

Jingles

STEP 2

Purpose: to complete an alliterative pattern

Materials

a set of objects for the teacher

Procedure

- ◆ say a silly alliterative jingle, e.g. silly Simon silently sat on a.....; lucky Lucy licked a.....; furry Fred found a fat.....; Becky Butler bought a big blue....; tall Tariq took a.....
- ◆ hold up two objects one of which begins with the same initial phoneme as most of the words in the jingle
- ◆ ask the children which object you should choose to end the jingle
- ◆ all the children say the phoneme

Variation on the theme

The game can be made into a 'show me' game if all the children have an object and they hold it up if it will fit into the jingle.

D

Pebble Game

STEP 2

Purpose: to create rhyming strings

Materials

a pebble

Procedure

- ◆ sit in a circle
- ◆ start a slow clap and the children join in
- ◆ children keep clapping while you start a rhyming string, e.g. fat, cat, rat . . .
- ◆ on the word 'rat' you pass the pebble to the child on your left who passes it on as s/he says another rhyming word in time to the clapping
- ◆ that child passes the pebble to the next child who says another word in the rhyming string
- ◆ words can be repeated and nonsense words can be used
- ◆ a child can pass the pebble on in time to the clapping without contributing a word

S

Tray Game

STEPS 2 & 3

Purpose: to identify and match phonemes in initial or final position

Materials

- ◆ set of objects – one per child and selection for the teacher (suggestions for objects on page 19, many from the nursery classroom farm, home corner, play people etc.)
- ◆ a tray

Procedure

- ◆ give all the children an object
- ◆ hold out the tray
- ◆ put objects on the tray with the same initial or final phoneme
- ◆ call out the names of the objects as you place the objects, stretching out the initial phoneme, e.g. ssssausage, ssssock or the final phoneme, e.g. woolllllll, ballllllll (At Step 2 the phoneme will be in the initial position at Step 3 in the final position.)
- ◆ ask the children to hold up their object if it can be placed on your tray, i.e. has the same initial or final phoneme
- ◆ all the children say the phoneme

S

STEP 2

Possible objects for Tray Game/Match Me/Circle Swap Shop/Jump in the Hoop/NSEW

sock	mirror	car	teddy	game
saucer	mug	cow	tap	grapefruit
soap	magnet	candle	tin	girl
scissors	mouse	cup	toothpaste	gate
salt	monkey	cardigan	toothbrush	goose
stone	marmite	card	telephone	goat
sweets	macaroni	cracker	tin opener	glove
seeds	map	cushion	twig	glue
star	matches	catalogue	tie	golf ball
spoon	mints	cat	towel	grape
hat	shoe	lamb	doll	nut
hammer	sheep	lollipop	dog	nail
hand	shelf	letter	dice	nose
head	ship	leaf	digger	notebook
hen	shirt	lid	dish	numbers
hoop	shampoo	ladder	disk	nine
hook	shell	ladybird	door	
horse	shapes	lorry	drill	

STEP 3

Possible objects for Tray Game and Circle Swap

bus	bed	nine	ball	leg
horse	bird	ten	doll	frog
purse	ladybird	pin	wheel	bag
mouse	shed	van	shell	dog
goose	spade	pen	wool	peg
house	bread	pan	bell	flag
case	wood	chain	tail	pig
book	cat	mop	leaf	
sack	goat	tap	shelf	
brick	kite	map	roof	
hook	gate	clip	scarf	
sock	hat	top	loaf	
fork	eight	cup	calf	
clock	heart	grape	half	

Match Me

STEPS 2 & 4

Purpose: to identify and match sounds in initial and medial position

Materials

set of objects – one per child (see Tray Game for Step 2 objects page 19)

Procedure

- ◆ give each child an object
- ◆ call out the sounds of initial phonemes
- ◆ each child holds up his or her object if it begins with the same phoneme (Step 2) or has the phoneme in the middle (Step 4)
- ◆ all the children say the phoneme

Variations

- ◆ say a whole word and ask the children to hold up their object if it begins with the same phoneme (Step 2) or has it in the middle (Step 4)
- ◆ hold up an object and ask the children to hold up their object if it begins with the same phoneme (Step 2) or has it in the middle (Step 4)

S

Circle Swap Shop

STEPS 2, 3 & 4

Purpose: to identify phonemes in initial, medial or final position

Materials

set of objects: enough for one per child (See page 19 and below for possible objects)

Procedure

- ◆ give each child an object
- ◆ sit the children in a circle
- ◆ call out a phoneme
- ◆ shout 'swap shop'
- ◆ children who have an object with the same phoneme in it stand up and swap places with each other (At Step 2 the phoneme will be in the initial position, Step 3 final position and Step 4 medial position.)
- ◆ all the children say the phoneme

Variation

Make the game more exacting by calling out 2 or 3 phonemes at once!

