

Letters and Sounds: Phase Five



Phase Five

(throughout Year 1)

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Key



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

Summary

Children entering Phase Five are able to read and spell words containing adjacent consonants and some polysyllabic words. (See Appendix 3: Assessment.)

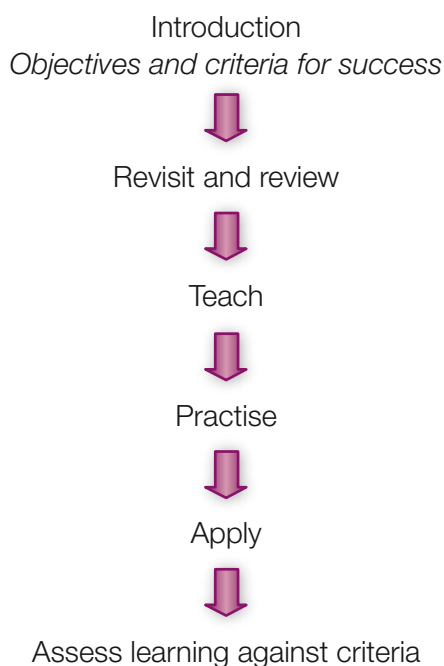
The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

The teaching materials in this phase provide a selection of suitable words and sentences for use in teaching Phase Five. These words 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.

Suggested daily teaching in Phase Five

Sequence of teaching in a discrete phonics session



Revisit and review

- Practise previously learned graphemes
- Practise blending and segmentation

Teach

- Teach new graphemes
- Teach tricky words

Practise

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

Apply

- Read or write a sentence using one or more high-frequency words and words containing the new graphemes

Suggested timetable for Phase Five – discrete teaching

- Weeks 1–4**
- Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned
 - Teach new graphemes for reading (about four per week)
 - Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
 - Learn new phoneme /**zh**/ in words such as **treasure**
 - Teach reading the words **oh, their, people, Mr, Mrs, looked, called, asked**
 - Teach spelling the words **said, so, have, like, some, come, were, there**
 - Practise reading and spelling high-frequency words
 - Practise reading and spelling polysyllabic words
 - Practise reading sentences
 - Practise writing sentences
- Weeks 5–7**
- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned
 - Teach alternative pronunciations of graphemes for reading (about four per week)
 - Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

- Teach reading the words **water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please**
- Teach spelling the words **little, one, do, when, what, out**
- Practise reading and spelling high-frequency words
- Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences

Weeks 8–30

- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned
- Teach alternative spellings of phonemes for spelling
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Teach spelling the words **oh, their, people, Mr, Mrs, looked, called, asked**
- Practise reading and spelling high-frequency words
- Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences

READING

It must always be remembered that phonics is the step up to fluent word recognition. Automatic and effortless reading of all words – decodable and tricky – is the ultimate goal. By repeated sounding and blending of words, children get to know them, and once this happens they should be encouraged to read them straight off in reading text, rather than continuing to sound and blend them aloud because they feel that this is what is required. They should continue, however, to use overt or silent phonics for words that are unfamiliar.

Teaching further graphemes for reading

New graphemes for reading

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
		au Paul	u-e rule

It is probably unnecessary to continue teaching mnemonics for new graphemes. As children build up their speed of blending and read more and more words automatically, many of them will assimilate new graphemes in the course of their reading. To ensure that all children know these graphemes, they should be quickly introduced through high-frequency words such as those suggested above.

Example session for split digraph i-e

Purpose

- To teach a split digraph through showing its relationship to a known grapheme

Resources

- Grapheme cards **t, m, p, n**, and **ie** × 2
- Scissors
- Reusable sticky pads

Procedure

1. Ask the children to sound-talk and show fingers for the word **tie** while a child makes it using the grapheme cards.
2. Ask the children what needs to be added to **tie** to make **time**.
3. Hold the **m** against the word **tie** thus making **tiem**, sound-talk it and explain that although there are graphemes for each phoneme this is not the correct spelling of **time**, as words like this are written slightly differently.
4. Cut the **ie** grapheme card between the **i** and the **e**, explaining that in this word we need to separate the two letters in the grapheme and tuck the final sound in between.
5. Stick the four letters onto the whiteboard and draw a line joining the **i** and the **e**.
6. Repeat with **pie** and make into **pine**.
7. Display or write on the whiteboard the high-frequency words that use the split digraph (e.g. **like, make, came, made**).

