

Phonics training manual

Advanced

Name: _____

School: _____



fun

interactive



effective



ACKNOWLEDGEMENTS

Written and compiled for New Zealand primary teachers by Yolanda Soryl.

Literacy consultant Yolanda Soryl (MA Hons, PGDipProf Stud Educ, DipPrimary Tchng) was an Early Literacy Consultant (UK), National Literacy Strategy Advisor, and author of the Early Literacy Support Programme (Tower Hamlets, UK). She was also awarded 'Advanced Skills Teacher' accreditation for excellence in teaching (UK). She is a New Zealand primary trained, and Reading Recovery trained, teacher and a former Deputy Principal, Assistant Principal and Senior Teacher. She is the developer of the *Early Words* programme,

For information about courses, training, ongoing support and information for parents, please visit our website yolandasoryl.com



This manual is only available at Advanced Phonics Training courses.

The materials in this manual are provided for the sole use of participants who have attended such an Advanced Phonics Training course.

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YOLANDA SORYL LITERACY

16 Sheppard Place, St Albans
Christchurch 8014
Email: info@yolandasoryl.com
Ph: 03 356 3166

yolandasoryl.com



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PHONICS DEFINITION

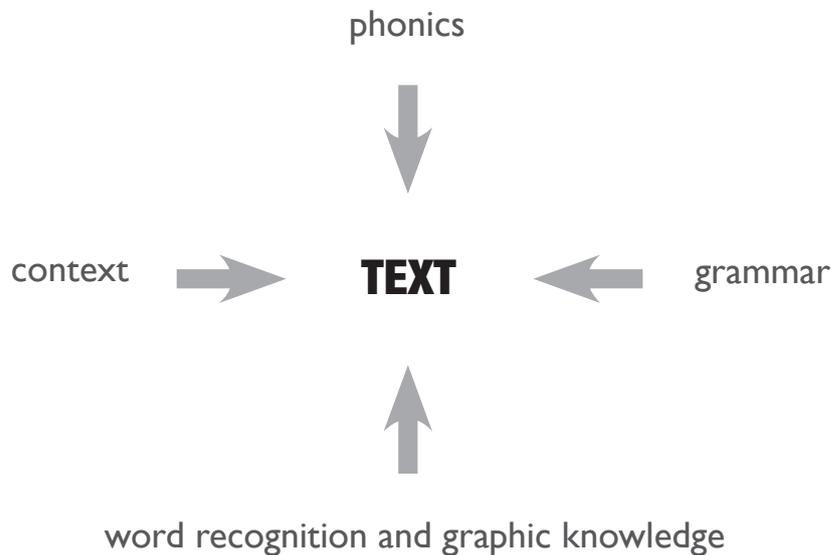
Phonics is:

The skills of segmentation and blending

plus

a knowledge of the alphabetic code

SEARCHLIGHT MODEL



“Effective reading does not rely on a singular approach such as whole language or phonics.”

Literacy Experts Group
Report to the Secretary of Education (1999)

“Most co relational studies have found a high correlation between grapho-phonemic knowledge (as measured by the ability to decode pseudo words) and the rate of progress in learning to read.”

Church, J. (2005) *Accelerating Reading Development in Low Achieving Children: A Review of Research*. Christchurch: University of Canterbury (p.9)

STAGES OF PHONICS

STAGE

1

- ◆ to be able to listen to and discriminate sounds
- ◆ to be able to hear alliteration, rhythm, sound breaks and rhyme

STAGE

4

- ◆ to be able to blend and segment CVC words
- ◆ to be able to hear, read and write the medial phoneme

STAGE

2

- ◆ to be able to hear the initial phoneme
- ◆ to be able to hear, read and write the first 29 phoneme/grapheme correspondences

STAGE

5

- ◆ to know the consonant digraphs/trigraphs
- ◆ to be able to blend and segment words with more than three phonemes

STAGE

3

- ◆ to be able to hear and write the final phoneme

STAGES

6
&
7

- ◆ to know the long vowel phonemes

‘The very first discovery a child makes on his way to reading is the realisation that spoken words have parts... words he hears can come apart into smaller pieces of sounds’.

Shaywitz, S. (2005) *Overcoming Dyslexia*. New York: Knopf (p.51)

STAGE 1 EXTENSION

SOUND BREAKS

Children need to understand that words can be broken up into smaller sounds if they are to become successful readers. The aim of the sound break activities is to help children hear smaller units of sounds in words. These sound breaks can be either syllable or phoneme breaks.



Syllable breaks

◆ Clap the syllables of your name for the children to clap back to you, eg, Yo-lan-da (three claps), Jo (one clap), Ju-dith (two claps).

◆ In a circle, children take turns clapping their names. All copy and say it and clap back. Discuss which children have names with one clap or three claps.

◆ Do 'I say, you say' activities where words are clapped on their syllable breaks so that children can hear the breaks and repeat them after it is modelled, eg, tel-e-phone, ta-ble, don-key,

din-o-saur, hel-lo.

◆ Once they are confident at copying your syllable breaks, give the children a word (without first breaking it into syllables) for them to say and clap the syllables back to you.

◆ Use pictures of familiar objects for the children to name and clap syllables for, eg, ca-rrrot, sun, ca-ter-pill-ar, cur-tain.

◆ Finish the name: the teacher says the first syllable of a two syllable name and the children

must supply the last syllable, eg, Ma-nu, Ty-rone. When this is easy, try names with three syllables. You say and clap the first and the children say and clap the following two syllables, eg, Ma-til-da, Ta-nesh-a.

◆ Repeat the above activities with other words, eg, trac-tor, co-co-nut, ba-na-na.

