

## Module Thirteen:

# The Phonics International Systematic Synthetic Phonics And Spelling Programme



# Homepage



by Debbie Hepplewhite

I can't believe this programme...it's like having a genie in a bottle.  
It reads your mind about what you really want and the resources seem  
to magically appear! Rachel Homsey - Literacy Co-ordinator and Consultant



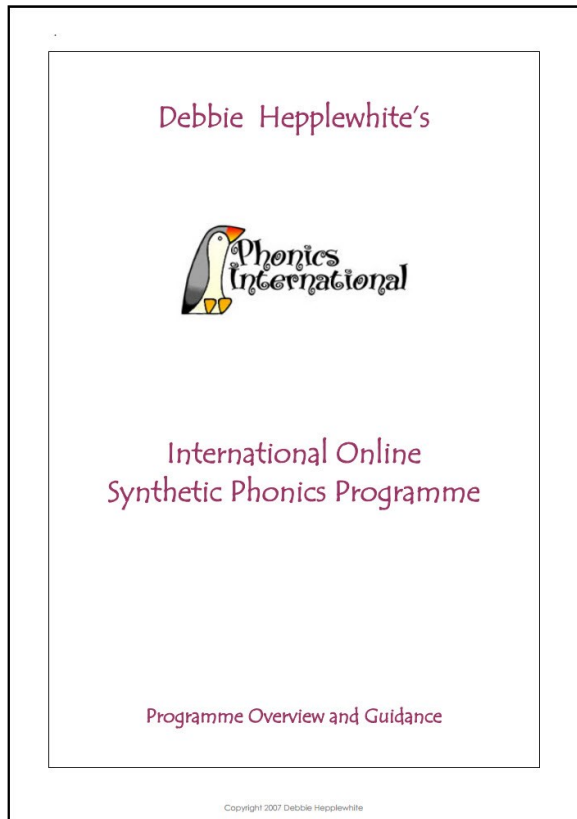
<a href="#">Home</a>	<b>Phonics Two-Day Training Courses</b>	<a href="#">Training</a>	<a href="#">Message Forum</a>	<a href="#">About Debbie</a>
<a href="#">Hear the Sounds</a>	Next courses in Newbury, Berkshire July and August 2014 Click <b>HERE</b> for booking information and course description			
<a href="#">Free Resources</a>				
<a href="#">About the Programme</a>				
<a href="#">Members</a>	<b>**NEW Product**</b> Series of 8 downloadable eBooks entitled 'Alphabetic Code and Phonics Skills' Aimed at the parents/homeschoolers who want to teach their children to read at home using the 'synthetic phonics' approach. Also suitable for schools, special needs, intervention and where English is a second or additional language. Click for more information			
<a href="#">Contact</a>				
<a href="#">Buy the Programme</a>	<b>**NEW**</b> How to set up and use the Phonics International programme - Click <b>HERE</b>			
<a href="#">Buy Extra Resources</a>	Click <b>HERE</b> to see the DFE's evaluation of a 'Debbie Hepplewhite Synthetic Phonics Training' match-funded whole school training event. Click <b>HERE</b> to see 'Teach Primary's' outstanding review of Phonics International..! ...and here is the review in a printable PDF format. Click <b>HERE</b> to see our equally outstanding review in 'Teach Secondary' (PDF). Questions and Answers 'Ask the Expert: Phonics' - Advice for improving literacy across the curriculum. 'Teach Secondary' September 2013 (PDF)			
<a href="#">Alphabetic Code Charts' Site</a>				
<a href="#">Debbie's Handwriting Site</a>				
<a href="#">Phonics International for Pre-School</a>				
<a href="#">Oxford Reading Tree Floppy's Phonics Sounds and Letters</a>				
<a href="#">Synthetic Phonics CPD</a>				

**What does Phonics International Provide? "Outstanding Value!"**  
Click **HERE** to see what's provided in the programme.



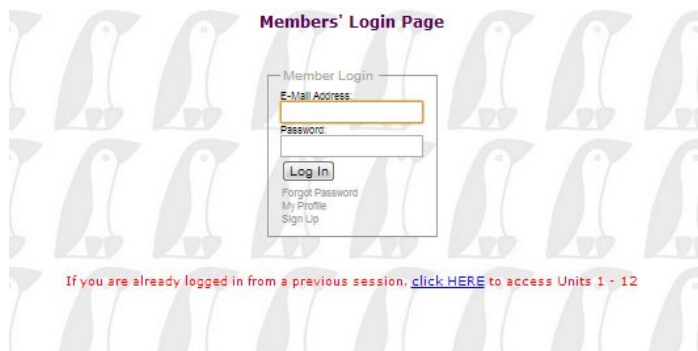


# Programme Overview and Guidance



**General information about what  
Systematic Synthetic Phonics 'is'  
and general information about the  
Phonics International programme**



# Index for licence holders



**The login page will take you to the index page.**

<b>NEW - PowerPoint to support the delivery of 'Parents Information Events'</b> Note and Disclaimer: This PowerPoint may be adapted to suit your school's needs provided that this is made clear to parents		<a href="#">Click</a>
<b>Free - Early Years Starter Package</b> letter/s-sound correspondences as in Units 1 to 6		<a href="#">Click</a>
Unit	The main letter/s-sound correspondences introduced and/or revisited in each unit	Click ↓
Unit 1	s a t i p n c k ck e h r	<a href="#">CLICK</a>
Unit 2	m d g o u l -ll f -ff s -ss b j y ai ay w oa ow ie igh -le o	<a href="#">CLICK</a>
Unit 3	ee or z -zz w wh ea e-ea /z/ s se ze	<a href="#">CLICK</a>
Unit 4	ng nk v ve oo-oo y -y x ch sh th-th	<a href="#">CLICK</a>
Unit 5	qu ou ow-ow oi oy ue-ue er ar -ve -ce s-ss ge-j -se y-y-y	<a href="#">CLICK</a>
Unit 6	ce,ci,cy ge,gi,gy o-oe 'oes' ie,i-e ee,e-e oe,o-e ae,a-e ue,u-e air are ear ere eer ear ere ier ir ur ear wor er,our -re	<a href="#">CLICK</a>
Unit 7	le il al el aw au al oar oor ore our ch,tch ge,dge x,x kn wr mb sc gu bu ch rh	<a href="#">CLICK</a>
Unit 8	sh,ch ti ci ssi /zh/ si s z g ge ou 'ous' ph gh g,gg,gh ch,ch,ch wa qua war gn st	<a href="#">CLICK</a>
Unit 9	-ey eigh -ea -aigh -ey -ie -y -ie ei	<a href="#">CLICK</a>
Unit 10	-o -ew -ui -ou -o eu ew -iew	<a href="#">CLICK</a>
Unit 11	ough augh ch qu -que quar	<a href="#">CLICK</a>
Unit 12	-gue -ine -ine -ine mn ps alm alt -ture -eau -re	<a href="#">CLICK</a>
Extras	Resources which are non-unit specific	<a href="#">CLICK</a>

# Additional Activity Sheets

/a/	a 	/a/	a 
apple sad atom table able apron		bag attic tablet label ladle cable	

In some words, letter 'a' can be for the sound /a/ as in apple. In some words, letter 'a' can be for the sound /ə/ as in table. In some words, letter 'a' can be for the other sound which we can discuss or we can discuss later. For example, in 'atom', letter 'a' is for the sound /ə/ and 'table', letter 'a' is for the sound /ə/. In some words, letter 'a' can be for the sound /ɑ:/ as in 'atom' or 'ladle'. In some words, letter 'a' can be for the sound /ɑ:/ as in 'atom' or 'ladle'. In some words, letter 'a' can be for the sound /ɑ:/ as in 'atom' or 'ladle'.

Adam is a little lad - as little as an ant but not as little as an atom. Mum can carry Adam in a handbag. Adam is able to carry him in an apron pocket. Dad sits him on the table, not at the table. As little as Adam is, the lad still has a big heart and is able to chat to Mum from in the handbag. Adam chats to Gran from Gran's apron pocket and he chats 'on and on' from on top of the big table!

bb -cc -dd -gg -nn  
-mm -pp -rr -tt -vv  
-ck -ss -ff -ll -zz




**The swimming lesson**

Maddy loved to go swimming. She went as often as she could. Her mother took her every week. Last week, Maddy's brother gave her some swimming goggles. Maddy thanked her brother for the present.

On Sunday, the whole family went to the local swimming pool. Maddy took her rubber goggles and she had rubber flippers too! The flippers helped Maddy to swim very fast. Her father said, "Maddy swims like a fish - and with her goggles and flippers on, she looks like a fish!"

At the poolside, Maddy chatted to her pals as they all waited for the swimming teacher - Benny. When Benny arrived, he checked to see Maddy in her red goggles and yellow flippers. Benny is the swimming instructor - and Maddy is his little sister!

Mum and Dad sat on a bench next to the pool. They grinned to see Benny teaching Maddy - and to see Maddy streaking across the width of the pool 'like a fish' - back and forth!





/or/	or 	au 	aw 
fork		saucer	dawn

corn fort cork torn saucer haul Paul saw draw flaw  
worn-out orb orbit audience pause raw scrawl drawer  
torch scorn porch applause August straw drawn tawl  
orchard ordinary autumn automatic trawler strawberry

The four graphemes 'or', 'au' and 'aw' are used for the sound /ɔ:/ in the words 'orb' and 'draw'. The four graphemes 'or', 'au' and 'aw' are used for the sound /ɔ:/ in the words 'orb' and 'draw'. The four graphemes 'or', 'au' and 'aw' are used for the sound /ɔ:/ in the words 'orb' and 'draw'.

One August night, when Paul was in the orchard, he saw a flying saucer. The orb was like a torch glowing in the sky. As dawn arrived, Paul was worn-out and he lost sight of the saucer's orbit. He scrawled a quick drawing of the orb before he hauled himself off to bed at last.

Spelling alternatives that are code for the /ai/ sound.

ai 	-ay 	a 	a-e 
first aid	tray	table	cakes

aim nail rain main day say may way able apron fable name make game  
grain afraid drain play stay crayons ladle acorn cable same late plate  
train plain remain May replay away Amy awaken Aden bake sake take  
snails trail paint hay spray stray Amy awoken label fade made skates

It is the May Day holiday today but Mum is away. Amy aims to bake cakes for the family and puts on Mum's apron. Dad tells Aden to stay away from the wet paint on the gate. Aden puts on his skates to play but strays onto the grate, trips and puts his hands on the painted gate! Amy puts the hot cakes on the best plates. Aden gets the paint off his hands. Mum gets back at last and the day ends well.

both their children, Maddy and Benny, enjoyed the swimming lesson which was so much fun.

**-ed**

Painted rained stopped  
chatted played  
waited stayed  
fainted sighed  
patted hugged

**We wished upon a star!**

Last month I stayed with Grandpa. When I arrived, he was so pleased to see that he hugged me tightly.

Grandpa always patted my head, so softly, when he praised me for doing a job, for being good or kind or polite.



Grandpa played with me day and night - cards, skittles, marbles, table tennis. When it rained, we huddled under his big, black umbrella and followed the muddy trails along the flooded paths.

Later, I pointed Grandpa and me as we splashed in the deep, muddy puddles and jumped over the little muddy puddles. I even included the green, spotted frog that hopped ahead of us as we passed his pond!

Every night, Grandpa and I dizzied honey on hot, buttered toast. Every night, I brushed my teeth and Grandpa brushed my hair. Every night, I read Grandpa a story and he read me a story. Every night, Grandpa and I gazed at the moon and we wished upon a star...

At long last, Grandma came home from the hospital - fit and well. The 'wish upon a star' had come true.

**ew**

/yoo/ 	long /oo/ 
new shoes	crew

few dew (on the grass) I knew... pewter yew tree chew I drew... screw  
slew new newborn newt newspaper I threw... corkscrew jewels

Stewart needed to renew his library tickets. He knew that he might get a small fine if he did not renew his tickets in time. He drew up a plan to visit the library when he went to choose some new shoes on Saturday. Stewart was horrified to discover that he had screwed up his library tickets. He threw them away a few days ago when he drew out all his old newspapers and other rubbish. Oh dear! He was only trying to be tidy and organised. So much for the big plan...

## Unit 2

## Unit 4

## Unit 6

# Updated Index: pdfs

**Index**

PowerPoint to support the delivery of 'Parents Information Events'

FREE – Early Years Starter Package

letter/s-sound correspondences

Full range of teaching and learning resources provided in each unit

Unit 1	s	a	t	i
Unit 2	c	k	-ck	c, k, -ck
Unit 3	m	d	g	o
Unit 4	y	ai	ay	ai, ay
Unit 5	ee	or	z	z, -zz
Unit 6	-ng	-nk	v	v, -ve
Unit 7	ch	sh	th	th
Unit 8	qu	ou	/ou/ ow	ou, ow
Unit 9	-ve	-ce	s, -ss, -ce	-ge
Unit 10	ea, ei, ey	ge, gl, gi	o, -oe	'o' 'oes'
Unit 11	/air/	eer	ear	-ere
Unit 12	-le	-il	-al	-el
Unit 13	/f/ -dge	-ge, -dge	-x, -x	/n/ -k
Unit 14	/sh/ sh, ch	/sh/ -ti	/sh/ -ci	/sh/ -ci
Unit 15	/ai/ -ey	igh	/ai/ -ea	-aigh
Unit 16	/ul/ o	/ool/ -ew	/ool/ -ui	/ool/ -ou
Unit 17	/or/ ough	ough	'ough' as different sounds	
Unit 18	/gl/ -gue	high/ -ine	live/ -ine	leev/ -ine
Extras				

**Index**

PowerPoint to support the delivery of 'Parents Information Events'

FREE – Early Years Starter Package

letter/s-sound correspondences as in Units 1 to 6 – additional resources providing a 'programme within a programme'

Full range of teaching and learning resources provided in each unit

Unit 1	s	a	t	i
Unit 2	c	k	-ck	c, k, -ck
Unit 3	m	d	g	o
Unit 4	y	ai	ay	ai, ay
Unit 5	ee	or	z	z, -zz
Unit 6	-ng	-nk	v	v, -ve
Unit 7	ch	sh	th	th
Unit 8	qu	ou	/ou/ ow	ou, ow
Unit 9	-ve	-ce	s, -ss, -ce	-ge
Unit 10	ea, ei, ey	ge, gl, gi	o, -oe	'o' 'oes'
Unit 11	/air/	eer	ear	-ere
Unit 12	-le	-il	-al	-el
Unit 13	/f/ -dge	-ge, -dge	-x, -x	/n/ kn
Unit 14	/sh/ sh, ch	/sh/ -ti	/sh/ -ci	/sh/ -ss
Unit 15	/ai/ -ey	igh	/ai/ -ea	-aigh
Unit 16	/ul/ o	/ool/ -ew	/ool/ -ui	/ool/ -ou
Unit 17	/or/ ough	ough	'ough' as different sounds	
Unit 18	/gl/ -gue	high/ -ine	live/ -ine	leev/ -ine
Unit 19	/l/ -mb	/s/ -sc	/l/ -gu	/b/ -bu
Unit 20	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 21	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
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Unit 169	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 170	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 171	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 172	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 173	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 174	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 175	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 176	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 177	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 178	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 179	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 180	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 181	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 182	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 183	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 184	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 185	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 186	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 187	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 188	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 189	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 190	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 191	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 192	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 193	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 194	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 195	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 196	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 197	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 198	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 199	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie
Unit 200	/l/ -y	/l/ -ie	/l/ -y	/l/ -ie

Order of introducing the letter/s-sound correspondences on the core Sounds Book Activity Sheets

Class: \_\_\_\_\_  
Date: \_\_\_\_\_

**End of Unit 6 now includes:**

ph, au, aw, ou as long /oo/, -ie as /ee/, ew as /oo/ & /yoo/, ch as /k/ & /sh/



# Pace of code introduction

- Units 1 to 4 or 5 for beginners – every day
- Revise and then complete Unit 6 in next year
- Split Units with fewer sessions to complete by end of KS 2