G

Possible objects for Match me and Circle swap shop – Step 4

cat	bed	six	top	nut
tap	peg	king	sock	cup
van	leg	spring	mop	duck
pan	bell	brick	frog	bus
flag	pen	dish	dog	sun
map	shed	disk	box	drum
sack	shelf	lid	sock	brush
man	ten	clip	clock	mug
bag	shell	pin	cross	plug
hat	twelve	pig	doll	plum

Jump in the Hoop

STEP 2

Purpose: to identify and distinguish between phonemes in initial position

Materials

- ◆ set of objects – one per child
- ◆ 2 large hoops

Procedure

- ◆ give each child an object
- ◆ place the hoops on the floor
- ◆ place an object in each of the hoops
- ◆ the children jump in one of the hoops if they have an object which contains the same initial phoneme as the object in that hoop

G

Mood Sounds

STEP 2

Purpose: to pronounce phonemes correctly

Materials

none required

Procedure

- ◆ say a phoneme and ask the children to repeat it
- ◆ help the children to say the sounds as if they were angry, happy, frightened etc.

Variation

- ◆ this can be done alongside flashcards with the letter(s)/grapheme which represents the phoneme
- ◆ ask different groups of children to repeat the sound in order to ensure that all children are able to pronounce the phonemes correctly

D

Letter Formation

STEPS 2, 3, 4 & 5

Purpose: to teach children the movement of each letter

Materials

white board and pen

Procedure

- ◆ demonstrate new letter on the board, talking through where the letter begins, the direction it takes and where it ends (Schools usually have a method for this and perhaps a specific style of handwriting.)
- ◆ ask the children to practise writing the letter in the air

Note

Handwriting practice takes place outside the Literacy Hour.

Letters are grouped as follows:

c, a, o, d, g, q, s, f, e (all start with an anticlockwise turn)

n, m, r, p, b, h (all start at the top, descend and go back up the line)

i, j, k, l, t, u

v, w, x, y, z

D and S

Phoneme Frame

STEPS 4, 5, 6 & 7

Purpose: to spell words

Materials

- ◆ phoneme frame drawn on the whiteboard
- ◆ child-size phoneme frames (Make these by copying PCMs 1 and 2 on either side of a piece of A4 card and then covering with clear film so that dry-wipe pens may be used for writing – and writing erased easily.)
- ◆ pens and wipes for the children, one between two (Some children may need metal boards and magnetic letters.)

Procedure (Demo)

- ◆ say a word
- ◆ ask the children to tell you which phoneme starts the word
- ◆ ask which letter represents that phoneme
- ◆ write the letter in the first box in the frame
- ◆ ask which is the next phoneme they can hear
- ◆ ask which letter to write
- ◆ repeat until all the word is written in the phoneme frame

Procedure (Show me)

- ◆ say a word
- ◆ one child in each pair writes the word in the phoneme frame while the second child watches (The second child decides whether he/she agrees with the spelling; if there is disagreement they discuss and make changes if necessary.)
- ◆ children hold the frames up
- ◆ repeat with the other child in the pair writing the word

Word source for Phoneme Frame

- ◆ high frequency words
- ◆ words from other parts of the curriculum
- ◆ miscellaneous (see below)

D and S

PCM 1 and 2

Step 4	Step 4	Step 5 initial	Step 5 final	Step 6	Step 7	Step 7
cat	bed	brush	self	chain	make	dark
can	leg	black	disk	rail	name	brown
map	bell	clock	end	keep	page	growl
sack	pen	cross	next	cried	date	south
man	shed	flag	lift	tried	save	push
bag	fish	frog	jump	road	teach	could
hat	chips	dress	must	boat	team	drawn
top	ship	glad	sent	spoon	eat	turn
sock	wing	green	held	tool	speak	learn
mop	nut	plan	melt	cloud	find	term
dog	cup	pass	help	found	nine	point
box	duck	stop	milk	bird	drive	toy
doll	sun	spell	bank	first	light	bear
shop	mug	slip		car	twice	dare
		smell		hard	hole	hair
		skip		born	roll	stair
		swim		fork	told	near
		trap		coin	most	dear
		twin		spoil	broke	book
					stone	stood
					hope	
					tube	
					huge	

Which of Two (or more)?

