

No Nonsense Resources

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Programmes Developed for the New Curriculum



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No Nonsense
Phonics Skills

No Nonsense
Spelling

No Nonsense
Grammar

NEW!

Take a look...

PHONEMIC AWARENESS

Phonemic awareness puzzles help learners to identify focus sounds within words.

LEARNING THE CODE

Each grapheme is systematically introduced.

LETTER FORMATION

Letter formation is practised each time a new grapheme is introduced.

DECODING

Learners practise decoding and sounding out both new and previous graphemes.

ORAL SEGMENTING AND SPELLING

Learners identify and tally sounds and then go on to spell each word.

MINI STORIES APPLY AND EXTEND

Mini stories provide plenty of practice of new and previously learned graphemes at a text level, allowing learners to apply and extend their knowledge and skills. Follow-on activities provide opportunities for writing.

Multi-skills Activities

or

Learn the code: This grapheme is code for the sound /ɔ:/ as in fork.

OR
or
or

Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letter groups, while saying the sound /ɔ:/.

Phonemic awareness puzzle: Where can you hear the sound /ɔ:/ in these words? stork umbrella born corn

p a i d o a e r i g h n g
G O A T O R N I B B L E
port horn sort stork torn
corn born form fork storm

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. Encoding: Use some of these words for the spelling routine.

Oral segmenting with spelling: Say the words, identify and tally the sounds, write a sound dash for each sound. Write the graphemes on the dashes.

Say the sounds: ee or

Mini Story

ai -ay w oa ow
-ie -igh -le o

or passed
-ed pronounced /ɔ/ other
-er pronounced /ɔ:/ (schwa)

Say as long vowel sounds: a e i o u y

The Stork

A sleek stork stands on its slender leg. His other leg folds up and rests. He is so still. But wait for a second... he sees a little green frog. As fast as can be, the stork stabs into the still pond... and ripples form. The moment has passed and the lucky frog is free to hop away... for today!

Grapheme search: Underline or and note the total. Read, write, discuss and draw. Sound out and blend to read new words. Reread and talk about the sentences. Draw a picture. Write some sentences (on a lined exercise book) while you say the sounds of each word in your head.

Say the sound: ee or

PROGRESSION

Book 1 Text:

Mini Story

s a t i p n c k c k e N P C A

Nick's Pet Cat

Pip is Nick's pet cat.

Nick sits and pats Pip.

Nick's cat, Pip, pats

Nick's neck.

Read, write, discuss and draw: Sound out and blend to read the words. Reread and talk about the sentences. Write the sentences while you say the sounds at your head for each word. Draw a picture.

Use the letters, say the sounds: s a t i p n c k c k e

Book 4 Text:

Mini Story

ai -ay w oa ow
-ie -igh -le o

wh your
-er pronounced /ɔ:/ what
a pronounced /ɔ:/

Say as long vowel sounds: a e i o u y

Why?

Zed, the dog, has run away. Tom tries to find him. Why did Zed run off? When will he come back? At last, Zed romps back to Tom. His muzzle is sticky and wet! Zed wags his tail. Tom is happy that Zed is back. "Is this fizzy cola on your muzzle Zed?" he asks. "What is it?"

Grapheme search: Underline wh and wh and note the total. Read, write, discuss and draw. Sound out and blend to read new words. Reread and talk about the sentences. Draw a picture. Write some sentences (on a lined exercise book) while you say the sounds of each word in your head.

Say the sounds: ee or z -zz wh

Book 8 Text:

Mini Story

ce g o e i e e o e
ae oe ue ar ur soup group

ce pronounced /s/ ur pronounced /ɔ:/

Say the sounds: ee er ar ur

Turnip Soup

Burt disturbed the peace when he burst into the kitchen. His father turned off the gas and urged Burt to taste his special turnip soup (reminding him not to burn his tongue of course). Burt slurped the steaming-hot soup and blurted out that it was not delicious! This could have hurt his dad's feelings but it didn't. Dad was used to hearing such negative and rude comments! Having spurned the soup, Burt pursued the urgent goal of satisfying his hunger. "Any chance of a turkey burger?" he murmured. "Sorry son," replied his dad. "The 'not delicious' turnip soup is on the menu tonight!"

