



THE CENTRE SCHOOL  
COTTENHAM

Astrea Academy Trust  
INSPIRING BEYOND MEASURE

## The Reading Curriculum at TCS

Being able to read well is a key life skill for students. At The Centre School we believe that every student can learn to read with the right teaching and support, whatever their background or learning needs. Reading is encouraged and promoted throughout the whole curriculum. Reading is championed, valued, respected, and encouraged. Students are grouped based on prior attainment rather than age (English, Basic Skills, Science and Maths), and as a consequence are able to progress at an appropriate rate and are more confident and motivated to read in class.

Students arrive throughout the school year, in all year groups, and they have a diverse range of individual starting points. Our curriculum is designed around the needs of our unique learners. For many students, their struggle with reading has been a major factor in preventing their engagement and enjoyment of education.

Reading enables students to acquire knowledge, building on what they already know. Within our positive and supportive reading culture, our students read with increased levels of ability and motivation, nurturing them with the confidence required to become independent readers.

The Centre School embodies a cohesive approach to the sustained improvement of teaching and assessment, as well as the effective intervention of reading, which is consistently applied across the school. Reading is the foundation for all other learning, underpinned by a whole school commitment to ensure that each of our students can read with confidence, purpose and pleasure from a range of texts.

### ➤ Intent

Teaching will support and embed reading across the curriculum; a good reader can read with confidence, fluency and understanding. A cross curricular focus on reading develops and enhances the interventions and phonic teaching delivered through Basic Skills.

At The Centre School we:

- Believe that every student can learn to read with the right teaching and support
- Believe that every teacher should be an advocate for reading
- Place reading of a variety of texts and genres at the centre of the curriculum
- Believe that being able to read well is a key life skill for students, whatever their background
- Acknowledge that not all students will have had the opportunity to develop a love of reading at home; this must be taught and encouraged at school – just like any other area of the curriculum
- Allow time for all students to read independently and develop the habit of reading widely and often, for both pleasure and information



- Demonstrate our own enjoyment in reading, which allows students to see a purpose in learning to read.
- Model skilled reading behaviour and interest in a range of different styles of text reading and encourage students to read aloud during the school day in order to cultivate a love for reading. Invest money and time to support reading, including buying books and developing the school environment to support reading.
- Prioritise time for training staff so they are equipped to support student's enjoyment of reading.

## ➤ Implementation

Reading is prioritised to allow students to access the full curriculum offer. Our reading recovery programme for older students who have 'failed' to learn to read, is a teaching priority during Basic Skills lessons. It is also an essential component of our cross curricular approach, with all teachers able to demonstrate how they are engaged in using phonics and language to promote learning in their subject. Phonemic awareness, phonics, spelling, fluency, vocabulary, comprehension, aspiring to develop a love of reading and the strategies and approaches used in our reading intervention programmes, are embedded within the whole curriculum.

As a school we provide robust intervention that is rigorous and engaging - where the teaching of phonics is matched to students' current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Students whose reading has been assessed as 'severe difficulty' and who have large gaps in phonic knowledge receive intervention that is highly personalised.

Staff training on phonics and intervention strategies is a school priority. Training sessions (phonics, reading strategies, spelling rules etc) run termly. Discussion of individual students, reflection of teaching strategies and the intervention students are receiving is a consistent practice that is embedded in our day-to-day routines. Intervention for reading is not a short-term or block approach, it is long term and runs throughout a student's school career. TCS's Intervention strategy combines continuous and reactive assessment. The Centre School Phonics assessment is ongoing with students formally reassessed for their reading and spelling within 6 months to a year of their baseline. Depending on results, students either continue with current intervention programme or progress through the groups.

There is a sharp focus on ensuring that students are secure with their phonic knowledge, through structured programmes of intervention that focus on specific gaps in learning or the systematic and explicit teaching of phonics (Read Write inc, The Centre School Phonics approach), along with improving language comprehension.

