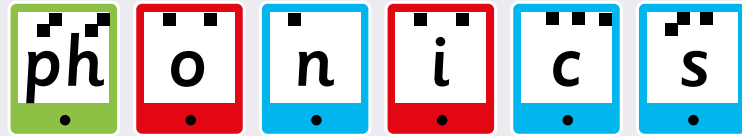


Electronic



sound it out

Activity Guide



Build phonic confidence and enjoyment with this fun, interactive resource.



HOPE
developed
product



HOPE
is all you need



Includes:

- Phases 2-5 overviews
- Glossary of phonics terms
- Games and activities
- Assessment records
- Word bank lists (by phase)
- Curriculum links
- Pupil certificate

What is Electronic Phonics?

Designed for small group sessions, one-to-one support and independent learning, Electronic Phonics is a versatile resource children will love. It supports Phases 2 – 5 of Letters and Sounds, but is suitable for use with any phonics scheme.

How does it work?

- Tiles are added to the board and, at the press of a button, each is sounded out as an individual phoneme.
- When words are added, Electronic Phonics will sound each letter individually, then read the whole word.
- Children practise blending and segmenting at their own level and receive immediate aural feedback.
- Electronic Phonics has a bank of 800+ of the most commonly used words.

(See Pages 30-33)

- 75 tiles are included, covering graphemes from Phases 2 – 5 of Letters and Sounds. Tiles are colour coded for clarity and ease of use:

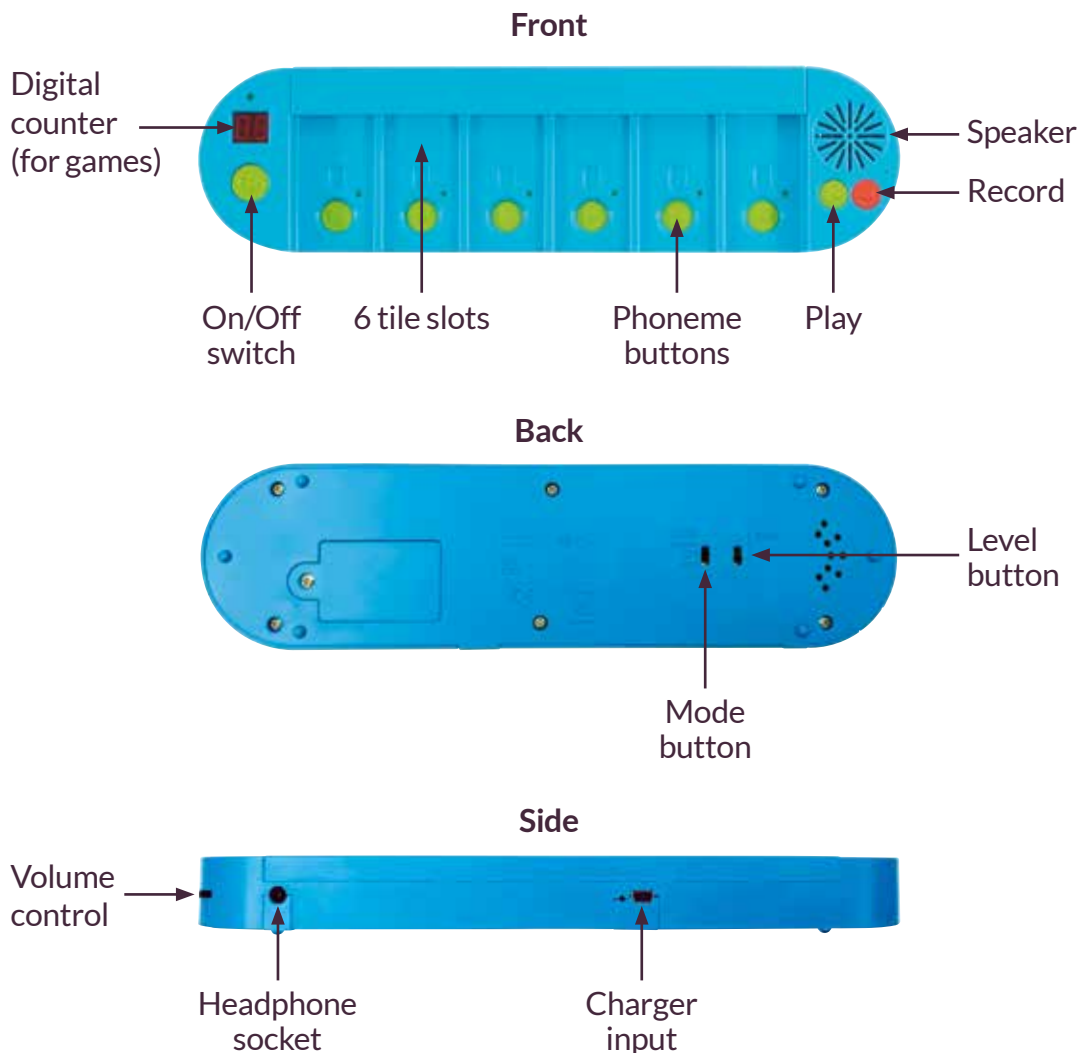
Red – vowels

Blue – single graphemes

Green – digraphs and trigraphs

- Extra sets of tiles may be purchased separately.

Functions



Modes of play

Blending

Blending (decoding) is what we do to read. We identify the graphemes within the word and say the sounds for each.

We say the sounds slowly at first and then put them together faster so that they blend, and the words can be read.

N.B. Children should not be asked to read/decode words using sounds they have not yet been taught.

Blend mode

Set the mode using the switch underneath.

Blend mode will allow children to hear individual sounds by pressing each button under any tile placed on the board.

Once a word has been added, press the **Go** button, to hear the word.

Segmenting

Segmenting (encoding) is the opposite of blending, and we segment to spell. We listen to a word and break it down into individual sounds.

Segment mode

Includes a game with 3 levels of challenge.

How to play

- Set the switch at the bottom of the unit to the required level of difficulty (1, 2 or 3).
- Press the **Go** button to hear a word from that level.
- Segment the word into individual phonemes.
- Choose the correct grapheme tiles to spell the word and insert into the Electronic Phonics board.
- Press the **Go** button again. If the word has been added correctly, Electronic Phonics will make a noise and the counter will show a score. If incorrect, a different sound is played, and the score does not change.

Recording

For up to 10 seconds of recording time, simply press the red record button to record and the green button to play back. The next recording will automatically delete the last.

