

Phonics Progression Document Sept 2021/22

As Letters and Sounds SSP (Systematic Synthetic Phonics) recognition has been withdrawn by the DFEE, staff spent considerable time looking at alternative options and discussing amongst other staff members and governors. It has been decided that SSMJ will continue to use Letters and Sounds as a resource to guide our teaching of phonics but we will adapt and change parts to make it more relevant and up to date. This following document will outline the changes we are making to the way phonics is being taught at SSMJ to continue to complement our Guided Reading and Individual Reading systems we have in place.

History

All these cohorts of children have had several weeks of interrupted education due to several lockdowns taking place therefore we have decided to recap the summer terms phonics in Autumn 1 for each cohort to ensure they have firm foundations before proceeding.

The following timetables show how each class will cover each phase over the course of the year. (Approx. 39 weeks)

Timetable for EYFS

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase	1/2	2	3	3	3/4	4

Timetable for Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase	4	5	5	5	5	5

Timetable for Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase	5	Spelling Shed	Spelling Shed	Spelling Shed	Spelling Shed	Spelling Shed

We have decided to drop phase 6 as the areas covered by this phase are covered in Spelling Shed which is a more up to date resource giving the year 2 children a diet of what they need to meet end of year expectations.

Structure

EYFS & Year 1 will have a 20-minute phonics session daily in small groups. Year 2 will have a similar format using Spelling Shed. For children who did not meet the end of year phase interventions will be put in place to ensure no child is left behind.

Planning

Planning of Phonics will be made by the class teacher and will reflect the individual needs of the children. Phonics will have priority in a morning session to ensure any additional adults within the classroom are used effectively and smaller phonics groups created. Adults will be rotated around the groups to ensure teachers have a good knowledge of childrens abilities.

Below is a picture of the current planning format used by teachers. It uses the LCC planning format using the four-part structure of revisit, teach, practise and apply.

Short Term Objective Led Planning
Phonics Weekly Plans

SUBJECT: Phonics DATE:

AREA OF FOCUS/ FINAL OBJECTIVE: Phase: Phase: Model tricky words:						
DAY	CURRENT ATTAINMENT (Within the area of focus, what can the group do now?)	Revisit/Review (4 mins) (This is a recap of learning from previous learning)	Teach (4 mins) (This is the focus for learning today... New sounds/Tricky words).	Practise (6 mins) (Differentiation, additional adult, guided work)	Apply (6 mins) (How are the children going to apply their new learning).	Comments
Monday Phase						
Tuesday Phase						
Wednesday Phase						

Planning will show an overview for the week and how sessions have been adapted or tweaked to reflect childrens achievements.

Planning will also include the modelling and teaching of tricky words daily. Children should be able to spell each tricky word and put it into a sentence before the phase has been completed. The teaching of high frequency words should also be added within different sessions.

Planning should reflect a mixture of reading and spelling activities throughout the week and should be changed weekly to reflect the needs of the children.

Sequencing of Phases & Sounds

Phase 1

Phase 1 encompasses all the core values developed in the new EYFS Statutory Framework with emphasis on modelling.

Activities within the seven aspects are designed to help children:

1. listen attentively;

2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order, all through the word;
6. use sound-talk to segment words into phonemes.

Children will progress through each different aspect in the first few weeks of starting Autumn 1, how long children spend on this phase will be determined by the children's ability.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Games and activities will be selected from the list within the Letters & Sounds document to suit the individual needs of the children.

Phase 2 (8 weeks)

Below the table shows the order these sounds will be taught in for all of the phase 2 sounds.

Letter progression (one set per week)

Set 1:	s	a	t	p
Set 2:	i	n	m	d
Set 3:	g	o	c	k
Set 4:	ck	e	u	r
Set 5:	h	b	f, ff	l, ll ss

The progression speed will depend on the children and adaptations will need to be made to the timetable should children fall behind the timetable.

Tricky words taught:

Children should be able to identify these as tricky words (where spelling patterns have not been taught yet).

I, to, go, no, in, the, into.

High Frequency Words:

Phase 2	
a	to
dad	him
I	had
mum	in
big	no
it	got
at	go
on	an
up	as
back	can
if	off
but	not
of	get
into	is
and	the
his	

Phase 3 (12 weeks)

Sequencing of Phase 3. All phonemes must be taught in this order unless discussed with subject leader.

Week 1	J	V	w	X
Week 2	Y	Z	ZZ	Qu
Week 3 & 4	sh	ch	th	
Week 5&6	ng	ai	ee	
Week 7&8	oa	oo	igh	
Week 9&10	ar	or	ur	
Week 11	ow	oi	ear	
Week 12	air	ure	er	

Tricky Words:

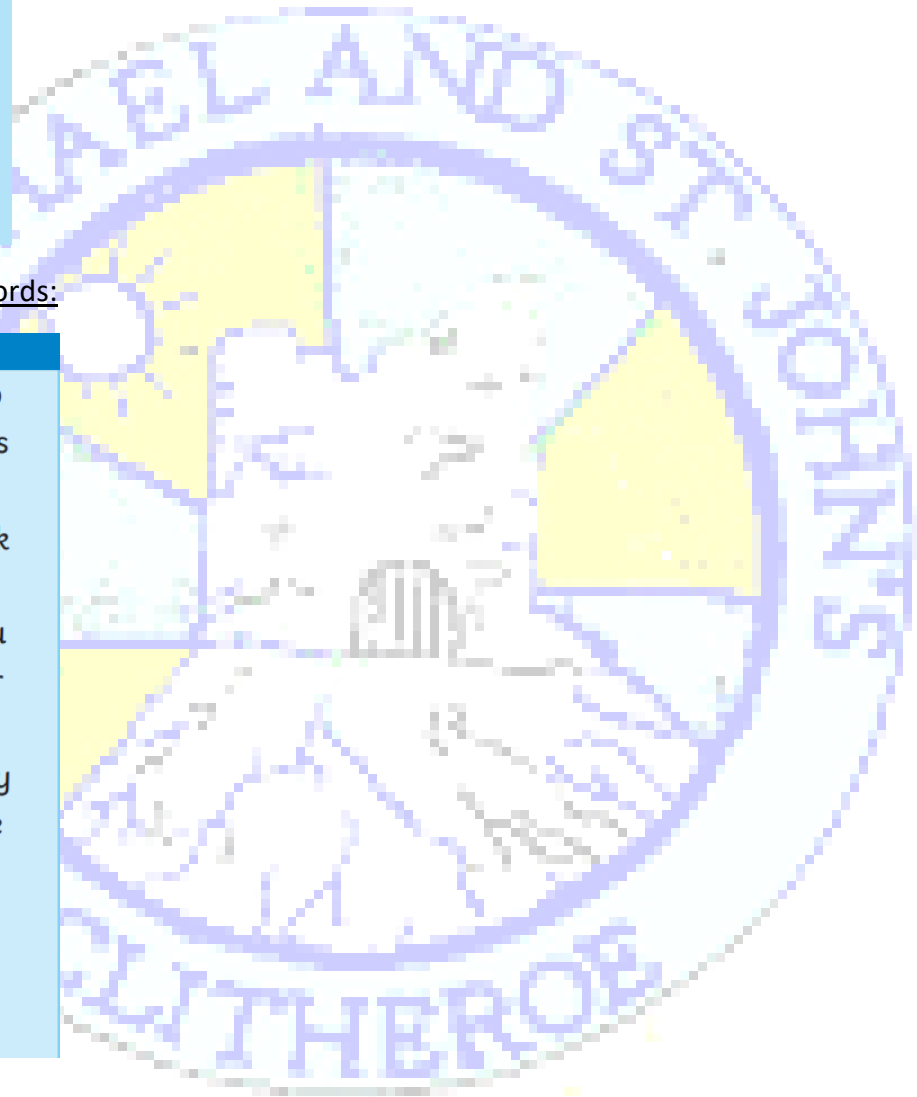
Phase 3

he
she
we
me
be
you
are
her
was
all
they
my

High Frequency Words:

Phase 3

will	too
that	was
then	all
now	look
she	we
this	you
with	her
for	be
he	they
them	are
down	
me	
my	
see	



Suggested words:

Words using the Phase Three vowel graphemes

ai	ee	igh	oa	oo	
wait	see	high	coat	<i>too</i>	<i>look</i>
Gail	feel	sigh	load	zoo	foot
hail	weep	light	goat	boot	cook
pain	feet	might	loaf	hoof	good
aim	jeep	night	road	zoom	book
sail	seem	right	soap	cool	took
main	meet	sight	oak	food	wood
tail	week	fight	toad	root	wool
rain	deep	tight	foal	moon	hook
bait	keep	tonight	boatman	rooftop	hood

ar	or	ur	ow	oi
bar	<i>for</i>	fur	<i>now</i>	oil
car	fork	burn	<i>down</i>	boil
bark	cord	urn	owl	coin
card	cork	burp	cow	coil
cart	sort	curl	how	join
hard	born	hurt	bow	soil
jar	worn	surf	pow!	toil
park	fort	turn	row	quoit
market	torn	turnip	town	poison
farmyard	cornet	curds	towel	tinfoil

ear	air	ure	er
ear	air	sure	hammer
dear	fair	lure	letter
fear	hair	assure	rocker
hear	lair	insure	ladder
gear	pair	pure	supper
near	cairn	cure	dinner
tear		secure	boxer
year		manure	better
rear		mature	summer
beard			banner



Phase 4 (8 Weeks)

Phase 4 is made up of children being taught a variety of blends. The following table shows the sequence they need to be taught in:

Week 1	st	nd	mp	nt	nk
Week 2	ft	sk	lt	lp	lf
Week 3	lk	pt	xt	tr	dr
Week 4	gr	cr	br	fr	bl
Week 5	fl	gl	pl	cl	sl
Week 6	sp	st	tw	sm	pr
Week 7	sc	sk	sn	nch	scr
Week 8	shr	thr	str	Polysyllabic words	Polysyllabic words

Tricky words:

Phase 4

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

High Frequency Words:

Phase 4

went when
 from some
 children come
 little there
 it's what
 just so
 help
 said
 were
 out
 like
 one
 have
 do

Suggested Words:

CVCC words

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

CCV and CCVC words

Words using sets 1-7 letters		Words using Phase Three graphemes			
from	grip	green	flair	clear	speech
stop	glad	fresh	trail	train	smear
spot	twin	steep	cream	swing	thrill
frog	sniff	tree	clown	droop	
step	plum	spear	star	spoon	
plan	gran	smell	creep	float	Polysyllabic words
speck	swim	spoil	brown	smart	treetop
trip	clap	train	stair	groan	starlight
grab	drop	spoon	spoil	brush	floating
track	(north)*	sport	spark	growl	freshness
spin	glass*	thrush	bring	scoop	
flag	grass*	trash	crash	sport	
	brass*	start	bleed	frown	

CCVCC, CCCVC and CCCVC words

Words using sets 1-7 letters			Words using Phase Three graphemes	Polysyllabic words
stand	crust	(north)*	crunch	driftwood
crisp	tramp	graft*	drench	twisting
trend	grunt	grant*	trench	printer
trust	crept	blast*	Grinch	
spend	drift	grasp*	shrink	
glint	slept	slant*	thrust	
twist	skunk			
brand	think		spring	
frost	thank		strap	
cramp	blink		string	
plump	drank		scrap	
stamp	blank		street	
blend	trunk		scrunch	
stunt				

Phase 5 (34 weeks)

Below is a list of the sequencing of sounds taught. This must not be changed unless a discussion has been had with the subject leader. The order has been adapted to suit the needs of the children at SSMJ.

Week 1 New Graphemes	a-e (make)	o-e (home)	e-e (these)
Week 2 New Graphemes	i-e (like)	u-e (rule)	
Week 3 New Graphemes	ay(day)	ou(out)	
Week 4 New Graphemes	ie(tie)	ea(eat)	
Week 5 New Graphemes	oy(boy)	ir(girl)	

Week 6 New Graphemes	ue(blue)	aw(saw)	
Week 7 New Graphemes	ew(new)	oe(toe)	
Week 8 New Graphemes	au(paul)	wh(when)	ph(photo)
Week 9 New Graphemes	a-e (make)	o-e (home)	e-e(these)
Week 10 New Graphemes	i-e (like)	u-e (rule)	
Week 11 Alternative Pronunciations	i (fin & find)		
Week 12 Alternative Pronunciations	o (hot & cold)		
Week 13 Alternative Pronunciations	c (cat & cent)		
Week 14 Alternative Pronunciations	g (got & giant)		
Week 15 Alternative Pronunciations	U (but & put)		
Week 16 Alternative Pronunciations	ow (cow & blow)		
Week 17 Alternative Pronunciations	ie (tie & field)		
Week 18 Alternative Pronunciations	ea (eat & bread)		
Week 19 Alternative Pronunciations	er (farmer & her)		
Week 20 Alternative Pronunciations	a (hat & what)		
Week 21 Alternative Pronunciations	y (yes, by, very)		
Week 22 Alternative Pronunciations	ch (chin, school, chef)		

Week 23 Alternative Pronunciations	ou (out, shoulder, could, you)		
Week 24 Alternative Spelling	ay (ai, a-e, a)	/Sh/ (special, caption, sugar)	
Week 25 Alternative Spelling	ee (ea, e-e, y, ie, ey, e)	Ch (picture, pitch)	
Week 26 Alternative Spelling	igh (ie, y, i-e, i)	J (dge)	Ear (er, e-e)
Week 27 Alternative Spelling	oa (ow, oe, o-e, o)	M (mb)	
Week 28 Alternative Spelling	oo (y) (ue, u-e, ew, u)	N (gn, kn)	
Week 29	oo (ue, u-e, ew)	R (wr)	
Week 30	ar (a, al)	/Zh/ (treasure)	
Week 31	air (e-e, ear, a-e)	S (st, se)	
Week 32	or (a, ou, au)	Z (se)	
Week 33	ur (ea, or)	U (o-e)	
Week 34	oo (ou, u)	I (y, ey)	

Tricky Words:

Phase 5

oh
Mrs
people
their
called
Mr
looked
asked
could



Common Exception Words:

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our

Suggested Words:

ay	ou	ie	ea	oy	ir	ue	ue
day	out	pie	sea	boy	girl	clue	cue
play	about	lie	seat	toy	sir	blue	due
may	cloud	tie	bead	joy	bird	glue	hue
say	scout	die	read	oyster	shirt	true	venue
stray	found	cried	meat	Roy	skirt	Sue	value
clay	proud	tried	treat	destroy	birth	Prue	pursue
spray	sprout	spied	heap	Floyd	third	rue	queue
tray	sound	fried	least	enjoy	first	flue	statue
crayon	loudest	replied	steamy	royal	thirteen	issue	rescue
delay	mountain	denied	repeat	annoying	thirsty	tissue	argue

aw	wh		ph	ew	ew	oe	au	ey
saw	when	who	Philip	blew	stew	toe	Paul	money
paw	what	whose	Philippa	chew	few	hoe	haul	honey
raw	which	whole	phonics	grew	new	doe	daub	donkey
claw	where	whom	sphinx	drew	dew	foe	laurch	cockney
jaw	why	whoever	Christopher	screw	pew	woe	haunted	jockey
lawn	whistle		dolphin	crew	knew	Joe	Saul	turkey
yawn	whenever		proplhet	brew	mildew	goes	August	chimney
law	wheel		phantom	flew	nephew	tomatoes	jaurty	valley
shawl	whisper		elephant	threw	renew	potatoes	author	trolley
drawer	white		alphabet	Andrew	Matthew	heroes	automatic	monkey

a-e	e-e	i-e	o-e	u-e	
came	these	like	bone	June	huge
made	Pete	time	pole	flute	cube
make	Eve	pine	home	prune	tube
take	Steve	ripe	alone	rude	use
game	even	shine	those	rule	computer
race	theme	slide	stone		
same	gene	prize	woke		
snake	scene	nice	note		
amaze	complete	invite	explode		
escape	extreme	inside	envelope		