Intervention is typically delivered during Basic Skills lessons. Basic Skills groups are designed to advance readers at all levels and the intervention is personalised to suit individual needs and offers next-step progression for all. We take a stage not age approach, thus ensuring that we meet learners needs. The teaching of phonics is matched to students' current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Groups provide a targeted focus for intervention, developing students phonic



knowledge, decoding, word recognition, spelling ability and building confidence around inference and summation (comprehension). The Centre School Phonics approach targets gaps in learning, with overlearning and repetition of all phonic sounds. This is key in overcoming reading deficits. Read Write inc is a programme designed for students aged between 4 and 11.

Basic Skills provides a time for reading every day, these reading opportunities may be modelled reading, supported reading by a teacher/peer or independent/quiet reading.

Across the curriculum all staff at The Centre School will:

- Provide an enjoyable reading experience for students
- Demonstrate a love and passion for reading
- Demonstrate fluency, rate and expression; an understanding of grammar for reading, reading with expression
- Develop listening comprehension
- Provide examples of new and interesting vocabulary
- Model good reading behaviours while providing opportunities to familiarise students with the linguistic and visual features of text.
- Support the discussion around character, plot or resolution development
- Discuss what students have heard, providing an opportunity for students to extend understandings and link their prior knowledge to new concepts and information presented in the text.
- To thoroughly assess and review progress.

Teaching of phonics in basic skills and across the curriculum;

- Staff encourage and support students to continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Teaching of and focus on vocabulary: project based vocabulary, subject specific terminology, vocabulary mats, highlighting phonic sounds and addressing spelling rules by support staff and teaching staff.
- Model decoding of words. Staff modelling decoding and highlighting phonic sounds during their teaching is a cross curricular approach and through regular training is a developing practice.
- Each classroom to have phonic sounds around the room for easy recall.

## Assessment

Effective formative assessment of reading using YARC (York Analysis of Reading for Comprehension) is conducted within two weeks of arrival at The Centre School. We take a 'stage not age' approach ensuring that learners needs are met based on their starting points and identified gaps in their learning.

Identifying gaps and planning carefully how to close them, is vital for moving a student's reading forward. An in-depth analysis of assessments (YARC, Graded Word Spelling Test, TCS The Centre School Phonics assessment) is carried out and is used to target reading deficits. Teachers are expected to have a strong grasp of where every student is as a reader -both their



strengths and the areas in which they need to develop. This information can be found on Student Planning and Progress (SPP) documents and basic skills reading documents.

## What makes a good reader?

How does the Centre School assess what makes a good reader?

### YARC: York Assessment of Reading for Comprehension:

- Single Word Reading, Accuracy, Reading rate, Fluency, Comprehension and Summarisation
- Descriptors used; Severe Difficulty, Below Average, Average. Based on Standardised score
- **Salford Sentence Reading Test:** SSRT 3<sup>rd</sup> edition. Is a simple and quick test of oral reading based on a series of sentences.

### Phonic assessment

- The Centre School Phonics approach- phonic knowledge assessment
- Read Write Inc assessments

### Spelling Assessment

- Graded Word Spelling- Spelling rules, assessment of gaps in Phonic knowledge.

## Reading strategies employed at The Centre School:

A good reader reads easily, fluently and with good understanding. Fluency is the ability to read words rapidly and accurately allowing a student to focus on understanding the text. Strategies used on the pathway to become a good reader are:

1. **Reading widely and often throughout the curriculum.** Independent reading plays a key role in the development of reading fluency (speed and ease of reading), vocabulary, background knowledge, and even spelling. Most of our students do not make time for independent reading particularly from books. Basic Skills provides a time for reading, however, reading is not limited basic skills, reading is encouraged and promoted throughout the whole curriculum, with most subjects providing opportunity for reading. Reading may be modelled, supported by a teacher/peer or independent/quiet reading.
2. **Student choice:** Books are selected by students; students are encouraged to use five finger rule for book selection or refer to the book level system (Catch Up Literacy).
  - Self-selected reading is twice as powerful as teacher-selected reading in developing motivation and comprehension (Guthrie and Humenick, 2004)



Allowing students to self-select their books results in more involvement and thus more motivation to read (Sewell, 2003; Gallager, 2009; Pruzinsky, 2014).