How to use Electronic Phonics

One-to-One Support

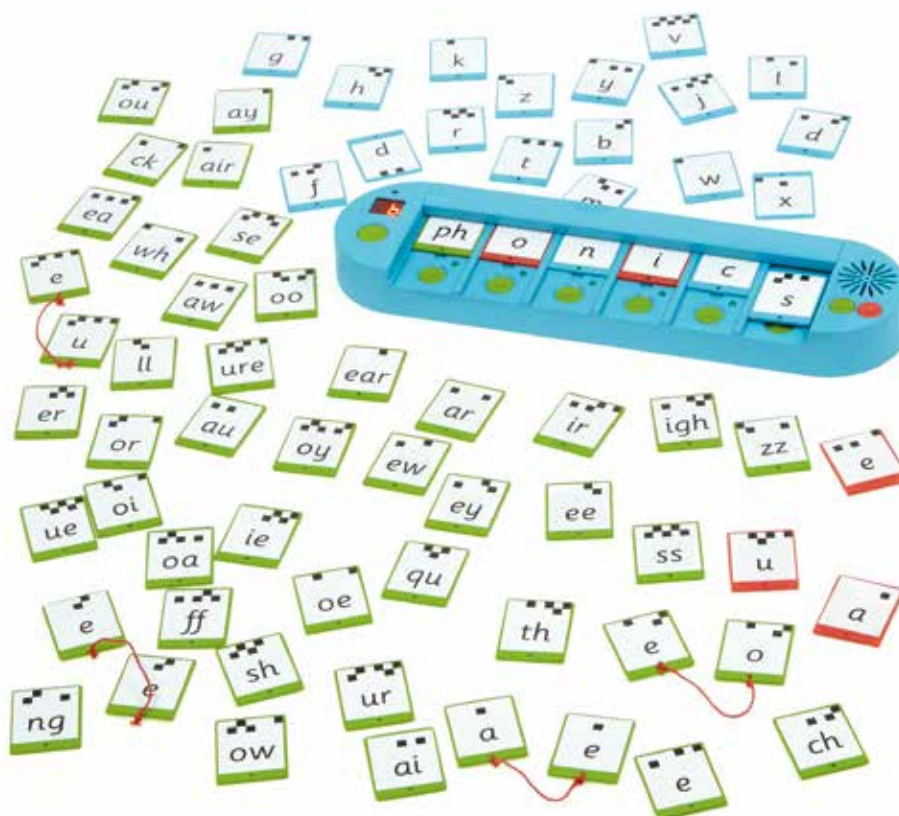
Electronic Phonics is ideal for supporting individual children, both at school and at home. Learning will be fun, multi-sensory and interactive and children will look forward to the games and activities.

Electronic Phonics can give teachers a very clear picture of where any difficulties lie and help to address them.

Use the games and activities most suited to the child and (if appropriate) keep detailed records, using the assessment sheets.

Always remember, the goal is for children **learn to read and enjoy reading** – so make sure the sessions are engaging and that the child is able to succeed at their own level and pace.

If possible, try to read a favourite book together at the end of the session, making the link between phonics and reading clear.



Intervention

Intervention will ideally be carried out one-to-one, or with a small group.

It is important to begin with a good understanding of the specific strengths and needs of each child. Can the child pronounce each sound? How many sounds can they hear, and then match to a grapheme? Can they blend three sounds together, or are they not yet blending at all? Use the assessment sheets provided to capture where the help should be focused.

For some children, who for a multitude of reasons, may still be at the beginning of their phonics journey, it may be useful to begin with some earlier 'tuning into sound' activities (from Phase 1 of Letters and Sounds) and weave them throughout your plan.

Your chosen phonics scheme may include an intervention plan. In which case, Electronic Phonics will make a useful addition.

The suggested games and activities may be adapted for use at any level to suit the child/children you are working with.

Independent use

Use as part of your Continuous Provision. Children can practice applying and consolidating learning from their Phonic lessons. The advantages are:

- Children can listen to sounds and words as often as they need without adult support.
- They are always hearing the sounds pronounced correctly.
- They can challenge themselves, for example, by playing the segmenting games and trying to improve their own scores.
- Directionality (understanding that text goes from left to right) is constantly being reinforced.

Children with English as an Additional Language (EAL)

Children who speak English as an additional language (EAL learners) often benefit from extra support. These pupils may be at a very early stage of English language development and Electronic Phonics could help to strengthen their phonetic skills. Having access to Electronic Phonics means they can also practice and apply their learning independently and at their own level.

Children with SEND

Electronic Phonics' facility to record and replay words phonetically is ideal to support pupils who have a developmental language delay, communication needs or working memory difficulties. The interactive and multi-sensory nature of the product has potential to engage children with a range of difficulties.



Glossary of Phonics Terms

| | |
|-----------------------|--|
| Pure sounds | Each sound should be as 'pure' as possible, avoiding adding the 'uh' schwa at the end. The pure sounds are demonstrated by Electronic Phonics. |
| Phoneme | Smallest single unit of sound. |
| Grapheme | Letter representing a sound. |
| GPCs | Grapheme Phoneme Correspondences. |
| HFWs | High Frequency Words. |
| CEWs | Common Exception Words. |
| Digraph | Two letters making one sound, e.g., sh, ch, ng. |
| Trigraph | Three letters making one sound, e.g., igh, ear, air. |
| Blending | Joining phonemes together to read words. |
| Segmenting | Splitting words into individual phonemes for spelling. |
| Vowels | a e i o u |
| Consonants | The other 21 letters of the alphabet. |
| Split digraphs | Vowel linked by e and pronounced as the letter name: a_e e_e i_e o_e u_e |

Progression of sounds and HFWs

Here are the GPCs and HFWs in 'Letters and Sounds' order from phases 2 – 5.

Phase 2

| | | | | |
|----|---|------|------|----|
| s | a | t | p | |
| i | n | m | d | |
| g | o | c | k | |
| ck | e | u | r | |
| h | b | f,ff | l,ll | ss |

Phase 2 High Frequency Words

| | | | |
|----|-----|------|-----|
| a | it | back | got |
| an | of | and | up |
| as | off | get | mum |
| at | on | big | but |
| if | can | him | |
| in | dad | his | |
| is | had | not | |

Phase 2 Tricky Words

| | |
|-----|------|
| l | no |
| the | go |
| to | into |

Phase 3

| | | | | | |
|----|----|-----|-----|-----|----|
| j | v | w | x | y | |
| z | zz | qu | ch | sh | |
| th | ng | ai | ee | igh | |
| oa | oo | ar | or | ur | |
| ow | oi | ear | air | ure | er |

Phase 3 High Frequency Words

| | |
|------|------|
| will | see |
| that | for |
| this | now |
| then | down |
| them | look |
| with | too |

