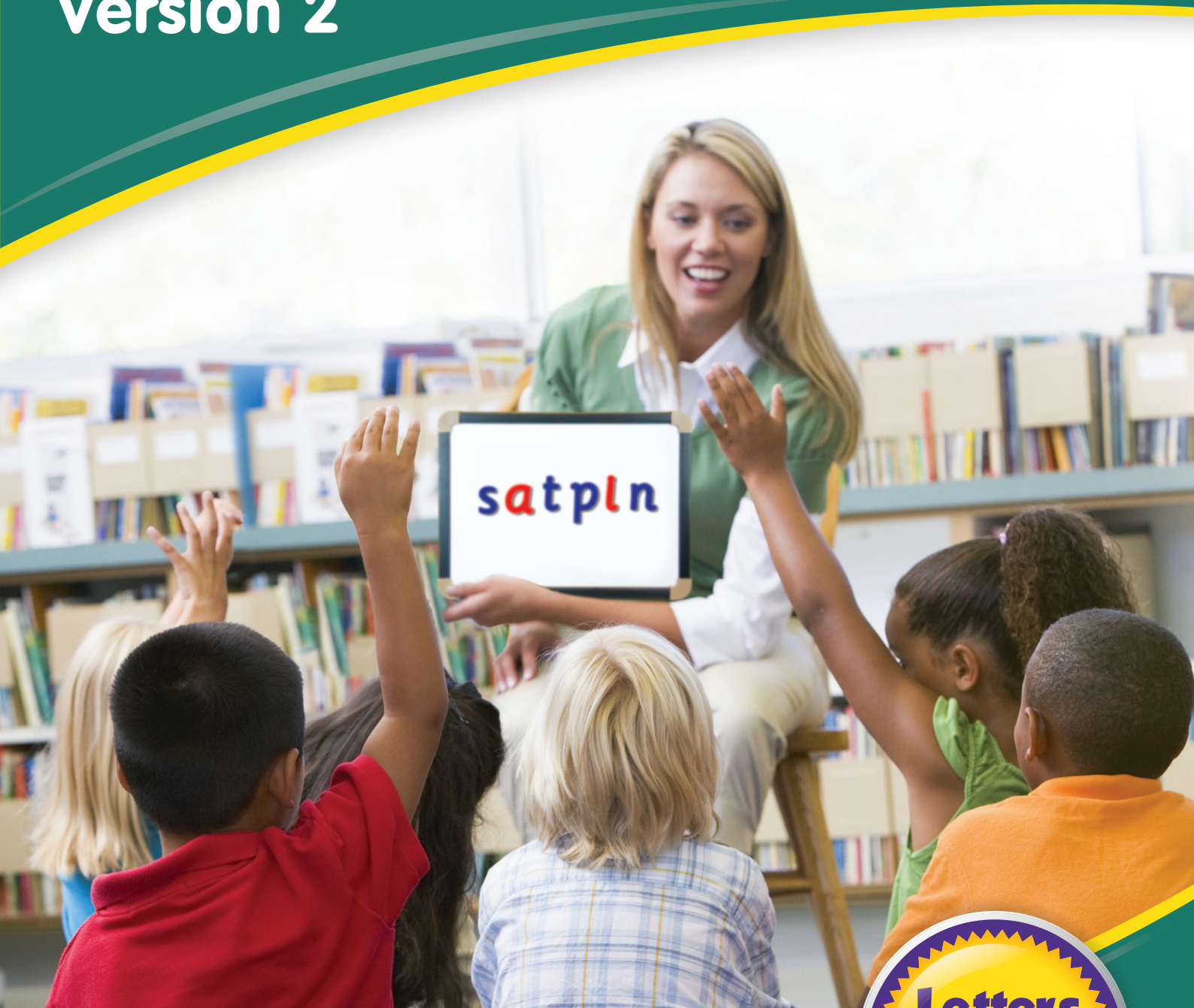


Teaching Letters & Sounds

Version 2



Principles and Practice of
High Quality Phonics

**Letters
&
Sounds**

Teaching Letters & Sounds

**Principles and Practice of
High Quality Phonics**



© 2017 Junior Learning

Example materials, teaching methods and phonics progression have been adapted from: Letters and Sounds: Principles of High Quality Phonics (2007) first published by DfES, UK. Example educational resources for teaching Letters and Sounds are provided by Junior Learning (see www.juniorlearning.com).

Published by Junior Learning Ltd., Third Floor, 207 Regent Street, London, W1B 3HH.

Distributed in the United States of America by Junior Learning, Inc., 19744 Beach Blvd., #389, Huntington Beach, CA 92648.

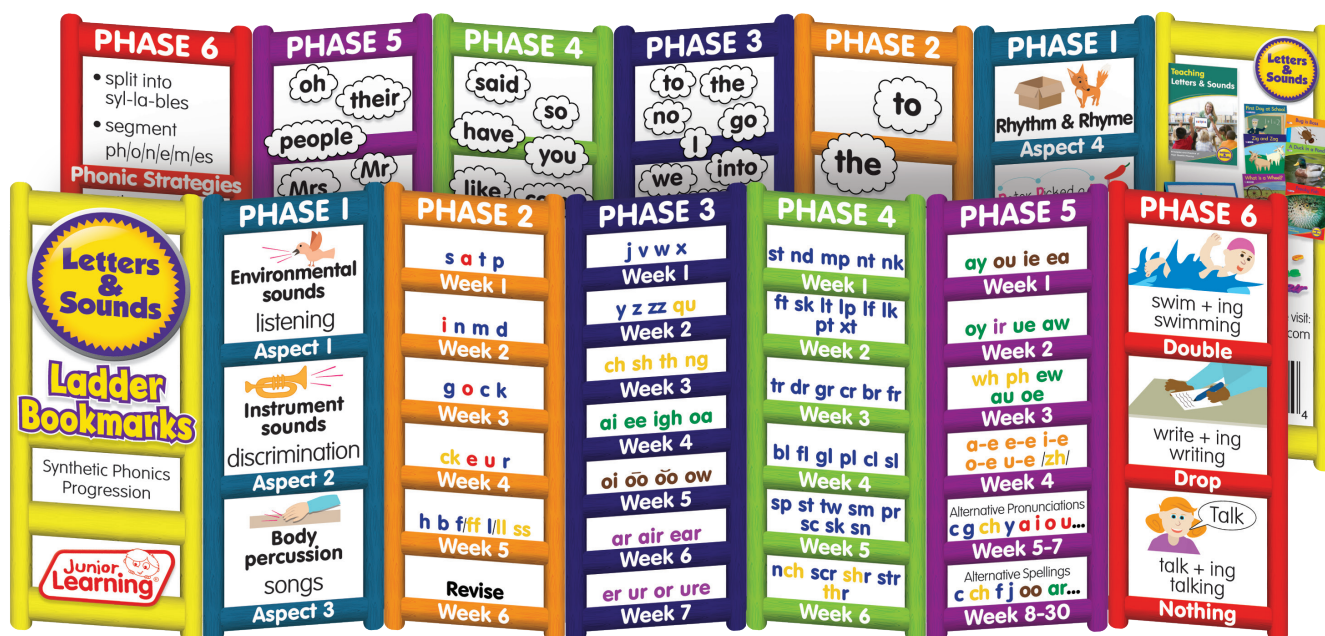
Distributed in Australia by Junior Learning AUS, PO Box 6163 Yatala, Queensland, 4027.

Distributed in New Zealand by Junior Learning NZ, PO Box 28-312, Remuera, Auckland, 1054.

Printed in China

Contents

Introduction	1
Phase 1: Phonemic Awareness	15
Phase 2: Letter Sounds	29
Phase 3: Phonics	41
Phase 4: Blends	55
Phase 5: Vowel Sounds	65
Phase 6: Spelling	87
Assessment & Intervention	109





JL270-JL277 Letters & Sounds Kits

Introduction

Letters and Sounds is a phonics based reading programme designed to teach the letter patterns of the English language, with the aim of helping students become fluent readers by the age of seven. It follows a systematic progression where students are first introduced to a core set of letters (s,a,t,p,i,n) and then are encouraged to build words and play with the sounds. As students become more confident, more letters are introduced (according to the progression). This provides a larger group of letters for word building, reading and becoming familiar with the sounds. Importantly, activities and readers are linked to the progression so that students are only exposed to words and text that is decodable (able to be sounded out) based on the letter-to-sound correspondences (progression) already learned.

Letters and Sounds accepts that there are a number of irregular (tricky) words in the English language and many of these words are high frequency and appear in early reading. As such, these high-frequent tricky words have been incorporated into the progression, so that students can become familiar with these 'oddball' words within the progression. Here students are able to decode (sound out) the regular parts of a tricky word, but must learn by rote the correct pronunciation based on the whole word form.

The key to the Letters and Sounds progression is the six part phase progression on which it is built. Letters and Sounds aims to build students speaking and listening skills in their own right, and as such speaking and listening is not presented as a separate phase, but embedded within each phase through the relevant activities. Overall, the detailed phase by phase programme can be introduced from Nursery / Reception (Kindergarten) in terms of the development of phonemic awareness, built upon with the introduction of letter sounds, move onto more complex letter patterns in Year 1 (Grade 1), and finally move onto spelling patterns in Year 2 (Grade 2). Letters and Sounds teaches spelling at Phase Six and naturally follows on to punctuation and grammar instruction (SPaG).

Phase One (nursery / reception / kindergarten)	Phonemic Awareness (the ability to hear sounds or phonemes within words, and in turn manipulate them)	Teachers rhythm, rhyme, alliteration of letter sounds. Provides plenty of opportunities for oral matching, isolating, blending, segmenting, deleting and substituting.
Phase Two up to six weeks	Letter Sounds (first 19 letter sounds)	Introduces the first 19 letter sounds. Provides opportunities for blending and segmenting words as well as reading simple captions.
Phase Three up to twelve weeks	Phonics (next 23 letter sounds)	Introduces the remaining 7 letters of the alphabet, as well as the next 16 letter sounds for phonemes not covered by single letters (such as long vowels and consonant digraphs). Together, at the end of Phase 3 the students have one letter representation for the 44 sounds of the English language.
Phase Four up to six weeks	Blending (adjacent consonants)	Previously taught consonants are now blended together to make adjacent consonants (or blends such as swim or jump). This rapidly expands the words available and numerous word building and reading activities are provided.
Phase Five throughout year	Vowel Sounds (complex code – alternative pronunciations)	New letter patterns are introduced which can make the same sound as letters already taught (for example, ay in day makes the same sound as ai in rain). The alternative spelling patterns of the same sounds are also introduced. More advanced text is used to show these patterns.
Phase Six throughout year two and beyond	Spelling (guidelines, rules and positioning)	Students are introduced to spelling conventions involved in moving between tenses and singular / plural. Prefixes and suffixes are introduced with the relevant rules. Reading at this phase becomes more independent and fluent.

Letters and Sounds is fully compatible with the wider, language-rich curriculum. It helps practitioners and teachers adapt their teaching to a range of children's developing abilities, common in most settings and primary classes. The aim is to make sure that all children make progress at a pace that benefits their enlarging capabilities.

In Letters and Sounds the boundaries between the phases are deliberately porous so that no children are held back, or unduly pressured to move on before they are equipped to do so. It follows that practitioners and teachers will need to make principled decisions based on reliable assessments of children's learning to inform planning for progression within and across the phases.

Letters and Sounds enables children to see the relationships between reading and spelling from an early stage, such that the teaching of one reinforces understanding of the other. Decoding (reading) and encoding (spelling) are treated as reversible processes. However, children generally secure accurate word reading before they secure comparable accuracy in spelling. It follows that the teaching and learning of spelling will need to continue beyond Phase Six.

Progression and Pace

Although the six-phase structure provides a useful map from which to plan children's progress, the boundaries between the phases should not be regarded as fixed. Guided by reliable assessments of children's developing knowledge and skills, practitioners and teachers will need to judge the rate at which their children are able to progress through the phases and adapt the pace accordingly. As with much else in the early years, some children will be capable of, and benefit from, learning at a faster pace than their peers whereas others may need more time and support to secure their learning.

The follow are examples of where this applies:

- The pace at which the 26 letters of the alphabet are taught;
- The introduction of digraphs;
- The introduction of adjacent consonants – practitioners and teachers may find that some children can benefit from learning about adjacent consonants earlier than is suggested in the Phase structure.

In each case, and as a general principle, the pace at which it is suggested that children progress through the phases should be taken as a guide rather than applied rigidly. The programme is incremental so that successful prior learning will very largely determine the pace of children's progress.

Using the six-phase structure flexibly is particularly important in the case of the boundary between Phases One and Two. For example, it may not be necessary to complete all seven aspects of Phase One before starting systematic phonics work in Phase Two. Practitioners and teachers should use their professional judgement to decide at what point children are ready to move on, as well as recognising that elements of Phase One can be valuable to run alongside and compliment the work in Phase Two.

Obviously, practitioners and teachers will not want children to be held back who are clearly ready to begin Phase Two, or, equally, begin such work if they judge children need further preparatory work to ensure that they can succeed from the start.

Reading

Extensive practice at sounding and blending (decoding) will soon enable many children to start reading words automatically: this applies both to words that are often decoded and to high frequency words (e.g. **the**, **to**, **said**) that contain unusual grapheme-phoneme correspondences. In due course, too, they will start recognising familiar ‘chunks’ in unfamiliar words and will be able to process these words chunk by chunk rather than phoneme by phoneme.

In the early stages, however, children will encounter many words that are visually unfamiliar, and in reading these words their attention should be focused on decoding rather than on the use of unreliable strategies such as looking at the illustrations, rereading the sentence, saying the first sound and guessing what might fit. Although these strategies might result in intelligent guesses, none of them is sufficiently reliable and they can hinder the acquisition and application of phonics knowledge and skills, prolonging the word recognition process and lessening children’s overall understanding. Children who routinely adopt alternative cues for reading unknown words, instead of learning to decode them, find themselves stranded when texts become more demanding and meanings less predictable. The best route for children to become fluent and independent readers lies in securing phonics as the prime approach to decoding unfamiliar words.

Self-teaching in Reading

Some children will start to self-teach quite early on, particularly for reading purposes – once they have understood how decoding works, they will work out more of the alphabetic code for themselves and will be able to read text going beyond the grapheme-phoneme correspondences they have been explicitly taught. Even these children, however, will benefit from hearing more complex texts read aloud by an adult. This fosters comprehension and an enjoyment of books – so much the better if they can see and follow the text as it is read.

Brain-Based Background

As toddlers learn to speak, the front of their brains develops a special module for speech output. This happens quite naturally - all that is needed is exposure to language and the human brain develops the ability to speak. However, when children go to school they need to acquire reading - a learned process that must be taught explicitly.

Phase 1 of Letters and Sounds introduces phonemic awareness formed in the front of the brain (the area in charge of speech recognition). By practising the operations of phonemic awareness (oral matching, blending and segmenting), students develop an awareness that spoken words can be broken up into single sounds, and that these single sounds can be blended together to make words. To do this teachers use activities such as nursery rhymes, songs and alliteration.

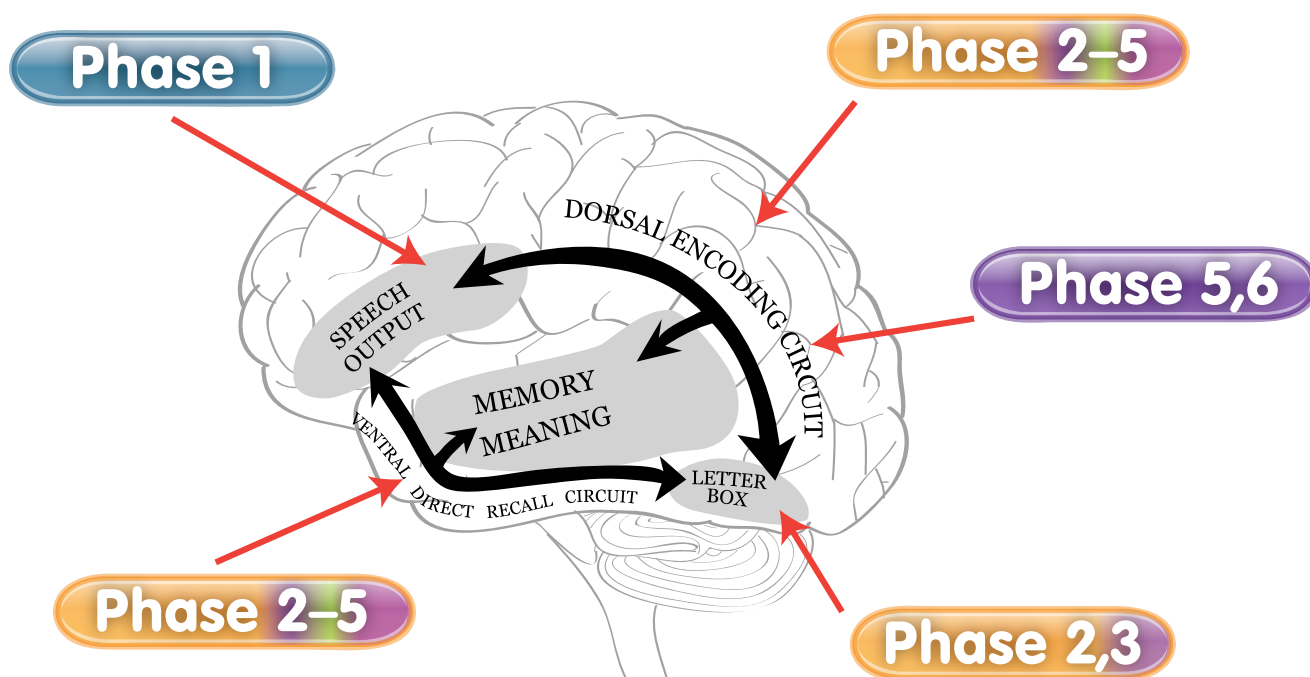
At the next stage of reading development, the learning of different letters happens towards the back of the brain in an area often referred to as the letterbox. During Phases 2 and 3 students are introduced to the different letter patterns of the alphabet, and the letterbox which is part of the brain's visual system can recognise these in an instant.

The process of reading involves two distinct circuits that project information from the back of the brain (letterbox) to the front of the brain (speech output) and our reward for reading correctly is access to meaning, occurring in the middle part of the left brain.

The dorsal (or upper) circuit plays an important role in mapping individual letters onto their corresponding sounds. These are blended together (in the front of the brain) to successfully sound out a word and to access its whole pronunciation). Phases 2-5 focus on strengthening this circuit through systematic instruction where letter sounds are introduced week-by-week, building this circuit's capacity over time.

Phases 2-5 also introduce tricky words (or otherwise termed irregular words) which must be learned by sight and are accessed along the ventral (or lower) circuit. Reading activities using single words or more complex text, involves both ventral and dorsal circuits working together. Fluency by Phase 6 places more emphasis on the ventral circuit, as most words are now read by flash, although the dorsal circuit still provides a complete sounding-out mechanism for when children come across an unfamiliar word.

Phase 5 introduces the alternative spellings for different sounds (phonemes). For example, the /ai/ sound can be spelt **ai**, **a_e**, **ay**... As students try to spell a word, the dorsal circuit works in reverse, moving from speech output to the letterbox. By having representations of the alternative spellings, students can use this circuit to encode (map from sound to letter) new words.



Adapted from *Teaching the Brain*, Dr Duncan Milne, 2014

Resources

A manual documenting early Letters and Sounds resources was first published by the Department for Education and Skills (UK) in 2007. It included materials that form the basis of the 50 Phonemic Awareness Activities (see page 22) for Phase One and the 50 Synthetic Phonics Activities for Phase Two to Five (see pages 34, 46, 58 & 68). They have been improved in these more recent publications by providing easy to use examples, illustrations and images. The activity card format also enables the practitioner or teacher to take one card out of the pack and work separately with a small group.

Perhaps the greatest advancement from the original 2007 publication is the inclusion of Phase One to Six Readers, both fiction and non-fiction. Readers have been written according to the synthetic phonics progression at the different phase levels. This provides children with exposure to real text and reading for meaning throughout the progression. It also provides children with opportunities to decode words within text (utilising their phonics skills) as well as being exposed to tricky words which can be learnt by rote. All tricky words are presented on the inside cover of the readers so that they can be quickly reviewed before reading the text. All readers are decodable in that they follow the letter sound progression not only at the phase level, but at the week-by-week level within the phase. Both fiction and non-fiction titles are provided to account for differences in interests as well as learning preferences across gender.

Accompanying game sets are available for each Phase of Letters and Sounds. Some of these games have been adapted from the 2007 published activities, while others have been created to broaden and deepen the learning opportunities at each phase. Games can be played at the individual level, in pairs, or in small groups to provide opportunities for peer support and mentoring. Most of the games are either self-correcting (where the answer is printed on the back or there is a specific puzzle-cut to show the correct answer) or alternatively have the answer printed on the game board so that students can check to see if they are correct.

A number of accessory resources are provided, either adopted from the 2007 Letters and Sounds document or created to broaden and deepen learning. Sound buttons and phoneme frames are used for word level work in Phases 2-5 to support breaking up words into sounds (decoding). Magnetic letters are provided both as single alphabet letters, and joined letters in the case of digraphs (two letters making one sound) and each has been colour-coded to support learning.

Flip books are also provided for use at the end of each phase. Spelling and sentence flip books allow the student to manipulate letter sounds within words, and words within sentences. Each letter sound or word has been carefully selected to conform with the Letters and Sounds progression. A handy pop-up at Phase 6 succinctly summarises the spelling rules from Letters and Sounds (2007) into a complete resource.

For supplementary teaching, a popular self-correcting system (Smart Tray) has been written for catch-up work for both letter sounds and reading across Phase 2-6, carefully following the progression. This will be discussed in the final chapter, along with other supporting materials, for catch-up/intervention. The use of card flippers (Flashbot) will also be discussed in terms of catch-up resources.

