

# PHONICS POWER!

LEARN TO READ WITH  
SOUNDS AND CONFIDENCE



# Contents

## PART 1

|                                             |    |
|---------------------------------------------|----|
| Introduction                                | 1  |
| Chapter 1 - Learning the Letter Sounds      | 5  |
| Chapter 2 - Learning Letter Formation       | 13 |
| Chapter 3 - Reading (Blending)              | 17 |
| Chapter 4 - Identifying the Sounds in Words | 24 |
| Chapter 5 - Tricky Words                    | 32 |

## PART 2 Photocopiable material

|                                               |    |
|-----------------------------------------------|----|
| Photocopy Section 1 - Information for Parents | 37 |
|-----------------------------------------------|----|

### Learning the Letter Sounds

|                                    |    |
|------------------------------------|----|
| Photocopy Section 2 - Sound Sheets | 39 |
|------------------------------------|----|

|             |              |             |              |              |               |               |
|-------------|--------------|-------------|--------------|--------------|---------------|---------------|
| <b>s</b> 41 | <b>ck</b> 53 | <b>g</b> 65 | <b>ai</b> 77 | <b>z</b> 87  | <b>y</b> 97   | <b>qu</b> 107 |
| <b>a</b> 43 | <b>e</b> 55  | <b>o</b> 67 | <b>j</b> 79  | <b>w</b> 89  | <b>x</b> 99   | <b>ou</b> 109 |
| <b>t</b> 45 | <b>h</b> 57  | <b>u</b> 69 | <b>oa</b> 81 | <b>ng</b> 91 | <b>ch</b> 101 | <b>oi</b> 111 |
| <b>i</b> 47 | <b>r</b> 59  | <b>l</b> 71 | <b>ie</b> 83 | <b>v</b> 93  | <b>sh</b> 103 | <b>ue</b> 113 |
| <b>p</b> 49 | <b>m</b> 61  | <b>f</b> 73 | <b>ee</b> 85 | <b>oo</b> 95 | <b>th</b> 105 | <b>er</b> 115 |
| <b>n</b> 51 | <b>d</b> 63  | <b>b</b> 75 | <b>or</b> 85 | <b>oo</b> 95 | <b>th</b> 105 | <b>ar</b> 117 |

|                                         |     |
|-----------------------------------------|-----|
| Photocopy Section 3 - Flash Card Sheets | 118 |
| Photocopy Section 4 - Sound Book Sheets | 126 |

### **Blending**

|                                                            |     |
|------------------------------------------------------------|-----|
| Photocopy Section 5 - Word Box Sheets                      | 135 |
| Photocopy Section 6 - String Joining                       | 149 |
| Photocopy Section 7 - Matching Letters, Words and Pictures | 156 |
| Photocopy Section 8 - Sentence Sticking                    | 164 |
| Photocopy Section 9 - Letter Clue Pictures                 | 169 |
| Photocopy Section 10 - Reading Games                       | 173 |

### **Identifying the Sounds in Words**

|                                                |     |
|------------------------------------------------|-----|
| Photocopy Section 11 - Missing Sounds Sheets   | 178 |
| Photocopy Section 12 - Homework Writing Sheets | 189 |

### **Tricky Words**

|                                           |     |
|-------------------------------------------|-----|
| Photocopy Section 13 - Tricky Word Sheets | 200 |
|-------------------------------------------|-----|

### **Alternative Spellings of Vowels**

|                                                                             |     |
|-----------------------------------------------------------------------------|-----|
| Photocopy Section 14 -                                                      |     |
| Sound Sheets for Alternative Spellings of Vowels                            | 203 |
| Flash Cards for Alternative Spellings of Vowels                             | 213 |
| Matching Letters, Words and Pictures for<br>Alternative Spellings of Vowels | 216 |



## Timetable for first term with Jolly Phonics

| Teaching                    |                                                                                                                                                                                                                   | Week 1                                                                                             | 2                                        | 3                                                                                                             | 4                                         | 5                                                                                                  | 6                                                                                  | 7                       | 8                                                                 | 9                          |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------|----------------------------|
| Letter Recognition          | <ul style="list-style-type: none"><li>• Worksheets + actions</li><li>• Flash cards &amp; games</li><li>• Sound books</li><li>• Put up alphabet frieze, section by section</li></ul>                               | s a t<br>i p                                                                                       | n c/k<br>e h r                           | m d<br>g o u                                                                                                  | l f b<br>ai j                             | oa ie<br>ee or<br>z w                                                                              | ng v<br>y x<br>oo oo                                                               | ch sh<br>th th<br>qu ou | oi ue<br>er ar                                                    | Main alternative spellings |
|                             |                                                                                                                                                                                                                   |                                                                                                    |                                          |                                                                                                               |                                           | Beginning letter names and capitals<br>Beginning to learn alphabet<br>Introducing consonant blends |                                                                                    |                         |                                                                   |                            |
| Letter Formation            | <ul style="list-style-type: none"><li>• Multi-sensory practice<ul style="list-style-type: none"><li>– pencil hold</li><li>– correct formation</li></ul></li></ul>                                                 | Air writing                                                                                        |                                          |                                                                                                               | Air writing, including joined-up digraphs |                                                                                                    |                                                                                    |                         | Air writing, including joined-up digraphs and joined c.v.c. words |                            |
| Blending                    | <ul style="list-style-type: none"><li>• Hearing the word after the sounds have been spoken a) by teacher, b) on their own</li><li>• Sound Books</li><li>• Letter games/ activities</li><li>• Word Boxes</li></ul> |                                                                                                    | Practising sounds: first loud, then soft | Practising blending techniques on simple c.v.c. words                                                         |                                           |                                                                                                    | Practising blending regular words with consonant blends                            |                         |                                                                   |                            |
|                             |                                                                                                                                                                                                                   |                                                                                                    |                                          |                                                                                                               |                                           |                                                                                                    | Beginning word boxes for capable children – takes 3-4 weeks                        |                         |                                                                   |                            |
|                             |                                                                                                                                                                                                                   |                                                                                                    |                                          |                                                                                                               |                                           |                                                                                                    | Introducing characters from reading scheme                                         |                         |                                                                   |                            |
| Identifying Sounds in Words | <ul style="list-style-type: none"><li>• Encoding regular words</li><li>• Writing simple sentences</li><li>• Dictation</li></ul>                                                                                   | Dictation of sounds, then of c.v.c. words                                                          |                                          |                                                                                                               |                                           |                                                                                                    | Whole class identifying and counting the sounds in words with consonant blends     |                         |                                                                   |                            |
|                             |                                                                                                                                                                                                                   | Identifying the sounds in words. Is there an 's' in nest? Where is it? – beginning, middle or end? |                                          | Whole class calling out sounds in given word, e.g. dog, then holding up a finger for each sound, and counting |                                           |                                                                                                    |                                                                                    |                         |                                                                   |                            |
| Tricky Words                | <ul style="list-style-type: none"><li>• Reading tricky words</li><li>• Learning spelling of tricky words</li></ul>                                                                                                |                                                                                                    | Learning to write first name             |                                                                                                               |                                           | Learning to spell tricky words – two per week                                                      | Dictation of simple sentences using regular words and tricky words already taught. |                         |                                                                   |                            |



school.

The background to *The Phonics Handbook* is the method of teaching that has been developed and tested over a period of time at Woods Loke Primary School in Lowestoft, Suffolk.

Before 1975, reading was taught at the school using essentially a visual, whole word approach. Most children read well. However, there was always a group of children who had problems remembering words and who could not cope with reading or writing satisfactorily. These children did not pick up letter sounds or relate them to words. It was therefore decided to teach the letter sounds first, to see if early letter knowledge would help them. This proved to be much more successful for the children as a whole, and the group who had problems became much smaller.

This reflects the findings of several research studies that knowing the letters is the best predictor of success in learning to read.

Later, in 1977, the school introduced some structured blending, in addition to the letter sound work. Also, as part of an external research experiment, the pre-reading requisite was that the children should be taught to listen carefully to the sounds in words, to identify them, and relate them to the letters (phonological awareness). This teaching made it much easier for the children to learn to read and write. They became fluent readers much earlier than before, and best of all, the group of children with reading problems was almost non-existent. Since then, it has been rare to have a child in the school scoring below 90 on the Youngs Reading Test, and the average has been between 110 and 116. (Youngs Reading Test is designed so that a score of 100 is the average. It is also designed so that half of all children will fall in the range 90 - 110). The children learn to read much faster when they know the letter sounds and can work out words for themselves. Independent writing starts much earlier and accurate spelling develops more quickly.

This also reflects the findings of research studies that both blending skills and phonological awareness are strong predictors of reading success.

The key advantages of this system are that it teaches children all the main letter sounds early on and to relate the sounds to the symbols and so understand the alphabetic code used for reading

and writing.

As a result, the children's achievements are very much greater, not only in reading but also in their writing. Because the children have a way of writing each letter sound they are able to write whatever they want, early on, in a way that is readable.

The system allows whole class teaching with children from a young age, even preschool, and allows parents to be involved. Moreover the higher achievement is reflected across the class, with fewer children needing remedial help.

These benefits have shown up in research studies where the achievements of children with *Jolly Phonics* have been very much greater.

## The letters for the 42 Sounds of English

|    |       |                                    |
|----|-------|------------------------------------|
| a  | ..... | ant, sand, caravan                 |
| ai | ..... | aim, aid, drain (long a)           |
| b  | ..... | bat, bend, crab                    |
| c  | ..... | cat, cot, duck                     |
| d  | ..... | dog, dip, sudden                   |
| e  | ..... | egg, end, shed                     |
| ee | ..... | eel, creep, tree (long e)          |
| f  | ..... | fog, lift, fluff                   |
| g  | ..... | goat, gap, digger                  |
| h  | ..... | hop, hit, hill                     |
| i  | ..... | ink, indian, drink                 |
| ie | ..... | pie, tie, die (long i)             |
| j  | ..... | jelly, jet, jumper                 |
| k  | ..... | king, kind, kettle                 |
| l  | ..... | leg, lost, shell                   |
| m  | ..... | man, mill, shrimp                  |
| n  | ..... | nut, nip, spin                     |
| o  | ..... | orange, on, spot                   |
| oa | ..... | oak, oats, boat (long o)           |
| p  | ..... | pig, pet, step                     |
| q  | ..... | queen, quick, quin                 |
| r  | ..... | run, rabbit, barrel                |
| s  | ..... | sand, sun, twist                   |
| t  | ..... | top, tug, mat                      |
| u  | ..... | up, under, lung                    |
| ue | ..... | due, Tuesday, cue (long u)         |
| v  | ..... | van, vet, give                     |
| w  | ..... | wind, went, swim                   |
| x  | ..... | x-ray, ox, flex                    |
| y  | ..... | yell, yes, yellow                  |
| z  | ..... | zoo, zebra, buzz                   |
| sh | ..... | ship, shop, wish                   |
| ch | ..... | chop, chick, much                  |
| th | ..... | this, then, with (voiced th)       |
| th | ..... | thin, thick, thimble (unvoiced th) |
| ng | ..... | song, bang, string                 |
| oo | ..... | look, room, foot, (little oo)      |
| oo | ..... | moon, spoon, shoot (long oo)       |
| ar | ..... | art, arm, start                    |
| er | ..... | kerb, stern, sister                |
| or | ..... | order, corn, storm                 |
| oi | ..... | oil, ointment, spoil               |
| ou | ..... | out, cloud, found                  |



# *1. Learning the Letter Sounds*

All words are made up of sounds. There are 40+ sounds in English but only 26 letters that are used to represent these sounds. For reading and writing the children need to be fluent at saying the sounds that go with the letters.

The Sound Sheets provide the starting point for this teaching. (Photocopy Section 2) Initially only one way of writing each sound is taught. Afterwards the main alternatives are covered. For example, in the beginning the 'ai' as in 'rain' is taught. Later on, once this has been mastered, the alternatives 'ay' as in 'day' and 'a-e' as in 'came' are taught.

There are 42 letter sounds on the Sound Sheets. (43 letter sounds are listed, but c and k are the same letter sound.) Each sheet has plenty of activity: a suggested storyline, a picture to colour, an action, words containing the sound and a line to practice writing the letter(s) on.

Young children learn particularly quickly when there is activity involved. By doing an action for each letter sound, the children are using body movement, ears, eyes and speech, to help them remember. This multi-sensory approach is a very effective way of teaching, as well as being fun for the children. There should be an early concentration on learning the letter sounds.

## *Rate of Introduction*

The first letter sound can be introduced on the children's first day. Their enthusiasm for learning is high and this provides a meaningful start for them.

It is recommended that the letter sounds are introduced at the rate of one letter sound a day. Although it may seem a lot at first, children are able to cope with it and look forward to their new letter sound every day. All the 42 letter sounds are introduced at this rate so that they have been covered after about 9

weeks. The result is that children become competent readers much sooner, and can use all these letter sounds to produce more expressive independent writing at a much earlier stage.

If the children are younger than five, or there are other special factors, then the rate of teaching the letter sounds is likely to be slower.

### Introducing the Sound Sheets

In the first lesson, the s sound is introduced using the first of the Sound Sheets (Photocopy Section 2). Start by telling the story about a boy who takes his dog for a walk, hears the dog barking and then sees a snake rear up hissing 'ssssssssssssss'. The suggested storyline is given in note form so it can be told in a personal way. The sound and action is incorporated in each story. In this case the snake makes the 'ssss' sound and the action is the children weaving their arms, imitating the movement of the snake, and saying 'ssss...' The children are told that this is one of the letter sounds.

At this point the *Finger Phonics* books can be used to give not only a colourful illustration of the storyline, but also an introduction to the reading and writing skills which are covered in Chapters 3 and 4.

They are then shown the letter from the Flash Card Sheets (Photocopy Section 3) and how to form it correctly. Teaching of the correct formation is covered in Chapter 2, Learning Letter Formation.

They look at the picture of the snake and the letter 's' on the *Jolly Phonics Wall Frieze*.

In the first few lessons, the children can play 'hunt the letter sound' by searching for it in the story books around the classroom. This helps the children to understand the link between the letter sounds and words in books.

The Sound Sheet for 's' is then given to the children. They write the letter 's' on the bottom of their sheet, after forming it several times in the air. The teacher watches them do it and tries to check that they are forming the letter correctly. The dotted line helps them to understand that all the letters are the same size, except for the tall sticks and the tails. Then the



picture can be carefully coloured.

In the beginning, concentration should be on the lower case letters. The capital letters, also shown on the Frieze, need only be referred to incidentally. At this early stage it is important that all the letters should be introduced by their sounds and not their names. In this case, 'sssss' and not 'ess' for the letter 's'.

The other letters are introduced in a similar fashion. When 'a, e, i, o, u' are taught, the children need to know that they are special letters and are called vowels. Later they will be told useful rules that relate to the vowels, which will help them with reading and spelling. They can then be taught that the other letters are consonants.

Reinforcement of the letter sounds is very important. Flash cards of the letters that have been taught, should be held up every lesson for the children to call out the sounds, and do the actions. The faster they are at recognising letters and saying the sounds, the easier it is for them to read and write.

After the first six letters have been taught the children could be shown the first part of the *Jolly Phonics Video 1*, as a revision of the sounds and reward for working hard.

When the Sound Sheet has been completed the children take it home. Their parents see what has been taught and can then help their children learn the letter sounds.

The *Jolly Phonics Workbooks* introduce the letter sounds in a similar way to *The Phonics Handbook*. Schools may prefer to use the Workbooks in the classroom and send the worksheet home.

In English there are 42 main sounds but only 26 letters to represent those sounds. This means that sometimes two letters are put together to make a new sound, e.g. 'sh', 'ch', 'th' and 'ng'. These are called digraphs.

Note that digraphs are different from blends. A digraph has just one sound (e.g. *sh* in *ship*) whereas a blend has two or more sounds (e.g. *st* in *stop*). This is an important difference, as will be seen later in Chapter 4, Identifying the Sounds in Words.

The 'oo' and 'th' digraphs are initially introduced in two sizes. This helps the children to understand that they each make two sounds, as in 'book' and 'moon', 'this' and 'thin'.

oo book

oo moon

th this

th thin



If early cursive writing is to be used, it is helpful to show the children how the two letters in digraphs join. This gives an easy start to joined writing and develops the understanding that sometimes two letters are needed to make one sound. Forming the letters in the air enables the children to feel how they go together.

### Order of Letter Sound Groups

The letters are in groups of six. They have been carefully selected to help the learning. The first six letters can be used to make many simple words, e.g. 'pin' and 'sat', so that letters can quickly be turned into words. The letters that get easily confused are not too close together, such as 'b' and 'd'. The 'c' is introduced early on, as it forms a template for writing the letters 'a, d, o, g, q'.

The letter sound groups, listed below, are used throughout the *Jolly Phonics* material.

### Letter Groups

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, little oo, long oo
6. y, x, ch, sh, voiced th, unvoiced th
7. qu, ou, oi, ue, er, ar

### Revision of the Letter Sounds

Each lesson should contain revision of the letter sounds already taught. A good way of doing this is to hold the flash cards up, one at a time in quick succession, for all the children to do the actions and say the sounds.

## Sound Books

Each child should have their own Sound Book. This could be a plain exercise book that has been cut horizontally in half. As soon as the letter sound has been taught, it is stuck on to the next clean page. (Copies of the letter sounds for this purpose are in Photocopy Section 4, Sound Book Sheets).

The Sound Book should be taken home every day so that parents can help their child become fluent at knowing the letter sounds. The importance of this can be explained at the initial parents meeting. The next day the teacher listens to the children saying the sounds in their Sound Books. This is the ideal. In large classes it is impossible without extra adult help, such as a parent helper or assistant. If these are not available then a compromise has to be made, such as a group at a time, or only the weakest every day and some of the others.

When they know their first six sounds, a coloured star can be stuck in their book to show they have achieved this. A different coloured star can be used for when the next group of letters is known. This acts as an encouragement to the children.

## Letter Names

When the first three groups of letter sounds have been taught, the children can be told that the letters have names as well as sounds. They need to know both sounds and names. A good way of introducing the letter names is through the alphabet. This can simply be sung or recited.

## Pairs Game

The Pairs Game is a pleasant way of helping the children learn the sounds. The Sound Book Sheets have two of each letter sound on them for this purpose. Copies are given to parents either as the work progresses or at the initial parents meeting.

The parents are encouraged to mount each Sound Book Sheet on card, cut it up and play the game with their children. The instructions for how they can play the game, and do other

activities with these sheets, are also given in Photocopy Section 4, Sound Book Sheets.

### Alternative Spellings of Vowels

Once the children have learnt the 42 letter sounds in the initial programme, they need to be made aware of the alternative ways that some of the vowels can be written. A list of these alternative spellings can be seen on the page opposite, and a set of photocopiable worksheets in Photocopy Section 14, Alternative Spellings of Vowels.

### Supplementary Work

In most classes there will be a few children who are not learning the sounds fast enough to keep up with the other children. This could be for a number of reasons:

1. The child may have a poor memory for letters and words.
2. The child's attendance, for some reason, is limited.
3. The child's concentration is weak.
4. There is little individual help given at home.

Whatever the reason the problem has to be overcome. Instead of going through the Sound Book, it is better to put the letter sounds that are known in a box, for the child to take home with the Sound Book. Gradually add the letters he/she doesn't know to the box, at a pace that brings success. Stars can be used to reward their achievements.

The cooperation of the parents is invaluable. At the parents' meeting, they can be told that about 25% of children have some problems with learning to read and write, not because they are unintelligent, but because they have a poor memory for symbols and words. If their child is not learning one letter sound a day, then it is likely that they are one of the 25%. (Remember, this figure is only approximately accurate).

These parents need to know, so that they can understand their child's problem, and give their time to helping him or her. The



*Alternative Spellings of Vowels*

|                       |     |       |                         |
|-----------------------|-----|-------|-------------------------|
| <b>Long a</b>         | ai  | ..... | rain, waist, drain      |
|                       | a-e | ..... | date, plate, flame      |
|                       | ay  | ..... | day, stay, play         |
| <b>Long e</b>         | ee  | ..... | seed, bleed, street     |
|                       | ea  | ..... | seat, cream, read       |
| <b>Long i</b>         | ie  | ..... | pie, tie, die           |
|                       | i-e | ..... | pipe, line, shine       |
|                       | igh | ..... | night, fight, bright    |
|                       | y   | ..... | my, fly, cry            |
| <b>Long o</b>         | oa  | ..... | boat, goat, float       |
|                       | o-e | ..... | bone, close, smoke      |
|                       | ow  | ..... | snow, slow, pillow      |
| <b>Long u</b>         | ue  | ..... | Tuesday, due, cue       |
|                       | u-e | ..... | cube, tube, duke        |
|                       | ew  | ..... | few, stew, new          |
| <b>Little oo</b>      | oo  | ..... | book, foot, shook       |
|                       | u   | ..... | put, push, pudding      |
| <b>Long oo</b>        | oo  | ..... | moon, fool, shoot       |
|                       | ue  | ..... | glue, blue, true        |
|                       | ew  | ..... | blew, flew, brew        |
|                       | u-e | ..... | June, rude              |
| <b>The 'er' sound</b> |     |       |                         |
|                       | er  | ..... | supper, sister, blister |
|                       | ir  | ..... | bird, shirt, third      |
|                       | ur  | ..... | turn, burn, purse       |
| <b>The 'or' sound</b> |     |       |                         |
|                       | or  | ..... | fork, port, storm       |
|                       | au  | ..... | August, pause, fraud    |
|                       | aw  | ..... | claw, saw, shawl        |
|                       | al  | ..... | talk, walk, chalk       |
| <b>The 'oi' sound</b> |     |       |                         |
|                       | oi  | ..... | oil, coin, spoil        |
|                       | oy  | ..... | boy, toy, enjoy         |
| <b>The 'ou' sound</b> |     |       |                         |
|                       | ou  | ..... | loud, mouse, cloud      |
|                       | ow  | ..... | cow, clown, brown       |

children at this age are keen and enjoy the attention of their parents, especially when the letter games are used. Without help it is easier for bad habits to set in and the child is then far less receptive. Once reading and writing are relatively fluent the children can generally manage in school and keep up with the others.

### Conclusions

It is vital that the children know the letter sounds. They need to be fluent at saying the sound immediately they see the letter(s).

However, learning the letter sounds is not enough. The children need to know how to apply their letter knowledge. From the beginning they should be taught to blend the sounds and hear the words, for reading. It is a technique that can be taught and is explained in Chapter 3, Reading.

## 2. *Learning Letter Formation*

For young children to learn fluent, neat handwriting they need to be taught how to hold their pencil, and form their letters correctly. Early mastery is well worth the extra effort. Anyone who has tried to correct an older child's bad pencil hold, or incorrect formation, knows how difficult, if not impossible, it can be. It is much better to get it correct from the start.

### Pencil hold

The pencil rests between the thumb and the first finger, the next finger prevents the pencil falling down and the last two fingers are tucked away.

The hand rests on the table and the movement of the pencil is through the thumb and first finger. It is important that the knuckles point outwards. Young children are amused if their fingers are likened to 'froggy legs'. They move the pencil forwards and backwards with their 'froggy legs'!

The *Using Jolly Phonics* video shows this 'froggy legs' movement.



### Letter formation

The children are introduced to the formation of each letter in the following ways.

1. The teacher shows the formation on the board.



2. The teacher shows the formation in the air, taking care when facing the children that the letter is formed the correct way round for the children. The children watch and then imitate, saying the sound. They do this several times.
3. The children are each given a Sound Sheet which includes an example of the letter(s), with the formation indicated by arrows and numbers. A line is provided for the children to practise on.
4. While the children are colouring and writing on the Sound Sheets, they can take turns to feel the formation in the *Finger Phonics* books.

This multi-sensory approach makes it easier for the children to learn.

The following list covers the basic letter knowledge needed for good handwriting:

1. No letters start on the line.
2. All the letters are the same size except:
  - seven letters have sticks above the body of the letter: 'b, d, f, h, k, l and t'. (Note the 't' is not as tall as the other tall letters).
  - six letters have tails that go below the line: 'f, g, j, p, q and y'.
3. Most letters go down towards the line first: 'b, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y and f'. (Note 'f' has a little hump backwards before it goes down).
4. The following letters start like a 'c' - 'a, d, o, g, q'. In *Jolly Phonics* these are referred to as the 'caterpillar c' letters.
5. 'z' and 'e' start by going towards the end of the page. (Note the 'e' starts lower than the other letters and comes back over like a 'c').

Parents can be of invaluable help here. They are in a good position to encourage correct formation and a good pencil hold. These can be explained at the parents' meeting.

The children are told that the letters in a word are written

close together but without bumping. They are also told to leave a space between words.

It is important regularly to revise the formation of each letter. When the children are writing it is a good idea to check the pencil hold and make sure the letter formation is correct.

### Capital Letters

The lower case formation is concentrated on in the beginning. Later, the formation of the capital letters is taught.

Capital letters are the same size as the tall letters - they all go down to the line first except 'C, G, O and Q', which go round anticlockwise first. Capital letters do not join.

### Joined-up Writing

In *Jolly Phonics* the children are encouraged to use joined handwriting early on. It is recommended because not only do the children develop greater fluency in their writing, but it encourages better spelling. The children feel how the letters go together by writing the word in one continuous movement, which reminds them to put the letters in the correct order.

For this reason *Jolly Phonics* uses the Sassoon Infant typeface. Many of the letters (such as 'm, h, a') have a joining tail at the end (an 'exit' stroke) to make it easier to transfer into joined-up writing. By first learning to form letters with the joining tails, children more naturally progress to joined-up writing.

If print letter formation is first taught (without the joining tails) a much greater change is needed by the children when they come to learning joined-up writing.

The ideal time for introducing joined letters is when the digraphs are being taught. The children are shown how letters join together and are reminded that sometimes two letters are needed to make one sound. Once again, if the children form and join the letters in the air with their hand they find it much easier when it comes to putting it down on paper.

### Supplementary Work

Some children have poor motor control. They need more practice to be able to form the letters correctly and neatly. Tracing letters, pictures and using the handwriting practice pages from the *Jolly Phonics Workbooks* will help. Using lined paper helps the children to limit the size of the letters and gives them somewhere to aim for. Greater accuracy can then be expected.

### Conclusions

By concentrating on letters, correct formation and pencil hold, from the beginning, bad habits can be prevented. It also makes it easier for the children to develop neat, fluent joined handwriting, as well as a pride in their work.



fascinates them and their confidence grows.

For most children blending is relatively easy. However, some children find it difficult and need to be taught exactly what to do. There are two main reasons for children not being able to hear the word when they have said the sounds:

1. They do not know the letter sounds well enough. As soon as they see a letter, the sound should come automatically to them. If they have to pause to think, they lose track of the word. To put this right, it is necessary to revise the sounds regularly with the Flash Cards, actions and letter games.
2. The way the letter sounds are emphasised. The emphasis should be on the first letter sound, e.g. **d**-o-g. If the children put the emphasis on the last letter sounds, they may try to start the word with those sounds and fail to hear the word.

There are two types of sounds in English. One sort makes a pure continuous sound, e.g. sssssssssssss, ffffffffff, rrrrrrrrrrr, mmmmmmm, nnnnnnnnn, vvvvvvvvvv. The others have a 'schwa' on the end of them. The schwa is like an 'uh' sound on the end of the letter sounds, e.g. 'b' cannot be said without a schwa - 'buh'. The continuous sounds can be said with or without the schwa.

With blending, the first sound needs to be louder than the others. This helps the child to remember the sound the word starts with. The sounds that follow in the word need to be spoken softly and quickly, with as little schwa as possible. This technique has been found to be the most effective, and about three quarters of the children master it quite quickly. Although it is more difficult for the other quarter of the group, all they need is more practice. A little blending every day is the secret to success.

The consonant blends are the most regular. Blending skills are improved if the initial blends are practised on their own, e.g. cr, fl, str, etc. This makes it easier to read the words that have initial consonant blends.

The children are encouraged to work the word out by saying the blend, followed by the individual sounds, e.g. 'cr-a-b, st-a-m-p, fl-a-g', etc. A list of consonant blends and regular

words, using those blends, can be found on Pages 25 and 26.

When blending words with digraphs, the children have to remember to look at the two letters and say the one sound. This more complicated skill is mastered when regular words, using the digraphs, are practised. For example, flash cards can be made of regular 'ai' words, like 'pain, rain, train, Spain, hail, snail', etc., so that when the 'ai' sound has been taught they can be held up for the children to sound out aloud and blend.

Another way to develop speedy blending is to snap together the onset of the word (the initial consonants) and the vowel. Use the short vowels first, followed by the long vowels, e.g.

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| ba  | be  | bi  | bo  | bu  |
| fra | fre | fri | fro | fru |
| cha | che | chi | cho | chu |

Initially the blending of words is done with the sounds being called out aloud. Gradually the children are encouraged to blend silently in their head. This promotes fluency for reading.

One exciting way for developing this skill is for the teacher to do only the actions for a word. For example, with the word 'pig' the teacher does the actions for the letter sounds, in this case puffing on the finger for the 'p', wiggling fingers on the nose for the 'i' and spiralling hand downwards for the 'g' sound. The children try and work out the word and either write it down or tell their teacher. As a change, a child can pretend to be the teacher and have a turn miming the sounds for a word.

Another simple way to develop blending sounds in the head, is to put letters randomly on the board. Then the letters can be pointed to, one after the other, to make a word. The children watch this and try and put the sounds together in their head and identify the word. Both these techniques are shown in the *Using Jolly Phonics* video.

## Introducing Storybooks

During the first 8-9 weeks the aim is to prepare the children for reading books. Stories and poems are read to them, but the



children are not expected to try and read books for themselves.

By teaching letter sounds, blending techniques and irregular keywords, the children understand, before being asked to read books for themselves, that there is a code to reading and that most words can be worked out.

Teachers and parents may find it difficult not to give the children books to read for themselves in the first few weeks. Spending this extra time devoted to letter work at the beginning means that the benefits from this programme can be greater - higher reading abilities and much lower levels of remedial help needed. The children gain in confidence and can enjoy story-books independently at an earlier stage.

Storybooks for children to read themselves are best introduced once the children can work out simple regular words for themselves, typically when they can read the words in the Word Boxes.

Nevertheless, should there be a child unable to read words from the Word Boxes after about 12 weeks of teaching, they should be started on a simple reading book, but also continue to be given extra blending practice.

## Word Box Sheets

Word Boxes can be made from the groups of words in Photocopy Section 5. These words are graded to progress from simple words, using the first letter sounds taught, to more complicated words using the digraphs. They are all regular, so the children can work the words out for themselves.

The aim is to give the children blending practice which can be done at home with a parent's help. They are not expected to learn these words as sight words. Occasionally a child will read the words with no blending. This should be encouraged. He/she either has a good visual memory or a speedy internal blending technique. Whatever it is, he/she is fortunate and will not experience reading problems.

In the classroom it helps to have at least two of each box prepared. When the fourth group of letters, 'ai, j, oa, ie, ee and or', have been taught, the Word Boxes can be started. The two children who are best at blending are given Box 1 to take home.



The next day they blend the words in their boxes to the teacher, assistant, or parent helper, and are given Box 2. Then Box 1 is passed on to the next two children who are good at blending.

Most children only need to keep the box for one night. It is better to avoid giving the boxes to children who cannot blend and hear the word. It is worth waiting until they have got the idea, before asking them to take a Word Box home.

If the children are shown the last part of *Jolly Phonic Video 1* (at the end of the first month), they will know that there are irregular words that cannot be worked out. On the video Inky Mouse calls them 'tricky words'. She puts on her 'tricky word hat' when she teaches the irregular words to her friends Snake and Bee. The teaching of tricky words is covered in Chapter 5.

## Reading Schemes

Initially it is important to give children books to read from reading schemes that use mostly regular words. The scheme(s) should have a controlled vocabulary, which starts off with a few words, repeats these words in the following book and adds a few more. Vocabulary should gradually increase with each book, in a systematic way. Ideally some irregular keywords are used, to allow for more interesting texts.

The children can be introduced to the characters in the scheme(s) and the irregular keywords, before the books are read.

Books that are not in the reading scheme(s) should also be available for children to choose, once there is fluency in the reading at that level. The variety of interesting stories, and their ability to read the words easily, encourages them to read for pleasure.

## Helpful hints for blending

The following hints enable the children to blend more words. The extra knowledge helps to develop their understanding and confidence.

1. When there are two vowel letters, the sound is usually the

long vowel sound of the first vowel letter. The second vowel says nothing. The following type of words can be worked out with this understanding .... 'dream, people, train, boat, toe, Tuesday,' etc.

The saying 'When two vowels go walking, the first does the talking' amuses the children and helps to reinforce the rule.

2. A good hint to know for blending is, 'If the short vowel does not sound right, try the long one'. This helps with irregular words like 'he, be, blind, mind, acorn, union, able, emu, item, o'clock', as well as coping with the vowel sounds in the vast majority of regular words.

This saying also helps the children cope with the 'magic e'. The following words have a magic 'e' in them - 'late, pipe, home, cube'. The 'e' on the end of the word does not say a sound itself but 'the magic' hops over the consonant, and changes the first vowel from a short vowel to a long one.

3. The letter 'i' is very 'shy' and 'toughy y' takes its place. For example the words 'day' and 'boy' are not written 'dai' or 'boi' because 'i' is too 'shy' to go on the end, so 'toughy y' takes its place!

The letter 'i' is sometimes replaced by 'y' in words like 'cycle, gymnastics, rhyme, mummy', etc. For young children, it is enough for them to know that when a 'y' is not the first letter it often takes the place of the 'i', and it is then a vowel. When blending a 'y' which is not the first letter, the children should first try the short 'i' and if that doesn't work try the long 'i'.

4. If the letter 'c' is followed by the vowels 'e, i, or y' the sound is usually softened to an 's', as in 'ice, race, city, circle, cycle', etc.

Similarly, after a letter 'g', an 'e, i, or y' usually changes the sound to 'j', as in 'gently, giant, gymnastics', etc. Flash cards of these types of words helps to reinforce the rule.

5. Lastly, the six alternative ways of writing the vowels listed below, cannot be worked out using the above helpful hints, and will need to be learnt by sight.

| igh   | ew   | ir    | ur    | au     | aw    | al   |
|-------|------|-------|-------|--------|-------|------|
| night | few  | bird  | turn  | August | saw   | ball |
| light | stew | girl  | nurse | Autumn | draw  | talk |
| high  | flew | shirt | curl  | haunt  | straw | also |

### Supplementary work

Some children seem to have great difficulty learning to blend. It is easy to think that they may never achieve this skill. However, with practice, practice and more practice they will get there. These children tend to be those who also have a poor visual memory. The ability to blend will be even more essential for them as they will always have difficulties memorising words.

### Conclusion

Children who can fluently blend words have few problems with reading. Once the fluency is there, reading extension and comprehension become the more important aspects. Early phonic teaching makes it easier for all children. For those children with a poor memory for words it is absolutely essential.



## 4. *Identifying the Sounds in Words*

The main phonic skill for writing is to start with the spoken word, then listen, identify and write the sounds in that word.

This ability to hear the sounds in words is called phonological awareness. For example, with the word 'bin', if you listen you can hear the sounds 'b.i.n'. Then if you know how to write those letter sounds, you can write the word 'bin' without help. This is the opposite to the skill needed for blending.

The children are taught to listen for the sounds in words, from day one. Again the *Finger Phonics* books are a useful starting place. For example, take the letter 's' page. The children are asked if they can hear a 's' sound in 'sun'?... or in 'snake'? , ... or in 'dog'? In the beginning they think there is a 's' in all the words. Gradually they realise what is expected, and listen carefully.

The aim is for them to hear the sound and know where it comes within the word, whether it is at the beginning, middle or end. This starts to develop their phonological awareness. Some children can hear the sounds easily and others require far more help.

An activity, which is particularly important for writing, is to call out a word, e.g. 'pin'. The children have to say the sounds 'p-i-n', holding up a finger for each sound. This activity should be regularly practised with 2/3 letter words, e.g. 'up, pet, hat, wet, in, leg, bed', etc. Most children are able to identify the sounds in small words by the end of the first term.

When the children have been in school for two weeks it is helpful to demonstrate how reading and writing are linked. The children are asked to help the teacher to write a word, e.g. 'pen'. They easily hear and say the first letter, in this case 'p', and the teacher writes it on the board. Gradually all the sounds are 'teased' out of the children and written on the board (plastic letters could be used instead). Then all the children read the word by blending the sounds. It is often possible to see the penny

drop as the children see the significance of decoding and encoding in order to read and write. It is this understanding that makes the children confident and the programme so successful.

As soon as most of the children can call out the sounds in three letter words, longer words can be tackled. This often involves hearing the consonant blends.

### Initial consonant blends

bl, cl, fl, pl, sl, br, cr, dr, fr, gr, pr, tr, st, sc, sm, sn, tw, shr, thr, scr, spr, and str.

### Final consonant blends

lb, ld, lf, lk, lm, ln, lp, lt, ct, ft, nt, pt, xt, mp, and nd.

It is important that the children hear the individual sounds in the consonant blends. To develop this, say each blend, for example, 'cr' and ask the children to respond with 'c .. r', putting up a finger for each sound. Repeat a few examples each day and gradually the children will become fluent at identifying the sounds in consonant blends. The following list is helpful to refer to for regular words containing initial and final consonant blends:

### Example of words with initial consonant blends

|      |      |      |      |       |      |
|------|------|------|------|-------|------|
| bran | clap | clip | club | flag  | flat |
| flap | flip | glad | plan | plug  | plum |
| plot | slap | slim | slug | crab  | crop |
| drag | drip | drop | drug | drum  | frog |
| from | grab | grim | grip | print | prop |
| trim | trap | trip | smog | snap  | snip |
| snug | swam | swim | swum | twig  | twin |

## Examples of words with final consonant blends

|      |       |       |       |       |       |
|------|-------|-------|-------|-------|-------|
| bulb | held  | golf  | milk  | silk  | film  |
| help | gulp  | belt  | melt  | quilt | gift  |
| lift | soft  | ant   | pant  | bent  | went  |
| tent | mint  | hunt  | kept  | next  | camp  |
| damp | lamp  | bend  | mend  | wind  | pond  |
| skip | desk  | step  | best  | nest  | lost  |
| must | plump | slept | frost | grand | crisp |

After identifying the sounds in words with consonant blends, virtually any words can be sounded out. For example:

|            |                   |                                    |
|------------|-------------------|------------------------------------|
| 'spending' | - s.p.e.n.d.i.n.g | - 7 fingers, 7 sounds in the word. |
| 'ground'   | - g.r.ou.n.d      | - 5 fingers, 5 sounds.             |
| 'blister'  | - b.l.i.s.t.er    | - 6 fingers, 6 sounds.             |
| 'shoot'    | - sh.oo.t         | - 3 fingers, 3 sounds.             |

Gradually, the children become accustomed to hearing all the sounds and understand that some sounds are represented by two letters.

Hearing sounds such as the 'n' in 'went' and the 'er' in 'supper' tends to be the more difficult. Regular practice is the key to success.

Other ways of encouraging children to listen to the sounds in words are through rhymes, verse or song, and through the following activities:

1. Word Families, e.g. cat, hat, bat, fat, rat (Photocopy Section 9, Letter Clue Pictures).
2. Hearing the word after the initial sound has gone:

| <i>Teacher says</i> |       | <i>Children respond</i> |
|---------------------|-------|-------------------------|
| pink                | ..... | ink                     |
| mice                | ..... | ice                     |
| bus                 | ..... | us                      |
| block               | ..... | lock                    |
| twin                | ..... | win                     |
| stop                | ..... | top                     |



3. Cutting off a sound at a time - 'The Chopping Game'. The teacher says a whole word, such as 'splash', and then the children say the word without the first sound. This continues until there is only one sound left. For example: 'splash ...plash ...lash ...ash ...sh'.

4. Hear the number of beats (syllables) in a word. The teacher says a word and the children tap out the number of syllables, e.g. 'a-cro-bat'.

### Letter Board

This can be made from a large piece of card. Three strips of card are then stapled across so that letters can be slotted into the strips. The vowels are placed on the top row and some consonants that will be needed for making words on the bottom row.

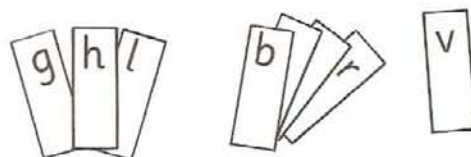
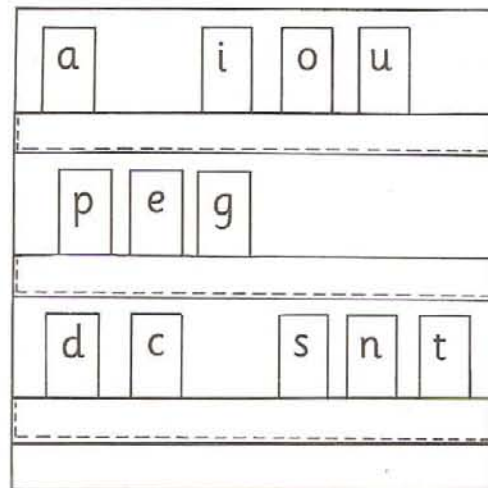
The teacher asks a child to make a word by putting the letters in the middle strip. For example, with the word 'end', the children listen for the sounds and a child is chosen to pick out the letters and place them in the correct left to right order.

Then the teacher might ask, 'Who can add a letter to make the word into 'send'?

This word building could continue by including 'spend' and 'spending'.

Regular use of the Letter Board shows the children, in a practical way, how regular words are built up.

Use of these techniques can be seen in the *Using Jolly Phonics* video.



### Dictation

Dictating letters, words or sentences is important for developing writing skills. It can start almost immediately with the teacher calling out a letter sound that has been taught. All the children attempt to write it. Then the teacher can write it on the board and the children look and see if they have written it correctly. The number of letters dictated can increase as confidence grows. In the beginning the standard of achievement will range from very good to a complete mess.

Children are ready for word dictation when all the letter sounds have been taught and when they can hear the sounds in 2/3 letter words. It works well to give dictation twice a week.

Individually children are helped by being given dictation for their homework. In Photocopy Section 12 there are strips of regular words and instructions for parents.

The *Using Jolly Phonics* video shows a parent giving dictation at home in this way. This section of the video can be useful to show at a parents meeting.