Phase 3 Tricky Words

| | | |
|------|-----|-----|
| he | she | we |
| me | be | was |
| my | you | her |
| they | all | are |

Phase 4

No new graphemes are introduced in this phase. The main aim is to consolidate what has been learned in phases 2 and 3 and to learn to read and spell words which have adjacent consonants such as the examples listed below.

| | | | | | | | | |
|--------------|----|-------------|--------------|----|-------|--------------|-----|-------------|
| Set 1 | st | stop, rest | Set 4 | tr | train | Set 7 | sp | spin, clasp |
| | nd | band | | dr | drip | | tw | twin |
| | mp | lump | | gr | grin | | sm | smell |
| | nt | tent | | cr | cross | | pr | print |
| | | | | | | | | |
| Set 2 | ft | loft | Set 5 | br | bring | Set 8 | sc | scan |
| | sk | skill, desk | | fr | frog | | sn | snip |
| | lt | belt | | bl | black | | nch | lunch |
| | lp | help | | fl | flash | | scr | scram |
| | | | | | | | | |
| Set 3 | lf | shelf | Set 6 | gl | glad | Set 9 | shr | shrink |
| | lk | milk | | pl | plug | | thr | three |
| | pt | kept | | cl | club | | str | strong |
| | xt | next | | sl | slush | | | |

Phase 4 High Frequency Words

| | | |
|----------|------|------|
| went | it's | from |
| children | just | help |

Phase 4 Tricky Words

| | |
|-------|--------|
| have | like |
| so | do |
| some | come |
| said | were |
| there | little |
| one | when |
| what | out |

Phase 5

| | | | | | | | |
|-----|-----|-----|----|----|----|-----|-----|
| ay | ou | ie | ea | oy | ir | ue | aw |
| wh | ph | ew | oe | au | ey | a_e | e_e |
| i_e | o_e | u_e | | | | | |

Phase 5 High Frequency Words

| | |
|-------|-------|
| don't | I'm |
| about | day |
| here | very |
| old | by |
| your | made |
| saw | put |
| time | house |
| came | make |

Phase 5 Tricky Words

| | | |
|--------|-------|--------|
| oh | their | people |
| Mr | Mrs | looked |
| called | asked | could |

Games and activities

The following pages offer a range of games and activity ideas suitable for use with Electronic Phonics. They can be adapted to suit the level of the children you are working with; always making sure they can be successful and are having fun!

Overview

| | Activity | Focus | Phase | Independent | Small group/1:1 |
|----|-----------------------|--|------------|-------------|-----------------|
| 1 | Listen and find | Listen to and identify GPCs | 2, 3, 5 | ✓ | ✓ |
| 2 | Two-letter words | Two-letter blending | 2 | | ✓ |
| 3 | My sound wins! | Identify initial letters | 2, 3, 4, 5 | | ✓ |
| 4 | Hunt the grapheme | Listen to, identify and find initial GPCs | 2, 3, 4, 5 | | ✓ |
| 5 | Listen to the end | Complete words by adding a final letter | 2, 3 | | ✓ |
| 6 | Open play | Independent word making | 2, 3, 4, 5 | ✓ | |
| 7 | What's in the middle? | Identifying vowels | 2, 3 | | ✓ |
| 8 | Full circle | Change words one sound at a time to come full circle | 2, 3, 4, 5 | | ✓ |
| 9 | Sliding in | Change words one sound at a time | 2, 3, 4, 5 | ✓ | ✓ |
| 10 | Labels | Spell and write words linked to real objects | 2, 3, 4, 5 | ✓ | ✓ |
| 11 | Picture cards | Use picture clues relating to words | 2, 3, 4, 5 | ✓ | ✓ |
| 12 | Rhyme time | Hear rhymes and relate to letter patterns | 2, 3, 4, 5 | | ✓ |
| 13 | Code words | Guess and make words from clues | 2, 3, 4, 5 | | ✓ |
| 14 | Add a consonant | Add consonant phonemes to words | 4 | | ✓ |
| 15 | Word level reading | Decode and blend individual words | 2, 3, 4, 5 | | ✓ |
| 16 | Spelling | Encode and spell individual words | 2, 3, 4, 5 | | ✓ |
| 17 | Spelling game | Spell words generated by EP | 2, 3, 4, 5 | ✓ | |
| 18 | That's nonsense! | Change nonsense to real words | 2, 3, 4, 5 | | ✓ |
| 19 | Name those letters! | Use letter names | 2, 3, 4, 5 | ✓ | ✓ |
| 20 | Listen and spell | Spell targeted words | 2, 3, 4, 5 | ✓ | |

1. Listen and find

Listen to and identify GPCs.

- Set to **Blend Mode**.
- Put a selection of tiles face-up on the table.
- One child closes their eyes.
- A second child (or adult) chooses a tile, adds it to the Electronic Phonics board, plays the sound then removes it and places it back with the tiles.
- Can the second child find the sound they heard by choosing the correct grapheme?

2. Two letter words

Although only two letters, these words can be difficult because they are so abstract. However, they are simple to blend, so make a good starting point when very specific blending practice is needed.

- Set to **Blend Mode**.
- Use the following tiles. Ask the child/children to separate into two groups by colour:

a u o i m n p s t

This provides an opportunity to remind children that the red tiles are vowels and the blue ones are consonants.

- Ask a child to find the /a/ tile and place it in the first tile holder to the left. Check by pressing the button.
- Now explain that four 2-letter words can be made by adding a blue (consonant) tile to the /a/ and ask a child to choose one to try. [at am an as]
- As the child makes a word, say it in a sentence and ask them to do the same.
- Repeat the activity beginning with i, o and u. [in it is on up]
- To simplify further use only s a t p i n letters.
- To extend, ask children to write all the 2-letter words (and none-words) they find on a whiteboard.

3. My sound wins!

Initial letter sounds are crucial for children to be able hear and identify. They are sure to enjoy this fun game to help practice this skill.

- Set to **Blend mode**.
- The adult places 2 grapheme tiles (e.g. a n) in the second and third slots on the Electronic Phonics board and randomly shares out about 5 tiles to each child **face down**.
- One at a time each child turns over one of their tiles and places it on the first slot. What word have they made? Say it, then check by pressing the button.
- If it is a real word, they score a point. If not, they might pretend to feed the tile to a shark!
- Vary the game by scoring points for none-words instead!
- Change the level of challenge by using tiles from different phases, but always adding only the initial sound.



4. Hunt the grapheme

Can children hear an initial phoneme and find the correct GPC?

- Lay out a selection of graphemes. (Use less to make it easier.)
- Say a word and ask the child to find the initial sound and add it to the board.
- Is it correct? If so, they keep the tile!
- You could make it into a challenge, for example, how many tiles can they collect in 1 minute?

