

The National
Literacy Strategy

Phonics

Progression in phonics:
materials for whole-class teaching

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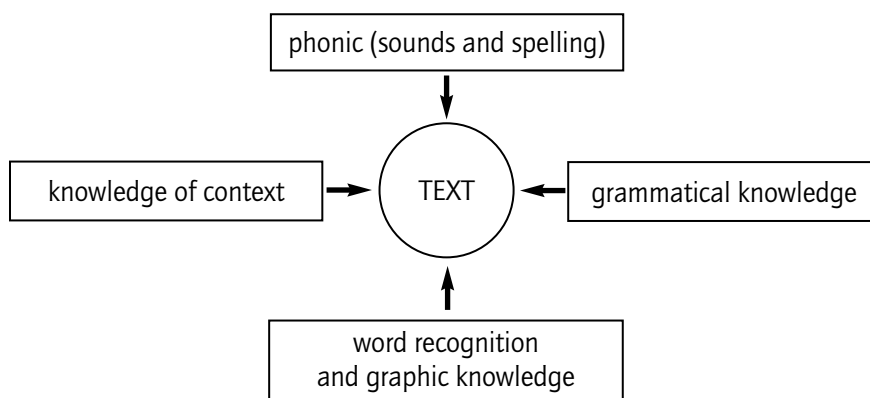
Introduction

1. Rationale

It is widely accepted that successful reading depends on learning to use a range of strategies. The reader uses these as 'cues' to get to the meaning by predicting the text, checking and cross-checking, identifying and correcting errors. Reading is by no means a passive process; it involves searching, problem-solving, active prediction and an ability to bring past knowledge and experience to bear. This picture is familiar enough. It is built into the National Curriculum orders for reading, and forms the background against which successful literacy teaching has been developed over the past 10 years.

We can represent this as a set of searchlights, each shedding light on the text:

The reading searchlights model



Successful teaching equips children with as many of these 'searchlights' as possible. Each sheds a partial light but, together, they make a mutually supporting system. The fewer the searchlights the reader can switch on, the more dependent he/she is on a single one and if that one should fail, the reader will be stuck. The more searchlights we can teach children to switch on simultaneously, the less they will need to rely on a single one and the less it will matter if one fades or goes out. Thus, successful reading is often described in terms of *maximising redundancy* i.e. having as much information available from as many searchlights for as much of the time as possible. As children learn to read, they need to be taught how to draw on all this knowledge and orchestrate it so that each searchlight or 'cue' is used to reinforce and check the others.

Most primary teachers understand the importance of teaching children to predict and check their reading by reference to the context and grammar of what they are reading. They need to check whether their reading makes sense and, if it does not, to re-check it, identify errors and try to correct them. These strategies are essential to comprehension. They also provide necessary support for learning to decode words i.e. to build them up from their spelling/sound patterns. The importance of comprehension has, rightly, been given much emphasis throughout the primary years. Comprehension must always be the primary purpose of reading. As pupils become more efficient decoders, the importance of context and grammar increase, so that by the time they reach Years 5 and 6, almost all the teaching of reading and writing should focus on the meaning and structure of texts.

This general model of reading strategies is well known but it is not straightforward for, depending on what is being read, some searchlights may be brighter than others. Where texts are familiar and predictable, children can often rely heavily on contextual and grammatical knowledge, paying relatively little attention to the sounds and spellings of words. They may make progress in the

early stages by reading and re-reading familiar texts. Because this story language and its context are predictable, children can get by with very limited phonic strategies and quickly become over-dependent on remembering or guessing their way through the text.

However, these young readers often meet problems later when faced with unfamiliar and more complex texts because they have learned to be over-dependent on contextual cues as the predominant strategy for reading. As the familiarity of the text diminishes, they need to rely more on their ability to decode individual words. This is a difficulty that often manifests itself early in Key Stage 2 in two ways. Firstly, too many pupils hit problems with more extended reading, and handling information and text-books needed to support work across the curriculum. Secondly, they have significant spelling problems because they have inadequate knowledge of the sound/spelling system. These problems, which need to be tackled in Key Stage 2, are often rooted in earlier work, where the need for systematic teaching of phonics, spelling and vocabulary can easily be obscured.

The National Literacy Strategy stresses the importance of teaching children to tackle texts from both ends, from the text 'down', so to speak, and from sounds and spellings 'up'. The balance is essential to get all the 'searchlights' switched on for pupils. It is reflected in the structure of the teaching objectives and in the structure of the Literacy Hour, where the class teaching time is organised to provide time both for working with shared texts and for the focused teaching of phonics and spelling.

The arbitrariness of the spelling system

The importance of systematic teaching of phonics and spelling needs to be underlined, not least because it is often treated with suspicion. Young children do not learn to discriminate the sounds of words automatically. Still less do they automatically understand the common conventions for representing them in writing. This is a skill, tied to our particular way of writing our language, with 26 letters to represent the 44 phonemes. Not all languages are represented in this way. Japanese children, for example, do not need to break their spoken language down into phoneme/spelling patterns because it is not written alphabetically.

Much of our contemporary spelling system was simply decided upon by Dr Johnson when he regularised it in the first major dictionary. The way our language is represented is thus arbitrary and, for most children, very hard to 'discover'. Like learning to form letters correctly or learning the correct fingering for the recorder, these things need to be taught. Some children might work them out for themselves and others will certainly learn from home or through other means but many will either fail to learn or will misconstrue the rules. Just like incorrect letter formation these misconstructions are very difficult to 'unlearn' or correct later.

Most beginning readers will have, at best, only limited knowledge of how spelling patterns are used to represent words. The alphabetic nature of our spelling system does not reveal itself to children simply through repeated exposure to books. Beginning readers are likely to treat written words as images, each differentiated by its overall shape and pattern, rather than as letter strings corresponding to sounds. It is essential, therefore, that children learn from the outset that: words have to be 'spelt', not merely 'drawn', that they are composed of letters set out in particular combinations to correspond with spoken sounds, and which letter combinations correspond with which sounds.

The power and economy of the spelling system

It is worth reflecting on the fact that everything that is said or written in contemporary English is encoded in approximately 44 sounds (phonemes) and

represented by 26 letters in about 140 letter combinations. The power and economy of such a representational system is second to none. The phonic work in the NLS Framework is built around this basically simple idea. Children should learn to identify the phonemes in their spoken language and learn how each of these phonemes is commonly spelt. Some phonemes will correspond to a single letter while others, for example the long vowel phonemes, will have several common spellings using one or more letters. Through phonics, we should be teaching children to:

- ◆ identify sounds in spoken words (phonological awareness);
- ◆ recognise the common spellings for each phoneme (phoneme–grapheme correspondence);
- ◆ blend phonemes into words for reading;
- ◆ segment words into phonemes for spelling.

This systematic teaching gives children the essential key to the writing code and moves them a long way into fluent reading by enabling them to recognise words by their common spelling patterns.

It also greatly facilitates their independent writing by providing the basic rules for most regularly spelt words. In writing, of course, children need to select the appropriate spelling from a range of phonologically 'logical' options to encode words (e.g. 'chews' instead of 'choose' or 'chuse'). Teachers should therefore expect an early growth of autonomy in writing together with a rapid growth in the proportion of correctly spelt simple words or 'logical' errors and an equally rapid decrease in random spelling errors. As children move through KS1 to KS2, the emphasis in the teaching objectives shifts from the teaching of phonics for reading to more focused teaching of spelling strategies, conventions and rules, to build upon the children's established phonic knowledge.

2. What the evidence tells us about teaching of phonics

The NLS is based on a detailed scrutiny of research and its implications for classroom teaching. It also draws heavily on the past decade of inspection evidence from Ofsted and from evidence of successful teaching in primary schools in the UK and abroad. From all this evidence it is clear that:

- ◆ traditional approaches to phonics instruction i.e. teaching the sounds that match letters and letter combinations is inefficient and often confusing because of the many hundreds of correspondences involved. The most effective phonics instruction teaches children to identify phonemes in spoken language first, then to understand how these are represented by letters and letter combinations (graphemes);
- ◆ phonemic awareness (i.e. the ability to segment and blend phonemes), linked to knowledge of the letter–sound correspondences is a very strong predictor of reading and spelling success. Where this is systematically taught, most children score well on tests of reading and spelling ability;
- ◆ phonics can be taught in appropriate and motivating ways and that where it is engaging and enjoyable children will learn it more effectively;
- ◆ if children are left to guess or invent the alphabetic code without direct and systematic teaching, their progress is likely to be inhibited and the likelihood of failure for a substantial number of children is increased;
- ◆ children can learn this early and fast i.e. most of it by the end of Year 1 and there are substantial benefits in early reading facility and writing confidence when this learning is accomplished without delay;
- ◆ a further major benefit of this early learning is that it releases mental capacity for attention to higher order skills of comprehension and composition with consequences for the early growth of competence e.g. through access to print, vocabulary growth and decontextualised thinking.

3. What the NLS framework says about the teaching of phonics

The NLS gives a clear priority to the teaching of phonemic awareness tied closely to knowledge of the sound-spelling relationships and to the teaching of correct letter formation. The NLS Framework is absolutely clear that at KS1 there should be a strong emphasis on the systematic teaching of phonics. The underpinning principles, set out in Section 1 of the Framework, are that pupils should be taught to:

- ◆ discriminate between the separate sounds in words;
- ◆ learn the letters and letter combinations most commonly used to represent these sounds;
- ◆ read words by sounding out and blending the separate phonemes;
- ◆ spell words by segmenting the phonemes and using their knowledge of letter-sound correspondences to represent the phonemes.

In the Reception year (YR) the Framework expects all children to be able to:

- ◆ hear and identify initial, final and dominant sounds in words;
- ◆ read the letters that represent those sounds for all letters a-z plus ch, sh and th;
- ◆ write each letter in response to each sound;
- ◆ identify and write initial and final phonemes in CVC words.

