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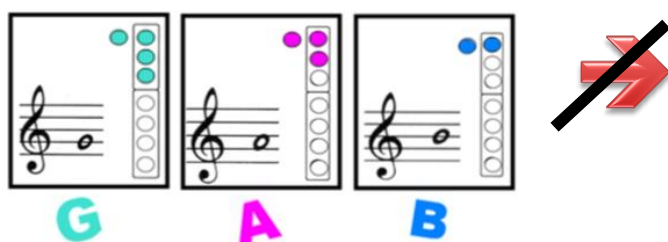
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## Teaching Phonics

This shows a development structure in phonics. It is important when teaching phonics, we teach the children the code for the phoneme (what we hear) and how it can be represented by a grapheme (how we write the sounds).

Encoding - spelling	Phoneme/ grapheme code	Decoding - reading
<p>Listen to the spoken word: <b><u>pat</u></b> Stretch it: p – a – t Count the sounds: 3 Match each sound to a letter: pat</p>	<p>S, a, t, p</p>	<p>Look at the written word: <b><u>pat</u></b> Sound out each letter. Look for 'special friends'. These are two or more letters which together make the one sound.</p>

When a child has learnt the first three notes on the recorder, we wouldn't expect them to play a piece of music containing many notes and different timings.



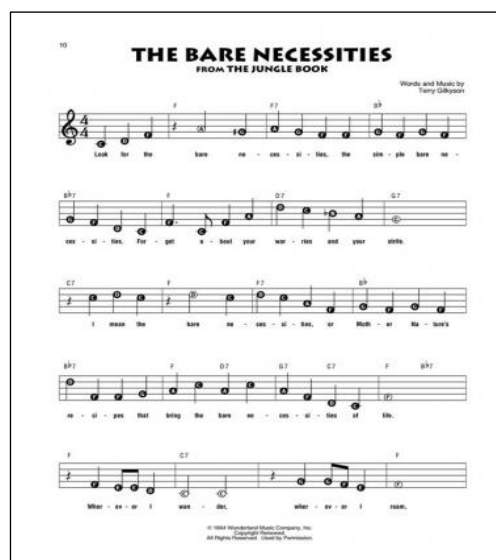
We should, therefore work in a similar way when teaching spelling and reading. We give our pupils the opportunity to work with the phonemes and graphemes that they have already learnt.

The rate in which you work with the pupils, must be set by them, but we must always keep a measure of urgency.

As you teach, make provision for the following steps in the learning process:

1. Acquisition - initial learning
2. Fluency - practicing new skill knowledge over following weeks
3. Maintenance - maintaining skill and knowledge over following years
4. Generalisation - using skill or knowledge in different contexts
5. Adaption - using the skill or knowledge to solve and unrelated problem

Often learning is lost over the years if it is not maintained. E.g. Children learn the letter sounds in Primary 1 then think that it is 'grown up' to use letter names. They



then don't maintain the instant ability to recall the letter sounds for decoding and encoding. This can create reading and spelling difficulties.

## **Lesson Plan**

### **Introduction**

Set the objectives and discuss the criteria for success

### **Revisit and review**

Practise previously learned letters

Practise **oral** blending and segmentation

### **Teach**

Teach a new letter or letters

Teach blending and/or segmentation with letters

Teach tricky words (in the early stages)

### **Practise**

Practise reading and/or spelling words with the new letter

### **Apply**

Read a caption or a decodable reader

Write a caption or sentence

### **Assess**

Check the learning against the criteria set in the introduction

## **Common words**

all are as at be but can came for had have him his  
my new no not on one said she so they two we  
when with you

We're going to...



Hear it and say it!

chat

Stretch it and count it!



ch-a-t (3 sounds)

Write it and mean it!



chat

And put it in a sentence.



Because we're...

spelling!

## What a web!

It is important to link in phonic development with reading, spelling and writing. Although each will be taught as discrete lessons, they must also be used to back up and reinforce each other. When children see the links, and know how to transfer the knowledge for phonics to both reading and spelling, then their learning will be more secure.

This pack provides a step by step structure for teaching phonics linking spelling and reading.

## Important Elements on the learning process

- Teaching phonics must begin as an auditory activity, If they can't hear and identify the sound, it is going to be difficult for them to link the sound (phoneme) to the written form (grapheme). Make this a multisensory experience. Sound, actions, visuals and link it to something they are familiar with.
- Ensure that your pupils are always actively involved with small challenges and have the opportunity to use the phonic code for both spelling and reading from the beginning.
- Give opportunity for practicing their new skills to automaticity and then to maintain them.
- Use as many different ways of providing this practice: magnetic letters, clapping rhythms, stretching words, counting sounds, writing and checking, peer, paired reading activities, whole class shared reading, games.....
- As soon as they know some sounds, show them how they can build up words with them.
- Keep the pace as fast moving as you can, but not too fast that new knowledge can't be embedded and retained.
- Practice writing and reading the same words, but remember to use encoding strategies for spelling and decoding strategies for reading.

