

Sound Spelling Links

Context

These children are in the early stages of learning French and have been practising conversations which they can use when they meet someone. To encourage children to vary their language and to help them understand the links between spelling and pronunciation, the teacher suggests they might also use the word Salut as well as Bonjour to say Hello. She presents the words Bonjour and Salut in large, coloured letters on the interactive whiteboard.

Exploration

As children are speaking with confidence, the teacher has decided that it would be beneficial to look at the spelling and pronunciation of two words, Bonjour and Salut. This helps children make progress as they reflect upon the spellings of what they have been saying and learn about the silent letter in Salut. Giving children frequent opportunities to look at familiar language and to reflect upon spelling and structure are important elements in helping them to make progress. By putting just two words in very large, coloured typeface on the interactive whiteboard, the teacher effectively focuses children's attention on spelling and sounds. To see how these small steps fit into progression within the KS2 Framework see the Overview pages 67-90

[Oracy Overview](#)

[Literacy Overview](#)

[KAL Overview](#)

[LLS Overview](#)

There are also small steps of progression within each Learning Objective. For example, in Oracy 3.2 the steps are:

- Listen with care
- Identify phonemes which are the same or different from English and other known languages
- Speak clearly and confidently

Links to the KS2 Framework

The children:

- recognise and respond to sound patterns and words
- perform simple communicative tasks using single words, phrases and short sentences

O 3.2 O 3.3

[Oracy 3.2](#)

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[Oracy 3.3](#)

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- recognise some familiar words in written form
- make links between some phonemes, rhymes and spellings, and read aloud familiar words

L 3.1 L 3.2

[Literacy 3.1](#)

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[Literacy 3.2](#)

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- imitate pronunciation
- identify specific sounds, phonemes and words
- recognise how sounds are represented in written form
- notice the spelling of familiar words

KAL

[Knowledge about Language](#)

Page 79-83

- discuss language learning
- discuss and try out different learning strategies
- look at the face of the person speaking and listen attentively

LLS

[Planning, analysing and evaluating ways of learning:](#)

Page 85

[Language Learning Strategies Communicating, Understanding and Being understood](#) and Page 86

Next steps

Children might go on to read other words and simple phrases using the interactive whiteboard and then go on to write them using a model.

L 4.3

[Literacy 4.3](#)

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Development

- Select a word or phrase from the language you are practising with your class and exploit it in a similar way, extending children's knowledge and understanding of how the language works.
- Type it using a large, coloured font either on interactive whiteboard or on a card.