- The Thrill of Personal Choice: Students are thrilled when they get to choose their own books. Research has frequently found that self-selection is the hook that snags both children and teens and convinces them to read.
  - Students benefit from teacher support and encouragement in order to develop strategies for finding books they enjoy sooner and get them hooked as readers.
  - Differentiated: A wide range of books / texts. 'The hook' is having a range of books that are themed to students' hobbies and interests. Sourcing a range of reading material in a range of forms that is high interest and often low ability for the age group of our students.
  - Levelled books: Catch Up Literacy levelled books for low level readers.
  - Logging reading: reading log encourages reading from a range of texts.
  - Cultivating a love of reading: Modelling reading, staff reading the same books as students during basic skills. Modelling what good reading looks like / sounds like, staff reading aloud extracts from their favourite books, reading with excitement.
  - Sourcing suitable and interesting texts: Teachers create a love of reading, by sourcing reading material that interests and excites them. Knowing our students is key to developing a love of reading and reading culture.
3. **Provide modelling and guided practice of decoding strategies:** Staff encourage students to decode words, if students are unsuccessful staff then model decoding of read error. Staff are encouraged to write down student read errors and work on these words after reading session (Catch Up Literacy) Students in lower basic skills groups use flash cards or read error lists that track read errors to read secure. By working on these Read Errors students are building on vocabulary and their ability to then spell these words. Low level supported readers have flash cards/ reading error lists that they focus on – which targets the gaps in their learning. This also informs teachers of any phonic gaps.
  4. **PALS:** Peer-Assisted Learning Strategies (PALS) exercises pair strong and weak readers offering supported reading time for the weaker student. This may be taking turns reading, rereading text to student, supporting and encouraging decoding, writing reading errors on flash cards and addressing after the reading session
  5. **Shared Reading/Modelling:** Reading aloud while students follow along in their own books. Some Basic Skills and teaching groups chose to allocate time for group reading, the teacher models fluency, pausing occasionally to demonstrate comprehension strategies. This may be to the whole class, a small group or one to one.



## Phonics

- Ensure students are receiving strong phonics and phonological awareness instruction
- Determine which strategies would be most beneficial to each reader at his current stage of development
- Provide modelling and guided practice of those strategies
- Teaching all sound-letter correspondences and the skills of blending and segmenting

Our identification of students for intervention to ensure a strong foundation for decoding is early and effective. We are committed to securing a sound phonics grounding for under-attaining students. Phonics is prioritised in the lower-level groups for Basic Skills, following The Centre School designed The Centre School Phonics intervention programme or Read Write inc (Fresh Start).

We use TCS The Centre School Phonics programme to drive teaching and learning and to ensure coverage.

Teaching of phonics across the curriculum;

- Staff encourage and support students to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Teaching of and focus on vocabulary: project based vocabulary, subject specific terminology, vocabulary mats, highlighting phonic sounds and addressing spelling rules by support staff and teaching staff.
- Model decoding of words. Staff modelling decoding and highlighting phonic sounds during their teaching is a cross curricular approach and through regular training is a developing practice.
- Each classroom to have phonic sounds around the room for easy recall.

## The Centre School Phonics Programme:

Many of our students arrive with large gaps in their phonic knowledge. In baseline assessments, many students demonstrate reading and spelling ages of 7 years or less than in Sept 23 was at 43%.

Our students have been taught using various phonic programmes and have received numerous phonic interventions and catch-up programmes. Feelings of defeat have turned off their desire to read, they can feel embarrassed, frustrated, or ashamed, which has led to negative self-image and low self-confidence. In addition, many students can be 'turned-off' by what they perceive to be a 'babyish' phonic programme, fuelling feelings of embarrassment and frustration.





