

LCP **Phonics** **Resource File**



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LCP
Phonics
Resource File

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Introduction

The teaching of phonics has been given a new emphasis following the findings of the Rose Review and the revision of the Primary National Strategy Revised Framework for Teaching Literacy (PNS Revised Framework).

LCP Phonics offers a clear, simple, IT-based phonics programme that addresses the requirements of the Rose Review, the PNS Revised Framework and Foundation Key Stage guidance.

LCP Phonics helps you to teach phonics in an active and enjoyable way. It offers:

- a well designed, easy-to-follow structure;
- multi-sensory, interactive activities;
- integrated revision and consolidation activities;
- activities designed for use with the whole class, smaller groups and individuals;
- training and guidance for teachers, practitioners and parents;
- all the printable materials needed for assessment, display, teaching phonically irregular sight words, parental involvement, and interactive games.

For phonics to be taught effectively there is a need for children to experience speech sounds within a dynamic environment. For this reason, an IT-based programme such as *LCP Phonics*, that can actively engage children in the actual processes of phonics, has many advantages over more static formats.

The *LCP Phonics* programme represents a marked departure from other phonics schemes.

- It includes material for the whole Early Years Foundation Stage (including nursery).
- The main phoneme-grapheme correspondences are covered much faster and earlier than other phonics programmes (the main phonemes are covered within 11 weeks in later Foundation Stage/Reception).
- The processes of blending and segmenting of phonemes to make words are introduced within weeks of starting later Foundation Stage/Reception.
- It places an early emphasis on the teaching of letter names and the alphabet alongside letter sounds.

The programme helps children to become confident readers and writers by learning essential language knowledge and skills by the end of later Foundation Stage/Reception. However, the programme is divided up in such a way that you will want (and need) to carry on using the materials in Year 1, and possibly Year 2.



LCP Phonics and the Rose Review

The Rose Review (published March 2006) was commissioned in response to national concern about the comparatively weak performance of the 15 per cent of children who do not reach the target level for their age in reading by the end of Key Stage 1.

The Rose Review's recommendations

Having considered a wide range of evidence, Jim Rose concluded that the case for systematic phonics work was overwhelming, and much strengthened by a synthetic approach, the key features of which are to teach beginner readers:

- grapheme–phoneme (letter–sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence;
- to apply the highly important skill of blending (synthesising) phonemes in order, to read a word;
- to apply the skill of segmenting words into their constituent phonemes to spell a word;
- that blending and segmenting are reversible processes.

The Rose Review also suggested that most of the letter–sound correspondences, including the consonant and vowel digraphs, can be taught to children in the space of a few months at the start of their first year at school. This is a much faster pace than was usually suggested.

The Rose Review also highlighted the traditionally neglected issue of letter names and alphabetic knowledge, stating that the distinction between a letter name and a letter sound is easily understood by the majority of children, and that letter names should be taught very early on.

Implications of the Rose Review

The Secretary of State has decided that the findings of the Rose Review should be secured through the Revised Framework for Teaching Literacy, which is being developed by the PNS, and through changes to an early learning goal and the Key Stage 1 English programme of study for reading.

Changes to the early learning goal

The early learning goal is to be amended to read: 'Hear and say sounds in words in the order in which they occur.'

Changes to the Key Stage 1 English programme of study for reading

The Key Stage 1 English programme of study is to be revised to include:

'Pupils should be taught... phonemic awareness and phonic knowledge to decode and encode words, including to:

- a. hear, identify, segment and blend phonemes in words;
- b. sound and name the letters of the alphabet;
- c. identify syllables in words;
- d. recognise that the same sounds may have different spellings and that the same spellings may relate to different sounds;
- e. read on sight high-frequency words and other familiar words;
- f. recognise words with common spelling patterns;
- g. recognise specific parts of words, including prefixes, suffixes, inflectional endings, plurals;
- h. link sound and letter patterns, exploring rhyme, alliteration and other sound patterns...'

The Primary National Strategy (PNS) for Literacy

The PNS's Framework for Teaching Literacy has been in use since September 2006. There are specific expectations and recommendations regarding the teaching of phonics.

In summary, at **Foundation Key Stage** children learn to:

- link sounds to letters, naming and sounding the letters of the alphabet;
- hear and say sounds in words in the order in which they occur;
- blend letters to read CVC words and recognise common digraphs;
- use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer or more complex words;
- read a range of familiar and common words and simple sentences independently;
- use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

In **Year 1** children learn to:

- read longer words, including simple two- and three-syllable words;
- use phonics to read unknown or difficult words;
- recognise all common digraphs and trigraphs, including more complex long vowel phonemes;
- segment sounds in order to spell longer words, including words with common digraphs and adjacent consonants;
- write correct spelling for common vowel phonemes, including long vowel phonemes;
- use knowledge of related words and familiar suffixes in spelling new words;
- write most letters, correctly formed and orientated.

The LCP Phonics approach

LCP Phonics has been written to provide clear, structured, synthetic phonics materials that address the recommendations of the Rose Review, and offer, in particular:

- a programme of listening and aural discrimination activities suitable for early Foundation Stage;

- a fast-paced introduction of grapheme–phoneme correspondence suitable for later Foundation Stage;
- an immediate start to blending and segmenting activities, as soon as graphemes are introduced;
- letter naming and alphabet knowledge activities right from the beginning of the programme;
- revision of known material as an integral part of every lesson;
- advanced phonics, including blending and long vowel phonemes, for early consolidation;
- a clear structure of teacher-led materials and pupil-led activities;
- the chance to use interactive, multi-sensory activities in phonics teaching;
- regular assessment opportunities.

For more details on how to successfully implement the *LCP Phonics* programme in your school or setting, see the background notes to INSET Presentation 4: 'Effective teaching with *LCP Phonics*'.

At what age should children do LCP Phonics?

Phonics must be taught early, because successful phonic work for word recognition is a time-limited activity that is eventually overtaken by comprehension work. If children are still struggling with phonics towards the end of Year 2, they may be unable to develop the range of other strategies they need for reading and spelling.

