# Electronic phonics

sound it out

Activity Guide

Develop children's phonics skills with this interactive resource.

Includes:

- Activities for Phases 2 – 5
- Adapted activities for catch-up
- Glossary of phonics terminology
- Curriculum links
- Pupil completion certificates

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What is phonics?

Synthetic phonics is a method of teaching where words are broken up into phonemes. Children learn to make connections between the letters of written texts and the sounds of spoken language. Phonics is a strategy used to teach early reading and spelling strategies by hearing the sounds in words and linking them to letters and letter patterns.

Phonics is split into phases which teach children to listen to sounds in the environment. They then learn single letter sounds in a given order so that they can make small words. Children then build up to more complex phonemes which are made up of digraphs and trigraphs.

Children learn to blend for reading and segment for spelling.

Phonics is used alongside daily reading, speaking and listening activities to develop a child's love of language and developing interest in the world around them.

Phonics glossary

This terminology will be used in schools:

Pure sounds	It is important that the phoneme sounds 'pure' so you don't add any excess sound that may cause confusion. Watch this **video** to hear how each phoneme should sound
Phoneme	A single unit of sound. A word is made up of distinct sounds. For example: *sat* is made up of three phonemes *ship* is also made up of three phonemes, as *sh* is one sound
Grapheme	The letters which represent the sound (use the letter names to describe the grapheme) For example: ***The letters s and h are the grapheme for the phoneme sh***
Digraph	Two letters making one sound. For example: **ss, sh, ch, ir**
Trigraph	Three letters making one sound For example: **igh, ear, air**
Blending	Joining together phonemes (sounds) in a word fluently to read
Segmenting	Listening to a word and then splitting it into the individual phonemes and working out which graphemes represent each sound
Vowel	**a, e, i, o, u**
Consonants	All the letters in the alphabet that are not vowels!
Adjacent Consonants	Individual consonants which make separate sounds For example fa **s t** **s t r** ap Each of these sounds needs to be made separately.
Split Digraphs	Vowel sounds are linked to e, so you say the letter name: **a_e, e_e, i_e, o_e, u_e**

Phonics screening test

During the Summer Term of Year 1 all children undertake a **Phonics Screen**, where they are tested on their ability to read 40 words by applying their knowledge of phonemes and their ability to blend smoothly and fluently. You can watch the **teacher's training video** to watch how children need to blend at this age, . The video shows both good and poor examples of blending so you can see what is expected at this age.

Electronic Phonics

This is a fun way for children to play and learn at the same time. This electronic gadget allows children to experiment with words and sounds, while supporting their reading and spelling skills.

Electronic Phonics tiles
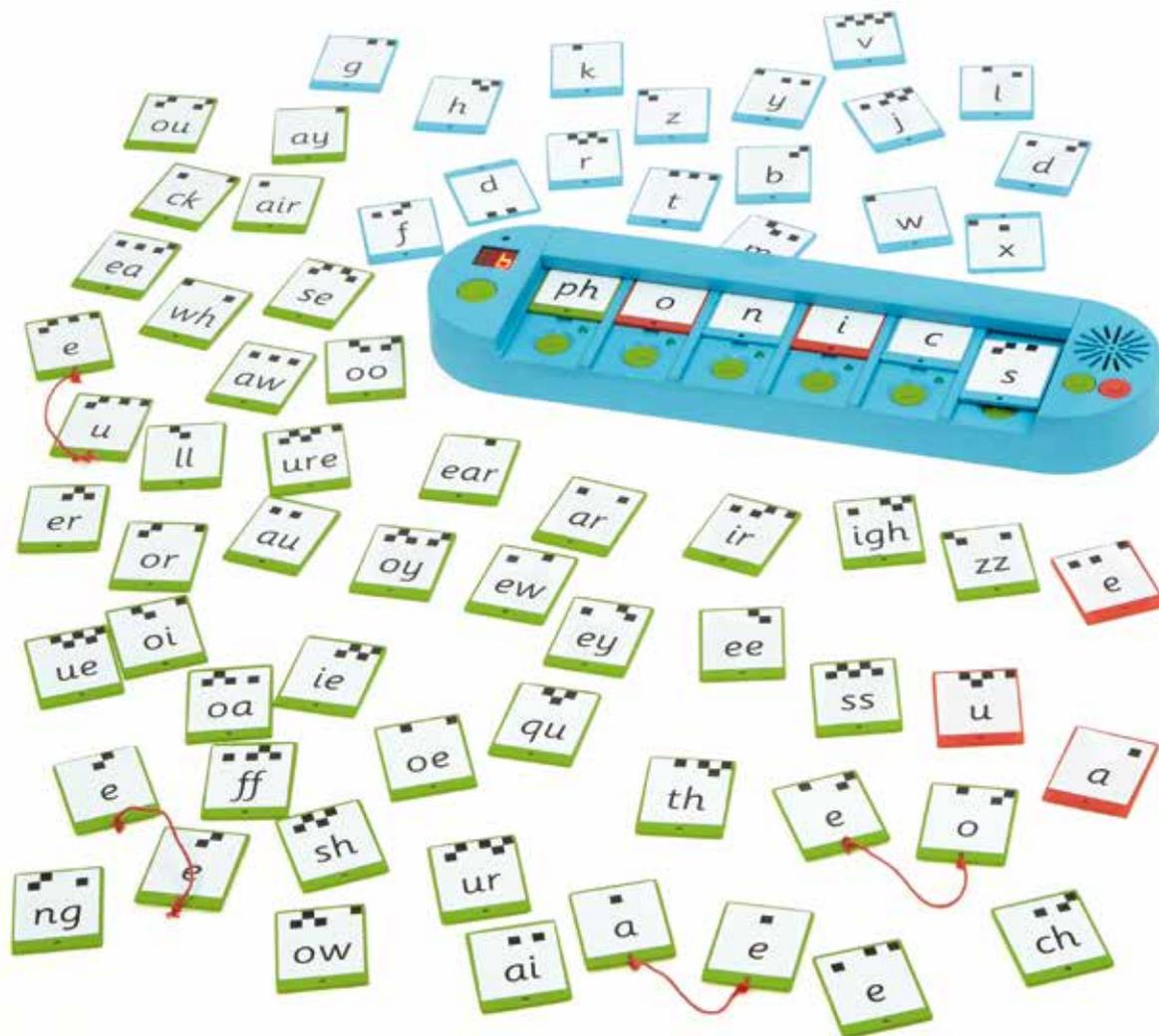
The tiles are colour coded to support selection, which will also help with the vocabulary they need to be able to create words – vowels and consonants, which make up our alphabet. This will also help them to use letter names when choosing the letters to make the grapheme they need.