Grapheme search: Underline ce and ur and note the total. Read, write, discuss and draw. Sound out and blend to read new words. Reread and talk about the sentences. Draw a picture. Write some sentences (on a lined exercise book) while you say the sounds of each word in your head.

High frequency and tricky words, and extra Alphabetic Code: Practice reading and spelling these words.

peace piece of course used tongue menu
special delicious spacious ancient

Use the sounds: ee er ar -er -er tr ur

About the author

Debbie Hepplewhite – Debbie has been in primary teaching for many years and her roles have included special needs teacher and head teacher. Her experience and findings in schools led her to specialise in the teaching of literacy and phonics teacher-training and consultancy. Debbie has been creating systematic synthetic phonics programmes since 2007 and in 2012 was awarded an MBE for 'services to education'.

Each boxed No Nonsense Phonics Skills Set includes:

- 54 pupil work books (6 copies of each of the 9 pupil work books)
- 9 teacher books
- USB stick with CPD video and extra resources
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No Nonsense Spelling

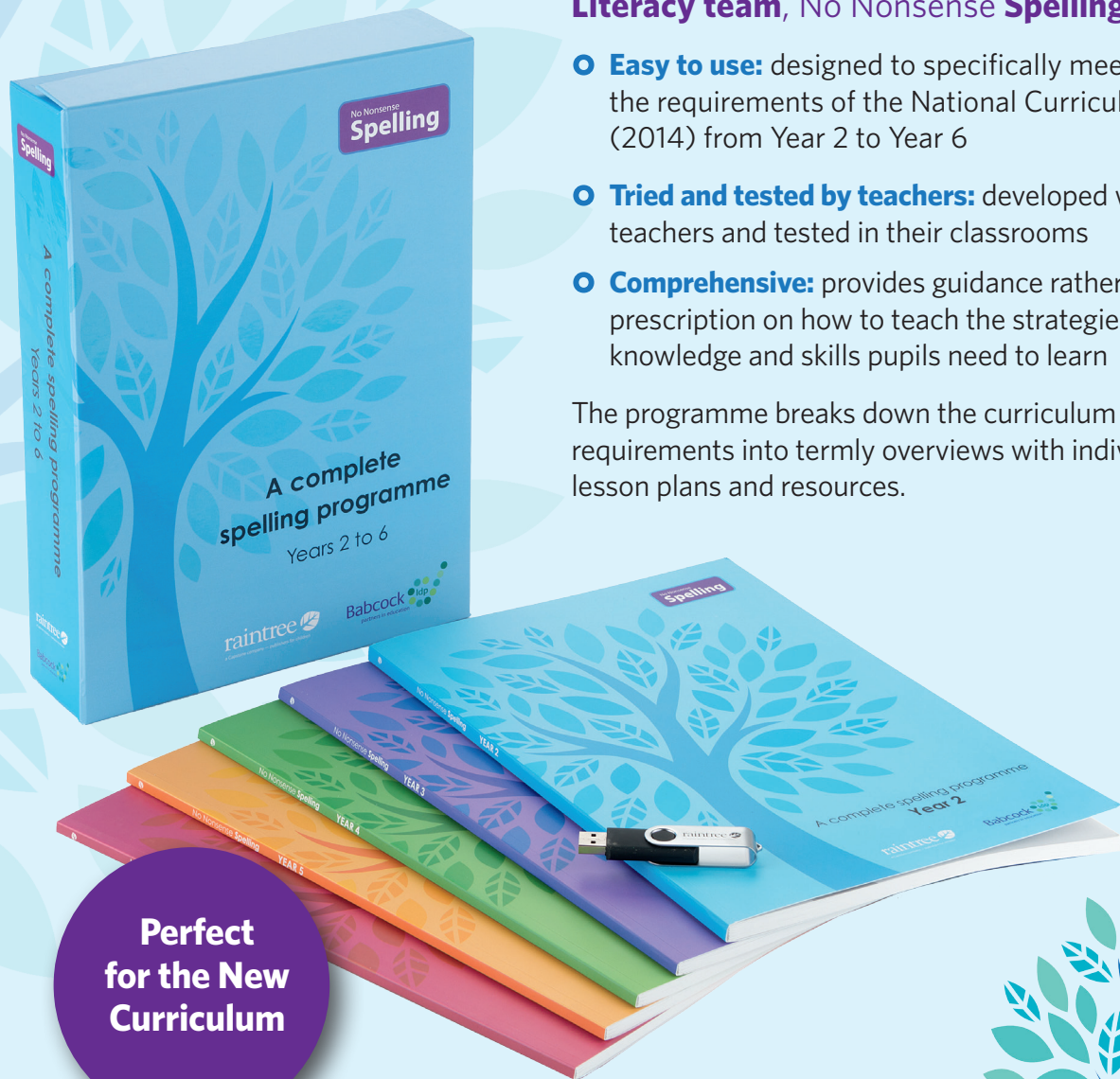


**A complete spelling programme
developed for the New Curriculum**

Written by the **Babcock LDP Primary Literacy team**, No Nonsense **Spelling** is:

- **Easy to use:** designed to specifically meet the requirements of the National Curriculum (2014) from Year 2 to Year 6
- **Tried and tested by teachers:** developed with teachers and tested in their classrooms
- **Comprehensive:** provides guidance rather than prescription on how to teach the strategies, knowledge and skills pupils need to learn

The programme breaks down the curriculum requirements into termly overviews with individual lesson plans and resources.



**Perfect
for the New
Curriculum**

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The Babcock LDP literacy team is a well-established and experienced group of English advisers, who work extensively in schools in Devon and beyond. For many years they have produced materials for schools which they share on their very popular website. All of the members of the team are experienced teachers across KS1 and 2. They are currently working with schools to support them to implement all aspects of the English National Curriculum.



"The fact that it's easy to follow and quick to resource makes this scheme both useable and great value for money."

— Jayne - Literacy Subject Leader, Oasis Academy Henderson Avenue



Using the lessons – an overview

The lessons progress through the school year and are presented in blocks, and there are six blocks per year group.

Teaching sequence
This is the typical teaching sequence and shows the features of the teaching and learning:

- Revise**
Activate prior knowledge
Revisit previous linked learning
- Teach**
Introduce the new concept
Explain
Investigate
Model
- Practise**
Individual/group work
Extend/expand the concept independently
Investigate
Generalise
- Apply and assess**