The Rose Review recommends that phonics teaching should start before children are five, but this should be seen as a very broad guideline. The different Steps in LCP Phonics have not been named according to year or term. Although the pattern for each term is clearly set out, the intention is for teachers to use the programme when they feel it is appropriate. It is important that each school plans for a rate of progress suited to the children in that school, and to their own level of commitment to phonics teaching.

LCP Phonics suggests fast-paced, early phonics teaching, using the following progression:

Step 1 is a listening-based phonological awareness programme designed for children in nursery settings. By doing this Step of LCP Phonics, young children gradually become used to group and even class sessions. They will learn essential skills which will provide the basis of their phonics and literacy learning.

Children who have not completed Step 1 in nursery can do it in Reception.

Step 2 is an introduction to the main phonemes of English, the most common graphemes that represent them, and to blending and segmenting.

It is designed for children in Reception, but not all children will begin Step 2 at the very beginning of the Reception year. Teacher assessment will indicate which children have the phonological awareness to undertake phonics work.

Step 2 can be undertaken very rapidly in 12 weeks, but you may wish to work through more slowly, depending on the children's achievement.

Step 3 focuses on blending and segmenting longer words and gives children practice with commonly occurring consecutive consonants. It can be undertaken in the Reception year, directly after Step 2. It is also suitable for Year 1 children or those struggling in Year 2.

Step 4 introduces the most difficult aspect of phonics: alternative spellings of long vowel phonemes. It can be undertaken in the Reception year by children who have made very fast progress through Steps 2 and 3, and is also suitable for children in Years 1 and 2.

Where to begin on the *LCP* Phonics programme

If you have a class of children who have not done phonics before or you want to swap them from another programme it should be easy to see where to begin.

Whole-class assessment

Nursery settings

If you are teaching a nursery class and you want to find out if they are ready for the phonological awareness programme in Step 1, we recommend you think about some of the following questions:

- Can the children hear and respond appropriately to speech? This can be assessed through direct conversation with an adult or observation of the children with a familiar adult or other children.
- Can the children identify the general position of noises in the setting? This can be assessed by using a range of noisy objects (shakers, bells, etc.) and by asking the children where the sound is coming from.
- Do the children know the range of words that will be encountered in *LCP* Phonics Step 1? This can be assessed through observation of the children's participation in group and individual play activities. Some children may not know specific examples (for instance, the names of particular animals) but should have developed the general concepts (animals, pets, etc.).

Reception

If you are teaching a Reception class and you think they are ready for phonics, we recommend you start by doing the revision and assessment unit in Step 1.

Find out if the children can:

- discriminate sounds;
- discriminate words;
- clap rhythms;
- discriminate rhymes.

Some children may also be able to discriminate beginning and end phonemes.

If the children can do this, they are likely to be ready to begin Step 2 of *LCP* Phonics.

If the children do not have these skills they should do Step 1 of *LCP* Phonics before beginning Step 2. You should also use the alphabet games to check

which children know:

- the alphabet;
- the names of letters.

If children do not have this knowledge, you should use the alphabet materials from Step 1 or 2.

Sight words can be started from scratch with a Reception class.

Year 1/Reception

If you are teaching a Year 1 class, or a more experienced Reception class who has already done a different phonics programme, it is important to estimate the children's level of phonic knowledge.

If you have a class who seems to know some phonemes, we recommend you use the revision and assessment unit in Step 2 and the accompanying assessment sheet (available on this disk) to check:

- which phoneme–grapheme correspondences children know;
- whether children can blend and segment reliably;
- whether children can decode CVC words in sentences.

If children cannot reliably do these skills, then use Step 2 of *LCP* Phonics with the class. If children can blend and segment reliably but do not know some of the commonly occurring graphemes, you can use some of the lessons in Step 2 to address any gaps in their knowledge and offer additional blending practice. If children don't experience any difficulties completing the Step 2 revision and assessment unit, you should go on to Step 3.

In Reception and Year 1, you should also use the alphabet games to check which children know:

- the alphabet;
- the names of letters.

If children do not have this knowledge, you should use the alphabet materials from Step 1 or 2.

Year 1/Year 2

If you have a Year 1 or Year 2 class who know the phoneme–grapheme correspondences you should use the revision and assessment unit of Step 3 and the accompanying assessment sheet (available on this disk) to assess whether they can reliably blend CCVC, CCVCC and CVCC words.

If they cannot do this consistently, use Step 3 to develop these skills. If they can blend and segment most examples and read the sentence, move on to Step 4.

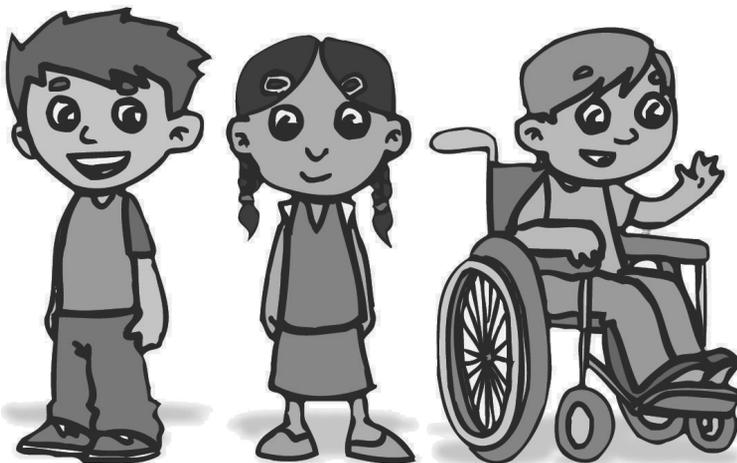
You should also use the alphabet games to check which children:

- know the alphabet;
- know the names of letters;
- can use alphabetical order.

If children do not have these skills and knowledge, you should use the alphabet materials from Step 3.

New children joining the class

If children join the class during the teaching year you will need to assess their knowledge of phonics. An easy way to do this is to use one or more of the consolidation and assessment lessons. By recording the child's knowledge of phoneme-grapheme correspondences, alphabetic knowledge and their blending and segmenting skills on the printable assessment sheet, you can see where in the *LCP Phonics* programme the child needs to begin.



The objectives of the *LCP* Phonics programme

LCP Phonics has four Steps for use in the Foundation Key Stage (FKS) and Key Stage 1 (KS1).