Differentiation

The level can be set for the age and ability of your child, and we have included an overview of the stages of learning in order for you to choose the most suitable level of challenge for your child. If you feel like your child is struggling, consider what is being studied by the entire class and use Electronic Phonics to support learning.

Modes of play

Blending

Your child can choose phonemes and try to make a word. They can play each phoneme separately if they don't recognise it, then check to see if they have made a real word by pressing GO. If the word is recognised by the word bank, they will hear it read out fully blended.

Your chid can also have a go at recording themselves blending the word … then listen to see if they have blended the word correctly! This is great practice for reading and recognising how the phonemes sound when they are put together in a word, and will help with overall reading fluency when they read their own books.

Segmenting

This is really useful for children as they need to be able to hear each individual sound in a word. If they can do this, then spelling a word will be much easier.

1. Electronic Phonics plays the word.

2. Child segments the word into individual phonemes.

3. Child then chooses which graphemes to spell the word and inserts them into Electronic Phonics and presses the GO button.

4. Electronic Phonics plays back the child's choice of graphemes for the child to check. The child needs to segment into individual phonemes, then try and choose the correct graphemes to spell the word.

In the early stages, you will probably use the blend mode significantly more. At this stage your child will not know lots of phonemes, so you may want to limit the tiles to the graphemes and phonemes they are familiar with.

Use the section **Progression of sounds to support level of challenge** (below) to check the order of the phonemes they know. This will put you and your child at ease and be ready to practise – if it is within their learning zone it will be fun and they will be more willing to play and, therefore, learn.

Using Electronic Phonics in schools

Electronic Phonics will support learning throughout EYFS and KS1. Below are some areas of the National Curriculum that Electronic Phonics can assist teachers and pupils in.

English programmes of study: key stages 1 and 2 National Curriculum in England
Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.
Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

How to use Electronic Phonics and who with

Independently

Electronic Phonics can be used in the classroom to develop the learning of phonics. It can be used independently, for example during Continuous Provision where the children practise applying and consolidating blending and segmenting skills taught in phonics Lessons.

One to one or small group intervention

Electronic Phonics could also be used for intervention, either with one child who needs support, or with a small group to develop reading and spelling skills. This will support with quick recognition of phonemes and application into words, alongside hearing model blending in action.

Phonics screening catch up

In Year 1, and for those children in Year 2 who need further practice, Electronic Phonics will support in the lead up to the Phonics Screen Check, by encouraging children to develop blending skills when reading a range of new words and being able to see the phonemes in different places within the words.