Dictation of regular words with consonant blends and digraphs follow on from the CVC (consonant-vowel-consonant) words. The digraphs can be written in joined up handwriting (as mentioned in Chapter 1).

Once the children are familiar with some common irregular keywords, and know how to spell a few of them, sentences can be dictated. The sentences should be made up of regular words that can be written by listening for the sounds and those tricky words that have been taught. This not only practises writing words, but also gives the children a feeling for what a sentence is, and that a capital letter and full stop are needed.

Sometimes dictation of just capital letters is needed to make sure that the children know how to write them. Frequently young children have the ability to recognise the capital but this does not mean they know how to write it.

In the beginning only one way of writing a digraph is used, for example the long 'a' is taught as 'ai'. So words used for dictation will be restricted to those such as 'rain, drain, Spain, pain,' etc.

## Independent Writing

Independent writing is the desired outcome. When the children have learnt the letter sounds, can identify the sounds in words and have done some dictation, they are well on the way to being able to write independently.

As soon as a child can hear the sounds in words and knows one way of writing each sound, they can write anything they want to say. It will not be conventional spelling, but it can be read by others, e.g. 'mie mumi poot mie book in mie scool bag'. Accurate spelling comes through reading and following a systematic spelling programme.

Example of a child's writing after just over half a year (reduced to half size):

27th March  
I made 105 of each and the cats was  
better  
I took thumbnails and ie hand sum  
popcorn.



Notice how she has joined up some of the digraphs (ch, ee). However she needs to listen more carefully to some words, so that she can hear the 't' in 'lots', and that 'had' does not have a 'n' in it.



### Helpful hints for developing independent writing

1. After the first few weeks in school, when the children have been taught the correct way to form letters, the teacher can write a sentence of news for the child to copy. As the words are written, the teacher can say the sounds for the regular words and explain that the irregular ones are the 'tricky' words.

2. Before asking the children to start writing their news by themselves, the teacher demonstrates to the whole class. A sentence is chosen, e.g. 'We went on a picnic and had crisps and lemonade'. Together the class and teacher sound out the words.

If there are tricky words in a section, the teacher can explain about them, and tell the children the correct way of writing them. They would not however expect this to happen in the children's writing in the early years.

Then the teacher and children all read the sentence together. This helps the children to realise that they can write by themselves.

About half way through the first year most children can write a few sentences by themselves. They should not need to ask for spellings. They are encouraged to listen for the sounds and make an attempt at writing the words. Once they start asking for spellings long queues develop, they lose the flow to their writing and the amount they write is far less. Although spelling is thought of as very important, it is taught at a different time.

With writing, as with reading, the children gradually need to be taught to use the alternative ways of writing the vowels (a list of these alternative spellings is on page 11). For example, initially the children learn that the long 'e' is written 'ee'. Then regular 'ee' words can be dictated, such as 'feet, sheet, keep, peep, weep', etc. Later the main alternative could be practised by having regular 'ea' words dictated, such as 'cream, seat, eat, meat, heat, dream, treat', etc.

### Marking Policy

Children's earliest efforts at independent writing do not need rigorous marking. Maybe missing sounds would be pointed out

and any 'tricky words' already taught would need correcting.

It is impossible for young children to have the freedom to write exactly what they want to say, and spell all the words correctly. If everything is corrected it is demoralising, and discourages the children from writing so freely. Generally speaking, it is best to restrict the errors marked to about four words. These words can be practised with the 'Look, Cover, Write and Check' method (refer to Chapter 5, Tricky Words) when the work has been marked.

By the end of the second year at school the majority of words start to be correct. If the error is one that they should know it should be marked. If it is out of the ordinary a dot can be put under it. This tells the child that it is wrong, their attempt was a good one and that it will be taught later. Again four words can be selected to be practised underneath.

The children with good visual memories and a certain amount of maturity, who have been careless, need more rigorous marking than the poorer ability children with weak memories. In the end it is judgement. It is not encouraging to have too many red pen marks all over the work but as they get a bit older, the children need to know if it is wrong, and to learn from their mistakes.

## Supplementary Work

Most children will learn to hear the sounds in words during class lessons. The few who are finding it difficult may need to be taught in the same manner, but in a small group, or if possible, individually.

## Conclusion

The aim is to teach the children to hear the sounds in regular words and to write the letters that relate to the sounds. A different technique is needed for coping with English words that are irregular. This is covered next, in Chapter 5, Tricky Words.



## 5. *Tricky Words*

Irregular words are known by the children as 'tricky words', because they are inclined to trick you! However some part of a tricky word will be regular. For example with the word 'come', the 'c' and 'm' are regular.

Children are more able to read and write irregular words when they have knowledge of letter sounds and can relate the sounds to symbols. The children look carefully at the words. They find it amusing to look for the irregular part. It is the start to analysing words. The extra attention to the details helps to put it in their memory.

A list of sixty irregular, or just difficult to spell, words are given in Photocopy Section 13, Tricky Words Sheets. It is best to learn these 'irregular keywords' first because they are the ones most frequently used.

The irregular keywords start being introduced after the fourth group of letters have been taught. For reading, a good pace of teaching is three new irregular words a week. The children look at them carefully and identify the irregular part. With the word 'of', for example, the 'o' is regular but the 'f' is sounded like a 'v'.

Once the irregular words in the reading scheme(s) have been identified, the order for introducing tricky words may be changed. It is sensible to do scheme words first, as it makes it easier for the children to read their books. It is also useful to have the irregular words on flash cards. In the odd spare moment, say before going out to play, these can be practised.

Any children who have difficulty repeating the names of the letters in a small word, after they have just heard it a few times, invariably find it difficult to spell accurately. If they were also slow to learn the letter sounds, then these children have quite a problem. Eventually they can succeed, but they have to work much harder than the other children, and will need extra support.



## Learning to spell tricky words

The children begin to learn how to spell irregular keywords when they can read the first ones easily. It is usually about the sixth week.

Plan to teach about two new words a week, with revision of those already taught. Some fortunate children have a sufficiently good visual memory to master the spelling of the keywords just by reading them. Most children have to be specifically taught. The following six techniques for teaching spelling, listed below, are all useful.

### 1. Look, Copy, Cover, Write, Check

This is the principal method of teaching the spelling of tricky words. The children first look at the word and identify the tricky parts. For instance, the word 'said' has an 'e' sound in the middle which is spelt with an 'ai'. The 's' and 'd' are regular. They say the letter names (not the letter sounds) several times. Then they copy the word saying the letter names as they write them. The word is then covered, and they write the word again from memory, saying the letter names. Then they check to see if they are correct. This is repeated until the line has been used up. The paper can then go home for revision. Regular testing keeps a check on the spelling.

At the back of both the *Jolly Phonics Workbooks 3* and *4* there is a page for practising this technique. The method is also shown in use in the *Using Jolly Phonics* video.

### 2. Word Wall

In the *Jolly Phonics Videos* each irregular word is introduced on a flower on Inky Mouse's Tricky Word Hat. Each tricky word can be written on a flower shape and stuck on a wall around a picture of the tricky word hat. Building up the flowers makes a cheerful wall display and the children can regularly practise reading them.



### 3. Say it as it sounds

This spelling method usually starts about a year after the children first start learning to read. For some tricky words, only one aspect is irregular, e.g. in Monday, the 'o' is irregular because it is pronounced as a short 'u'. Also some letter sounds in words are 'swallowed' and the pronunciation becomes an indistinct 'schwa' type of sound, e.g. 'lemon' and 'button' (the 'o' is 'swallowed').

By emphasising the real letter sounds when saying these words, the children are reminded of the correct spelling.

| <i>Teacher says</i> | <i>Children respond</i>                |
|---------------------|----------------------------------------|
| mother              | mother (to rhyme with bother)          |
| doctor              | doctor (emphasising the 'or')          |
| Wednesday           | Wed-nes-day                            |
| front               | front (with 'o' sound, instead of 'u') |

The teacher starts a list of these words. They are practised at odd moments. The teacher calls out each word and the children respond in the 'funny' way. As the list develops, the children find some of their own to add to it. For example, the silent 'b' in 'lamb' is spoken 'lam-b', 'is - land' for 'island', 'w-rong' for 'wrong', etc.

Many adults use this technique, and it is a useful one to pass on to the children.

### 4. Mnemonics

Some words are outrageously irregular or notoriously difficult for the children to spell. Mnemonics can be useful here. They generally start in the second year of school. It helps if these are developed as a whole school policy, to prevent confusion when the children go to new classes. The following could be used:

|                                          |                                        |
|------------------------------------------|----------------------------------------|
| laugh                                    | laugh at ugly goat's hair              |
| people                                   | people eat omelettes, people like eggs |
| because                                  | bec ...ants under smelly elephants     |
| could, should, would                     | o u lucky duck                         |
| (The initial 'c, s' and 'w' are regular) |                                        |



## 5. Word families or patterns

When one word is taught, it is helpful to show others in the same family. For example, the word 'like' could be linked to 'bike, trike, hike, pike, Mike'.

It can also be linked to a wider group, e.g. 'i-e' words such as 'hive, pine, pipe, shine, line, mine, time, rice', etc.

Later more sophisticated patterns can be taught, including the worst letter combination of all, the 'ough'. When these are known we are all happy! - so these become our 'oh you get happy' words.



## 6. Does it look right?

When children are uncertain about how a word is spelt, they can write it down on scrap paper, trying different ways of writing it. This is particularly useful for the vowel sounds which have more than one way of being written, e.g. 'brown/broun', 'bird/berd/burd'. They can choose the one that looks right.

## Vowels - Helpful hints for spelling

The way vowels work is probably the least understood aspect of phonic teaching. Many of the vowels have more than one way of being written, as well as often being irregular. Some knowledge about them is useful, without getting too bogged down in rules.

Generally, the early rules relate to the short vowel. When the children have been taught to listen for the short vowel and can easily identify it in words, they can understand these rules:

1. A short word with a short vowel, ending with a 'c' sound, is written with a 'ck', e.g. 'black, neck, tick, tock, duck', etc. If it doesn't have a short vowel, then just put 'k', e.g. 'look, dark', etc.

Note that the 'oo' sound in 'look' is now called 'little oo' rather than 'short oo' (as in previous editions of *The Phonics Handbook*). Children need to know which are the short vowels because the consonant may need to be doubled. These rules do not apply to the 'little oo'.



2. A short word with a short vowel, ending in 'f, l, s' or 'z' needs a double ending, e.g. 'cliff, spill, miss, buzz', etc. (except the very short words 'if, is' and 'of').

3. If the suffixes 'ing, ed, er' or 'y' are added to a word with a short vowel, there have to be at least two consonants before the suffix is added. Where there is only one, the final consonant must be doubled. If there are already two consonants at the end of the word no such doubling is needed.

*final consonant  
is doubled*

running  
chopped  
thinner  
funny

*two final consonants already  
- so no doubling needed*

bending  
landed  
blonder  
handy

If the word does not have a short vowel, no doubling of the consonant is needed, e.g. looking, heated, lighter, dreamy.

### Conclusion

The irregular words in English always cause problems. Learning to read them is easier than learning to spell them. By teaching the children to observe the irregularities, and giving them techniques and simple rules, they are able to be more accurate in their spelling.

# *Information for Parents*

## 1. Learning the letter sounds

In Jolly Phonics the 42 main sounds of English are taught, not just the alphabet sounds. For each sound there is an action which helps the children remember the sound the letter makes. As the letters are taught, they are stuck into a Sound Book, which is brought home. If possible, go through the Sound Book with your child every day.

The letters are not introduced in alphabetical order. The first group 's a t i p n' has been chosen because they make more simple three letter words than any other six letters. Sounds with more than one way of being written are first taught in one form only. For instance, the sound 'ai' (rain) is on the Sound Sheet. The alternatives 'a-e' (cake) and 'ay' (day) will be taught later.

## 2. Letter Formation

It is very important that your child holds the pencil correctly. If the hold starts incorrectly it is very difficult to get it right later on. The correct formation for each letter can be seen on the bottom of each Sound Sheet. Many of the letters have a joining tail at the end to make it easier to transfer into joined up writing.

## 3. Blending

Blending is a process of saying the sounds in a word and then running them together to make the word, e.g. c-a-t is cat. It is a technique your child will need to learn, and it improves with practice. Some children take longer to do this than others. To start with you should sound out the word and see if your child can hear it. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder e.g. b-u-s.

To give your child practice at blending, she/he will bring home Word Boxes. Please listen to your child blending the sounds to

read the words, and then send it back to school. Once your child has been through the Word Boxes they will bring home a reading book. Please listen to him/her regularly.

It is important that your child understands what she/he has read. You can help by talking about the story with your child.

#### 4. Identifying sounds in words.

If your child is going to be able to write independently she/he will need to be able to hear the sounds in words and to write the letters for those sounds.

When your child is able to hear the sounds in words he/she may bring home words with which to practise their new writing skill. These words are for you to call out. He/she has to listen for the sounds, and write down the letters for those sounds. This is the first step towards your child becoming an independent writer.

#### 5. Tricky Words

Some words cannot be sounded out or spelt correctly by listening for the sounds in them. These are called the 'Tricky Words' and have to be learnt. As your child becomes more fluent at reading and writing, she/he will be taught how to cope with the Tricky Words.

#### Finally

This all sounds a great deal of work, but it goes in stages and is spread over a considerable period of time. Little and often is best. Your child may be tired after school but don't worry. It is better to leave it than push too hard. There is no doubt that the effort on your part, at this stage, is well worth it.



## *Photocopy Section 2*

# *Sound Sheets*

There are 40+ sounds in English. In this handbook 42 of the sounds are taught and the letters that relate to those sounds. By concentrating on teaching the letter sounds before asking children to try and read books for themselves, most children can learn the sounds in eight weeks. The letters are introduced in an interesting way involving plenty of actions and fun. Parents contribute by playing letter/word games with their children and regularly going through the children's own Sound Book.

For each of the letter sounds there is a suggested storyline, an action and a worksheet. Some of the storylines are, of necessity, rather contrived, but they still help the children recognise the sounds. The worksheet has a picture, relating to the story, for the children to colour in and a line for them to practise writing on. On the left side of the sheet there is information about the action, as well as examples of words using the sound being taught. The suggested storyline has been deliberately kept in note form, to help teachers to tell the story, rather than read it.

When the worksheet has been completed, the children take it home and show their parents. This way parents see the progress being made and are able to join in with the actions. The majority of children are able to learn five new sounds a week.

The Sound Sheets are listed in their recommended order for teaching, which is in these groups:

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, little oo, long oo
6. y, x, ch, sh, voiced th, unvoiced th
7. qu, ou, oi, ue, er, ar

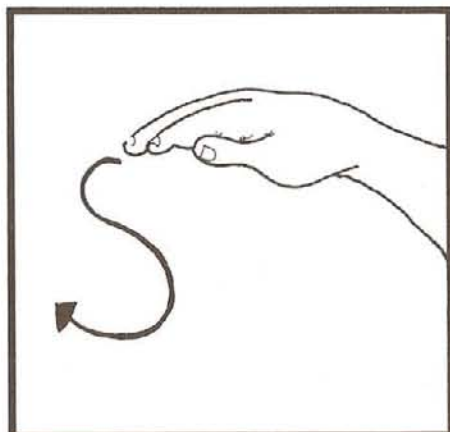
**Suggested Storyline for the 's' sound:** A child takes a dog for a walk in the country. The dog starts to bark. There is a *ssssssssss* sound and a snake slithers away.

**Flash Card:** Teacher shows the letter 's'.

**Action:** Children weave their arms like a snake while making the *ssssssssssss* sound.

**Letter Formation:** Teacher shows how to form the letter 's'. Children form the letter in the air.

# S s

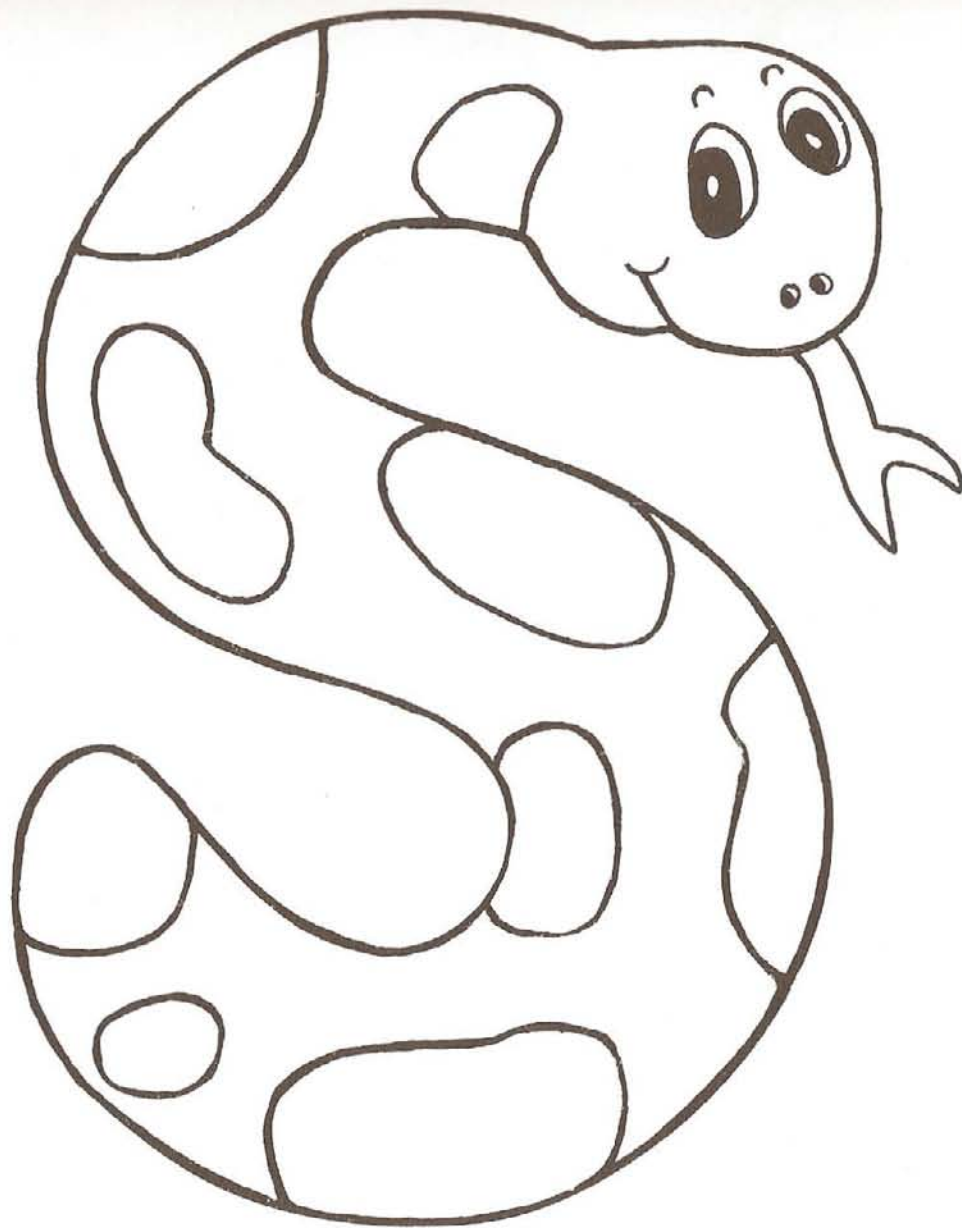


## ACTION

Weave like a snake, making s shapes, saying sssss.

snake  
spotty  
sun  
sit  
sand

Draw the  
letters  
dotted here:



S

S S S S S



**Suggested Storyline for the short 'a' sound:** A family are going on a picnic. The children suggest food to be taken. They sit down and spread out the lunch. They start eating. One of the children feels a tickling on their arm and says *a a a a a ants*. They jump up and leave the ants.

**Flash Card:** Teacher shows the letter 'a'.

**Action:** Children pretend the ants are going up their arms and say *a a a a a*.

**Letter Formation:** Teacher shows how to form the letter 'a'. Children form the letter in the air.

**Further Phonics:** The teacher tells the children that 'a' is a special letter called a vowel.

# A a

short a



## ACTION

Wiggle fingers above elbow as if ants crawling on you, and say *a, a!*

**ants**

**angry**

**apple**

**jam**

**hat**

Draw the  
letters  
dotted here:



a a a a a a

**Suggested Storyline for the 't' sound:** Some children go to a tennis match between two famous people. They have great fun watching the match. They watch the people opposite them turning their heads from side to side. The children join in turning their heads every time they hear the 't' sound of the racket hitting the ball.

**Flash Card:** Teacher shows the letter 't'.

**Action:** Children imitate watching tennis turning head from side to side and saying *t t t t*.

**Letter Formation:** Teacher tells the children that 't' is a tall letter, and shows them how to form it. Children form the letter in the air.



# T t

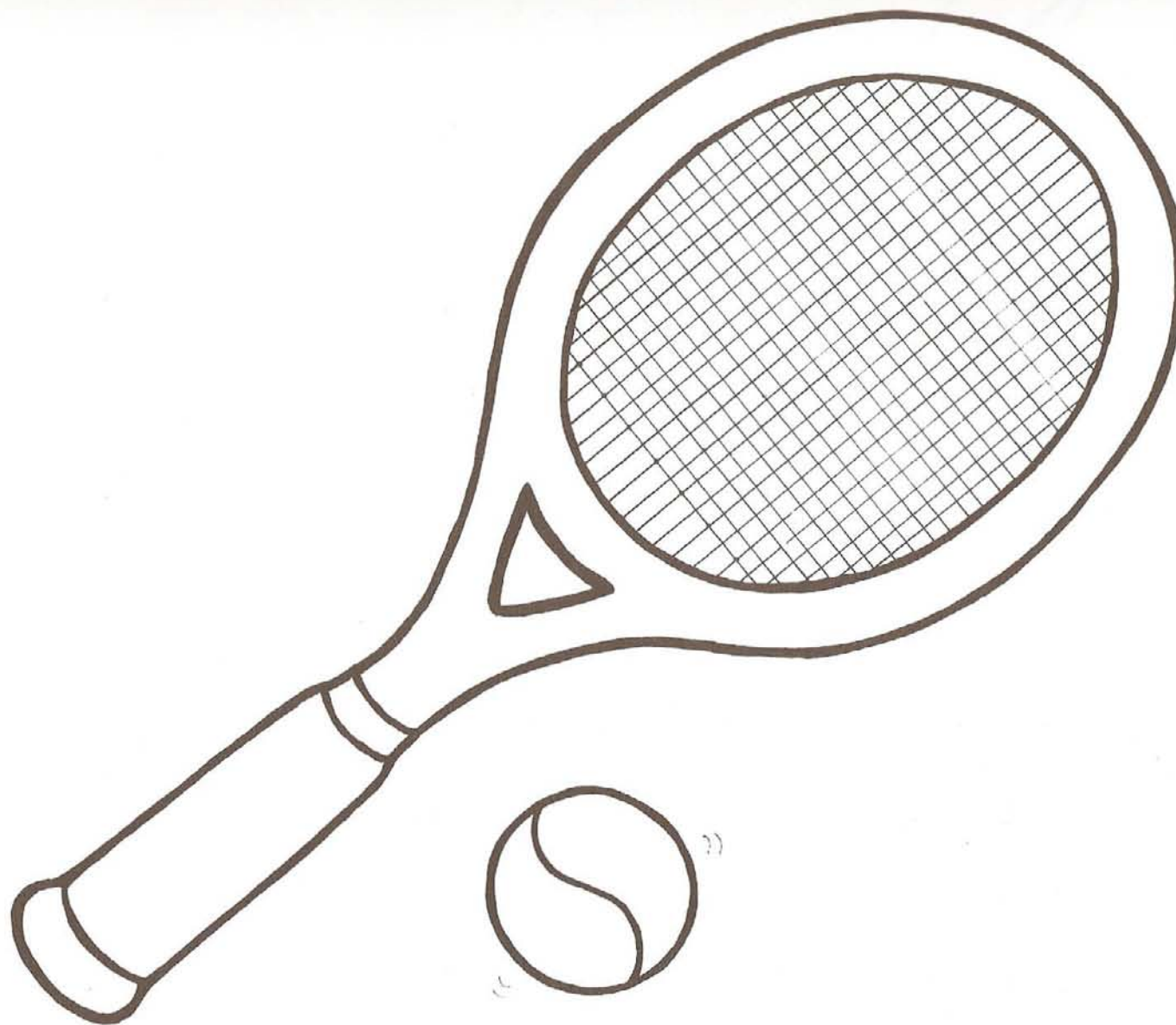


## ACTION

Children imitate watching tennis, turning head from side to side and saying *t t t*.

**tennis**  
teddy  
top  
hit  
cat

*Draw the  
letters  
dotted here:*



**t**



**Suggested Storyline for the 'i' sound:** The family gets a new pet white mouse. That night the mouse gets out. It jumps on the desk and knocks over the ink bottle. Ink splashes over the mouse. After that the mouse is named 'Inky'.

**Flash Card:** Teacher shows the letter 'i'.

**Action:** Children pretend to be Inky Mouse and wiggle their fingers on the end of their nose saying *i i i i i*.

**Letter Formation:** Teacher shows how to form the letter 'i'. Children form the letter in the air.

**Further Phonics:** The teacher tells the children that 'i' is another vowel. When children have a better knowledge of the sounds, they can be told that words do not like to end in 'i' (shy 'i'), so 'y' (toughy 'y') takes its place in words such as 'sunny, mummy, silly, happy', etc.

# I i

short i

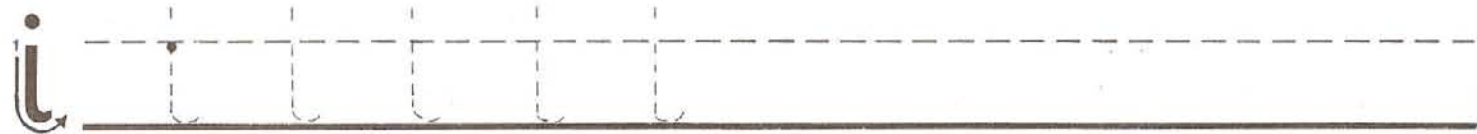


## ACTION

Pretend to be a mouse, by wiggling fingers on end of your nose (whiskers), and squeak *i, i, i*.

ink  
indian  
imp  
pin  
sit

Draw the  
letters  
dotted here:



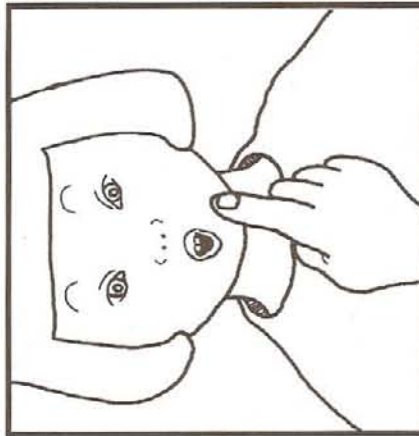


**Suggested Storyline for the 'p' sound:** It is a child's birthday. Their mother has made a cake in the shape of a pig and has put five trick candles that relight when blown out. The child puffs the candles out, but every time the candles appear to have gone out, they light up again.

**Flash Card:** Teacher shows the letter 'p'.

**Action:** Children imagine their finger is a candle and try to puff the trick candle out saying *p p p p p p*.

**Letter Formation:** Teacher shows how to form the letter 'p', and tells the children that 'p' has a down stroke which goes under the line. Children form the letter in the air.



## ACTION

Hold up index finger, as if it is a lit candle, and imagine puffing it out, saying  $p$ .

**ffnd**

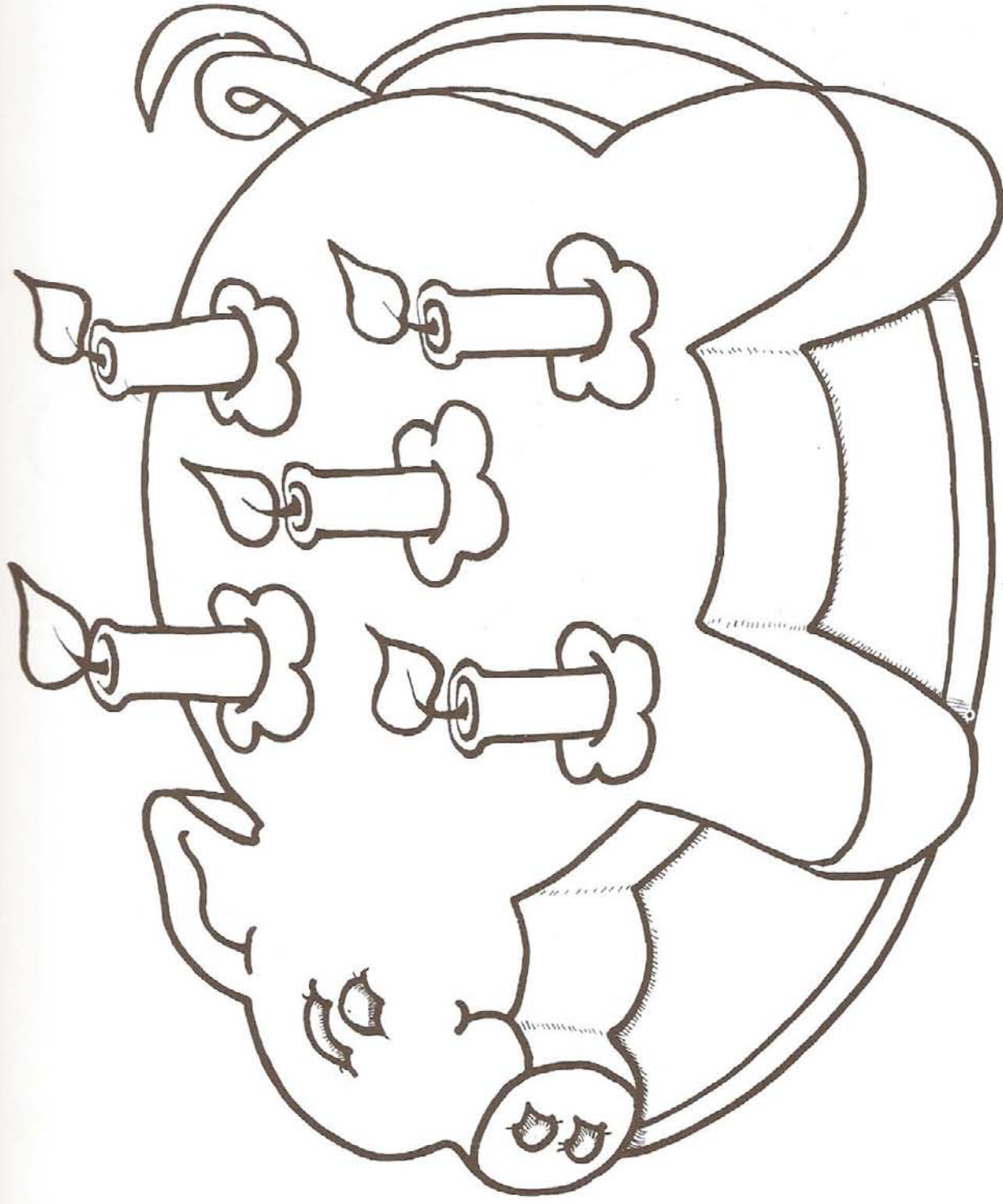
pig

pant

spot

top

Draw the letters dotted here:



A large lowercase letter 'q' is shown on handwriting lines. A solid line indicates the first stroke (a counter-clockwise circle), and a dashed line indicates the second stroke (a vertical line down with a hook). A small '2' is next to the hook. Below the letter, a diagram shows the stroke order: a solid line for the circle and a dashed line for the vertical line, with arrows indicating direction.

**Suggested Storyline for the 'n' sound:** The child has a model aeroplane and goes out to fly it. There is a lot of noise as it takes off. It goes round and round making a *nnnnnnnnnn* sound, but then it goes out of control and nosedives, making a louder *nnnnnnnnnnnnnnnnnn* sound. The aeroplane then pulls out of the nosedive and lands safely.

**Flash Card:** Teacher shows the letter 'n'.

**Action:** Children put their arms out and pretend to be the aeroplane making a continuous *nnnnnnnnnnnnnnnnnn* sound.

**Letter Formation:** Teacher shows how to form the letter 'n'. Children form the letter in the air.



# N n

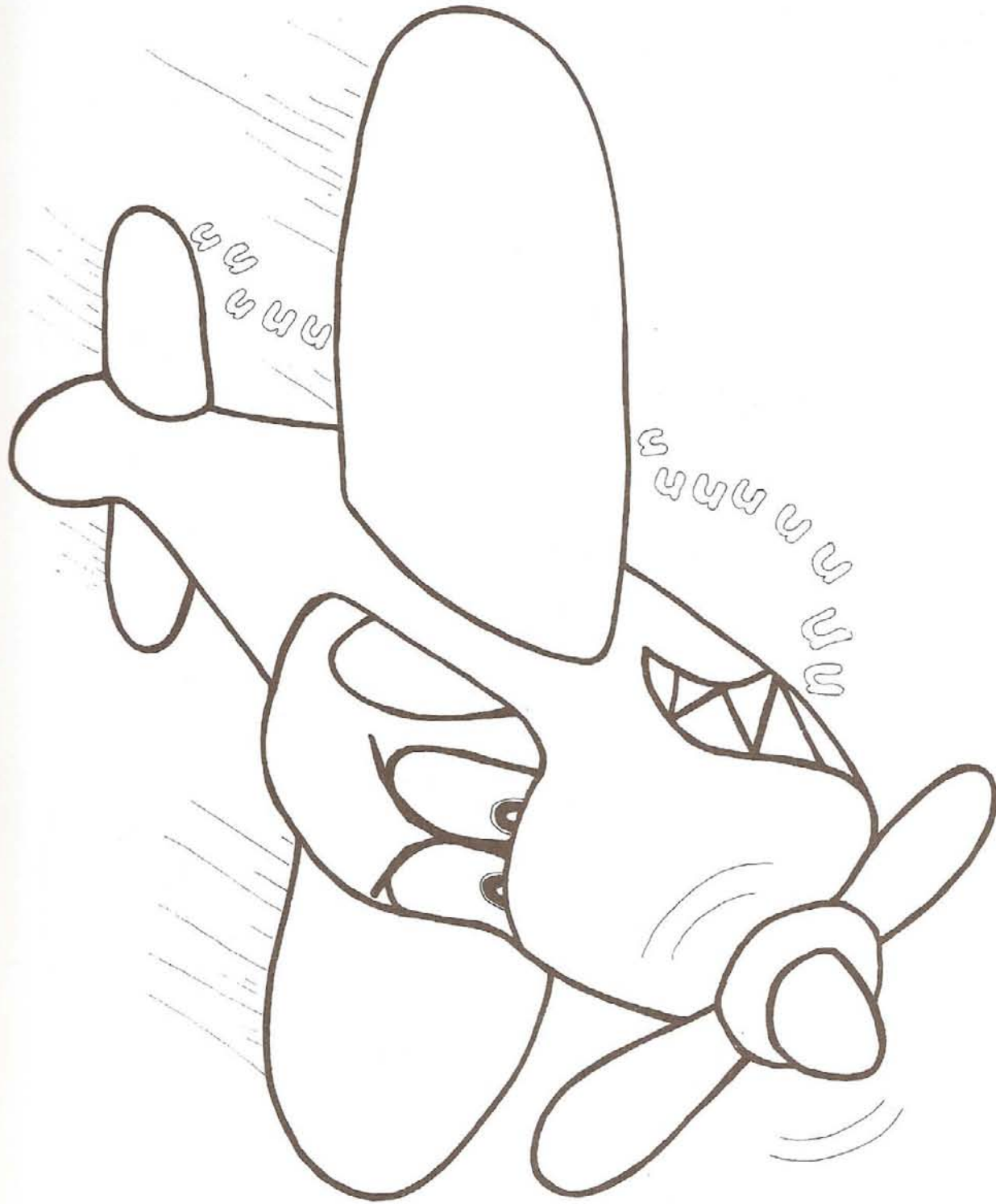


## ACTION

Hold out arms as if an aeroplane  
nose diving, and say *nnnnn*.

**noise**  
nosedive  
nasty  
snap  
man

Draw the  
letters  
dotted here:



**n** n n n n n n

**Suggested Storyline for the 'c' and 'k' sound:** A family goes on holiday to Spain. They go in an aeroplane (show 'n' letter again and make *nnnn* noise). It is lovely and hot in Spain. They spend the day on the beach and come back in the evening for dinner. After dinner, Spanish dancers perform in the hotel. The ladies wear bright coloured dresses and have castanets which make a *c c c c* sound.

**Flash Card:** Teacher shows the letters 'c' and 'k'.

**Action:** Children pretend to be a Spanish dancer and click fingers above head saying *c c c c c c*.

**Letter Formation:** Teacher shows how to form the letters 'c' and 'k'. Children form the letters in the air.

**Further Phonics:** Children should be told that the 'c' and 'k' both make the same sound and that sometimes they go together in a word. Later, it can be pointed out to the children that 'ck' usually go together at the end of small words with a short vowel.

They also need to know that when 'e', 'i' or 'y' come after a 'c' the sound usually changes to a 's' sound, as in ice, circus, cycle, etc.

**C c**  
**K k**



**ACTION**

Raise hands and snap fingers together as if playing castanets, and say *k, k, k*.

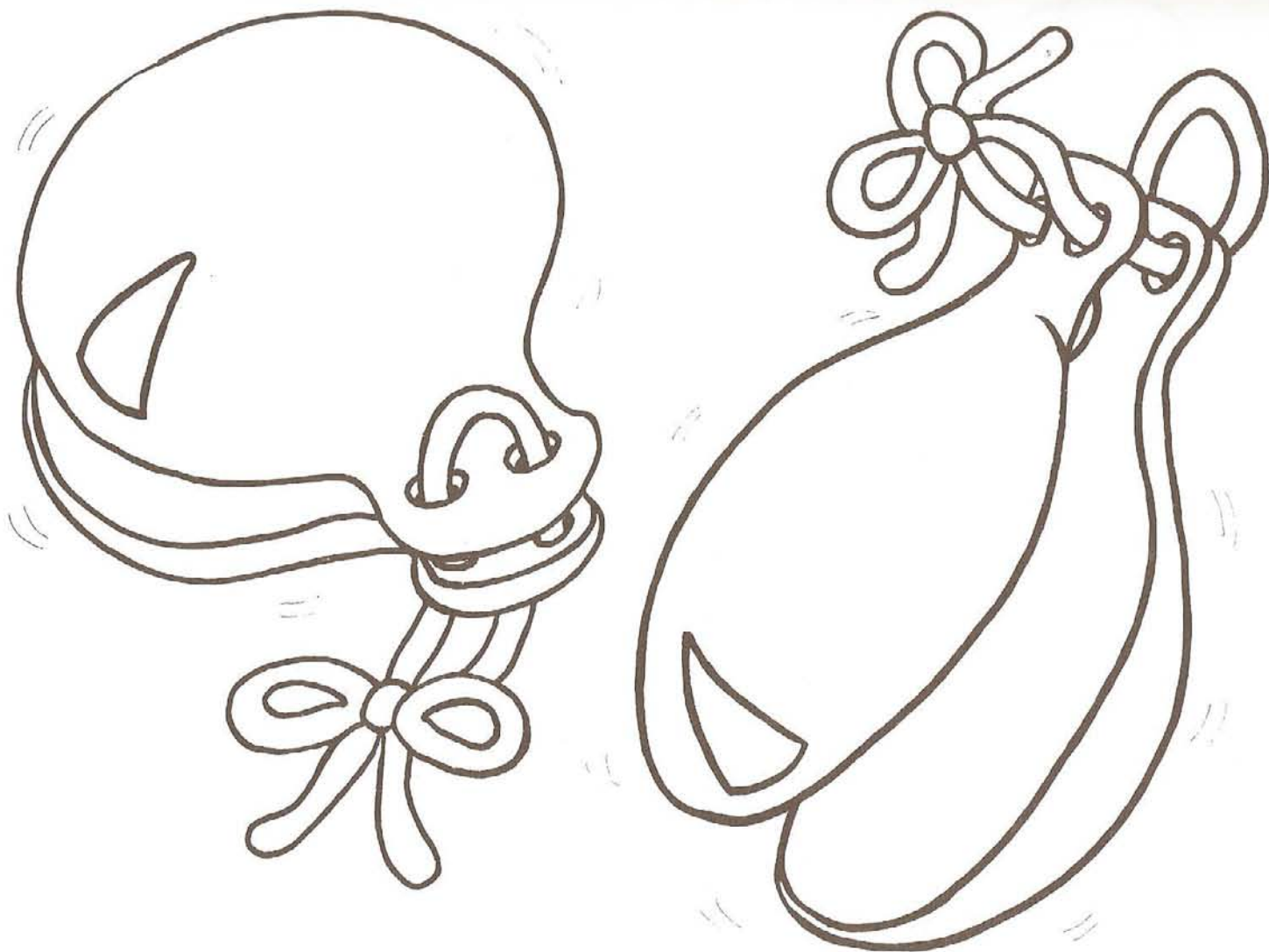
**castanets**

**cat      kitten**

**clog      king**

**tractor      kite**

**clock      skip**



**C**

c c c c c

**k**

k k k k k



**Suggested Storyline for the short 'e' sound:** Some children go to stay on a farm. They watch the cows being milked. They are asked to collect the eggs for breakfast. Everybody comes in to eat the eggs. The children crack the eggs open on side of pan saying *e e e e e egg*.

**Flash Card:** Teacher shows the letter 'e'.

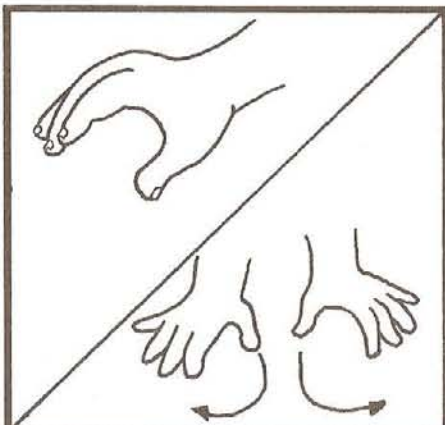
**Action:** Children pretend to hold egg in one hand and tap it against the pan saying *e e e*, then use both hands to open egg shell and say *e*.

