

Dumfries and Galloway Phonics Programme 2 – Extracts

This Programme is Not Prescriptive

Please note that week 1 of the programme is **NOT** intended to be done in week 1 of the term. It is a school decision when to commence this 30-week programme.

You do not need to do the activities on the days indicated within the programme. Please adapt the programme to suit your own school situation and timetable.

The introduction of sounds can be as indicated within the programme or alternately:

- two sounds per week initially
- one sound per day and review them on Friday
- repeat a week if necessary.

Tailor this programme to suit the needs of your class.

This programme uses a multi-sensory approach to learning, it may lend itself to being used with children who have special needs.

Please read the introductory pages before starting on the programme.

These include:

- definitions of activities you will find in the programme
- further ideas for individual work and activities.

Definitions

How can we use Finger Phonics Books?

- To introduce sound
- To introduce actions
- To introduce story
- Find other things in the picture beginning with
- Letter formation
- Blending, e.g. who can find a c-a-t?
who can see a d-u-ck?
- Put in story corner for individual use.

What is book work?

Choose a book that focuses on the sound you are working with and use for, for example:

- find the sound on the page
- pictures to reinforce the sound
- hear the sound as you read.

Then continue with, for example:

- layout of the book
- author/illustrator
- left to right orientation
- words, sounds, letters, spaces
- where do we go next ... over the page, etc.

Finger Phonemes

You are asking children to tell you how many sounds they can hear in a word. They do this by individually counting out the sounds on their fingers, cubes, beads, sweeties, etc. For example cat is c-a-t, chain is ch-ai-n, duck is d-u-ck. This shows that each word has three sounds.

Useful Tips and Ideas

Laminated letters: Laminate large A4 letters and pupils can trace, use playdough and trace paint over these.

Sound basket: For each new sound put several pictures and/or objects in a basket and introduce the sound using these resources. Letters can be used in several fonts.

Find the word challenge: Hide a CVC or four-letter word somewhere in the room. Give pupils several clues about the word and the winner is the pupil who finds the word and can read it.

Writing letters: For handwriting, if you use two colours to form a letter it makes it easier for the pupil to see the starting point and the correct letter formation. (Please refer to the 'Handwriting Policy')

Magnetic boards: Put out extra letters for children. It is useful to have several of each vowel and consonant for children to work with.

Finger painting: Allow the children to finger paint the sounds in several colours, the larger the better.

Tracking: Use sheets with lots of letters in both upper and lower case. Ring the same letters with the same colour, e.g. every 'c' in yellow.

Newspaper hunt:

- a) Pile of newspaper headings. Find and cut out 'sound of the day', then stick it on paper.
- b) As above. Find all the letters you know, who can find the most in a set time?

White boards: these can be used for:

- writing individual sounds
- drawing pictures for sounds
- word and sentence dictation.

This is the Stage 1 writing programme – for reference
Writing programme: 16 weeks (starting week 19)

Writing

Children need to know certain things before they can write effectively. They need to understand what is meant by the terms **‘letter’**, **‘word’**, **‘sentence’**, **‘capital letter’** and **‘full stop’**. Accordingly, the first stage of the writing programme consists of teaching these things. This should not deter teachers from encouraging other types of writing within their teaching programme, but is meant to ensure that children have a clear understanding of what is expected of them within story writing tasks.

Marilyn Jager Adams defines three basic properties of sentences.

1. Sentences are the linguistic packages through which we convey our separate thoughts.
2. Sentences are, in turn, composed of strings of separately speakable, meaningful words.
3. The meaningfulness of a sentence depends on the words it contains as well as on the order of the words within it.

If we accept this definition, we accept that children need to know what is or is not a word sentence. Research (and experience!) shows that this is not always the case, and so the writing programme begins with a series of games to develop this understanding.

Week 19

Introduce the idea of a sentence.

A sentence is like a very short story. Just like a story, a sentence has to tell something and has to tell us who or what it is telling about. Give examples of sentences using children, e.g. ‘John has got new boots’. ‘Mary is wearing a red jacket’. ‘Mrs Brown has got a new car’.

After each example, ask the children to say the word ‘sentence’ together.

Give some sentences without subjects, e.g. ‘has brown eyes’, ‘is wearing pink socks’. Ask children if they think these phrases are sentences and explain that they cannot be because they do not tell us who the sentence is about. Complete the sentences, ‘Mary has brown eyes’, ‘Susan is wearing pink socks’.

Ask children to give you a sentence and to help write it on the board. Take suggestions from children. Choose one sentence. Model writing on BB, introducing rule that a sentence always begins with a capital letter and full stop. Allow those children who wish to do so to write their own sentence.

This is the Stage 1 writing programme – for reference

Week 20

Revise idea of sentence.

- A short story made up of words.
- Begins with capital letter and ends with full stop.
- Must tell us about someone or something.

