

LCP

Phonic Families

Hayley Hancock

CONTENTS

Author's note	2
How to use <i>LCP Phonic Families</i>	3
Sample weekly plan	6
'oi' Family	11
'ou' Family	13
'ai' Family	15
'ee' Family	18
'igh' Family	22
'oa' Family	25
'ue' Family	28
'er' Family	31
'or' Family	34
'air' Family	38
'ear' Family	41
Digraph Flashcards	44
Alphabet Flashcards	90

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LCP

Phonic Families

What is *LCP Phonic Families*? *LCP Phonic Families* was originally created to support my colleagues and myself in teaching the alternative spellings in Phase 5 of the Letters and Sounds document (see p. 144 of L&S) from the DfES (now DCSF). Although *Phonic Families* is designed to help all children, it is heavily influenced by my own experience growing up with Dyslexia, which helps me empathise with children who find spelling difficult and need another way of making learning understandable, meaningful and fun. Like many of the children I teach, I am a visual and kinaesthetic learner who finds songs, rhymes, pictures and practical activities useful in my everyday learning. With this in mind I developed these ideas further by taking alternative spellings and turning them into 'families'.

The immediate appeal provided by the characterisation of the phoneme 'families' is a key strength of these materials and that they have been created to meet the needs of all types of learner, thus providing a natural follow-on from the practical and active phonic work of the Reception Year. There is a strong element of play built into the activities, through which children acquire and embed a substantial amount of sophisticated phonic knowledge with ease.

Who are the families? There is a total of eleven families covering the most frequent alternative spelling patterns and I have used many of the suggested suitable words from L&S Phase 5 in order to assist with practising blending for reading, and segmenting for spelling. If you have already made flashcards or resources from Letters and Sounds you will also be able to use them with *Phonic Families*.

The families are made up of various characters depending on how many different patterns there are for each particular spelling. The male characters go mainly in the middle of words, and the female characters go mainly on the end of words, though there are one or two exceptions. It is also fun to let the children investigate and find out how many words they

can identify with the pattern in the middle, compared to words which have the same pattern at the end. This pattern has helped children visualise where they hear the sound. For example, if they were focusing on the 'ai' family and were trying to spell 'day', the 'ai' sound comes at the end of the word so they know it will be a female character. This gives the visual learners an extra prompt in remembering the spelling pattern. If the sound is in the middle of the word, for example 'pain' or 'late', then it can be one of two characters: Daddy 'ai' or The Naughty Twins 'a-e'.

Each character has a silly sentence or rhyme to help the children think of other words with the same pattern. The children like to remember them and come up with rhymes or silly sentences of their own which should be encouraged. This also gives children an opportunity practise their rhyming skills. I also supply a box of dressing up clothes relating to the characters. Thus when I introduce the character, I dress up a child at the same time. The children use the outfits in set tasks and group work as well as in their free play and this has a substantial impact on children who at best might be described as 'reluctant writers'.

At the end of each week we display the characters, key words and the dressing up box to form an interactive display that the children love adding to. Each week we repeat the process with a new family and let the fun begin all over again!

In my classroom we spend a week at a time on each 'Family'. However, *Phonic Families* is a guide, and should be used with flexibility and pace that suits the needs of your children. The ideas for each family can be used as starting points, and key words and phrases can be changed to suit you and your objectives.

Most importantly have fun with *Phonic Families*!

Hayley Hancock

Acknowledgments

Thanks to Paul, Linda, Michael, Lee and Mary who have supported and encouraged me. Thanks also to Hannah and Jim for business advice. I would also like to thank the fantastic children and staff that have worked alongside me whilst making this resource.

How to use *LCP Phonic Families*.

This process is suitable for the male and female characters. The twins are taught slightly differently.

Tell the children which focus family you are going to work on this week. Introduce the character to the children by showing them the CD image on the whiteboard. If you do not have access to a whiteboard, print off the relevant CD image and use it as a flashcard.

Read the caption and silly sentence together with the children. Practise the silly sentence in order to help the children hear and visualise the focus family.