STEPS 2, 4 & 5

Purpose: to practise distinguishing the sound of one phoneme from another

S

PCM 3 and 4

Materials

- ◆ letter fans, one per pair of children (see below and PCMs 3 and 4)
- ◆ phoneme frame drawn on white board

Procedure

- ◆ indicate on the phoneme frame which part of the word children should listen to for the phoneme
- ◆ say a word
- ◆ the children repeat it after you
- ◆ one child from each pair should choose the letter(s) representing the phoneme in the specified part of the word, shows his or her partner and then holds up their agreed phoneme in the air
- ◆ repeat with the other child in the pair taking the lead

Step 2		Step 4		Step 5		
PCM 3 fan1: s ? m c fan2: t g ? h		PCMs 3 and 4 fan: o ? i e		PCM 4 fan: b l r ?	PCM 4 fan: n ? d	PCM 3 and 4 fan: t ? l s n
game 1 mirror candle mummy castle music sailor sausage cream marriage careful curtain sawdust comb salt sandwich	game 2 hammer garage turnip house gravy timetable tractor goat heart heavy grandma gorilla hound toast	game 1 shop ship hot hit pit pot lock lick lit lot tick tock	game 2 bet hen ten set tin sit bit him king beg big red	game 1 bled bread bed red ---- beat bleat ---- bite blight bright right ---- break bake rake ---- back black	game 2 ban band bad ---- ten Ted tend ---- Ben bend bed ---- Len led lend	game 3 net knelt nest ---- wet west went when ---- bolt bone boast boat bowl ---- belt bent bet Ben best

Quickwrite

STEPS 4, 5, 6 & 7

Purpose: to spell words

S

PCM 1 and 2

Materials

- ◆ phoneme frames on whiteboards(one between two)
- ◆ felt tipped pens/wet or dry-wipe pens
- ◆ selection of objects or pictures

Procedure

- ◆ give all the children one board between two children
- ◆ call out words/hold up objects or pictures and ask the children to write the word and then show it
- ◆ write the word on your whiteboard and draw on the sound buttons*
- ◆ all the children sound out the phonemes by pressing the sound buttons and saying the word

* refer to the Sound Buttons activity on page 30 for this technique

North, South, East and West NSEW

STEPS 2 & 3

Purpose: to identify phonemes in initial and final position

Materials

- ◆ four A4-sized letters (see PCMs 5–35)
- ◆ objects beginning (Step 2) or ending (Step 3) with one of the four letters (see page 19 for list of objects for Step 2 and below for Step 3)

Procedure

- ◆ four children are given the large letters to hold and sent to the four corners of the room – NSEW
- ◆ the rest of the children are each given an object
- ◆ children go to the corner containing the letter at the beginning (Step 2) or ending (Step 3) of their object
- ◆ ask the children to say the name of their objects and check that all agree they are in the right corner

Words for NSEW Step 3

bed	leg	mop	cat
bird	frog	tap	goat
ladybird	bag	map	hat
shed	dog	clip	eight
bread	peg	top	heart
wood	flag	cup	shirt
head	pig	cap	skirt

G

PCM 5–35

clock	bell
sack	ball
brick	shell
sock	bull
rock	doll
truck	frill

Flashcards

**STEPS 2, 3, 4,
5, 6 & 7**

Purpose: to practise phoneme–grapheme correspondence

D

PCM 36–52

Materials

a set of letter cards showing letters learned by the children

Procedure

- ◆ hold up the letter cards one at a time for the children to see
- ◆ either ask a child to say what phoneme the letter(s) represent or ask all the children to say the phoneme as quickly as they can
- ◆ use this activity regularly but briefly

Sock Puppets

STEPS 2, 3, 4 & 5

Purpose: learn new phoneme–grapheme correspondences

D and S

Materials

sock puppets for each letter of the alphabet – made by sticking or sewing a lower case letter of the alphabet onto the foot of a sock

Procedure

- ◆ place puppets of the letters that the children are learning in an opaque bag
- ◆ ask a child to come out and take puppet from the bag
- ◆ the child slips his/her hand into the puppet and says the phoneme represented by the letter