Lastly, Kits have been created at each Phase, as well as Teacher and Catch-up Kits. These provide all the necessary resources in one place, making storage and management easier.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Teaching Kits	✓	✓	✓	✓	✓	✓
Activities	✓	✓	✓	✓	✓	
Fiction Readers	✓	✓	✓	✓	✓	✓
Non-fiction Readers	✓	✓	✓	✓	✓	✓
Games	✓	✓	✓	✓	✓	✓
Accessories	✓	✓	✓	✓	✓	✓
Magnetic Letters		✓	✓	✓	✓	
Flips		✓	✓	✓	✓	✓
Self-correcting		✓	✓	✓	✓	✓

Summary

Following Phase One with its emphasis on speaking and listening, Phases Two to Six of Letters and Sounds are designed as a robust programme of high quality phonics work to be taught systematically. It is recommended that this is done for a discrete period of time – around 20 minutes – on a daily basis, as the prime approach to teaching children how to read and spell words. Good practice also shows that children benefit from encouragement to apply their developing phonic skills as opportunities arise across the curriculum throughout the day.

Phonic work should be regarded as an essential body of knowledge, skills and understanding that has to be learned largely through direct instruction, rather than as on several methods of choice.

Beginner readers should be taught:

- Grapheme-phoneme correspondences in a clearly defined, incremental sequence;
- To apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through the word to read it;
- To apply the skills of segmenting words into their constituent phonemes to spell; and
- That blending and segmenting are reversible processes.

Frequently Asked Questions

What is systematic phonics teaching? High quality phonic work teaches students the correspondences between graphemes in written language and phonemes in spoken language, and how to use these correspondences to read and spell words. Phonics is systematic when all the major grapheme-phoneme correspondences are taught in a clearly defined sequence. Research shows that systematic phonics teaching yields superior performance in reading compared to all types of unsystematic or no phonics teaching.

What needs to be taught in each session once systematic phonic work begins? Phonics comprises the knowledge of alphabetic code and the skills of blending for reading and segmentation for spelling. Some sessions include learning a new grapheme; every session includes practice of grapheme recognition or recall. In the early stages all sessions include oral blending and segmentation. As soon as five or six graphemes are taught, sessions also include blending for reading and segmentation for spelling. In the later stages, reading and spelling are included in each session though the relative weighting of them may vary at different times.

Why are oral blending and segmenting important? Oral blending and segmenting, which are reverse operations of each other, help children to blend and segment for reading and spelling when they learn letters. Children enjoy games where they use their blending and segmenting skills to help a toy which can say and understand words only phoneme by phoneme. In these activities the term 'sound-talk' is used to describe the process of saying the phoneme in words.

Does it really matter how phonemes are pronounced? Some children pick up the skill of blending very quickly even if the phonemes are not cleanly pronounced. However, many teachers have found that for other children pronouncing the phonemes in, for example **cat** as ‘**cuh-a-tuh**’ can make learning to blend difficult. It is therefore sensible to articulate each phoneme as cleanly as possible.

What does learning a letter comprise? It comprises:

- Distinguishing the shape of the letter from other letter shapes;
- Recognising and articulating a sound (phoneme) associated with the letter shape;
- Recalling the shape of the letter (or selecting it from a display) when given its sound;
- Writing the shape of the letter with the correct movement, orientation and relationship to other letters;
- Naming the letter;
- Being able to recall and recognise the shape of a letter from its name.

How quickly can letters be taught? Even by the age of five, children’s personal experience of letters varies enormously. It ranges from a general awareness of letter shapes on labels, through recognising letters that occur in their names, to simple reading and writing. Some children may have made the important breakthrough – the realisation that the sounds they hear in words are represented with considerable consistency in the letters in written words. Whatever their experience, given good teaching, starting to learn all the letters for reading and writing is an exciting time. Letters and Sounds is an incremental programme, progressing from the simple to the more complex aspects of phonics at a pace that befits children’s rates of learning. Sets of letters are recommended, starting in Phase Two with ‘**s**’, ‘**a**’, ‘**t**’, ‘**p**’, ‘**i**’, ‘**n**’, for teaching in daily sessions of about 20 minutes, with the letters used as quickly as possible in reading and spelling words. To make the maximum use of any phonics programme it is best to teach the letters in the order the programme suggests.

What are mnemonics and are they necessary? Some lowercase letters are easily confused. They consist of combinations of straight lines and curves and some are inversions of others (e.g. 'b', 'p', 'd', 'q'). Mnemonics (memory aids) have proved very useful in helping children remember letters. The best mnemonics are multi-sensory; they conjure up the shape and sound of the letter. The letter 's' is an excellent example:

- It begins the word snake;
- It looks like a snake;
- It represents a snake-like sound;
- The hand, when writing it, makes a writhing, snake-like movement.

There are, however, some caveats to using mnemonics. Children love alphabet mnemonics: the characters, the actions, the sounds. Teachers need to take care, however, that reinforcing learning of the alphabet through mnemonics and popular multisensory activities (e.g. drawing, painting and making models, becoming involved in stories) are understood by the children, not as an end but as the means for learning their letter shapes, sounds and functions in words, i.e. are focused on their phonic purpose.

When should children learn to form letters as part of the phonics programme? In Phase One, children have been immersed in the 'straight down', 'back up again', 'over the hill' and anti-clockwise movements that they eventually need when writing letters, using sand, paint, ribbons on sticks, etc. In addition, they will have had lots of fine motor experience with thumb and forefinger as well as using a pencil. So when most children start learning to recognise letters they will be able to attempt to write the letters. Learning handwriting – how letters join – involves a more demanding set of skills but if teaching is appropriate and the handwriting programme introduces some early joins these are helpful for learning the union of two letters in a grapheme (e.g. *ai, ch, th*).

When should letter names be introduced? Early Learning Goals expect letter names to be known by the end of Foundation Stage. In Phonics, letter names are needed when children start to learn two-letter and three-letter graphemes (Phase Three) to provide the vocabulary to refer to the letters making up the grapheme. It is misleading to refer to the graphemes 'ai' and 'th' as /a/-/i/ and /t/-/h/. Letter names can be successfully taught through an alphabet song. The alphabet can also fit many well known tunes with a bit of tweaking to the rhythm. It is important that a tune is chosen that avoids bunching letters together so they cannot be clearly articulated.

When and how should high-frequency words be taught? High-frequency words have often been regarded in the past as needing to be taught as ‘sight words’ – words which need to be recognised as visual wholes without much attention to the grapheme-phoneme correspondences in them, even when those correspondences are straightforward. Research has shown, however, that even when words are recognised apparently at sight, this recognition is most efficient when it is underpinned by grapheme-phoneme knowledge.

What counts as ‘decodable’ depends on the grapheme-phoneme correspondences that have been taught up to any given point. Letters and Sounds recognises this and aligns the introduction of high-frequency words as far as possible with this teaching. Here, a quarter of the 100 words occurring most frequently in children’s books are decodable at Phase Two. Once children know letters they can blend VC and CVC words, by repeatedly sounding and blending word such as **in**, **on**, **it** and **and**, they begin to be able to read them without overt sounding and blending, thus starting to experience what it feels like to read some words automatically. About half of the first 100 words are decodable by the end of Phase Four and the majority by the end of Phase Five.

Even the core of high frequency words which are not transparently decodable using known grapheme-phoneme correspondences usually contain at least one GPC that is familiar. Rather than approach these words as though they were unique entities, it is advisable to start from what is known and register the ‘tricky bit’ in the word. Even the word **yacht**, often considered one of the most irregular of English words, has two of the three phonemes represented with regular graphemes.

How can I ensure that children learn to apply their phonics to reading and writing? The relevance of phonics to reading and spelling is implicit in these materials. As soon as children know a handful of letters they are shown how to read and spell words containing those letters. In Phase Two, once the children have learned week 3’s letters it is possible to make up short captions to read with the children, such as ‘cat on a sack’. Further, in the course of Phase Three, many words become available for labels and notices in the role-play area, such as captions and even short instructions and other sentences. It is important to demonstrate reading and writing in context every day to make sure that students apply their phonics knowledge when reading and writing in their role-play and other chosen activities. By the end of Phase Three, children should be able to write phonemic approximations of any words they wish to use.

Working Terminology

Phonics has a large technical vocabulary. This can appear to be more of an obstacle than a help if practitioners and teachers think they must know most of it in order to start teaching phonics. Thankfully this is not the case. Explained here is a small number of working terms to help teach Letters and Sounds.

Phonics – Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.

Phonemes – A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in **bed** and **led** the difference is the phonemes /b/ and /l/ signals the difference in meaning between the words **bed**, **led**). It is generally accepted that most varieties of spoken English use about 44 phonemes. In alphabet writing systems (such as English) phonemes are represented by graphemes.

Graphemes – a grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

Grapheme-Phoneme Correspondences (GPCs) – we convert graphemes to phonemes when we are reading aloud (decoding written words). We convert phonemes to graphemes when we are spelling (encoding words for writing). To do this, students need to learn which graphemes correspond to which phonemes and vice versa. In order to read an unfamiliar word, a child must recognise (‘sound out’) each grapheme, not each letter (e.g. sounding out **ship** as /sh/ /i/ /p/ not /s/ /h/ /i/ /p/), and then merge (blend the phonemes together) to make a word.

Segmenting and Blending – segmenting and blending are reversible key phonics skills. Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read. Both skills are important. The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in the teaching of phonics; it is very important to make sure that children secure blending skills.

Digraphs and Trigraphs (and four-letter graphemes) – A digraph is a two-letter grapheme where two letters represent one sound such as ‘ea’ in **seat** and ‘sh’ in **ship**. A trigraph is a three-letter grapheme where three letters represent one grapheme (e.g. ‘eau’ in **bureau**, and ‘igh’ in **night**). And by definition a four-letter grapheme uses four letters to represent one phoneme (e.g. ‘eigh’ representing the /ai/ phoneme in **eight** and **weight**).

Split Digraph – A split digraph has a letter that splits, i.e. comes between, the two letters in the digraph, as in **make** and **take**, where ‘k’ separates the digraph ‘ae’ which in both words represents the phoneme /ai/. There are six split digraphs in English spelling: ‘a-e’, ‘e-e’, ‘i-e’, ‘o-e’, ‘u-e’, and ‘y-e’, as in **make**, **scene**, **like**, **bone**, **cube**, **type**. Also referred to as the magic e. A very few words have more than one letter in the middle of a split digraph (e.g. **ache**, **blithe**, **cologne**, **scythe**).

Abbreviations – VC, CVC, CCVC are respective abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. **am** (VC), **sat** (CVC), **slam** (CCVC) or **each** (VC), **beach** (CVC), **bleach** (CCVC).



Letters and Sounds Teacher Kit - JL270

Phase 1: Phonemic Awareness

The importance of getting children off to a good start cannot be overstated so practitioners and teachers are urged to take particular account of the following points related to Phases One.

Phase One recognises the central importance of developing speaking and listening skills as a priority in their own right and for paving the way to making a good start on reading and writing. Put simply, the more words children know and understand before they start on a systematic programme of phonic work the better they are equipped to succeed.

Phase One therefore relies on providing a broad and rich language experience for children. In this phase and thereafter, children should be enjoyably engaged in worthwhile learning activities that encourage them to talk a lot, to increase their stock of words and to improve their command of dialogue.

Key features of a rich curriculum which are essential to Phase One and beyond include the range and depth of language experienced by the children. Good teaching will exploit, for example, the power of story, rhyme, drama, and song to fire children's imagination and interest, thus encouraging them to use language copiously. It will also make sure that they benefit from hearing and using language from non-fiction as well as fiction sources. Interesting investigations and information, for example from scientific and historical sources, often appeal strongly to young children, capturing the interest of boys as well as girls and helping to prepare the way for them to move easily and successfully into reading and writing. When taught well, children will take pride in their success but, as practitioners and teachers know well, they also benefit strongly from consistent praise for effort and achievement with the aim of making their learning as rewarding as possible.

Children beginning Phase One will have mixed experience and language proficiencies. Some will have considerable vocabulary, while others more limited. Most will have been exposed to nursery rhymes and been read to in the home.

The purpose of this phase is to develop speaking and listening skills in relation to sounds. Children will learn an understanding of sounds and their patterns within words. Before any exposure to letters, children can hear, play and manipulate sounds within words. This understanding is called phonemic awareness – an understanding that the spoken word is made up of units of sounds (phonemes) that can in turn be manipulated.

7 Aspects for Teaching Sound Awareness

Aspect 1: Environmental Sounds

- Join children in their play to extend their talk and enrich their vocabulary.
- Encourage children to use language for thinking by asking open questions such as 'What does it feel like to be in the tunnel?'
- Develop physical skills necessary for writing, such as making large movements with swirling ribbon.
- Explore with children the sounds different animals make, including imaginary ones (such as dragons).
- Children explore experimenting with the sounds different objects can make.
- Use role-play to encourage language for a range of purposes.



Listening Walks

PURPOSE

Developing an awareness of sounds in the environment.

PROCEDURE

1. Remind the children about the things that good listeners do (e.g. keep quiet, have ears and eyes ready).
2. Invite the children to show you how good they are at listening and talk about why listening carefully is important.
3. Encourage the children to listen attentively to the sounds around them.
4. Talk about the different sounds they can hear.
5. The children could use 'cupped ears' or make big ears on headbands to wear as they go on the listening walk.
6. After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember. This list can be in words or pictures and prompted by replaying sounds recorded on the walk.

To develop children's listening skills and awareness of sounds in the environment.

- Use picture or symbol prompts to remind children how to be a good listener. These could be displayed on the wall, on a soft toy or in a quiet listening den.
- A small group size is preferable, to allow all of the children to participate in and respond to the activity.
- Using gestures such as finger to the lips alongside 'shhh' and a hand to the ear alongside listen will give vital clues to children who have difficulty with understanding or those who find it difficult to listen to the spoken instruction alone.
- Scan the group before giving any sound cue. Use a child's name if necessary then make the sound immediately so that you have their attention.
- If parents or carers speak languages other than English, find out the word for 'listen' in the school community languages and use it when appropriate.
- If the children seem to recognise an object, but can't recall its name, help them by prompting with questions, such as: What would you do with it? Where would you find it?
- As you lead the singing, take care to slow the song down. Slowing the pace can make a huge difference, helping children to understand the language used as well as giving them time to prepare and join in with the words or sounds.
- Forget conventional sound effects. For example, dogs don't always bark woof. Big dogs can sound like WUW WUW WUW and little ones give a squeaky Rap Rap. Vary the voice to add interest. These sounds are often more fun and even easier for the children to attempt to copy. Be daring. Include some less conventional animals (e.g. a parrot, a wolf) and see what sounds they come up with. You might include dinosaurs – many children love them and no one knows what noises they made so children can be as inventive as they like.
- Where parents or carers speak languages other than English, find out how they represent animal noises. Are woof, meow and quack universal? Which examples from other languages are the most like real sounds?

50 Phonemic Awareness activities - JL351

Aspect 2: Instrument Sounds

- Use home-made shakers to explore and learn how sounds can be changed.
- Note which children can make up simple rhythms.
- Observe how well the children listen to each other as they play in the band.
- Playing with musical instruments outdoors encourages children to experiment with the sounds they can hear.
- In their free play, allow children to revisit an adult led activity.

To promote speaking and listening through the use of musical instruments (either purchased or made by the children).

- If a child is reluctant to attempt to copy actions with an instrument, spend a little time building confidence and interest in copying games. Present the child with a set of instruments. Have an identical set to hand. Allow the child to explore and copy back what the child does. Copying children's actions can build confidence and make them feel their contribution is valued. If the activity results in an enjoyable copying game, the adult can subtly attempt to switch roles by taking up a different instrument and making a new sound for the child to copy.
- Provide opportunities to explore with the children their experience of music at home. Ask parents or carers whether they have any instruments they can bring in, either to play for the children or for the children to look at.



50 Phonemic Awareness activities - JL351

Aspect 3: Body Percussion

- Use the outdoor area as much as possible to explore different ways of making sounds with their bodies.
- Observe how well the children march, stamp, and splash to a beat.
- Listen to the children as they re-enact familiar stories.
- Talk with children as they paint and comment on the movements and shapes they are making.

To develop awareness of sounds and rhythms.

- Remind the children to look and listen to the adult and also to each other.
- It might be necessary to demonstrate the sounds to the children before each activity starts in order to 'tune them in' and encourage them to describe the sounds they hear.
- Be aware that some children may have difficulty coordinating the movements or actions to accompany songs and games. Give children plenty of time and space to practise large-scale movements every day.
- Some children may find it difficult to monitor their own volume without adult support.



50 Phonemic Awareness activities - JL351

Aspect 4: Rhythm and Rhyme

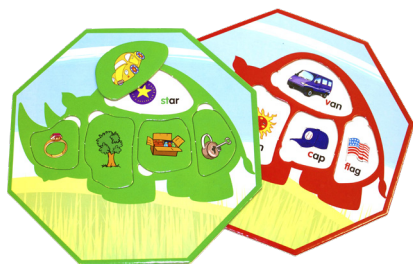
- Children need to build a stock of rhymes through hearing them repeated over and over again.
- Enjoying and sharing books leads to children seeing them as a source of pleasure and interest.
- Children enjoy listening to rhymes and inventing their own.
- For children learning English as an additional language (EAL), songs and rhymes help them to tune into the rhythm and sound of English.
- Encourage children's word play by inventing new rhymes with them such as Hickory, Dickory Dable, the mouse ran up the ...
- Remind children of rhymes they know when you take them in the role play area (for example, Miss Polly had a dolly...!).



Rhymenoceros - JL162

To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.

- It is important for children to experience a rich repertoire of poems, rhymes and songs. They need to build a stock of rhymes through hearing them repeated in different contexts. Parents and carers can play a valuable role in developing children's repertoires of rhymes. Keep parents and carers informed of any new rhymes you are learning with the children so that the adults can join in when the children start singing them at home.
- For children learning EAL, songs and rhymes are a particularly effective way to remember whole sentences and phrases by tuning into the rhythm that accompanies them. This is in itself is good practice for developing the speech patterns of the language; it is also important to attach meaning and ensure that contexts are understood.
- Encouraging nonsense rhymes is a good way for children to begin to generate and produce rhyme. While a child is developing speech sounds the normal immaturities in their speech may mean their version of a word is different from that of the adults in the setting (e.g. the adult prompts with 'You shall have a fish on a little...' and the child joins in with dit). The adult then repeats back the correct articulation, 'dish'.
- When children experiment with nonsense rhymes they are not confined by their own learned versions of words and so can tune into and produce rhyming patterns.
- Keep the songs slow so you can emphasise the rhyming patterns.
- Collecting a set of objects or producing pictures of objects with rhyming names can be time-consuming but this resource is essential to build experience of rhyme into children's play. A set of rhyming cards can be a versatile resource for many different activities.
- Generating rhymes is a difficult skill to master. Accept all the children's suggestions. Where the children do manage to fill in with the target rhyming word, congratulate them on having done so and draw attention to the rhyming pattern.
- Children learning EAL often internalise chunks of language and may not hear where one word starts and another ends. They may continue to use many of these chunks of language for some time before they begin to segment the speech stream in order to use the constituent words in new contexts.



Rhymenoceros - JL162

- When children can supply a list of rhyming words and non-words, after being given a start, they can be considered well on their way to grasping rhyme (e.g. adult says cat, mat, sat... and the child continues fat, pat, mat, rat). However, children may well be at a later phase of this programme before they can do this. There is no need to delay starting Phase Two until children have mastered rhyming.

Aspect 5: Alliteration

- Play alongside children in a café and place an order: 'Please may I have some juicy jelly' or 'sizzling sausages' or 'chunky chips'.
- After children have enjoyed their singing games, make the resources freely available to them to explore for themselves and to act out 'being the teacher'.
- Make sure the book collection includes books with lots of alliteration rhymes and jingles.
- Join children at the water tray and introduce alliterative tongue twisters such as 'She sell seashells'.



Silly Soup - JL161

To develop understanding of alliteration

- Singing rhymes and songs with alliterative lines such as 'Sing a Song of Sixpence' and playing with jingles such as 'Can you count the candles on the cake?' helps to tune children's ears to the relationships between the sound structures of words. Ultimately children need to be able to isolate the initial phoneme from the rest of the word (e.g. to be able to say that 'nose' begins with the sound 'n'). Children need to have a wealth of experience of hearing words that begin with the same sound so it is important to keep practising familiar tongue twisters and also to be inventive with new ones to model alliterative possibilities to the children.
- Do not expect all the children to be able to produce a full range of initial sounds or be able to produce the initial clusters such as 'sp' for spoon. Just make sure that each child's attention is gained before reciting the string of sounds so that they can experience the initial sound pattern as it is modelled for them.
- These activities may reveal speech difficulties that may require investigation by a specialist such as the local speech and language therapist.
- Not all children will be happy to participate in copying games. Some many feel self-conscious or be anxious about getting the game wrong. One way to encourage them to copy one another before asking them to copy your sounds and movements.
- Take care to whisper when modelling quiet sounds. Do not add an 'uh' to the end of sounds:
 - 'sssss' not 'suh'
 - 'mmm' not 'muh'
 - 't' not 'tuh'
 - 'sh' not 'shuh'



Silly Soup -JL161

- Some children may be aware of the letter shapes that represent some sounds. While grapheme-phoneme correspondences are not introduced until Phase Two, it is important to be observant of those children who can identify letter shapes and sounds and to encourage their curiosity and interest.
- Be prepared to accept suggestions from children learning EAL who have a well-developed vocabulary in their home language, but be aware that words in home languages will not always conveniently start with the same sound as the English translation. Children very soon distinguish between vocabulary in their home language and English.

Aspect 6: Voice Sounds

- As you watch children on the climbing frame, encourage them to vocalise 'Weeee!'
- As children explore the texture of shaving foam, pasta shapes, or foamy water, introduce words that may be new to them such as: smooth, frothy, crunchy.
- Encourage children to replicate water noises with sounds such as drip, bubble bubble, swoosh.
- When children act out familiar stories, encourage them to use sound effects like swish swish through the grass, squelch, squelch in the mud, splashy splashy through the rain.

To distinguish between the differences in vocal sounds, including oral blending and segmenting.

- Changes in voice and exaggerated facial expressions help to support listening and attention by building interest and anticipation. For some children, these clues are also vital to supporting their understanding of the story.
- Tuning in to what the child is doing and joining in with them tells the child you are listening to them.
- Children in the early stages of learning EAL may need time to observe others and rehearse the spoken challenge; as in any turn-taking activities they should not be asked to take the first turn.