5. Listen to the end!

Can children make words by adding the final phoneme?

- Set to **Blend mode**.
- The adult places 2 grapheme tiles (e.g. s a) in the first and second slots on the Electronic Phonics board and puts a selection of tiles face down on the table, including d, g, m, p, t, ck, sh, ng (and a few others that will not create a real word when added to sa_).
- Each child takes turns to turn over a tile and place it in the third slot of the board. Will the last sound added make a real word? (This also provides a good chance for discussion – is Sam allowed? If not, why not?)
- Children sound out the word and check using the word replay function. If it is a real word, they win the tile, if not they feed it to the shark!
- Extension: The teacher places a few tiles, face up, on the table, then says a word. It could be reinforcing the sounds children have just been working with, or you might choose different ones. The first child to point to the correct final sound, wins a point.

6. Hunt the grapheme

A great activity for independent play.

- Set to **Blend Mode**.
- Choose a selection of letters from the phase/sounds children need to practice.
- Either individually, or in pairs, simply allow children to make as many words as they can using the letters provided.
- Children check them using the word function on the Electronic Phonics board then write each one on a whiteboard to keep a record.



7. What's in the middle?

The middle sounds in words can be tricky to hear and pick out. This CVC activity is a great way to focus on them.

- Set to **Blend Mode**.
- Place two consonant tile on the first and third places on the board.
- Place the five red vowel tiles on the table.
- Ask children to try each of the vowels and sound them out the words they make. How many real words can they make?



8. Full circle

This classic game from Letters and Sounds can be adapted to suit any phase.

Several examples are provided below.

- Set to **Blend Mode**.
- Place a starting word on the Electronic Phonics board, e.g., **ship**.
- Explain that you are going to change one letter at a time but will eventually get back to the starting word.
- Say the next word you want children to make (**chip**). Which letter will they need to change?
- Check each word using the word reader function.
- Continue in the same way until you have come full circle!



Phase 2 examples:

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

Phase 3 examples:

sh ch th ng p n r c a i

ship → chip → chin → thin → than → can → cash → rash → rang → ring → rip → ship

Phase 3 examples (continued):

ch sh ck th ng s l p i o

song → long → lock → shock → shop → chop → chip → chick → thick → thing → sing → song

ar ai oo oa c d l m n t

car → card → lard → laid → maid → mood → moon → moan → moat → mart → cart → car

ai igh oo oa l t r m d p n s

light → right → root → room → roam → road → raid → paid → pain → main → mail → sail → sigh → sight → light

Challenge children to choose a starting word and create their own full circle. They will need to keep a record of words used. How many steps did it take?

9. Sliding in

Change a word, one letter at a time.

- Choose a starting word to add to the board and lay out a selection of familiar graphemes.
- In the game **Full Circle**, children are told the next word to make, however, in this activity, the children decide which letter to change to make the next word.
- They do not have to end with the same word they started with.
- This could be played in pairs or a small group; each child taking a turn to slide in a different tile and change it to a word of their choice. They may only change one tile on each go.
- How many different words can they create together?

10. Labels

A spelling and writing activity at different levels, with opportunity for talk and vocabulary development.

- Set to **Blend Mode**.
- Gather a collection of objects and explain that the labels have fallen off!
(Phased examples below)
- Give children an object. Ask them to say what it is, then sound out the letters and find the tiles they need to make the word.
- Take time to talk about each object and describe it. Could the object have a different name?
- Place the chosen tiles on the Electronic Phonics board and listen.
- If the word is correct, children write it on a label to put with the object.
- How many different words can they create together?

Possible objects:

Phase 2 – bat, bell, bag, bus, bun, can, tin, cap, cot, doll, man, map, net, peg, pig, rug

Phase 3 – boat, boot, car, chair, chip, coat, coin, cow, sheep, soap, soil, fork, owl, queen, quoit, shark, tooth, torch, van, wool, zip

Phase 4 – belt, brush, clown, flag, frog, lamp, milk, sink, dress, shampoo, stamp, star, tree, train, pumpkin

Phase 5 – acorn, bacon, bowl, boy, bread, game, girl, glue, crayon, cream, cube, flute, donkey, skirt, slide, snake, horse, house, key, mouse, phone, window

11. Picture cards

Making learning more visual can be very helpful for many children. Use the picture cards from pages 19 - 22.

- Look at the card together. The picture refers to the missing word from the sentence.
- The word has a • for each single grapheme and a ___ for each digraph/trigraph.
- The tiles at the top of the card show how many graphemes will be needed, and of what colour.
- The sentence adds context and is fully decodable to read that level.
- Children choose tiles to make the missing word and add it to the Electronic Phonics board.
- Why not make cards of your own?

12. Rhyme time

The ability to hear rhyme is very important for linguistic development. This activity focusses on hearing rhyme as well as relating it to letter patterns.

- Read this poem aloud.
“My name is Fluffy **Pat**,
I’m a very lovely **cat**.
I sit on a pink **mat**,
In a tall and pointy **hat**.”
- Ask children to repeat each line after you. Once they are familiar with the little poem, accentuate the rhyming words; this might be by whispering them, or clapping as you say them.
- Add /a/ and /t/ tiles in the second and third slots of the Electronic Phonics board.
- Repeat the poem, adding the correct initial sounds to the first slot, so that EP board says the rhyming word instead of you!
- Can children think of any more words that would rhyme? (sat, bat, rat, fat)
They might use them to change the poem or add lines of their own.
- They might also enjoy drawing a picture of the poem and labelling it.

Other poems to try:

Conrad is a **pig**.

He likes to wear a **wig**.

It’s a little bit too **big**,

And falls off when he plays **tig**.

Bertie likes to **float**,

On the river in a **boat**.

He wears a bright blue **coat**,

That is perfect for a **goat**!

Have you seen the ducks in **flight**?

They really are an incredible **sight**.

They fly together when it’s still **light**.

And quack and flap with all their **might**.

Rhymes great fun to create with children, using whatever phonemes they are learning.

13. Code words

Children become secret agents in this fun word game!

- Set to **Blend Mode** and play in pairs.
- Prepare some secret 'code words' from whatever phase children are working at by writing them in white crayon or wax on separate pieces of paper.
- The teacher whispers the first word to one of the children. They must then give **up to 3** clues to their partner to describe the word. They must guess after the third clue, but they are only allowed one guess!

(If too difficult for the child to give clues, the teacher can do so instead.)

- Once they think they have guessed the word, the child should make it on the Electronic Phonics board and play the word.
- Finally, using watery paint, they paint over the secret code word. Does it match the word on the board? If so, the secret agent team win, and a 'baddie' is defeated.
- Cross out 3 (or more) baddies to win a prize!



