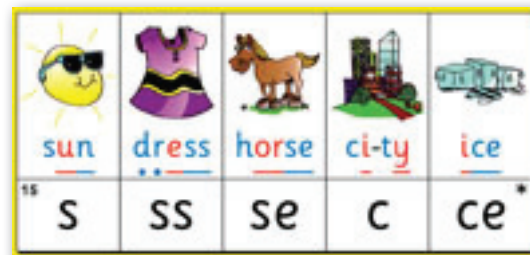


ENGLISH SPELLING CHART PROGRAMME

An Introductory Guide for Parents

The English Spelling Chart Programme (ESC Programme) uses a range of colourful resources to teach your child to:

- Blend the **right sounds** when they read; and
- Visualise and name the **right letters** when they spell.



It is suitable for children of all ages and abilities, including **young children** and those learning **English as an additional language**. It is used with individuals, groups, classes, year groups or the whole school.



ENGLISH SPELLING CHART

Chart Sizes: A5, A4, A1 and A0.

A5 - Individual deskchart. 2 sides. (210 x 148mm)

A4 - Individual deskchart. 2 sides. (297 x 210mm)

A1 - Medium Class Wallchart. 1 side. (841 x 594mm)

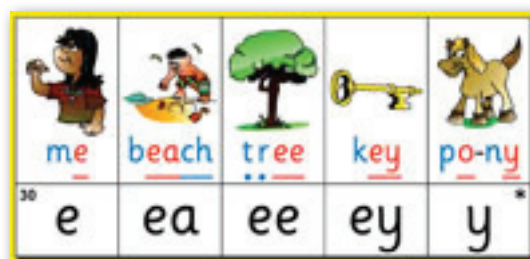
A0 - Large Class Wallchart. 1 side. (1,189 x 841mm)

The programme is based on the **English Spelling Chart**, which is divided into a Consonant Section (at the top) and a Vowel Section (at the bottom). The Consonant Section has 24 consonant sound-boxes in 4 rows (C1-C4). The Vowel Section has **20 vowel sound-boxes** in 4 rows (V1-V4). Through using the Chart, your child will learn that English has 44 sounds, of which 24 are consonants and 20 are vowels.

The Chart will also teach your child that English has 120 keyspellings, of which 60 are consonant keyspellings and **60 are vowel keyspellings**. Each of the 60 consonant keyspellings and 60 vowel keyspellings has a colourful cartoon picture and keyword. In the keywords, consonant sounds/spellings are shown in blue and **vowel sounds/spellings are shown in red**. Black hyphens indicate the **syllables** - as in ci-ty (above), po-ny (below) and ra-bbit and ki-tten (overleaf). Blue sound-dots indicate the **consonant blends** (2 or 3 consonant sounds said together in one syllable), as in **dress** (above), **tree** (below) and **school** and **queen** (overleaf). Red and blue underlines indicate the **rhymes**. For sound-box 2 (overleaf), the rhymes for 'cat' include 'fat', 'chat' and 'spat'. The rhymes for **duck** include 'luck', 'suck' and 'struck'. The rhymes for 'school' include 'fool', 'pool' and 'stool'. The rhymes for 'queen' include 'been', 'green' and 'screen', but also 'bean', 'mean' and 'clean'!

The **keywords and pictures help your child to remember** the keyspellings and their location, or 'home', on the English Spelling Chart.

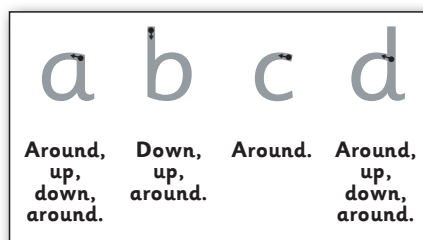
Through using the Chart, your child will gain **good knowledge of the sounds and spellings** in words. They will learn that the letters of the English alphabet do not represent only one sound. They will also learn that, even in the most basic of words, English **letters represent different sounds**, either as 1-letter spellings or as a letter in a 2-letter, 3-letter or even 4-letter spelling. The 120 keyspellings (and the syllables, consonant blends and rhymes) will help them to **READ AND SPELL thousands of English words**.



"Point under each black keyspelling and say the sound."



