

Before You Start: Phonics Training

Activity 1: Learn the terminology

Phonics is a highly effective way of teaching reading and spelling. It is based on the link between sounds and the way we write them down (graphemes).

i-n contains 2 sounds and 2 graphemes

c-a-t contains 3 sounds and 3 graphemes

ch-a-t contains 3 sounds and 3 graphemes

l-igh-t contains 3 sounds and 3 graphemes

c-r-a-sh contains 4 sounds and 4 graphemes

s-t-r-ee-t contains 5 sounds and 5 graphemes

Each word always contains the same number of sounds and graphemes.

Graphemes can have 1, 2, 3 or 4 letters.

There are 44 sounds in our language. Children are taught to read and write them.

The first sounds they are taught are found in the Simple Speed Sounds chart;

in each sound box there is only one grapheme.

These graphemes are referred to as **Speed Sounds Set 1** and **Speed Sounds Set 2**.

Speed Sounds Set 1: **m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch qu ng nk**

Speed Sounds Set 2: **ay ee igh ow oo oo ar or air ir ou oy**

When you are ready to teach **Speed Sounds Set 3**, use the Complex Speed Sounds chart;

the sound boxes often contain more than one grapheme.

Speed Sounds Set 3: **ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure**

Green and **Red** words are introduced in the Storybooks.

Green words are words made up of graphemes from these charts. They are called *Green* because once children have learned these graphemes, they can read and go! Children can read the sounds by sound-blending.

Red words are common words that contain graphemes that are not found in the charts, e.g. *said, want, rough, through, would*. They are called *Red* because children may have to stop and think about these words, because they cannot easily read the words by sound-blending.

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Activity 2: Learn to speak like Fred

Meet an imaginary character called Fred!

Fred can be any creature. He could be a stuffed toy or puppet.

He can only speak in individual sounds, not whole words.

He can only say words (in sounds) with one syllable.

He knows that sounds must be pure so that children can sound-blend.

So c-a-t = cat (say 'c' 'a' 't' not 'cuh' 'a' 'tuh'). Avoid saying 'uh' after a consonant sound.

'Fred Talk' is an activity that acts like the 'undercoat' to teaching reading and spelling.

Fred's consonant sounds

Learn to say pure consonant sounds like Fred.

Some sounds can be stretched, e.g. lll, mmm, nnn, fff

Some sounds can't be stretched so we bounce the sound, e.g. c-c-c, p-p-p

Some sounds we can sing (voice), e.g. mmm, nnn *

Some sounds we can't sing but only say (unvoiced sounds), e.g. ffff, sssss, t-t-t

Stretchy consonant sounds

Practise 'stretching' each sound. (Avoid saying 'fuh', 'luh', 'muh', 'nuh', etc.)

| | | | | | | | | | | |
|------|------|------|------|------|------|------|------|--------|--------|----------------------|
| ffff | llll | mmmm | nnnn | rrrr | ssss | vvvv | zzzz | ssshhh | ttthhh | nnng (thing) * |
| | * | * | * | * | | * | * | | | * |

Now say the shortest sound you can without an 'uh'!

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
|---|---|---|---|---|---|---|---|----|----|----|

The unvoiced 'th' sound is used in the first set of phonic lessons.

Bouncy consonant sounds

Practise 'bouncing' each sound. (Avoid saying 'cuh', 'puh', 'tuh', 'chuh', etc.)

| | | | | |
|--------------------|---------|---------|---------|-------------|
| c-c-c-c k-k-k-k | h-h-h-h | p-p-p-p | t-t-t-t | ch-ch-ch-ch |
|--------------------|---------|---------|---------|-------------|

Now say the shortest sound you can without an 'uh'!

| | | | | |
|---|---|---|---|----|
| c | h | p | t | ch |
|---|---|---|---|----|

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These are also 'bouncy' sounds, but it is harder not to say 'uh' - just do your best!

Practise 'bouncing' each sound.

| | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|
| b-b-b-b * | d-d-d-d * | g-g-g-g * | j-j-j-j * | w-w-w-w * | y-y-y-y * |
|-----------|-----------|-----------|-----------|-----------|-----------|

* voiced sound

Now say the shortest sound you can without an 'uh'!

| | | | | | |
|---|---|---|---|---|---|
| b | d | g | j | w | y |
|---|---|---|---|---|---|

Double consonant sounds

These sounds are actually two sounds made closely together, but they are counted as one.

| | | |
|---------|----------|-----------|
| x (c s) | qu (c w) | nk (ng k) |
|---------|----------|-----------|

'nk' is paired with 'ng' on the Speed Sounds chart.

Fred's vowel sounds

The English language can be confusing, because there are only five vowel letters (a, e, i, o, u) but twenty vowel sounds.