Note: If the children are confused, you repeat the word and clap the syllables as an 'I Say You Say' activity for them to copy after you.

Phoneme breaks

◆ When helping children hear phoneme breaks, start on words with only three sounds such as CVC (consonant vowel consonant) words. Examples of CVC words are cat, dog, bug, pig or hen.

◆ Stretch words. Tell the children that you are going to stretch a word as if it is a rubber band. Say the word, then 'grab' it with two hands and draw your hands apart as you slowly stretch out the sounds, clearly pronouncing each one you can hear in the word, eg, r-a-t, p-e-n, d-i-g. Ask the children to join in with you. Give them the word. Then all stretch it together.

◆ Use picture sets to learn that words can share beginning sounds (pig, pan), middle sounds (hen, pet) and end sounds (hen, pin).

◆ Ask the children to think of other words that begin with the

same sound as a word you give them, eg, spider, sun, sausage, snake, silly. Repeat, but use the final sound, eg, run, curtain, pin, pumpkin, woman, tan. Then try with the middle sound (use CVC words) eg, can, rat, lap, nap, van.

◆ Make a scrapbook or poster of cut out pictures grouped by their first or last sounds.

◆ Play 'Sound Circle'. Sit on the mat in a circle. The first person says a word, eg, 'sheep'. The second person has to say the word again and add a different word that starts with the same sound, eg, 'sheep, shot'. Continue around the circle until you come back to the first person. Play the game again, this time with the last sound, eg, 'kitchen, spin'.

◆ Using CVC words, ask the children to give you, on your instruction, the first or the last or the middle sound of the word you

tell them. If they cannot hear it, repeat the word and exaggerate the target sound to help them hear it.

◆ Play 'Croaker.' Collect a bag of objects with clear first sounds, eg, a fish, book, pencil, apple, and a card.

• Using a puppet with a mouth that opens, explain to the children that the puppet is finding it difficult to say some words and they will need to help her hear and say the word.

• Ask a child to pull an object from the bag and tell everyone what it is. All the children say the word together.

• Now it is the turn of the puppet to say the word, but the puppet (you) pronounces it incorrectly.



Phoneme breaks (cont.)

with a different first sound, eg, the word is 'fish' but the puppet says 'dish'.

- The children help the puppet by saying the word correctly again, emphasising the part of the word the puppet is having difficulty with.

- The puppet pronounces it incorrectly again. Ask the children if they know which part of the word the puppet cannot say. Tell them it is the first sound and make it together.

- Ask the children to say the word again and stress the first sound to help the puppet hear it.

- The puppet now says the word correctly. All clap.

- Repeat with another object from the bag.

- ◆ Play the 'Robot Walk' with words. Make robot arms and movements for individual sounds in a word, eg, dog: d-o-g. Say the sounds as you walk and move your arms like a robot. Try other CVC words such as c-a-t, f-i-n, h-u-g, p-e-n.

- ◆ Leave out a phoneme for the children to supply, eg, you say the word and then say 'd-o-' and the children say '-g.'

- ◆ Model roboting the word d-o-g, then ask children to put hands on heads when they hear the first sound, or the middle sound, or the last sound, (depending on which instruction you give).

- ◆ Play 'Phoneme Fingers.' Give the children a word and ask them to count how many sounds they can hear in it, eg, cat has three sounds (c-a-t). When you say 'show me' they hold up the corresponding

number of fingers to show the sounds. Note: Use CVC words for this game.

- ◆ Play 'Change My Word' (for advanced learners)

- ◆ Give the children a word and they have to say it back to you minus the first sound, eg, you say 'table', they say 'able'. Try 'flash' (lash), 'bat' (at), 'needle' (eedle).

- ◆ Repeat, but this time they must leave out the last sound, eg, you say 'chimp', they say 'chim'. Try 'went' (wen), 'stamp' (stam), 'apple' (app).

- ◆ Give the children a CCVC word such as 'smell' ask them to take out the second sound and give you the word that is left, 'sell'. Try 'crash' (cash), 'smash' (sash), 'friend' (fend).



STAGE 1 EXTENSION

RHYME

Do the children know the rhyming families?

Can they supply the missing rhyming word in a rhyme they know *and* in a rhyme they do not know?

The five rhyming families

Teach the rhyme families for the key rhyming words (cat, dog, hen, pig, bug):

- The cat rhyming family - cat, rat, mat, bat, hat, fat, sat, that, vat.
- The hen rhyming family - Ben, den, hen, Jen, men, pen, ten, then.
- The pig rhyming family - big, dig, fig, gig, jig, pig, rig, wig.
- The dog rhyming family - bog, cog, dog, fog, hog, jog, log.
- The bug rhyming family - bug, dug, hug, jug, lug, mug, pug, rug, tug.

WHEN CHILDREN REQUIRE EXTRA TIME

Spend the rest of the time teaching Stage 1 activities (rhyme and sound breaks).

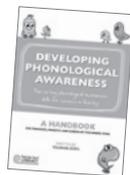
For the first round of Stage 2, teach the hearing step only.

After teaching how to hear the 29 phonemes, give a Stage 2 hearing assessment. This can be recorded on the Stage 2 assessment sheet. Indicate by your recording that it is a hearing and not a reading assessment. Give 29 words, one word for each of the first 29 phonemes. Ask the child to tell you the first sound in the words you give.

After teaching the 29 phonemes by hearing, begin teaching full Stage 2 lessons.

