

Letters and sounds: Phase Three

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website www.education.gov.uk for updated policy and resources.

Letters and sounds: Phase Three



Phase Three

(up to 12 weeks)

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Key



This icon indicates that the activity can be viewed on the DVD.

Summary

Children entering Phase Three will know around 19 letters and be able to blend phonemes to read VC words and segment VC words to spell. While many children will be able to read and spell CVC words, they all should be able to blend and segment CVC words orally. (See Appendix 3: Assessment).

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. **oa**), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /**zh**/ found in the word **vision** will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

The teaching materials in this phase suggest an order for teaching letters and provide a selection of suitable words made up of the letters as they are learned and captions and sentences made up of the words. They are for using in the activities – practising blending for reading and segmenting for spelling. These are not lists to be worked through slavishly but to be selected from as needed for an activity.

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

Letters

Set 6: **j** **v** **w** **x***

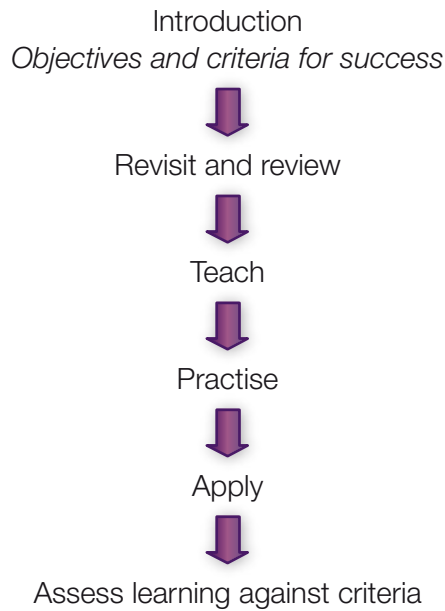
Set 7: **y** **z, zz** **qu***

*The sounds traditionally taught for the letters **x** and **qu** (/ks/ and /kw/) are both two phonemes, but children do not need to be taught this, at this stage as it does not affect how the letters are used.

| Graphemes | Sample words | Graphemes | Sample words |
|------------|------------------|------------|---------------|
| ch | chip | ar | farm |
| sh | shop | or | for |
| th | thin/then | ur | hurt |
| ng | ring | ow | cow |
| ai | rain | oi | coin |
| ee | feet | ear | dear |
| igh | night | air | fair |
| oa | boat | ure | sure |
| oo | boot/look | er | corner |

Suggested daily teaching in Phase Three

Sequence of teaching in a discrete phonics session



Revisit and review

- Practise previously learned letters or graphemes

Teach

- Teach new graphemes
- Teach one or two tricky words

Practise

- Practise blending and reading words with a new GPC
- Practise segmenting and spelling words with a new GPC

Apply

- Read or write a caption or sentence using one or more tricky words and words containing the graphemes

Suggested timetable for Phase Three – discrete teaching

- Week 1**
- Practise previously learned letters and sounds
 - Teach set 6 letters and sounds
 - Learn an alphabet song
 - Practise blending for reading
 - Practise segmentation for spelling
 - Practise reading high-frequency words
 - Read sentences using sets 1–6 letters and the tricky words **no, go, I, the, to**
- Week 2**
- Practise previously learned letters and sounds
 - Teach set 7 letters and sounds
 - Point to the letters in the alphabet while singing the alphabet song
 - Practise blending for reading
 - Practise segmentation for spelling
 - Teach reading the tricky words **he, she**
 - Practise reading and spelling high-frequency words
 - Teach spelling the tricky words **the** and **to**
 - Practise reading captions and sentences with sets 1–7 letters and **he, she, no, go, I, the, to**
- Week 3**
- Practise previously learned GPCs
 - Teach the four consonant digraphs
 - Point to the letters in the alphabet while singing the alphabet song
 - Practise blending for reading
 - Practise segmentation for spelling
 - Teach reading the tricky words **we, me, be**
 - Practise reading and spelling high-frequency words
 - Practise reading two-syllable words
 - Practise reading captions and sentences
 - Practise writing captions and sentences
- Week 4**
- Practise previously learned GPCs
 - Teach four of the vowel digraphs
 - Point to the letters in the alphabet while singing the alphabet song
 - Practise blending for reading
 - Practise segmentation for spelling
 - Teach reading the tricky word **was**
 - Teach spelling the tricky words **no** and **go**
 - Practise reading and spelling high-frequency words
 - Practise reading two-syllable words
 - Practise reading captions and sentences
 - Practise writing captions and sentences
- Week 5**
- Practise previously learned GPCs
 - Teach four more vowel digraphs
 - Point to the letters in the alphabet while singing the alphabet song

- Practise blending for reading
- Practise segmentation for spelling
- Teach reading the tricky word **my**
- Practise reading and spelling high-frequency words
- Teach spelling two-syllable words
- Practise reading captions and sentences
- Practise writing captions and sentences

