

IIS Language Policy

Appendix 9

Graphophonics and Spelling Patterns – Introduced by class

This appendix is meant as a guide for teachers in planning mini-lessons and in assessing whether pupils in their class are below, meeting or beyond average grade level expectations.

Grapho-Phonics

Most children are expected to:

Pre-Kindergarten

- The environment should support the development of concepts of print

Kindergarten

- be tuned into sound and variation through auditory activities (e.g. rhyming words, rhymes)
- know the alphabet letters by name and their related sounds
- know the digraphs -sh, th, wh, ch, oo (moon) oo (book), ee and er
- know the trigraph -ing

Class 1

- know and use previously taught sounds, and newly taught initial and final blends:

Initial	Final
◦ br,cr,dr,fr,gr,pr,tr	-nd
◦ bl,cl,fl,gl,pl,sl	-nt
◦ sc	-st
◦ sk	-sp
◦ sm	-sk
◦ sn	-ld
◦ sw	-le
◦ thr	
• use taught monographs, digraphs and trigraphs	
◦ marker e (a-e, i-e, o-e, u-e)	-ea (bread)
◦ ai, ay	-er,ir,ur
◦ all	-or-fork
◦ ang, ung, ong	-oa
◦ ar	-ow (slow)
◦ y – happy	-ow(cow)

- y-fly
- -ea
- e-me

Class 2

- use previous taught and newly taught blends:

Beginning

- scr
- spl
- sp
- str
- sw
- tw

Ending

- ft
- lf
- lk
- mp
- nk

- use previously and newly taught monographs, digraphs and trigraphs

- | | |
|--------------|-------------|
| ◦ age- cage | -ew screw |
| ◦ air-chair | -g cage |
| ◦ aw | -i blind |
| ◦ silent b | -i – taxi |
| ◦ c face | -ie-pie |
| ◦ dge – edge | -igh high |
| ◦ ear – hear | -ind |
| ◦ silent k | -nch-crunch |
| ◦ le – table | -o cargo |
| ◦ old | -ore |
| ◦ oy | -squ square |
| ◦ ph | -tch |
| ◦ silent w | |

Class 3

- Use previously taught monographs, digraphs and trigraphs, and:

- | | |
|-------------------|------------|
| ◦ alk walk | -o glove |
| ◦ ire – squire | -oar |
| ◦ au-sauce | -or work |
| ◦ augh – daughter | -stle |
| ◦ augh-laugh | -silent t |
| ◦ ch-chemist | -ue-glue |
| ◦ ear-pearl | -war dwarf |
| ◦ gle-jungle | -silent h |

Class 4

- Use monographs, digraphs and trigraphs taught in previous years and:
 - ui build
 - silent l
 - silent n
- use common prefixes and suffixes

Prefixes

- dis-
- un-
- for-
- mis-
- in-
- pre-

Suffixes

- ment
- less
- ful
- ness
- able
- tion

-er

Class 5

- Use a wider range of suffixes including those previously taught and:
 - -ous, -al, -ible, -ious, -eous, -ial, -or
- Use a wider range of prefixes including those previously taught, and:
 - Inter-, intro-, fore-, ab-, ex-

Class 6

- Use a wider range of suffixes including those previously taught and:
 - -en, -dom, -ity, -ion, -ation, -sion, -ish, -ent, -ant,
- Use a wider range of prefixes including those previously taught and:
 - En-, em-, anti-, trans-, di-, auto-, bio-, uni-

Punctuation

Pre-Kindergarten

- Where relevant, the teacher and teaching assistant model appropriate punctuation.

Kindergarten

- Experimentin with full stops and capital letters

Class 1

- use a full stop to end a statement
- use a question mark to end a question

- use an exclamation mark
- use a capital letter to begin sentences
- use capital letters for proper nouns (names, titles, streets, e.g. Susan, Tuesday, February, Tanzania, Captain Hook)

Class 2

- Use capital letter for emphasis, e.g. HAPPY BIRTHDAY
- Use capital letters for adjectives derived from proper nouns (e.g. Tanzanian)
- use a capital letter for the pronoun I
- use apostrophes for contractions
- use a comma to separate items in a series, e.g. they collected shells, driftwood, coral and cuttlefish
- Use speech (quotation) marks when using direct speech, e.g. "That will do!"

Class 3

- Use apostrophes to show ownership
- Use full stops in initials, e.g. J.K. Rowling
- use capital letters for the names of deity, special days, names of institutions
- Use a comma to
 - separate a word/words used in a sentence, e.g. Mary, the dark haired girl, won the medal.
 - After words like yes, no e.g. No, you can't come in here.
 - To separate month and year in the date
- Use speech (quotation) marks when using direct speech

Class 4

- Use a comma to separate main and subordinate clauses, e.g. When they heard the final siren, the players jumped in the air.
- Use a comma to separate the person spoken to from the rest of the sentence, e.g. Richard, mind the wet paint.
- Use capital letters for book titles and first word in a line of poetry
- use full stops in abbreviations (e.g. Mon. Dec. Mr.)
- Use apostrophes to indicate letters or numbers omitted, e.g. o'clock, '09

Class 5

- Use a comma before joining words when they join two main clauses
- use a colon to:
 - introduce a list
 - introduce a quotation
 - introduce an explanation, summary or elaboration of the first half of the sentence

- Use a hyphen (dash) to:
 - join parts of compound nouns (no-one, father-in-law)
 - join a group of words to form an expression (good-for-nothing)
 - split words at the end of a line
 - write numbers and fractions that consist of more than one word
 - introduce a list, e.g. the burglar collected his tools – torch, screw driver, saw...
 - create surprise, e.g. She pulled herself to her feet – still prepared to fight!
- Use speech (quotation) marks before and after titles or words used in an unorthodox matter, e.g. some views actually consider “The Video Show” a form of “entertainment”.

Class 6

- Use semicolons to connect independent clauses.
- Use commas when linking two clauses with a conjunction in compound sentences

GRAMMAR

Pre-Kindergarten

- Model correct grammatical structure

Kindergarten

- Discuss and correct incorrect grammar during the editing and revising phase of the writing process

Class 1

- Write a sentence that has a main verb
- Add words to enhance meaning
- Delete words to tighten sentences

Class 2

- Avoid redundancies, e.g. My dad he...
- Join sentences using conjunctions
- Use adjectives to enhance the meaning of sentences
- Use an appropriate pronoun for a previously stated subject to avoid repetition
- Write vivid adjectives and explicit nouns to avoid unnecessary repetition of pronouns
- Explain the functions of and use adjectives, nouns and verbs in sentences
- Change words to achieve exact description
- Add phrases to enhance meaning

Class 3

- Write pronouns that are consistent with the number and the case of the subject or object (subject-noun agreement)
- Define an adverb
- use adverbs to enhance the meaning of sentences
- Define an adjective
- Demonstrate an understanding of the function of adjectives
- re-arrange words to produce a more convincing order
- Use correct subject-verb agreement

Class 4

- Write paragraphs appropriate to the structure of the form/genre
- Re-arrange sentences to produce a more convincing sequence

Class 5

- isolate subject and predicate in a sentence
- identify and use adjectival phrases (e.g. the child with the strong muscles hit the ball)
- identify and use adverbial phrases (e.g. the child hit the ball to first base)

Class 6

- Use appropriate paragraphing to organize ideas
- Vary sentence structure and length
- Recognize and use figurative language to enhance writing (e.g. similies, metaphors, idioms, and alliteration)
- Identify and use action, linking, and helping verbs
- Recognize and use comparative and superlative adjectives correctly