In Year 1, i.e. from statutory school age, the NLS expects children to:

- ◆ discriminate all three phonemes in CVC words, to blend phonemes into words for reading and to segment words into phonemes for spelling;
- ◆ to spell the three phonemes in CVC words;
- ◆ to do the same for CCVC and CVCC words;
- ◆ to learn the common alternative spellings of 'long' vowel phonemes.

Phonics can and should be taught in interesting and active ways that engage young children's attention, and that are relevant to their interests and build on their experiences. There are good grounds for expecting children to learn these basic decoding and encoding skills rapidly. Fifteen minutes a day of regular teaching will enable most children to understand most of the key objectives in about four terms. This should ensure that the essential skills, knowledge and understanding are established by the start of Y2, and enable teachers to move children rapidly into independent reading and writing. By the end of Year 1 the teaching of phonics should be substantially accomplished with a small number of alternative vowel phoneme spellings that may need further teaching.

4. Phonic skills, knowledge and understanding

Phonics consists of the skills of segmentation and blending, knowledge of the alphabetic code and understanding of the principles which underpin how the code is used in reading and spelling.

Segmentation and blending

Segmentation means hearing the individual phonemes within a word; for instance the word 'crash' comprises four phonemes – 'c-r-a-sh'. In order to spell, a child must segment a word into its component phonemes and choose a letter or letter combination (e.g. 'sh') to represent each phoneme.

Blending means merging phonemes together to pronounce a word. In order to read an unfamiliar word phonemically, a child must attribute a phoneme to each letter or letter combination in the word and then merge the phonemes together to pronounce the word.

The alphabetic code

The phonemic system is a system of sounds represented by letters or combinations of letters. Starting from phonemes and learning the letters which can be used to represent them is a logical approach to mastering the alphabetic code. There are four principles underlying the phonemic system.

◆ **Sounds/phonemes are represented by letters**

◆ **A phoneme can be represented by one or more letters.**

There is not a simple one-to-one correspondence in our alphabetic code. There are not enough letters to represent all the phonemes so some are used in combination such as sh, th, ee etc.

◆ **The same phoneme can be represented/spelled in more than one way.**

This is very common particularly among the vowels, for instance, rain, may, lake. On the surface this appears to present problems in spelling accuracy but in fact most vowel spellings have a particular position in words either at the end (ay) or preceding a consonant (ai). Even the spellings which appear interchangeable e.g. ai and a-e are more often than not associated with particular consonants. For instance, words ending in -ake and -ate are common; those ending in -aik and -ait, rare.

◆ **The same spelling may represent more than one sound.**

Examples of this are the ea in mean and deaf, the ow in crown and flow, the ie in field and tried. So, in theory there could be two pronunciations for the word 'tried'. On the whole this does not present a problem for the reader as one pronunciation results in a word and the other does not. Where two words have the same spelling such as 'read' (present tense) and 'read' (past tense), the sense of the text guides the reader to the correct pronunciation.

To sum up, there are approximately 44 phonemes in English represented by 26 letters in about 140 combinations. The consonant and vowel phonemes and their most common representations are listed below:

Vowel phonemes and their more usual graphemic representations

| vowels | representative words | vowels | representative words |
|--------|-------------------------------|--------|--------------------------------------|
| /a/ | cat | /oo/ | look, would, put |
| /e/ | peg, bread | /ar/ | cart, fast (<i>regional</i>) |
| /i/ | pig, wanted | /ur/ | burn, first, term, heard, work |
| /o/ | log, want | /or/ | torn, door, warn (<i>regional</i>) |
| /u/ | plug, love | /au/ | haul, law, call |
| /ae/ | pain, day, gate, station | /er/ | wooden, circus, sister |
| /ee/ | sweet, heat, thief, these | /ow/ | down, shout |
| /ie/ | tried, light, my, shine, mind | /oi/ | coin, boy |
| /oe/ | road, blow, bone, cold | /air/ | stairs, bear, hare |
| /ue/ | moon, blue, grew, tune | /ear/ | fear, beer, here |

Note: phonemes are shown between slashes / /

Consonant phonemes and their more usual graphemic representations

| consonant phonemes | representative words | consonant phonemes | representative words |
|--------------------|---|--------------------|---|
| /b/ | b aby | /s/ | s un, m ouse, c ity, s cience |
| /d/ | d og | /t/ | t ap |
| /f/ | f ield, ph oto | /v/ | v an |
| /g/ | g ame | /w/ | w as |
| /h/ | h at | /wh/ | wh ere (regional) |
| /j/ | j udge, g iant, b arge | /y/ | y es |
| /k/ | c ook, q uick, m ix, Ch ris | /z/ | z ebra, p lease, i s |
| /l/ | l amb | /th/ | th en |
| /m/ | m onkey, co mb | /th/ | th in |
| /n/ | n ut, kn ife, gn at | /ch/ | ch ip, w atch |
| /p/ | p aper | /sh/ | sh ip, mi ssion, ch ef |
| /r/ | r abbit, w rong | /zh/ | treasure |
| | | /ng/ | ri ng, si nk |

Teaching phonics

Children should become proficient in applying the skills of segmenting and blending to the alphabetic code in order to spell and read. The skills and knowledge can be acquired simultaneously so that as children are learning the earliest steps in segmentation (hearing the phoneme in the initial and final position in a word) they will be learning some of the letters which represent those phonemes. Learning to hear the medial vowels and the letters which represent them allow children to segment words for spelling and blend words for reading. The following is a suggested progression for learning the phonic skills and knowledge:

Progression in phonic skills and knowledge

| <i>Step</i> | <i>skill in:</i> | <i>knowledge of letters:</i> |
|-------------|--|--|
| 1 | hearing and discriminating general sounds, speech sounds and patterns | |
| 2 | hearing phonemes /s/, /m/, /k/, /t/, /g/, /h/, in initial position | s, m, c, t, g, h |
| 3 | hearing phonemes /s/, /m/, /k/, /t/, /g/, in final position | ss, ck, l, n, d, k, sh, ch |
| 4 | <ul style="list-style-type: none"> ◆ hearing phonemes /a/, /e/, /i/, /o/, /u/, in medial position; ◆ CVC blending and segmenting, reading and spelling | a, e, i, o, u, f, qu, b, r, j, p, th, ng |
| 5 | C(C)V(C)C blending and segmenting, reading and spelling | v, w, x, y, z |
| 6 | CVC blending and segmenting, reading and spelling | ai, ee, ie, oa, oo, or, ir, oi, ou |
| 7 | CVC blending and segmenting, reading and spelling | ay, a-e, ea, igh, y, i-e, ow, o-e, oe, ew, ue, u-e, oy, ow, er, ur, aw, air, ear, oo |

5. Teaching phonics in the literacy hour

Throughout KS1, phonics should be the main focus of the 15-minute word level slot in the Literacy Hour. Other word level objectives can be met in the context of shared and guided reading activities but this is not the case with the focused teaching of phonics. Much of this teaching will need to be done away from texts through direct teaching using activities of the kind shown in this booklet. Although the structure of the phonic code can sometimes be revealed through poems and word-play texts, in most texts phonic patterning occurs too randomly to be discerned. Most good quality stories, for example, in Big Books, will not repeat sound patterns with sufficient regularity to serve this purpose. Most focused phonics teaching should therefore be done through play, games and activities and then *applied* alongside other reading cues to meaningful reading of appropriately matched, good quality texts in other parts of the Literacy Hour, particularly in shared and guided sessions with the teacher.

Although much of this teaching will necessarily be taught away from the text, it should relate to texts in three important ways:

- ◆ by using particular words from texts as starting points for instruction and investigation;
- ◆ by using patterned texts which exemplify particular phonemic structures e.g. rhyming, alliterative, assonant, onomatopoeic patterns;
- ◆ most importantly, through the application of phonic strategies to texts in shared and guided reading.

In shared and guided reading you should teach children to check that words they have decoded make sense and if they do not, to re-check them against their own vocabulary knowledge. In addition, by decoding unknown words and checking them back against grammar and context, or asking what they mean, children also extend word knowledge rapidly. You should demonstrate these processes of reading, checking for sense and re-reading through Shared Reading and teach them as independent strategies in Guided Reading. When reading, children will also encounter words which they cannot decode either because they are too difficult or, as in a few cases, ambiguous*. They may, nevertheless, be able to read them by predicting from grammar and context using minimal phonic knowledge. When this happens, teach them to re-visit the word and check out its spelling. This will reinforce their decoding skills and help them learn new or alternative spellings.

Using texts

When choosing texts for shared and Guided Reading, you need to consider opportunities to model and practise the phonic skills that you have been teaching (e.g. CVC, CCVC words etc.). The text should provide an appropriate level of challenge but one which enables children to apply their new knowledge successfully. The books should always have a sensible grammatical structure and a lively and interesting content to engage and support the learning.

Teaching the other elements in the word level objectives

High frequency words

The high frequency words listed in the back of the Framework are not intended to be taught by rote. They are included because they represent a high proportion of the words children are likely to meet in the early stages of reading. Many of these words are phonically regular and thus perfectly decodable. A proportion are irregular and will need to be taught as 'tricky' words'. You should use this list as a checklist to ensure that all the regular words can be decoded, as children learn the relevant phonic skills. You should teach children to recognise the other words as they encounter them in Shared and Guided Reading.

* A few spelling patterns represent more than one phoneme e.g. ow as in grown and town. They are easily clarified by referring to whether the word makes sense in terms of its place in the sentence or as part of the text.

Handwriting

Make use of opportunities in your 15-minute phonic sessions to demonstrate and emphasise correct letter formation but don't allow this to deflect you from the main purpose of the phonic teaching. You will need to find other times outside the Hour to concentrate on teaching and practising handwriting.