Week 6

- Practise previously learned GPCs
- Teach four more vowel digraphs
- Practise letter names
- Practise blending for reading
- Practise segmentation for spelling
- Teach reading the tricky word **you**
- Practise reading and spelling high-frequency words
- Practise spelling two-syllable words
- Practise reading captions and sentences
- Practise writing captions and sentences

Week 7

- Practise previously learned GPCs
- Teach four more vowel digraphs
- Practise letter names
- Practise blending for reading
- Practise segmentation for spelling
- Teach reading the tricky word **they**
- Practise reading and spelling high-frequency words
- Practise spelling two-syllable words
- Practise reading captions and sentences
- Practise writing captions and sentences

Week 8

- Practise all GPCs
- Practise letter names
- Practise blending for reading
- Practise segmentation for spelling
- Teach reading the tricky word **her**
- Practise reading and spelling high-frequency words
- Practise spelling two-syllable words
- Practise reading captions and sentences
- Practise writing captions and sentences

Week 9

- Practise all GPCs
- Practise letter names
- Practise blending for reading
- Practise segmentation for spelling
- Teach reading the tricky word **all**
- Practise reading and spelling high-frequency words
- Practise spelling two-syllable words
- Practise reading captions and sentences
- Practise writing captions and sentences

- Week 10**
- Practise all GPCs
 - Practise letter names
 - Practise blending for reading
 - Practise segmentation for spelling
 - Teach reading the tricky word **are**
 - Practise reading and spelling words
 - Practise spelling two-syllable high-frequency words
 - Practise reading captions and sentences
 - Practise writing captions and sentences

Weeks 11–12 – More consolidation if necessary, or move on to Phase Four.

Teaching sets 6 and 7 letters

Teaching a letter

Three-part example session for teaching the letter **y**

Purpose

- To learn to say a discrete phoneme, recognise and write the letter that represents that phoneme

Resources

- Yoyo
- Card showing, on one side, a picture of a yoyo (mnemonic) with the letter **y** superimposed in black on the yoyo; on the other side, the letter **y**
- Small whiteboards, pens and wipes or paper and pencils for each child

Procedure

Hear it and say it

1. Make a **y-y-y-y** noise as you produce a yoyo from behind your back.
2. Continue to say **y** in time to the movement of the yoyo.
3. Ask the children to stand up and pretend to play with a yoyo, saying **y** each time the yoyo goes down.
4. If any children in the room have names with the y sound in them, say their names, accentuating the **y** (e.g. **YYYolande**, **YYYasmine**).
5. Do the same with other words (e.g. **yes**, **yellow**, accepting suggestions from the children if they offer them).

See it and say it

1. Display the picture of a yoyo.
2. Ask the children to repeat **y-y-y-yoyo**.
3. Move your finger down and round the yoyo and down the string, saying **y-y-y** and saying **yoyo** when you reach the curled bit of the string.
4. Repeat a number of times, encouraging the children to join in.
5. Write **y** next to the yoyo and say **y-y-y-y-y**.
6. Ask the children to repeat **y-y-y-y-y**.
7. Point to the yoyo and say **yoyo** and to the **y** and say **y-y-y-y-y**.
8. Repeat with the children joining in.
9. Put the card behind your back. Then show the yoyo side of the card and ask the children to say **yoyo**; show the **y** side of the card and the children say **y-y-y-y-y**. Make it into a game, sometimes showing the **y** and sometimes the **yoyo**.

Say it and write it

1. Move your finger slowly down and round the yoyo, and down and round the string, this time saying the letter formation patter: *Down and round the yoyo, down and round the string.*
2. Repeat a couple of times.
3. Repeat a couple more times with the children joining in the patter as they watch you.
4. Ask the children to put their 'writing finger' or 'pencil' in the air and follow you, also saying the patter. Repeat a couple of times.
5. Ask them to do the same again, either tracing **y** in front of them on the carpet or sitting in a line and tracing the letter on the back of the child in front.
6. Ask them to hold up their hands and write **y** on the palms of their hands.
7. Finally, the children write **y** on whiteboards or paper at tables.

In teaching the remaining sets 6 and 7 letters:

- relate **zz** to **ff**, **ll**, and **ss**;
- explain about **q** always needing **u** after it in English words.

Teaching letter names (if not already taught)

See *Notes of Guidance for Practitioners and Teachers* page 15 for the rationale for teaching and using letter names.