50 Phonemic Awareness activities - JL351

Aspect 7: Oral Blending and Segmenting

- Encourage the children to vocalise as they play on the hoppers 'h' 'h' 'h' 'h'.
- When children choose to play with the sound talk toys, listen out to how well they are trying to segment words into phonemes.
- As children play with the balls, bounce a ball alongside them making the sound 'b' 'b' 'b'.
- When children are in the writing area, note whether they are beginning to say their messages aloud as they write, as they have seen adults do.



Oral Blending 43

PURPOSE
To develop oral blending and segmenting of sounds in words.

PROCEDURE

1. It is important that children have plenty of experience listening to adults modelling oral blending before they are introduced to grapheme to phoneme correspondences.
2. When giving children instructions or asking questions the adult can segment the last word into separate phonemes and then immediately blend these sounds together to say the word (e.g. it's time to get your **c-o-a-t**, **coat**!). Touch your **h-o-e-s**, **hoes**! Who can touch their **f-e-e-l**, **feel**?

Oral blending can also be modelled when books are being shared, particularly in rhyming books where the last word can be segmented and blended.

50 Phonemic Awareness activities
- JL351

To develop oral blending and segmenting of sounds in words.

- During Phase One, there is no expectation that children are introduced to letters (graphemes). Of course some children may bring knowledge of letters from home, and be interested in letters they see around them on signs, displays and in books. Practitioners and teachers should certainly respond to children's comments and queries about letters and words in print.
- Children who can hear phonemes in words and sound them out accurately are generally well placed to make a good start in reading and writing.
- Children learning EAL generally learn to hear sounds in words very easily.
- Children need to hear the sounds in the word spoken in sound-talk immediately followed by the whole word. Avoid being tempted to ask any questions in between such as I wonder what that word can be? or Do you know what that word is? The purpose is to model oral blending and immediately give the whole word.
- It is important only to segment and blend the last word in a sentence or phrase and not words that occur at the beginning or middle of the sentence. Over time and with lots of repetition, the children will get to know the routine and as they gain confidence they will provide the blended word before the adult.
- Using a toy is preferable to a puppet, because it is important that children watch the adult's face and mouth to see the sounds being articulated clearly, rather than focusing on the imitated movements of the puppet.
- It is very important to enunciate the phonemes very clearly and not to add an 'uh' to some (e.g. 'ssssss' and not 'suh', 'mmmmm' and not 'muh').
- Avoid using words with adjacent consonants (e.g. 'sp' as in 'spoon'), as these will probably be too difficult for children at the early stages of practising blending and segmenting.
- Once children have been introduced to blending and segmenting they should be practised hand in hand as they are reversible processes.

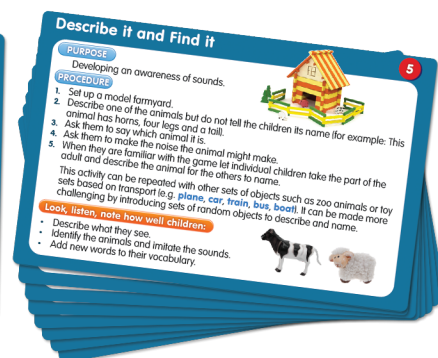
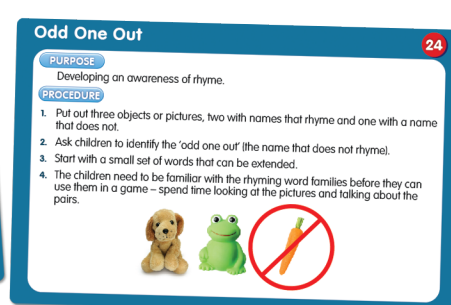
The overarching aim of Phase One is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. The boundaries are flexible and not fixed: practitioners should plan to integrate the activities according to the developing abilities and interest of the children in the setting. The main focuses are:

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension.)

Teaching materials at this stage are based around a series of activities that follow these different aspects of sound awareness and phonemic awareness training. Activities are mainly adult-led with the intention of teaching young children important basic elements of the Letters and Sounds programme such as oral segmenting and blending of familiar words. Each activity follows a teaching aspect. While there is no hard fast progression, each aspect builds on its cognitive complexity. Thus, the progression from aspect 1 (environmental sounds) through to aspect 7 (oral blending and segmenting) works well.

Activities are designed to help children:

1. Listen attentively;
2. Enlarge their vocabulary;
3. Speak confidently to adults and other children;
4. Discriminate phonemes;
5. Reproduce audibly the phonemes they hear, in order, all through the word;
6. Use sound-talk to segment words into phonemes.



Enjoying and Sharing Books

Experience shows that children benefit hugely by exposure to books from an early age. Right from the start, lots of opportunities should be provided for children to engage with books that fire their imagination and interest. They should be encouraged to choose and peruse books freely as well as sharing them when read by an adult. Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading.



Phase 1 Fiction Readers - JL380

Phase 1 Non-Fiction Readers - JL386

Learning Sounds through Play

There are a number of games available for teaching the various aspects of Phase 1 including rhyming, alteration and oral blending and segmenting. Children will enjoy interacting with others as they learn to discriminate different sounds. Objects and photo real images are useful for engaging children in the tasks.



6 Phonemic Awareness Games - JL409

Modelling Listening and Speaking

The ways in which practitioners and teachers model speaking and listening (interact and talk with children) are critical to the success of Phase One activities and to promoting children's speaking and listening skills more widely. The key adult-led behaviours can be summarised as follows.

- Listen to encourage talking – time spent listening to children talk to each other, and listening to individuals without too frequent interruption, helps them to use more and more relevant language.
- Model good listening. This includes making eye contact with speakers, asking the sort of questions attentive listeners ask and commenting on what has been said.
- Provide good models of spoken English to help young children enlarge their vocabulary and learn, for example, how to structure comprehensible sentences, speak confidently and clearly, and sustain dialogue. Phase One activities are designed to foster these abilities.
- Practitioners and teachers should provide daily speaking and listening activities that are well matched to children's developing abilities and interests. Observations and assessments are used to plan for progression and to identify children who need additional support, for example those having difficulty discriminating or producing the sounds of speech.

Assessment

By the end of Phase One children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.

Summary

Oral blending and segmenting the sounds in words are an integral part of the later stages of Phase One. Recognising alliteration (words that begin with the same sound) is important as children develop their ability to tune into speech sounds, however, the main objective should be to segment words into their component sound, and especially blend their component sounds all through a word.

Teaching Aspects Bank (with tick off)

No:	Aspect:	Activity	Purpose:	✓
1	Environmental Sounds	Listening Walks	Developing an awareness of sounds in the environment.	
2	Environmental Sounds	Drum Outdoors	Developing an awareness of sounds and rhythm.	
3	Environmental Sounds	Teddy is Lost in the Jungle	Discriminating between loud and quiet.	
4	Environmental Sounds	Mrs Brown has a Box	Developing an awareness of sounds.	
5	Environmental Sounds	Describe it and Find it	Developing an awareness of sounds.	
6	Environmental Sounds	Socks and Shakers	Developing an awareness of sounds.	
7	Instrument Sounds	Adjust the Volume	Discriminating between loud and quiet.	
8	Instrument Sounds	Grandmother Footsteps	Listening and responding to music.	
9	Instrument Sounds	Hidden Instruments	Identifying different instrumental sounds.	
10	Body Percussion	Action Songs	Learning rhythm and rhyme through movement.	
11	Body Percussion	Listen to the Music	Developing an awareness of rhythm.	
12	Body Percussion	Roly Poly	Discriminating between sounds.	
13	Body Percussion	Noisy Neighbour	Identifying sounds.	
14	Body Percussion	Words About Sounds	Identifying sounds.	
15	Rhythm and Rhyme	Rhyming Books	Developing an awareness of sound through shared reading.	
16	Rhythm and Rhyme	Listen to the Beat	Developing an awareness of rhythm.	
17	Rhythm and Rhyme	Top Rhymes	Developing an awareness of rhyme.	
18	Rhythm and Rhyme	Rhyming Soup	Developing an awareness of rhyme.	
19	Rhythm and Rhyme	Rhyming Bingo	Developing an awareness of rhyme.	
20	Rhythm and Rhyme	Playing with Words	Developing an awareness of syllables.	

21	Rhythm and Rhyme	Rhyming Pair	Developing an awareness of rhyme.	
22	Rhythm and Rhyme	Finish the Rhyme	Practicing rhyming words at the end of text.	
23	Rhythm and Rhyme	Rhyming Puppets	Developing an awareness of rhyme.	
24	Rhythm and Rhyme	Odd One Out	Developing an awareness of rhyme.	
25	Rhythm and Rhyme	I Know a Word	Developing an awareness of rhyme.	
26	Alliteration	I Spy Names	Awareness of initial sounds.	
27	Alliteration	Sounds Around	Word play with alliteration.	
28	Alliteration	Making Aliens	To explore alliteration and non-words.	
29	Alliteration	Digging for Treasure	Expose children to alliteration.	
30	Alliteration	Bertha the Bus	Expose children to alliteration.	
31	Alliteration	Tony the Train	To listen to the sounds at the beginning of words and to hear the differences between them.	
32	Alliteration	Musical Corners	To explore how different sounds are articulated, and to extend understanding of alliteration.	
33	Alliteration	Our Sound Bag	To explore how different sounds are articulated, and to extend understanding of articulation.	
34	Alliteration	Name Play	Expose children to alliteration.	
35	Alliteration	Silly Soup	Articulate speech sounds clearly for words that start with the same sound.	
36	Voice Sounds	Voice Sounds	Practice playing with sounds.	
37	Voice Sounds	Making Trumpets	Listening and modelling sounds and phonemes.	
38	Voice Sounds	Metal Mike	Segmenting letter sounds in words.	
39	Voice Sounds	Chain Games	Hearing and repeating letter sounds.	
40	Voice Sounds	Target Sounds	Listening for words in stories.	
41	Voice Sounds	Sound Lotto	To listen and recognise voices.	

42	Voice Sounds	Watch My Sounds	To talk about the different sounds we can make with our voices.	
43	Oral Blending and Segmenting	Oral Blending	To develop oral blending and segmenting of sounds in words.	
44	Oral Blending and Segmenting	Toy Talk	Segment words into phonemes and the reverse for blending.	
45	Oral Blending and Segmenting	Clapping Sounds	Segmenting words into phonemes and the reverse for blending.	
46	Oral Blending and Segmenting	Which One?	Segment words into phonemes and the reverse for blending.	
47	Oral Blending and Segmenting	Cross the River	Segment words into phonemes and the reverse for blending.	
48	Oral Blending and Segmenting	I Spy	Segment words into phonemes and the reverse for blending.	
49	Oral Blending and Segmenting	Segmenting	Segment words into phonemes and the reverse for blending.	
50	Oral Blending and Segmenting	Say the Sounds	Segment words into phonemes.	



JL351 50 Phonemic Awareness Activities

Phase Two: Letter Sounds

Phase Two marks the start of systematic phonic work. It begins the introduction of grapheme-phoneme correspondences (GPCs). Decoding for reading and encoding for spelling are taught as reversible processes. As soon as the first few correspondences have been learned, children are taught to blend and segment with them. Blending means merging individual phonemes together into whole words; segmenting is the reverse of splitting up whole spoken words into individual phonemes.

Earlier, in Phase One, blending and segmenting activities have been purely oral, involving no letters, for example, an adult pronounces the sounds to be blended rather than expecting the children to pronounce them in response to letters. In Phase Two, however, the children learn to pronounce them in response to letters, before blending them, and thus starting reading simple VC and CVC words. The reverse process is that they segment whole spoken words into phonemes and select letters to represent those phonemes, either writing the letters, if they have the physical coordination, or using magnetic letters to encode words.

This systematic, high quality phonic work is best taught in short, discrete daily sessions, with ample opportunities for children to use and apply their phonic knowledge and skills throughout the day. Right from the start, however, every child will need to experience success moving incrementally from the simple to the more complex aspects of phonics work. Phase Two therefore starts with the tried and tested approach to learning a selection of letters ('s', 'a', 't', 'p', 'i', 'n') and emphasises multi-sensory activity.

Children entering Phase Two will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.

The Purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC (consonant vowel consonant) words and to spell them using either magnetic letters or by writing letters on paper or whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: *the, to, go, no*.

Letter Progression

Phase 2 - Letter Sounds

s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	ll	ss	

The teaching materials in this phase suggest an order for teaching letters and provide a selection of suitable words made up of the letters as they are learned. These words are for using in the activities – practising blending for reading and segmenting for spelling. This is not a list to be worked through slavishly, but to be selected from as needed for an activity.

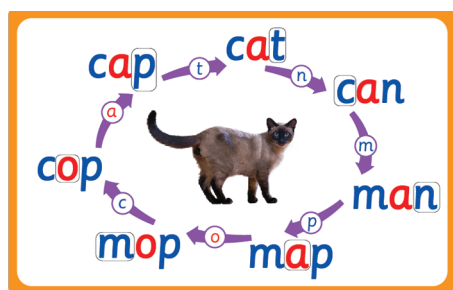
It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

Practising Oral Blending and Segmenting

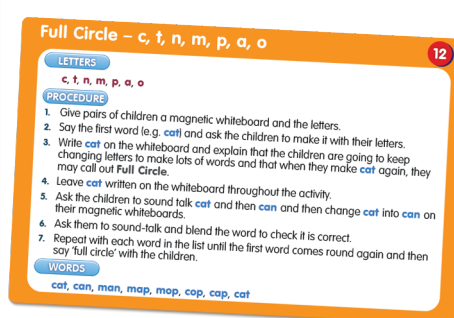
These blending and segmenting skills were introduced in Phase One with a soft toy that could only speak and understand ‘sound-talk’. Blending and segmenting are the inverse of one another and need regular practice during Phase Two, but blending and segmentation with letters should replace oral segmentation and blending as soon as possible.

Magnetic Boards and Letters

Magnetic boards and letters are very effective in helping children to identify letter shapes and develop the skills of blending and segmenting. For example, teaching sequences can be demonstrated to an entire teaching group or class on a large magnetic board followed by children working in pairs with a small magnetic board to secure the learning objective. Working in pairs in this way significantly increases opportunities for children to discuss the task at hand and enlarge their understanding. Once children are adept at manipulating magnetic letters they can use them to extend many activities suggested in Phase Two and beyond.



cat



Phoneme Frames printed on magnetic whiteboards or activity cards can be used to show students how each letter makes one sound. Large boards that focus on the target phoneme of the progression can be used to build words throughout Phase Two.



Word Farm Landscapes - JL192

Suggested Daily Teaching

1. Revisit and review: practise previously learned letters; include oral blending and segmenting.
2. Teach: Introduce a new letter; teach blending and/or segmentation with letters; teach one or two tricky words (according to the progression).
3. Practise: Practise reading and/or spelling words with the new letter.
4. Apply: Read or write a caption (with the teacher) using one or more high-frequency words and words containing the new letter (week 3 onwards).
5. Read: Practise decoding the new letter within a decodable reader (according to the progression).

Sound Cards

Sound cards provide a letter on one side and a photographic image of an object that begins with that particular sound. The target letter for the day can be introduced as a grapheme as the teacher articulates the phoneme sound. Then, the reverse side is used to present the phoneme within a word: **Sssssnake**. Cards are numbered in the order of the progression, and previous cards can be reviewed to practise previously learned letters. Eventually, students should be able to recognise each grapheme by flash and its related phoneme sound.



44 Sound Cards - JL269

Phase Two Readers

Phase Two readers provide a mixture of fiction and non-fiction titles, each following the letter-by-letter progression at Phase Two. Early books have limited text (based on the progression), however, they quickly develop in complexity as more letter patterns become available. Students will enjoy the confidence they receive by reading real books and mastering the skill of decoding to unlock the pronunciations of unknown words.



Phase 2 Fiction Readers - JL381

Phase 2 Non-Fiction Readers - JL387

Teaching and practising High-Frequency Words

There are 100 common words that recur frequently in much of the written material young children read and that they need when they write. Many of these are decodable through sounding and blending, however, only 26 of the high frequency words are decodable by the end of Phase Two (based on the grapheme-phoneme correspondences that are known). Reading a group of these words each day, by applying grapheme-phoneme knowledge as it is acquired, will help children recognise them quickly. But in order to read simple captions it is necessary also to know some words that have unusual or untaught GPCs ('tricky' words) and these will need to be learned.

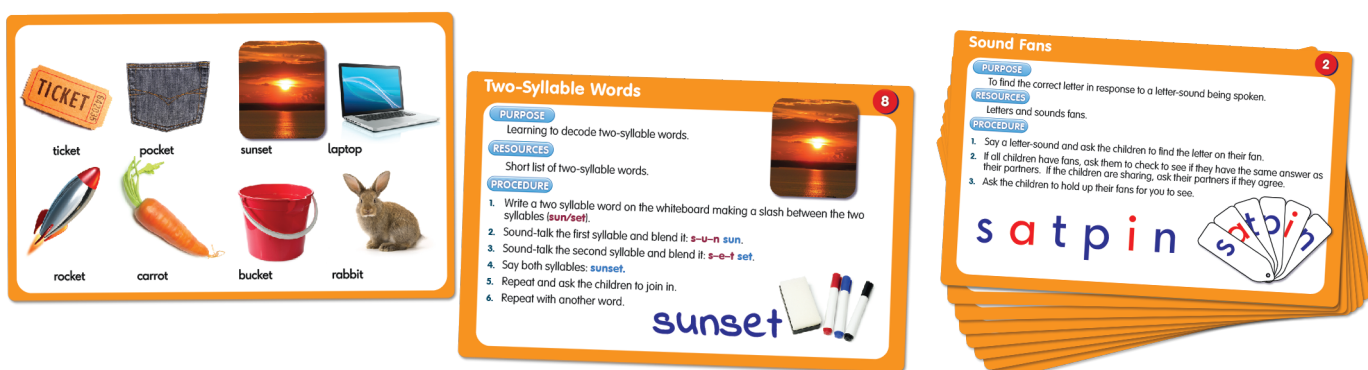
The 100 most frequent words include sight words and tricky words from Phase Two. Words are ordered with the number of their frequency and the border has been colour-coded according to Letters and Sounds, where Phase Two words are shown in orange. Sound buttons are included so that students can see that each letter represents one sound. The tricky part of the word is highlighted for the both teacher and student use.



My First 100 Words - JL263

Phase Two Activities

A collection of activities is provided for teaching Phase Two letter sounds, both in isolations and within texts such as captions. Use these activities alongside daily instruction to reinforce learning. Activities can also be used at the end of Phase Two for review.



50 Letters & Sounds Activities- JL353

No:	Activity	Purpose	✓
1	Teaching Phase Two Letters	Learn to say a discrete phoneme, recognise and write the letters that represents that phoneme.	
2	Sound Fans	To find the correct letter in response to a letter-sound being spoken.	
3	Quick-write Letters	To practice writing letter sounds.	
4	Georgie's Gym	To give students experience blending phonemes into words.	
5	Sound Buttons	Identify the individual phonemes in words.	
6	Buried Treasure	To motivate children to decode words.	
7	Tricky Words	Learning words with irregular letter-sound patterns.	
8	Two-Syllable Words	Learning to decode two syllable words.	

Learning Letter Sounds through Play

Different games are also available to play throughout Phase Two. Each game can be played individually, with pairs or in small groups. Some include or overlap with the activities of Phase Two, while others have been created to broaden the application of blending and segmenting. Again, these games can be used alongside daily instruction, or in some cases are best suited at the end of Phase Two for review.



6 Letter Sound Games - JL400

Writing

A student's capacity to write letters will depend on their physical maturity and the approach taken to teach letter formation. Some children will be able to write all the letters in pencil, correctly formed. Most children should be able to form the letters correctly in the air, in sand or using a paint brush and should be able to control a pencil sufficiently well to write letters such as **i**, **t**, **l** well and **h**, **n** and **m** reasonably well.

When writing in front of students, take the occasional opportunity to ask them to help you spell words by telling you which letters to write.

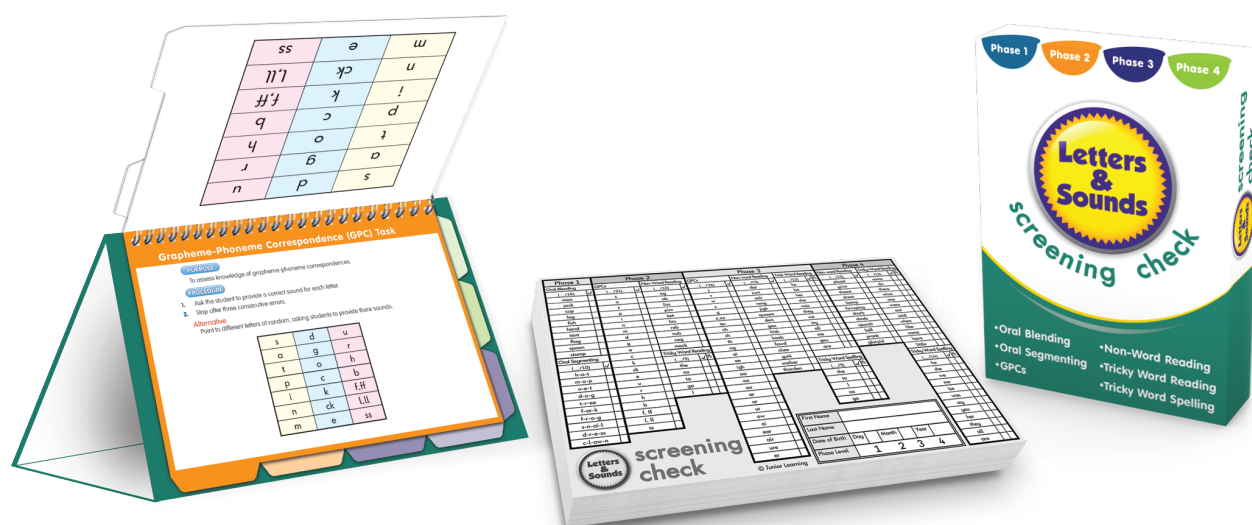
When the students are writing, for example in role-play areas, their letter awareness along with their ability to segment will allow them to make a good attempt at writing many of the words they wish to use. Even though some of their spellings may be inaccurate, the experience gives them further practice in segmentation and, even more importantly, gives them experience in composition and helps them see themselves as writers.

