

Highland Literacy
www.highlandliteracy.com



PHONICS

L. Sim, F. Shearer, S. Fraser
June 09

E. MacKenzie and J. Cook
Updated: May 2013

Emerging Literacy Group
Updated: September 2016

PHONICS GUIDELINES

Curriculum for Excellence

The strategies suggested in this booklet support the following **Literacy and English** outcomes and experiences from *Curriculum for Excellence*.

		Levels	
Organisers	Sub divisions	Early	First
Reading	Enjoyment and choice	<i>LIT 0-01a/LIT 0-11a/ LIT 0-20a</i>	
	Tools for reading	<i>ENG 0-12a/ LIT 0-13a/ LIT 0-21a</i>	<i>ENG 1-12a</i>
Listening and Talking	Enjoyment and choice	<i>LIT 0-01a/LIT 0-11a/ LIT 0-20a</i>	
Writing	Enjoyment and choice	<i>LIT 0-01a/LIT 0-11a/ LIT 0-20a</i>	
	Tools for writing	<i>ENG 0-12a/ LIT 0-13a/ LIT 0-21a</i>	<i>LIT 1-21a</i>

Taking a developmental approach to Emerging Literacy

Within Highland we take a developmental approach to emerging literacy, ensuring that learners are supported through the development of concepts of print, oral language, phonological awareness and pre-handwriting skills.

Support resources are found on www.highlandliteracy.com/emerging-literacy.

Practice guidance in Highland suggests that a school's phonics programme should consider each child's level of phonological awareness development, and include instruction and activities to support the development of these skills.

Methodology

In Highland we do not suggest a particular approach, whether it be synthetic or analytic phonics, or a particular scheme. What is agreed across Highland, based on the research, is that phonics is integral to a learner's reading journey. This should be built on sound Phonological Awareness skills.

There is a difference between children being exposed to the initial sounds and having to manipulate these sounds within word building and segmenting activities. Our guidance in Highland would recommend that these should be planned for at a developmentally appropriate manner once children have secure phoneme blending and phoneme segmentation skills.

JOLLY PHONIC ACTIONS (HLP's first 33 sounds)

- s** Weave hand in an *s* shape, like a snake, and say *ssssss*
- a** Wiggle fingers above elbow as if ants crawling on you and say *a, a, a.*
- t** Turn head from side to side as if watching tennis and say *t, t, t.*
- i** Pretend to be a mouse by wriggling fingers at end of nose and squeak *i, i, i.*
- p** Pretend to puff out candles and say *p, p, p.*
- n** Make a noise, as if you are a plane - hold arms out and say *nnnnnn.*
- ck** Raise hands and snap fingers as if playing castanets and say *ck, ck, ck.*
- e** Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh.*
- h** Hold hand in front of mouth panting as if you are out of breath and say *h, h, h.*
- r** Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *rrrrrr.*
- m** Rub tummy as if seeing tasty food and say *mmmmmm.*
- d** Beat hands up and down as if playing a drum and say *d, d, d.*
- g** Spiral hand down, as if water going down the drain, and say *g, g, g.*
- o** Pretend to turn light switch on and off and say *o, o; o, o*
- u** Pretend to be putting up an umbrella and say *u, u, u.*
- l** Pretend to lick a lollipop and say *|||||.*
- f** Let hands gently come together as if toy fish deflating, and say *fffffff.*
- b** Pretend to hit a ball with a bat and say *b, b, b.*
- j** Pretend to wobble on a plate and say *j, j, j.*
- z** Put arms out at sides and pretend to be a bee, saying *zzzzz.*
- w** Put out hands and make windscreen wiper actions, saying *w w w w w*¹
- v** Pretend to be holding the steering wheel of a van and say *vvvvv.*
- y** Pretend to be eating a yogurt and say *y, y, y.*
- x** Pretend to take an x-ray of someone with an x-ray gun and say *ks, ks, ks.*
- qu** Make a duck's beak with your hands and say *qu, qu, qu.*
- ch** Move arms at sides as if you are a train and say *ch, ch, ch.*
- x2** Pretend to turn the knobs of a crackling radio and say *chchchchch.* You are trying to find Loch Broom Radio²
- sh** Place index finger over lips and say *shshsh.*
- oo** Move head back and forth as if it is the cuckoo in a cuckoo clock,
- ee** Put hands on head as if ears on a donkey and say *ee-or, ee-or*
- sh** Place index finger over lips and say *shshsh.*
- th th** Pretend to be naughty clowns and stick out tongue a little for the *th*,
And further for the **th** sound (as in *this* and *thumb*)
- wh** Blow onto open hand as if you are the wind and say *wh wh wh*