Your child will be taught a wide range of skills in sessions lasting between **15 MINUTES** and an hour, depending on their age and ability. These skills include:

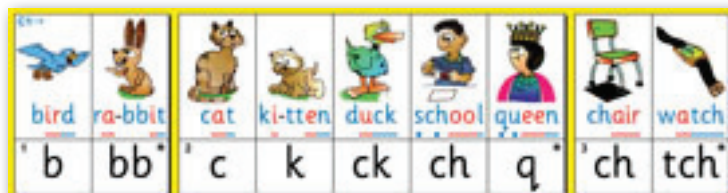


- Naming and writing the **26 lower-case letters and their capitals**
- Saying all the 120 keywords and **THE SOUNDS** for all 120 black keyspellings
- Discussing and repeating the **120 keyword questions** (see the TAP-or-CLAP book cover, overleaf)



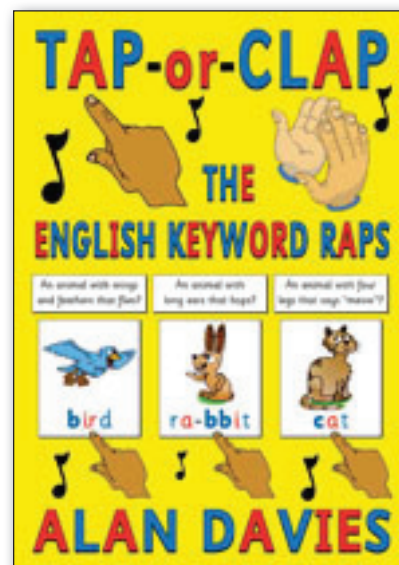
- Saying **ALL THE SOUNDS** in the 120 keywords

“Say each keyword and point under all the blue/red spellings and say the sounds.”



- NAMING AND WRITING THE KEYSPELLINGS** in each of the 8 rows, including the 5 keyspellings in sound-box 15 in row C3 (which all represent the sound /s/).

Your child will be encouraged to practise naming and writing the **lower-case letters and their capitals**, until they can name and form each letter without saying the instructions. This does not take most children too long, especially if they are encouraged to practise the letters at home, perhaps by first learning to spell their own name by saying their name, and then naming and forming each letter by using a finger to do **air writing**, tracing over the letters and, finally, writing the letters. Being able to automatically name and write the letters establishes the ‘players’ in the English Alphabet team and **the programme teaches the different jobs** that they do. Every day your child will spend time discussing and repeating the keyword questions - to develop their speaking and listening skills, **vocabulary, general knowledge** and to give them the opportunity to read the keywords and also other words by sight. They will also spend time saying and **blending the sounds** for the keyspellings. From time to time, your child’s teacher will check and reinforce good articulation, by revising: “The Best Guess Keyword” and “**The Best Guess Keyspelling**” for each of the 44 sounds.



READING

WORD FOR WORD

all the keyword questions

Every day they will read and spell **some or all of the words** from one of the 49 spelling lists. Every week they will **revise all these words** and other words from a previous list. By spelling these words and recognising them by sight, your child will be continually reminded that they only name the letters in a word when they need to identify them; otherwise, they **say the sounds** that they represent to read words. As your child becomes better at predicting and remembering which letters to use for the sounds and groups of sounds that they hear in words, they will be encouraged to read, spell and **revise more than one list** of spellings each week, until they can spell all of the 500 Basewords by visualising and naming the letters.

SPELLING

ALL THE 500 BASEWORDS

including the Days of the Week, Months of the Year, Numbers from One to Twenty, the ten Colour Words and lots of high frequency words.

THRASS UK LTD

is an international publishing and training company based in Chester, Cheshire, England.

The programme will teach your child to **read words by sight and to focus on their meaning**. It will also teach them the skills needed to predict and remember the sound-spelling relationships in the words that they cannot read and spell, through using a thorough knowledge of **the keyspellings AND non-keyspellings of English**. Programme Rationale - “We use the syllables, consonant blends, rhymes and spellings in the words that we already know to help us read and spell other words.”

LIST 1 - HOTWORDS		LIST 2 - HOTWORDS	
a	is	be	my
and	it	do	said
as	of	for	they
at	the	if	was
I	to	in	with

ENGLISH PHONICS 500 BOOK

ALAN DAVIES

Learners start by reading, spelling and revising the **100 HOTWORDS** (the first 30 are above)

To find out more about the **resources** and how your child will be taught, download the free THRASS GUIDANCE NOTES from the ‘DOWNLOADS’ section of www.thrass.co.uk Permission is given for this Introductory Guide to be copied and reproduced but not adapted. © 2017 THRASS UK LTD