Noisy Letters

STEPS 2 & 3

Purpose: to practice phoneme–grapheme correspondence

G

PCM 36–52

Materials

sets of cards containing up to 5 different letters/digraphs, e.g. k, n, g, m, sh

Procedure

- ◆ give all the children a card
- ◆ ask the children to read the card and then hide it behind their backs
- ◆ all the children stand and continuously make the sound of the phoneme represented by the letter(s) on the card
- ◆ they then walk around the classroom and group together with other children who are saying the same phoneme
- ◆ end the game by asking all the children to turn over their cards and check that they have the same letter(s) as other people in the group

Croaker

STEPS 3, 4 & 5

Purpose: to identify the phoneme in a specified part of a word

Materials

- ◆ set of objects in an opaque bag
- ◆ a puppet

Procedure

- ◆ explain to the children that the puppet is finding it difficult to say some words
- ◆ ask a child to pull an object from the bag and tell everyone what it is
- ◆ the puppet (teacher) pronounces it incorrectly
- ◆ the children help the puppet by saying the word correctly, emphasising the part of the word the puppet is having difficulty with
- ◆ the puppet pronounces it incorrectly again
- ◆ the children continue to help the puppet
- ◆ the puppet says the word correctly
- ◆ repeat with another object from the bag
- ◆ ask the children which bit of the word the puppet keeps getting wrong
- ◆ do not play this game if a child with a significant speech problem is present

D

Lists of possible objects and incorrect names said by the puppet			
Step 3		Step 4	
object	as mistakenly said by puppet	object	as mistakenly said by puppet
fish	fit	purse	piece
bus	bug	leaf	loaf
leaf	leak	wheel	whale
doll	dot	horse	house
purse	perk	book	beak
comb	coat	peg	pig
pen	peg	wool	wheel
soap	soak	pen	pan
dog	doll	disk	desk
hook	hood	ring	wrong
Step 5			
initial consonant clusters		final consonant clusters	
object	as mistakenly said by puppet	object	as mistakenly said by puppet
skipping rope	slipping rope	scent	set
present	pleasant	hand	had
frog	fog	list	lit/lift
fly	fry	shelf	chef
(picture of) crash	clash/cash	bank	back
cloud	crowd	sink	sick/silk
scarf	staff	belt	bet/bent
stone	scone	nest	net/knelt
smile	stile	(petrol) pump	pup
spider	cider	kilt	kit/kissed
snake	steak	(bottle of) milk	mick/mink
snow	slow		
slug	snug		
spanner	scanner		
string	sting		
bread	bed		

Alien Game

STEP 3

Purpose: to identify the phoneme at the end of a word

D

Materials

a puppet or stick puppet of a creature from outer space

Procedure

- ◆ tell the children that the puppet is having difficulty saying words correctly
- ◆ he is asking the shop keeper for what he wants but can't quite finish the words off
- ◆ ask the children to help him
- ◆ say the word the puppet wants to say and then say it without the final phoneme, e.g. cheese chee- and ask the children to say the final bit
- ◆ repeat with the following words: rice ri-, coke co-, meat mee-, bread bre- , soup soo-, fruit froo-

Finish It

STEP 3

Purpose: to write the final letter in a CVC word

S

Materials

- ◆ 3-phoneme frame drawn on the board
- ◆ fans of letters (one per pair of children) or a wall frieze of letters

Procedure

- ◆ tell the children you want to write a word, e.g 'sun'
- ◆ write the first two letters on the board in the 3-phoneme frame
- ◆ ask the children what is at the end of the word 'sun'
- ◆ when they have told you ask them what an 'n' looks like
- ◆ they could use fans to show you or point to the wall frieze

Variation

This game could be made into a 'get up and go' activity called 'pin the tail':

- ◆ make 10 words on the board with magnetic letters, all ending with different letters, e.g . sun, get, rub, sack, had, dog, bell, him, top, hiss;
- ◆ give the final letters/digraphs to 10 children;
- ◆ point to the beginning of a word, tell the children what the word should be and ask who has the right letter to come and 'pin the tail' on to it.