14. Add a consonant

Add consonants to create new words.

- Set to **Blend Mode**.
- The teacher adds a root word to the Electronic Phonics board.
- Challenge children to add a tile to make a new word.
- E.g., rip – grip – trip
 and – band – land – sand – hand
 hip – ship – chip – whip
- If children find this difficult, limit the number of tiles they have, and allow them to try each of them in turn, feeding any non-words to the shark!

15. Word level reading (decoding)

Children practice reading words at their own level.

- Set to **Blend Mode**.
- Choose words at the appropriate level from the phased lists.
- The teacher adds a whole word to the board for the child to read.
- Children may press the sound buttons as often as they like to hear the individual phonemes.
- Encourage children to read the sounds as quickly as they can, with no gaps in between, blending the sounds together. (This is why the graphemes must be very familiar. Blending is much more difficult when GPC recognition is not instant.)
- They should then read the word for themselves before listening to it on Electronic Phonics to see if they were correct.

16. Spelling (encoding)

Children practice spelling words at their own level.

- Set to **Blend Mode** and play in pairs.
- Choose words at the appropriate level from the phased lists.
- The teacher reads a word out loud, which children must encode and add to the Electronic Phonics board.
- If the word is spelt correctly, the word can be read by the EP board and they will hear it. If it is not correct, the board makes a noise and they can try again!

17. Spelling game

This game is inbuilt to Electronic Phonics and is a brilliant way for children to practice spelling independently.

- Set to **Segment Mode** and the difficulty level to **1, 2 or 3**.
- Press the **Go** button to hear a word from that level.
- Children segment the word into individual phonemes.
- They choose the correct grapheme tiles to spell the word and insert them into the Electronic Phonics board.
- Press the **Go** button again. If the word has been added correctly, Electronic Phonics will beep and the counter will show a score. If incorrect, a different noise is played, and the score does not change.
- Children will enjoy testing themselves and seeing whether they can better their own scores!

18. That's nonsense!

Differentiate between real and nonsense words.

- Set to **Blend Mode**.
- The teacher makes a word from the word bank, adding an extra grapheme that doesn't belong. E.g., **parn**
- Children will be able to hear the individual phonemes, but the word cannot be read by the board.
- For fun, sound out the nonsense word. It could be an alien word! What might it mean? "**Parn** is a type of alien food. It is green and tastes a bit like cheese!"
- Children must remove the additional letter and check that they now have a correct word. (pan)

19. Name those letters!

Use the record function for children to practice identifying **letter names**.

- The teacher pre-records a selection of up to **5 letter names** using the record function on Electronic Phonics. (There is time to record them slowly and clearly.)
- Children must listen to the recording and find the correct tiles. They can play the recording as often as needed to hear them again.
- They might also put the tiles in alphabetical order and write the letters on a white board. Provide an alphabet prompt if necessary.
- **N.B.** The teacher will need to check whether the letters are correct, as letter names are not included on the EP board.

20. Listen and spell

A bespoke version of 17. **Spelling Game**, for individual and targeted spelling practice.

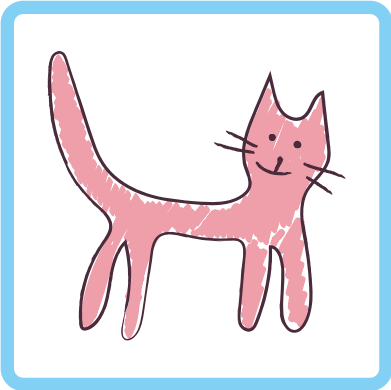
- Set to **Blend Mode**.
- The teacher pre-records a selection of up to 5 words using the record function on Electronic Phonics. (There is time to record them slowly and clearly.)
- Children can then practice encoding the words by finding the tiles and making each word on the EP board.
- Children may listen to the recording of the words as often as they like and self-check each spelling using the word replay function.
- Once they are confident, children can write their spellings on a white board to show their teacher.



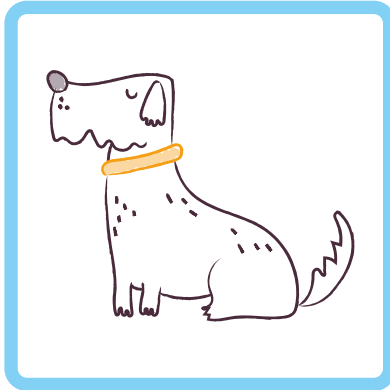
Phase 2 Picture Cards

See Activity 11, Page 15.

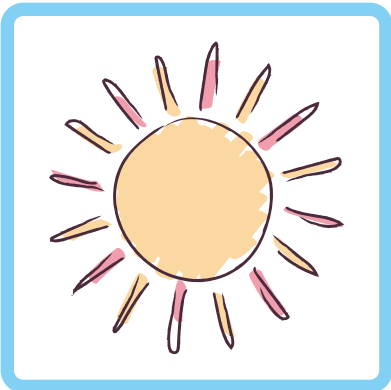
Print out and laminate for extended use.




The ... is red.



I am a



The ... is big.




The ... is full.

Phase 3 Picture Cards

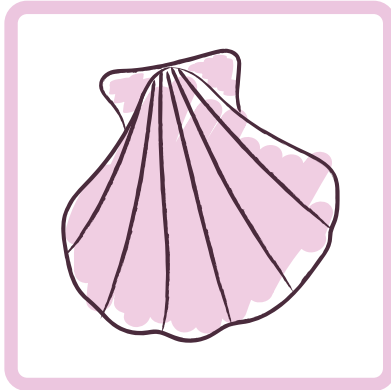
See Activity 11, Page 15.
 Print out and laminate for extended use.

Three empty boxes with colored bases: blue, green, blue.



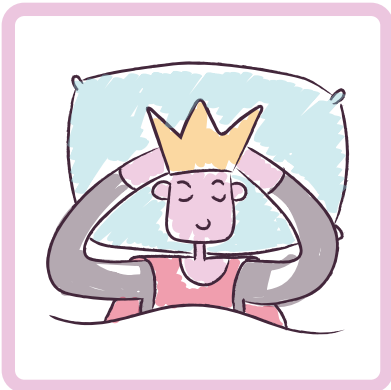
I can see the . _ . at night.

Three empty boxes with colored bases: green, red, green.



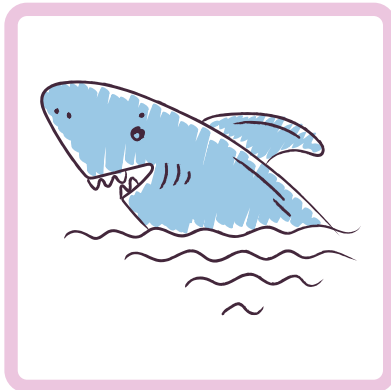
This _ . _ is pink.

