

Chapter 5

Sounding out and analysing

Introduction

This chapter focuses on using phonemes and syllables to help spell tricky long words, finding known words within words to help remember spellings and revising the spelling of the long vowel phonemes /ai/, /ee/, /igh/, /oa/, /oo/ and /yoo/. These are spelling skills that will help children overcome some of the most commonly misspelled words. Throughout the chapter, children are encouraged to investigate, explore and record their findings in spelling journals. Independent investigations and explorations about the structure of words will allow children to discover patterns and conventions for themselves which can help them to become more confident spellers.

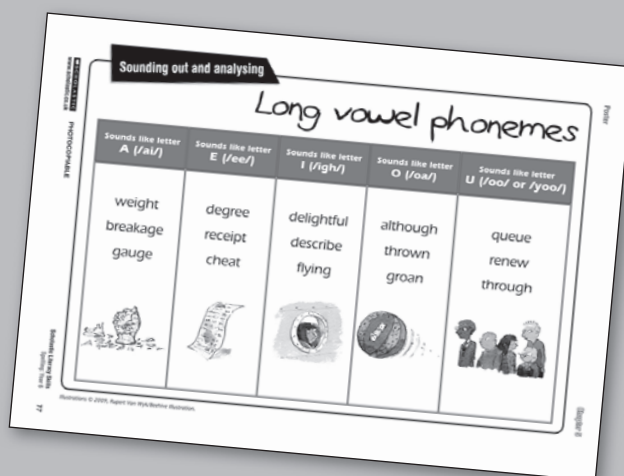
Poster notes

Long vowel phonemes (page 77)

Display this poster while the children are completing the three sections of this chapter. Encourage the children to use sticky notes to add words they discover with long vowel sounds from all the activities and from their personal reading. Three different spelling patterns for each phoneme are given as examples from which to start. Review the poster from time to time, discussing the different spelling variations for the same sound.


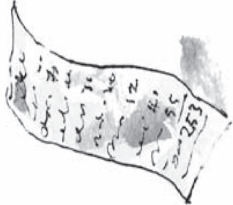
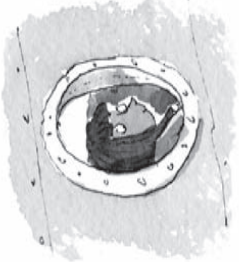


In this chapter

Phonemes and syllables page 78	To use phonemes and syllables to learn the spelling of longer tricky words.
Long vowel sounds page 82	To revise the spelling of long vowel phonemes.
Words within words page 86	To use words within words as an aid to spelling longer words.
Assessment page 90	Activities and ideas to assess knowledge of sounding out and analysing.



Sounding out and analysing

Long vowel phonemes

Sounds like letter A (/ai/)	Sounds like letter E (/ee/)	Sounds like letter I (/igh/)	Sounds like letter O (/oa/)	Sounds like letter U (/oo/ or /yoo/)
weight breakage gauge	degree receipt cheat	delightful describe flying	although thrown groan	queue renew through
				

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Phonemes and syllables

Objective

To use phonemes and syllables to learn the spelling of longer tricky words.

Background knowledge

Learning and using the technique of dividing words into syllables and sounds can help children learn the spellings of tricky words. This is particularly useful when spelling longer words with unstressed letters. Providing the children with plenty of practice in deconstructing and analysing the spelling conventions of these types of words will help them to work out the most plausible spelling when they need to spell complex words in a writing context. The conventional way of dividing words into syllables is to include a vowel sound in each syllable and to split double letters and unstressed vowels, then pronouncing each syllable separately, will help children remember the correct spelling by giving them a visual and auditory image of the word.

Activities

● Photocopiable page 79 'Letters and sounds'

As the children count the number of letters in words and then their phonemes, they reinforce the knowledge that the number of letters does not always equate with the sounds the letters represent. As a follow up to the session, talk about the range of different graphemes that represent the phonemes. Discuss the children's results and iron out any discrepancies.