Alphabet song

Resources

- Alphabet song
- Alphabet frieze including lower and upper case letters (or one frieze for each case)
- Selection of toy animals or pictures of animals

Procedure (gradually over a period of two or three weeks)

1. Teach the alphabet song and sing it every day for a week.
2. Display two or three animals (or pictures of animals) and ask the children to indicate which is the cat, the dog, the cow, etc. and then what sound each one makes: **meow**, **woof**, **moo**, etc.
3. Reiterate that one of the animals is a cat and it makes the sound **meow**.
4. Display a letter (e.g. **t**) and tell the children that it is a **t** (say its name) and stands for the sound /**t**/ (say its sound).
5. Display another letter (e.g. **m**) telling the children what it is. Ask them what sound it stands for (as they already know the sounds of the letters).
6. Display the alphabet frieze and point to the letters as the children sing the alphabet.
7. Continue singing the alphabet daily and pointing to the letters until you are satisfied that all the children know the letter names.
8. Pick out a few letters each day and connect the names with the sounds of the letter.

Introducing and teaching two-letter and three-letter GPCs

Introducing two-letter GPCs



Two-part example session for teaching **sh**

Resources

- **sh** card
- **sh** words

Procedure

Hear it and say it

1. Say the grapheme sound with its mnemonic (e.g. putting your fingers to your lips as though quietening everyone).
2. Invite the children to join in.
3. If any children in the room have names with the **sh** sound in them, say their names, accentuating the **shshshshsh** (e.g. **ShshShona**, **Mishshsha**). If Charlene offers her name, accept it and leave the explanation of the letters until 'See it and say it' below.
4. Do the same with other words (e.g. **shsheep**, **bushsh**, accepting suggestions from the children if they offer them).

See it and say it

1. Display **sh** and explain that this sound needs two letters that the children already know and that to show that two letters stand for one sound we draw a line under them. (Now is the time to tell Charlene that her name certainly does start with /**sh**/ but that it has a different spelling.)
2. Recall that the children have already seen two letters being used in the recently learned **q**, which always has a **u** after it, and also **ck** and the double letters **ll**, **zz**, **ff** and **ss** at the ends of some words.
3. Write some **sh** words on the whiteboard and others as foils (e.g. **shut**, **fish**, **shop**, **dash**, **wishes**, **shell**, **rushed**, **hiss**, **stop**, **such**).
4. Ask six children to come to the whiteboard and one a time to find the word with a **sh** grapheme and underline the grapheme.

Teaching two-letter and three-letter GPCs

Continue to teach mnemonics for Phase Three GPCs.

Practising grapheme recognition (for reading) and recall (for spelling)



Recognition (for reading)

Flashcards

Purpose

- To say as quickly as possible the correct sound when a grapheme is displayed

Resources

- Set of A4 size cards with a grapheme on one side and its mnemonic on the other (e.g. **sh** on one side and a picture of a finger to the mouth on the other)

Procedure

1. Hold up the grapheme cards the children have learned, one at a time.
2. Ask the children, in chorus, to say the sound of the grapheme (with the action, if used).
3. If the children do not respond, turn the card over to show the mnemonic.
4. Increase the speed of presentation so that the children learn to respond quickly.
5. Sometimes you could ask the children to say the sound for the grapheme in a particular way (e.g. happy, sad, bossy, timid – mood sounds).

You could have an identical set of small cards for using through the day with individuals or small groups.

Interactive whiteboard variation

Resources

- Interactive whiteboard with graphemes stacked up one behind the other

Procedure

Reveal graphemes one by one by 'pulling' them across with your finger, gradually speeding up.

Frieze

Resources

- Frieze of graphemes
- Pointing stick/hand

Procedure

1. Point to graphemes, one at a time at random, and ask the children to tell you what they are.
2. Gradually increase the speed of presentation.
3. You could ask a child to 'be teacher' as this gives you the opportunity to watch and assess the children as they respond.

Interactive whiteboard variation

Resources

- Interactive whiteboard

Procedure

1. Display the graphemes the children have learned.
2. Either point to one grapheme at a time or remotely colour one letter at a time.

Recall (for spelling)

Fans

Purpose

- To find the correct grapheme in response to a sound being spoken

Resources

- Fans with a designated set of graphemes (e.g. set 6 and 7 letters **j, v, w, x, y, z, qu**) or Phase Three graphemes (e.g. **ch, sh, th, ng, ee, ai**), one per child or pair of children

Procedure

1. Say the sound of a grapheme and ask the children to find the letter on the fan and leave it at the top, sliding the other letters out of sight.
2. If all the children have fans, ask them to check that they have the same answer as their partners. If the children are sharing, they ask their partners whether they agree.
3. Ask the children to hold up their fans for you to see.

Variations

- The children have two different fans each.
- The children work in pairs with three different fans.

Quickwrite letters**Resources**

- Small whiteboards, pens and wipes for each child or pair of children

Procedure

1. Say a set 6 or 7 letter-sound (with the mnemonic and action if necessary) and ask the children to write it, saying the letter formation patter as they do so.
2. If the children are sharing a whiteboard both write, one after the other.

Quickwrite graphemes

(Resources and procedure as for 'Quickwrite letters' above.)