Teaching alternative pronunciations for graphemes

Known graphemes for reading: common alternative pronunciations

i fin, find	ow cow, blow	y yes, by, very
o hot, cold	ie tie, field	ch chin, school, chef
c cat, cent	ea eat, bread	ou out, shoulder, could, you
g got, giant	er farmer, her	
u but, put (south)	a hat, what	

Purpose

- To recognise that alternative pronunciations of some graphemes in some words need to be tried out to find the correct one

Resources

- Words on individual cards, half of the words illustrating one pronunciation of a grapheme and half illustrating the other (e.g. **milk**, **find**, **wild**, **skin**, **kind**, **lift**, **child**) – see ‘Known graphemes for reading: alternative pronunciations’ on page 152)

Procedure

1. Display a word where the vowel letter stands for the sound learned for it in Phase Two (e.g. **milk**) and ask the children to sound-talk and read it.
2. Display a word with the alternative pronunciation (e.g. **find**), sound-talk and read it using the incorrect pronunciation and therefore saying a nonsense word.
3. Discuss with the children which grapheme might have a different pronunciation (e.g. **find**).
4. Sound-talk the word again and read the word, this time correctly.
5. Display another word.
6. Ask the children to sound-talk it to their partners and decide the correct pronunciation.
7. Choose a pair of children and ask them to read the word.
8. Continue with more words.

Practising recognition of graphemes in reading words

Flashcards

Purpose

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

Resources

- Set of A4 size cards, one for each grapheme (or graphemes stacked on interactive whiteboard screen)

Procedure

1. Hold up or slide into view the grapheme cards the children have learned, one at a time.
2. Ask the children to say, in chorus, the sound of the grapheme.
3. Increase the speed of presentation so that children learn to respond quickly.

Frieze

Resources

- Frieze of graphemes
- Pointing stick/hand

Procedure

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

Quick copy

Purpose

- To recognise two-letter and three-letter graphemes in words and not read them as individual letters

Resources

- Words using some newly learned graphemes in which all graphemes of two or more letters are underlined (e.g. **pound**, **light**, **boy**, **sigh**, **out**, **joy**)
- Same words without the underlining (e.g. **pound**, **light**, **boy**, **sigh**, **out**, **joy**)
- Magnetic whiteboards with all the appropriate graphemes to make the words, one per child
- Extra letters to act as foils (e.g. if the grapheme **oy** is needed, provide separate letters **o** and **y** as well)

If custom-made graphemes are unavailable, attach letters together with sticky tape to make graphemes.

Procedure

1. Display a word in which the grapheme is underlined.
2. Ask the children to make the word as quickly as possible using their magnetic letters and saying the phonemes (e.g. **t-oy**) and then reading the word.
3. Check that, where appropriate, children are using joined letters, not the separate letters.
4. Repeat with each word with an underlined grapheme.
5. Repeat 1–4 with words without the underlined graphemes, being particularly vigilant that children identify the two-letter or three-letter graphemes in the words.

Countdown

Resources

- List of Phase Five 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 say 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 together reading the words.

Sentence substitution**Purpose**

- To practise reading words in sentences

Resources

- A number of prepared sentences at the children's current level (see 'Word reading activities', on page 158, for suggestions)
- List of alternative words for each sentence

Procedure

1. Write a sentence on the whiteboard (e.g. **Paul eats peas with his meat**).
2. Ask the children to read the sentence with their partners and raise their hands when they have finished.
3. All read it together.
4. Rub out one word in the sentence and substitute a different word (e.g. **Paul eats beans with his meat**).