**Phonics**  
Order of introducing the letter/s-sound correspondences on the core Sounds Book Activity Sheets

Class: \_\_\_\_\_  
Date: \_\_\_\_\_

Unit 1	s	a	t	i	p	n															
	c	k	-ck	c, k, -ck	e	h	r														
Unit 2	m	d	g	o	u	l	l, -ll	f	f, -ff	s, -ss	b	j									
	y	ai	ay	ai, ay	w	oa	ow	oa, ow	-ie	-igh	-ie, -igh	-le	lul o								
Unit 3	ee	or	z	z, -zz	w	wh	w, wh	ea	ee, ea	el e, -ea	lzl z -zz s -se -ze										
Unit 4	-ng	-nk	v	v, -ve	short oo-oo	long oo-oo	oo-oo	y	-y (-ey)	/ks/ -x											
	ch	sh	th th	-ed	double consonant letters		oy	ol, oy	-ue	-ue, -ue	er	ar									
Unit 5	qu	ou	ou/ow	ou, ow	oi	oi	oi, oy	-ue	-ue, -ue	er	ar										
	-ve	-ce	s, -ss, -ce	-ge	j, -je	-se	ij, -ij, -ij	-ae, -ae	-ue, -ue	air	-are	-ear	-ere								
Unit 6	ca, ci, cii	ga, gl, gii	o, -oe	'oi' 'oes'	-ie, -ie	ee, -e-e	-oe, o-e	ur	ear	lar	war	-er, -our	-re (-er)								
	fair/	eer	oar	-ere	-ier	leer/	ir	ur	ear	lar	war	-er, -our	-re (-er)								
Optional extra resources for schools doing Year One Phonics Screening Check in England:																					
Unit 7	-le	-il	-al	-el	aw	au	-al	oar	-oor	er, -ee, -ew	ew, loul, lool	ie, light, twi	ew, light, twi	ck, lch, tch	ch, -ch						
	ljl -dge	-ge, -dge	-x, -x	lnl kn	lrl wr	lml -mb	lsl sc	lgl gu	ljl bu	lkl ch	lrl rh										
Unit 8	lsh/ sh, ch	lsh/ -ti	lsh/ -ci	lsh/ -ssi	lzh/	-si -s -z g	-ge	lul -ou	'ous'	lfl ph	lfl -gh	g, -gg, gh	ch, ch, ch								
	lol wa	lol qua	lar/ war	lsl gn	lsl -st-																
Unit 9	lail -ej	eigh	lail -ea	-aigh	lveel -ej	lveel -ie	lU -y	leel -ie	lugh/ ei												
Unit 10	lul o	lool -ew	lool -ui	lool -ou	lool -o	lyool eu	lyool ew	lyool -iew													
Unit 11	lor/ ough	augh	'ough' as different sounds			lkl ch	lkl qu	lkl -que	lor/ quar												
Unit 12	lgl -gue	lghnl -ine	lvinl -ine	leevnl -ine	lml -mn	lsl ps	lar/ alm	lol allc	lch+ul	-ture	-eau	-re	lntl -n								

Notes: \_\_\_\_\_

See Jacqui O'Donnell's report in the 'Downloads and Links' section.

# Resources provided online

Phonics International  
Online Synthetic Phonics Programme  
Unit 5  
of 12 units

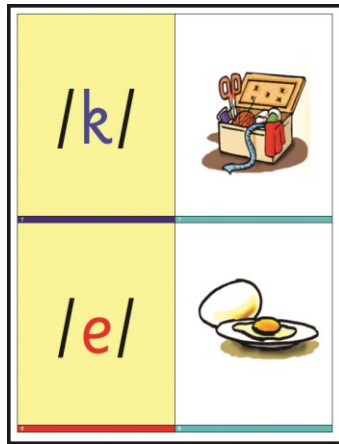
Lesson	Icon	Lesson Title
1	1	Introduction and Substrates
2	2	Phonics and Substrates
3	3	Phonics and Substrates
4	4	Phonics and Substrates
5	5	Phonics and Substrates
6	6	Phonics and Substrates
7	7	Phonics and Substrates
8	8	Phonics and Substrates
9	9	Phonics and Substrates
10	10	Phonics and Substrates
11	11	Phonics and Substrates
12	12	Phonics and Substrates

Phonics International  
Online Synthetic Phonics Programme  
Unit 5  
of 12 units

- 1. Introduction and Substrates
- 2. Phonics and Substrates
- 3. Phonics and Substrates
- 4. Phonics and Substrates
- 5. Phonics and Substrates
- 6. Phonics and Substrates
- 7. Phonics and Substrates
- 8. Phonics and Substrates
- 9. Phonics and Substrates
- 10. Phonics and Substrates
- 11. Phonics and Substrates
- 12. Phonics and Substrates

Unit 5 webpage: All resources for each Unit provided as pdfs via 12 colour-coded webpages, plus an audio-visual resource in Units 1 to 6.

# Continuous provision and enrichment resources



**SOUND CARDS**  
top left of the board

## **UNIT 2:**

- \*SOUNDS CARDS
- \*COLLATED ALPHABETIC CODE INFORMATION PLUS WORD BANKS
- \*HANDWRITING – 10 SHEETS
- \*HANDWRITING – LOWER CASE – 15 SHEETS
- \*HANDWRITING – UPPER CASE – 14 SHEETS

## **UNITS 3 & 4:**

- \*ORIGAMI BLEND, SPELL AND WRITE BOOKS WITH INSTRUCTIONS

# Collated Alphabetic Code Information Plus Word Banks

## UNIT 2:

This is particularly helpful to give an overview of the content of all the Sounds Book Activity Sheets. It begins with 'In a nutshell...'.

**Print in full for the staff room.**

**Some teachers use it for their own planning files.**

**The Alphabetic Code information and word bank as included on the Sounds Book Activity Sheets of Phonics International**


Heading on Sounds Book Activity Sheet	UNIT	Code information for the 'teacher' as provided on each Sounds Book Activity Sheet for units 1 to 12 <small>(Instructions for spelling and sitting activities of the Sounds Book Activity Sheets are not described here)</small>
S		<p><b>s</b>, <b>sap</b>, <b>slip</b>, <b>sun</b>, <b>nest</b>, <b>mish</b>, <b>just</b>, <b>pot</b>, <b>bats</b>, <b>slip</b>            Model how to say these words. Track under the words with the index finger to correspond with saying the sounds as you say the words <i>very slowly</i>. You are teaching <i>only</i> the sound /s/ (not "suh") and the letter shape 's' and how these work in <i>some</i> written and spoken words. The learner holds the pencil with 'froggy legs and log under' and writes the letter 's' as he/she says the sound /s/.</p>
a		<p><b>ant</b>, <b>apple</b>, <b>act</b>, <b>add</b>, <b>man</b>, <b>bag</b>, <b>cat</b>, <b>hand</b>, <b>lamp</b>, <b>tap</b>, <b>sand</b>, <b>trap</b>            Model how to say these words. Track under the words with the index finger to correspond with saying the sounds as you say the words <i>very slowly</i>. At this point, you are teaching <i>only</i> the sound /a/ and the letter shape 'a' and how these work in <i>some</i> written and spoken words. Say, "In <i>these</i> words, the lettershape 'a' is the <i>code</i> for the sound /a/. When you see 'a', say /a/. <i>Later</i> I will teach you more code using this letter."            The learner holds the pencil with 'froggy legs and log under' and writes the letter 'a' as he/she says the sound /a/.</p>
t		<p><b>tin</b>, <b>tags</b>, <b>top</b>, <b>ten</b>, <b>hats</b>, <b>cats</b>, <b>spots</b>, <b>sot</b>, <b>cut</b>, <b>plant</b>, <b>tent</b>            Model how to say these words. Track under the words with the index finger to correspond with saying the sounds as you say the words <i>very slowly</i>. You are teaching <i>only</i> the sound /t/ (not "tuh") and the letter shape 't' and how these work in <i>some</i> written and spoken words. The learner holds the pencil with 'froggy legs and log under' and writes the letter 't' as he/she says the sound /t/.</p>
i		<p><b>insect</b>, <b>igloo</b>, <b>ink</b>, <b>imp</b>, <b>hit</b>, <b>miss</b>, <b>pink</b>, <b>milk</b>, <b>is</b>, <b>it</b>, <b>sit</b>, <b>its</b>, <b>sits</b>            Model how to say these words. Track under the words with the index finger to correspond with saying the sounds as you say the words <i>very slowly</i>. You are teaching the sound /i/ and the letter shape 'i' and how these work in <i>some</i> written and spoken words. Notice how the volume of the word is mainly provided by the /i/ sound. It is the vowel phonemes (sounds) which provide most of the volume in spoken words. Ask the learner to say all the sounds all-through-the-words in the third line. Can he/she then 'hear' the target words independently? If not, model the sounding out and blending process. <i>Tweak</i> (adjust) the pronunciation of the 'i' in the word 'is' to sound like /i/. This notion of 'tweaking (or adjusting) pronunciation' is very important in the reading process.            The learner holds the pencil with 'froggy legs and log under' and writes the letter 'i' as he/she says the sound /i/.</p>
p		<p><b>pat</b>, <b>pat</b>, <b>pats</b>, <b>slaps</b>, <b>taps</b>, <b>spat</b>, <b>spits</b>, <b>tip</b>, <b>slip</b>, <b>top</b>, <b>sap</b>, <b>pip</b>            Model how to say the sound /p/. (Not "puh") You are teaching the sound /p/ and the letter shape 'p' and how these work in most written and spoken words. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? If not, model the <i>sounding out</i> and see if the learner can then hear the target words. If not, sound out and <i>blend</i> the whole words. Track under the letters with the index finger at all times.            The learner holds the pencil with 'froggy legs and log under' and writes the letter 'p' as he/she says the sound /p/.</p>


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# Continuous provision and enrichment resources

ng	song wings swung Mr Lang string length longing strength doing bring along
oi	oi oi oi
Draw the main character in action and label.	
spoilt coined jointly avoid point boiling appoint noisy toilet	
Moira "toil and trouble" flashpoint voiced choice appointment dolly	

eer	ear	ere	ier
Draw the main characters in action and label.			
career mountaineer appear sheer frontier fear hemisphere deer			
Piers Kiera dear hear tears fearful piercing interfere fiercely severe cheerful engineer sneered steers clearing yearly here merely ears nearly persevere skier atmosphere			
Say the sound first! Say the words while finger tracking underneath. Think up a story and draw a picture. Write some or all of the story.			

ng		Many people like to wear one of these on their fingers. Find the grapheme which is code for the last sound. ng /ŋ/ (ng)
nk		We need this for our pen to make marks on the paper. Find the grapheme which is code for the last sound. nk /ŋk/ (nk)
v		This musical instrument is often associated with love and romance. Find the letter shape which is code for the first sound. vdi /vi:/ (v)
ve		Which bird is commonly associated with peace? Find the grapheme which is code for the first sound. ve /ve:/ (ve)
oo		It is great to 'get lost' in one of these! Find the grapheme which is code for the middle sound. oo /u:/ (oo)

ai	p	ow	le	t	o	b	s
ay	n	ie	r	tt	e	w	
							
							
							

-ce	
dance	palace
fence	
pounce	
-se	
mouse	house
sen	
hor	





I can read, write and draw. 38

'bang'

tongs

'ding-dong'

string

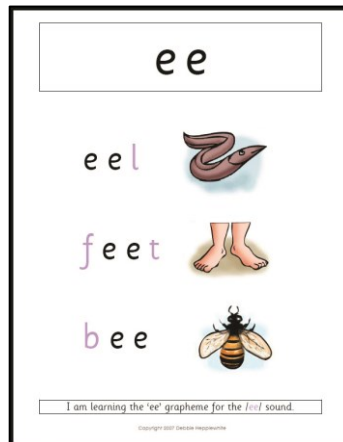
Read the words, make up a story!

# Resources provided online

Audio-visual resource  
in each Unit 1 to 6:

Provides the focus 'sound'  
in all positions of spoken  
word examples





































PICTURE POSTER  
Unit 3 (1 of 8)



## Unit 1

Hear the Sounds - Unit 1

Click the button to the right for a short audio introduction for the features. When listening to the audio clip below, be sure to allow time to finish before starting another!

/s/	snake 	nest 	nuts 
/a/	apple 	ant 	bag 
/t/	teddy 	spots 	tent 
/i/	insect 	tin 	milk 
/p/	pan 	lips 	cup 
/n/	net 	pins 	fan 
/k/	cat 	act 	picnic 
/k/	kit 	skip 	kiss 
/k/	duck 	clocks 	bucket 
/e/	egg 	pen 	belt 
/h/	hat 	hen 	hills 
/t/	rat 	rip 	train 

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# Resources provided online

Two additional webpages:

Early Years Starter Package

resources for Units 1 to 6

all on one webpage

Order of introduction

of 90 letter/s-sound correspondences:

Sounds and graphemes as introduced in units 1 to 6 of Phonics International

sounds	letters	words with sounds in all positions	sounds	letters	words with sounds in all positions
/s/	s	snake nest nuts	/oo/	oo	book hood cooker
/a/	a	apple ant bag	/ool/	oo	moon rooftops toadstool
/t/	t	teddy spots tent	/leel/	-y	sunny cloudy stormy
/l/	l	l insect tin milk	-ey	key keyhole turkey	
/p/	p	pan lips cup	/hsl/	-x	fox mixer boxes
/n/	n	net pins fan	/hsl/	ch	cheese branch lunch
/h/	c	cat act picnic	/sh/	sh	sheep splashes fish
	k	kit skip kiss	/th/	th	thistle moths teeth
	-ck	duck clocks bucket	/th/	th	the there this (Mini Poster)
/e/	e	egg pen belt	/hw/	qu	queen quilt squirrel
/h/	h	hat hen hills	/oul/	ou	ouch loud fountain
/r/	r	rat rip train		ow	owl clown frown
/m/	m	map swim lamp	/oil/	oi	ointment boiling point
/d/	d	dig hands bed	/oy/	oy	oyster royalty toy
/g/	g	girl pegs flag	/yool/	-ue	muesli barbecue statue
/o/	o	orange log rock	/ool/	-ue	glue clues blue
/u/	u	umbrella under run	/er/	er	observe mermaid hermit
/l/	l	ladder plums slide	/ar/	ar	artist sharpen star
	-ll	shell dolls holly	/vl/	-ve	serve detective weave
/f/	f	feather flower golf	/sl/	-ce	prince palace necklace
	-ff	coffee puffin cliff	/jl/	-ge	cabbage package barge
/s/	-ss	glass dress glasses	/sl/	-se	mouse house purse
/b/	b	bat ball crab	/lgh/	-y	cry flying shy
/j/	j	jam jug jet	/sl/	c	cents city bicycle
/y/	y	yacht yawn yo-yo	/jl/	g	gerbil giraffe gymnast
/al/	ai	aid rain snail	/oal/	o	tomato piano radio
	-ay	tray rays crayons		-oe	hoe toes oboe
/wl/	w	web wind twins	/lgh/	-e	bike beehive stripes
/oal/	oa	oak boat toaster	/eel/	e-e	concrete scene centipede
	-ow	bow blows snowing	/oal/	o-e	rope domes closed
/lgh/	-ie	tie pie fries	/ail/	-ae	sundae reggae Gaelic
	-igh	night knight lightning		a-e	cakes baked plate
/lil/	-ie	kettle table bottles	/yool/	u-e	tube cubes amused
/eel/	ee	eel feet bee	/ool/	u-e	flute rules parachute
/orl/	or	fork horn stork	/air/	air	hair fairy chairs
/zl/	z	zip zig-zag zebra		-are	hare flared squares
	-zz	jazz fuzzy puzzle		-ear	bear pears footwear
/wl/	w	wigs wet swing	/eer/	eer	deer cheer puppeteer
	wh	wheel whisk whistle		ear	ears tears shears
/eel/	ea	eat beans leaf		-ere	adhere sphere hemisphere
/el/	-ea	head bread thread		-ler	tiers pier cashier
/ngl/	-ng	ring gong strings	/er/	ir	girl birds birthday
/ngkl/	-nk	ink trunk wrinkles		ur	curly nurse burns
/vl/	v	violets vase violin		ear	earth pearls learn
	-ve	dove gloves shelves		(w)or	worm words world

\* These words are not cumulative. They are illustrated on the Picture Posters of the full P.I programme.