The Centre School Phonics programme is a high engagement phonic programme. Resources and materials have been adapted to be age appropriate, fresh and of interest to our students. It utilises strategies and approaches taken from Catch-Up Literacy and links to (and builds upon) Read Write inc and its delivery. Being able to match a phoneme (sound) to a grapheme (written representation) and vice versa, and spell graphemes, digraphs and trigraphs in isolation, is key to students' progress in both reading and spelling.

Phonics instruction is explicit in that sound-spelling relationships are directly taught. We start with the simplest sound in a word and then build out from there – from patterns to syllables and then the whole word. It is systematic in that it follows a scope and sequence repetition and overlearning of all sounds is key. This is taught sequentially the lower-level groups, who often have a phonic focus each week (Appendix 3). A priority is addressing the gaps in students learning and then targeting these gaps in phonic knowledge. Overlearning and repetition of all sounds is key to progress, students will be taught to say and spell the phonic sounds in isolation and in their groupings.

#### **Emphasis on incorporating 'alien' words':**

It is important to ensure that students understand that they are reading 'alien words' which are nonsense (and why) This is so that they are not confused by trying to read the words for meaning. By reading nonsense words students develop their ability to decode individual sounds and then blend them together to read. Students can use this skill when reading unfamiliar words in their self-chosen books and group reading texts. A folder of supporting material for this is available along with PowerPoints, so that this can become a whole class / group activity, decoding in chorus, addressing any schwaing.

## **Expanding vocabulary**

#### **Supporting the acquisition of a wide vocabulary through subject specific terminology.**

Our aim is to help students approach and understand academic material in any subject with more confidence. Vocabulary skills are strong indicators of academic success and that having a wide vocabulary empowers students and adults to participate confidently and meaningfully in the world around them. Each subject area has a progressive vocabulary word list that employs specific and targeted vocabulary focus across subject areas- Explicit pre-teaching / teaching of vocabulary prior and during project based learning. See reading folder.

## **Basic Skills Vocabulary**

Basic Skills has vocabulary grouped by phonic sound which then progresses onto spelling rules homophones / near homophones. These groupings include low level ability vocabulary and higher-level vocabulary to challenge the more able reader, students are often prompted to include words within their writing tasks. Spellings are set weekly to two weekly in the lower level groups to ensure repetition and overlearning. Read Errors are tracked and meaning discussed.



## Comprehension

Using discussion in order to learn; students should be able to elaborate and explain clearly their understanding and ideas. Students are taught to understand the question that is being asked of them - literal, inferential, summarise in relation to a range of texts from different sources. A high portion of our students struggle with reading and so making inferences from text can be like trying to find clues in a dark room. Intervention for inferencing: Visual Literacy, teacher modelling and making it clear to students what type of question is being asked of them.

### Literal and inferential questioning

- Personal response
- Talking with students about new vocabulary and concepts and help them relate the words to their prior knowledge.
- Reading Aloud to Build Comprehension
- Connecting books to students own life experience
- Visual Literacy- To develop comprehension and thinking skills;
- Visual Literacy as a means of developing a student's understanding of inference

### Answering questions. Questions can be effective because they:

- Give students a purpose for reading
- Focus students' attention on what they are to learn
- Help students to think actively as they read
- Encourage students to monitor their comprehension
- Help students to review content and relate what they have learned to what they already know
- Expanding the student's knowledge bank of vocabulary words

### Teacher modelling of inferencing:

- teachers "thinking aloud" their thoughts as they read aloud to pupils
- teachers asking themselves questions that show how they monitor their own comprehension

### Questioning by the teacher:

- asking 'How do you know?' whenever an inference is generated in discussion of a text
- asking questions about relationships between characters, goals and motivations

### Questioning by pupils:

- Training pupils to ask themselves Why-questions while reading
- Teaching the meaning of the question words 'who', 'when', 'why' etc.
- Asking pupils to generate their own questions from a text using these question words.

