

Instructions SOS PowerPoint Lesson 13

Slide 2: Counting sounds in a word. The answer is frequently not the same as the number of letters in the word.

Slide 3: Aural blending: h-e-l-i-c-o-p-t-er, m-u-n-k-ee, l-ie-o-n. Blending and segmenting are the basis to synthetic spelling. Some students find this difficult and will need additional help.

Slide 4: Hearing the initial sound in a word. Finding they all begin with 'g' and 'o'.

Slide 5: Knowing vowels and consonants is vital for learning spelling rules. Multisensory learning (feeling the formation of a sound) is useful for many students. Rule 1: If the short vowel pronunciation doesn't work to make a word try the long vowel.

Slide 6: Rule 2 Doubling rule. The most common rule applied in English. If two vowels are separated by only a single consonant, the second vowel usually makes the first say its long vowel name. This rule is important for both reading and writing. It tells us when to double when writing and how to pronounce when reading.

Slide 7: Writing 'g' and 'G' and linking. Handwriting I have used Segoe Script because it is freely available on most computers. Research is now showing that linked script is more ergonomic and helps with retention of spelling. Many prospective employers are expecting job applications to be handwritten and many exams have to be handwritten. It is still a necessary skill.

Slide 8: Writing 'g' in the space and working out what the words are. Some words may be tricky words they have already learnt.

Slide 9: Students need to be encouraged to apply their growing knowledge of how our language works. Ask the questions. Examine the answers. Can they think of other words applying the same rules?

Slide 10-12: Read the story for 'g' aloud. Ask each student to keep a tally of how many 'g' sounds they hear in the story. Compare results. They need to use ears not eyes. Repeat with the 'o' story. Take care there are many 'o' letters that do not use short vowel 'o' pronunciation.

Sample 1: The 'g' sound

Gail is staying with her grandmother, who has a big garden and keeps some animals. They have been outside checking on the goat and the geese. While they were outside, Gail found a frog next to the water bucket. She watched it hop off under the gate. When they came in, Grandma sent Gail to the bathroom to have a wash. Gail put the plug in, filled the basin and washed her hands and face, but when she pulled the plug out, the water didn't go away. Her grandmother came to have a look. "Oh dear, the sink must be blocked," she said. She phoned the plumber. When he arrived, the plumber unblocked the sink and the water ran gurgling out of the basin.

Sample 2: The 'o' sound

Oliver and Holly have moved to a new house. They have a new bedroom with bunk beds in it. Nearby is a light switch, so they can turn the light on and off by themselves when they are in bed. That night, Holly curls up with Oscar, her toy rabbit, and Oliver reads his book. "You can turn the light out when you've finished," says his dad. Oliver leans over to the light switch and turns it off. "Off it goes," he says. Then he turns it back on, saying "o ... on it goes." He turns the light on and off, saying, "o ... on it goes. Off it goes; o ... on it goes." Then he hears his dad's voice. "Stop turning the light on and off, Oliver! You will break it. Turn it off, and go to sleep." Oliver turns the light off and goes to sleep.

Print the story on the next page. Hand each student a copy of the story. Read it aloud again and have students mark each 'g' and 'o' sound as they go.

Slide 13: Students are asked to build words (use bottle top letters) – it is more fun and easier to correct if it is not a word. A letter sound can be repeated as many times as they like in a word. Encourage multi syllable words. Don't worry if they do not double consonants we will learn this later. Encourage them to try to apply the doubling rule.

Slides 14 - 15: Tricky words. These words are high frequency, often non phonetic and have to be learnt by rote for both spelling and reading. Spell with alphabet names. Do not sound. Learn here, there, where together and point out the similarities and differences. If they learn here all they have to do is put 1 letter in front to make there and where. Point out they are all place words which helps with the homophones for each later.

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