

Knowledge Organiser for EYFS/KS1 English-Spelling/Phonics

Spelling and Phonics	
Key Terms	
Systematic, Synthetic Phonics [the main first method our school teaching reading and writing] or SSP	'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>ow</u> l, ca <u>t</u>
Digraph	A type of grapheme (see below) where letters show one phoneme, ie. <u>sh</u> ee <u>t</u> , <u>gh</u> igh
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. b-a-t.... <i>bat</i>
Grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word ie. <u>me</u> t; <u>sh</u> ut; <u>bo</u> ught
Segment	Used as an action word where we break a word into phonemes, ie. <u>th</u> at > <i>th-a-t</i>
Blend	Where we put the phonemes back together to say the word, ie. <i>th-a-t</i> > <i>that</i>
Compound Word	A word that contains two or more root words, ie. <i>home</i> + <i>work</i> > <i>homework</i> ; <i>in</i> + <i>to</i> > <i>into</i>
Tricky word/Common exception word	A word which can't be phonetically decoded, ie. <i>said</i>
Prefix	A set of letters that is added to the beginning of a word to turn it into another word, ie. <u>mi</u> strust
Suffix	A set of letters added to the end of a word to turn it into another word, ie. <u>disappoint</u> ment
Alien/nonsense word	Not a 'real' word ie. <u>th</u> ob, 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>
How to help	Useful Links
<ul style="list-style-type: none"> • 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. • Learn your child's spellings with them • Encourage the learnt spellings to be used in sentences • Encourage your child to write letters, stories, diaries, lists etc • Help your child spot patterns in their spelling words and think of ways to remember them 	<p>National Curriculum https://www.gov.uk/government/collections/national-curriculum</p> <p>Monster Phonics (the Systematic Synthetic Phonics programme taught at Wickhambreaux CEPS) https://www.monsterphonics.com</p> <p>Development Matters https://www.early-education.org.uk/sites/default/files/Developmentmattersintheearlyyearsfoundationstage</p> <p>High Frequency Word Lists:</p>

Please see below this document for the first 100 and then next 200 most used words in our language (about 65% of words used most frequently)

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Next 200 High Frequency Words

(in frequency order reading down the columns (water to laughed then let's to grow))

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed