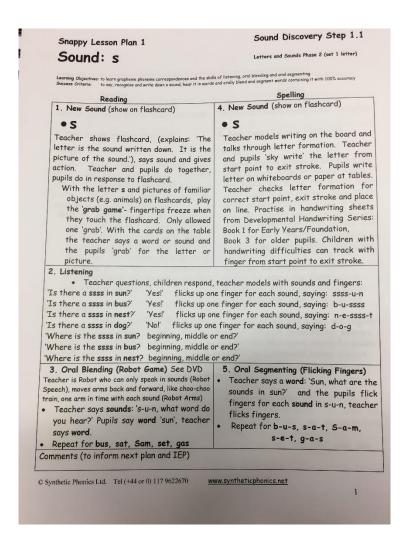
## Sound Discovery Progression

In Reception, we work on Phase 1 to start to develop speaking and listening skills. We work on oral blending and segmenting before children are introduced to grapheme-phoneme correspondences (Phase 2).

e.g. It is time to get your c-oa-t.

Can you touch your ch-i-n?

We begin to work on Phase 2 sounds (see above). Below are examples the lesson format. We begin with single sounds and then progress to VC, CVC words, then CVCC and CCVC words (Phase 4 link).



### CVC words

Snappy Lesson Plan 39

Sound Discovery Step 1.2

Two syllable-3 Phoneme words using alphabet phonemes

Letters and Sounds Phases 2 and 3

CVC/CVC

e.g. sunset

Learning Objective: to blend and segment two syllable-three phoneme words using alphabet phonemes
Success Criteria: to read two syllable-three phoneme words and write dictated words and a sentence with 100% accuracy

Tricky Words: the, he, be

Reading	Spelling
Review Sounds (show as a pack)     satpin cehrmd goulfb jywzy kqux	7. Sound Dictation • cehrmd goulkb
Focus Sounds: cehrmd     With a selection of phonemes play the 'grab game'. With the cards on the table the teacher says a sound and the pupils grab for the letter. Fingertips freeze.	Focus Sounds: cehrmd     The teacher checks the letter formation for the correct start point, exit stroke and place on the line. Handwriting sheets for later.
3. Oral Blending (Robot Game):  Teacher says sounds 's-u-n', pupils say word 'sun'  Teacher says 's-e-t', pupils say 'set'	Flicking/Phoneme Fingers:     The teacher says a word and claps the syllables, the pupils flick fingers for each sound in
<ul> <li>Teacher says syllables sun/set, pupils say word 'sunset'</li> <li>Repeat for laptop, zigzag, jetlag, visit, velvet</li> </ul>	c-o-b/w-e-b v-i-x/e-n m-i-s/h-a-p g-o-b/l-e-t e-x/i-t B-a-t/m-a-n
4. Manipulating (Swap) Sounds:	eou †dglbk
The teacher says a word. The pupils fold 'phoneme fir word. One child comes up and makes the word. The flicking 'phoneme fingers' for the new word, changes on  Today work on full circle: let, led, leg, keg, keg, leg, keg, keg, leg, keg, keg, keg, leg, keg, keg, keg, keg, keg, keg, keg, k	teacher says the next word. The next child, afte se sound, makes the word and reads the new word.
5. Reading Words (read as a pack) sunset,laptop,zigzag,jetlag,visit,velvet	10. Word Dictation (tap and write)  • cobweb,vixen,mishap,goblet,exit,Batman
6. Reading Sentences (and controlled texts)	11. Sentence Dictation (after writing, pupi read back words and sentences at the end)
The victim is unwell.	The victim is unwell.

Is it hot at sunset? Comments (to inform next plan and IEP)

He had a napkin on his lap.

A cobweb is on the cactus. A picnic will be fun.

Did the man kidnap Sam?

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He had a napkin on his lap.

A cobweb is on the cactus.

Did the man kidnap Sam?

A picnic will be fun.

Is it hot at sunset?

#### CCVC words

Snappy Lesson Plan 58

4 Phoneme words using alphabet phonemes

CCVC (where second sound is r)

Sound Discovery Step 1.4

Letters and Sounds Phase 4 (sets 1-7 letters)

e.g. drum

Learning Objectives: to blend and segment four phoneme words with beginning adjacent consonants using alphabet phonemes Success Criteria: to read four phoneme CCVC words and write dictated words and a sentence with 100% accuracy

Tricky Words: I, the, me, to, are, you, my, be (began), there

Reading	Spelling
Review Sounds (show as a pack)     satpin cehrmd goulfb jvwzy kqux	7. Sound Dictation • kqux satpin
Focus Sounds: kqux satpin     With a selection of phonemes play the 'grab game'. With the cards on the table the teacher says a sound and the pupils grab for the letter.	8. Focus Sounds: kqux  • The teacher checks the letter formation for the correct start point, exit stroke and place on the line. Handwriting sheets for later.
3. Oral Blending (Robot Game):  Teacher says sounds 'd-r-u-m', pupils listen and say word for  drum, frog, grab, from, trap, grin	9. Flicking/Phoneme Fingers:  • The teacher says a word and the pupils flick fingers for each sound in  g-r-i-p, d-r-i-p, d-r-o-p, g-r-u-b, t-r-i-p, g-r-i-t
4. Manipulating (Swap) Sounds:	aiu tprmd

The teacher says a word. The pupils fold 'phoneme fingers' and flick a finger up for each phoneme in the word. One child comes up and makes the word. The teacher says the next word. The next child, after flicking 'phoneme fingers' for the new word, changes one sound, makes the word and reads the new word.

. Today work on full circle: am, ram, dram, drum, rum, rim, trim, prim, pram, ram, am

<ul><li>5. Reading Words (read as a pack)</li><li>drum, frog, grab, from, trap, grin</li></ul>	<ul> <li>Word Dictation (tap and write grip, drip, drop, grub,</li> </ul>
6. Reading Sentences (and controlled texts)	11. Sentence Dictation (after read back words and sentences at the

There are six drums in the band.

Is a frog wet?

Can you grab my hand?

The gift is from me.

The tap began to drip.

I went on a trip.

The tag is drums in the band.

Is a frog wet?

Can you grab my hand?

The gift is from me.

The tap began to drip.

I went on a trip.

Comments (to inform next plan and IEP)

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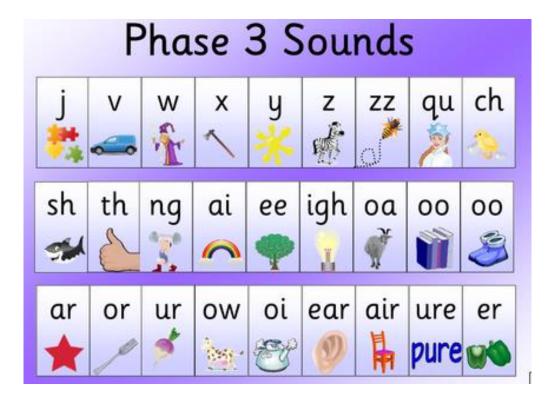
trip, grit writing, pupils

#### CVCC words

Sound Discovery Step 1.3 Letters and Sounds Phase 4 (sets 1-7 letters) Snappy Lesson Plan 43 4 Phoneme words using alphabet phonemes e.g. desk CVCC (where third sound is S) Learning Objectives: to blend and segment four phoneme words with end adjacent consonants using alphabet phonemes. Success Criteria: to read four phoneme CVCC words and write dictated words and a sentence with 100% accuracy. Tricky Words: the, he, are, you, there, have Spelling Reading 7. Sound Dictation 1. Review Sounds (show as a pack) kqux satpin satpin cehrmd goulfb jvwzy kqux 8. Focus Sounds: kqux With a selection of phonemes play the 'grab game'. With the cards on the table the teacher

The teacher checks the letter formation for the correct start point, exit stroke and place the correct start point, exit stroke and place. 2. Focus Sounds: kqux satpin on the line. Handwriting sheets for later. says a sound and the pupils grab for the letter. 9. Flicking/Phoneme Fingers: The teacher says a word and the pupils flick fingers for each sound in 3. Oral Blending (Robot Game): • Teacher says sounds 'd-e-s-k', pupils listen and say word for n-e-s-t, 1-o-s-t, r-u-s-t. desk, task, rasp, mask, lisp, fast t-e-s-t I-a-s-t, m-u-s-t, a e u 4. Manipulating (Swap) Sounds: stpcmlbk The teacher says a word. The pupils fold phoneme fingers and flick a finger up for each phoneme in the word. One child comes up and makes the word. The teacher says the next word. The next child, after flicking 'phoneme fingers' for the new word, changes one sound, makes the word and reads the new word. Today work on full circle: task, mask, mast, must, bust, best, pest, past, last, cast, cask, task 10. Word Dictation (tap and write) 5. Reading Words (read as a pack) desk, task, rasp, mask, lisp, fast • rust, nest, lost, must, last, test 11. Sentence Dictation (after writing, pupils 6. Reading Sentences (and controlled texts) read back words and sentences at the end) He sat the test at his desk. He sat the test at his desk. The mask cost a quid. The mask cost a quid. Have you lost the vest? Have you lost the vest? We got the last bus. We got the last bus. The dog can run fast. The dog can run fast. There are ten eggs in the nest. There are ten eggs in the nest. Comments (to inform next plan and IEP) © Synthetic Phonics Ltd. Tel (+44 or 0) 117 9622670 www.syntheticphonics.net

We begin to work on Phase 3 sounds towards the end of the Reception and continue to recap these throughout Reception and Year 1.



Snappy Lesson Plan 1 3 Phoneme words using consonant digraphs

Sound Discovery Step 2.1 Letters and Sounds Phase 3

#### Sound: sh

s: to blend and segment three phoneme words using consonant digraph sh to read three phoneme words and sentences with consonant digraph sh and write dictated sh words and sentences with 100% accuracy

Tricky Words: I, the, to, of

Reading Spelling 1. Review Sounds (show as a pack) 7. Sound Dictation · satpin • satpin 8. New Sound: Sh 2. New Sound: Sh With the phonemes play the 'grab game'.
With the cards on the table the teacher · The teacher checks the letter formation for the correct start point, exit stroke and place on the line. Handwriting sheets for says a sound and the pupils 'grab' for the letter. Fingertips freeze. later 3. Oral Blending (Robot Game): 9. Flicking/Phoneme Fingers: • Teacher says sounds f-i-sh, pupils listen . The teacher says a word and the pupils flick fingers for each sound in and say word for f-i-sh, sh-i-p, c-a-sh, fish, ship, cash, shot, hush, shell sh-o-t, h-u-sh, sh-e-ll 4. Manipulating (Swap) Sounds: With vowels a, o, u at the top of the board: aou

and consonants h r t sh at the bottom: h r t sh

the teacher says a word. The pupils fold 'phoneme fingers' and flick a finger up for each phoneme in the word. One child comes up and makes the word. The teacher says the next word. The next child, after flicking 'phoneme fingers' for the new word, changes one sound, makes the word and reads the new word.

Today work on full circle: at ash rash rush rut shut shot hat at

- 5. Reading Words (read as a pack)
  - fish, ship, cash, shot, hush, shell
- 6. Reading Sentences (and controlled texts)
- I am in a rush to get to the shop. The cat had a dish of fish. Josh got a bash on the shin.
- 10. Word Dictation (tap and write)
  - · fish, ship, cash, shot, hush, shell
  - 11. Sentence Dictation (after writing, pupils read back sounds, words and sentences)

I am in a rush to get to the shop. The cat had a dish of fish. Josh got a bash on the shin.

Comments (to inform next plan and IEP)

Sound Discovery Step 2.3 Snappy Lesson Plan 64 3+ Phoneme words using r-controlled vowel digraphs Letters and Sounds Phase 4 Review of Sounds: ar, er, or Learning Objectives: to blend and segment three plus phoneme words using r-controlled vowel digraphs ar, er, or or Success Criteria: to read three plus phoneme words and sentences with r-controlled vowel digraphs ar, er, or and write dictated words and sentences with 100% occuracy 1 3 Tricky Words: the, he, was, o Spelling Reading 7. Sound Dictation 9 1. Review Sounds (show as a pack) • ai ee ie oa ue ar er or • ar,er,or 3 1 8. Focus Sounds: ar, or 2. Focus Sounds: ar, er, or . The teacher checks the letter formation • With the phonemes play the 'grab game'. With the cards on the table the teacher 3 for the correct start point, exit stroke and place on the line. Handwriting sheets for says a sound and the pupils 'grab' for the 3 letter. Fingertips freeze. 3 9. Flicking/Phoneme Fingers: 3. Oral Blending (Robot Game): The teacher says a word and the pupils flick • Teacher says sounds s-t-ar-t, pupils 3 fingers for each sound in listen and say word for 3 h-ar-sh, f-or-k, s-t-ar-t, start, fork, harsh, her, north, servant 1 n-or-th, s-er-v-a-n-t, h-er 4. Manipulating (Swap) Sounds: ar er or cfknpt The teacher says a word. The pupils fold 'phoneme fingers' and flick a finger up for each phoneme in the 3 word. One child comes up and makes the word. The teacher says the next word. The next child, after flicking 'phoneme fingers' for the new word, changes one sound, makes the word and reads the new word. Today work on full circle: corn, cork, fork, for, far, par, part, pert, port, pork, cork, corn 5. Reading Words (read as a pack) 10. Word Dictation (tap and write) · start, fork, harsh, her, north, servant · harsh, fork, start, north, servant, her 6. Reading Sentences (and controlled texts) 11. Sentence Dictation (after writing, pupils read back sounds, words and sentences) Never bet at cards. Never bet at cards The foal was born in a barn. The foal was born in a barn. The herbs are in the jar. The herbs are in the jar. He got a silver star. He got a silver star. Comments (to inform next plan and IEP)

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In Year 1, we continue to recap Phase 3 sounds and then recap CVCC and CVCC words focusing on these sounds. We progress onto Phase 4- Adjacent Consonants. E.g. tent, bend, grip, track.

Consolidation/polysyllabic words- lunch box, hand stand, windmill.

# My Phase 4 Sound Mat









































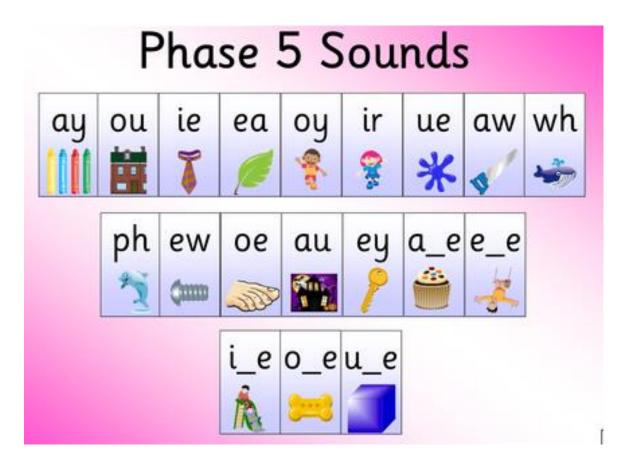








Towards the end of Year 1, we introduce Phase 5 sounds and then progress onto teaching alternative spellings.



### Teaching Alternative Spellings Sound Discovery® Step 3A.4

Lesson 12 Sound /ie/ written as i-e, ie, igh, y, i

Learning Objectives: to review a set of letter/sound correspondences; to learn the main ways of spelling the sound /ie/, read these spelling choices in words and sentences and write them in dictated words and

 Review sounds and focus sound for reading: g o u | f b i-e ie igh y i

goulfb i-e ie igh y i Write down sounds from dictation:

i-e	ie	igh	У	i
like	pie	high	by	mind
time	lie	light	my	find
ride	tie	night	try	wild
bike	cried	fight	sky	kind
shine	tried	bright	deny	child
prize	fried	tonight	reply	blind

- . The teacher draws the blank grid on the board and explains that today the class/group will be finding the main ways that the phoneme /ie/ can be written down.
- The pupils are asked to say one way e.g. i-e as in like and to say which column it goes into and the teacher writes the choice in the correct column.
- The pupils continue to generate examples with the teacher scribing the choice in the correct column until the columns are full.
- One pupil comes to the board, reads the words in that column, underlines the pattern in a colour and comments on the position of the pattern in the word.
- The pupils come to the board in turn until all the alternative spelling patterns have been read, underlined and the position commented on.
- The pupils draw the grid in their books and fill in the choices that will be referred to in subsequent lessons.
- This lesson continues with the teacher choosing one alternative spelling pattern. Today it is i-e. The grid is removed from the board and i-e words and sentences are dictated as shown below:

like time ride bike shine prize ripe pine

Frogs like to keep cool in ponds. The stars shine in the dark.

Is it time to go to sleep? The children took a ride on a tram. I can go up a steep hill on my bike. Did he win a prize for his song?

After writing the dictation in their books, the pupils read it back.

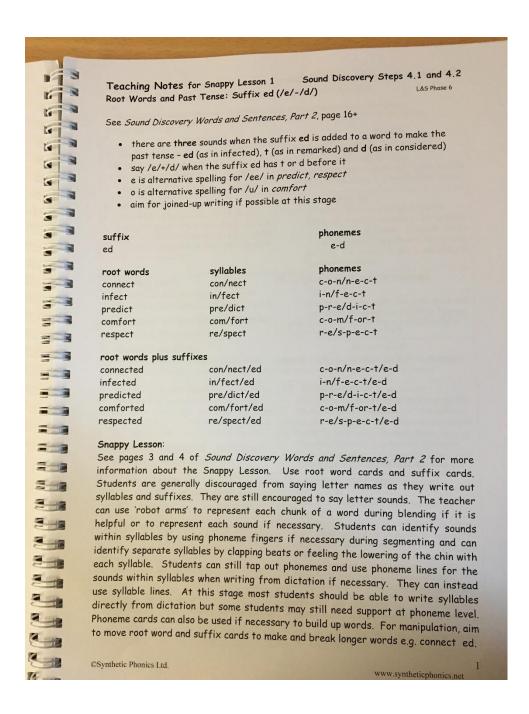
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In Year 2, we recap Phase 5 sounds and alternative spellings and then we move onto Phase 6 and further consolidate this knowledge through Literacy lessons.

We continue to re-visit the Phase 5 sounds throughout Year 2.

See example planning below.



1	Snappy Lesson Plan Lesson 1 Root Words and Past Tense	: Suffix ed (/e/-/d/) L&S Phase 6
	Success Criteria: to read and with	
	Reading	Spelling Spelling
	1. Review Root Words for reading Show word cards. Students sound and say words • e.g. con/nect: connect, infect, predict, comfort, respect	7. Review Root Words for spelling  • Dictate syllables or whole words.  • Students say each syllable and sounds as they write joined-up on small white board or in book.
	New Suffix: ed (/e/-/d/)     Show suffix card, and say. Students say.     Play 'grab game' - touch with fingertips and freeze. With root word and suffix cards on table say word or suffix. First student to touch card wins it.	New Spelling: ed     Say suffix and model letter formation.     Students to write joined-up on white board or in book from dictation. Check the letter formation. Handwriting sheets for further practice are found in SD Developmental Handwriting Series.
	3. Blending (oral)  5. Say syllables and suffix e.g. con/nect/ed  5. Students to blend separate chunks into word con/nect/ed, in/fect/ed, com/fort/ed pre/dict/ed, res/pect/ed	9. Segmenting Words into chunks  • Say a word  • Students to clap beats for each chunk and say chunk; say sounds as they flick fingers.  c-o-n/n-e-c-t/e-d, i-n/f-e-d, c-o-m/f-or-t/e-d p-r-e/d-i-c-t/e-d, r-e-s/p-e-c-t/e-d
	4. Manipulating Cards	ed (ed sound)
	Suffix at top of board, root words at bottom. Connect-connected-infect-enfect-respect-respected-prec     Word Cards for Reading—sound and say     Show word cards in a pack, one at a time.     Students sound and say root word and suffix. Blend chunks together and say word.	connect, infect, predict, comfort, respect licted-predict-respect-respected-comforted-comfort  10. Word Dictation - top and write  Say a word. Students clap syllables and suffix  Students tap out phonemes for first syllable, draw a phoneme line for each phoneme, say sounce
	<ul> <li>Or students sound in their heads and say word.</li> <li>connected, infected, comforted,</li> </ul>	as they write letters and say the syllable, e.g. cor  Tap, draw lines, write letters for all chunks.
		as they write letters and say the syllable, e.g. cor  Tap, draw lines, write letters for all chunks.
-	connected, infected, comforted, predicted, respected  Reading Sentences  One student to read each sentence or read as a group.	as they write letters and say the syllable, e.g. con Tap, draw lines, write letters for all chunks. On students segment in their heads and write wore connected, infected, comforted, predicted, respected  11. Sentence Dictation - tap and write Say a sentence. Students recall sentence orally or say together with adult.
TTTB	<ul> <li>connected, infected, comforted, predicted, respected</li> <li>Reading Sentences</li> <li>One student to read each sentence or read</li> </ul>	as they write letters and say the syllable, e.g. cor Tap, draw lines, write letters for all chunks. Or students segment in their heads and write wor connected, infected, comforted, predicted, respected  11. Sentence Dictation - tap and write Say a sentence. Students recall sentence orally or say together