● Photocopiable page 80 'Syllables'

Children are given 20 words to sort into six balloons according to the number of syllables in each word. Long complex words containing double consonants and consonant clusters or blends can pose a problem for some spellers. Learning how to break such words down into syllables can help the children remember where double consonants and blends occur.

● Photocopiable page 81 'Which word?'

Children are given clues and the number of syllables and or phonemes to find words and complete a word grid. The answers are provided in a word box. However, in order to challenge more confident learners you can mask the word box before copying the page. For less confident children, write one of the answers in the grid for them so that they can use the letters to help work out the other words.

Further ideas

● **Syllable cards:** Create syllable cards and ask the children to mix and match them to make words.

Suggest that they check the words they have made in a dictionary.

● **Add a syllable:** Play a cumulative word game. Begin with a one-syllable word beginning with 'a'. The next child says a two-syllable word, then another adds a three-syllable word and so on until they run out of words and change to the next letter of the alphabet.

● **Wall chart:** Make a wall chart of words with three, four, five and more syllables and encourage the children to add words from their reading. Challenge them to find words with as many syllables as possible!



What's on the CD-ROM

On the CD-ROM you will find:

- Printable versions of all three photocopiable pages.
- Answers to all three photocopiable pages.
- Interactive versions of 'Syllables' and 'Which word?'.

Phonemes and syllables

Letters and sounds

- How many letters and sounds do these words contain?
- Count the letters first and then count the phonemes (sounds). Write your answers in the boxes. The first one has been done for you.

Word	Number of letters	Number of phonemes
emphasise	9	7
exaggeration		
miscellaneous		
catastrophe		
conscience		
temperature		
committee		
enough		
architecture		
delicious		
mysterious		
attention		
outrageous		
embarrass		
sequence		
patience		
apostrophe		

Phonemes and syllables

Syllables

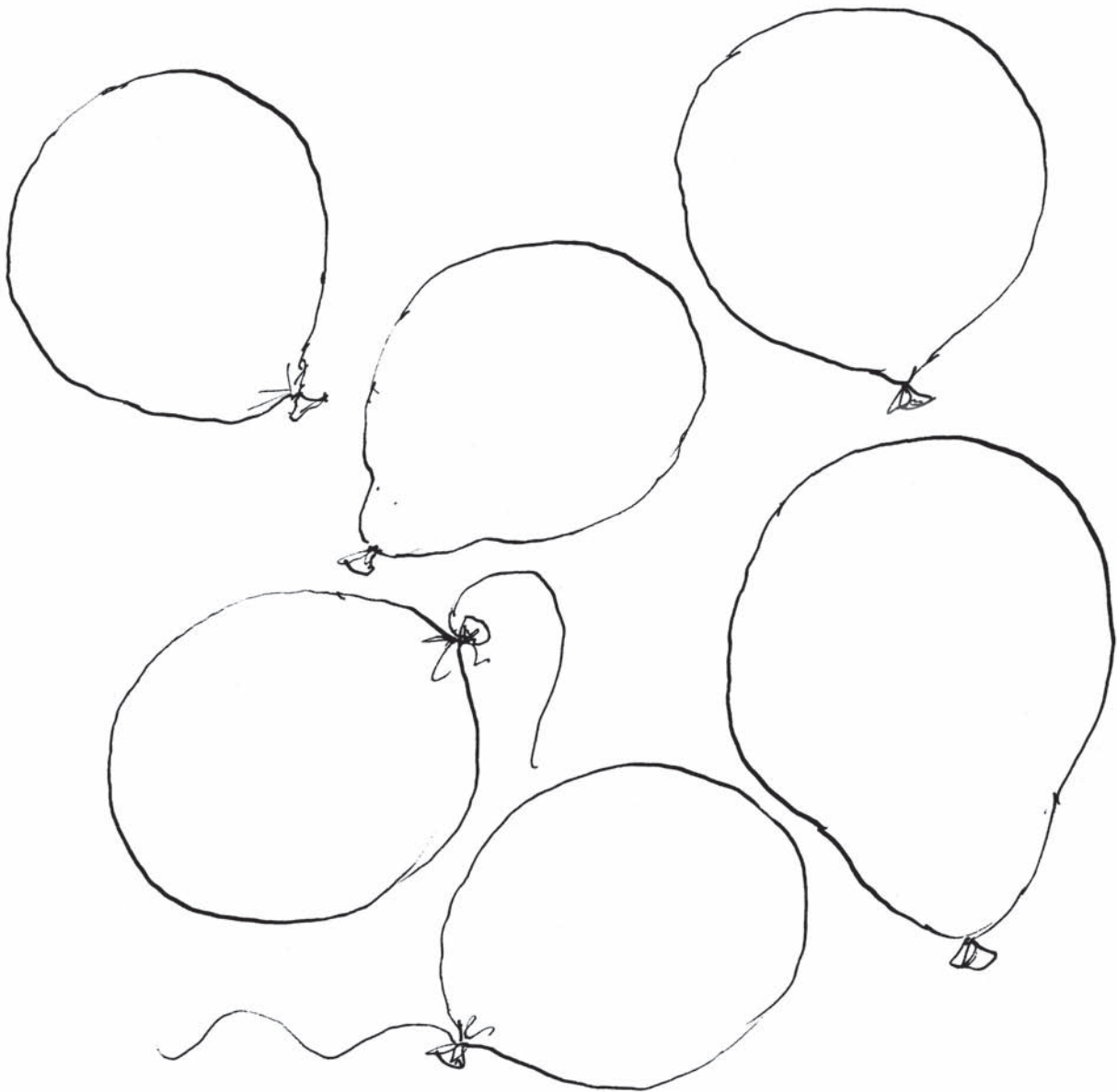
■ Count the number of syllables in each word and write the words into the corresponding balloons. Remember, each syllable needs a vowel or y. Double letters are split between syllables (for example, at/tack).

