



Teaching and Learning through the Phonic Phases

Phase 1 Foundation Stage 1 (Nursery)

Children working within Phase 1:

- explore and experiment with sounds and words
- distinguish between different sounds in the environment and phonemes
- show awareness of rhyme and alliteration

Resources Needed

- Variety of musical instruments
- Objects used to make music – containers, buttons, rice etc..
- tape recorder, tapes, microphone, walkie talkies
- Stories with sound effect possibilities i.e. Bear Hunt, Walking through the jungle, Polar Bear, Polar Bear
- A bank of songs and rhymes some on CD/cassette, props to support bilingual learners
- Collections of real objects beginning with the same phoneme – have some that attract boys i.e. a spaceman, a monster, a bat etc..
- Pebble
- string
- puppets – one that can write, one that can speak – try puppets by post
- patterned text
- rhyming objects
- magnetic, wooden, plastic, foam letters, letter jigsaws
- small magnet boards
- small whiteboards, pens and wipers
- hoops
- shopping basket

Explore and experiment with sounds and words

Yellow stepping stone 'Distinguish one sound from another'.

Game	Type	Whiteboard resource	Where instructions can be found	Element of discrete session
Guess Who	D		PWS 3	n/a
Guess the Sound	D		PWS 3	
Let me Hear Your....Voice	S		PwS 3	

Give Me a Sound	S	Word photos	PwS 3	
Me Then You	S		PwS 3	
Listening lists/walks	D		PwS 3	

Blue stepping stone 'Recognise rhythm in spoken words'

Game	Type	Whiteboard resource	Where instructions can be found	Element of discrete session
Name Tap*	S		PWS 5	
Guess 1	G		PWS 5	
Guess 2*	D		PwS 5	
Keep the Beat	G		PwS 5	
Clap Clap Clap	G		PwS 5	
Old McGregor	S		PwS 5	

Show an awareness of rhyme

Yellow stepping stone 'Enjoy rhyming and rhythmic activities'

Game	Type	Whiteboard resource	Where instructions can be found	Element of discrete session
Join In	S		PWS 2	n/a
Lets' Dance	G		PWS 2	
Mirror Me	G		PwS 2	
Action Rhymes	G		PwS 2	
Me Then You	G		PwS 2	
Counting Rhymes	G		PwS 2	

Blue stepping stone 'Show awareness of rhyme....'

Game	Type	Whiteboard resource	Where instructions can be found	Element of discrete session
Catch Me Out	D		PWS 4	n/a
Rhyming Pairs	G		PWS 4	
Rhyme Time	S		PwS 4	
Read Rhymes	D		PwS 4	

Green stepping stone: 'Continue a rhyming string'

Game	Type	Whiteboard resource	Where instructions can be found	Element of discrete session
Rhyming Couplets	D		PWS 6	n/a
New Verses	D		PWS 6	
Read Rhymes	D		PwS 6	
Pebble Game	S		PwS 6	
Rhyming Trail	D		PwS 6	
Rhyming Kim's Game	D		PwS 6	

Show an awareness of alliteration

Blue stepping stone 'Show awareness ofand alliteration'.

Game	Type	Whiteboard resource	Where instructions can be found	Element of discrete session
<i>Name Play</i>	D		PWS 4	n/a
<i>My Mother Went to Market</i>	D		PWS 4	
<i>Jump in the Hoop</i>	G		Pips 21	
<i>Jingles</i>	S		Pips 18	

Distinguish between different phonemes

Green stepping stone: 'Hear and say the sound in words in the order in which they occur..' (initial sound games)

Game	Type	Whiteboard resource	Where instructions can be found	Element of discrete session
Match Me	S		PIPs 20	
Circle Swap Shop	G		PIPs 20	
Tray Game	S		PwS 7	

Developing Oral Blending

Simple CVC Objects for Oral Blending				
Cat Cot Pot Mat Top Cap	Map Mug Dog Lid Bib Hat	Rat Bag Pig Bus Cup Log	Bat - (flying/ball hitting!) Van Jug Zip Web – try cheap shops at Halloween – boys will love!	Peg – washing line sort Fox Jam Bin Bed Fan Hen

Game	Type	Whiteboard resource	Where instructions can be found	Element of discrete session
I Spy	D		PwS 7	Teach/Practice
Cross the River	G		PwS 7	Teach/Practice
Which One	D		PwS 7	Teach/Practice

Try using robot talk in every day activities in the setting e.g. 'Get your coat from the p-e-g' (phonemes not letter names) 'Who can find me a picture of a c-ow? Which pig is b-l-a-ck?' where the practitioner says the last word as separate phonemes. Children enjoy this and introducing the skill through regular low key repetition like this will mean that when children do start a systematic phonic programme at Phase 2 they will only have to learn the concept of linking phonemes to graphemes: they will already have had the experience of blending sounds together.
Marilyn Joyce Regional Advisor for CLL



Role Play Area Mayfield Primary FS1

Children need to apply their phonic knowledge through writing. Role Play areas offer a purposeful context for writing.

Phases 2-4 Foundation Stage 2 (reception)

Children working within Phase 2:

- Know that words are constructed from phonemes and that phonemes are represented by graphemes
- Know a small selection of common consonants and vowels which they can blend for reading and segment for spelling simple cvc words e.g. *sit and tap*

Children working within Phase 3:

- know one grapheme for each of the 44 phonemes

Within Phase 3i

Children can read and spell a few CVC words using a limited range of letters and short vowels e.g. *box*

Within Phase 3ii

Children can read and spell CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters e.g. *bell, chick*

Within Phase 3iii

Children can read and spell a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes e.g. *sheep, boat*

Children working within Phase 4:

- Can blend adjacent consonants in words and apply this skill when reading unfamiliar texts e.g. *spoon, cried, nest*
- Can segment adjacent consonants in words and apply this in spelling



Children must be taught phonics alongside a wealth of good literature and favourite books in order to build positive attitudes to reading.