Progression of sounds to support level of challenge

Phase 2 foundation stage autumn term

Set 1	s	a	t	p	
Set 2	i	n	m	d	
Set 3	g	o	c	k	
Set 4	ck	e	u	r	
Set 5	h	b	f,ff	l,ll	ss

Phase 3 foundation stage autumn/spring term

Set 1	s	a	t	p	
Set 2	i	n	m	d	

Grapheme	Sample word	Grapheme	Sample word
ch	chip	ar	farm
sh	shop	or	for
th	thin	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

Phase 4 foundation stage summer term

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic (longer) words. The adjacent consonants need be read in different positions in the word, for example:

fa**st**   fa**st**er   **st**op

Examples of words with adjacent consonants

te**nt**	me**nd**	ju**mp**	**sp**ot
stop	**tr**ack	**tw**in	**gl**ass
clap	**br**anch	**pl**a**nk**	**tr**ump**e**t

Phase 5 Year 1

Children will learn new graphemes and alternative pronunciations for some of the graphemes they have learnt in earlier phases.

For example:

• Children have learnt *er* (as in corn*er*), and now they will learn **er** can also be spelt as **ir** or **ur**.

• Children have learnt *ear* (as in h*ear*), and now they will learn *ear* (as in l*ear*n)

New graphemes for reading

			Split Digraphs
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)

Alternative pronunciations for graphemes taught in previous phases

I fin, find		**Ow** cow, bow		**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			

Alternative pronunciations and spellings:

The children are taught the different ways of spelling the graphemes, starting in Phase 5 (Year 1). Spelling is a spiral curriculum and they will revisit these patterns in more complex words throughout their school career (**See National Curriculum Appendix 1: Spelling**)

We have included the alternatives here as an information guide. Electronic Phonics does not use all of these alternatives, as we are focusing on basic skills the children need to practice. Many of these alternatives will be addressed through reading and spelling lessons.

Alternative pronunciation of graphemes when reading

a	E	I	O	U	Ow	Ie	ea	Er	ou
acorn	he	kind	no	unicorn	down	chief	ses	fer	you
last	bed	miss	hot	but	low	pie	head	farmer	could
was							great		shoulder
what									out

Y	ch	c	G	Ey
by	chip	cat	got	key
very	school	cell	giant	they
pyramid		mice		

Alternative spellings for each phoneme

/Ch/	/J/	/m/	/n/	/r/	/s/	/z/	/u/	/i/	/ear/
chip	**j**am	**m**atch	**n**ot	fo**r**	**s**ound	**z**oo	b**u**t	**i**n	h**ear**
ca**tch**	fu**dge**	thu**mb**	**gn**ome	**wr**ong	hou**se**	plea**se**	s**o**me	happ**y**	h**ere**
adven**ture**	**g**iant		**kn**ock		li**st**en		m**o**ney	donk**ey**	che**er**
								p**y**ramid	

/ar/	/air/	/or/	/ur/	/oo/	/ai/	/ee/	/igh/	/oa/	/(y)oo/	/oo/
m**ar**ch	h**air**	s**or**t	b**ur**n	b**oo**k	r**ai**n	f**ee**t	l**igh**t	b**oa**t	c**ue**	m**oo**n
f**a**ther	th**ere**	f**our**	l**ear**n	c**ou**ld	d**ay**	s**ea**t	p**ie**	l**ow**	t**une**	cl**ue**
h**a**lf	p**ear**	b**a**ll	w**or**k	p**u**t	c**ame**	th**e**se	b**y**	t**oe**	st**ew**	j**une**
gr**a**ss*	b**are**	c**augh**t			**a**corn	happ**y**	l**i**ke	b**o**ne		bl**ew**
						ch**ie**f	m**i**nd	n**o**		
						mon**ey**				

*depending on accent

Phase 2 activities

			Group work (led by an adult)	1:1 intervention
1	**Open play**	Make words using letters learnt		
2	**2 consonants**	Make words using two consonants and the five vowels	✔	
3	**Full circle**	Change one grapheme in a word to make a new word	✔	
4	**Say a phoneme, choose a grapheme**	Find the grapheme to match a spoken phoneme	✔	✔
5	**Sliding in**	Change one phoneme in a word to make a new word	✔	✔
6	**Labels**	Make words to label objects/pictures		
7	**Hunt the grapheme**	Find the grapheme that starts a word	✔	✔
8	**Rhyming words**	Change initial sounds to make rhyming words	✔	
9	**Spelling by segmenting**	Use letter names to spell words	✔	✔

1. Open play

Use Blend Mode for children to make their own words.

Refer to the sets of letters in Phase 2 and pull out the tiles the children have already learnt. This will ensure they are not overwhelmed by too many letters to consider.

