

Reading and spelling longer words

In Phase Five, children continue to learn to read longer words, including words of more than two syllables and words that end in suffixes. In Phases Two to Four, they were taught how to break longer words into smaller parts to read them. Continue to model the process to help children learn how to do this independently, and to recognise the parts that make up a longer word.

Reading two- and three-syllable words

- 1 Write a two-syllable word on the whiteboard (for example, 'shel/ving'). Remind the children that we break longer words up to read them. Use your hand to cover part of the word to show each syllable in turn.
- 2 Sound-talk and blend the first syllable (for example, *sh-e-l shel*) then the second syllable (for example, *v-i-ng ving*), before saying the complete word (*shelving*). Repeat the process, this time with the children joining in.
- 3 Repeat, using another word. This time, ask the children to sound-talk and blend each syllable, then see if they can say the complete word.

Sometimes, the second syllable of a word might not be pronounced exactly how it is sounded (for example, the words 'trumpet' and 'dragon'). Children will usually make this adjustment naturally but, if necessary, help them tweak the pronunciation of the word so that they pronounce it correctly.

Use the same process for three-syllable words (for example, 'chim/pan/zee'). Sound-talk and blend each syllable in turn, then say all three syllables together to make the complete word.

Again, the pronunciation of the final word might need tweaking to take account of unstressed syllables (for example, when reading the word 'Wed-nes-day'). In this case, if the word is familiar, most children will naturally adjust their pronunciation to say the word normally. However, if they do not, saying the word in a sentence will help them to work out what the word is.

Spelling two- and three-syllable words

Spelling a two- or three-syllable word is the reverse process of reading it. Children need to first break the spoken word up into syllables. They then say the sounds and write the graphemes needed for each syllable in turn. Saying the word as they remember it was written helps them to spell it correctly (for example, saying *trum-pet*; *Wed-nes-day*).

Reading compound words

Some two- and three-syllable words are compound words. This means two words that make sense on their own are put together to make one new word (for example, downstairs, cloakroom, thunderstorm).

It is easier to read these words if the children can spot the two shorter words in the longer word. Encourage the children to look for a familiar word in the longer word (for example, they might spot 'down' in 'downstairs' or 'room' in 'cloakroom'). If necessary, use your hand to cover part of the word so the children can see each of the words in turn, or underline each of the shorter words in a different colour. Blend each word then put the two parts together to form the complete word.

Spelling compound words

When children are familiar with reading compound words, they can also spell them. They first break the spoken compound word up into the two shorter words. They then say the sounds and write the graphemes needed to write each word in turn.