CLLD Phonics at Key Stage 2

Introduction

Some children at Key Stage 2 may be experiencing difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching.

In their day-to-day learning some children may:

- experience difficulties with blending for reading and segmenting for spelling
- show confusion with certain graphemes and related phonemes
- have difficulty segmenting longer words containing adjacent consonants
- demonstrate a general insecurity with long vowel phonemes. For example, children generally know the most common representation of a phoneme, for example /*ai*/ as in *train*, but require more explanation and practice about the alternative spellings for any particular phoneme.

These materials are designed to guide teachers, and suitably trained teaching assistants (TAs), in supporting children who may have poorly developed phonic knowledge, skills and understanding. For some children, the missing piece of the jigsaw may be specific items of knowledge that require only a few weeks of short, focused sessions. However, other children may not have crucial concepts such as blending and segmenting in place. Some may have a combination of the two and will require a term or more of consolidation. It is crucial, therefore, that the children's current knowledge is accurately assessed and the gaps identified so that support can be precisely targeted.

In each unit there are a number of suggested activities for each stage of the teaching sequence. These are intended as examples: teachers and TAs will readily be able to supply alternatives, selecting and devising activities which are most appropriate to the needs of the children. These materials do not constitute a full programme, but are designed to be able to be adapted and used as necessary, based on the systematic phonics programme in use in the school and the identified needs of the children. The ultimate aim of these materials, as with all intervention strategies, is to help children to become fluent, confident readers and writers as soon as possible.

These materials are based on *Letters and Sounds: Principles and Practice of High Quality Phonics* (Ref: 00281-2007FLR-EN) which can be accessed online at **www.standards.dcsf.gov.uk/nationalstrategies**. However, the principles and the approach could be adapted to any high-quality systematic phonics programme.

The process

Step 1

Assess current knowledge from a bank of assessment materials (see Appendix 1)

- Grapheme–phoneme correspondence
- Non-word reading task

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- Oral segmentation (for spelling)
- Oral blending (for reading)
- Dictation and analysis of writing
- Knowledge of high-frequency words, including 'tricky' words

Step 2

Identify the need and select the appropriate unit

The units are linked to the phases in *Letters and Sounds*, beginning at Unit 2. Phase 1 uses aural/oral games and activities to develop phonological awareness. If there are children who have difficulties with oral blending and segmenting, refer to *Letters and Sounds* Phase 1, Aspect 7 for a range of activities.

An overview of the units

Unit 2 linked to Phase 2 *Letters and Sounds*

Grapheme–phoneme correspondences (GPCs), blending and segmenting; knowledge of the alphabet and letter names.

Unit 3 linked to Phase 3 *Letters and Sounds*

Consolidation of Phase 2; phonemes consisting of two or more letters (digraphs).

Note for teachers – if your assessment shows that children are confused with choices for long vowel phonemes, for example they write *trane* instead of *train* or *lite* instead of *light*, it is advised that you begin at this point rather than Phase 5. The children need to consolidate the most common version of the phoneme before moving on to the alternatives.

Unit 4 linked to Phase 4 *Letters and Sounds*

Consolidation of Phase 2 and Phase 3 and reading and spelling words containing adjacent consonants and polysyllabic words (*creep, bring, starlight*).

Unit 5 linked to Phase 5 *Letters and Sounds*

Consolidation of Phase 2, Phase 3 and Phase 4; alternative spellings for phonemes (/ai/ as in *day, came, rain*) and alternative pronunciations for graphemes (*ea* – as in *eat, bread, great*).

Note for teachers – as Phase 5 is likely to be the area of greatest need at Key Stage 2 this phase has been broken down into four sections each including groups of graphemes which are most commonly confused by children at Key Stage 2. There is no expectation that all four sections are covered if children are insecure in only one or two. It is important that the specific phonemes/graphemes, which have been identified through assessment as being unknown or confused, are taught directly and applied in reading and writing.

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Step 3

Teach during regular, short, focused sessions

The teaching sequence should be the same as the sequence suggested in *Letters and Sounds*:

Introduction

Objectives and criteria for success

↓

Revisit and Review

↓

Teach

↓

Practise

↓

Apply

↓

Assess learning against criteria

It is important that the children recognise that phonics is the step up to fluent word recognition and that effortless reading and writing is the ultimate goal of all phonics sessions. There is a need, therefore, to continually apply the learning to reading and writing, both during the session and in guided reading and writing sessions, and across the curriculum.

Step 4

Assess and then prioritise next section to teach

When the children are confident in applying their learning of all the GPCs in Unit 5 to reading and writing, continue with the relevant focus from *Support for Spelling*. This publication offers guidance for the teaching of spelling to children once they are secure at Unit 5 – Phase 5 of *Letters and Sounds*.

Unit 2 (linked to Phase 2 and early Phase 3 *Letters and Sounds*)

The GPC progression taught at Early Years Foundation Stage (EYFS) and Key Stage 1:

Set 1	s	a	t	p
Set 2	i	n	m	d
Set 3	g	o	c	k
Set 4	ck	e	u	r

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Set 5	h	b	f ff	l ll ss
Set 6	j	v	w	x
Set 7	y	z, zz	q	

Who is this for?

Children in Key Stage 2 will have been taught phonics previously through programmes such as *Letters and Sounds* or other systematic phonics programmes, or as part of Early Literacy Support or Year 3 Literacy Support. The majority of children will have a secure understanding of the alphabetic code and its application to reading and writing. Therefore this unit is for a small number of children, probably in Year 3, or individuals in later years, who need to revisit this phase to secure their knowledge of consonants and short vowels.

What are the issues?

Children who have difficulties in this area:

- do not reliably know all the GPCs in Phase 2
- confuse specific graphemes and phonemes
- have not yet understood how to segment and blend three-phoneme words for spelling and reading. In this case, it is well worth spending time on securing their ability to blend and segment orally – that is, without reference to any letters. Once children understand the concept of blending and segmenting words orally through games such as 'sound-talk', they will find it easier to transfer the concept to reading and writing.

Organisation

The small group of children or individuals at this stage should be offered daily discrete 15-minute sessions in addition to the class literacy session.

Notes for teachers – it is important that children at this stage revisit and revise all known graphemes and the associated phonemes, as well as the letter names. Children need to understand that the letter name is constant but the sound it makes may change according to its position within a word and the other letters in the word. One way of describing this to the children could be 'A dog is always called a dog but it can make different sounds*, growl, bark, whine.* In the same way the letter *a* can sound */a/* as in *apple* but also */ai/* as in *grape.'*

A grapheme is known and understood when the child can:

- distinguish it from the other shapes
- recognise and articulate the sound (phoneme) associated with the shape
- recall the shape when given the sound
- write the grapheme
- name the letter/s
- recall and recognise the shape of the letter from its name.

The suggested activities are not intended to be followed as a single session. A range of activities is suggested for each stage of the teaching sequence. The teacher or TA should select activities from those suggested for each stage, adapting them as necessary to be age-appropriate. The activities below focus on particular GPCs as well as blending and segmenting but can be used for any grapheme–phoneme focus, depending on the needs of the children as identified in the initial assessment.