As an example, using the letters from Phase 2, Sets 1 (**s, a, t, p**) and 2 (**i, n, m, d**), the child could make the following words:

am an and sat pat pin
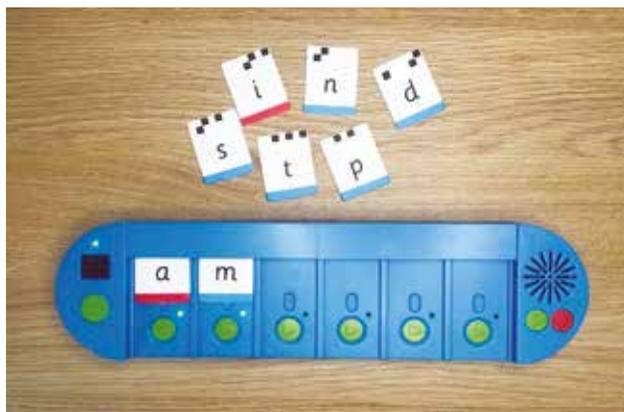
Allow children to play around with the letter tiles and Electronic Phonics to make words. This is a great introductory activity for children to Electronic Phonics.

As children become more confident, you can add more letters to their selection.

2. Two consonants

Give two consonant and the five vowel tiles. Which words can the children make? This gives an opportunity to distinguish between vowels and consonants (supported by the colours on the tiles), reinforcing that vocabulary.

For example, using the letters **a, e, i, o, u, t, p**, could make the following:

it pet pit pot put up pat tap top tip

3. Full circle

1. Give a start word.

2. Children should then change one letter to see if they can make a new word.

3. Children then change one letter of that word to make another new one.

4. Repeat until the child returns to the original word they began with. For example:

- s, a, t, p, i   *sat, sit, sip, tip, tap, sap, sat*

- s, a, t, p, i, n   *pin, pit, sit, sat, pat, pan, pin*

- p, t, d, m, s, o, a   *pot, pod, pad, sad, mad, mat, pat, pot*

- c, t, n, m, p, a, o   *cat, can, man, map, mop, cop, cap, cat*

- l, g, p, t, r, n, e, a   *leg, peg, pet, pat, rat, ran, rag, lag, leg*

- r, n, b, t, h, m, s, d, i, u   *run, bun, but, bit, hit, him, dim, din, sin, sun, run*
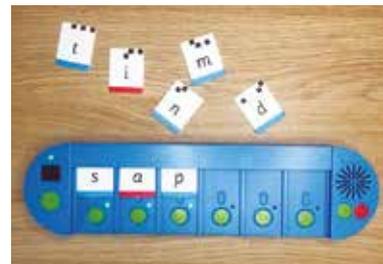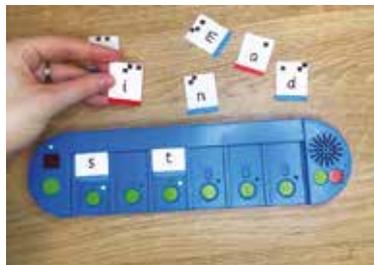
4. Say a phoneme, choose a grapheme

Say a phoneme, then ask the children to find the grapheme that represents it. Children can then self-check using Electronic Phonics. This will demonstrate whether the child can hear phonemes and match them.

When the children are familiar with this, they can play together with others using Electronic Phonics to check their answers.

5. Sliding in

This is similar to the full circle game. It helps the children to practise distinguishing the sound of one phoneme from another. Give a start word and then ask the children to change one phoneme to see if they can make a new word, then change one phoneme of that word to make a new one again, and so on.

For example:

hot, hop, hip, hit, lit, lot, lock, lick, pick

Choose phonemes the children have been working on to reinforce learning. At the early stages, limit the amount of letters they are working with.

6. Labels

Show the children some objects/pictures (for example, cap, cat, cup, can, cub), then ask them to try to make the word for a label.

Refer back to the phoneme table to ensure the labels for the objects or pictures you choose can be made from the letters your child has learnt.

7. Hunt the grapheme

Say a word (for example, sock, kick, get, ten, mum, fuss, run), then ask the child to find the grapheme that starts the word. Check the grapheme in Electronic Phonics.

Challenge...

Challenge the child to make the whole word. Stretch out the phonemes to support this.

This will help children to hear the individual phonemes in the words.

8. Rhyming words

Being able to hear and generate rhyme is an important aspect of Phase 1. These patterns can now be reinforced by changing the initial sound to make rhyming words. The visual aspect of Electronic Phonics will support this as the children can see they only have to change the first phoneme.

For example:

sat, rat, cat, pat, bat, mat

Reading rhyming books alongside this activity will help. Books such as those by Julia Donaldson or the Oi Frog series will help children develop a love of rhyme.