Known graphemes for reading: alternative pronunciations

a			e		i		o		u			
hat	acorn	fast**	was	bed	he	tin	mind	hot	no	but	unit	put**
	bacon	path**	what		me		find		so		union	pull**
	apron	pass**	wash		she		wild		go		unicorn	push**
	angel	father**	wasp		we		pint		old		music	full**
	apricot	bath**	squad		be		blind		don't		tuba	bush**
	bagel	last**	squash		the*		child		gold		future	bull**
	station	grass**	want		recent		kind		cold		human	cushion**
	nation	after**	watch		frequent		grind		told		stupid	awful**
	Amy	branch**	wallet		region		behind		both		duty	playful**
	lady	afternoon**	wander		decent		remind		hold		humour	pudding**

ow		ie		ea		er		ou			
down	low	pie	chief	sea	head	farmer	her	out	you	could	mould
	grow		brief		dead		fern		soup	would	shoulder
	snow		field		deaf		stern		group	should	boulder
	glow		shield		ready		Gerda				
	bowl		priest		bread		herbs				
	tow		yield		heaven		jerky				
	show		shriek		feather		perky				
	slow		thief		pleasant		Bernard				
	window		relief		instead		servant				
	rowing-boat		belief		breakfast		permanent				

y				ch			c			g	
yes	by	gym	very	chin	school	chef	cat	cell	got	gent	
	my	crystal	happy		Christmas	Charlene		central		gym	
	try	mystery	funny		chemist	Chandry		acid		gem	
	why	crystal	carry		chord	Charlotte		cycle		Gill	
	dry	pyramid	hairly		chorus	machine		icy		gentle	
	fry	Egypt	smelly		Chris	brochure		cent		ginger	
	sky	bicycle	penny		chronic	chalet		Cynthia		Egypt	
	spy	Lynne	crunchy		chemical			success		magic	
	fry	cygnet	lolly		headache			December		danger	
	reply	rhythm	merrily		technical			accent		energy	

ey	
money	they
	grey
	obey
	prey
	survey

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

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

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

/ar/		/air/			/or/		
father	half	there	pear	bare	all	four	caught
lather	calf	where	bear	care	always	pour	taught
rather	almond	nowhere	wear	dare	talk	your	naughty
pass*	calm	somewhere	tear	fare	walk	court	haughty
path*	qualm	everywhere	swear	hare	wall	fourth	daughter
bath*	lip balm			mare	fall	Seymour	Vaughan
last*	palm tree			square	ball	tour*	
grass*				scare	hall	mourm*	
afternoon*				stare	calling	fourteen	
branching*				share	beanstalk	tournament	

* The classification of these words is very dependent on accent.

/ur/		/oo/	
learn	word	could	put
earn	work	would	pull
earth	world	should	push
pearl	worm		full
early	worth		bush
search	worse		bull
heard	worship		cushion
earnest	worthy		pudding
rehearsal	worst		playful

/ai/		/ee/					/igh/		
day	came	sea	these	happy	chief	key	pie	by	like
play	made	seat	Pete	sunny	brief	donkey	lie	my	time
may	make	bead	Eve	mummy	field	valley	tie	try	pine
say	take	read	Steve	daddy	shield	monkey	cried	why	ripe
stray	game	meat	even	only	priest	chimney	tried	dry	shine
clay	race	treat	theme	funny	yield	trolley	spied	fry	slide
spray	same	heap	complete	sadly	shriek	pulley	fried	sky	prize
tray	snake	least	Marlene	penny	thief	Lesley	replied	spy	nice
crayon	amaze	steamy	gene	heavy	relief	money	applied	deny	decide
delay	escape	repeat	extreme	quickly	belief	honey	denied	reply	polite

/oa/			/(y) oo/			/oo/		
low	toe	bone	cue	tune	stew	clue	June	blew
grow	hoe	pole	due	cube	few	blue	flute	chew
snow	doe	home	hue	tube	new	glue	prune	grew
glow	foe	woke	venue	use	dew	true	rude	drew
bowl	woe	those	value	cute	pew	Sue	fluke	screw
tow	Joe	stone	pursue	duke	knew	Prue	brute	crew
show	goes	woke	queue	huge	mildew	rue	spruce	brew
slow	Glencoe	note	statue	mule	nephew	flue	plume	flew
window	heroes	phone	rescue	amuse	renew	issue	rule	threw
rowing boat	echoes	alone	argue	computer	Matthew	tissue	conclude	Andrew



/sh/			
special	station	sure	chef
official	patience	sugar	Charlotte
social	caption	passion	Charlene
artificial	mention	session	Michelle
facial	position	mission	Chandry



New phoneme

treasure
television
vision
pleasure
leisure
beige
visual
measure
usual
casual

List of Games for each Phase

Below is a list of games the children will be very familiar with as they have used these during 2020/21.

Phonics Four Part sessions description of games

Revisit/Review (One game to be played at the start of the session each day)

- Pass the hat – Put some sounds on pieces of paper and put them into the hat. Pass the hat around the circle singing pass, pass, pass the hat, pass it round and round. When it stops pick out a card and say the sound.
- Stand up grapheme bingo -give the children some sound cards up to six each and the adult reads some of the sound cards 1 by 1 out. If the child has that sound card, they turn it over and once all of them have been collected that's phoneme bingo and they stand up. If it is a large group just give each child three sound cards.
- Nice to meet you Mr ... - Children have a sound card they hold and walk around and ask they meet a child they say nice to meet you Mr ..
- Grapheme Hunt – Place sound card around the room and the adult says a word and the children run to the correct grapheme.
- Grapheme Hunt Phase 5- Prepare a selection of word cards which contain spelling alternatives for the /igh/ phoneme, e.g. ie, y, i_e Consider differentiating this by highlighting the phonemes on a set of cards for lower ability pupils, e.g. pie, lie, cried, fried, applied. Hide the words in the outdoor learning environment or classroom. Group the children into 3 teams and give them a spelling alternative (ie, y, i_e) They must search for words containing that alternative. When they have found all the words (they need to know how many to look for!) ask the children to stand in a circle and then segment and blend each word. The children must then place the cards face down on the ground and attempt to write the words, using chalk or whiteboards within a given amount of time.
- Count Down – Words to be displayed and children need to read as many as they can before the timer runs out.
- Phonic aerobics – Sounds are displayed on a board or flash cards and then music is played. Children use jolly phonics actions to each sound they can see while the music plays. Any music can be used bouncy but so they are saying and doing the actions not the words.
- Silly Snap – Sound cards are used and as one is turned over the correct sound is said and the children turn a card etc.

Teach (One for each day)

- 3 Part example – hear it – say it, see it – say it, say it-write it
- Oral blending and segmenting – give the children a new sound repeat it several times. Orally segment words with the new sound blending them together at the end to form different words. Words to be displayed.

- Model phoneme frame- model a word including the new sound, children to say where to place each sound in which box.
- Model sound buttons – adult to write word demonstrating the new sound and underneath ask children where to place the sound buttons.
- Teach Tricky word – Model a tricky word with stars around the four corners to ensure the children are aware they cannot use their phonics for this word they just have to know it.