**Letter Formation:** Teacher shows how to form the letter 'e'. Children form the letter in the air.

**Further Phonics:** The teacher tells the children that 'e' is another vowel.

# E e

short e

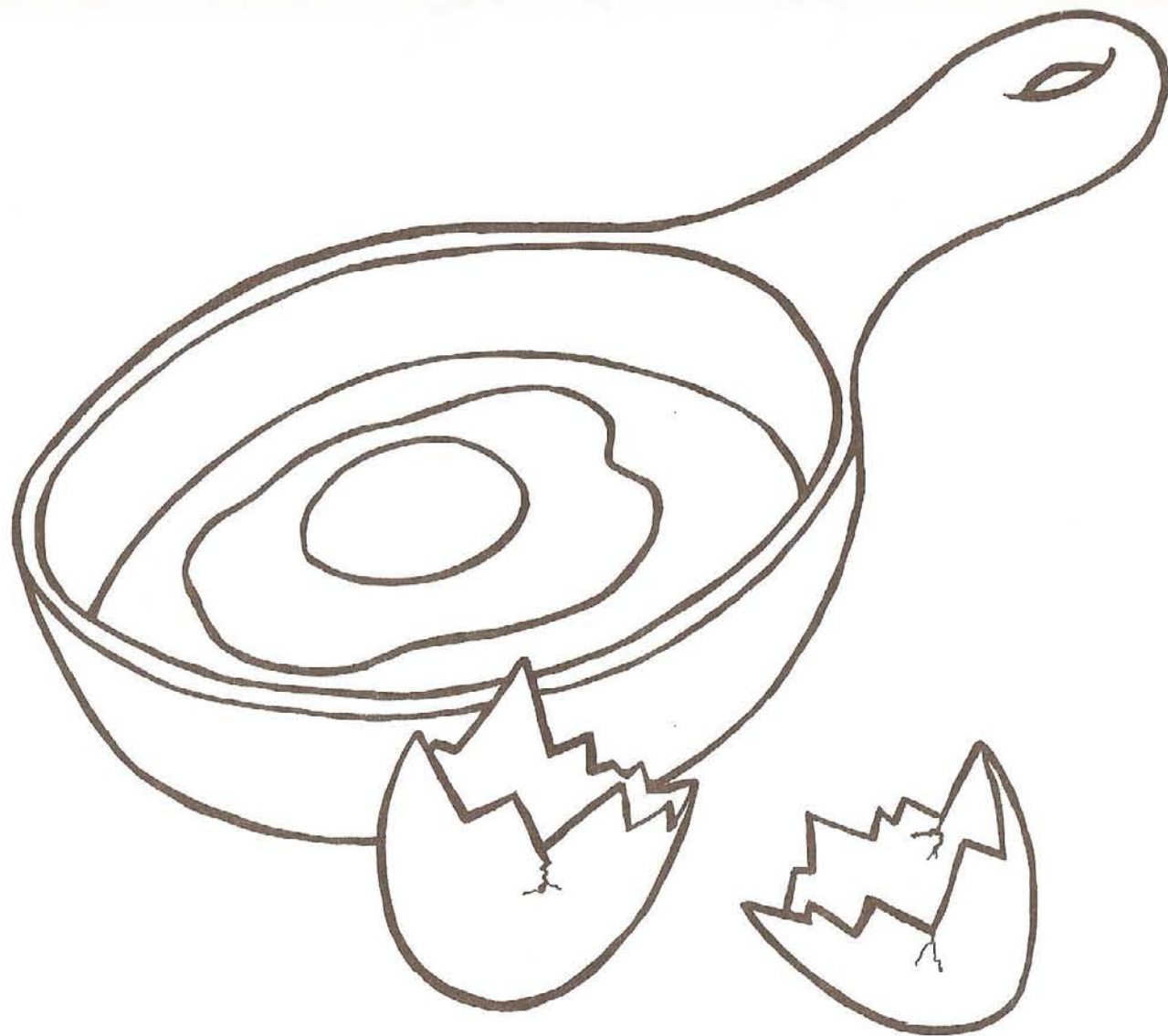


## ACTION

Pretend to hold egg with one hand, as if cracking it against the side of a bowl or pan. Use both hands to open shell, saying *eh eh*.

egg  
empty  
end  
shed  
tent

Draw the  
letters  
dotted here:



e

e e e e e e

**Suggested Storyline for the 'h' sound:** The school has a sports day. Some children are in the hopping race. By the time they get to the end they are panting and saying *h h h*.

**Flash Card:** Teacher shows the letter 'h'.

**Action:** Children pretend they are panting, and say *h h h h h h*.

**Letter Formation:** Teacher shows how to form the letter 'h', telling the children that it is a tall letter. Children form the letter in the air.



# H h

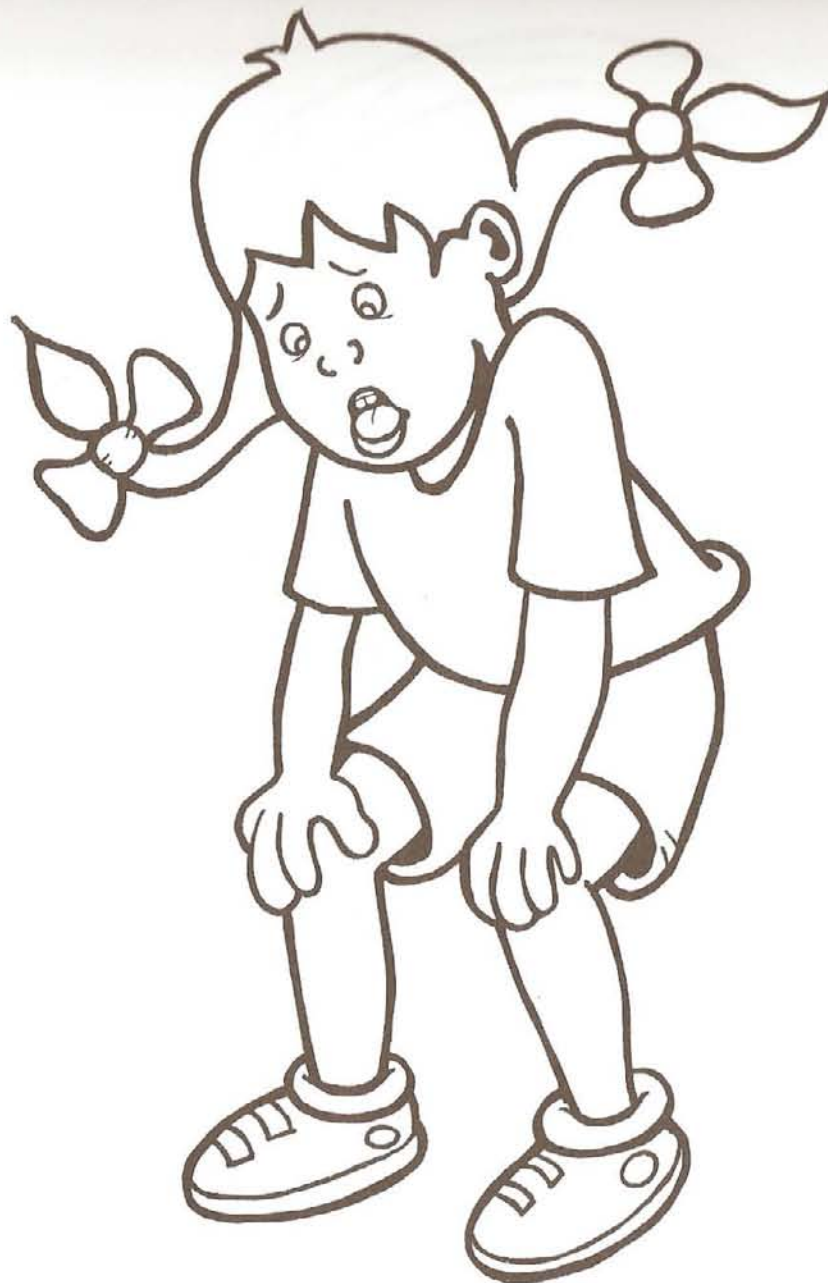


## ACTION

Act as if panting after a race, holding hand up to mouth, and saying *h, h, h*.

hop  
hot  
huff  
house  
hill

Draw the  
letters  
dotted here:



**Action:** Children pretend to be the puppy holding the blanket, shaking their heads and making a rrrrrrrrrrrrrrr sound.

**Letter Formation:** Teacher shows how to form the letter 'r'. Children form the letter in the air.

# R r



## ACTION

Pretend to be a puppy pulling a rag, with teeth clenched and shaking head, saying *rrrrr*.

rag  
run  
rabbit  
forest  
carrot

Draw the  
letters  
dotted here:

**r**



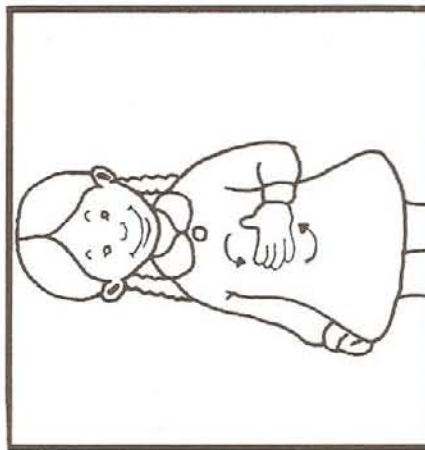


**Suggested Storyline for the 'm' sound:** The children tell the class what their favourite meal is. Each time a child describes their favourite meal, they rub their tummies and say *mmmmmmm*.

**Flash Card:** Teacher shows the letter 'm'.

**Action:** Children rub tummy and say *mmmmmmm*.

**Letter Formation:** Teacher shows how to form the letter 'm'. Children form the letter in the air.



## ACTION

Rub tummy, seeing tasty food,  
and say *mmmm*.

meal.

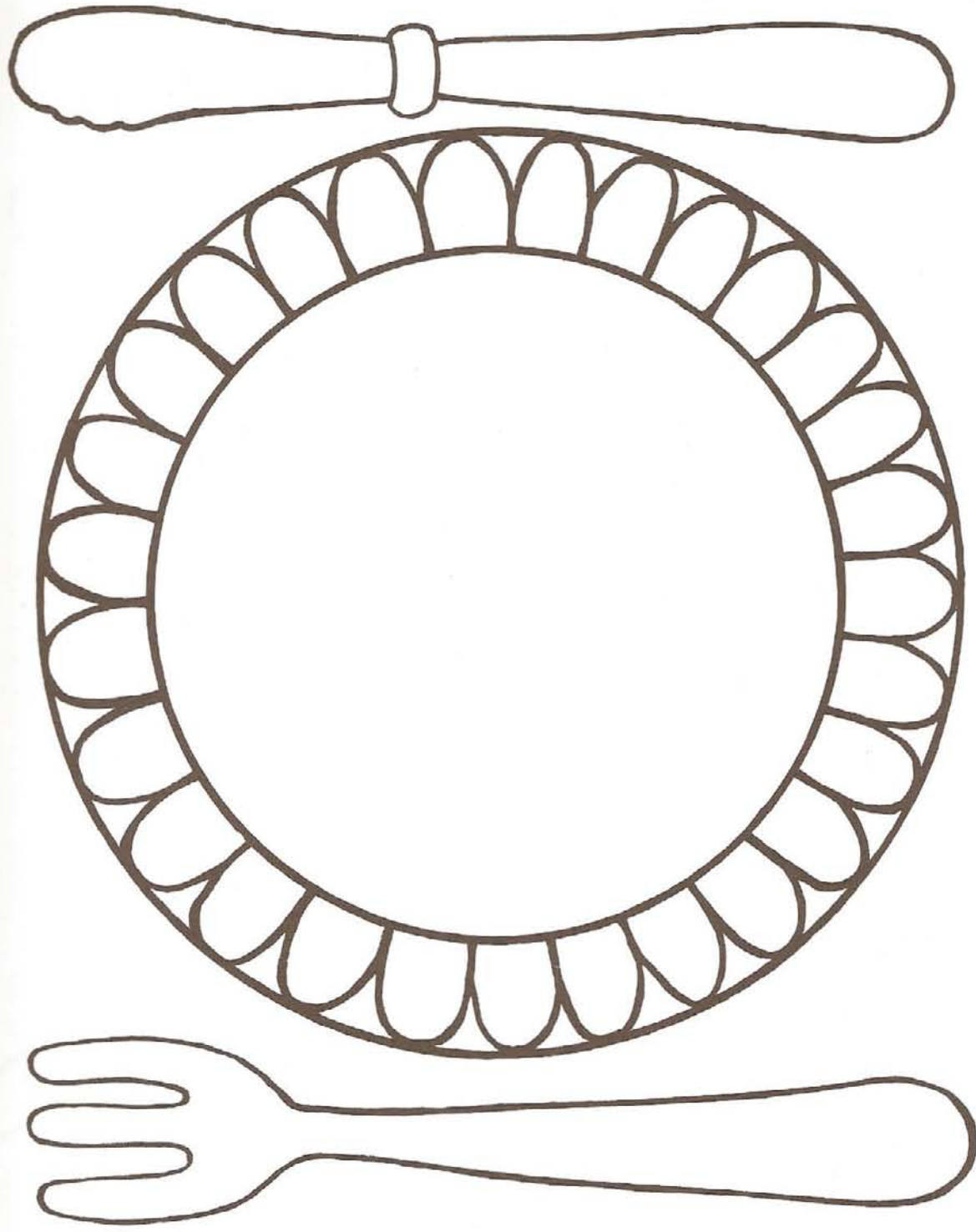
menu

man

summer

swim

Draw the letters dotted here:



**Suggested Storyline for the 'd' sound:** A child helps their older brother to clear out his old toys. At the back of the cupboard they find a drum. They start playing it, making a *d d d d d* sound.

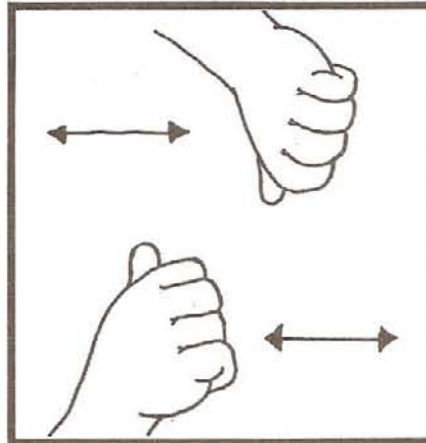
**Flash Card:** Teacher shows the letter 'd'.

**Action:** Children pretend to be playing a drum, moving hands up and down saying *d d d d d*.

**Letter Formation:** Teacher shows how to form the letter 'd'. Teacher tells the children that it is one of the letters that does not start at the top. It starts with a caterpillar 'c' and is a tall letter. Children form the letter in the air.



D d



**ACTION**

Pretend to hold drum sticks and beat up and down on a drum and say *d d d d*.

**drum**

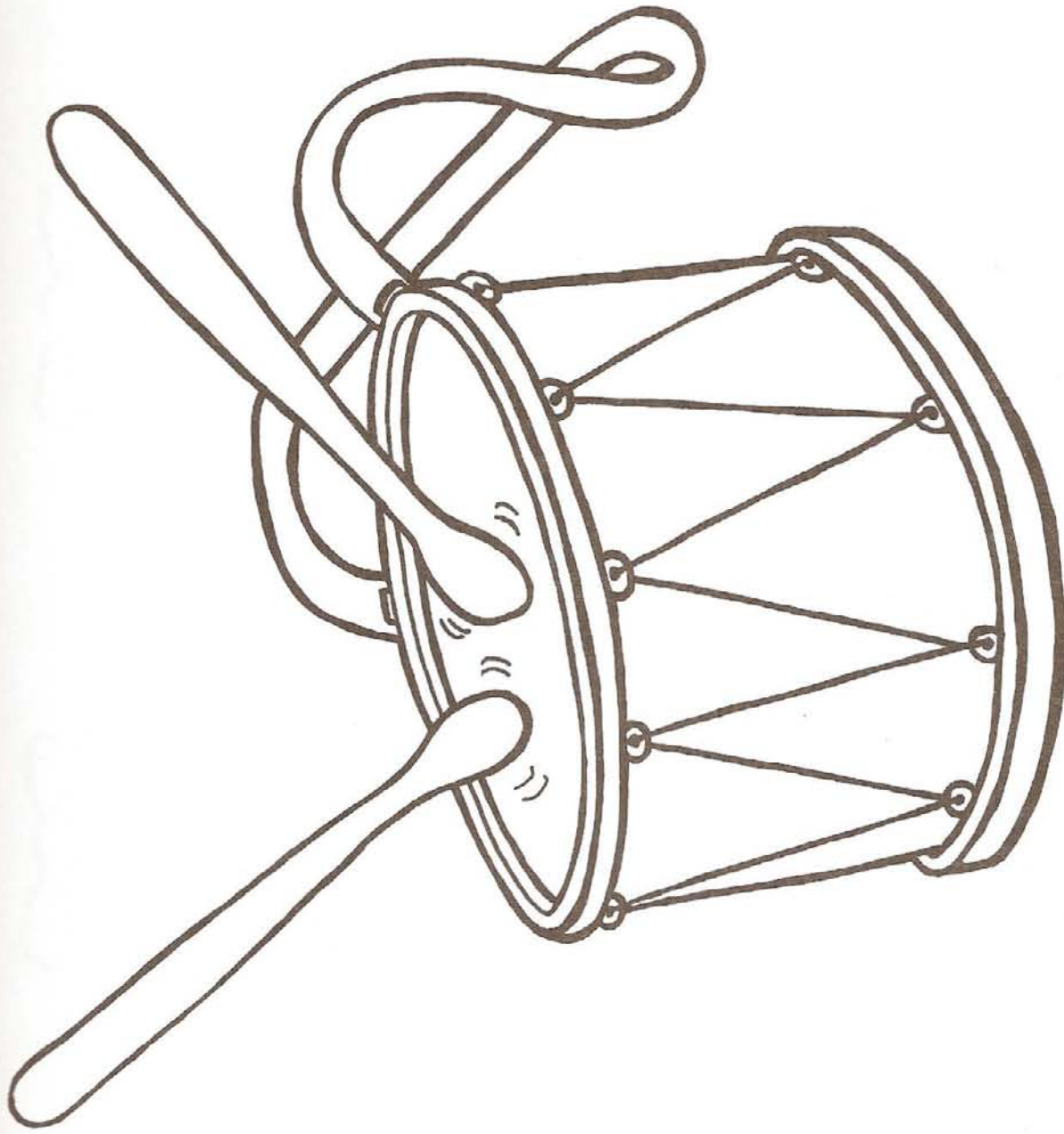
band

dog

sad

puddle

Draw the  
letters  
dotted here:



d d d d d

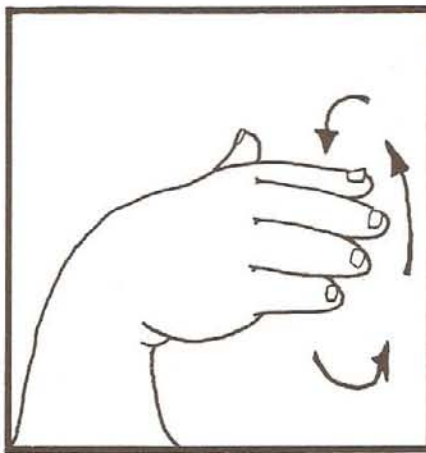
**Suggested Storyline for the 'g' sound:** A sink is blocked and full of water. A plumber is called. The sink is unblocked and as the water goes down it makes a gurgling sound *g g g g g g g*.

**Flash Card:** Teacher shows the letter 'g'.

**Action:** Children pretend their hand is the water going round and round down the drain saying *g g g g g g g g*.

**Letter Formation:** Teacher shows how to form the letter 'g' and tells the children it starts with a caterpillar 'c' and has a tail that goes under the line. Children form the letter in the air.

ᠰᠤᠨᠠᠨᠤᠯᠤᠰ

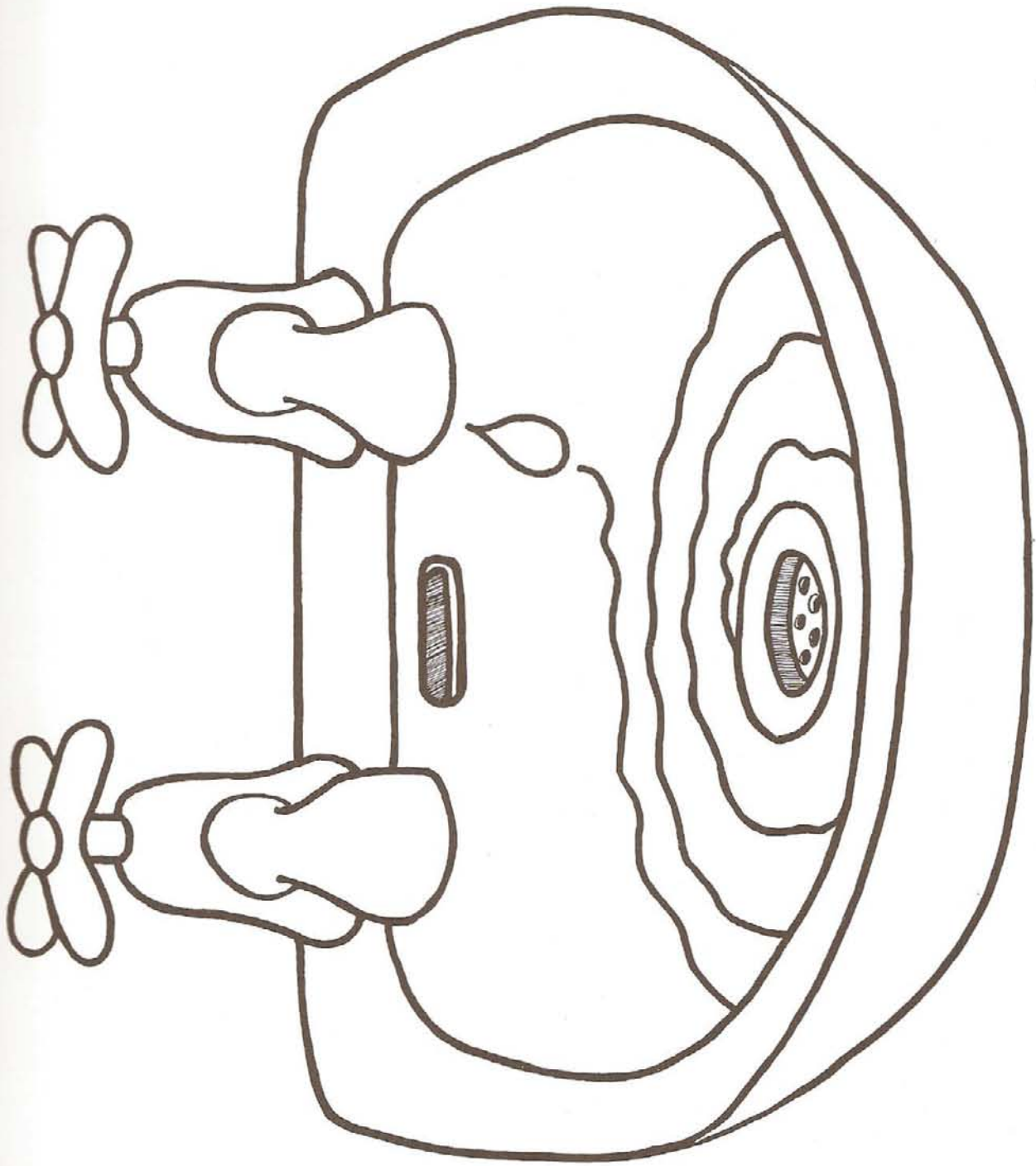


## ACTION

Spiral hand down as if water gurgling down a plug hole, and say *g, g, g, gurgle*.

glug  
gurgle  
goose  
girl  
leg

Draw the letters dotted here:





**Suggested Storyline for the short 'o' sound:** A family moves into a new house. In the new bedroom the children can reach the light switch from the bed. They play turning the light on and off saying *o o, o o, o o* - until they are stopped.

**Flash Card:** Teacher shows the letter 'o'.

**Action:** Children point finger, as if pushing the switch on and off saying *o o, o o, o o, o o*.

**Letter Formation:** Teacher shows how to form the letter 'o' and tells them it is another caterpillar 'c' letter. Children form the letter in the air.

**Further Phonics:** The teacher tells the children that 'o' is another vowel.

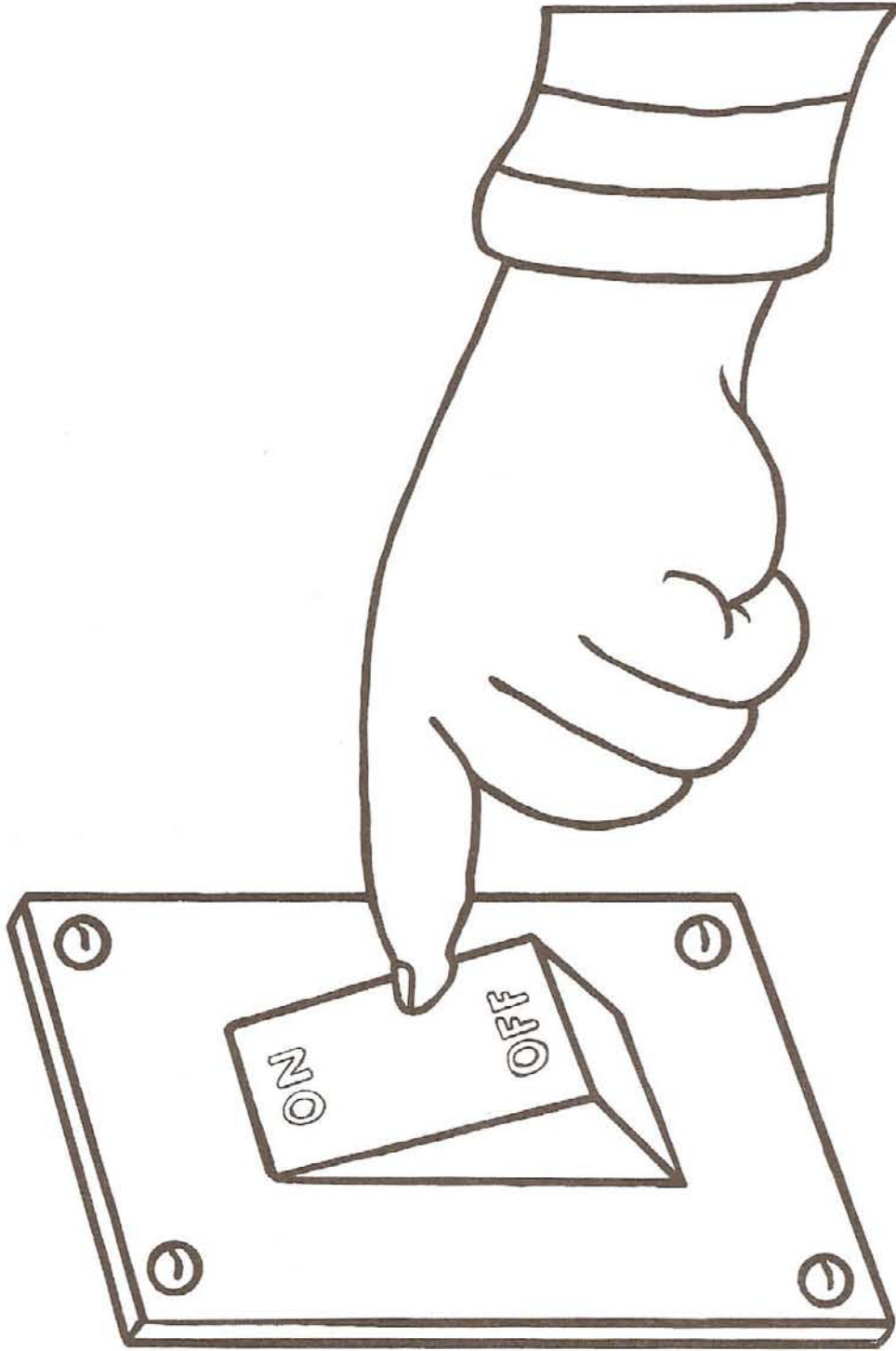
O o

short o

|                                                                                     |                                                                                          |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|  | <p><b>ACTION</b><br/>Imagine turning switch on and off, and say o, o; o, o; on, off.</p> |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|

**on off**  
octopus  
ostrich  
pond  
shop

Draw the  
letters  
dotted here:



O o o o o o o o

**Suggested Storyline for the short 'u' sound:** The family goes out for a walk on a very sunny day. One child insists on taking a new umbrella. Everybody laughs at the child, BUT during the day it does begin to rain. Up goes the umbrella. The child says *u up...u up....umbrella*. The child keeps dry - everybody else gets wet!

**Flash Card:** Teacher shows the letter 'u'.

**Action:** Children make upward motion with hand, as if putting up an umbrella saying *u u u u u u*.

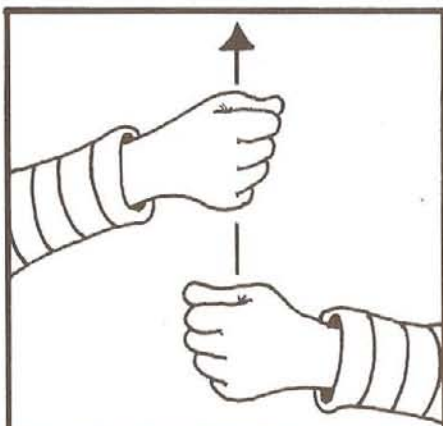
**Letter Formation:** Teacher shows how to form the letter 'u'. Children form the letter in the air.

**Further Phonics:** The teacher tells the children that 'u' is a vowel. Revise the five vowels - a, e, i, o, u.



# U u

short u

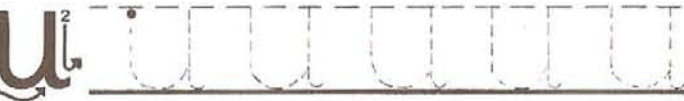


## ACTION

Keep one hand steady and raise the other, as if raising an umbrella, and say *u...u...u...up*.

up  
umbrella  
under  
sun  
jump

Draw the  
letters  
dotted here:



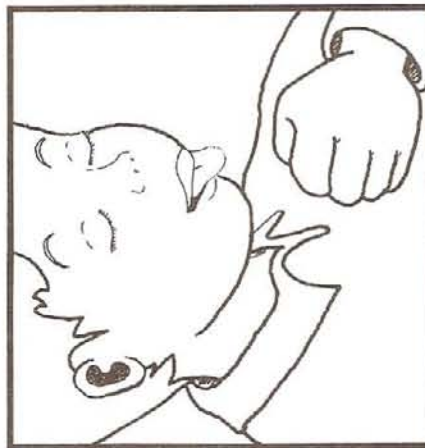
**Suggested Storyline for the 'l' sound:** It is a sunny day. Some children are playing in the park. They get hot and thirsty. They go and buy an iced lolly. They lick the lollies saying *l l l l lick, l l l l lolly.*

**Flash Cards:** Teacher shows the letter 'l'.

**Action:** Children put out their tongues, pretending to be licking a lolly saying *l l l l l l l l.*

**Letter Formation:** Teacher shows how to form the letter 'l' and tells the children it is a tall letter. Children form the letter in the air.

# L



### ACTION

Pretend to lick a lolly, saying  
*lllll*.

**lolly**

lick

lemon

spell

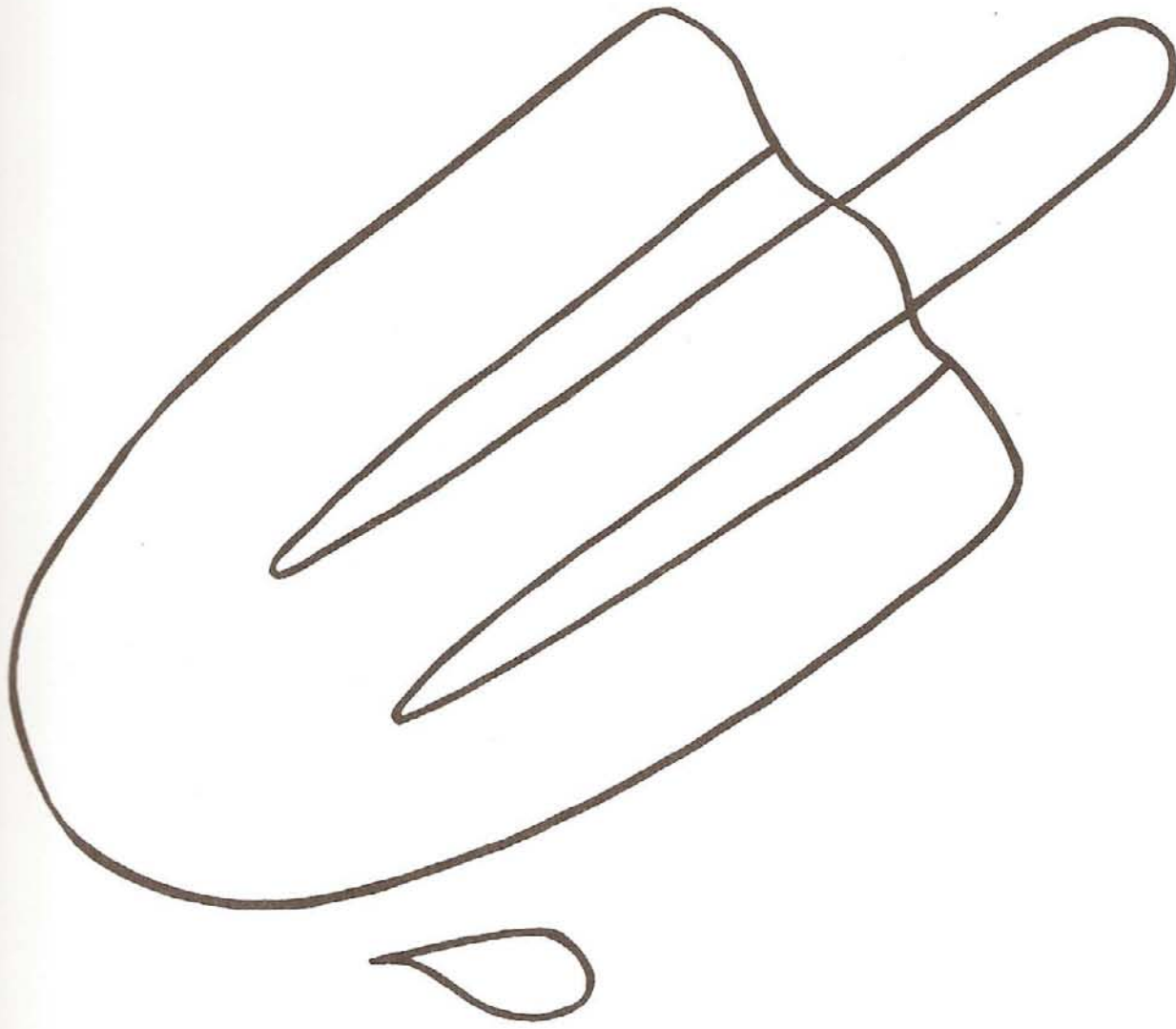
slug

Draw the  
letters  
dotted here:

**L**

l l l l l

l l l l l





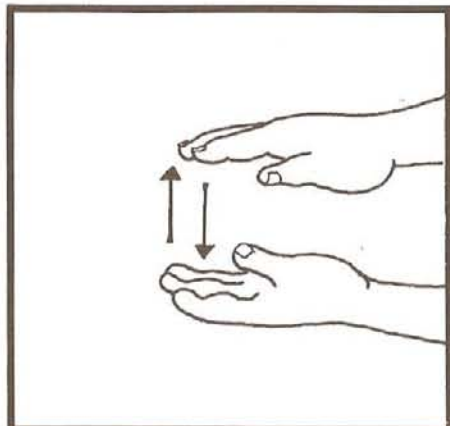
**Suggested Storyline for the 'f' sound:** Some children are given a big inflatable fish that floats on water. They take it to the beach. Their father holds onto the fish while the children play on it. Suddenly they hear a *ffffff* sound and the fish begins to deflate.

**Flash Card:** Teacher shows the letter 'f'.

**Action:** Children bring their hands together as if the fish is deflating making a *ffffff* sound.

**Letter Formation:** Teacher shows how to form the letter 'f' and tells the children it is a tall letter that also goes under the line. Children form the letter in the air.

# F f

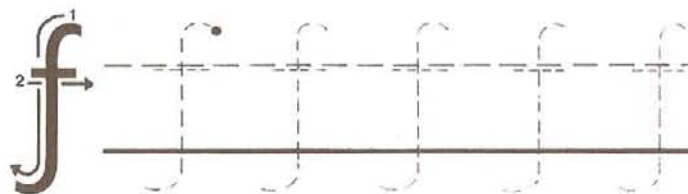
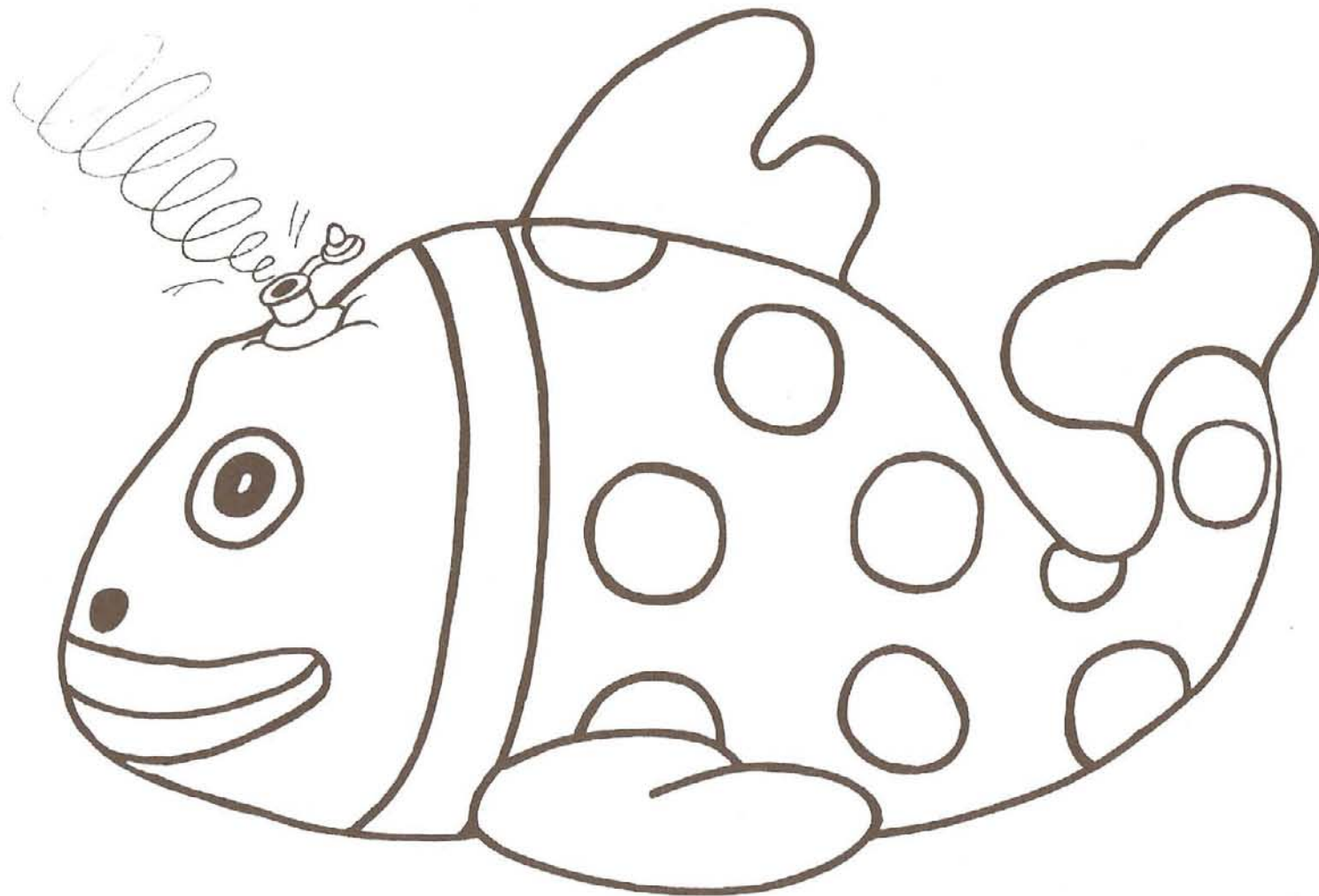


## ACTION

Place one hand above the other, lower the top hand as if inflatable fish is deflating, and say *ffffffff*.

**fish**  
flat  
fun  
soft  
sniff

Draw the  
letters  
dotted here:



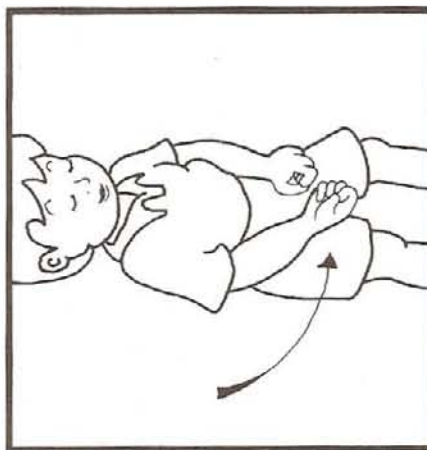
**Suggested Storyline for the 'b' sound:** Some children go to the park and play ball. As the bat hits the ball it makes a *b* sound.

**Flash Card:** Teacher shows the letter 'b'.

**Action:** Children pretend to hold a bat and hit a ball saying *b b b*. Show them the correct formation of the letter by thinking of the downstroke of the *b* as the bat and the round part of the *b* as the ball. They hit the ball along the line, with the bat, when writing.

**Letter Formation:** Teacher shows how to form the letter 'b' and tells them it is another tall letter. Children form the letter in the air.