Our **Travelling Tales** would be perfect to use for this activity.

9. Spelling by segmenting

At this early stage, the initial focus will be on blending. However, when children are familiar with the phonemes in Phase 2, they could try out the Segmenting Mode in Electronic Phonics. This will allow them to hear a word, segment it and have a go at finding the matching graphemes. When spelling and looking for the letters, it is important to use the letter names. Use the phonemes when blending the word together.

Congratulations!

This is to certify that

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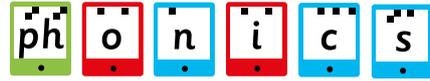
has completed the
Electronic Phonics
Phase 2 activities

Date: _____

Signed: _____

Phase 3 activities

			Group work (led by an adult)	1:1 intervention
1	**Phase 3 letters Open Play**	Make words	✔	
2	**2 consonants**	Give 2 consonants and phase 2 vowels and new vowel digraphs, what words can the child make?	✔	✔
3	**Full Circle game**	Change one letter each time to make a new word	✔	✔
4	**Consonant digraphs**	Give your child Phase 3 consonant digraphs **Sh ch th ng** **What words can they make?** Put out vowels and other single consonants **Challenge... can you use these digraphs at the end of the word?**	✔	✔
5	**Vowel digraphs**	Give your child Phase 3 vowel digraphs ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er **What words can they make?** Put out vowels and other single consonants **Challenge... can you use these digraphs at the end of the word?**	✔	✔
6	**Say a phoneme, choose a grapheme**	Adult says a phoneme, child chooses the grapheme and checks in Electronic Phonics	✔	✔
7	**Sliding in game**	Change one phoneme in a word to make a new word	✔	✔
9	**Spelling/ segmenting**	Use the letter names	✔	

1. Open play

Use Blend Mode for your child to make their own words.

Refer to the sets of letters in Phase 3 and pull out the tiles the children have already learnt. This will ensure they are not overwhelmed by too many letters to consider. Add in the phonemes from Phase 2 to make sure they have all the vowels, and that they can consolidate their application of earlier sounds.

For examples of words which can be made, refer to the table of Phase 3 phonemes.

2. Introducing consonant digraphs

Give the children the phase 2 phonemes and 2 new consonant diagraphs from Phase 3. What words can they make?

This gives an opportunity for children to distinguish between vowels and consonants – consolidating the vocabulary (reinforced by the colours on the tiles). You can also develop understanding of the digraph as they will be using this to make new words.

You could note where the digraphs come in the word: sh can go at the beginning, middle or end, while ng comes at the end. This understanding of letter patterns will help children to apply new knowledge.

For example, give...
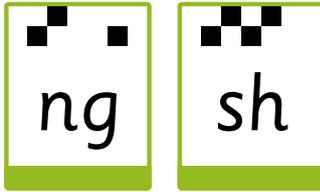
and Phase 2 phonemes and you could make:

Wing   sing   song   hang   ring   shampoo   push   rush   shed

3. More consonant digraphs

Give your child all the Phase 3 consonant digraphs (refer to table). The consonant digraphs are the ones with no vowels in them.
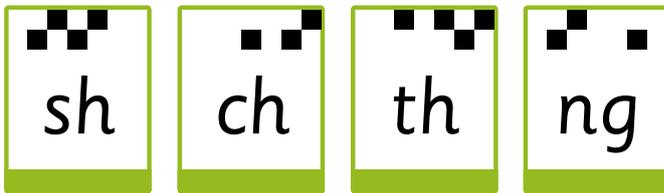
What words can they make?

Put out vowels and other single consonants.

Challenge...

Can you use these digraphs at the end of the word?

4. Vowel digraphs

Give your child Phase 3 vowel digraphs. Put out vowels and single consonants.

ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

What words can they make?

Challenge...

Can you use any of these digraphs at the end of the word?

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5. Full circle game

1. Give the start word.

2. Children should then change one letter at a time to see if they can make a new word.

3. Children then change one letter of that word to make another new one.

4. Repeat until the child returns to the original word they began with. How many different words have they made?

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

- **sh, ch, th, ng, p, n, r, c, a, i**
  to make
  ship, chip, chin, thin, than, can, cash, rash, rang, ring, rip, ship

- **ch, sh, ck, th, ng, s, l, p, i, o**
  to make
  song, long, lock, shock, shop, chop, chip, chick, thick, thing, sing, song

When the graphemes for the new vowel sounds have been learned.