The children have already learned the formation of the letters that combine to form two-letter and three-letter graphemes but many may still need to say the mnemonic patter for the formation as they write. When referring to the individual letters in a grapheme, the children should now be encouraged to use letter names as letters do not stand for their Phase Two sounds when they form part of two-letter and three-letter graphemes.

If you have taught the necessary handwriting joins, it may, at this point, be helpful to teach the easier digraphs as joined units (e.g. *ch*, *th*, *ai*, *ee*, *oa*, *oo*, *ow*, *oi*— see the reference to handwriting in *Notes of Guidance for Practitioners and Teachers*, page 15).

Practising blending for reading

Blending for reading



What's in the box?

Resources

- Set of word cards (e.g. with words containing sets 6 and 7 letters and Phase Three graphemes: see page 100–102 for suggestions)
- Set of objects or pictures corresponding to the word cards, hidden in a box
- Soft toy (optional)



Procedure

1. Display a word card.
2. Go through the grapheme recognition and blending process, placing a sound button below each grapheme, as illustrated. Draw attention to the long sound buttons under the two-letter and three-letter graphemes.
3. Ask the toy or a child to find the corresponding object or picture in the box.

Variation 1 (to additionally develop vocabulary)

1. Attach some pictures to the whiteboard using reusable sticky pads or magnets or display some objects.
2. Display a word card.
3. Go through the grapheme recognition and blending process as above.
4. Ask a child to place the word card next to the corresponding picture or object.

Variation 2 (when children are confident blenders)

1. Children sit in two lines opposite one another.
2. Give the children in one line an object or picture and the children in the other line a word card.
3. Ask the children with word cards to read their words and ask the children with objects or pictures to 'sound-talk' the name of their object or picture to the child sitting next to them.
4. Ask the children to hold up their words and objects or pictures so the children sitting in the line opposite can see them.

- Ask the children with word cards to stand up and go across to the child in the line opposite who has the corresponding object or picture.
- All the children check that they have the right match.

Countdown

Resources

- List of Phase Three words
- Sand timer, stop clock or some other way of time-limiting the activity

Procedure

1. Display the list of words, one underneath the other.
2. Explain to the children that the object of this activity is to read as many words as possible before the sand timer or stop clock signals 'Stop'.
3. Start the timer.
4. Call a child's name out and point to the first word.
5. Ask the child to sound-talk the letters and read the word.
6. Repeat with another child reading the next word, until the time runs out.
7. Record the score.

The next time the game is played, the objective is to beat this score.

With less confident children this game could be played with all the children reading the words together.

Sentence substitution

Purpose

- To practise reading words in sentences

Resources

- A number of prepared sentences at the children's current level (see suggestions for sentences for substitution on page 104)
- List of alternative words for each sentence
- Soft toy or puppet (optional)

Procedure

1. Write a sentence on the whiteboard (e.g. **Mark fed the cat**).
2. Ask the children to read the sentence with their partners and raise their hands when they have finished.
3. All the children read it together.
4. Using the toy or puppet, rub out one word in the sentence and substitute a different word (e.g. **Mark fed the dog**).
5. Ask the children to read the sentence with their partners and raise their hands if they think it makes sense.
6. All the children read it together.
7. Continue substituting words to make new sentences – **Mark hid the cat**; **Gail hid the cat**; **Gail hid the moon** – asking the children to read each new sentence to decide whether it makes sense or is ridiculous.

Small group with adult

The following activities can be played without an adult present but when they are completed the children seek out an adult to check.

Matching words and pictures

(Resources as 'What's in the box?' above.)

Procedure

1. Lay out the words and picture cards on a table.
2. Ask the children to match up the words to the pictures.

Buried treasure**Purpose**

- To motivate children to read the words and so gain valuable reading practice

Resources

- About eight cards, shaped and coloured like gold coins with words and nonsense words on them made up from graphemes the children have been learning (e.g. **jarm**, **win**, **jowd**, **yes**, **wug**, **zip**), buried in the sand tray
- Containers representing a treasure chest and a waste bin, or pictures of a treasure chest and a waste bin on large sheets of paper, placed flat on the table.

Procedure

1. Ask the children to sort the coins into the treasure chest and the waste bin, putting the coins with proper words on them (e.g. **win**) in the treasure chest and those with meaningless words (e.g. **jowd**) in the waste bin.

Sorting**Resources**

- Words, such as the names of farm and zoo animals (e.g. **zebra, camel, hen, chimpanzee, panda, cow, yak, sheep, goat, duck**)
- Sorting frame (e.g. farm animals, zoo animals)

Procedure

1. Ask the children to sort the animals by reading the words and putting them into the correct frame.

Practising segmentation for spelling



Segmentation for spelling

Phoneme frame**Resources**

- Large three-phoneme frame drawn on a magnetic whiteboard
- Selection of magnetic letters or graphemes displayed on the whiteboard (the graphemes should be either custom-made as units or individual letters stuck together using sticky tape e.g. *ch, oa*)
- List of words
- Small phoneme frames, each with a selection of magnetic letters or six-letter or six-grapheme fans, one per child or pair of children

Procedure**Words made up of sets 6 and 7 letters**

1. Say a CVC word (e.g. **jam**) and then say it in sound-talk.
2. Say another CVC word (e.g. **wet**) and ask the children to tell their partners what it would be in sound-talk.

