



sounds & sy|lla|bles
the sensible spelling system

Parents'
Meeting
1st October 2024

sounds & syllables
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We adopted this programme last year as it was designed with three simple, principles in mind: that it would be universal, simple and logical.

It builds on and reinforces the phonics learning that our pupils undertake at Key Stage 1.



UNIVERSAL

- Works with spellers of all abilities, from those who might find spelling consistently a challenge to those who are confident, sophisticated spellers.
- The Sounds & Syllables spelling approach helps children to spell any word in the English Language from hip to hippopotomonstrosesquipedaliophobia.



SIMPLE

- It's an approach that only needs to be learned once and pays back in improved spelling for years to come.
- There are no complex spelling rules to learn, no mess of unhelpful spelling.
- One simple five-step spelling sequence.



LOGICAL

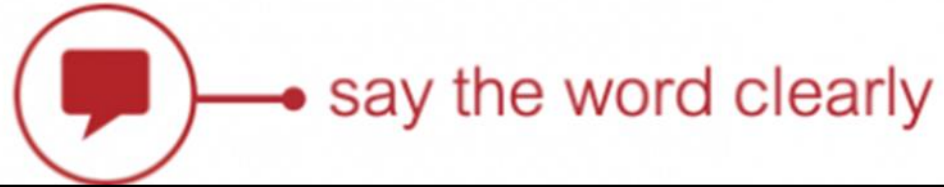
- Sounds & Syllables teaches children how English spelling actually works.
- It unlocks the logic of English spelling (it is not a chaotic mess with countless rules and countless exceptions)
- It shows children how a few simple principles can improve their spelling.

spelling sequence

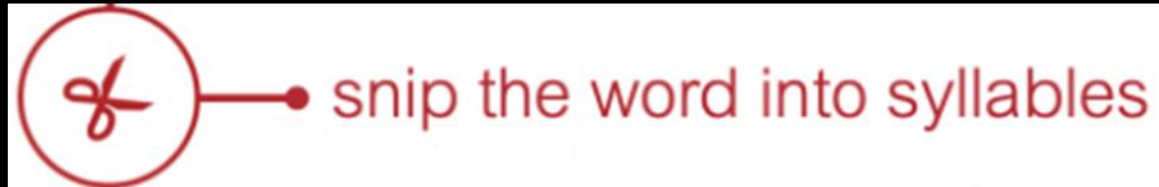
-  say the word clearly
-  snip the word into syllables
-  say sounds and write spellings
-  target tricky spellings
-  lock in tricky spellings

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- Attending to the sounds in spoken words is the foundation of good spelling
- If children do not hear and say sounds within words clearly, they are less likely to spell correctly
- Children should clearly articulate each sound in the word they are attempting to spell



a **syllable** is a single 'beat' in a word and consists of a single **vowel sound** which might have consonant sounds before and after


pro | nun | ci | a | tion

there is no universally agreed way to break longer words into syllables

snip syllables in a way that feels **natural** when spoken

ro | bin

this will typically result in consonant starting a syllable

 snip the word into syllables

the purpose of syllable division is to break a longer word into **manageable chunks**

if students split syllables differently, that's fine as long as:

- they have the **correct number** of syllables
- each syllable contains a **single vowel**
- spellings do not cross **syllable boundaries**

1. say syllables distinctly

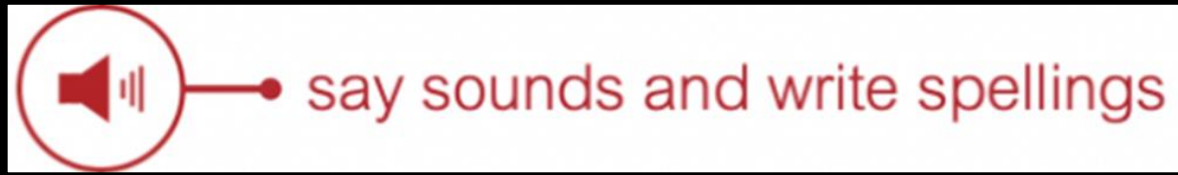
phy si cal

2. draw syllable lines
(one less than the no.
of syllables)