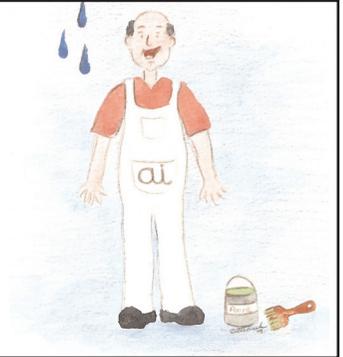
Tell the children you can see 'x' amount of the focus family words and give the children time to try and spot them and write them down on their whiteboards. This gives the children an opportunity to practise copying and writing the focus family. The words are highlighted in order to help your less able children spot the focus family so they too can copy down and find the words. Clicking on the image a second time will bring up the focus letters in red.

Ask the children to show you how many of the focus family words they have spotted. Have your more-able children come up with more of their own? Circle them on the interactive board or make a clear new list on paper.

Choose a child to come and help you. Tell them they are going to become the focus character. Give them the appropriate clothing or props and ask them, if they were in the 'word', where they would stand. For example, if the character was male they would stand in the middle of the word, if the character was female they would stand at the end of the word and if they were the naughty twins they would need to be standing holding hands with a space in between them. For example, here is 'Daddy ai'. He goes in the middle of words.

This is Daddy 'ai'.
Daddy 'ai' likes to
go in the middle of
words.

Daddy 'ai' says,
"It's a pain to paint
in the rain".



Ask the children to think of sounds that could join the focus character and ask them to write them down on their whiteboards.

Choose a sound and ask the child where they intend standing. Ask the class to sound out what you have so far. For example in this photo we have 'm'-ai'.





Now ask the children to think of a sound that could go on the end of the word and ask them to come up and join the others to make a word. So here the last sound added was the 'n' so we go back to the beginning of the word and as a class sound out the three sounds, 'm-ai-n'. Ask the children what they think the word is and repeat the process by taking away the 'm' and asking the children to think of a different sound for example 'r' to make 'r-ai-n'.

You could change both the beginning and the end sound to make a completely new word.

Repeat the process as often as you need to in order to suit the needs of your class. Using the less-able children as focus characters gives them an extra opportunity to visualise the sound, and makes the learning meaningful to them, as they always remember and enjoy being the focus character.

The twins are taught slightly differently, as they need to be separated.

Introduce them as normal by the interactive whiteboard or by the book and explain the twins have been naughty and need to be separated when going into some words. They still keep their focus family sound but the letters do not go together and another letter needs to come along and separate them. Again repeat the process by reading the silly sentences and by looking for 'x' amount of the key words and writing them down. Choose two children to come and help you and dress them up with the appropriate clothes or props. For example, here are the 'o-e' twins.

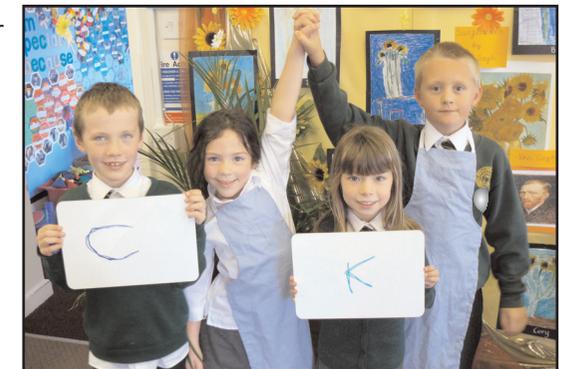
Ask the children to stand at the front of the class and leave a space between them but continue to hold hands, which helps show the children even though the letters are separated the sound still stays the same.



Repeat the process of asking the children to think of sounds to start the new word. Sound out what you have already, and decide what sound you need in order to separate the naughty twins. For example 'ch-o?e' so your last sound could be 'k' to make 'ch-o-k-e'.

Repeat the process with a selection of words either from the silly sentences or ones that your children have thought of, or change the family and start again with a different split digraph. Here is an example of the 'a-e' twins.

I have found that this fun, play-based learning has encouraged and supported all types of learners in my class and can be accessible to all children. Take photos to add to an English display and leave the dressing up clothes and props handy to make an interactive display. I found the children were choosing, in their free time, to come and 'play' with the families and were becoming independent learners and were challenging their friends.



The above process does take the full 15–20 minutes of designated phonic teaching time. In the weekly planning example I have added a few ideas of activities the children could do in your main English session. If your English objective is a small one or practical short session, then some people teach the English objective first for 20 minutes or so and then come back and teach the focus word work for 15–20 minutes and follow up with these activities to allow the children time to practise and apply the skills. You could also use these activities in your Guided Reading, or other play-based time. Here is an example of my Teaching Assistant working with a group of children in Guided Reading time to see how many 'ai' words they can think of as a team.