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Unit 2: Suggested activities to teach particular phonemes, and blending and segmenting

Revisit

The suggested activities could cover several short sessions to build confidence and consolidate rapid recognition of grapheme–phoneme correspondences. It is absolutely vital that phonemes are articulated correctly, and that the children repeatedly say them during the sessions, not merely listen to the adult saying them. This focus on saying the phonemes aloud helps fix them in the children's memory as they experience forming the sounds in their mouths and hearing them in their heads.

Select from/adapt

- Beat the clock: using a set of flashcards that includes known GPCs, reveal the cards rapidly in turn to see how many the children can recognise in 20/30/40 seconds. Vary by using the interactive whiteboard (IWB), if available.
- Write it: the adult says a phoneme and the children write it rapidly on their individual whiteboards.
- Anywhere in the word: the adult says words in turn that contain one of the focus phonemes, sometimes in initial position, sometimes in the middle or at the end. For example, if a known phoneme is /r/, the words could include: *bar, ride, Karen*. The children have to hold up the correct grapheme (if using fans or magnetic letters) or write it on their whiteboards.
- How many can you make?: provide each child with magnetic letters for known GPCs, and challenge them to rearrange the letters to make as many words as possible, with the adult scribing the list.

There are many other lively activities that could be used to engage the children's interest and consolidate existing knowledge.

Teach

The focus GPCs to be taught, or re-taught, will be those identified in the initial assessments as insecure for these children. As each focus GPC is taught, it will be important to include it in the 'Revisit' section of every subsequent day's sessions until it becomes securely known. The bank of known GPCs grows rapidly in this way and allows children plenty of opportunity to consolidate.

The specific knowledge and skills to be covered in the 'Teach' section each day will depend on the children's needs, but over time should include the following: teaching three or four of the GPCs that are insecurely known; teaching oral blending and segmenting; teaching blending GPCs to read two- and three- phoneme words; teaching segmenting to spell two- and three-phoneme words; teaching blending and reading high-frequency words.

Select from/adapt

- Activities from *Letters and Sounds* (or other systematic programme) such as the procedure for teaching a letter, including mnemonics to support children's recall.
- Games such as 'Georgie's gym' from *Letters and Sounds* to teach oral blending and segmenting.
- 'Sound buttons' from *Letters and Sounds* to teach blending for reading.
- 'Phoneme frame' from *Letters and Sounds* to teach segmenting for spelling.
- Teaching decodable and 'tricky' high-frequency words.

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Practise

The specific knowledge and skills to be covered in the 'Practise' section each day will build on the focus of the 'Teach' section, so that children have the opportunity to practise new/recent skills and knowledge immediately.

Select from/adapt

- Use 'Fans' and 'Quickwrite' activities to practise recognising and recalling newly learned GPCs.
- Use 'sound-talk' to practise oral blending and segmenting.
- Use 'What's in the box?', 'Matching words and pictures' and 'Buried treasure' to practise blending phonemes to read words.
- Use 'Phoneme frame' and 'Quickwrite words' to practise segmenting phonemes to spell words.
- Practise rapid reading of decodable high-frequency words, using a timer.
- Sound hunt: using an egg timer and a page of text, the children could hunt words in a specific time – words beginning with the focus phoneme, ending with the focus phoneme, or words where the focus phoneme is in the middle.

Apply

- To demonstrate how phonic knowledge and skills are applied in reading, use a prepared, fully decodable caption, that includes high-frequency words where possible, to read with the children.
- To demonstrate how phonic knowledge and skills are applied in spelling, compose a fully decodable caption, including a high-frequency word if possible, as shared writing.

The 'Apply' part of the sequence is critical, as it enables children to apply their knowledge and skills at the point of learning.

Assess

Encourage the children briefly to reflect on what they have learned and practised in the session, and remind them to use it when they are reading and writing back in class.

Make a note of any significant difficulties or successes observed during the session.

Unit 3 linked to Phase 3 *Letters and Sounds*

Phase 3 digraphs and example words:

Graphemes	Sample words	Graphemes	Sample words
ch	chip	ar	farm
sh	shop	or	for
th	thin/then	ur	hurt
ng	ring	ow	cow
ai	rain	oi	coin
ee	feet	ear	dear
igh	night	air	fair

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oa	boat	ure	sure
oo	boot/look	er	corner
		ir	girl

Who is this for?

The majority of children at Key Stage 2 will have a secure understanding of the alphabetic code and its application to reading and writing, and will be able to blend and segment CVC (consonant-vowel-consonant) words, for example *c-a-t*, *m-a-n*. This unit is for the children who need to consolidate and extend their knowledge of digraphs, for example *sh*, *igh,* and secure their understanding of the concept that a phoneme can be represented by two or more letters.

Most Key Stage 2 children will be aware of the more common combinations, for example *sh, ch and th,* and will have encountered more digraphs in their reading, but some children may need this information to be made more explicit and require additional practice in segmenting and blending. There may be children whose knowledge of vowel digraphs in particular is variable, and it is wise to make use of Unit 3 to establish their secure knowledge of one way of representing each of the long vowel phonemes before moving on to alternatives.

EYFS and Key Stage 1 children who have been taught using *Letters and Sounds* will be familiar with the strategies of 'Phoneme frame' and 'Sound buttons'**,** which demonstrate visually the two letters making one sound and supports segmenting for spelling and blending for reading. (See Appendix 2.)

What are the issues?

Children requiring support at this phase will be confident and successful at segmenting and blending three-phoneme words that contain only single letters, but do not treat digraphs as a single unit and try to decode every single letter in a word when reading, for example *n-i-g-h-t*. In spelling they may represent the phoneme with only one letter, for example *rig/ring*, *sop/shop* or understand that the phoneme is represented by two or more letters but write them in the incorrect order, for example *prak/park, brid/bird*. Children at this stage need aural, oral and visual activities to support them in grasping this concept.

Organisation

In a Year 3 or 4 class there may be a large group of children who need discrete daily 15-minute sessions to consolidate their understanding of digraphs and in applying this knowledge to blending and segmenting for reading or writing. There may be individual children who understand the concept but who need support to learn specific digraphs – such children may only need a few focused sessions. In Years 5 and 6 it is likely that a much smaller group of children or individual one-to-one input is needed. In all cases the sessions should be in addition to the class literacy session and should always include application of the learning to reading and writing.

Unit 3: Suggested activities to secure knowledge and understanding of digraphs

Revisit

Select from

- Revise segmenting and blending CVC words, if necessary link with visual clues, such as an object or a picture. Invite the children to count the phonemes to 'sound-talk' the word and to

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blend it together, for example *m-u-g, mug, b-a-t, bat*, then move on to providing a word and asking the children to segment it into its constituent sounds, for example *hen, h-e-n, pin, p-i-n*.

- Reintroduce the 'Phoneme frame' and 'Sound buttons', each time asking: Can you help me with the first sound? The middle sound? The final sound? Blend them together.

c ●	a ●	t ●
m ●	a ●	n ●

- Repeat this several times with single consonant and vowel letters.
- Play 'word chain', changing one letter at a time to make a new word, for example:

  can – cat – cap – tap – tip. Repeat the process until children are confident in segmenting and blending CVC words that have only single letters.
- The children will be familiar with some digraphs (two letters making one sound), for example *fish* and *chips*.
- Use 'Phoneme frames' and 'Sound buttons' to segment and blend the words together, as before, emphasising the digraph:

f ●	i ●	sh ●	
ch ●	i ●	p ●	s ●

- Invent sentences using *ch* or *sh* phoneme, for example: *I had a chop in a dish for lunch,* each time segmenting and marking the phonemes:

ch ●	o ●	p ●	
d ●	i ●	sh ●	
l ●	u ●	n ●	ch ●

Continue until the children are confident with the concept of two letters making one sound (phoneme).

