



## Instructions SOS PowerPoint Lesson 2

**Slide 2:** Counting the words in a sentence- if you can't differentiate words it is very hard to write them.

**Slide 3:** Counting sounds in a word. The answer is frequently not the same as the number of letters in the word.

**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:** Differentiating between words which begin with 'a' and those which don't. If the graphics give rise to different words then discuss and modify answers accordingly.

**Slide 7:** Differentiating between short 'a' and long 'ay'.

**Slide 8:** Picking a common sound. Initial or middle.

**Slide 9:** Answers to slide 8

**Slide 10:** Aural blending: a-p-l (apple), a-n-k-or (anchor), ay-c-or-n (acorn). Blending and segmenting are the basis to synthetic spelling. Some students find this difficult and will need additional help.

**Slide 11:** Writing a, A and linking to s. 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 12: Read the story for 'a' aloud. Ask each student to keep a tally of how many 'a' sounds they hear in the story. Compare results. If students are capable they can be instructed to use 3 colours short 'a', long 'ay' and schwa 'a'. If this is too complex just locate. Short 'a'. BEWARE! WARN STUDENTS NOT EVERY LETTER A ON THE PAGE WILL SOUND LIKE A. They need to use ears not eyes.

The Smith family is going on a picnic. The children help their mother pack the food. Adam packs the apples. Annie helps to make the jam sandwiches. At last, they are ready and set off for the picnic. When they arrive, they sit down, spread out a cloth and lay the food on it. Annie rubs her arm. "Something is tickling me," she says. "Something is tickling me, too," says Adam, eating his apple. Annie shouts "a, a, a ants!" They all look at Annie and see some ants crawling up her arm. They all jump up. There are ants all over the picnic cloth! "Oh dear," says Dad. "We must have put our cloth over an ants' nest." They pack up their things and move to a nicer spot.

Print the story on the next page. Hand each student a copy of the story. Read it aloud again and have students mark each 'a' as they go. The short 'a' is marked red. Grunt 'a' is marked yellow although there can be variation in how people pronounce particularly indefinite article 'a'.

**Slide 13:** 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. Revise words learnt previously before learning the new words. Note varying pronunciation of 'the' and 'thee' with schwa and long vowel 'ee'. If students learn the rule "If the short vowel doesn't work use the long vowel" then these words are not non phonetic.

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