You could also set tasks where the children investigate if what you have told them is true. For example you could challenge your higher-ability children by saying “Does 'Mummy ow' always come at the end of words like 'cow' and 'now'?” The children would go off and investigate; hopefully they would come back and say "no", and give examples of words such as 'down' or 'town'.

These plans and activities are a starting point to inspire and encourage good quality phonic teaching to assist the teaching of Phase 5 of Letters and Sounds. Please ensure that you follow the four-part lesson of Revisit/Review, Teach, Practise and Apply, and continue to engage the children in fun and hands-on phonics teaching.

This is a week's planning for the 'ai' family. It can be easily adapted for use with the other families.

Family focus: ai

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon.	Revisit digraphs, what is a digraph? (Two letters one sound.) Say these words: rain, day, cake. What do these words have in common? (The 'ai' digraph.) Who can remember what the 'ai' digraph looks like? Can you write down the grapheme for 'ai'?	Introduce 'Daddy ai'. Show the character on IWB or large flashcard. Read the text together. Ask the children to repeat the silly sentence and get used to hearing the 'ai' sound. Ask the children to spot the key 'ai' words on the IWB and write them down on their whiteboards as quickly as they can. Dress up one child as 'Daddy ai'. Give him/her overalls to wear and peg on the 'ai' flashcard. Ask the rest of the class to think of words with the 'ai' sound in. On their whiteboards write down a phoneme that could join the 'ai' digraph to make a word. Choose a child to come and stand next to 'Daddy ai'. Then ask the children what the last sound could be. They write it down on whiteboards and you choose a child to come and stand next to the other sounds. As a class, say the three sounds 'r-ai-n'. This process also helps the children visualise there are three sounds in this word even though there are four letters, so reinforces the digraph. Repeat with different words. Take photos to add to your English display.	<p>Give the children lots of time to practise hearing, reading and writing different 'ai' words when teaching the whole-class activity.</p> <p>Top: Children to go to tables and begin to make an individual 'ai' family book. Draw 'Daddy ai' and try and remember his silly sentence and write it down. Now write down your own silly sentence using different 'ai' words.</p> <p>Middle: Continue the main activity. The children continue to take it in turns and dress up as 'Daddy ai' and on your board write their own 'ai' words and extend by putting them into sentences. You may wish to use your TA for this.</p> <p>Take photos to use as a group book.</p> <p>Bottom: Revise the 'ai' sound and other key phonics that this group needs re Letters and Sounds.</p>	<p>In reading, encourage your children to quickly scan a piece of text and be a digraph spotter. How many can you find and what are they? Now read your text ensuring they read the digraph and not sound out each letter, for example r-ai-n not r-a-i-n.</p> <p>In writing, remind the children of the week's focus family and point out the display or have alternative flashcards handy to help them. Self correct with the children if possible, ask them where they can hear the sound and check they have got the correct family.</p> <p>Provide an independent activity in Guided Reading, either free dressing up of the characters to practise the focus spelling or provide a text and highlighters to scan through to be a digraph spotter.</p>	<p>Use Letters and Sounds assessment questions.</p> <p>Each day recap the previous character. Make sure the child is confident in hearing, reading and writing the focus sound.</p> <p>Repeat this process for each character.</p> <p>Use any opportunity in the day like milk time, story time, lining up for PE or set up a focused independent activity in Guided Reading to continue the learning.</p>

