

Welcome to Year 5/6



**The language
of spelling.**

Phoneme

Grapheme

Digraph

Trigraph

Oral Blending

Blending

Oral segmenting

Segmenting

(GPC)



Phoneme - SOUND

Grapheme - WRITTEN PHONEME

(GPC) - GRAPHEME - PHONEME CORRESPONDENCE

Digraph - 2 LETTER GRAPHEME

Trigraph - 3 LETTER GRAPHEME

Oral Blending - HEAR AND MERGE PHONEMES

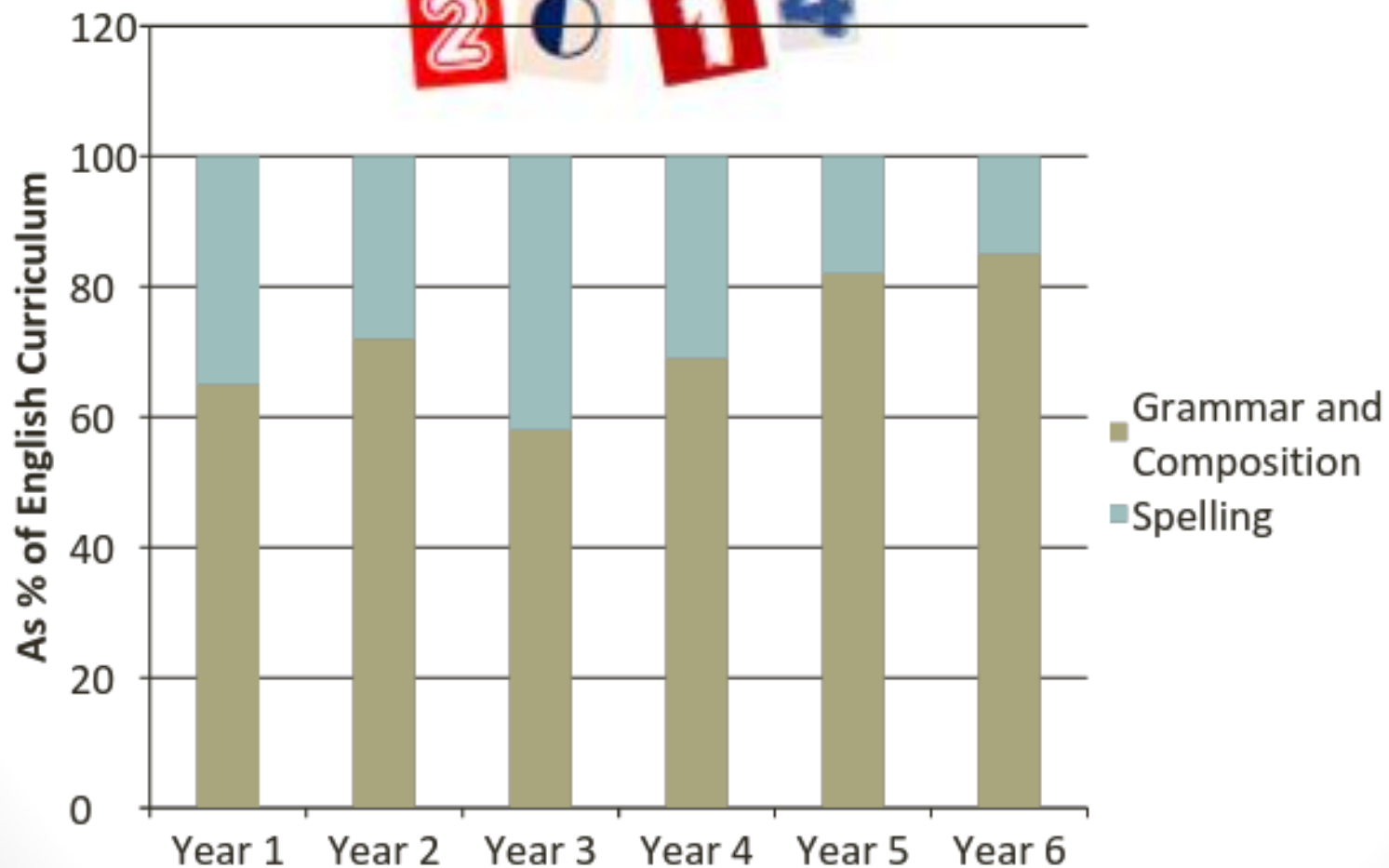
Blending - USING GPC TO MERGE GRAPHEMES

Oral segmenting - HEAR & SPLIT INTO PHONEMES

Segmenting - AS ABOVE THEN TRANSLATING PHONEMES TO GRAPHEMES

Curriculum

2014



CATCH UP!!!
CATCH UP!!!