3. Demonstrate finding the letter **w** from the selection of magnetic letters and put it into the first square on the phoneme frame, put the letter **e** in the second square, and **t** in the last square. Sound-talk **w-e-t** and then say **wet**.
4. Say another CVC word (e.g. **zip**) and ask the children to tell their partners what it would be in sound-talk.
5. Ask the children to tell you what to put in the first square in the phoneme frame, then in the next and so on.
6. Ask the children to make the word on their own phoneme frames or fans.
7. If all the children have phoneme frames or fans, ask them to check that they have the same answer as their partner. If the children are sharing, they ask their partners whether they agree.
8. Ask the children to hold up their phoneme frames or fans for you to see.
9. Repeat 4–8 with another CVC word.
10. Continue with other CVC words.

Phase Three two-letter and three-letter graphemes

Follow the same procedure as for sets 6 and 7 words. It is important that the graphemes are units, not separate letters.

This procedure can also be ‘wrapped up’ in a playful manner by helping a toy to write the words.

Quickwrite words

Resources

- Large three-phoneme frame drawn on a magnetic whiteboard
- List of words for use by the teacher
- Display of the magnetic letters required for the words on the list
- Handheld phoneme frames on whiteboards, pens and wipes, one per child or pair of children

Procedure

1. Say a word and, holding up three fingers, sound-talk it, pointing to a finger at a time for each phoneme.
2. Ask the children to do the same and watch to check that they are correct.
3. Holding up the three fingers on one hand, write the letters of the word in the phoneme frame, consulting the letter display.

4. Ask the children to write the word in their phoneme frames.
5. Say another word and ask the children to sound-talk it to their partners, using their fingers.
6. Ask them to sound-talk it in chorus for you to write it.
7. Repeat 5 and 6 but leave the last letter of the word for the children to write on their own.
8. Ask them to sound-talk (with fingers) and write more words that you say.

Full circle

Resources

*When the graphemes **sh**, **ch**, **th** and **ng** have been learned*

- List of words (**ship**, **chip**, **chin**, **thin**, **than**, **can**, **cash**, **rash**, **rang**, **ring**, **rip**, **ship**), magnetic whiteboards and letters (**sh**, **ch**, **th**, **ng**, **p**, **n**, **r**, **c**, **a**, **i**), for each pair of children
- List of words (**song**, **long**, **lock**, **shock**, **shop**, **chop**, **chip**, **chick**, **thick**, **thing**, **sing**, **song**), magnetic whiteboards and letters (**ch**, **sh**, **ck**, **th**, **ng**, **s**, **l**, **p**, **i**, **o**), for each pair of children

When the graphemes for the new vowel sounds have been learned

- List of words (**car**, **card**, **lard**, **laid**, **maid**, **mood**, **moon**, **moan**, **moat**, **mart**, **cart**, **car**), magnetic whiteboards and letters (**ar**, **ai**, **oo**, **oa**, **c**, **d**, **l**, **m**, **n**, **t**), for each pair of children
- List of words (**light**, **right**, **root**, **room**, **roam**, **road**, **raid**, **paid**, **pain**, **main**, **mail**, **sail**, **sigh**, **sight**, **light**), magnetic whiteboards and letters (**ai**, **igh**, **oo**, **oa**, **l**, **t**, **r**, **m**, **d**, **p**, **n**, **s**), for each pair of children

The graphemes should either be custom-made as units or individual letters need to be stuck together using sticky tape (e.g. *ch*, *oa*).

Procedure

1. Give pairs of children a magnetic whiteboard and appropriate letters and graphemes.
2. Say the first word (e.g. **ship**) and ask the children to make it with their letters.
3. Write **ship** on the whiteboard and explain to the children that they are going to keep changing letters to make lots of words and that when they make **ship** again, they may call out *Full circle*; leave **ship** written on the whiteboard throughout the activity.

4. Ask them to sound-talk **ship** and then **chip** and then to change **ship** into **chip** on their magnetic whiteboards.
5. Ask them to sound-talk and blend the word to check that it is correct.
6. Repeat with each word in the list until the first word comes round again and then say *Full circle* with the children.

Teaching and practising high-frequency (common) words

There are 100 common words that recur frequently in much of the written material young children read and that they need when they write. Most of these are decodable, by sounding and blending, assuming the grapheme–phoneme correspondences are known, but only 26 of the high-frequency words are decodable by the end of Phase Two and a further 12 are decodable by the end of Phase Three. These are **will, with, that, this, then, them, see, for, now, down, look** and **too**. Reading a group of these words each day, by applying grapheme-phoneme knowledge as it is acquired, will help children recognise them quickly. However, in order to read simple captions it is necessary also to know some words that have unusual or untaught GPCs, ‘tricky’ words, and these need to be learned (see *Notes of Guidance for Practitioners and Teachers*, page 15, for an explanation).

