



EDUCATION
CONSULTANTS

Learning to Shape the Future

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Phonic Overviews

Phase 1 – 6

Phase 1

By the end of the phase children will be able to orally blend and segment sounds. They will be able to recognise alliteration as they develop their ability to tune into speech sounds.

Enjoy rhyming

e.g. Here we go round the mulberry bush. (This is the way we tidy up/have our drink/put on our coats)

Join in

Miss out words from favourite rhymes...add alternatives. Play rhyming bingo (odd one out).

Mirror me

Copy new movements e.g. The grand old Duke of York, Twinkle, twinkle little star, If you're happy and you know it, I'm a little teapot.

Let's Dance

Sing songs – move whole body.e.g. In and out the dusty bluebells, The big ship sails, Oranges and lemons, Ring a ring o' roses.

Counting Rhymes

E.g. One, two buckle my shoe, Ten green bottles, This old man, Ten fat sausages, Ten in a bed, Five currant buns.

Tell sound stories

Add more animals to stories e.g. Farmer duck e.g. donkey 'ee-aw', bees 'zzz' cow , mooooo'.

Make Thomas Tank sound track. E.g. Train chugging along the track (chchch)Slowing down in the station (shshsh)Big engines whizzing past whistling (oo)

Listening walks

Go on country and town walks. After re-create the sounds using voices.

Guess the Sounds

Organise different sounds behind a screen e.g. water being poured, rice in a bottle. Describe sound and guess it.

Give me a sound

Can they make their voice? E.g. go down a slide, wheee. Buzz like a bee zzzzz. Hiss like a snake ssssss.Relax into a chair aaaah

Tune into sounds

Play I spy....I spy someone beginning with /t/, /r/ etc

Tongue Twisters

Use names in the class... e.g. David's dangerous dinosaur. Ryan's red ruby.

Alliteration Aliens

e.g. Ping, pang, poo, pop. Ning, nang, not, nit.

Re-enact Tony's train ride

Letters and sounds Pg. 32

Sound bags

Collect objects with the same sounds in bags. Guess the same sound. Play the odd one out.

Phase 2

Overview: By end of phase children should be able to read some VC and CVC and spell them using magnetic letters or on whiteboards.

**Teach 19 letters.
One set per week**

- 1. s a t p
- 2. i n m d
- 3. g o c k
- 4. c k e u r
- 5. h b f f f

Use fans

Flashcards work

26 high frequency words are decodable

Use magnetic letters

Play Full Circle:

sat, sit, sip, tip, tap, sap, sat

pin, pit, sit, sat, pat, pan, pin

pot, pod, pad, sad, mad, mat, pat, pot

cat, can, man, map, mop, cop, cap, cat

leg, peg, pet, pat, rat, ran, rag, lag, leg

run, bun, but, bit, hit, him, dim, din, sin, sun, run

Simon says:

Use a puppet to give instructions.

Simon says:

1. Stand u-p
2. Put your hands on your kn-ee-s
3. Put your finger on your n-o-se

**Use term
'Sound talk'**

Teach these tricky words:

the to I go no

—

Missing Objects

Set of objects (six cvc)
e.g. pen, mug, book
List of nine words. Pair up objects to words.

Use Puppets
Pack picnic for puppets
e.g. j-a-m
h-a-m
c-h-ee-se



Letters and sounds
Pg.69 and 70

Use sound buttons
e.g. it a
.. ..

Use real objects in a hoop.
Choose an object then count the sound buttons.

Rubbish or treasure?



mop
pon
cat
mip



Write captions e.g. cat in the hat Pg. 71

Phase 3

Overview: By end of phase children should know another 25 graphemes e.g. oa and continue to practice cvc blending and segmenting. Learn all words include a vowel or 'v'.

Learn 6 new HFWs that are decodable.

**6. j v w x
7. y z zz qu**

Learn letter names

Learn /y/ Phoneme
Play yes or no?
Do these words begin with /n/ or /y/?
yellow Yasmine not yoyo next never yesterday yes name yoghurt young nit you yell nice Pg.104

Learn an alphabet song

Use phoneme frames

Say words in sad voice, happy voice, bossy voice, shy voice.

Letters and sounds Pg.100- 104

Play Full Circle:

Set 1:
ship, chip, chin, thin, than, can, cash, rash, rang, ring, rip, ship

Set 2:
song, long, lock, shock, shop, chop, chip, chick, thick, thing, sing, song

Set 3:
car, card, lard, laid, maid, mood, moon, moan, moat, cart, car

Set 4:
light, right, root, room, roam, road, paid, pain, main, mail, sail, sigh, sight, light

Find /sh/
In initial and final position. Sort out using two hoops. E.g. sheep, bush, shop, wish,

Use fans e.g. ch, sh, th, ng, ee, ai

Teach these tricky words:
he she we me be was
..
my you they her all are
.. . _ _ _ . _ _ _

Introduce range of graphemes e.g. ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.

Substitution sentences
Mark fed the cat
cat changes to dog
fed changes to chased
chased changes to hid
Mark changes to Sam
Model changes.
Pg 104

Write action books e.g. I can jump..run

Introduce two syllable words: carpark farmyard

Rubbish or treasure?
jarm
zip
jowd
win



Use timers to read sets of flashcards

Phase 4

Overview: By end of phase children will consolidate knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Use phoneme frames and use sound buttons

Decode these HF words:
went, it's, children,
just, from, help

Keep working on multi-syllabic words.