Teach

- Teach the focus digraph, for example *ar*.
- Using magnetic letters build the familiar word *cat*, change it to *car*. Count the number of phonemes now (two as opposed to three).
- Point out the two letters making the sound */ar/* and invite oral examples, for example *dark, part, arm.*
- Invite the children to write separate words containing the */ar/* phoneme on sticky notes. Collect them together and categorise them: what are the usual endings? (*k, t, m*)
- Invite children to create a rhyming couplet using the generated words:

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We went to the park
And stayed until dark

I hurt my arm
When I played at the farm, etc.

- Most words with the */ar/* sound use the digraph ar. However these are examples of common exceptions which should be acknowledged: *heart, calm, palm*.
- Invite children to write separate words containing the focus digraph.

Practise

- Working in pairs collect words containing the */ar/* phoneme from a page of text. Group the words into categories.
- Build a word chain in two minutes. Change only one letter at a time. How long can you make it?, For example: *park, part, cart, cars, mars*...
- Play bingo using laminated cards displaying words containing the /*ar*/ phoneme.
- 'Quickwrite' the words on individual whiteboards and hold them up: *chips, fish, shop, park, part,* etc.
- Practise segmenting and blending each word.
- Can you write a silly question using words containing */ar/*?

  Are there sharks in the garden?
  Is the park always dark?

Apply

See Unit 2. Devise captions and short sentences featuring the digraph/s covered in the session and either read ready-prepared examples along with the children or use shared writing to show how they are applied in writing words.

Assess

Encourage the children briefly to reflect on what they have learned and practised in the session, and remind them to use it when they are reading and writing back in class.

Make a note of any significant difficulties or successes observed during the session.

Notes for teachers and TAs – this could be followed by teaching other phonemes where the vowels are affected by 'r' in the same way:

/er/ – farmer, bigger
/ir/ – girl, whirl, twirl
/or/ – story, short, horse
/ur/ – burn, church, lurch.

The same range of activities could be used for any digraph you wish to focus on. However, when asking for examples of words containing vowel digraphs, the children will naturally include words with alternative spellings for the phoneme (*meat, teeth*, etc.). It is advisable to acknowledge them and categorise them but then concentrate on the most common and explain that they will be introduced to all the alternatives later.

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Unit 4 (linked to Phase 4 *Letters and Sounds*)

Who is this for?

The majority of children will be confident and successful at blending and segmenting three-phoneme words including words containing digraphs, for example: *ship, night, rain*.

The purpose of this unit is to give children practice in blending and segmenting words containing adjacent consonants in initial position (*strap, sleep*) and the final position (*west, bent*) and polysyllabic words, for example *playtime*. The main issue for children who are having problems with CCVC, CCCVC and CVCC words is that they need more practice in hearing and identifying the separate phonemes at the beginning and end of words, for example

f –r –o –g, frog; p-r-e-s-e-n-t, present; m-i-l-k milk; n-e-s-t nest.

What are the issues?

For some children CCCVC, CCVCC words (*strap, twist*) are difficult to pronounce. It is important to continue to model clear articulation of phonemes, and to give the children ample opportunity to say the phonemes themselves. The use of individual hand mirrors to observe the shape and movement of the lips and teeth when saying phonemes and words can be very helpful. Some children may not have fully understood and internalised the concept of hearing individual phonemes (as in adjacent consonants) and/or the concept of two or more letters making one sound (as in digraphs and trigraphs), and this unit will support them. Most children, once they are explicitly taught to blend and segment adjacent consonants, will be able to deal with all instances. Essentially there is no new learning in Phase 4: children simply learn to apply what they already know about CVC words to CCVC and CVCC words.

Organisation

In some Year 3 classes, there may be a large group of children requiring a number of sessions around a specific focus, for example listening and discriminating phonemes in longer words with three adjacent consonants (e.g. *stranger*). Alternatively, in Years 3 and 4 there may be small groups needing focused teaching of the whole unit.

In Years 5 and 6 there may be a small group of children or an individual child needing specific teaching of segmenting and blending words with adjacent consonants.

Notes for teachers – a clear distinction should be made between consonant digraphs such as: *ck, ng, dge,* which are one phoneme, and adjacent consonants which are two or sometimes three phonemes: *gl, sn, spr, br, str*. Practitioners should not spend too much time on this unit as children will have opportunities for segmenting and blending more-complex words in Unit 5 and across the curriculum.

Suggested teaching activities for Unit 4

Select from

Revisit

Check children's recognition and recall of graphemes and phonemes, and ability to blend and segment CVC words.

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Teach

- Using magnetic letters on a whiteboard, display a CVC word which can be extended to a CCVC word, for example *pot.* 'Sound-talk' the word *p-o-t* and count the phonemes then add *s* to make *spot* and blend the rest of the word.
- Repeat this several times, for example *top – stop, ten – tent, peck – speck, pin – spin, pin – pink, tick – stick*.
- Explain to the children that sometimes we say a word so quickly that the letters at the beginning and end of words are difficult to hear. Remind them that they need to say the word to themselves before they write it in order to count the phonemes and write each grapheme down.
- Model writing a sentence and 'sound-talk' the focus word pointing at each phoneme as you say it, for example *I like to drink tea*. *I like to d-r-i-n-k* (drink) *tea*.
- Say another sentence and ask the children to help you by 'sound-talking' the focus word. Each time blend the word together again, for example *My g-r-a-n likes m-i-l-k*, *I eat a c-r-u-s-t of b-r-ea-d*.
- Phoneme count:
  - Prepare a list of CCVC, CVCC, CCCVC words.
  - Show the first word from the list.
  - Children read the word aloud.
  - Put the word out of sight.
  - Children say the word and count the phonemes that they can hear in the word on their fingers.
  - Children say/show the number of phonemes (support if necessary).
  - Uncover the word and the children put 'sound buttons' (see Appendix 2) under the letters of the word.
  - Repeat the process.
- Draw a 'Phoneme frame' on the board. Say a word and place one or two magnetic letters in the frame. Invite the children to select the correct magnetic letters to fill in the spaces.

  Examples: *crunch, brush, best*.

c		u		
b			sh	
b	e			

- Children at this phase require practice in reading CCVC and CVCC words in context. One way to do this is sentence substitution:
  - You need a number of prepared sentences at the children's current reading level and some words for substitution (see examples in Appendix 3).
  - Write the sentence and invite the children to read it.
  - Delete one word and substitute it with another.
  - Invite the children to read the new sentence.

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— Continue substituting words, asking the children if the sentence makes sense or not.

Example:

We had *sandwiches* for a snack.
We had a *brush f*or a snack.
We had *plums* for a snack.
We had *slugs* for a snack.
We had *fresh fish* for a snack.