Each Step offers a very structured programme containing two strands:

- phonic (and phonological) knowledge and skills;
- alphabetic knowledge and skills.

Each Step is divided into units and each unit is designed to be used for one week of lessons.

Step 1

The objectives of Step 1 are for the children to:

1. develop phonological awareness in preparation for phonics (phonic skills);
2. learn letter names and alphabetical order (alphabetic skills).

Phonological awareness

Step 1 teaches word, sound, rhythm, rhyme and phonemic discrimination in ten themed units suitable for Early Years Foundation Stage (EYFS) settings. Units contain listening activities with verbal instructions and require no written words or letters. It is essential for children to be able to discriminate the sounds, rhythms and rhymes within words before progressing to phonics. A revision and assessment unit at the end of Step 1 is included to allow you to assess children's progress and to ensure they are ready to undertake Step 2.

Alphabet session

The Alphabet session in Step 1 teaches alphabetical order and letter names. Research (carried out as part of the Rose Review) has emphasised that early knowledge of letter names and alphabetical order is a great advantage in learning to read and write and should be learnt right at the beginning of literacy learning.

Step 2

The objectives of Step 2 are for the children to:

1. quickly learn the 49 most common graphemes representing the main phonemes (phonic);
2. blend phonemes and graphemes to make CVC – consonant/vowel/consonant – words (phonic);
3. segment graphemes to identify phonemes in words (phonic);
4. know that blending and segmenting are

reversible processes (phonic);

5. learn letter names and alphabetical order (alphabetic);
6. learn some essential non-phonically regular sight words.

Fast phonics for an early start to reading and writing

Step 2 contains twelve phonic units and a revision and assessment unit. Each unit introduces four new phoneme–grapheme correspondences and revises the known material.

Alphabet session

The Alphabet session in Step 2 teaches alphabetical order and letter names for those children who have not completed Step 1 or who need further practice.

Step 3

The objectives of Step 3 are for the children to:

1. blend and segment longer, CCVC, CVCC and CCVCC words (phonic);
2. learn to use alphabetical order to order words (alphabetic);
3. learn more essential non-phonically regular sight words.

Advanced phonics for fluent reading and spelling – extension of blending and segmenting

Step 3 contains eight phonic units and a revision and assessment unit. Each unit introduces four patterns of commonly occurring consecutive consonants for blending and segmenting. Each unit also revises known material and offers more advanced blending and segmenting opportunities than the previous Step.

Alphabet session

The Alphabet session in Step 3 continues to teach alphabetical order and letter names to those children who have not completed Step 1 or who need further practice. It also introduces basic alphabetical ordering tasks.

Step 4

The objectives of Step 4 are for the children to:

1. learn the 36 common spellings of long vowel phonemes (phonic);

2. learn to use alphabetical order to order words to the second letter (alphabetic);
3. learn more essential non-phonically regular sight words.

Alphabet session

The Alphabet session in Step 4 teaches basic alphabetical ordering tasks to the first and second letter of words.

**Advanced phonics for fluent reading and spelling
– alternative spellings of long vowels**

Step 4 contains nine phonic units and a revision and assessment unit. Each unit introduces four long vowel graphemes and revises known material.

Contents charts

Step 1 – Phonological awareness

Unit	Concepts	Content	Skills	Terminology used
1	Rhymes, rhythm, and initial and final sounds in words can be identified.	Home	Aural discrimination of:	letter
2		The vet		sound
3	Letter names.	Seaside	<ul style="list-style-type: none"> • words; • sounds; • rhythms; • rhymes; • initial and final phonemes. 	beat/syllable
4		Shopping		phoneme
5	Alphabetical order.	Nursery	To recognise letters and their names.	start/middle/end
6		Bears		
7		Zoo		
8		Winter	To repeat letters in order.	
9		Summer		
10		Traditional tale		
11 (revision and assessment unit)		Review progress		
Alphabet session	Alphabet Song, Letters Game, Writing, Random Letters, Random Names.			

Step 2 – Fast phonics for an early start to reading and writing

Unit	Concepts	Content	Skills	Terminology used
1	Phoneme–grapheme correspondence.	a, t, s, p	To pronounce phonemes and match to graphemes.	letter
2		c/k, o, m, g		phoneme
3	Blending (CVC).	h, i, n, r	To blend and segment CVC words.	grapheme
4	Segmenting (CVC).	e, d, u, f		start/middle/end
5	Reversibility of blending and segmenting.	b, l, j, w	To recognise letters and their names.	vowel
6		sh, ai, oa, ee		consonant
7	Letter names.	ch, or, y, ng	To repeat the alphabet.	digraph
8	Alphabetical order.	v, oo (moon), oo (book), z		blend (vb)
				segment (vb)

Teaching with *LCP* Phonics: using the activities

Step 1

LCP Phonics Step 1 is designed to be used as part of a themed approach to the Early Years Foundation Stage (EYFS) curriculum and is appropriate for Nursery or Reception settings.

Most settings will probably use one unit each week as a gentle introduction to focused work, and sing the alphabet song daily. The units can be used with groups or whole classes. Step 1 is entirely made up of adult-led activities.

Phonological awareness lessons teach word, sound, rhythm, rhyme and phonemic discrimination. They are listening activities with verbal instructions and require no written words or letters.

Alphabet sessions teach alphabetical order and letter names.

Phonological awareness sessions

Phonological awareness lessons can be undertaken with a large or small group of children. In Step 1, such a session will last 10–15 minutes and include some of the following elements:

- Words – word discrimination;
- Sounds – sound discrimination;
- Rhythms – rhythm discrimination;
- Rhymes – rhyme discrimination;
- Initial Phonemes – phoneme discrimination;
- Final Phonemes – phoneme discrimination;
- Phoneme Sorting.

These activities become gradually more challenging for children and most children will only be able to do the phonemic discrimination some way into the programme.

If these activities take longer than 10–15 minutes it is much better to split the session into two shorter sessions than to expect the children to focus for more than 15 minutes.

Words



Pupil outcome

Pupils demonstrate they can distinguish one word from another in a sentence and match it to a picture.