Spelling - Encoding	Reading - Decoding
Say the word (don't look at it yet) Stretch the word <u>ch</u> – i – <u>ck</u> – e – n Count the number of sounds <u>ch</u> <u>ick</u> <u>e</u> <u>n</u> = 5 Match a letter or letters to each sound	Look at the word shaping Try to identify special friends (two or more letters together making one sound) <u>shaping</u> Sound out the word using these special friend sounds If the word doesn't sound right, could one letter be sounded a different way? <u>sh</u> <u>a</u> <u>p</u> <u>i</u> <u>n</u> <u>g</u>

## Phonic progression for spelling and reading

Stage One <a href="#">Letters and sounds phase 1 resources</a>	
Build up phonological awareness See highland council Phonological awareness	
<b>Stage Two</b> Stage two introduces 19 letters of the alphabet and one sound for each, blending sounds together to make words, segmenting words into their separate sounds and beginning to read simple captions.	
Introduce and practice the simple phoneme/graphemes	
Set One <a href="#">Letters and sound phase 2 resources</a>	
Phoneme/grapheme	<b>s a t p</b>
words	sat, tap, sap, pat
Magnetic letters	s, a, t, p,
Common words	a and he I
Set Two	
Phoneme/grapheme	<b>i n</b>
words	pit, sit, pat, dip, man, mad, mat, map, <b>it, is</b> , sat, tip, pip, sip, <b>an, in</b> , nip, pan, pin, tin, tan, nap
Magnetic letters	s, a, t, p, i, n
Common words	in is it <b>of</b> an
Set Three	
Phoneme/grapheme	<b>m d</b>
words	am, man, mam, mat, map, Pam, Tim, Sam, <b>dad</b> , sad, dim, dip, din, did, Sid, <b>and</b>
Magnetic letters	Combinations of: s, a, t, p, l, n, m, d To give pupils practice in making cvc words choose a two letter word ending or beginning and provide extra letters (only ones already learnt) so they can make more words by swapping letters. e.g. sad, pad, bad, mad + map, man, mat, mad = s, a, d, p, b, m, n, t
Common words	and dad,
Set Four	
Phoneme/grapheme	<b>g o c k</b>
words	tag, gag, gig, gap, nag, sag, gas, pig, dig <b>got, on, not</b> , pot, top, dog, pop, God, Mog <b>can</b> , cot, cop, cap, cat, cod kit, Ken, Kip,
Sentence building	I had a mat (pot, pan, pin, tap) A cat in a hat. (pan, pot, cot, cap) This sentence is fine for initial reading and writing purposes, but ask questions such as: who, why, where, to encourage the <b>oral</b> building of a better sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sound phase 2 resources</a>

Magnetic letters	Combinations of: p, t, d, m, s, o, a and s, a, t, p, l, n, m, d (previous group) To give pupils practice in making cvc words choose a two letter word ending or beginning and provide extra letters (only ones already learnt) so they can make more words by swapping letters. e.g. sad, pad, bad, mad + map, man, mat, mad = s, a, d, p, b, m, n, t
Common words	that the to was
<b>Set Five</b>	
Phoneme/grapheme	No new ones - consolidation
words	cat, can, man, map, mop, cop, cap, cat
Sentence building	I sat on a <u>pin</u> . (pan, pot, mat, pad, map, cap, can, cat) I can <u>mop</u> . (tip, sit, pat)
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sound phase 2 resources</a>
Magnetic letters	Combinations of: <b>p, t, d, m, s, o, a</b> and s, a, t, p, l, n, m, d (previous group) To give pupils practice in making cvc words choose a two letter word ending or beginning and provide extra letters (only ones already learnt) so they can make more words by swapping letters.
Common words	No new ones - consolidation
<b>Set Six</b>	
Phoneme/grapheme	<b>ck, e, u, r</b>
words	<b>to</b> kick, sock, sack, dock, pick, sick, pack, deck, peck, neck, peck, pack, sack, tack, muck, tuck, suck, <b>get</b> , pet, ten, net, pen, peg, met, men, neck <b>the, up, mum</b> , run, mug, cup, sun, tuck, mud
Sentence building	I can get the sock. (sack, pack, rock) That was a big cat. (sack, map, pot, sock)
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sound phase 2 resources</a>
Magnetic letters	Combinations of: <b>ck, e, u, r</b> and p, t, d, m, s, o, a and s, a, t, p, l, n, m, d (previous groups) To give pupils practice in making cvc words choose a two letter word ending or beginning and provide extra letters (only ones already learnt) so they can make more words by swapping letters.
Common words	to get the up mum
<b>Set Seven</b>	
Phoneme/grapheme	No new ones - consolidation
words	leg, peg, pet, pat, rat, ran, rag, lag, leg (revise previous words)
Sentence building	I pat a rat. (cat, leg, pet, tap) A man and a <u>pet</u> . (mop, pot, pin, map, cap, can) This sentence is fine for initial reading and writing purposes, but ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sound phase 2 resources</a>
Magnetic letters	Combinations of: ck, e, u, r and p, t, d, m, s, o, a and s, a, t, p, l, n, m, d (previous groups) To give pupils practice in making cvc words choose a two letter word ending or