Practise saying each vowel sound in the accent used in your region. (Fred is very adaptable!)

| | | | | |
|------------|----------|-------------|-------------|---------------|
| a apple | e egg | i insect | o orange | u umbrella |
|------------|----------|-------------|-------------|---------------|

| | | | | | | | |
|---------------------------|---------------------------|--------------------|------------------------|-------------------------|------------------------------|--------------------------|------------------------|
| ay may I play? | ee what do you see? | igh fly high | ow blow the snow | oo poo at the zoo | oo look at a book | ar start the car | or shut the door |
| air that's not fair | ir whirl and twirl | ou shout it out | oy toy for a boy | ire fire, fire! | ear hear with your ear | ure sure it's pure | |

Now practise saying all 44 sounds.

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Activity 3: Fred Talk

- 1 Read the words below in Fred Talk. Say the last sound gently.
- 2 Spell the words using Fred Fingers. Touch each finger as you say each sound.

| | | | | | | | |
|---|-------|--------|-------|---------|---------|---------|-----------|
| a | m-a-d | s-a-d | m-a-n | g-r-a-n | p-r-a-m | t-r-a-p | b-l-a-ck |
| e | m-e-t | s-e-t | h-e-n | s-e-n-t | b-e-s-t | b-e-ll | l-e-ss |
| i | b-i-n | th-i-n | b-i-t | th-i-ck | s-l-i-d | h-i-n-t | th-i-ng |
| o | g-o-t | t-o-p | n-o-t | b-o-ss | f-r-o-g | s-t-o-p | c-o-s-t |
| u | h-u-t | b-u-n | c-u-p | j-u-s-t | l-u-m-p | g-u-ll | c-r-u-s-t |

- 3 Practise saying the words below in Fred Talk.

The list includes a range of common single-syllable words that can be used in activities during the day. Avoid plurals if possible.

h-ea-d 3, ar-m 2, l-e-g 3, b-a-ck 3, n-e-ck 3, t-u-m 3,
sh-oe 2, z-i-p 3, v-e-s-t 4, s-o-ck 3, c-oa-t 3, h-oo-d 3,
r-e-d 3, b-l-ue 3, g-r-ee-n 4, b-l-a-ck 4, p-ai-n-t 4, p-e-n 3, c-u-p 3,
r-u-n 3, s-k-i-p 4, j-u-m-p 4, w-al-k 3 (or), th-i-nk 3, s-m-i-l(e) 4, s-i-t 3,
s-t-a-n-d 5, l-u-n-ch 4, t-ea 2, b-r-ea-k 4, h-o-m(e) 3, ch-air 2, l-igh-t 3,
w-a-ll 3 (or), t-oy 2, p-e-n 3, b-oo-k 3, b-a-g 3,
kn-i-f(e) 3, f-or-k 3, s-p-oo-n 4, d-i-sh 3, p-l-a-t(e) 4, c-u-p 3, p-a-n 3,
b-r-ea-d 4, j-a-m 3, c-a-k(e) 3, t-oa-s-t 4, s-ou-p 3, h-a-m 3, ch-ee-se 3,
l-oo 2, s-i-nk 3, s-oa-p 3, m-a-t 3, t-a-p 3, f-l-oor 3, d-u-ck 3, s-p-l-a-sh 5,
s-a-d 3, c-r-o-ss 4, g-o 2, p-l-ea-se 4, m-a-d 3, g-l-a-d 4

Say some of the words in Fred Talk at the ends of sentences during the school day to support children's sound-blending ability:

Fred says 'put your hand on your h-ea-d'.
Put on your c-oa-t.
Let me do up your z-i-p.

That's a lovely t-oy.
What shall we make for t-ea?
I am feeling c-r-o-ss.

Before You Start Speed Sounds Set 3: Phonics Training

What do I need to do before starting this stage?

The children have learned one grapheme for each sound so far. They can read using these sounds and can spell words using these sounds. They are now going to learn more ways of writing the same sounds.

Before starting this stage, you will teach the children the names of the letters.

Letter names will now be used for spelling because children will be learning alternative graphemes for the same sound. In order to help you understand the system quickly, complete the following four activities thoroughly.

Activity 4:

- 1 Read the words below in Fred Talk. Say the last sound gently.
- 2 Spell the words using Fred Fingers. Touch each finger as you say each sound.

| | | | | |
|-----|------------|--------------|------------|-----------|
| ay | d-ay 2 | m-a-k(e) 3 | t-r-ai-n 4 | |
| ee | g-r-ee-n 4 | t-ea 2 | h-e 2 | k-ey 2 |
| igh | n-igh-t 3 | b-i-k(e) 3 | t-ie 2 | f-i-n-d 4 |
| ow | s-n-ow 3 | h-o-m(e) 3 | g-oa-t 3 | n-o 2 |
| oo | z-oo 2 | b-r-u-t(e) 4 | b-l-ue 3 | ch-ew 2 |
| ar | sh-ar-k 3 | | | |
| or | f-or 2 | d-oor 2 | s-n-ore 3 | j-aw 2 |
| air | s-t-air 3 | c-are 2 | | |
| ir | g-ir-l 3 | n-ur-se 3 | h-er 2 | |
| ou | ou-t 2 | t-ow-n 3 | | |
| oi | b-oy 2 | s-p-oi-l 4 | | |
| ire | f-ire 2 | | | |
| ear | h-ear 2 | | | |
| ure | p-ure 2 | | | |

Before You Start Speed Sounds Set 3: Phonics Training

Activity 5:

The simple chart below has one sound in every box, each with one spelling (grapheme).