5. Ask the children to read the sentence with their partners and raise their hands if they think it makes sense.
6. All read it together.
7. Continue substituting words – **Paul eats peas with his meat; Paul eats beans with his meat; Paul reads peas with his meat; Paul cooks peas with his meat** – asking the children to read the new sentence to decide whether it still makes sense or is nonsense.

Teaching and practising reading 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. By the end of Phase Two, 26 of the high-frequency words are decodable; a further 12 are decodable by the end of Phase Three and six more at Phase Four. During Phase Five children learn many more graphemes so that more of these words become decodable. Some of them have already been taught as tricky words in earlier phases, leaving 16 to be decoded in Phase Five. These are **don't, day, here, old, house, made, saw, I'm, about, came, very, by, your, make, put** (*south*) and **time**. 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 sentences 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

<u>oh</u>	<u>their</u>	<u>people</u>	Mr*	Mrs*	<u>looked</u>	<u>called</u>	<u>asked</u>	<u>would</u>	<u>should</u>	<u>could</u>
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*As shortened forms of words, **Mr** and **Mrs** cannot be taught in this way. You could write out **Mister** in full and show that the shortened version is the first and last letters, **Mr**. Then show how **Mrs** is a shortened version of **Mistress**.

The **-ed** morpheme at the end of **looked**, **called** and **asked** designates simple past tense and can be pronounced in a number of ways (/t/ in **looked** and **asked**, and /d/ in **called**).

Resources

- Caption or sentence containing the tricky word to be learned

Procedure

1. Remind the children of some of the other words with 'tricky bits' that they already know (e.g. **the, come, her**).
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 on page 140) under each phoneme and blending them to read the word.
5. Colour and discuss the bit of the word that does not conform to standard GPC, i.e. the tricky bit (e.g. in **could**, the middle grapheme is not one of the usual spellings for the /oo/ sound).
6. Read the word a couple of times with the children joining in, and refer to it regularly during the day so that by the end of the day the children can read the word straight away without sounding out.
7. Ask the children do the same with their partners.

Practising reading high-frequency words

Both the decodable and tricky high-frequency words need lots of practice 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.

Practising reading two-syllable and three-syllable words

Resources

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

Procedure

1. Write a two-syllable word on the whiteboard making a slash between the two syllables (e.g. **thir/teen**).
2. Sound-talk the first syllable and blend it: **th-ir thir**.
3. Sound-talk the second syllable and blend it: **t-ee-n teen**.
4. Say both syllables: **thirteen**.
5. Repeat and ask the children to join in.
6. Repeat with another word.

Practising reading sentences

Yes/no questions

Resources

- A number of prepared questions (see page 159 for suggestions) on card or an interactive whiteboard
- Cards for each pair of children 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 them to show their cards.
5. Sometimes invite a pair to read the question.
6. Repeat 2–5 with another question.



Variation**Choosing three right answers****Resources**

- A number of prepared questions or statements, three correct answers and one incorrect answer (see suggestions on page 159)

Procedure

As for 'Yes/no questions' except that children decide which of the four possible answers are correct.

Homographs**Purpose**

- To learn that when two words look the same the correct pronunciation can be worked out in the context of the sentence

Resources

- Six sentences using homographs, for example:
 - **Wind** the bobbin up!
 - She will **read** it to her little brother.
 - The **wind** blew the leaves off the trees.
 - You have to **bow** when you meet the queen.
 - He **read** about the frightening monster.
 - Robin Hood used a **bow** and arrows.

Procedure

1. Display a sentence and read it using the incorrect pronunciation for the homograph.
2. Ask the children which word doesn't fit the sense of the sentence.
3. Try the alternative pronunciation and reread the sentence.
4. Display another sentence and ask the children to read it with their partners so it makes sense.
5. Ask a pair to read it aloud.
6. Continue with more sentences.