Introduce the idea of a predicate. Say phrases such as ‘Jack’ or ‘The children’ and ask whether or not they are sentences. Explain that they are not because they do not tell us anything about the people in them. Ask children to help make the phrases into sentences. Ask children to think of a person that they would like to make a sentence about. It may be a friend, or a pet, or a family member. Ask some children to share their sentences with the class. Choose one sentence and model writing it on the blackboard. Remind children of sentence rules. Allow those children who wish to write their own sentences.

Week 21

Play the sentence game. Teacher says a phrase or a sentence and children together have to put thumbs up or thumbs down depending on whether or not they think what was said is a sentence. Encourage children to discuss disagreement, e.g. if someone thinks that a sentence was said, ask them to explain why they think this. Ask someone who disagrees to give their view. Then tell which is correct and explain why. Give children an example of a phrase and ask them to give suggestions to make it into a sentence. Model: write one sentence on the board, reinforcing sentence rules and those spelling rules which children know. Encourage word blending (all children would be able to contribute something to this). Allow those children who wish to write their own sentences. By now, teacher should be aware of children’s capabilities and should be able to identify groups of children, in particular those who may need help to begin writing. This help may entail provision of word banks or letter boards. It may entail help with scribing.

Week 22

Play the sentence game. Ask children that you know are capable to take the lead in the game. With non-sentences, ask children to explain why the sentence is incomplete and to complete the sentence.

Use a picture to provide a stimulus for producing sentences. If the picture is a ‘busy’ one, many sentences will be possible. (Make sure the picture is of appropriate size for the size of group). Model some sentences in writing. Children can then write their own sentence. At this stage it is hoped that those children needing help will be supported by the class teacher or the classroom assistant.

Phonics 2

Contents/Planning

Week	Phonic Element	Grammar
1	ll ss	
2	ff zz	
3	Consolidation week	
4	ck	
5	revise ai teach ay	Rainbow capitals p. 28
6	Consolidation week	
7	revise oa teach ow	Capital letters p. 40
8	revise oi teach oy	Alphabetical p. 52
9	Consolidation week	
10	revise ou teach ow	Alphabetical p. 76
11	revise ie teach y (& igh)	Alphabetical p. 100
12	Consolidation week	
13	revise ue teach ew	Alphabetical p. 124
14	revise au teach aw	Alphabetical p. 148
15	Consolidation week	
16	revise oo, ee teach ea	Sentences p. 32
17	revise sh, ch (esp. as a word ending)	Sentences p. 36
18	Consolidation week	
19	revise wh, th	Common nouns p. 48
20	Initial & final blends	Proper nouns p. 44
21	Consolidation week	
22	a-e	Compound words p. 120

Week	Phonic Element	Grammar
23	i-e	Pronouns p. 64
24	Consolidation week	
25	o-e	Adjectives p. 102
26	u-e	Adjectives p. 112
27	Consolidation week	
28	Magic e week	Plurals p. 60
29	qu & ng week	Plurals p. 140
30	Consolidation week	

Week 1

Possible spelling words

ill	doll	hiss	there
tell	smell	fuss	they
gull	drill	cross	go
		press	no

Possible dictation sentences

1. You must tell your Mum.
2. She fell ill.
3. He can spell well.
4. She was cross with him.
5. You must press the bell.
6. I will miss you.

Useful chunks (rimes)

<u>ill</u>	<u>ell</u>	<u>ass</u>	<u>iss</u>
pill	fell	brass	hiss
mill	bell	grass	kiss
sill	tell	glass	miss
still	spell	mass	
quill	smell	lass	
spill	shell	pass	

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Teach short vowel rule (JG p. 50 and 51) (Inky mouse box JG p. 17 and 18) Blend four-letter words	Apply short vowel rule to ll, ss (JG p. 62 and 66)	Spelling: words from list opposite	Writing	Consolidation Dictation: four sentences (known tricky words (TW) and regular words) See opposite.

Activities/Ideas/Useful Resources

Week 23

Possible spelling words

six bike smile
 pad time prize
 smell bridesmaid

Choose own 2 tricky words

Possible dictation sentences

1. It is time for bed.
2. I can run a mile.
3. The bride has a white dress.
4. She has a red bike.
5. They had a big green kite.
6. I like the prize.

Useful chunks (rimes)

<u>ine</u>	<u>ile</u>	<u>ide</u>	<u>ike</u>
fine	file	hide	bike
line	mile	pride	like
mine	pile	ride	pike
nine	stile	bride	hike
pine	tile	slide	Mike
wine	vile	tide	
	while	wide	

Target

i	f	n		y	e	m
d	l	e		s	l	k
w	h	m		l	d	t

Week 23

Monday	Tuesday	Wednesday	Thursday	Friday
Introduce i-e (JG p. 83) Use flashcard and action Blend 3/4+ letter words Onset and rime work	Spelling: word list opposite if desired Grammar: pronouns (JG p. 64) Revise i-e	Dictation: four sentences (known TW and regular words) See opposite Target game	Writing	Consolidation for week Revise tricky words and introduce two new words

Activities/Ideas/Useful Resources