	beginning and provide extra letters (only ones already learnt) so they can make more words by swapping letters.
<b>Set Eight</b>	
Phoneme/ grapheme	<b>h b f, ff l, ll ss</b>
words	had, him, his, hot, hut, hop, hum, hit, hat, has, hack, hug but, big, back, bet, bad, bag, bed, bud, beg, bug, bun, bus, Ben, bat, bit, fit, fun, fig, fog, puff, huff, cuff, fan, fat lap, let, leg, lot, lit, bell, fill, doll, tell, sell, Bill, Nell, dull, less, hiss, mass, mess, boss, fuss, hiss, pass, kiss, Tess, fusspot
Magnetic letters	Combinations of: <b>h b f, ff l, ll ss</b> and ck, e, u, r and p, t, d, m, s, o, a and s, a, t, p, l, n, m, d (previous groups) To give pupils practice in making cvc words choose a two letter word ending or beginning and provide extra letters (only ones already learnt) so they can make more words by swapping letters.
Sentence building	I <u>run</u> in the sun. (sit, sip, mop, sat) I ran to the <u>pet</u> . (mat, cat, rat, tap, man) Go to the <u>man</u> . (tap, mat, cat, bell, dog, log) This sentence is fine for initial reading and writing purposes, but ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sound phase 2 resources</a>
Tricky words	no, go, I, the, to, <b>of, if, off</b>

<b>Stage Three</b>	
The remaining 7 letters of the alphabet are introduced: one sound for each letter. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.	
<b>Set Nine</b> <a href="#">Letters and sound Phase 3 resources</a>	
Phoneme/ grapheme	<b>j v w x</b>
words	Hut, jut, cut, box, fox, jam, jam, Jill, jet, jog, Jack, Jen, van, vat, vet, <b>will</b> , win, wag, web, wig, wax, <b>he</b> , mix, fix, box, tax, six, <b>taxi, vixen, exit</b>
Magnetic letters	Combinations of: <b>j v w x</b> and h b f, ff l, ll ss and ck, e, u, r and p, t, d, m, s, o, a and s, a, t, p, l, n, m, d (previous groups) To give pupils practice in making cvc words choose a two letter word ending or beginning and provide extra letters (only ones already learnt) so they can make more words by swapping letters.
Sentence building	Go to the <u>hut</u> . (box, fox, bell) <u>Sell</u> the bell. (cat, box, hut, jam) This sentence is fine for initial reading and writing purposes, but ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sound Phase 3 resources</a>
Tricky words	no, go, I, the, to, he

Spelling rules	ff, ll, after a short vowel plural rules contractions present and past tense
<b>Set Ten</b>	
Phoneme/grapheme	y, z, zz, qu
words	Yes, zip, quit, quiz, buzz, yet, <b>the</b> , yap, yet, yell, <b>she</b> , zip, Zak, buzz, jazz, <b>zigzag</b> , <b>to</b> , quiz, quit, quick, quack, <b>liquid</b>
Magnetic letters	Combinations of: <b>y, z, zz, qu</b> and <b>j v w x</b> and h b f, ff l, ll ss and ck, e, u, r and p, t, d, m, s, o, a and s, a, t, p, l, n, m, d (previous groups) To give pupils practice in making cvc words choose a two letter word ending or beginning and provide extra letters (only ones already learnt) so they can make more words by swapping letters.
Sentence building	Yes, I can <u>hop</u> . (sit, tap, pat, mop, run, cut) No, I can not <u>hop</u> . (sit, tap, pat, mop, run, cut) <u>He</u> can zip the bag. (She, I)
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sound Phase 3 resources</a>
Tricky words	he, she
<b>Set Eleven</b>	
Phoneme/grapheme	<b>ch, sh, th, ng</b> (introduce one new phoneme/grapheme at a time)
words	ship, chip, chin, thin, than, can, cash, rash, rang, ring, rip, ship, chop, chug, check, such, chill much, rich, ship, shop, shed, shell, fish, shock, cash, bash, hush, rush, <b>them, then, that, this, with</b> , moth, thin, thick ring, rang, hang, song, wing, rung, king, long, sing, <b>ping-pong</b>
Magnetic letters	Combinations of: <b>ch, sh, th, ng</b> and y, z, zz, qu and j v w x and h b f, ff l, ll ss and ck, e, u, r and p, t, d, m, s, o, a and s, a, t, p, l, n, m, d (previous groups) To give pupils practice in making cvc words choose a two letter word ending or beginning and provide extra letters (only ones already learnt) so they can make more words by swapping letters.
Sentence building	The thin cat sang. (ran, sat, Can) We chat and sing. A <u>shop</u> on a <u>ship</u> . (chip, ring, shop, cat, dog, cap, bell)
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sound Phase 3 resources</a>
Tricky words	We, me, be