Three empty boxes with colored bases: blue, red, green.



The . . _ has a nap.

Three empty boxes with colored bases: green, green, blue.

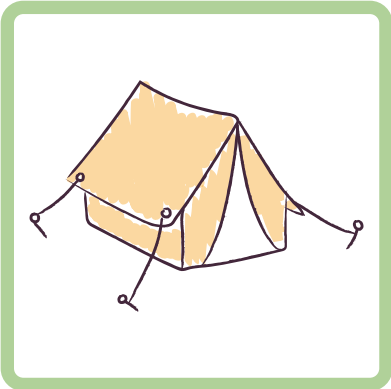


Look a _ _ . in the river.

Phase 4 Picture Cards


See Activity 11, Page 15.
 Print out and laminate for extended use.

Four empty boxes for phonics: the first, third, and fourth boxes have a blue bottom section, while the second box has a red bottom section.



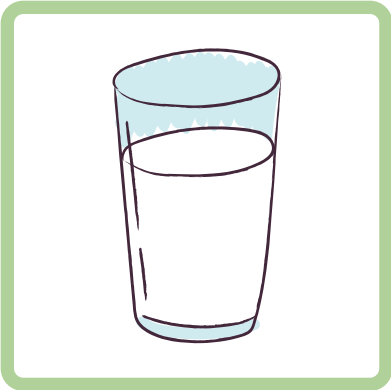
Can you put a up?

Four empty boxes for phonics: the first, third, and fourth boxes have a blue bottom section, while the second box has a red bottom section.



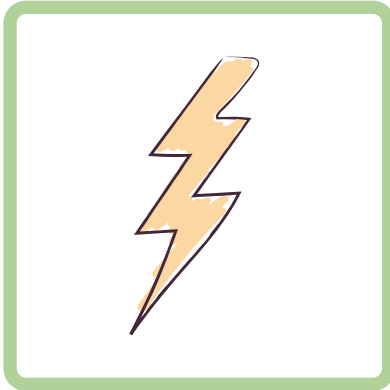
Will you lend a ?

Four empty boxes for phonics: the first, third, and fourth boxes have a blue bottom section, while the second box has a red bottom section.



The is in the glass. Yum!

Four empty boxes for phonics: the first, second, and fourth boxes have a blue bottom section, while the third box has a red bottom section and the fourth box has a green bottom section.




Did you see the . . . _ of lightning?

Phase 5 Picture Cards

See Activity 11, Page 15.


Print out and laminate for extended use.

Four empty boxes for phonics: the first and third are blue, the second and fourth are green.



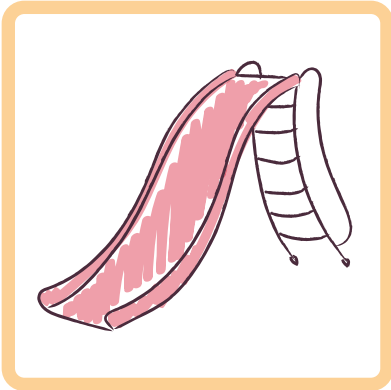
The is dark and gloomy.

Five empty boxes for phonics: the first, second, and fourth are blue, the third and fifth are green.



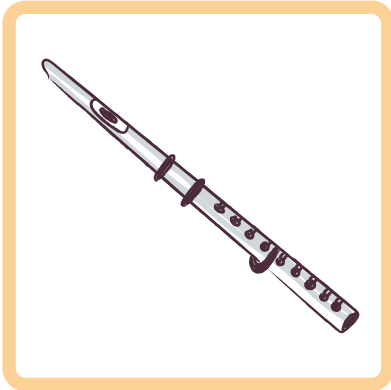
Bodrul likes the blue . . _ . . best.

Five empty boxes for phonics: the first, second, and fourth are blue, the third and fifth are green.



That is very fast.

Five empty boxes for phonics: the first, second, and fourth are blue, the third and fifth are green.



My is silver.

Assessment records

Individual assessment records are provided covering phases 2 -5 to help understand exactly what children know and where there might be gaps in their learning.

Phase 2 Assessment Record

Name: _____

| GPC | RECOGNISE GPC on hearing it | PRONOUNCE PHONEME on seeing it | WRITE GRAPHEME correctly | RECOGNISE LETTER NAME on hearing it | PRONOUNCE LETTER NAME on seeing it | HEAR/ IDENTIFY INITIAL SOUND | HEAR/ IDENTIFY FINAL SOUND | HEAR/ IDENTIFY MIDDLE VOWEL |
|-----|-----------------------------|--------------------------------|--------------------------|-------------------------------------|------------------------------------|------------------------------|----------------------------|-----------------------------|
| s | | | | | | seven | guess | |
| a | | | | | | apple | mamma | dad |
| t | | | | | | train | list | |
| p | | | | | | pan | lip | |
| i | | | | | | insect | mini | lip |
| n | | | | | | nice | man | |
| m | | | | | | mouse | Sam | |
| d | | | | | | dance | land | |
| g | | | | | | grumpy | dig | |
| o | | | | | | orange | ----- | rod |
| c | | | | | | ----- | ----- | |
| k | | | | | | kiss | ----- | |
| ck | | | | | | ----- | lick | |
| e | | | | | | egg | ----- | bed |
| u | | | | | | under | ----- | mug |
| r | | | | | | race | | |
| h | | | | | | help | ----- | |
| b | | | | | | big | rhubarb | |
| f | | | | | | fog | woof | |
| ff | | | | | | ----- | ----- | |
| l | | | | | | light | ----- | |
| ll | | | | | | ----- | still | |
| ss | | | | | | ----- | ----- | |

Phase 2 High Frequency Words

| | READ | SPELL | | READ | SPELL |
|-----|------|-------|------|------|-------|
| a | | | but | | |
| an | | | dad | | |
| as | | | had | | |
| at | | | back | | |
| if | | | and | | |
| in | | | get | | |
| is | | | big | | |
| it | | | him | | |
| of | | | his | | |
| off | | | not | | |
| on | | | got | | |
| up | | | mum | | |
| can | | | | | |

Phase 2 Tricky Words (CEWs)

| | READ | SPELL | | READ | SPELL |
|-----|------|-------|------|------|-------|
| I | | | no | | |
| the | | | go | | |
| to | | | into | | |