About this book

This book outlines progression in teaching and learning phonics in seven steps which are linked to the objectives in the National Literacy Strategy Framework for Teaching. Activities for whole-class teaching are suggested for each step and instructions and materials for these activities are provided so that phonics may be taught in a lively, interesting and interactive manner.

| step | skill | knowledge of |
|-------|---|--|
| 1 | hearing and discriminating general sounds, speech sounds and patterns | |
| 2 | hearing phoneme in initial position | simple letter–sound correspondences and some consonant digraphs, e.g. ch, ll, ck, ng |
| 3 | hearing phoneme in final position | |
| 4 | CVC segmenting and blending | |
| 5 | CCVC segmenting and blending | |
| 6 & 7 | CVC segmenting and blending | vowel digraphs and trigraphs |

Steps 1 and 2 occur throughout nursery and into the first term in Reception. Children who have no nursery experience may need an accelerated Step 1 at the beginning of Reception. When children can hear phonemes in initial position and have acquired some letter–sound correspondences (Step 2) they have achieved a launching pad from which it is possible to timetable future learning in phonics for the majority of children. A suggested time allocation for Steps 3–6 is included in the chart on pages 14–15. It is not possible to give such a clear indication in Step 7. Children might take about 5 weeks to acquire the rest of the vowel digraphs and trigraphs for reading. They will take longer to be secure in spelling.

Teaching

The earliest step (Step 1) outlines the activities which nursery and young Reception children do which positively influence their later ability to learn phonics.

Steps 2–7 define learning objectives and the activities are divided into three sections:

- 1 hearing and saying,
- 2 identifying phonemes and spelling,
- 3 recognising letters and reading.

A range of activities is suggested for each of these sections in each step. It is not necessary to do all the activities, but some from each of the three sections should be included so that children have experience in the aural/oral skills of segmenting and blending, as well as learning the phoneme–grapheme correspondences and combining all of these in reading and spelling.

The activities

The activities in this book are designed for use in the 15-minute section of the Literacy Hour devoted to phonics. To provide variety for the children there are three sorts of teaching activity:

Demonstration (D) in which the teacher either demonstrates/models to the class or manages an activity, perhaps by manipulating a puppet,

Show me (S) in which all the children are expected to answer using a mechanism such as fan or whiteboard while they remain seated,

Get up and go (G) in which many of the children, sometimes all, move from their places in order to respond to the teacher's questions.

In each of the three sections try to provide variety for the children by choosing at least one **Demonstration** activity, one **Show me** and one **Get up and go**. On most days there will be time to carry out two activities. As the children get used to those activities which can be repeated at a number of different steps, it will be possible to include three activities within the time.

For 15 minutes in the Literacy Hour children can practise the skills and learn new phonic knowledge in a stimulating and interactive manner. It is important, however, that these skills are not isolated from reading and writing. In Shared and Guided Reading and Writing children use the skills acquired in these 15 minutes when they orchestrate the reading or spelling strategies. Opportunities should be given for children to practise reading the types of words CVC, CCVC etc during shared and guided reading, which they are learning in the 15 minutes allowed for phonics. For a class at Step 4, texts which include unfamiliar CVC words, for example, should be chosen for both shared and guided reading so that children may be given the opportunity to learn how their new skill of blending CVC words operates in the process of reading. Similarly in shared writing, children can contribute words which they can spell and should be expected, in their independent writing, to spell such words correctly.

Teaching points

Differentiation

The activities in this book are designed for the whole class. Experience has shown that even where there are differences in the children's ability most children learn from them. Providing different oral questions for children who are not quite at the stage of the majority, and for those for whom the activity is 'surplus to requirements', is dependent on teachers knowing the phonemic ability of all the children in their classes. Developing this skill will be the subject of future materials.

Handwriting

The activities in this book are organised so that practising handwriting the letters which are being learned within the hour can take place outside the hour itself.

Pronouncing phonemes

There is a list of the phonemes in the English language on pages 5 and 6. Some consonants are difficult to pronounce without adding an extra sound, e.g. b, d and g tend to emerge as buh, duh and guh. Try to reduce this extra sound as much as possible. The letters c as in cat, p and t should be pronounced without the voice, just using air. Almost all others can be pronounced as continuing sounds, e.g. ssssss, fffffff, mmmmm, nnnnn, shshshsh.

Recommended phrases

Identification and writing:

'How can we write/show/spell/represent this phoneme (sound)?'

Recognition and reading:

'What sound/phoneme can this/these letter(s) represent?' or

'Tell/give me a sound/phoneme for this/these letter(s).'

Children love using technical words. The word 'phoneme' is more specific than the word 'sound'.

Classroom assistants

These activities are designed to be managed by the class teacher alone. However, in YR and Y1, classroom assistants are often available during the Literacy Hour. Their role during the whole-class teaching in phonics is immensely useful.

They can:

- ◆ join in and keep the pace up;
- ◆ model responses;
- ◆ run the activity side by side with the teacher (e.g. in rhyme generation, two adults writing words are quicker than one);
- ◆ ask a searching question if he/she thinks some children haven't quite understood;
- ◆ note which children appear secure in their knowledge and which are not;
- ◆ support an individual child;
- ◆ take notes of individuals, or observe a teaching strategy to prepare for a similar session with a smaller group who need additional help.

Step 1

Much activity in early years' settings prepares children for 'phonics': listening to stories and joining in with sound effects, music, rhythm and rhyme, dancing, PE. We can capitalise on activities which may be designed for other purposes in order to get children to *really* listen and to discriminate between sounds. Early phonics consists of general sound discrimination, speech sound discrimination, rhythm and rhyme and alliteration (playing with words which start with the same phoneme).

General sound discrimination

Play a variety of games where children listen to sounds and guess what they are.

Environmental

- ◆ Can children recognise particular sounds inside and outside the room: sounds such as vehicles, birds singing, animal sounds, other children/adults speaking, and machines? (The song 'Listen, children' from *Bobby Shaftoe, Clap Your Hands* Sue Nicholls, A & C Black 1992, is a perfect vehicle for this idea.)
- ◆ Listen to everyday sounds made behind a screen such as water being poured, splashed, shaken in a bottle, or paper being torn, screwed up, flapped.

Instrumental

- ◆ Can children recognise the difference between a shaker and a drum? To find out, let one child play an instrument whilst hiding behind the screen and ask the other children to guess which instrument is being played. Whichever instruments are hidden, have a matching set in front of the children to aid their identification of the sound. Let the guessing child play the matching instrument to confirm the guess.
- ◆ Extend the game by singing a song, e.g. 'One sound can be heard' from *Bobby Shaftoe, Clap Your Hands* whilst the hiding child plays his or her instrument. This time the listening children have to concentrate very carefully, discriminating between their own singing and the instrument being played.

Body percussion

- ◆ Sing songs in which children have to add claps, knee pats, foot stamps or move in some way. Play the hiding game described above with children using body percussion instead of playing instruments.
- ◆ Add body percussion sounds to nursery rhymes, performing the sounds in time to the beat. Change the body sound with each musical phrase or sentence.
- ◆ Encourage the children to be attentive and to know when to add sounds, or move and when to be silent or still.

Rhythm

- ◆ Sing or chant nursery rhymes and encourage the children to move in an appropriate way, e.g. rock gently to the beat of *See Saw Marjorie Dore*, *Bye Baby Bunting*; march to the beat of *Tom, Tom the Piper's Son* and *The Grand old Duke of York*; skip to the beat of *Here We Go Round the Mulberry Bush*.

Speech sound discrimination

- ◆ Play games where children use their voices in different ways and explore a variety of sounds.
- ◆ Give opportunities for children to discriminate between the different voices they have when singing, speaking, shouting, whispering, growling, squeaking, being silly, etc.
- ◆ Perform chants using the different types of voices.
- ◆ Play the hiding game with different children using their different voices. Can the listeners guess who it is?

- ◆ Create opportunities for children to explore other sounds that they can make with their voices:
 - Make your voice go down a slide – Wheee!
 - Make your voice bounce like a ball – Boing, Boing. (Let them show you with their hands too.)
 - Find out someone has been telling tales – aw.
 - Sound really disappointed – oh.
 - Look astonished – ooooooo!
 - Relax into a chair like an old man – ahahahahaha, or shout in terror – ahahahahah!
 - Hiss like a snake – ssssssssss.
 - Keep everyone quiet: shshshshsh, or be a steam train coming to a halt – ch-ch-ch-ch-shshshshshshsh.
 - Gently moo like a cow – mmmmmmm.
 - Be an old woman who is hard of hearing – e . . . e . . . e.

You can concoct sounds that suggest all the phonemes in the language.

- ◆ Use picture cards of animals. As each card is held up ask the children to make the sound of the animal with their voices.
- ◆ Put the animal cards into an order and create an 'animal chain' of sounds.
- ◆ Pass small toy animals around the circle, singing 'pass the animals round and round' to the tune of *London Bridge is Falling Down*. When the singing stops, the leader asks 'Who has got rabbit/dog/pig?' and the child with that animal has to make the appropriate animal sound.
- ◆ Encourage children to use voices or instruments to add sounds to stories such as *Bear Hunt*, or make up stories with the children about their favourite animals and then add sounds.

Rhythm and rhyme

As children chant and sing rhymes, skipping to the beat, they gradually acquire a repertoire of rhymes and they start to imitate. They might talk to their toys: 'eensy-weensy';]munching wunching'. They do this because they like the sound or feel of the sound on their tongues. They could not, at this stage, do it to order. For reading and spelling, children need to be able to recognise when two words rhyme and produce a rhyming string of words. There is a lot we can do to increase children's conscious awareness of rhyme, for example changing the words of a well known rhyme; making up rhyming couplets and leaving the final word for children to supply (there is a good illustration of this in the *NLS Training Pack module 2 video* in Gordon's reception class); playing rhyme tennis; matching objects which rhyme; and finding the odd-one-out – the word which doesn't rhyme in a group of three. When children can supply a list of rhyming words and non-words, after being given a start, they can be considered to be well on the way to grasping rhyme, e.g. adult says cat, mat sat. . . and the child continues fat, pat, mat, rat, hat etc. However, children may well be into Step 2 of this progression of activities before they can do this.