FOR MORE STAGE 1 ACTIVITIES

- ◆ *Developing Phonological Awareness* by Yolanda Soryl.
- ◆ Watch Yolanda teach phonological awareness on YouTube (search: Yolanda Soryl)



LEARNING TO RHYME IN THE CLASSROOM

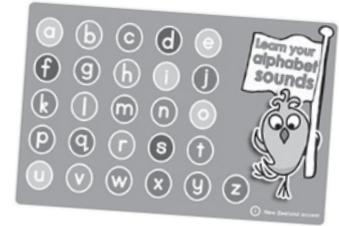
- ◆ Watch Yolanda teach rhyme on YouTube (search: Rhyme Yolanda Soryl)



WHEN CHILDREN REQUIRE EXTRA TIME

Phonics apps

Yolanda's Stage 2 phonics iOS and Android app for tablets – *Learn Your Alphabet Sounds* – revises letter sounds with a New Zealand accent. Future apps for the other phonics stages are in development. To be notified when apps become available, sign up for app notifications at yolandasoryl.com.



If using non-New Zealand apps, be aware that usually the vowel sounds are different from the New Zealand vowels and so can confuse the children. Consider using them only for the consonants.

Vowel drilling

Using Yolanda Soryl Literacy playdough mats (because they have the letter and the mnemonic on one side) or letter cards, ask the children to give you the first sound for the vowel keyword.

For example: the first sound for apple is 'a'. Then ask the children to make the sound twice and then say the keyword. For example: a, a, apple. Ask them to clap their hands each time they say the sound and keyword.

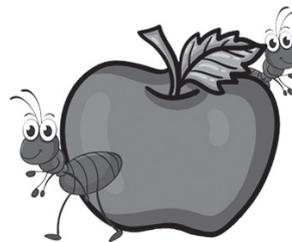
Repeat again and again in a rhythm. Then do a different vowel. Repeat again and again. Then go from one vowel to the next. Finish by doing all five vowels one after another. Once this routine is very familiar and the children have no difficulty going from one vowel to another, maintain their vowel sounds by using a vowel strip (free download) to revise the sounds for five seconds a day.



Watch Yolanda revise the vowel phonemes
Search for 'Vowel sounds revision (New Zealand accent)' on Yolanda Soryl's YouTube channel.

Stage 2 'Sounds Song' (to the tune of Skip to my Loo)

Ants on an apple, a-a-a
Ants on an apple a-a-a
Ants on an apple a-a-a
a is the sound that 'a' makes



Tiny turtles, -t-t-t,
Tiny turtles, -t-t-t,
Tiny turtles, -t-t-t,
t is the sound that 't' makes



WHEN CHILDREN REQUIRE EXTRA TIME

Some children require extra time at Stage 4. If the children can easily hear three sounds in a word and know their medial vowel sounds, go straight to either Pre-stage 5 or Stage 5. If they cannot, they need more time at Stage 4 with the Extra Stage 4 sets of words on the following pages.

Check whether the children can:

- Hear the three dominant sounds in a word
- Sound out the first few sounds of unknown words in reading
- Record the three dominant sounds in an unknown word in writing

If they cannot, use the following sets of Extra Stage 4 words to reinforce:

- the vowels
- blending
- segmentation

Or select Extra Stage 4 sets for vowel sounds needing more practice.

STAGE 4: TIPS FOR CHILDREN WHO STRUGGLE

Teach the Stage 1 'Sound Break' activities on pages 6 and 7.

Play 'Croaker' and/or 'Phoneme Fingers' at Stage 4.

When in doubt, revert to the hearing step:

- take the whiteboard away
- exaggerate the pointing of each grapheme when reading the word cards (use a chop stick)

EXTRA STAGE 4: WORD LISTS

Use these word lists for extra practice of the vowels in CVC words.

a

key word: **bag**

bag	gag	nag	wag
dag	mag	shag	tag

a

key word: **jam**

jam	dam	Pam	sham
am	ham	Sam	yam
bam			

a

key word: **dad**

dad	fad	mad	tad
bad	had	pad	sad
cad	lad		

e

key word: **bed**

bed	red	shed	ted
fed	led	wed	

e

key word: **pet**

pet	jet	net	wet
bet	let	set	vet
get	met		

e

key word: **leg**

leg	keg	Meg	peg
beg			

EXTRA STAGE 4: WORD LISTS (cont.)

i

key word: **pin**

pin	fin	sin	tin
bin	in	shin	win
chin			

i

key word: **nit**

nit	kit	mit	wit
bit	lit	pit	zit
hit			

i

key word: **him**

him	Jim	rim	Tim
dim	Kim		

o

key word: **pot**

pot	hot	not	shot
cot	jot	rot	tot
dot	got		

o

key word: **hop**

hop	cop	shop	top
chop	pop		

o

key word: **nod**

nod	mod	pod	shod
cod	rod		

u key word: **sun**

sun	fun	nun	<u>shun</u>
bun	gun	run	

u key word: **cub**

cub	hub	sub	bub
rub	dub	tub	

u key word: **nut**

nut	cut	hut	<u>shut</u>
but	gut	rut	



EXTRA STAGE 4: DICTATED 'SILLY SENTENCES' FOR WRITING REVISION

These sentences can be used for dictation at the writing step. The children will need to already have some known writing vocabulary (such as 'I', 'the', 'my', 'a').