Additional equipment

Small picture cards featuring the relevant images (available in the printable materials section on this disk) printed in colour and laminated.

Narrative account

The starting screen for this activity features a detailed picture of a particular setting.

When you click the play button the children hear an instruction: 'Find a baby', for example. The children have to spot the item. You (or a child helper) click on the item and, if correct, the word is said. If not, there is silence and the children can try again.

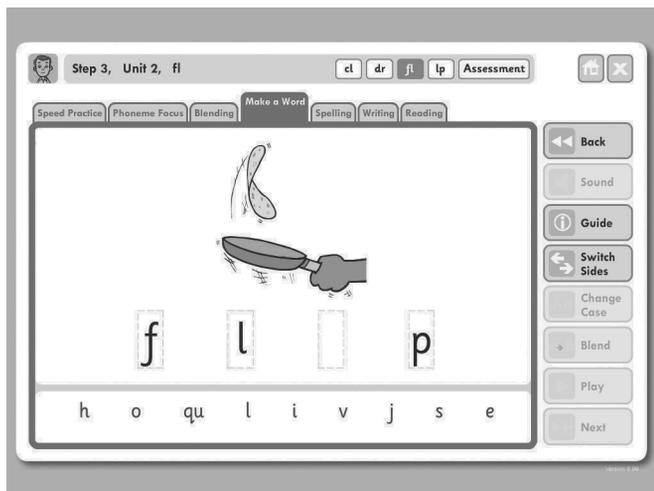
Teacher information

The picture screen gives you the opportunity to discuss the items and setting and to check children's knowledge of the everyday vocabulary associated with each of the themes.

This activity encourages children to discriminate a word from a stream of speech. As there are no temporal breaks between words when we speak, this is not as obvious as it sounds. This sort of auditory discrimination is an important part of early literacy and the first level of aural discrimination you would expect to see in young learners.

Monitor which children can hear and match the words.

Make a Word



Pupil outcome

Pupils can:

- recognise the given graphemes and match them to phonemes;
- identify the missing phoneme and grapheme;
- blend the phonemes to make a word.

Additional equipment

Grapheme cards (available in the printable materials section on this disk) printed and laminated, or small, magnetic whiteboards with magnetic letters.

Narrative account

The starter screen shows a picture of an object with a grapheme frame below it. There is one grapheme missing from the grapheme frame. At the bottom of the screen is a grapheme pool.

The children identify and enunciate the two (or more) phonemes given. You can check they are right by clicking on the graphemes and the phonemes are pronounced. Children then identify the missing grapheme. Clicking on the empty box in the grapheme frame produces the missing grapheme. When you click on the blend button the graphemes move together and the word is pronounced 'lllooonnnggg'. Finally, clicking on the picture or the word causes the word to be pronounced normally.

Teacher information

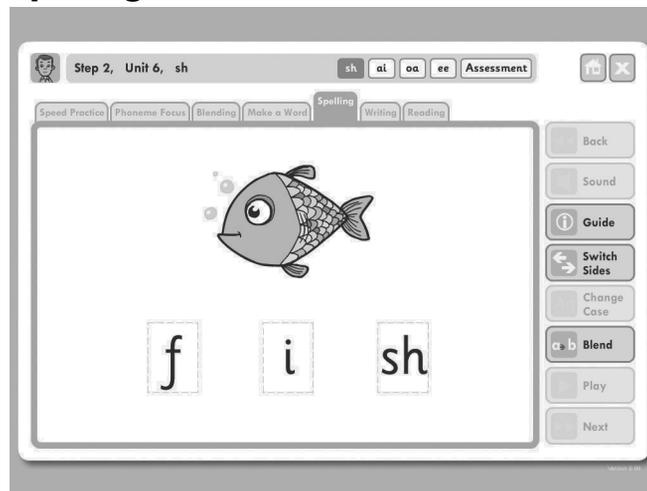
This activity engages the children in synthesis and analysis of familiar words.

Ask the children to work in pairs with their magnetic boards. Firstly they need to identify and enunciate the two (or more) phonemes given, and select the relevant magnetic letters (or grapheme cards).

Then ask the children to think about what is missing and add the missing grapheme to their boards and show you their attempts.

As a whole class, say the word, analyse the sounds in it again, and pronounce the missing phoneme. Click on the grapheme frame so that the grapheme appears. Pronounce the phonemes singly, then together.

Spelling



Pupil outcome

Pupils can:

- recognise individual graphemes and match them to phonemes;
- segment a word to identify phonemes;
- see and hear segmenting taking place.

Additional equipment

Grapheme cards (available in the printable materials section on this disk) printed and laminated, or small, magnetic whiteboards with magnetic letters.

Narrative account

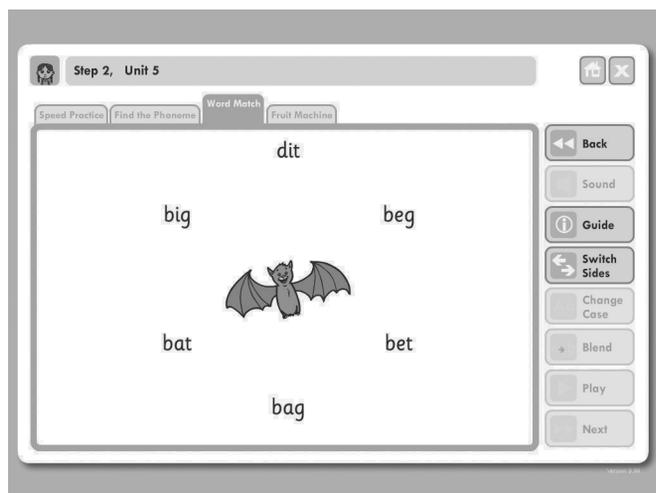
The starter screen shows a picture of an object with an empty grapheme frame below it. As the screen appears the word is pronounced. The grapheme frame has the correct number of boxes for the number of missing graphemes. You can click on the image to hear the word again.

The children try to identify the phonemes in the word and identify the corresponding graphemes. Clicking on each box in the grapheme frame produces the correct grapheme. When you click on the blend button the graphemes move together and the word is pronounced 'lllooonnnggg'. Finally, clicking on the picture causes the word to be pronounced normally.

