

### Module Six: Part 3

- d) Oral segmenting and awareness of individual learners' thought processes when they spell – and evaluating phonics practices and resources

To be personally confident of orally segmenting single syllable words and multi-syllable spoken words or words in 'thought'

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### Module Six: Part 3 continued

- d) Oral segmenting and awareness of individual learners' thought processes when they spell – and evaluating phonics practices and resources

To be aware of learners' independent spelling processes as individuals

To be able to evaluate critically various phonics worksheets and activities to ascertain whether they are fit-for-purpose

Orally segment these words with the tallying routine (left hand, palm facing)



Orally segment these words with the tallying routine



r a i n    f l a g    s t a r  
s h e e p    c l i f f  
u m b r e l l a

### Oral segmenting assessment

You say the word, the pupil gives you the sounds all through the word.

Watch out for older pupils saying:

/g/ /r/ /e/ /e/ /n/ **What should it be?**

In effect, they are changing the **SPELLING** into letter-by-letter sounds and not identifying the **actual sounds** all through the word

### Oral segmenting assessments

Free Resources webpage 

Planning Assessment and Resources Handbook 

## Professional understanding

Teachers need to be able to identify activities which are:

1. extraneous or not time-efficient
2. busy work and time fillers
3. not based on practice of the core phonics routines and content ...

Is this exercise for practising reading, or practising spelling, or what?

ai

r\_n                      n\_l

                                p\_n

sn\_l                      tr\_n

Remember, reading is print to sound,  
spelling is sound to print!

Not practice of the core skill for reading because that would require whole printed words: rain nail pain snail train

Not practice of the core skill for spelling because the core skill starts with whole spoken words:



At best, it could be the beginning of recalling a spelling word bank of ai words!

## Memorising spelling word banks

1. Tell the learners that the aim is to recall a spelling word bank of 5 'ai' words (quantify) and to remember how these words are spelt "forever"
2. Find creative ways to associate the 5 words:
  - Illustrate the words
  - Write the words
  - Link the words in a spoken/written sentence
  - In pairs, recall the words (say them, write them)
  - Recall the words the next day (aim: "forever")