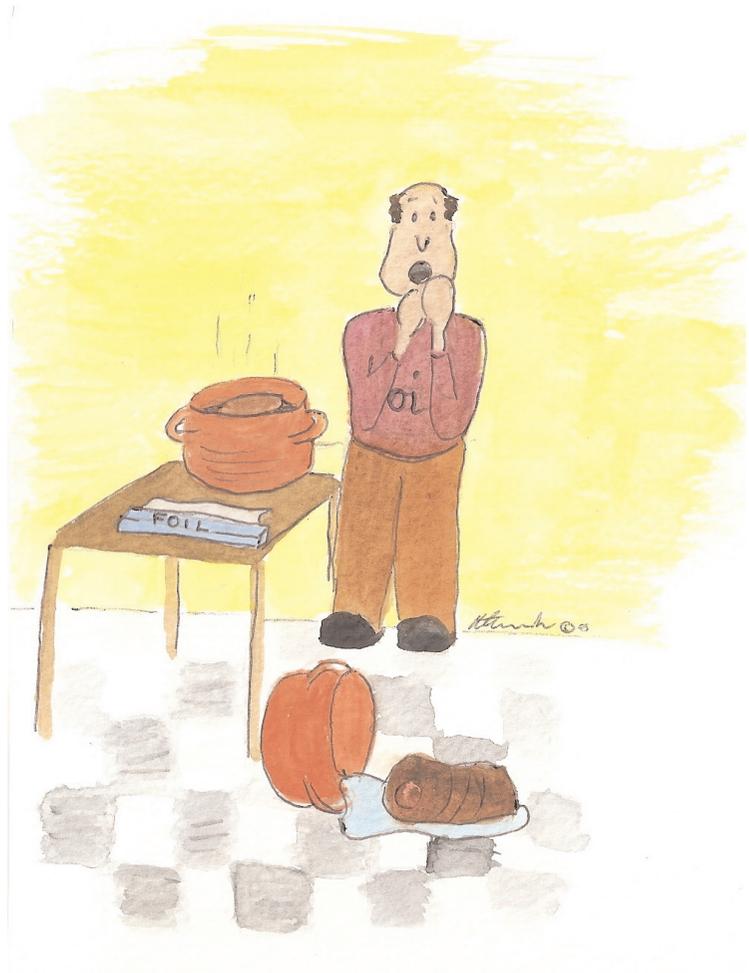
	Revisit and Review	Teach	Practise	Apply	Assessment
Tues.	Revisit and review 'Daddy ai'. Give the opportunity for the children to hear, read and write 'Daddy ai'.	Repeat the above process by introducing 'Mummy ay'. As she is female she goes at the end of words. Read the silly sentence together, spot the words and write them down on whiteboards. Choose a child and dress them up as 'Mummy ay'. Ask the children to think of phonemes and write them down on their whiteboards. Choose a child to come and stand by 'Mummy ay' with their board. Sound out the word, can you think of any more? Repeat the process with different phonemes at the beginning. Take photos to add to your display.	<p>Repeat the above activities and start to build page two of the 'ai' family.</p> <p>Give the children lots of time to practise hearing, reading and writing different 'ai' words when teaching the whole-class activity.</p> <p>Top: Children to go to tables and begin to make an individual 'ai' family book. Draw 'Mummy ay' and try and remember her silly sentence and write it down. Now write down your own silly sentence using different 'ay' words.</p> <p>Middle: Continue the main activity. The children continue to take it in turns and dress up as 'Mummy ay' and on your board write their own 'ay' words and extend by putting them into sentences. You may wish to use your TA for this. Take photos to turn into a group book.</p> <p>Bottom: Revise the 'ay' sound and other key phonics that this group need re Letters and Sounds.</p>	<p>In reading, encourage your children to quickly scan a piece of text and be a digraph spotter. How many can you find and what are they? Now read your text ensuring they read the digraph and not sound out each letter, for example d-ay not d-a-y.</p> <p>In writing, remind the children of the week's focus family and point out the display or have alternative flashcards handy to help them. Self correct with the children if possible, ask them where they can hear the sound and check they have got the correct family.</p> <p>Provide an independent activity in Guided Reading, either free dressing up of the characters to practise the focus spelling or provide a text and highlighters to scan through to be a digraph spotter.</p>	<p>Use Letters and Sounds assessment questions.</p> <p>Each day recap the previous character. Make sure the child is confident in hearing, reading and writing the focus sound.</p> <p>Repeat this process for each character.</p> <p>Use any opportunity in the day like milk time, story time, lining up for PE or set up a focused independent activity in Guided Reading to continue the learning.</p>