Fans

STEPS 4, 5 & 6

Purpose: to spell words

Materials

fans made with a designated set of letters, or letters written onto blank laminated fans, to be used in pairs (PCMs 53–62)

Procedure

- ◆ one child in each pair makes a word as specified by the teacher
- ◆ the other child checks it
- ◆ children put up their fans on a signal
- ◆ the other child makes the next word and so on

S

PCM 53–62

	Step 4 PCM 53	Step 4 PCM 54	Step 4 PCM 55	Step 5 PCM 56	Step 5 PCM 57
letters of fan	p-t-a-m-e-s	i-o-t-h-n-ch-a	u-o-e-g-b-l-d	s-c-b-f-o-t-l-p-a	s-k-e-p-i-ll-m-n
words which can be made with each fan	pet met pat map tap mat set sat	chin tin chat hat tin tan hot not	log dog leg beg dug bug led bud	slot clap blot flat slap flop flab flap	skill smell spin skip skim skin spill spell

	Step 6 PCM 58, 59	Step 6 PCM 60, 61	Step 6 PCM 62
letters of fan	ai-oa-oi-l-n-d-m-p-t-c	ou-n-d-t-oo-p-r-th-sh-m-k-l-s-d	or-ar-n-k-m-f-b-p
words which can be made with each fan	main pain coin loin loan moan plain maid laid paid mail pail tail nail coal	mound shout round out loud took shook rook mouth south sound stood	park bark mark pork fork born morn barn farm arm form for

Full Circle Game

STEPS 4, 5, 6 & 7

Purpose: to manipulate phonemes

Materials

- ◆ List of words (see below)
- ◆ A4 letters and digraphs, e.g ee, ck, ng etc. (PCMs 5–35)

Procedure

- ◆ give the letters out to the children
- ◆ tell them the first word and ask the children who are holding the letters of the particular word to come to the front of the room and make the word
- ◆ all children say the word – the individual phonemes of the word and then the whole word again
- ◆ write the word on the board and tell the children that they are going to make a series of different words but that they will eventually come back to the word on the board (When that word appears again all shout 'full circle'.)
- ◆ say the next word
- ◆ ask the children at the front which of them has to sit down and which of them has the replacement letter to make the new word
- ◆ those two children swap places
- ◆ everyone says the new word, the phonemes and the word again
- ◆ say the next word and repeat as before until 'full circle'
- ◆ keep the game full of pace, a race to get 'full circle' before the time runs out.

Variation

You may prefer to have some more children 'occupied' during this game; they could write the next word on whiteboards before the child gets into position with the letter. This should not be allowed to detract from the pace of the activity.

G

PCM 5–35

Step 4			Step 5			Step 6		Step 7
game 1 f-t-p-c-n-a	game 2 b-c-p-sh-t- ck-a-o-i	game 3 s-r-b-o-i-u- a-ng-ck	game 1 s-l-c-f-i-a-p- ck-b	game 2 b-s-t-l-n-p- m-e	game 3 i-l-s-t-f-g-n- k-r-ck-p	game 1 i-ee-t-s-n-p-l	game 2 or-b-c-f-p-k- s-m-t-d-n	game 1 e-m-l-w-h-i- c-n-f-d-p-k
fat pat cat can pan fan fat	shop ship tip tap tack back bat cat cap cop shop	song sing ring rung sung sang bang back sack sock sick sing song	slip clip flip flap slap slack black flack flick slick slip	best belt bent pent pelt melt met net nest best	list lift gift silt silk sink rink rick lick lip lisp list	teen tin sin seen seep steep sleep slip tip tin teen	born corn cord ford fort port pork fork stork storm torn born	mice mine line life wife wine wipe wide hide hike mike mice

Sound Buttons

STEPS 4, 5, 6 & 7

Purpose: to blend phonemes for reading

Materials

none required

Procedure

- ◆ write a word on the whiteboard
- ◆ draw sound buttons representing phonemes underneath it, e.g.

cat frog feet

- ◆ ask children to come out and say each of the phonemes as they press the buttons, then say the whole word
- ◆ all the class says the phonemes and then the whole word

D

Cube Game

STEPS 4, 5 & 7

Purpose: to blend phonemes for reading

Materials

large cubes colour-coded for beginning, middle or end of words

Procedure

- ◆ draw/stick letters on each of the faces of the cube (letter choices below)
- ◆ make two notices: write 'word' and place a tick on one large piece of paper; write 'not a word' and place a cross on another
- ◆ stick one notice in one corner of the room and the second in the other
- ◆ two or three children throw the cubes in order
- ◆ the children are the jury
- ◆ nominate 4 children each time the cubes are thrown
- ◆ when the cubes are thrown the 4 children say the phonemes and then blend them. If they think the resulting word is a real word they go to stand at the piece of paper which says 'word'; if it is not a real word they go to the piece of paper which says 'not a word'
- ◆ the rest of the children decide who is right