- **ar, ai, oo, oa, c, d, l, m, n, t**
  to make
  car, card, lard, laid, maid, mood, moon, moan, moat, mart, cart, car

- **ai, igh, oo, oa, l, t, r, m, d, p, n, s**
  to make
  light, right, root, room, roam, road, raid, paid, pain, main, mail, sail, sigh, sight, light

6. Say a phoneme, choose a grapheme

Say a phoneme, then ask the children to find the grapheme that represents it. Children can then self-check using Electronic Phonics. This will demonstrate whether the child can hear phonemes and match them. Electronic Phonics will help the child to check. This is especially useful for the new vowel digraphs they have learnt.

When the children are familiar with this, they can play with others, using Electronic Phonics to check their answers.

Challenge...

Now you know what it says, can you make a word with that grapheme?

E.g. ear ➜ beard, near, year, gear (refer to the Electronic Phonics Word Bank for available words)

7. Sliding in game

This is similar to the full circle game. It helps the children to practise distinguishing the sound of one phoneme from another. Give a start word and then ask the children to change one phoneme to see if they can make a new word, then change one phoneme of that word to make a new one again, and so on.

For example:

Might, right, tight, light

Pain, chain, main

Choose the phonemes the children have been working on to reinforce learning, and at the early stages, and limit the amount of letters they are working with.

8. Spelling by segmenting

Try out the Segmenting Mode in Electronic Phonics. This will allow them to hear a word, segment and have a go at finding the matching graphemes. When spelling, and looking for the letters, it is important to use the letter names. Use the phonemes when blending the word together.

Electronic
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_____

has completed the
Electronic Phonics
Phase 3 activities

Date: _____

Signed: _____

Phase 4 activities

			Group work (led by an adult)	1:1 intervention
1	**One vowel**	Make a word using 3 or more letters, but only one vowel, to encourage blending adjacent consonants	✔	✔
2	**Add a consonant**	Make a 3 letter (CVC) word. Add a consonant to make a new word	✔	✔
3	**What can I spell?**	Use **Consonant Clusters and Digraph Tubs** - or some toys from around the home – child tries to make the word, then listen as it is blended.	✔	
4	**Two adjacent consonants**	Give 2 adjacent consonants, which words can they make? Eg **st** ➜ stair stamp stand star start steep step stop strap street string stunt	✔	✔
5	**Say adjacent consonant, choose the matching graphemes**	Say adjacent phonemes and ask children to choose the graphemes and check using Electronic Phonics	✔	✔
6	**Spelling by segmenting**	Use the letter names		✔

1. Just one vowel

Give the child a single vowel, ask them to make a word using 3 or more other graphemes, but only this vowel (to encourage blending adjacent consonants)

For example: Give vowel **a**

Child could make...

Blank   drank   damp   hand   strap   stamp   stand

Challenge...

Give the child vowel digraphs from Phase 3, and ask them to make a word using 2 or more other graphemes.

For example: Give vowel **ur**

Child could make...

Burn   burp   surf   burnt

2. Add a consonant

Make a 3 letter (CVC) word. Add another consonant to make a new word

Net ➜ nest; ten ➜ tent; rip ➜ grip; win ➜ twin; and ➜ hand

3. What can I make?

This could be played in collaboration with **Consonant Clusters and Digraph Tubs** or some toys or objects from around the home or school. The child says the word, tries to make the word, then listens as it is blended on Electronic Phonics.

For example (look in the word bank for ideas/objects to collect)

Bench   crust   joint   paint   spoon   sport   spring   stamp   string

4. Two adjacent consonants

Give 2 adjacent consonants, which words can they make?

For example: Give consonants **st**

Child could make...

Stair   stamp   stand   star   start   steep   step   stop   strap   street   string   stunt
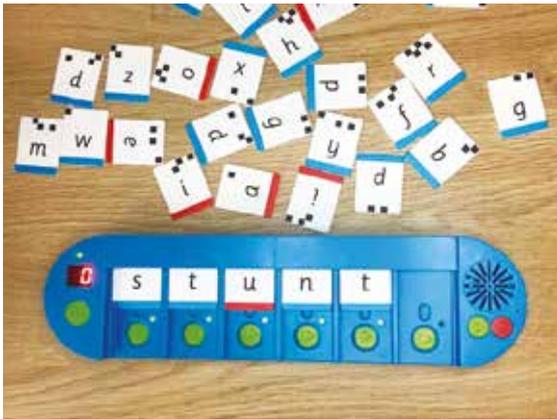
5. Say adjacent consonants, choose the matching graphemes

Adult says adjacent consonants, child chooses the graphemes and checks in Electronic Phonics
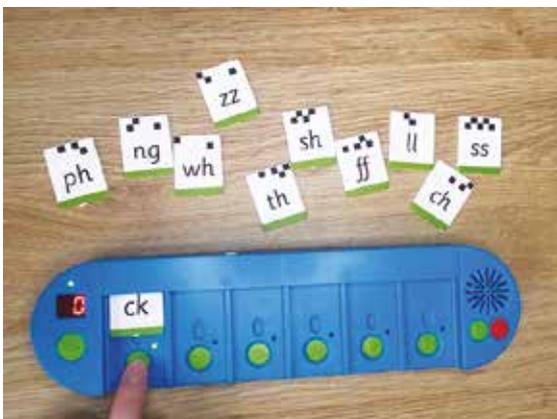
Challenge...

