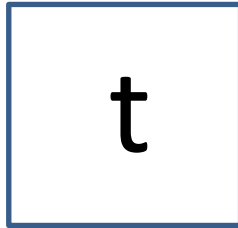


Shapes & Sounds – Skills Chart

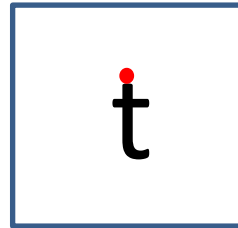
Why Writing?

Writing can be one of the hardest activities for some learners. There is you, a piece of paper and a pencil. It is a very lonely place. The ideas that circulate in your mind are quickly extinguished by the enormity of how to write the letters you need.

Some learners easily visualise as they think about the letters they need for the phoneme.



They may also visualise the place to start writing.



Some learners 'see' nothing. They can be helped by knowing that every letter starts in the same place and by recalling spoken cues that assist in the flow from one stroke to another.



In an inclusive classroom, please allow for variations in the hand-writing style. Use the Shapes & Sounds programme for those learners who need additional input for their hand-writing. Some may not also need input for spelling but will use the Section 2 activities to practise their writing skills.

Shapes & Sounds Skills

The skills introduced with the first letter continue as each new alphabet letter is introduced.

- Learning the name of an alphabet letter.
- Learning **how** to write the letter shape.
- Learning to listen for a particular 'speech sound' so that they will know **when** to write it.

- Writing a word:
 - isolating the phonemes heard in a word
 - recalling the sequence of phonemes
 - recalling the letter shapes
 - executing the letter shapes in order

Lesson 1

<i>t</i>	/t/ Recognition
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The number of skills explains why we carefully restrict the number of letters introduced.
Move learners onto new letters when they are exhibiting fluent responses

Section 1: Short vowels 1 syllable	2.	<i>a</i>	/ă/ Recognition	VC CVC Sound Circles to Notate what we Hear	/ā/ <i>a</i> (Spelling Choice)	Writing words with open & closed syllables	Section 2: Long vowels 1+ syllables
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There are follow on activities at the end of each Writing Sentences activity.

All the writing activities can be broken down into smaller units by pausing, and noting the time ready for the next lesson.

As the table continues the detail, after first reading, will be assumed. The shading will be continued to show the activities that are an optional extension within Section 2 and, at a slightly later stage Section 1.

- Writing Sentences

- All the above skills, and
- Building auditory sequential memory skills
- Punctuation skills
- Including unstructured words that will need additional strategies

3.	<i>m</i>	/m/ Recognition	VC CVC words using Sound Circles	Strategy Words	Writing Sentences	/ā/ a (Sp Ch) words	O/C Syllables	Sentences
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- Incorporating Consonant Blends

4.	<i>ʃ</i>	/s/ Recognition	VC CVC words using Sound Circles	st -st sm	CCVC CVCC	Strategy Words	Writing Sentences	/ā/ a (Sp Ch)	O/C Syllables	Sentences
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- Adding suffix -s

5.	<i>i</i>	/i/ Recognition	VC CVC	Blends Cont.	CCVC CVCC	Suffix -s	Strategy Words	Writing Sentences	/ī/ <i>i</i> (Sp Ch)	O/C Syllables	Sentences
7.	<i>n</i>	/n/ Recognition	VC CVC	sn -nt	CCVC CVCC	Suffix -s	Strategy Words	Writing Sentences	All Sp. Ch. LVs Continued	O/C Syllables	Sentences

- Spelling Choice for /s/ heard at the end of a one syllable word with a short vowel sound. Optional for Section 1 because the vowel sound is still short and there is still just one syllable.

8.	<i>σ</i>	/ō/ Recognition	VC CVC words	Blends Cont.	CCVC CVCC	Suffix -s	Strategy Words	Writing Sentences	s or ss	/ō/ <i>σ</i> (Sp Ch)	O/C Syllables	Sentences
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- Introducing Apostrophe Use

9.	<i>ρ</i>	/p/ Recognition	VC CVC words	sp -mp	CCVC CVCC	Suffix -s	Strategy Words	Writing Sentences	s or ss	Apostrophe Use	All Sp. Ch. LVs Continued	O/C Syllables	Sentences
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- Introducing oo – Section 1 ‘too’ with other one syllable words optional

11.	<i>b</i>	/b/ Recognition	VC CVC words	Blends Cont.	CCVC CVCC	Suffix -s	Strategy Words	Writing Sentences	s or ss	oo	,	All Sp. Ch. LVs Continued	O/C Syllables	Sentences
12.	<i>c</i>	/k/ Recognition	VC CVC words	sc -ct	CCVC CVCC	Suffix -s	Strategy Words	Writing Sentences	s or ss	oo	,	All Sp. Ch. LVs Continued	O/C Syllables	Sentences

The lessons continue to use this format as new letters are introduced. Additional learning and teaching points will be included to build each learner’s skills.

Please advise parents and carers about the Lessons and Section that their child is following. If a child is following the Section 1 lessons, please advise on whether to include the optional lessons. This will be based on your assessment of the fluency of their responses to tasks in a whole class lesson that uses the same material.