	Revisit and Review	Teach	Practise	Apply	Assessment
Wed.	Revisit and review 'Daddy ai' and 'Mummy ay'. Recap that you can hear the 'ai' sound in the middle of words and 'ay' sound at the end of words.	Ask the children to think of more 'ai' words where they can hear the sound in the middle of the word. This is because not all 'ai' sounding words are spelt like 'Daddy ai'. This is where you introduce the naughty twins: 'a-e'. I introduce the twins as a split digraph and the children cope well with this language and often use it. The naughty twins need to be separated with a letter that keeps them apart but they still retain their 'ai' sound. Again repeat the above process and dress two children up as the naughty twins. Tell them to hold hands to keep the 'ai' sound. Use the focus words on the board as a model and repeat the whiteboard process. This time sound out the first phoneme then the 'a-e' digraph then go back and add the phoneme that is separating the twins. For example, 'm-ae-k'. Point to the children as you do it. I ask the children to hold hands above the person that is separating them and when we sound out as a class I tap the first person on the head, for example 'm' then tap the hands to include the 'a' and the 'e' then go back and tap the person separating the twins, for example 'k'. When the children sound out these split digraphs I also write down the sounds they are telling me, as this helps with reading and writing skills. So I write the 'm' down first then 'a', leave a gap and write the 'e' then go back and fill in the 'k'.	<p>Repeat the above activities and start to build page three of the 'ai' family.</p> <p>Give the children lots of time to practise hearing, reading and writing different 'ai' words when teaching the whole-class activity.</p> <p>Top: Children to go to tables and begin to make an individual 'ai' family book. Draw the 'twins a-e' and try and remember their silly sentence and write it down. Now write down your own silly sentence using different 'a-e' words.</p> <p>Middle: Continue the main activity. The children continue to take it in turns and dress up as the 'twins' and on your board write their own 'a-e' words and extend by putting them into sentences. You may wish to use your TA for this. Take photos to turn into a group book.</p> <p>Bottom: Revise the 'a-e' sound and other key phonics that this group needs re Letters and Sounds.</p>	<p>In reading, encourage your children to quickly scan a piece of text and be a digraph spotter. How many can you find and what are they? Now read your text ensuring they read the digraph and not sound out each letter, for example 'm-ae-k' not 'm-a-k-e'.</p> <p>In writing, remind the children of the week's focus family and point out the display or have alternative flashcards handy to help them. Self correct with the children if possible, ask them where they can hear the sound and check they have got the correct family.</p> <p>Provide an independent activity in Guided Reading, either free dressing up of the characters to practise the focus spelling or provide a text and highlighters to scan through to be a digraph spotter.</p>	<p>Use Letters and Sounds assessment questions.</p> <p>Each day recap the previous character. Make sure the child is confident in hearing, reading and writing the focus sound.</p> <p>Repeat this process for each character.</p> <p>Use any opportunity in the day like milk time, story time, lining up for PE or set up a focused independent activity in Guided Reading to continue the learning.</p>

	Revisit and Review	Teach	Practise	Apply	Assessment
Thurs.	Revise and revisit all family members so far. Say a selection of words and see if the children can write down the correct spelling. Write down a selection of words and see if the children can read and spot the correct one.	Tell the children there are a few more ways to spell the 'ai' family but they are less common but worth talking about. I have called this character 'Grandma ey'. I tell the children that 'Grandma ey' is sneaky and can be read as 'ee' like the word 'money', so I tell them to go carefully. Show the children the character and repeat the dressing up process.	<p>Repeat the above activities and start to build page four of the 'ai' family.</p> <p>Give the children lots of time to practise hearing, reading and writing different 'ai' words when teaching the whole-class activity.</p> <p>Top: Children to go to tables and begin to make an individual 'ai' family book. Draw 'Grandma ey' and try and remember her silly sentence and write it down. Now write down your own silly sentence using different 'ey' words.</p> <p>Middle: Continue the main activity. The children continue to take it in turns and dress up as 'Grandma ey' and on your board write their own 'ey' words and extend by putting them into sentences. You may wish to use your TA for this. Take photos to turn into a group book.</p> <p>Bottom: Revise the 'ey' sound and other key phonics that this group needs re Letters and Sounds.</p>	<p>In reading, encourage your children to quickly scan a piece of text and be a digraph spotter. How many can you find and what are they? Now read your text ensuring they read the digraph and not sound out each letter, for example 'th-ey', not 't-h-e-y'.</p> <p>In writing, remind the children of the week's focus family and point out the display or have alternative flashcards handy to help them. Self correct with the children if possible, ask them where they can hear the sound and check they have got the correct family.</p> <p>Provide an independent activity in Guided Reading, either free dressing up of the characters to practise the focus spelling or provide a text and highlighters to scan through to be a digraph spotter.</p>	<p>Use Letters and Sounds assessment questions.</p> <p>Each day recap the previous character. Make sure the child is confident in hearing, reading and writing the focus sound.</p> <p>Repeat this process for each character.</p> <p>Use any opportunity in the day like milk time, story time, lining up for PE or set up a focused independent activity in Guided Reading to continue the learning.</p>

