

YEAR 2

HOME SYNTHETIC PHONETIC SPELLING GROUPS

(For our Tuesday spelling tests)

We use the Diana Rigg spelling program, based on a progression of sound patterns, from simplest to most complex.

1. These begin: **CVC** – consonant, vowel, consonant. Eg. 'dog', 'run' 'sit'
2. And progress to **CCVC** words – Two consonants, a vowel and a consonant. Eg. slip, flat
3. These double consonants are called '**Blends**' and we describe them as '*two or three letters that go together*'.
4. Then we have **digraphs**. We describe digraphs as '*two letters that make one sound*'. Eg. ee, oo, ch, th, ou, ow, ea, gh, ph (As students progress, they move onto trigraphs which are the same idea, but three letters making one sound. Eg. tch as in 'stitch').
5. Finally, we have **silent letters**. Eg. lamb, face

In class and for homework we do what I call 'Rainbow writing' to familiarise students with the sound patterns being used in their words. The colours are based on the above sound patterns.

If you are able to try this with your child as they practise, it helps them 'chunk' words and thus familiarise themselves with patterns found in words of a similar type.

We use several colours, one each for the following:

1. Single vowel
2. Single consonant
3. Blend (at the start, in the middle or the end of any word)
4. Digraph (or trigraph)
5. Silent letter.

Here is an example of each. It doesn't matter what colours your child uses. The more they like the colour, the more engaged they may be! 😊

Single consonant – RED

Single vowel – BLUE

Blend – GREEN

Digraph – PURPLE

Silent letter – BLACK

man bit clip plank ch-ur-ch
asleep flame enou-gh faint bitt-er

Another way to practise is for them to write the words in lead pencil, THEN shade over the sound patterns they find in each word with the different colours.

Of course, this is just a couple of many ways in which to learn to spell. All of spelling aloud, spelling backwards, spelling by syllable, and basic look-say-cover-write-check are all valuable.

Ms B