difference
familiarity
poisonous
jewellery
illiterate

embarrass
vaccination
parallel
consequently
whereas

reference
outrageous
weight
imaginary
exaggerated

marvellous
temperature
miscellaneous
rehearsal
mnemonic



Long vowel sounds

Objective

To revise the spelling of long vowel phonemes.

Background knowledge

One of the problems children face in spelling is deciding which way to spell a word with a long vowel sound. There are many ways to spell long vowel sounds in English and only a few rules to follow. Remind the children that long vowel sounds usually use two or more vowels. These can be next to each other (as in *foal*) or separated by a single consonant (as in *fade*). Exposure to the words, combined with inventing mnemonics, can help the children to remember which variation to use.

Activities

● Photocopiable page 83 'Sort the vowels'

The children group words according to their vowel sound from a selection of words with long vowel sounds. Before they begin, remind them of the long vowel sounds: /ai/ (sounds like the name of the letter 'a'), /ee/ (sounds like the name of the letter 'e'), /igh/ (sounds like the name of the letter 'i'), /oa/ (sounds like the name of the letter 'o'), and /yoo/ (sounds like the name of the letter 'u'). As they write the words into the correct balloon they are exposed to several ways of spelling each of the phonemes. They then group them by spelling pattern and identify which they find tricky to spell. Follow up the work by asking the children to group the words to organise them by spelling pattern. Ask them which words they find tricky to remember. Suggest that they invent a mnemonic for each tricky word – for example, *Sleigh: Snow Leaves Everyone In Good Humour*.

● Photocopiable page 84 'Short or long?'

The children are asked to sort a selection of words with 'oe' and 'ei' spelling patterns into short or long vowel sounds and then regroup them by the sound the vowel makes in the words. The 'ei' spelling pattern can be tricky for children in words such as *leisure* and *heifer* when it has a short vowel sound. Support children who need extra help by reading the list of words aloud together before they attempt the activity. Challenge more confident learners to add other words that have different /oe/ and /ei/ vowel sounds to the list.

● Photocopiable page 85 'Words and ways'

Children are challenged to write as many words with different ways of writing the long vowel sound /ai/. Support children who need extra help by brainstorming as many words as they can think of orally before beginning the activity. Suggest that the children also refer to their personal dictionaries or word banks for ideas. Challenge more confident learners further by giving them a time limit.