Phase 3 Assessment Record

Name: _____

| GPC | RECOGNISE GPC on hearing it | PRONOUNCE PHONEME on seeing it | WRITE GRAPHEME | RECOGNISE LETTER NAME | PRONOUNCE LETTER NAME | HEAR INITIAL SOUND | | HEAR FINAL SOUND | |
|-----|-----------------------------|--------------------------------|----------------|-----------------------|-----------------------|--------------------|--|------------------|--|
| | | | | | | | | | |
| j | | | | | | jam | | ----- | |
| v | | | | | | van | | leave | |
| w | | | | | | well | | cow | |
| x | | | | | | ----- | | box | |
| y | | | | | | yellow | | ----- | |
| z | | | | | | zebra | | ----- | |
| zz | | | | | | ----- | | buzz | |
| qu | | | | | | queen | | ----- | |
| ch | | | | | | chip | | search | |
| sh | | | | | | shop | | crash | |
| th | | | | | | this | | tooth | |
| ng | | | | | | ----- | | sing | |
| ai | | | | | | | | | |
| ee | | | | | | | | | |
| igh | | | | | | | | | |
| oa | | | | | | | | | |
| oo | | | | | | | | | |
| oo | | | | | | | | | |
| ar | | | | | | | | | |
| or | | | | | | | | | |
| ur | | | | | | | | | |
| ow | | | | | | | | | |
| oi | | | | | | | | | |
| ear | | | | | | | | | |
| air | | | | | | | | | |
| ure | | | | | | | | | |
| er | | | | | | | | | |

Phase 3 High Frequency Words

| | READ | SPELL | | READ | SPELL |
|------|------|-------|--|------|-------|
| will | | | | then | |
| see | | | | down | |
| that | | | | them | |
| for | | | | look | |
| this | | | | with | |
| now | | | | too | |

Phase 3 Tricky Words (CEWs)

| | READ | SPELL | | READ | SPELL |
|-----|------|-------|------|------|-------|
| he | | | me | | |
| she | | | be | | |
| we | | | was | | |
| you | | | they | | |
| all | | | are | | |
| my | | | her | | |

Phase 4 Assessment - words with adjacent consonants

| | READ | SPELL | | READ | SPELL |
|-------------|------|-------|-------------|------|-------|
| stop, rest | | | train | | |
| band | | | drip | | |
| lump | | | grin | | |
| tent | | | glad | | |
| loft | | | plug | | |
| skill, desk | | | club | | |
| belt | | | slush | | |
| help | | | spin, clasp | | |
| shelf | | | twin | | |
| milk | | | smell | | |
| kept | | | print | | |
| next | | | scan | | |
| cross | | | snip | | |
| bring | | | lunch | | |
| frog | | | scram | | |
| black | | | shrink | | |
| flash | | | three | | |
| | | | strong | | |

Phase 4 High Frequency Words

| | READ | SPELL | | READ | SPELL |
|------|------|-------|----------|------|-------|
| went | | | children | | |
| it's | | | just | | |
| from | | | help | | |

Phase 4 Tricky Words (CEWs)

| | READ | SPELL | | READ | SPELL |
|------|------|-------|--------|------|-------|
| have | | | were | | |
| like | | | there | | |
| so | | | little | | |
| do | | | one | | |
| some | | | when | | |
| come | | | what | | |
| said | | | out | | |

Phase 5 Assessment Record

Name: _____

| GPC | RECOGNISE DIGRAPH (on hearing it) | PRONOUNCE PHONEME (on seeing it) | USE DIGRAPH/SPLIT DIGRAPH TO SPELL WORDS Examples include: |
|-----|--------------------------------------|-------------------------------------|---|
| ay | | | play |
| ou | | | round |
| ie | | | pies |
| ea | | | peas |
| oy | | | enjoy |
| ir | | | bird |
| ue | | | blue |
| aw | | | prawn |
| wh | | | when |
| ph | | | dolphin |
| ew | | | brew |
| oe | | | toenail |
| au | | | August |
| ey | | | key |
| a-e | | | rave |
| e-e | | | even |
| i-e | | | hike |
| o-e | | | rope |
| u-e | | | tube |

Phase 5 High Frequency Words

| | READ | SPELL | | READ | SPELL |
|-------|------|-------|-------|------|-------|
| don't | | | I'm | | |
| about | | | day | | |
| here | | | very | | |
| old | | | by | | |
| your | | | made | | |
| saw | | | put | | |
| time | | | house | | |
| came | | | make | | |

Phase 5 Tricky Words (CEWs)

| | READ | SPELL | | READ | SPELL |
|--------|------|-------|--------|------|-------|
| oh | | | looked | | |
| their | | | called | | |
| people | | | asked | | |
| Mr | | | could | | |
| Mrs | | | | | |

Electronic Phonics Word bank

The 800+ words contained in Electronic Phonics set out by phase.

Phase 2

| | | | | | |
|------|------|---------|--------|-------|------|
| am | cod | fusspot | kit | off | rip |
| an | cop | gag | lap | on | rot |
| and | cot | gap | laptop | pack | rug |
| at | cuff | gas | leg | pan | run |
| back | cup | get | less | panic | sack |
| bad | dad | gig | let | pass | sad |
| bag | deck | go | lit | pat | sag |
| bat | did | got | lip | peck | sap |
| bed | dig | hack | lot | peg | sat |
| beg | dim | had | man | pen | sell |
| bell | din | hat | map | pet | sick |
| bet | dip | him | mass | pick | sip |
| big | dock | hiss | mat | pig | sit |
| bit | dog | hit | men | pin | sock |
| boss | doll | hop | mess | pip | sun |
| bud | dull | hot | met | pit | tag |
| bug | fan | huff | mud | pop | tan |
| bull | fat | hug | mug | pot | tap |
| bun | fig | hum | nag | puff | tell |
| bus | fill | if | nap | pull | ten |
| bush | fit | in | neck | put | tin |
| but | fog | it | net | rag | tip |
| can | full | kick | nip | ram | top |
| cap | fun | kid | no | rat | tuck |
| cat | fuss | kiss | not | rim | up |