Learning to read tricky words

he **she** **we** **me** **be**
 .. —.

was **my** **you** **her** **they** **all** **are**
— .— — .— —

Resources

- Caption containing the tricky word to be learned.

Procedure

1. Explain that there are some words which have one or sometimes two tricky letters in them.
2. Read the caption, pointing to each word, then point to the word to be learned and read it again.
3. Write the word on the whiteboard.

4. Sound-talk the word, and repeat, putting sound lines and buttons (as illustrated above) under each phoneme and blending them to read the word.
5. Discuss the tricky bit of the word where the letters do not correspond to the sounds the children know (e.g. in **he**, the last letter does not represent the same sound as the children know in **hen**).
6. Read the word a couple more times and refer to it regularly through the day so that by the end of the day the children can read the word straight away, without sounding out.

Note: Emphasise the pattern in the words **he, she, we, me, be**. The word **the**, where the letter **e** is pronounced /**ee**/ before a vowel (e.g. **the apple**) is the only other tricky word following this pattern.

Practising high-frequency words

The 12 decodable and 12 tricky high-frequency words need lots of practice in the manner described below so that children will be able to read them 'automatically' as soon as possible.

Resources

- Between five and eight high-frequency words, including decodable and tricky words, written on individual cards

Procedure

1. Display a word card.
2. Point to each grapheme as the children sound-talk the graphemes (as far as is possible with tricky words) and read the word.
3. Say a sentence using the word, slightly emphasising the word.
4. Repeat 1–3 with each word card.
5. Display each word again and repeat the procedure more quickly but without giving a sentence.
6. Repeat once more, asking the children to say the word without sounding it out.

Give the children a caption or sentence incorporating the high-frequency words to read at home.



Learning to spell and practising tricky words

the
—•

to
••

no
••

go
••

!
•

Children should be able to read these words before being expected to learn to spell them.

Resources

- Whiteboards and pens, preferably one per child

Procedure

1. Write the word to be learned on the whiteboard and check that everyone can read it.
2. Say a sentence using the word.
3. Sound-talk the word raising a finger for each phoneme.
4. Ask the children to do the same.
5. Discuss the letters required for each phoneme, using letter names.
6. Ask the children to trace the shape of the letters on their raised fingers.
7. Rub the word off the whiteboard and ask them to write the word on their whiteboards.

Teaching reading and spelling two-syllable words

Reading two-syllable words

Resources

- Short list of two-syllable words (for use by the teacher)

Procedure

1. Write a two-syllable word on the whiteboard putting a slash between the two syllables (e.g. **car/park**).
2. Sound-talk the first syllable and blend it: **c-ar car**.
3. Sound-talk the second syllable and blend it: **p-ar-k park**.
4. Say both syllables: **car park**.
5. Repeat and ask the children to join in.
6. Repeat with another word.

Introducing spelling two-syllable words

Resources

- List of words (for use by the teacher)
- Magnetic letters or pens and whiteboards for each child

Procedure

1. Say a word (e.g. **farmyard**) then clap each syllable and ask the children to do the same.
2. Repeat with two or three more words.
3. Clap the first word again and tell the children that the first clap is **farm** and the second is **yard**.
4. Ask the children for the sounds in **farm** and write them, underlining the digraph.
5. Repeat with the second syllable.
6. Read the completed word.
7. Repeat with another word.
8. Ask children to do the same on their whiteboards either by using magnetic letters or by writing.

Practising reading and writing captions and sentences

Reading captions



Matching (with the teacher)

Resources

- Three pictures and a caption or sentence for one of the pictures

Procedure

1. Display the caption or sentence.
2. Sound-talk and read the first word (e.g. **f-i-sh fish**).
3. After sound-talking and reading the second word, say both words (e.g. **a-n-d and, fish and**).
4. Continue with the next word (e.g. **ch-i-p-s chips, fish and chips**).
5. Continue to the end of the caption.
6. Display the pictures.
7. Ask the children which picture the caption belongs to.
8. As children get more practice with the high-frequency words, it should not be necessary to continue sound-talking them.

Matching (independent of the teacher)

Resources

- Set of pictures and corresponding captions or sentences

Procedure

Ask the children to match the pictures and captions.

Drawing

Resources

- Two captions or sentences
- Drawing materials

Procedure

1. Display a caption or sentence.
2. Ask the children to read it with their partners and draw a quick sketch.
3. Repeat with the next caption.

