

NLS Activity Resource Sheet

Year	1
Term	3
Strand	W 1

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 *moon*) - see Appendix List 3; to segment words into phonemes for spelling.

N.B.

See Introduction for full information about vowel digraphs.

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).