

# Go Grapheme Grafters Explained



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## Key Principle:

The purpose and function of 'Go Grapheme Grafters' is for pupils to see how the same sound in different words can be represented by the same letters.

Example 1 – know, knit, knight, knowledge, knew

Example 2 – not, nothing, new, unhappy, pain

## In the Classroom:

The Go Grapheme Grafters task is completed once every two weeks. It is imperative that the 'Spell It Out' list of words for that GGG task is on display for two weeks before the task takes place. Our recommendation is to keep the words on display (see image). By having these words present, and with the focus phoneme identified, you will be able to discuss these words in an ongoing manner as and when they appear during the two weeks that they are on display. You will find that not only will you be able to identify the sound associations whilst you are teaching, e.g. during demonstration writing, the pupils will also identify words during their reading and writing across other curriculum subjects.

The first two weeks of this process will give the teacher a chance to introduce the words slowly in an ongoing flexible way at their own discretion.

Each word will have the phoneme sound buttons identified, e.g.

facts (phoneme – one letter – one sound)

street (digraph – two letters – one sound)

knight (trigraph – three letters – one sound)



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Please note: Children will 'live' with the words in the classroom for two weeks before they take part in the 20-minute 'Go Grapheme Grafter' session. You will be able to add words to the display that contain the same phoneme represented by the same letters (see image).

Spell it Out!		Focus Phoneme		Focus Phoneme	
Focus Phoneme	Sound Associations	Focus Phoneme	Sound Associations	Focus Phoneme	Sound Associations
1. <u>even</u>	ver <u>d</u> ict con <u>v</u> ert	6. fat <u>ter</u>	attr <u>act</u> ive but <u>ter</u>	11. gir <u>affe</u>	g <u>affe</u> st <u>uff</u> ed
2. exam <u>ple</u>	notic <u>e</u> able	7. fat <u>t</u> est	slow <u>e</u> st fin <u>e</u> st	12. gn <u>at</u>	gn <u>o</u> me
3. fall	tall <u>sm</u> ell small <u>sm</u> ell	8. fin <u>al</u>	loy <u>al</u> dis <u>mal</u> flor <u>al</u>	13. gr <u>ass</u>	miss <u>ki</u> ss pass <u>fl</u> oss
4. fast	satis <u>f</u> y sil <u>en</u> t	9. ful <u>fil</u>	sug <u>ar</u> p <u>ull</u>	14. gr <u>eat</u>	br <u>ea</u> k st <u>ea</u> k
5. fat <u>her</u>	an <u>o</u> ther compu <u>t</u> er	10. gi <u>ant</u>	mag <u>i</u> c g <u>el</u>	15. happ <u>ily</u>	disappoi <u>n</u> t happ <u>en</u>



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### Go Grapheme Grafter 20-minute Session for Children

Each word is allocated 1 minute 20 seconds.

The display containing the GGG words will now be removed. Each 1 min 20 sec part of the task is broken down as follows.

Read the word out and allow the pupils to write the word. This takes 20 seconds. Please note, this is not a spelling test and whilst it is desirable for pupils to spell the whole word correctly, the objective is for them to write the focus phoneme correctly.

Chot (Chat and Jot) - in pairs, discuss and generate other words with the same sound association. This takes one minute and the pupils should be able to write three or four words in this time.

<b>Individual silent spell (20 secs)</b>	<b>In pairs, chot and record sound associations (1min)</b>
<u>k</u> nowledge	<u>k</u> nife, <u>k</u> now, <u>k</u> nit, <u>k</u> nives
me <u>e</u> t	street, fe <u>e</u> t, que <u>e</u> n, de <u>e</u> p
ac <u>c</u> umulate	ac <u>c</u> omplish, brocc <u>o</u> li, soc <u>o</u> cer, ac <u>o</u> unt

Move onto the next word and repeat the process.

\* Example chosen phonemes with words that share same spelling are outlined in the relevant year Spelling Book answer booklet - <https://www.thetrainingspace.co.uk/answers/>

NB: this has been done by an adult to show pupils the expectations.



# Go Grapheme Grafters

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See the following images of how a Go Grapheme Grafters book should be laid out.  
NB: this has been done by an adult to show pupils the expectations.