Alliteration

Singing rhymes and songs which have alliterative lines such as *Sing a Song of Sixpence* and playing with jingles (e.g. Can you count the candles on the cake?) or tongue-twisters, help 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 'sausage' begins with 's'. This is the learning objective of Step 2, but has its roots firmly in Step 1.

| Step 2 | Activities | Learning Objectives | Type | Page | PCM |
|--|--|---------------------|------|------|-------|
| <p>NLS Framework references YR: 1b, 2a, 2b, 2d, 4c</p> <p>Learning objectives</p> <ol style="list-style-type: none"> to be able to continue a rhyming string to hear and say phonemes /s/, /m/, /k/, /t/, /g/, /h/ in initial position to know phoneme-grapheme correspondences: s, m, c, t, g, h <p>Time scale: not possible to determine</p> | <p>Hearing and saying Jingles Pebble Game Tray Game Match Me Circle Swap Shop Jump in the Hoop</p> <p>Identifying phonemes and writing Letter Formation Which of Two (or more)? NSEW</p> <p>Recognising letters and reading Mood Sounds Flashcards Sock Puppets Noisy Letters</p> | 2 | D | 18 | – |
| | | 1 | S | 18 | – |
| | | 2 | S | 18 | – |
| | | 2 | S | 20 | – |
| | | 2 | G | 20 | – |
| | | 2 | G | 21 | – |
| | | 2 | D/S | 21 | – |
| | | 2/3 | S | 23 | 3 |
| | | 2/3 | G | 24 | 5–35 |
| | | 3 | D | 21 | – |
| | | 3 | D | 25 | 36–52 |
| | | 3 | D/S | 25 | – |
| | | 3 | G | 25 | 36–52 |

| Step 3 | Activities | Learning Objectives | Type | Page | PCM |
|--|---|---------------------|------|------|-------|
| <p>NLS Framework references YR: 1b, 1c, 2e</p> <p>Learning objectives</p> <ol style="list-style-type: none"> to hear and say phonemes in final position to consolidate previously learned phoneme-grapheme correspondences recognising that some alter in final position, e.g. ss, ck to know more phoneme-grapheme correspondences: l, n, d, k, sh, ch <p>Time scale: 2–3 weeks</p> | <p>Hearing and saying Tray Game Circle Swap Shop Croaker Alien Game</p> <p>Identifying phonemes and writing Letter Formation NSEW Finish It</p> <p>Recognising letters and reading Flashcards Sock Puppets Noisy Letters</p> | 1 | S | 18 | – |
| | | 1 | G | 20 | – |
| | | 1 | D | 26 | – |
| | | 1 | D | 27 | – |
| | | 2/3 | D/S | 21 | – |
| | | 1/2/3 | G | 24 | 5–35 |
| | | 1/2/3 | S | 27 | – |
| | | 3 | D | 25 | 36–52 |
| | | 3 | D/S | 25 | – |
| | | 3 | G | 25 | 36–52 |

| Step 4 | Activities | Learning Objectives | Type | Page | PCM |
|--|--|---------------------|------|------|-----------|
| <p>NLS Framework references YR: 2b, 2c, 2e, 4c Y1 T1: 4, 5, 6</p> <p>Learning objectives</p> <ol style="list-style-type: none"> to hear and say phonemes in medial position (/a/, /e/, /l/, /o/, /u/) to know more phoneme-grapheme correspondences (a, e, i, o, u and f, qu, b, r, j, p, th, ng) to segment to spell CVC words to blend to read CVC words <p>Time scale: 5–6 weeks</p> | <p>Hearing and saying Croaker Match Me Circle Swap Shop</p> <p>Identifying phonemes and writing Letter Formation Phoneme Frame Which of Two (or more)? Quickwrite Fans Full Circle Game Washing Line</p> <p>Recognising letters and reading Flashcards Sock Puppets Sound Buttons Cube Game Silly Questions Phoneme Count Bingo</p> | 1 | D | 20 | – |
| | | 1 | S | 20 | – |
| | | 1 | G | 26 | – |
| | | 2 | D/S | 21 | – |
| | | 3 | D/S | 22 | 1 & 2 |
| | | 1/2 | S | 23 | 3 & 4 |
| | | 2/3 | S | 24 | 1 & 2 |
| | | 2/3 | S | 28 | 53–5 |
| | | 2/3 | G | 29 | 5–35 |
| | | 2/3 | G | 33 | – |
| | | 2 | D | 25 | 36–52 |
| | | 2 | D/S | 25 | – |
| | | 2/4 | D | 30 | – |
| | | 2/4 | G | 30 | – |
| | | 2/4 | S | 31 | 64–70 |
| | | 2/4 | G | 32 | 93–5 |
| | | 1/4 | D | 33 | 108 & 109 |

Type means type of activity Demonstration, Show me or Get up and go
Page is the page number where the instructions for the game are given
PCM shows the pages of the photocopy masters related to the activity

PROGRESSION IN PHONICS

| Step 5 | Activities | Learning Objectives | Type | Page | PCM |
|--|---|---------------------|------|------|---------|
| <p>NLS Framework references YR:1 2b, 2c Y1 T2: 3</p> <p>Learning objectives</p> <ol style="list-style-type: none"> to hear phonemes within consonant clusters to know more phoneme-grapheme correspondences (v, w, x, y, z) to segment to spell words containing consonant clusters in initial position (CCVC) and final position (CVCC) to blend to read words containing consonant clusters in initial position (CCVC) and final position (CVCC) <p>Time scale: 3–4 weeks</p> | <p>Hearing and saying Croaker</p> | 1 | D | 26 | – |
| | <p>Identifying phonemes and writing Letter Formation</p> | 2 | D/S | 21 | – |
| | Phoneme Frame | 3 | D/S | 22 | 1 & 2 |
| | Which of Two (or more)? | 3 | S | 23 | 3 & 4 |
| | Quickwrite | 3 | S | 24 | 1 & 2 |
| | Fans | 3 | S | 28 | 56 & 57 |
| | Full Circle Game | 3 | G | 29 | 5–35 |
| | Washing Line | 3 | G | 33 | – |
| | <p>Recognising letters and reading Flashcards</p> | 2 | D | 25 | 36–52 |
| | Sock Puppets | 2 | D/S | 25 | – |
| | Sound Buttons | 4 | D | 30 | – |
| | Cube Game | 4 | G | 30 | – |
| | Silly Questions | 4 | S | 31 | 71–7 |
| | Phoneme Count | 4 | G | 32 | 96–101 |
| | Bingo | 1/4 | D | 33 | 110–13 |

| Step 6 | Activities | Learning Objectives | Type | Page | PCM |
|--|--|---------------------|------|------|-------|
| <p>NLS Framework references Y1 T3: 1 Y2 T1: 1,2,3</p> <p>Learning objectives</p> <ol style="list-style-type: none"> to know one representation of each of ten vowel phonemes (digraphs ai, ee, ie, oa, oo, or, ar, ir, oi, ou) to segment to spell words containing vowel phonemes represented by more than one letter to blend to read words containing vowel phonemes represented by more than one letter <p>Time scale: 3–4 weeks</p> | <p>Identifying phonemes and writing Phoneme Frame</p> | 1/2 | D/S | 22 | 1&2 |
| | Quickwrite | 1/2 | S | 24 | 1 & 2 |
| | Fans | 1/2 | S | 28 | 58–62 |
| | Full Circle Game | 1/2 | G | 29 | 5–35 |
| | <p>Recognising letters and reading Flashcards</p> | 1/3 | D | 25 | 36–52 |
| | Sound Buttons | 1/3 | D | 30 | – |
| | Silly Questions | 1/3 | S | 31 | 78–84 |
| | Washing Line | 1/3 | G | 33 | – |

| Step 7 | Activities | Learning Objectives | Type | Page | PCM |
|--|--|---------------------|------|------|--------|
| <p>NLS Framework references Y1 T3: 1 Y2 T1: 1,2,3,4 T2: 1,2 T3: 1,3</p> <p>Learning objectives</p> <ol style="list-style-type: none"> to segment to spell words containing vowel digraphs and trigraphs (ay, a-e, ea, igh, y, i-e, o-e, oe, ew, ue, u-e, oy, ow, er, ur, aw, air, ear, oo) to blend to read words containing the same vowel digraphs and trigraphs <p>Time scale: not possible to determine</p> | <p>Identifying phonemes and writing Phoneme Frame</p> | 1 | D/S | 22 | 1 & 2 |
| | Quickwrite | 1 | D | 24 | 1 & 2 |
| | Full Circle Game | 1 | D | 29 | 5–35 |
| | Rhyming Word Generation and Word Sort | 1 | S | 34 | – |
| | Split Digraph | 1 | G | 36 | 5–35 |
| | <p>Recognising letters and reading Flashcards</p> | 2 | D | 25 | 36–52 |
| | Sound Buttons | 2 | D | 30 | – |
| | Cube Game | 2 | G | 30 | – |
| | Silly Questions | 2 | S | 31 | 85–91 |
| | Phoneme Count | 2 | G | 32 | 102–7 |
| | Washing Line | 2 | G | 33 | – |
| | Bingo | 2 | D | 33 | 114–23 |