¹ This action has been created by HLP to teach the Scottish sound 'w'

² This action has been created by HLP to teach the Scottish sound 'ch'

Activities to support the teaching of Synthetic Phonics

- Flashcards – Ideally this should be done every day adding the new sounds as they are taught. The teacher speeds through the flashcards with pupils saying the sound in unison. The pupils will then be able to work **in pairs** and small groups to practise in the same manner.
- Say the sounds – The teacher may prefer to keep a permanent display of known sounds – teacher points and pupils say sounds in unison every day.
- Speedy Sounds – Known sounds are written on a sheet/whiteboard. Children work with a **partner** to point and read the sounds quickly. This could also be an everyday exercise, adding more sounds as they are taught. Progression could be to write the sounds. A copy could be sent home to parents to play together to reinforce the sounds learnt.
- Word Building – Using the flashcards above, pupils move them together to make words. This can initially be modelled as whole class and then **in pairs**.
- Top tip – When word building ask pupils to point to a finger (from left to right) one finger for each sound. This helps them visualise the word building.
- Word building – In pairs, pupils point to letters to make words. This can also be an everyday exercise, adding more sounds as they are taught. Again modelled as whole class first.
- Dictation – Children could work **in pairs**, using the sounds from each group of letters taught. For example, when they know the first 6 letters, *s a t i p n*, they can take turns to ask each other to write words or even short sentences, e.g. *ant, sat, pin* or *an ant sat*. One child reads the words from a flashcard, while the other writes. More able children could read and/or write longer sentences e.g. *an ant sat in a pit*.
- I Spy – This is a great old fashioned game to play. It doesn't need to be the initial sound, it could be a sound at the end of a word, in the middle or even a digraph eg I Spy something ending with 'sh'. Once modelled as whole class, pupils play in **pairs/trios**.
- Word Building – Use Phonix cubes or magnetic letters to build up words with a **partner** or with the teacher. Ideally, every pair should have a magnetic board with the known sounds kept on it. New sounds are added as they are taught. This means that pupils can word build every day in their pairs
- Act it out – Use a jolly phonic action- **partner** has to guess the sound. Demonstrate as class first.
- Silent Blending – Use jolly phonic actions to blend words, children have to tell you the word. Children could do this **in pairs**, one is given the word and does actions for their partner to guess.
- Phonic washing line – Use as you would a number washing line eg speedy sounds, word building, missing letters

- Guess the sound – Show only part of a sound card, pupils have to guess the sound. Great fun **in pairs!**
- What am I writing? – Write a sound in the air. Pupils guess the sound. Play in **twos**. Can also write on their hand or back (with their finger!)
- Sound hunt – Hide sound cards around the playground during class time. Pupils go off in **pairs**. They can collect all the cards they can read but must put it back if they don't know. Who gets the most?
- Word building (again) – Turn about – Tell your partner a word beginning... with or ending with. Win a counter for each one. Which pair has the most? Could put a time limit on it eg 1 minute.
- Sound Sacks – In each sack there is a set of letter sounds, flashcards of words and sentences that can be made using those sounds, an object which can be spelt using all of those sounds and a common word. Each sack should also contain a whiteboard and pen. This can be used with the whole class or a small group. The next sack would have one more sound and another common word.
- Newspapers – Children can highlight all the sounds/words they know in a newspaper/magazine – best done with **a partner**
- Bob the Builder 1 – A plastic builder's hat is a great prop to use when modelling word building. Also a tape of the song, played at the beginning of the word building session motivates the pupils and gets them ready to begin building words.
- Bob the builder 2 – One pupil has magnetic board with known sounds and builds words during the song. The other pupil has a strip of paper and felt pen and copies each word made. They must agree that each word made is a real word and they can read it before it is written down. How many words can they make before the song stops?
- Songs and rhymes – Jolly phonics have excellent jingles to sing along to. Pupils love them and because it uses another learning style, they learn them better. Other phonic resources have songs and rhymes.
- Bingo, snap, pairs – Very simple to use sets of cards to play these games. Sets of first sounds are at the back of this booklet. Once demonstrated, can be played in **trios/pairs**.
- Bingo 1 – Each **pair** has an alphabet strip and points to sounds called out (speedy). You can make it harder by asking the sound after 'g', the sound in between a and c?
- Human words – Good fun! Give **small groups** a pile of large letters (all the sounds that have been taught. Call out a word eg dog. Which group can chose the correct sounds and make themselves into the word first? This can be done independently by giving a couple of children the list of words. Best to do this in twos so one can be checker.