### Summarising – Assessed through YARC assessment

Summarising requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarising through basic skills will help students:

- Identify or generate main ideas





- Connect the main or central ideas
- Eliminate unnecessary information
- Remember what they read

**Visual Literacy:** Developing visual literacy for greater comprehension. (I see, I think, I wonder) see Visual Literacy Curriculum

The ability to make inferences requires good vocabulary skills, good world knowledge, experiences, a good working memory as well as the ability to understand non-verbal language. More specifically related to Inferential comprehension and summarising. By expanding the use of visual supports in literacy instruction,. Visually literate learners are able to

- Make connections
- Interpret
- Predict
- Judge by first impressions
- Determine importance / Identify subject matter
- Evaluate / hypothesise
- Think critically
- Comprehension skills – retrieving information, summarising, making inferences and using evidence from the text to justify these. (both listening and reading)

### ➤ **Impact**

- Closing the gap between assessed age and chronological age
- Improved comprehension skills
- Improved confidence and self esteem
- Because students are grouped based on ability rather than age, they are more willing to read aloud in class. – Reading Culture
- Next-step progression for all readers. Whether developing their word recognition, moving from one book level to the next or building confidence around inference and summation.
- Progressing through the groups (Basic Skills)
- Reading and spelling assessed every 6 months to a year. Tracking and Evidence of impact twice yearly.

## **Read Write Inc (RWI) Intervention Programme:**

As well as our own phonics scheme following The Centre School Phonics approach, there is a group of students that follow 'Read Write Inc' (RWI). Students in this group have large gaps in knowledge, with some students unable to recall any phase 2 phonemes. and comprehensive skills.



There are five key principles that underpin RWI

- **Purpose** – know the purpose of every activity and share it with the students, so they know the one thing they should be thinking about.
- **Participation** – ensure every student participates throughout the lesson. Partnership work is fundamental to learning.
- **Praise** – ensure students are praised for effort and learning, not ability.
- **Pace** – teach at an effective pace and devote every moment to teaching and learning.
- **Passion** – be passionate about teaching so students can be engaged emotionally.

### **Emphasis on incorporating ‘nonsense words’:**

It is important to ensure that students understand that they are reading RWI renowned ‘nonsense words’ (and why) so that they are not confused by trying to read the words for meaning. By reading nonsense words students develop their ability to decode individual sounds and then blend them together to read. Students can use this skill when reading unfamiliar words in their self-chosen books and group reading texts. In addition, during group reading, the teacher will pause on a word for students to decode themselves, to increase participation and reading skill which is a unique component of RWI group reading session.

### **Vocabulary**

We focus heavily on ‘vocabulary building’ from RWI scheme to build a rich vocabulary for students, in order to develop high levels of comprehension. We follow the ‘three tiers framework’:

- Tier 1: Words students hear frequently such as, ‘walk, dog, look’. These are exposed to children from a young age and do not necessarily need such a high level of explicit teaching.
- Tier 2: words occur less in everyday conversation but are those that have the most impact on young children’s vocabulary when taught explicitly. For example, words like ‘contradict, circumstances...’
- Tier 3: Words are subject-specific, that are taught to a high level during a particular topic.

Typically, (some of) the students at our school have significantly limited vocabulary therefore it is important to focus on this strand RWI provides. It is not that these children are less able, but that they do not have the same amount of knowledge about the world as their more fortunate peers.

Please find the overview of the scheme in the appendices.



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# Appendix 1

## School Library (Est. 2020)

Our school library is well organised and stocks a range of fiction and non-fiction material, comic books and poetry. All books are coloured depending on their topic content, and there is a bookcase of Catch-Up Levelled books, these are high interest lower demand books for our struggling readers. Our fiction titles are organised by genre and/or author, allowing maximum exposure to the idea of different narrative styles and forms.

All students are supported with book selection where required, and the promotion of the five-finger rule for book selection is encouraged.



