



WRAP

‘The Writing Approach to Reading’

Mount Compass Area School
Parent Information Booklet

Aim is to develop:

- precise speech
- legible handwriting
- correct spelling
- fluent and accurate reading

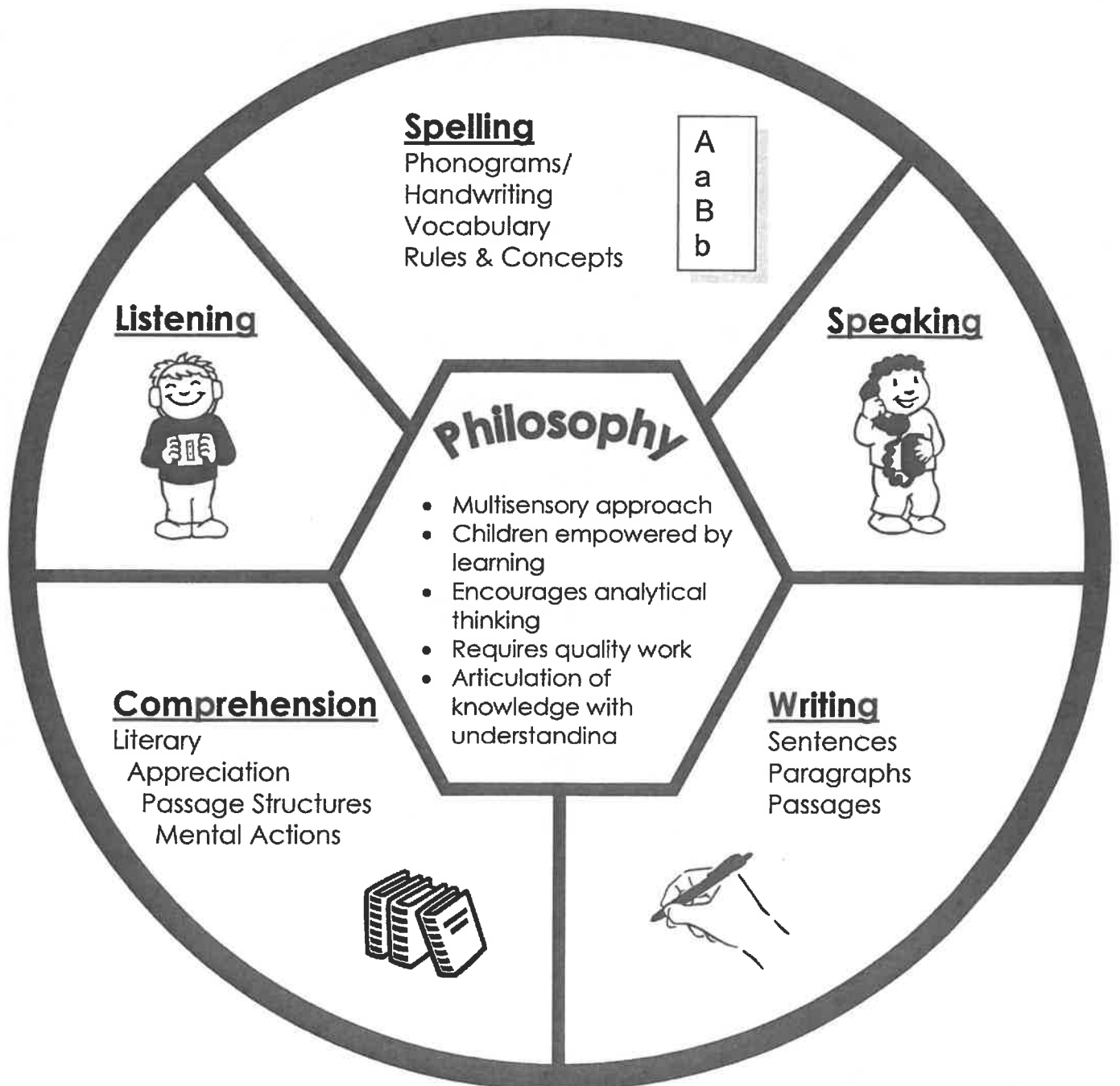
Desired outcome

That students develop high level thinking skills which enables them to meet new challenges with confidence.

WRAP

A Writing Approach to Reading
with
Systematic Learning
(progressive, cumulative way of delivering information)

Integrates:



Phonograms

The aim is for students to see words, not as single letters but as a series of sounds.

The English language has 45 speech sounds. These sounds are made up of the 26 letters of the alphabet or a combination of two or more letters.

There are 70 common phonograms and 19 uncommon.