<b>Set Twelve <a href="#">Letters and sounds phase 4 resources</a></b>	
Phoneme/grapheme	<b>ai, ee, ,</b>
words	laid, maid, raid, paid, pain, main, mail, sail, wait, Gail, hail, pain, aim, sail, main, tail, rain, bait <b>see</b> , feel, weep, feet, jeep, seem, meet, week, deep, keep
Magnetic letters	l, ai, d, m, r, d, p, n, m, s
Sentence building	I sail a ship. This sentence is fine for initial reading and writing purposes, but ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sounds phase 4 resources</a>
Tricky words	was, my, you
<b>Set Thirteen</b>	
Phoneme/grapheme	<b>igh</b>
words	sigh, sight, light, high, light, right
Magnetic letters	
Sentence building	Ideas from children. Ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sounds phase 4 resources</a>
Tricky words	revision
<b>Set Fourteen</b>	
Phoneme/grapheme	<b>oa, oo</b>
words	mood, moon, moan, moat, root, room, roam, road
Magnetic letters	oo, oa, t, r, d, n, m, h
Sentence building	Ask the children to think of a sentence then ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sounds phase 4 resources</a>
Tricky words	revision
<b>Set Fifteen</b>	
Phoneme/grapheme	<b>ar, or, ur</b>
words	car, card, lard, mart, cart,
Magnetic letters	
Sentence building	Ideas from children. Ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed.

Tricky words	they, her, all, are
<b>Set Sixteen</b>	
Phoneme/grapheme	ow, oi,
words	bow, row, low, mow, show, coin, oil, soil, boil, coil
Magnetic letters	b, ow, r, l, m, sh, oi, c
Sentence building	Ideas from children. Ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sounds phase 4 resources</a>
Tricky words	
<b>Set Seventeen</b>	
Phoneme/grapheme	ear, air,
Words	Ear, hear, dear, fear, near, tear, pair, lair, chair, hair
Magnetic letters	Ear, h, d, n, t, p, l, ch, h, ai, r
Sentence building	Ideas from children. Ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sounds phase 4 resources</a>
Tricky words	
<b>Set Seventeen</b>	
Phoneme/grapheme	ure, er
words	Sure, pure, cure, capture, unsure,
Magnetic letters	
Sentence building	Ideas from children. Ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">Letters and sounds phase 4 resources</a>
Tricky words	
<b>Set Eighteen</b> <a href="#">letters and sounds phase 5 resources</a>	
Phoneme/grapheme	Ay, oy, ey, oi
Words	Hay, play, stay, toy, boy, annoy, coin, oil, soil,
Magnetic letters	
Sentence building	Ideas from children. Ask questions such as: who, why, where, to encourage the building of a better spoken sentence.

Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">letters and sounds phase 5 resources</a>
Tricky words	
<b>Set Nineteen</b>	
Phoneme/grapheme	Aw, ow, ew
Words	Saw, raw, claw, draw, straw, cow, frown, town, clown, blew, grew, threw, stew
Magnetic letters	
Sentence building	Ideas from children. Ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">letters and sounds phase 5 resources</a>
Tricky words	
<b>Set Twenty</b>	
Phoneme/grapheme	a-e, e-e, i-e, o-e, u-e
Words	Cap, cape, tap, tape, car, care, pin, pine, kit, kite, rip, ripe, hop, hope, cod, code, tub, tube, cub, cube,
Magnetic letters	
Sentence building	Ideas from children. Ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">letters and sounds phase 5 resources</a>
Tricky words	
<b>Set Twenty-one</b>	
Phoneme/grapheme	ie, ue, oe, ae, ee (long vowel sounds)
Words	
Magnetic letters	
Sentence building	
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">letters and sounds phase 5 resources</a>
Tricky words	
<b>Set Twenty-two</b>	
Phoneme/grapheme	ph, wh, gh
Words	
Magnetic letters	