USE THE SILLY SENTENCES:

- to add fun to the writing
- to go from word level to sentence level
- to revise previously taught phonemes
- to revise capital letters, full stops and question marks

When dictating, push for speed so that the spelling becomes an automatic process, resorting only to the robot when the children are hesitant.

a bag

We got the mag in the bag.
Do not gag me if I nag.
A cat can wag but not a shag.

a dad

Dad is a tad mad.
A bad cad had a mag.
Dad is a sad lad.

e bed

The bed is in the shed.
My red ted is on the bed.
I fed the ted in my shed.

e leg

Meg has a bad leg.
I bet I can get the keg on the bed.
I can peg the ted on the net.

i pin

The pin can go in the red tin.
If I rub my chin and my shin then I can win.
The fish has a big fin.

i him

Jim got him to sit with Kim.
Tim and Jim had to win the red pin.
The rim of the cup is not wet for the vet.

a jam

Sam can dig up the yam.
I am Pam and I like jam.
Pam and Sam had jam on the yam..

e pet

Let the pet go to the vet.
Get the net wet.
I met the jet set vet in the wet net.

i nit

The nit hit the cat on the mat.
I lit the bit in the kit.
Dad has a zit in the pit on his chin.

o pot

A hot tot is in the cot.
I shot at the dot on the pot.
The pot has not got a jot of rot.

o nod

A big cod can nod to a dog.
A mod dog is shod, a sad dog is not.
Pop to the shop to get the red rod.

u sun

A nun can shun a gun but not a bun.
The big bug had fun in the sun.
The fun nun had to run to the sun.

u nut

Cut the nut in the red hut.
If I get in a rut I can run to the sun.
Shut the hut but not the den.

o hop

Hop to the shop in the fog with a log.
Pop the hat on top of the cop.
Chop the log on top of the shop.

u cub

It is fun to rub and hug a cub.
The cub is not in the hub.
A wet cub can go in the tub.

Note: 'i' and 'e' are usually the most difficult phonemes for children to hear, and some will confuse 'u' for 'a'. Ensure that they have lots of practice writing a range of words or sentences with these phonemes as the medial vowels. Some extra silly sentences are below for you to use once all five vowel phonemes have been taught.

Hop to the red dog and get a wet nut.

A pin can cut but not a tin.

A jet set nun is a lot of fun.

I bet I can run to the shop to get a bun.

A pig can go to a vet but not a nit.

Dad ran the mad dog to the shed.

Let my pet run in the sun.

I met the vet and got a pet.

Did I get the jam on the bun?

The sad nun can rub the big cub.

My mod bag is in the shed.

Get the lad to run the dog to the hut.

Can Jim and Ben go to the shop to get a yam?

Kim led the wet dog to the vet.

Tim can cut the hot bun and get the jam.

Rub the shin on my leg as it is bad.

If I am mad, I get a mag.

The zit on my chin is bad.

EXTRA STAGE 4: WHEN TO STOP TEACHING IT

There is no assessment for Extra Stage 4. This is because it is not necessarily expected that teachers will complete all, or even any, of the work in this stage before moving to Pre-stage 5 or Stage 5. These extra word sets are really just for extra practice and for consolidation.

WHEN TO STOP TEACHING EXTRA STAGE 4:

1. Have the children passed the Stage 4 assessment? They may have already passed this before Extra Stage 4 or were given Extra Stage 4 for extra practice in which case they still need to successfully complete the assessment before moving to Stage 5 or Pre-stage 5.
2. Looking at what the children write in their silly sentences and in their story writing. Are they consistently hearing and recording three sounds for every word for Extra Stage 4?



If both of these have been achieved, they can stop Extra Stage 4 and move on to either Pre-stage 5 or Stage 5.



PRE-STAGE 5: WORD LISTS

This pre-stage focuses on words with more than three sounds: CCVC (crash), CVCC (cold), CCVCC (clamp). These are the consonant blends, but teach them as individual sounds. Teach how to hear them in the initial position first, then in the final position.

Use the following Pre-Stage 5 word lists as preparation for Stage 5. This preparatory stage bridges Stages 4 and 5 by revising the vowel sounds from Stage 4 and introducing words with more than three phonemes in readiness for Stage 5. Using consonant blends, children learn how to blend and segment CCVC, CVCC and CCVCC words. It is important that children continue to hear every sound in a word. So ensure at the writing step that children draw phoneme lines under each grapheme to clearly indicate each phoneme.

Focus: Hearing the first phonemes

bl key word: **blob**

NB. Teach 'bl' as two sounds with two phoneme lines, eg, b | l o b

blob	bland	blend	blitz
blot	blank	blink	blunt
blab	blanket	blip	blush

br key word: **brush**

NB. Teach 'br' as two sounds with two phoneme lines, eg, b | r u sh

bran	brash	brisk	brunch
brand	brim	British	brunt
brat	brink	broth	brush

cl key word: **clap**

NB. Teach 'cl' as two sounds with two phoneme lines, eg, c | l a p

clap	clamp	clog	club
clad	clan	clop	clunk
clam	clink	cloth	

cr key word: **crab**

NB. Teach 'cr' as two sounds with two phoneme lines, eg, c | r a b

crab	cramp	crest	crop
crag	crash	crib	crust
cram	credit	crisp	

dr key word: **drink**

NB. Teach 'dr' as two sounds with two phoneme lines, eg, d | r i n k

drink	drab	drat	drug
drift	drag	dreg	drum
drip	dragon	drop	

PRE-STAGE 5: WORD LISTS (cont.)

