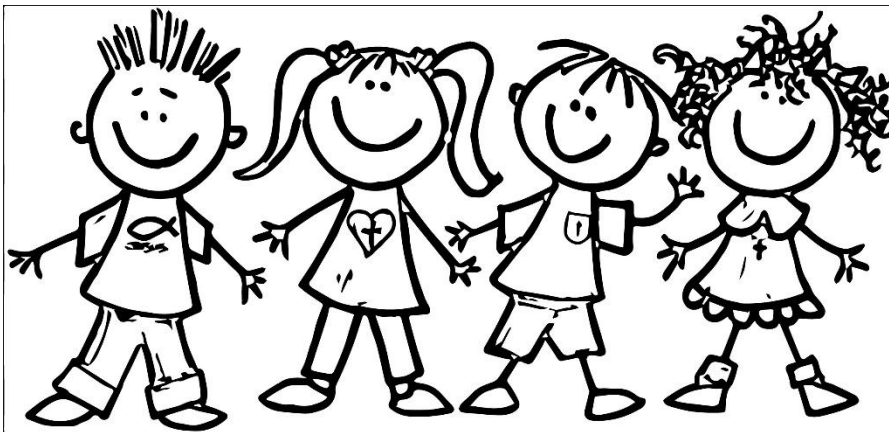


Progressive

Phonics

Part A



Stage 1: initial sounds (p. 2)

Stage 2: three-letter phonetic words (p. 3)

Stages 3 & 4: consonant blends (p. 25)

Stage 1

Initial Sounds

Teacher's notes:

1. Make a *picture* collection of things beginning with the initial sounds of the alphabet. Stick the pictures on to individual cards. Ask students to listen to the first sound they hear in the word, e.g. **a** ant, **b** bed, **c** cat, **d** dog, **e** elephant, **f** fish, **g** gate, **h** hand, **i** insect, **j** jug, **k** kangaroo, **l** lion, **m** mouse, **n** net, **o** orange, **p** pig, **qu** queen, **r** rain, **s** sun, **t** tap, **u** umbrella, **v** vase, **w** watch, **z** zip. Note that **x** comes at the end of a word such as box
2. Write the letters on another set of cards. Now children can match letter cards with picture cards.
3. Teach one sound at a time. e.g. 3 per week. Use the *Bible Phonics* (Beacon Media) resource which uses objects and characters from Bible stories as memory aids for the initial sounds
4. After teaching all the initial sounds revise with activities and games.

Stage 2

Three-letter words with short vowel sounds

Teacher's notes:

Once children know the initial sounds, they can start to sound out 3-letter phonetic words that use the short vowel sounds: a,e,i,o,u

Ask the children to sound each letter, running the sounds together to make a word. e.g. c-a-t.

Also use games and activities such as "Word Wheels", Bottle Top Letters and "Circle of Sounds".

Once they can read the 3-letter words, they can begin to write them.

Testing:

Use the word list.

1. Ask the child to read the words by sounding out the letters.
2. Choose 5 words from each group for a written spelling test.

Set 1: Middle sound 'a'

cat
bat
fat
hat
mat
pat
rat
sat
at
has
jam
bad
dad
had
sad
bag
rag
cap
tap
can
ran
man
van

Read these sentences to your teacher:

Dan has a fat cat.

Sam sat on a hat.

Dad had ham and jam.

Sam had a rag in a bag.

Dad has a bat.

Zac sat on the mat.

Memory game:

*Teacher: I went to the shops and bought something that starts with 'a'.
Pupil repeats this and adds an object beginning with 'b'. This continues with
the list growing bigger, until someone makes the first mistake.*

A rhyme to read and illustrate. Highlight all the 'a' sounds. Make a book.

A rat with a hat

This is a rat
He has a hat
Oh no, here comes the cat
She sits on the mat.
Cat can get the rat just like that.
Cat is bad, but don't be sad.
Cat is too fat to get that rat!

Test:

1. Read the 'a' words in the list.
2. Ask your teacher to choose 5 of these words for a spelling test.

Set 2: middle sound 'e' as in bed.

hen
men
pen
den
ten
red
bed
fed
led
leg
beg
peg
get
net
let
met
pet
set
wet
yet
yes

Read these sentences to your teacher:

Additional words to learn: The, the

The van is red.

My Dad will get my pet.

I can get the hen in the net.

Ken has ten pens.

Meg fed the hens.

The red hen has ten eggs.

Sound Game:

a) I spy with my little eye, something beginning with _ (initial sound)

b) I spy with my little eye, something ending with _ (final sound)

You can have displayed some pictures e.g. dog, cat, rat, pig, hen, egg

Two rhymes to write and draw for the 'e' middle sound:

1. Ten hens and ten red pens
2. It is too wet to get the net.

Test:

1. Read the 'e' words in the list.
2. Ask your teacher to choose 5 of these words for a spelling test.

Set 3 – middle sound 'i'

pig
dig
fit
lit
pit
sit
pin
tin
win
bin
bit
hit
pig
six
fix
did
lid
hid
his
him
is
if
it
in

Read these sentences to your teacher:

I am six and I am big.