- Feely bag – Use wooden or magnetic letters. Pupils feel a letter and guess what it is. If they are correct, they ‘win’ the sound. If not **their partner** tells them it and it goes back into the bag. Can they make a word with the sounds they win?
- Roll a dice – Put sound stickers on dice (or simply write sounds on paper numbered 1 to 6). Pupils think of word beginning/ending/middle with that sound. They can’t use the same word again. **Play in pairs or trios.**
- Snakes and Ladders – Use ordinary snakes and ladders and put sound cards on each square and play as usual. If they get it right, they go up the ladder, if they get it right, they go ‘up’ the snake. If they get it wrong, they go down the snake and ladder. Alternatively, cards of sounds, could just be on a pile and taken when the pupil lands on a snake or ladder.
- Noughts and Crosses – as above but completing a noughts and crosses grid, but only if they get the sound correct.
- Phonic wheels – Remember those? Two circles (different sizes) held together with paper fastener. Sound written in middle and endings around outside. Spin and make words in pairs. Tip – don’t make them all real words. They have to decide ‘is it a real word?’ Make it a game by adding counters to win.
- Going fishing – Make some simple card fish with CVC words (or sounds) on them. Attach a paper clip. Make fishing lines with a magnet on the bottom. Pupils catch a fish. If they can read the word, they get to keep it. If not, it’s thrown back in. This is best played in a team of two so they can work out the word collaboratively. This game can be made a simple or as challenging as you wish.
- Bingo 2 – pupils choose 6 sounds to write on board (in pairs or as individual) Put on screen saver from www.sparklebox.co.uk called ‘sea of sounds’. As one of their sounds swims across the screen, pupils cover it with a counter. Every so often all the sounds swim across at the same time. When this happens, all pupils in group say the sounds.
- Capture – Divide class/group into two long lines. Teacher shows a flash card to the pupils who are the front of both lines. The first one to say it correctly wins, captures the other one and both go to the end of the winning line. The game then continues with the next two. Can one team ‘capture’ all members of the other team?
- Race against the clock – Two pairs compete against each other. Each pair has a white board and one pen. They each pick an ending *eg in, at, op, ub* from a bag without looking. They set the timer to two minutes and together write down all the words they can build with that ending. At the end of the time, the pairs swap boards to be checked to make sure they are real words. The pair with the most words wins that round. Cards are put back into the bag and the game is played again but this time the writer is the other member of the pair.

GAELIC

Teachers of Gaelic medium will be following the Highland Gaelic programme for the teaching of phonics. However, the key aspect of making learning 'active' remains. Many of the activities suggested in this booklet can be used when teaching sounds.

Introducing English to Gaelic medium pupils

These English phonics need to be taught to Gaelic medium children as they are not taught in GM.

Initial sounds

j k q v w x y z

blends

ch sh th wh

ee oo

a-e i-e o-e u-e

ay ai

ea

igh

ue ew

oi oy

ow ou

oa aw

Pronunciation of the sounds

It is important that the sounds of the letters are used and **not** their names - a, b, c and **not** ai, bee, sea. This will help to when making words or when breaking words up into sounds.

They also need to be pronounced softly and without an added 'i' sound – **s** = ssssss not 'si'
r = rrrrrrrr and not 'ri' **m** = mmmm not 'mi' **n** = nnnnnnnn and not 'ni'

Basic Scottish Sounds

s	t	p	n	ck	h	r	m	d
g	l	f	b	j	qu	v	w	x
y	z	wh	sh	ch	ch as in 'och'	th as in 'three'	th as in 'the'	ng
a	e	i	o	u	ai	ee		