

Parent Coffee Morning Resources


Rhyming and Alliteration games

- **Rhyme Detection**-Look for rhyming words and ask your child to say whether they rhyme or not e.g, peg/leg – do they rhyme? peg/pig – do they rhyme?
- **Consonant Vowel Consonant Reading**- Using wooden or magnetic letters, place all the vowels in the middle – a, e, i, o, u. The remainder of the letter go around the vowels. Point to a consonant, vowel, consonant so you child makes the sounds and blends for reading e.g, m-a-n, f-a-n, j-u-g, c-a-t
- **Blending Chunks**-Using wooden or magnetic letters, place any two letters together e.g, um, pl, cr, el, iz, pa,gr, st, tw and ask your child to read the sounds together.
- **Find a word/letter** e.g. using their favourite story book, ask them to spot all words beginning with the ‘th’ sound,
- **Spot...**- all the ‘tricky’ words, spot words ending with ‘ing’, spot words starting with a capital letter, spot words that look the same but have one letter different e.g, hat and hot.
- **Make a word**- Choose a short word from the story you have just read. Ask your child to make the word with magnetic letters and then say the word aloud. Jumble up the letters and ask the child to make the word again from memory.
- **Matching words**- Using a list of high frequency words (ask your child’s teacher), write them out on a card using coloured pens. Use a book and ask your child to find his/her word on the page. How many times does the ‘w’ word appear in the whole book? Repeat with further words.

Multi- Sensory Approaches for spelling

<p>Look, Read, Trace, Cover, Write, Check</p>	<ul style="list-style-type: none"> ● <i>Look</i> at the word taking note of all the letters ● <i>Read</i> the word aloud ● <i>Trace</i> over the letters saying each letter ● <i>Cover</i> up the word ● <i>Write</i> the word from memory ● <i>Check to see if the attempt is correctly spelt</i> ● <i>If it’s wrong – try again</i>
<p>Simultaneous Oral spelling (SOS)</p>	<ul style="list-style-type: none"> ● Make the word with plastic or wooden letters ● Look at the word carefully ● Say the names of the letters ● Mix up the letters ● Rearrange the letters to spell the word Add 3 or 4 more letters to the word and mix up again ● Choose the correct letters and make the word









<p>Four Square Approach</p>	<ul style="list-style-type: none"> ● Fold a piece of paper into four sections ● Write the word in the first square ● Trace over the word saying the names of the letters ● In the adjacent square copy the word saying the name of the letters ● Fold the paper so that two blank sections are showing. ● Write the word from memory ● Open the sections and check the word with the original ● If correct fold the paper until the last blank section is shown ● Close eyes and write again ● Check ● If at any stage a mistake is made, go back to the first section and start the process again
<p>Neurolinguistic Programming (NLP)</p>	<ul style="list-style-type: none"> ● This approach has been found to be an effective strategy for older pupils. ● It is a mainly visual approach to spelling which focuses on the fact that good spellers use the upper left visual quadrant to fix their eyes to both file and recall words. ● A Neurolinguistic spelling routine would be: <ul style="list-style-type: none"> - Write the words on a piece of paper or card - Close your eyes and think of something or good that makes you feel successful - Open your eyes and look at the spelling word on your card - Remove the card but try to keep on 'seeing' the word - Look at the word again with the card in the upper left hand position - Remove the card and write down the letters of the word 'seeing' when you look up and to the left - Look at the word you have written. Try to decide if your version is correct - Check the word - If it is not correct, repeat the process
<p>Mnemonics</p>	<ul style="list-style-type: none"> ● Mnemonics can be used very effectively for words

	<p>that prove to be very difficult for a student to remember.</p> <p>E.g. Big Elephants Can't Always Use Small Exits</p> <p>Mnemonics tend their own to work best when the student has developed their own, if there are funny and easy to visualise</p>
Syllables	<ul style="list-style-type: none"> • Some words are difficult to spell because the pronunciation does not match the spelling, for example, was, Wednesday. • We can help remember these words by emphasising the way a word is spelt <p>For example: we say Wensday but we write Wed-nes-day We say peepole but we write pe-o-ple</p> <ul style="list-style-type: none"> • Breaking words into syllables helps focus on the spelling pattern. • Simple card games can be used to reinforce the concept of syllables by cutting words into syllables and then collecting the syllables to make words <p>For example: carpet --- car-pet</p>
Calligrams	<p>For example:</p> 
Tracking	<p>'Hide' the word within a line of other letters</p> <p>The student has to track from left to right, circling the letters in order</p>

Phoneme frames

Phoneme frames are 3 or 4 boxes on laminated card used for counting phonemes and for sequencing the phonemes in a word

An example of a visual timetable

9:15 - 9:30	9:30 - 10:30	10:30 - 11:30	11:30 - 12:30
			
Registration	English	Art	Maths
12:30 - 1:30	1:30 - 2:00	2:00 - 2:30	2:30 - 3:30
			
Lunch	Music	Exercise	Story time