NLS Activity Resource Sheet

Objectives
Phonological awareness, phonics and spelling: the common spelling patterns for each of the long vowel phonemes: ee, ai, ie, oa, oo (long as in moor) - see Appendix List 3; to segment words into phonemes for spelling.

Activities

Class

Possible progression:
Long vowel ay at the ends of words.
Long vowels ee/ea ie/y ow/oe ue/ew at the ends of words.
Long vowels in the middle of words ai/a-e ee/ea igh/i-e
oa/o-e oo/u-e.

- Starting from a book previously read in Shared Reading, a rhyme or some shared writing, focus on a word with the chosen digraph, e.g. day. Ask the children to close their eyes and then tell you which sounds they can hear in the word. Discuss the difference between words which have one letter for every phoneme, such as dog, and the word day.
- Write the word day at the top of a large sheet of paper and ask the children to think of words which rhyme with day. Write the words on the chart. The children can also take turns at writing words using day as a spelling model. Apart from the word they, it is unlikely that the children will suggest any words which do not end in ay. As there is a tendency for children to write they as thay it is an opportunity to emphasise the relationship in spelling between the and they, or even them, their and they.
- This same activity can be done with the other four long vowel endings. However, it is not so straightforward as ay because there are at least two alternative spellings for each phoneme. Taking ie and y as an example, start with a word from your reading such as my. Write it on the board. The children can tell you other words which rhyme with my. You will end up with a board full of words which end in y, ie and igh. The children can sort them out by replacing all the y words in one colour, the ie words in another and so on.
- When the children have explored two digraphs which represent different phonemes, e.g. ay and ow, they can write words to dictation.
- The introduction of words in which the vowel is in the middle can be carried out in the same way. It is better to start with rhyming words in which the spelling pattern (the rime) is the same throughout. The rimes in this category are: ake, ate, ame, ave, eep, ine, ice, ipe, ope, ook. There are a few exceptions, e.g. wait, sign, soap. Rimes which are worth exploring but have more exceptions are: ail, ace, eed, eep, ight, oat. See also the lists of words on the Photocopiable Resource Sheets.
- Play Shannon’s Game. See the Photocopiable Resource Sheet.

Relevant published materials/resources

First Steps - Spelling Developmental Continuum and Spelling Resource Book (Heinemann).
ACE Spelling Dictionary, David Moseley (LDA).

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