'I can ...' books**Purpose**

- To practise reading

Resources

- Small zigzag book with 'I can run' (jog, hop, sing, etc.) sentences on one side of each page and a corresponding picture drawn by a child on the other
- Small four-page empty zigzag books made from half sheets of A4 paper (cut longwise)
- Action words and phrases (**jog, run, hop, bang nails, mop up, cook food, sing songs, fish with bait, chop wood**) on cards
- Paper copies of the action words and phrases
- Materials for writing, drawing and sticking

Procedure

1. Read the completed zigzag book to the children.
2. Show them the empty books for them to make their own.
3. Display an action word or phrase card, one a time for the children to read.
4. Make available paper copies of the action words and phrases, the empty zigzag books, writing, drawing and sticking materials for the children to make their own zigzag books.

Yes/no questions

Resources

- A number of prepared questions (see page 104 for suggestions) on card or on an interactive whiteboard
- Cards with 'yes' on one side and 'no' on the other, one per pair of children

Procedure

1. Give pairs of children yes/no cards.
2. Display a yes/no question for the children to read.
3. Ask them to confer with their partners and decide whether the response is 'yes' or 'no'.
4. Ask the children to show their cards.
5. Invite a pair to read a question.
6. Repeat with another question.

Shared reading

When reading a shared text to the children locate occasional VC, CV and CVC words comprising the letters the children have learned and ask the children to read them.

Writing captions

Demonstration writing

Resources

- Pictures of subjects that have VC, CV and CVC names (e.g. a shed)

Procedure

1. Display and discuss a picture.
2. Ask the children to help you write a caption for the picture (e.g. **tools in a shed**).
3. Ask them to say the caption all together a couple of times and then again to their partners.

4. Ask them to say it again all together two or three times.
5. Ask the children to tell you the first word.
6. Ask what letters are needed and write the word.
7. Remind the children that a space is needed between words: put a mark where the next word will start.
8. Ask the children to say the caption again.
9. Ask for the next word and ask what letters are needed.
10. Repeat for each word.

Writing sentences

Resources and procedure as for 'Writing captions' but as part of the procedure add to the sentence a capital letter and a full stop.

Shared writing

When writing in front of the children, take the occasional opportunity to ask them to help you spell words by telling you which letters to write.

Independent writing

When children are writing, for example in role-play areas, their growing knowledge of letters along with their ability to segment will allow them to make a good attempt at writing many of the words they wish to use. Even though some of their spellings may be inaccurate, the experience gives them further practice in segmentation and, even more importantly, gives them experience in composition and helps them see themselves as writers. (See the note on invented spelling in *Notes of Guidance for Practitioners and Teachers*, page 13.)

Assessment

(See *Notes of Guidance for Practitioners and Teachers*, page 16.)

By the end of Phase Three children should:

- give the sound when shown all or most Phase Two and Phase Three graphemes;
- find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;
- be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- be able to read the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**;
- be able to spell the tricky words **the, to, I, no, go**;
- write each letter correctly when following a model.

Bank of suggested words, captions and sentences for use in Phase Three

The words in this section are made up from the letters taught for use in blending for reading and segmentation for spelling. These lists are not for working through slavishly but to be selected from as needed for an activity. (Words in italics are from the list of 100 high-frequency words.)

Words and sentences using sets 1–7 letters

| Words using sets 1–6 GPCs | | | |
|---------------------------|--------|-------------|-------|
| (+j) | (+v) | (+w) | (+x) |
| jam | van | <i>will</i> | mix |
| Jill | vat | win | fix |
| jet | vet | wag | box |
| jog | Vic | web | tax |
| Jack | Ravi | wig | six |
| Jen | Kevin | wax | taxi |
| jet-lag | visit | cobweb | vixen |
| jacket | velvet | wicked | exit |

| Words using sets 1–7 GPCs | | |
|---------------------------|---------|--------|
| (+y) | (+z/zz) | (+qu) |
| yap | zip | quiz |
| yes | Zak | quit |
| yet | buzz | quick |
| yell | jazz | quack |
| yum-yum | zigzag | liquid |

Yes/no questions with words containing sets 1–6 GPCs

Is the sun wet?

Can wax get hot?

Has a fox got six legs?

Can a vet fix a jet?

Will a pen fit in a box?

Can men jog to get fit?

Has a pot of jam got a lid?

Can a taxi hop?

Can a van go up a hill?

Has a cat got a web?

Yes/no questions with words containing sets 1–7 GPCs

Can a duck quack?

Is a zebra a pet?

Can dogs yap?

Can a fox get wet?

Will a box fit in a van?

Can a rabbit yell at a man?

Can a hen peck?

Is a lemon red?

Is a robin as big as a jet?

Can a web buzz?

Sentences using words containing sets 1–7 GPCs and **he**, **we** and **she**

She will fill the bucket at the well.

He did up the zip on Zinat's jacket.

If the dog has a bad leg, the vet can fix it.

The fox and vixen had cubs in a den.

Will Azam and Liz win the quiz? Yes!