Teacher information

You will probably find it useful to click on the image a number of times to hear the word repeated. Ask the children to say the word themselves, then "ssstttrreeetttcchhh" it to identify the phonemes.

Word Match



Pupil outcome

Children:

- recognise individual graphemes and match them to the corresponding phonemes;
- blend phonemes to pronounce the word;
- match the correct word to the picture.

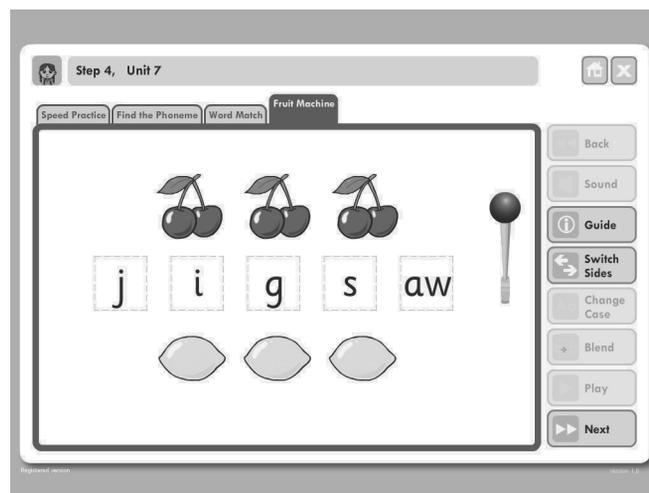
Narrative account

This activity shows a central picture with a series of words around it. Clicking on the picture pronounces the word. The children have to identify the correct word to match the picture by blending the phonemes in each word. When they have identified the word they click on it. If they are correct the word is spoken and a bell rings.

Teacher information

Word Match gives children the opportunity to recognise whole words by matching graphemes to phonemes and blending the phonemes.

Fruit Machine



Pupil outcome

Pupils can blend phonemes to say words. Pupils learn to distinguish between real and non-real words.

Narrative account

The starting screen features a set of grapheme boxes, or 'windows' with letters spinning. After a few seconds the letters stop spinning and graphemes for a word appear. These graphemes can be clicked to pronounce the phoneme, but this is not necessary in all cases.

The children match phonemes to the graphemes, and then blend the phonemes to say the word. They have to decide if the word is real or not.

Clicking on the next button or the fruit machine handle causes the windows to spin again and creates a new word.

Teacher information

This activity is designed as a fun way to practise blending skills. You might want to use it with pairs of children, asking them to record words in two lists: real words and non-real words. The children could then read their words back to you or another adult at the end of the session. This will provide useful assessment information.

LCP Phonics – compatibility with the PNS Letters and Sounds programme

LCP Phonics is compatible with the Primary National Strategy (PNS) *Letters and Sounds* programme, and its predecessor *Progression in Phonics* (PIP). Although the order of introduction of phonemes in these documents differs slightly from the LCP Phonics programme, many of the teaching games in these DfES publications can be used effectively with LCP Phonics to enhance multi-sensory teaching. For example, environmental sound games, instrumental sound games and body percussion sound games are an enjoyable support for Step 1 of LCP Phonics.

LCP Phonics will deliver those activities in *Letters and Sounds* that require interactive whiteboard work and ready-prepared printable resources.

This table shows how the four steps of LCP Phonics correlate with the six phases in the DfES *Letters and Sounds* programme:

LCP Phonics	Letters and Sounds
Step 1	Phase 1
Step 2	Phase 2 Phase 3
Step 3	Phase 4
Step 4	Phase 5 Phase 6

The compatible multi-sensory activities are listed below.

LCP Phonics Step 1 activities	Complementary Letters and Sounds Phase 1 activities	Complementary PIP activities
Words	Aspect 6: Target sounds	
Sounds	Aspects 1, 2 & 3: General sound discrimination activities	General sound discrimination activities (p.12)
Rhythms	Aspect 4: Rhythm and rhyme activities	Rhythm and rhyme activities (p.13)
Rhymes	Aspect 4: Rhythm and rhyme activities	Rhythm and rhyme activities (p.13)
Initial Phonemes	Aspect 5: Alliteration	Alliteration (p.13) Tray game (p.18) Match me (p.20) Circle swap shop (p.20) Jump in the hoop (p.21)
Final Phonemes		Tray game (p.18) Circle swap shop (p.20)
Phoneme Sorting	Aspect 5: Alliteration	

Teaching non-regular sight words

English is an old and complicated language with a huge number of words, many of which are not phonically regular. Although phonics is now the first strategy children should use to decode or spell words, there are some words which simply do not fit phonic patterns. It is very useful for children to know these words by sight, as many of the most common 'structural' words fall into this category. By knowing these words by sight, children can use them as well as their phonics, to read.

At least four sight words should be introduced each week, alongside phonics teaching.

It is recommended that you teach the 15 words in List 1 early in Step 2 of *LCP Phonics*, so that children can use them to read and spell. You should then follow this with a period of consolidation and

checking, using the Assessment sheet for sight words – List 1 (see the section on assessment sheets). Only when you are sure that the children recognise the words in List 1, should they go on to List 2.

The words in List 2 can also be learnt by children doing Steps 2 and 3 of *LCP Phonics*.

The words in Lists 3 and 4 can be learnt by children doing Steps 3 or 4 of *LCP Phonics*. The assessment sheets for Lists 2, 3 and 4 can again be used for checking and recording.

The words listed below are the most common non-regular words. (Other words, which may be commonly referred to as sight words, are phonically regular and, therefore, accessible using normal phonic strategies.)