SPELLING

Teaching alternative spellings for phonemes

Alternative spellings for each phoneme

(See 'Bank of words and other materials/activities for use in Phase Five' on page 154.)

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/oo/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
					eo				

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

New phoneme

/zh/
vision



Phoneme spotter

Purpose

- To generate words containing the same target phoneme with a range of different spellings
- To draw attention to the common ways to spell the target sound as a way of learning to spell the word

Resources

- Phoneme spotter story (see examples on pages 160–165):
 - enlarged copy of the story for display
 - copies of the story, one per child or pair of children
- coloured pencils or pens

Procedure

1. Display the enlarged version of the story.
2. Read the story to the children and ask them to listen out for the focus phoneme.
3. Remove the story from view and reread it, asking the children to put their thumbs up whenever they hear the focus phoneme.
4. Display the text again and read the title, pointing to each word.
5. Underline any word containing the focus phoneme.
6. Repeat with the first paragraph.
7. Ask the children to do the same on their copies.
8. Continue reading the story slowly while the children follow word by word, underlining each word that has the focus phoneme.
9. Ask the children to tell you which phonemes they spotted in the second paragraph and underline them on the enlarged copy.
10. Write on the whiteboard the first six underlined words in the story.
11. Ask the children to read the first word, sound-talk it and tell their partners what graphemes stand for the focus phoneme.
12. Ask a pair to tell you.
13. Repeat with the remaining words.
14. Notice the different graphemes that represent the focus phoneme.
15. Draw three columns on the whiteboard and write a different grapheme at the top of each column (e.g. **ai**, **ay**, **a-e**).

16. Write one word from the story under each grapheme (e.g. **rain, day, lane**).
17. Ask the children to draw three columns in their books or on paper and write the words from the story in the appropriate column.

Variation

Rhyming word generation

Procedure

1. Write a word on the whiteboard (e.g. **rain**).
2. Ask the children to suggest words that rhyme (e.g. **lane, Spain**) and write them on the whiteboard.
3. Write another word containing the same vowel phoneme (e.g. **date**) and ask the children to suggest words that rhyme and write them down.
4. Repeat with another word (e.g. **snake**).
5. Repeat with one more word, this time one that has the vowel phoneme at the end of it (e.g. **day**).
6. Pick any word and ask the children what grapheme represents the vowel phoneme.
7. Children discuss with their partners, write the grapheme on their whiteboards and hold them up.
8. Draw columns on the whiteboard and write the grapheme at the head of one column.
9. Ask the children to find a word with a different spelling of the phoneme.
10. Write the grapheme at the head of another column.
11. Repeat with another word until all alternative spellings for the vowel phonemes are written as column headers (e.g. **ai, ay, a-e, ea, aigh, eigh**).
12. Write one word under each grapheme (e.g. **rain, day, date, great, straight, eight**).
13. Ask the children to draw columns in their books or on paper and write the words from the whiteboard in the appropriate column.
14. Follow with 'Best bet' (below).



Best bet

Purpose

- To develop children's knowledge of spelling choices

Resources

- Lists of words generated from 'Phoneme spotter' (above) or a variation, under grapheme headers, for example as follows:

Common			Rare				
ay	ai	a-e	ea	aigh	eigh	e-e	ey
day	rain	lane	great	straight	eight	fete	they
play	wait	mate					
may	train	bake					
say	brain	snake					
tray	pain	late					
etc.	etc.	etc.					

- Whiteboards and pens, one per child

Procedure

1. Display the lists of words.
2. Discuss which columns have most words in them and which the least. Point out that in English some spelling patterns are very rare but that some very common words (e.g. **they**) have rare spellings.
3. Ask the children if they can spot a pattern (e.g. the **ay** grapheme occurs at the end of words; the commonest spelling for the phoneme followed by **t** is **ate**; the commonest spelling for the phoneme followed by **k** is **ake**).
4. Ask the children to write a word not on display containing the same phoneme as some of the words listed (e.g. **hay**).
5. Where there are potentially two possible spellings ask the children to write which grapheme they think might be in a particular word and decide whether they think it is correct when they have looked at it written down.
6. The children then learn the correct spelling.