I can dig a big pit.

I had a pin in a tin.

Dad has six eggs.

Dad can fit in his bin.

The pig is big and fat.

Listening game:

Teacher: Which word am I sounding? s-a-t; h-i-t etc.

Two thymes to write and draw. Listen for the 'i' middle sound

1. A pig can dig.
2. I can sit in the pit.

Test:

1. Read the 'i' words in the list.
2. Ask your teacher to choose 5 of these words for a spelling test.

Set 4 – middle sound ‘o’

dog
log
fog
bog
lot
not
dot
pot
got
cot
hot
hop
top
mop
box
fox
on
off
God
nod
bob
cob
rob
of

Read these sentences to your teacher:

I am hot.

The dog is on the box.

Bob got a big pot.

Dad can fix the mop.

The tap is not hot.

I got to the top.

Drawing game:

One person draws one of the things on this list. The other person tries to guess which one it is:

A fat cat

A dog on a log

A red bed

A hot pot

A bag of rags

A sad dog

A big pin

**A rhyme to read and illustrate. Highlight all the 'o' sounds.
Make a book.**

A frog on a log

Bob the frog sits on a log.
He looks and sees a little dog.
Hop Bob, hop. Get off that log.
Don't let that dog get you Bob!

Test:

1. Read the 'o' words in the list.
2. Ask your teacher to choose 5 of these words for a spelling test.

Set 5 – middle sound ‘u’

cup
pup
gun
cut
nut
but
hut
bus
bug
jug
dug
rug
hug
tug
gum
mud
rub
tub
up

Read these sentences to your teacher:

Ten men hid in a hut.

I had a jug of jam.

Mum can hop.

I got mud on the rug.

I can run in the sun.

The pup ran up the log.

The man got on the bus.

Game: Odd man out

Which word does not belong?

pot pan cup pet

dog cat pig hen mat

mat bed rug mug sun

ham bun jam tin

ran sit run sat hop bug

A rhyme to write and draw. Listen for the 'u' sound in the middle.

Run in the sun and have some fun.

Test:

1. Read the 'u' words in the list.
2. Ask your teacher to choose 5 of these words for a spelling test.

a	e	i	o	u
bat	hen	bit	cot	sun
cat	men	hit	hot	bun
fat	pen	fit	lot	fun
hat	den	lit	not	run
mat	ten	pit	dot	gun
pat	red	sit	pot	cut
rat	bed	pin	got	nut
sat	fed	tin	log	but
at	led	win	dog	hut
has	leg	bin	fog	bus
jam	beg	big	bog	bug
bad	peg	dig	hop	jug
dad	get	pig	top	dug
had	net	six	mop	rug
sad	let	fix	box	hug
bag	met	did	fox	tug
rag	pet	lid	on	gum
cap	set	hid	off	cup
tap	wet	his	God	pup
can	yet	him	nod	mud
ran	yes	is	bob	rub
man		if	cob	tub
van		it	rob	up
		in	of	

Now that you know all the short vowel sounds – a, e, i, o, u – you can do these activities.

Activity 1

Add a word that rhymes.

A dog on a l___

The cat s___

A pig is b___

A hot p___

Pat the c___

Ham and j___

Run and have f___

Ten m___

A red p___

A pin in a t___

Activity 2

Read the question and answer yes or no.

Is it bad to hit a dog?

Can a cat run?

Is it fun to get wet?

Is a rat a pet?

Can Mum hug?

Can Dad dig?

Is a pig red?

Is an ant big?

Has Mum had ham?

Can a pin fit in a tin?

Activity 3

Find the missing word from the list below.

Zac ____ the hens.

Mum ____ the jam from Ben.

Dad ____ in the sun.

The dog ____ to Tim.

Missing words:

sat got ran fed

I can ____ up the hill.

I can get in to ____.

I can rub my ____.

Missing words:

bed leg run

Activity 4

It can run. It is a ____.

It has milk in it. It is a ____.

It is hot. It is the ____.

It is wet. It is ____.

Missing words:

jug mud dog sun

Activity 5

I can h__.

I can s__.

I can p__ the dog.

I can r__.

I can s__ from a cup.

Missing words:

pat sit hop sip run

Activity 6

The teacher can write these on separate pieces of paper and the student finds the best ending:

The fat cat sat

in the mud.

The big pig sat

on the mat.

The red hen sat

on a log.

The red dog sat

on the eggs.

Activity 7

The student can draw pictures for these sentences. The teacher can write them in a little book, one sentence per page.

Dad can run.

I can hop.

The dog can sit up.

My pet is at the vet.

The bun is in the sun.

The pot is hot.