Rose 2006

Resources Needed

- Phoneme frames, dry wipe pens
- Phonic fans (TTS) or can be made from Pip's photocopiable resources
- A4 graphemes (44)
- Silly questions printed out and laminated
- Blank dice (cube game)
- Small letter cards a number of each grapheme (Noisy letters)
- Sand timer
- Full house cards laminated
- Bingo cards laminated
- Little phoneme cards sets of 10/15 for groups of 3's/2's
- CVC objects for games – real objects will make so much more sense to bilingual learners

Know that words are constructed from phonemes and that phonemes are represented by graphemes

Green stepping stone: 'Hear and say the sound in words in the order in which they occur..' (initial sound games)

Game	Type	Whiteboard resource	Where instructions can be found	Element of discrete session
Match Me	S		PiPs 20	Revisit/practice
Circle Swap Shop	G		PiPs 20	Revisit/practice
Tray Game	S		PwS 7	Revisit/practice

Activities for teaching phoneme-grapheme correspondences:

Game	Type	Whiteboard resource	Where instructions can be found	Element of discrete session
Letters	D		PwS 7	apply
Letter Formation	D/S		PiPs 21	teach
Mood Sounds	D		PwS 10	revisit
Flashcards	D	Try using alphabet cards, posters, books, friezes, puppets etc...for variety	PiPs 25	revisit
Sock Puppets	D	n/a	PiPs 25	Revisit/practice
Noisy Letters	G	n/a	PwS 9	Revisit/practice
Full House	D	n/a	PwS 12	Revisit/practice
Which of two	S		PiPs 23	Revisit/practice

Know a small selection of common consonants and vowels which they can blend for reading and segment for spelling simple cvc words e.g. *sit and tap*

Initially revisit and revise oral blending (see phase 1). Games for oral blending can be adapted to teach blending for reading, by substituting word cards for objects/ encouraging the matching of word cards to objects.

Activities for teaching blending

Game	Type	Whiteboard resource	Phase	Where instructions can be found	Element of discrete session
Sound Buttons	D	√	2-6	PwS 10	Teach/practice
Countdown	D	√	2-6	PwS 11	practice
Sentence Game	D		2-6	PwS 12	Apply
Silly Questions	S			PwS 14	Apply
Cube game	S/G		2-6	PwS 30	Teach/practice
Questions or statements	S		2-6	PwS 16	Apply
Sense or Nonsense	S		4-6	PwS 17	Practice/Apply
Word Bingo	D		Make bingo cards using appropriate words for phase	PwS 13	Revisit/practice



Activities for teaching segmenting

Game	Type	Whiteboard resource	Phase	Where instructions can be found	Element of discrete session
What's in the Box	S		2-4	PwS 13	practice
Phoneme count	S		2-6	Pips 32	Revisit, teach, practise
The Big Quiz	S		2-6	PwS 14	practise
Fans	S		2-4	Pips p.28	Revisit/practise
<i>Washing Line</i>	D	n/a	2-6	Pips 33	Teach (teacher demonstrates segmenting/ word building)
Quickwrite	S	n/a	2-6	PwS 11	Revisit, practice, apply
Full Circle	G	n/a	2-6	Pips 29 words to be related to progression in phases	Teach, practice
Phoneme Frame	D/S	√	2-6	PwS 9	Revisit, teach, practice and apply (use to demonstrate, individually and in pairs)



Phase 5 Year 1

Children working within Phase 5:

- Can use alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes e.g /oe/ o-e, o,oa,ow e.g. *snake*
- Can read phonically decodable two and three syllable words, e.g. *bleating, frogspawn, shopkeeper*
- Can spell complex word using phonically plausible attempts

Can use alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes e.g /oe/ o-e, o,oa,ow e.g. *snake*

For practice and revisit use segmenting games in phase 2-4

Game	Type	Whiteboard resource	Phase	Where instructions can be found	Element of discrete session
Split digraph	G		5	PwS20 Pips 36	teach
Phoneme Spotter					
Rhyming Word Generation and Word Sort	S			Pips 34	
Where in the world	D/S			PwS 21	Apply
Sorting and Labelling	D/S			PwS 22	Teach/apply
Recounts	D/S			PwS22	Teach/apply
Double Trouble	D			PwS 23	Teach
Best Bet	S			PwS 24	Teach/practise

Can read phonically decodable two and three syllable words, e.g. *bleating, frogspawn, shopkeeper*

Revise syllables through activities on Card 5, see phase 1
'Recognise rhythm in spoken word'

Game	Type	Whiteboard resource	Phase	Where instructions can be found	Element of discrete session
Reading long words	D/S		5	PwS 24	teach/practice once taught
Introducing long words	S		5	PwS 22	Teach/practice once taught

Can spell complex words using phonically plausible attempts

Segmenting games from phase 2-4 using complex words

Phase 6 Year 2

Children working within Phase 6::

- Apply their phonic skills and knowledge to recognise and spell an increasing number of complex words
- Are secure with less common grapheme - phoneme correspondences e.g s /zh/
- Can recognise phonic irregularities