List 1	List 2	List 3	List 4
we	as	could	don't
the	be	some	after
you	have	their	again
are	his	two	laugh
was	one	want	live
they	call	were	would
said	do	what	another
to	has	when	ball
come	our	where	brother
all	called	who	can't
away	little	your	door
of	many	because	half
me		once	house
she		these	love
us			more
			people
			should
			water

Printable materials

Introduction to using the printable materials

Picture cards

Letter cards

Grapheme cards

Word cards

Bingo cards

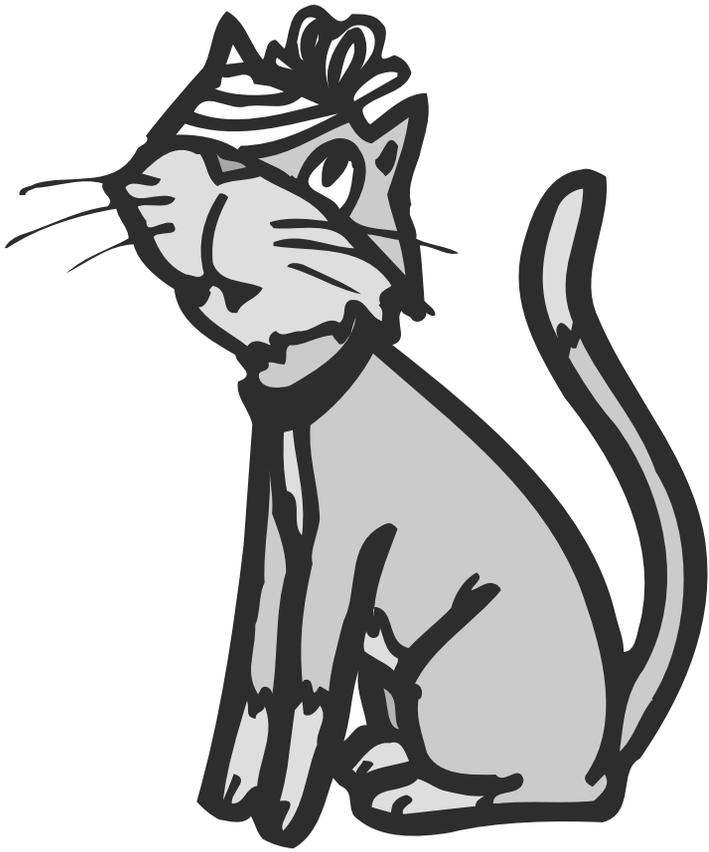
Letter formation sheets

Grapheme formation sheets

Alphabet frieze

Grapheme frieze

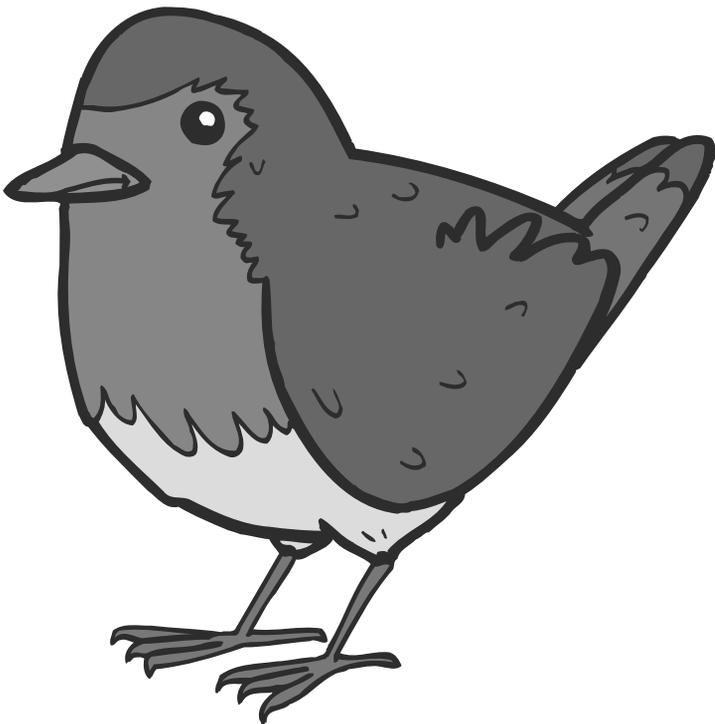




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M

Letter card

N

Letter card

O

Letter card

P

Letter card

Q

Letter card

R

Letter card

Y

Letter card

Z

Letter card

a

Letter card

b

Letter card

c

Letter card

d

Letter card

ou u

Grapheme card

oi i

Grapheme card

er r

Grapheme card

we e

Grapheme card

ar r

Grapheme card

nk k

Grapheme card

we

Word card - list 1

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Word card - list 1

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Word card - list 1

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Word card - list 1

was

Word card - list 1

they

Word card - list 1

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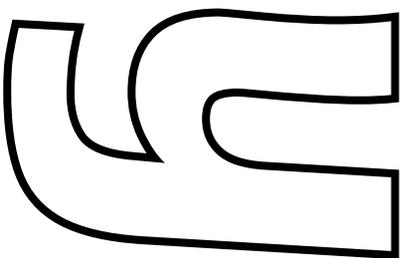
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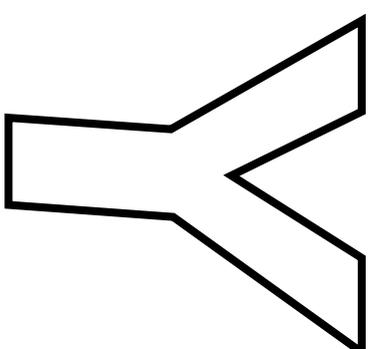


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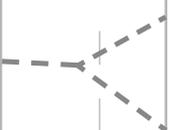
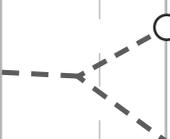