Assessment

By the end of Phase Two students should:

- Give the sound when shown any Phase Two letter, securing first the starter letters **s, a, t, p, i, n**;
- Find any Phase Two letter, from a display, when given the sound;
- Be able to orally blend and segment CVC words;
- Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as **if, am, on, up** and 'silly names' such as **ip, ug, and ock**.
- Be able to read the five tricky words **the, to, I, no, go**.

Some children will not have fully grasped CVC blending and segmentation but may know all the Phase Two letters. CVC blending and segmenting continues throughout Phase Three so children can progress to the next stage even if they have not mastered CVC blending.



Letters & Sounds Screening Check - JL261

Word Bank

The words in this section are made up from the letters taught for use in blending for reading and segmentation for spelling. These lists are not for working through slavishly but to be selected from as needed for an activity (words in bold are from the list of 100 high frequency words).

Words using week 1 GPC

For ** see next page

at
sat
pat
tap
sap
[a*, as**]

Words using weeks 1 and 2 GPCs

(+i)	(+n)	(+m)	(+d)
it	an	am	dad
is**	in	man	sad
sit	nip	mam	dim
sat	pan	mat	dip
pit	pin	map	din
tip	tin	Pam	did
pip	tan	Tim	Sid
sip	nap	Sam	and

Words using weeks 1–3 GPCs

(+g)	(+o)	(+c)	(+k)
tag	got	can	kid
gag	on	cot	kit
gig	not	cop	Kim
gap	pot	cap	Ken
nag	top	cat	
sag	dog	cod	
gas	pop		
pig	God		
dig	Mog		

Words using weeks 1–4 GPCs

(+ck)	(+e)	(+u)	(+r)
kick	get	up	rim
sock	pet	mum	rip
sack	ten	run	ram
dock	net	mug	rat
pick	pen	cup	rag
sick	peg	sun	rug
pack	met	tuck	rot
ticket	men	mud	rocket
pocket	neck	sunset	carrot

Teach that 'ck' together stands for the same sound as 'c' and 'k' separately – ck never comes at the beginning of a word, but often comes at the end or near the end.

*The indefinite article 'a' is normally pronounced as a schwa, but this is close enough to the /a/ sound to be manageable.

Words using weeks 1–5 letters

(+h)	(+b)	(+f & ff)	(+l & ll)	(+ss)
had	but	of**	lap	ass
him	big	if	let	less
his**	back	off	leg	hiss
hot	bet	fit	lot	mass
hut	bad	fin	lit	mess
hop	bag	fun	bell	boss
hum	bed	fig	fill	fuss
hit	bud	fog	doll	hiss
hat	beg	puff	tell	kiss
has**	bug	huff	sell	Tess
hack	bun	cuff	Bill	fusspot
hug	bus	fan	Nell	
	Ben	fat	dull	
	bat		laptop	
	bit			
	bucket			
	beckon			
	rabbit			

When the letters **l**, **s** and **f** double at the ends of some words and **c** is joined by **k**, it is a good idea to draw a line underneath both letters to show that they represent one phoneme (e.g. **hill**, **pick**) when providing words and captions for reading, and encourage children to do so in their writing.

The sounds represented by **f in **of**, and by **s** in **as**, **is**, **has** and **his** should also not cause problems at this stage, especially as children will not learn the letters **v** and **z** until several weeks later. Note that **/f/** is articulated in the same way as **/v/**, and **/s/** as **/z/**, apart from the fact that **/f/** and **/s/** are unvoiced and **/v/** and **/z/** are voiced.

Bank of suggested captions for practising reading

Captions with weeks 1–4 words

pat a dog	dad and nan
a cat in a hat	a nap in a cot
a sad man	a kid in a cap
a pin on a map	a tin can
pots and pans	cats and dogs

Captions with weeks 1–4 words + to, the

a red rug	rats on a sack
get to the top	a pup in the mud
socks on a mat	run to the den
a cap on a peg	mugs and cups
a run in the sun	an egg in an egg cup

Captions, instructions and signs with weeks 1–5 words + to, the, no, go

a hug and a kiss	a cat on a bed
on top of the rock	to the top of the hill
a bag of nuts	get off the bus
to huff and puff	no lid on the pan
go to the log hut	pack a pen in a bag
a hot hob	a doll in a cot
sit back to back	a cat and a big fat rat
a duck and a hen	

The captions are included to provide a bridge between the reading of single words and the reading of books. They enable children to use and apply their decoding skills on simple material fully compatible with the word-reading level they have reached. This helps them to gain confidence and begin to read simple books.



Phase 2 Kit - JL272

Phase Three: Phonics

Phase Three completes the teaching of the alphabet, and students move on to sounds represented by more than one letter, learning one representation for each of at least 42 of the 44 phonemes of English. Just one spelling is given for each phoneme as this equips students with the ability to spell unknown words with invented spellings, as they will have a way of writing each sound.

Children entering Phase Three will know around 19 letters and be able to blend phonemes to read VC words and segment VC words to spell. While many children will be able to read and spell CVC words, they all should be able to blend and segment CVC words orally.

The purpose of this phase is to teach another 25 graphemes, most of them comprising of two letters (e.g. **oa**), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase Five). Children also continue to practise CVC blending and segmenting for reading and spelling simple two-syllable words and captions. They will learn letter names during this Phase, learn to read some more tricky words and also begin to learn to spell some of these words.

The sounds traditionally taught for the letters **x** and **qu** (/ks/ and /kw/) are both two phonemes, but children do not need to be taught this at this stage, as it does not affect how the letters are used.

Teaching materials in this phase suggest an order for teaching letters and provide a selection of suitable words made up of the words. They are for using in the activities – practising blending for reading and segmenting for spelling. Just like Phase Two, these are not lists to be worked through slavishly but to be selected from as needed for an activity.

Furthermore, as in Phase Two, it must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

Letter Progression

Phase 3 - Phonics

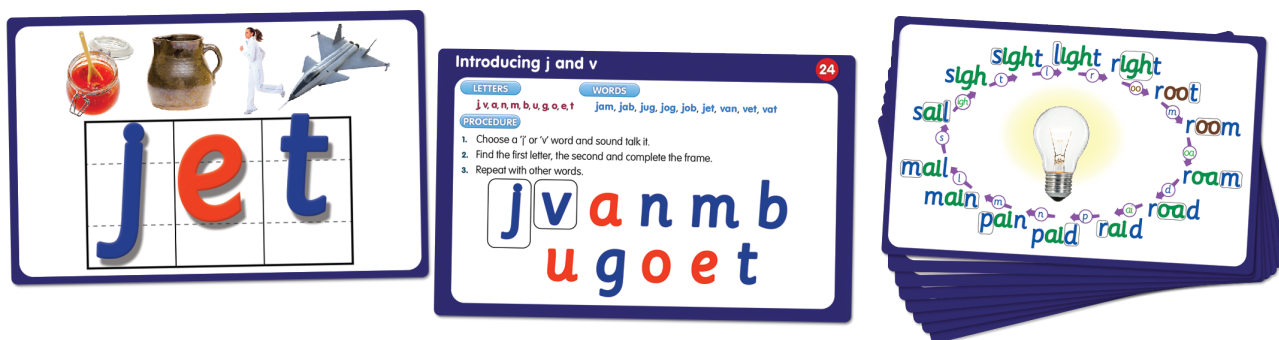
j	v	w	x	y	z	zz	qu	ch
sh	th	ng	ai	ee	igh	oa	oi	oo
ow	ar	air	ear	er	ur	or	ure	

Magnetic Boards and Letters

The process of segmenting and blending for reading and spelling needs to be made enjoyable and easy for children to understand and apply. Well-timed multi-sensory activities serve this purpose and intensify learning. One easily available resource that has proved very effective in this respect is magnetic letters that can be manipulated on small magnetic whiteboards by children, individuals or in pairs. These have the advantages, for example, of enabling children to:

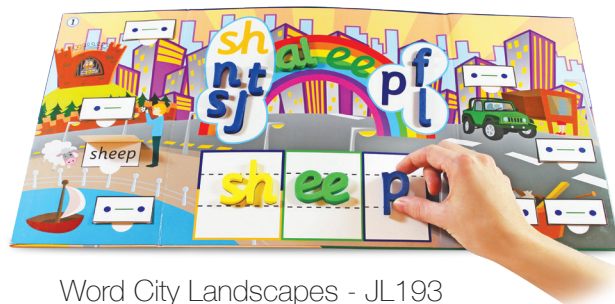
- Recognise letters by touch, sight and sounding out simultaneously;
- Easily manipulate letters to form and re-form the same sets of letters into different words;
- Compose words by manipulating letters even though children may not yet be able to write them, for example with a pencil;
- Share the activity and talk about it with a partner;
- Build up knowledge of grapheme-phoneme correspondences systematically.

These resources also provide practitioners and teachers with an easy means to monitor student's progress.



50 Magnetic Letters Activities - JL352

At Phase Three, there are also landscapes for introducing new letters according to the progression and for providing word building opportunities. Phoneme Frames are also used so that children can see that one grapheme relates to one specific sound within a word.



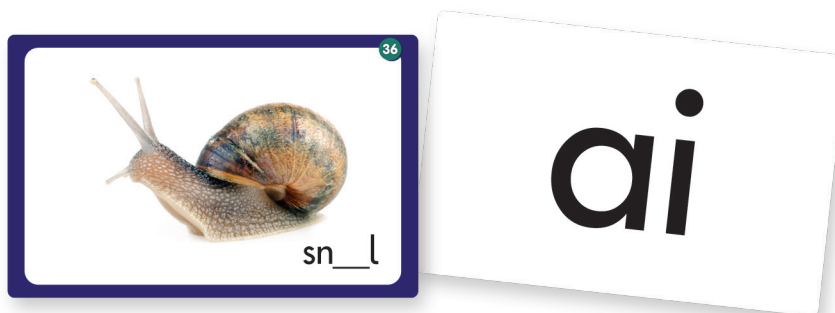
Word City Landscapes - JL193

Suggested Daily Teaching

1. Revisit and review: practise previously learned letters; include oral blending and segmenting.
2. Teach: Introduce a new letter; teach blending and/or segmentation with letters; teach one or two tricky words (according to the progression).
3. Practise: Practise reading and/or spelling words with the new letter.
4. Apply: Read or write a caption (with the teacher) using one or more high-frequency words and words containing the new letter (week 3 onwards).
5. Read: Practise decoding the new letter within a decodable reader (according to the progression).

Sound Cards

Sound Cards extend into Phase 3 to include vowel digraphs (such as **ai**) with a photographic image on the other side. Cards can be used to introduce a new sound, practise it, and review previous taught sounds. Cards can also be displayed as a wall border or on a washing line.



44 Sound Cards - JL269

Teaching and Practising High-frequency Words

Of the first 100 words, only 26 are decodable by the end of Phase Two and a further 12 are decodable by the end of Phase Three. These are **will**, **with**, **that**, **this**, **then**, **them**, **see**, **for**, **now**, **down**, **look** and **too**. Reading a group of these words each day, by applying grapheme-phoneme skill as it is acquired, will help children recognise them quickly. However, in order to read simple captions it is necessary also to know some words that have usual or untaught GPCs, 'tricky' words, and these will need to be learned.



My First 100 Words - JL263

Phase Three Readers

A collection of Phase Three readers is provided according to the week-by-week progression. Children will enjoy using their decoding skills in real text, with the support of the words being decodable and building on letter sounds previously taught. This is also an effective way for learning tricky words at Phase Three. Both fiction and non-fiction titles are included.

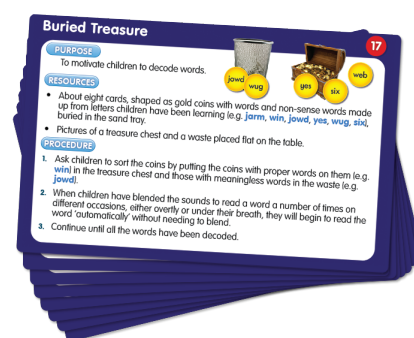
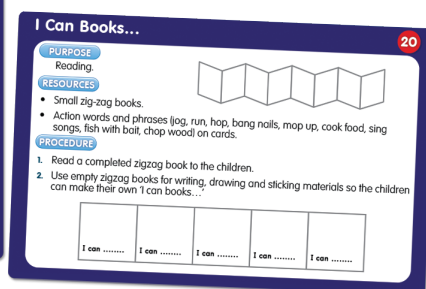


Phase 3 Fiction Readers - JL382

Phase 3 Non-Fiction Readers - JL388

Phase Three Activities

Activities at Phase Three have been designed to introduce letters sounds and reinforce knowledge through word, caption and sentence level work. Activities can be used alongside daily instruction, or at the end of the Phase as part of a review.



50 Letters & Sounds Activities - JL353

No:	Activity	Purpose	✓
9	Teaching Phase Three Letters	Learn to say a discrete phoneme, recognise and write the letters that represents that phoneme.	
10	Alphabet Songs	Learning the letters of the alphabet.	
11	Introducing Digraphs	To learn consonant digraphs.	
12	Sound Cards	To say as quickly as possible the correct sound when a grapheme is displayed.	
13	Sound Fans	To find the correct letter in response to a letter-sound being spoken.	
14	Sound-talk Pairing	Segmenting words.	
15	Countdown	Rapid recall and decoding of text.	
16	Sentence Substitution	To practice reading words in sentences.	
17	Buried Treasure	To motivate children to decode words.	
18	Tricky Words	Learning words with irregular letter-sound patterns.	
19	Two-syllable Words	Learning to decode two syllable words.	
20	I Can Books ...	To practice reading.	
21	Yes / No Questions	To practice reading for meaning.	
22	Stories – On the Farm	To practice reading for meaning.	

Learning Letter Sounds through Play

Students enjoy consolidating learning through play. Games written in accordance with the Letters and Sounds progression can be used to reinforce learning or as part of an informal assessment. Games that engage small groups can also support peer-led scaffolding, especially within mixed ability groups.



6 Phonics Games - JL401

Writing and Invented Spelling

From an early stage, some students may start spontaneously producing spellings such as **frend** for **friend** and **hoam** for **home**, or even **chrain** for **train** or **nyoo** for **new**. Teachers should recognise worthy attempts made by students to spell words but should also correct them selectively and sensitively. If this is not done, invented spellings may become ingrained.

Assessment

By the end of Phase Three children should:

- Give the sound when shown all or most Phase Two and Phase Three graphemes;
- Find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;
- Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- Be able to read the tricky words **he**, **she**, **we**, **me**, **be**, **was**, **my**, **you**, **her**, **they**, **all**, **are**;
- Be able to spell the tricky words **the**, **to**, **I**, **no**, **go**;
- Write each letter correctly when following a model.

Word Bank

The words in this section are made up from the letters taught for use in blending for reading and segmentation for spelling. These lists are not for working through slavishly but to be selected from as needed for an activity. (Words in bold are from the list of 100 high frequency words.)

Words and sentences using sets 1–7 letters

Words using week 1 GPCs

(+j)	(+v)	(+w)	(+x)
jam	van	will	mix
Jill	vat	win	fix
jet	vet	wag	box
jog	Vic	web	tax
Jack	Ravi	wig	six
Jen	Kevin	wax	taxi
jet-lag	visit	cobweb	vixen
jacket	velvet	wicked	exit

Words using week 2 GPCs

(+y)	(+z/zz)	(+qu)
yap	zip	quiz
yes	Zak	quit
yet	buzz	quick
yell	jazz	quack
yum-yum	zigzag	liquid

Yes/no questions with words containing week 1 GPCs

Is the sun wet?

Can men jog to get fit?

Can wax get hot?

Has a pot of jam got a lid?

Has a fox got six legs?

Can a taxi hop?

Can a vet fix a jet?

Can a van go up a hill?

Will a pen fit in a box?

Has a cat got a web?

Yes/no questions with words containing week 2 GPCs

Can a duck quack?

Can a rabbit yell at a man?

Is a zebra a pet?

Can a hen peck?

Can dogs yap?

Is a lemon red?

Can a fox get wet?

Is a robin as big as a jet?

Will a box fit in a van?

Can a web buzz?

Sentences using words containing week 2 GPCs and **he**, **we** and **she**

She will fill the bucket at the well.

He did up the zip on Zinat's jacket.

If the dog has a bad leg, the vet can fix it.

The fox and vixen had cubs in a den.

Will Azam and Liz win the quiz?

Yes! We can get the big bed into the van.

Sentences are offered here to give children practice in reading and understanding short texts which are fully decodable.

Words and sentences using Phase Three graphemes

Words using the four consonant digraphs

Each of these words contains the target grapheme but no other Phase Three graphemes. This means that the Phase Three graphemes can be taught in any order.

ch	sh	th	ng
chop	ship	them	ring
chin	shop	then	rang
chug	shed	that	hang
check	shell	this	song
such	fish	with	wing
chip	shock	moth	rung
chill	cash	thin	king
much	bash	thick	long
rich	hush		sing
chicken	rush		ping-pong

Sentences with week 1 & 2 letters plus the week 3 consonant digraphs and some tricky words

I am in such a rush to get to the shops.

A moth can be fat, but its wings are thin.

A man is rich if he has lots of cash.

The ship hit the rocks with a thud.

Natasha sang a song to me.

Lots of shops sell chicken as well as fish and chips.

The van will chug up the long hill.

Josh had a shock as he got a bash on the chin.

Sasha had a quick chat with Kath and me.

Words using the Phase Three vowel graphemes

ai	ee	igh	oa	oo	
wait	see	high	coat	too	look
Gail	feel	sigh	load	zoo	foot
hail	weep	light	goat	boot	cook
pain	feet	might	loaf	hoof	good
aim	jeep	night	road	zoom	book
sail	seem	right	soap	cool	took
main	meet	sight	oak	food	wood
tail	week	fight	toad	root	wool
rain	deep	tight	foal	moon	hook
bait	keep	tonight	boatman	rooftop	hood

ar	or	ur	ow	oi
bar	for	fur	now	oil
car	fork	burn	down	boil
bark	cord	urn	owl	coin
card	cork	burp	cow	coil
cart	sort	curl	how	join
hard	born	hurt	bow	soil
jar	worn	surf	pow!	toil
park	fort	turn	row	poison
market	torn	turnip	town	tinfoil
farmyard	cornet	curds	towel	

ear	air	ure	er
ear	air	sure	hammer
dear	fair	lure	letter
fear	hair	assure	rocker
hear	lair	insure	ladder
gear	pair	pure	supper
near		cure	dinner
tear		secure	boxer
year		manure	better
rear		mature	summer
beard			banner

Words with a combination of two Phase Three graphemes

cheep	sheet	thing	thorn	teeth	coach
tooth	harsh	short	church	singer	shear
chair	waiter	arch	chain	faith	sheep
sharp	poach	shoal	shook	shark	march
torch	orchard	north	farmer	shorter	longer
looking	powder	lightning	porch	thicker	booth

Captions

tools in the shed

ships in port

boats on the river

fish and chips on a dish

a goat and a cow

sixteen trees

looking at books

the light of a torch

digging in the soil

goats in a farmyard

Sentences

Mark and Carl got wet in the rain.

Jill has fair hair but Jack has dark hair.

I can hear an owl hoot at night.

Bow down to the king and queen.

I can see a pair of boots on the mat.

The farmer gets up at six in the morning.

Jim has seven silver coins.

Nan is sitting in the rocking-chair.

Gurdeep had a chat with his dad.

It has been hot this year.

Sentences for the end of Phase Three

On the Farm

I will soon visit my nan at her farm.

She will let me feed the hens and chickens.

They peck up corn in the farmyard.

She has goats and cows as well as hens.

She gets the hens into a shed at night
– foxes might get them.

In a Wigwam

Kevin has a wigwam in the garden.

Alex, Jon and Jeevan visit him.

Kevin's dad cooks chicken for them on hot
coals.

Having food in the wigwam is fun.

Then they sing songs.

In the Woods

Chip the dog runs to the woods.

He is looking for rabbits but sees a fox.

The fox sees him and rushes off to its den.

Chip dashes after it but cannot see it.

He feels sad and runs back to his kennel.

In Town

You and I can meet on the corner.

We can get the bus to the fish and chip shop.

Janaki and her sister may join us.

They can get fish and chips, too.

Then we can all run to the park.

At the River

Max and Vikram sail a wooden boat.

Jeff chucks bits of bun in the river for the ducks.

Yasmin sits on a rock and looks for fish.

Tanya and Yasha see an eel.

Shep the dog sits down in the mud and gets in
a mess.

Sentences and substitute words for 'Sentence substitution'

Mark fed the cat.	dog	hid	Gail	moon
The sheep are in the shed.	bedroom	farmyard	cars	wait
You can hear a goat.	toad	song	see	coin
They might meet in the town.	market	summer	we	fish
The shop is on the corner.	church	right	shark	boat
She has worn red shorts.	boots	boats	seen	He
He sat down on the carpet.	chair	fell	soil	weeds
She has had lots of good books.	food	seen	hard	Joan
Join me in the pool.	them	park	keep	coach
This is a good shop for chips.	coats	year	coffee	bad

Yes/no questions suitable for the end of Phase Three

Is rain wet?

Can a boat sail?

Is all hair fair?

Is the moon far off?

Are fish and chips food?

Is it dark at night?

Is a thick book thin?

Can we get wool from sheep?

Will six cows fit in a car?

Can coins sing a song?

Will all shops sell nails?

Can a chicken sit on a chair?

Can a coach zoom into the air?

Are the teeth of sharks sharp?

Are fingers as long as arms?

Can a coat hang on a hook?

Can a hammer chop wood?

Will a ship sail on a road?

Can ducks see fish in rivers?

Can you hear bees buzzing now?



Phase 4: Blending

In Phase Four students learn to read and spell words containing adjacent consonants. Many students may be capable of taking this step much earlier, in which case they should not be held back from doing so. No new grapheme-phoneme correspondences are taught in this phase.

Children entering Phase Four will be able to represent each of the 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some tricky words.