Sentence building	Ideas from children. Ask questions such as: who, why, where, to encourage the building of a better spoken sentence.
Sentence reading	See letters and sounds for printable reading strips. Use these for repeated reading practice for fluency and speed. <a href="#">letters and sounds phase 5 resources</a>
Tricky words	

Set One and two words (s, a, t, p, l, n)			
it	nip	an	ant
sit	sip	pan	pant
pit	tip	tan	nap
spit	pip	span	sap
in	snip	at	tap
pin	spin	sat	snap
sin	stint	pat	
tin	its	spat	
Tip a tin.			
Tap a pan.			
Spin a pin.			
An ant in a tin.			



Tip a tin.



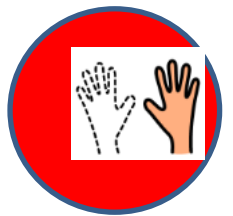
Tap a pan.



Spin a pin.



An ant in a tin.







Template.



Copy and paste.



## Precision Teaching

## Read – Say 4x4

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic: \_\_\_\_\_

s	a	t
a	t	s
t	s	a
a	t	s

How many letters can you read correctly in 1 minute?

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time					

## Precision Teaching

## Read – Say 5x4

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic:

s	a	t	p	i	n
a	n	i	p	t	s
t	p	s	i	n	a
p	i	a	n	s	t
t	s	p	i	a	n

How many letters can you read correctly in 1 minute?

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time					

## Precision Teaching

## Read – Say 5x4

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic:

m	d	g	o	c	k
k	g	c	m	d	o
d	m	o	k	g	c
g	c	k	d	o	m
o	k	m	g	c	d

How many letters can you read correctly in 1 minute?

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time					

## Precision Teaching

Read – Say 5x4

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic:

ck	e	u	r	c	k
e	c	ck	u	k	r
r	u	k	c	ck	e
k	c	e	r	u	ck
u	ck	r	e	c	k

How many letters can you read correctly in 1 minute?

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time					

## Precision Teaching

Read – Say 5x4

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic:

<b>h</b>	<b>b</b>	<b>f</b>	<b>ff</b>	<b>ff</b>	<b>ll</b>
<b>f</b>	<b>h</b>	<b>ff</b>	<b>b</b>	<b>ll</b>	<b>ff</b>
<b>ff</b>	<b>ff</b>	<b>b</b>	<b>ll</b>	<b>f</b>	<b>h</b>
<b>ff</b>	<b>f</b>	<b>ll</b>	<b>h</b>	<b>b</b>	<b>ff</b>
<b>b</b>	<b>ff</b>	<b>h</b>	<b>ff</b>	<b>f</b>	<b>ll</b>

How many letters can you read correctly in 1 minute?

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time					

## Precision Teaching

Read – Say 5x4

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic: \_\_\_\_\_

j	w	x	z	ss	ff
x	z	ss	w	j	ff
w	x	j	ss	z	ff
z	ss	ff	x	w	j
ff	j	w	z	ss	x

How many letters can you read correctly in 1 minute?

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time					

## Precision Teaching

## Read – Say 5x4

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic:

ch	sh	th	ng	ai	ee
ai	ch	ee	th	sh	ng
sh	ee	ng	ai	th	ch
th	ee	sh	ch	ng	ai
ng	th	ai	ee	ch	sh

How many letters can you read correctly in 1 minute?

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time					



## Precision Teaching

## Read – Say 5x4

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic:


How many letters can you read correctly in 1 minute?

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time					

Sets 1-5 s, a, t, p, i, n, m, d, g, o, c, k			
am	at	an	dip
ham	cat	man	hip
ram	rat	ran	rip
Sam	mat	and	did
damp	hat	hand	kid
camp	act	sand	din
cramp	had	stand	hit
stamp	sad	sand	risk
tramp	mad	mist	hint
rag	map	him	mint
tag	cap		
A cap on a kid.			
A pin in a tin can.			

A cat and a dog.

Sand in pots and pans.

A nap in a cot.

A cat and a rat ran.

Stand on a mat.

Sam ran on sand.

I am sad in mist.

Set 1-7 ck, e, u, r, + to, the

red	pet	pen	set
end	met	men	rest
send	sent	ten	step
spend	dent	hen	desk
mend	crept	tent	sack
		test	kept

A red rug.

Get to the top.

Send ten men to the man.

A man in a tent.

Mend the map in the tent.

Hit a dent in the pan.

The ants crept in the hat.

I sent ten mats.

Rest on the mat.

Run to the den.