Phonic activities at each Step

| Game | Steps | | | | | | |
|--|--------------|---|---|---|---|---|--|
| Jingles | 2 | | | | | | |
| Pebble Game | 2 | | | | | | |
| Tray Game | 2 | 3 | | | | | |
| Match Me | 2 | 4 | | | | | |
| Circle Swap Shop | 2 | 3 | 4 | | | | |
| Mood Sounds | 2 | | | | | | |
| Jump in the Hoop | 2 | | | | | | |
| Letter Formation | 2 | 3 | 4 | 5 | | | |
| Phoneme Frame | 4 | 5 | 6 | 7 | | | |
| Which of Two (or more)? | 2 | 4 | 5 | | | | |
| Quickwrite | 4 | 5 | 6 | 7 | | | |
| NSEW | 2 | 3 | | | | | |
| Flashcards | 2 | 3 | 4 | 5 | 6 | 7 | |
| Sock Puppets | 2 | 3 | 4 | 5 | | | |
| Noisy Letters | 2 | 3 | | | | | |
| Croaker | 3 | 4 | 5 | | | | |
| Alien Game | 3 | | | | | | |
| Finish It | 3 | | | | | | |
| Fans | 4 | 5 | 6 | | | | |
| Full Circle Game | 4 | 5 | 6 | 7 | | | |
| Sound Buttons | 4 | 5 | 6 | 7 | | | |
| Cube Game | 4 | 5 | 7 | | | | |
| Silly Questions | 4 | 5 | 6 | 7 | | | |
| Phoneme Count | 4 | 5 | 7 | | | | |
| Washing Line | 4 | 5 | 6 | 7 | | | |
| Bingo | 4 | 5 | 7 | | | | |
| Rhyming Word Generation and Word Sort | 7 | | | | | | |
| Split Digraph | 7 | | | | | | |

Jingles

STEP 2

Purpose: to complete an alliterative pattern

Materials

a set of objects for the teacher

Procedure

- ◆ say a silly alliterative jingle, e.g. silly Simon silently sat on a.....; lucky Lucy licked a.....; furry Fred found a fat.....; Becky Butler bought a big blue....; tall Tariq took a.....
- ◆ hold up two objects one of which begins with the same initial phoneme as most of the words in the jingle
- ◆ ask the children which object you should choose to end the jingle
- ◆ all the children say the phoneme

Variation on the theme

The game can be made into a 'show me' game if all the children have an object and they hold it up if it will fit into the jingle.

D

Pebble Game

STEP 2

Purpose: to create rhyming strings

Materials

a pebble

Procedure

- ◆ sit in a circle
- ◆ start a slow clap and the children join in
- ◆ children keep clapping while you start a rhyming string, e.g. fat, cat, rat . . .
- ◆ on the word 'rat' you pass the pebble to the child on your left who passes it on as s/he says another rhyming word in time to the clapping
- ◆ that child passes the pebble to the next child who says another word in the rhyming string
- ◆ words can be repeated and nonsense words can be used
- ◆ a child can pass the pebble on in time to the clapping without contributing a word

S

Tray Game

STEPS 2 & 3

Purpose: to identify and match phonemes in initial or final position

Materials

- ◆ set of objects – one per child and selection for the teacher (suggestions for objects on page 19, many from the nursery classroom farm, home corner, play people etc.)
- ◆ a tray

Procedure

- ◆ give all the children an object
- ◆ hold out the tray
- ◆ put objects on the tray with the same initial or final phoneme
- ◆ call out the names of the objects as you place the objects, stretching out the initial phoneme, e.g. sssssausage, ssssock or the final phoneme, e.g. woolllllll, ballllllll (At Step 2 the phoneme will be in the initial position at Step 3 in the final position.)
- ◆ ask the children to hold up their object if it can be placed on your tray, i.e. has the same initial or final phoneme
- ◆ all the children say the phoneme

S

STEP 2**Possible objects for Tray Game/Match Me/Circle Swap Shop/Jump in the Hoop/NSEW**

| | | | | |
|----------|----------|-----------|------------|------------|
| sock | mirror | car | teddy | game |
| saucer | mug | cow | tap | grapefruit |
| soap | magnet | candle | tin | girl |
| scissors | mouse | cup | toothpaste | gate |
| salt | monkey | cardigan | toothbrush | goose |
| stone | marmite | card | telephone | goat |
| sweets | macaroni | cracker | tin opener | glove |
| seeds | map | cushion | twig | glue |
| star | matches | catalogue | tie | golf ball |
| spoon | mints | cat | towel | grape |

| | | | | |
|--------|---------|----------|--------|----------|
| hat | shoe | lamb | doll | nut |
| hammer | sheep | lollipop | dog | nail |
| hand | shelf | letter | dice | nose |
| head | ship | leaf | digger | notebook |
| hen | shirt | lid | dish | numbers |
| hoop | shampoo | ladder | disk | nine |
| hook | shell | ladybird | door | |
| horse | shapes | lorry | drill | |

STEP 3**Possible objects for Tray Game and Circle Swap**

| | | | | |
|-------|----------|-------|-------|------|
| bus | bed | nine | ball | leg |
| horse | bird | ten | doll | frog |
| purse | ladybird | pin | wheel | bag |
| mouse | shed | van | shell | dog |
| goose | spade | pen | wool | peg |
| house | bread | pan | bell | flag |
| case | wood | chain | tail | pig |

| | | | | |
|-------|-------|-------|-------|--|
| book | cat | mop | leaf | |
| sack | goat | tap | shelf | |
| brick | kite | map | roof | |
| hook | gate | clip | scarf | |
| sock | hat | top | loaf | |
| fork | eight | cup | calf | |
| clock | heart | grape | half | |

Match Me

STEPS 2 & 4

Purpose: to identify and match sounds in initial and medial position

S

Materials

set of objects – one per child (see Tray Game for Step 2 objects page 19)

Procedure

- ◆ give each child an object
- ◆ call out the sounds of initial phonemes
- ◆ each child holds up his or her object if it begins with the same phoneme (Step 2) or has the phoneme in the middle (Step 4)
- ◆ all the children say the phoneme

Variations

- ◆ say a whole word and ask the children to hold up their object if it begins with the same phoneme (Step 2) or has it in the middle (Step 4)
- ◆ hold up an object and ask the children to hold up their object if it begins with the same phoneme (Step 2) or has it in the middle (Step 4)

Circle Swap Shop

STEPS 2, 3 & 4

Purpose: to identify phonemes in initial, medial or final position

G

Materials

set of objects: enough for one per child (See page 19 and below for possible objects)

Procedure

- ◆ give each child an object
- ◆ sit the children in a circle
- ◆ call out a phoneme
- ◆ shout 'swap shop'
- ◆ children who have an object with the same phoneme in it stand up and swap places with each other (At Step 2 the phoneme will be in the initial position, Step 3 final position and Step 4 medial position.)
- ◆ all the children say the phoneme

Variation

Make the game more exacting by calling out 2 or 3 phonemes at once!

Possible objects for Match me and Circle swap shop – Step 4

| | | | | |
|------|--------|--------|-------|-------|
| cat | bed | six | top | nut |
| tap | peg | king | sock | cup |
| van | leg | spring | mop | duck |
| pan | bell | brick | frog | bus |
| flag | pen | dish | dog | sun |
| map | shed | disk | box | drum |
| sack | shelf | lid | sock | brush |
| man | ten | clip | clock | mug |
| bag | shell | pin | cross | plug |
| hat | twelve | pig | doll | plum |

Jump in the Hoop

STEP 2

Purpose: to identify and distinguish between phonemes in initial position

Materials

- ◆ set of objects – one per child
- ◆ 2 large hoops

Procedure

- ◆ give each child an object
- ◆ place the hoops on the floor
- ◆ place an object in each of the hoops
- ◆ the children jump in one of the hoops if they have an object which contains the same initial phoneme as the object in that hoop

G

Mood Sounds

STEP 2

Purpose: to pronounce phonemes correctly

Materials

none required

Procedure

- ◆ say a phoneme and ask the children to repeat it
- ◆ help the children to say the sounds as if they were angry, happy, frightened etc.

Variation

- ◆ this can be done alongside flashcards with the letter(s)/grapheme which represents the phoneme
- ◆ ask different groups of children to repeat the sound in order to ensure that all children are able to pronounce the phonemes correctly

D

Letter Formation

STEPS 2, 3, 4 & 5

Purpose: to teach children the movement of each letter

Materials

white board and pen

Procedure

- ◆ demonstrate new letter on the board, talking through where the letter begins, the direction it takes and where it ends (Schools usually have a method for this and perhaps a specific style of handwriting.)
- ◆ ask the children to practise writing the letter in the air

Note

Handwriting practice takes place outside the Literacy Hour.

Letters are grouped as follows:

c, a, o, d, g, q, s, f, e (all start with an anticlockwise turn)

n, m, r, p, b, h (all start at the top, descend and go back up the line)

i, j, k, l, t, u

v, w, x, y, z

D and S

Phoneme Frame

STEPS 4, 5, 6 & 7

Purpose: to spell words

Materials

- ◆ phoneme frame drawn on the whiteboard
- ◆ child-size phoneme frames (Make these by copying PCMs 1 and 2 on either side of a piece of A4 card and then covering with clear film so that dry-wipe pens may be used for writing – and writing erased easily.)
- ◆ pens and wipes for the children, one between two (Some children may need metal boards and magnetic letters.)