Learning to spell and practising high-frequency words

no ••	have •• ┌ └	some •• —	were • —	when — ••
go ••	like •• ┌ └	come •• —	there — —	what — ••
so ••	one	little •• —	do ••	out — ••

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 all the children 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.

Note: Although ending in the letter **e**, **some**, **come** and **have** are not split digraph words. It is easiest to suggest that the last phoneme is represented by a consonant and the letter **e**. It is not possible to show the phonemes represented by graphemes in the word **one**.

Practising spelling two-syllable and three-syllable words

Resources

- List of words
- Whiteboards, pens and wipes, or pencil and paper for each child

Procedure

1. Say a word (e.g. **rescue**), clap each syllable and ask the children to do the same.
2. Repeat the clapping with two or three more words.
3. Clap the first word again and tell the children that the first clap is on **res** and the second is on **cue**.
4. Ask the children for the sounds in **res** and write them.
5. Repeat with the second syllable.
6. Read the completed word.
7. Repeat 3–6 with another word.
8. Continue with more words but the children write the words on their own whiteboards.

Practising writing sentences



Writing sentences

Resources

- Sentence including words you wish to practise

Procedure

1. Ask the children to say the sentence all together a couple of times and then again to their partners.
2. Ask them to say it again all together two or three times.
3. Ask the children to tell you the first word.
4. Ask what letters are needed and write the word.
5. Ask about, or point out, the initial capital letter.

6. Remind the children that a space is needed between words and put a mark where the next word will start.
7. Ask the children to say the sentence again.
8. Ask for the next word and ask what letters are needed.
9. Repeat for each word.
10. Ask about or point out the full stop at the end of the sentence.

Independent writing

When children are writing, for example in role-play areas, their letter knowledge 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 partially inaccurate, the experience gives them further practice in segmentation and, even more importantly, gives them experience in composition and makes them see themselves as writers. Children should be able to spell most of the 100 high-frequency words accurately during the course of Phase Five.

Assessment

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

By the end of Phase Five children should:

- give the sound when shown any grapheme that has been taught;
- for any given sound, write the common graphemes;
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly.

Bank of words and other materials for use in Phase Five activities

Some new graphemes for reading

Words in italics are high-frequency words.

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

aw	wh	ph	ew	oe	au	ey
<i>saw</i>	<i>when</i>	Philip	blew	toe	Paul	money
<i>paw</i>	<i>what</i>	Philippa	chew	hoe	haul	honey
<i>raw</i>	which	phonics	grew	doe	daub	donkey
<i>claw</i>	where	sphinx	drew	foe	launch	cockney
<i>jaw</i>	why	Christopher	screw	woe	haunted	jockey
<i>lawn</i>	whistle	dolphin	crew	Joe	Saul	turkey
<i>yawn</i>	whenever	prophet	brew	goes	August	chimney
<i>law</i>	wheel	phantom	flaw	tomatoes	jaunty	valley
<i>shawl</i>	whisper	elephant	threw	potatoes	author	trolley
<i>drawer</i>	white	alphabet	Andrew	heroes	automatic	monkey

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

Known graphemes for reading: alternative pronunciations

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

* before a vowel

** In the North of England the grapheme **a** is pronounced the same in **hat**, **fast**, etc. The grapheme **u** is pronounced the same in **but**, **put**, etc. Alternative pronunciations for each of these graphemes apply in the South of England only.

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

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

ey	
money	they
	grey
	obey
	prey
	survey

Alternative spellings for each phoneme

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

/s/	/z/	/u/*	/i/	/ear/
listen	please	some	donkey	here
whistle	tease	come	valley	mere
bristle	ease	done	monkey	severe
glisten	rouse	none	chimney	interfere
Christmas	browse	son	trolley	Windermere
rustle	cheese	nothing	pulley	adhere
jostle	noise	month	Lesley	sheer
bustle	pause	mother	mystery	veer
castle	blouse	worry	sympathy	career
wrestling	because	brother	pyramid	steering

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

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

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

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

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

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

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

New phoneme

/zh/
treasure
television
vision
pleasure
leisure
beige
visual
measure
usual
casual

Word reading activities

Sentences and substitute words for 'sentence substitution'

(See page 139.)