fl key word: **flag**

NB. Teach 'fl' as two sounds with two phoneme lines, eg, f | l a g

flag	flank	flat	flit
flab	flap	<u>flesh</u>	flop
flan	<u>flash</u>	flex	flunk

fr key word: **frog**

NB. Teach 'fr' as two sounds with two phoneme lines, eg, f | r o g

frog	frost	frantic	<u>fresh</u>
frolic	<u>froth</u>	<u>French</u>	fret
from	frank		

gl key word: **glad**

NB. Teach 'gl' as two sounds with two phoneme lines, eg, g | l a d

glad	glen	glum	glut
gland	glob		

gr key word: **grin**

NB. Teach 'gr' as two sounds with two phoneme lines, eg, g | r i n

grin	grit	gran	grunt
grid	grab	grand	
grip	gram	grump	

pl key word: **plum**

NB. Teach 'pl' as two sounds with two phoneme lines, eg, p | l u m

plum	<u>plush</u>	<u>plinth</u>	plop
plug	plan	plod	plot
plus	plank	plonk	plump

pr key word: **pram**

NB. Teach 'pr' as two sounds with two phoneme lines, eg, p | r a m

pram	pretend	print	problem
prank	prevent	prism	prod
predict	prim	prison	

sc key word: **scab**

NB. Teach 'sc' as two sounds with two phoneme lines, eg, s c a b. Remind the children they will have to pay special attention to this set of words as when they hear the second sound, the only way they will know it is spelt with a 'c' and not a 'k' is to remember that it is spelt with a 'c' in these particular words.

scab	scandal	scold	scrub
scalp	scant	scrap	scrum
scam	scat	scrimp	sculpt

sk key word: **skin**

NB. Teach 'sk' as two sounds with two phoneme lines, eg, s k i n. Remind the children they will have to pay special attention to this set of words as when they hear the second sound, the only way they will know it is spelt with a 'k' and not a 'c' is to remember that it is spelt with a 'k' in these particular words.

skin	skim	skint	skulk
skid	skimp	skip	skunk

sl key word: **slap**

NB. Teach 'sl' as two sounds with two phoneme lines, eg, s l a p

slap	sled	slip	slum
slam	slept	slop	slump
sl <u>ash</u>	slim	slug	sl <u>ush</u>

st key word: **stop**

NB. Teach 'st' as two sounds with two phoneme lines, eg, s t o p

stop	stand	step	stub
stab	st <u>ash</u>	strap	stump
stamp	stem	strip	stun

sp key word: **splat**

NB. Teach 'sp' as two sounds with two phoneme lines, eg, s p l a t

splat	splint	spank	spin
sp <u>lash</u>	split	spend	spit
splendid	span	spilt	spud

sw key word: **swim**

NB. Teach 'sw' as two phonemes with two phoneme lines, eg, s w i m

swim	swig	swam	swot
swift	swag	swamp	

PRE-STAGE 5: WORD LISTS (cont.)

Focus: Hearing the last phonemes

Note: Some of these have been used in the previous sets of words so teach the following sets only if further practice is required in hearing all the phonemes in CVCC or CCVCC words.

ct key word: **act**

NB. Teach 'ct' as two sounds with two phoneme lines, eg, a c t

act	elect	object	strict
fact	infect	sect	abduct
eject	insect	evict	duct

ft key word: **soft**

NB. Teach 'ft' as two phonemes with two phoneme lines, eg, s o f t

soft	cleft	adrift	lift
aloft	left	drift	shift
loft	theft	gift	tuft

ld key word: **cold**

NB. Teach 'ld' as two phonemes with two phoneme lines, eg, c o l d

cold	gold	old	held
bold	hold	sold	meld
fold	mold	told	weld

lt key word: **kilt**

NB. Teach 'lt' as two phonemes with two phoneme lines, eg, k i l t

kilt	gilt	tilt	molt
hilt	silt	bolt	
jilt	stilt	colt	

mp key word: **jump**

NB. Teach 'mp' as two phonemes with two phoneme lines, eg, j u m p

jump	camp	lamp	tramp
bump	cramp	ramp	stomp
lump	damp	stamp	hump

nkkey word: **pink**NB. Teach 'nk' as two phonemes with two phoneme lines, eg, p i n k

pink	sink	sank	drunk
drink	think	tank	shrun <u>k</u>
shrink	drank	bunk	sunk
shrank	flank	flunk	trunk

ndkey word: **hand**NB. Teach 'nd' as two phonemes with two phoneme lines, eg, h a n d

hand	land	bend	mend
and	sand	end	send
band	stand	lend	wind

ntkey word: **went**NB. Teach 'nt' as two phonemes with two phoneme lines, eg, w e n t

went	indent	spent	lint
bent	lent	rant	mint
dent	sent	hint	runt

ptkey word: **slept**NB. Teach 'pt' as two phonemes with two phoneme lines, eg, s l e p t

slept	swept	adopt	abrupt
crept	wept	opt	sculpt
kept	script	prompt	

skkey word: **desk**NB. Teach 'sk' as two phonemes with two phoneme lines, eg, d e s k

desk	disk	risk	tusk
brisk	frisk	musk	

stkey word: **best**NB. Teach 'st' as two phonemes with two phoneme lines, eg, b e s t

best	rest	fist	frost
chest	test	list	dust
nest	west	mist	must

PRE-STAGE 5: DICTATED 'SILLY SENTENCES' FOR WRITING REVISION

These sentences can be used for dictation at the writing step. The children will need to already have some known writing vocabulary (such as 'I', 'the', 'my', 'a', 'of', 'for', 'went' and so on). They can also start adding 's' to words which are pluralised.

USE THE SILLY SENTENCES:

- to add fun to the writing
- to teach children how to use phonics when writing more than just individual words
- to revise previously taught phonemes
- to revise capital letters, full stops and question marks

When dictating, push for speed so that the spelling becomes an automatic process, resorting only to the robot when the children are hesitant.

bl

I had to blob on the bed with a bad leg.
Dad can blab and Mum can be blunt but I can nod.

Blend the yam with the jam but not the nut.
The pet vet can blush on a red blanket.

br

A brisk brush with a wet brush is fun for a cub.
The nun got the red brand of jam on the bran.

A dog on the brink of fun ran to the wet branch.
A cat can lap up a cup of bland British bran broth.

cl

We clap in the club with the clan.
I am shod with a clog and clad with a bland blanket.