no and go are tricky words at this stage

Phase 3

| | | | | | | | | | |
|--------|----------|----------|-------|---------|----------|---------|---------|---------|---------|
| aim | chain | curl | fort | jar | midnight | pure | seem | song | vat |
| air | chair | dart | fur | jazz | might | push | seventh | sort | vet |
| arch | charming | dear | gear | jeep | mix | quack | shark | such | vixen |
| bait | chart | deep | goal | jet | model | queen | sharp | surf | wag |
| bar | check | doom | goat | jog | modern | quick | she | tail | wait |
| bark | cheek | down | good | join | moon | quit | shear | tax | waiter |
| bash | cheep | ear | hail | keep | moth | quiz | shed | teeth | wax |
| beard | chill | exit | hair | keeps | much | quoit | sheep | thick | web |
| be | chin | fair | hang | king | my | rain | sheet | thicker | week |
| bee | chip | faith | hard | lair | near | rang | shell | thin | weep |
| boat | chop | farm | harsh | light | nigh | rear | ship | thing | wig |
| boil | chug | farmer | he | load | night | reef | shoal | thorn | will |
| book | chum | fear | hear | loaf | north | rich | shock | tight | win |
| boot | coach | feel | her | long | now | right | shook | tinfoil | wing |
| born | coat | feet | herbs | longer | oak | ring | shop | toad | wishing |
| box | coil | fern | high | look | oil | river | short | toil | wood |
| boxer | coin | fight | hood | looking | owl | road | shorter | too | wool |
| bucket | coins | fighters | hoof | lords | pain | rocker | shuts | took | worn |
| burn | cook | fish | hook | maid | pair | rooftop | sigh | tooth | yap |
| burp | cool | fix | horn | main | park | root | sight | torch | year |
| buzz | cord | foal | how | manure | parks | rung | sing | torn | yell |
| car | cork | food | hurt | march | poach | rush | singer | town | yes |
| card | cornet | foot | hush | mature | porch | sail | six | turn | yet |
| cart | cow | for | index | me | pow | secure | sixth | turnip | zip |
| cash | cure | fork | jam | meet | powder | see | soap | urn | zoo |
| | | | | | | | soil | van | zoom |

be, he, me and she are tricky words at this stage

Phase 4

| | | | | | | | | |
|----------|--------|--------|---------|----------|--------|---------|---------|---------|
| ask | chest | float | help | plum | speck | tenth | twist | self |
| band | chimp | fond | helper | plump | speech | thank | went | shrubs |
| bank | chunk | forest | hump | pond | spend | theft | cloaks | skill |
| beast | clap | fresh | hunt | portrait | spin | think | crab | snarl |
| belt | clear | frog | husk | punch | spoil | thrill | crowds | splat |
| bench | clown | from | joint | roast | spoon | thrush | curl | spoilt |
| best | cost | frost | jump | scoop | sport | thrust | dart | stern |
| blank | cramp | frown | just | scrap | spot | thump | dear | tantrum |
| bleed | crash | gift | kept | scrunch | spring | tilt | dress | tram |
| blend | creep | glad | lamp | shampoo | stair | toast | drink | trap |
| blink | crept | golf | land | shelf | stamp | track | dust | truck |
| boost | crisp | grab | last | shelter | stand | trail | feast | wink |
| branch | crunch | graft | lift | shift | star | train | flat | |
| brand | crust | gran | like | shrink | start | tramp | freed | |
| brass | damp | grant | limp | sink | steep | trash | fund | |
| brighter | dent | grasp | link | slant | step | tree | gloom | |
| bring | drank | grass | lost | slept | stop | treetop | grand | |
| brown | drench | green | melt | smart | strap | trench | greet | |
| brush | drift | grip | melting | smear | street | trend | groans | |
| bunk | droop | groan | milk | smell | string | trip | haunt | |
| burnt | drop | growl | nest | sniff | stunt | trunk | moist | |
| bust | fact | grunt | next | so | swim | trust | press | |
| camp | fast | gulp | out | soft | swing | tuft | props | |
| champ | felt | gust | paint | spark | task | tusk | pumpkin | |
| chapter | flag | hand | plan | spear | tent | twin | scram | |

so is a tricky word at this stage

Phase 5

| | | | | | | | | |
|---------|--------|--------|--------|--------|----------|---------|--------|---------|
| about | chief | dry | gorse | joy | old | relief | show | stroke |
| acorn | child | due | grew | key | only | remind | shriek | take |
| alone | claw | duke | grind | kind | oyster | repeat | sir | tale |
| amaze | clay | duty | grouse | lady | pane | replied | skirt | theme |
| apron | cloud | enjoy | grow | launch | paw | reply | sky | thief |
| bacon | clue | escape | grown | law | perky | rescue | slide | third |
| bead | cold | eve | hairy | lawn | person | ripe | slow | thirsty |
| beehive | crayon | even | hare | least | phone | royal | smelly | threw |
| behind | cream | few | haul | lie | phonics | rude | snake | tie |
| belief | crease | field | head | lied | pie | rule | snow | time |
| bird | crew | find | heap | lolly | pine | sadly | son | toe |
| birth | cried | first | heavy | loose | pint | sale | sound | told |
| blew | cube | flew | hoe | low | play | same | sphinx | tow |
| blind | cue | flute | hold | made | plume | saw | spied | treats |
| blue | cute | foe | home | make | pole | say | spike | trolley |
| bone | day | found | horse | may | polite | scout | spray | whisper |
| both | delay | fried | house | meat | priest | screw | sprout | weak |
| bowl | denied | fry | hue | mind | prize | scribe | spruce | woke |
| boy | deny | fuel | human | mode | proud | sea | spy | wove |
| bread | dew | game | inside | mouse | prune | seat | steamy | yawn |
| brew | die | gorse | invite | mule | pulley | shape | stone | window |
| brief | diving | girl | jaunty | name | quickly | shawl | stray | woe |
| by | doe | glow | jaw | nephew | raw | shield | straw | yield |
| came | donkey | glue | jerky | nice | reaching | shine | strike | |
| chew | drew | gold | jockey | note | ready | shirt | stripe | |

Curriculum Links

Statutory Framework for the Early Years Foundation Stage

Early Learning Goals - Literacy

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Early Learning Goals - Literacy

National Curriculum

English

Year 1 Reading - word reading

Pupils should be taught to:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read other words of more than one syllable that contain taught GPCs.

Spelling

Pupils should be taught to:

- Spell:
 - Words containing each of the 40+ phonemes already taught
 - Common exception words
- Name the letters of the alphabet:
 - Naming the letters of the alphabet in order
 - Using letter names to distinguish between alternative spellings of the same sound
- Apply simple spelling rules and guidance, as listed in English appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Electronic



sound it out



Congratulations!

This is to certify that

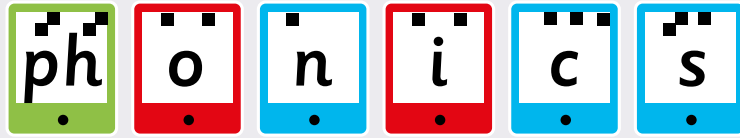
is an Electronic Phonics Superstar

Well done!

Date: _____

Signed: _____

Electronic



sound it out



Electronic Phonics Activity Guide

Build phonic confidence and
enjoyment with this fun,
interactive resource.



HOPE
is all you need