Practise

- Display a 'Phoneme frame' on the whiteboard and say a word, for example *drop* – point to the second space and ask the children to write the letter that should be in the second space. Fill in the other letters, 'sound-talk' the phonemes then blend them together to read the word.
- Repeat this several times so that the children are able to distinguish all the phonemes with adjacent consonants in words.
- Can you find and read five words **beginning** with *str, br, tr,* etc.?
- Can you find and read ten words **ending** with *st, sh, nk,* etc.?
- Challenge: Can you find a word with the greatest number of adjacent consonants (e.g. *watchstrap*)?
- Give the children part of a word and invite them to make as many words as they can by putting letters in front, for example unch = ***l****unch,* ***b****unch,* ***cr****unch,* ***m****unch; ast = past, last, mast, blast.*
- Make an action zig-zag book with a page for a drawing and a page for a sentence.
- The child draws a picture of themselves carrying out an activity and writes an accompanying sentence: *I can jump, I drink my milk, I brush my hair,* etc.
- Give children a range of words for them to group into categories either nominated by the teacher, for example words beginning with *spr;* words with more than one syllable; words ending in *sh,* etc. or invite the children to decide on their own categories.
- Give the children a selection of CCVC, CVCC words, high-frequency, and polysyllabic words on cards to put into sentences.
- Play 'word bingo' with the focus words.
- Dictate a sentence for the children to write, for example: *Three trees with a nest in the trunk. I saw a green car crash into the bank. There was a thump, a bump and a crunch.*

Apply

See Units 2 and 3. Devise captions and short sentences featuring some of the CCVC or CVCC words covered in the session and either read ready-prepared examples along with the children or use shared writing to show how they are applied in writing words.

Assess

Encourage the children to reflect briefly on what they have learned and practised in the session, and remind them to use it when they are reading and writing in class.

Make a note of any significant difficulties or successes observed during the session.

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Reading polysyllabic words

- When the children are confident in segmenting and blending CCVC words and CVCC words, introduce reading polysyllabic words, for example *toothbrush, greenhouse, lunchbox:*
  - Write a two syllable word on the whiteboard.
  - Draw a box round each syllable, for example *tooth/brush.*
  - Clap the syllables.
  - 'Sound-talk' the first syllable and then blend it *t-oo-th/b-r-u-sh*.
  - Say both syllables.
  - Repeat and ask the children to join in.
  - Repeat with another word.
- Use 'Yes/no' questions for the children to practise reading and answering:

  Examples:

  Can a frog swim in a greenhouse?

  Do you like thunderstorms?

  Will a truck go upstairs?

  Have you seen a trail left by a snail?

  Can you see the nest in the treetop?

Spelling polysyllabic words

- Write all the graphemes needed for the word on the board/flipchart in a random way.
- Say the word.
- Invite the children to tap and count the syllables.
- Ask them to draw a line/box for each syllable and show you.
- Ask the children to say the word quietly to themselves, to listen for the first syllable and then to write it and show you.
- Repeat with subsequent syllables.
- Write the word on the board.
- Repeat the process.

Examples of polysyllabic words – select as appropriate

shouting	toothbrush	playground	watchstrap	bandstand
herself	thirteen	strawberry	training	stopwatch
starlight	floating	freshness	driftwood	twisting
helpdesk	giftbox	sandwich	sandwich	handstand

Unit 5 linked to Phase 5 *Letters and Sounds*

Notes for teachers – there are three key principles crucial to children's understanding of phonics:

- A phoneme can be represented by one or more letters, for example: /a/, /sh/, /igh/, /ee/.
- The same phoneme can be represented in more than one way, for example *rain, may, lake*.

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- The same grapheme can represent more than one phoneme, for example *meat, deaf, great*.

This unit raises awareness and consolidates knowledge of these crucial principles:

Section 1	Phoneme	Grapheme	Sample words
	/ai/	ai, ay, a-e eigh, ey, ei	rain, day gate, eight, they, weight
	/ar/	ar, a	farm, father
	/igh/	igh, ie, y, i-e, i	night, tie, my, like, find

Section 2	Phoneme	Grapheme	Sample words
	/ee/	ee, ea, y, ie, ey	seed, sea, funny, chief, key
	/oa/	oa, ow, oe, o-e,	boat, low, toe, bone
	/or/	al, our, augh, aw	talk, four, caught, law

Section 3	Phoneme	Grapheme	Sample words
	/oo/	oo, ue, u-e, ew	boot, blue, rule, blew/
	/(y)oo/	ue, u-e, ew	statue, cube, few
	/oo/	oul, u	could, push
	/ur/	ear, or, ir, er,	learn, work, firm, term

Section 4	Phoneme	Grapheme	Sample words
	/ear/	ear, ere, eer	hear, here, beer
	/air/	ere, ear, are	there, pear, bare
	/oi/	oi, oy	coin, boy
	/zh/	s	treasure, vision, usual

Who is this for?

The children can read and spell words containing adjacent consonants, polysyllabic words and are aware of most common grapheme–phoneme correspondences, for example */ai/* as in *rain*, */oo/* as in *boot*. However, some children may confuse alternative spellings of phonemes, for example *plaigrownd, bloobell, miet, (*might) or be unaware of the digraph that represents a phoneme and separate it into individual letters when reading, for example *might* as *m-i-g-h-t*. This hinders their fluency and their comprehension.

What are the issues?

At Key Stage 2 most children will be familiar with the principles of the alphabetic code and be able to apply them to their reading and writing. However, there may be groups of children at lower Key

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Stage 2 and fewer children in Years 5 and 6 who are unaware of, or confused with, alternative spellings for phonemes, particularly vowel phonemes:

/a/ /e/ /i/ /u/
/ay/ /ee/ /igh/ /ow/ /oo/
/er/ /air/ /or/ /ow/ /our/ /ear/ /ire/
The vowel phoneme may be represented by a single letter, two letters (digraph) or three letters (trigraph).

- Some children may have difficulties understanding the principles of the split digraph and write: *laet* (late), *tiem* (time), *liek* (like). This then should be taught explicitly.
- Some children may have problems with choices of alternative spellings for particular phonemes (e.g***. /ai/*** as in *again, today, snake, crayon, eight, etc.*) and therefore need more practice in applying them.
- Children may need to consolidate their awareness of alternative pronunciations for specific graphemes in reading, for example ***/ou/*** *out, shoulder, could, you*.

Organisation

In Year 3 there may be a large group of children who require more consolidation of Phase 5 from *Letters and Sounds*. In Years 4, 5 and 6 it is more likely to be a smaller group of children or individuals who have specific misunderstandings which could be clarified through direct teaching over a number of short, focused sessions. In all instances it must be remembered that phonics is the step up to fluent word recognition. Automatic and effortless reading and writing is the ultimate goal, therefore the phonics sessions should always include application of the learning through reading and writing.

Unit 5 activities

The reading and spelling of words containing different spellings for phonemes

The concepts that sounds are represented by letters and that a sound can be represented by one or more letters should be secure for the majority of children at Key Stage 2. They should also understand that the same graphemes can represent different sounds, for example: *seat, deaf, great*.