## Appendix 2

### RWI overview of sounds (in taught order):

#### Set 1 sounds

m	a	s	d	t	i	n	p	g
o	c	k	u	b	f	e	l	h
r	j	v	y	w	z	x		

#### 'Special friends' in Set 1

sh	th	ch	qu	ng	nk	ck	
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#### Set 2 sounds

ay	ee	igh	ow	oo	oo
ar	or	air	ir	ou	oy

#### Set 3 sounds

ea	oi	a-e	i-e	o-e	u-e	aw	are	ur
er	ow	ai	oa	ew	ire	ear	ure	



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## Appendix 3

### The Centre School Phonics approach

- Systematic and explicit phonics instruction
- Sound spelling relationships
- Overview of sounds suggested teaching order

VOWELS								
a x2	a__e		ai / ay		eigh		a_e, ai, ay, eigh	
e x2	e__e	ee / ea x2		ear		y / ly	ie	e_e, ee, ea x2, y, ie
i x2	i__e			igh		y		i__e , igh, y, ie
o x2	o__e			oa / ow		oe		o_e, oa, ow
u x2	u__e							
y x3	gym, my, silly							
Approach for vowels+ y: try its other sound (short then long) example: "ea" can make a long or short e sound; if the reader tries the short and it doesn't work, try the long sound								
sh			ch			th		
ph			f			th		
Sounds often get mixed up -check pronunciation and spelling of								
ar								
qu								
ew					oo x2			
c=s			ce				ci	
ow x2					ou			
g = j								
oi					oy			
er		ur			ir		ear x2	
or		aw			au		oar	
air					are			
sion					tion			
ous								
cious					tious			
cial					tial			
sure					ture			
dge = j								



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- VOWELS – get students to name vowels a,e,i,o,u include y as the naughty vowel.
- short sounds and their long sound is their letter name.
- Words that end in an e are called Split Digraphs. The short sound of the vowel changes to the long sounds (letter name)

**a\_\_e**

(split digraph / magic e)

The vowel says its name because of the E – split digraph. words ending in e

- shape, paper, scraped, sale, whale, female, inhale, stale, earthquake, plane
- **age** -rummage, postage, cabbage, savage, shortage, sausage, package (**g = j**)
- **ate**-cooperate, debate, create, relate, calculate, donate, participate
  - **eight: ate.**
  - eight, straight, weight
- **Where a sounds long:** acorn, agent

**ai/ ay**

The 2 a sounds (long a)

- **ai-** paint, wait, faint, saint, pain, chain, waist, claim, stain, snail, paid, afraid, explain, straight, remains, terrain, contain, complain
- **ay-** away, dismay, Monday, essay, day, stay, May, way, portray, delay, decay, relay

- **eigh** – weigh, neighbour, sleigh (straight, weight, eight – ate)

### Students to spell sounds

Ask students to spell their options for long a sound

**a\_e**

**ai**

**ay**





- VOWELS – get students to name vowels a,e,i,o,u include y as the naughty vowel.
- short sounds and their long sound is their letter name.
- Words that end in an e are called Split Digraphs. The short sound of the vowel changes to the long sounds (letter name)

## e\_\_e

(split digraph / magic e)

The vowel says its name because of the E – split digraph. words ending in e

- extreme, theme, gene, scene (c and an e together sounds like s) complete, compete, delete, precede, concede, these, here, sincere
- **Where e sounds long:** crazy, sorry, lucky **ly:** silly, family

## ee /ea

The 2 e (long) sounds

- **ee** - seed, reed, sheep, bleed, feel, been, queen, steer, sweet, freeze, squeeze, breeze
- **ea x2** -meal, heal, reason, treason, stream, season, read, breathe, scream, creative, sneak, treat, cheap, leader, cream, mean, heater, repeat, seat, peace, reach. **ear** (can be er) - gear, hear, fear, dear, beard, clear, near, smear, spear, appear

- Words with **ie** (sounds like e)– chief, mischief, brief, piece, fierce, belief, thief, **believe**, **achieve**, **field**, niece,