Students regularly practice reading **(Oral Phonogram Review)** and writing **(Written Phonogram Review)** these phonograms in class.

WRAP Phonograms

a at baby last	d did	f fun	g leg gentle	o off open to	s bus is	qu queen	b grab	e end be
h hit	j jump	k sink	l lot	m ram	n tin	p tap	r rug	t pat
u cut duty full	w win	x fox	y you gym by	z zoo	er her	ir first	ur nurse	wor works
ear early	ee seed	th thick then	ow cow slow	ou found soul you trouble	oo root cook	ch lunch school chef	ar car	ay say
ai rain	oi coin	ng strong	ea eat bread steak	aw jaw	au haul	or for	ck kick	wh why
ed stated loved jumped	ui fruit pursuit	oa coat	gu guest penguin	ph photo	ough though through tough cough bought bough	oe toe	ey they key money	igh high
kn knee	wr wrap	ie chief lie families	dge badge	ei ceiling vein counterfeit	eigh eight	ti station	si passion explosion	ci special

WRAP rules and markings

Spelling Dictation

Always write words in syllables. Breaking up words into syllables helps us to spell.

sev en

week end

Underline any phonograms that have more than one letter.

wreath

thing

cor ner

Write a small number above the phonogram if it is making a sound other than it's first and is not attached to a rule

²is

²took

³tough

²know

Rule 1

'qu' is always written with 2 letters and the 'u' does not act as a vowel

Markings

Underline the phonogram
queen

Rule 2

If 'c' is followed by 'e' / 'i' / 'y' it **will** make it's 2nd sound

Markings

Write (r.2) on the side
cyl in der r.2
cel er y r.2, 6
cir cus r.2

Rule 3

If 'g' is followed by an 'e' / 'i' / 'y' it **may** make it second sound

Markings

Write (r.3) on the side
gi ant r.3, 5
gyp sum r.3
gen tle r.3

Rule 4

The vowels 'a' / 'e' / 'o' / 'u' may make their 2nd sound at the end of a syllable

Markings

Underline and write (r.4) on the side
du ty r.4, 6
me r.4
a bout r.4
so r.4

<p>Rule 5 The letters 'i' and 'y' usually make their 1st vowel sound..... but may make their 2nd vowel sound at the end of a syllable.</p>	<p>Markings <i>If making their 2nd vowel sound - Underline and write (r.5) on the side</i> tri al r.5 ly ing r.5</p>
<p>Rule 6 The letter 'y' is used at the end of an English word not 'i'</p>	<p>Markings <i>Write (r.6) on the side</i> hap py r.6, 29 fly r. 6, 5 ea³ y r.6, 11</p>
<p>Rule 7 There are 5 jobs of the final silent 'e'. These are in order of frequency. <i>Remember that the 'e' must be at the end of the word and it must be silent for a job of 'e' to be working.</i> JOB 1 – The final silent 'e' is making the vowel say its second sound. JOB 2 – No English word can end with a 'v' or a 'u'. JOB 3 – The final silent 'e' makes the 'c' or the 'g' say its second sound. JOB 4 – Every syllable must have a vowel. JOB 5 – No job 'e'.</p>	<p>Markings <i>Each Job is marked differently. Apart from Job 1, double underline the final silent 'e' and write the rule # on the side of the 'e'.</i></p> <p>state true, have charge, dance pick le are</p>
<p>Rule 8 There are 5 different spellings for the 'er' sound. The phonogram 'or' may say 'er' when it comes after a 'w'.</p>	<p>Markings <i>Underline the phonogram.</i> her first nurse works r.8 ear ly r.6</p>
<p>Rule 9 The 1:1:1 Rule For 1 syllable words that have 1 vowel and end in 1 consonant double the final consonant before adding suffixes (endings) that begins with a vowel.</p>	<p>Markings hop - hop ping r.9 shop- shop ping r.13, 9</p>