Socks on a man.

A hat on a peg.

Run in the sun.

Run on the sand.

A dog in the mud.

Sets 1-8 h, b f, ff, l, ll, ss + to, the, no, go

bat

get

bit

lot

fat

bed

if

hot

gap

leg

fit

pot

clap

elf

big

not

bad

let

lit

dot

crab

left

lid

on

plan

belt

lip

hop

lamp

soft

fist

log

Plan to go to bed.

A big crab on the sand.

Go to the red flag.

Hop off the log.

Plan a jog on the map.

bell	fill	huff	us
sell	bill	puff	bus
tell	drill	up	sun
best	still	fun	must
help	hill	plug	mug
held	pill	crust	tug
bent	gift	list	club
crib	milk	lump	pump

Sit still on the sand.

Sell milk and a mug.

Run up the hill.

Fill a pot and pan.

Run and huff and puff.

stick	step	dug	got
lost	slim	grab	mud
drop	stop	loss	bump
frost	gum	but	from
flat	cut	rug	rot
flap	flag	grub	
Stop and drop on the rug.			
A dog in the mud.			
Grab a flag.			
Stick a flag in the sand.			
The cat dug in the mud.			
Get off the bus.			
Drop the stick.			



Steps 1-9 - j v w x

jam	job	jog	jet
jug	just	jump	jazz
junk	Jill	Jack	
zip	zap	zebra	zigzag
buzz	fizz	fuzz	
win	wind	web	wag
will	swim	well	wept
went	west	wet	wig
swell	swam	swop	
Jam and jog in the sun.			
Run in a zigzag.			
A zebra runs in the sun.			
A swim makes me wet.			

van	visit	vet	vex
velvet	vivid	vent	
yes	yak	yam	yap
yet	yell	yelp	yank
six	fix	mix	fox
box	exit	next	wax
I visit the vet in a van.			
My yack yells for a yam.			
A fox in a box of wax.			
Exit the vet with a zebra.			
Jump and hop like a yak.			

## Initial blends

glad	drag	flat	flag
trim	plum	snip	swam
crop	drum	club	print
trap	clap	swum	twig
drop	plan	from	crab
slap	slug	twin	trip
frog	snug	plot	swim
grab	bran		

## Final blends

must	golf	lift	nest
crisp	ant	lost	grand
bent	pond	plump	melt
wind	mint	frost	lamp

tent	slept	soft	gift
bend	help	mend	film
next	best	belt	went
damp	held		

'ng' words		
ting	king	ping
sung	pong	bang
lung	song	clang
wing	swing	cling
ding	sang	long
hung	sting	stung
spring	sling	belong
singing	fling	sing

hang	string	rang
dong	bring	strong

'nk' words		
bank	ink	rink
wink	sank	plonk
sink	link	drunk
pink	blank	frank
honk	clunk	sunk
bunk	spank	drank
blink	junk	blink
junk	tank	drink
think	ankle	plank
shrunk	shrink	trunk

'ch' words		
chin	finch	chest
chip	chill	check
rich	such	champ
chop	chick	hunch
chat	munch	chess
much	chicken	crunch
punch	pinch	children
bench	chimp	chunk
bunch	trench	chug
lunch	chuff	drench

'sh' words		
fish	shock	cash
shop	shin	dash

dish	shut	shell
wish	rash	lash
ship	splash	smash
flesh	blush	shelf
shunt	shack	

'th' words		
this	then	slither
that	them	gather
with	father	brother
thin	three	cloth
moth	thick	thimble
tenth	thank	think
throb	pith	thorn

broth	thunder	thrill
thing	thicker	thrust

'qu' words		
quin	quick	queen
quilt	liquid	quite
quit	quack	quiet
quiz	quest	quill

'wh' words		
when	wheel	whisper
whip	wheat	which
while	whisker	wham
white	whoosh	why



Long ā words		
'ai' words		
rain	paid	hail
sail	gain	jail
pain	fail	wait
tail	laid	sprain
rail	vain	waist
nail	brain	drain
train	chain	grain
snail	mail	paint
painter	afraid	aim
plain	strain	

'ay' words		
day	ray	say
saying	hay	clay

say	lay	tray
playtime	pay	away
daytime	may	staying
playful	yesterday	player
today	way	crayon
Sunday	play	spray
Thursday	stay	Friday
pray	stray	Saturday

'a-e' words		
ate	cake	bake
game	hate	date
lane	safe	lake
gate	rake	pale
save	tale	late
gave	plate	make
made	snake	same
name	wave	cave

grape	came	brave
flame	plane	shave

'ee' words		
bee	heel	speed
see	beef	feed
seed	jeep	steep
need	sheep	keen
feet	indeed	bleed
deep	peep	feel
queen	creep	greed
sleep	street	greedy
green	cheek	week
free	meet	cheese