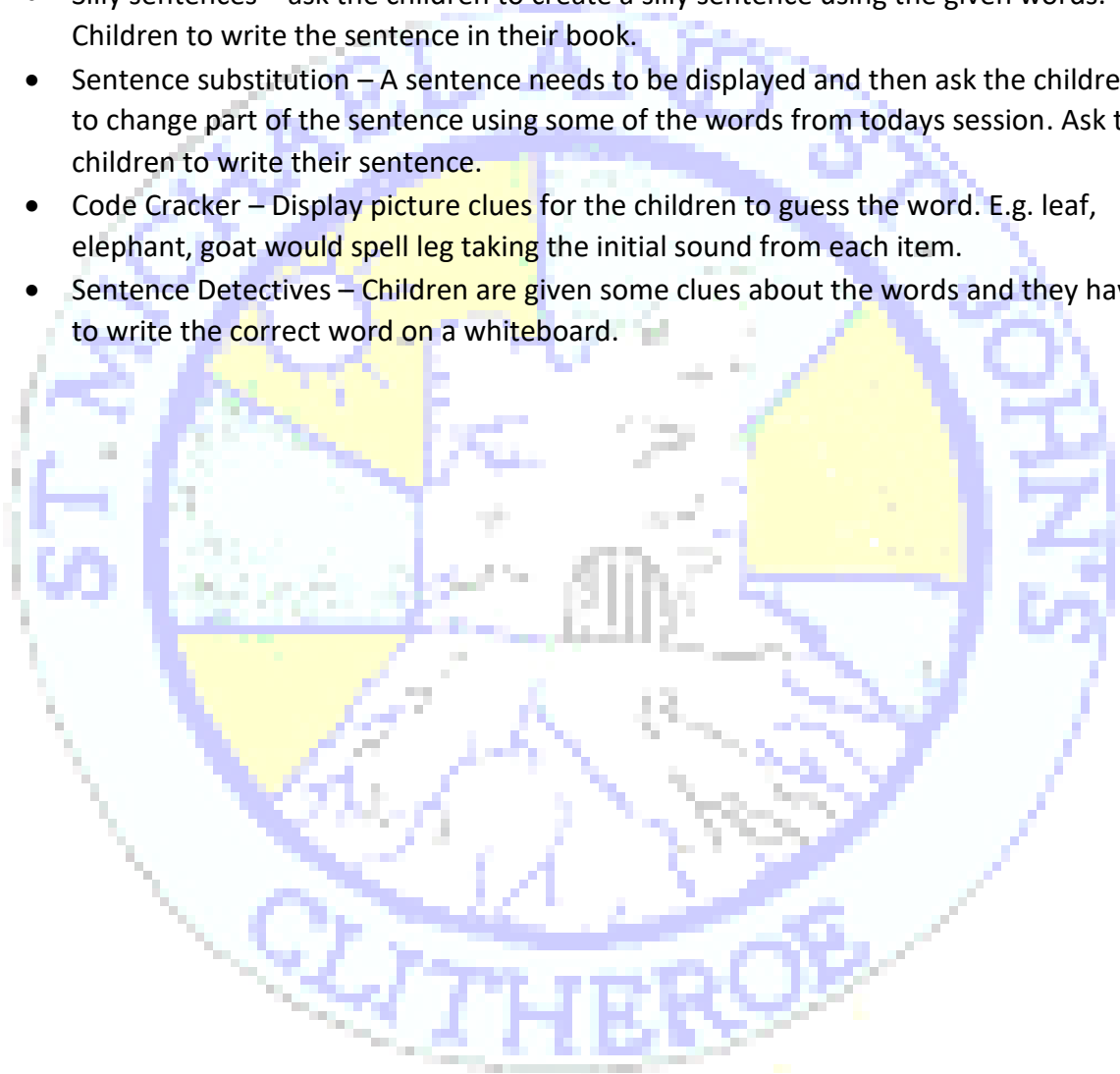
Practise

- Read Write Word Snap – Have a selection of words for the children and ask them to read it and then write it underneath then swap the words with another child.
- Sound talk snap – give out words on cards, children to read the words on the cards and as adult turns over the picture card children stand up and shout snap as it matches the pictures.
- Cross the river – Draw a chalk line on the floor. You can cross the river if you have the word or you can cross the river if your word has Sound. Children to read the word as before they cross the river.
- Bingo – Adult to read the words and children cross them off if they have those words on their board. The child with all of the words crossed off wins the game.
- Saluting Soldiers – Adult to read one set of words and children to have a set of the same words. If they have the word they stand up and salute sound talking the word and blending it back together.
- Generation Game – Children to be shown a selection of objects/pictures/words and asked to remember as many of them as they can. Children to write down the ones they remember.
- Full circle – children to be given the digraphs and phonemes of different words. The adult says the word and then the children stand up to make that word. The adult then changes the word and children may need to sit down and other children may need to stand up to create the new word. It continues until the list is completed and the first word is stated again (full circle). This game can be played in the same way with magnetic letters where the letters are changed on a whiteboard in front of the children as a slight difference.
- Popcorn pop – words are placed on sticky fixers and placed in a cup. As the cup travels around children bubble, bubble, bubble, bubble and then shout POP. The child who has the cup takes out a word and reads the word. This can also be changed so the children write the word that has been taken out of the cup.
- Countdown Relay – Words are placed across the room. Children are split into two teams. The children take it in turns to run across the room and read the words. The team who wins is the first team to read all of the words. This can be adapted so children can collect a given word from a pile and bring it back to their group for a blending game.


- Dice game – Digraphs and phonemes placed in the sides of the dice. Dice are rolled and put together to create different words. Smaller dice could be used to create pair games and sounds could be written on dice.

Apply





- Phonic Factor – Items/pictures displayed in front of the children. Cover them up with a cloth and then remove one of the items. Ask the children to write the word of the missing item.
- Silly sentences – ask the children to create a silly sentence using the given words. Children to write the sentence in their book.
- Sentence substitution – A sentence needs to be displayed and then ask the children to change part of the sentence using some of the words from today's session. Ask the children to write their sentence.
- Code Cracker – Display picture clues for the children to guess the word. E.g. leaf, elephant, goat would spell leg taking the initial sound from each item.
- Sentence Detectives – Children are given some clues about the words and they have to write the correct word on a whiteboard.





Below is a screen shot of the games suggested from the LCC website for Phonics. Children may not have played these games before.



Phonics Games and Activities				
Activity/resource	Phase 2	Phase 3	Phase 4	Phase 5
Listening Walks L&S P9	Environmental sounds beginning with sets 1-5	Environmental sounds beginning with sets 6-7 and digraphs	Environmental sounds containing adjacent consonants	Environmental sounds containing the same long vowel phoneme
Sound Lotto L&S P10	Matching sounds and pictures with sets 1-5 e.g. lorry; duck; mower	Matching sounds and pictures with sets 6-7 and digraphs, e.g. sheep; chain; thunder.	Matching sounds and pictures with adjacent consonants e.g. train; glass; toast	Matching sounds and pictures with new and alternative graphemes e.g. photo; treasure; saucer
Mrs Brown has a box L&S P10	Shake noisy objects and put into a box. Rattle in box without showing. Children identify object and initial phoneme. Sets 1-5	Shake noisy objects and put into a box. Rattle in box without showing. Children identify object and initial phoneme. Sets 6-7 and digraphs	Shake noisy objects and put into a box. Rattle in box without showing. Children identify object containing adjacent consonants.	Shake noisy objects and put into a box. Rattle in box without showing. Children identify object containing new/alternative phonemes.
Silly Soup L&S P34	Silly soup with ingredients beginning with letters in sets 1-5	Silly soup with ingredients beginning with letters in sets 6-7 and digraphs	Silly soup with ingredients containing adjacent consonants	Silly soup with ingredients containing new/alternative phonemes.
I Spy L&S P43 	Someone/thing whose name begins with .. sets 1-5	Someone/thing whose name begins with .. sets 6-7 and digraphs	Someone/thing whose name contains adjacent consonants	Someone/thing whose name contains a vowel digraph.
	Segment CVC words containing letters from sets 1-5 e.g. c-a-t; z-i-p; d-u-ck.	Segment words containing letters from sets 6-7 and digraphs e.g. sh-o-p; r-i-ng; b-oa-t.	Segment words containing adjacent consonants e.g. s-t-a-m-p n-e-s-t	Segment words containing a long vowel phoneme e.g. sheep, meat, leaf, Pete.
What's missing? L&S P56	Set of six objects containing letters from sets 1-5. Sound talk nine objects. Children identify which six of the nine are there.	Set of six objects containing letters from sets 6-7 and digraphs.. Sound talk nine objects. Children identify which six of the nine are there.	Set of six objects containing adjacent consonants. Sound talk nine objects. Children identify which six of the nine are there.	Set of six objects containing the same long vowel phoneme, Sound talk nine objects. Children identify which six of the nine are there.