Assess through independent application
Explain and demonstrate understanding

Strategies used with the lessons
Within each lesson the following may be referred to:

Have a go	The process by which children try different possible spellings of a word by. Typically children would write three versions and then choose which one looks right.
Quickwrite	Writing with speed and fluency the words linked to the teaching focus. Children can write words provided by the teacher or generate their own examples e.g. in two minutes write as many words as possible with the /ai/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race activities.
Proofreading	The process of checking writing for spelling and punctuation errors. This task is often done with a spelling buddy (Spuddy).
Countdown	Practise reading/rewriting with speed and fluency. The aim of the activity is to read as many words as possible before the time limit runs out. Children need to read words linked to teaching focus with the time constraint.

Modelling
An activity is described, and it is anticipated that the action expected of the children is modelled to them first.

Spelling buddy (Spuddy)
Children are asked to work in pairs, often to 'test' each other. They will be asked to work with their 'Spuddy' or spelling buddy, from time to time.

Word bank
Within the electronic resources, all the word lists are supplied. The choice can then be made on whether the words are printed and worn, or used in the PowerPoint format.

Wall charts
Classroom displays can also be made using the word lists supplied.

Complementary resources
To support the teaching, additional supporting resources are provided within the Programme, or recommended throughout. The details for each are as follows:

Spelling Journal/Log
Developing the use of spelling journals, or logs, can support both teachers and children in many ways. They enable:

- Children to take responsibility for their spelling learning
- Children to refer back to previous learning
- Teachers to see how children are tackling tricky bits of spelling
- Teachers and children to discuss spelling with parents.

Spelling journals can take many forms and are much more than just a word book. Spelling journals can be used for:

- Practising strategies
- Learning words
- Recording rules/conventions/generations as an aide-memoire
- Word lists of really 'icky' words (spelling enemies)
- 'Have a go' at the point of writing
- Creating records of statutory words learnt
- Investigations
- Recording spelling targets or goals
- Spelling tests

In the programme, there is flexibility for journals to be set up in a variety of ways. Below are a few recommendations:

- Make sure that the journal can be used flexibly. A blank exercise book gives much more scope for children to try out ideas and organise their learning than a heavily structured format.
- Model different ways of using the journal. A class spelling journal could be used to do this, or examples from different children.
- Give time for children to use their journals and to review them.
- Do the majority of spelling work in the journal.