The cups can clink and clunk but not clop.
A cut clam can clamp onto a wet dog.

cr

A pet crab can crash in a crib.
I had jam on the crisp crust and then I got cramp.

The bran crop is bland and not crisp.
Dad has bad credit with the blunt vet.

dr

A drop can drip on a drum for fun.
Drag the sad drab dragon to bed.

My drink is up to the brim.
Drat that bad dragon and the sad crops.

fl

The flag is flash and is not a flop.
Get the flash flag to flank the flat flag.

A flat flag is not flash but can flap.
It is not a flop if I flunk.

fr

A French frog can folic in the drink.
Get a crop of fresh bran from the French vet.

A fresh yam in the froth of a French broth is not bad.
A frog in the frost can flop and get cramp.

gl

I am glad I am not glum in the sun.
I am not glum if I run in the sun to the glen.

I am glad the crop glut is in the glen.
A fresh glob of jam on my chin is not fun.

gr

Get a grip and grab a grin.
It is fun to grab a gram of grit.

My grand gran can grunt when she is in a grump.
My gran is frantic to get a gram of jam.

pl

The plan is to plonk a plump plum on the plank.
The bed is plush and grand for a gran.

The plum and the yam went plop in the jam for the flan.
This plank is a plush bed for a plump French dog.

pr

Pretend to go in the plush pram for a prank.
Grab the pram to prevent that bad plan.

I predict a problem if the wet dog sits on the plush bed.
I predict a problem in prison with gran.

sc

I got my scab from a scrum in the scrub.
A scant gram of jam is on my scrap of crust.

The cat had to scat when the dog got the scrap.
Pretend to sculpt the mud in the scrub.

sk

The skin of the skunk has a bad scab.
The gran can skim the scant top from the broth.

I can skip and run, but not skid in the sun.
A scrap of plum skin can prevent a drab scab.

sl

I slept but then a big slam got me up.
Jim slept in the red sled in a slump.

For fun in the sun, slip, slop and slap.
A slug can slip and skid in the slush on a wet plank.

st

I stop and stand on the step in the sun.
Stash the cash on the top step.

Stand on the stump to get the stem from the branch.
Strap the strip of cloth to his scalp.

sp

A split spud is a splendid spud.
I spilt a drop of drink splat on the splint.

I can spend the cash on a splendid scam.
If you splash me with spit I can get mad.

sw

I swam in the mud as a prank in the swamp.
To splash and swim in the swamp is fun.

A swig of drink in the sun is splendid fun.
A swift dog can swim, a swift cat is a problem.

ct

A nun can act strict if we spit on a blanket.
I predict the vet can object to the sect.

Elect the prim vet to the strict vet sect.
It is a fact that an insect can infect a scab.

ft

In the loft on the left is a soft ted.
Shift the gift to the loft to prevent a theft.

I object to the theft of the gift on my shift.
The ship is adrift to the left of the cleft.

ld

I told him to hold the gold but he got cold.
I told him to fold the gold cloth in the hold.

I act bold but I am told I am not cold.
He held the gold cloth but I am told it got sold.

lt

I am fed up to the hilt with the theft of the gilt.
The soft silt is up to the hilt of the ship.

The man on the stilt is in a kilt.
The bold colt can bolt if not held in the hut.

mp

Stomp up the ramp to the cold damp camp.
He got cramp in the damp of the drab hut.

I had to jump then I got a bump and split my cut.
I went on the tramp but felt cold and damp in the hut.

nk

I think the cold pink drink shrunk the soft lump.
The grand tank went up the soft ramp and sank.

She drank the pink drink then sunk onto the bed.
The bunk is soft but I think it is damp in that camp.

PRE-STAGE 5: (cont.)

DICTATED 'SILLY SENTENCES' FOR WRITING REVISION

nd

The big British band is up on the gold stand.

I can mend the gold cloth and send it to the kilt man.

I can jump in the cold wind and run to the camp in the sand.

The land is on the bend at the end of the gold sand.

nt

I spent the gold on a mint drink at the camp.

I lent the gold to the cold and bent old man.

The lint on the cloth is soft to my hand.

The crash left a dent but it is not bent.

pt

When she slept I crept to the camp in the cold.

I wept when he kept the pup to adopt.

I wish to opt to sculpt the hand in gold.

In the script, he slept but she crept to find the gold.

sk

The disk is in my desk at the camp.

The brisk vet had to stop the dog frisk.

I risk my hand when I shut the lid of my desk.

The gold tusk is on the desk next to the lamp.

st

The best rest is in the soft bed.

I must go to the camp in the mist for a rest.

I cut my fist but can sit the test.

A hint of frost and the nest is at risk.



PRE-STAGE 5: STORY TITLES

After teaching a Pre Stage 5 lesson, you can give the children a story title for their guided writing. In this way you can provide an opportunity for the children to transfer the phoneme/grapheme they are learning to their writing as it may not arise naturally.

Give the story title suggestion orally and ask the children for their ideas on the topic. You can do shared writing on the story title as a class, or move straight to guided writing depending on the confidence and ability of the children. (If this is low or you are not sure, always start with shared writing).

Ensure a variety of ideas are shared before they start their writing. If necessary, remind the children of the graphemes they know.

Afterwards, the children can share their stories with the class or a buddy. Check to see who has transferred the target phoneme/grapheme to their story writing (plus other phonemes/graphemes that have been previously taught). Praise.

The following are suggestions which you can improvise on. Some story titles contain previously taught phonemes/graphemes for revision. Some words in the titles contain spellings that the children may not know yet. Let them have a go at trying to spell these words or encourage the use of a word list or dictionary.