## ACTION

Place hands together as if batting a ball, and say  $b, b, b$ .

bat

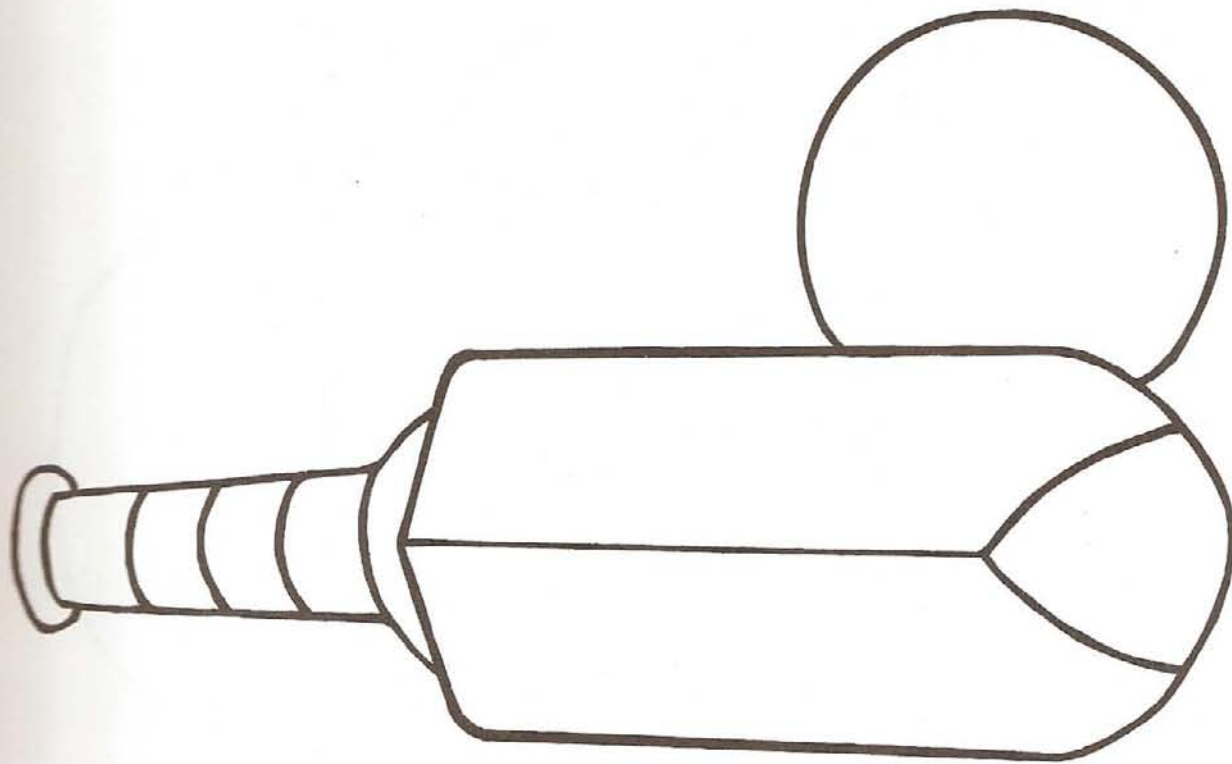
ball

belt

tubby

crab

Draw the letters dotted here:



**Suggested Storyline for the 'ai' sound:** A child cannot hear well. She keeps saying '*ai*'. Her mother takes her to the doctor. The wax in her ears is removed, so there are no more *ai*'s!

**Flash Cards:** Teacher shows the letters '*ai*'.

**Action:** The children cup their hand over their ear and say *ai*.

**Letter Formation:** This is a good time to introduce joined up writing. This and the other digraphs can be joined to reinforce the idea that although there are two letters there is only one sound.

**Further Phonics:** The alphabet can be used to introduce letter names. The children are told that vowels can use their names as a sound. This generally happens when there are two vowels. The teacher can use the phrase 'when two vowels go walking the first does the talking' (as described on page 21).

The long 'a' vowel has two other main ways of being written:

a-e .... as in cake, late, fame, same, shape, etc.

ay .... as in day, play, stay, way, etc. This is really the '*ai*' but because it usually comes at the end, the '*i*' changes to a '*y*'.

# ai

long a



## ACTION

Cup hand over ear, as if hard of hearing, and say *ay?*

**aim**

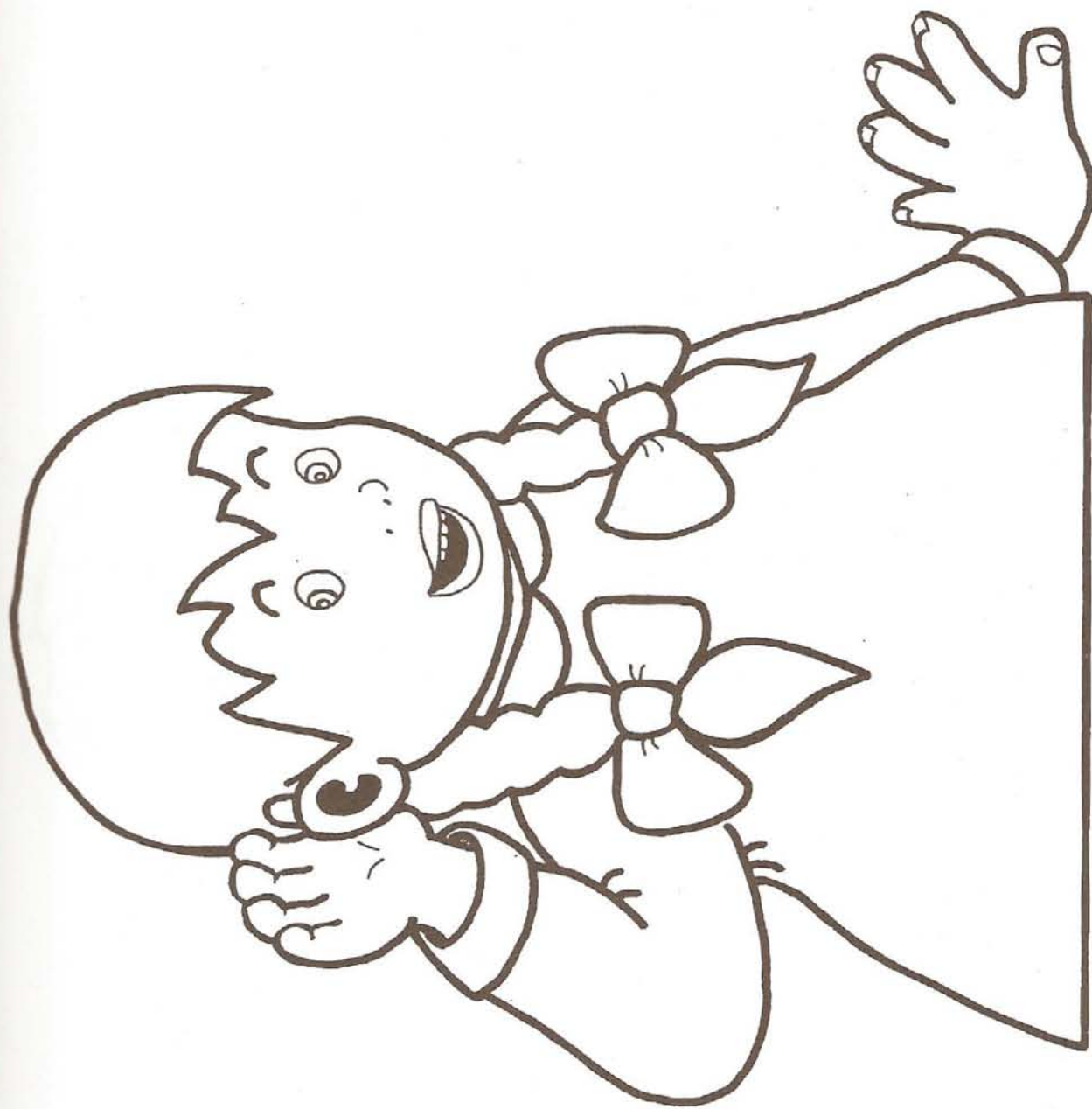
snail

rain

pain

train

Draw the  
letters  
dotted here:



ai ai ai ai ai



**Suggested Storyline for the 'j' sound:** Mum has made some jelly for tea. When it is ready she tips it on to a plate. Bee and Snake wobble like the jelly saying *j j j j j jelly*.

**Flash Card:** Teacher shows the letter 'j'.

**Action:** The children pretend to be the jelly. They wrap arms round their body saying *j j j j j j j j j j*.

**Letter Formation:** Teacher shows how to form the letter 'j' and tells the children that it is not a tall letter, but has a tail under the line. Children form the letter in the air.



## ACTION

Pretend to be a jelly, and wobble, saying *j, j, j, jelly*.

jelly

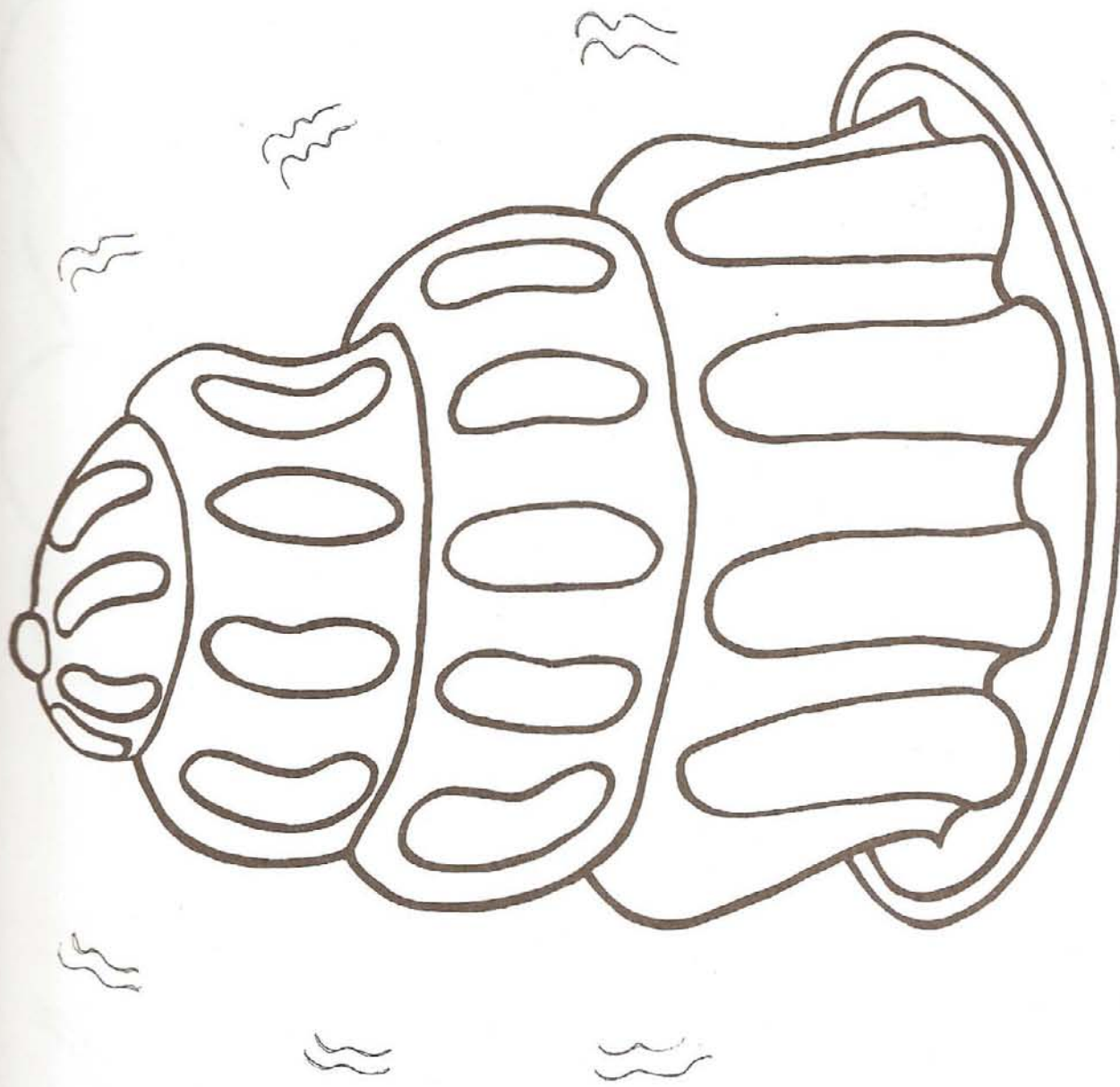
jump

jet

bni

jam

Draw the letters dotted here:



**Suggested Storyline for the 'oa' sound:** It is a windy day. An oak tree falls on a goat. Some passing children say *oa, oa* poor goat. The farmer frees the goat.

**Flash Card:** Teacher shows the letters 'oa'.

**Action:** Children see the goat. They put their hand over their mouth and say *oa, oa*.

**Further Phonics:** The long 'o' vowel has three other main ways of being written:

o-e .... bone, stone, home, phone, etc.

oe .... toe, hoe, doe, foe, etc.

ow .... pillow, follow, snow, slow, marrow, etc.



# oa

long o



## ACTION

Bring hand up to mouth as if seeing something go wrong, and say *oh!*

**oak**

goat

coat

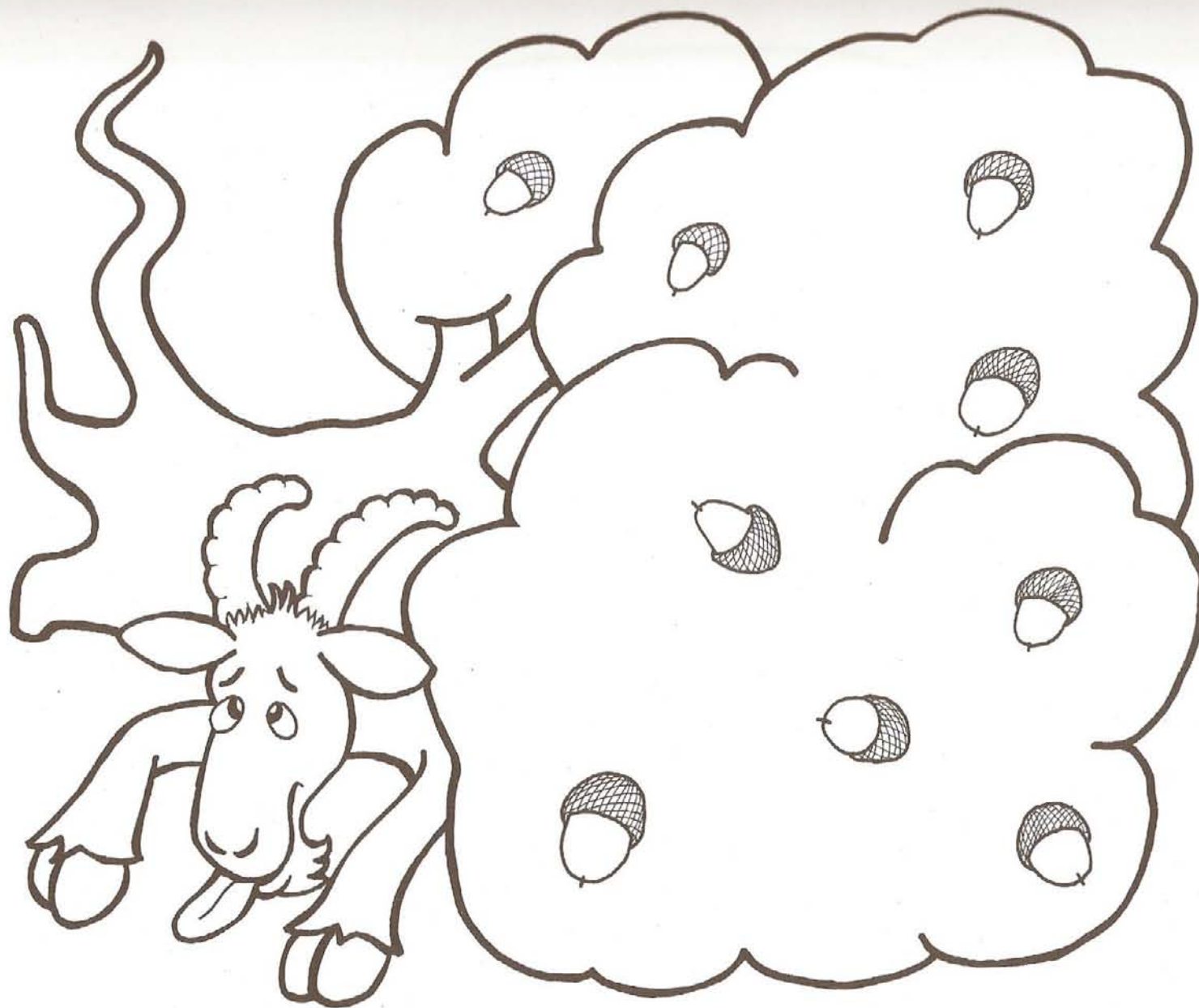
soak

toast

Draw the  
letters  
dotted here:

oa

oa oa oa oa oa



**Suggested Storyline for the 'ie' sound:** A child goes to a fancy dress party in a sailor suit. The child stands to attention and salutes saying: *ie ie*.

**Flash Card:** Teacher shows the letters 'ie'.

**Action:** Children pretend to be the sailor and salute saying: *ie ie*.

**Further Phonics:** The long 'i' vowel has three other main ways of being written:

i-e .... like, bike, size, wipe, etc.

y .... my, try, fry, cycle, etc.

igh .... right, night, bright, sight, etc.

**ie**

*long i*



**ACTION**

Stand to attention and salute,  
saying *aye aye*.

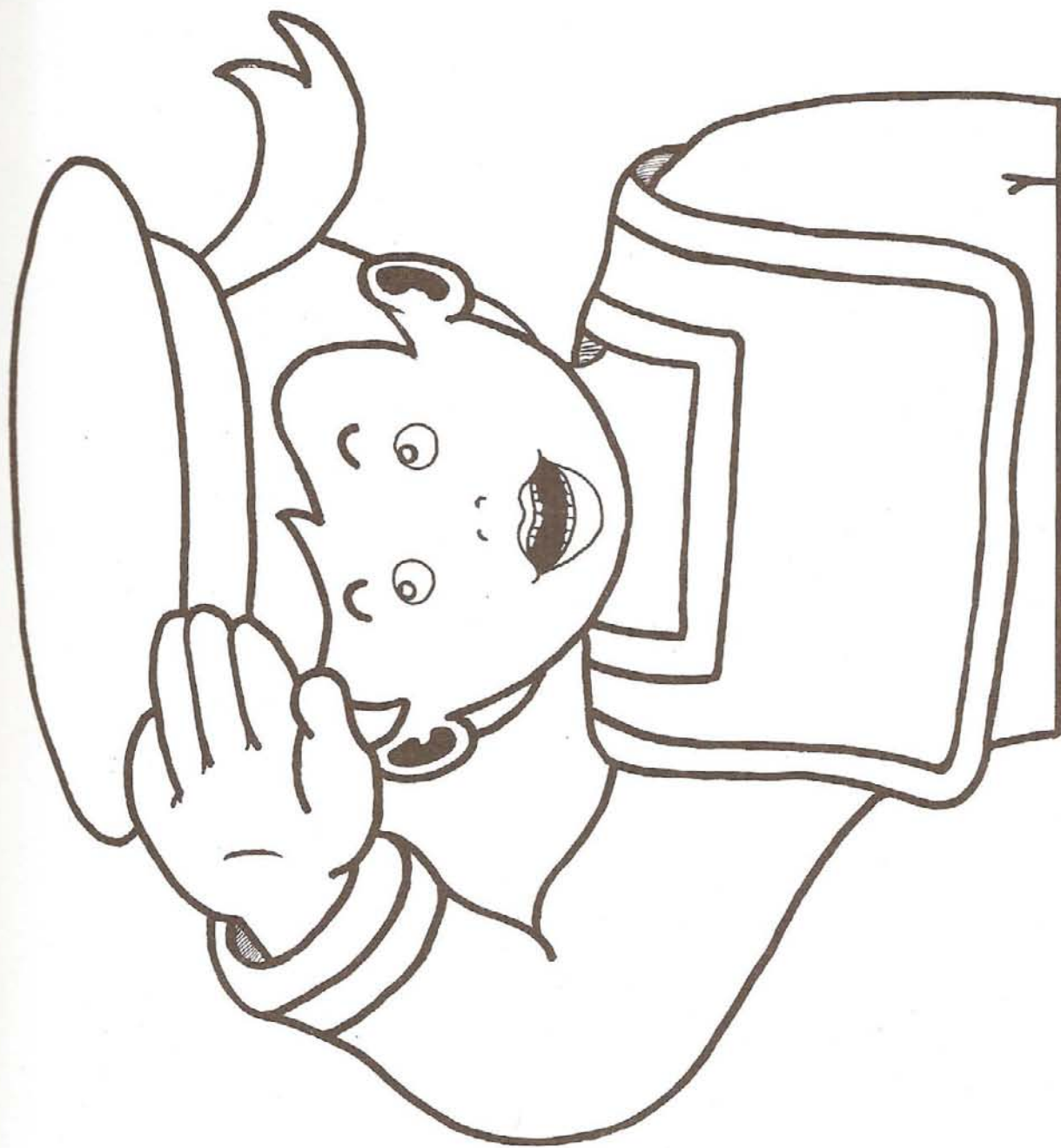
**tie**

**pie**

**die**

**lie**

Draw the  
letters  
dotted here:



**ie** *ie ie ie ie ie*



**Suggested Storyline for the sounds 'ee' and 'or':** A donkey lives in a field. Some children take him carrots. The donkey greets them by saying *ee or*.

**Flash Card:** Teacher shows the letters 'ee' and 'or'.

**Action:** Ensure that the children recognise these as separate sounds. Children pretend their hands are the donkey's ears, their hands are straight up for the *ee* and bent down for the *or*, saying *ee or, ee or*.

**Further Phonics:** The long 'e' vowel has one other main way of being written:

ea .... peas, dream, cream, stream, etc.

The 'or' sound has three other main ways of being written:

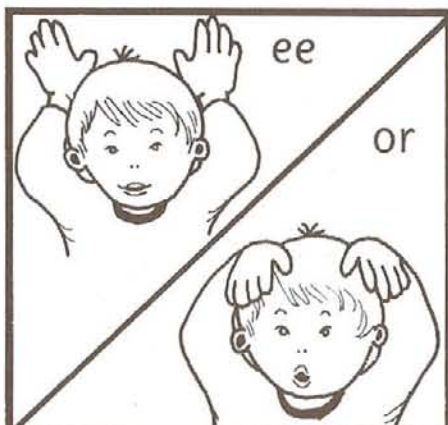
au .... August, Autumn, sauce, haul, etc

aw .... jaw, yawn, shawl, raw, etc.

al .... talk, walk, chalk, ball, etc.

# ee or

long e and the 'or' sound



## ACTION

Pretend to be a donkey braying,  
and saying eeyore, eeyore.

bee

see

sheep

feet

tree

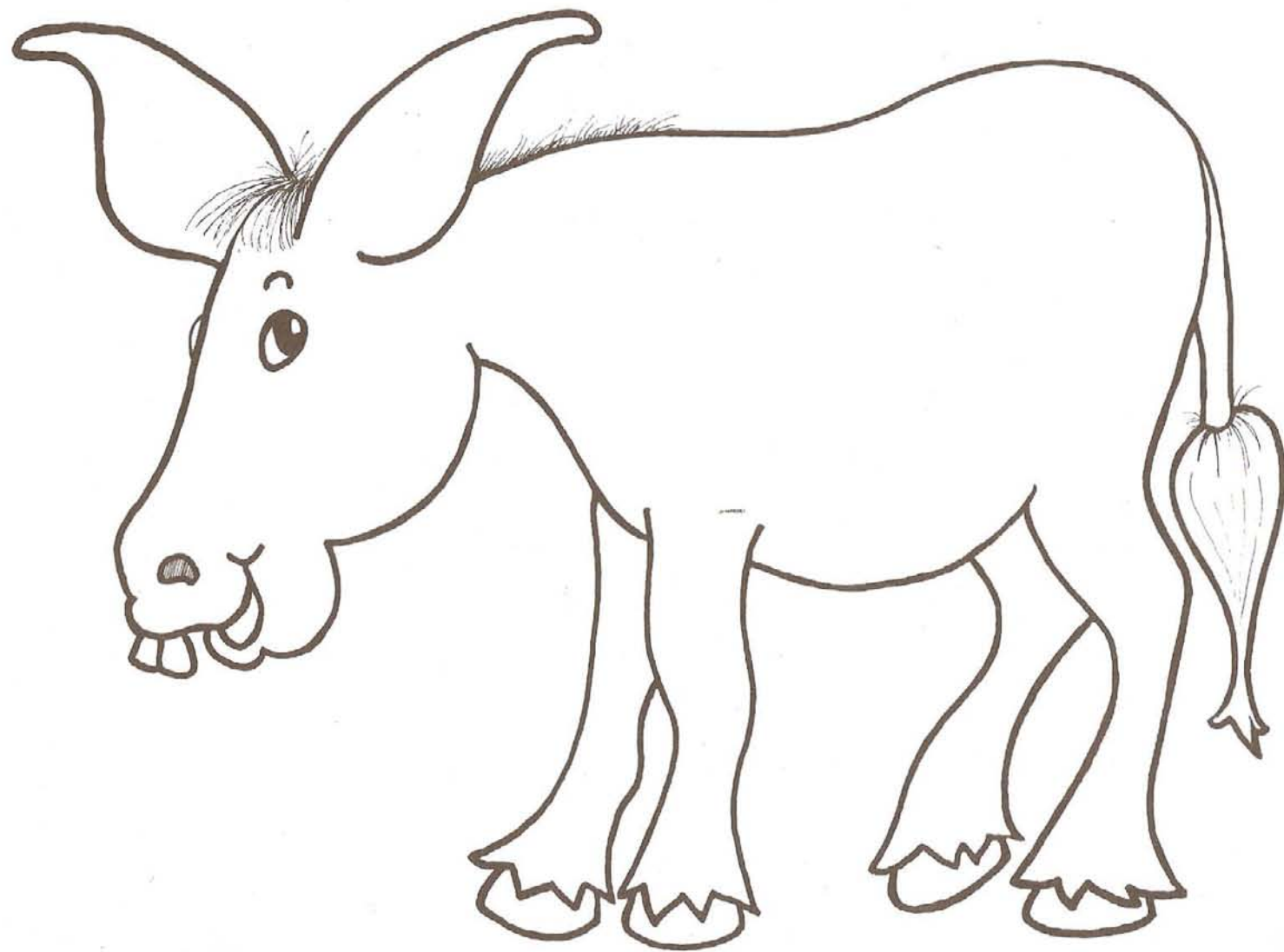
fork

short

torch

corn

storm



ee

ee ee ee ee

or

or or or or

**Suggested Storyline for the 'z' sound:** Bees fly around in the garden. They go from flower to flower. Every time they fly they make a zzzzzzzzzzzz sound.

**Flash Card:** Teacher shows the letter 'z'.

**Action:** Children pretend to be bees by keeping their elbows in and flapping their arms up and down saying zzzzzzzzzzzz.

**Letter Formation:** Teacher shows how to form the letter 'z'. Children form the letter in the air.





## ACTION

Pretend to be a bee, with elbows in, and hands flapping, saying ZZZZZZZZZZZZ.

zebra

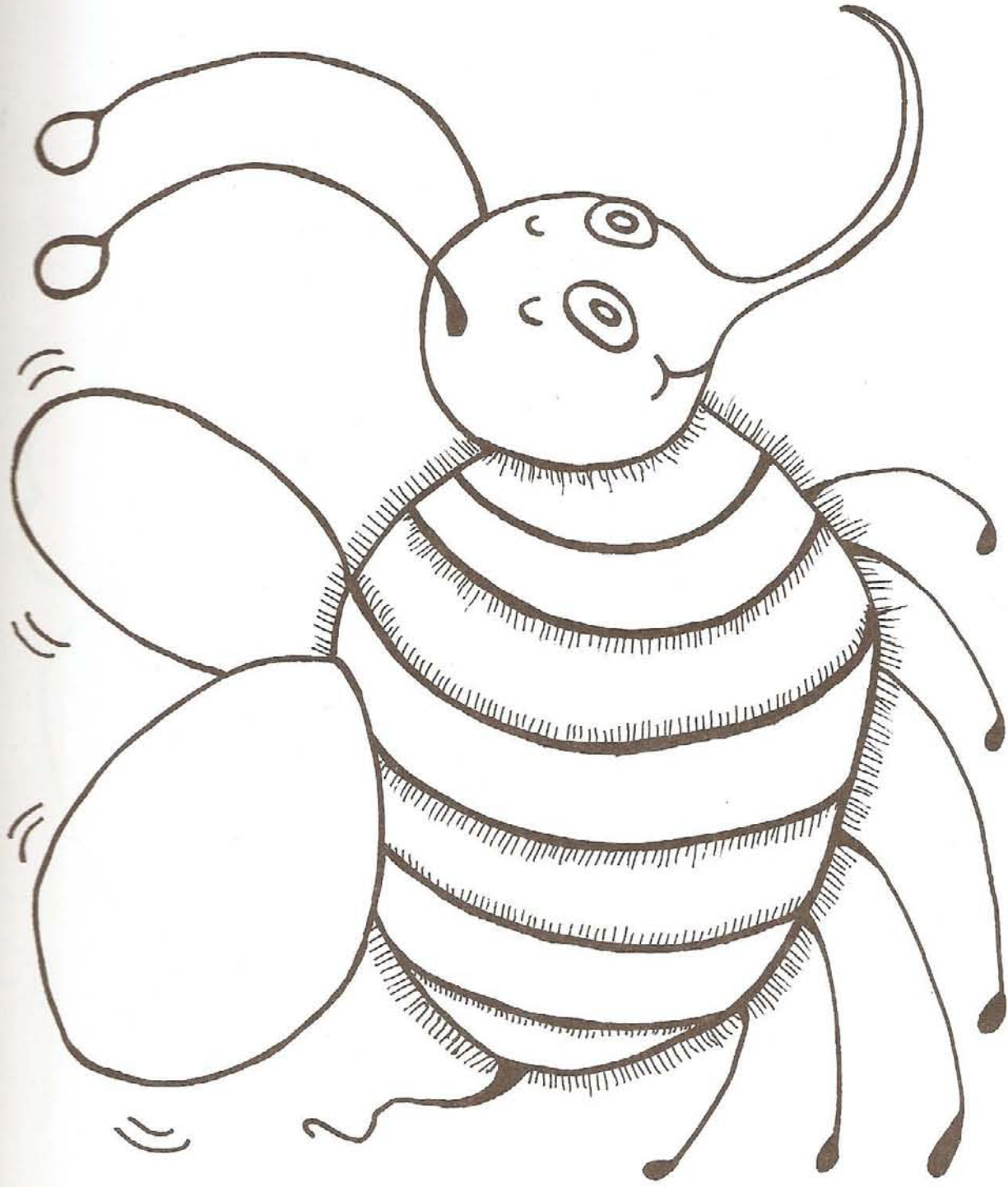
zznq

200

zip

fizzy

Draw the letters dotted here:



**Suggested Storyline for the 'w' sound:** Tell Aesop's Fable of 'The Wind and the Sun'. The West wind said "I will get the man to take his coat off" and blew and blew. The man held onto his coat. Then the Sun shone brighter and hotter, until the man took off his coat.

**Flash Card:** Teacher shows the letter 'w'.

**Action:** Children cup hands and blow on to them saying *wwwwww*.

**Letter Formation:** Teacher shows how to form the letter 'w'. Children form the letter in the air.

**Further Phonics:** The 'w' sound has another way of being written:

wh .... white, whale, whip, wheel, etc., plus the six question words:

wh .... when, where, what, why, who (silent 'w') and which.



## ACTION

Blow onto open hand like the  
wind, repeating *wh, wh, wh*.

wind

wet

west

windmill

swift

Draw the letters dotted here:





**Suggested storyline for the 'ng' sound:** Some children are watching weightlifting on television. They laugh at the strange faces and noises. Then they pretend they are weightlifters, using brooms and pulling a face, and say *ngngngng*.

**Flash Card:** Teacher shows the letters 'ng'.

**Action:** Children pretend to be lifting a heavy weight and say *ngngngng*.

**Further Phonics:** Where there is a 'k' sound after an 'ng' sound, it is written as 'nk', as in 'bank, sunk, blink', etc.

# ng



## ACTION

Pretend to be a weightlifter, bringing arms above head, and say *ng*....

**strong**

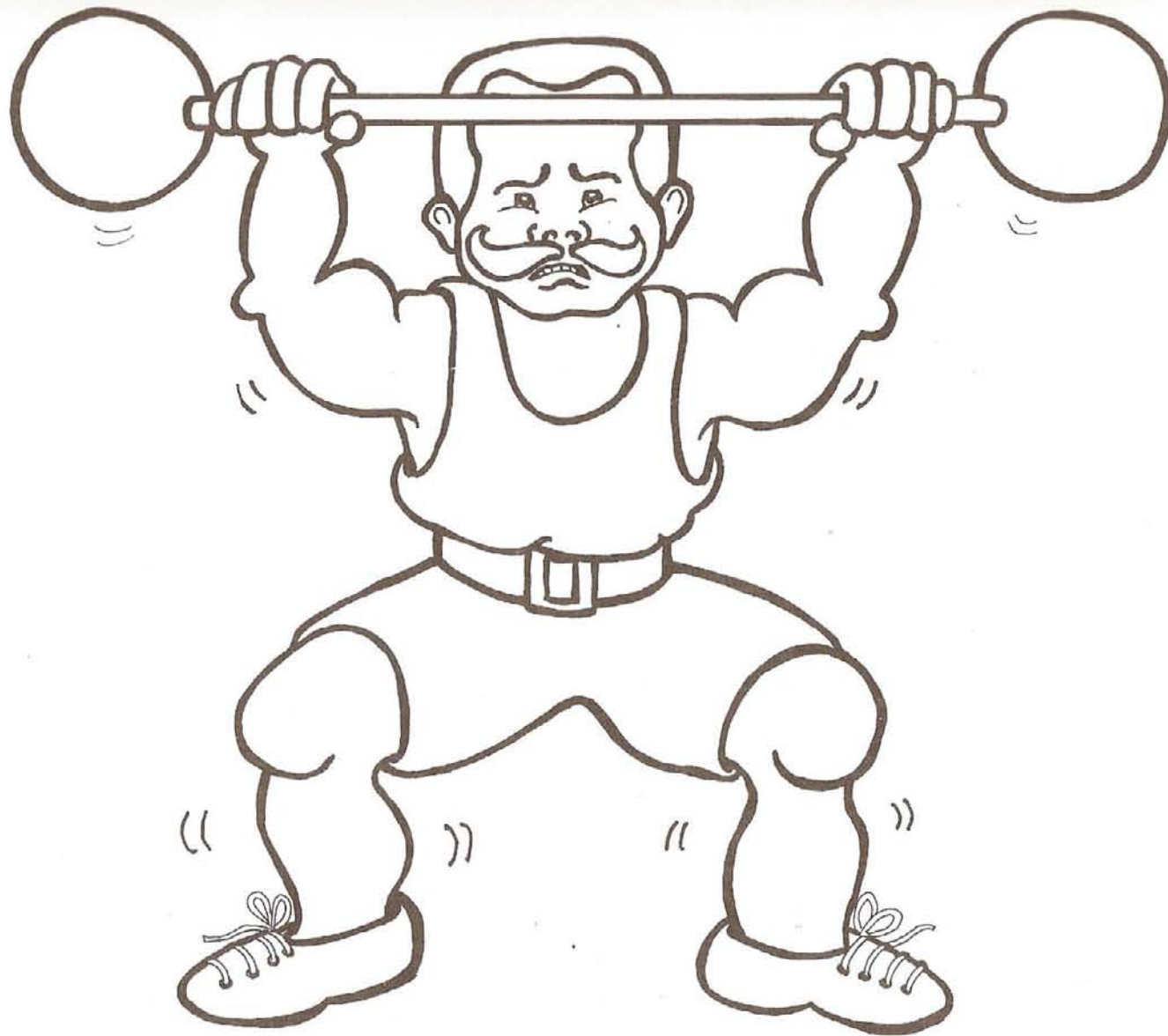
ring

song

string

bang

Draw the  
letters  
dotted here:



**ng**

ng ng ng ng

**Suggested Storyline for the 'v' sound:** Uncle Vic arrives in a van and asks if the children would like to come with him to pick up some people from the station. He drives around dropping people off at their houses. As he drives, the children make a *vvvvvvvv* sound.

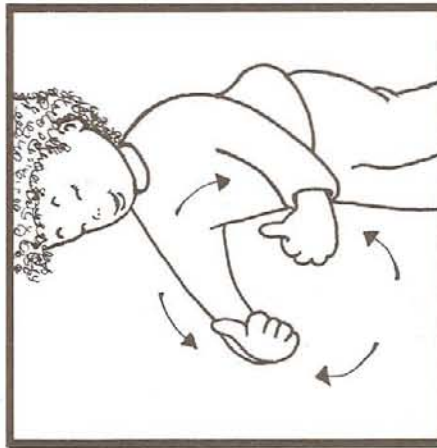
**Flash Card:** Teacher shows the letter 'v'.

**Action:** Children pretend to be driving, holding the steering wheel and saying *vvvvvvvvvvvvvvvv*.

**Letter Formation:** Teacher shows how to form the letter 'v'. Children form the letter in the air.



# V V



## ACTION

Pretend to be driving along in a van, saying vvvvv.

**van**

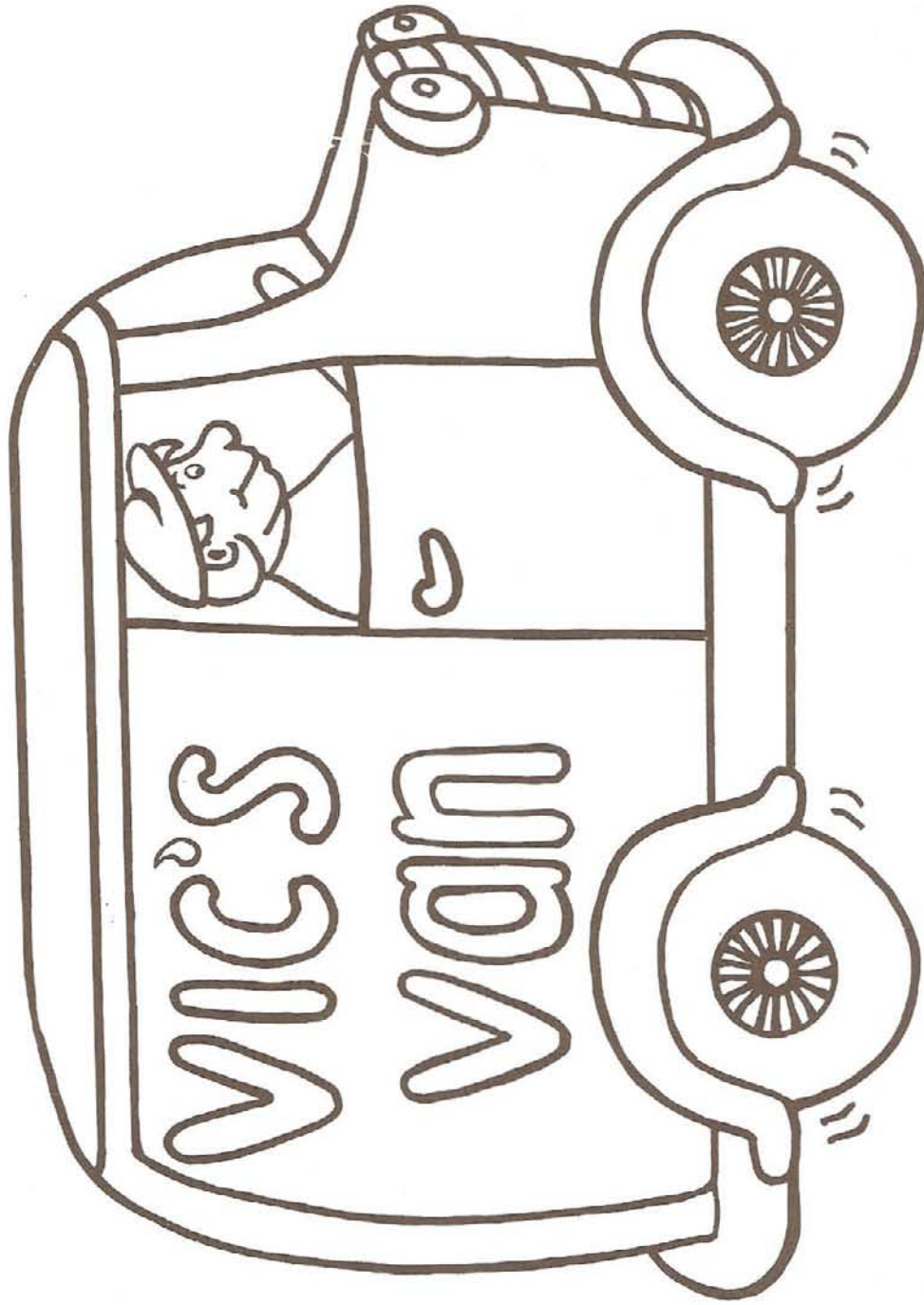
vest

vet

very

drive

Draw the  
letters  
dotted here:



**Suggested Storyline for the little 'oo' and long 'oo' sounds:** Some children are visiting a house. They see a cuckoo clock on the wall. It is nearly 3 o'clock. They wait to see what happens. As it strikes three the cuckoo pops in and out of the clock saying oo oo, oo oo.

**Flash Card:** Teacher shows the little 'oo' and long 'oo' letters.

**Action:** Children pretend to be the cuckoo poking its head in and out of the clock saying oo oo, oo oo.

**Further Phonics:** Initially these two sounds are written slightly differently. The little 'oo', as in 'foot', has been compressed, so that children can tell the difference. The children can be told that in books the two 'oo's are the same size. They simply have to try blending both sounds to see which one gives them the word.

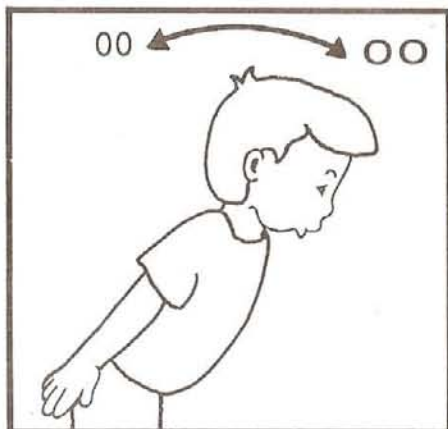
The little 'oo' sound has another main way of being written:  
u .... cuckoo, put, pull, pudding, etc.