# Duplicate Resources

Hear the Sounds - Unit 1

Click the button to the right for a short audio introduction for the teacher. When listening to the audio clip below, be sure to allow time to think before writing answers!

/s/	snake	nest	nuts
/a/	apple	ant	bag
/t/	teddy	spots	tent
/i/	insect	tin	milk
/p/	pan	lips	cup
/n/	net	pins	fan
/k/	cat	act	picnic
/k/	kit	skip	kiss
/k/	duck	clocks	bucket
/e/	egg	pen	belt
/h/	hat	hen	hills
/t/	rat	rip	train

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ch

/ch/	/k/	/sh/
chairs	chameleon	chef
chilly child children	school chemist chorus	parachute chute chalat

ch

or	au	aw
fork	sauce	dawn
corn fort cork torn	saucer haul Paul	saw draw flaw
worn-out orb orbit	audience pause	raw scrawl drawer
torch scorn porch	applause August	straw drawn trawl
orchard ordinary	autumn automatic	trawler strawberry

Can you sing The Alphabet song?

A a	B b	C c
D d	E e	F f
G g	H h	I i
J j	K k	L l
M m	N n	O o
P p	Q q	R r
S s	T t	U u
V v	W w	X x
Y y	Z z	

ng

ring

gong

strings

I am learning the 'ng' grapheme for the /nɪŋ/ sound.

ar

artist

ar m

ch ar t

ar g ue

m ar ke t

sparkling

Words to Model Blending

Words to Model Spelling

In PI and EYSP



# Resources provided online

Two additional webpages:

An 'Extras' webpage for additional resources which are not 'unit' specific

Words to read,  
spell and write:

1. accident
2. accidentally
3. actual
4. actually
5. address
6. answer

The image shows three overlapping educational posters. The leftmost poster is titled 'Thinking about the sound /ch/...' and discusses the grapheme 'ch' following single vowel letters and consonant letters. The middle poster is titled 'When to add -s and -es to words' and explains the rules for adding these suffixes based on the ending sound of the word. The rightmost poster discusses 'unstressed syllable' and 'vowel letter/s-sound correspondence' in multi-syllable words, providing examples like 'pocket', 'jacket', 'carrot', 'about', etc.

**Thinking about the sound /ch/...**  
The grapheme **ch** follows **single vowel letters** (a, e, i, o) as code for **short vowel sounds** such as:  
**patch fetch ditch notch hut**  
and note: **watch**  
But note these very common words which are 'exceptions':  
**rich which**  
**such much**  
and note: **touch**  
The grapheme **ch** follows **digraph long vowel sounds** such as:  
**reach reaches screech pooch poach**  
**poach approach coach coaches**  
The grapheme **ch** also follows **single consonant letters** as code for **consonant sounds** such as:  
**squelch launch pinch ranch crunch**

**When to add -s and -es to words**  
(plural of nouns and the third person singular of verbs)  
If the end of the spoken word sounds like /s/ or /z/, the word should be spelled with **-s**:  
**pie, pies hat, hats bike, bikes**  
**bean, beans spoon, spoons**  
**he likes it rains it squeaks**  
**she swims he plays she plays**  
If the end of the word sounds like /t+ɪz/ or /t+ɪz/ which has an extra syllable or 'beat' in the word, it is spelled with **-es**:  
Typically, note these words ending with x, ch, tch or sh:  
**fox, foxes six, sixes**  
**mix, mixes box, boxes**  
**church, churches rich, riches**  
**fetch, fetches hutch, hutchings**  
**push, pushes dash, dashes**

Spoken words with more than one syllable (beat) often have an **unstressed syllable** in which the **vowel letter/s-sound correspondence** is unclear.  
We have to **note carefully** which way the **unstressed** part is spelt in many words:  
**pocket jacket**  
**carrot about**  
**sailor collar**  
**mixer sofa**  
**banana painted**  
**village cabbage**  
National or regional **accents** may influence how people **pronounce words differently** – the stress and the sounds.  
Say the words above aloud and think carefully to identify how **you** pronounce the **graphemes** (letters and letter groups) in **red!**

200 Key Stage 2 words (Y3/4 and Y5/6) from English national curriculum and many additional posters

# Resources provided online



	<b>NEW - PowerPoint to support the delivery of 'Parents Information Events'</b> <small>Note and Disclaimer: This PowerPoint may be adapted to suit your school's needs provided that this is made clear to parents</small>	<a href="#">Click</a>
	<b>Free - Early Years Starter Package</b> letter/s-sound correspondences as in Units 1 to 6	<a href="#">Click</a>
<b>Unit</b>	The main letter/s-sound correspondences introduced and/or revisited in each unit	<a href="#">Click</a> ↓
Unit 1	s a t i p n c k ck e h r	<a href="#">Click</a>
Unit 2	m d g o u l -ll f -ff s -ss b j y ai ay w oa ow ie igh -le o	<a href="#">Click</a>
Unit 3	ee or z -zz w wh ea e-ea /z/ s se ze	<a href="#">Click</a>
Unit 4	ng nk v ve oo-oo y -y x ch sh th-th	<a href="#">Click</a>
Unit 5	qu ou ow-ow oi oy ue-ue er ar -ve -ce s-ss ge-j -se y-y-y	<a href="#">Click</a>
Unit 6	ce,ci,cy ge,gi,gy o-oe 'oes' ie,i-e ee,e-e oe,o-e ae,a-e ue,u-e air are ear ere eer ear ere ier ir ur ear wor er,our -re	<a href="#">Click</a>
Unit 7	ie il al el aw au al oar oor ore our ch,tch ge,dge x,x kn wr mb sc gu bu ch rh	<a href="#">Click</a>
Unit 8	sh,ch ti ci ssi /zh/ si s z g ge ou 'ous' ph gh g,gg,gh ch,ch,ch wa qua war gn st	<a href="#">Click</a>
Unit 9	-ey eigh -ea -aigh -ey -ie -y -ie ei	<a href="#">Click</a>
Unit 10	-o -ew -ui -ou -o eu ew -iew	<a href="#">Click</a>
Unit 11	ough augh ch qu -que quar	<a href="#">Click</a>
Unit 12	-gue -ine -ine -ine mn ps alm alt -ture -eau -re	<a href="#">Click</a>
Extras	Resources which are non-unit specific	<a href="#">Click</a>

**Editable PowerPoint to support Parents' events' available top of Index**

# So, how best to use PI?

The following information is a 'walk-through' of the most essential core resources and guidance for teaching with the Phonics International resources provided *online*...

# How to set up and use...

Big pink button on homepage

How to set up and use your core and essential Phonics International resources		
<p>Links to important guidance and information documents are provided throughout in yellow bands below.  <b>Most of the links are from the 'Free Resources' page of <a href="http://www.phonicsinternational.com">www.phonicsinternational.com</a>.</b></p>		
<p><b>'In a nutshell...'</b> <a href="http://bit.ly/1hRXSWw">http://bit.ly/1hRXSWw</a></p>		
<p><b>Alphabetic Code Charts:</b></p>		<p>The starting point for using the Phonics International programme is to read the document 'In a nutshell...' (link above) and then select your preferred Alphabetic Code Charts for teaching and learning.</p> <p>There are many versions of the charts of various sizes for different purposes and for different interest groups which are free to download at the charts' website.</p>
<p><a href="http://www.alphabeticcodecharts.com">www.alphabeticcodecharts.com</a></p>		
<p><b>Examples of the first section of the 'Giant' charts:</b></p>		<p>You need to decide on a version of the 'Giant' Alphabetic Code Charts for your main display walls – preferably display one in every classroom as the chart can support writing activities in other subjects in the wider curriculum – use routinely as a spelling reference chart.</p> <p>You might decide on different charts in different classrooms or use a colour-coded one in a smaller size alongside a plainer version on the main display wall.</p> <p>If possible, you may want to enlarge each of the ten A4 sheets of the Giant Alphabetic Code Chart to A3 and then you can display the chart in two parallel columns.</p>
<p><b>'The potential of Alphabetic Code Charts and the Two-Pronged Approach to Synthetic Phonics Teaching: Systematic and Incidental'</b> <a href="http://bit.ly/17FNbl">http://bit.ly/17FNbl</a></p>		
		<p>You can find plasticised ready-made Giant 'pull-up' and 'hang down' portable charts in our online shop to purchase for classrooms if you prefer – or for special occasions like presenting information for a parents' event.</p>
<p><b>About the pull-up chart:</b> <a href="http://bit.ly/1bZJz">http://bit.ly/1bZJz</a></p>		
<p><b>The Phonics Folder in the School's Book-bag Routine:</b></p>		<p>Set up each learner (from infants to adults) with an easy-to-use phonics folder and a phonics exercise book with lines.</p> <p>Keep all the paper-based core resources that belong to the learner in his or her phonics folder which can then be used routinely for personal 'revisit and review'.</p> <p>Use the phonics exercise book as a working notebook for any additional phonics work, spelling, dictation and handwriting activities as required. The exercise book can also be used for basic skills in the wider curriculum.</p>
<p>These are just examples – not Phonics International products.</p>		
<p><b>'Setting-up, and use of, the essential Phonics Folder for every learner'</b>  <a href="http://bit.ly/1iaVCak">http://bit.ly/1iaVCak</a></p>		



# 'Giant' Alphabetic Code Charts

The English Alphabetic Code										
simple code		complex code								
units of sound phonemes with picture prompts	graphemes in key word examples	graphemes, or spelling alternatives, which are code for the sounds								
/s/	s snake	-ss glass	-ce palace	-se house	ce cents	ci city	cy bicycle	sc scissors	-st- castle	
/a/	a apple							/s/	ps pseudonym	
/t/	t tent	-tt letter	-ed skipped	-bt debt	pt pterodactyl					
/i/	i insect	-y cymbals								

The English Alphabetic Code										
simple code		complex code								
units of sound phonemes with picture prompts	graphemes in key word examples	graphemes, or spelling alternatives which are code for the sounds								
/s/	s snake									
/a/	a apple							/s/	ps pseudonym	
/t/	t tent									
/i/	i insect									

The English Alphabetic Code										
simple code		complex code								
units of sound phonemes with picture prompts	graphemes in key word examples	graphemes, or spelling alternatives, which are code for the sounds								
/s/	s snake	-ss glass	-ce palace	-se house	ce cents	ci city	cy bicycle	sc scissors	-st- castle	
/a/	a apple							/s/	ps pseudonym	
/t/	t tent	-tt letter	-ed skipped	-bt debt	pt pterodactyl					
/i/	i insect	-y cymbals								

The English Alphabetic Code										
simple code		complex code								
units of sound phonemes with picture prompts	graphemes in key word examples	graphemes, or spelling alternatives, which are code for the sounds								
/s/	s snake	-ss glass	-ce palace	-se house	ce cents	ci city	cy bicycle	sc scissors	-st- castle	
/a/	a apple							/s/	ps pseudonym	
/t/	t tent	-tt letter	-ed skipped	-bt debt	pt pterodactyl					
/i/	i insect	-y cymbals								





The English Alphabetic Code										
simple code		complex code								
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/s/	s snake	-ss glass	-ce palace	-se house	ce cents	ci city	cy bicycle	sc scissors	-st- castle	
/a/	a apple							/s/	ps pseudonym	
/t/	t tent	-tt letter	-ed skipped	-bt debt	pt pterodactyl					
/i/	i insect	-y cymbals								





The English Alphabetic Code										
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/a/	a apple							/s/	ps pseudonym	
/t/	t tent	-tt letter	-ed skipped	-bt debt	pt pterodactyl					
/i/	i insect	-y cymbals								










[www.alphabeticcodecharts.com](http://www.alphabeticcodecharts.com)







# EYSP Alphabetic Code Charts





simple code		dipping into complex code			
phonemes and key words	graphemes of units 1 to 5				
/s/ 	s	ss	ce	se	
	snake	glass	palace	house	
/a/ 	a				
	apple				
/t/ 	t	tt	ed		
	teddy	letter	skipped		
/i/ 	i	-y			
	insect	sun			













simple code		dipping into complex code			
phonemes and key words	graphemes of units 1 to 5				
/s/ 	s	-ss	-ce	-se	
	snake	glass	palace	house	
/a/ 	a				
	apple				
/t/ 	t	-tt	-ed		
	teddy	letter	skipped		
/i/ 	i	-y			
	insect	sunny			

simple code		dipping into complex code			
phonemes and key words	graphemes of units 1 to 5				
/s/ 	s				
	snake	glass	palace	house	
/a/ 	a				
	apple				
/t/ 	t				
	teddy	letter	skipped		
/i/ 	i				
	insect				

## Letter/s-sound correspondences of Units 1 to 5

simple code		dipping into complex code			
phonemes and key words	graphemes of units 1 to 6				
/s/ 	s	ss	ce	se	ce ci cy
	snake	glass	palace	house	cents city bicycle
/a/ 	a				
	apple				
/t/ 	t	tt	ed		
	teddy	letter	skipped		
/i/ 	i	-y			
	insect	sun			

simple code		dipping into complex code			
phonemes and key words	graphemes of units 1 to 6				
/s/ 	s	-ss	-ce	-se	ce ci cy
	snake	glass	palace	house	cents city bicycle
/a/ 	a				
	apple				
/t/ 	t	-tt	-ed		
	teddy	letter	skipped		
/i/ 	i	-y			
	insect	sunny			


simple code		dipping into complex code			
phonemes and key words	graphemes of units 1 to 6				
/s/ 	s				  
	snake	glass	palace	house	cents city bicycle
/a/ 	a				
	apple				
/t/ 	t				
	teddy	letter	skipped		
/i/ 	i				
	insect				

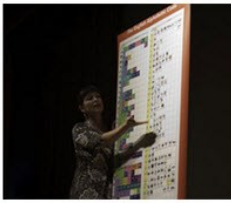
## Letter/s-sound correspondences of Units 1 to 6

Only available in **Early Years Starter Package**

# Alphabetic Code Charts

## Alphabetic Code Charts

from  Phonics International  
by Debbie Hepplewhite



[Home](#)   [Training Options](#)   [Parents' Information](#)   [Message Forum](#)

Welcome!

Welcome to our website dedicated to the provision of Alphabetic Code Charts.

These charts have been designed to increase understanding of the complex spelling system of the English language. We suggest that the notion of Alphabetic Code Charts should be as well known, and used, as Alphabet Posters.


Whilst Alphabet Posters show the 26 upper case (capital) and 26 lower case letter shapes teaching letter knowledge, alphabetical order and handwriting, in contrast Alphabetic Code Charts illustrate the smallest sounds of speech (phonemes and combined phonemes) linked to the graphemes (letters and letter groups) which ARE CODE FOR the sounds. Thus, Alphabetic Code Charts support the teaching and learning of the many letter/s-sound correspondences of the alphabetic code for reading and spelling.

Debbie's charts have been well-received and they are used in schools, homes and universities internationally – wherever the English language is being taught for reading and writing or to support teacher-training.

People can select their preferred versions, as appropriate for their needs, and use them as part of the Phonics International reading, spelling and writing programme – or use them to complement other programmes of work aimed at teaching and training in basic literacy knowledge and skills. You will find versions suitable for anyone of any age – for teachers and for learners!

Learners need full and proper access to both Alphabet Posters and Alphabetic Code Charts as they each have different roles to play in becoming literate.

Are you displaying a 'giant' Alphabetic Code Chart on your classroom wall?



