



Phonics Toolkit

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Part One

Subject Knowledge audit

Articulation

Progression overview & Assessment

Communal language (key generic phrases)

Resources: Grapheme grids, graphemes (sounds), word, letters, sentences, tricky words.

Whiteboards and pens (2 different colours)

Part Two

Can teach oral blending?

Can teach word blending?

Can teach introduce a new sound (5 steps – see below or win it)?

Can teach sentence construction?

Can use RR, teach, practice and apply?

Can model effectively?

Can adapt to child's need but add challenge and application for progression?

Each session has a clear focus outcome?

Part Three

Consistency checklist (our school agreed checklist)

Communal language – bespoke to child (go with what they already use/know)

Pitch

Pace

Progress, hear, say, see, write. By ends of game/session, child can show what they know/can do.

Participation

Precise praise.

Scaffolding methods QFT

Articulation

**Point and sweep*

**Bounce*

**Repetition of blending*

**MTYT/ Our turn- your turn*

**Sound buttons and phoneme fingers.*

**2 different colour pens (write new phoneme in different colour)*

Part Four

Scaffolding skills

Point and sweep.

Words with sound buttons to support less able.

Key digraphs in different colour.

MOY my turn, your turn, our turn MTYT.

Assisted blending to independent.

Word complexity – add a challenge.

Repeated rounds of blending .

Bounce to repeat words.

Say a sentence.

Key strategies

Blending

1.Assisted blending- independent. Point and sweep.




- 1.Assisted Blending
'My Turn'  2.Independent blending'
'Your turn'

2.Sandwich method cat..... c-a-t= cat 2a. 'digraph? 'ea' STS, blend to read the word (STSBTW). 2b. Point and sweep c-a-t= cat/ c-oat= coat (using finger to sweep across word)

Blending

Intensive (Sandwich)			Phase 2	Phase 3+
M	O	Y	1.MODEL 2. CHN DO 2.Sound out 3.Read the word*	1.Digraph/trigraph/split- digraph 2.Sound out 3.Read the word*
coat	c- oa -t	coat	c-a-t= cat	ai- p-- ai -n= pain
goat	g- oa -t	goat	can	ai- t-r- ai -n=train
moan			cap	ee- s- ee = see
throat			cot	ee - sh- ee -t = sheet
For fluency round 2.... 2.Mix it up! Rapid read- 'super fast' 3. <u>Challenge: Silent sounding out- Read it!</u>				

Assisted to Independent Blending

	1.Our turn: Collaboratively Say the sounds and blend to read the word STSBRTW..... <i>gradually step back and children jump in if apt.</i> *MTYT any to reinforce
	2. Your turn: Again- 'faster' or 'mix it up' *SPOT digraph if apt. Digraph? STS BRTW' point and sweep.
	3. Revisit any as apt. 'let's check.....' Or Say the sounds in your head and read the whole word OUTLOUD. *mime/point and sweep to assist THEN bounce the word to clarify if apt.

Segmenting to spell



Modelling:

Version 1: A) Assisted (collaborative) **Our turn.**

B) Step back, children do. **Your turn.**

Version 2: A) Model and write (children assisting)

B) Cover word and children have a go.

C) 'Let's check.' Reveal- did we get it right? Make teaching points.



Lesson structure

1.Revise and review (AFL) 2 Teach 3 Practise - game/activity 4. Apply- read or write a sentence.

1.Revise and review: Phoneme recognition and word blending recap.






1.Collaboratively say the sounds (or MTYT)

2.Your turn..... faster/mix them up.

Rapid word read: Blending: as above/ see lesson structure

Speedily read a few words from recent learning, gaps, etc.

2.Teach: steps to teach a sound

1.  Hear it: sound talk *oo-oo m-oo-n=moon/action + image*
2.  Read it
3.  Hide and find the new sound
4.  Write it (on tray in flour, shaving foam, air write or w/board)
5.  Quick word read with NEW phoneme. Can you spot the digraph?

3.Practise and apply

Activities to progress to apply- read and or write a sentence using focus sound.

