



sounds & syllables
the sensible spelling system

Parents'
Meeting
30th January
2024

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We have adopted this programme 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

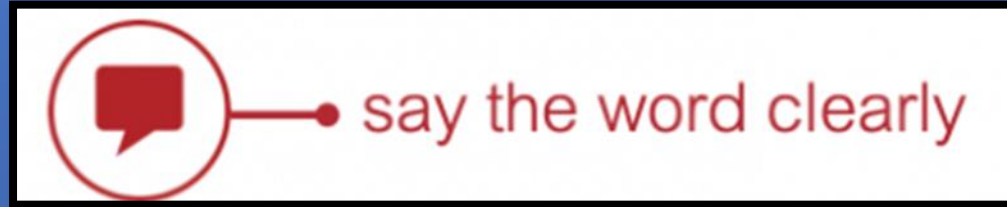
- Sounds & Syllables teaches children how English spelling actually works.
- It unlocks the logic of English spelling (it is not a chaotic mess with countless rules and countless exceptions)
- It shows children how a few simple principles can improve their spelling.

spelling sequence

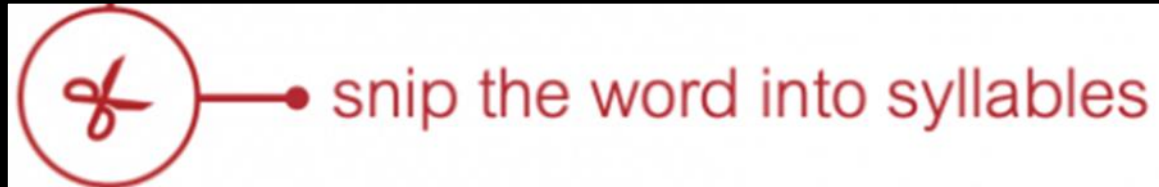
-  say the word clearly
-  snip the word into syllables
-  say sounds and write spellings
-  target tricky spellings
-  lock in tricky spellings

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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**

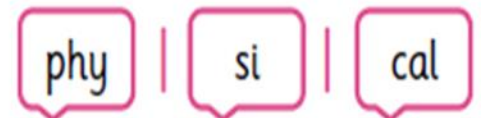
1. say syllables distinctly

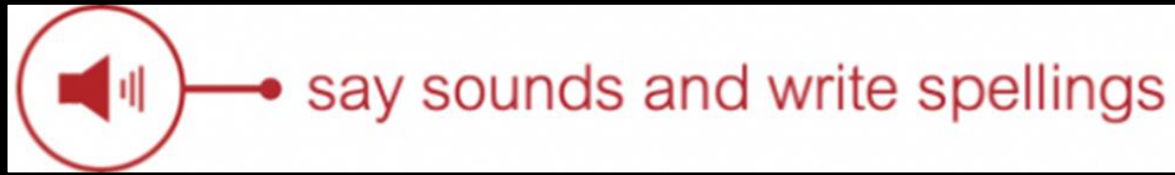


2. draw syllable lines
(one less than the no. of syllables)



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





- **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

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say sounds and write spellings

sh ark

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 target tricky spellings

 lock in tricky spellings

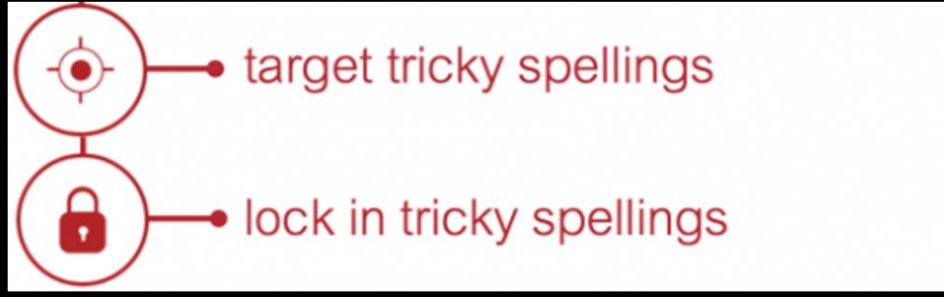
have children **circle** tricky spellings and **write**
the **correct** spelling **above**

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