

The Structure of the Programme

1. Single Sounds

Use terms “consonant” and “vowel” making vowels a different colour to the consonants when it comes to making and writing words, so that the necessity for at least one vowel in a word can be easily recognised.

2. VC Blends

at en in ot up

Since onset and rime has been taught, VC blends will be easier for the children to recognise, having met the pattern before in their oral activities. In further patterns, continue the onset and rime approach and link to previous work – hence the “structured cumulative programme”.

3. CVC Word Patterns

mat men tin pot cup

4. Double Letter Patterns

ff ll ss zz

Stress that double letters make a single sound at the end of a one-syllable word or before a suffix. Pupils need to be told this so that it can be built on later when they come to study words with suffixes.

off ill mess buzz

5. Initial/Final Blends

stop past

6. Triple Clusters

strip

These are difficult to master and can be left until later.

7. Consonant Digraphs

These require a new logic – previously one letter = one sound, now two letters = one sound; although the letters still make individual sounds as before. This has to be explained.

- use sound picture written on one card –

sh ch wh th

if using wooden/plastic letters, bind both together while working on the digraph.

8. Long Vowels

baby he I go unit

These must be taught for reading and spelling.

9. Vowel + Consonant + e Words

Use wooden/plastic letter to transform, e.g. **bit** – **bite hat** – **hate**

Pupils must see what is happening.

Make a sound picture for each long vowel, e.g. **name (a) bike (i)**

10. Vowel Digraphs

Relate to teaching of consonant digraphs: use memory links such as Vowel men out walking – the first one does that talking; make a sound picture on card for each vowel digraph, e.g. **rain (ai)**

Apart from poor phonological awareness, lack of concrete knowledge of vowel digraphs is the most important cause of reading/spelling problems.

An Alternative Order of Letter Sound Groups

It is best to follow this recommended order for the sounds, for several reasons. The letters that get easily confused are not too close together such as ‘b’ and ‘d’, also the early letters combine to make many simple words for the children to blend and read.

1. i	14. m
2. t	15. l
3. p	16. g
4. n	17. f
5. s	18. o
6. a	19. u
7. d	20. x
8. h	21. w
9. e	22. y
10. c	23. j
11. k	24. v
12. b	25. z
13. r	26. qu