<p>What's in the box? L&S P59</p> 	<p>Set of word cards with words made from sets 1-5. Set of objects corresponding to the word cards, e.g. map. Segment and blend each word and ask a puppet or child to find the corresponding object in the box.</p>	<p>Set of word cards with words made from sets 6-7 and digraphs. Set of objects corresponding to the word cards, e.g. Segment and blend each word and ask a puppet or child to find the corresponding object in the box.</p>	<p>Set of word cards with words containing adjacent consonants. Set of objects corresponding to the word cards, e.g. string; clown; nest; tent. Segment and blend each word and ask a puppet or child to find the corresponding object in the box.</p>	<p>Set of word cards with words containing the same long vowel phonemes. Set of objects corresponding to the word cards, e.g. moon; soup; screw; blue. Segment and blend each word and ask a puppet or child to find the corresponding object in the box.</p>								
<p>Buried Treasure L&S 60</p> 	<p>Cards made up to look like gold coins. Some with real, and some with nonsense words on them. A treasure chest and a bin. Children put real words in the treasure chest and nonsense words in the bin. Words made from letters in sets 1-5.</p>	<p>Cards made up to look like gold coins. Some with real, and some with nonsense words on them. A treasure chest and a bin. Children put real words in the treasure chest and nonsense words in the bin. Words made from letters in sets 6-7 and digraphs.</p>	<p>Cards made up to look like gold coins. Some with real, and some with nonsense words on them. A treasure chest and a bin. Children put real words in the treasure chest and nonsense words in the bin. Words containing adjacent consonants.</p>	<p>Cards made up to look like gold coins. Some with real, and some with nonsense words on them. A treasure chest and a bin. Children put real words in the treasure chest and nonsense words in the bin. Words containing the same vowel phoneme.</p>								
<p>Hopscotch</p> 	<table border="1" data-bbox="399 734 502 851"> <tr><td>p</td><td>n</td></tr> <tr><td>t</td><td></td></tr> <tr><td>a</td><td>i</td></tr> <tr><td>s</td><td></td></tr> </table> <p>Hop and say each phoneme to make a word. Sets 1-5</p>	p	n	t		a	i	s		<p>Hop and say each phoneme to make a word - sets 6-7 and digraphs.</p>	<p>Hop and segment each adjacent consonant and make a word, Write it in chalk on the playground or a chalkboard.</p>	<p>Hop on each alternative/new phoneme and say a word in which each appears. e.g. a-e cake; ie - pie</p>
p	n											
t												
a	i											
s												
<p>Pebble Game</p> 	<p>Use a pebble. Sit in a circle. Start a slow clap and the children join in. Children keep clapping while you start a rhyming string, e.g. fat, cat, rat . . . On the word rat you pass the pebble to the child on your left who passes it on</p>	<p>Use a pebble. Sit in a circle. Start a slow clap and the children join in. Children keep clapping while you start a rhyming string, e.g. rain; pain; train: On the word train you pass the pebble to the child on your left who</p>	<p>Use a pebble. Sit in a circle. Start a slow clap and the children join in. Children keep clapping while you start a word string of words containing adjacent consonants, e.g. clap; clown; clever: On the word clever you pass the</p>	<p>Use a pebble. Sit in a circle. Start a slow clap and the children join in. Children keep clapping while you start a long vowel phoneme word string, e.g. feet; stream; sea; mean; Pete. On the word Pete you pass the</p>								


	<p>as s/he says another rhyming word in time to the clapping. That child passes the pebble to the next child who says another word in the rhyming string. Words can be repeated and nonsense words can be used. A child can pass the pebble on in time to the clapping without contributing a word.</p>	<p>passes it on as s/he says another rhyming word in time to the clapping. That child passes the pebble to the next child who says another word in the rhyming string. Words can be repeated and nonsense words can be used. A child can pass the pebble on in time to the clapping without contributing a word.</p>	<p>pebble to the child on your left who passes it on as s/he says another word in time to the clapping. That child passes the pebble to the next child who says another word in the string. Words can be repeated and nonsense words can be used. A child can pass the pebble on in time to the clapping without contributing a word.</p>	<p>pebble to the child on your left who passes it on as s/he says another /ee/ word in time to the clapping. That child passes the pebble to the next child who says another word in the word string. Words can be repeated, and nonsense words can be used. A child can pass the pebble on in time to the clapping without contributing a word.</p>
<p>North South East West</p>	<p>Four children are given large phase 2 letters to hold and sent to the four corners of the room - NSEW The rest of the children are each given an object. They go to the corner containing the letter at the beginning or ending of their object Ask the children to say the name of their objects and check that all agree they are in the right corner</p>	<p>Four children are given large phase 3 letters to hold and sent to the four corners of the room - NSEW The rest of the children are each given an object. They go to the corner containing the letter at the beginning or ending of their object Ask the children to say the name of their objects and check that all agree they are in the right corner</p>		



<p>Full Circle L&S P63</p> 	<p>Magnetic letters from sets 1-5 and a board. Read out a CVC word and ask children to make it on their board, e.g. sat. Ask children to sound talk sat and then sit and change the word on their board. Keep changing until you return to sat.</p>	<p>Magnetic letters from sets 6-7 and digraphs and a board. Read out a word and ask children to make it on their board, e.g. ship. Ask children to sound talk ship and then chip and change the word on their board. Keep changing until you return to ship.</p>	<p>Dry wipe pens and white boards or A4 cards containing the required letters. Read the first word containing adjacent consonants, e.g. crunch. Ask children to segment the word and write it on their white board or form a human word at the front of the class holding their letter. Read out the next word, e.g. brunch and repeat. Carry on until returning to crunch, e.g. branch brash trash crash crush crunch. Play with real and nonsense words.</p>	<p>Dry wipe pens and white boards or A4 cards containing the required letters. Read the first word containing a split digraph, e.g. cake. Ask children to segment the word and write it on their white board or form a human word at the front of the class holding their letter. Read out the next word, e.g. wake. Carry on until returning to cake.</p>
<p>Countdown L&S P86</p> 	<p>List of phase 2 words, one underneath the other. Start a timer. Children, in turn have to sound-talk and read the word. The next child takes over and so on until the timer runs out. Record the score and the aim is to beat the score next time.</p>	<p>List of phase 3 words, one underneath the other. Start a timer. Children, in turn have to sound-talk and read the word. The next child takes over and so on until the timer runs out. Record the score and the aim is to beat the score next time.</p>	<p>List of phase 4 words, one underneath the other. Start a timer. Children, in turn have to sound-talk and read the word. The next child takes over and so on until the timer runs out. Record the score and the aim is to beat the score next time.</p>	<p>List of phase 5 words, one underneath the other. Start a timer. Children, in turn have to sound-talk and read the word. The next child takes over and so on until the timer runs out. Record the score and the aim is to beat the score next time.</p>



<p>Phoneme Quiz</p> 	<p>Draw a phoneme frame on the WB. Fill some squares with a phoneme but leave some blank. Ask a quiz question to get the answer and ask children to identify the missing phoneme. e.g. <i>It has 3 phonemes and it purrs.</i></p>	<p>Draw a phoneme frame on the WB. Fill some squares with a phoneme but leave some blank. Ask a quiz question to get the answer and ask children to identify the missing phoneme. e.g. <i>It has 4 phonemes and you keep books on it.</i></p>	<p>Draw a phoneme frame on the WB. Fill some squares with a phoneme but leave some blank. Ask a quiz question to get the answer and ask children to identify the missing phoneme. e.g. <i>It has 5 phonemes and you use it to tie up parcels.</i></p>	<p>Draw a phoneme frame on the WB. Fill some squares with a phoneme but leave some blank. Ask a quiz question to get the answer and ask children to identify the missing phoneme. e.g. <i>It has 4 phonemes and goes with a cup.</i></p>
<p>Snakes and Ladders Make a 4 x 3 grid. Fill each cell with a colour. Add snakes and ladders clip art and laminate. Alternatively, display on IWB.</p> 	<p>Using a dry-wipe pen, write a letter from sets 1-5 in each square. The children work in pairs. Each throws a dice in turn and counts to the right square. Both children compete to write/use magnetic letters to make VC and CVC words starting with the letter in the square.</p>	<p>Using a dry-wipe pen, write a letter from sets 6-7 and/or digraphs in each square. The children work in pairs. Each throws a dice in turn and counts to the right square. Both children compete to write/use magnetic letters to make words containing the letter.</p>	<p>Using a dry-wipe pen, write known adjacent consonants in each square. The children work in pairs. Each throws a dice in turn and counts to the right square. Both children compete to write words containing the adjacent consonants.</p>	<p>Using a dry-wipe pen, write alternatives for a long vowel phoneme in each square, e.g. ee, ea, y, e-e, e. The children work in pairs. Each throws a dice in turn and counts to the right square. Both children compete to write words containing the phoneme in the square.</p>