It is important that the different representations of each phoneme are introduced simultaneously. This gives the children a cognitive structure to classify, store and retrieve grapheme–phoneme correspondences by linking the grapheme to a sound category, for example the graphemes */ai/, /ay/, /a/, /a-e/, /eigh/* will be organised under the heading of the sound */ai/*. Some children may have difficulties in choosing the appropriate grapheme for spelling words, and indeed even adults make mistakes with incorrect choices.

Select from the activities below to consolidate understanding of the different spellings of the particular phoneme and repeat using other focus phonemes if necessary. IWB resources and activities for Phase 5 can be downloaded from:
www.standards.dcsf.gov.uk/nationalstrategies.

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Select from

Revisit

Choose a phoneme that the children are fairly secure with and ask them for words with that phoneme, for example:

Section 1	/ai/ train, *made, great, gate, way, brake, etc.*
	/igh/ write, night, sigh, try, etc.
Section 2	*/ee/ sea, seed, be, week, meat, bean, seen, etc.*
	/oa/ so, toe, blow, road, roll, etc.
Section 3	*/(y)oo, oo/ blew, glue, too, do, two, etc.*
Section	*/ear/ here, hear, deer, etc.*

- Write a range of words on the whiteboard and point out the different graphemes for the phoneme.
- Give the children different words with the same phoneme and ask them to discuss with a partner and write the graphemes on their whiteboards.
  - Play 'I spy with my little eye something that rhymes with…train', etc.
  - Confirm that although there are only five vowels, the same sound can be spelled in different ways, for example *wait, late, great.*
  - Explain '"short' vowels, for example *cat, match, grab*, etc.
  - Practise oral discrimination: listen to the word – is the vowel short or long?
  - Play word-sort: children write a word with the focus vowel phoneme in it. Sort words into categories on a flipchart – the /*ai*/ sound, the /*ee*/, sound, etc.
  - Explain that although they know all the different spellings for that phoneme there are other phonemes they need to learn.

Teach

Phoneme spotter (examples included in Appendix 2)

- Use this to draw the children's attention to the common ways of spelling the focus phoneme.
- Select an appropriate (enlarged) text (see Appendix 2). Display it and read it, asking the children to listen for the focus phonemes: /ai/, /oa/, /oo/ or whichever it is.
- Remove from view and reread it asking the children to indicate when they hear the focus phoneme.
- Give the children individual copies of the text.
- Show the enlarged text and highlight the words containing the focus phoneme in the first paragraph.
- Ask the children to repeat the process with the second paragraph – check against the enlarged copy. Repeat with the remainder of the text.
- Collect the words and ask the children to spot the different graphemes that represent the focus phoneme:

  ai ay a-e

  Write one word from the text under each grapheme (e.g. *rain, day, lane*).

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- Ask the children to repeat the process with all the words containing the focus phoneme.

Rhyming word generation

This is another activity to consolidate and extend children's understanding and knowledge of the range of spellings for a phoneme.

- Write a word on the whiteboard (e.g. *rain*).
- Ask the children to suggest words that rhyme with it (e.g. *lane, Spain*) and write them on the whiteboard.
- Write another word containing the same vowel phoneme, for example *gate*) ask the children to suggest rhyming words and write them down.
- Repeat with another word (e.g. *make*).
- Repeat with another word with the vowel phoneme at the end of it (e.g. *day*).
- Pick any word and ask the children what grapheme represents the phoneme.
- Repeat, but this time ask the children to write it on their whiteboards.
- Draw columns on the whiteboard and write the grapheme at the head of one column.
- Ask the children to find a word with a different spelling of the phoneme – write it at the head of another column.
- Repeat until all the alternative spellings for the vowel phonemes are written as column headers (e.g. */ai/, /ay/, /a-e/, /ea/, /aigh/, /eigh/).*
- Write one word under each grapheme (e.g. *rain, day, gate, great, straight, eight*).

Best bet

This activity will help to develop the children's knowledge of spelling choices.

- Ask the children to draw columns in their books headed with the phonemes shown in the following grid. Invite them to collect as many words as they can for each phoneme.
- Display the lists of words and discuss which columns have the most words in them and which have the least.
- Point out that in English some spelling patterns are very rare and some common words have rare spellings (e.g. *they*).
- Ask the children if they can spot a pattern (e.g. *ay* grapheme occurs at the end of words, the commonest phoneme followed by /*t*/ is /*ate*/, the commonest phoneme followed by /k/ is /ake/.
- Invite the children to give you a new word with the same phoneme.
- Where there are potentially two spellings ask the children to write which grapheme they think might be in a particular word and decide whether they think it is correct when they have looked at it written down.
- Show the children the correct spelling and ways of remembering it.

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Common				Rare			
ay	**ai**	**a-e**	**ea**	**aigh**	**eigh**	**e-e**	**ey**
day	rain	lane	great	straight	eight	fete	they
play	wait	mate					
say	train	bake					
may	pain	snake					

Practise

The name game: the children have a list of categories and, using any resource, they have to find a name containing the focus phoneme to fit each category. They gain one point for each name they spell correctly, for example /ai/

Country	Town	Fruit	Boy's name	Girl's name	Food	Transport
Spain	Capetown	grape	Aiden	Amy	plaice	plane

Phoneme spotter: children have copies of a text (see Appendix 2) to highlight a particular phoneme. They write the word and the phoneme on a separate sheet, for example: *Joe /oe/, stroke /o-e/, no /o/, coat /oa/*.

- When they have completed it, they should list all the different ways of spelling the phoneme.
- Pair practice: give the children sets of high-frequency words with a particular phoneme; ask them to take turns in saying the word and writing the word. They should then check their spellings, fr example:

  /ai/ made, make, away, take, play, day, came, name, they, great, baby, paper, again

  /ee/ me, he, she, we, be, been, being, see, seen, tree, people, these

  /igh/ I, my, by, why, like, time, night, five, nine, nineteen

  /oa/ so, no, go, going, home, old, told, over, open, only, both

  /(y)oo/ blue, true, glue.

Investigate long vowel sounds: children gather words with the same sound as the headword but which may have a different spelling

door	angel	find	work
more	train	mine	burn
saw	lay	try	term
claw	late	why	first

Countdown: this game is an adaptation of the TV programme and could be used as a group or a whole-class consolidation game – the more children play with words the more confident they will become in reading and spelling them. Resources required are magnetic letters (vowels and consonants – multiples, including digraphs) and the focus phonemes written on cards in separate

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containers. One child asks the teacher for ten letters including one focus phoneme, the teacher places them on the board, for example:

> **Child/children:** *vowel, consonant, consonant, consonant, consonant, vowel phoneme, consonant, vowel, consonant, consonant*
> **Teacher** selects randomly from the containers and places the letters on the board, for example: **n, g, t, s, ai, h, u, r, t, e**

The children then work in pairs 'against the clock' (use a sand timer) to find the biggest word they can in a minute – they get double points if it includes the vowel phoneme. Possible words: *train, strain, straight, rain, sent, stunt, tent, etc.*

Practice examples of words containing long vowel phonemes

/ae/

made	sale	late
train	sail	day
again	paper	break
baby	make	pale

/ee/

see	weak	bead
sea	seed	seat
meat	meet	read
chief	bee	field

/igh/

cry	night	time
sigh	shine	polite
slide	nice	nine
try	reply	like

/oa/

toe	alone	grow
so	*slow*	*low*
show	*note*	*phone*
window	*those*	*home*

l(y)oo/ /oo/

use	tune	blue	true
new	cube	glue	too
blew	huge	to	two

- Dictate sentences containing the focus phonemes, for example: *I made a cube. I used two pieces of blue card folded in two. Then I stuck the sides together with glue*.
- Or, later, use sentences containing a range of vowel phonemes, for example: *On the same day each week my friend comes to tea. We like to make things with paper, glue and crayons*.