Mum is sad.

Stage 3

Consonant blends

bell	fell	hell	sell
tell	well	smell	
bill	fill	hill	sill
till	will	doll	
dull	hull	gull	

Note: In consonant blends: ll ck th sh ch ss, only one sound can be heard.

The student can read the following sentences by placing a ruler under each sentence. Another option is for the teacher to write the sentences into a hand-made book for the student to read and illustrate.

Set 1 – “ll”

The man went up the hill.

Bill will fill the bag.

Jill will sell the hen.

I got a doll and a pram from Mum.

The bell is still on the cat.

Set 2 – 'ck'

duck	back	Jack	sack
deck	neck	pick	sick
rock	lock	buck	tuck
tick	lick	quick	pack

Jack and Will went up the hill.

He has a back pack.

We will pick the best pup.

A duck will not peck.

The man has a bad back.

The bug is on the rock.

The truck has bricks on the back.

Set 3 – ‘th’

this	that	than	then
them	with	those	these
thick	thin	thank	thing
three	tooth	think	broth

Look at this wet rock.

I will go with them.

This is the best.

I like this and I like that.

This is thin and this is thick.

I like this but not that.

Set 4 – ‘sh’

ship	shop	shut	she
shot	shed	dish	dash
fish	rush	crush	brush
wish	flash	cash	clash

That ship got stuck on the rocks.

Cats and dogs must go in the back.

This fish fell in the dust.

She can jump just as well as I can.

I wish I had some cash.

She will crush the nuts.

We like to go to the shop.

Set 5 -'ch'

check	chip	chick	chop
much	such	chin	chat

She likes fish and chips.

We had such fun.

I do not like this much.

I cannot have a chat with a chick.

Set 6: speech marks

"Let's mend the tent," said Dad.

"This land has sand," said Jon.

"Mum sent me here," said Sam.

“I cannot see the wind,” said Jack.

“I fell and cut my chin,” said Bill.

“I will chop with the axe,” said Dad.

Set 7 – Question mark

**Are the frogs and ducks here?
Yes.**

Can she swim up to here? No.

Is the wet mud soft? Yes.

Do pigs skip? No.

Set 8 – ‘ss’

mess	dress	miss	press
fuss	miss	hiss	stress

Tim left a big mess.

Mum likes this dress best.

I will miss you if you go.

Set 9 – ‘ng’

king	sing	ring	bring
song	long	wrong	
sung	lung	rung	

We will go to play if the bell rings.

It is fun to sing a long song.

We can see the wing of the jet.

Set 10 – adding ing

jumping	going	limping	flying
crying	doing	dressing	missing

The frog is jumping.

The ship is sinking.

We are going to the shop.

The dog is limping.

The flag is flying.

Stage 4

More consonant blends

Teacher's note: In these consonant blends you can hear two distinct sounds running together.

Consonant blends: bl

I made a blob with my pen.

The black dog went up the hill.

Consonant blends: br

My brush is thick.

The man made a hut from bricks.

Consonant blends: cl

You must clap at the end.

I went to a kid's club.

The hen is the nest goes cluck to her chicks.

A crib is a bed for a baby.

The crab ran up the sand hill.

Do not crush the eggs.

If you do you will crack them.

Consonant blends: dr

Do not drop the cups.

I like to play the drums.

Do not drag the bag.

Dad has a drill in his kit.

Drip drop. It is wet today.

Consonant blends: fl

The flag is flying.

Get that fluff off the mat.

The land is flat.

Consonant blends: fr

The frog hops on to the log.

Fluff is soft.

Consonant blends: gl, gr

I am glad I have a strong grip.

Grab that stick with your hand.

Consonant blends: lk

I like to drink milk.

This dress is made of silk.

Consonant blends: mp

The truck went to the dump.

I had to jump over the lump.

A camel has a hump.

Consonant blends: nd

Can you lend me a pen?

My hand is in the sand.

I want to play in a band.

Consonant blends: nt

He went into the tent.

The dogs will help to hunt.

I can stand on my hands.

Consonant blends: nk

Have you seen a pink drink?

I think I can smell a stink in the sink.

The dog fell in the tank.

The van ran into the bank.

Consonant blends: pl

The plug came out of the sink.

I have a plan.

Consonant blends: pr

A pin can prick.

Consonant blends: sc, sk

The cut has a scab on it.

Skin is thin.

Run, hop, skip and jump.

Ben can sit at the desk.

Consonant blends: sl

Do not slam the door.

Consonant blends: st

You must stop.

This is the best stem.

The sun sets in the west.

The van made lots of dust.

The hen lost its nest.

It will not cost a lot.

Consonant blends: tr

I can do this trick well.

The truck went on the track.

The dog got stuck in a trap.

Do not trip and cut your skin.

Some more things to draw:

A frog on a log

The best nest

A stick on the sand

A plug in the sink

A drum in the band