Procedure (Demo)

- ◆ say a word
- ◆ ask the children to tell you which phoneme starts the word
- ◆ ask which letter represents that phoneme
- ◆ write the letter in the first box in the frame
- ◆ ask which is the next phoneme they can hear
- ◆ ask which letter to write
- ◆ repeat until all the word is written in the phoneme frame

Procedure (Show me)

- ◆ say a word
- ◆ one child in each pair writes the word in the phoneme frame while the second child watches (The second child decides whether he/she agrees with the spelling; if there is disagreement they discuss and make changes if necessary.)
- ◆ children hold the frames up
- ◆ repeat with the other child in the pair writing the word

Word source for Phoneme Frame

- ◆ high frequency words
- ◆ words from other parts of the curriculum
- ◆ miscellaneous (see below)

D and S

PCM 1 and 2

| Step 4 | Step 4 | Step 5 initial | Step 5 final | Step 6 | Step 7 | Step 7 |
|--------|--------|----------------|--------------|--------|--------|--------|
| cat | bed | brush | self | chain | make | dark |
| can | leg | black | disk | rail | name | brown |
| map | bell | clock | end | keep | page | growl |
| sack | pen | cross | next | cried | date | south |
| man | shed | flag | lift | tried | save | push |
| bag | fish | frog | jump | road | teach | could |
| hat | chips | dress | must | boat | team | drawn |
| top | ship | glad | sent | spoon | eat | turn |
| sock | wing | green | held | tool | speak | learn |
| mop | nut | plan | melt | cloud | find | term |
| dog | cup | pass | help | found | nine | point |
| box | duck | stop | milk | bird | drive | toy |
| doll | sun | spell | bank | first | light | bear |
| shop | mug | slip | | car | twice | dare |
| | | smell | | hard | hole | hair |
| | | skip | | born | roll | stair |
| | | swim | | fork | told | near |
| | | trap | | coin | most | dear |
| | | twin | | spoil | broke | book |
| | | | | | stone | stood |
| | | | | | hope | |
| | | | | | tube | |
| | | | | | huge | |

Which of Two (or more)?

STEPS 2, 4 & 5

Purpose: to practise distinguishing the sound of one phoneme from another

S

PCM 3 and 4

Materials

- ◆ letter fans, one per pair of children (see below and PCMs 3 and 4)
- ◆ phoneme frame drawn on white board

Procedure

- ◆ indicate on the phoneme frame which part of the word children should listen to for the phoneme
- ◆ say a word
- ◆ the children repeat it after you
- ◆ one child from each pair should choose the letter(s) representing the phoneme in the specified part of the word, shows his or her partner and then holds up their agreed phoneme in the air
- ◆ repeat with the other child in the pair taking the lead

| Step 2 | | Step 4 | | Step 5 | | |
|--|---|---|--|--|---|---|
| PCM 3 fan1: s ? m c fan2: t g ? h | | PCMs 3 and 4 fan: o ? i e | | PCM 4 fan: b l r ? | PCM 4 fan: n ? d | PCM 3 and 4 fan: t ? l s n |
| game 1 mirror candle mummy castle music sailor sausage cream marriage careful curtain sawdust comb salt sandwich | game 2 hammer garage turnip house gravy timetable tractor goat heart heavy grandma gorilla hound toast | game 1 shop ship hot hit pit pot lock lick lit lot tick tock | game 2 bet hen ten set tin sit bit him king beg big red | game 1 bled bread bed red ---- beat bleat ---- bite blight bright right ---- break bake rake ---- back black | game 2 ban band bad ---- ten Ted tend ---- Ben bend bed ---- Len led lend | game 3 net knelt nest ---- wet west went when ---- bolt bone boast boat bowl ---- belt bent bet Ben best |

Quickwrite

STEPS 4, 5, 6 & 7

Purpose: to spell words

S

PCM 1 and 2

Materials

- ◆ phoneme frames on whiteboards(one between two)
- ◆ felt tipped pens/wet or dry-wipe pens
- ◆ selection of objects or pictures

Procedure

- ◆ give all the children one board between two children
- ◆ call out words/hold up objects or pictures and ask the children to write the word and then show it
- ◆ write the word on your whiteboard and draw on the sound buttons*
- ◆ all the children sound out the phonemes by pressing the sound buttons and saying the word

* refer to the Sound Buttons activity on page 30 for this technique

North, South, East and West NSEW

STEPS 2 & 3

Purpose: to identify phonemes in initial and final position

Materials

- ◆ four A4-sized letters (see PCMs 5–35)
- ◆ objects beginning (Step 2) or ending (Step 3) with one of the four letters (see page 19 for list of objects for Step 2 and below for Step 3)

Procedure

- ◆ four children are given the large letters to hold and sent to the four corners of the room – NSEW
- ◆ the rest of the children are each given an object
- ◆ children go to the corner containing the letter at the beginning (Step 2) or ending (Step 3) of their object
- ◆ ask the children to say the name of their objects and check that all agree they are in the right corner

Words for NSEW Step 3

| | | | |
|----------|------|------|-------|
| bed | leg | mop | cat |
| bird | frog | tap | goat |
| ladybird | bag | map | hat |
| shed | dog | clip | eight |
| bread | peg | top | heart |
| wood | flag | cup | shirt |
| head | pig | cap | skirt |

G

PCM 5–35

| | |
|-------|-------|
| clock | bell |
| sack | ball |
| brick | shell |
| sock | bull |
| rock | doll |
| truck | frill |

Flashcards

**STEPS 2, 3, 4,
5, 6 & 7**

Purpose: to practise phoneme–grapheme correspondence

D

PCM 36–52

Materials

a set of letter cards showing letters learned by the children

Procedure

- ◆ hold up the letter cards one at a time for the children to see
- ◆ either ask a child to say what phoneme the letter(s) represent or ask all the children to say the phoneme as quickly as they can
- ◆ use this activity regularly but briefly

Sock Puppets

STEPS 2, 3, 4 & 5

Purpose: learn new phoneme–grapheme correspondences

D and S

Materials

sock puppets for each letter of the alphabet – made by sticking or sewing a lower case letter of the alphabet onto the foot of a sock

Procedure

- ◆ place puppets of the letters that the children are learning in an opaque bag
- ◆ ask a child to come out and take puppet from the bag
- ◆ the child slips his/her hand into the puppet and says the phoneme represented by the letter

Noisy Letters

STEPS 2 & 3

Purpose: to practice phoneme–grapheme correspondence

G

PCM 36–52

Materials

sets of cards containing up to 5 different letters/digraphs, e.g. k, n, g, m, sh

Procedure

- ◆ give all the children a card
- ◆ ask the children to read the card and then hide it behind their backs
- ◆ all the children stand and continuously make the sound of the phoneme represented by the letter(s) on the card
- ◆ they then walk around the classroom and group together with other children who are saying the same phoneme
- ◆ end the game by asking all the children to turn over their cards and check that they have the same letter(s) as other people in the group

Croaker

STEPS 3, 4 & 5

Purpose: to identify the phoneme in a specified part of a word

Materials

- ◆ set of objects in an opaque bag
- ◆ a puppet

Procedure

- ◆ explain to the children that the puppet is finding it difficult to say some words
- ◆ ask a child to pull an object from the bag and tell everyone what it is
- ◆ the puppet (teacher) pronounces it incorrectly
- ◆ the children help the puppet by saying the word correctly, emphasising the part of the word the puppet is having difficulty with
- ◆ the puppet pronounces it incorrectly again
- ◆ the children continue to help the puppet
- ◆ the puppet says the word correctly
- ◆ repeat with another object from the bag
- ◆ ask the children which bit of the word the puppet keeps getting wrong
- ◆ do not play this game if a child with a significant speech problem is present

D

Lists of possible objects and incorrect names said by the puppet

| Step 3 | | Step 4 | |
|--------|------------------------------|--------|------------------------------|
| object | as mistakenly said by puppet | object | as mistakenly said by puppet |
| fish | fit | purse | piece |
| bus | bug | leaf | loaf |
| leaf | leak | wheel | whale |
| doll | dot | horse | house |
| purse | perk | book | beak |
| comb | coat | peg | pig |
| pen | peg | wool | wheel |
| soap | soak | pen | pan |
| dog | doll | disk | desk |
| hook | hood | ring | wrong |

| Step 5 | | | |
|----------------------------|------------------------------|--------------------------|------------------------------|
| initial consonant clusters | | final consonant clusters | |
| object | as mistakenly said by puppet | object | as mistakenly said by puppet |
| skipping rope | slipping rope | scent | set |
| present | pleasant | hand | had |
| frog | fog | list | lit/lift |
| fly | fry | shelf | chef |
| (picture of) crash | clash/cash | bank | back |
| cloud | crowd | sink | sick/silk |
| scarf | staff | belt | bet/bent |
| stone | scone | nest | net/knelt |
| smile | stile | (petrol) pump | pup |
| spider | cider | kilt | kit/kissed |
| snake | steak | (bottle of) milk | mick/mink |
| snow | slow | | |
| slug | snug | | |
| spanner | scanner | | |
| string | sting | | |
| bread | bed | | |

Alien Game

STEP 3

Purpose: to identify the phoneme at the end of a word

D

Materials

a puppet or stick puppet of a creature from outer space

Procedure

- ◆ tell the children that the puppet is having difficulty saying words correctly
- ◆ he is asking the shop keeper for what he wants but can't quite finish the words off
- ◆ ask the children to help him
- ◆ say the word the puppet wants to say and then say it without the final phoneme, e.g. cheese chee- and ask the children to say the final bit
- ◆ repeat with the following words: rice ri-, coke co-, meat mee-, bread bre- , soup soo-, fruit froo-

Finish It

STEP 3

Purpose: to write the final letter in a CVC word

S

Materials

- ◆ 3-phoneme frame drawn on the board
- ◆ fans of letters (one per pair of children) or a wall frieze of letters

Procedure

- ◆ tell the children you want to write a word, e.g 'sun'
- ◆ write the first two letters on the board in the 3-phoneme frame
- ◆ ask the children what is at the end of the word 'sun'
- ◆ when they have told you ask them what an 'n' looks like
- ◆ they could use fans to show you or point to the wall frieze

Variation

This game could be made into a 'get up and go' activity called 'pin the tail':

- ◆ make 10 words on the board with magnetic letters, all ending with different letters, e.g . sun, get, rub, sack, had, dog, bell, him, top, hiss;
- ◆ give the final letters/digraphs to 10 children;
- ◆ point to the beginning of a word, tell the children what the word should be and ask who has the right letter to come and 'pin the tail' on to it.