Apply

See Units 2, 3 and 4. Devise captions and short sentences featuring some of the phonemes and graphemes covered in the session and either read ready-prepared examples along with the children or use shared writing to show how they are applied in writing words.

Assess

Encourage the children briefly to reflect on what they have learned and practised in the session, and remind them to use it when they are reading and writing back in class. Ask them to add words which they find difficult to their 'personal words to learn list' in their spelling journals.

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Make a note of any significant difficulties or successes observed during the session.

Teaching alternative pronunciations for graphemes

Good readers 'hear' the words in their heads as they read and when they lose meaning they automatically reread the text to recover the meaning. When a weaker reader loses the meaning of the text, they continue reading and lose comprehension altogether. Loss of comprehension can occur if a reader makes the incorrect choice of pronunciation when confronted with a grapheme that has alternatives, but doesn't reread and check for meaning.

Examples: *i* is pronounced differently in the words *skin* and *kind*

ou is pronounced differently in the words *out, shoulder, could* and *you*.

Children who are hesitant readers and who have difficulty in comprehension will need to be explicitly taught that alternative pronunciations of some words need to be 'tried out' to find the correct one. In this way the child's knowledge of phonics and the context of the word work together to promote meaning.

The children need to practise reading sentences containing words with alternative pronunciations of the same grapheme. Model reading the sentences with one pronunciation of the grapheme to illustrate how a reader tries out possible pronunciations to ascertain the correct meaning of the text. For example:

- *This afternoon I had some bacon and some squash and then I was stung by a wasp!*
- *I want to read about making bread.*
- *The child played with a silver tin.*

Provide some more sentences and invite the children to tell you the different pronunciations of the grapheme and how they decided which was correct. Encourage the children to see that it is important to 'try out' the different pronunciations to make sense of the text.

(For alternative pronunciations for graphemes see pp.152 and 153, *Letters and Sounds*.)

Teaching the split digraph

Children who are having problems in spelling words with a split digraph will have met these words in their reading. However, in writing, although they usually include the correct letters, they are often in the wrong order because they do not understand the relationship between the two graphemes, for example: *i-e, a-e, u-e,* etc.

Teach

Suggested approach

- Make some cards with the graphemes *t, m, p, n* and *ie.*
- Invite the children to build the word *tie*.
- Ask the children how it can be changed to *time*.
- Hold the *m* against *tie* to show *tiem*, 'sound-talk' it and explain that although there are graphemes for each phoneme this is not the correct spelling of *time*.
- Cut the *ie* grapheme card and explain that this grapheme needs to be separated with the final sound in between.
- Repeat with *pie* and *pine.*
- Demonstrate other high-frequency words which use the split digraph, for example *lie* to *like*, *mad* to *made*. Each time drawing a line linking the vowel with the /*e*/.

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Practise (select from)

- Invite the children to 'Quickwrite' on their whiteboards a series of words using the split digraph (select according to maturity).

  Examples:
  came, like, bone, rule
  game, even, home, cube
  amaze, extreme, inside, envelope
  computer, explode, complete, escape

  Check each time and ask children to link the split digraph to show their understanding.

- Collect examples of words using the split digraphs *a-e, i-e, u-e, o-e*.
- Play bingo**:** make bingo cards with a range of words containing split digraphs. Children must read out the words when they have 'won'.
- Play 'Guess my word': this game could also be used as a useful whole-class activity as it consolidates knowledge about word structures. Child writes a word containing a split digraph. His/her partner can try to guess the word in four questions, for example *huge:*
  - How many letters?
  - What is the middle vowel?
  - What does the word begin with?
  - Give another meaning of the word
- Older children could use more-complex words and perhaps five or six questions, for example *explode:*
  - How many letters?
  - Does the word have a prefix?
  - What is it?
  - What is the vowel before the final consonant?
  - What is the final consonant?
- For some children it may be helpful to provide examples of questions and to model the process but other children could use the idea to create their own riddles for others to guess, for example:

  My word has eight letters
  The vowel before the final consonant is o
  The final consonant sound is p
  It begins with the prefix en
  What is it?
  (Envelope)

When it is decided (through assessment) that a child is secure in their phonic knowledge, a spelling programme should be followed. *Support for Spelling* (Ref: 00171-2009FLR-EN) is designed for children in Years 2–6 who are secure at Phase 5 in *Letters and Sounds*.

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Appendix 1 – Assessment tasks

Contents

1. Grapheme–phoneme correspondences task
2. Oral blending task
3. Oral segmentation task
4. Non-word reading task

1. Grapheme–phoneme correspondences task

s, a, t, p, i, n

Once learned, the letters s, a, t, p, i, n provide children with an easy, but very useful, set of grapheme–phoneme correspondences with which to build two-letter and three-letter words.

Purpose

To assess knowledge of grapheme–phoneme correspondences.

Resources

Grapheme card (see the example below).

s	ai
a	ee
t	igh
p	oa
i	oo
n	ar
m	or
d	ur

Procedure

1. Display the grapheme card.
2. Note correct and incorrect letters.

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2. Oral blending task

Purpose

To assess oral blending.

Resources

- A sheet displaying all the pictures of the words to be blended (optional, see 7 below).
- Assessment response sheet for each child (see the example below).

Procedure

1. Use the practice items (see below) to explain the task to the child as follows: 'We're going to play a listening game. I'm going to speak like a robot. I want you to listen carefully and tell me the word I'm trying to say. Let's practise. The word is *c - a - t*. What is the robot trying to say?'
2. If the child needs more prompting, say: 'It's a word you know. Listen again.'
3. Proceed with the assessment items.
4. Offer each word in turn, leaving just less than a one-second interval between phonemes and record the child's first response.
5. Discontinue after three consecutive errors.
6. Praise the child, whether successful or not for a positive attitude or disposition to the task – for example for 'having a go' at a difficult job.
7. Rather than ask the child to say the word, you could ask the child to point to the correct picture.

Practice items: *c – a – t* *m – u – m*

Name **Word to be spoken by the adult**	**Record response. Tick if correct.** **If incorrect, record exactly what the child said or did**
1. m-a-n	
2. s-o-ck	
3. c-u-p	
4. p-e-g	
5. f-i-sh	
6. h-a-n-d	
7. t-e-n-t	
8. f-l-a-g	
9. s-p-oo-n	
10. s-t-a-m-p	

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3. Oral segmentation task

Oral segmentation of words into three phonemes and four phonemes.

Purpose

To assess oral segmentation.

Resources

- Assessment response sheet for each child (see example).