<p>Bingo</p> 	<p>Create 3 x 3 grids, Write a letter, or tricky word from set 1-5 in each square. Call out phonemes and ask the children to say the phoneme, write over it and then place a counter on the square if it is on their grid, Whoever fills their grid with counters first, shouts BINGO and is the winner.</p>	<p>Create 3 x 3 grids, Write a phoneme, or tricky word from phase 3, in each square. Call out the word and ask the children to say the word, write over it and then place a counter on the square if it is on their grid, Whoever fills their grid with counters first, shouts BINGO and is the winner.</p>	<p>Create 3 x 3 grids, Write a phoneme, or tricky word from phase 4, in each square. Call out phonemes and ask the children to say the word, write over it and then place a counter on the square if it is on their grid, Whoever fills their grid with counters first, shouts BINGO and is the winner.</p>	<p>Create 3 x 3 grids, Write a phoneme, or tricky word from phase 5, in each square. Call out the words or phonemes and ask the children to say the phoneme/word, write over it and then place a counter on the square if it is on their grid, Whoever fills their grid with counters first, shouts BINGO and is the winner.</p>
<p>OR: Children play in pairs and turn over cards in turn. If a card matches a word on their grid, they place it on top of covers their grids first shouts BINGO and is the winner. (See Sparklebox for ready-made grids)</p>				
<p>Noisy Letters</p> 	<p>2 sets of picture cards with the word beneath. Distribute the cards amongst the children so that there is two of each given out. Ask the children to spread themselves around the room/hall. Each child to say the initial phoneme of their picture or word, listening out for someone saying the same phoneme. They find their match and feed back to the class in turn.</p>	<p>Sets of picture cards with different pictures starting with the same sound and the word beneath. e.g. sheep and ship. Distribute the cards amongst the children so that there is two of each sound given out. Ask the children to spread themselves around the room/hall. Each child to say the initial phoneme of their picture or word, listening out for someone saying the same phoneme. They find their match and feed back to the class in turn.</p>		


<p>Firefighter Ladder</p> 	<p>Use a model firefighter, ladder and building, IWB images or laminated clip art of the same. Prop the ladder against the building and place the firefighter at the bottom. Ask the child to segment and blend phase 2 words. For each correct response the firefighter can climb one rung of the ladder.</p>	<p>Use a model firefighter, ladder and building, IWB images or laminated clip art of the same. Prop the ladder against the building and place the firefighter at the bottom. Ask the child to segment and blend phase 3 words. For each correct response the firefighter can climb one rung of the ladder.</p>	<p>Use a model firefighter, ladder and building, IWB images or laminated clip art of the same. Prop the ladder against the building and place the firefighter at the bottom. Ask the child to segment and blend phase 4 words. For each correct response the firefighter can climb one rung of the ladder.</p>	
<p>Jump in the Hoop</p> 	<p>A set of objects appropriate to phase 2 and PE hoops. Place the hoops around the hall and drop an object into each hoop. Give out a selection of objects that begin with the range of phonemes in the hoops. The children jump into the hoop that contains an object with the same initial phoneme as their object.</p>	<p>A set of objects appropriate to phase 3 and PE hoops. Place the hoops around the hall and drop an object into each hoop. Give out a selection of objects that contain the range of phonemes in the hoops. The children jump into the hoop that contains an object containing the same phoneme as their object.</p>	<p>A set of objects appropriate to phase 4 and PE hoops. Place the hoops around the hall and drop an object into each hoop. Give out a selection of objects that contain the range of phonemes in the hoops. The children jump into the hoop that contains an object containing the same phoneme as their object.</p>	
<p>Generation Game</p> 	<p>A series of objects appropriate to phase 2 is displayed on the IWB. They appear in a line and disappear when they reach the other side of the board. The children have to remember the objects and sound-talk each one and make with</p>	<p>A series of objects appropriate to phase 3 is displayed on the IWB. They appear in a line and disappear when they reach the other side of the board. The children have to remember the objects and sound-talk each one and make with</p>	<p>A series of objects appropriate to phase 4 is displayed on the IWB. They appear in a line and disappear when they reach the other side of the board. The children have to remember the objects and sound-talk each one and write them</p>	<p>A series of objects appropriate to phase 5 is displayed on the IWB. They appear in a line and disappear when they reach the other side of the board. The children have to remember the objects and sound-talk each one and write them</p>


	magnetic letters.	magnetic letters.	in a list. The child who remembers the most and spells them correctly is the winner.	in a list. The child who remembers the most and spells them correctly is the winner.
Phonics aerobics 	Display phonemes from phase 2 on Powerpoint slides or flashcards. Accompany with upbeat music. Display each phoneme in turn and model an aerobic movement whilst repeating the phoneme in time to the music. Ask the children to copy and change movements with each different phoneme.	Display phonemes from phase 3 on Powerpoint slides or flashcards. Accompany with upbeat music. Display each phoneme in turn and model an aerobic movement whilst repeating the phoneme in time to the music. Ask the children to copy and change movements with each different phoneme.		Display phonemes from phase 5 on Powerpoint slides or flashcards. Accompany with upbeat music. Display each phoneme in turn and model an aerobic movement whilst repeating the phoneme in time to the music. Ask the children to copy and change movements with each different phoneme. Make sure the children do the same movement for alternative spellings of the same phoneme, e.g. ee; ea; e-e; e.
Sentence substitution	Display a phase 2 decodable sentence on the board, e.g. Sam fed the cat. Display a list of words that could replace fed and cat. Ask the children to read the sentence and the replacement words. Ask the children to tell you which words to replace with words from the list. Silly sentences are	Display a phase 3 decodable sentence on the board, e.g. I like fish and chips. Display a list of words that could replace fish and chips. Ask the children to read the sentence and the replacement words. Ask the children to tell you which words to replace with words from the list. Silly sentences are	Display a phase 4 sentence on the board, e.g. When I go to bed I drink some milk. Display a list of words that could replace drink and milk. Ask the children to read the sentence and the replacement words. Ask the children to tell you which words to replace with words from the list. Silly sentences are	Display a phase 5 sentence on the board, e.g. Paul eats peas with his meat. Display a list of words that could replace eat, peas and meat. Ask the children to read the sentence and the replacement words. Ask the children to tell you which words to replace with words from the list. Silly sentences are

	allowed!	allowed!	allowed!	allowed!	are allowed!
Full house 	House shaped card with four windows. Write a phase 2 word in each window. Call out a phoneme. Children search for the matching grapheme on their card and write over it as they say the phoneme. When the card is complete, the child shouts 'full house!'.	House shaped card with four windows. Write a phase 3 word in each window. Call out a phoneme. Children search for the matching grapheme on their card and write over it as they say the phoneme. When the card is complete, the child shouts 'full house!'.	House shaped card with six windows. Write a phase 4 word in each window. Call out a word. Children search for the matching word on their card and write over it as they say each phoneme. When the card is complete, the child shouts 'full house!'.	House shaped card with six windows. Write a phase 5 word in each window. Call out a word. Children search for the matching word on their card and write over it as they say each phoneme. When the card is complete, the child shouts 'full house!'.	
Word sort 	Sticky notes or cards and sticky pads. Write a phase 2 word on the board, e.g. sat. Ask children to suggest words that rhyme. Write these on sticky notes and display around the first word. Repeat with a different rhyme and display these together. Build up the rhyming displays over time.	Sticky notes or cards and sticky pads. Write a phase 3 word on the board, e.g. shop. Ask children to suggest words that rhyme. Write these on sticky notes and display around the first word. Repeat with a different rhyme and display these together. Build up the rhyming displays over time.		Sticky notes or cards and sticky pads. Write a phase 5/6 word on the board, e.g. moon. Ask children to suggest words that rhyme, e.g. tune; spoon. Write these on sticky notes and display them on the wall. Ask the children to come up with other rhyming words containing the same vowel phoneme, e.g. flute; suit; Repeat a third time, e.g. blue. Draw columns with the different spellings of the vowel phoneme at the top. Children instruct a child on which column to place each sticky note. Discuss common and uncommon spellings. Repeat over time using all the vowel phoneme variations.	
Best bet				An extension of Word sort. Ask the children to look at the spellings they have sorted into columns. Can they see any patterns? e.g. /ae/ at the end of a word is usually at the end of a word; words ending with a k are usually spelt with a split digraph rather than 'ai'. e.g. cake; make.	