<p>Rule 10 The 2:1:1 Rule For 2 syllable words in which the second syllable is accented and has 1 vowel and ends in 1 consonant double the final consonant before adding a suffix that begins with a vowel.</p>	<p>Markings for got - for got <u>ten</u> r.10</p>
<p>Rule 11 Words ending with a final silent 'e' are written without the final silent 'e' when adding a suffix beginning with a vowel.</p>	<p>Markings love₂ - lov <u>ing</u> r.11</p>
<p>Rule 12 We use 'ei' -after c -to say 'ay' -and in the list of exceptions In all other words the phonogram 'ie' is used.</p>	<p>Markings re <u>ceive</u>₂ r.4, 2, 12 <u>vein</u>₂ r.12 <u>nei</u>₂ <u>ther</u> r.12 (exception)</p>
<p>Rule 13 We use 'sh' - at the beginning of a word - at the end of a syllable - and in the suffix 'ship'</p>	<p>Markings <u>shop</u> r.13 <u>wash</u>₃ <u>friend</u> <u>ship</u> r.12, 13</p>
<p>Rule 14 The phonogram 'ti', 'ci' and 'si' are the spellings used at the beginning of the second or following syllables to say 'sh'.</p>	<p>Markings na <u>tion</u> r.4, 14 ten <u>sion</u> r.14 so <u>cial</u> r.4, 14</p>
<p>Rule 15 The phonogram 'si' is used to say 'sh' when the syllable before it ends in an 's' (ses sion) or the base word changes (tense ten sion)</p>	<p>Markings com pres <u>sion</u> r.14, 15 dis cus <u>sion</u> r.14, 15</p>
<p>Rule 16 The phonogram 'si' is the only phonogram that say 'zh' as in vision.</p>	<p>Markings di vi <u>sion</u>₂ r.16 <u>te</u>₁ <u>le</u> <u>vi</u>₂ <u>sion</u> r.4, 16</p>

<p>Rule 17 We often double 'l', 'f' and 's' at the end of a one syllable word following a single vowel.</p>	<p>Markings will r.17 fluff r.17 kiss r.17</p>
<p>Rule 18 We use 'ay' to say 'ay' at the end of a word, not 'a' alone, unless it is the actual word.</p>	<p>Markings <i>Underline the phonogram.</i> day r.18 de lay r.4, 18</p>
<p>Rule 19 The vowels 'i' and 'o' may say their second sound when followed by two consonants.</p>	<p>Markings find r.19 ³al most r.21, 19</p>
<p>Rule 20 's' never follows 'x'.</p>	<p>Markings ex pect r.20 next</p>
<p>Rule 21 'All' written alone has two l's but when written as a prefix only one 'l' is written.</p>	<p>Markings ³al ²read y r.21, 6 ³al so r.21, 4</p>
<p>Rule 22 'Till' and 'full' written alone have two 'l's but when written as a suffix only one 'l' is written.</p>	<p>Markings force ³ful r.22 care ³ful r.22</p>
<p>Rule 23 The phonogram 'dge' may be used only after a single vowel that says its first sound.</p>	<p>Markings <i>Underline the phonogram.</i> bad<u>ge</u> r.23 lod<u>ge</u> r.23</p>
<p>Rule 24 When adding a suffix to a word that ends with a consonant followed by a 'y', change the 'y' to an 'i' and add the suffix unless the ending is 'ing'.</p>	<p>Markings dry r.5, 6 - ^{2 2}dried r.24, 28 dry r.5, 6 - dry <u>ing</u> r. 5, 24</p>
<p>Rule 25 The phonogram 'ck' may be used only after a single vowel that makes its first sound.</p>	<p>Markings <i>Underline the phonogram.</i> black r.25 <u>check</u> r.25</p>
<p>Rule 26 We must use capital letters for Proper Nouns. Names or titles of people, places or streets books or movies, days, months</p>	<p>Markings Fri <u>day</u> r.26, 5, 18 Oc <u>to</u> <u>ber</u> r.26, 4</p>

<p>Rule 27 We use 'z' to say 'z' at the beginning of a word, never 's'.</p>	<p>Markings zoo r. 27 zip r.27</p>
<p>Rule 28 The phonogram 'ed' has 3 sounds. It is used to make verbs past tense. If a base word ends in the sound 'd' or 't' adding 'ed' makes another syllable that says 'ed'.</p>	<p>Markings <i>Underline the phonogram.</i> jump³ed r.28 part - part ed r.28 hand - hand ed r.28</p>
<p>Rule 29 Words are usually divided into syllables between double consonants. For speaking we pronounce one consonant, for spelling we say both.</p>	<p>Markings let ter r.29 hap py r.29, 6</p>
<p>Rule 30 Pronunciation guidelines for 'a' The phonogram 'a' is known as a high frequency vowel. The sound of this vowel is often distorted after a 'w', 'wh', 'qu' or before the letter 'l'.</p> <p>Pronunciation guidelines for 'o' The spoken sound of the phonogram 'o' is often distorted when it comes after a 'w', or is followed by 'm', 'v', 'n' or 'th'.</p>	<p>Markings <i>Write a small 3 above 'a' to show it is making its' third <u>or other sound.</u></i> was^{3 2} quan³ti ty r. 6 what³ ball³ r.17</p> <p>No markings for other sounds of 'o'</p> <p>mon³ey wom an o ven broth³er</p>