Now use those adjacent consonants to make a whole word.

6. Spelling by Segmenting

Try out the Segmenting Mode in Electronic Phonics. This will allow children to hear a word, segment and have a go at finding the matching graphemes. When spelling and looking for the letters, it is important to use the letter names. Use the phonemes when blending the word together.

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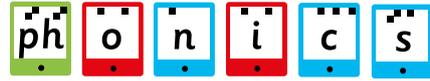
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Date: _____

Signed: _____

Phase 5 activities

At Phase 5, Electronic Phonics will support children to be able to blend and segment independently, applying their phonics knowledge so far.

			Group work (led by an adult)	1:1 intervention
1	**Vowel digraphs**	Use the vowel digraphs from phase 3 and see if you can find another grapheme which makes the same phoneme.	✔	✔
2	**Alternative graphemes**	Give all the ways of making a phoneme and make words using the correct grapheme.	✔	✔
3	**Alternative pronunciation**	Give a vowel/vowel digraph and make words where the same grapheme has a different phoneme.	✔	✔
4	**Short or long vowels 1**	You could use **Short and Long Vowel tubs** – or some toys from around the home – child tries to make the word, then listen as it is blended.	✔	
5	**Short or long vowels 2**	Can you make the same letter sound long and short?	✔	✔
6	**Spelling by segmenting**	Use the letter names		✔

1. Vowel digraphs

Get the vowel digraphs from phase 3:

ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

See if children can find another grapheme which makes the same phoneme …

For example...

ur, er, ir

Ai ... ay a a_e

(Refer to alternative grapheme table in Teacher's Handbook)

2. Alternative graphemes

See examples of same phoneme different grapheme in introductory handbook...

Give all ways of making a phoneme

For example, give

or, au, aw

to make

Born   launch   law

give

Ay, ai, a_e a

to make

Say   faith   came   acorn

give

Ss, se, s

to make

Pass   mouse   start

Make words using the correct grapheme. As support, you could generate words for children to spell, encouraging them to focus on segmenting, then listening to the whole word as it is blended by Electronic Phonics. Use the Electronic Phonics Word Bank to find suitable words.
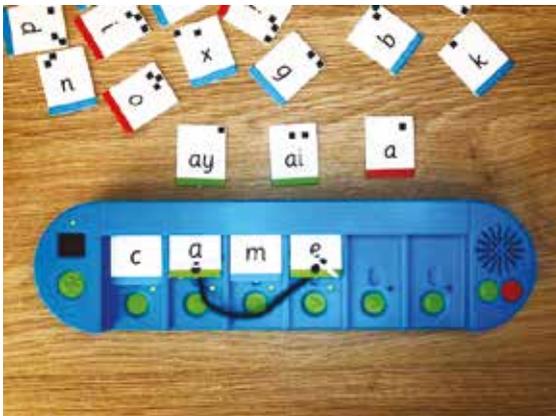
This is an example of how a split digraph can be used

3. Alternative pronunciation

Give a vowel/vowel digraph, and see if children can make words where the same grapheme has a different phoneme

For example, **ow**...

slow	now
snow	owl
glow	pow
bowl	powder
grow	brown
tow	

For example, **y**

yap	heavy	dry
year	thirsty	reply
yell	ready	deny
yes	lady	
yet	hairy	

Refer to the tables of alternative pronunciations in the Teacher Handbook, and the Electronic Phonics Word Bank.
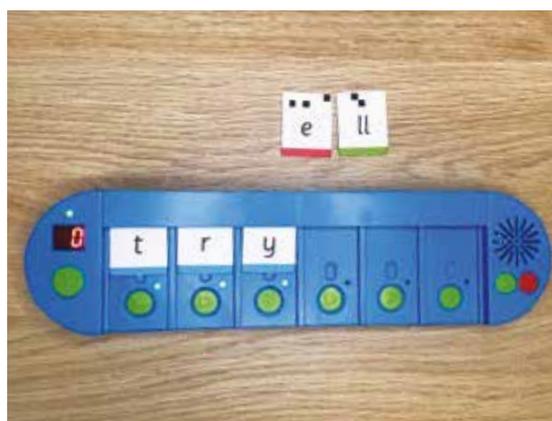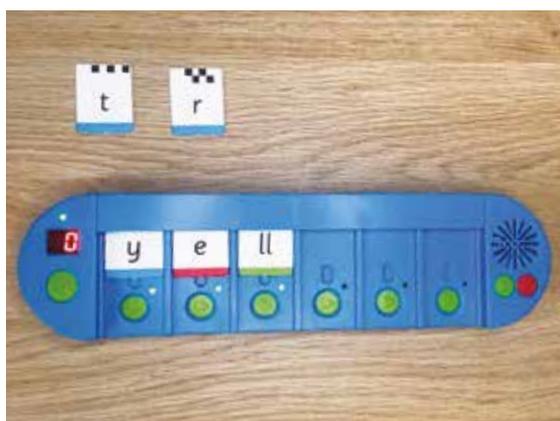
4. Short or long vowels 1