Debbie Hepplewhite MBE  
FRSA

*"Everyone, from young learners to adults, benefits from the use of Alphabetic Code Charts.*

*Every classroom could have a suitable Alphabetic Code Chart which can be generic or programme-specific."*

[Debbie's definition of an Alphabetic Code Chart \(Click\)](#)


- Home
- About
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- Free Alphabetic Code Charts
- Alphabetic Code Charts to buy
- Phonics International Programme
- Free Alphabet and Handwriting Resources
- Phonics International for Pre-School
- Hear the Sounds of English
- Code Charts for Other Languages

[www.alphabeticcodecharts.com](http://www.alphabeticcodecharts.com)

# The ‘Two-Pronged Approach’


Debbie Hepplewhite – synthetic phonics programme author, consultant and trainer

**“The Potential of Alphabetic Code Charts and the Two-Pronged Approach to Synthetic Phonics Teaching: Systematic and Incidental”**



**Debbie's Definition of an Alphabetic Code Chart**

- The 'alphabetic code' is the reversible relationship between the discrete sounds we can identify in speech and the letters or letter groups which are code for the sounds. Some people prefer to describe the alphabetic code as letter/sound correspondences (LSC) and others prefer to say sound-letter/s correspondences (PCC). The main point, however, is that they are CORRESPONDENCES.
- The correspondences are taught, and learned, reversibly – that is, from 'print to sound' for a reading sub-skill and from 'sound to print' for a spelling sub-skill.
- An Alphabetic Code Chart is a core visual aid which lists the units of sound (i.e. – 108 phonemes plus some combined phonemes) down the left hand column with their corresponding spelling alternatives (graphemes) listed across the rows.
- The sounds are listed down the left-hand column because they come to an end point! The number of graphemes (spelling alternatives), however, goes on and on! It makes more sense to list the graphemes across the rows. A choice can be made as to how many spelling alternatives are listed on the chart 'as code for' the sounds. The Alphabetic Code Chart, then, is rooted in the 'sounds'.
- The units of sound need to be written in slash marks to make it very clear that letters written within the slash marks indicate the SOUNDS and not the letter shapes or spelling.
- Choices can be made as to how the sounds in slash marks are notated.



How many units of sound can you count on the mini Alphabetic code chart?

Which units of sound are combined phonemes?

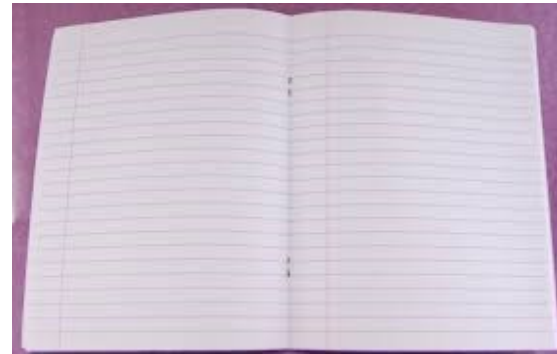
/k/	c	k	ck
	cat	key	duck

Letter 'k' is chosen to represent the sound in the slash marks because this letter shape is consistently code for the /k/ sound in printed words. The letter 'c' shape is inconsistent as it is sometimes code for the /s/ sound as in 'city' and sometimes code for the /k/ sound as in 'cat'.

## “The Potential of Alphabetic Code Charts and the Two-Pronged Approach to Synthetic Phonics Teaching: Systematic and Incidental”



# The Phonics Folder in the school's book-bag routine



**...and the phonics exercise book**

# Setting-up, and use of, the essential Phonics Folder ...

**Setting-up, and use of, the essential Phonics Folder for every learner**

This is suggested **best practice** for the *Phonics International* programme (author: Debbie Hepplewhite) and the *Oxford Reading Tree Floppy's Phonics Sounds and Letters* programme (phonics consultant: Debbie Hepplewhite).

Establishing an easy-to-use **phonics folder** (such as a ring binder) and a **phonics work-in-progress book** (an exercise book with writing lines) for every learner as essential resources and concepts will **maximise the teaching and learning effectiveness** underpinning Debbie's 'two-pronged systematic and incidental phonics teaching approach'.

Core resources for setting up the phonics folder:

1. a **mini Alphabetic Code Chart** to provide the overview of the English alphabetic code and to track the code introduced
2. a **mini Alphabet Poster** with print or the school's preferred joined handwriting style
3. a series of **Say the Sounds Posters** as required (cumulative alphabetic code letter/s-sound correspondences)

<p><b>mini Alphabetic Code Charts</b> many variations free at: <a href="http://www.alphabeticcodecharts.com">www.alphabeticcodecharts.com</a></p>	<p><b>mini Alphabet Posters</b> many variations free at: <a href="http://www.debbiehepplewhitehandwriting.com">www.debbiehepplewhitehandwriting.com</a></p>	<p><b>Say the Sounds Posters</b> – provided in Phonics International and in ORT Floppy's Phonics Sounds and Letters</p>

Core resources for collating cumulatively in the phonics folder:

- **Sounds Book Activity Sheets** (multi-skills practice from code to word level with essential banks of cumulative words to practise sounding out and blending for reading; earlier Activity Sheets include letter formation; all Activity Sheets include a spelling-with-editing activity on the folded up part of the sheet)
- **Cumulative Sentences or Texts** (alternate these with their parallel Activity Sheets to 'apply and extend' the code and word level learning)
- **Spelling Word Banks** (additional material to build up knowledge of words spelt with the same letter/s-sound correspondences)

<p><b>Sounds Book Activity Sheets</b> many variations in Phonics International and in Floppy's Phonics Sounds &amp; Letters</p>	<p><b>Cumulative Sentences and Texts</b> many variations in Phonics International and in Floppy's Phonics Sounds &amp; Letters</p>	<p><b>Spelling Word Banks</b> resources many variations in Phonics International and in Floppy's Phonics Sounds &amp; Letters</p>

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# Resources to be kept in the Phonics Folder

**The Alphabetic Code**

17 simple letter-phoneme (spelling illustrations) which are used for the sounds

l	s	ce	se	ce	ci	cj
l	ss	sc	st-	ps		
l	a					
l	t	tt	ed			
l	i	y				
l	p	pp				
l	n	nn	kn	gn	ne	
l	k	c	ck	ch	qu	que
l	e	ea	al			
l	h	wh				
l	r	rr	wr	rh		
l	m	mm	me	mb	ma	

l	d	dd	ed		
l	g	gg	gu	gh	gue
l	o	wa	oa	ai	
l	u	oa	ou	ough	
l	l	ll			
l	le	ll	al	el	
l	f	ff	ph	gh	
l	b	bb	bu		
l	j	ge	g	gl	gje
l	y				
l	a	ae	ae		
l	ay	ey	eigh	ea	aigh
l	w	wh	-u		
l	igh	ie	i	y	i-e

l	oa	o	oe	o-e	
l	ow	ough	eau		
l	ee	e	e-e	-ey	-ie
l	ea		y	-ey	-ie
l	or	ore	oar	-oor	-our
l	aw	au	-al	ough	ough
l	ng	n		nk	nc
l	v	ve			
l	oo	oul	u		
l	oo	u-e	-ui	-ou	o
l	ue				
l	x	ks	cks	kes	x
l	ch	tch		ture	

l	sh	ch	-ti	-ci	-ssi
l	th		th		
l	qu				
l	ou	ow	-ough		
l	ue	u	u-e	ew	eu
l	er	ir	ur	ear	er
l	er	our	-re	ar	or
l	ar	a	alm	alj	alves
l	air	are	-ear	-ere	
l	eer	ear	-ere	-ier	
l	si	s	z	g	ge

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The Alphabet Letters

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

The Alphabet

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

13 - say the sounds

s a t i p n c

k -ck e h r m d

g o u l -ll f -ff

-ss b j y ai -ay

w oa ow -ie -igh

-le ee or z -zz

wh ea -ng -nk v

-ve oo oo -y -x

ch sh th th qu


ou ow oi -oy -ue

er ar -ce -ge -se

word phonics represented in text

# Work-in-progress resources to be kept in the Phonics Folder

**-ng**



101 "The phoneme **-ng** is the 'ring' in the word 'ring'. Cut out this phoneme for use in the 'ng' folder for various activities."

102 "Where can you hear the sound 'ng' in the word 'ring'? Cut out this phoneme for use in the 'ng' folder for various activities."

**ng**

103 "Fight back the letter 'ng' from the box and say the sound 'ng'. Use your soundy finger to write the letter 'ng' in the box."

104 "Write your phoneme 'ng' on a card and say the sound 'ng'. Use your soundy finger to write the letter 'ng' in the box."

105 "When can you hear the sound 'ng' in these words? long bring Tom bangs on a big kettle drum. He sings a song."

106 "Remember to hold your pencil with 'Finger 1' and a big smile! Draw a picture hanging on a ring."

107 "Listen to the sound 'ng' from your phoneme file to read words. Letters used: ng

Fold to here for spelling routine

**ng**

hang long ring bung bang  
sing song sung song wings  
tongs sting ping-pong length  
brings string strong strength

**ng**

**ng**

Fold to here for spelling routine

4.1 simple sentences

Can you find my lost ring? If you do, please bring it back for me.

I have seen 'King-Kong' with my family. We went to see it at the cinema. The best bit is when the lady from high school comes with her at the top. Fighter jets come and felt that I might see them.

Name \_\_\_\_\_ Sentences \_\_\_\_\_

l a l o a e i o u y g ee or z -ng her

-z wh ea /e/ ea /z/ -se -ze

I have seen 'King-Kong' with my family. We went to see it at the cinema. The best bit is when the lady from high school comes with her at the top. Fighter jets come and felt that I might see them.

The crazy ping-pong song

Mum has strong string. I need a long length of string to tie up my trainers.

If I am going to play ping-pong (my mum says it is 'table tennis'), then I need my trainers tied up tightly.

When I play ping-pong, I sing a ping-pong song to myself.

Sing along with me:

"Bang, bong, ping, pong, sing along to my ping-pong song..."











I can read. 38

Word level Activity Sheets

Cumulative sentences/texts



# Work-in-progress resources to be kept in the Phonics Folder

phoneme	spelling alternatives in key words				
/ee/	ee eel 	ea eat 	e emu 	-y sunny 	e-e concrete 
	-ey key 	-ey monkey 	-ie chief 	-ie movie 	-ine sardines 







Tricky Words

-oul

could

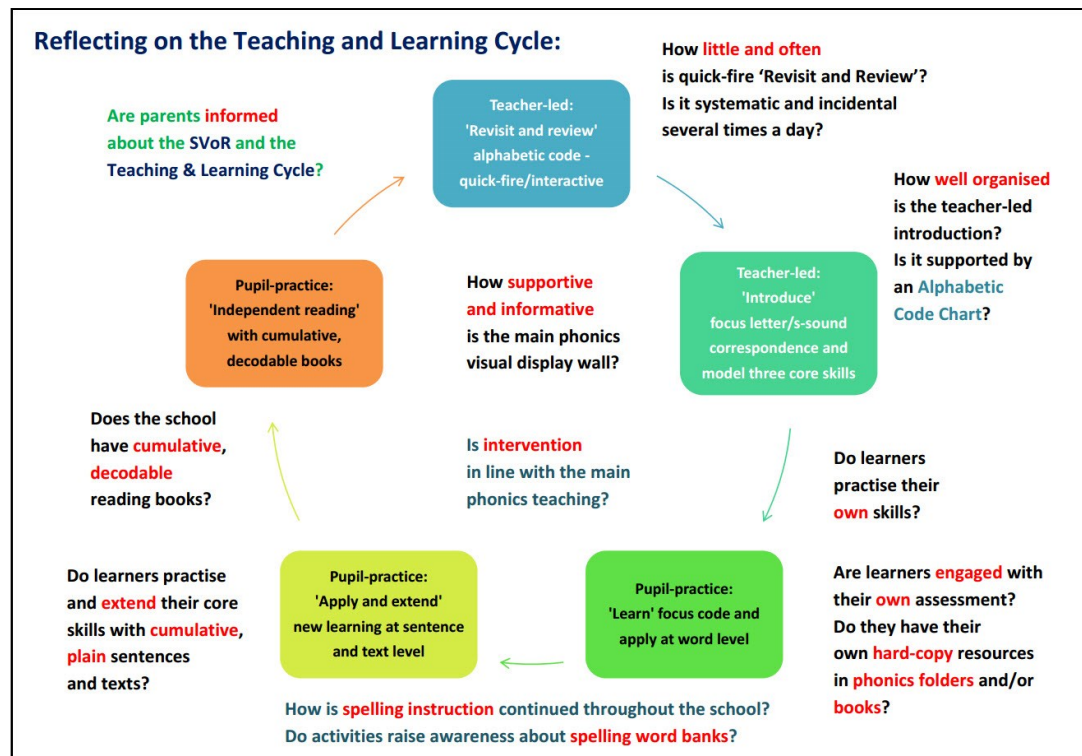
would

should

ai	p	ow	le	t	o	b	s
ay	n	ie	r	tt	e	w	
							
							
							
<small>1) The graphemes list above can be used to select the necessary Grapheme Team, magnetic letters or Card2GoCards for an optional kinesthetic spelling activity instead of, or prior to, writing down the spellings.                  2) For a more challenging activity, fold over or cut off the graphemes list for learners to spell unaided.</small>							
<small>Unit 2 - spelling - sheet 1</small>							

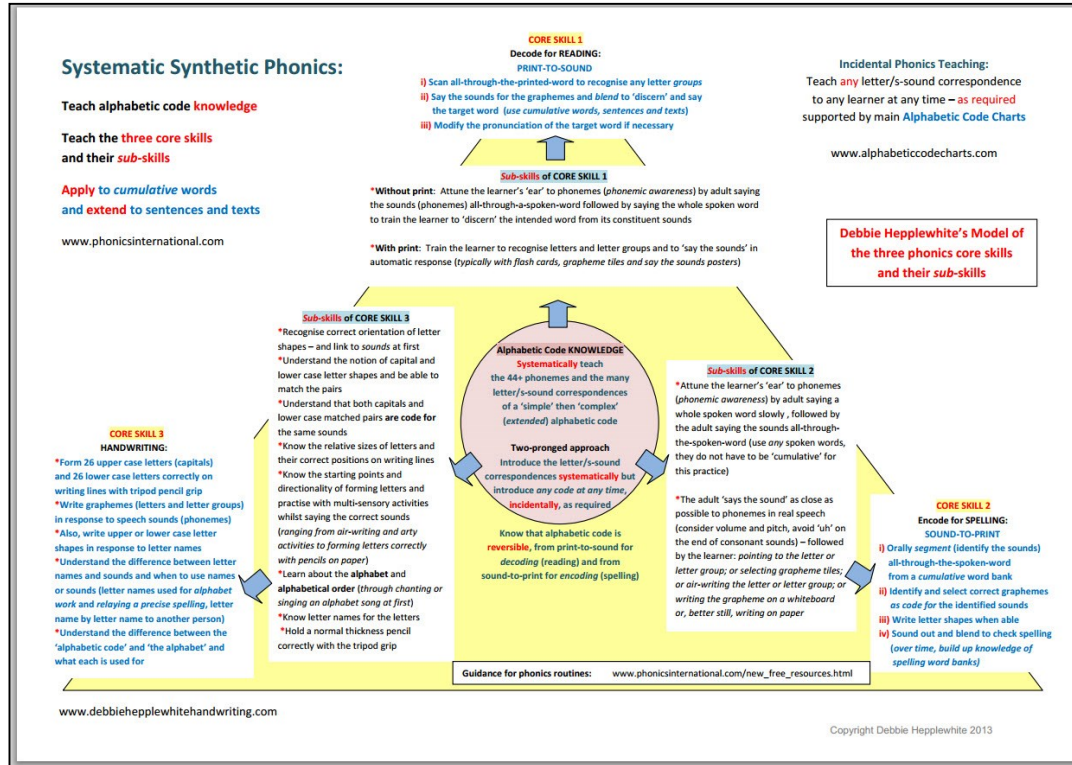
Posters and additional activities can be included as appropriate

# Reflecting on the Phonics Teaching and Learning Cycle





# The three phonics core skills and their *sub*-skills




# Three Posters for Phonics Routines – Reading, Spelling, Handwriting

## Phonics Routines

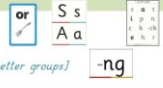
Teach the **knowledge** of the alphabetic code (the letter/s-sound correspondences) and the **three core skills** and their **sub-skills**

### 1. Decoding (blending or synthesising)

**Sub-skill without print:**  *f r o g*

Adult says the separate sounds "f r o g".