<p>Pirates ahoy!</p> 	<p>Cards made up to look like gold coins. Some with real phase 2 words and some with nonsense words containing phase 2 phonemes. Children sort the coins into treasure, (real words) and bin, (nonsense words). The children are given prepared sentences containing words from their coins. If it is a true sentence they say, 'aye,aye captain'. If it is a false sentence they put their arm out in front and shout 'walk the plank!'</p>	<p>Cards made up to look like gold coins. Some with real phase 3 words and some with nonsense words containing phase 3 phonemes. Children sort the coins into treasure, (real words) and bin, (nonsense words). The children are given prepared sentences containing words from their coins. If it is a true sentence they say, 'aye,aye captain'. If it is a false sentence they put their arm out in front and shout 'walk the plank!'</p>	<p>Cards made up to look like gold coins. Some with real phase 4 words and some with nonsense words containing phase 4 phonemes. Children sort the coins into treasure, (real words) and bin, (nonsense words). The children are given prepared sentences containing words from their coins. If it is a true sentence they say, 'aye,aye captain'. If it is a false sentence they put their arm out in front and shout 'walk the plank!'</p>	<p>Cards made up to look like gold coins. Some with real phase 5 words and some with nonsense words containing phase 5 phonemes. Children sort the coins into treasure, (real words) and bin, (nonsense words). The children are given prepared or write sentences containing words from their coins. If it is a true sentence they say, 'aye,aye captain'. If it is a false sentence they put their arm out in front and shout 'walk the plank!'</p>
<p>Frog lily pad game</p> 	<p>Make A4 lily pads using clip art. In a text box in the middle of the lily pad, write a phoneme from phase 2. Hand the children cards with pictures on and ask them to hop over the lily pad that shows the initial phoneme of their picture. e.g. cat; doll; kite; igloo.</p>	<p>Make A4 lily pads using clip art. In a text box in the middle of the lily pad, write a phoneme from phase 3. Hand the children cards with pictures on and ask them to hop over the lily pad that shows the phoneme in their picture. e.g. chips; shop; ring.</p>	<p>Make A4 lily pads using clip art. In a text box in the middle of the lily pad, write a phoneme from phase 4. Hand the children cards with pictures on and ask them to hop over the lily pad that shows the adjacent consonants in their picture. e.g. pond; string; nest.</p>	<p>Make A4 lily pads using clip art. In a text box in the middle of the lily pad, write a phoneme from phase 5. Hand the children cards with pictures or words on. Ask them to hop over the lily pad that shows the phoneme in their word or picture.</p>

<p>Word relay</p> 	<p>Two teams each with a set of cards containing words from phase 2 - enough for one per child. The first child sound-talks the word on his card, reads the word and then runs to the other end of the hall/playground to touch his team mate at the other end. The second runner repeats the process with the word on his card. The team to read all their words first, wins.</p>	<p>Two teams each with a set of cards containing words from phase 3 - enough for one per child. The first child sound-talks the word on his card, reads the word and then runs to the other end of the hall/playground to touch his team mate at the other end. The second runner repeats the process with the word on his card. The team to read all their words first, wins.</p>	<p>Two teams each with a set of cards containing words from phase 4 - enough for one per child. The first child sound-talks the word on his card, reads the word and then runs to the other end of the hall/playground to touch his team mate at the other end. The second runner repeats the process with the word on his card. The team to read all their words first, wins.</p>	<p>Two teams each with a set of cards containing words from phase 5 - enough for one per child. The first child sound-talks the word on his card, reads the word and then runs to the other end of the hall/playground to touch his team mate at the other end. The second runner repeats the process with the word on his card. The team to read all their words first, wins.</p>
<p>Building words</p> 	<p>Drag and drop on the IWB or magnetic letters. Phase 2 words are displayed with missing graphemes. The children have to select the correct grapheme to fill the gaps. Picture clues can be used to support the children, e.g. c-t; -in; (cat; pin)</p>	<p>Drag and drop on the IWB or magnetic letters. Phase 3 words are displayed with missing graphemes. The children have to select the correct grapheme to fill the gaps. Picture clues can be used to support the children, e.g. fi-; -eep; l-t; (fish; sheep; light)</p>	<p>Drag and drop on the IWB Phase 4 words are displayed with missing graphemes. The children have to select the correct graphemes to fill the gaps. Picture clues can be used to support the children, e.g -t-ing; c-own; b-ead; (string; clown; bread)</p>	<p>Drag and drop on the IWB Phase 5 words are displayed with missing graphemes. The children have to select the correct grapheme to fill the gaps. Picture clues can be used to support the children, e.g. s-er; f-k; ch-k; s-; (saucer; fork; chalk; saw)</p>
<p>Who wants to be a millionaire? L&S P159</p> 	<p>Display questions appropriate to phase 2. Provide 3 correct answers and one incorrect answer. E.g. which of these are animals? cat; dog; map; bug. Ask the children to</p>	<p>Display questions appropriate to phase 3. Provide 3 correct answers and one incorrect answer. E.g. which of these can you wear? boots; boats; coat; socks. Ask the</p>	<p>Display questions appropriate to phase 4. Provide 3 correct answers and one incorrect answer. E.g. which of these are used to build houses? Bricks; slates; string;</p>	<p>Display questions appropriate to phase 5. Provide 3 correct answers and one incorrect answer. Ask the children to sound-talk each word and select their answers. E.g.</p>

	sound-talk each word and select their answers. Music and effects from the show could be used.	children to sound-talk each word and select their answers. Music and effects from the show could be used.	plaster. Ask the children to sound-talk each word and select their answers. Music and effects from the show could be used.	see L&S P159. Music and effects from the show could be used.
Guess the phrase	Display pictures and ask the children to write a phase 2 phrase to match the picture, e.g. the cat on the mat; the pin in the bin; the man has a mop.	Display pictures and ask the children to write a phase 3 phrase to match the picture, e.g. fish and chips; the sheep and the dog; the girl has a ring.	Display pictures and ask the children to write a phase 5 phrase/sentence to match the picture, e.g. The clown is silly. The sky is blue. There is a knot in the string.	Display pictures and ask the children to write a phase 5 phrase/sentence to match the picture, e.g. The girl has a sweet. Mum is in the green field.
Golden river 	Children are seated in a circle or are standing on one side of the golden river. They each have an object or picture. The class all say together "Master, Master can I cross the golden river?" The teacher replies 'Only if your picture begins with (phase 2 phonemes). If the child's object begins with that phoneme, they can then jump over the golden river.'	Children are seated in a circle or are standing on one side of the golden river. They each have a word/sentence containing phase 3 phonemes, e.g. I have a sweet. She is up the tree. The class all say together "Master, Master can I cross the golden river?" The teacher replies 'Only if your sentence/word contains (phase 3 phonemes). If the child's object contains that phoneme, they can then jump over the golden river.'	Children are seated in a circle or are standing on one side of the golden river. They each have a word/sentence containing phase 4 phonemes, e.g. He is asleep. The clown is silly. The class all say together "Master, Master can I cross the golden river?" The teacher replies 'Only if your word/sentence contains (phase 5 phonemes). If the child's word contains that phoneme, they can then jump over the golden river.'	As before and: They each have a prepared sentence that contains the /ee/, /ai/ or /igh/ phoneme. These phonemes are represented by alternative graphemes e.g. for /ee/ phoneme it may be represented by ee or ea. Firstly, the children read their sentence 'Only if your sentence has a word that has the /ee/ sound/phoneme in it. Or the /ai/ phoneme in it. Or the /igh/ phoneme in it.'

Stand up bingo 	Sets of cards with a Phase 2 CVC word on each one. Children in threes are given 3 cards. Each group segments and blends the words on their cards. Teacher call out all the words on the cards. The group whose 3 words are read out first stand up and shout 'Bingo!'	Sets of cards with a Phase 3 word on each one. Children in threes are given 3 cards. Each group segments and blends the words on their cards. Teacher call out all the words on the cards. The group whose 3 words are read out first stand up and shout 'Bingo!'	Sets of cards with a Phase 4 word on each one. Children in threes are given 3 cards. Each group segments and blends the words on their cards. Teacher call out all the words on the cards. The group whose 3 words are read out first stand up and shout 'Bingo!'	Sets of cards with a Phase 5 word on each one. Children in threes are given 3 cards. Each group segments and blends the words on their cards. Teacher call out all the words on the cards. The group whose 3 words are read out first stand up and shout 'Bingo!'	
Extra Games for Phase 5					
Where is my partner?	Children to stand in two teams, one team has a picture, the other team has a word or sentence. The children have to find their matching partner. Teacher reads sentence and reiterates the word containing the phoneme. Children in pairs write the word. E.g. <i>I went the <u>w</u>rong way. The <u>d</u>eer was in the park. The boy can <u>h</u>ear the dog bark.</i>				
Double trouble	Display a list of words containing the same spelling of a phoneme but pronounced differently, e.g. he; she; be; we; me; peg; met; let; set. Ask the children to read each word both ways, /ee/ and /e/ to decide which one they recognise. Suggest this as a strategy when reading. (meat measure great) (could soup) (wide win) (rough cough)				
Word Train	Give out questions from L&S p159 to ten children. Give out the words to the remaining children. Ask the children to find a space, set a timer. Send the children off around the room to ask each other what their words/questions are. If they find a question that their word belongs to, then they join that word train. At the end, each train reads out their sentences and words.				
Bucket game	Teach new grapheme for reading - 'aw' (See L&S p151). Show the children the 'aw' grapheme. Split the children into four teams. The children will need a bucket with pictures of 'aw' words. E.g. paw, claw and a flip chart with post-it notes. The children will run and get an 'aw' picture from the bucket and return to the team to decide on the word. Once the children have decided on the 'aw' word they make the word up with the post-it notes. <div style="display: flex; justify-content: center; align-items: center; gap: 10px;"><div style="border: 1px solid black; padding: 2px 5px;">P</div><div style="border: 1px solid black; padding: 2px 5px;">AW</div>And place on flipchart.</div> Whole class read words.				