It is important that children can hear the difference between long and short vowels, especially as they begin to learn spelling rules later in the learning.

This could be played in collaboration with the **Short and Long Vowel Tubs** or some toys or objects from around the home or school. The child says the word, tries to make the word, then listens as it is blended on Electronic Phonics.

For example

Cash   *tail*

Head   *sea*

Six   *light*

Box   *boat*

Book   *fuel*

5. Short or long vowels 2

Can you make the same letter sound long and short?

	Long vowel	Short vowel
A	acorn	band
E	he	theft
I	blind	tin
O	no	dog
u	fuel	bush

6. Spelling by Segmenting

Try out the Segmenting Mode in Electronic Phonics. This will allow children to hear a word, segment and have a go at finding the matching graphemes. When spelling and looking for the letters, it is important to use the letter names. Use the phonemes when blending the word together.

Electronic
phonics
sound it out

Congratulations!

This is to certify that

_____

has completed the
Electronic Phonics
Phase 5 activities

Date: _____

Signed: _____

Adapting the activities for catch-up or intervention groups

To provide further support to individuals or small groups, the activities can be adapted and lead by an adult. This will provide the opportunity for Assessment for Learning, where the child gets immediate feedback, and also allows the adult to adapt learning if required, to target the children's needs.

If the child is working in a small group, this will allow discussion and problem solving with the other children, which will develop resilience when learning. Also, the resources can be split between the group, so each individual only has to focus on a small amount, but as a group they have more resources available.

Here are some examples of how this might work:

Small group work

Give three cards to each child.

Can they make a word using some of the cards they have been given using teamwork? When they have tried, use Electronic Phonics to see if their word is a real word.

Challenge...

In Phase 5 the phonemes have alternative graphemes... give out cards with alternative graphemes, and children can try to choose the right ones to make a word.

1:1 support

You can support children by **limiting the number of cards** needed to make a word.

For example, give

s a t p i n

Ask them to make different words and use Electronic Phonics to see if they have made it correctly.
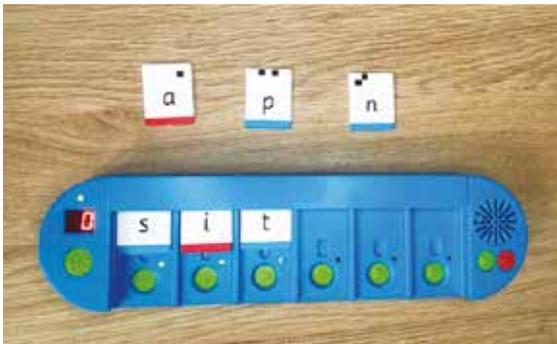
Full Circle

Ask children to make a word that starts with...

sh, ch, th, ng, p, n, r, c, a, i

You can choose to give specific letter cards for children who need more support, or if this level of support is not required, they can experiment with the full range of cards.

Change one part of the word each time and see if they can make a new word. Electronic Phonics will read the new word if it is real, and is contained in the Electronic Phonics Word Bank.

In all cases, make sure the child is saying the phonemes and blending back the whole word fluently before they check on Electronic Phonics. It is useful for them to listen to themselves and check if the word sounds like a real word. This will help when they read independently, to check if the word makes sense in the sentence.
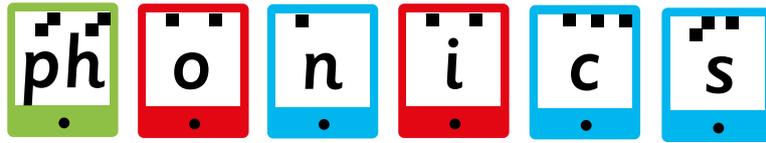
Electronic Phonics

Activity Guide

Develop children's phonics skills with this interactive resource.

HOPE
EDUCATION

Inspire · Create · Educate