New graphemes for reading

Paul eats peas with his meat.	beans	reads	cooks	Phil
Kay must pay for her new bike.	toes	Jean	wait	toy
We can bake a pie today.	they	yesterday	cake	make
The boys shout as they play outside.	sleep	girls	run	sing
They saw that the dog had hurt its paw.	found	she	tail	stone
Children like the seaside.	dentist	beach	enjoy	zoo
Loud sounds can be annoying.	noises	singing	frightening	mountains
Mum gave us a few grapes as a treat.	sold	made	punishment	Dad
The girl came home on the train.	bird	bus	went	boy
You can tie things up with string.	rope	we	glue	ribbon

More reading practice with old and new GPCs

Chris found his wallet in the drawer.	shirt	socks	Charlie	saw
Soup is a healthy kind of food.	wealthy	fish	sport	sort
Grown-ups teach us at school.	help	goblins	teachers	home
Snow and rain are part of our winter weather.	summer	wind	cold	frost
You can see clowns at a circus.	elephants	watch	market	acrobats
We could fly to Africa in a plane.	ship	you	might	go
The thief was kept in prison.	robber	put	oyster	jail
We can make models from card.	tea	clay	children	wood
Cows and sheep may graze in a meadow.	goats	field	stay	sail
The puppy was very playful.	kitten	cute	kitchen	hungry

Questions for Yes/no questions

(See page 142)

Could you carry an elephant on your head?

Would you like to wave a magic wand?

Would you crawl into a thorn bush?

Have you ever seen a live crocodile?

Are you ready for school by nine in the morning?

Could a cactus grow in Antarctica?

Would you scream if you saw a snake?

Can magpies perch on clouds in the sky?

Would you put ice-cream in the freezer?

Has a cat got sharp claws?

Do you go to school in the holidays?

Is December a summer month?

Could you fly to Mars on a bike?

Has a space-ship ever been to the moon?

Could you make up a story about a giant?

Examples for 'Choosing three right answers'

(See page 143)

Which of these are days of the week?	Sunday	Thursday	Tuesday	September
Which are names for girls?	Heather	Hayley	Sanjay	Philippa
Which of these are numbers?	blue	five	nine	thirteen
Which of these can we read?	news	comics	see-saws	books
Traffic lights can be	green	white	yellow	red
Which of these are parts of the body?	cry	head	elbow	chin
A chef can cook food by	boiling	grilling	flying	frying
What can you put on bread?	jam	butter	cheese	coffee
Which of these can grow in a garden?	ferns	snow	herbs	bushes
Which of these could you hold in your hand?	a giant	a jewel	a feather	a penny

Phoneme spotter stories

A Real Treat!

Tom was very happy. It was the weekend and he was off to the beach with Mum and Dad, his puppy and baby Pete.

"Help me pack the green bag," said Mum. "We need sun cream and lots to eat."

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

At the end of the street there was a big truck. It had lost a wheel. "Oh, no," said Tom. "We'll be here for a week!"

Dad went to speak to the driver to see if he could help. They put the wheel back on. Then Dad said, "I must hurry. We need to get to the beach."

At last they got to the sea. Tom and Pete had an ice-cream. Mum and Dad had a cup of tea. The puppy went to sleep under a tree.

A Right Mess

The twins' bedroom was a right mess! Mum had tried everything. Being cross! Being kind! But it just did not help. The twins still did not tidy their room.

Then Mum had an idea. "I think I'll write a list of things the twins must pick up, and then we can play a game of hide and seek. The twins must find the things and put them in a box. Their room will be tidy!"