GPC (grapheme-phoneme)
The teaching of spelling complements very much the teaching of phonics.

"No Nonsense Spelling is a comprehensive programme that moves from the termly pathway into the overviews of each half term, and down to daily lesson plan ideas to support teachers with how to deliver that in the classroom."

— Rebecca Cosgrave - Lead Adviser, Babcock LDP

Spelling

Year 3 lessons plans

Block 1 – autumn first half term

Lesson	Year 3, block 1, [Autumn first half term] lesson 1
Lesson type	Revise
Lesson focus	Suffixes from year 2 -s, -es, -ed, -ing
Resources needed	Words in an Instant, Year 3, list 001 Supporting resources 001 (chart)
Teaching activity	Use a range of verbs and add the above endings. Talk through why there needs to be spelling changes for some of the verbs. Show the chart in Supporting Resource 001. Children record verbs adding on endings and check that they are correct. Note that a short vowel sound indicates a doubling of the consonant, verbs ending in e have the e removed before adding ed or ing. Reflect on when you double the consonant and when you take off an 'e' and make notes about this in your spelling journal.

Lesson	Year 3, block 1, lesson 2
Lesson type	Practise
Lesson focus	Suffixes from Y2 -s, -es, -ed, -ing
Resources needed	Words in an Instant list 001 Supporting Resources 002 – poem
Teaching activity	Check children can recall examples of suffixes from previous lesson. Use the poem from Supporting Resources 002, and ask the children to change into a poem about yesterday. Make up a poem about your class, as could the children but remember to emphasise correct spelling of the verbs.

Spelling

Block 1 – autumn first half term

Lesson	Year 3, block 1, lesson 3
Lesson type	Revise
Lesson focus	Prefixes: un- and teach dis-: disappoint, disagree, disobey
Resources needed	Supporting resources 003, Prefix cards
Teaching activity	Discuss the term prefix. Put two columns on your whiteboard – one with un- and one with dis- Take a pile of cards from Supporting Resources 003 and sort them into the correct side of the chart discussing how the prefix affects the meaning of the word. Practise handwriting un- and dis-. Call out some of the words and children write them down three times with the prefix, focusing on handwriting

Lesson	Year 3, Block 1, lesson 4
Lesson type	apply
Lesson focus	prefix un- and teach dis-: disappoint, disagree, disobey
Resources needed	
Teaching activity	Ask children to tell partners and then you what a prefix is and suggest some that they know. Write a word on the whiteboard and children write the opposite down using a prefix. Dictate a sentence or two using the words. Make one sentence with phrase 4/5 graphemes and one harder Examples: He disliked this unkind boy. The king was displeased. He was unable to go outside because it was raining. Next steps to come

No Nonsense Grammar

A complete programme developed for the New Curriculum

Written by the **Babcock LDP Primary Literacy team.**



- Covers Years 1 – 6
- **Grammar is taught in context** and PDFs of exemplar texts are supplied on a USB stick
- A whole **section is devoted to grammar knowledge** for further support in delivering the requirements of the New Curriculum
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- **6 teacher books** (2 copies of each book for KS1, Lower KS2 and Upper KS2)
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- **Babcock's unique sentence toolkit** – a hands-on approach to learning the building blocks of grammar.

No Nonsense
Grammar

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A note from Professor Debra Myhill, Exeter University

*"This programme is closely focused on the requirements of the National Curriculum and rooted in classroom practice. It combines the need to assess pupils' learning of grammar and to monitor their progress with a host of practical activities, which give learners an **opportunity to play with and explore language actively**. Written by authors who are established experts in primary literacy practice, it guides teachers to manage pupils' learning through plentiful opportunities for practising and applying. At the same time, it will **support teachers' grammatical subject knowledge**, giving confidence in approaching unfamiliar grammar concepts. **This is grammar that lives and breathes!**"*

The Book Pack

No Nonsense Grammar

emphasises that grammar should always be taught in context and references 26 different books throughout the programme. These books are included as eBooks on the USB stick provided.

However, if you prefer a print version we have a **special offer book pack** available.



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books for only
£150

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