G

Step 4		Step 5		
game 1: 3 cubes 1. b-c-m-p-th-r 2. a-a-a-a-a-a 3. d-d-n-n-t-t	game 2: 3 cubes 1. b-b-s-s-m-m 2. a-a-e-e-i-i 3. d-d-t-t-ck-ck	game 1: 2 cubes 1. s-s-c-c-b-f 2. lot-lap-lack-lock-ling-lip	game 2: 2 cubes 1. g-g-t-t-d-d 2. rip-rip-rill-rill-ram-ram	game 3: 4 cubes 1. s-s-s-s-s-s 2. k-k-w-w-p-p 3. i-i-i-i-i-i 4. ll-ll-n-n-m-m
Step 7				
game 1: 2 cubes 1. w-r-l-m-n-p 2. ipe-ipe-ice-ice-ine-ine	game 2: 2 cubes 1. f-l-sh-w-t-s 2. ake-ake-ame-ame-ave-ave			

Silly Questions

STEPS 4, 5, 6 & 7

Purpose: to read words in context

S

PCM 63-91

Materials

- ◆ sets of questions on large cards
- ◆ sets of yes/no cards – 1 set per child (PCM 63)

Procedure

- ◆ give every child a **yes** and **no** card
- ◆ hold up a silly question
- ◆ ask the children to read the question and answer it by holding up a **yes** card or a **no** card
- ◆ repeat with other silly questions

Step 4 PCM 64–70	Step 5 PCM 71–77	Step 6 PCM 78–84	Step 7 PCM 85–91
Can a cat run? Can a hen dig? Is a dog red? Can a pen hop? Can a man run? Has the shop got fish and chips? Has a duck got tin legs?	Can a hand swim? Do slugs swing? Can a ship jump? Can a crab clap? Can you bang a drum? Can a web stand? Has a man got six hands?	Is the moon green? Can a boat float? Can a bird shout? Do cats bark? Have you tried to croak? Can a dog start a car? Do you live on Mars?	Can you play in a park? Can you play darts? Do mice dream? Is it dark at night? Did you have cards on your birthday? Can a goal keeper score a goal? Do crows fight?

Additional sentences not on PCMs

Step 4	Step 5	Step 6	Step 7
Can a doll sit? Can a bell ring? Can a pig sing? Is the sun hot? Can chicks run up a hill? Is a rat big? Can a duck sit on a log?	Can a clock get cross? Can a man get in a pram? Has a frog got ten socks? Has a fox got a brush?	Is a house proud? Do sheep live on farms? Have you cried aloud? Have you seen a shark? Are rocks hard?	Can you draw on card? Does a mole eat toast? Do you squeal when your teeth come out? Do you like prawns? Can whales grow in soil?

Phoneme Count

STEPS 4, 5 & 7

Purpose: to reinforce the correspondence between two (or more) letters and one phoneme

Materials

- ◆ word cards (see below)
- ◆ number cards 2–6 on a ‘flipover’ for each child or one between two (see PCM 92)
- ◆ A5 envelopes (numbered 2–6) pinned on the wall

Procedure

- ◆ hold up the first word
- ◆ children read the word aloud
- ◆ put the word out of sight
- ◆ children say the word and count the phonemes in the word on their fingers
- ◆ children select the correct number of phonemes on their flipovers and hold them up
- ◆ put the word into the appropriately numbered envelope agreed by the children.
- ◆ repeat with rest of the words
- ◆ take the words back out of the envelopes and compare some of them, drawing the children's attention to the variation in length of words containing the same number of phonemes: one sound = two or three letters.

G

PCM 92–107

Step 4		Step 5				Step 7			
PCM 93–95		PCM 96–98		PCM 99–101		PCM 102–104		PCM 105–107	
game 1	no.	game 1	no.	game 2	no.	game 1	no.	game 2	no.
dogs	4	well	3	web	3	queen	3	day	2
with	3	add	2	scrub	5	sail	3	know	2
cash	3	crash	4	match	3	tooth	3	bright	4
chips	4	thin	3	spend	5	toast	4	mind	4
thin	3	think	4	it	2	ground	5	scream	5
at	2	thing	3	still	4	thorn	3	space	4
fish	3	thrush	4	crack	4	sprint	6	most	4
shut	3	sprint	6	ash	2	wish	3	mind	4
in	2	edge	2	scrunch	6	throat	4	shame	3
ash	2	crab	4	hiss	3	match	3	stretch	5
eggs	3	itch	2	spring	5	stool	4	twice	4
rich	3	at	2	up	2	chain	3	shy	2

Washing Line

STEPS 4, 5, 6 & 7

Purpose: to spell words

Materials

- ◆ sock puppets (See page 25)
- ◆ washing line

Procedure

- ◆ string a washing line across the classroom
- ◆ line up the sock puppets in alphabetical order
- ◆ call out words
- ◆ ask a group of children to go and get the socks they need to spell the word and make it on the washing line
- ◆ if you are careful about which words you call, two groups can go out at a time

Note

If you wish to spell words that contain double letters, e.g. those with double end consonant -full, -miss, -fluff, you will need to make two sets of puppets.