The long 'oo' sound has three other ways of being written:  
u-e .... rude, June, flute, rule, etc.  
ue .... blue, clue, glue, true, etc.  
ew .... blew, yew, flew, screw, etc.

oo

oo

Little and long oo



### ACTION

Imagine being the cuckoo in a cuckoo clock, jutting head forward and back, saying the call of the cuckoo: u, oo; u, oo.

cook

book

look

hook

took

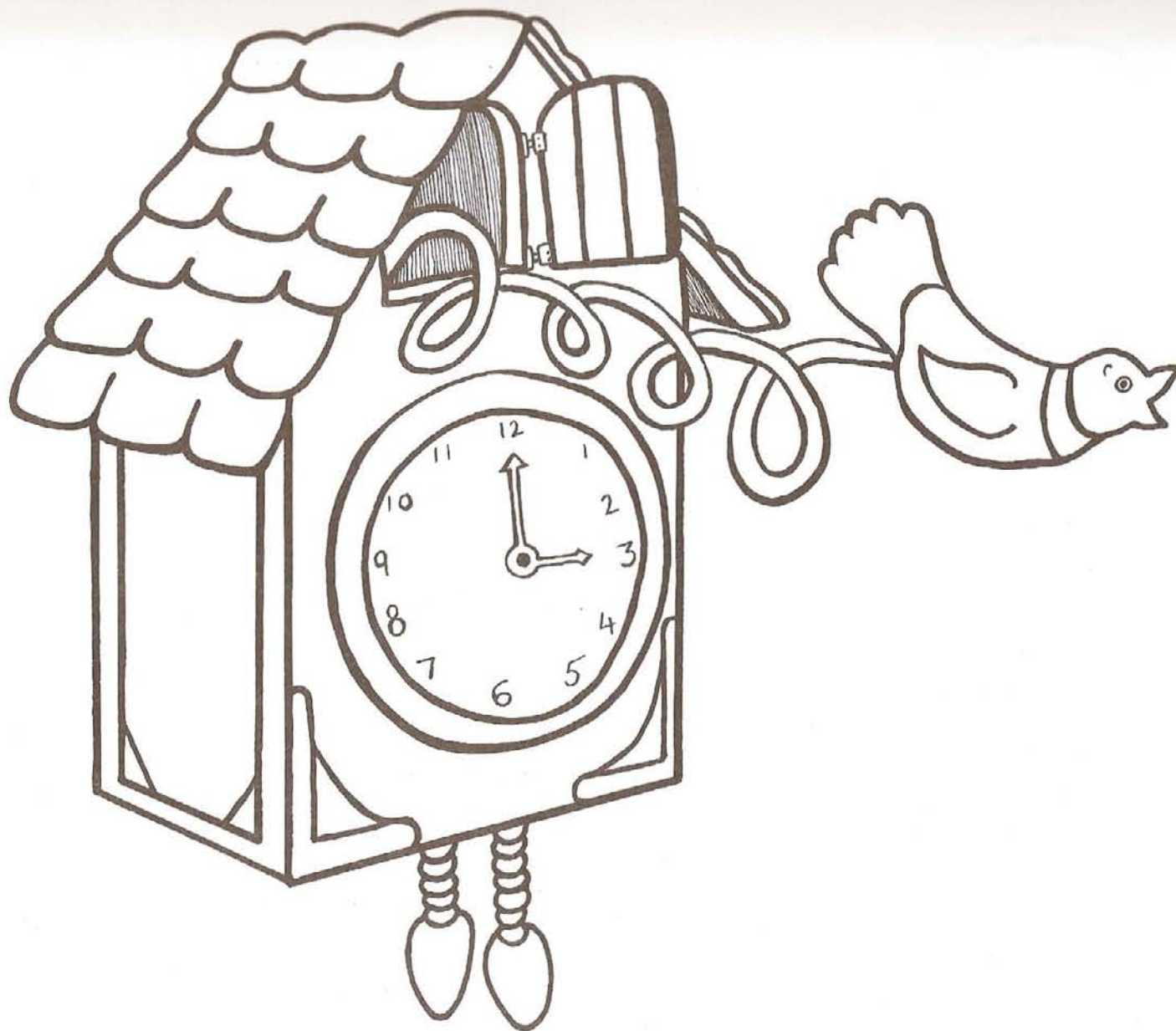
coo

moon

soon

shoot

tooth



oo





**Suggested Storyline for the 'y' sound:** A family goes shopping. The children choose a yellow yogurt to have after dinner. They eat the yogurts saying *yyyyyyummy*, *yyyyyyellow*, *yyyyyyogurt*.

**Flash Card:** Teacher shows the letter 'y'.

**Action:** Children pretend to eat yogurt. With each spoonful they say *y y y y y*.

**Letter Formation:** Teacher shows how to form the letter 'y' and tells the children that it has a tail that goes under the line. Children form the letter in the air.

**Further Phonics:** The letter 'y' is a consonant as in yellow, you, yell, yap, etc. It can also be a short or long 'i' vowel:

short i .... baby, funny, pyramid, etc.

long i .... fly, my, sly, scythe, etc.

תכ



## ACTION

Pretend to eat yogurt from a spoon, saying *y, y, yogurt*, with each spoonful.

yogurt

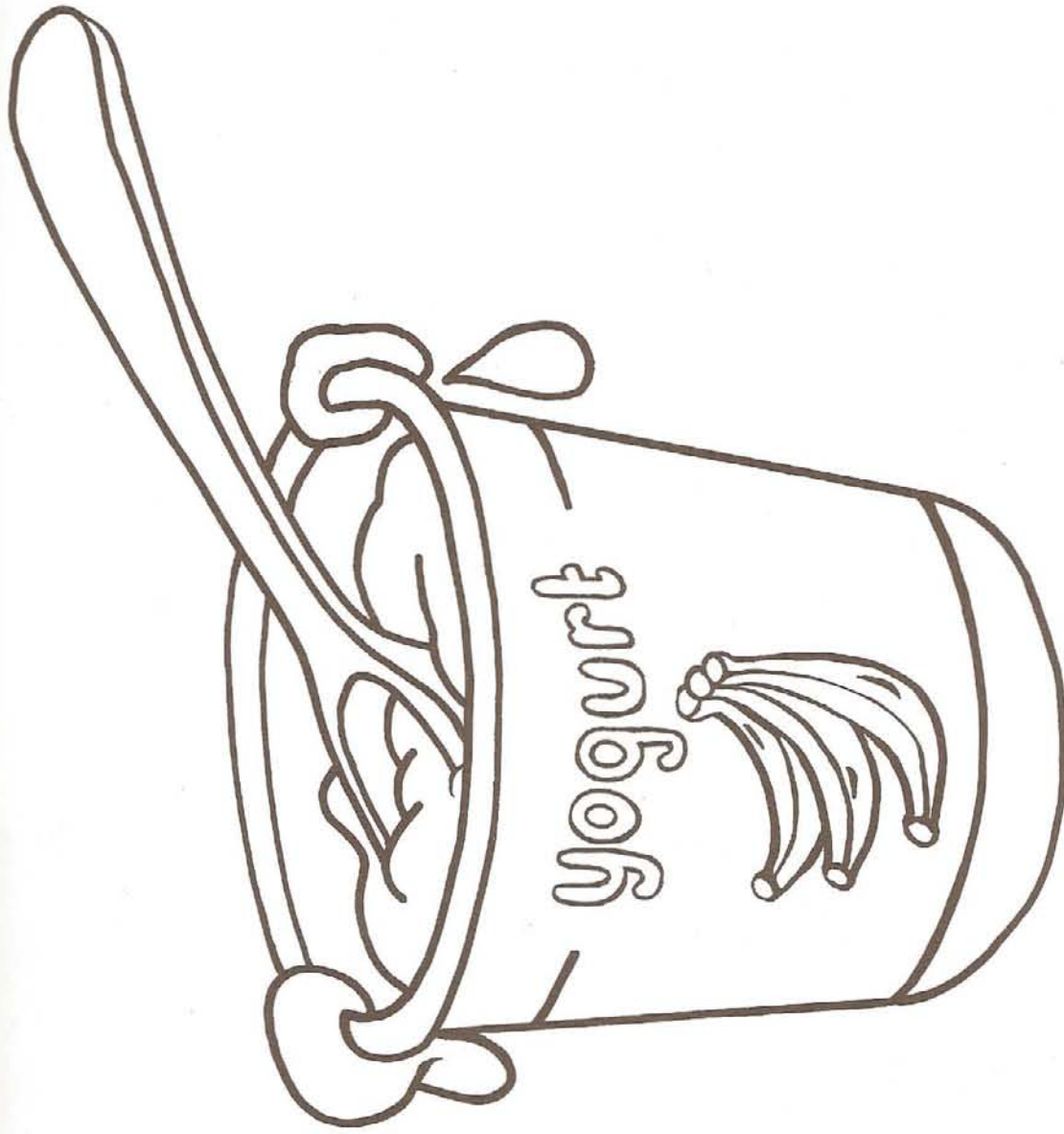
yellow

yo-yo

yes

yard

Draw the letters dotted here:



Handwriting practice lines with the letter 'D' repeated multiple times for tracing and writing practice.

**Suggested Storyline for the 'x' sound:** A child has fallen and hurt their hand. They have an x-ray taken to see if a bone has been broken.

**Flash Card:** Teacher shows the letter 'x'.

**Action:** The children pretend to take an x-ray picture, pointing the camera and saying *ks, ks*. The children can be told that the letter 'x' makes two sounds, *k-s*.

**Letter Formation:** Teacher shows how to form the letter 'x'. Children form the letter in the air.



# X x



## ACTION

Pretend to take an x-ray with an x-ray camera, saying *ks, ks, ks*.

**x-ray**

fox

six

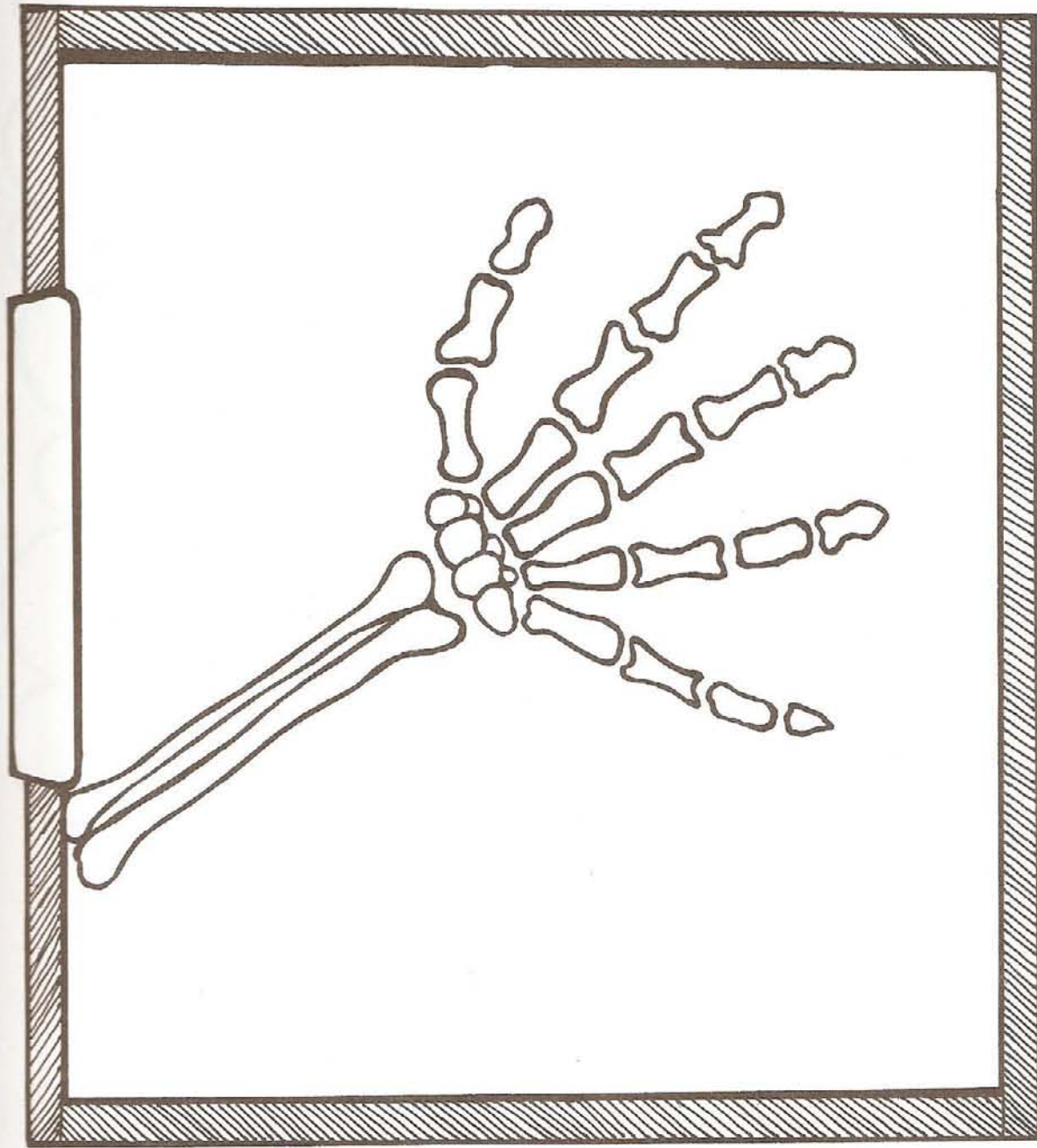
box

mix

Draw the  
letters  
dotted here:

X

x x x x x x x x x x

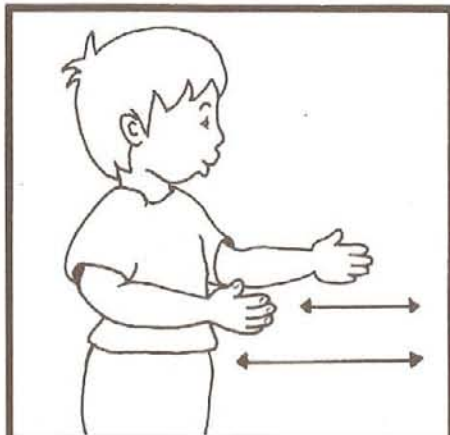


**Suggested Storyline for the 'ch' sound:** Some children see pictures of old steam trains in a book. They play trains in the garden going along saying *ch ch ch ch ch*.

**Flash Card:** Teacher shows the letters 'ch'.

**Action:** Children pretend to be a steam train and move bent arms backwards and forwards saying *ch ch ch ch ch*.

# ch



## ACTION

Pretend to be a steam train,  
moving the arms like piston rods,  
and saying *ch...ch...ch*.

**choo-choo**

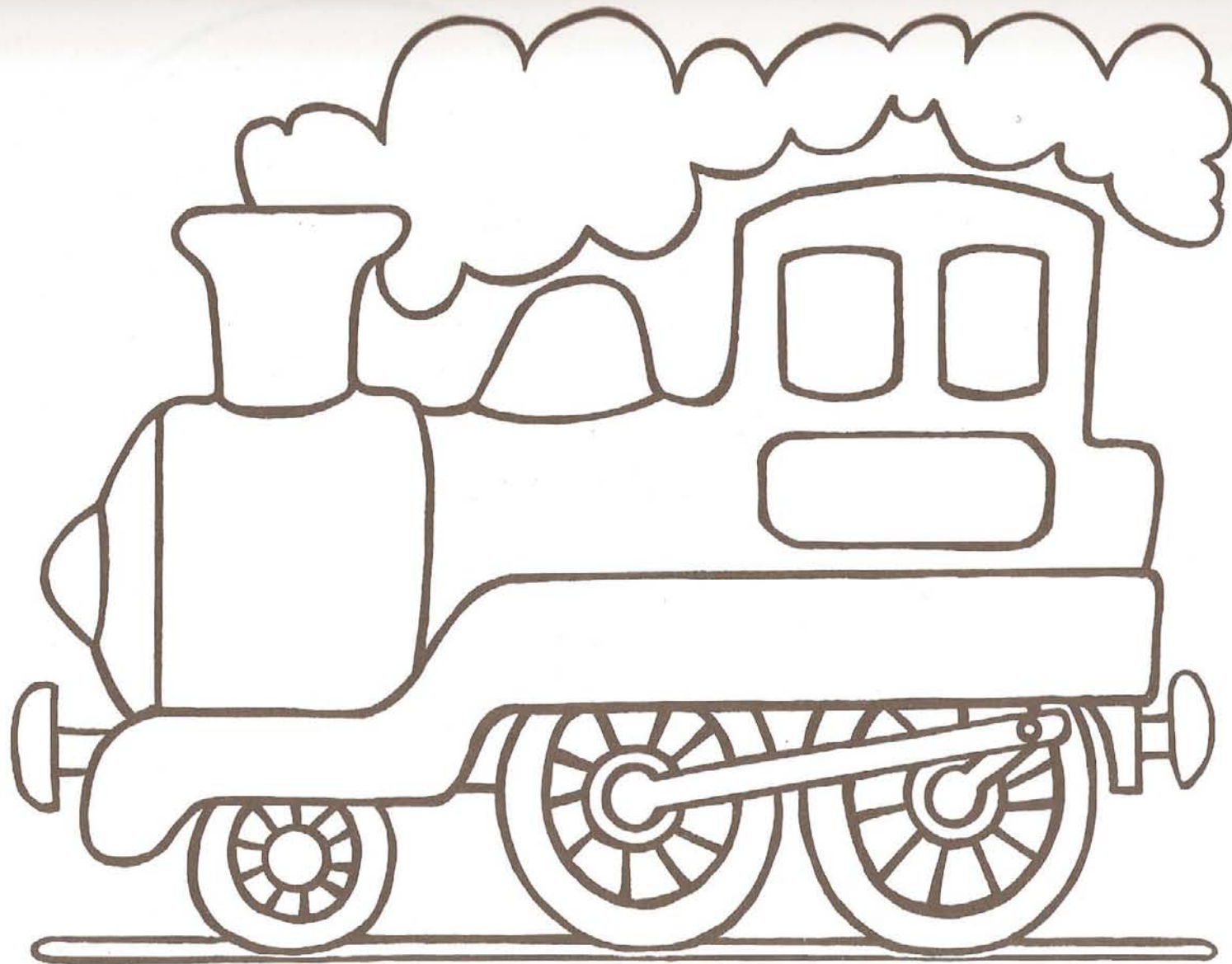
chick

church

chop

chips

*Draw the  
letters  
dotted here:*



**ch** ch ch ch ch



**Suggested Storyline for the 'sh' sound:** There is a new baby in the family. She keeps crying. She goes to sleep at last. Her brother comes along and mother puts her finger to his lips and says *shshshshsh*.

**Flash Card:** Teacher shows the letters 'sh'.

**Action:** Children pretend to be the mother and say *shshshshsh*.

# sh



## ACTION

Place index finger over lips, and say *sh*.

**ship**  
**shell**  
**shout**  
**dish**  
**crash**

Draw the  
letters  
dotted here:



**sh** sh sh sh sh

**Suggested Storyline for the voiced 'th' and unvoiced 'th' sounds:** A family goes to the circus. One clown is a bit rude, and puts out the tip of his tongue making the sound *th* (voiced, as in *this*). The other clown is very rude - he sticks out his tongue a long way, saying *ththth* (unvoiced, as in *thin*).

**Flash Card:** Teacher shows the letters 'th' and 'th'.

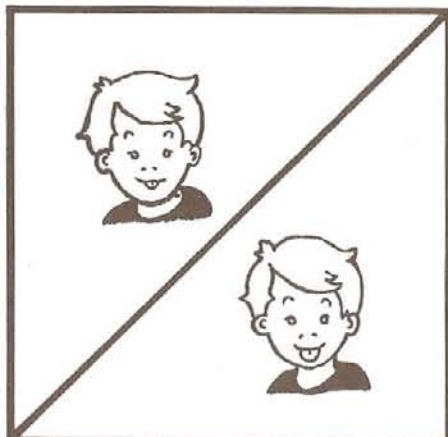
**Action:** The children pretend to be the two clowns, saying the two 'th' sounds. They pretend to be the less rude clown by sticking out their tongue a little and say *thth* (voiced as in *this*) and the very rude clown by sticking their tongue far out and say *thth* (whispered as in *thin*).

**Further Phonics:** Initially, as with the 'oo', the two sounds have been written slightly differently. The shorter, voiced 'th' has been compressed, so that the children can not only hear the difference but see it as well. They can be told that in books there is no difference. They simply have to try both sounds to see which one goes with the word.



# th th

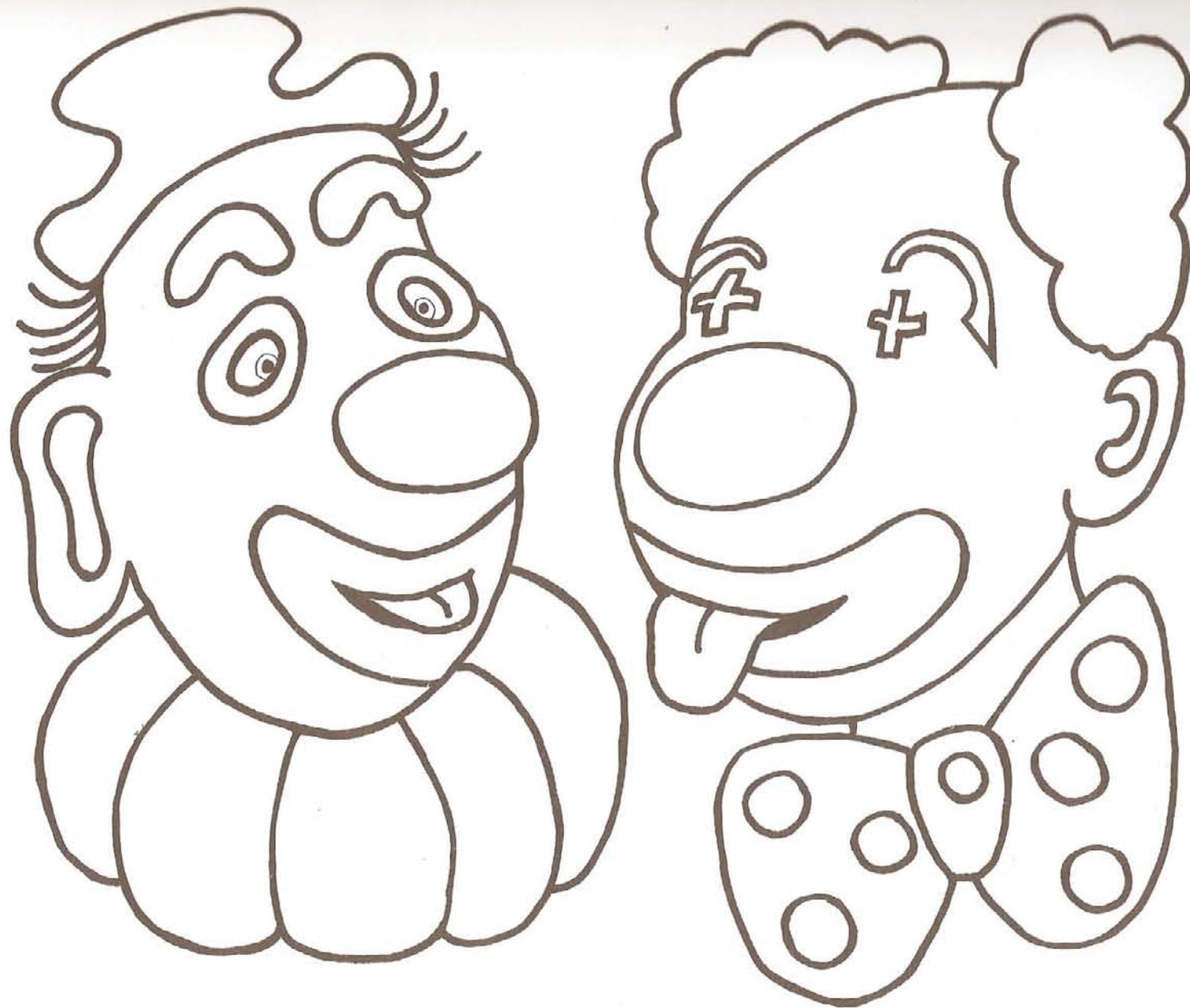
voiced and unvoiced th



## ACTION

Child pretends to be a little rude by sticking out tongue a little and saying *th* (as in them), and very rude by sticking tongue further out and saying *th* (as in thumb).

|             |             |
|-------------|-------------|
| <b>that</b> | <b>thin</b> |
| then        | thumb       |
| this        | thick       |
| feather     | thunder     |
| with        | moth        |



**th**

th th th th

**Suggested Storyline for the 'qu' sound:** A family goes to the park to feed the ducks. They pretend to be ducks and say *qu qu qu qu quack*.

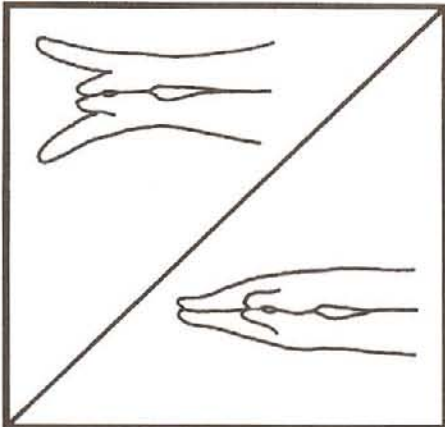
**Flash Card:** Teacher shows the letters 'qu'.

**Action:** Children make their hands into a duck's bill while saying *qu qu qu*. The children can be told that the two letters 'qu' make two sounds 'k-w'. When the children hear the sounds 'kw' in a word, it is generally written as 'qu'.

**Letter Formation:** Teacher shows how to form the letter 'q' and tells the children that it has a tail that goes under the line. Children form the letter in the air.

# QU

## qu



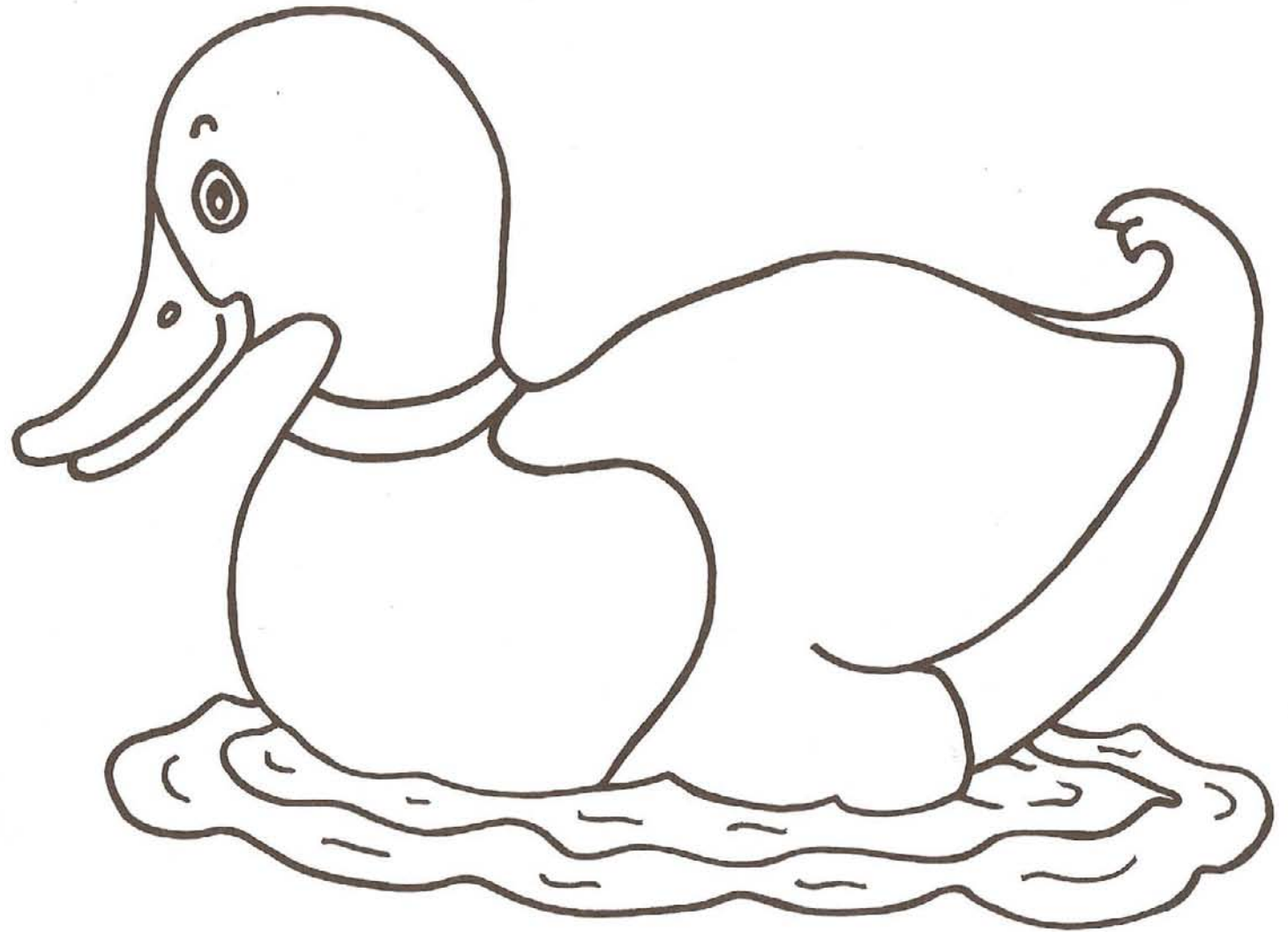
### ACTION

Make a duck's beak with hinged hands, and say *qu, qu, qu, quack*.

**quack**  
queen  
quick  
quiet  
squirrel

Draw the  
letters  
dotted here:

qu qu qu qu





**Suggested Storyline for the 'ou' sound:** A girl is learning to sew. She threads a needle and makes a few stitches. She brings the needle up and accidentally pricks her thumb and says *ou*.

**Flash Card:** Teacher shows the letters 'ou'.

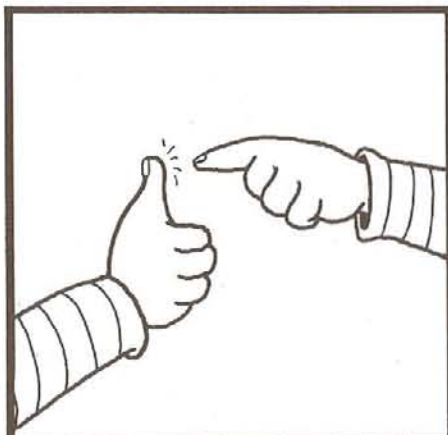
**Action:** Children pretend their finger is a needle and stab their thumb on the other hand saying *ou*.

**Further Phonics:** The 'ou' sound has another main way of being written:

ow .... cow, crown, brown, etc.

# ou

the 'ou' sound



## ACTION

Pretend your finger is a needle,  
and prick thumb, saying *ow!*

## ouch!

out

loud

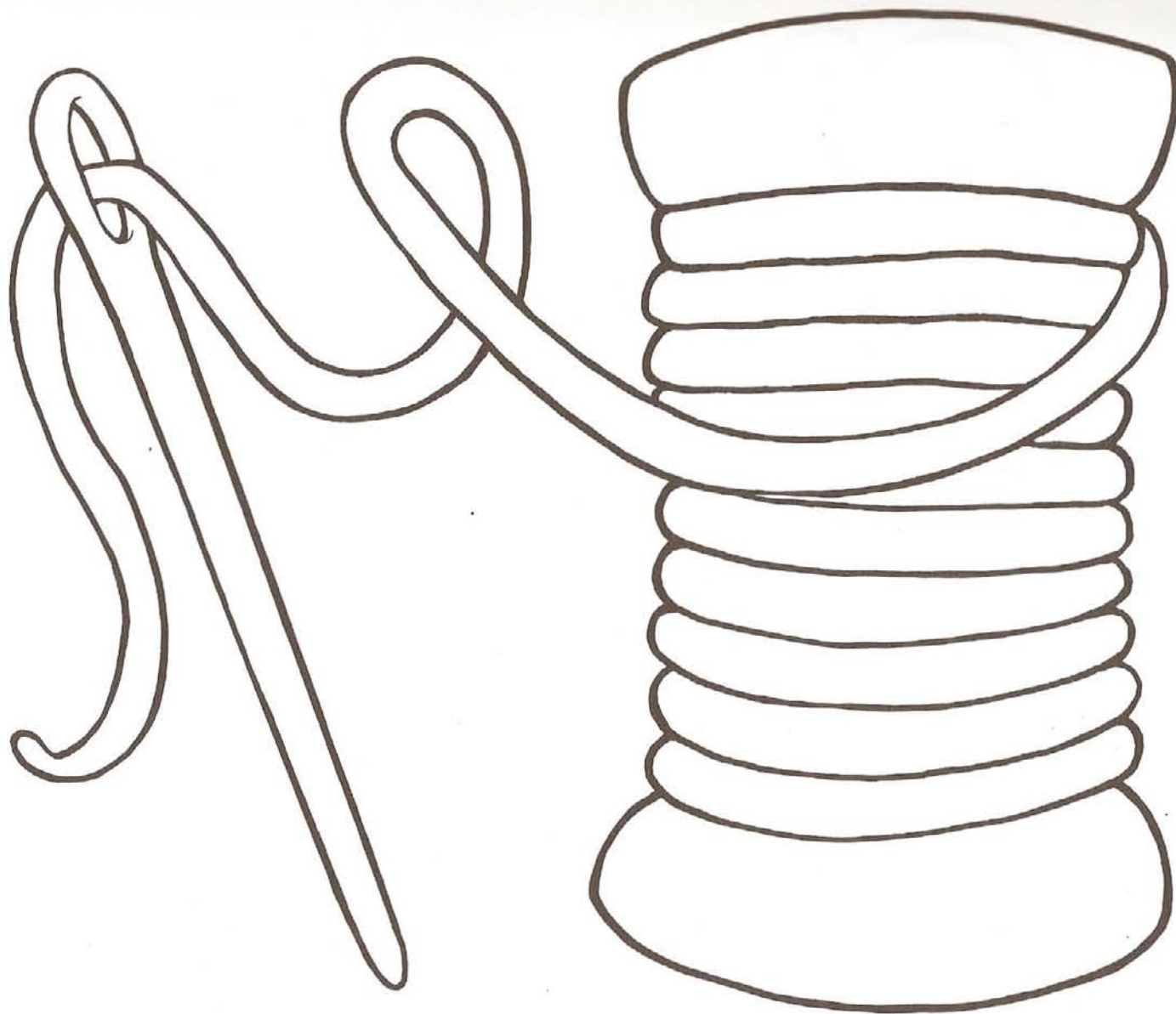
cloud

sound

Draw the  
letters  
dotted here:

**ou**

ou ou ou ou



**Suggested Storyline for the 'oi' sound:** Some sailors are on their ship. The ship develops engine trouble and they need help. They look out for another ship. They see one at last and shout *oi - ship ahoy*.

**Flash Card:** Teacher shows the letters 'oi'.

**Action:** Children cup hands round mouth, as if hailing the other ship, and say *oi*.

**Further Phonics:** The 'oi' sound has another main way of being written:

oy .... joy, boy, toy, etc., usually at the end because words do not like to end in 'i', and change it to 'y'.





**Suggested Storyline for the 'ue' sound:** At a birthday party the children play a game. A child is in the middle of a circle of children. The other children pass the ring behind their backs. The one in the middle has to guess who has got the ring. The child points and says "I think it is *ue*."

**Flash Card:** Teacher shows the letters 'ue'.

**Action:** Children point finger and say *ue*.

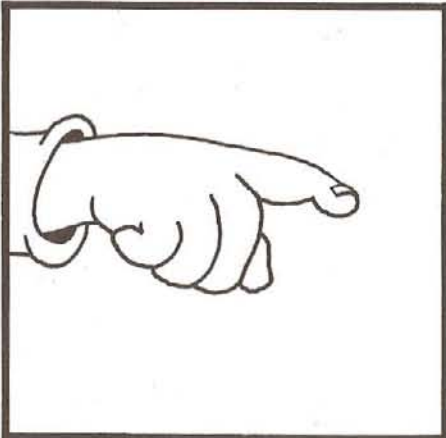
**Further Phonics:** There are two other main ways of writing the long 'u' sound:

u-e .... cube, tube, duke, etc.

ew .... dew, stew, ewe, etc.

# ue

long u



## ACTION

Point to different people around you, and say *you...you...you*

**argue**

cue

rescue

barbecue

statue

Draw the  
letters  
dotted here:



ue ue ue ue ue



**Suggested Storyline for the 'er' sound:** Some children bake gingerbread people and animals. They mix all the ingredients with a mixer making the 'errrrr' sound.

**Flash Card:** Teacher shows the letters 'er'.

**Action:** Children pretend to be mixer and roll their hands over and over saying *errrrrrrrrr*.

**Further Phonics:** There are three other main ways of writing the 'er' sound. The last of them does not have the 'r' in the spelling, is always sounded without any 'r' sound:

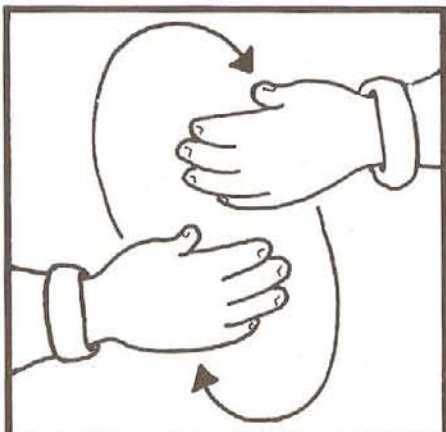
ir .... girl, bird, shirt, etc.

ur .... burn, turn, curl, etc.

e .... tunnel, squirrel, garden, etc.

# er

the 'er' sound



## ACTION

Roll hands over and over each other, and say *er, er* (as in *the* or *her*).

**mixer**

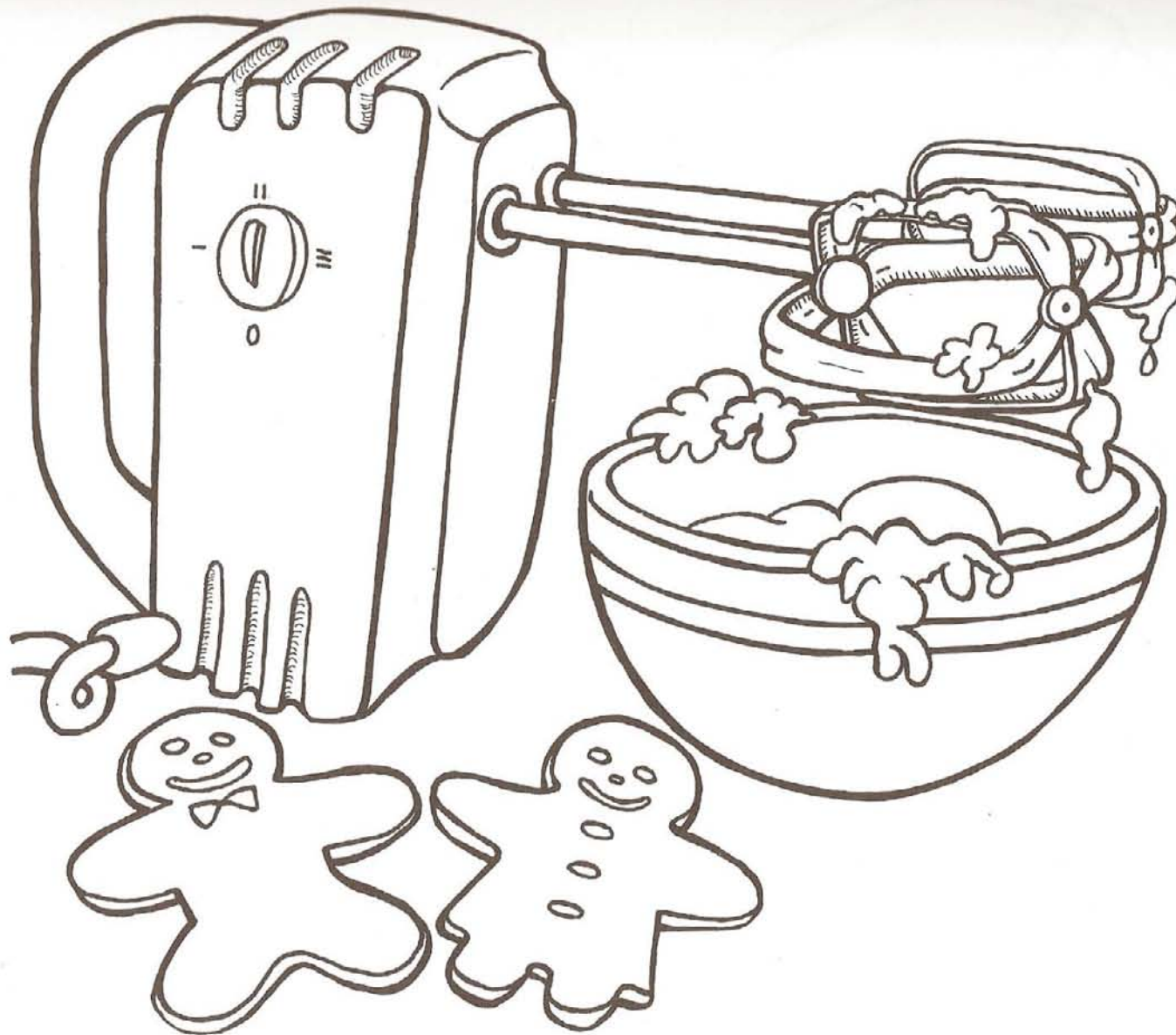
term

her

sister

dinner

Draw the  
letters  
dotted here:



er

er er er er

**Suggested Storyline for the 'ar' sound:** A child has a sore throat. She goes to see the doctor who looks into her throat while the child says *ahahahah*.

**Flash Card:** Teacher shows the letters 'ar'.

**Action:** Children pretend their throat is sore and open their mouths and say *ahahahahah*.

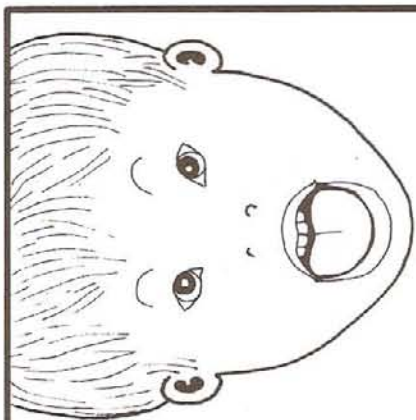
**Further Phonics:** The 'ar' sound has another main way of being written:

a .... path, bath, father. (However, this does not apply to people with a North American, or North of England accent. They will pronounce the first two of these examples with a short 'a' as in ant.)