Fans

STEPS 4, 5 & 6

Purpose: to spell words

Materials

fans made with a designated set of letters, or letters written onto blank laminated fans, to be used in pairs (PCMs 53–62)

Procedure

- ◆ one child in each pair makes a word as specified by the teacher
- ◆ the other child checks it
- ◆ children put up their fans on a signal
- ◆ the other child makes the next word and so on

S

PCM 53–62

| | Step 4 PCM 53 | Step 4 PCM 54 | Step 4 PCM 55 | Step 5 PCM 56 | Step 5 PCM 57 |
|--|--|--|--|--|--|
| letters of fan | p-t-a-m-e-s | i-o-t-h-n-ch-a | u-o-e-g-b-l-d | s-c-b-f-o-t-l-p-a | s-k-e-p-i-l-l-m-n |
| CVC words which can be made with each fan | pet met pat map tap mat set sat | chin tin chat hat tin tan hot not | log dog leg beg dug bug led bud | slot clap blot flat slap flop flab flap | skill smell spin skip skim skin spill spell |

| | Step 6 PCM 58, 59 | Step 6 PCM 60, 61 | Step 6 PCM 62 |
|--|---|---|--|
| letters of fan | ai-oa-oi-l-n- d-m-p-t-c | ou-n-d-t-oo-p-r- th-sh-m-k-l-s-d | or-ar-n-k-m-f-b-p |
| CVC words which can be made with each fan | main pain coin loin loan moan plain maid laid paid mail pail tail nail coal | mound shout round out loud took shook rook mouth south sound stood | park bark mark pork fork born morn barn farm arm form for |

Full Circle Game

STEPS 4, 5, 6 & 7

Purpose: to manipulate phonemes

Materials

- ◆ List of words (see below)
- ◆ A4 letters and digraphs, e.g ee, ck, ng etc. (PCMs 5–35)

Procedure

- ◆ give the letters out to the children
- ◆ tell them the first word and ask the children who are holding the letters of the particular word to come to the front of the room and make the word
- ◆ all children say the word – the individual phonemes of the word and then the whole word again
- ◆ write the word on the board and tell the children that they are going to make a series of different words but that they will eventually come back to the word on the board (When that word appears again all shout 'full circle'.)
- ◆ say the next word
- ◆ ask the children at the front which of them has to sit down and which of them has the replacement letter to make the new word
- ◆ those two children swap places
- ◆ everyone says the new word, the phonemes and the word again
- ◆ say the next word and repeat as before until 'full circle'
- ◆ keep the game full of pace, a race to get 'full circle' before the time runs out.

G

PCM 5–35

Variation

You may prefer to have some more children 'occupied' during this game; they could write the next word on whiteboards before the child gets into position with the letter. This should not be allowed to detract from the pace of the activity.

| Step 4 | | | Step 5 | | | Step 6 | | Step 7 |
|---|--|--|---|--|---|--|--|--|
| game 1 f-t-p-c-n-a | game 2 b-c-p-sh-t- ck-a-o-i | game 3 s-r-b-o-i-u- a-ng-ck | game 1 s-l-c-f-i-a-p- ck-b | game 2 b-s-t-l-n-p- m-e | game 3 i-l-s-t-f-g-n- k-r-ck-p | game 1 i-ee-t-s-n-p-l | game 2 or-b-c-f-p-k- s-m-t-d-n | game 1 e-m-l-w-h-i- c-n-f-d-p-k |
| fat pat cat can pan fan fat | shop ship tip tap tack back bat cat cap cop shop | song sing ring rung sung sang bang back sack sock sick song | slip clip flip flap slap slack black flack flick slick slip | best belt bent pent pelt melt met net nest best | list lift gift silt silk sink rink rick lick lip lisp list | teen tin sin seen seep steep sleep slip tip tin teen | born corn cord ford fort port pork fork stork storm torn born | mice mine line life wife wine wipe wide hide hike mike mice |

Sound Buttons

Materials

none required

Procedure

- ◆ write a word on the whiteboard
- ◆ draw sound buttons representing phonemes underneath it, e.g.

cat frog feet

- ◆ ask children to come out and say each of the phonemes as they press the buttons, then say the whole word
- ◆ all the class says the phonemes and then the whole word

D

Cube Game

Materials

large cubes colour-coded for beginning, middle or end of words

Procedure

- ◆ draw/stick letters on each of the faces of the cube (letter choices below)
- ◆ make two notices: write 'word' and place a tick on one large piece of paper; write 'not a word' and place a cross on another
- ◆ stick one notice in one corner of the room and the second in the other
- ◆ two or three children throw the cubes in order
- ◆ the children are the jury
- ◆ nominate 4 children each time the cubes are thrown
- ◆ when the cubes are thrown the 4 children say the phonemes and then blend them. If they think the resulting word is a real word they go to stand at the piece of paper which says 'word'; if it is not a real word they go to the piece of paper which says 'not a word'
- ◆ the rest of the children decide who is right

G

| Step 4 | | Step 5 | | |
|--|---|--|---|---|
| game 1: 3 cubes 1. b-c-m-p-th-r 2. a-a-a-a-a-a 3. d-d-n-n-t-t | game 2: 3 cubes 1. b-b-s-s-m-m 2. a-a-e-e-i-i 3. d-d-t-t-ck-ck | game 1: 2 cubes 1. s-s-c-c-b-f 2. lot-lap-lack-lock-ling-lip | game 2: 2 cubes 1. g-g-t-t-d-d 2. rip-rip-rill-rill-ram-ram | game 3: 4 cubes 1. s-s-s-s-s-s 2. k-k-w-w-p-p 3. i-i-i-i-i-i 4. ll-ll-n-n-m-m |
| Step 7 | | | | |
| game 1: 2 cubes 1. w-r-l-m-n-p 2. ipe-ipe-ice-ice-ine-ine | game 2: 2 cubes 1. f-l-sh-w-t-s 2. ake-ake-ame-ame-ave-ave | | | |

Silly Questions

STEPS 4, 5, 6 & 7

Purpose: to read words in context

S

PCM 63–91

Materials

- ◆ sets of questions on large cards
- ◆ sets of yes/no cards – 1 set per child (PCM 63)

Procedure

- ◆ give every child a **yes** and **no** card
- ◆ hold up a silly question
- ◆ ask the children to read the question and answer it by holding up a **yes** card or a **no** card
- ◆ repeat with other silly questions

| Step 4 PCM 64–70 | Step 5 PCM 71–77 | Step 6 PCM 78–84 | Step 7 PCM 85–91 |
|---|---|---|--|
| Can a cat run? Can a hen dig? Is a dog red? Can a pen hop? Can a man run? Has the shop got fish and chips? Has a duck got tin legs? | Can a hand swim? Do slugs swing? Can a ship jump? Can a crab clap? Can you bang a drum? Can a web stand? Has a man got six hands? | Is the moon green? Can a boat float? Can a bird shout? Do cats bark? Have you tried to croak? Can a dog start a car? Do you live on Mars? | Can you play in a park? Can you play darts? Do mice dream? Is it dark at night? Did you have cards on your birthday? Can a goal keeper score a goal? Do crows fight? |

Additional sentences not on PCMs

| Step 4 | Step 5 | Step 6 | Step 7 |
|---|---|--|---|
| Can a doll sit? Can a bell ring? Can a pig sing? Is the sun hot? Can chicks run up a hill? Is a rat big? Can a duck sit on a log? | Can a clock get cross? Can a man get in a pram? Has a frog got ten socks? Has a fox got a brush? | Is a house proud? Do sheep live on farms? Have you cried aloud? Have you seen a shark? Are rocks hard? | Can you draw on card? Does a mole eat toast? Do you squeal when your teeth come out? Do you like prawns? Can whales grow in soil? |

Phoneme Count

STEPS 4, 5 & 7

Purpose: to reinforce the correspondence between two (or more) letters and one phoneme

Materials

- ◆ word cards (see below)
- ◆ number cards 2–6 on a 'flipover' for each child or one between two (see PCM 92)
- ◆ A5 envelopes (numbered 2–6) pinned on the wall

Procedure

- ◆ hold up the first word
- ◆ children read the word aloud
- ◆ put the word out of sight
- ◆ children say the word and count the phonemes in the word on their fingers
- ◆ children select the correct number of phonemes on their flipovers and hold them up
- ◆ put the word into the appropriately numbered envelope agreed by the children.
- ◆ repeat with rest of the words
- ◆ take the words back out of the envelopes and compare some of them, drawing the children's attention to the variation in length of words containing the same number of phonemes: one sound = two or three letters.

G

PCM 92–107

| Step 4 | | Step 5 | | | | Step 7 | | | |
|-----------|-----|-----------|-----|------------|-----|-------------|-----|-------------|-----|
| PCM 93–95 | | PCM 96–98 | | PCM 99–101 | | PCM 102–104 | | PCM 105–107 | |
| game 1 | no. | game 1 | no. | game 2 | no. | game 1 | no. | game 2 | no. |
| dogs | 4 | well | 3 | web | 3 | queen | 3 | day | 2 |
| with | 3 | add | 2 | scrub | 5 | sail | 3 | know | 2 |
| cash | 3 | crash | 4 | match | 3 | tooth | 3 | bright | 4 |
| chips | 4 | thin | 3 | spend | 5 | toast | 4 | mind | 4 |
| thin | 3 | think | 4 | it | 2 | ground | 5 | scream | 5 |
| at | 2 | thing | 3 | still | 4 | thorn | 3 | space | 4 |
| fish | 3 | thrush | 4 | crack | 4 | sprint | 6 | most | 4 |
| shut | 3 | sprint | 6 | ash | 2 | wish | 3 | mind | 4 |
| in | 2 | edge | 2 | scrunch | 6 | throat | 4 | shame | 3 |
| ash | 2 | crab | 4 | hiss | 3 | match | 3 | stretch | 5 |
| eggs | 3 | itch | 2 | spring | 5 | stool | 4 | twice | 4 |
| rich | 3 | at | 2 | up | 2 | chain | 3 | shy | 2 |

Washing Line

STEPS 4, 5, 6 & 7

Purpose: to spell words

Materials

- ◆ sock puppets (See page 25)
- ◆ washing line

Procedure

- ◆ string a washing line across the classroom
- ◆ line up the sock puppets in alphabetical order
- ◆ call out words
- ◆ ask a group of children to go and get the socks they need to spell the word and make it on the washing line
- ◆ if you are careful about which words you call, two groups can go out at a time

Note

If you wish to spell words that contain double letters, e.g. those with double end consonant -full, -miss, -fluff, you will need to make two sets of puppets.