Pick a card and clap out syllables.
e.g. desk – top
lunch- box

Matching Picture and sentence pairs.

e.g. It is fun to camp in a tent.

Use phoneme frames

Letters and sounds
Pg.126 &127

Use sound buttons

Play yes or no?
Pg 128

CVCC words:

Sound talk then add final /
Initial phoneme

Set 1: Add t in final pos.
ten ben run

Set 2: Add p in final pos.
hum dum rum

Set 3: Add s in initial pos.
pot pin peck top

Set 4: Add t in initial pos.
rip rack win

Set 5: Add c in initial position
lap lip hin

Set 6: Add g in initial position
lad ran lass rip

Puppets

Use puppets that always get words Wrong. Sidney Snail (Puppets by post) milk e.g. mink

What's in the box?
Pg 126

Writing Sentences
Demonstration writing with the children's help
e.g. The clown did the best tricks

Use timers to read sets of flashcards

Present time

Wrap up flashcards. Get pupils to sound talk and write in phoneme frame.

Use 'Sound talk' e.g.
l-o-s-t
d-u-mp

Teach these tricky words:

said, so, have, like, some,
come, were, there, little,
one, do, when, out, what.

Substitution sentences

The man burnt the toast
toast changes to towel
man changes to girl
towel changes to milk
burnt changes to bring
Model changes.
Pg 114 &128

Rubbish or treasure?



skip
drep
trunt
shelf



Phase 5

Overview: By end of phase children will broaden their knowledge of graphemes and phonemes for use in reading and spelling.

Use phoneme frames and use sound buttons

Decode these HF words that include a split digraph:
like, make, came, made

Learn /zh/ - new phoneme.
e.g. treasure
television
vision
pleasure
visual
measure

Matching Picture and sentence pairs.
e.g. It is fun to camp in a tent.

Letters and sounds
Pg.152

Use flash cards

Play yes or no?
Pg 128

Use phoneme frames

Homophones
e.g. wind, read, bow

Alternative Pronunciations
i : fin, find
o: hot, cold
c: cat, cent
g: got, giant
u: but, put
ow: cow, blow
ie : tie, field
ea: eat, bread
er: farmer, her
a: hat, what
y: yes, by, very
ch: chin, school, chef
ou: out, shoulder, could, you

Introduce graphemes
ay, ou, ie, ea, oy, ir, ue, aw, wh,
ph, ew, oe, au, a-e, e-e,
i-e, o-e, u-e.

Sentence Substitution
e.g. Paul eats peas with his meat.
Substitute peas for beans or eats for cooks.

Use phoneme spotter stories to identify phonemes Pg. 160

Split Digraph
t, m, p, n, ie

tie – What needs to be added to make time?
pie – What needs to be added to make pine?

Use 'Sound talk' e.g.
l-o-s-t
d-u-mp

Teach these tricky words:
oh, their, Mr, Mrs, looked, called, asked, would, should, could, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.

Graphemes

Recognise 2 and 3 letter graphemes
e.g. pound, light, boy, sigh, out, joy
Pg.144

Rubbish or treasure?

child
liff
wiln
wild



Phase 6

Overview: By end of phase children should know most of the common grapheme- phoneme correspondences. They should be able to read hundreds of words.

Read road, leaf, town, cloud, shop.

Learn spelling patterns

- When /o/ follows /w/ spelt with an 'a'
e.g. was, wallet, want, wash, watch, wander
- When /ur/ follows /w/ spelt 'or'
e.g. word, worm, work, worship, worth
- When /or/ sound before /l/ spelt with an 'a'
e.g. call, always, ball

Use post its!

**Play yes or no?
Pg 128**

Difficult Words.
Take it apart and put it back together.
e.g. getting, beautiful

Use phoneme frames

Design own spelling logs

Syllables
I can break it into smaller bits to remember
e.g. Sep-tem-ber

Base words
I can find its base word
e.g. smile + ing = smiling

Learn all contractions
e.g. let's
can't

Google
Learn 100 most mis-spelt words

Rhyme Time
Generate rhyming patterns to show different spelling patterns of same sound
e.g. sea/see
pole/ bowl/ soul
zoo/ clue/ flew
/ you

4 MEMORY STRATEGIES

Analogy
I can use words I already know to help me
e.g. could = should, would

Mnemonics
I can make up a sentence to help me remember people
e.g. people eat orange peel like

Suffix -ed
Using past tense, add suffix. Choose a word card. Decode without suffix then add.
e.g. round, help, turn, beg, hiss, want, sort, hum, wade, hate, grease, live, rob, rock, laugh, call, roast.

Introduce graphemes
ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e.

Experiment with other suffixes
s and es: cats, bushes.
ed and ing: hoped, hoping
Also ful, er, est, ly, ment, ness, y

Ending Challenges:
ant or ent?
ance or ence?

Do a 100 word Spell-a-thon!!!!

Dictation challenges
Teacher reads short passages from favourite books