# ar

the 'ar' sound



## ACTION

Open mouth wide and say 'ah'.

**arm**

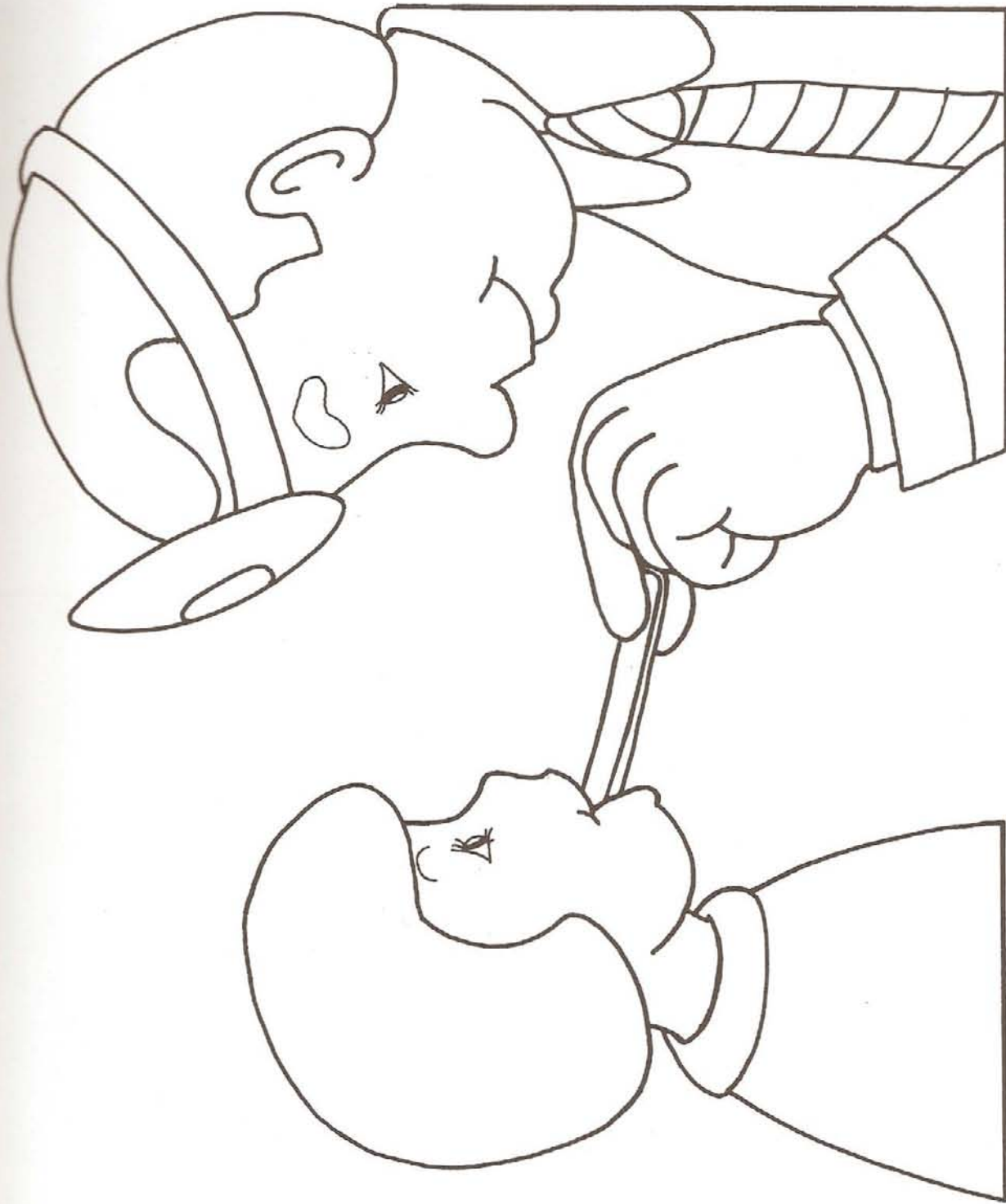
car

park

dark

star

Draw the  
letters  
dotted here:



ar ar ar ar

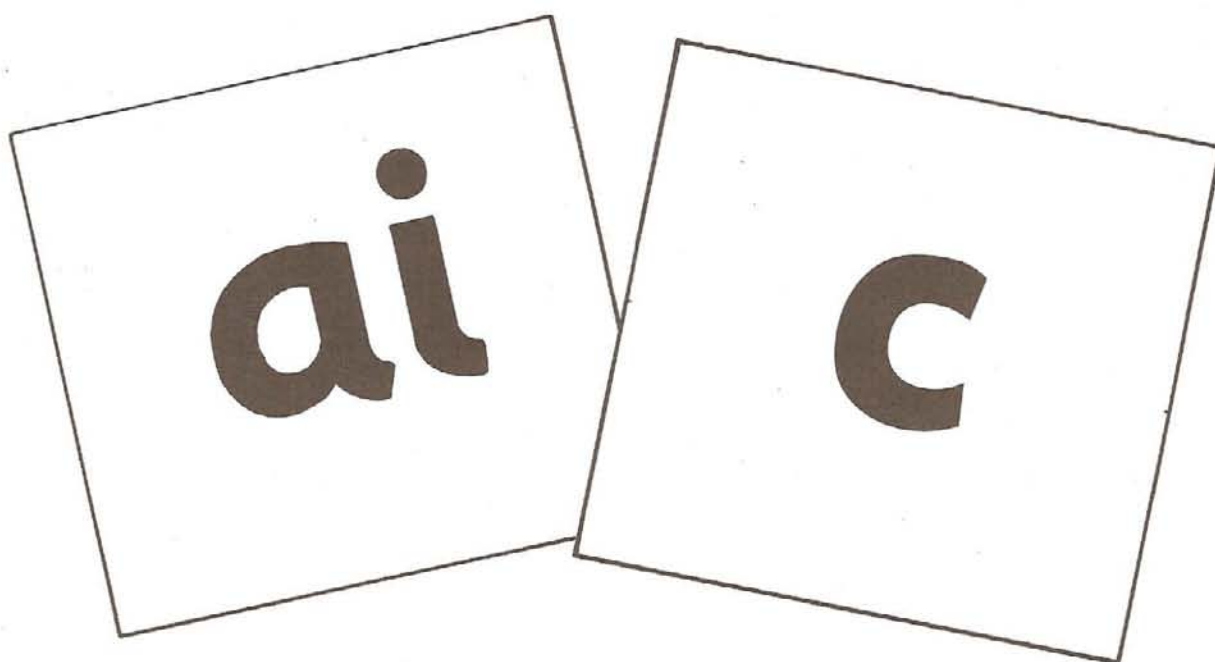
## *Photocopy Section 3*

# *Flash Card Sheets*

Once the children have been taught the letter sounds from the Sound Sheets, they will need to become very fluent at recognising the sounds. Flash Cards for each letter sound are very useful in achieving this, and should be used most days. As soon as you hold the letters up, the children call the sounds out and do the actions.

You can make up Flash Cards for each letter sound from copies of the Flash Card Sheets. The sheets have the letter sounds grouped in the recommended teaching order.

Flash Cards for k and ck, and for the alternative spellings of the vowel sounds are in Photocopy Section 14, Alternative Spellings of Vowels, on pages 203-218.



s

a

t

i

x  
p

n



c

e

h

r

m

d

g

o

u

l

f

b



j

ai



oa

ie



ee

or



z

w

ng

v

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oo

y

x

ch

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qu

ou

oi

ue

er

ar





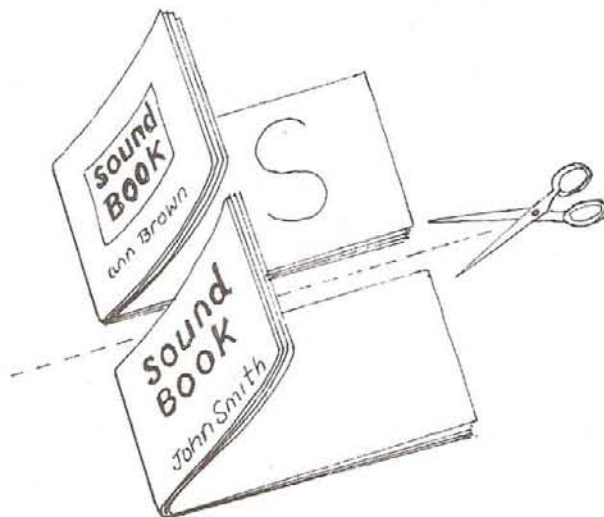
## *Photocopy Section 4*

# *Sound Book Sheets*

The Sound Book is a small book in which the letter sounds the children have been taught are stuck. Each child should have their own book. The letters have been printed in the recommended order, ready to be photocopied, cut up, and stuck in at the appropriate time. The children then take it home and practise for homework.

The children should bring their Sound Book to school every day. It is important to go through the book regularly, with each child, to see how well they are learning them. (Visual rewards, such as stars stuck on the cover, provide much encouragement to parents and children alike, and stimulate further interest and improvement.)

The letters have been printed twice on each sheet so that the game of 'Pairs' can be played at school or with parents at home. Instructions for parents to play Pairs with their child, and some other activities, are on the next sheet.



## *Notes for Parents*

### The Pairs Game

This game is very useful for developing memory and reasoning, as well as learning the letter sounds.

When each set of letter sounds has been taught, your child will bring home a sheet with two of each of the letters on it. Please stick the sheet onto a piece of card and cut up into the individual letter sounds.

To play, the individual letters are turned face down. The first player to start turns over a card and says the sound. Then they turn over another card and again say the sound. If the sounds are the same they keep the cards and have another go. If not, the cards are turned face down again, and it is another player's go. The person to get most pairs is the winner.

### Other activities

1. Reading Words. The letters can be arranged to make simple regular words. The children blend the sounds and read the word.

2. Building Words. This time the children are told a simple regular word, e.g. pig, pot, etc. They have to listen for the sounds, pick up the letters that make that sound and lay them in the correct order. Then they check if it is correct by blending the sounds and getting back to the original word. In the beginning help is needed, but gradually they can do it by themselves.

n

i

a

p

t

s

n

i

a

p

t

s



d

m

d

m

r

h

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**Z**

**w**

**Z**

**w**

**ng**

**v**

**ng**

**v**

**oo**

**oo**

**oo**

**oo**

x

y

x

y

sh

ch

sh

ch

th

th

th

th

qu

no

qu

no

io

ue

io

ue

er

ar

er

ar



## *Photocopy Section 5*

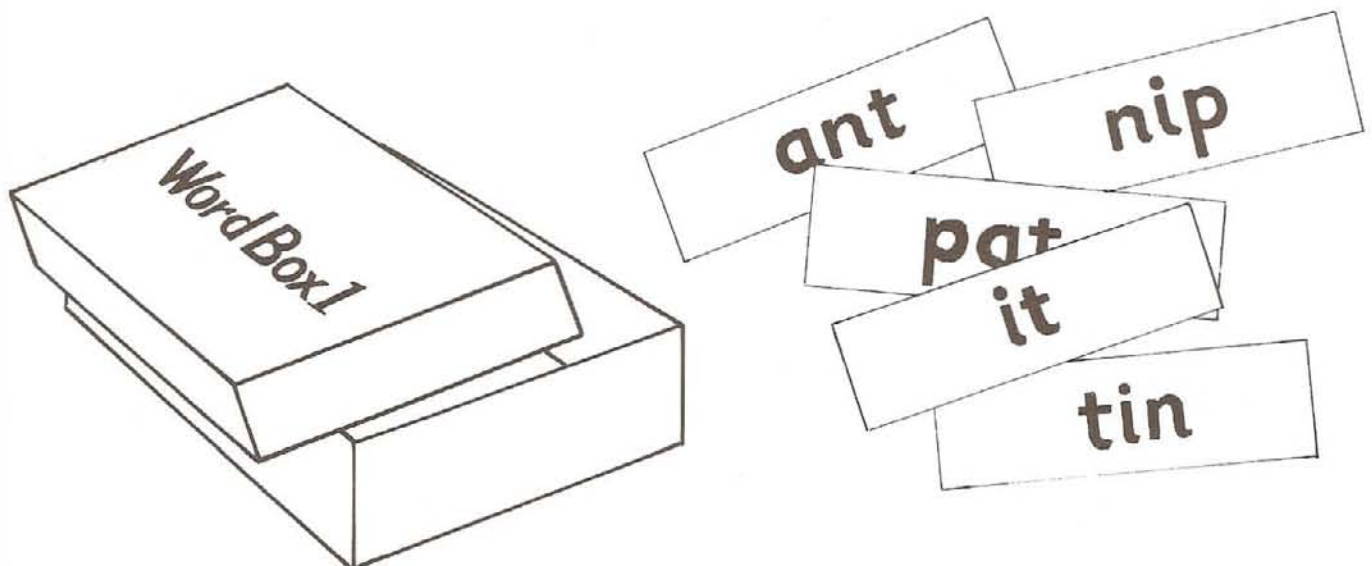
# *Word Box Sheets*

These groups of words have been graded to progress from the very simple, using the earliest learnt sounds, to more complex multi-syllabic words. Their main function is to achieve greater fluency and to provide practice in blending letters before the introduction of reading books.

Care should be taken to introduce them only when the children can hear words that they have sounded out by themselves. In this way a sense of achievement is experienced by all children. These groups of words provide the stepping stones between letters, words and books.

Once the children have reached this stage, they are eager to practise their skills at home. If there is parental help the children progress through this stage more quickly. Most children can manage a new group of words each night.

Inevitably the children with good visual memories will be able to read some words without saying the sounds. This is to be encouraged but should not be demanded. The aim here is to develop the skill of actually working out words, rather than developing visual memory.



Each Word Box Sheet has the words to cut out and make 3 Word Boxes:

|                                              |     |
|----------------------------------------------|-----|
| Word Boxes 1,2,3                             | 137 |
| Word Boxes 1a,2a,3a (Supplementary words)    | 138 |
| Word Boxes 4,5,6                             | 139 |
| Word Boxes 4a,5a,6a (Supplementary words)    | 140 |
| Word Boxes 7,8,9                             | 141 |
| Word Boxes 7a,8a,9a (Supplementary words)    | 142 |
| Word Boxes 10,11,12                          | 143 |
| Word Boxes 10a,11a,12a (Supplementary words) | 144 |
| Word Boxes 13,14,15                          | 145 |
| Word Boxes 13a,14a,15a (Supplementary words) | 146 |
| Word Boxes 16,17,18                          | 147 |
| Word Boxes 16a,17a,18a (Supplementary words) | 148 |

Word Box 1 ✂

it

tin

pat

nip

sat

as

ant

tip

pan

sit

Word Box 2 ✂

pest

tap

pin

is

pit

snap

in

man

red

dip

Word Box 3 ✂

hip

pet

mat

ran

dip

ham

map

rat

his

rip



Word Box 1a

Word Box 2a

Word Box 3a

nap

egg

nut

tan

end

fluff

set

imp

lost

hill

sack

hog

hand

den

tug

sand

fist

got

men

bin

stuck

elf

fed

slug

snip

lock

slab

ram

hop

fill

Word Box 4

cat

hen

can

hat

neck

camp

kick

met

pen

deck

Word Box 5

kiss

mist

pram

hiss

test

get

pig

log

fat

bat

Word Box 6

drip

miss

rock

back

duck

pot

gas

fit

stamp

bad





Word Box 4a

pub

gun

flip

land

fun

band

bun

loft

run

gift

Word Box 5a

rain

jog

coat

jail

loaf

lie

rail

snail

tree

feed

Word Box 6a

or

cork

see

seed

sheet

storm

born

float

oak

sail



Word Box 7 ✂

leg

rot

up

top

but

flag

brick

slip

fog

flap

Word Box 8 ✂

mud

from

grill

spot

lap

Mum

fan

flat

lamp

Dad

Word Box 9 ✂

bit

let

tub

lick

sniff

soft

frog

luck

cup

not

Word Box 7a

Word Box 8a

Word Box 9a

**paid**

**peep**

**grip**

**goal**

**sport**

**pack**

**soak**

**creep**

**grit**

**free**

**main**

**swum**

**week**

**moan**

**west**

**bleed**

**speed**

**peep**

**groan**

**aim**

**horn**

**paint**

**faint**

**pork**

**toast**

**vet**

**sweet**

**tie**

**well**

**street**



## Word Box 10 ✂

**pain**

**jet**

**rain**

**jug**

**boat**

**pie**

**bee**

**goat**

**nail**

**soap**

## Word Box 11 ✂

**keep**

**sleep**

**die**

**for**

**fork**

**green**

**torch**

**tail**

**road**

**weed**

## Word Box 12 ✂

**wet**

**zip**

**swim**

**buzz**

**ring**

**long**

**van**

**look**

**cling**

**swing**



Word Box 10a

Word Box 11a

Word Box 12a

**ox**

**chop**

**such**

**teeth**

**spoon**

**chimp**

**sheep**

**hang**

**bunch**

**chin**

**chum**

**this**

**yap**

**sixth**

**shot**

**wax**

**dish**

**them**

**much**

**chill**

**rush**

**song**

**shop**

**then**

**bring**

**thump**

**cloth**

**fool**

**cash**

**chat**

Word Box 13 ✂

**bang**

**string**

**fizz**

**good**

**zoo**

**roof**

**swam**

**tooth**

**wool**

**strong**

Word Box 14 ✂

**yes**

**six**

**fox**

**chip**

**chick**

**shed**

**flash**

**wish**

**chest**

**shock**

Word Box 15 ✂

**box**

**that**

**with**

**thin**

**moth**

**thank**

**rich**

**shut**

**ship**

**think**



Word Box 13a

Word Box 14a

Word Box 15a

shall

barn

lung

chap

coil

cling

fresh

meet

zebra

art

foam

will

foil

porch

clang

round

stork

crook

star

three

broom

hard

loan

stool

summer

coal

hook

term

greed

cook



Word Box 16 ✂

yet

shelf

lunch

crash

brush

thick

shell

think

rash

fish

Word Box 17 ✂

loud

quin

butter

bark

soil

hotter

found

start

charm

point

Word Box 18 ✂

quick

out

shout

queen

boil

oil

due

park

shark

litter

Word Box 16a

Word Box 17a

Word Box 18a

moo

spill

bog

sang

spun

bug

king

blot

sift

fuzz

spend

lad

swung

grim

gap

wing

gulp

fin

moon

spell

frill

root

luck

hem

wood

grit

grand

brand

peck

gruff

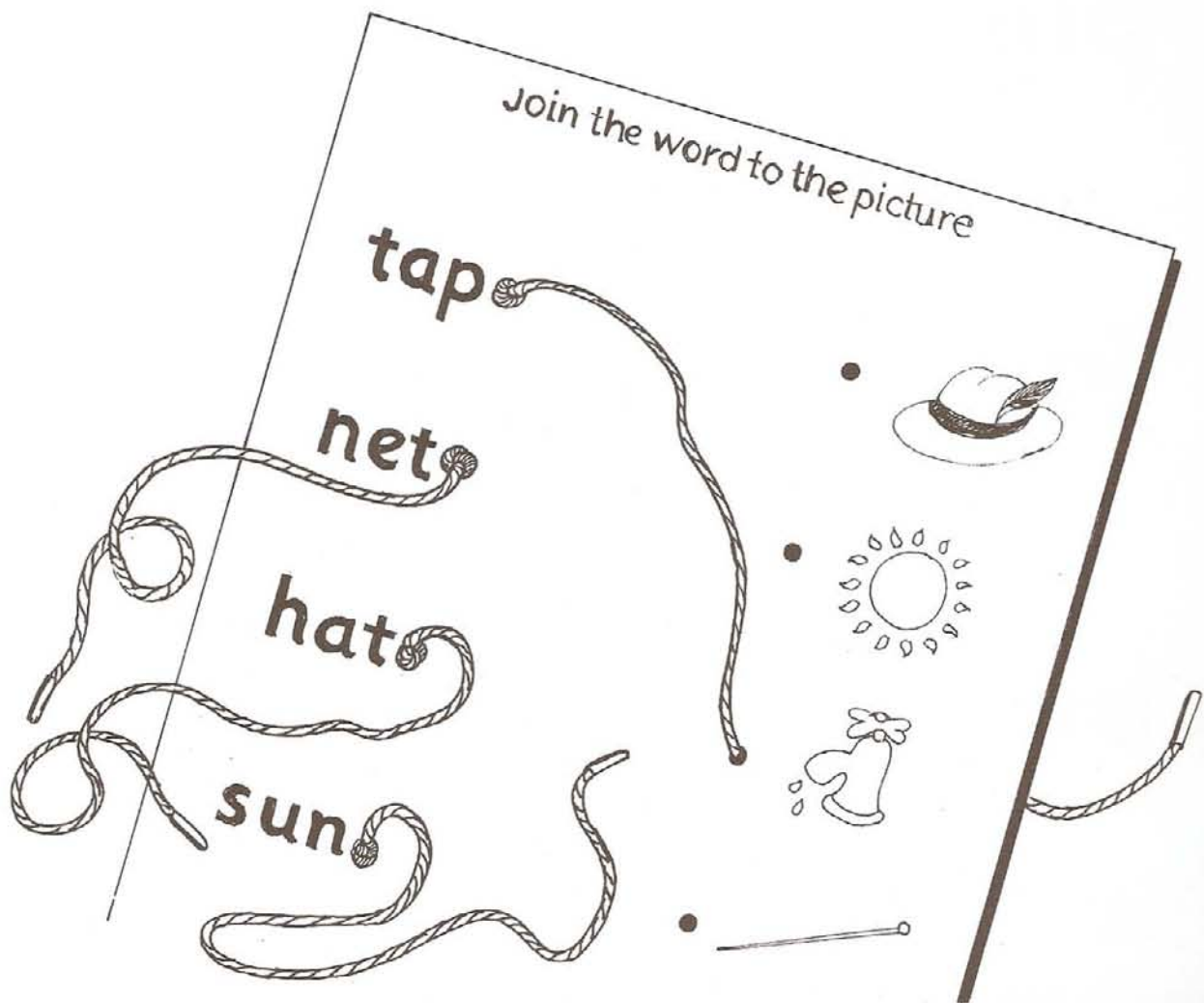


## Photocopy Section 6

# String Joining

There are 6 of these sheets (pages 150-155) to practise reading by blending the sounds. They can be used in one of two ways:

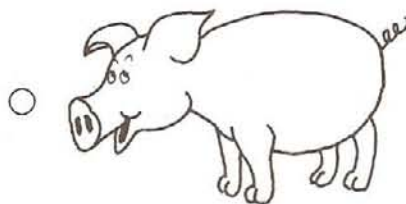
1. Copy the sheets and let the children read the words and draw a line to the relevant pictures.
2. Turn the sheets into String Cards (see illustration). Colour the pictures, stick the sheets on to card and put a protective transparent covering over it. Make holes at the end of each word and the beginning of each picture. Fix laces to the holes by the words. The children then have to read each word and put the lace through the hole to join it to the correct picture.



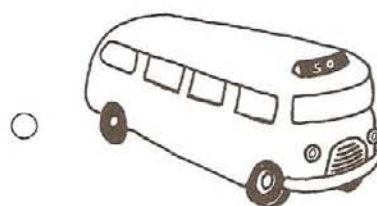


Join the word to the picture

bed



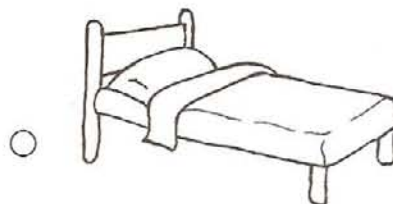
leg



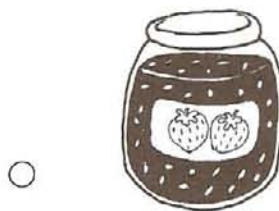
pig



jam



bus

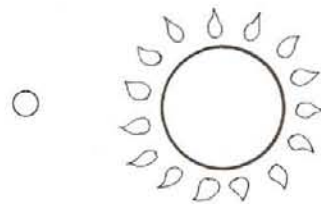


Join the word to the picture

**tap** ○



**net** ○



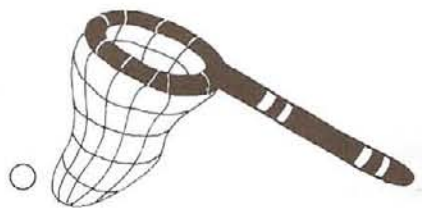
**hat** ○



**sun** ○



**pin** ○



Join the word to the picture

hen ○



can ○



dog ○



rug ○



cup ○



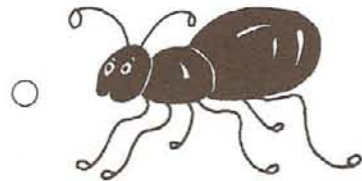


Join the word to the picture

**cat** ○



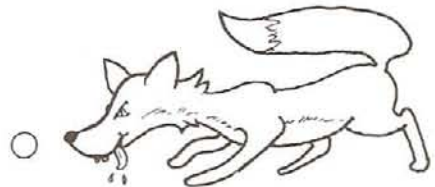
**van** ○



**fox** ○



**ant** ○

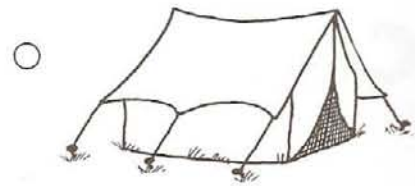


**fan** ○



Join the word to the picture

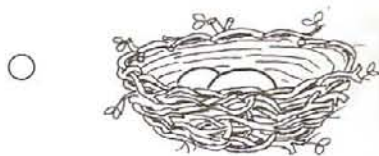
**flag** ○



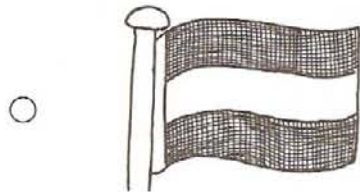
**tent** ○



**drum** ○



**hand** ○

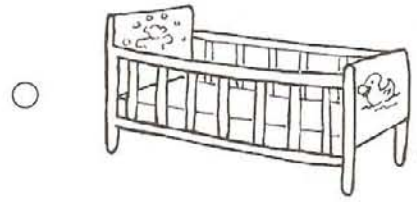


**nest** ○

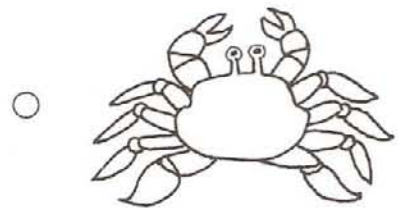


Join the word to the picture

**crab** ○



**twig** ○



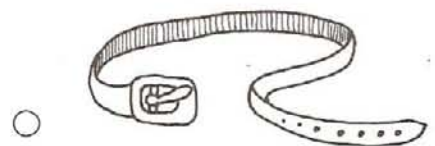
**cot** ○



**belt** ○



**pond** ○





## *Photocopy Section 7*

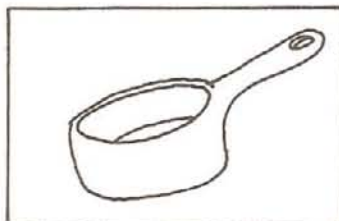
# *Matching Letters, Words and Pictures*

These sheets can be used in several ways to help the children learn to read and write. For example:

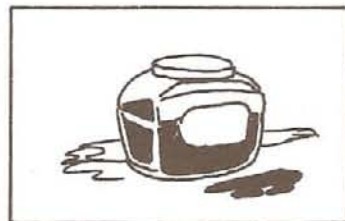
1. a. Stick each sheet on card. Separate the pictures, letters and words. Lay the first group of pictures out and get the children to listen for the initial sound and put the appropriate letter under the picture.  
b. This can be reversed and the letters put down first and the children match the pictures to the initial letters. After the first three sheets the initial letter is not always applicable and the children may have to listen for a medial or final sound.  
c. Later, the words can be put down and the children have to blend the sounds, read the words and put the appropriate picture underneath. Likewise this can be reversed.
2. Pairs Games can be made. Either pair the letters to the pictures or the words to the pictures.
3. Independent Writing - lay the pictures out for the children to draw. Then they write the words underneath, by listening for the sounds and writing the letters.



tap



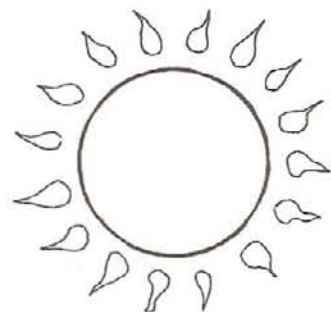
pan



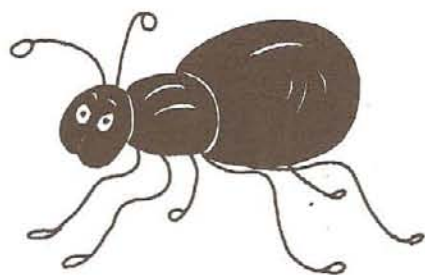
ink

s

sun



a



t

tap



i

ink



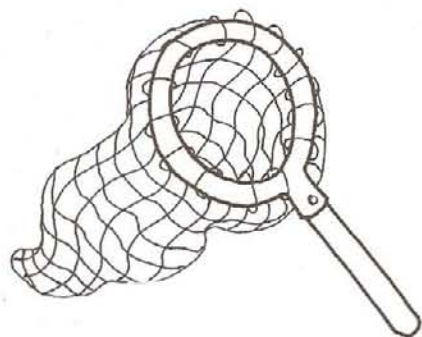
p

pan



n

net



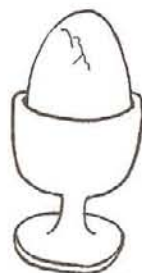
c

cup



e

egg



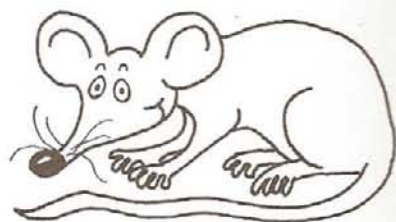
h

hat



r

rat



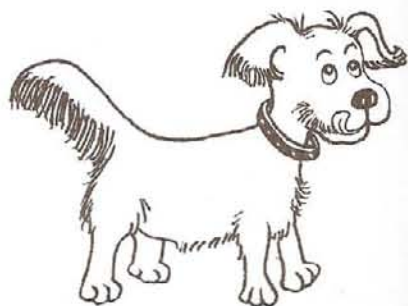
m

man



d

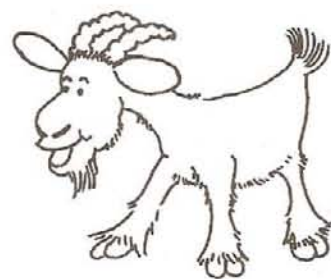
dog





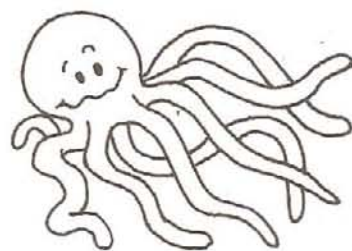
g

goat



o

octopus



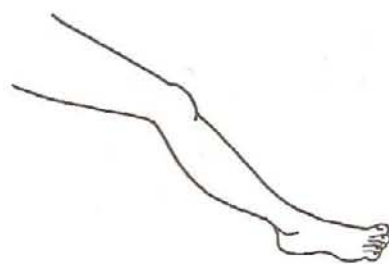
u

umbrella



l

leg



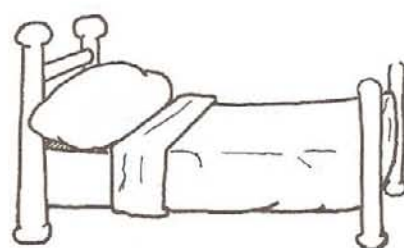
f

fan



b

bed



ai

rain



j

jam



oa

oak



ie

tie



ee

bee



or

fork



**z**

**zebra**



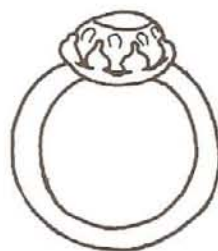
**w**

**web**



**ng**

**ring**



**v**

**van**



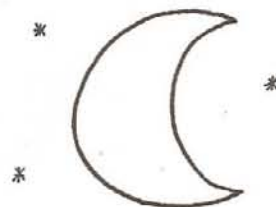
**oo**

**book**



**oo**

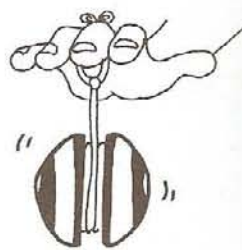
**moon**





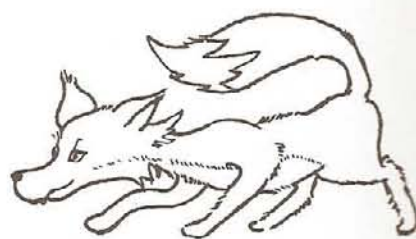
y

yo-yo



x

fox



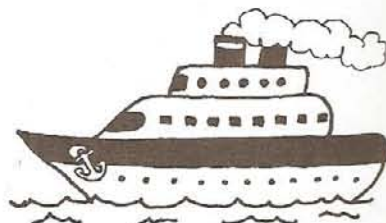
ch

chick



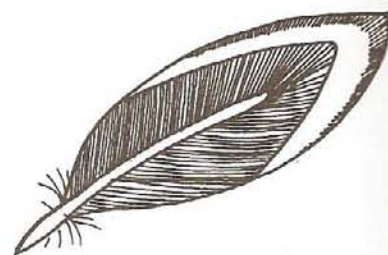
sh

ship



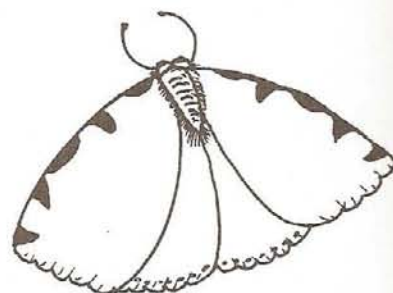
th

feather



th

moth



qu

queen



ou

cloud



oi

oil



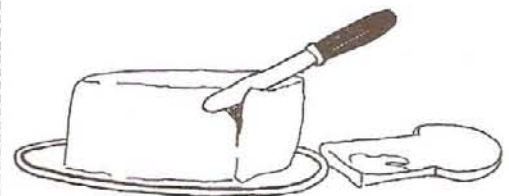
ue

barbecue



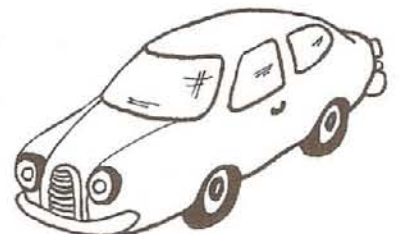
er

butter



ar

car

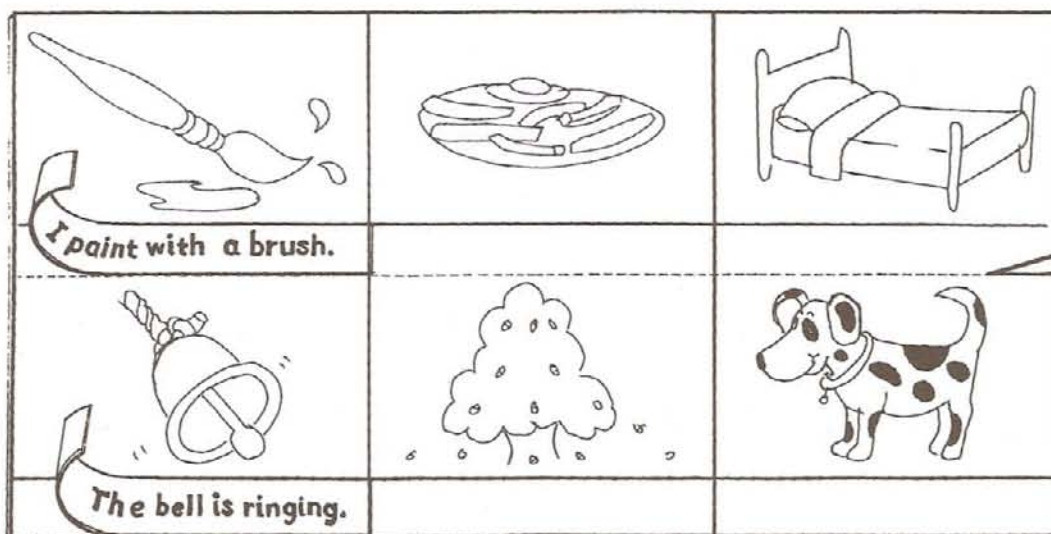


## Photocopy Section 8

# Sentence Sticking

These sheets are very popular because young children love cutting and sticking.

The children cut the sentences off the sheets, read them and stick them under the correct pictures. Then they can colour the pictures. It usually lands up as a bit of a mess, but the learning and fun is there.

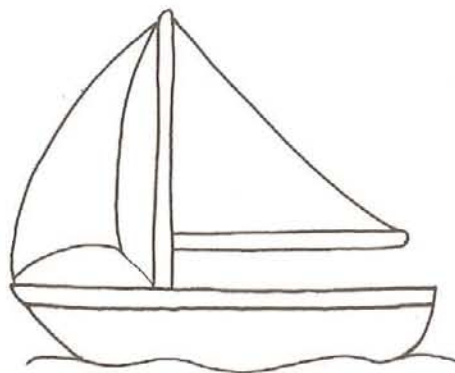
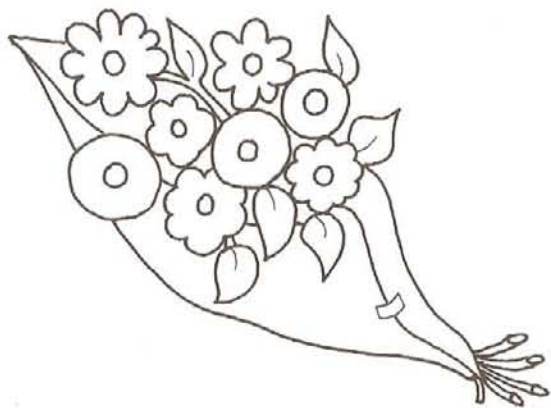
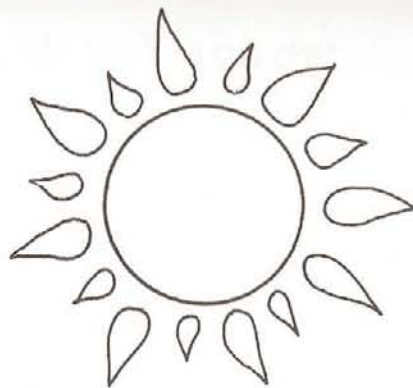


I see an oak tree

The dog is spotty.

I sleep in a bed.