Procedure

1. Use the practice items (see below) to explain the task to the child as follows: 'Now it's your turn to speak like a robot. I'm going to say a word and I want you to say all the sounds in the word, just like I did in the last game. Let's practise. The word is *cat*. This is how the robot says *cat, c-a-t*. You do it. Instead of saying *zip*, the robot says *z-i-p*. How does the robot say *mum*?'
2. Provide the correct response if the child responds incorrectly.
3. Proceed with the assessment items.
4. Offer each word in turn and record the child's first response.
5. Discontinue after three consecutive errors.
6. Praise the child, whether successful or not, for a positive attitude or disposition to the task – for example for 'having a go' at a difficult job.

Practice items: *cat, zip, mum.*

Name: **Word to be spoken by the adult**	**Record the child's response. Tick if correct. If incorrect, record exactly what the child said or did.**
1. jam	
2. zip	
3. net	
4. dog	
5. mint	
6. sand	
7. gran	
8. snack	
9. crash	
10. dress	

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4. Non-word reading task

Purpose

- To assess grapheme recognition.
- To assess blending.

Resources

- Non-words on a shopping list.
- Assessment response sheet for each child (see example).

Procedure

1. Use a scenario to put this task in a context for the child, for example a friendly alien came to earth in a space ship. The alien had lists of things to take back to their own planet. This is what was written on the alien's first list, second list, etc.
2. Say: 'Can you read the words. Do you think you would be able to help the alien find the things on the list?'
3. Ask the child to say the sound for each grapheme and then to blend them to make a 'word'.
4. Record the sound for each grapheme and the blended word (see the example response sheet below).
5. Stop after three consecutive errors.

Phase 2

og	pim	reb	cag
ab	ket	nud	meck
liss	hin		

Phase 3

dar	veng	gax	chee
zort	jigh	hish	yurk
sair	quoam	koob	waiber
kear	doit	fowd	thorden

Phase 4

plood	dreet	skarb	kelf
grint	bamp	shreb	pronk
theest	fowspring	spunch	glorpid

Example response sheet for non-word reading task for Phase 4

Name:	Graphemes (e.g. p-l-oo-d)	Reading (e.g. plood)
skarb		
grint		
bamp		
spunch		
pronk		

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Appendix 2 – Teaching and practising segmenting VC and CVC words for spelling

Teaching segmentation for spelling is a combination of oral segmentation and letter recall. Some children need a lot of practice before they grasp CVC segmentation.

Phoneme frame

Resources

- Large two-phoneme or three-phoneme frame drawn on a magnetic or IWB as illustrated:

- Selection of magnetic letters (e.g. sets 1 and 2 letters) displayed on a whiteboard.
- List of words (visible only to the teacher).
- Small phoneme frames, each with a selection of magnetic letters, or six-letter fans, one per child or pair of children.

Procedure

This sequence of suggestions will require building over a few days. Children should be able to spell VC words before moving on to spell CVC words.

- Say a VC word (e.g. *at*) and then say it in 'sound-talk'.
- Say another VC word (e.g. *it*) and ask the children to tell their partners what it would be in 'sound-talk'.
- Demonstrate finding the letter *i* from the selection of magnetic letters; put it in the first square on the phoneme frame and the letter *t* in the second square; 'sound-talk' *i-t* and then say *it*.
- Say a CVC word (e.g. *jam*) and ask the children to tell their partners what it would be in 'sound-talk'.
- Ask the children to tell you what to put in the first square in the phoneme frame and then in the second.
- Ask the children to make the word on their own phoneme frames or fans.
- If all the children have frames or fans, ask them to check that they have the same answer as their partners. If the children are sharing, they ask their partner whether the partners agree.
- Ask the children to hold up their frames or fans for you to see.
- Repeat with another CVC word (e.g. *wet*).
- Repeat with a number of other three-phoneme (CVC) words.

When children are secure with segmenting CV and CVC words, the same process can be used for segmenting CVCC words (e.g. *hump*) and CCVC words (e.g. *spot*).

Learning to spell and practising tricky words

Children should be able to read these words before being expected to learn to spell them.

the	to	I	go	no
__•	• •	•	• •	• •

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Resources

- Whiteboards with pens, preferably one per child.

Procedure

1. Write the word to be learned on the whiteboard and check that everyone can read it.
2. Say a sentence using the word.
3. 'Sound-talk' the word, raising a finger for each phoneme.
4. Ask the children to do the same.
5. Discuss the letters required for each phoneme, using letter names.
6. Ask the children to trace the shape of the letters on their raised fingers.
7. Rub the word off the whiteboard and ask them to write the word on their whiteboards.

Phoneme spotter

Purpose

- To generate words containing the same target phoneme with a range of different spellings.
- To draw attention to the common ways to spell the target sound as a way of learning to read the word.

Resources

- Phoneme spotter story (see examples on following pages (other stories available in *Letters and Sounds*, pp.160–165) – enlarged copy of the story for display, copies of the story, one per child or pair of children.
- Coloured pencils or pens.

Procedure

1. Display the enlarged version of the story.
2. Read the story to the children and ask them to listen out for the focus phoneme.
3. Remove the story from view and reread it, asking the children to put their thumbs up whenever they hear the focus phoneme.
4. Display the text again and read the title, pointing to each word.
5. Underline any word containing the focus phoneme.
6. Repeat with the first paragraph.
7. Ask the children to do the same on their copies.
8. Continue reading the story slowly while the children follow word by word, underlining each word that has the focus phoneme.
9. Ask the children to tell you which phonemes they spotted in the second paragraph and underline them on the enlarged copy.
10. Write on the whiteboard the first six underlined words in the story.
11. Ask the children to read the first word, 'sound-talk' it and tell their partners what graphemes stand for the focus phoneme.
12. Ask a pair to tell you.
13. Repeat with the remaining words.

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14. Notice the different graphemes that represent the focus phoneme.
15. Draw three columns on the whiteboard and write a different grapheme at the top of each column (e.g. *ai, ay, a-e*).
16. Write one word from the story under each grapheme (e.g. *rain, day, lane*).
17. Ask the children to draw three columns in their books or on paper and write the words from the story in the appropriate column.

Phoneme spotter stories

A right mess

The twins' bedroom was a right mess! Mum had tried everything.

Being cross! Being kind! But it just did not help. The twins still did not tidy their room.

Then Mum had an idea. 'I think I'll write a list of things the twins must pick up, and then we can play a game of hide and seek.

The twins must find the things and put them in a box. Their room will be tidy!'

This is the list Mum had:

A crisp bag

A white sock

A tie with a stripe

A cap

A plastic knife

A bright red kite.

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

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

'All right,' said Mum, 'but you must hold the string tight.'

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

CRASH! And fell into the duck pond!

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

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The school sale

It was the day of the school sale. Mum could not go as she had a pain in her knee, so Gran said she would take Kate and Wayne.

They could not wait!

At the school gate, Gran paid 20p to get in. She did not have to pay for Kate and Wayne – it was free for children!

As soon as they were through the gate, Gran gave Wayne and Kate £1 each to spend, and told them not to go too far away.