Further ideas

- **Vowel fans:** Read the words from the first two photocopiable sheets aloud to the children and ask them to use vowel fans to show the spelling patterns of the long vowel sounds.
- **Unusual words:** Create a wall display of unusual words that the children find when reading. Encourage them to decorate the letters that make the vowel sound.

What's on the CD-ROM

On the CD-ROM you will find:

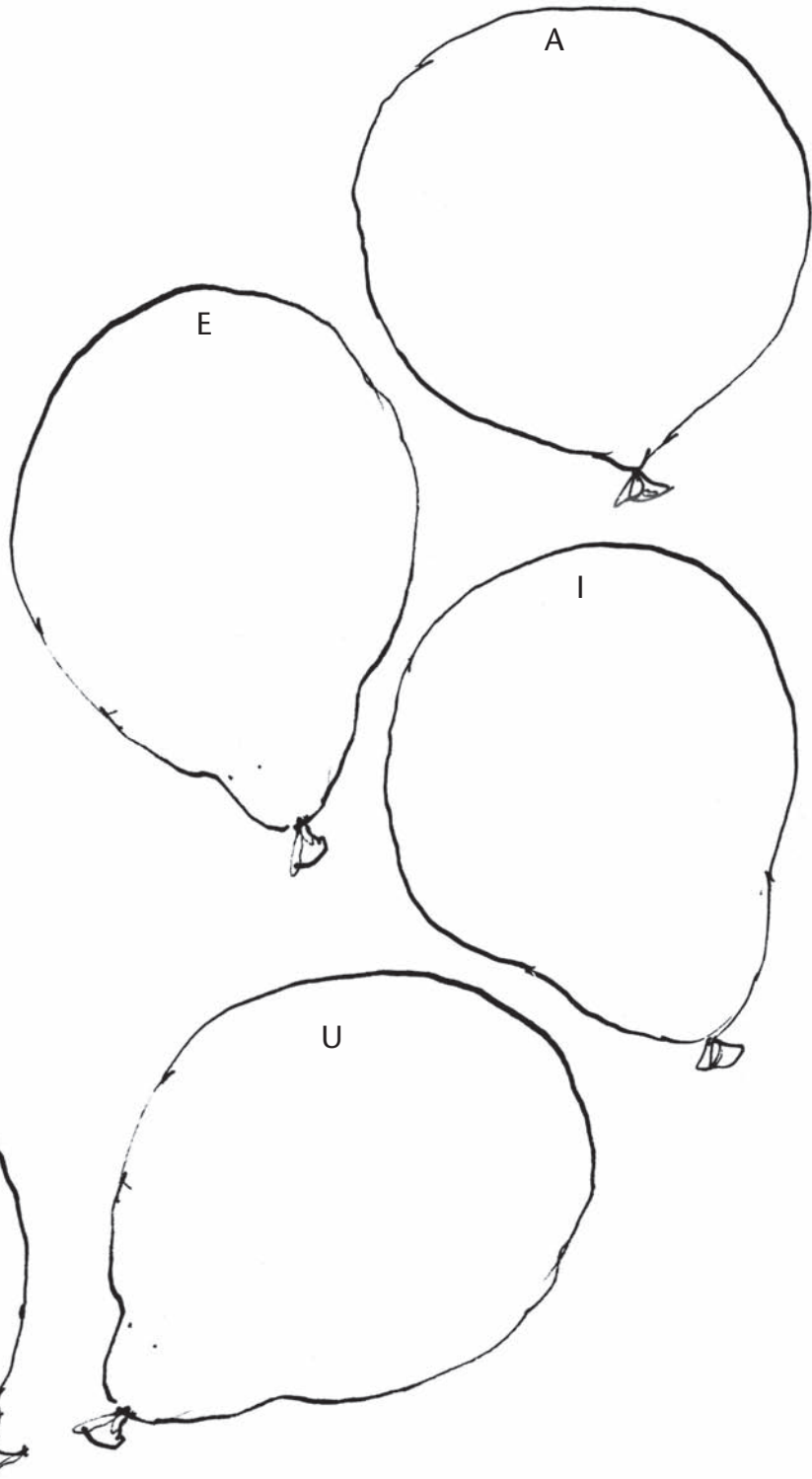
- Printable versions of all three photocopiable pages.
- Answers to 'Sort the vowels' and 'Short or long?'
- Interactive versions of 'Sort the vowels' and 'Short or long?'