FIRST PHONEMES

bl My favourite blanket	pl How to pick plums
br Brushes we use	pr A problem I have solved
cl A secret club	sc The worst scab I have had
cr A crash	sk My skin and how I care for it
dr A drink for a dragon	sl A sled that slammed into a tree
fl If I designed my own flag	st How to stop a bad habit
fr A frantic frog	sp How I spend my pocket money
gl Things that make me glad	sw A swim in a swamp
gr How to make a grumpy gran grin	

PRE-STAGE 5: STORY TITLES (cont.)

Final phonemes

ct	An insect that can infect us.	nd	How to make a sand castle.
ft	A theft in the classroom.	nt	How I spent my pocket money.
ld	Something I would like to have made of gold.	pt	The different places where I have slept.
lt	How to calm a colt that likes to bolt.	sk	What is kept in my desk.
mp	Things I would like to jump off.	st	The best dinner I ever had.
nk	My favourite drink.		

PRE-STAGE 5: LESSON DIFFERENCES

HEARING

STEP 1 - hear the first sound and stretch the words.

STEP 2 - play:

- 'Phoneme Fingers'
- 'Change My Word'
- 'Croaker'



PRE-STAGE 5: MODEL LESSON NOTES



HEAR



READ



WRITE



REVISE

OBJECTIVE

To be able to blend and segment words with more than three phonemes

KEYWORDS

First phonemes: blob, brush, clip, crab, drink, flag, frog, glad, grin, plum, pram, scab, skin, slap, stop, splat, swim

Final phonemes: act, soft, cold, kilt, jump, pink, hand, went, slept, desk, best

You will need sets of word cards corresponding with the keyword.



Step 1

Hear the first two sounds

- ◆ Tell the children the keyword and ask them to say it after you.
- ◆ Give a word string of three words from today's keyword list for them to repeat after you, eg, 'blob, blank, blink'. Repeat with two other word strings using other words from the list.
- ◆ Ask the children what is the same about all the words. 'Yes, they all start with the same two sounds'.
- ◆ Stretch words. Tell the children that you are going to stretch a word as if it is a rubber band. Say the word, then 'grab' it with two hands and draw hands apart as you slowly stretch out the sounds, clearly pronouncing each one you can hear in the word, eg, b-l-o-b, b-l-a-n-k, b-l-i-n-k. Ask the children to join in with you. Give them the word then all stretch it together.
- ◆ After each word is stretched, ask the children if they can tell you how many sounds were in the word. If they have difficulty, you stretch the word for them again, exaggerating each sound, while they count.

Step 2

Identify

- ◆ Play 'Phoneme Fingers'. Say a word from today's key word list and ask the children to count a phoneme onto each finger.
- ◆ Ask how many phonemes they can hear in the word, eg, /b/ /l/ /a/ /n/ /k/ (5).
- ◆ And/or play 'Change My Word'
 - Give the children a word from the keyword list and ask them to say it back to you minus the first sound, eg, you say 'blob', they say 'lob'. Try 'bland' (land), 'blank' (lank), 'blend' (lend).
 - Repeat, but this time they must leave out the last sound, eg, you say 'blend', they say 'blen'. Try 'blunt' (blun), 'blitz' (blit), 'blat' (bla). Be careful with your choice of words as some words do not lend themselves easily to this activity, eg, blanket.
 - Give the children a CCVC word from the keyword list and ask them to take out the second sound and give you the word that is left, eg, you say 'blend', they say 'bend'.

Try 'blob' (bob), 'blitz' (bitz), 'bland' (band).

- ◆ And/or play 'Croaker' (Stage 3 game) using words from the key word list, eg the children say 'blink' and the puppet says 'bink'.

Step 3

Blending

(in preparation for reading)

- ◆ Make the robot say the phonemes for each of the words from the key word list. Say these words for the children in 'robot speak'.
- ◆ Ask them to work out what the robot is trying to say.

Step 4

Segment

(in preparation for spelling)

- ◆ Ask the children to say each word in 'robot speak'.

Note: Always blend the word after segmenting.



Step 5

Reading

- ◆ Present the set of word cards that go with today's keyword one at a time.
- ◆ Ask children to say each word in 'robot speak' before reading the whole word.
- ◆ Once the children can read these words easily, get them to read with other sets already taught.

- ◆ Practise reading the words quickly, only reverting to the robot when the children are hesitant.



WRITE

Step 6

Spelling

- ◆ Choose a few of the words from the Pre-Stage 5 word list, first those from today's keyword set and then add words from sets previously taught.

Note: Use letter names when talking about letters, and the phoneme when talking about the sound the letters make.

- ◆ Ask the children to:

- Write the word, but if you don't know how to spell it, say it like a robot.

- Write the whole word and then draw phoneme lines under each phoneme, eg, b l i n k, b l u s h.

- Change one phoneme and ask the children to read the new word (or non word) blunk, blank, blenk, blonk.

- Change the first/second phoneme and ask the children to read the new word, eg blank, flank, shrank,

- Revise past work:

- 1) ask the children to write a mix of previously taught words.

- 2) give them a dictated silly sentence to write.



REVISE

Revise

- ◆ Read the Stage 2 grapheme cards.

- ◆ Read the words previously taught each day at Stage 4 and 5.

- ◆ Remind the class that they will be able to hear more than three sounds in their reading and writing outside of the phonics lesson.

- ◆ To assist transfer, use a phonics story title to inspire writing at story time.



PRE-STAGE 5: LESSON TIMINGS



HEAR

6

minutes



READ

3

minutes



WRITE

5

minutes



REVISE

1

minute

Teach one new set of words every lesson

PRE-STAGE 5: SPEED LESSONS

For children who are able learners:

Take a three minute speed Stage 5 phonics lesson before their guided reading time.