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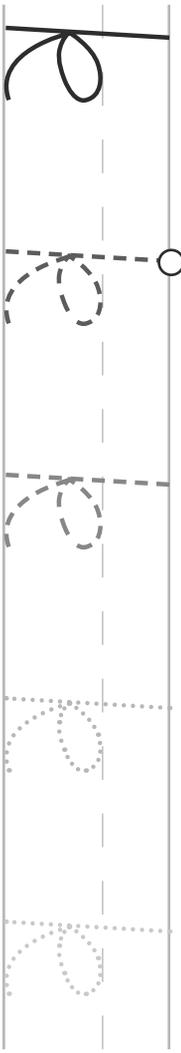
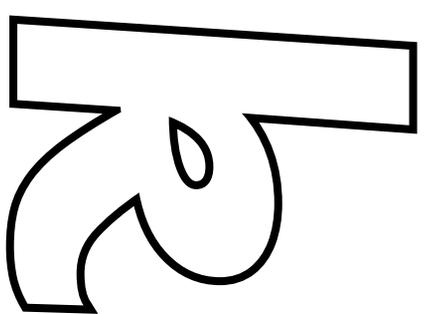
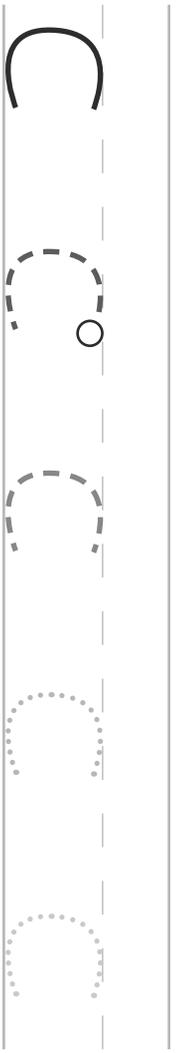
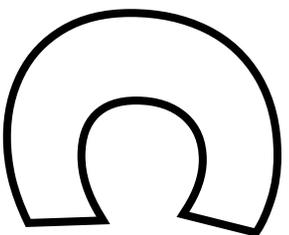


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Y



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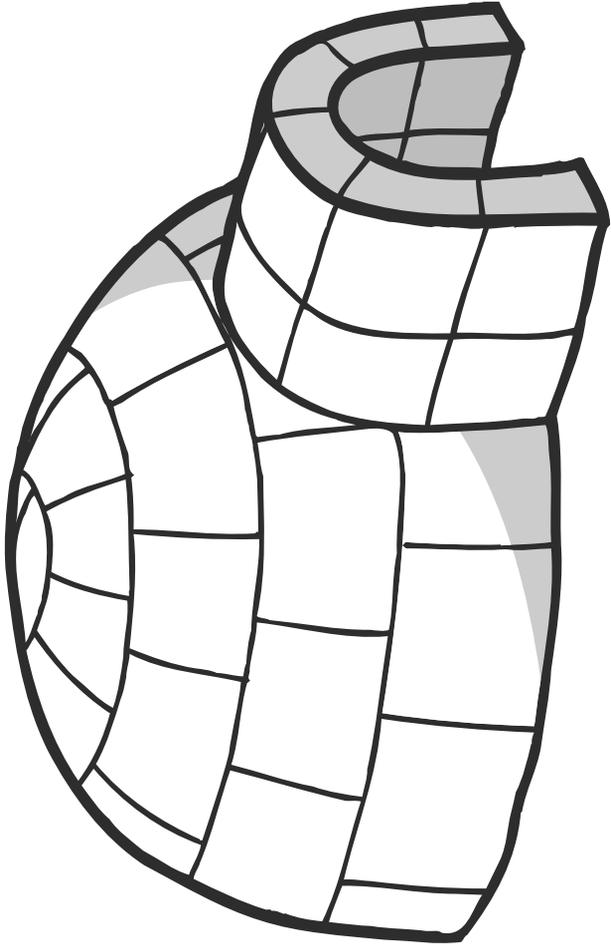
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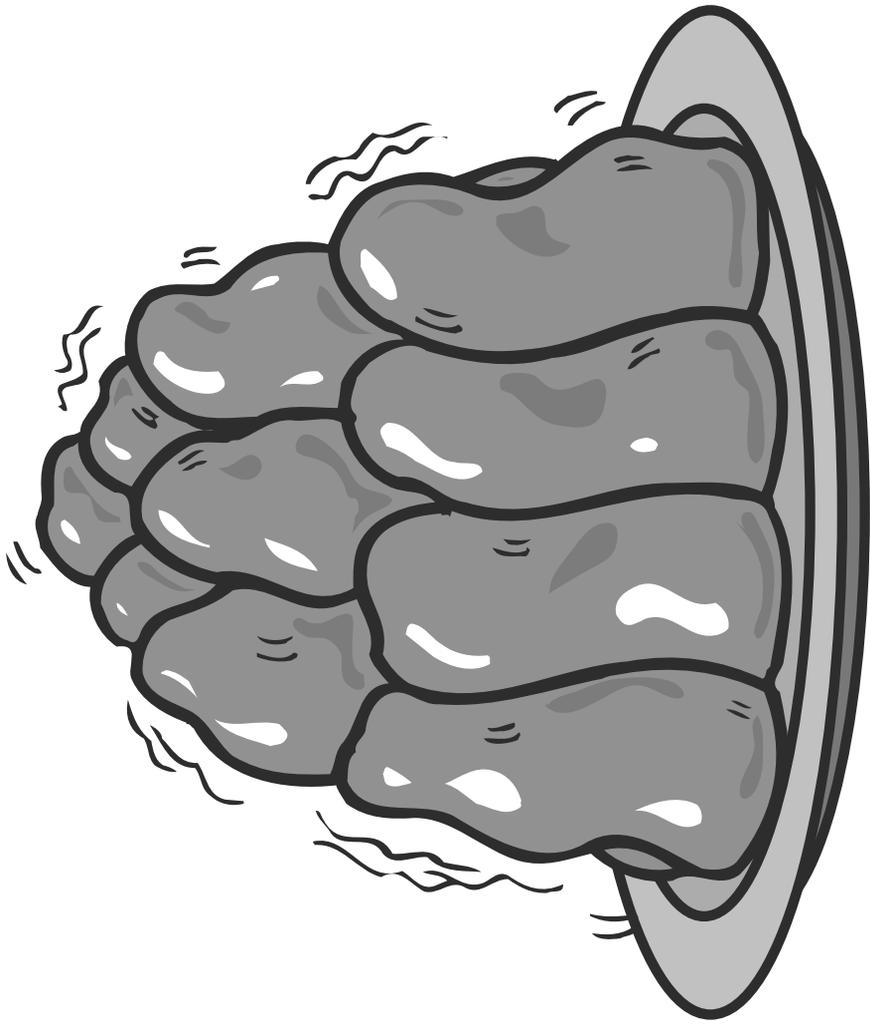
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INSET training materials

Introduction

Presentation 1: Phonological awareness – the basis of phonics

Background notes

Handout 1

Handout 2

Quiz 1

Presentation 2: Phonics for reading and spelling

Background notes

Quiz 2

Presentation 3: Talking about phonics

Background notes

Handout 3

Handout 4

Handout 5

Presentation 4: Effective teaching with LCP Phonics

Background notes

Presentation 5: Assessment and the use of data

Background notes

Handout 6



Phonics

Introduction to the INSET training materials

To use any phonics programme successfully, it is essential for you and your colleagues to have a high level of shared understanding about:

- the details of the chosen phonics programme;
- children's acquisition of phonological awareness and phonics;
- the sounds of English and their correct pronunciation.