| |

3. point to the
gaps and say the
syllables once more

phy | si | cal



- **sound lines** are a bridge between sound and spelling
- when drawing sound lines children should be thinking about the **sounds** in the syllable
- when writing spellings children should be considering with which **letters** these sounds are **spelled**
- draw **lines** of equal length and no dots
- drawing dots encourages children to think of spelling and not sound
- you can only select a dot correctly if you already know the spelling


 say sounds and write spellings

sh ar k

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 target tricky spellings

 lock in tricky spellings

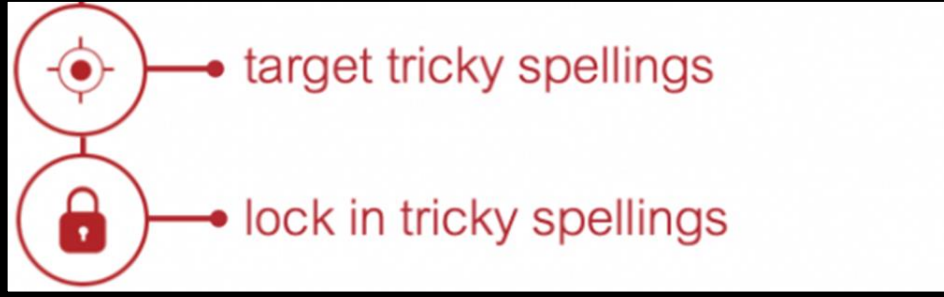
have children **circle** tricky spellings and **write**
the **correct** spelling **above**

ar
quorlter

once tricky spellings have been identified and corrected, if possible, **link** them to words containing the **same pattern** they already know

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ea

wel|thy

↓

bread
dead
ready

wr a ge

re|ck|idge

↓ ↓

wrong damage
wrist manage
write village

weekly timetable

| | | |
|-----|---------|----------------------|
| mon | 30 / 45 | spelling lesson |
| tue | 10 / 15 | statutory spellings |
| wed | 10 / 15 | independent practice |
| thu | 10 / 15 | paired quizzing |
| fri | 15 / 20 | spelling test |

spelling lesson structure

| | |
|------------------|-------------------------------------------------------------------------------|
| introduce | introduce the word list describe the pattern clarify unknown vocabulary |
| teach | explain or investigate the pattern whole class guided practice |
| practice | independently practice spellings use printable resources |
| check | paired or whole class quizzing |

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WORD MAP

words with elision

Say the word clearly in a spelling voice.
Copy the word onto the word map.
Say each sound as you write the spelling.

1 several 2

_____ | _____ | _____

 average

_____ | _____ | _____

3 vehicle 4

_____ | _____ | _____

 desperate

_____ | _____ | _____

5 government 6

_____ | _____ | _____

 recognise

_____ | _____ | _____

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BREAKDOWN

words with elision

Say the word in a spelling voice.
Snip the word into syllables and draw syllable lines.
Say the sound for each spelling and draw sound lines.

1 s e v e r a l 2 a v e r a g e

3 v e h i c l e 4 d e s p e r a t e

5 g o v e r n m e n t 6 r e c o g n i s e

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MAP MATCH



words with elision

Match each word to a map.
Say the word clearly in a spelling voice.
Copy the word onto the word map.
Say each sound as you write the spelling.

average comfortable desperate environment government

particularly recognise several temperature vehicle

| | | | |
|---|---------------------|---|-----------------|
| 1 | ___ ___ ___ ___ ___ | 2 | ___ ___ ___ ___ |
| 3 | ___ ___ ___ ___ | 4 | ___ ___ ___ ___ |
| 5 | ___ ___ ___ ___ | 6 | ___ ___ ___ ___ |

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MIXED UP



words with elision

Unjumble the spellings.
Use the sounds & syllables sequence to write the word on a word map.

| | | | |
|---|----------------------|---|----------------------|
| 1 | a l v e s e r | 2 | e r a v a g e |
| | <input type="text"/> | | <input type="text"/> |
| 3 | l e c h i v e | 4 | s e r t e p e d a |
| | <input type="text"/> | | <input type="text"/> |
| 5 | m e r v o n g e n t | 6 | s e i c e g o r n |
| | <input type="text"/> | | <input type="text"/> |