



Indicative A response

Super speller

Year 2

English

Looking for sound patterns in words

Children will spell high frequency and familiar words with varying success. Some children will use knowledge of blends, digraphs, common long vowel patterns and inflected endings to spell these words correctly. Some children will spell or attempt to spell unknown words using the above knowledge and a variety of strategies including those that understand the sound-symbol relationship and word structures. When reading, children will decode words by using knowledge of the graphophonic cueing system including syllables, vowel patterns, consonants digraphs, three-letter blends and chunks of sound.

Write down as many other sound patterns as you can in this box:

ad cl at
ip br og op sn
gl dr fr wh ug
ot et eg ill id ig
an ch sh sl ay un
oo ea ck ar th
scr str pl spr



Now circle **three** sound patterns to look for.

Finding words using your sound patterns

Example only. Children can copy from charts and books around the room.

My sound pattern is <i>ay</i>	My sound pattern is <i>ill</i>	My sound pattern is <i>ch</i>
<i>pay</i> <i>Tuesday</i> <i>may</i> <i>Wednesday</i> <i>Thursday</i> <i>say</i> <i>Friday</i> <i>lay</i> <i>play</i> <i>day</i> <i>today</i> <i>Monday</i> <i>Sunday</i>	<i>fill</i> <i>still</i> <i>pill</i> <i>frill</i> <i>till</i> <i>mill</i> <i>kill</i> <i>spill</i> <i>trill</i> <i>drill</i>	<i>chat</i> <i>chive</i> <i>chimp</i> <i>chew</i> <i>chop</i> <i>chow</i> <i>chocolate</i> <i>pouch</i> <i>ouch</i> <i>chair</i> <i>chill</i> <i>choo choo</i> <i>chip</i> <i>teach</i>

Reflecting

Think about what you have learnt and write or talk to your teacher about these questions:

What did you learn about sound patterns?

They help you to spell words because the words have lots of sound patterns in them. It's how you spell words.

Is it easier or harder to spell words using sound patterns? Why?

It is easier because you know the sound and you know the letters that make the sound.

What did you learn that you didn't know before?

The sounds are at the front of words and even at the end and they make the same sound. I bet they can be in the middle too.

What did you learn that will help you in the future?

I can spell pay so I can spell play, say, may and day because each word has the same sound pattern of ay. I know that c and h make one sound ch like chip and chair. I know words can end with a ch sound like ouch and teach. So I can spell them too.

What new skills do you have to help you spell an unknown word?

I know lots of sound patterns but I need to know more so I can write big words. I will ask you or look on the word wall or my spelling book. I think I will be able to sound out lots of words now too.

What did you like best about this activity?

I didn't know I could spell so much, so I think I am doing really good spelling. I feel good! I wrote 13 ay words and 14 ch words!

Teacher collation table

Use the table below as a checklist to collate information from individual *Guide to making judgments*. Use this to inform future teaching and learning.

Use of spelling patterns	
Identifies sound	
	<i>Sam</i>
Short vowel in onset and rhyme patterns single syllable	<i>Y</i>
Digraphs (e.g. th, sh, wh)	<i>Y</i>
Blends (e.g. gl, dr, fr)	<i>some</i>
Short vowel — single syllable (e.g. sad)	<i>Y</i>
Short vowel and initial digraphs (e.g. that, ship)	<i>Y</i>
Short vowel and initial blends (e.g. glad, drip)	<i>Y</i>
Short vowel and final digraph (e.g. cash, rich)	<i>Y</i>
Short vowel before ng, nt, nd, nk and mp	
Common long vowel patterns in single syllable words a e o u	<i>Y</i>
Short e spelled ea (e.g. dead)	
Short vowel pattern in ve pattern (e.g. give)	<i>chive</i>
Less common long vowel patterns (e.g. i o)	<i>chive</i>
Diphthongs in single syllable common words	<i>chow</i>
Triple r blends (e.g. scr, str)	
Consonant digraphs in more complex words	<i>chew</i>