**The sun is hot.**

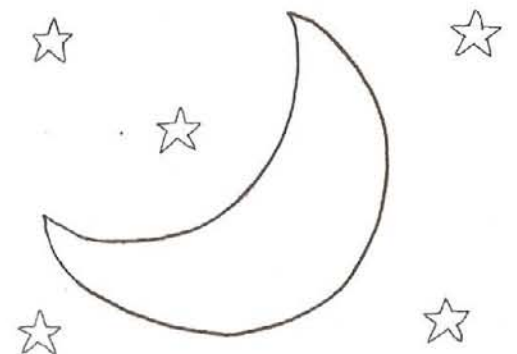
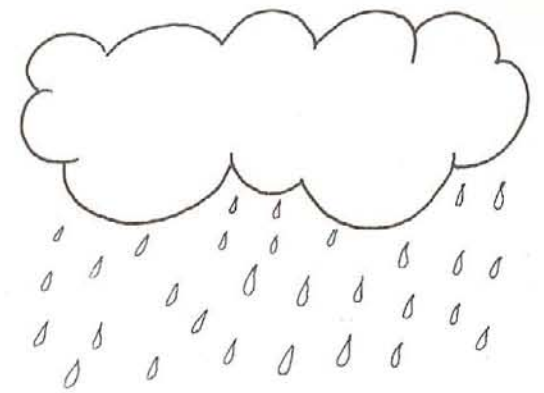
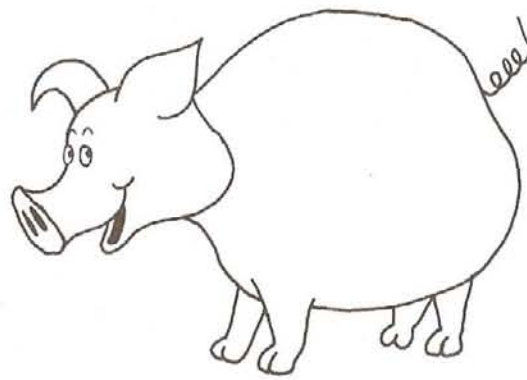
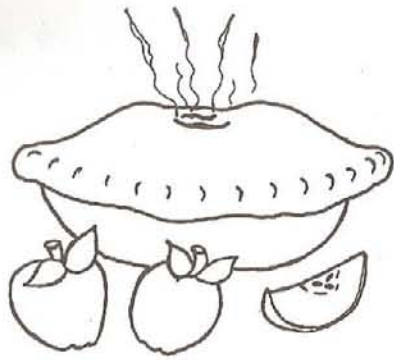
**I see a bunch of flowers.**

**The boat is sailing.**

**The soap is in the dish.**

**This sock is long.**

**She is running.**



**The pig is fat.**

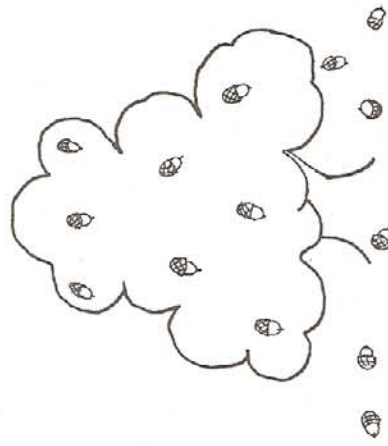
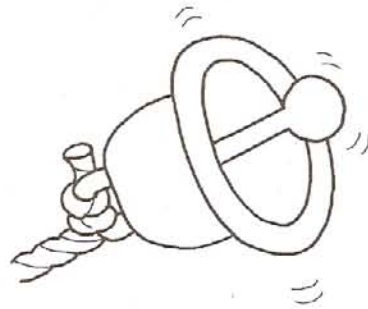
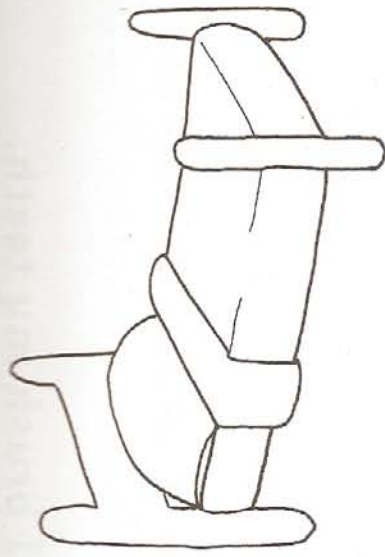
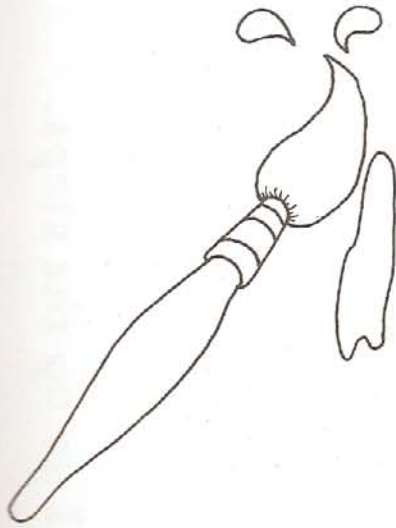
**The apple pie is hot.**

**A duck swims on the pond.**

**I see the moon and stars.**

**I clap my hands.**

**It is raining.**



**I see an oak tree.**

**I paint with a brush.**

**The dog is spotty.**

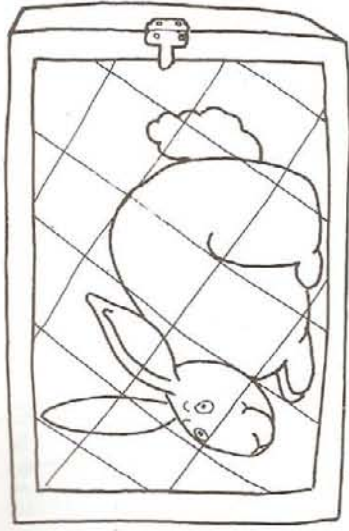


**I sleep in a bed.**

**The bell is ringing.**

**We had chips for dinner.**

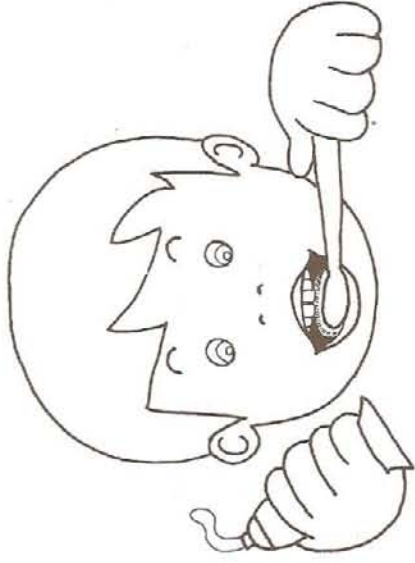




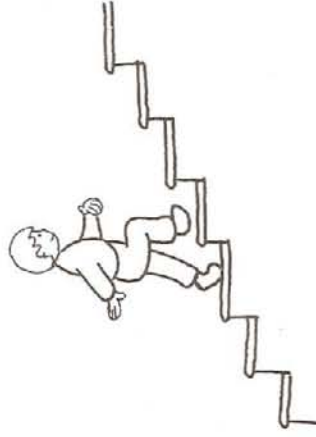
**The bee is buzzing.**



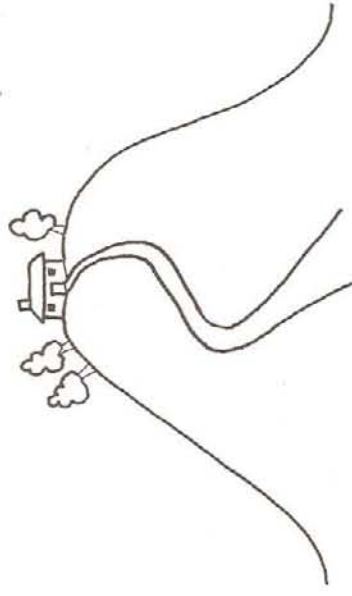
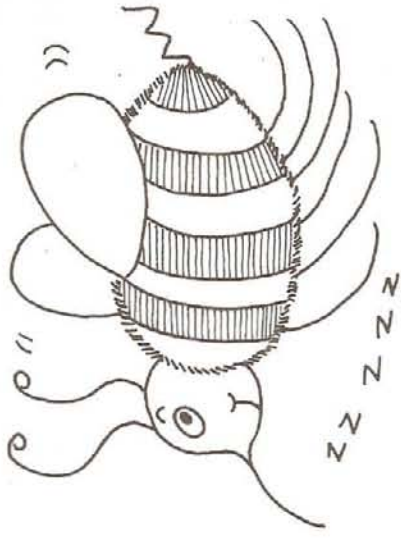
**I go up the steps.**



**I am drinking.**



**It is a steep hill.**



**The rabbit is shut in.**

**I brush my teeth.**

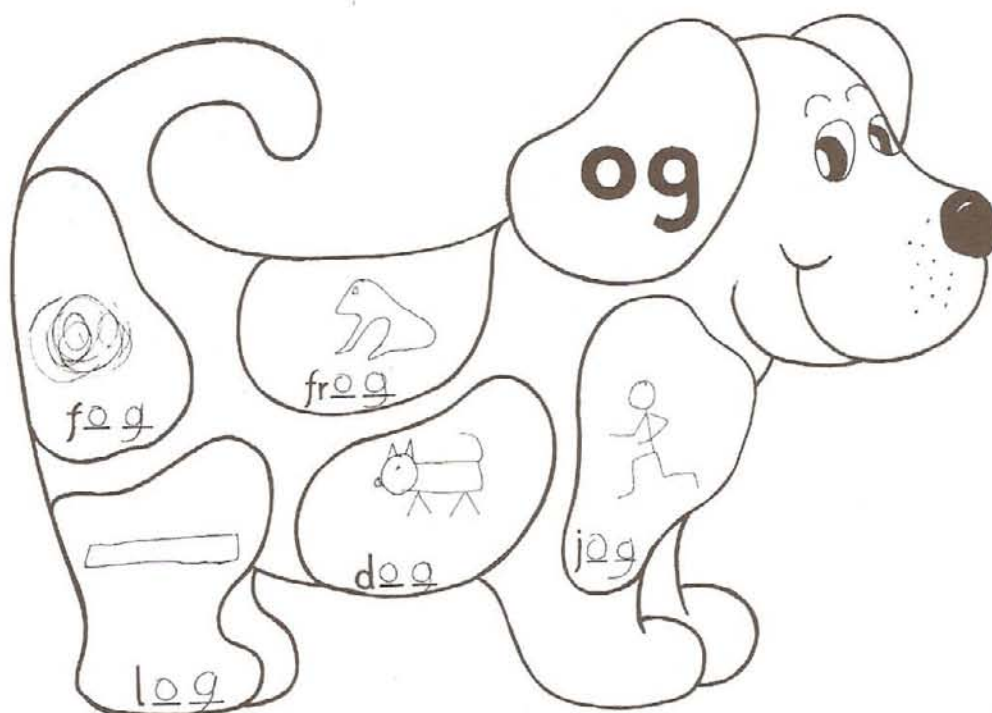
## Photocopy Section 9

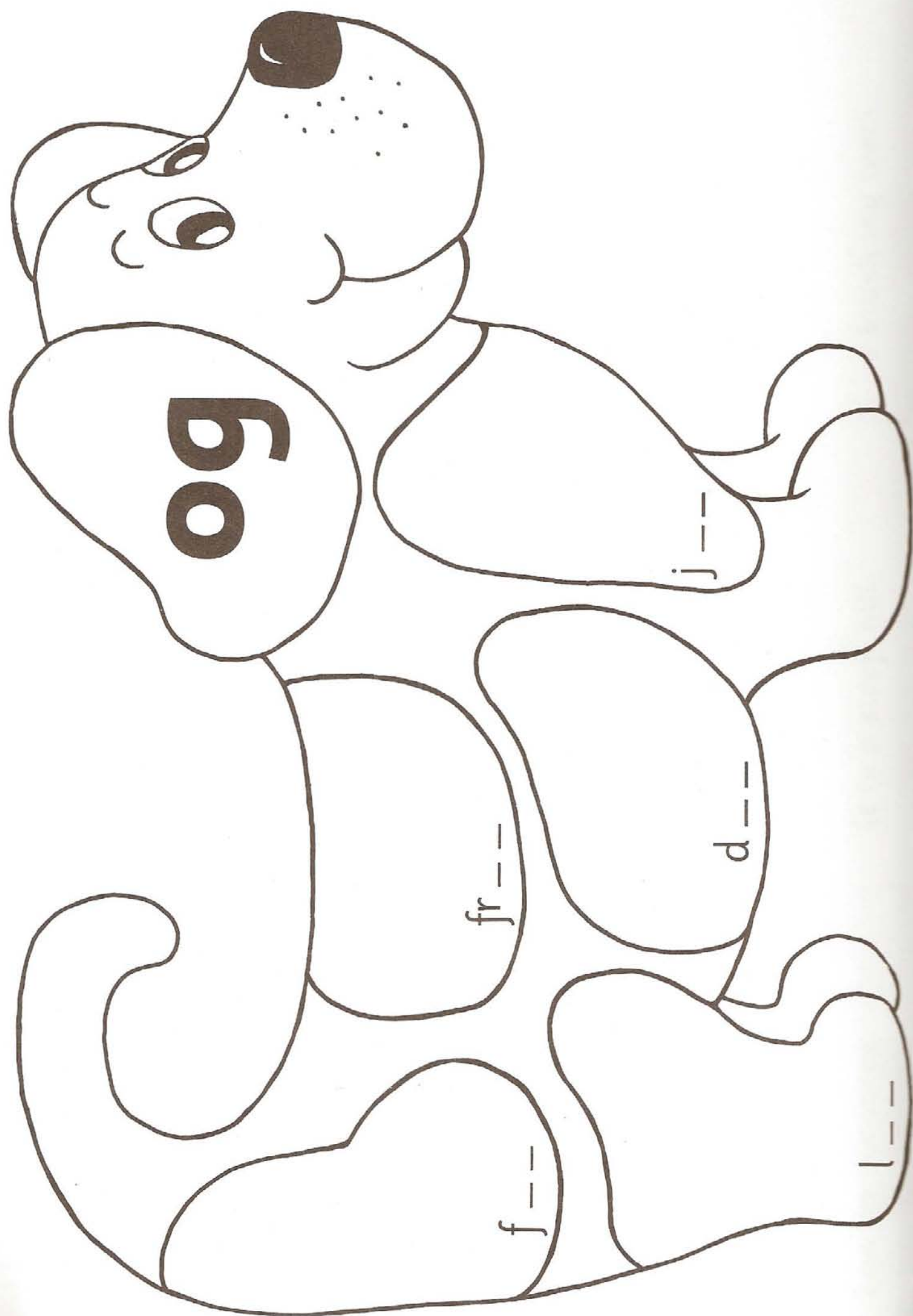
# Letter Clue Pictures

Children who can hear the rhyming part in words, tend to find it easier to read and write. These sheets help to develop the phonological awareness needed to hear rhymes.

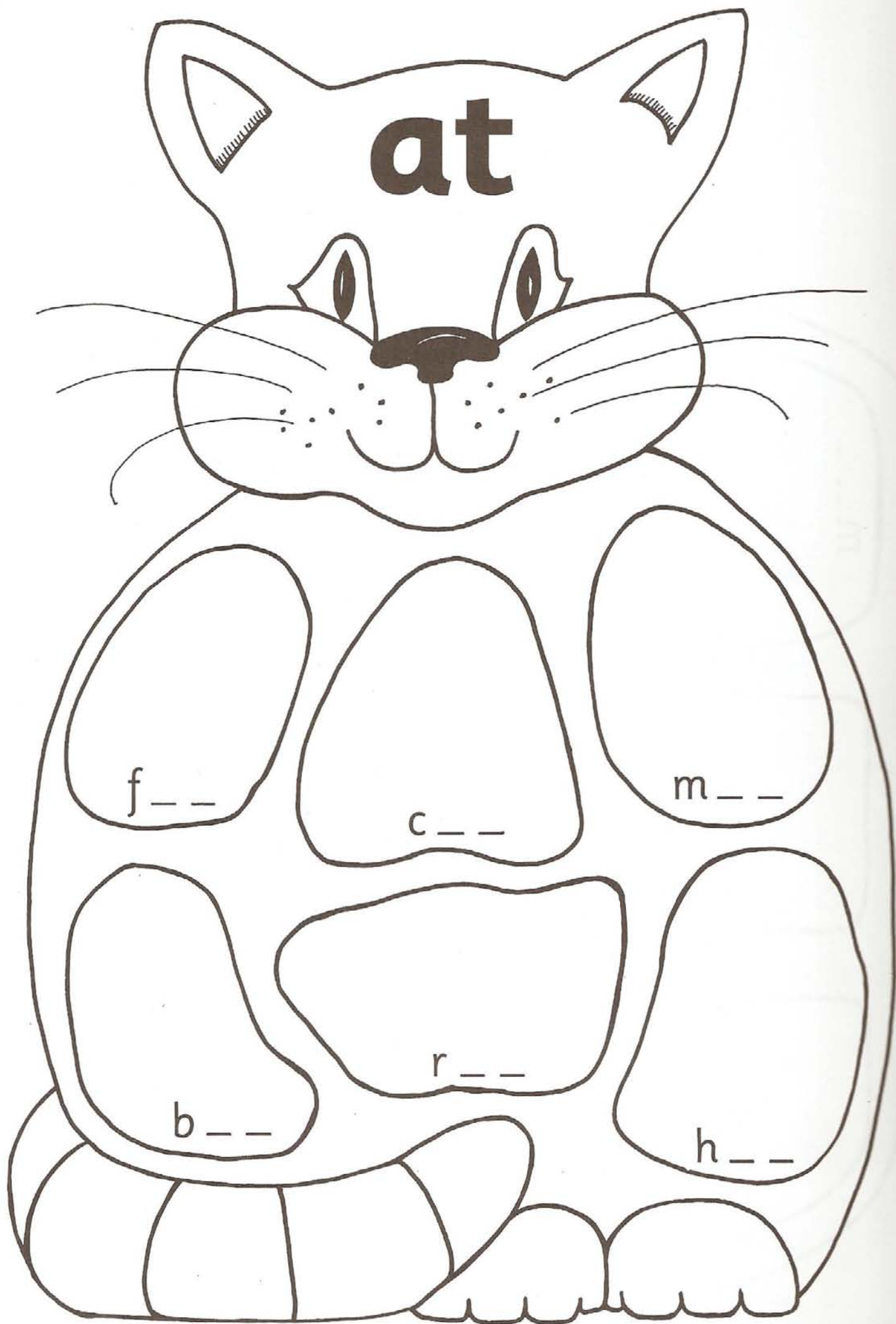
The children have to put the missing letters in the gaps, read the words and draw the relevant pictures in the little spaces provided above.

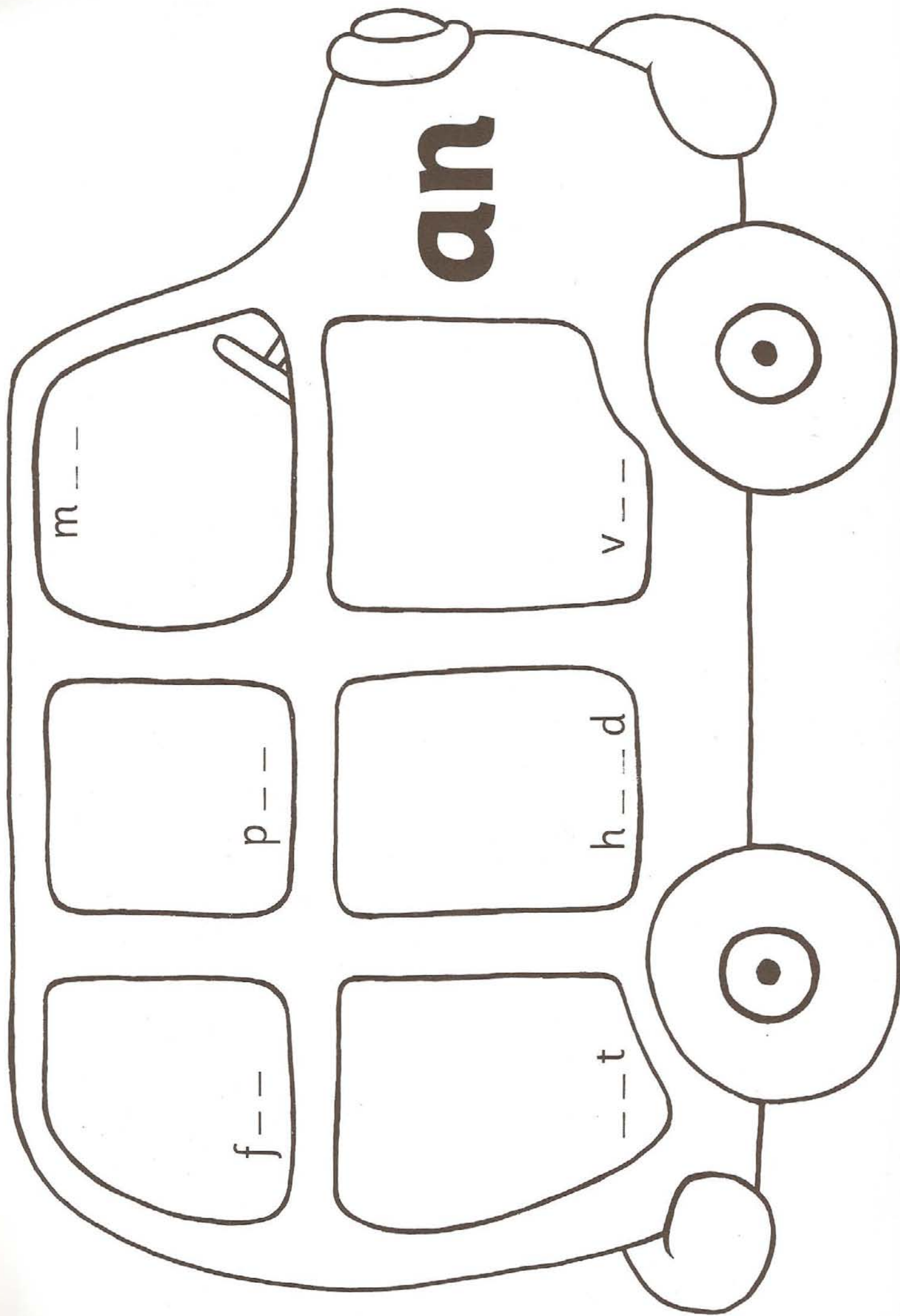
|                           |     |
|---------------------------|-----|
| Letter Clue Picture: 'og' | 170 |
| Letter Clue Picture: 'at' | 171 |
| Letter Clue Picture: 'an' | 172 |











an

m --

p --

f --

v --

h -- d

-- t

## *Photocopy Section 10*

# *Reading Games*

Playing games with children is very worthwhile. The children learn to co-operate with each other and develop a sense of right and wrong. It can also be a very effective way of learning.

In the classroom it is difficult to play games unless there is plenty of adult help available. It is much better to encourage parents to play games with their children. If the games are sent home a copy of the instructions from the next page should be sent with them.

There are three of these games, all of them with a track to follow. Each game has some reading on it, starting with simple three letter words and progressing to multi-syllabic words. It is another way of giving the children practice in blending sounds to read words.



## *Instructions for playing the Reading Games*

A dice is needed to play the games. It is better to restrict the numbers to 1, 2 and 3. Cover numbers 4, 5 and 6 with sticky paper and write 1, 2 and 3 on them. Counters are also needed, one for each player.

Put the counters on the 'Start'. Each player takes it in turn to throw the dice and move along. If you land on a word, you try and read it. If you get it correct you move on one space, and if you cannot read it you go back one space. The first person to reach the 'Finish' is the winner. Players do not need to throw an exact number to finish.

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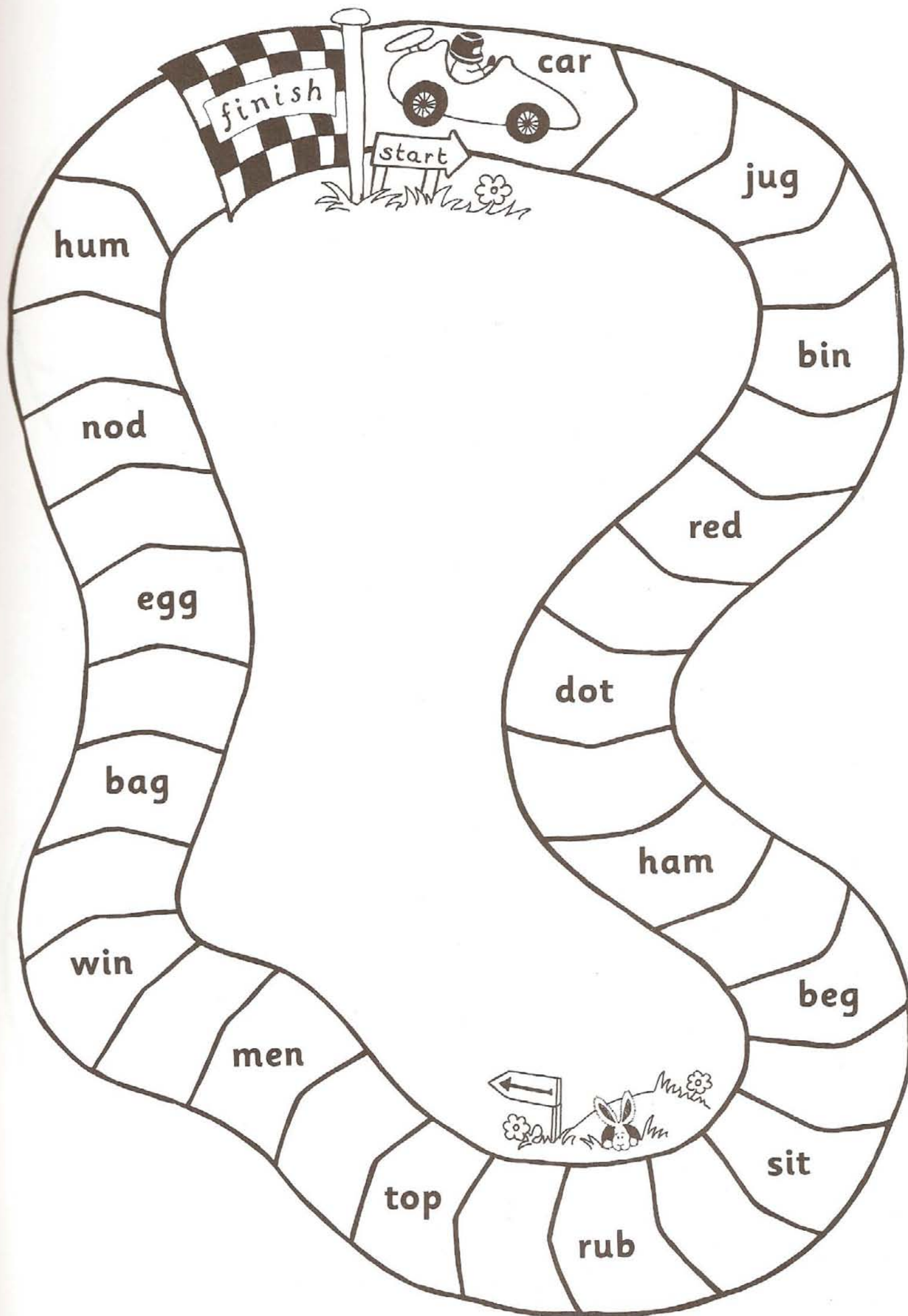
Put the counters on the 'Start'. Each player takes it in turn to throw the dice and move along. If you land on a word, you try and read it. If you get it correct you move on one space, and if you cannot read it you go back one space. The first person to reach the 'Finish' is the winner. Players do not need to throw an exact number to finish.

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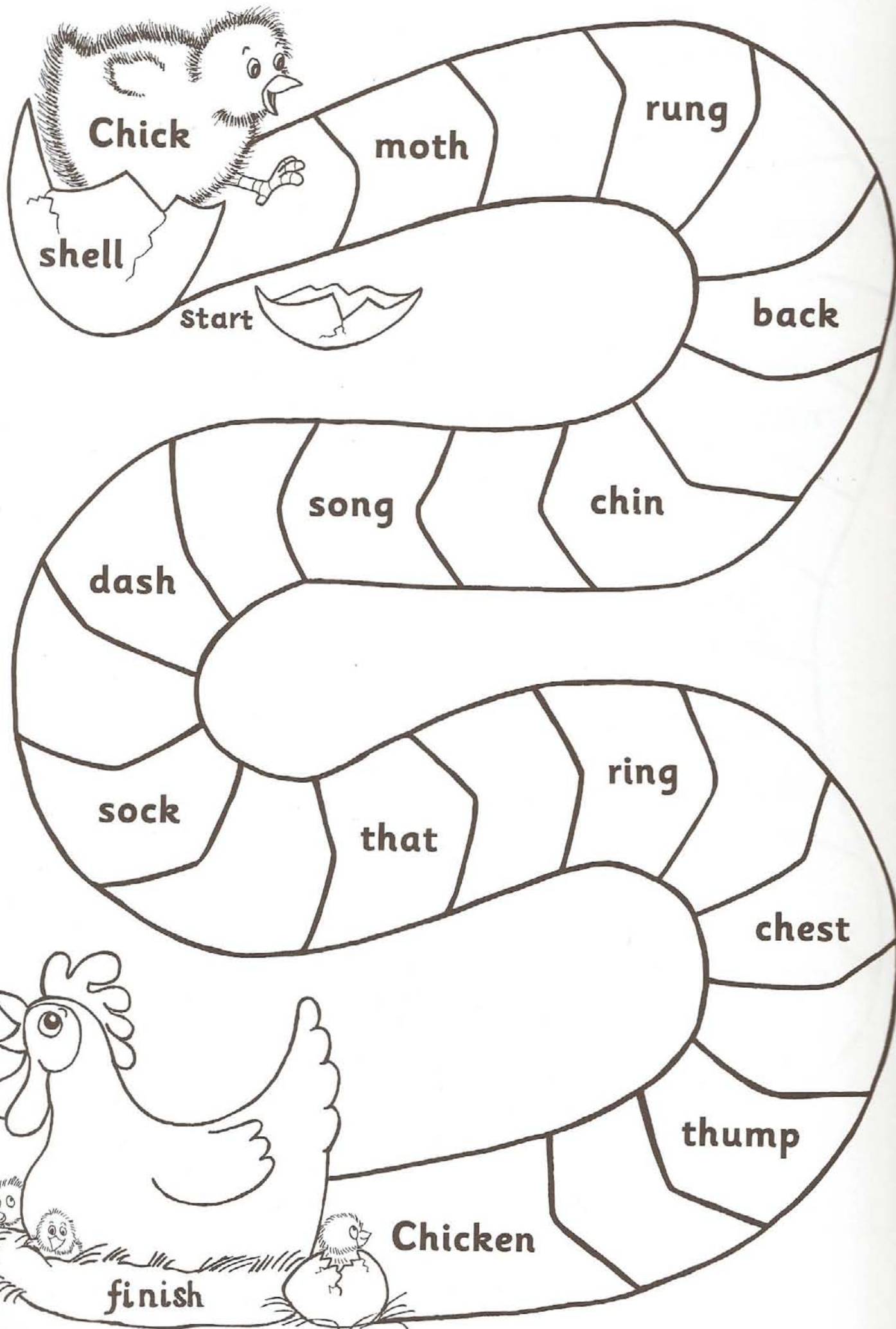
Put the counters on the 'Start'. Each player takes it in turn to throw the dice and move along. If you land on a word, you try and read it. If you get it correct you move on one space, and if you cannot read it you go back one space. The first person to reach the 'Finish' is the winner. Players do not need to throw an exact number to finish.

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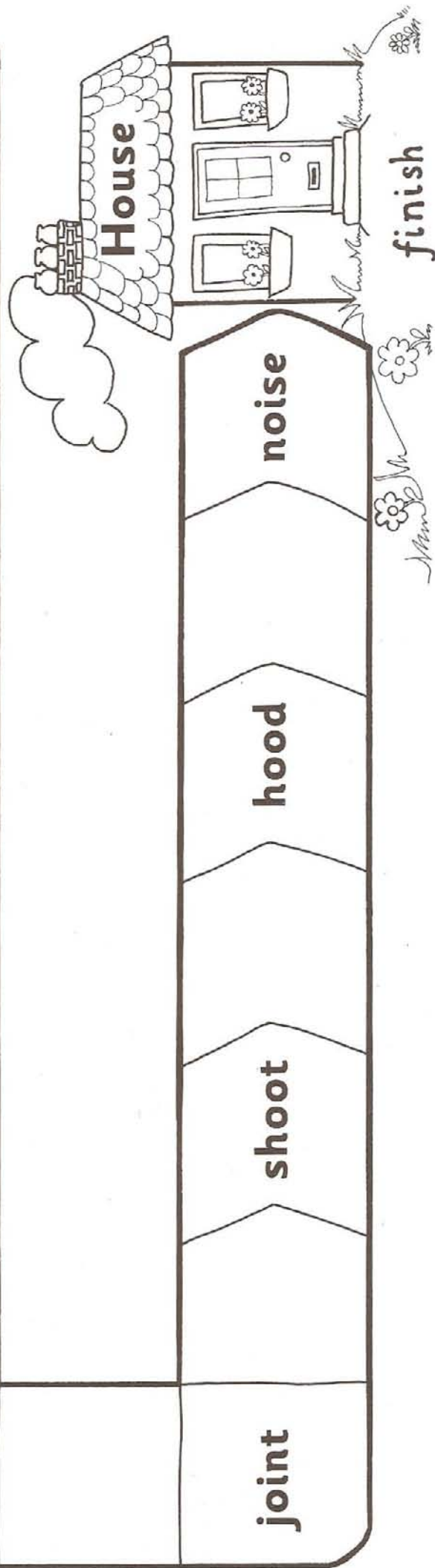
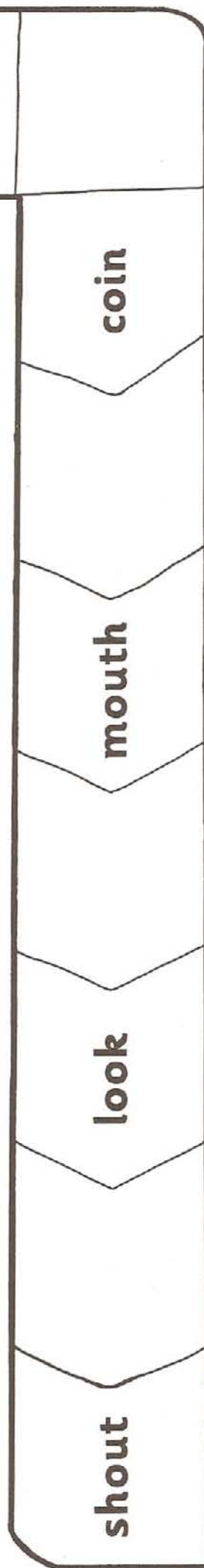
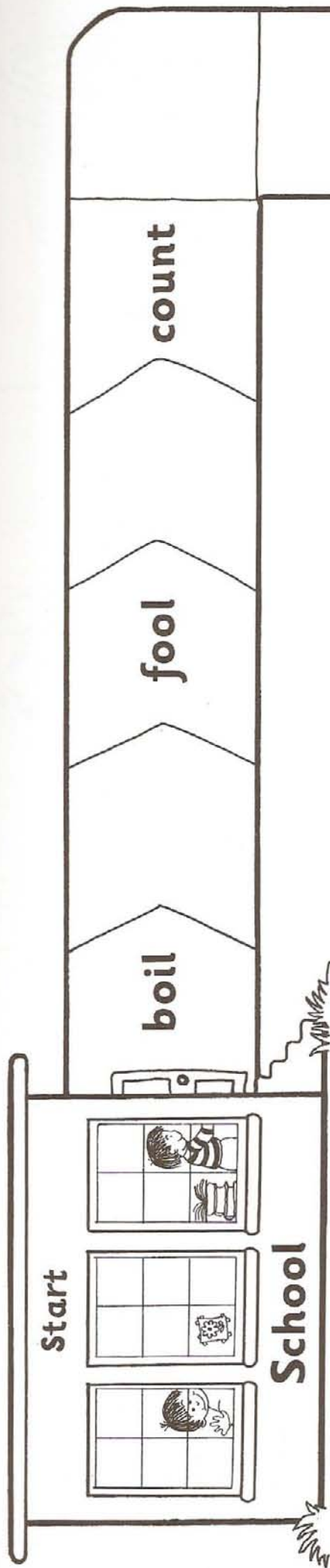
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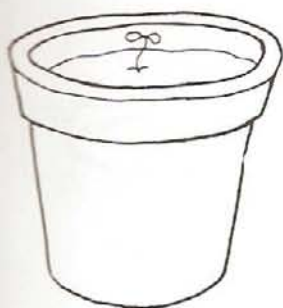








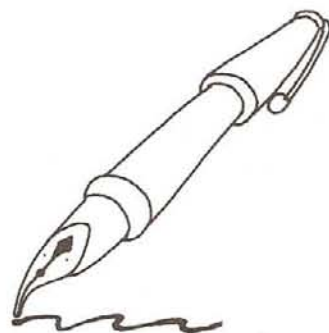




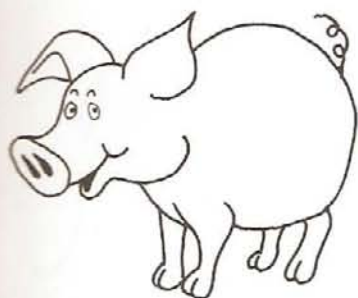
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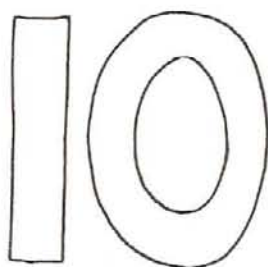
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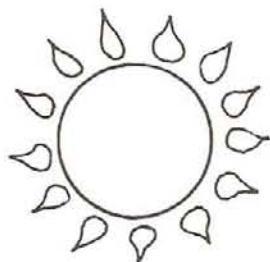
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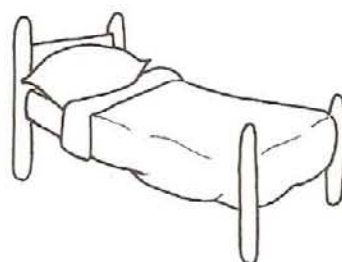
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## Photocopy Section 11

# Missing Sounds

Independent writing, by listening for the sounds and writing the letters, needs to be developed gradually. These progressive work-sheets are designed for this purpose.

### Missing Sounds - pages 179-183

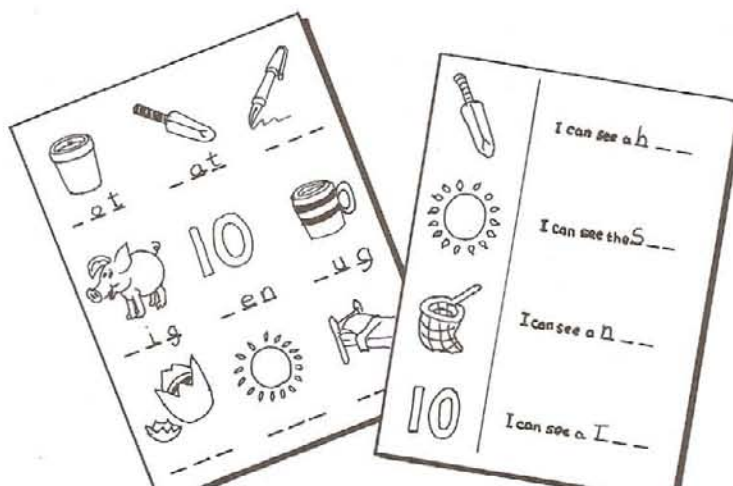
This set of sheets has pictures with dashes underneath. Ask the children to listen for the sounds and put the letters on the dashes. If this is too difficult you could write in some of the letters and leave only one to be filled in.

- |                                                           |     |
|-----------------------------------------------------------|-----|
| 1: pot, bat, pen, pig, ten, mug, egg, sun, bed            | 179 |
| 2: mat, dog, cup, pin, net, ant, bun, tap, six            | 180 |
| 3: star, snail, hook, pie, boat, oil, tree, moon, fort    | 181 |
| 4: hand, frog, tent, crab, pram, nest, drum, vest, flag   | 182 |
| 5: fish, duck, ring, shop, chin, ship, moth, queen, chick | 183 |

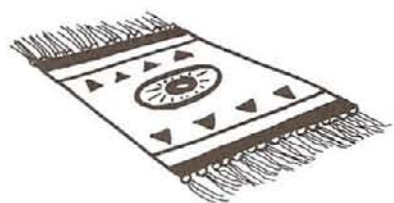
### Missing Sounds - pages 184-188

This set of sheets has a missing word in a sentence. It is much the same as the first set, except there is a little reading to do as well.

- |                             |     |
|-----------------------------|-----|
| 6: bat, sun, net, ten       | 184 |
| 7: pig, bus, hat, cot,      | 185 |
| 8: cat, peg, mug, box       | 186 |
| 9: tree, tie, coat, snail   | 187 |
| 10: moon, hands, frog, king | 188 |







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\_\_\_\_\_



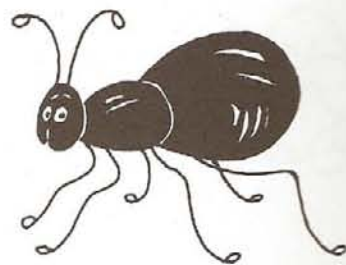
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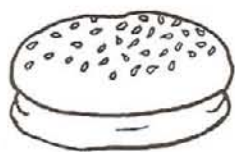
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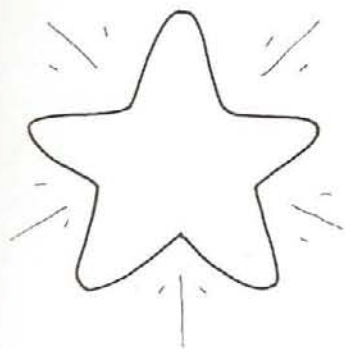
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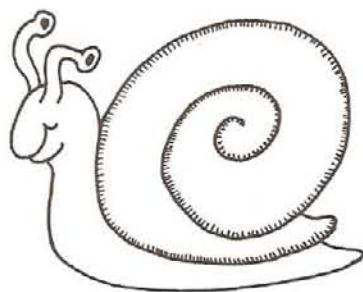
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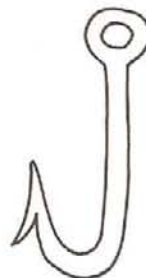
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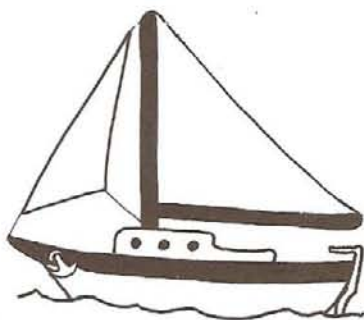
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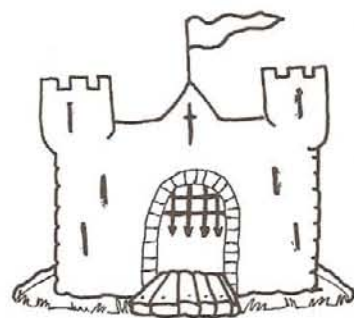
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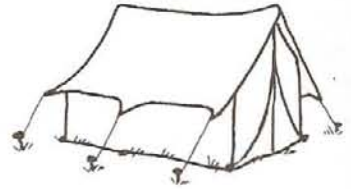
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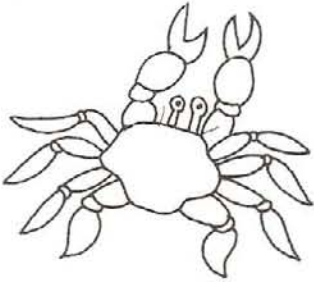
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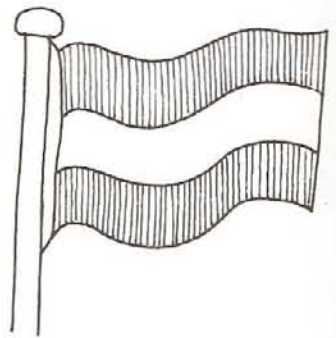
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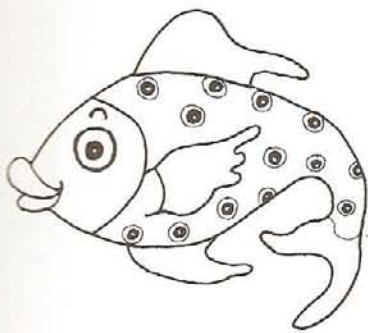


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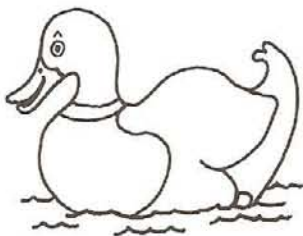


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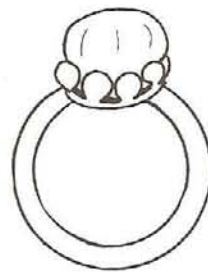




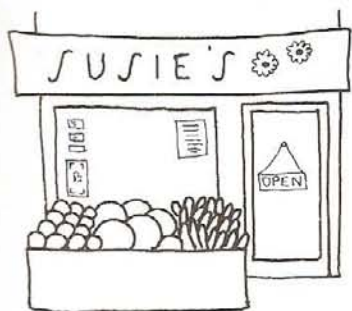
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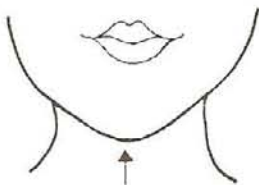
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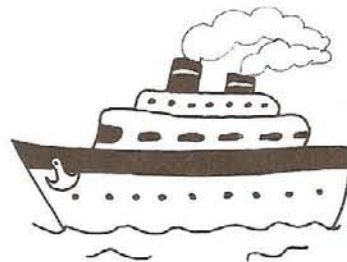
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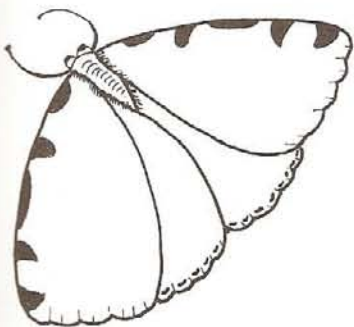
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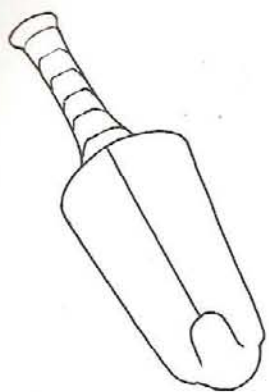
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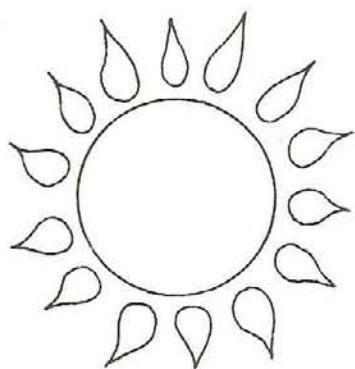
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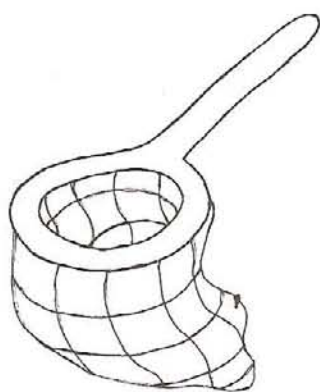
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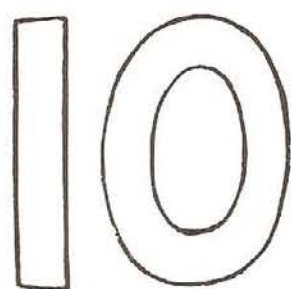
**I can see a \_ \_ \_.**



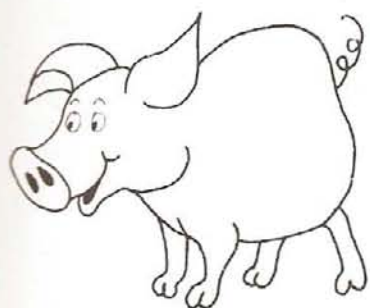
**I can see the \_ \_ \_.**



**I can see a \_ \_ \_.**



**I can see a \_ \_ \_.**



Here is a \_ \_ \_.