We can get the big bed into the van.

Sentences are offered here to give children practice in reading and understanding short texts which are fully decodable.

Words and sentences using Phase Three graphemes

Words using the four consonant digraphs

Each of these words contains the target grapheme but no other Phase Three graphemes. This means that the Phase Three graphemes can be taught in any order.

| ch | sh | th | ng |
|---------|-------|-----------------------|-----------|
| chop | ship | <i>them</i> | ring |
| chin | shop | <i>then</i> | rang |
| chug | shed | <i>that</i> | hang |
| check | shell | <i>this</i> | song |
| such | fish | <i>with</i> | wing |
| chip | shock | moth | rung |
| chill | cash | thin | king |
| much | bash | thick | long |
| rich | hush | path (<i>north</i>) | sing |
| chicken | rush | bath (<i>north</i>) | ping-pong |

Sentences with set 1–7 letters plus the four consonant digraphs and some tricky words

I am in such a rush to get to the shops.

A moth can be fat, but its wings are thin.

A man is rich if he has lots of cash.

The ship hit the rocks with a thud.

Natasha sang a song to me.

Lots of shops sell chicken as well as fish and chips.

The van will chug up the long hill.

Josh had a shock as he got a bash on the chin.

Sasha had a quick chat with Kath and me.

Words using the Phase Three vowel graphemes

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

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

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

Words with a combination of two Phase Three graphemes

| | | | | | |
|---------|---------|-----------|--------|---------|--------|
| cheep | sheet | thing | thorn | teeth | coach |
| tooth | harsh | short | church | singer | shear |
| chair | waiter | arch | chain | faith | sheep |
| sharp | poach | shoal | shook | shark | march |
| torch | orchard | north | farmer | shorter | longer |
| looking | powder | lightning | porch | thicker | booth |

Captions

tools in the shed

ships in port

boats on the river

fish and chips on a dish

a goat and a cow

sixteen trees

looking at books

the light of a torch

digging in the soil

goats in a farmyard

Sentences

Mark and Carl got wet in the rain.

Jill has fair hair but Jack has dark hair.

I can hear an owl hoot at night.

Bow down to the king and queen.

I can see a pair of boots on the mat.

The farmer gets up at six in the morning.

Jim has seven silver coins.

Nan is sitting in the rocking-chair.

Gurdeep had a chat with his dad.

It has been hot this year.

Sentences for the end of Phase Three

On the farm

I will soon visit my nan at her farm.

She will let me feed the hens and chickens.

They peck up corn in the farmyard.

She has goats and cows as well as hens.

She gets the hens into a shed at night

– foxes might get them.

In a wigwam

Kevin has a wigwam in the garden.

Alex, Jon and Jeevan visit him.

Kevin's dad cooks chicken for them on hot coals.

In town

You and I can meet on the corner.

We can get the bus to the fish and chip shop.

Janaki and her sister may join us.

They can get fish and chips, too.

Then we can all run to the park.

At the river

Max and Vikram sail a wooden boat.

Jeff chucks bits of bun in the river for the ducks.

Yasmin sits on a rock and looks for fish.

Having food in the wigwam is fun.
Then they sing songs.

Tanya and Yasha see an eel.
Shep the dog sits down in the mud and
gets in a mess.

In the woods

Chip the dog runs to the woods.
He is looking for rabbits but sees a fox.
The fox sees him and rushes off to its den.
Chip dashes after it but cannot see it.
He feels sad and runs back to his kennel.

Sentences and substitute words for 'Sentence substitution'

See page 86.

| | | | | |
|--------------------------------|---------|----------|--------|-------|
| Mark fed the cat | dog | hid | Gail | moon |
| The sheep are in the shed | bedroom | farmyard | cars | wait |
| You can hear a goat | toad | song | see | coin |
| They might meet in the town | market | summer | we | fish |
| The shop is on the corner | church | right | shark | boat |
| She has worn red shorts | boots | boats | seen | He |
| He sat down on the carpet | chair | fell | soil | weeds |
| She has had lots of good books | food | seen | hard | Joan |
| Join me in the pool | them | park | keep | coach |
| This is a good shop for chips | coats | year | coffee | bad |

Yes/no questions suitable for the end of Phase Three

See page 97.

| | |
|-----------------------------|--------------------------------|
| Is rain wet? | Will all shops sell nails? |
| Can a boat sail? | Can a chicken sit on a chair? |
| Is all hair fair? | Can a coach zoom into the air? |
| Is the moon far off? | Are the teeth of sharks sharp? |
| Are fish and chips food? | Are fingers as long as arms? |
| Is it dark at night? | Can a coat hang on a hook? |
| Is a thick book thin? | Can a hammer chop wood? |
| Can we get wool from sheep? | Will a ship sail on a road? |
| Will six cows fit in a car? | Can ducks see fish in rivers? |
| Can coins sing a song? | Can you hear bees buzzing now? |