The purpose of this phase is to consolidate students' knowledge of graphemes in the reading and spelling words containing adjacent consonants and polysyllabic words. The teaching materials in this phase provide a selection of suitable words containing adjacent consonants. These words are for using in the activities – practising blending for reading and segmenting for spelling. This is not a list to be worked through slavishly but to be selected from as needed for an activity.

Suggested Daily Teaching

1. Revisit and review: practise previously learned letters; include oral blending and segmenting.
2. Teach: introduce blending and/or segmentation of adjacent consonants; teach some tricky words.
3. Practise: practise blending and reading words with adjacent consonants; practise segmentation and spelling words with adjacent consonants.
4. Apply: read or write a caption (with the teacher) using one or more high-frequency words and words containing the new letter (week 3 onwards).
5. Read: practise decoding the adjacent consonants within a decodable reader (according to the progression).

Progression

Phase 4 - Blends

st	nd	mp	nt	nk	ft	sk	lt	lp
lf	lk	pt	xt	tr	dr	gr	cr	br
fr	bl	fl	gl	pl	cl	sl	sp	sw
tw	sm	pr	sc	sn	nch	scr	shr	spr
str	thr							

Magnetic Letters

Magnetic letters provide a multi-sensory opportunity for demonstrating blending and segmenting sounds as students manipulate letters together and apart. The introduction on adjacent consonants rapidly expands word building lists and provides numerous examples for demonstration.



Rainbow Letters - JL194

Tricky Words







Tricky words at Phase Four can be presented from the first 100 word flashcards. Decodable parts of the tricky word are presented with sound buttons, each representing one sound. The tricky component is also displayed and support for learning this sound is provided by an adult reader.



My First 100 Words - JL263

Activities

Activities at Phase Four are used for introducing adjacent consonants, for practising previously learnt graphemes, and for introducing more tricky words. A selection of suitable words and sentences are provided. These words are for using in the activities - practising blending for reading and segmenting for spelling.

		
lamp	nest	hand
		
toast	milk	frog

What's in the Box 25


PURPOSE
Blending of adjacent consonants.

RESOURCES

- Set of word cards giving words with adjacent consonants.
- Set of objects or pictures corresponding to the word cards, hidden in a box.

PROCEDURE

1. Display a word card.
2. Go through the letter recognition and blending process.
3. Ask the toy or child to find the object in the box.

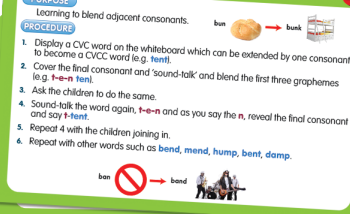


CVCC Words 23

PURPOSE
Learning to blend adjacent consonants.

PROCEDURE

1. Display a CVC word on the whiteboard which can be extended by one consonant to become a CVCC word (e.g. tent).
2. Cover the final consonant and 'sound-talk' and blend the first three graphemes (e.g. t-e-n-ent).
3. Ask the children to do the same.
4. Sound-talk the word again, t-e-n and as you say the n, reveal the final consonant and say t-ent.
5. Repeat 4 with the children joining in.
6. Repeat with other words such as bend, mend, hump, bent, damp.



50 Magnetic Letters - JL352

No:	Activity	Purpose	✓
23	CVCC Words	Learning to blend adjacent consonants.	
24	CVCC Words	Learning to blend adjacent consonants.	
25	What's in the Box	Practising the blending of adjacent consonants.	
26	Countdown	Rapid recall and decoding of text.	
27	Sentence Substitution	To practise reading words in sentences.	
28	Buried Treasure	To motivate children to decode words and gain valuable reading experience.	
29	Tricky Words	Learning words with irregular letter-sound patterns.	
30	Spelling Tricky Words	Tricky word spelling practice.	
31	Reading Two-Syllable Words	Decoding with two syllable words.	
32	Spelling Two Syllable Words	Developing an awareness of syllables.	
33	Drawing a Sentence	Reading for meaning.	
34	I Can Books ...	To practise reading.	
35	Yes/No Books	To practise reading for meaning.	
36	Writing Sentences	Reading words in sentences.	

Games

Games can provide opportunities for practising and reinforcing alternative vowel sounds and patterns at Phase Five. Through games, students have the opportunity to help and support each other in the development of these skills.



6 Blend Games - JL410

Another game for teaching blends is Blend Tracks. Here, students build their own board game with the track pieces, and then play the game. Each square is self-correcting. Simply lift up the flap and answer is presented below.



Blend Tracks - JL250

Reading

Phonics is the step up to fluent word recognition and automatic, effortless reading of all words – decodable and tricky – is the ultimate goal. By repeated sounding and blending of word, children get to know them, and once this happens they should be encouraged to read them straight off in reading text, rather than continuing to sound and blend them aloud because they feel that this is what is required. They should continue, however, to use overt or silent phonics for those words which are unfamiliar.



Phase 4 Fiction Readers - JL383

Phase 4 Non-Fiction Readers - JL389

Flip Books

Sentence substitution is presented as a flip book where children can flip over different parts of the sentence to change the meaning. Word examples are used from Phase Four including CCVC and CVCC words.

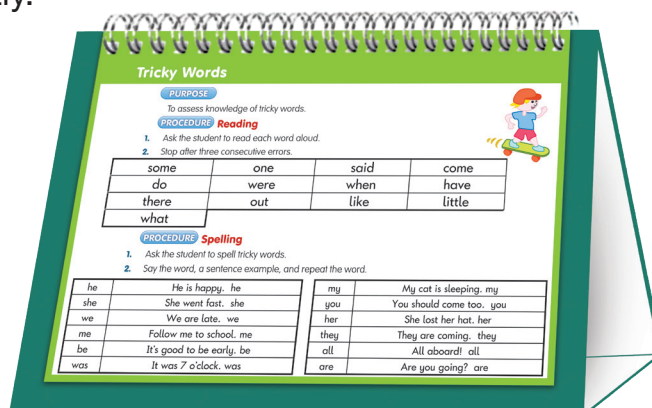


Sentence Flips - JL265

Assessment

By the end of Phase Four students should:

- Give the sound when shown any Phase Two and Phase Three grapheme;
- Find any Phase Two and Phase Three grapheme, from a display, when given the sound;
- Be able to blend and read words containing adjacent consonants;
- Be able to segment and spell words containing adjacent consonants;
- Be able to read tricky words **some**, **one**, **said**, **come**, **do**, **so**, **were**, **when**, **have**, **there**, **out**, **like**, **little**, **what**;
- Be able to spell tricky words **he**, **she**, **we**, **me**, **be**, **was**, **my**, **you**, **her**, **they**, **all**, **are**;
- Write each letter, usually correctly.



Letters & Sounds Screening Check - JL261

Word Bank

The words in this section are made up from the letters taught for use in blending for reading and segmentation for spelling. These lists are not for working through slavishly but to be selected from as needed for an activity (words in bold are from the list of 100 high frequency words).

CVCC words

Words using weeks 1-6 letters			Words using Phase Three graphemes		Polysyllabic words	
went	best	fond	champ	shift	children	shampoo
it's	tilt	gust	chest	shelf	helpdesk	Chester
help	lift	hand	tenth	joint	sandpit	giftbox
just	lost	next	theft	boost	windmill	shelter
tent	tuft	milk	Welsh	thump	softest	lunchbox
belt	damp	golf	chimp	paint	pondweed	sandwich
hump	bust	jump	bench	roast	desktop	shelving
band	camp	fact	sixth	toast	helper	Manchester
dent	gift	melt	punch	beast	handstand	chimpanzee
felt	kept		chunk	think	melting	champion
gulp	tusk		thank	burnt	seventh	thundering
lamp	limp					
wind	soft					
hump	pond					
land	husk					
nest	cost					
sink	bank					
link	bunk					
hunt						

CCV and CCVC words

Words using weeks 1-6 letters		Words using Phase Three graphemes				Polysyllabic words
from	grip	green	flair	clear	speech	treetop
stop	glad	fresh	trail	train	smear	starlight
spot	twin	steep	cream	swing	thrill	floating
frog	sniff	tree	clown	droop		freshness
step	plum	spear	star	spoon		
plan	gran	smell	creep	float		
speck	swim	spoil	brown	smart		
trip	clap	train	stair	groan		
grab	drop	spoon	spoil	brush		
track		sport	spark	growl		
spin		thrush	bring	scoop		
flag		trash	crash	sport		
		start	bleed	frown		

CCVCC, CCCVC and CCCVCC words

Words using sets weeks 1-6		Words using Phase Three graphemes	Polysyllabic words
stand	crust	crunch	driftwood
crisp	tramp	drench	twisting
trend	grunt	trench	printer
trust	crept	Grinch	
spend	drift	shrink	
glint	slept	thrust	
twist	skunk	spring	
brand	think	strap	
frost	thank	string	
cramp	blink	scrap	
plump	drank	street	
stamp	blank	scrunch	
blend	trunk		
stunt			

Sentences

Fred and Brett spent a week in Spain.

I kept bumping into things in the dark.

Milk is good for children's teeth.

The clown did tricks with a chimpanzee.

The frog jumps in the pond and swims off.

I must not tramp on the flowers.

A crab crept into a crack in the rock.

A drip from the tap drops in the sink.

I can hear twigs snapping in the wind.

It is fun to camp in a tent.

Sentences and substitute words for 'Sentence substitution'

The man burnt the toast.	towel	girl	milk	brings
The frog swam across the pool.	pond	flag	jumps	dog
Gran went to get fresh fish.	Stan	needed	meat	grill
Trisha took a book off the shelf.	grabs	desk	Krishnan	spoon
A clock stood on the wooden chest.	was	lamp	soft	cabinet
The train had to stop in the fog.	hand	wait	storm	truck
Fran took a scarf as a gift for Brad.	present	Vikram	sent	snail
I will travel to the Swiss Alps next week.	winter	punch	this	go
Fred has spent lots of cash this year.	Gretel	lost	lent	bricks
We had sandwiches for a snack.	plums	slugs	picnic	took

Yes/no questions

Can a clock get cross?

Can crabs clap hands?

Are you fond of plums?

Did a shark ever jump up a tree?

Can frogs swim in ponds?

Is the moon green?

Can you bang on a big drum?

Have you ever slept in a tent?

Are all children good at sport?

Have you seen a trail left by a snail?

Are you afraid of thunderstorms?

Can a spoon grab a fork?

Do chimps come from Mars?

Can letters have stamps stuck on them?

Do trains run on tracks?

Will a truck go up steep stairs?

Do some dogs have black spots?

Are you glad when you have a pain?

Can we see the stars on a clear night?

Phase 5: Vowel Sounds

Phase Five would not be needed if there were a perfect one-to-one mapping between graphemes and phonemes. English is unlike most other languages, however, as many of the mappings are one-to-several in both directions: that is to say, most phonemes can be spelled in more than one way, and most graphemes can represent more than one phoneme.

Children entering Phase Five are able to read and spell words containing adjacent consonants and some polysyllabic words.

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Students become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spelling of words.

Suggested Daily Teaching

1. Revisit and review: practise previously learned letters; include blending and segmenting.
2. Teach: introduce new graphemes; teach tricky words.
3. Practise: Practise blending and reading words with the new GPCs; practise segmentation and spelling words with the new GPCs.
4. Apply: Read or write a sentence using one or more high-frequency words and words containing new graphemes.
5. Read: Practise decoding the adjacent consonants within a decodable reader (according to the progression).

Progression

Phase 5 - Vowel Sounds

ay	ou	ie	ea	oy	ir	ue	aw
wh	ph	ew	oe	au	ey	a-e	e-e
i-e	o-e	u-e	/zh/				

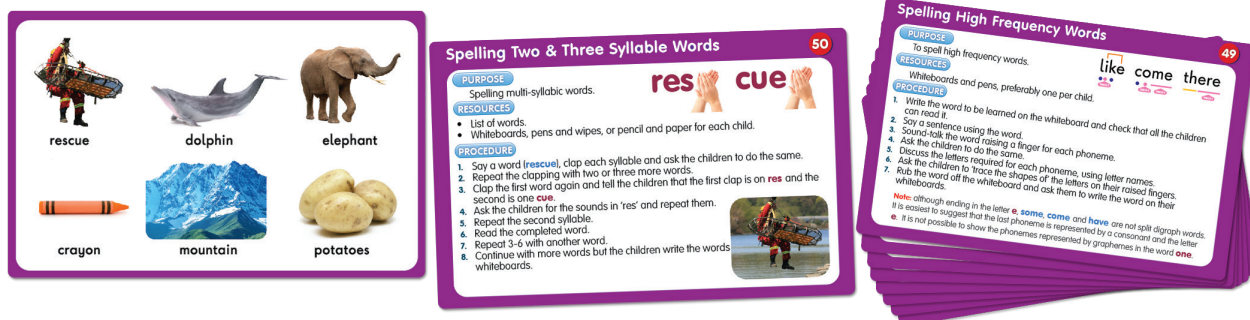
New Graphemes

It is unnecessary to continue teaching mnemonics for new graphemes at Phase Five. As children build up their speed of blending and read more and more words automatically, many of them will assimilate new graphemes in the course of their reading. To ensure that all children know these graphemes, they should be quickly introduced through high frequency words, as shown below.

ay day	oy boy	wh when	a_e make
ou out	ir girl	ph photo	e_e these
ie tie	ue blue	ew new	i_e like
ea eat	aw saw	oe toe	o_e home
		au Paul	u_e rule

Activities

Activities in this phase provide a selection of suitable words and sentences for use in teaching Phase Five. These words are for using in the activities - practising blending for reading and segmenting for spelling.



50 Letters & Sounds Activities - JL353

No:	Activity	Purpose	✓
37	New Graphemes	Introduction on new vowel digraphs.	
38	Split Digraph	To teach a split digraph through showing its relationship to a known grapheme.	
39	Alternative Pronunciations	To recognise that alternative pronunciations of some graphemes in some words need to be tried out to find the correct one.	
40	Countdown	Rapid recall and decoding of text.	
41	Sentence Substitution	Reading words in sentences.	
42	Reading Tricky Words	Learning words with irregular letter sound patterns.	
43	Two & Three Syllable Words	Decoding multi-syllabic words.	
44	Yes/No Questions	To practise reading for meaning.	
45	Three Right Answers	To practise reading for meaning.	
46	Homographs	To learn that when two words look the same the correct pronunciation can be worked out from the context of the sentence.	
47	Rhyming Word Generation	Practising phonemes with alternative graphemes.	
48	Best Bet	To develop children's knowledge of spelling choices.	
49	Spelling High Frequency Words	To spell high frequency words.	
50	Spelling Two & Three Syllable Words	Spelling multi-syllabic words.	

High-Frequency Words

During Phase Five students learn many more graphemes so that more of these words become decodable. Some of them have already been taught as tricky words in earlier phases, leaving 16 to be decoded in Phase Five. These are: *don't*, *day*, *here*, *old*, *house*, *made*, *saw*, *I'm*, *about*, *came*, *very*, *by*, *your*, *make*, *put* and *time*. Reading a group of these words each day, by applying grapheme-to-phoneme knowledge as it is acquired, will help children recognise them quickly. However, in order to read simple sentences it is necessary also to know some words that have unusual or untaught GPCs (tricky words) and these need to be learned.



My First 100 Words - JL263

Writing

When children are writing, for example in role-play areas, their letter knowledge along with their ability to segment will allow them to make a good attempt at spelling many of the words they wish to use. Even though some of their spellings may be partially inaccurate, the experience gives them further practice in segmentation and, even more importantly, gives them experience in composition and makes them see themselves as writers. Children should be able to spell most of the 100 high-frequency words accurately during the course of Phase Five.

44 Sounding Board

The alternative spelling patterns of vowel sounds and consonants can be presented on a sounding board so students can see the various spelling options available for any phoneme. Common spelling patterns are presented at the top, and more rarer patterns below.



44 Sounds Board - JL262

Games

Collections of games provide opportunities for practising and reinforcing alternative vowel sounds and patterns at Phase Five. Through games, students have the opportunity to help and support each other in the development of these skills.



6 Vowel Sound Games - JL411

Phoneme Spotter Story

Phoneme spotter poems (see pages 80-85) provide opportunities to generating words containing the same target phoneme with a range of different spellings. They also draw attention to the common ways to spell the target sound as a way of learning to spell the word. Invite children to read the story listening for the target phoneme. Then underline each word that contains the target phoneme and then write these as word families on the whiteboard.

Assessment

By the end of Phase Five children should:

- Give the sound when shown any grapheme that has been taught;
- For any given sound, write the common graphemes;
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- Read and spell phonically decodable two-syllable and three-syllable words;
- Read automatically all the words in the list of 100 high-frequency words;
- Accurately spell most of the words in the list of 100 high-frequency words;
- Form each letter correctly.

Word Bank

Some new graphemes for reading

Words in bold are high-frequency words.

ay	ou	ie	ea	oy	ir	ue	ue
day	out	pie	sea	boy	girl	clue	cue
play	about	lie	seat	toy	sir	blue	due
may	cloud	tie	bead	joy	bird	glue	hue
say	scout	die	read	oyster	shirt	true	venue
stray	found	cried	meat	Roy	skirt	Sue	value
clay	proud	tried	treat	destroy	birth	Prue	pursue
spray	sprout	spied	heap	Floyd	third	rue	queue
tray	sound	fried	least	enjoy	first	flue	statue
crayon	loudest	replied	steamy	royal	thirteen	issue	rescue
delay	mountain	denied	repeat	annoying	thirsty	tissue	argue

aw	wh		ph	ew	ew	oe	au	ey
saw	when	who	Philip	blew	stew	toe	Paul	money
paw	what	whose	Philippa	chew	few	hoe	haul	honey
raw	which	whole	phonics	grew	new	doe	launch	donkey
claw	where	whom	sphinx	drew	dew	foe	haunted	cockney
jaw	why	whoever	Christopher	screw	pew	woe	Saul	jockey
lawn	whistle		dolphin	crew	knew	Joe	August	turkey
yawn	whenever		prophet	brew	mildew	goes	jaunty	chimney
law	wheel		phantom	flew	nephew	tomatoes	author	valley
shawl	whisper		elephant	threw	renew	potatoes	automatic	trolley
drawer	white		alphabet	Andrew	Matthew	heroes		monkey

a-e	e-e	i-e	o-e	u-e	
came	these	like	bone	June	huge
made	Pete	time	pole	flute	cube
make	Eve	pine	home	prune	tube
take	Steve	ripe	alone	rude	use
game	even	shine	those	rule	computer
race	theme	slide	stone		
same	gene	prize	woke		
snake	scene	nice	note		
amaze	complete	invite	explode		
escape	extreme	inside	envelope		

Known graphemes for reading: alternative pronunciations

a			e		i		o		u	
hat	acorn	was	bed	he	tin	mind	hot	no	but	unit
	bacon	what		me				so		union
	apron	wash		she				go		unicorn
	angel	wasp		we				old		music
	apricot	squad		be				don't		tuba
	bagel	squash		the*				gold		future
	station	want		recent				cold		human
	nation	watch		frequent				told		stupid
	Amy	wallet		region				both		duty
	lady	wander		decent				hold		humour

* before a vowel

ow		ie		ea		er		ou			
down	low	pie	chief	sea	head	farmer	her	out	you	could	mould
	grow		brief		dead		fern		soup	would	shoulder
	snow		field		deaf		stern		group	should	boulder
	glow		shield		ready		Gerda				
	bowl		priest		bread		herbs				
	tow		yield		heaven		jerky				
	show		shriek		feather		perky				
	slow		thief		pleasant		Bernard				
	window		relief		instead		servant				
	rowing-boat		belief		breakfast		permanent				

y				ch			c		g	
yes	by	gym	very	chin	school	chef	cat	cell	got	gent
	my	crystal	happy		Christmas	Charlene		central		gym
	try	mystery	funny		chemist	Chandry		acid		gem
	why	crystal	carry		chord	Charlotte		cycle		Gill
	dry	pyramid	hair		chorus	machine		icy		gentle
	fry	Egypt	smelly		Chris	brochure		cent		ginger
	sky	bicycle	penny		chronic	chalet		Cynthia		Egypt
	spy	Lynne	crunchy		chemical			success		magic
	fry	cygnet	lolly		headache			December		danger
	reply	rhythm	merrily		technical			accent		energy

ey	
money	they
	grey
	obey
	prey
	survey

Alternative spellings for each phoneme

/ch/		/j/	/m/	/n/		/r/
picture	catch	fudge	lamb	gnat	knit	wrap
adventure	fetch	hedge	limb	gnaw	knob	wren
creature	pitch	bridge	comb	gnash	knot	wrong
future	notch	ledge	climb	gnome	knee	wrench
nature	crutch	nudge	crumb	sign	knock	write
capture	stitch	badge	dumb	design	knife	wrote
feature	match	lodge	thumb	resign	know	wreck
puncture	ditch	podgy	numb		knew	wry
signature	kitchen	badger	plumbing		knight	written
mixture	scratchy	dodging	bomber		knuckle	wretched

/s/		/z/	/u/	/i/		/ear/	
listen	house	please	some	happy	donkey	here	beer
whistle	mouse	tease	come	sunny	valley	mere	deer
bristle	grease	ease	done	mummy	monkey	severe	jeer
glisten	cease	rouse	none	daddy	chimney	interfere	cheer
Christmas	crease	browse	son	only	trolley	Windermere	peer
rustle	horse	cheese	nothing	gym	pulley	adhere	sneer
jostle	gorse	noise	month	crystal	Lesley		sheer
bustle	purse	pause	mother	mystery			veer
castle	grouse	blouse	worry	sympathy			career
wrestling	loose	because	brother	pyramid			steering

/ar/		/air/			/or/		
father	half	there	pear	bare	all	four	caught
lather	calf	where	bear	care	always	pour	taught
rather	almond	nowhere	wear	dare	talk	your	naughty
pass*	calm	somewhere	tear	fare	walk	court	haughty
path*	qualm	everywhere	swear	hare	wall	fourth	daughter
bath*	lip balm			mare	fall	Seymour	Vaughan
last*	palm tree			square	ball	tour*	
grass*				scare	hall	mourn*	
afternoon*				stare	calling	fourteen	
branching*				share	beanstalk	tournament	

* The classification of these words is very dependent on accent.