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

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

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

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

Further Phoneme spotter stories can be found in *Letters and Sounds* pp. 160–165

Rhyming word generation

Procedure

1. Write a word on the whiteboard (e.g. *rain*).
2. Ask the children to suggest words that rhyme (e.g. *lane, Spain*) and write them on the whiteboard.
3. Write another word containing the same vowel phoneme (e.g. *date*) and ask the children to suggest words that rhyme and write them down.
4. Repeat with another word (e.g. snake).
5. Repeat with one more word, this time one that has the vowel phoneme at the end of it (e.g. *day*).
6. Pick any word and ask the children what grapheme represents the vowel phoneme.
7. Children discuss with their partners, write the grapheme on their whiteboards and hold them up.
8. Draw columns on the whiteboard and write the grapheme at the head of one column.
9. Ask the children to find a word with a different spelling of the phoneme.
10. Write the grapheme at the head of another column.

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11. Repeat with another word until all alternative spellings for the vowel phonemes are written as column headers (e.g. *ai, ay, a-e, ea, aigh, eigh*).
12. Write one word under each grapheme (e.g. *rain, day, date, great, straight, eight*).
13. Ask the children draw to columns in their books or on paper and write the words from the whiteboard in the appropriate column.
14. Follow with **Best bet** below.

Best bet

Purpose

- To develop children's knowledge of spelling choices.

Resources

- Lists of words generated from 'Phoneme spotter' (above) or a variation, under grapheme headers, for example as follows:

Common				**Rare**			
ay	**ai**	**a-e**	**ea**	**aigh**	**eigh**	**e-e**	**ey**
day	rain	lane	great	straight	eight	fete	they
play	wait	mate					
may	train	bake					
say	brain	snake					
tray	pain	late					
Etc.	Etc.	Etc.					

- Whiteboards and pens, one per child

Procedure

1. Display the lists of words.
2. Discuss which columns have most words in them, and which the least. Point out that in English some spelling patterns are very rare but that some very common words (e.g. *they*) have rare spellings.
3. Ask the children if they can spot a pattern (e.g. the *ay* grapheme occurs at the ends of words; the commonest spelling for the phoneme followed by /*t*/ is /*ate*/; the commonest spelling for the phoneme followed by /*k*/ is /*ake*/).
4. Ask the children to write a word not on display containing the same phoneme as some of the words listed (e.g. *hay*).
5. Where there are potentially two possible spelling alternatives, ask the children to write which grapheme they think might be in a particular word and decide whether they think it is correct when they have looked at it written down.
6. The children then learn the correct spelling.

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Appendix 3 – 100 high-frequency words, in order

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

Tables from Masterson, J., Stuart, M., Dixon, M. & Lovejoy, S. (2003) *Children's Printed Word Database* (accessible at **www.essex.ac.uk/psychology/cpwd**). Economic and Social Research Council funded project, R00023406. Used with kind permission.

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Bank of suggested words and sentences for use in Unit 4

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

CVCC words

Words using sets 1–7 letters			Words using Phase 3 graphemes		Polysyllabic words	
went	**best**	**fond**	**champ**	**shift**	***children***	**shampoo**
it's	**tilt**	**gust**	**chest**	**shelf**	**helpdesk**	**Chester**
help	**lift**	**hand**	**tenth**	**joint**	**sandpit**	**giftbox**
just	**lost**	**next**	**theft**	**boost**	**windmill**	**shelter**
tent	**tuft**	**milk**	**Welsh**	**thump**	**softest**	**lunchbox**
belt	**damp**	**golf**	**chimp**	**paint**	**pondweed**	**sandwich**
hump	**bust**	**jump**	**bench**	**roast**	**desktop**	**shelving**
band	**camp**	**fact**	**sixth**	**toast**	**helper**	**Manchester**
dent	**gift**	**melt**	**punch**	**beast**	**handstand**	**chimpanzee**
felt	**kept**	**ask***	**chunk**	**think**	**melting**	**champion**
gulp	**tusk**	**fast***	**thank**	**burnt**	**seventh**	**thundering**
lamp	**limp**	**last***				
wind	**soft**	**daft***				
hump	**pond**	**task***				
land	**husk**					
nest	**cost**					
sink	**bank**					
link	**bunk**					
hunt						

***** In the north of England, where the letter **a** is pronounced /**a**/, these are appropriate as Phase 4 words.

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Alternative spellings for each phoneme (for use in Unit 5)

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

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

* The phoneme /u/ is not generally used in north of England accents.

/ai/		/ee/				
day	came	sea	these	happy	chief	key
play	made	seat	Pete	sunny	brief	donkey
may	make	bead	Eve	mummy	field	valley
say	take	read	Steve	daddy	shield	monkey
stray	game	meat	even	only	priest	chimney
clay	race	treat	theme	funny	yield	trolley
spray	same	heap	complete	sadly	shriek	pulley
tray	snake	least	Marlene	penny	thief	Lesley
crayon	amaze	steamy	gene	heavy	relief	money
delay	escape	repeat	extreme	quickly	belief	honey

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/igh/			/oa/		
pie	by	like	low	toe	bone
lie	my	time	grow	hoe	pole
tie	try	pine	snow	doe	home
cried	why	ripe	glow	foe	woke
tried	dry	shine	bowl	woe	those
spied	fry	slide	tow	Joe	stone
fried	sky	prize	show	goes	woke
replied	spy	nice	slow	Glencoe	note
applied	deny	decide	window	heroes	phone
denied	reply	polite	rowing	echoes	alone

/(y) oo/			/oo/		
cue	tune	stew	clue	June	blew
due	cube	few	blue	flute	chew
hue	tube	new	glue	prune	grew
venue	use	dew	true	rude	drew
value	cute	pew	Sue	fluke	screw
pursue	duke	knew	Prue	brute	crew
queue	huge	mildew	rue	spruce	brew
statue	mule	nephew	flue	plume	flew
rescue	amuse	renuw	issue	rule	threw
argue	computer	Matthew	tissue	conclude	Andrew

/sh/				/zh/
special	station	sure	chef	treasure
official	patience	sugar	Charlotte	television
social	caption	passion	Charlene	vision
artificial	mention	session	Michelle	pleasure
facial	position	mission	Chandry	leisure
				beige
				visual
				measure
				usual
				casual

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Appendix 4 – Glossary

Term	Definition	Example
Phoneme	The smallest unit of sound in a word.	m-a-t (three phonemes) d-i-sh (three phonemes)
Grapheme	A letter or sequence of letters that represent a phoneme.	
Digraph/trigraph	Two or three letters representing one phoneme.	day = di (two) night = tri (three)
Split digraph	Two letters representing one phoneme but split within a word.	bike made tune
Adjacent consonants	Two or more consonants next to each other in a word.	watch strap
Phonics	About sounds and how they are represented in letters.	
Alphabetic principles (code)	• Sounds (phonemes) are represented by letters. • A phoneme can be represented by one or more letters. • The same phoneme can be represented (spelled) in more than one way. • The same spelling can represent more than one sound.	a, sh, tch cat, kennel, choir me, set
Syllable	Each beat in a word is a syllable. Words with only one beat are monosyllabic. Words with more than one beat are multisyllabic or polysyllabic.	dog, loaf, bell beautiful, morning, flower
Segment	The ability to hear individual phonemes in a word.	f-i-sh kn-igh-t
Blend	The ability to merge individual phonemes together to pronounce a word.	
CVC word CCVCC word	A word in which the phonemes are a consonant phoneme, a vowel phoneme, a consonant phoneme. A word which is two consonants, vowel and two final consonants.	pan, chip, mash, rain crisp

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