Circle swap	<p>Teach new graphemes for reading - ea, ay, ou, ie.</p> <p>Show the children each grapheme - sounding out.</p> <p>Children to stand in a circle each holding a word card for one of the graphemes. The teacher shows and reads a sentence containing a specific grapheme.</p> <p>E.g. I like apple pie - with the grapheme highlighted/underlined if necessary.</p> <p>When the children have heard or read the grapheme on their card which matches the teacher's specific grapheme, they run to the middle, say their word and rejoin the circle.</p> <p>In two's children write a sentence including their word.</p>
Corners	<p>Teach split digraphs a-e, e-e, i-e, o-e. (L&S p152)</p> <p>Show the children the split digraphs in a word and sound them out.</p> <p>In a large space explain to the children that there are four split digraphs, one in each corner. The teacher reads out a word using one of the split digraphs, children run to the split digraph they think is in the word.</p> <p>Teacher reads out words and children write on whiteboards.</p>
Hooray shame game	<p>Sit the children in a semi-circle with initial sounds.</p> <p>Choose one child at a time to hold up a vowel digraph.</p> <p>Invite two children (from the semi-circle) to come up and try to make a word (either side of the vowel digraph).</p> <p>Rest of the class is to read the word made, if it is a real word shout 'hooray', if not shout 'shame'.</p> <p>Write words in a sentence on individual boards.</p>
Phonics tennis	<p>Children to work in pairs, give them the phoneme from last lesson.</p> <p>Children to sit opposite each other playing tennis with words.</p> <p>E.g. Phoneme 'oa', children say words such as boat, goat, float and coach.</p>
Get the mouse to the house	<p>Share alternative spellings of phonemes e.g. 'ou', 'ow' and 'ough'.</p> <p>Teacher call out word e.g. 'hour'.</p> <p>The children (the mice) go to the correct spelling (displayed) on three house shapes around the room.</p> <p>Children come and write word on the board.</p>
Snowball spelling	<p>Read 'ow' as in 'down', and 'ow' as in 'low'.</p> <p>Generic game teaching alternative pronunciations from L&S p152 - p157.</p> <p>Choose two alternatives e.g.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">down</div> <div style="border: 1px solid black; padding: 2px 5px;">low</div> </div> <p>Stick on two buckets.</p> <p>Give children a couple of scrunched up snowballs to read and throw into the correct bucket.</p> <p>Write a sentence using one or both of the words.</p>

Phoneme jump	<p>Teach two alternative phonemes from L&S p151/152.</p> <p>For example  and </p> <p>Read the phoneme.</p> <p>Line the children up in the middle of the hall/playground.</p> <p>Read a sentence containing a word like 'beach'. Hold up the word 'beech' on one side and 'beach' on the other.</p> <p>Ask children to jump to the correct side for the spelling of that word (indicated by the large phoneme cards).</p> <p>Children to think of a sentence, talking in pairs that use both the spellings, for example <i>beach</i> and <i>beech</i> or <i>sea</i> and <i>see</i>.</p>
Alternative word relay	<p>The alternative spellings 'ay', 'ai' and 'a-e'.</p> <p>Put children in three groups.</p> <p>Give one red/green/blue pen per group, line groups up - relay.</p> <p>Write 'ay', 'ai' and 'a-e' on sheet in columns.</p> <p>Children take turns to write a word in the correct column with correct spelling - to achieve one point.</p> <p>Teacher to set up time limit</p>
Cowboy phonics	<p>L&S p151/152.</p> <p>Teacher shows children any phoneme, e.g. 'ue' as in 'clue'.</p> <p>Sit children in pairs, back to back.</p> <p>Teacher shows phoneme.</p> <p>Children write word on the whiteboard.</p> <p>Stand up, turn around and say 'yahoo' then read each other's word.</p> <p>Ask the children to orally use their own word in a sentence.</p>
Hoop-lal	<p>L&S p152-156</p> <p>Any grapheme alternative pronunciation.</p> <p>Line up class (either indoor or outdoor) and put pre-made labelled hoops on the ground.</p> <p>Teacher says word and child goes to correct spelling pattern hoop.</p> <p>Children write up their own word on class whiteboard.</p> <p>Class read words together.</p>
Blockbuster	<p>Alternative spellings for each phoneme:-</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">ee</div> <div style="border: 1px solid black; padding: 2px 5px;">ea</div> <div style="border: 1px solid black; padding: 2px 5px;">ie</div> <div style="border: 1px solid black; padding: 2px 5px;">y</div> <div style="border: 1px solid black; padding: 2px 5px;">ey</div> <div style="border: 1px solid black; padding: 2px 5px;">e-e</div>  </div> <p>Groups of four - give each group e.g. 'ee', 'ea', 'ey', 'ie', 'ee', 'g', and consonants 'b,d,f,s,m,n,r,h'.</p> <p>Find words from the letters and place on laminated Blockbuster grid. Could be a timed activity.</p> <p>Write words on board, read them.</p>

Phoneme spotter stories L&S P145 P160-165	<p>Six stories, each based upon a long vowel phoneme:</p> <p>A Real Treat; A Right Mess; Luke and Ruth; The Old Pony; The School Sale; Could I?</p>
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Assessment

Every three weeks children will be assessed using Phonics Tracker (Once Phase 2 has been started). Results from the flash card assessment will help feed information into planning and changes to be made. Assessment will take place for any child receiving phonics teaching of phase 2-5. At the end of Autumn 1, Spring 1 and Spring 2 year 1 children will also have a Phonics screening test to complete as part of assessment week to identify any issues.

Writing

Every half term a sample of independent writing is collected from each group to look at and see if phonics teaching is being applied independently as this will give us the best indication of where children are.

Displays

Interactive displays should show:

- Previous graphemes learnt so children have a reminder.
- Previous tricky words/high frequency words and common exception words.
- New graphemes learnt
- New tricky words/high frequency words and common exception words.

Suggested Websites

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters and Sounds - DFES-00281-2007.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf) Letters and Sounds full document.
- www.oxfordowl.co.uk – This is a class access and shared resource. It is full of high quality and engaging books for the children to read online. If you search the books by age you will find there are lots of books for your child to choose from. Your child should be reading for 15 minutes each day.
- <https://www.ictgames.com> No login required for these games. You can choose from English games. Forest Phonics, Phoneme Pop, Rapid River are some of our favourites.
- <https://www.bbc.co.uk/iplayer/episodes/b01cz0p1/alphablocks> - Alphablocks are short episodes about different phonics sounds. They have a video for every sound and extra one on You Tube.
- <https://www.topmarks.co.uk/> A website with mainly English games on for children. Lots to choose from. Browse by age to make it easier.
- www.phonicsbloom.com Free phonics games for your child to play.
- Oak National Academy Online Classroom (thenational.academy) This website provides free lessons for all age groups. Click on this link and then click on subjects, choose EYFS and then you can choose a lesson you would like to listen to. Each topic/lesson has ten lessons around that theme. These are great to use if you want to do some additional work.
- <https://www.youtube.com/watch?v=TvMyssfAUx0&list=PLCLKSf1kRDSRP6OCf-lm0wAr2s7Y1LfkO> Tricky words song on You Tube that the children have been learning and singing along to. Please note the children need to be able to read and spell these tricky words.

- <https://www.youtube.com/watch?v=R087IYrRpgY> Tricky words song the children have been learning for phase 3. Please note the children need to be able to read and spell each of these tricky words.
- <https://lettersandsounds.org.uk/> website full of videos showing each phoneme for all phases.