/ur/		/oo/	
learn	word	could	put
earn	work	would	pull
earth	world	should	push
pearl	worm		full
early	worth		bush
search	worse		bull
heard	worship		cushion
earnest	worthy		pudding
rehearsal	worst		playful

/ai/		/ee/					/igh/		
day	came	sea	these	happy	chief	key	pie	by	like
play	made	seat	Pete	sunny	brief	donkey	lie	my	time
may	make	bead	Eve	mummy	field	valley	tie	try	pine
say	take	read	Steve	daddy	shield	monkey	cried	why	ripe
stray	game	meat	even	only	priest	chimney	tried	dry	shine
clay	race	treat	theme	funny	yield	trolley	spied	fry	slide
spray	same	heap	complete	sadly	shriek	pulley	fried	sky	prize
tray	snake	least	Marlene	penny	thief	Lesley	replied	spy	nice
crayon	amaze	steamy	gene	heavy	relief	money	applied	deny	decide
delay	escape	repeat	extreme	quickly	belief	honey	denied	reply	polite

/oa/			/(y) oo/			/oo/		
low	toe	bone	cue	tune	stew	clue	June	blew
grow	hoe	pole	due	cube	few	blue	flute	chew
snow	doe	home	hue	tube	new	glue	prune	grew
glow	foe	woke	venue	use	dew	true	rude	drew
bowl	woe	those	value	cute	pew	Sue	fluke	screw
tow	Joe	stone	pursue	duke	knew	Prue	brute	crew
show	goes	woke	queue	huge	mildew	rue	spruce	brew
slow	Glencoe	note	statue	mule	nephew	flue	plume	flew
window	heroes	phone	rescue	amuse	renew	issue	rule	threw
rowing boat	echoes	alone	argue	computer	Matthew	tissue	conclude	Andrew

/sh/

special	station	sure	chef
official	patience	sugar	Charlotte
social	caption	passion	Charlene
artificial	mention	session	Michelle
facial	position	mission	Chandry

New phoneme**/zh/**

treasure
television
vision
pleasure
leisure
beige
visual
measure
usual
casual

Word reading activities

Sentences and substitute words for 'sentence substitution'.

New graphemes for reading

Paul eats peas with his meat.	beans	reads	cooks	Phil
Kay must pay for her new bike.	toes	Jean	wait	toy
We can bake a pie today.	they	yesterday	cake	make
The boys shout as they play outside.	sleep	girls	run	sing
They saw that the dog had hurt its paw.	found	she	tail	stone
Children like the seaside.	dentist	beach	enjoy	zoo
Loud sounds can be annoying.	noises	singing	frightening	mountains
Mum gave us a few grapes as a treat.	sold	made	punishment	Dad
The girl came home on the train.	bird	bus	went	boy
You can tie things up with string.	rope	we	glue	ribbon

More reading practice with old and new GPCs

Chris found his wallet in the drawer.	shirt	socks	Charlie	saw
Soup is a healthy kind of food.	wealthy	fish	sport	sort
Grown-ups teach us at school.	help	goblins	teachers	home
Snow and rain are part of our winter weather.	summer	wind	cold	frost
You can see clowns at a circus.	elephants	watch	market	acrobats
We could fly to Africa in a plane.	ship	you	might	go
The thief was kept in prison.	robber	put	oyster	jail
We can make models from card.	tea	clay	children	wood
Cows and sheep may graze in a meadow.	goats	field	stay	sail
The puppy was very playful.	kitten	cute	kitchen	hungry

Questions for 'Yes/no questions'

Could you carry an elephant on your head?

Would you like to wave a magic wand?

Would you crawl into a thorn bush?

Have you ever seen a live crocodile?

Are you ready for school by nine in the morning?

Could a cactus grow in Antarctica?

Would you scream if you saw a snake?

Can magpies perch on clouds in the sky?

Would you put ice-cream in the freezer?

Has a cat got sharp claws?

Do you go to school in the holidays?

Is December a summer month?

Could you fly to Mars on a bike?

Has a space-ship ever been to the moon?

Could you make up a story about a giant?

Examples for 'Choosing three right answers'

Which of these are days of the week?	Sunday	Thursday	Tuesday	September
Which are names for girls?	Heather	Hayley	Sanjay	Philippa
Which of these are numbers?	blue	five	nine	thirteen
Which of these can we read?	news	comics	see-saws	books
Traffic lights can be	green	white	yellow	red
Which of these are parts of the body?	cry	head	elbow	chin
A chef can cook food by	boiling	grilling	flying	frying
What can you put on bread?	jam	butter	cheese	coffee
Which of these can grow in a garden?	ferns	snow	herbs	bushes
Which of these could you hold in your hand?	a giant	a jewel	a feather	a penny

A Real Treat!

Tom was very happy. It was the weekend and he was off to the beach with Dad, his puppy and baby Pete.

"Help me pack the green bag," said Dad. "We need sun cream and lots to eat."

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

At the end of the street there was a big truck. It had lost a wheel. "Oh, no," said Tom. "We'll be here for a week!"

Dad went to speak to the driver to see if he could help. They put the wheel back on. Then Dad said, "I must hurry. We need to get to the beach."

At last they got to the sea. Tom and Pete had an ice-cream. Dad had a cup of tea. The puppy went to sleep under a tree.



A Right Mess

The twins' bedroom was a right mess! Dad had tried everything. Being cross! Being kind! But it just did not help. The twins still did not tidy their room.

Then Dad had an idea. "I think I'll write a list of things the twins must pick up, and then we can play a game of hide and seek. The twins must find the things and put them in a box. Their room will be tidy!"

This is the list Dad had:

- A crisp bag
- A white sock
- A tie with a stripe
- A cap
- A plastic knife
- A bright red kite

"We like this game of hide and seek," said the twins. In no time at all the room was quite tidy and Dad was happy.

Then the twins had an idea. "Dad, we'd like to fly this kite on the green."

"All right," said Dad, "but you must hold the string tight."

On the green there was a light breeze and the kite went up, up, up, high in the sky. Then suddenly it came down, down, down...

CRASH! It fell into the duck pond!

The kite was fine, but Dad said, "I think it's time for tea. Let's go home."





Luke and Ruth

It was Saturday and Luke went to play at Ruth's house. Ruth and her mum lived in the house next to Luke's house.

"Let's go outside," said Ruth as she put her blue boots on. "Do you need boots too?"

"I do. I'll nip home and take my new shoes off," said Luke, "I'll be back soon."

Luke came back and the two of them began to dig. "Can I use the spade?" said Luke.

"Yes. Can you help me move this big root?" said Ruth. "Then we can sow the seeds." Luke and Ruth soon had the seeds in the ground and they made the earth smooth on top. "Now we will wait until they grow," they said.

Two weeks later, Ruth ran to Luke's house.

"Quick! The seeds are growing." Luke ran round to see if it was true. It was. In the next few weeks they grew and grew and, in June, they had blue flowers.

"Our blue flowers are super," said Luke.

"The best," said Ruth.



The Old Pony

Joe, the old pony, was in his field. He was so old and slow that nobody rode him anymore. The wind was blowing. He felt cold and lonely.

Just then, Jazz and Hal rode by on their bikes. They were going home for tea. They felt so sorry for old Joe that they stopped to stroke him.

At tea time they told Dad about Joe.

"Don't worry," said Dad. "I know I can help him."

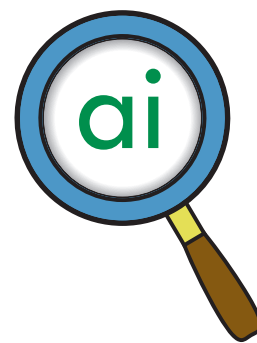
After tea, Dad went to the shed and got an old green coat and a thin rope. Jazz and Hal got the end of a loaf of bread.

"Let's go," said Dad.

Dad and Jazz and Hal went back to Joe's field.

"Hello, old fellow," said Dad. Quickly, he put the old coat over Joe's back and tied it on with rope. In no time at all, Joe was as warm as toast!

Jazz and Hal gave Joe some of the loaf to eat. Old Joe was happy at last.



The School Sale

It was the day of the school sale. Dad could not go as he had a pain in his knee, so Gran said she would take Kate and Wayne. They could not wait!

At the school gate, Gran paid to get in. She did not have to pay for Kate and Wayne - it was free for children!

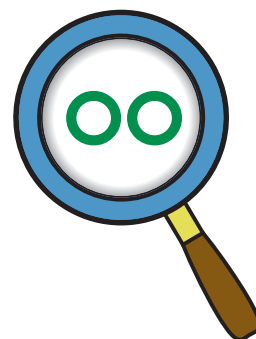
As soon as they were through the gate, Gran gave Wayne and Kate money each to spend, and told them not to go too far away.

The sun was shining. "It's as hot as Spain!" said Gran. "I think I need a cup of tea."

At the tea stall, a lady put Gran's tea on a tray, and Gran went to find a place to sit in the shade.

Meanwhile, Kate and Wayne went round the stalls. Kate had her face painted like a rainbow and had a go on the "Name a Teddy" stall. Wayne bought a game of chess and a piece of chocolate cake for Dad. They both had a go on the "Pin the tail on the donkey". It was quite safe - the donkey was only made of paper!

When the sale was nearly over, Kate and Wayne went back and found Gran fast asleep under the tree. "What a shame," said Kate, "she's missed all the fun!"



Could I?

Mr and Mrs Hood had a house by the sea. Mr Hood was a fisherman. When he was away on a fishing trip, Mrs Hood would get very lonely and sad.

"I need a job," she said to herself. "I like to look at books, I could sell books in the bookshop."

She went to the bookshop but the people there said "No."

"This is no good," Mrs Hood said to herself, "I should stop and think." Mrs Hood sat and had a good long think and then she said, "I like to cook. I could run a cake shop."

She began to cook and in next to no time her house was full of the smell of cakes and pies. She put a poster up on the gate that said, "Home-made cakes and pies".

She sold everything she had made. She told Mr Hood about it when he came home. "I would like to try a cake," he said, "I'm hungry."

"I'm sorry," Mrs Hood said, "I sold out."

86



Phase 6: Spelling

In Phase Six, reading for the great majority of students should become automatic. However, proficiency with spelling usually lags behind proficiency with reading. This is because spelling requires recalling and composing the word from memory without seeing it. Reading and spelling become less easily reversible as children start working with words containing sounds (particularly vowel sounds) which can be spelled in more than one way. Phase Six is a good time to focus more sharply on word-specific spellings and broad guidelines for making choices between spelling alternatives.

By the beginning of Phase Six, children should know most of the common grapheme-phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:

- Reading the words automatically if they are very familiar;
- Decoding them quickly and silently because their sounding and blending routine is now well established;
- Decoding them aloud.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder.

During this phase, children become fluent readers and increasingly accurate spellers.

Reading at Phase Six

At this stage many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and pleasure.

A few children may be less fluent and confident, often because their recognition of graphemes consisting of two or more letters is not automatic enough. Such children may still try to use phonics by sounding out each letter individually and then attempting to blend these sounds (for instance /c/ - /h/ - /a/ - /r/ - /g/ - /e/ instead of /ch/ - /ar/ - /ge/). This is all too often misunderstood by teachers as an overuse of phonics rather than misuse, and results in teachers suggesting to children that they use alternative strategies to read unfamiliar words. Instead the solution is greater familiarity with graphemes of two or more letters. The necessity for complete familiarity with these graphemes cannot be overstated. The work on spelling, which continues throughout this phase and beyond, will help children to understand more about the structure of words and consolidate their knowledge of GPCs. For example, students who are not yet reliably recognising digraphs and are still reading them as individual letters will get extra reinforcement when they learn to spell words containing the digraphs such as **road**, **leaf**, **town**, **cloud** and **shop**.

As students find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up. There is a list of the 300 high-frequency words (see pages 121 & 122). Increasing the pace of reading is an important objective. Children should be encouraged to read aloud as well as silently for themselves.

Knowing where to place the stress in polysyllabic words can be problematic. If the student has achieved a phonemic approximation of the word, particularly by giving all vowels their full value, the context of the sentence will often provide a sensible resolution; the student should then recheck this against the letters. Working through the word in this way will make it easier for it to be read more automatically in the future.

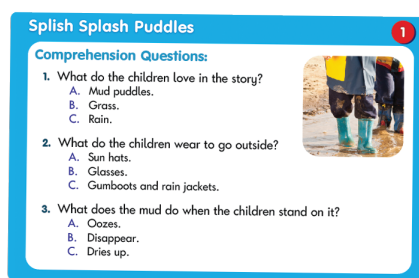
In Phase Six, many students will be able to read texts of several hundred words fluently at their first attempt. Those who are less fluent may benefit from rereading shorter texts several times, not in order to memorise the texts, but to become familiar with at least some of the words that cause them to stumble, and begin to experience what fluent reading feels like.

Comprehension

To become successful readers, children must understand what they read. They need to learn a range of comprehension strategies and should be encouraged to reflect upon their own understanding and learning. Such an approach, which starts at the earliest stages, gathers momentum as students develop their fluency.

Students need to be taught to go beyond literal interpretation and recall, to explore the greater complexities of texts through inference and deduction. Over time they need to develop self-regulated comprehension strategies:

- Activating prior knowledge;
- Clarifying meaning – with a focus on vocabulary work;
- Generating questions, interrogating the text;
- Constructing mental images during reading; and
- Summarising.



Reading Topics

50 Comprehension Activities - JL355

Many of the texts students read at this stage will be story books, through which they will be developing an understanding of the author's ideas, plot development and characterisation. It is important that children are also provided with opportunities to read a range of non-fiction texts, which require a different set of strategies. In reading simple poems, children need to adapt and explore the effects of poetic language, continuing to develop their understanding of rhythm, rhyme and alliteration.



Fluency

From an early stage, students need to be encouraged to read with phrasing and fluency, and to take account of punctuation to aid meaning. Much of the reading now will be silent and students will be gaining reading stamina as they attempt longer texts.

In addition, as students read with growing independence, they will engage with and respond to texts; choose and justify their choice of texts; and will begin to critically evaluate them.

It is important throughout that children continue to have opportunities to listen to experienced reading aloud so that they develop a love of reading.

Knowledge of the Spelling System

In Phase Six students need to acquire more word-specific knowledge. They still need to segment words into phonemes to spell them, but they also learn that good spelling involves not only doing this and representing all the phonemes plausibly but also, where necessary, choosing the right grapheme from several possibilities.

In some cases, word-specific spellings (e.g. [sea/see](#); [goal/pole/bowl/soul](#); [zoo/clue/flew/you](#)) simply have to be learned. It is important to devote time in this phase to learning common words with rare or irregular spellings (e.g. [they](#), [there](#), [said](#)) as the quantity students write increases and without correction they may practise incorrect spellings that are later difficult to put right.

However, there are spelling conventions or guidelines that generalise across many words that students should understand. Where there are exceptions these can usually be dealt with as they arise in children's reading and writing.



Homophone puzzles, 6 Spelling Games - JL407

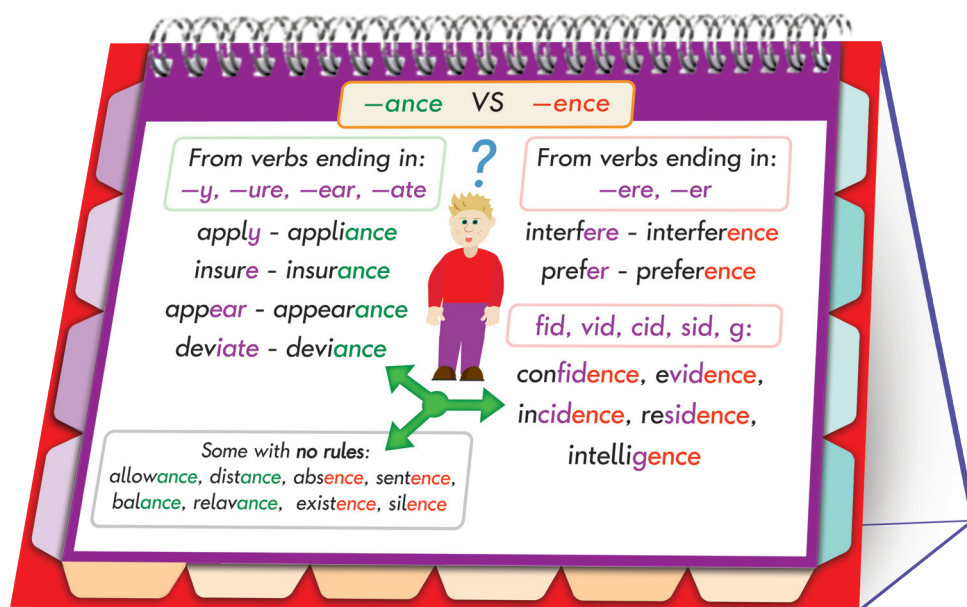
Spelling Guidelines

The following guidelines are presented to help students understand common patterns of English spelling.

The position of a phoneme in a word may rule out certain graphemes for that phoneme. The **ai** and **oi** spellings do not occur at the end of English words or immediately before suffixes; instead, the **ay** and **oy** spellings are used in these positions (e.g. **play**, **played**, **playing**, **playful**, **joy**, **joyful**, **enjoying**, **enjoyment**). In other positions, the /ai/ sound is most often spelled **ai** (as in **rain**) or **a**-consonant-vowel (as in **date** or **bacon**). The same principle applied in choosing between **oi** and **oy**: **oy** is used at the end of a word or immediately before a suffix, and **oi** is used elsewhere. There is no other spelling for this phoneme.

1. When an /o/ sound follows a /w/ sound, it is frequently spelt with the letter **a** (e.g. **was**, **wallet**, **want**, **wash**, **watch**, **wander**) – often known as the ‘w special’. This extends to many words where the /w/ sound comes from the **qu** grapheme (e.g. **quarrel**, **quantity**, **squad**, **squash**).
2. When an /ur/ sound follows the letter **w** (but not **qu**) it is usually spelt **or** (e.g. **word**, **worm**, **work**, **worship**, **worth**). The important exception is **were**.
3. An /or/ sound before an /l/ sound is frequently spelled with the letter **a** (e.g. **all**, **ball**, **call**, **always**).
4. English words do not end in the letter **v** unless they are abbreviations (e.g. **rev**). If a word ends in a /v/ sound, **e** must be added after the **v** in the spelling (e.g. **give**, **have**, **live**, **love**, **above**). This may seem confusing, because it suggests that the vowels should have their ‘long’ sounds (as in **alive** and **save**) but in fact there are very few words in the **give**/**have** category (i.e. words with ‘short’ vowels) – they are mostly common words and are quickly learned.
5. Elisions, sometimes known as contractions, such as **I’m**, **let’s** and **can’t** are usually easy to spell, but students need to know where to put the apostrophe. They should be taught that it marks the place where letters are omitted.

6. Confusions are common between **their** and **there** and can persist unless appropriate teaching is given. **There** is related in meaning and spelling to **here** and **where**; all concerned with place. **Their** is related in meaning (plural person) and spelling to **they** and **them**. To avoid confusing children, experience shows it is advisable not to teach these two similar sounding words **there** and **their** at the same time but to secure the understanding of one of them before teaching the other. An additional problem with the word **their** is its unusual letter order. However, if students know that **they**, **them** and **their** share the same first three letters, they are less likely to misspell **their** as **thier**.
7. Giving vowel graphemes their full value in reading can help with the spelling of the **schwa** sound. For example, if students at first sound out the word **important** in their reading with a clear /a/ sound in the last syllable, this will help them to remember to spell the **schwa** sound in that syllable with the letter **a** rather than with any other vowel letter.
8. In deciding whether to use **ant** or **ent**, **ance** or **ence** at the end of a word, it is often helpful to consider whether there is a related word where the vowel sound is more clearly pronounced. When deciding, for example, between **occupant** or **occupent** the related word **occupation** shows that the vowel letter must be **a**. Similarly, if one is unsure about **residance** or **residence**, the word **residential** shows that the letter must be **e**.



SPAG Popup - JL268

Tips for Teachers

With respect to the use of the long and short vowel sound terminology, it is recommended that teachers should (at least at first) simply pronounce the relevant vowel sounds for the children - /a/, /e/, /i/, /o/ and /u/; as well as /ai/, /ee/, /igh/, /oa/ and /oo/. Later the terms 'long' and 'short' can be useful when students need to form more general concepts about spelling patterns.

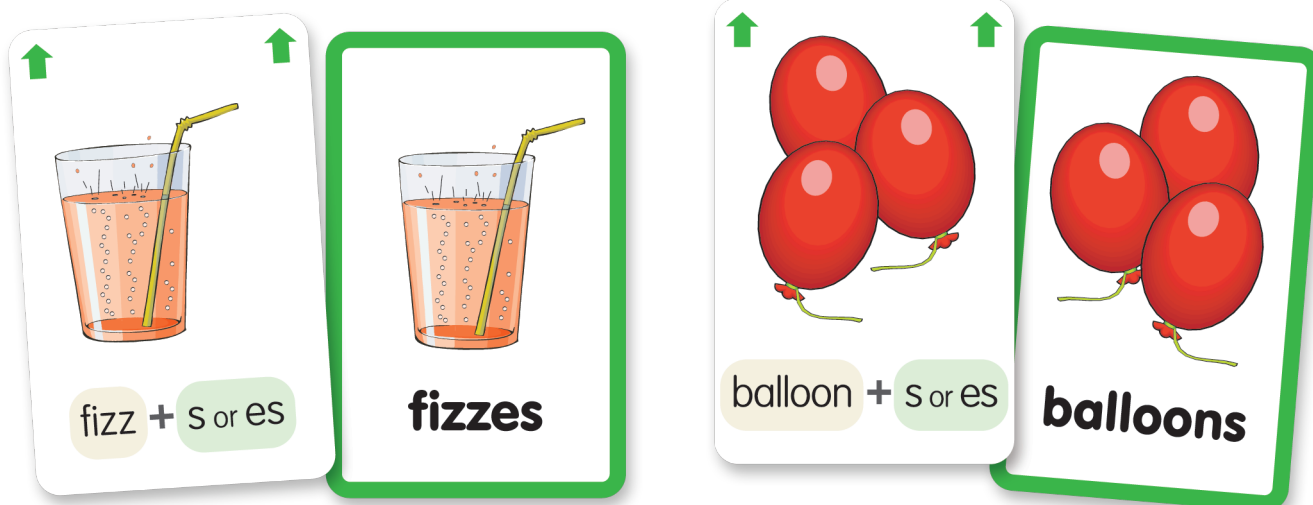
The **i** before **e** except after **c** rule is often considered not worth teaching. It applies only to words in which the **ie** or **ei** stands for a clear /ee/ sound and unless this is known, words such as **sufficient**, **veil** and **their** look like exceptions. There are so few words where the **ei** spelling for the /ee/ sound follows the letter **c** that it is easier to learn the specific words: **receive**, **conceive**, **deceive** (+ the related words **receipt**, **conceit**, **deceit**), **perceive** and **ceiling**.

