

## Knowledge Organiser for EYFS/KS1 English-Spelling

<b>Phonics and Spelling</b>	
<b>Key Terms</b>	
Systematic, Synthetic Phonics [the main first method our school uses to teach reading and writing]	'systematic' means the letters and related sounds are taught in a specific sequence. 'Synthetic' means breaking the teaching of written words down into the smallest possible unit of sound. 'Phonics' means teaching reading (and writing) by working with the sounds of the letters in the words to read or write them.
Phoneme	A single unit of sound ie. <u>owl</u> , <u>cat</u>
Digraph	A type of grapheme (see below) where letters show one phoneme, ie. <u>sheet</u> , <u>night</u>
Consonants	Most of the letters of the alphabet are consonants: the letters <i>a, e, i, o, u</i> are vowels
Vowels	The letters <i>a, e, i, o, u</i>
CVC words	Words made up of letters that are <i>consonant, vowel, consonant</i> ie. <i>b-a-t....bat</i>
Grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word ie. <u>met</u> ; <u>shut</u> ; <u>bought</u>
Segment	Used as an action word where we break a word into phonemes, ie. <i>that &gt; th-a-t</i>
Blend	Where we put the phonemes back together to say the word, ie. <i>th-a-t &gt; that</i>
Compound Word	A word that contains two or more root words, ie. <i>home + work &gt; homework ; in + to &gt; into</i>
Tricky word/Common exception word	A word which can't be phonetically decoded, ie. <i>laugh</i>
Prefix	A set of letters that is added to the beginning of a word to turn it into another word, ie. <u>mistrust</u>
Suffix	A set of letters added to the end of a word to turn it into another word, ie. <u>disappointment</u>
Alien/nonsense word	Not a 'real' word ie. <u>thob</u> , used to check phonic decoding skills without relying on support of written word recognition
Homophone	Two different words are <i>homophones</i> if they sound exactly the same when spoken aloud, ie. <i>where/wear</i>
<b>How to help</b>	<b>Useful Links</b>
<ul style="list-style-type: none"> <li>• Practise reading and spelling any words sent home from school - try to do this in a variety of ways, ie. with magnetic letters; cut-up and re-assemble words; write out 5 times as quickly as possible; words stuck on cards around the house etc.</li> <li>• Learn your child's spellings with them</li> <li>• Encourage the learnt spellings to be used in sentences</li> <li>• Encourage your child to write letters, stories, diaries, lists etc</li> <li>• Help your child spot patterns in their spelling words and think of ways to remember them</li> </ul>	<p><b>National Curriculum</b>  <a href="https://www.gov.uk/government/collections/national-curriculum">https://www.gov.uk/government/collections/national-curriculum</a></p> <p><b>Letters and Sounds</b>  <a href="https://www.gov.uk/government/publications/letters-and-sounds">https://www.gov.uk/government/publications/letters-and-sounds</a></p>