

Reception Curriculum and above

Handwriting, Spelling and Writing Activities – 2 minutes

(Set timer for two minutes. Session ends as soon as the buzzer goes.)

Spelling

Introduction

- **Starts with a spoken word**
- **Segment the word into speech sounds**
- **Write the matching graphemes
(letter/letter groups)**
- **Same number of sounds and graphemes in a word**
- **The more we write the word, the sooner the word enters our orthographic store of words**

Learn letters and their sounds

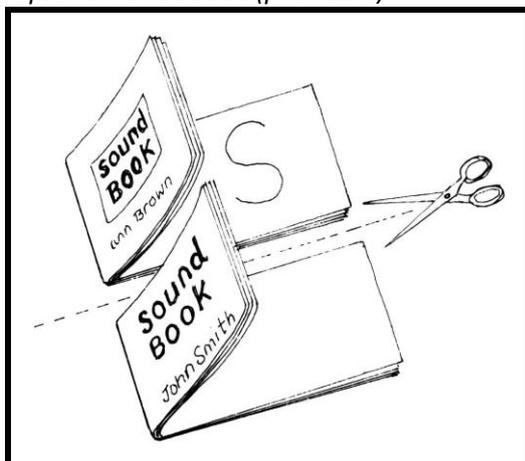
Letter formation

Learning the letter <s>

- Adult demonstrates and describes how to write each letter, preferably in cursive
- Adult and student air write the grapheme <s>, and say the sound followed by the name of the letter <s>
- Adult and student say the sound and name the letter, adult writes the grapheme on the board <s>
- Student copies letter onto mini whiteboard, and says the letter's sound and name
- Student cleans their whiteboard
- Adult and student say the sound and name of the letter
- Student writes the letter from memory on mini whiteboard.
- Student cleans their whiteboard
- Adult and student say the sound and name of the letter
- Student writes <s> in the air with eyes closed and says the sound and name of the letter.
- Student writes the letter, says its sound and a word starting with the letter eg, /s/ > sun; /s/ > snake; s > stand; /s/ > Susan etc

Trace and Say (Letter sounds)

A multi-sensory way to practise sounding and forming a grapheme - a letter or group of letters that represent one sound (phoneme)



- You will need a half-sized A4 exercise book or similar with blank pages

- Paste a 5cm grapheme (letter sound) and a small picture of a word or action that starts with the sound on a page
- Student traces over the letter with their finger while saying the sound out loud
- Revise letter sounds regularly in a different order

Sound fingers

- Model how to segment words for spelling
Eg, "The word 'sat' has three sounds, s-a-t."
 - Say the word 'sat'
 - Model how to touch each finger as you say the sounds: s-a-t
 - Say, "Copy me." 'sat, s-a-t'
 - Student says the word, then says the sounds, touching a finger for each sound
 - Dictate the word, 'sat'
 - Student writes the letters (with the pointer of their writing hand), one on each finger saying 'sat, s-a-t'.
- Practice with other regular words, eg, pat
 - Say the word, 'pat'
 - Tell student to count the sounds on their fingers (silently)
 - Say 'fingers'
 - Student raises the appropriate number of fingers
 - Raise your own 3 fingers
 - Say the 3 sounds with the student, as student touches a finger for each sound
 - Say, 'write the word, 'pat''
 - Student finger writes each of the three letters on their fingers (or on a mini whiteboard), saying the letter names (letter names for spelling; sounds for blending)

Folding Book

- There are sample books on the SPELD SA Phonics page
- The 'sets' relate to the order in which the 42 letter-sounds are presented. A chart can be found on the SPELD SA Phonic Books page http://www.speld-sa.org.au/index.php?option=com_content&task=view&id=105&Itemid=182
- Show the child how to fold the sheet into a book
- The student reads the captions under each picture and answers the question.
- On the last page, the student follows the theme. First, they discuss with the adult what they will write in the gaps in the text to complete the book. Then, they draw a picture to illustrate their sentence.