Adding Suffixes to Words

During Phase Six, students should also start to learn spelling conventions for adding common endings (suffixes) to words. Most children will have taken words with suffixes in their stride in reading, but for spelling purposes they now need more systematic teaching both of the suffixes themselves and of how the spelling of base words may have to change slightly when suffixes are added.

Adding **-s** and **-es** to Nouns and Verbs

Generally, **-s** is simply added to the base word. The suffix **-es** is used after words ending in **s(s)**, **ch**, **sh**, and **z(z)**, and when **y** is replaced by **i**. Examples include **buses**, **passes**, **benches**, **catches**, **rushes**, **buzzes**, **babies**. (In words such as **buses**, **passes**, **benches**, and **catches**, the extra syllable is easy to hear and helps with the spelling). Words such as **knife**, **leaf** and **loaf** becomes **knives**, **leaves**, and **loaves** and again the change in spelling is obvious from the change in the pronunciation of the words.



Suffixes Flashcards - JL215

Introducing the Past Tenses

Some grammatical awareness is helpful when introducing verb tenses, such as the past tense. Just knowing that the regular past tense ending is spelt **-ed** is not enough – students also need to be aware that the word they are trying to spell is a past tense word. Without this awareness, they may, for example, spell **hopped** as **hopt**, **played** as **plaid**, **grabbed** as **grabd** and **started** as **startid** – perfectly accurate phonemically, but not correct. Conversely, once they have understood that the **-ed** ending can sometimes sound like /t/, they might try to spell **soft** as **soffed**, unless they realise that this word is not the past tense of a verb.

Before you can teach children to spell the past tense forms of verbs, it is important that they gain an understanding of the meaning of ‘tense’. Since many common verbs have irregular past tenses (e.g. **go – went**, **come – came**, **say – said**) it is often easier to teach the concept of past tense separately from the spelling of past tense forms. Short oral games can be used for this purpose.

For example, a puppet could say ‘*Today I am eating an egg. What did I eat yesterday?*’ The response could be ‘*Yesterday you ate a sandwich, yesterday you ate some jam.*’ The puppet could say ‘*Today I am jumping on the bed. Where did I jump yesterday?*’ and the response could be ‘*Yesterday you jumped in the water*’, etc. These games can be fitted into odd moments now and then; several children could respond in turn, and the games would also serve as memory training.

Adding Other Suffixes

Other suffixes have just one spelling. As with **-s** and **-es**, many can be added to base words without affecting the spelling of a base word. Adding a suffix may sometimes mean, however, that the last letter of the base word needs to be dropped, changed or doubled, and there are guidelines for this. Once children know the guidelines, they can apply them to many different words. Only three kinds of base words may need their last letters to be changed – those ending in:

- An **-e** that is part of a split digraph (e.g. **hope**, **safe**, **use**)
- A **-y** preceded by a consonant (e.g. **happy**, **baby**, **carry**)
- A single consonant letter preceded by a single vowel letter (e.g. **hop**, **red**, **run**). This simplified version of the guideline applies reliably to single-syllable words. Later, children will need to learn that in words of more than one syllable, stress also needs to be taken into account.

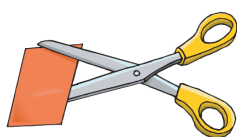


Suffixes Flashcards - JL215

Students should be taught to think in terms of base words and suffixes whenever appropriate. Suffixes are easily learned and many base words will already be familiar from Phases Two to Five.

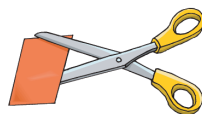
1. If a base word ends in an **e** which is part of a split digraph, drop the **e** if the suffix begins with a vowel (e.g. **hope** – **hoping**, **hope** – **hoped**: the **e** before the **d** is part of the suffix, not part of the base word). Keep the **e** if the suffix begins with a consonant (e.g. **hope**-**hopeful**; **safe**-**safely**).

2. If a base word ends in **y** preceded by a consonant, change the **y** to **i** before all suffixes, except those beginning with **i** (e.g. **happy-happiness**, **happier**; **baby-babies**; **carry-carried**). Keep the **y** if the suffix begins with **i** (e.g. **baby – babyish**; **carry – carrying**), as **ii** is not permissible in English except in **taxiing** and **skiing**.
3. If a base word ends in a single consonant letter preceded by a single vowel letter and the suffix begins with a vowel, double the consonant letter. Another way of stating this guideline is that there need to be two consonant letters between a 'short' vowel (vowel sounds taught in Phase Two) and a suffix beginning with a vowel (e.g. **hop-hopped**, **hopping**; **red-redder**, **reddest**; **run-running**, **runner**).
4. In all other cases, the suffix can simply be added without any change being made to the spelling of the base word. This means that for words in 1 and 3 above, the spelling of the base word does not change if a suffix beginning with a consonant is added (e.g. **lame + ness = lameness**; **glad + ly = gladly**). Similarly, no change occurs if the base word ends in any way other than those mentioned in 1, 2 and 3 above.



cut + ing

DOUBLE



cutting



bake + ed

DROP



baked



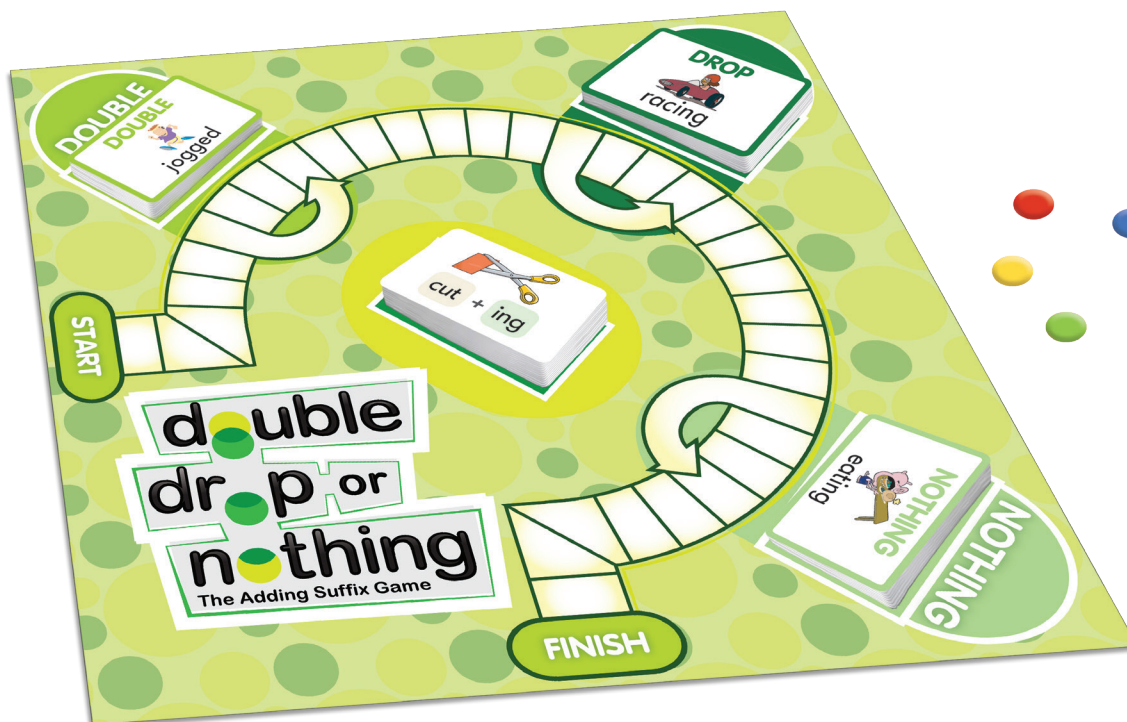
chew + ed

NOTHING



chewed

Double Drop or Nothing - JL184



Double Drop or Nothing - JL184

Common Suffixes Suitable for Phase Six

- **-s** and **-es**: added to nouns and verbs, as in cats, runs, bushes, catches;
- **-ed** and **-ing**: added to verbs, as in hopped, hopping, hoped, hoping;
- **-ful**: added to nouns, as in careful, painful, playful, restful, mouthful;
- **-er** and **-est**: added to adjectives, as in bigger, slowest, happiest, latest;
- **-ly**: added to adjectives to form adverbs, as in sadly, happily, brightly, lately;
- **-ment**: added to verbs to form nouns, as in payment, advertisement, development;
- **-ness**: added to adjectives to form nouns, as in darkness, happiness, sadness;
- **-y**: added to nouns to form adjectives, as in funny, smoky, sandy.

The spelling of a suffix is always the same, except in the case of **-s** and **-es**.

Spelling Strategies

Children need strategies to help them attempt spellings they are not sure of as they are writing, without interrupting the flow of their composition. Aim to build up routines where the children will try different strategies before asking for help.

Things to do Before Asking Someone

What can I do if I get stuck on a spelling?

Find another word that will do for now and come back to this one later or even leave a gap.

Or try these three things before you ask someone:

Try using phonic strategies. Say the word and segment the phonemes.

Split a long word into syllables.

Look at your spelling log, word banks or displays in the classroom.

Can you find the word you want?

Try looking for the word in a dictionary.

Think about other words that sound the same.

Can you use what you know about spelling similar words?

Strategies	Explanations
Syllables	To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber , ba-by)
Base Words	To learn my word I can find its base word (e.g. Smiling – base smile + ing , e.g. women = wo + men)
Analogy	To learn my word I can use words that I already know to help me (e.g. could : would , should).
Mnemonics	To learn my word I can make up a sentence to help me remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants)



6 Spelling Games - JL408

Learning Words

The best way of giving children words to memorise is to provide a sentence for children to learn so that they get used to using the target words in context. The sentences could be practised at home (or in time allocated during the school day) and then students can show what they have learned by writing the sentences at the beginning of spelling sessions.

As students learn to spell new words, they can:

- Show what they have learned;
- Practise writing words that follow the same pattern or convention;
- Use the words in the context of a sentence; and
- Reflect on what they have learned and learn from their errors.

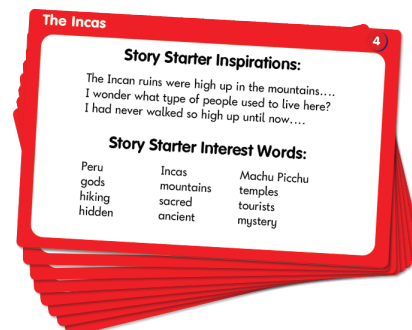
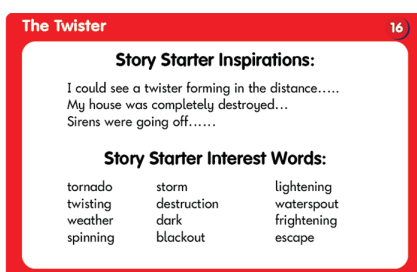
The students are involved in assessing their own learning as they check their work. They are encouraged to explain their decisions about spelling so that they can understand their success and overcome misconceptions. They use their spelling logs to record words that they often have difficulty with.

Application of Spelling in Writing

Student's growing understanding of why words are spelt in a particular way is valuable only if they go on to apply it in their independent writing. Children should be able to spell an ever-increasing number of words accurately and to check and correct their own work.

This process is supported through:

- Shared writing: the teacher demonstrates how to apply spelling strategies while writing and teaching proofreading skills;
- Guided and independent writing: the children apply what they have been taught. This is the opportunity to think about the whole writing process: composition as well as spelling, handwriting and punctuation;
- Marking the student's work: the teacher can assess their progress and their ability to understand and apply what has been taught, then identify targets for further improvement;
- Teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.



50 Story Starter Activities - JL354

Spelling Logs

Students can each have a log – ideally in the form of a loose-leaf folder that can be added to – to record the particular spellings they need to focus on their work. The spelling log can be used in the following two main ways.

1. As part of the spelling programme: a regular part of the spelling activities involves the children identifying specific words that they need to continue to work on. These could be high frequency words or words exemplifying a particular pattern or convention. These words are put into the children's logs with tips on how to remember the spelling.

2. To record spellings arising from each child's independent writing: these words will be specific to the individual child and will be those that frequently trip them up as they are writing. These words can be identified as part of the proofreading process and children can be involved in devising strategies for learning them and monitoring whether they spell the target words correctly in subsequent work.
3. The students should have no more than five target words at a time and these should be reviewed at intervals. The children can look for evidence of correct spelling patterns in their independent writing and remove the word from the list once it has been spelt correctly five times in a row. The teacher can write the child's spelling target into the log so that the child can refer to it regularly.

Proofreading

Students need to be taught how to proofread their work as part of the writing process. Editing for spelling (or typographic errors) should take place after the writer is satisfied with all other elements of the writing. It is important that teachers model the proofreading process in shared writing.

1. Preparation. Towards the end of a unit of work, after the children have revisited and revised their work in terms of structure and content, sentence construction and punctuation, the teacher selects an example of one child's work, writes it out and makes a few changes so that it is not immediately recognisable.
2. Shared writing. Read through the work as the children follow, explaining that you are looking for a particular type of spelling error, related to specific recent teaching focuses (e.g. the spelling of -ed endings). Think aloud as you identify each error and encourage the children to go through the following routine.
 - Underline the part of the word that looks wrong and explain why it looks wrong.
 - Try an alternative spelling.
 - Ask yourself whether it looks right.
 - Check from another source (e.g. words around the room, another child, spelling log, dictionary).
 - Write in the correct spelling.

Repeat this until the target words have been corrected. Are there any patterns in these errors? Is there a strategy that would help the students to avoid the same errors in the future (e.g. consonant doubling after short vowels when adding suffixes)?

3. Independent and guided writing. The students repeat the same process for their own writing across the curriculum. Less confident writers can be supported in this process with guided writing sessions.

Dictionaries and Spell Checkers

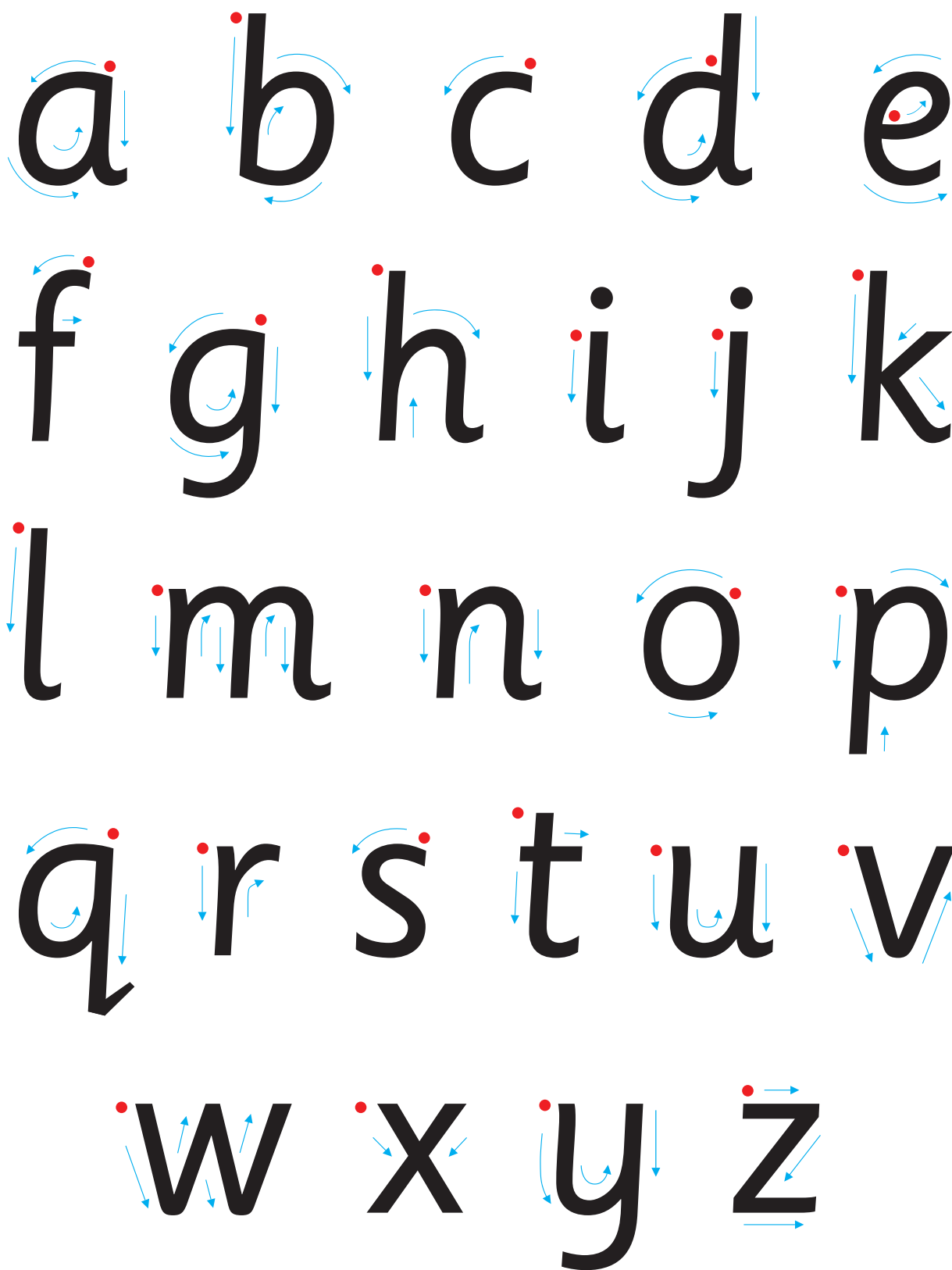
Students should be taught to use a dictionary to check their spelling. By Phase Six, the repeated singing of an alphabet song at earlier phases should have familiarised them with alphabetical order. Their first dictionary practice should be with words starting with different letters, but once they are competent at this, they should learn how to look at second and subsequent letters when necessary, learning for example, that words starting **al-** come before words starting **an-** and **as-**, and words starting **ben-** come before words starting **ber-**. Knowledge gained in Phase Five of different ways of spelling particular sounds is also relevant in dictionary use: for example a child who tries to look up believe under belee- needs to be reminded to look under other possible spellings of the /ee/ sound. Having found the correct spelling of a word, children should be encouraged to memorise it.

Unless a first attempt at spelling a word is logical and reasonably close to the target, a spelling checker may suggest words which are not the one required. Students need to be taught not just to accept these suggestions, but to sound them out carefully to double-check whether the pronunciation matches that of the word they are trying to spell.

Links with Handwriting

Developing a fluent joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked. As children are taught the basic joins they can practise joining each digraph as one unit. This can develop into practising letter strings and complete words linked to the specific focus for teaching (e.g. joining **w-a** to support work on the 'w-special').

High-frequency words can be demonstrated and practised as joined units (e.g. **the, was, said**). The students need to see the target words written in joined script as frequently as possible and to practise writing words, for example in dictations and at home using joined script themselves.



Marking

Marking provides the opportunity to see that individual students understand and apply what has been taught and should always relate to the specific focus for teaching.

- Set clear expectations when the students start to write. Remind them of the strategies, rules and conventions that they can apply. Expectations and marking will reflect the student's cumulative knowledge but the marking should not go beyond what the student has been taught about spelling. Ensure that the students know what the criteria for success are in this particular piece of work. For example: *Now that you understand the rules for adding -ed to regular verbs I will expect you to spell these words correctly.*
- Analyse student's errors. Look closely at the strategies the students are using. What does this tell you about their understanding? For example, a child using **jump** instead of **jumped** is using phonological knowledge but does not yet understand about adding -ed to verbs in the past tense.
- Provide feedback and time to respond. In your comments to the students, focus on a limited number of spelling errors that relate to a particular letter string or spelling convention. Ensure that the students have had time to read or discuss your feedback and clarify expectations about what they should do next.
- Set mini-targets. Present expectations for independent spelling in terms of simple targets that will apply to all the writing children do. These targets would generally be differentiated for groups, but it may be appropriate to tailor a target to include specific 'problem' words for an individual (e.g. I expect to spell these words correctly in all my writing: **said**, **they**).

Targets can be written into spelling logs for the children to refer to regularly.

Assessment and Intervention

High quality phonic teaching can substantially reduce the number of students at risk of falling below age-related expectations for reading. Moreover, the focus on 'quality first' teaching should help to reduce the need for supplementary programmes. Nevertheless, approximately 5-10% of students have developmental dyslexia, and although high quality phonics is the best approach to helping these students, some may find it difficult to acquire and master these skills – even when multi-sensory methods are utilised. This is particularly true for those students with phonological dyslexia, where brain research shows different wiring for phonological processing, making the acquisition of reading more difficult. Other children may experience transitory or longer-term conditions such as hearing, visual or speech impairments. Even a mild, fluctuating hearing loss can hinder normal communication development. In all cases, a slow down in students' progress can lead to feelings of failure and social isolation. Obviously, as with concerns about any aspect of children's physical condition, risks to their communication and language development must be shared with parents or carers so that the situation can be fully investigated and professional help sought. Where sensory impairment, for example, has been ruled out and practitioners, teachers, parents or carers continue to have concerns about a child's development, advice should be sought from an educational psychologist or speech and language therapy service.

Children Learning English as an Additional Language

The emphasis given to speaking and listening in the programme and especially in Phase One will help practitioners to strengthen provision for children learning English as an additional language. Listening to lengthy stretches of language where both the speaker and the topic are unfamiliar makes great demands for children for whom English is a new language. A familiar speaker using imaginative resources to stimulate talk about a topic which the children already know something about will provide a more helpful context for these children. Equally, the programme offers many opportunities for planned adult-led and child-initiated small-group and partner work to encourage these children to communicate in English as early as possible.