Learners 'discern' or 'hear' the whole word 'frog' and then say the whole word 'frog'.

**Sub-skill with print:** 

Point to pre-printed graphemes that have been taught to date: "See the graphemes (letters or letter groups) and say the sounds."

**Core skill for decoding:**

- Glance at (scan) the printed word from left to right to 'recognise' any letter groups.
- Use the index finger to point directly under **each** grapheme whilst saying the sounds as close to real speech as possible from left to right of the printed word.
- Say the whole word whilst running the index finger left to right beneath the whole printed word.
- Modify the pronunciation of the blended sounds into the real word's pronunciation if necessary.

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### 2. Encoding (oral segmenting, spelling-with-editing)

**Sub-skill without print:**

Say the whole word "soap" very slowly and naturally so that the separate sounds become evident (*oral segmenting*).

Repeat the separate sounds as close to real speech sounds as possible "s o a p".


**Do not repeat the whole spoken word after that!**

**Sub-skill with print:**

Listen to sounds as close as possible to real speech sounds.

- "Hear the sounds, point to the graphemes."
- "Hear the sounds, select the graphemes."
- "Hear the sounds, write the graphemes."



**Core skill for encoding:**

- Use the left hand, palm facing, to tally the sounds identified all-through-the-spoken-word onto thumb and fingers. 
- Write a 'sound dash' for every sound identified which also act as 'writing lines'.
- Select grapheme tiles, magnetic letters or write graphemes, to spell the word.
- Sound out and blend the selected graphemes to check the spelling. *s . o a . p* ✓


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### 3. Handwriting (linking graphemes to sounds)

**Sub-skill:**


Hold the pencil correctly with the tripod grip.  

"Froggy legs (thumb and index finger) grip the pencil at the end of the painted part (not on the sloping cone part) with the log under (the middle finger)".

**Sub-skill:** 



Establishing 'directionality' of writing letter shapes whilst saying the sounds.

**Finger-tracing:** Use the index finger of the writing hand to trace pre-printed letter shapes.

**Pencil-tracing:** Trace pre-printed grey or dotted letter shapes with a pencil. 

**Copying:** Copy letter shapes with finger or pencil.

**Core skill for handwriting:**

- Correct tripod pencil grip 
- Correct posture sitting at a desk 
- Slightly slanted paper, use free hand to hold steady
- Write under the letters and words - avoid hooking hand and wrist around
- Say the sounds whilst writing graphemes as part of the spelling process
- Write on writing lines frequently as appropriate

www.phonicsinternational.com www.debbieapplewhitelandwriting.com

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# Guidance for Phonics Routines

Teach the <b>knowledge</b> of the alphabetic code (the letter/s-sound correspondences) and the <b>three core skills</b> and their <b>sub-skills</b> and raise awareness of some common misunderstandings – by Debbie Heggelwhite		
<b>Skill one: Decoding</b> (reading, blending or synthesising)	<b>Skill two: Encoding</b> (spelling, oral segmenting and selecting graphemes)	<b>Skill three: Handwriting</b>
<p><b>Sub-skill without print:</b></p> <p>Adult says the separate sounds " /h / / /h / /h / ". Learners 'discern' or 'hear' the whole word 'dress' then say the whole word "dress".</p> <p>Try not to say the sounds with an added 'schwa' or 'uh' sound on the end – say the sounds as close as possible to 'real speech sounds'.</p> <p>If in doubt, to work out how to say the individual sounds, start with a whole spoken word and say it very, very slowly but as close as possible to the natural way of saying the word – and the individual sounds will become distinguishable as real speech sounds.</p> <p>Note that vowel sounds are often low and loud compared to consonant sounds. Avoid monotone 'robot talk' as this may result in all the sounds having the same volume and pitch unlike real speech sounds.</p>	<p><b>Sub-skill without print:</b></p> <p>Adult says the whole word "duck" very slowly so that the separate sounds start to become evident and then models how to orally segment (split up) the word into its separate sounds " /h / /h / ". Eventually the learners can do this independently for any short words building up to longer words. Chunk multi-syllable words into syllables first if necessary. Begin to do the oral segmenting process with left hand, palm facing, to tally the sounds to thumb and fingers. Make sure that learners know which is their left hand and right hand for this process. If everyone faces the same way, this is much easier.</p> <p>Do not repeat the whole word after saying the separate sounds. The last thing learners should say and hear are the separate sounds to support their spelling – not the whole word.</p>	<p><b>Sub-skill:</b></p> <p>Hold the pencil with the correct tripod grip. To make this child-friendly and fun, say "Froggy legs (thumb and index finger) grip the pencil at the end of the painted part (not on the sloping core part) with the leg under (the middle finger)". Sit at a correct-height desk with good posture and practice writing or drawing on paper.</p> <p>Use an incentive such as a banana frog to place on the table of the learners making a good effort – or use the frog as a reminder.</p> <p>Provide normal thickness pencils as small hands cannot grip fat pencils well enough. This might explain why many young learners hold the pencils on the same part which then obscures their writing.</p>
<p><b>Sub-skill with print:</b></p> <p>Point to pre-printed graphemes that have been taught to date: "See the graphemes (letters or letter groups) and say the sounds."</p> <p>Make sure that this routine is very frequent using Grapheme Flash Cards, Say the Sounds Posters, Say the Sounds Strips. Place Say the Sounds Posters around the classroom and around the school and build them up in the learners' personal folders. Avoid loud calling out as this will lead to the 'schwa' or 'uh' being added. Provide opportunities for 'slower-to-process' or 'reserved' learners to do this in quiet places and small groups or one to one.</p>	<p><b>Sub-skill with print:</b></p> <p>Say the separate sounds as close as possible as real speech sounds that have been taught to date: "Hear the sounds, write the graphemes."</p> <p>"Hear the sounds, write the graphemes."</p> <p>Use Grapheme Tiles for learners to select when they cannot write well enough. Learners can air-write the graphemes as they begin to learn letter formation. Introduce 'quickfire' activities for learners to write the graphemes on whiteboards or paper once they can handle it.</p>	<p><b>Air-writing for directionality of letter shape formation:</b> When modelling air-writing, do not face the learners and air-write in reverse, instead face the same way as the learners and model the air-writing in the correct direction for both you and them. Display an alphabet poster, or alphabet letter shapes, as a visual aid for upper and lower case letter shapes – with writing lines. Provide a small session to take home. <b>Finger-tracing:</b> Use the index finger of the writing hand to trace pre-printed letter shapes. <b>Pencil-tracing:</b> Trace pre-printed grey or dotted letter shapes with a pencil. <b>Copying:</b> Copy letter shapes with finger or pencil.</p>
<p><b>Core skill for decoding (blending):</b></p> <ol style="list-style-type: none"> <li>1. Glance at (scan) the printed word from left to right to 'recognise' any letter groups.</li> <li>2. Use the index finger to point directly under each grapheme (letters and letter groups) whilst saying the sounds as close to real speech-sounds as possible from left to right of the printed word.</li> <li>3. Say the whole word whilst running the index finger left to right beneath the whole printed word.</li> <li>4. Modify the pronunciation of the blended sounds into the real word's pronunciation if necessary.</li> </ol> <p>If learners cannot 'discern' the word when they have said the sounds, train them to have more attempts automatically – building up the speed and fluency at which they say the sounds.</p> <p>Then, if necessary, the adult can say the sounds as close as possible to real speech and, sometimes, the learner is then able to discern the word. Tick, or acknowledge, the letter/s-sound correspondences that the learner knew.</p> <p>Make sure that there are supportive Freeze Posters nearby so that the learners can see the mnemonic prompts to remind them of the sounds.</p> <p>Avoid doing too much for the learners – this results in 'learned helplessness' – learners may never get sufficient practice and independence to progress.</p> <p>Do not restrict slow-to-learn pupils with only words consisting of three letters and three sounds. Model longer words, and provide longer words, as part of their daily practice as well as single words.</p> <p>Debbie Heggelwhite debbie@phonicsinternational.com</p>	<p><b>Core skill for encoding (spelling-with-editing):</b></p> <ol style="list-style-type: none"> <li>1. Adult stands and faces the same way as the learners, to their 'left', and models how to raise the left hand, palm facing, to tally the separate sounds on to thumb and fingers.</li> <li>2. Say the focus word slowly and tally each sound identified to thumb and fingers in turn.</li> <li>3. Then, count how many sounds are identified and write 'sound dashes' top left of board or paper (draw the lines from left to right). The sound dashes are used to account for a grapheme per sound, but also act as writing lines.</li> <li>4. Select Grapheme Tiles, or magnetic letters, or write the graphemes whilst saying each separate sound from beginning to end.</li> <li>5. Finally, sound out and blend all-through-the-word (as if blending it for the first time) to check the spelling. Then 'tick' the spelling.</li> <li>6. If a sound and grapheme is missing, demonstrate how to use an 'arrow head' in the correct place to add the missing grapheme. Cross off the spare sound dash if it has been replaced with an arrow head pointing to a grapheme. Re-check the spelling by sounding out and blending.</li> </ol> <p>Repeat this routine frequently, and as learners progress, hold back on modelling the tallying and the rest of the routine to allow the learners the chance to do these things independently and show you.</p> <p>Draw back the adult support over time and in response to the needs of the learners – but remember not to over-model even for the slowest-to-learn pupils. Aim for as much pupil engagement as possible.</p>	<p><b>Core skill for handwriting:</b></p> <ol style="list-style-type: none"> <li>1. Correct tripod pencil grip (= be vigilant!)</li> <li>2. Correct posture sitting at desk</li> <li>3. Slightly slanted paper, use free hand to hold paper steady</li> <li>4. Write under the letters and words – don't hook hand and wrist around!</li> <li>5. Say the sounds whilst writing graphemes or words – making links between graphemes and sounds</li> </ol> <ul style="list-style-type: none"> <li>• Provide plenty of examples of letters, words and sentences on writing lines for learning correct position.</li> <li>• Provide writing lines for practising letter formation – mainly paper and pencil exercises.</li> <li>• Have very high expectations for pencil hold, letter formation and writing activities.</li> </ul> <p>Mini whiteboards can be fit-for-purpose for 'quick-fire show me' activities but they are not suitable for sustained writing beyond graphemes and word level and learning how to hand-write well.</p> <p>Make a record of how many learners currently throughout the school do not hold their pencils correctly, do not sit with good posture, do not form letter shapes correctly, and tend to hook their wrists round to write their words from the 'top' rather than 'beneath' the words. Aim to improve this record in both the short term and the long term.</p> <p>For a print style and a fully joined handwriting style with free resources and an efficient method for teaching joined handwriting quickly, see <a href="http://www.debbiehegglewhitehandwriting.com">www.debbiehegglewhitehandwriting.com</a></p>

**Red print:**  
Professional Development guidance for perfecting the routines for the three phonics core skills and their *sub*-skills

# Implementation for older learners when PI is new to the school

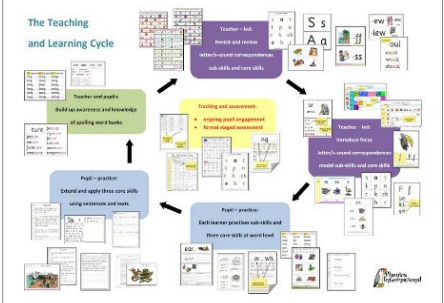
 **Phonics International**  
by Debbie Hopwood

Suggestions for the implementation of Phonics International in whole classes when the programme is new to a school – for teachers of learners who are not beginners

It is straightforward to start a synthetic phonics programme from the beginning as the letter/sound correspondences of the alphabetic code and the cumulative word banks are introduced incrementally from the first letter-sound correspondence s/s/. When a programme is introduced for the first time at a later stage, one of the challenges for the teacher, tutor or parent is to decide where in the programme to start and how to use the programme's resources and routines. This is particularly challenging with older learners in a wholeclass scenario when the learners may have individual levels of alphabetic code knowledge and decoding, encoding and handwriting skills. They may also have different levels of spoken language in English. For some learners, the English language may be new to them as a second, or third, language! This presents organisational challenges for teachers – and the need to plan carefully how best to use the Phonics International programme in the circumstances.

The Teaching and Learning Cycle is the routine (as a format) whatever the age of the learners: the teacher revisits and reviews previously introduced letter/sound correspondences (for example, with flash cards of the letters and letter groups and/or with the Say the Sounds Posters); then the teacher introduces the next focus letter/sound correspondence as required (with an elected flash card, and/or Frisbee Poster, or simply write the correspondence on the teacher's board); then the teacher models some blending for reading and segmenting for spelling (with the preferred handwriting style); then each learner uses his or her own copy of the essential Sounds Book Activity Sheets to learn the focus letter/sound correspondence/s and to practise blending, segmenting and handwriting at word level. A further resource as appropriate is provided along with the Sounds Book Activity Sheets for extending the focus learning according to the stage of the individual (e.g. more code or word level resources, or sentence/text level resources such as 'Simple Sentences', 'Sentences', 'I can read' texts and 'Questions').

**The Teaching and Learning Cycle**




The diagram illustrates the Teaching and Learning Cycle as a continuous loop. At the top, 'Teacher and pupils' build up assessment and knowledge of spelling word banks. This leads to 'Teacher-led' activities: 'Model and review' (with letter/sound correspondence sub-sheets and core skills), 'Teaching and assessment' (with writing and equipment and sound output assessment), and 'Introduce focus' (with letter/sound correspondence sub-sheets and core skills). These lead to 'Pupil' activities: 'Extend and apply core skills' (using extension and tasks) and 'Each learner practice sub-sheets and their core skills at word level'. The cycle then returns to 'Teacher and pupils'.

**Four- side pdf:**  
**Suggestions for the implementation of Phonics International in whole classes when the programme is new to a school - for teachers of learners who are not beginners**

# Simple explanations for reading and spelling - **incidental** phonics

straight



“In *this* word, *these* letters are code for the /ai/ sound.”

Debbie Hepplewhite Synthetic Phonics Training


Teach the alphabetic code (the letter/s-sound correspondences) in any word incidentally.

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For reading: print-to-sound

Let me help you to spell *that*

tricky / unusual / interesting word ...



What sounds can we hear all through the word ?



Let's find the /ee/ sound on our **Alphabetic Code Chart**.  
Look, you need *this* spelling alternative - as in 'chief'.

Other examples of words with *this code* are brief and shield.

Quickly, let's make a poster of the /ee/ ie word bank.

