a more difficult skill to learn. **Firstly, the English language is more unpredictable for spelling than for reading (Caravolas, Hulme, & Snowling, 2001).** Thus, when a child comes to the task of spelling a word, they are faced with more ambiguity than when they come to the task of reading a word. **Secondly, spelling involves producing a letter string from memory whereas reading involves deciphering print on the page (Ehri, 1997).** For spelling then, a child must produce a series of letters in the correct order, which is more demanding than recognising a series of letters on the page.

I take it you already know
Of tough and bough and cough and dough?
Others may stumble but not you
On hiccough, thorough, slough and through.
Well done! And now you wish perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead, it's said like bed, not bead-
for goodness' sake don't call it 'deed'!
Watch out for meat and great and threat
(they rhyme with suite and straight and debt).

A moth is not a moth in mother,
Nor both in bother, broth, or brother,
And here is not a match for there,
Nor dear and fear for bear and pear,
And then there's doze and rose and lose-
Just look them up- and goose and choose,
And cork and work and card and ward
And font and front and word and sword,
And do and go and thwart and cart-
Come, I've hardly made a start!
A dreadful language? Man alive!
I'd learned to speak it when I was five!
And yet to write it, the more I sigh,
I'll not learn how 'til the day I die.

THE RESEARCH

One of the profound findings in research is that the skills of spelling consist of about 40% phonics, 40% visual memory and 20% semantics, or meaning.

In fact, most poor spellers over utilise phonics and "spell it like it sounds."

The skill that is missing is the one we employ when we've written something then said to ourselves, "That doesn't look right."

HOW WE TEACH SPELLINGS IN SCHOOL

- Weekly spelling lessons to teach that week's spelling pattern following the objectives outlined in the national curriculum.
- Spelling rule referred to throughout the week.
- Opportunity for spelling games to be played within school.
- Homework club for the children to attend if they would like support with their spelling homework.
- Spelling errors identified within lessons and in post lesson feedback.
- Dictionaries and thesauruses made available to all children every lesson.
- A range of strategies modelled and taught to suit all learning styles (visual, auditory & kinaesthetic).
- Ideally, we would like to encourage meta-cognitive thinking where children understand the best approach for them and for particular words.

HOW ARE SPELLINGS ASSESSED?

- Weekly spelling homework marked and misconceptions identified.
- Termly spelling assessments in all year groups linked to year group curriculum spelling patterns.
- End of Key Stage Assessments for year 2 and year 6.

SPELLING HOMEWORK

- Each class works slightly differently but all classes have a spelling rule and a list of spellings that go home once a week.
- Choice of six spelling activities that the children can complete.

(We are constantly reviewing the effectiveness of the different spelling homework activities so your feedback would be valued)

FIND OTHERS LIKE ME

Try to find other words that follow the same spelling rule as the one you have been working on in class.

You could use your reading book, a dictionary or anything that has writing on it.

WORDSEARCH

Create a word search using the templates provided.

Try to use as many words as possible that follow the spelling rule that you have been working on in class.

**Spelling
Shed** 

Have a go at practising your spellings using the Spelling Shed games. Complete all of the games that have been set by your teacher.



**LOOK
say
cover
write
check**

Teach the spelling rule that you have been working on in class to a family member at home.

TEACH ME

Write at least 8 sentences using the words on your list of spellings. Be careful to spell them accurately in your sentences.

SENTENCES USING ME



Spelling Shed



SIR LINKALOT

As previously discussed, children and adults learn spellings in a wide variety of ways so we try to provide the children with just that.

We are trialling the new system in Owls class with the view that we will then roll the programme out through the school after Christmas as another tool to support the teaching of spelling.



<https://vimeo.com/275158036>



<https://vimeo.com/269822529>



<https://vimeo.com/269822452>

HOW CAN YOU HELP AT HOME

- When reading with your child, discuss patterns that occur in words.
- Don't automatically tell your child how to spell a word. Ask them to think of patterns that they know or words that they are similar to.
- Encourage your child to find other words with the same rule/pattern as the rule in the spelling homework (we want to avoid children thinking that there are lists of words that need to be memorised).
- If your child is stuck on a spelling, ask them to break it down into manageable chunks (segmenting).
- Point out words that are linked by meaning using the same base or root word.
- Help your child find links within and across words that they already know how to spell.
- Use the letter sounds and not the letter names.
- Make spelling fun - take a look at the activities in the pack.
- Support your child with their spelling homework.
- Provide a positive spelling environment.