Here is a \_ \_ \_.

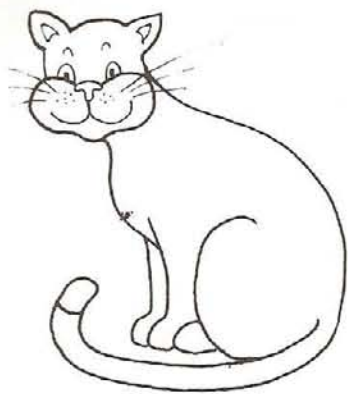


Here is a \_ \_ \_.

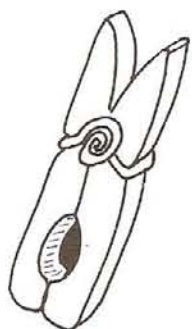


Here is a \_ \_ \_.





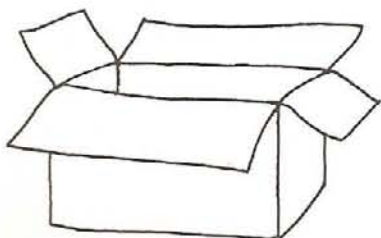
This is a \_ \_ \_.



This is a \_ \_ \_.



This is a \_ \_ \_.



This is a \_ \_ \_.



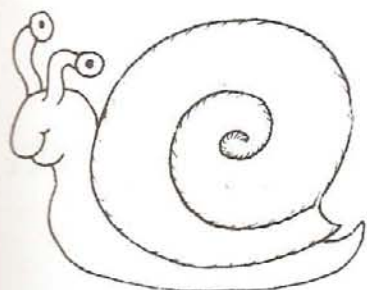
The \_ \_ \_ \_ is green.



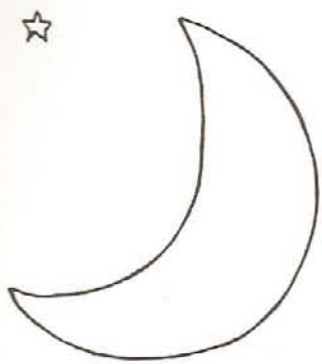
My \_ \_ \_ has got stripes.



My \_ \_ \_ \_ has a zip.



The \_ \_ \_ \_ \_ has a shell.



The \_ \_ \_ \_ is shining.



I clap with my \_ \_ \_ \_ \_.



The \_ \_ \_ \_ is green.



The \_ \_ \_ \_ has a crown.



## *Photocopy Section 12*

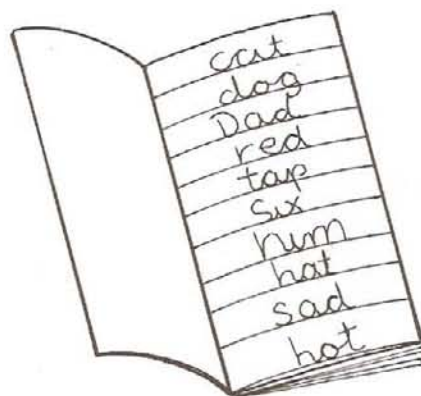
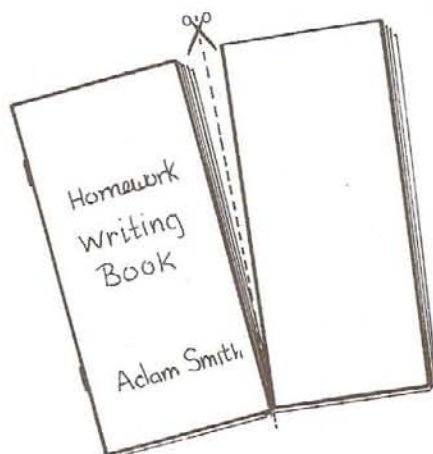
# *Homework Writing Sheets*

Approximately 40% of our words are so regular that they can be spelt correctly by listening for the sounds and writing the letters that relate to those sounds. Examples of such words are: 'went, run, left, splendid', etc. As this is such a large percentage, it is important for children to practise 'sounding out' and writing these words. The Homework Writing Sheets that follow are designed for this and are a good way of developing independent writing. Most children are ready to start this work towards the end of the first term and should be able to write a page on their own by the end of a year.

## *Homework Writing Book*

The Homework Writing Sheets can be photocopied and the child's name written at the bottom of the page. One group of words is then cut off and sent home in the child's Homework Writing Book, along with the instructions that ask the parents to dictate the words to their child. When the book returns, the work is marked, and the next group of words is cut off the named sheet and sent home. The children should be encouraged to use joined writing.

Some teachers prefer to mount each group of words on numbered cards and send these home, one at a time.



Most children bring the book back the next day, not because it is demanded but because they are enthusiastic. Not all the words have to be correct before giving the next group of words. You look at the mistakes and go over them with the child. Perhaps they haven't listened for the sounds carefully enough or they don't know how to write some letters. If they are coping quite well, you give them the next 10 words.

The first of the Homework Writing Sheets has simple, three letter, phonically regular words. The second sheet has supplementary three letter words which are useful for the children who need more practice. Sheets with four and more letter words follow on the same basis. The last four sheets have words with vowels written in different ways. As this requires a certain amount of memory they can be limited to the more advanced children.

On the last photocopy sheet (page 199) are several strips of instructions for parents, one of which can be sent home with each child with their Homework Writing Sheet.

|                                              |     |
|----------------------------------------------|-----|
| Simple 3 letter words                        | 191 |
| Simple 3 letter words (Supplementary words)  | 192 |
| Simple 4+ letter words                       | 193 |
| Simple 4+ letter words (Supplementary words) | 194 |
| Advanced words (ai/a-e/ay, etc.)             | 195 |
| Advanced words (ai/a-e/ay, etc.)             | 196 |
| Advanced words (oi/oy etc.)                  | 197 |
| Advanced words (oi/oy, etc.)                 | 198 |
| Instruction strips for parents               | 199 |

cat  
dog  
Dad  
red  
top  
six  
him  
hat  
sad  
hot

cap  
dot  
mat  
tap  
did  
rot  
sat  
pet  
had  
ham

set  
hit  
it  
dip  
Mum  
bet  
yes  
hut  
zip  
lap

up  
let  
rod  
hop  
cot  
mud  
bed  
lid  
bit  
bat

hid  
hum  
gun  
job  
pig  
win  
not  
sun  
web  
fog

van  
jug  
in  
on  
men  
bun  
leg  
wet  
fun  
peg



log  
jam  
rug  
net  
lip  
tip  
hug  
got  
dig  
lot

big  
bag  
ox  
am  
if  
cod  
bud  
gap  
mug  
an

dug  
mix  
fed  
bin  
pop  
bus  
gas  
fix  
pod  
nut

run  
bad  
get  
jog  
bug  
met  
lit  
pot  
us  
but

can  
hen  
fit  
mad  
ten  
pit  
fox  
cup  
rat  
jet

rub  
man  
vet  
cut  
pan  
fat  
map  
rip  
rob  
pip

step  
pram  
damp  
mist  
lamp  
test  
body  
limp  
slip  
drum

list  
west  
just  
spit  
mend  
stop  
jump  
wind  
crisps  
dump

bump  
hunt  
bent  
hand  
loft  
spin  
band  
just  
lent  
drip

chin  
trap  
plum  
lost  
hush  
snap  
fresh  
swim  
long  
split

film  
then  
Gran  
bang  
cloth  
gulp  
bulb  
sting  
flat  
blunt

smash  
wing  
bench  
drop  
stamp  
crust  
from  
golf  
bunch  
thing



ship  
fish  
stand  
them  
bran  
chip  
shop  
thump  
shelf  
pinch

snip  
hung  
wish  
bend  
belt  
melt  
lump  
went  
must  
lend

sand  
crash  
that  
this  
song  
land  
quin  
dish  
cash  
sang

rich  
with  
chest  
lunch  
club  
best  
camp  
flag  
plug  
slept

swing  
much  
frog  
spend  
flash  
ring  
help  
frost  
thin  
slug

crab  
chop  
swam  
shed  
glad  
shut  
ant  
soft  
scrub  
held



ai/a-e/ay

game  
rain  
date  
pain  
stay  
paid  
lane  
wave  
train  
day

ee/ea

bee  
eat  
clean  
sweet  
weep  
peas  
leaf  
sheep  
speak  
feed

ie/i-e/igh/y

pie  
life  
fry  
night  
high  
dive  
wife  
five  
cry  
tie

oa/o-e/ow

home  
mole  
sparrow  
boat  
hope  
bone  
snow  
toast  
goat  
show

er/ir/ur

bird  
sister  
burst  
winter  
girl  
burnt  
third  
turnip  
shirt  
clever

ou/ow

out  
cow  
clown  
proud  
drown  
cloud  
shout  
down  
found  
how

ai/a-e/ay

late  
save  
pray  
paint  
snail  
came  
hay  
chain  
cave  
gate



ee/ea

cream  
dream  
weed  
feet  
scream  
seeds  
stream  
team  
sweep  
street



ie/i-e/igh/y

light  
pipe  
bite  
fight  
die  
ride  
fly  
shy  
shine  
bright



oa/o-e/ow

slow  
those  
rope  
coach  
pillow  
coat  
stone  
slope  
float  
stole

er/ir/ur

first  
blister  
dirt  
stir  
turn  
diver  
thirsty  
church  
curl  
later

ou/ow

mouth  
brown  
crowd  
round  
count  
now  
owl  
loud  
frown  
south

**oi/oy**

**boy  
oil  
coin  
toy  
soil  
spoil  
joy  
moist  
boil  
point**

**short oo**

**good  
hook  
book  
broom  
wood  
stood  
wool  
crook  
look  
shook**

**ar**

**cart  
start  
jar  
park  
car  
smart  
sharp  
march  
card  
part**

**or/au/aw**

**August  
jaw  
saw  
fork  
pork  
draw  
fort  
fault  
straw  
raw**

**c/k/ck**

**cake  
cook  
duck  
luck  
king  
sky  
check  
skate  
kiss  
like**

**short i/y**

**sit  
windy  
tidy  
bin  
loudly  
bendy  
clip  
indian  
funny  
sunny**





oi/oy

join  
joint  
enjoy  
coil  
foil  
employ  
hoist  
toil  
coy  
groin

long oo

moon  
spoon  
tooth  
shoot  
food  
roof  
boot  
soon  
tools  
stool

ar

tart  
arm  
yard  
scarf  
chart  
farm  
barn  
art  
bar  
harsh

or/au/aw

sport  
shawl  
haunt  
torch  
short  
yawn  
law  
forget  
north  
storm

c/k/ck

camp  
crust  
deck  
suck  
skin  
crush  
chick  
stick  
kick  
bake

short i/y

lolly  
hilly  
trip  
silly  
sunny  
runny  
Mummy  
Daddy  
swim  
jolly

## *Instruction strips for Parents for the Homework Writing Sheets*

In order for children to write phonically regular words by themselves they have to be able to hear the sounds in words, and know how to write the letters for those sounds. Please will you help your child practise these skills by calling out the words for them to try and write all by themselves into their Homework Writing Book. They should try and do it in joined up writing. If your child is tired, do feel free to leave it and try another time.

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## *Photocopy Section 13*

# *Tricky Word Sheets*

There are many keywords that are irregular. These cannot be spelt accurately by listening for the sounds. These are called the 'tricky words' and have to be learnt.

It is only part of a tricky word that is irregular. By looking closely, children can find which part is regular and which part is 'tricky'. They can be told the words are out to 'trick' them. This will help them remember how to spell the word.

On the following two pages there is a list of sixty of the most commonly used tricky words. These should start being introduced when half the letter sounds have been taught. Two new words a week is a good pace, with plenty of revision of the tricky words already learnt. The children would be expected to recognise the words for reading before being asked to spell them correctly.

One of the most effective ways of learning to spell these words is to form them in the air in joined handwriting, saying the letter names, then writing the words several times on paper, again saying the letter names.





1. **I**

11. **are**

21. **go**

2. **the**

12. **all**

22. **no**

3. **he**

13. **you**

23. **so**

4. **she**

14. **your**

24. **my**

5. **me**

15. **come**

25. **one**

6. **we**

16. **some**

26. **by**

7. **be**

17. **said**

27. **like**

8. **was**

18. **here**

28. **have**

9. **to**

19. **there**

29. **live**

10. **do**

20. **they**

30. **give**



31.

**only**

41.

**any**

51.

**could**

Fold

32.

**old**

42.

**many**

52.

**should**

Fold

33.

**little**

43.

**more**

53.

**would**

Fold

34.

**down**

44.

**before**

54.

**right**

Fold

35.

**what**

45.

**other**

55.

**two**

Fold

36.

**when**

46.

**were**

56.

**four**

Fold

37.

**why**

47.

**because**

57.

**goes**

Fold

38.

**where**

48.

**want**

58.

**does**

Fold

39.

**who**

49.

**saw**

59.

**made**

Fold

40.

**which**

50.

**put**

60.

**their**



## *Photocopy Section 14*

# *Alternative Spellings of Vowels*

Children find it easier to deal with these alternatives when they are reading than when they are writing. So for reading, the children can be introduced to the alternatives soon after the Sound Sheets have been completed. Sets of regular words that use an alternative e.g. a set of 'a-e' words such as 'snake, late, bake, same, plate, fame' etc., or a set of 'ay' words such as 'may, pray, stay, lay, day, spray, hay etc., can be made. These are sounded out and blended by the children. This will enable them to cope with a wider range of words when reading.

This Section has:

|                                              |           |
|----------------------------------------------|-----------|
| Sound Sheets for these Alternative Spellings | p 204-212 |
| Flash Cards for these Alternative Spellings  | p 213-215 |
| Matching Letters, Words and Pictures         | p 216-218 |

By initially teaching the children one way of writing the sounds it gives them the ability to write independently. They listen for the sounds and put down the letters for those sounds. In the second half of the year the children need to be reminded of the alternatives and to begin to use them in their own writing.

These alternatives will need to be revised regularly over the next few years. Although, for accurate spelling, the correct alternative has to be remembered, it is easier for children if they are familiar with these alternatives, as they can then choose which one looks correct, e.g. 'snake, snaik, snayk'. As the children become more widely read and familiar with words the choice becomes easier. Through their knowledge of sounds and letter patterns associated with them, the children's awareness of the details of spelling is heightened.



There are 3 main ways to make an 'ai' sound.  
Read the words. Write them in the correct 'ai' sound.



snail

may

cake

train



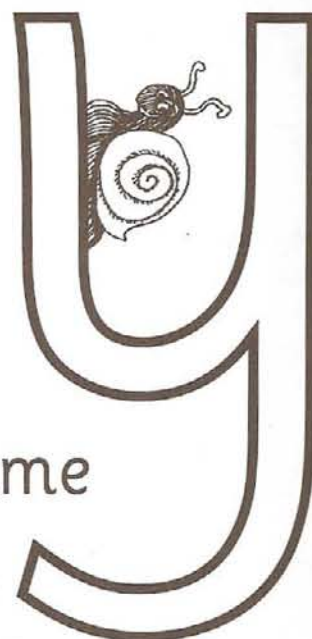
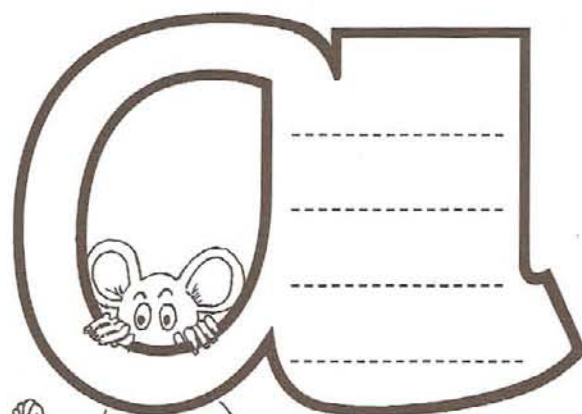
snake

hay

snake

paint

whale

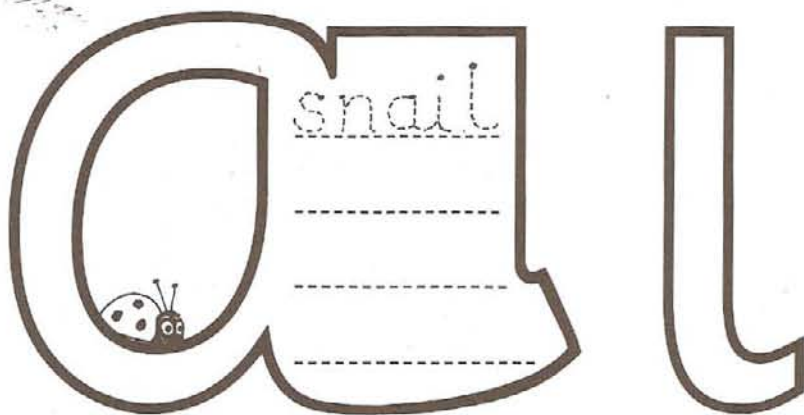
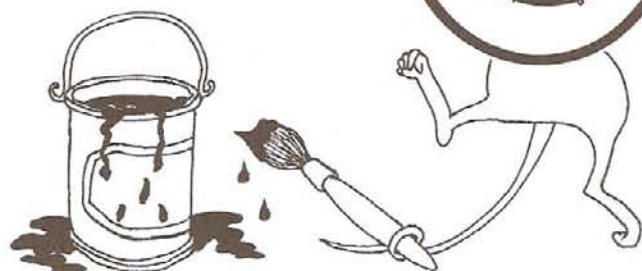


name

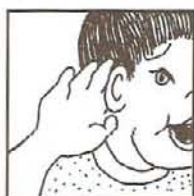
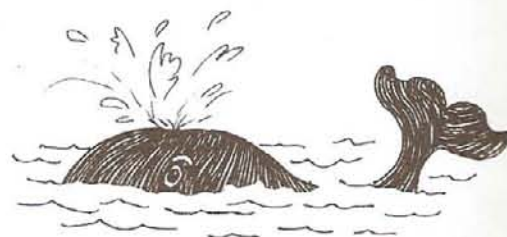
tail

play

tray

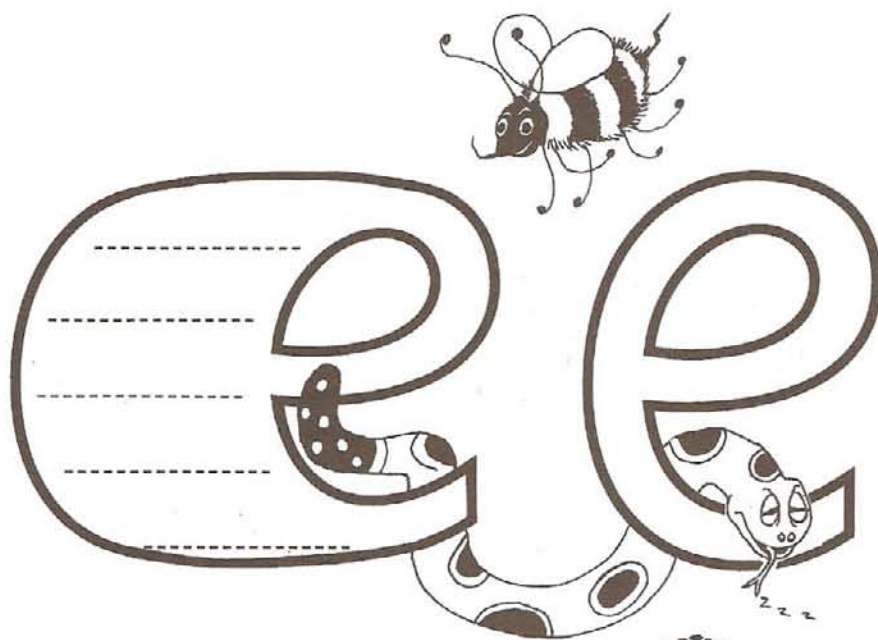


snail



**Action:** Cup hand over ear and say ai, ai, ai.

There are 2 main ways to make an 'ee' sound.  
Read the words. Write them in the correct 'ee' sound.

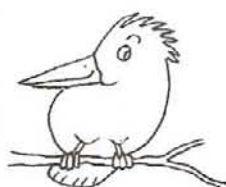


sheep  
teeth  
beak  
bee

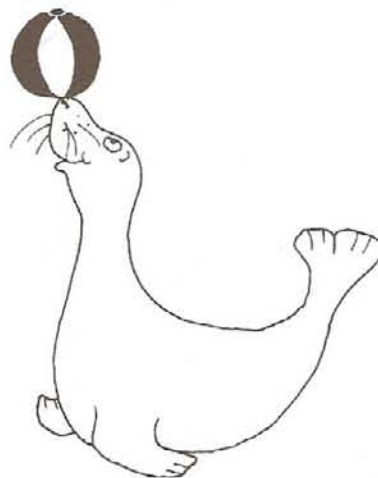
keep

tea

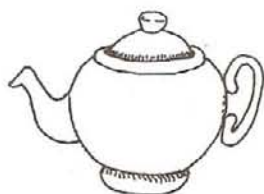
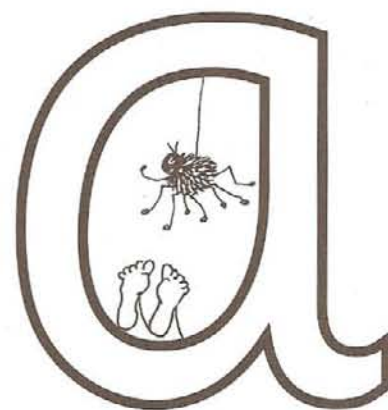
bean



read



feet  
seal



**Action:** Put hands on head as if ears on a donkey. Move them up and down as you say eeyore, eeyore.



There are 4 main ways to make an 'ie' sound.  
Read the words. Write them in the correct 'ie' sound.

like

light

kite

tie

my

pie

night

fly

time

lie

right

like

sky

die

pie

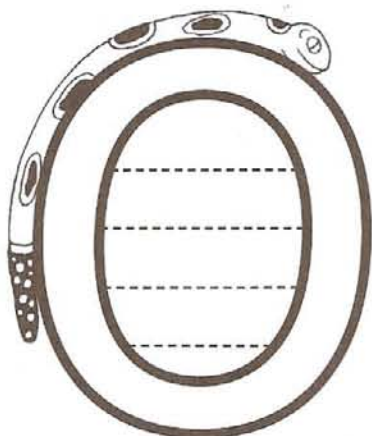
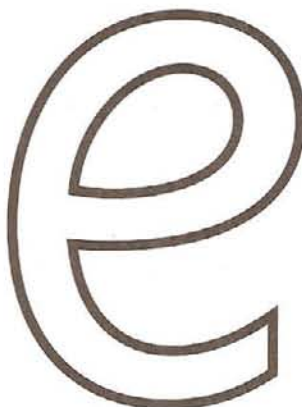
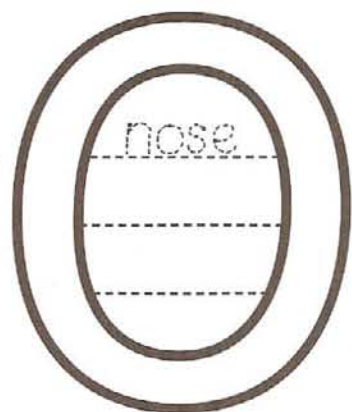


**Action:** Stand to attention and say ie, ie, ie.



There are 3 main ways of writing the 'oa' sound.  
Read the words. Write them in the correct 'oa' sound.

snow  
nose  
toast

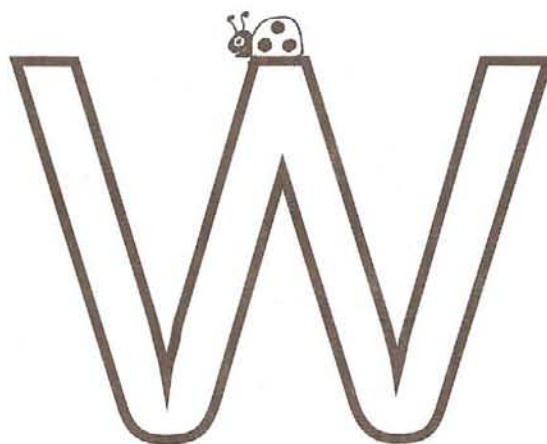
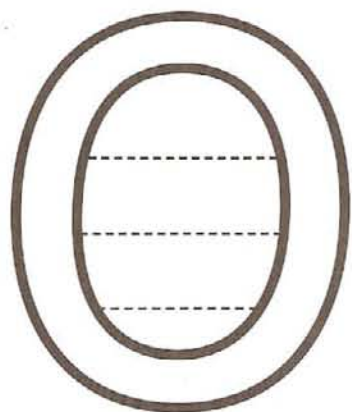


loaf  
slow  
oak



goat

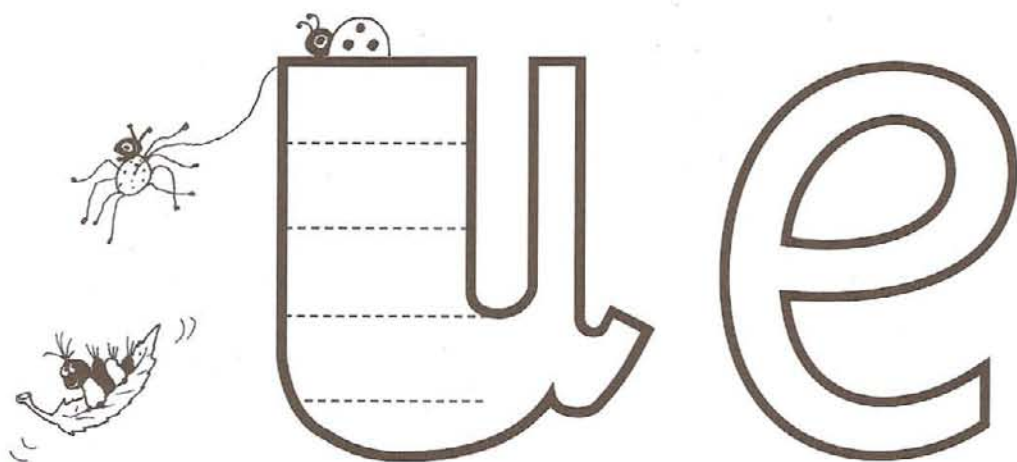
rose  
those  
throw



**Action:** Bring hand over mouth as if something terrible has happened and say oh!

There are 3 main ways of writing the 'ue' sound.

Read the words. Write them in the correct 'ue' sound.



statue

few

cube

Tuesday

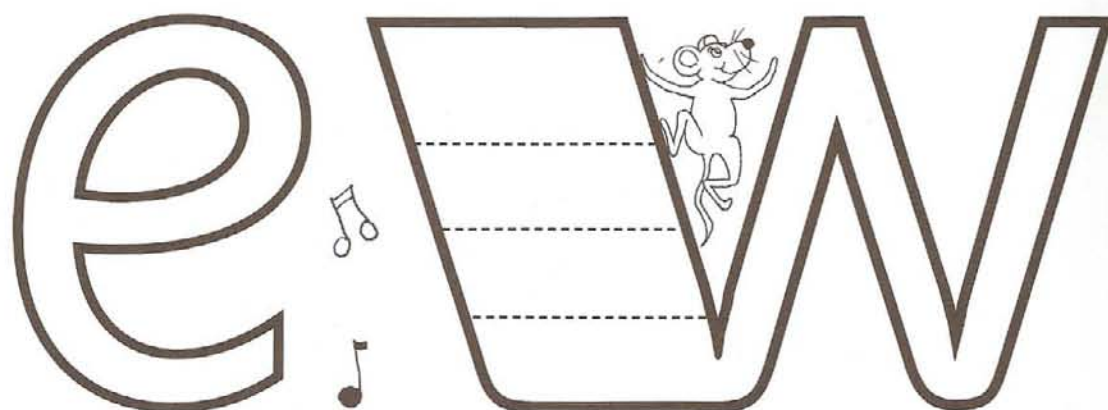


stew

rescue

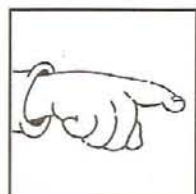
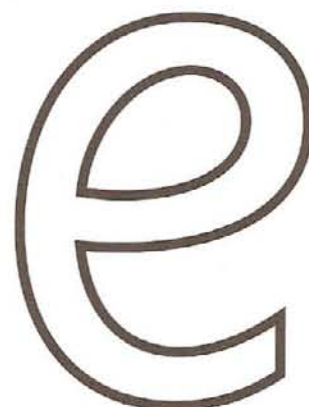
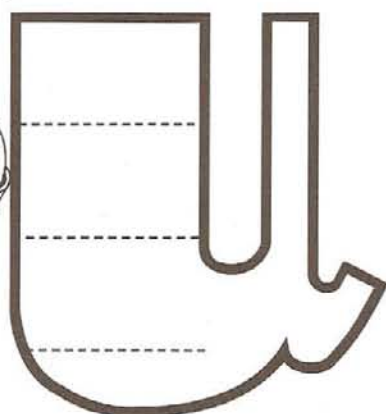
tube

blue



new

tune



**Action:** Point to people around you and say you, you, you.



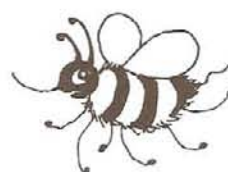
There are 3 main ways of writing the 'er' sound.  
Read the words. Write them in the correct 'er' sound.

girl  
turn  
dinner  
first



e

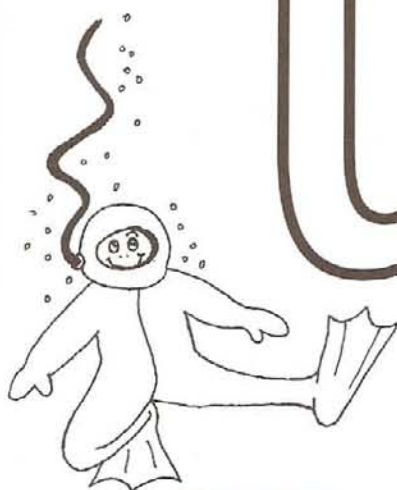
letter



i

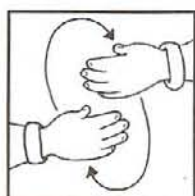
r

Thursday  
bird  
sister  
hurt



purse  
shirt  
letter  
diver

u



**Action:** Roll hands over each other like a mixer and say *erererer*.

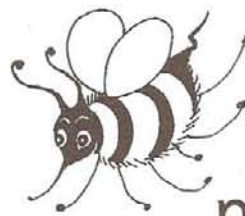


There are 3 main ways to write the 'or' sound.  
Read the words. Write them in the correct 'or' sound.



o  
fork

r



paw

pause

horse



" prawn

" fork

Autumn

a



aw

short  
August  
straw

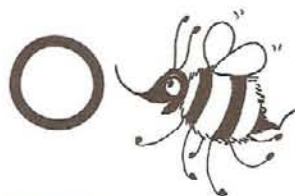


**Action:** Put hands on head as if ears on a donkey. Move them up and down as you say, eeyore, eeyore.

There are 2 main ways of writing the 'oi' sound.  
Read the words. Write them in the correct 'oi' sound.



oi

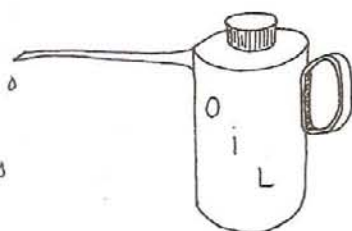


boy

oil

joy

point



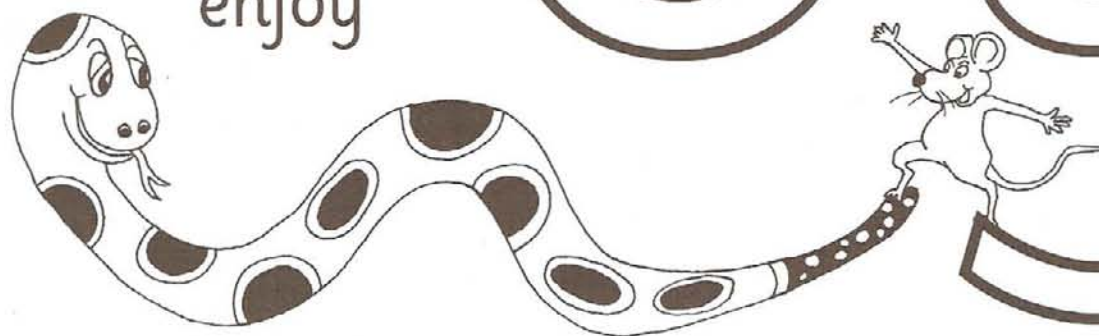
toy

coin

spoil

enjoy

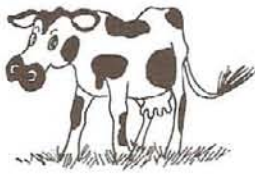
oy



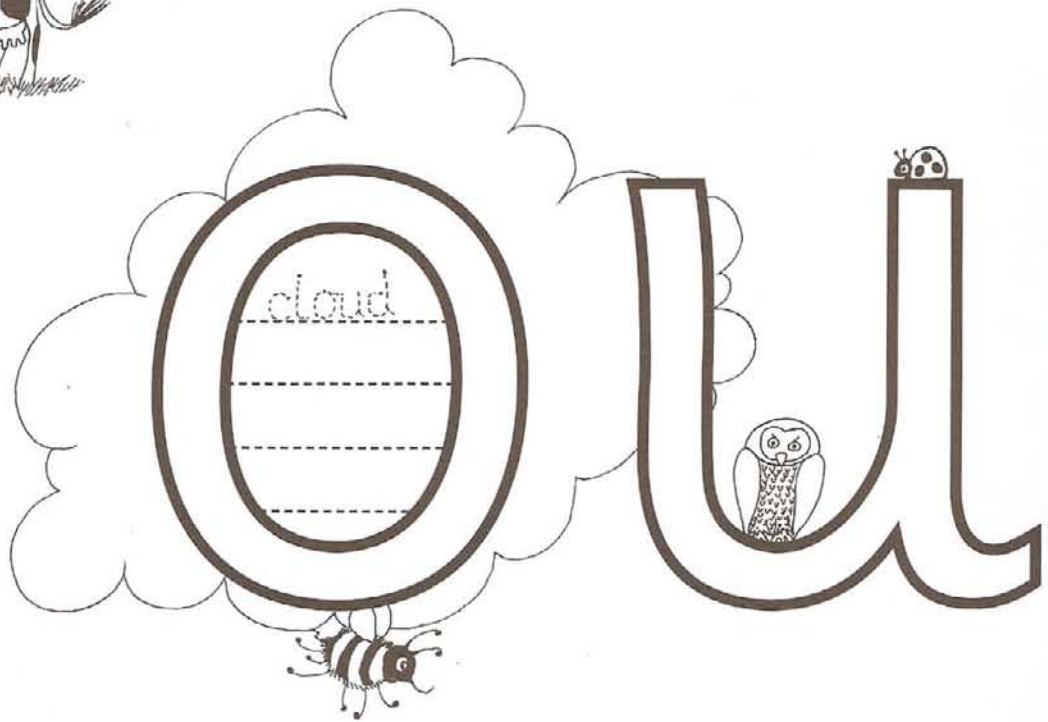
**Action:** Cup your hands around your mouth and shout, as if to another boat, oi!, ship ahoy!



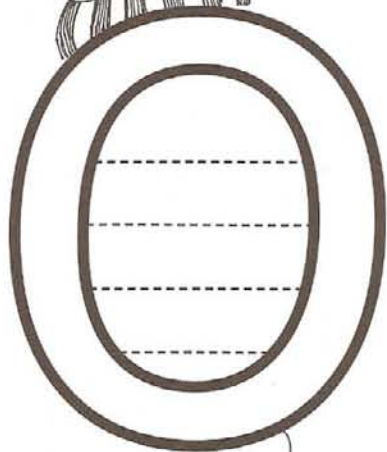
There are 2 main ways of writing the 'ou' sound.  
Read the words. Write them in the correct 'ou' sound.



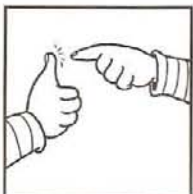
mouth  
found  
owl  
clown



cloud



cow  
brown  
mouse



**Action:** Pretend your finger is a needle and prick your thumb saying ou, ou, ou.



k

ck

a-e

ay

ea

i-e

y

igh

o-e

ow

u-e

ew

ir

ur

au

aw

oy

ow



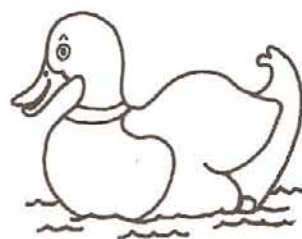
k

king



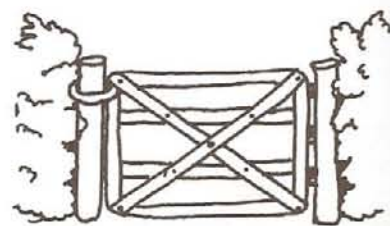
ck

duck



a-e

gate



ay

hay



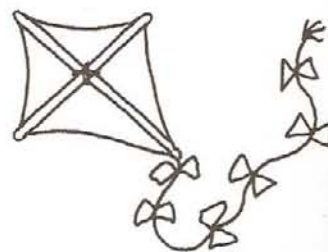
ea

leaf



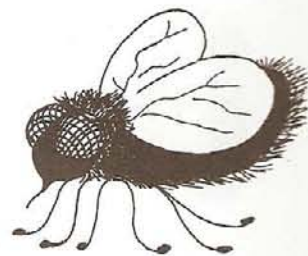
i-e

kite



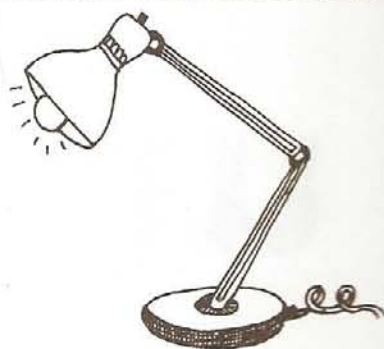
y

fly



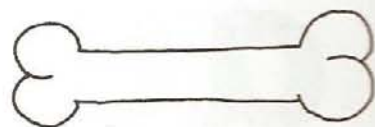
igh

light



o-e

bone



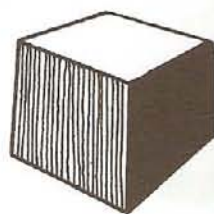
ow

snow



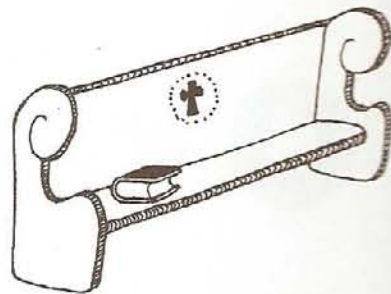
u-e

cube



ew

pew





ir

girl



ur

purse



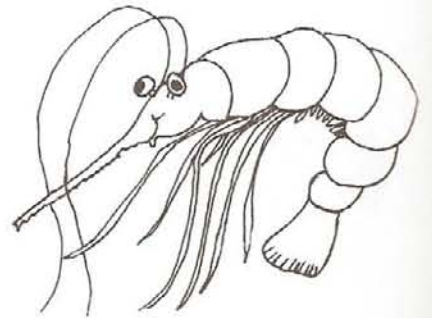
au

autumn



aw

prawn



oy

boy



ow

owl