G

Bingo

STEPS 4, 5 & 7

Purpose: to blend phonemes for reading

Materials

- ◆ three sets of laminated bingo cards, one per pair (see below)
- ◆ pens and wipes
- ◆ master cards for the caller – teacher (photocopy the lists below)

Procedure

- ◆ give pairs of children a bingo card
- ◆ call out a word
- ◆ children search for the word on their card and put a tick against it if they have it
- ◆ a pair who has a full set of ticks shouts BINGO
- ◆ ask one of the pair to read the words on the winning card for you to check they were accurate

D

PCM 108–123

Step 4	Step 5	
game 1 PCM 108 & 109 song-ring-rung-rang-sing disk-desk-dent-damp-dump well-will-wish-win-whip lack-lick-lock-luck-loss	game 1 PCM 110 & 111 shack-sack-sick-sock-shock swing-sling-sing-sting-stick grid-glad-grub-gruff-glass still-sniff-stiff-stuff-sledge	game 2 PCM 112 & 113 fled-Fred-fed-fresh-flesh wimp-wind-whisk-west-went held-hump-hand-hulk-hunt must-musk-mist-milk-mint
Step 7		
game 1 PCM 114 & 115 life-like-bike-bite mine-mind-mile-might hide-ride-ripe-write smile-strike-side-slime	game 2 PCM 116 & 117 coal-cold-coast-code-coke goal-gold-goat-ghost-groan mole-moan-moat-most-mode strode-stroll-stole-stroke-stone	game 3 PCM 118 & 119 fuse-flute-fruit-fume-few boot-brute-bruise-blue-broom stew-stool-spoon-school-Sue rule-roost-root-rude-roof
game 4 PCM 120 & 121 rake-rail-reel-roll-rule raced-roast-roost-rust-wrist rate-right-wrote-root-rot raid-ride-road-rude-rid	game 5 PCM 122 & 123 fight-feet-fort-foot-fright crown-cloak-cream-crawl-cry cheat-chain-charm-cheap-chest bright-brown-broom-brain-brand	

Rhyming Word Generation and Word Sort

STEP 7

Purpose: to generate words containing the different spelling patterns for the same vowel phoneme

Materials

- ◆ 'post-its' or small cards and re-usable adhesive, e.g. Blutak
- ◆ whiteboards in pairs

Procedure

- ◆ write a word on the board
- ◆ children suggest words which rhyme
- ◆ write their words on 'post-its' and display them on the wall
- ◆ pick out one word and ask the children what vowel phoneme it contains
- ◆ children write the letter(s) representing the vowel phoneme on their whiteboards and hold them up
- ◆ after discussion, write the letter(s) on the whiteboard to head up a column and move the word into that column
- ◆ repeat with another word until all alternative spellings for the vowel phoneme are written as column headers
- ◆ one child stands at board and takes instructions from the other children in sorting the remaining words into the columns
- ◆ have a discussion about the most common spellings and extend the investigation to other words containing the same vowel phoneme

Variation

When you have done this a few times with the class, it should be possible to do this activity quickly by generating the words straight onto the board, not on 'post-its'. Make sets of cards of the words so that the children can do the sorting activity in pairs in independent group time.

D

Lists of rhyming words to be used for the Word Sort which illustrate the range of spellings of each vowel phoneme, and which show the phoneme at the end of the word and as the middle vowel.