Children to show what they know.



Key Activities: (also see key strategies/Activities/L&S, Handouts)

Phoneme Recognition



Win it!

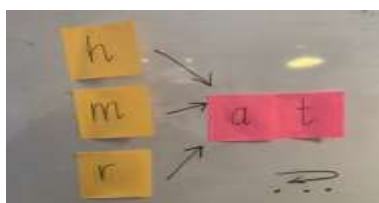
Count down/beat the teacher: How fast can we say the sounds, words (flash cards).

Phoneme grid : spot our sound?

Objects/images: use pegs to peg the right sound.

Blending: Mix it up, magnetic letters, match words to images.

Splat/snap the sound. Pairs, bingo.



Word Building- blending

Post-it (letter tiles) Say word, say the sounds, show sound buttons..... (repeat and pinch finger for each phoneme) WRITE IT! *MTYT. Make teaching points. Praise.

Onset and rime (use images) word making.

Mix it up!

Make a word- post its, tiles, magnetic letters, etc. match to images.

Sound swap (full circle in L&S) [See detailed steps for all instructions.](#)



Segmenting to Spell

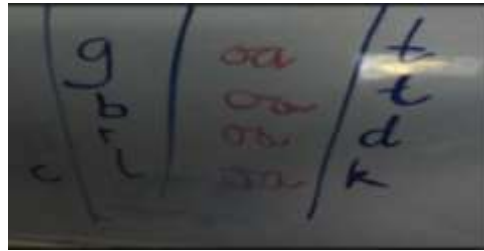
Sound Buttons for Spelling:

'Segment with me': Say the WHOLE word '*coat*', say the sounds '*c-oa-t*' (use fingers), write it!

Push each finger for each sound button, repeat several times. 'Write it!' Insist on children STS!

Model using MOY method and scaffold as apt.





Grapheme frame

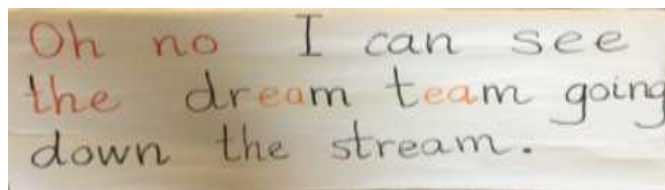
Same script as above.

Sorting: ai ay a-e words laminated How can we can we sort these words? (next session write the words then write sentence). X2 sessions with same resource.

Choose object from magic bag- has it got our sound? write it/ show it! (use sound fans, or sound cards)

Application to progress to sentence level:

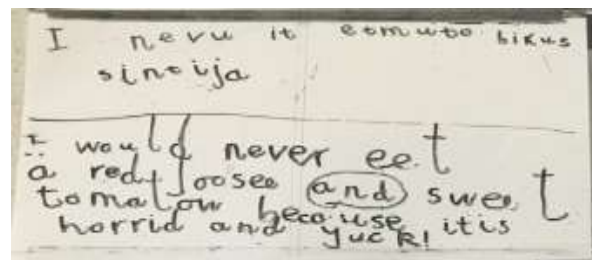
Sentence reading



What's our sound? What our tricky word? Can you spot them?

How do we read words? Let's read (emphasize, highlight focus phonemes and make teaching points)

Dictation:



Focus sound is.....

Say it, repeat it, sentence checklist, write it! MTYT.

OR

Read a sentence, (hide it) THEN children do as above.

OR

Model write a sentence, (hide it) THEN children do as above.

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Tricky word games *he she we be the*

1. Show word and say a sentence- Child repeats.
2. Say phonic part s---d, say tricky part 'ai? Explain we say it as 'said'- MTYT.
3. Read the word (MTYT). Bounce it.
4. Put into pack and quick read (repeatedly bring said to front) and spot new tricky word (distinguishing from a few others recently taught)

Bingo, pairs, odd one out, snap, bubble write with felt tips.

Highlight tricky part. Make a poster to remember'because,' etc.

Count down.

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