**Teach spelling rule i before e except after c (and exemptions)** seize

- **When y sounds like e** – baby, twenty

### Students to spell sounds

Ask students to spell their options for long a sound

e\_\_e

ee

ea

ie

**y** where y sounds like e



- VOWELS – get students to name vowels a,e,i,o,u include y as the naughty vowel.
- short sounds and their long sound is their letter name.
- Words that end in an e are called Split Digraphs. The short sound of the vowel changes to the long sounds (letter name)

**i\_e**

**(split digraph / magic e)**

The vowel says its name because of the E – split digraph. words ending in e

- despite, write, while, spine, slime, ripe, fire, office, crime, glide
- **ie** – pie, cried, tired, lied, dried, fried
- **Where i sounds long** - million, pilot, idol, spider, shiny, iris, iron
- **Where y sounds like i (long)** - cyclone, apply, rely, comply, cycle, July
- **Where y sounds like i (short)** – gym, symbol, myth

**igh**

**The long I sound**

**igh** - bright, fight, flight, fright, knight, might, sight, slight, tight, delight, nightmare, twilight, highlight, height

### **Students to spell sounds**

Ask students to spell their options for long a sound

**i\_e**

**ie**

**igh**

**y**

where y sounds like i



- VOWELS – get students to name vowels a,e,i,o,u include y as the naughty vowel.
- short sounds and their long sound is their letter name.
- Words that end in an e are called Split Digraphs. The short sound of the vowel changes to the long sounds (letter name)

## o\_\_e

(split digraph / magic e)

The vowel says its name because of the E – split digraph. words ending in e

- strode, remote, rope, envelope, elope
- **Where o sounds long:** ocean, so, go, no, most, motion

## oa / ow

The 2 o (long) sounds

**oa** - goat, float, toast, boast, poach, groan, foam, bloat, roam, coach, throat, approach, roast, coat, oak

**ow** x2 - grow, crow, fellow, grown, follow, slowly, pillow, window, rainbow

**oe** toe, foe, goes, poetry, poet

### Students to spell sounds

Ask students to spell their options for long a sound

o\_\_e

oa

ow

## u\_\_e

(split digraph / magic e)

The vowel says its name because of the E – split digraph. words ending in e

- flume, flute, rude, tube, June, huge (g sounds like j)
- **u sounds long** - music, human, universe, uniform, unit, stupid, numeral, student



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## sh, ch, th, wh

**ch** chips, choose, choice, cheese, church, chair, achieve

**sh** shark, shape, shoe, shelf, shrink, shampoo, shenanigans, shovel

**th** think, thumb, those, thread, thankful, theatre, length, mother, depth, teeth, strength, breadth, earth

**ph/f/th** - sounds often get mixed up, check pronunciation and spelling

**ph** elephant, photograph, photosynthesis, dolphin, graph, autograph, physique, catastrophe

**f** fearful, fair, freeze, free

**th** thumb, teeth, those, thread, length, mother, depth, strength, breadth, earth

### Students to spell sounds

Ask students to spell their options for- staff to model sound

**ar** - shark, farm, garden, guitar, handlebar, superstar, seminar

### Students to spell sounds

Ask students to spell their options for- staff to model sound

**qu** -always followed by a u

queen, quiz, quality, quantity, queue.

### Students to spell sounds

Ask students to spell their options for- staff to model sound

**ew-ew** gross (primary also teaches sound as long u)

blew, chew, view, threw, review, renew, nephew

**oo** – spoon, screw, flew **oo**-book, cook, look

### Students to spell sounds

Ask students to spell their options for- staff to model sound

**c = s**

**c** always softens to /s/ when followed by E, I, or Y.

**ce** - price, service, office, except, mice, rice, dice, substance, ceremony, centenary, advance, ignorance, substance, advance