'ea' words		
eat	leaf	peach
meat	east	seat
read	beak	teach

tea	heat	steam
sea	peas	leak
beach	stream	team
each	mean	leap
beat	clean	cheap
heap	cream	Weak
Peanut	Reach	Steal

Long ī words		
'ie' words		
Tie	Pie	Lie
Die	cries	flies
spies	tries	

'igh' words		
High	Sigh	Midnight
Night	Sight	Lightning
Light	Tight	Might
Right	Fright	Thigh
Bright	Flight	Slight

'y' words

By	Sky	Trying
My	Why	Crying
try	nylon	satisfy
spy	myself	type
fly	cry	pylon
dry	drying	python
fry	frying	shy
flying	sty	sly

'i-e' words

ride	pipe	like
hide	mile	bike
nine	drive	hive
ripe	pile	wide
life	live	fire
five	time	wire
line	quite	mine
prize	side	tide

shine	wipe	white
smile	slide	wife

'oa' words		
boat	moan	soak
goat	oak	coast
load	coach	poach
soap	coal	roam
road	goal	oats
loaf	cloak	foam
toast	foal	toad
throat	roast	coat
float	croak	boats
groan	stoat	coats

'ow' words		
low	crow	owner
slow	glow	elbow
snow	mow	follow

own	yellow	narrow
show	rowing	bowl
grow	pillow	arrow
throw	shadow	fellow
window	slowest	lowest
flow	blowing	tomorrow

'o-e' words		
bone	coke	choke
home	joke	stroke
rope	mole	those
hope	pole	broke
hose	woke	close
rose	smoke	lone
nose	slope	lonely
stone	globe	alone
vote	cone	spoke
drove	doze	poke

Long ū words

'ue' words sounds like 'yu'

cue

fuel

rescue

argue

barbecue

value

continue

'ew' words sounds like 'yu'

few

skew

pew

view

'u-e' words sounds like 'yu'

cube

fuse

fumes

use

refuse

excuse

mule

amuse

due

'ue' words sounds like 'oo'

clue

true

glue

sue

blue

'ew' words sounds like 'oo'

blew

drew

chewing

grew

flew

screw



chew	threw	
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'u-e' sounds like 'oo'

rude	rule	prune
June	flute	salute

'oo' words

good	hood	look
wood	shook	cook
foot	book	hook
stood	took	brook
food	loop	roof
moon	root	noon
zoo	soon	smooth
shoot	boot	hoot
spoon	hoop	tooth

R controlled sounds

'er' words

her	silver	perm
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sister	litter	butter
herb	pepper	perch
herd	serve	bitter
fern	letter	fatter
mister	slipper	supper
sharper	better	hotter
spender	winter	summer
blister	never	river
blender	number	stern

'ir' words		
bird	fir	sir
girl	skirt	thirsty
dirt	twirl	thirty
stir	swirl	firmly
chirp	firm	stirred
thirst	thirteen	birthday
first	stirring	flirt

shirt	shirk	smirk
birth	third	

'ur' words		
turn	curl	purr
burn	nurse	turnip
fur	purse	purple
turf	curve	burglar
hurt	murder	curly
burst	hurts	hurtful
church	further	churn
Thursday	turkey	Saturn
Saturday		
hamburger		beefburger

'or' words		
or	pork	forty
for	form	story
torch	north	horse

sort	port	story
torn	worn	more
horn	cork	cord
sport	fork	porch
storm	lord	scorch
short	corn	snort
morning	afford	fort

'au' words		
haul	haunted	author
haunt	faulty	autumn
fault	laundry	cause
launch	astronaut	august
Paul	pause	taunt

'aw' words		
saw	claw	dawn
law	raw	shawl
paw	thaw	hawk

jaw	yawn	awful
draw	dawn	dawdle
lawn	spawn	drawn
straw	trawl	sprawl
prawn	trawler	
crawl	sawdust	

'al' words		
all	ball	talk
hall	wall	walk
fall	call	chalk
small	tall	stalk

'ar' words		
arm	bar	dark
far	art	scarf
hard	card	bark
jar	park	part
farm	tart	harm

barn	car	year
star	dart	shark
sharp	ark	march
start	mark	tar
smart	spark	starting

'oi' words		
oil	coin	noise
boil	coil	boiler
moist	ointment	noisy
soil	joining	noisier
join	spoiled	voice
foil	noisiest	boiling
joint	pointing	pointed
point	toilet	joined
spoil		