SATs Tests – Year

6

<https://www.gov.uk/government/publications/2016-key-stage-2-english-grammar-punctuation-and-spelling-sample-test-materials-mark-scheme-and-test-administration-instructions>





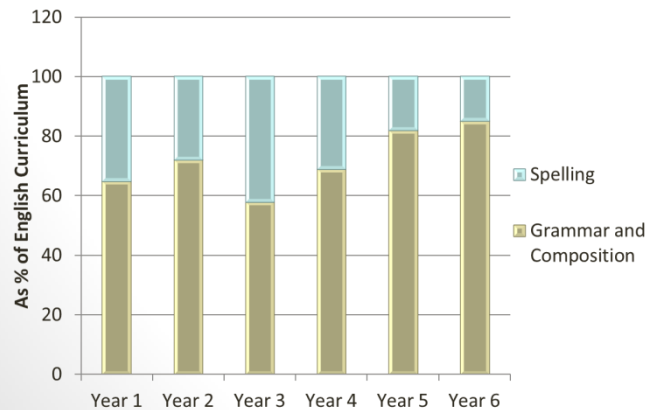
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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/428353/2015_KS2_L3-5_EnglishGPS_paper2_spelling_PDF.pdf

YEARS 5/6

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf



+ backfill



unstuck

‘Natural’ Spellers



Less Confident Spellers



Inset Day



RE

Curriculum

[New Curriculum at St. Peter's](#)[Curriculum Booklets](#)[Years 1&2](#)[Years 3&4](#)[Years 5&6](#)[Assessment](#)

New Curriculum at St. Peter's

This section provides information about the curriculum for Years 1 to 6. The curriculum overview provides a summary of how the curriculum is organised and taught at St. Peter's from Year 1.

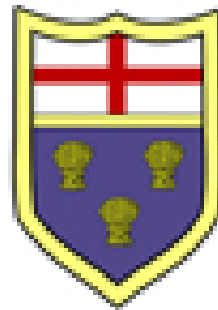
There is also a table showing the different overarching themes that are taught each term in the respective yearbands over a two year cycle.

The Yearband folders contain more detailed information of the key objectives in each curriculum area showing where and when they are taught.

The Yearband curriculum books have also been uploaded. These give an explanation of what will be covered in each subject for the term, as well as some useful information about homework, kit and equipment. A hard copy of the relevant booklet is sent home at the start of term, but can also be found here as a reference. These booklets are updates each term.

[Curriculum Overview.pdf](#)

what
are we *doing*?





Revisit/ Review

Go through previous day's learning or recent grapheme- phoneme correspondences taught.



Teach

New grapheme- phoneme correspondence- visual search for position in words, blending skills for reading words, segmenting words for spelling letter formation.



Practise

Counting phonemes and spelling words, investigating patterns and rules, games, wordsearches and crosswords, whiteboard work.



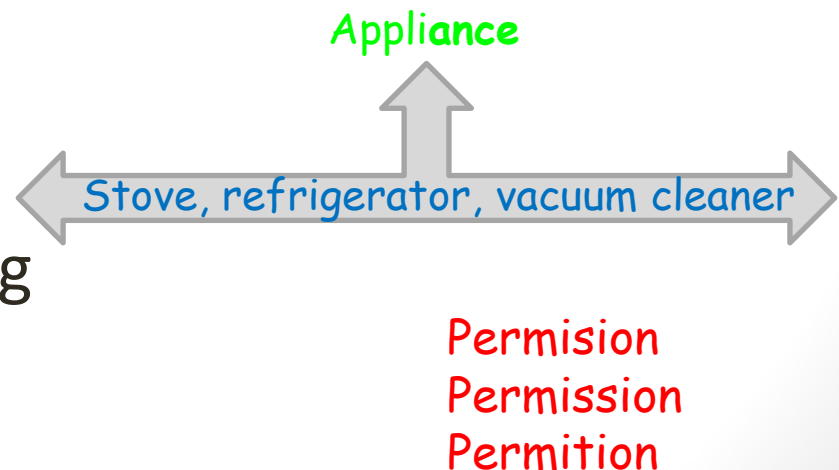
Apply

Children have opportunities to hear/say/read and write the phoneme- grapheme.

- Zappers- we are 'backfilling' missed spelling rules from new spelling curriculum.
- Slow reading- teaching the children to hear each sound in the word
- Spelling investigations- what rule are we learning? Can you guess?
- Match root words with prefixes/suffixes
- Wordsearches- ones to complete and ones to make themselves
- Squiggle while you wiggle-
- very competitive!
- Dictation- application of knowledge
- What words mean- practise using a dictionary and alphabetical order
- Posters, drawings, images



- Zappers – weekly focus or Remember Me?
- Memory games – tricky words/Remember Me?
- Crosswords/word searches – finding the spelling focus for that week
- Posters – sorting words
- Investigations - what the spelling rule could be. Particularly useful for words that may not follow a spelling rule!
- Poems/raps
- Finding the link
- Finding the correct spelling
- Dictionary work
- Games





- Zappers – personalised - even me!
- Etymology
- Wordplay / Jokes
- Riddles
- Links between words (antonym, synonym, similar roots, homophones, homographs, rhymes, same prefix / suffix)
- Plan your own lesson
- HOW to learn tricky words
- Raps / Poetry
- Puzzles
- Games

**WHAT YOU
CAN DO**