day	date	see	street	my	right	go	hole	to	soon
bay	ate	be	eat	by	bite	bow	bowl	blew	boon
bray	eight	bee	beet	buy	bright	crow	coal	brew	dune
clay	bait	key	beat	cry	blight	dough	dole	cue	June
Kay	Kate	fee	bleat	die	kite	foe	foal	queue	moon
gay	crate	glee	cheat	dry	fight	flow	goal	crew	noon
grey	fate	he	feet	fry	flight	glow	mole	clue	prune
hay	fete	Lee	fleet	fly	fright	grow	pole	do	soon
jay	freight	Leigh	heat	guy	height	hoe	poll	drew	spoon
lay	gate	me	meat	high	light	Joe	roll	few	tune
may	grate	knee	meet	hi	might	low	sole	flew	
neigh	great	pea	neat	lie	mite	mow	soul	grew	
pay	hate	plea	peat	nigh	night	no	stole	glue	
play	late	sea	Pete	pie	knight	row	stroll	hew	
pray	mate	she	pleat	pry	plight	sow	scroll	Jew	
ray	plate	ski	seat	ply	quite	stow	toll	loo	
say	rate	tea	sweet	rye	write	slow	vole	moo	
stay	slate	tree	sleet	sigh	site	snow	whole	new	
spray	spate	we	sheet	shy	sight	show		pew	
sleigh	skate	wee	treat	sty	spite	toe		rue	
stray	state		wheat	spy	slight	though		stew	
sway	trait			sky	tight	woe		screw	
tray	weight			tie	white			chew	
they	wait			why				shoe	
way								view	
								zoo	

here	chair	turn	boy	for *	law *
beer	bare	burn	joy	or	claw
cheer	bear	churn		oar	flaw
clear	care	earn		bore	jaw
queer	dare	fern	soil	chore	paw
dear	fare	learn	boil	core	raw
deer	fair	stern	spoil	door	squaw
fear	glare	turn	oil	drawer	thaw
gear	hair		coil	for	
hear	hare		foil	four	
jeer	lair	bird	toil	floor	
near	mayor	curd		more	
peer	mare	heard		pore	
rear	pear	third	coin	roar	
steer	pair	word	join	soar	
spear	rare			score	
tear	stare			store	
tier	stair	first		shore	
weir	share	burst		sore	
we're	spare	thirst		tore	
year	square	worst		wore	
	swear				
	snare				
	tear				
	there				
	their				
	they're				
	wear				
	where				

* **Note** in some accents the words 'law' and 'for' rhyme so these lists will be amalgamated

Split Digraph

STEP 7

Purpose: to introduce the split vowel digraphs as in *made, line, pole, cube*

D

PCM 5-35

Materials

A4 letters and list of words (see below)

Procedure

- ◆ do this activity after the children have explored the digraphs (ie, oe, ue) in Rhyme Generation and Word Sort
- ◆ distribute the letters amongst the children
- ◆ say a word ending in the vowel digraph, e.g. 'tie'
- ◆ ask the children how it is spelled and write it on the board
- ◆ put sound buttons underneath indicating two phonemes; point out the two letters making the vowel phoneme
- ◆ ask the children with the letters for that word to come out and make it; the 'i' and 'e' should hold hands
- ◆ ask the child who has the right letter to make the word into 'time'
- ◆ the child will probably stand at the end of 'tie', making 'tiem'; if another child does not correct it, point out that the 'm' goes between the 'i' and the 'e' and that the 'i' and 'e' children still make the same sound and so should hold hands behind the 'm'.
- ◆ continue making words from the list

large letters	t-i-e-m-l-c-r-k-n-p	t-o-e-n-s-l-h-p-k-j	c-u-e-b-t-n-p-r-h-g
key word	tie	toe	cue
teaching word	time crime lime like line pine pie	tone stone stole hole pole poke joke joe	cube tube tune prune huge cute cue

Photocopy Masters

1	3-phoneme frame	
2	4-phoneme frame	
3	Which of Two (or more)? fans	
4	"	
5–35	Large cards for NSEW, Full circle Game, Split Digraph	
36–52	Medium cards for Flashcards and Noisy Letters	
53	Fans	Step 3
54–55	"	Step 4
56–57	"	Step 5
58–62	"	Step 6
63	Yes/No cards for Silly Questions	
64–70	Cards for Silly Questions	Step 4
71–77	"	Step 5
78–84	"	Step 6
85–91	"	Step 7
92	Numbers flipover cards for Phoneme Count	
93–95	Phoneme Count	Step 4
96–98	"	Step 5 Game 1
99–101	"	Step 5 Game 2
102–104	"	Step 7 Game 1
105–107	"	Step 7 Game 2
108–109	Bingo	Step 4 Game 1
110–111	"	Step 5 Game 1
112–113	"	Step 5 Game 2
114–115	"	Step 7 Game 1
116–117	"	Step 7 Game 2
118–119	"	Step 7 Game 3
120–121	"	Step 7 Game 4
122–123	"	Step 7 Game 5