	Revisit and Review	Teach	Practise	Apply	Assessment
Fri.	Revise and revisit all family members so far. Say a selection of words and see if the children can write down the correct spelling. Write down a selection of words and see if the children can read and spot the correct one.	Recap all members and mix up different resources and make sure the children have understood the concepts and the language taught this week. Try and link other English objectives such as handwriting, so maybe use sentences and key spelling patterns for dictation and correct formation. You could also focus on tricky words and link them to the focus family.	Revisit the week's tasks and extend and repeat as necessary. Your group work may follow the English objective rather than the word work objective.	Continue the above activities as and when you can.	<p>Use Letters and Sounds assessment questions.</p> <p>Each day recap the previous character. Make sure the child is confident in hearing, reading and writing the focus sound.</p> <p>Repeat this process for each character.</p> <p>Use any opportunity in the day like milk time, story time, lining up for PE or set up a focused independent activity in Guided Reading to continue the learning.</p>

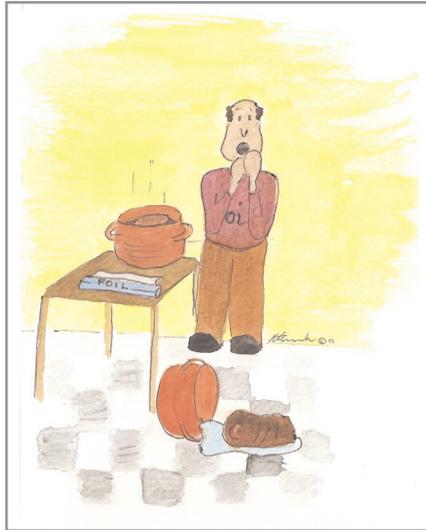
The 'oi' family



Daddy 'oi'

This is Daddy 'oi' who is called Mr. Oil. Mr. Oil likes to go in the middle of words.

Mr. Oil wrapped a joint of meat in foil, then put it on to boil, but it fell on the floor and spoilt.



You will need:

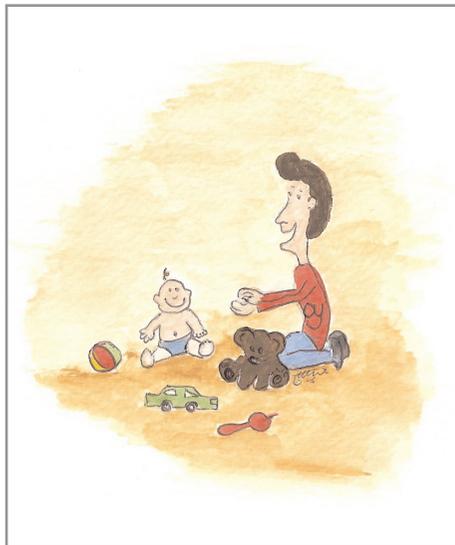
- Purple top
- Bowl
- Foil
- 'Meat'
- 'oi' flashcard or marker pen



Mummy 'oy'

This is Mummy 'oy' who is called Mrs. Joy. Mrs. Joy likes to go at the end of words.

Mrs. Joy has a baby boy who enjoys playing with his toy.



You will need:

- Red top
- Baby boy
- Toys
- 'oy' flashcard or marker pen



The 'ou' family



Daddy 'ou'

This is Daddy 'ou' who is called Mr. Scout. Mr. Scout likes to go mainly in the middle of words. Mr. Scout heard the loudest sound out in the mountains but nothing was found.



You will need:

- Backpack
- Walking stick
- Red top
- 'ou' flashcard or marker pen



Mummy 'ow'

This is Mummy 'ow' who is called Mrs. Brow. Mrs. Brow likes to go in the middle and on the end of words. Go carefully! Mummy 'ow' can trick you as she looks like 'ow' ('oa'). Don't let her trick you! Mrs. Brow had a brown cow that lived down the town and wore a crown.



You will need:

- Brown cow
- Crown
- Orange top
- 'ow' flashcard or marker pen



The 'ai' family