Debbie Hepplewhite Synthetic Phonics Training

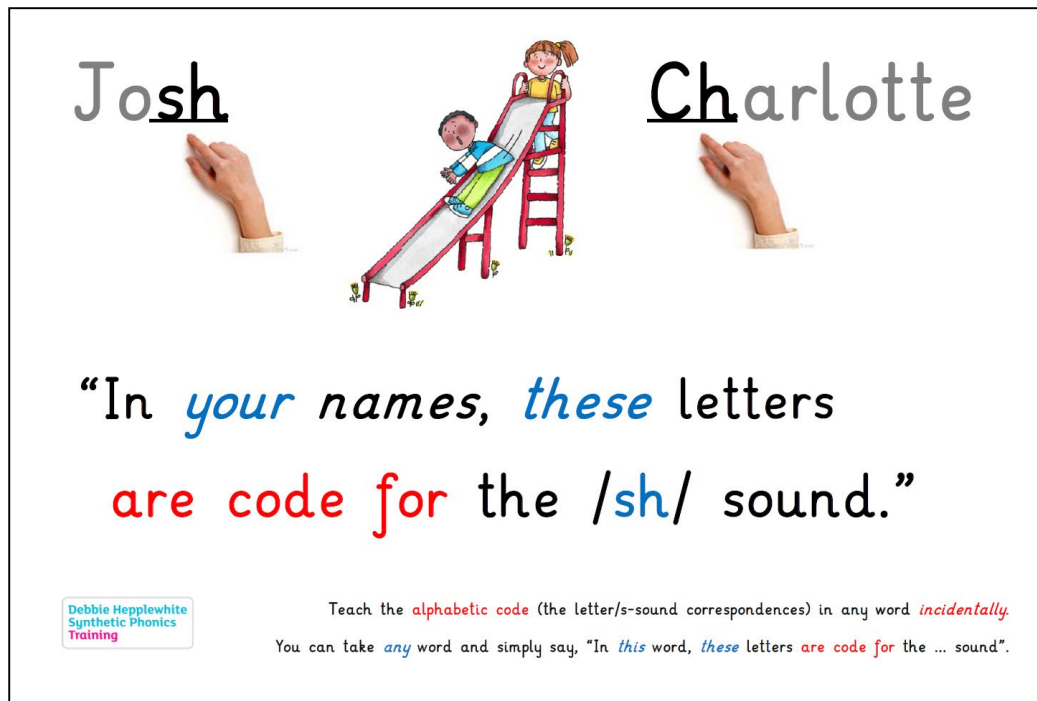
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For spelling: sound-to-print

**Free posters:** Share with all staff and with parents



# Simple early explanation for alternative spellings in **names**



Josh

Charlotte

“In *your names, these* letters  
are code for the /sh/ sound.”

Debbie Hepplewhite  
Synthetic Phonics  
Training

Teach the **alphabetic code** (the letter/s-sound correspondences) in any word *incidentally*.  
You can take *any* word and simply say, “In *this* word, *these* letters are code for the ... sound”.

**Poster:** [www.phonicsinternationalpreschool.com](http://www.phonicsinternationalpreschool.com)

# Assessment

**Free Resources** webpage: 'Range of free Assessments'

Guidance for the Phonics International baseline assessments:

**Why are baseline assessments so important?**

**Total beginners:**

**Intermediate:**

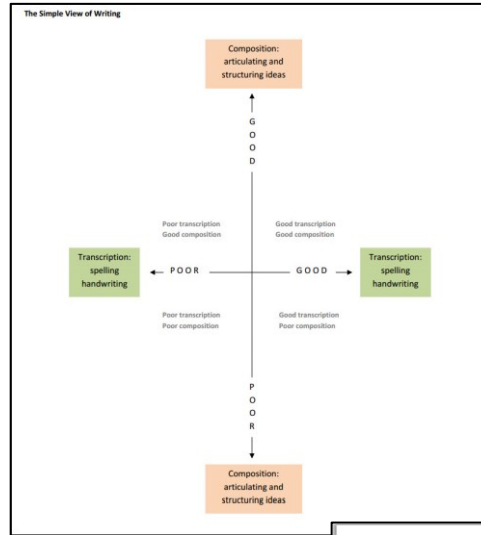
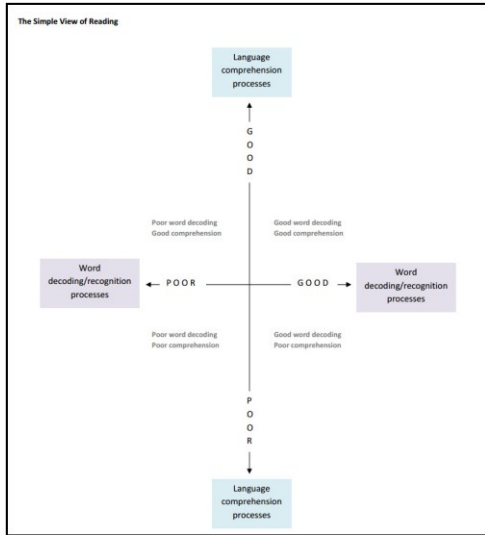
**Nonsense word assessments:**

**Text level reading, spelling and writing assessments:**

**Baseline and post-unit progress assessments A and B:**

**Continuous Assessment:**

# Examples of assessments



**Broad profiles:**  
Simple View of Reading  
Simple View of Writing

**The 'minutiae':**  
Alphabet knowledge  
Alphabetic code knowledge  
The three core phonics skills  
and their sub-skills

**Systematic Synthetic Phonics:**

**Decide the READING:**  
PRINT-TO-SOUND  
1 Scan all-though-the-phoneme way to recognise any letter group  
2 Say the sounds for the graphemes and blend to 'decide' and say the target word (use cumulative words, antonyms and homophones)  
3 Modify the pronunciation of the target word if necessary

**Incidental Phonics Teaching:**  
Teach any letter/sound correspondence to any learner at any time – as required supported by main Alphabetic Code Charts  
[www.alphabeticcodecharts.com](http://www.alphabeticcodecharts.com)

**Teach alphabetic code knowledge**  
**Teach the three core skills and their sub-skills**  
**Apply to cumulative words and extend to sentences and texts**  
[www.phonicsinternational.com](http://www.phonicsinternational.com)

**Sub-skills of CORE SKILL 1**  
\*Without print: Attune the learner's 'ear' to phonemes (phonemic awareness) by adult saying the sounds (phonemes) all-though-spoken-words followed by saying the whole spoken word to train the learner to 'decide' the intended word from its constituent sounds  
\*With print: Train the learner to recognise letters and letter groups and to 'say the sounds' in automatic response (typically with flash cards, grapheme tiles and say the sounds posters)

**Sub-skills of CORE SKILL 2**  
\*Recognise correct orientation of letter shapes – and link to sound at first  
\*Understand the notion of capital and lower case letter shapes and be able to match the pairs  
\*Understand that both capitals and lower case matched pairs are code for the same sounds  
\*Know the relative sizes of letters and their correct positions on writing lines  
\*Know the starting points and directionality of forming letters and practice with multi-sensory activities while saying the correct sounds (tracing from air-writing and airy activities to forming letters correctly with pencil on paper)  
\*Learn about the **alphabetical order** (through chanting or singing an alphabet song or jingle)  
\*Understand the difference between the 'alphabetic code' and 'the alphabet' and what each is used for

**Alphabetic Code Knowledge**  
Systematically teach the six phonemes and the many letter/sound correspondences of a 'simpler' than 'complex' (simplified) alphabetic code  
Two-pronged approach: introduce the letter/sound correspondences systematically (introduce any code at any time, **as required**)  
know that alphabetic code is **readable**, from print-to-sound for decoding (reading) and from sound-to-print for encoding (spelling)

**Sub-skills of CORE SKILL 3**  
\*Attune the learner's 'ear' to phonemes (phonemic awareness) by adult saying a whole spoken word slowly, followed by the adult saying the sounds all-though-the-spoken-word (say any spoken words, they do not have to be 'cumulative' for this practice)  
\*The adult 'says the sound' as close as possible to phonemes in real speech (consider volume and pitch, avoid 'fall' on the end of consonant sounds) – followed by the learner pointing to the letter or letter group or selecting grapheme tiles or air-writing the letter or letter group, or writing the grapheme on a whiteboard or, better still, writing on paper

**CORE SKILL 1**  
**HANDWRITING:**  
\*Form 26 upper case letters (upstairs) and 26 lower case letters (correctly on writing lines with tripod pencil grip)  
\*Write graphemes (letters and letter groups) in response to speech sounds (phonemes)  
\*Also, write upper or lower case letter shapes in response to letter names  
\*Understand the difference between letter names and sounds and when to use names or sounds (letter names used for alphabet work and enjoying a precursor spelling, letter name by letter name to another person)  
\*Understand the difference between the 'alphabetic code' and 'the alphabet' and what each is used for

**CORE SKILL 2**  
**ENCODE THE SPELLING:**  
SOUND-TO-PRINT  
all-though-the-spoken-word  
1 Identify and select correct graphemes as code for the identified sounds  
2 Write letter shapes when able  
3 Sound out and blend to check spelling (over time, build up knowledge of spelling word bank)

**Guidance for phonics routines:** [www.phonicsinternational.com/new\\_files\\_resources.html](http://www.phonicsinternational.com/new_files_resources.html)

**Debbie Hepplewhite's Model of the three phonics core skills and their sub-skills**  
Copyright Debbie Hepplewhite 2013

# Examples of assessments

**say the sounds**

o	j	l	g
k	u	y	x
v	b	i	h
a	f	n	w
t	z	r	q
p	e	d	m
c	s	qu	

Alphabet letters – can be used to assess knowledge of sound (phoneme) and/or letter names but it is advisable to assess them on separate occasions to avoid any misunderstanding of what the teacher is testing for.

Debbie Hepplewhite's 'Say the Sounds' test

name: \_\_\_\_\_ test 1: \_\_\_\_\_ date: \_\_\_\_\_  
 age: \_\_\_\_\_  
 date of birth: \_\_\_\_\_ test 2: \_\_\_\_\_ age: \_\_\_\_\_ date: \_\_\_\_\_

m	z	h	b	r	l
d	j	k	n	w	s
t	y	v	f	p	x
c	g	i	e	u	a
o	-y	qu	-ve	-ng	sh
-ff	ch	ai	-se	-le	-ss
-nk	ar	ee	oa	-ce	wh
-ay	oy	-zz	-ck	-er	oi
-igh	-ge	or	-ll	oo	th
ow	ea	-ue	-ie	ou	

notes: \_\_\_\_\_ score: \_\_\_\_\_ out of 77

This test correlates to STAGE ONE units 1 to 9 of Phonics International. Ask the student to 'say the sounds' (reading his/her own copy). Ensure he/she knows the difference between letter 'names' and 'sounds'. Model the first letter sound first (sounding) – not with an added letters (tricks). The numbers indicate more than one sound so ask the student to say whatever he/she knows. Assess on test paper freely.

**13 - say the sounds**

s	a	t	i	p	n	c
k	-ck	e	h	r	m	d
g	o	u	l	-ll	f	-ff
-ss	b	j	y	ai	-ay	
w	oa	ow	-ie	-igh		
-le	ee	or	z	-zz		
wh	ea	-ng	-nk	v		
-ve	oo	oo	-y	-x		
ch	sh	th	th	qu		
ou	ow	oi	-oy	-ue		
er	ar	-ce	-ge	-se		

vowel phonemes represented in black consonant phonemes represented in grey

n s i t c a ck

# Examples of assessments

The /k/ as in 'duck'

## Degrees of difficulty:

The adult generates the sound, the child point to, selects, or writes the grapheme from memory

Debbie Hepplewhite's 'spoken word' oral segmenting test

name: \_\_\_\_\_ test 1: \_\_\_\_\_ date: \_\_\_\_\_  
 age: \_\_\_\_\_  
 date of birth: \_\_\_\_\_ test 2: \_\_\_\_\_ date: \_\_\_\_\_  
 age: \_\_\_\_\_

*"I am going to say some words one at a time and I would like you to break each word up into its **smallest** sounds for me please. For example, if I said the word 'cat', what sounds can you hear in the word?" No matter what response the student gives, go on to model that the sounds in the word are /k/ /a/ /t/ and say these sounds as close as you can to the sounds (phonemes) in the real word ('purely') before proceeding with the test. Ask the student to tally the sounds he or she identifies to left-hand thumb and fingers to remove ambiguity of the number of sounds. Indicate how the student breaks up the words by recording what he or she says next to the test word or mark the words. Does the student struggle to break up the words or is there an automatic and confident response? Does the student resort to a 'threebeat' pattern throughout? Does the student 'say the sounds' according to his or her knowledge of the spelling rather than say the individual sounds in the word? For example, does the student convert spelling to sounds: /ff/ /r/ /a/ /m/ /t/ instead of /ff/ /r/ /a/ /m/?*

3 sounds	4 sounds (end cl.)	4 sounds (beg. cl.)	5 sounds
b a n	s a n d	f r a m e	s t a m p
l e g	k e p t	g r e e n	s p e n t
h i t	m i l k	c l i m b	t w i s t
m o s s	l o s t	s t o l e	f r o n d
c u p	h u m p	p r u n e	c r u s t
score: /5	score: /5	score: /5	score: /5
notes:			score: /20

*"Now I'm going to say some words which aren't real words - they are what we call 'nonsense' words. Please can you do the same as before - tally the sounds to thumb and fingers and split each word up into its **smallest** sounds." Say the word 'shup' and ensure the student understands that there are three sounds /sh/ /u/ /p/ said 'purely'."*

3 sounds	4 sounds (end cl.)	4 sounds (beg. cl.)	5 sounds
s h a n	n a n t	c r a i b	t h r a n d
c h e p	p e l p	s l e z	s h r e e m s
t h i m	s h i n d	b l i g h n	s p r i t
p o s s	f o m p	s p o a t	t r o s k
w u t	m u l b	d r o o m	s c r o o p
score: /5	score: /5	score: /5	score: /5
notes:			score: /20
			total score (circle): /40

**Oral segmenting:**  
 Real spoken words and pseudo-words of different structures (no print involved)

# Examples of assessments

c	k	-ck
e	h	r
C	K	-ck
E	H	R

Cut along the grid lines to make flash cards. The capital letters represent the same sounds as the lower case letters. The learner needs to respond by automatically saying the sound each letter represents. At this stage, do not teach the letter names as these can cause confusion. Print this sheet twice to play 'pairs'. Place the cards face down. Turn over two cards to find a pair. Replace cards face down until a pair is matched then keep that pair. The pairs can either be a capital letter matched with a lower case or two of the same letters.

CAPITAL and lower case letters are code for the sounds in words

S	s	snake	A	a	apple	T	t	teddy
I	i	insect	P	p	pan	N	n	net
C	c	cat	K	k	kit	E	e	egg
H	h	hat	R	r	rat			
M	m	map	D	d	dig	G	g	girl
O	o	orange	U	u	umbrella	L	l	ladder
F	f	feathers	B	b	bat	J	j	jug
Y	y	yawn	W	w	web			
Z	z	zebra	V	v	violin	X	x	fox
Q	q	queen				Qu	qu	queen

Capital letters and lower case letters are code for the sounds (phonemes) we can hear in our English spoken words. Use as a poster, or for cut out, graphics and picture size (with or without borders colour bands) to make a matching game.






D	d

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A	a	
B	b	

**Matching capital and lower case letters**





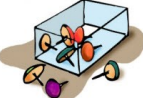

# Examples of assessments

say the sound, match to picture	say the word, identify the sounds	teacher reads clue or says sound
s		Hear it hiss. Watch out for its head. ..... Find the letter shape which is code for the first sound. snake /s/n/ai/h/ (s)
a		See it shine. It is crunchy and red. ..... Find the letter shape which is code for the first sound. apple /a/l/p/l-/ (a)
t		Where is it hiding? Is it tucked up in bed? ..... Find the letter shape which is code for the first sound. teddy /t/e/d/ (t)
i		Is it creepy or crawly? Can you count six legs? ..... Find the letter shape which is code for the first sound. insect /i/n/s/i/k/l/ (i)
p		Please fry me an egg. Then I will be fed. ..... Find the letter shape which is code for the first sound. pan /p/a/n/ (p)

This resource can be found in unit 1 to 6. **Schools:** Print on card or laminar paper copies if you wish to make permanent games. Cut out the cards. Make a pack of the clue cards for the teacher to read. **Home:** To recognise letter shapes and letter groups (graphemes) and say the sounds (phonemes) in response. 2) To identify the sounds (phonemes) in their different positions of a spoken word or picture word and to link these with the corresponding letters or letter groups (graphemes). 3) The teacher says a sound (phoneme) and the learner can select the corresponding letter shape or letter group (grapheme). Make up a variety of activities to play with these cards. Use **randomly** with cards from units 1 to 6 to build up **fluency**. **Code knowledge** and the **subskills** required for reading (sound) and spelling (writing). Develop **fluency** by hearing new words and matching them to pictures in sentences as additional benefit to playing games with these cards. Learners can use the cards from the left and middle columns **independently** when they are made aware of ways that they can use them.