Teach hearing and reading on day one, writing on day two.

Go at speed.

PRE-STAGE 5: WHEN TO STOP TEACHING IT

There is no assessment for Pre-Stage 5. This is because it is not necessarily expected that teachers will complete all, or even any, of the work in this stage before moving to Stage 5. These Pre-Stage 5 word sets are to prepare children for Stage 5 by teaching them how to hear and record every sound in a word and to provide opportunities for extra practice and for consolidation or previously taught work.

WHEN TO STOP TEACHING PRE-STAGE 5:

1. Have the children passed the Stage 4 assessment?
2. Look at what the children write in their silly sentences and in their story writing. Are they consistently hearing and recording all the sounds for every word?

If both of these have been achieved, they can stop Pre-Stage 5 and move on to Stage 5.

STAGES 6-7

STAGE 6 KEY WORDS

sheep, tea, me, happy (/ee/ = 'ee' 'ea' 'e' 'y')

moon, grew, blue, to (/oo/ = 'oo' 'ew' 'ue' 'o')

play, cake, rain, they (/ay/ = 'ay' 'a_e' 'ai' 'ey')

crow, boat, home, go, toe (/ow/ = 'ow' 'oa' 'o_e' 'o' 'oe')

light, nine, try, pie, climb (/igh/ = 'igh' 'i_e' 'y' 'ie' 'i')

.....

STAGE 7 KEY WORDS

book, put (/oo/ = 'oo' 'u')

mouse, clown, (/ow/ = 'ou' 'ow')

shark, grass (/ar/ = 'ar' 'a')

her, girl, hurt (/er/ = 'er' 'ir' 'ur')

join, boy (/oi/ = 'oi' 'oy')

bear, square, chair, cheer, where, their (/ear/ = 'ear' 'are' 'air' 'eer' 'ere' 'eir')

horse, claw, dinosaur, ball, door, four, talk (/or/ = 'or' 'aw' 'a' 'oor' 'our' 'al')

germ (/g/ = 'g')

MAXIMISING YOUR TEACHING

EXPLICIT TEACHING

- short, daily lessons

TRANSFER OPPORTUNITIES

- provided throughout the programme

Are your lessons the best they can be?

- peer support
- observations
- check your teaching once a term
- reread the lesson plan

MAXIMISING PHONICS

STAGE 2 – follow phonics with handwriting

STAGE 4 – follow phonics with shared reading and then guided reading

STAGE 5-7 – follow phonics with shared writing and then guided writing

Consider where to place phonics in your literacy programme for maximum benefit.

Always start the literacy programme with a shared reading experience. It can be brief (such as singing or poems using charts). Then teach the phonics lesson so that it can transfer through.



STRATEGY CHECK

A strategy check supports children's independence in literacy. Using a check just before independent reading and writing provides children with an opportunity to think about and articulate the strategies they can use before there is a problem. The teacher's role is then to remind the children that *they know* what to do when they have a problem.

READING

IF I GET STUCK ON A WORD I CAN...

Get my mouth ready (Stage 2)	OR	Robot the word or the first part of it (Stage 4)	} Phonics
Look to see if there is a part of the word that I know			} Graphic knowledge
Reread			} Grammar
Think about what makes sense			} Context

WRITING

IF I GET STUCK ON SPELLING A WORD I CAN...

Write the sounds down that I can hear (Stage2)	OR	Robot the word. If it is a big word, clap the syllables first, then robot each one (Stage 4)	OR	Stretch the word (Stage 4)	} Phonics
Write any part of the word that I know/use a word list or dictionary					} Graphic knowledge

IF I FORGET WHAT I AM WRITING I CAN...

Reread	} Grammar
--------	-----------

HOW WILL I KNOW THAT WHAT I'VE WRITTEN IS RIGHT?

Reread to make sure that it makes sense	} Context
Reread to make sure that it sounds right	} Grammar

NOTES

A series of horizontal dotted lines for writing notes.

Supplementary activities

yolandasoryl.com

- ◆ Free downloads, early reading resources and FAQs



literacyfirstresources.co.nz

- ◆ Phonics Resources



singtolearn.co.nz

- ◆ Sing to learn – CD of songs to teach the phonemes and first high frequency words



learningstaircase.org.nz

- ◆ The Learning Staircase – many great resources including the Steps programme



smartkids.co.nz

- ◆ Smart Kids – lots of resources, look out for the digraph poems for Stage 5



multilit.com.au

- ◆ Multilit – a researched based intervention programme with strong emphasis on oral reading, phonics, fluency and high frequency words



literacyinnovators.co.nz

- ◆ Avaiill – using movies with subtitles on to improve reading, vocabulary and fluency
- ◆ Word Lab – an evidence-based whole-school spelling programme that is based upon the most up-to-date theory of how spelling skills are best learned and best taught



earlywordsforearlyreaders.com

- ◆ Early Words – learning the first reading words both accurately and fluently. For New Entrants - Y2 to tune them in at word level and/or for ESOL and older pupils requiring intervention



yolandasoryl.com

Check out our website for information on upcoming courses and resource pages of interest as well as useful tips and advice on supporting children's literacy and phonological development.



Pages include:

- ◆ Primary Education
- ◆ Early Childhood Education
- ◆ Resources
- ◆ Parents' page

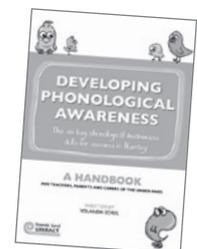
If your questions are not answered by the Frequently Asked Questions page, you are welcome to email your query for Yolanda's response.

For more information

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