'oy' words		
boy	annoy	Roy

toy	boyish	royal
joy	joyful	destroy
enjoy	enjoying	enjoyed
employ		

'ou' words		
out	cloud	pouch
loud	count	trout
proud	spout	ground
found	south	sprout
shout	stout	house
mouth	scout	mouse
round	crouch	blouse
pound	our	about
flour	sour	amount
sound	hound	coach

'ow' words		
owl	cow	frown

brow	fowl	growl
how	scowl	prowl
now	crown	howl
down	flower	shower
town	allow	vowel
brown	crowd	crowned
drown	frowning	tower
gown	powder	trowel

Tricky words		
i	are	go
the	all	no
he	you	so
she	your	my
me	come	by
be	said	only
was	here	old
to	there	like



do	they	have
live	any	could
give	many	should
little	more	would
down	before	right
what	other	two
when	were	four
why	because	goes
where	want	does
who	saw	made
which	put	their
once	mother	upon
father	always	also
of	eight	love
cover	after	every

Initial blends		Final blends		Vowel digraphs		Phonemes (2) [Incorporating blends and vowel digraphs]	
bl, cl, fl, gl, pl, sl		-ck		ai/ay		oo ee	
		-ff -ll -ss zz		ou/ow			
br, cr, dr, fr, gr, pr, tr		-ng		oi/oy		sh ch th wh	
		-sh -th		oa/ow		th (as in the)	
sc, sk, sp, st, sm, sn		-ch -tch - ch (loch)		ea/ee			
		-st-sp -sk		Y as a vowel			
tw, dw		-nd -nt -nk -mp		Magic e: a_e / i_e / o_e / u_e			
		-lt -ft -pt		igh			
scr, spl. spr, str		-all		ew			
		-nk		al			
				er ir ur			
				au aw			

## Simple Phoneme/Grapheme Chart

 Bouncy **consonant** sounds

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k								wh			
	ck											

 Stretchy **consonant** sounds

f	l	m	n	r	s	v	z	sh	th	ng
										nk

 Bouncy **vowel** sounds

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----


 Stretchy **vowel** sounds

oo	oo	ar	or	air	ir	ou	oy
hook	look						

# 44 Phoneme/Grapheme Chart

## Consonant sounds

<b>b</b> ball bb	<b>c</b> can k ck ch	<b>d</b> dog dd ed	<b>f</b> fish ff ph gh lf ft	<b>g</b> goat gg	<b>h</b> hat	<b>j</b> jam g ge dge	<b>l</b> lemon ll le	<b>m</b> man mm mb lm mn	<b>n</b> nut nn kn gn pn	<b>p</b> pin pp	<b>qu</b> queen
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<b>r</b> red rr wr	<b>s</b> sun ss se c ce	<b>t</b> tap tt	<b>v</b> van ve	<b>w</b> win wh	<b>x</b> box	<b>y</b> yes	<b>z</b> zip zz s se	<b>sh</b> shop ti ci si ch sci	<b>th</b> thin	<b>ng</b> sing nk	<b>ch</b> chin tch tu ti te	 <b>ch</b> loch
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




## Vowel sounds

<b>a</b> rat	<b>e</b> peg ea ie	<b>i</b> pin	<b>o</b> on a ho aw au	<b>u</b> rug o oo ou	<b>ay</b> stay a-e ai ea e-e ey eigh aigh	<b>ee</b> see y ea ie ei e e-e	<b>igh</b> high i-e ie i y	<b>ow</b> show o-e oa o oe ough
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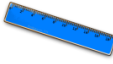
<b>ue</b> glue oo u-e ew ou	<b>oo</b> book	<b>ar</b> car	<b>or</b> for oor ore aw au	<b>air</b> hair are	<b>ur</b> fur ir er	<b>ou</b> found ow ough	<b>oy</b> boy oi	<b>ire</b> fire	<b>ear</b> hear	<b>ure</b> sure
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# Simple Phoneme/Grapheme Chart









## Bouncy **consonant** sounds

b ball 	c cat  k ck kick 	d dog 	g goat 	h hat 	j jelly 	p pen 	qu queen 	t table 	w web wh where?  	x box 	y yellow 	ch chat 
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## Stretchy **consonant** sounds

f fish 	l lemon 	m money 	n nest 	r ruler 	s sun 	v van 	z zip 	sh shell 	th bath 	ng ring nk sink  
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## Bouncy **vowel** sounds

a ant 	e egg 	i insect 	o orange 	u umbrella 	ay day 	ee see 	igh high 	ow bow 
---	---	---	---	---	--	--	---	--

## Stretchy **vowel** sounds

oo hook 	oo look LÔÔK 	ar car 	or torch 	air hair 	ir bird 	ou mouth 	oy toy 
---	---	--	---	--	---	--	--