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s e n p i k r a t

	
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1) The **graphemes list** above can be used to select the necessary **Grapheme Tiles**, magnetic letters or CanDoKinesthetic spelling activity instead of, or prior to, writing down the spellings.  
2) For a more challenging activity, fold over or cut off the **graphemes list** for learners to spell unaided.

unit 1 - spelling sheet 2

ff o l a b s g c	
t ss i ck e p u d	
	
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1) The **graphemes list** above can be used to select the necessary **Grapheme Tiles**, magnetic letters or CanDoKinesthetic spelling activity instead of, or prior to, writing down the spellings.  
2) For a more challenging activity, fold over or cut off the **graphemes list** for learners to spell unaided.

unit 2 - spelling sheet 2

Various games in Units 1 to 6 also provide opportunity for assessment

# Examples of assessments

name:	1 <sup>st</sup> date:
	2 <sup>nd</sup> date:
date of birth:	age at time of test:
	age at time of re-test:
<small>*Can you recognise any of these letter shapes? Can you tell me what sounds they are <b>code for</b>? For example, the <b>name</b> of the first letter is 'b', but its <b>sound</b> is 'bi' as in 'bat'. You might know more than one sound for some of these letters. Tell me everything you know so that I can find out what I need to teach you next.</small>	
b i h a f n w t z	
r x p e d m c s v	
o j l g k u y q qu	
<small>**These letter groups are also <b>code for</b> the sounds of our speech like words that we say. You might recognise some of these but not others. Some of these letter groups may be code for more than one sound. Just tell me the letters and sounds you know so that I can find out what I need to teach you next.</small>	
ai ee oa sh or ay th -ng ea	
ch ow -ie ou ear -ck -le -ue	
-nk wh -oe -er -ge air eer -ce	
<small>**Here are some <b>nonsense</b> words. <b>Nonsense</b> means that they are not 'real' words so they don't mean anything at all. These words help me to think of ways to teach you in the future. What do you think these words might sound like when someone tries to read them? Have a go at reading them to me please. After a period of time, we may repeat this activity.</small>	
jud hix baff coz lep kug yom wat sev	
rin quib just crompt yeck plink stad drulk	
brong wort stex nerp jurf slirt moud fow	
mabe lete kice hove dute tuke grale treke	
brile stroze scrate prene thride blosy druge	
Notes:	
<small>This assessment will indicate whether the learner knows the most common elements of the alphabetic code and whether he or she can blend all through the words. Use as a baseline assessment and repeat the test, if appropriate, to measure improvement after teaching (Phase 1) or at the end of the course.</small>	

name:	1 <sup>st</sup> date:
	2 <sup>nd</sup> date:
date of birth:	age at time of test:
	age at time of re-test:
<small>*Here are some letter groups (graphemes) that are not common. See if you recognise any of them... Do you know the sounds they are <b>code for</b>?</small>	
oar ph -igh -ew -ey -que aw	
ir gn ur au kn wr -tch gh	
eigh -mb -ere ore wa sc -dge	
<small>**Here are some <b>nonsense</b> words. <b>Nonsense</b> means that they are not 'real' words so they don't mean anything at all. What do you think these words might sound like when someone tries to read them? Have a go at reading them to me please. After a period of time, we may repeat this activity.</small>	
storing knotion wrickless spotchful drigner	
drecial phostle neightrap grateau chapeldrin	
scralmis chiffusion pristation billage trasteful	
wallington blavoursome exhibitious clambford	
bruisefillious crewspringle thrillspauce palky	
Notes:	
<small>This assessment will indicate whether the learner knows more very elements of the alphabetic code and whether he or she can blend all through multiple words. Use as an advanced reader's baseline assessment and repeat the test, if appropriate, to measure improvement after teaching (Phase 2) or at the end of the course. This test may be used along with the nonsense word test for units 8 to 6 but do not use this page for learners.</small>	

## Two levels for 'quick' assessment:

Include a range of letter/s-sound correspondences plus short and longer pseudo-words to indicate application of code knowledge and blending skill



# Examples of assessments

1	A name:		date:
sati	s a t	i t s	s i t s
p	p i t	t a p s	s p i t s
n	n i p	s n a p	s n i p s
c	c a p	s c a n	p i c n i c
k	k i p	s k i n	s k i p s
-ck	s i c k	s a c k s	s t i c k s
e	p e t	t e n t	s p e n t
h	h i p	h a t s	h a p p e n
r	r a n	r i p s	t r i p s
Notes:			

**BASELINE AND POST-UNIT PROGRESS ASSESSMENTS A and B**  
Two extensive word level 'parallel' assessments for Units 1 to 12 of Phonics International to ascertain alphabetic code knowledge, blending for reading, spelling – and even handwriting skills.

# Examples of assessments

1.7 simple sentences

The hen has a nest.

The hen rests in it.

The nest is Pat's cap!


Name \_\_\_\_\_ Sentences \_\_\_\_\_

1.1 -se -ze -ng -nk v -ve oo oo y /aul OW /aul OW

→ ch sh th qu ou ow

The brown fox petted quickly across the ground with his belly and tail slung low. He growled with a slow, low sound and trembled as the men passed by.

With his head bowed down low and his snout quivering in the breeze, slowly the fox began to relax. The men with the 'loud, brown sticks' had gone at last.

 Z ie igh le o. a. e. i.  
u. y. ee or z

Zed, the zebra, has zig-zags from top to bottom of his coat. Zed is full of zest as he zips from left to right and top to bottom of his field. Zed is zzz...uper fun!

notes: \_\_\_\_\_ The ogre

Once upon a time, there was an ogre with a really soft centre. He tried with every fibre of his body to be fearsome. Fellow ogres sneered and said he nowhere near matched their calibre.

The ogre was one whiskers as long as he. He wore a tree for his salver.


Despite all his efforts, the mediocre ogre - he meagre.

Then, one dark night, the region. The ogre shied away and stood until the scaly ogres. Together they ruled their own lands.

There was no doubt the theatre of the was finally accepted less than legends.

150

-re /u/ The ogre



unit 12 -re /u/ /r+u/ 150

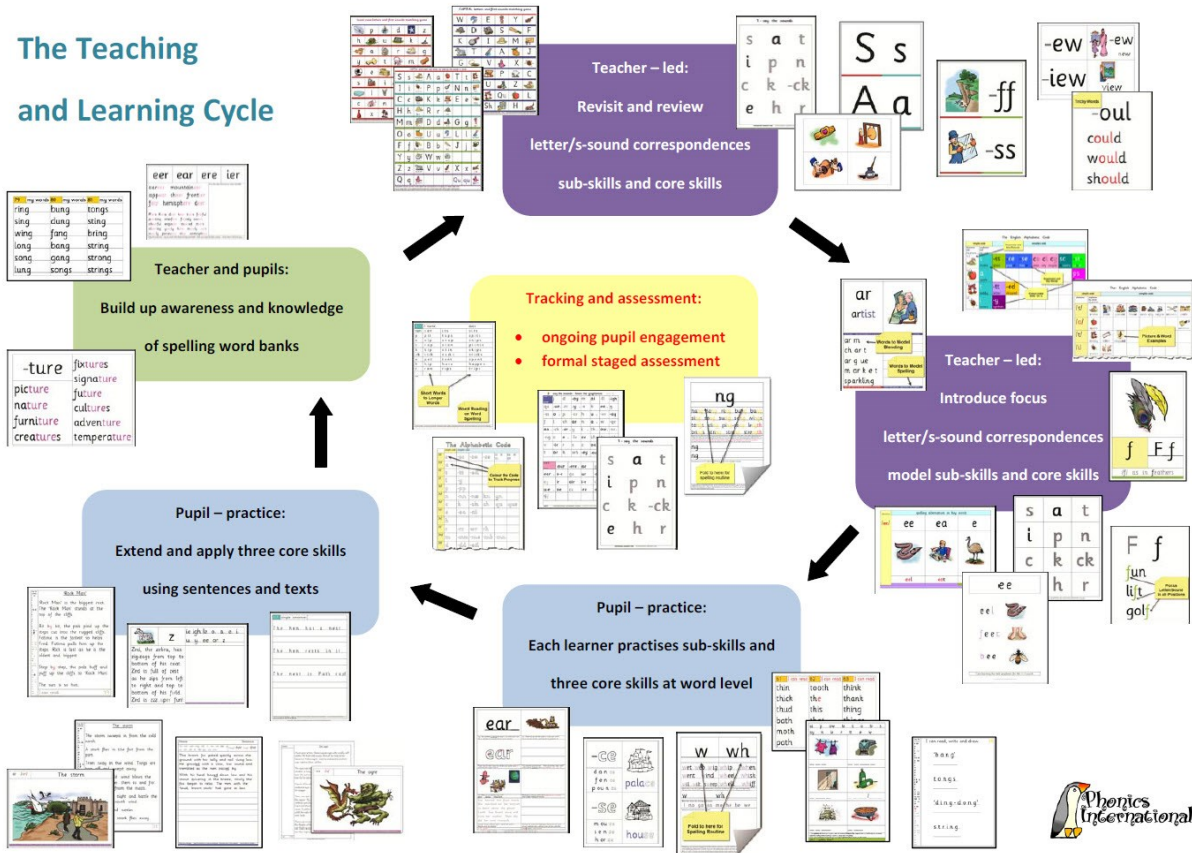
The ogre

1. What was the ogre's problem? Was he like other ogres?
2. How did other ogres treat him?
3. How long were his whiskers and what area of land did his feet cover?
4. Which creatures swarmed into the ogre's land?
5. How did the soft-centred ogre redeem himself with the other ogres?
6. Discuss the idea that you can have a very 'soft centre' and yet be very strong and brave.

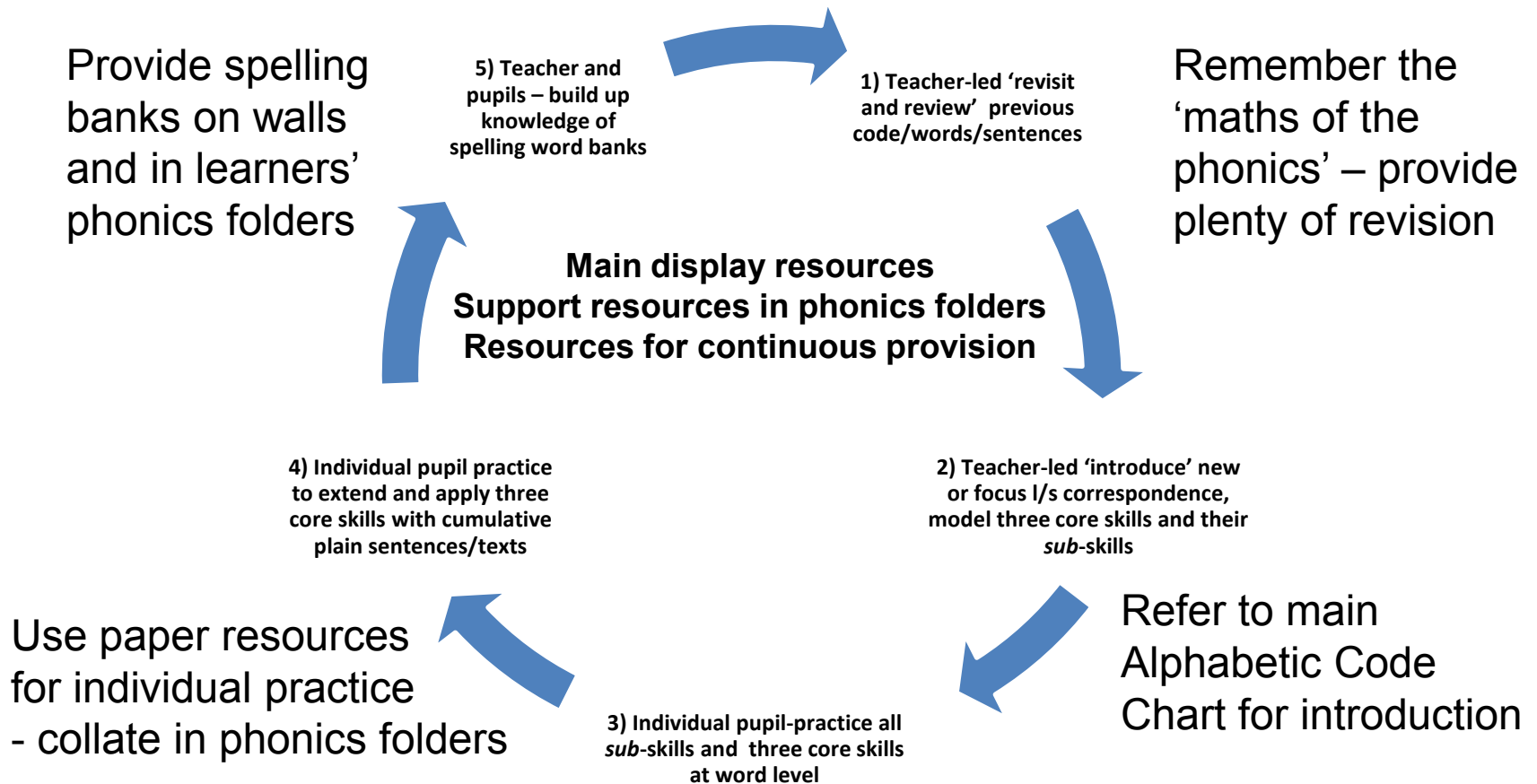
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**PI and EYSP cumulative sentences and texts:**  
Select level as appropriate to assess reading, spelling (with dictation), handwriting, writing, language comprehension after reading, and spoken language without a reading activity (e.g. talk about a picture).

# Age-appropriate Two-session Teaching and Learning Cycle



# Age-appropriate Two-session Teaching and Learning Cycle



**In addition, provide cumulative decodable reading books**

# Intervention – special needs

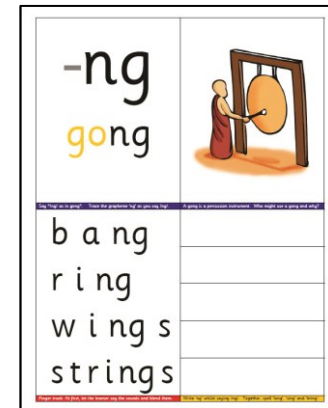
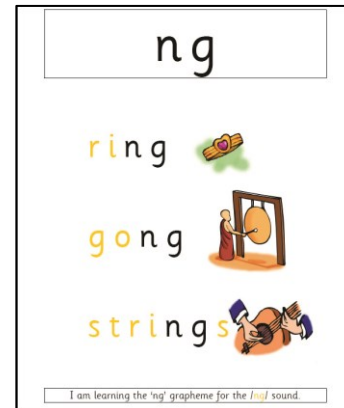
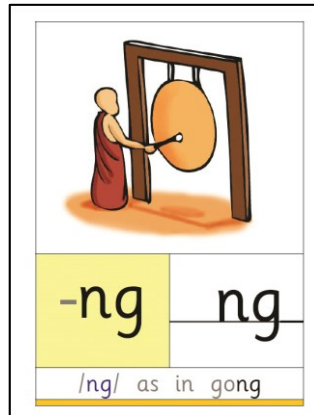
## For intervention:

- Ensure high quality **visual support** on walls, via mobile displays, and provide in individual's phonics folder and phonics exercise book to help short-term memory.
- Provide more '**little and often**' practice with the contents of the phonics folder and exercise book. **Work in partnership** with parents/carers wherever possible.

