



Instructions SOS PowerPoint Lesson 6

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 4: Aural blending: s-t-ai-n, n-ee-d-l, f-u-n-l. Blending and segmenting are the basis to synthetic spelling. Some students find this difficult and will need additional help.

Slide 5: Hearing the initial sound in a word. Finding they all begin with 'n'.

Slide 6: 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 7: Differentiating between words which begin with 'n' and those which don't. If the graphics give rise to different words then discuss and modify answers accordingly.

Slide 8: Differentiating between words which begin with 'n' and those which have 'n' on the end.

Slide 9: Picking a common sound. Initial, final or middle.

Slide 10: Answers to slide 9

Slide 11: Writing 'N' and 'n' and linking to 'e' and 't'. 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 'n' aloud. Ask each student to keep a tally of how many 'n' sounds they hear in the story. Compare results. BEWARE! WARN STUDENTS some words may have a silent n and 'ng' is a slightly different sound. When 'n' follows 'm' on the end of a word it is usually silent (e.g. Hymn, condemn). Mnemonic has 'mn' at the beginning and the 'm' is silent. They need to use ears not eyes.

Nicola has always wanted to go fishing with her Grandfather. Gramps has always said, "No, you will make too much noise and scare the fish away. You can come when you get bigger." But now she is five, Gramps has agreed to take her fishing for an afternoon. Gramps sets up his fishing rod, and they settle down to fish. Nicola sits very still and waits very quietly. It is very peaceful. Suddenly, they hear a very loud and nasty noise, "nnnnnnnn!" A plane flies overhead, "nnnnnnnn!" The plane does a noisy loop-the-loop in the sky above them. Gramps doesn't like the nasty noise and puts his hands over his ears. Nicola looks at Gramps and laughs. "You were worried I would make too much noise!" And, with a swoop and a swirl, she runs up and down on the bank, pretending she is the plane, "nnnnnnnn!"

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

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.

Nicola has always wanted to go fishing with her Grandfather. Gramps has always said, "No, you will make too much noise and scare the fish away. You can come when you get bigger." But now she is five, Gramps has agreed to take her fishing for an afternoon. Gramps sets up his fishing rod, and they settle down to fish. Nicola sits very still and waits very quietly. It is very peaceful. Suddenly, they hear a very loud and nasty noise, "nnnnnnnn!" A plane flies overhead, "nnnnnnnn!" The plane does a noisy loop-the-loop in the sky above them. Gramps doesn't like the nasty noise and puts his hands over his ears. Nicola looks at Gramps and laughs. "You were worried I would make too much noise!" And, with a swoop and a swirl, she runs up and down on the bank, pretending she is the plane, "nnnnnnn!"

.