Long vowel sounds

Sort the vowels

■ Listen to the long vowel sounds in these words. Decide which letter name the vowel sounds like. Sort the words into the matching balloons.

cute	stone
cold	quay
fly	shoulder
pail	freedom
apply	use
flight	toad
sleigh	queue
cue	date
tight	anew
these	straight
white	grown
delight	receive
height	main
stray	neigh
relieve	wallow
oboe	weight
few	moan
seat	machine
people	kite



Long vowel sounds

Short or long?

■ These words all use the **oe** or the **ei** spelling pattern. Say each word aloud and decide if the letters make a long or a short vowel sound. Write them into the correct column.

heifer	doe	eiderdown	caffeine
canoe	rein	seize	foetal
heir	height	amoeba	forfeit
leisure	sloe	their	poem
shoe	foreign	onomatopoeia	ceiling
feign	woe	veil	abseil

Short vowel sound

Long vowel sound

■ On a piece of paper, group the words according to the sound the letters **oe** and **ei** make.

Long vowel sounds

Words and ways

- How many different words can you find that have a long a vowel sound? (/ai/ – sounds like the letter name a.) Write them into the correct column.

ay as in <i>play</i>	a-e as in <i>plate</i>	ei as in <i>freight</i>	ai as in <i>train</i>	ea as in <i>great</i>	ey as in <i>they</i>

- Which ones do you find tricky? Write them in your spelling journal and practise them using Look, Say, Cover, Write, Check.

Words within words

Objective

To use words within words as an aid to spelling longer words.

Background knowledge

Hunting for shorter words within longer words means that children are required to read the sound of each letter in the word and then combine it with the subsequent letter, slowly building up the letter combinations with the following letters to make other words. Thus, in *threaten* they work through the word to find the first obvious word (*threat*), then *ate* and finally *ten*. This investigative approach appeals particularly to visual learning styles. Working with a partner to find words within words will help children whose preferred learning style is auditory by sounding the letters and reading the new words aloud together. It may also help the children to remember the tricky parts of words by giving them an image of part of the word in their mind. If children can use the spelling of known words that occur in longer words it can help them spell longer words correctly.

Activities

- **Photocopiable page 87 'Wordsearch'**
The children are challenged to find ten given long words in a wordsearch grid and then to find and write down any shorter words within the long words. Support children who need extra help by reading the list of words before beginning the activity. If children need further support, write *leisurely* on the board as a demonstration. Work through the word by writing *leisure*, *is*, *sure*, *surely*, and *rely* to illustrate how to use each letter as an investigation point.

- **Photocopiable page 88 'Now I remember!'**

As the children find a shorter word within ten longer words, they write their own memory-jogger or mnemonic using the short word to help them spell the longer word. Before beginning the activity, look together through the words on the photocopiable sheet and ask the children to suggest which parts of the words are the tricky bits that they could get wrong. Explain that if they can find a word in the tricky bit for their mnemonic it will help them remember it. For example, a mnemonic that uses *out* will not be particularly helpful when spelling *outrageous* but *rage* would be very helpful.

- **Photocopiable page 89 'Pelmanism'**

In this activity the children are given word cards of 10 long words and a further 20 short words. Two short words are taken from within each of the long words. The children play a form of Pelmanism to identify the matching pairs of short and long words. This can be played in pairs or individually. Ask the children to pick and read one long word card, then turn over a short word card. If they match, they can be removed from the set. Set a further challenge to find the long word and both short words to clear all the cards. In a plenary session after completing the game, hold up each long word card and ask the children if they can find any other words within each word.

Further ideas

- **Finding short words:** Challenge the children over a period of time to find a word that has the highest number of shorter words within it. For example, the word *inoperable* has six short words within it. Can they find another word with more than six?
- **New words:** Provide the children with a short word, such as *ten*). Ask them to find as many new words that have the short word within it (for example, *tension*, *attention*, *potential* and so on).
- **Wall display:** Make a decorated wall display of long words with words within words coloured and written in different styles.