G

Bingo

STEPS 4, 5 & 7

Purpose: to blend phonemes for reading

Materials

- ◆ three sets of laminated bingo cards, one per pair (see below)
- ◆ pens and wipes
- ◆ master cards for the caller – teacher (photocopy the lists below)

Procedure

- ◆ give pairs of children a bingo card
- ◆ call out a word
- ◆ children search for the word on their card and put a tick against it if they have it
- ◆ a pair who has a full set of ticks shouts BINGO
- ◆ ask one of the pair to read the words on the winning card for you to check they were accurate

D

PCM 108–123

| Step 4 | Step 5 | |
|--|---|---|
| game 1 PCM 108 & 109 song-ring-rung-rang-sing disk-desk-dent-damp-dump well-will-wish-win-whip lack-lick-lock-luck-loss | game 1 PCM 110 & 111 shack-sack-sick-sock-shock swing-sling-sing-sting-stick grid-glad-grub-gruff-glass still-sniff-stiff-stuff-sledge | game 2 PCM 112 & 113 fled-Fred-fed-fresh-flesh wimp-wind-whisk-west-went held-hump-hand-hulk-hunt must-musk-mist-milk-mint |
| Step 7 | | |
| game 1 PCM 114 & 115 life-like-bike-bite mine-mind-mile-might hide-ride-ripe-write smile-strike-side-slime | game 2 PCM 116 & 117 coal-cold-coast-code-coke goal-gold-goat-ghost-groan mole-moan-moat-most-mode strode-stroll-stole-stroke-stone | game 3 PCM 118 & 119 fuse-flute-fruit-fume-few boot-brute-bruise-blue-broom stew-stool-spoon-school-Sue rule-roost-root-rude-roof |
| game 4 PCM 120 & 121 rake-rail-reel-roll-rule raced-roast-roost-rust-wrist rate-right-wrote-root-rot raid-ride-road-rude-rid | game 5 PCM 122 & 123 fight-feet-fort-foot-fright crown-cloak-cream-crawl-cry cheat-chain-charm-cheap-chest bright-brown-broom-brain-brand | |

Rhyming Word Generation and Word Sort

STEP 7

Purpose: to generate words containing the different spelling patterns for the same vowel phoneme

Materials

- ◆ 'post-its' or small cards and re-usable adhesive, e.g. Blutak
- ◆ whiteboards in pairs

Procedure

- ◆ write a word on the board
- ◆ children suggest words which rhyme
- ◆ write their words on 'post-its' and display them on the wall
- ◆ pick out one word and ask the children what vowel phoneme it contains
- ◆ children write the letter(s) representing the vowel phoneme on their whiteboards and hold them up
- ◆ after discussion, write the letter(s) on the whiteboard to head up a column and move the word into that column
- ◆ repeat with another word until all alternative spellings for the vowel phoneme are written as column headers
- ◆ one child stands at board and takes instructions from the other children in sorting the remaining words into the columns
- ◆ have a discussion about the most common spellings and extend the investigation to other words containing the same vowel phoneme

Variation

When you have done this a few times with the class, it should be possible to do this activity quickly by generating the words straight onto the board, not on 'post-its'. Make sets of cards of the words so that the children can do the sorting activity in pairs in independent group time.

D

Lists of rhyming words to be used for the Word Sort which illustrate the range of spellings of each vowel phoneme, and which show the phoneme at the end of the word and as the middle vowel.

| day | date | see | street | my | right | go | hole | to | soon |
|------------|-------------|------------|---------------|-----------|--------------|-----------|-------------|-----------|-------------|
| bay | ate | be | eat | by | bite | bow | bowl | blew | boon |
| bray | eight | bee | beet | buy | bright | crow | coal | brew | dune |
| clay | bait | key | beat | cry | blight | dough | dole | cue | June |
| Kay | Kate | fee | bleat | die | kite | foe | foal | queue | moon |
| gay | crate | glee | cheat | dry | fight | flow | goal | crew | noon |
| grey | fate | he | feet | fry | flight | glow | mole | clue | prune |
| hay | fete | Lee | fleet | fly | fright | grow | pole | do | soon |
| jay | freight | Leigh | heat | guy | height | hoe | poll | drew | spoon |
| lay | gate | me | meat | high | light | Joe | roll | few | tune |
| may | grate | knee | meet | hi | might | low | sole | flew | |
| neigh | great | pea | neat | lie | mite | mow | soul | grew | |
| pay | hate | plea | peat | nigh | night | no | stole | glue | |
| play | late | sea | Pete | pie | knight | row | stroll | hew | |
| pray | mate | she | pleat | pry | plight | sow | scroll | Jew | |
| ray | plate | ski | seat | ply | quite | stow | toll | loo | |
| say | rate | tea | sweet | rye | write | slow | vole | moo | |
| stay | slate | tree | sleet | sigh | site | snow | whole | new | |
| spray | spate | we | sheet | shy | sight | show | | pew | |
| sleigh | skate | wee | treat | sty | spite | toe | | rue | |
| stray | state | | wheat | spy | slight | though | | stew | |
| sway | trait | | | sky | tight | woe | | screw | |
| tray | weight | | | tie | white | | | chew | |
| they | wait | | | why | | | | shoe | |
| way | | | | | | | | view | |
| | | | | | | | | zoo | |

| here | chair | turn | boy | for * | law * |
|-------------|--------------|--------------|-------------|--------------|--------------|
| beer | bare | burn | joy | or | claw |
| cheer | bear | churn | | oar | flaw |
| clear | care | earn | | bore | jaw |
| queer | dare | fern | soil | chore | paw |
| dear | fare | learn | boil | core | raw |
| deer | fair | stern | spoil | door | squaw |
| fear | glare | turn | oil | drawer | thaw |
| gear | hair | | coil | for | |
| hear | hare | | foil | four | |
| jeer | lair | bird | toil | floor | |
| near | mayor | curd | | more | |
| peer | mare | heard | | pore | |
| rear | pear | third | coin | roar | |
| steer | pair | word | join | soar | |
| spear | rare | | | score | |
| tear | stare | | | store | |
| tier | stair | first | | shore | |
| weir | share | burst | | sore | |
| we're | spare | thirst | | tore | |
| year | square | worst | | wore | |
| | swear | | | | |
| | snare | | | | |
| | tear | | | | |
| | there | | | | |
| | their | | | | |
| | they're | | | | |
| | wear | | | | |
| | where | | | | |

* **Note** in some accents the words 'law' and 'for' rhyme so these lists will be amalgamated

Split Digraph

STEP 7

Purpose: to introduce the split vowel digraphs as in *made, line, pole, cube*

D

PCM 5-35

Materials

A4 letters and list of words (see below)

Procedure

- ◆ do this activity after the children have explored the digraphs (ie, oe, ue) in Rhyme Generation and Word Sort
- ◆ distribute the letters amongst the children
- ◆ say a word ending in the vowel digraph, e.g. 'tie'
- ◆ ask the children how it is spelled and write it on the board
- ◆ put sound buttons underneath indicating two phonemes; point out the two letters making the vowel phoneme
- ◆ ask the children with the letters for that word to come out and make it; the 'i' and 'e' should hold hands
- ◆ ask the child who has the right letter to make the word into 'time'
- ◆ the child will probably stand at the end of 'tie', making 'tiem'; if another child does not correct it, point out that the 'm' goes between the 'i' and the 'e' and that the 'i' and 'e' children still make the same sound and so should hold hands behind the 'm'.
- ◆ continue making words from the list

| | | | |
|---------------|--|---|--|
| large letters | t-i-e-m-l-c-r-k-n-p | t-o-e-n-s-l-h-p-k-j | c-u-e-b-t-n-p-r-h-g |
| key word | tie | toe | cue |
| teaching word | time crime lime like line pine pie | tone stone stole hole pole poke joke joe | cube tube tune prune huge cute cue |

Photocopy Masters

| | | |
|---------|---|---------------|
| 1 | 3-phoneme frame | |
| 2 | 4-phoneme frame | |
| 3 | Which of Two (or more)? fans | |
| 4 | " | |
| 5-35 | Large cards for NSEW, Full circle Game, Split Digraph | |
| 36-52 | Medium cards for Flashcards and Noisy Letters | |
| 53 | Fans | Step 3 |
| 54-55 | " | Step 4 |
| 56-57 | " | Step 5 |
| 58-62 | " | Step 6 |
| 63 | Yes/No cards for Silly Questions | |
| 64-70 | Cards for Silly Questions | Step 4 |
| 71-77 | " | Step 5 |
| 78-84 | " | Step 6 |
| 85-91 | " | Step 7 |
| 92 | Numbers flipover cards for Phoneme Count | |
| 93-95 | Phoneme Count | Step 4 |
| 96-98 | " | Step 5 Game 1 |
| 99-101 | " | Step 5 Game 2 |
| 102-104 | " | Step 7 Game 1 |
| 105-107 | " | Step 7 Game 2 |
| 108-109 | Bingo | Step 4 Game 1 |
| 110-111 | " | Step 5 Game 1 |
| 112-113 | " | Step 5 Game 2 |
| 114-115 | " | Step 7 Game 1 |
| 116-117 | " | Step 7 Game 2 |
| 118-119 | " | Step 7 Game 3 |
| 120-121 | " | Step 7 Game 4 |
| 122-123 | " | Step 7 Game 5 |