# Resource Choices

For any letter/s-sound correspondence, there are multiple resources to choose from for delivering the elements of the T & L Cycle:




**For example, posters for display and/or folders**













# Resource Choices – use creatively

Further posters for display and/or folders:

Project, print, laminate, enlarge, reduce (print multiples per page), create browse books

phoneme	spelling alternatives in key words		
/ee/	ee	ea	e
			

phoneme	spelling alternatives in key words				
/ee/	ee	ea	e	-y	e-e
	eel 	eat 	emu 	sunny 	concrete 
	-ey	-ey	-ie	-ie	-ine
	key 	monkey 	chief 	movie 	sardines 

Tricky Words

-oul

could

would

should

-ture

picture

fixtures

signature

future

cultures

adventure

temperature

7 - say the sounds

s a t i p n

c k -ck e h

r m d g o

u l -ll f -ff

-ss b j y ai

-ay w oa ow

-ie -igh -le ee

or z -zz

wh ea

# Age-appropriate Two-session Teaching and Learning Cycle

- 1) Revisit and review:** Various sets of grapheme flash cards and/or 'Say the Sounds Posters' available in Units 1 to 12 (use posters for older learners)
- 2) Teacher introduces new or focus letter/s-sound correspondence and models with a few words:** 'Core Teacher Modelling Cards' in Units 1 to 12, also in EYSP Units 1 to 6



# Cumulative, 'in order' of letter/s-sound correspondences introduction, and 'jumbled' - throughout the PI programme:

1 - say the sounds

s a t  
i p n  
c k  
e

vowel phonemes represented in black

13 - say the sounds

s a t i p n c  
k -ck e h r m d  
g o u l -ll f -ff  
-ss b j y ai -ay  
w oa ow -ie -igh  
-le ee or z -zz  
wh ea -ng -nk v  
-ve oo oo -y -x  
ch sh th th qu  
ou ow oi -oy -ue  
er ar -ce -ge -se

vowel phonemes represented in black consonant phonemes represented in grey

8 - say the sounds

ea -zz g -igh  
d -ck ee j k  
ow t s o -ll  
u f e h -ss i  
b y ai m n  
or w oa c -ff  
-ie -le r a l  
z wh p -ay

vowel phonemes represented in black consonant phonemes represented in grey

3 say the sounds - know the graphemes unit 6

units 1-5 jumbled	j	d	-oy	m	ai	-ll	-igh
qu	-ue	-zz	-y	-x	b	ea	g
-ss	o	p	-ce	h	u	-ve	-ay
f	l	sh	ar	n	a	w	-ge
oo	-ck	-er	y	i	th	ow	-se
-ng	c	e	-le	ee	ch	ou	-nk
v	-ie	r	s	z	oa	-ff	oi
t	or	k	wh	-ey	-oul		
							76
unit 6 jumbled	-our	-ere	ae	gi	wor		
ear	o-e	ge	ur	-are	e-e		
cy	ir	air	i-e	ci	-ier		
u-e	oe	ce	-re	-eer	a-e		
gy							24
unit 6	<small>vowel phonemes represented in black consonant phonemes represented in grey</small>						

Constant revision and 'over-learning'

# Age-appropriate Two-session Teaching and Learning Cycle

## **3) Individual Pupil Practice at word level:**

Essential multi-skills 'Activity Sheets' in Units 1 to 12, a version with fewer words in EYSP for Units 1 to 6 (supplement with word lists)

## **4) Individual Pupil Practice extend and apply with cumulative sentences/texts:**

'Sentences' in Units 1 to 5, 'Simple Sentences' in EYSP Units 1 to 6, 'I can read' texts and 'Questions' Units 1 to 12, 'Booklets' in EYSP Units 1 to 6

# Over time, raise awareness and build up knowledge of word banks

## 5) Building up knowledge of spelling word banks:




**banks:** Any resources with *lists of words*, for example:

61 I can read thin thick thud	62 I can read tooth the this	63 I can read think thank thing things thumbs
--	---------------------------------------	--

-ture	fix <b>ture</b> sign <b>ature</b> f <b>uture</b> cult <b>ures</b> advent <b>ure</b> temper <b>ature</b>
pic <b>ture</b> nat <b>ure</b> furnit <b>ure</b> creat <b>ures</b>	



  

ee	
eel	
feet	
bee	

Tricky Words	
-oul	
could	
would	
should	

-ce	
dan ce fen ce poun ce	palac <b>ce</b>
-se	
mou se sen se hor se	house <b>se</b>


  

/oa/		
o	oa	ow
no, go, so, also solo, duo, trio volcano patio buffalo avocado Eskimo mosquito zero	roam shoal afloat throat approach boastful goalpost cloakroom toadstool coastguard	window slowly rainbow shadowy sorrowful unknown glowing burrow meadow tomorrow

ou	ou	ou	ou
hound	shout	out	
about	clouds	found	
sound	proud	scout	
St Bernard's Mount south pouch mountain floundering resounding passed-out around stout ounce surmount unbound worn-out our bounds amount account mouth			

-li	long /oo/
fruit juice juicer cruise suit sutor bruisse recruit recruitment cruiser grapefruit	fruity juicy cruised suited suitable brused brused brused sluice sluicgate lawsuit fruitless fruitful suitably
Fruit juice 	

Younger children: short lists

Older learners: longer lists

# Activities to glue words together!

## 'Questions'

unit 7	-il /ul/	78
Lentil Soup		
<ol style="list-style-type: none"> <li>Where and when does the story take place?</li> <li>What was the main thing on the menu?</li> <li>What is Mr. Weaver's job and why is he called 'Weevil'?</li> <li>Why do you think the children are excited?</li> <li>Do you think Jack is looking forward to the soup?</li> <li>Discuss two contrasting ways the kitchen could be developed?</li> </ol>		
<p>notes:</p> <p style="text-align: center;">Lentil soup</p> <p>It was a cold April morning and the smell of the soup was drifting down the corridor and into the classroom. "Lentil soup with herbs" thought Jack, the unmistakable smell of basil exciting his nostrils. The sound of eating utensils being laid out meant that lunch would be soon.</p> <p>Some of the pupils had already started to pack up their pencils and books hoping that Mr. Weaver (or 'Weevil' as the children called him) would let them go a few minutes early. "Not a hope" thought Jack. "Old Weevil has never let us out early."</p> <p>Jack looked at the notice on the wall, "To the kitchen" it announced in bright red stencil. "Not much need for that notice" decided Jack. "The smell of lentil soup will guide us there!"</p>		
-il		78

## 'I can read' texts

## 'I can read' storylines - black and white pictures with word banks

-il /ul/	Lentil soup	
April lentils basil nostrils utensils pupil weevil stencil		
anvil fossil evil devil bedevil tendril peril	civil gerbil tonsils council	

-il /ul/	Lentil soup	

## 'I can read' storylines – full colour illustrations

Spelling story themes and their pictures  
aid memory for **recalling spelling word banks**

# 'Learning Intentions'

## STAGE TWO: Units 6 to 12 – 'Extras' webpage

### Learning intentions:

By reading and re-writing the passage answering questions and listing the focus words linked to the story theme, we are developing our language comprehension and building up our knowledge of spelling word banks.

### 'I can read' spelling story themes:

1. **Grapheme search:** Underline the focus grapheme (letter or letter group) and note how many are included in the passage.
2. **Vocabulary:** Read and re-read the passage. Circle any new words for later discussion. (Option: Use a dictionary to note meanings.)
3. **Word bank:** List the words with the focus letter/s-sound correspondence to form the basis of your spelling word bank.
4. **Self-dictation:** Re-read the passage in phrases and/or sentences and re-write on paper with lines in your best handwriting.

5. **Check:** Check your self-dictation with the original passage for spelling and punctuation.
6. **Comprehension:** Answer the 'Questions' for the passage with a working-partner (speaking).
7. **Comprehension:** Answer the 'Questions' for the passage in your best handwriting.





8. **Recall:** Use the story theme (and its picture) to help you remember the focus spelling word bank. How many words can you recall from memory (today, and long-term)? Check your spellings carefully if you have written them.
9. **Record:** Write the correct spellings in your 'Phonics Spelling Dictionary'. Add to your spelling word bank if you find further words.

10. **Extend:** Write a short paragraph to add to the main passage to include any extra words with the focus letter/s-sound correspondence.
11. **Illustrate:** Draw a picture of the passage to help you recall your focus spelling word bank (Option: add labels of some focus words).

**Homework:** Complete numbers ..... and .....

# Activity Sheet:

- **Train** all the children first
- Tell them **in advance** what **extension activity** to do when they finish the **FIRST** side of the Activity Sheet
- Strong **focus** on the slower-to-learn children

	
<p><i>Say, "This grapheme is code for the sound /ng/ as in the word 'gong'". Cut out this grapheme tile and keep it for various activities.</i></p>	<p><i>Ask, "Where can you hear the sound /ng/ in the word 'gong'?" Cut out this picture tile and keep it for something with the grapheme 'ng'.</i></p>
	
<p><i>"Finger trace the letter shapes from the dots and say the sound /ng/." "Use your pointing finger to 'write' the letter shapes in the air."</i></p>	<p><i>"Try writing the grapheme here. Can you remember where to start writing from?" Ask, "This grapheme is code for which sound?"</i></p>
	<div style="background-color: yellow; padding: 10px; border: 1px solid black;"> <p>Fold to here for spelling routine</p> </div>
<p><i>Ask, "When can you hear the sound /ng/ in these words?" ring strings hanging (The clothes are hanging.)</i></p>	<p><i>"Remember to hold your pencil with 'froggy legs and a leg under'. Draw someone banging on a gong."</i></p>
<p>long bring Tom bangs on a big kettle drum. He sings a song.</p>	
<p><i>"Sound out and blend the words and sentences. Where are the capital letters? Can you think of more 'ng' words?"</i></p> <p>4.1 EYSP</p>	<p><i>"Listen for the sounds from your grapheme tiles to spell unit 4 letters and so</i></p>

# Activity Sheet:

**Apart from the initial training stage, never 'go through' the Activity Sheet before the children do the activities!**

w	wh
wet web wig	whip when
went wind	wheel whisk
will wilt sweep	wherk whiff

Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? The learner holds the pencil with 'froggy legs and log under' and writes the letter 'w', or 'wh', as he/she says the sound /w/.

w	wh
---	----



Blend these words with the long vowel sounds:  
I no go so me he be we

Draw pictures of words with the /w/ sound and label:

**Fold to here for Spelling Routine**

Fold this page up to the bottom of the first 'w-wh' box to hide the words but to reveal the 'w-wh'. Use to practise spelling and writing words in the lists above. Start with saying the three sound words above the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the words. Write 'w' or 'wh' on one dash. Edit the words whilst finger-tracking underneath. At first beginners may

# Always – ‘fold up’ for the spelling routine!

<u>-ve</u>	
<small>Say, "This grapheme is <u>used</u> for the sound /v/ as in the word 'dove'". Cut out this grapheme tile and keep it for games and activities.</small>	<small>Ask, "Where can you hear the sound /v/ in the word 'dove'?" Cut out this picture tile and keep it for matching with the grapheme 've'.</small>
ve	
<small>*Finger trace the letter shapes from the dots and say the sound /v/. *Use your pointing finger to 'write' the letter shapes in the air.*</small>	<small>*Try writing the grapheme here. Can you remember where to start writing from? Ask, "This grapheme is <u>used</u> for which sound?"</small>
	
<small>Ask, "When can you hear the sound /v/ in these words?" serve shelves gloves</small>	<small>*Remember to hold your pencil with "foggy legs and a leg under". Draw a dove flying in the sky.*</small>
h a v e l o v e g i v e I h a v e s o m e p e t d o v e s . I l o v e t o f e e d m y d o v e s .	
<small>Give help with 'my' and the letter 'v' in 'dove', 'some' and 'to' if needed. *Sound out and blend the words and sentences.*</small>	<small>*Listen for the sounds from beginning to end of some 've' words. Use your grapheme tile to spell the words and then write them down.*</small>
<small>4.4 EYSP</small>	<small>unit 4 letters and sounds</small>

v	-ve
van vans vent	have give live
vet vest invest	love dove
vat vast invent	above glove
<small>Ask the learner to say all the sounds all through the words in all the lines. Can he/she then 'hear' the target words independently? In the English written code, words which <u>end</u> with the sound /v/ are spelled with the grapheme 'v'. In 'love', 'dove', 'above' and 'glove', the /v/ sound is represented by the letter 've'. Further common examples include 'yolk', 'milk', 'brother', 'river' and 'some'. The learner holds the pencil with 'foggy legs and leg under' and writes the letter 'v', or letters 've', as he/she says the sound /v/.</small>	
v	ve
<small>Blend these words with the /v/ sound. Treat the letters 'me' in 'come' and 'some' as representing the /m/ sound.</small>	
love dove above glove	
come some	
<small>Draw pictures from the 've' word examples above and label:</small>	
<small>Fold this page up to the bottom of the first 've' box to hide the words but to reveal the 'v've'. Use the back of the folded up part to practise spelling and writing words in the list above. Start with saying the three sound words above very slowly. The learner identifies the sounds all through the spoken word and draws a dash for each sound identified and then writes down the corresponding letter shapes. Write 've' on one dash. Lid the words whilst finger tracking underneath. At first beginners may only manage the shortest words.</small>	

-gue
rogue vogue catalogue
intrigue intrigued ague
fatigue fatigued plague
plagued vaguely vagueness
vague colleagues synagogue
league monologue dialogue
prologue epilogue travelogue
<small>The grapheme 'gue' is a less common spelling variation of the /j/ phoneme. It has French origins. Sound out and blend all the words above. Discuss the meanings of the words and say them in simple sentences.</small>
<small>Note the unusual grapheme 'ngue' which represents the /ŋj/ phoneme. Write under these words:</small>
tongue tongue - tied meringue
harangue haranguer harangued
<small>Fold this page up to the bottom of the first 'gue' box to hide the words but to reveal the 'gue'. Use the back of the folded up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Break the words down into syllables first where necessary. Put the grapheme 'gue' or 'ngue', as appropriate, on one dash. Lid each word whilst finger tracking under the graphemes.</small>

**Generally - alternate the Activity Sheets with cumulative sentences or texts as appropriate**



# STAGE TWO Sounds Book

## Activity Sheets from Unit 6

<b>C</b> e	<b>C</b> i	<b>C</b> y
cellar ice city circus cygnet		
certain cinema cycle		
cedar cent decide lacy spicy		
December Cinderella Cyclops		
<p>The letters 'e', 'i' or 'y' following a letter 'c' alert the reader to pronounce the letter 'c' as the sound /s/. The letters 'e' or 'y' can stand alone to represent a vowel phoneme (e/i) or be part of a letter combination which represents a vowel phoneme (e/i/u). In 'ce' and 'decide' the silent digraph 'ce' represents the /s/ sound, in 'circus' pronounce the grapheme 'ci' alone as /s/ (fishes effect). Say the underlined letters as their long vowel sound. Tweak other pronunciations as necessary. Ask the learner to say all the sounds all through the words in all the lines, can he/she 'hear' and say the target words? The learner holds the pencil correctly with the striped grip and practices writing the words below whilst saying the words.</p>		
ice		
city		
lacy		
Draw a picture from words in the left column above and label:	Draw a picture from words in the middle column above and label:	Draw a picture from words in the right column above and label:
<p>Hold this page up to the bottom of the first 'ce-cy' box to hide the words but to reveal the 'ce-cy'. Use the back of the folded up part to practice spelling and writing. Break longer words up into their syllables. Say the words or syllables slowly and put a dash for each sound in the words or syllables. Hdr (check) each word while finger-marking under the graphemes.</p>		

/s/			
-ce	ce	ci	cy
/s/			
-ce	ce	ci	cy
once	ice	city	cymbal
dance	celebrate	circus	life-cycle
prince	certain	circle	bicycle
peaceful	cedar	circular	fancy
force	cent	decide	policy
voice	December	citrus fruit	literacy
choice	certificate	docile	numeracy
bounce	century	citizen	cylinder
chance	cemetery	circumstances	vacancy
menace	celery	circumference	secrecy
<p>In some words 'ce' is code for the /s/ phoneme. The letters 'e', 'i' and 'y' alert the reader to say the preceding 'c' as the /s/ phoneme.</p> <p>1) Blend these words. 2) Say simple sentences with these words used correctly according to their meaning. 3) Hold the pencil correctly and write a few simple sentences (preferably on lines) using a selection of these words. 4) Check (edit) the words by blending them.</p>			

Extra resources from Unit 6 onwards

# Working in Partnership

- Giving feedback
- Asking questions
- Describing problems
- Reporting on findings
- Recording findings to share with others
- Using the Y1 Phonics Screening Check
- Pioneering to spread Systematic Synthetic Phonics