This is the list Mum had:

A crisp bag

A white sock

A tie with a stripe

A cap

A plastic knife

A bright red kite

"We like this game of hide and seek," said the twins. In no time at all the room was quite tidy and Mum was happy.

Then the twins had an idea. "Mum, we'd like to fly this kite on the green."

"All right," said Mum, "but you must hold the string tight."

On the green there was a light breeze and the kite went up, up, up, high in the sky. Then suddenly it came down, down, down...

CRASH! It fell into the duck pond!

The kite was fine, but Mum said, "I think it's time for tea. Let's go home."

Luke and Ruth

It was Saturday and Luke went to play at Ruth's house. Ruth and her mum lived in the house next to Luke's house.

"Let's go outside," said Ruth as she put her blue boots on. "Do you need boots too?"

"I do. I'll nip home and take my new shoes off." said Luke, "I'll be back soon."

Luke came back and the two of them began to dig. "Can I use the spade?" said Luke.

"Yes. Can you help me move this big root?" said Ruth. "Then we can sow the seeds." Luke and Ruth soon had the seeds in the ground and they made the earth smooth on top. "Now we will wait until they grow," they said.

Two weeks later, Ruth ran to Luke's house. "Quick! The seeds are growing." Luke ran round to see if it was true. It was. In the next few weeks they grew and grew and, in June, they had blue flowers.

"Our blue flowers are super," said Luke.

"The best," said Ruth.

The Old Pony

Joe, the old pony, was in his field. He was so old and slow that nobody rode him anymore. The wind was blowing. He felt cold and lonely.

Just then, Jazz and Hal rode by on their bikes. They were going home for tea. They felt so sorry for old Joe that they stopped to stroke him.

At tea time they told Dad about Joe.

"Don't worry," said Dad. "I know I can help him."

After tea, Dad went to the shed and got an old green coat and a thin rope. Jazz and Hal got the end of a loaf of bread.

"Let's go," said Dad.

Dad and Jazz and Hal went back to Joe's field.

"Hello, old fellow," said Dad. Quickly, he put the old coat over Joe's back and tied it on with rope. In no time at all, Joe was as warm as toast!

Jazz and Hal gave Joe some of the loaf to eat. Old Joe was happy at last.

The School Sale

It was the day of the school sale. Mum could not go as she had a pain in her knee, so Gran said she would take Kate and Wayne. They could not wait!

At the school gate, Gran paid 20p to get in. She did not have to pay for Kate and Wayne – it was free for children!

As soon as they were through the gate, Gran gave Wayne and Kate £1 each to spend, and told them not to go too far away.

The sun was shining. "It's as hot as Spain!" said Gran. "I think I need a cup of tea."

At the tea stall, a lady put Gran's tea on a tray, and Gran went to find a place to sit in the shade.

Meanwhile, Kate and Wayne went round the stalls. Kate had her face painted like a rainbow and had a go on the "Name a Teddy" stall. Wayne bought a game of chess and a piece of chocolate cake for Mum. They both had a go on the "Pin the tail on the donkey". It was quite safe – the donkey was only made of paper!

When the sale was nearly over, Kate and Wayne went back and found Gran fast asleep under the tree. "What a shame," said Kate, "she's missed all the fun!"

Could I ?

Mr and Mrs Hood had a house by the sea. Mr Hood was a fisherman. When he was away on a fishing trip, Mrs Hood would get very lonely and sad.

"I need a job," she said to herself. "I like to look at books, I could sell books in the bookshop."

She went to the bookshop but the people there said "No."

"This is no good," Mrs Hood said to herself, "I should stop and think." Mrs Hood sat and had a good long think and then she said, "I like to cook. I could run a cake shop."

She began to cook and in next to no time her house was full of the smell of cakes and pies. She put a poster up on the gate that said, "Home-made cakes and pies". She sold everything she had made.

She told Mr Hood about it when he came home. "I would like to try a cake," he said, "I'm hungry."

"I'm sorry," Mrs Hood said, "I sold out."