**ci** - pencil, excite, principles, efficient

## The 2 ow sounds (pinch)

**ow x2** often get mixed with aw

tower, brown, frown, allow, crowded, powder, vowel, growl, towel, endow

**ou** often get mixed with au

cloud, scrounge, aloud, account, bound, compound, doubt, house, found, hour

### Students to spell sounds

Ask students to spell their options for- staff to model sound

## The 2 oi sounds

**oi** - coil, boisterous, point, soil, foil, choice, spoil, moist, avoid, turmoil, voice, noisy, moisture, appointment

**oy** - oyster, royal, annoy, destroy, loyal, enjoy, voyage, deploy, employ, decoy

### Students to spell sounds

Ask students to spell their options for- staff to model sound



## The 4 er sounds - all end in r

**er** - term, serve, person, letter, different, whisper

**ur** - turn, purse, purple, burn, burden, turtle, urban, surplus, survive, occur, reoccur

**ir** - bird, firm, squirm, smirk, dirt, squirm, birthday, circle, circus, thirty, thirteen, skirt, first, thirst

**ear x2** - earth, search, learn, early, earn, heard, pearl, rehearse

### Students to spell sounds

Ask students to spell their options for- staff to model sound

## The 4 or sounds

**au** often get mixed with **ou** - auction, autograph, daughter, authentic, author, autumn, sauce, fraud, astronaut, caught

**aw** often get mixed with **ow** - saw, thaw, claw, slaw, awful, flawless, yawn, lawn, awesome, shawl, brawl, raw

**or** - porch, hornet, north, storm, short, thorn, author, visitor, glory, shore, organ, orbit, score

**oar** - roar, board, coarse, hoard, soar, uproar, skateboard, cupboard, oar, hoarse, abroad

### Students to spell sounds

Ask students to spell their options for- staff to model sound

## The 2 air sounds

**are** - stare, care, rare, scare, hare, snare, spare, share, flare, blare, fare, square

- Teach spelling rule ing doesn't like e. Aware of change in written sound with removal of e. e.g. scaring – scare. Scarring – scar. similarity between starring v's staring

**air** - fair, hair, chair, flair, airport, hairbrush, pair, fairy, fairground, staircase, repair, millionaire, solitaire

### Students to spell sounds

Ask students to spell their options for- staff to model sound

## The 2 sh'n sounds **ti + ci = sh**

**sion** - confusion, decision, illusion, conclusion, tension, excursion, division, passion, admission, vision

**tion** - creation, caution, fiction, lotion, medication, question, suction, exasperation, auction, dehydration, motion

### Students to spell sounds

Ask students to spell their options for- staff to model sound

## The ous sound

**ous** - previous, glorious, rebellious, luxurious, religious, furious, humorous, numerous, adventurous, ridiculous, courageous

### Students to spell sounds

Ask students to spell their options for- staff to model sound

## The 2 sh-ous sounds **ti + ci = sh**

**tious** - scrumptious, cautious, precautionary, ambitious, infectious, superstitious, conscientious, fractious

**cious** - conscious, gracious, precious, vicious, precocious, spacious, delicious, malicious, gracious

### Students to spell sounds

Ask students to spell their options for- staff to model sound

## The 2 shul sounds **ti + ci = sh**

**tial** - torrential, influential, potential, initial, confidential, impartial, substantial, martial, essential

**cial** - commercial, beneficial, artificial, unofficial, antisocial, special, financial, crucial, official



THE CENTRE SCHOOL  
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### Students to spell sounds

Ask students to spell their options for- staff to model sound

**sure = sher** : pressure, measure, treasure, pleasure, reassure, insure, leisure, enclosure, unsure, ensure, exposure, pleasure

**ture = cher**: picture, puncture, future, mature, literature, adventure, departure, furniture, signature, mixture, feature, lecture

### Students to spell sounds

Ask students to spell their options for- staff to model sound

### dge -where dge sounds like j

knowledge, badge, ledge, wedge, fudge, dodge, edge, sledge, fridge

### ly – lee

exceptionally, generously, increasingly, highly, correctly, excessively, family, silly, really