Word Bank

Examples for practising adding the suffixes

-s or -es

stop	fizz	hurry
park	circus	fly
bunch	room	bunny
mend	fuss	marry
dish	goal	dry
thank	cross	curry
crash	boat	cry
match	buzz	puppy
bark	melt	try
night	stitch	fry

Examples for practising adding the suffixes

-ing, -ed, -s, -er, -est, -y, -en

All the base words need changes made before the suffixes are added.

Words ending in -e	Words ending in -y	Words ending in a single consonant
like (ing)	marry (ed)	stop (ing)
ride (er)	funny (er)	mad (er)
tame (est)	worry (ed)	skip (ed)
bone (y)	copy (er)	run (ing)
bake (ed)	hurry (ed)	hop (er)
hike (ing)	messy (est)	nod (ed)
fine (est)	lucky (er)	pad (ing)
wave (ed)	ferry (s)	hid (en)
rule (er)	carry (ed)	hot (est)
rude (est)	pony (s)	rip (ed)

Examples for practising adding the suffixes

-ing, -ed, -ful, -ly, -est, -er, -ment, -ness, -en

Some of the base words need to be changed before the suffixes are added but some do not.

Remember: a final **e** in the base word may or may not need to be dropped.

Remember: a final **y** in the base word may or may not need to be changed to **i**.

Remember: a final consonant in the base word may or may not need to be double.

spite (ful)	merry (ly)	bad (ly)
rude (ly)	employ (ment)	flap (ed)
white (er)	play (ed)	send (ing)
bite (ing)	enjoy (ment)	slim (est)
lame (ness)	silly (ness)	fan (ed)
safe (ly)	funny (est)	sad (ness)
amuse (ment)	obey (ing)	put (ing)
rise (ing)	sunny (er)	flat (en)
time (ed)	happy (ly)	bat (ing)
use (ful)	stay (ed)	dark (est)

Spelling: Phase Six



Phase 6 Kit - JL276

Assessment & Intervention

Phase One: By the end of Phase One children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.

Phase Two: By the end of Phase Two students should:

- Give the sound when shown any Phase Two letter, securing first the starter letters **s**, **a**, **t**, **p**, **i**, **n**;
- Find any Phase Two letter, from a display, when given the sound;
- Be able to orally blend and segment CVC words;
- Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as **if**, **am**, **on**, **up** and 'silly names' such as **ip**, **ug**, and **ock**.
- Be able to read the five tricky words **the**, **to**, **I**, **no**, **go**.

Some children will not have fully grasped CVC blending and segmentation but may know all the Phase Two letters. CVC blending and segmenting continues throughout Phase Three so children can progress to the next stage even if they have not mastered CVC blending.

Phase Three: By the end of Phase Three children should:

- Give the sound when shown all or most Phase Two and Phase Three graphemes;
- Find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;
- Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);

- Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- Be able to read the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**;
- Be able to spell the tricky words **the, to, I, no, go**;
- Write each letter correctly when following a model.

Phase Four: By the end of Phase Four students should:

- Give the sound when shown any Phase Two and Phase Three grapheme;
- Find any Phase Two and Phase Three grapheme, from a display, when given the sound;
- Be able to blend and read words containing adjacent consonants;
- Be able to segment and spell words containing adjacent consonants;
- Be able to read tricky words: **some, one, said, come, do, so, were, when, have, there, out, like, little, what**;
- Be able to spell tricky words: **he, she, we, me, be, was, my, you, her, they, all, are**;
- Write each letter, usually correctly.

Phase Five: By the end of Phase Five children should:

- Give the sound when shown any grapheme that has been taught;
- For any given sound, write the common graphemes;
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- Read and spell phonically decodable two-syllable and three-syllable words;
- Read automatically all the words in the list of 100 high-frequency words;
- Accurately spell most of the words in the list of 100 high-frequency words;
- Form each letter correctly.

Informal Assessment

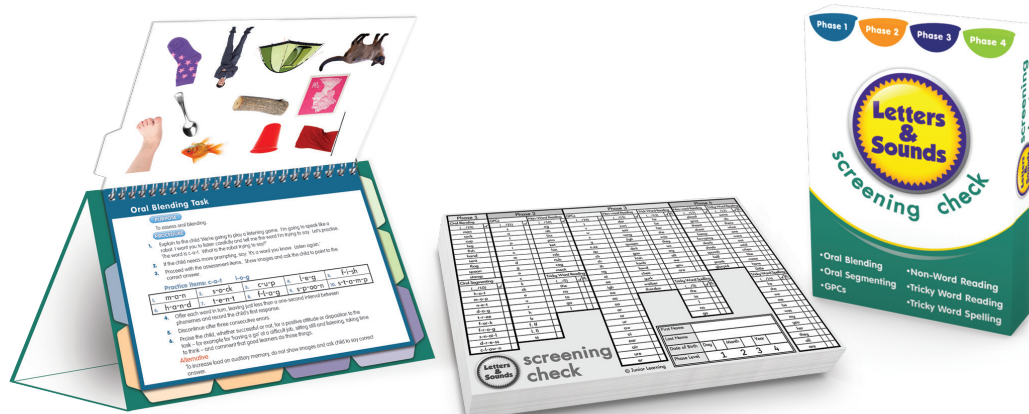
Every session in Phase Two to Five of the Letters and Sounds programme includes grapheme recognition or recall practice, and blending and segmenting practice. There are informal opportunities for assessment during these practice activities. For instance, in grapheme recognition, a child can point to the letters for other children to identify while the adults can observe and assess the students. For reading and writing, different students can be called upon each day to read a word individually. When they are writing words either with magnetic letters or on whiteboards, assessment is straight forward.

Formal Assessment

Student's progress should be tracked through a reliable assessment process that identifies learning difficulties at an early stage. Children's letter knowledge and ability to segment and blend need to be assessed individually, as their progress may not be sufficiently well ascertained in the group activities. The teaching materials for each phase therefore include assessment statements, and the words and captions provided in the appendices also serve as assessment checks at the end of the phase.

Assessment includes:

- Grapheme-phoneme correspondences;
- Oral blending;
- Oral segmentation;
- Non-word reading;
- Tricky word reading and spelling.



Letters & Sounds Screening Check - JL261

Phonological Dyslexia

Some students will have difficulty sounding out words, despite the fact that they have received phonics instruction. Phonological dyslexia is a specific difficulty in performing grapheme-to-phoneme conversion (or decoding) of words. From the formal assessment, phonological dyslexics will show impairment in their recognition of grapheme-phoneme correspondences, as well as phonemic awareness in terms of oral blending and segmenting. This will show through in poor non-word reading skills as well. They may show relative strength in tricky word reading (which they have learned through flash). Mistakes in tricky word spelling may show the lack of phonological encoding skills. Here, phonological dyslexics find it difficult to sound out words and access phonologically appropriate graphemes for them.

The results of formal assessment can be combined with informal observation. Students are expected to make some errors during guided reading or otherwise the reading level is too low. These errors can be used as clues to patterns of reading difficulty. Phonological dyslexics are likely to answer yes to the following:

- Does the child avoid a sounding out strategy when they meet an unknown word?
- Are they poor at sounding out new words?
- Do they fail to recognise the sounds of the various graphemes of English, including digraphs (graphemes with more than one letter, but make one sound such as **ch** or **ai**)?
- Are they poor at blending sounds together?
- Do they find tasks involving auditory memory difficult?
- Do they sometime swap words during reading with words that have a similar meaning?
- Do their misspellings show poor phonological accuracies?
- Do they have problems using invented spellings (with phonological accuracy) in their writing?
- Are their misspellings strange, showing letters in almost random patterns?

It is important to target the weakness when developing an intervention. This can be in the form of games and activities that build up strength. Both practice and research show multisensory methods work the best. Intervention needs to reinforce these grapheme-to-phoneme conversions, especially the ones they find difficult or have failed to learn.

There are new technology-based multisensory manipulatives for focused intervention. Touchtronic technology involves using objects or letters on the surface of an iPad to complete phonemic awareness activities as well as to read and spell words. Touchtronics can also be used to teach letter formation.



Touchtronic® Bug - JL306

At Phase Two, Touchtronic Letters can be used to introduce CVC words. With the help of this technology, students can hear the sound, see the letter pattern and move the letters to make words. This complete multi-sensory technique makes the approach powerful.

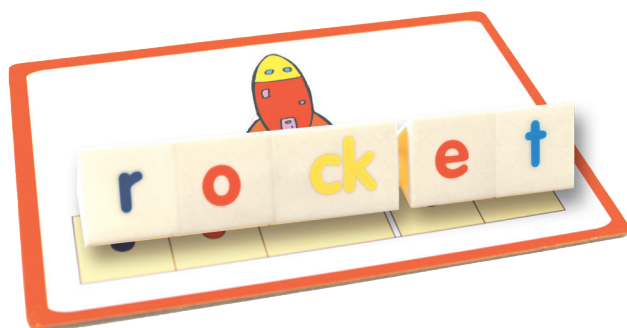


Touchtronic® Letters - JL300



Other beneficial techniques worth mentioning for working with phonological dyslexia include: word-building blocks, self-correcting trays, and post boxes. There are of course, many other resources as well as repetition of the existing Letters and Sounds programme's activities that will also be of benefit.

Tri-blocks are uniquely designed blocks which have a class of letters printed on each three sides. This allows the student to twist the letters around for teaching sound manipulation in words. Furthermore, the unique bulb sizes between each block ensure that beginning, middle and final sounds are positioned in the correct sequence. Lastly, for building multi-syllabic words, two syllables can be combined using a connector. This can also be used for teaching the adding of suffixes, and visually demonstrating the various rules such as doubling the final consonant or changing the **y** to an **i** and adding **es**. Support word cards (CVC Builders and Word Builders) help with word building, examples are taken from Letters and Sounds and have a colour-coded border according to the phase.



CVC Word builders - JL179



Phonics Tub - JL179

The Smart Tray is a self-correcting device where the activities have been written specifically for the Letters and Sounds programme. They begin at Phase Two and follow a systematic progress, so they are very useful for supplementary support, whilst holding fidelity with the programme. There are two strands: Spelling Accelerators (which cover letter patterns and word examples) and Reading Accelerators (which cover the same letter patterns in word, phrase and sentence examples).



Spelling Accelerator Set 1 - JL102
Reading Accelerator Set 1 - JL104
Smart Tray - JL101

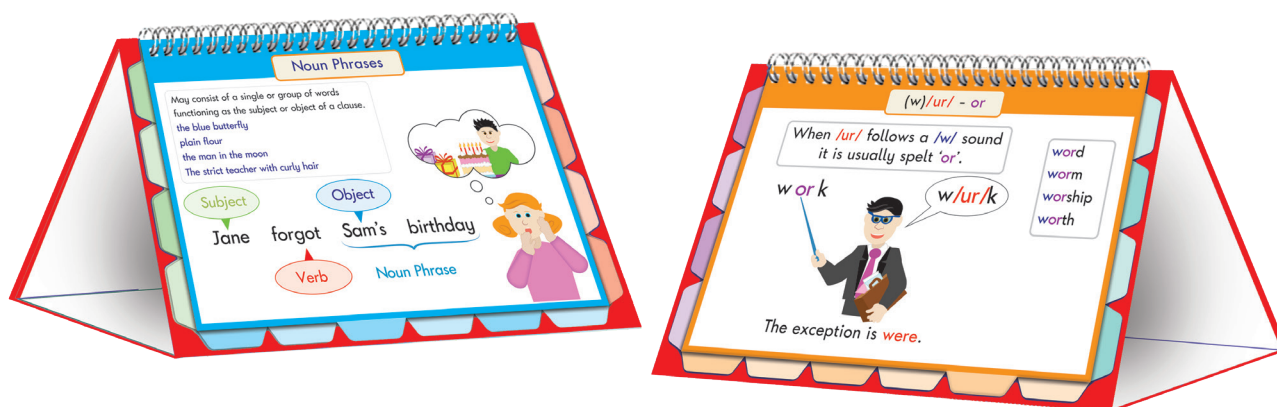
The Flashbot is a post box that allows students to post flashcards into a robot (which flips the card) and the answer magically appears at the bottom. There are a number of card sets that can be used with phonological dyslexics, including Letter Sound Flashcards (beginning, middle and final sounds), and Phonological Flashcards (blends, vowel sounds, syllables). Lastly, Decoding Flashcards include words from Letters and Sounds Phases Two, Three and Four, and includes sound buttons to help break words into their respective phonemes.



Letter Sound Flashcards -JL202
Phonics Flashcards -JL203
Decoding Flashcards -JL211
Flashbot -JL200

Writing / Spelling

Students must have at least one grapheme for each of the 44 sounds so that they can use invented spellings during writing. Here, the invented spelling is the first attempt, and it is from this invented spelling that a word can be looked up in a dictionary. Students should practise sounding the word out and then write the letters that correspond to the sounds. There are a number of alternative spelling patterns for phonemes and children can be taught these with word family examples to show common patterns. Students can also use the different spelling conventions and rules. A rule based approach simplifies spelling, in comparison to the complexities in English orthography where one must choose a correct grapheme for a phoneme from multiple choices.



SPAG Popup - JL268

Surface Dyslexia

Some students have problems with developing fast word recall, hindering their transition into fluency. Surface dyslexics have difficulties with visual perception of whole word configurations. They have difficulty with rapidly accessing whole word forms. From the formal assessment, surface dyslexic's will show poor performance in tricky word reading and tricky word spelling. However, close observation of tricky word spelling mistakes should show phonological / decoding strategies at work – where the student has used knowledge of letter sounds to produce an inventive spelling that follows the rules. Likewise, surface dyslexia will not show an impairment on grapheme-to-phoneme correspondence tasks, as well as oral blending and segmenting tasks. They may show some difficulty with non-word reading although not as marked as the phonological dyslexic and again show signs of effectively using sounding out mechanisms.

The results of the formal assessment can be combined with informal observations during guided reading. Surface dyslexics are likely to answer yes to the following:

- Are they poor at tricky word reading?
- Do they make regularisation errors when reading tricky words? (i.e. sound out the word as if it was decodable)
- Do they find tasks involving visual memory difficult?
- Do they sometimes have problems reading high-frequency words?
- Do they have problems spelling tricky words?
- Do they have problems spelling common high frequency words?
- Do they make regularisation errors when spelling tricky words? (spelling them according to the rules of grapheme-to-phoneme correspondences, without remembering how to spell the tricky part)
- Do they have problems spelling homophones (such as there and their)?

Intervention for surface dyslexia must target the visual / memory weakness. It involves visual strategies for improving memory for words as well as increasing exposure to print. Here, the best way to build word recognition is extensive exposure to print. Finding reading materials that encourage further reading is important. Reading words in context is the most effective way to learn new tricky words and to reinforce high frequency words. Meaning clues can be used to correct a regularisation error when reading tricky words during guided reading. Alternatively, partial help can be offered by the teacher for sounding out the phonologically inconsistent component of the word.

High frequency word cards (My First 100 Words) present tricky words with inconsistent components marked as tricky. This visual clue helps students to see the tricky part of the word, whilst enabling the direct sounding out of the parts of the word that are decodable. Each card has a colour-coded border to show its correct phase level in Letters and Sounds.



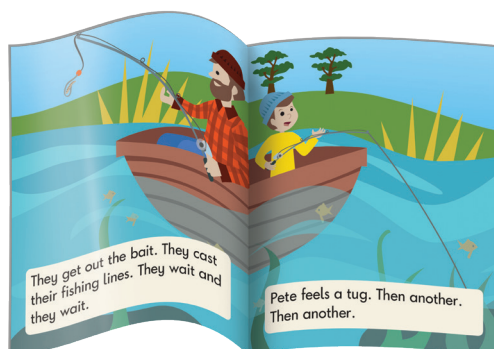
My First 100 Words - JL263

Teaching a surface dyslexic silent letters can be useful when learning tricky words. Here, the silent letter is the tricky component, and often the other letters can follow normal grapheme-to-phoneme correspondences.



Silent Letter Mystery, 6 Spelling Games - JL408

Self-correcting trays and post boxes are also worth mentioning for use with surface dyslexics. Furthermore, mnemonics can be very useful for helping surface dyslexics with spelling and examples are provided on page 119. Again, there are other resources that can be used with surface dyslexics (according to these principles) including the repetition of activities from Letters and Sounds programme – especially the fiction and non-fiction phase readers.



Letters & Sounds Readers - JL380-JL391

The Smart Tray with its self-correcting tile matching system has been written for Letters and Sounds and includes a number of activities for teaching tricky words on their own or in the context of reading sentences. Each new tricky word is presented as it comes up in the Letters and Sounds progression.



Tricky Words, Reading Accelerator Set 1- JL104 & Smart Tray - JL101

The Flashbot is a posting box that flips flashcards over as students say the answer. This helps support rapid recall for words and there are a number of card sets that have been written with surface dyslexics in mind: Nouns (animals, objects, food); Word Recognition (things that go together, opposites, singular and plural); Word Families (prefixes, root words, suffixes). Prefix, suffixes and root words are phonologically friendly, as they are generally monosyllabic. Understanding their meaning provides additional clues during guided reading, spelling and writing.



Word Family Flashcards -JL216
Flashbot -JL200

Spelling / Writing

Students can learn tricky words directly, perhaps with partial decoding support. Mnemonics can be used to teach tricky words. Mnemonics are verbal phrases that can be easily memorised to help with spelling (for example, it is necessary to have 1 cream and 2 sugars in your coffee). Student's can be encouraged to make up their own mnemonics to help them spell words from their spelling log.



Mnemonic match, 6 Spelling Games - JL408

Conclusion

Letters and Sounds has been designed to help practitioners and teachers teach children how the alphabet works for reading and spelling by:

- Fostering children's speaking and listening skills as valuable in their own right and as preparatory to learning phonic knowledge and skills; and
- Teaching high quality phonic work with the intention of equipping students with the phonic knowledge and skills they need to become fluent readers by the age of seven.

The Letters and Sounds programme focuses on securing word recognition skills as these are essential for children to decode (read) and encode (spell) words accurately with ease, and so concentrate on comprehending and composing text.

As students move through the Phases of Letters and Sounds, phonics becomes a means to an end. Systematic, high quality phonics teaching is essential, but more is needed for children to achieve the goal of reading, which is comprehension. Letters and Sounds is designed as a time-limited programme of phonic work aimed at securing fluent word recognition skills for reading by the end of Year 2, although the teaching and learning of spelling, which children generally find harder than reading, will continue. Practitioners and teachers must bear in mind that throughout the programme students need to understand the purpose of learning phonics and have lots of opportunities to apply their developing skills in interesting and engaging reading and writing activities.



Catch Up Kit - JL277

Catch-up Bank:

100 high-frequency words in order

1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum / mom	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an

This table is from: Masterson, J., Stuart, M., Dixon, M. and Loverjoy, S. (2003). Children's Printed Word Database: Economic and Social Research Council funded project, R00023406.

Next 200 common words in order of frequency

This list is read down columns (i.e in the list, water is the most frequently used and grow is the least frequently used)

water	yes	lots	suddenly	girl	eggs
away	play	need	told	which	once
good	take	that's	another	inside	please
want	thought	baby	great	run	thing
over	dog	fish	why	any	stopped
how	well	gave	cried	under	ever
did	find	mouse	keep	hat	miss
man	more	something	room	snow	most
going	I'll	bed	last	air	cold
where	round	may	jumped	trees	park
would	tree	still	because	bad	lived
or	magic	found	even	tea	birds
took	shouted	live	am	top	duck
school	us	say	before	eyes	horse
think	other	soon	gran	fell	rabbit
home	food	night	clothes	friends	white
who	fox	narrator	tell	box	coming
didn't	through	small	key	dark	he's
ran	way	car	fun	grandad	river
know	been	couldn't	place	there's	liked
bear	stop	three	mother	looking	giant
can't	must	head	sat	end	looks
again	red	king	boat	than	use
cat	door	town	window	best	along
long	right	I've	sleep	better	plants
things	sea	around	feet	hot	dragon
new	these	every	morning	sun	pulled
after	began	garden	queen	across	we're
wanted	boy	fast	each	gone	fly
eat	animals	only	book	hard	grow
everyone	never	many	its	floppy	
our	next	laughed	green	really	
two	first	let's	different	wind	
has	work	much	let	wish	

This table is from: Masterson, J., Stuart, M., Dixon, M. and Loverjoy, S. (2003). Children's Printed Word Database: Economic and Social Research Council funded project, R00023406.

100 high-frequency words in phases

Phase Two				
Decodable words				Tricky words
a	it	back	got	the
an	of	and	up	to
as	off	get	mum	I
at	on	big	but	no
if	can	him		go
in	dad	his		into
is	had	not		

Phase Three			
Decodable words		Tricky words	
will	see	he	you
that	for	she	they
this	now	we	all
then	down	me	are
them	look	be	my
with	too	was	her

Phase Four		
Decodable words		Tricky words
went	said	were
it's	have	there
from	like	little
children	so	one
just	do	when
help	some	out
	come	what

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words		Tricky words
old	don't	oh
I'm	came	their
by	make	people
time	here	Mr
house	saw	Mrs
about	very	looked
your	put	called
day		asked
made		could

A phase by phase method for teaching systematic synthetic phonics.

Letters and Sounds prepares children for learning to read by developing their phonic knowledge and skills, as well as speaking and listening skills in their own right. Progressive topics across six phases include: phonemic awareness, letter sounds, phonics, blends, vowel sounds and spelling.

This accessible text sets out a detailed and systematic method for teaching phonic skills, with the goal of taking students from emergent to fluent reading.

Other resources in the Letters & Sounds range:



Visit: juniorlearning.com

JL260



©Junior Learning, Inc. All rights reserved.
Junior Learning, Inc., Huntington Beach, CA (U.S.A.);
Junior Learning Ltd., Third Floor, 207 Regent Street,
London, W1B 3HH (U.K.);
Junior Learning Ltd., Auckland (N.Z.);
Junior Learning (AUS), QLD (AUS).