By adding more graphemes, the Simple Speed Sounds chart becomes the Complex Speed Sounds chart.

Each word below has one grapheme in bold type. Practise the following routine with all the words listed:

Example word: **ph**oto

- 1 Say the sound: f
- 2 Say the grapheme: ph (pee, aych)
- 3 Write the grapheme (ph) in the sound box (f).

Consonant sounds

photo bell funny stuff puddle wrap know horse carry circus piece give buzz
caution hobble stick chemist giggle bridge barge gentle topple when little catch
delicious

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|----|----------|
| f | l | m | n | r | s | v | z | sh | th | ng nk |
|---|---|---|---|---|---|---|---|----|----|----------|

| | | | | | | | | | | | | |
|---|--------|---|---|---|---|---|----|---|---|---|---|----|
| b | c k | d | g | h | j | p | qu | t | w | x | y | ch |
|---|--------|---|---|---|---|---|----|---|---|---|---|----|

Vowel sounds

my tie boat kind flew saw door no blue burn her coin Paul snore
brown make bike home brute happy she

| | | | | | | | | |
|---|---|---|---|---|----|----|-----|----|
| a | e | i | o | u | ay | ee | igh | ow |
|---|---|---|---|---|----|----|-----|----|

| | | | | | | | | | | |
|----|----|----|----|-----|----|----|----|-----|-----|-----|
| oo | oo | ar | or | air | ir | ou | oy | ire | ear | ure |
|----|----|----|----|-----|----|----|----|-----|-----|-----|

Before You Start Speed Sounds Set 3: Phonics Training

Activity 6:

Look at the words below.

- 1 Say the word in Fred Talk.
- 2 Count the sounds in the word.
 - ◇ Draw a dot under each one-letter grapheme.
 - ◇ Draw a line under each two- or three-letter grapheme.
 - ◇ Draw an arc to join each split grapheme (a-e, i-e, o-e, u-e).

e.g. p l ay sh a k e

am and bad blot plan crib camp wind pond desk blend
grunt twist stiff press bluff thing spring drink splash
clutch slump stretch spray boat tooth care
stair door make spark sprain brute bird spike law flight
hair need join out read furl bloke floor stone
tie brown bow joy fire hear pure

Activity 7:

Look at the words below.

- 1 Say each syllable as it looks, not as it is pronounced.
- 2 Draw a dot under each one-letter grapheme.
- 3 Draw a line under each two- or three-letter grapheme.
- 4 Draw an arc to join each split grapheme.

fo/llo w con/cen/tratede/cide a/lone re/cog/nise bo/rrow
be/have a/mount croc/o/dile ex/tra/va/gant ac/cep/tance
dis/a/ppoint com/pare im/pa/tience dis/grace/ful be/cause
aw/ful de/li/cious ac/tion

Before You Start Speed Sounds Set 3: Phonics Training

Answers for Activity 6:

| | | | | | | | | | | |
|--------|-------|---------|-------|--------|-------|--------|-------|--------|--------|-------|
| am | and | bad | blot | plan | crib | camp | wind | pond | desk | blend |
| .. | ... | ... | | | | | | | | |
| grunt | twist | stiff | press | bluff | thing | spring | drink | splash | | |
| | | | | | | | | | | |
| clutch | slump | stretch | spray | boat | tooth | care | | | | |
| | | | | | | | | | | |
| stair | door | make | spark | sprain | brute | bird | spike | law | flight | |
| | | | | | | | | | | |
| hair | need | join | out | read | furl | bloke | floor | stone | | |
| | | | | | | | | | | |
| tie | brown | bow | joy | fire | hear | pure | | | | |
| | | | | | | | | | | |

Answers for Activity 7:

| | | | | | |
|--------------|---------------|--------------|----------------|--------------|---------|
| fo/llow | con/cen/trate | de/cide | a/lone | re/cog/nise | bo/rrow |
| | | | | | |
| be/have | a/mount | croc/o/dile | ex/tra/va/gant | ac/cep/tance | |
| | | | | | |
| dis/a/ppoint | com/pare | im/pa/tience | dis/grace/ful | be/cause | |
| | | | | | |
| aw/ful | de/li/cious | ac/tion | | | |
| | | | | | |