What's on the CD-ROM

On the CD-ROM you will find:

- Printable versions of all three photocopiable pages.
- Answers to 'Wordsearch'.

Words within words

Wordsearch

■ Find the words below in the wordsearch grid. They all have a shorter word or words within them. Highlight the long words in the wordsearch and write the shorter words at the foot of the page.

commencement	malevolent	crumbled	enlargement	threatening
cooperate	leisurely	embarrass	treated	strainer

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

Short words

Words within words**Now I remember!**

■ Find a word within each of these words and use it to write a memory-jogger or mnemonic to help you spell it. The first one has been done for you.

argument short word gum

Don't ever have an argument about gum

outrageous short word _____

participate short word _____

desperately short word _____

piece short word _____

comfortable short word _____

practical short word _____

accountant short word _____

secretary short word _____

appearance short word _____

explanation short word _____

Words within words

Pelmanism

■ Cut out the word cards and place them face down on a table. Pick up two cards and when you find a long word and a short word that is also in the long word, put them to one side. When you have matched ten long words with ten shorter ones the game is finished.



chocolate	late	cola
business	sin	bus
definite	fin	nit
fortunately	tuna	ate
proportion	prop	port
potential	pot	ten
peaceful	pea	ace
outrageous	rag	out
vegetable	get	able
government	go	men

Assessment

Assessment grid

The following grid shows the main objectives and activities covered in this chapter. You can use the grid to locate activities that cover a particular focus that you are keen to monitor.

Objective	Page	Activity title
To use phonemes and syllables to learn the spelling of longer tricky words.	79	Letters and sounds
	80	Syllables
	81	Which word?
To revise the spelling of long vowel phonemes.	83	Sort the vowels
	84	Short or long?
	85	Words and ways
To use words within words as an aid to spelling longer words.	87	Wordsearch
	88	Now I remember!
	89	Pelmanism

Observation and record keeping

This assessment activity requires children to practise all the work covered in the chapter. Some of the words in the activity have not been used before but others will be familiar. This gives you the opportunity to observe whether the children have a firm grasp of the strategies covered.

While the children are completing the photocopiable sheets in this chapter, encourage them to keep a spelling journal, for example, recording how well they did and any difficulties they encountered. Encourage them to write down any words that were tricky for them and any mistakes they made. A note of appropriate rules, patterns and mnemonics will also be helpful to them. For example:

Tricky words	I wrote	Tricky part	Correct spelling
separate	seperate	par	separate

Use spelling journals to provide evidence for assessing ongoing work.

Assessment activity

● What you need

Photocopiable page 91 'Analysing words' for each child, writing materials.

● What to do

Provide each child with a copy of the photocopiable sheet. Explain that during this activity they will be demonstrating their understanding of the work practised in the course of this chapter – counting phonemes and syllables, finding a word within other words and identifying the long vowel sounds. Check that the children understand that there are four parts to the activity: before they begin, ask them to say what a phoneme is, how to divide a word into syllables and how they should begin looking for words within words.

Differentiation

- Go through each word of the assessment activity orally with less confident children before they attempt them independently. You may also reduce the number of tasks by, for example, asking them to only count the syllables and find the 'words within words'.
- Extend more confident children by asking them to complete the task in a limited time.

Further learning

- **Syllable split:** Write a word on the board and ask the children to count the phonemes or syllables within a limited time. You could use the number of phonemes as the number of seconds allowed for the challenge.
- **Running together:** Encourage the children to think carefully about breaking words into syllables and running them together again to say the complete word.
- **Letters and phonemes:** Challenge the children to find words that have the same number of letters and phonemes, beginning with three-letter words and gradually increasing in length.

Assessment**Analysing words**

- Count the phonemes and syllables. Now underline a word within each word. Draw a circle around the long vowel sounds.

Phonemes

encyclopedia

miscellaneous

committee

neighbour

material

emphasise

phoenix

earthquake

frightened

weight

previous

microscope

Syllables