It's also important that everyone involved in teaching and learning phonics shares a common terminology.

The introductory video (Introduction to *LCP Phonics* – included on this disk) presents some of the key features of *LCP Phonics*, but you may wish to undertake further training to help you and your colleagues to use the programme effectively.

To assist you we have included short PowerPoint presentations and handouts that you might wish

to use for training in your school. The presentations come with notes containing background information so that you, or another member of school staff, can use the slides to present the key issues to meetings. The quizzes and handouts deal succinctly with essential concepts.

Each training topic contains:

- a PowerPoint presentation for use in training sessions;
- background notes for trainers;
- handouts to support the session such as a quiz, a glossary and lists of phonemes and graphemes.

Training sessions should also include access to the *LCP Phonics* activities themselves and to the printed materials so that everyone can become familiar with them.

Presentation 1: background notes

Phonological awareness

– the basis of phonics

It is important for all those involved in teaching phonics to review their subject knowledge regularly and to ensure that they and their colleagues share an understanding of the nature of phonics, as this is the best basis for operating a phonics scheme.

Phonological awareness

– the important steps

Because children move from speaking and listening to reading and writing, it's important for them to develop the necessary listening skills before they begin phonics work.

When children learn to speak, they do so largely without reflecting on how they do it, or what they are learning. Children below the age of five are not very experienced at explicit aural analysis (that is, analysis of the sounds they hear, including the sounds they hear themselves saying). Nursery settings are usually the first places where children are asked to analyse sounds and begin to understand the patterns of sound. This is called **phonological awareness** and it is a basic requirement for children going on to learn phonics.

Attending to particular sounds and matching them to their sources, or to particular events, is something very young children do when they are particularly interested in a topic or event. In Early Years Foundation Stage (EYFS) we want them to develop the ability to direct this attention to a specific range of sounds. This is why *LCP Phonics* includes **sound discrimination** activities which do not include words at all. You can offer this sort of activity using a range of instruments under a cloth or behind a screen then asking the children to identify the source of the sounds. Alternatively, you could have a 'sound table' where children can experiment with instruments. This sort of exploratory activity is ideal for developing listening skills.

The ability to discriminate words in a stream of speech is probably the easiest form of aural discrimination. However, **word discrimination** is not as obvious as it seems. There are no pauses between words in speech. Re-read the last sentence out loud with pauses between each word and you will notice how artificial it sounds. In speech, we know about word breaks because we know the

meanings of words and hear the intonation. It is important for young children to be able to pick words out of a stream of speech and they learn this gradually. Later, they will need to understand about written words and the convention of putting spaces between words.

The next unit of sound that children seem able to discriminate is the **syllable**. This is really the rhythm of speech. Each syllable is made up of a number of sounds (usually a main vowel, with other sounds before and/or after it) and represents a 'beat' in the pattern of sounds that make up speech. The best way to help children to develop their syllabification is with clapping games, like those in Step 1 of *LCP Phonics*. You can also do very short clapping activities such as getting the children to clap their names to each other in a circle ('my name is Caroline' – six claps – my-name-is-Ca-ro-line). It's important to assess when children can participate effectively in these games, can recognise the syllables in words and can begin to sustain rhythms; because this needs to happen before phonemic analysis.

When children can syllabify, they can begin to analyse the sounds within syllables. They are generally able to identify beginning consonants of a syllable and the rest – what is known as the 'onset' and 'rime' of a syllable. These are very technical terms which children do not need to know. However, it's important to watch out for children developing the ability to use common **rhyme**. The rhyme games in *LCP Phonics* are designed to give children experience of rhyming and to allow you to assess who can identify rhymes at the ends of words. You can support this by doing plenty of action rhymes, for example 'Five Little Ducks', 'Five Currant Buns' and so on.

When children are aware of sounds and are able to analyse sounds to the extent that they can syllabify, rhyme and discriminate words, they will probably be able to begin to develop their **phonemic awareness**. This is the ability to discriminate the smallest units of sound in speech: phonemes. It is very tricky and is not something that adults do consciously. For example: how many phonemes can you identify in the word 'mummy'? (There are four, but many adults are led astray by thinking about the spelling.) This is not a 'natural' ability, but is one we learn as part of learning literacy. Using Step 1 of *LCP Phonics*, children gradually learn to discriminate

The graphemes and phonemes taught in *LCP Phonics Step 2*

Phoneme	Grapheme	Pronunciation
/a/	a	cat
/t/	t	tap
/s/	s	sun
/p/	p	paper
/c/	c and k	cat, king
/o/	o	log
/m/	m	monkey
/g/	g	game
/h/	h	hat
/i/	i	pig
/n/	n	nut
/r/	r	rabbit
/e/	e	peg
/d/	d	dog
/u/	u	plug
/f/	f	field
/b/	b	baby
/l/	l	lamb
/j/	j	judge
/w/	w	was
/sh/	sh	ship
/ai/	ai	pain
/oa/	oa	road
/ee/	ee	sweet
/ch/	ch	chip

Phonemic awareness and phonics quiz

Try this quick quiz. As well as practice, it identifies some tricky issues.

Syllables

1. How many syllables are there in these words?
 - a) Sarah
 - b) telephone
 - c) dog
 - d) gooseberry
 - e) picture
 - f) photograph
 - g) table
2. How many syllables are there in each of these sentences?
 - a) The cat sat on the mat.
 - b) The moggie rolled on the carpet.
 - c) The Persian cat shed hair everywhere.

Rhyme

3. Which words rhyme with these?
 - a) hair (care, lair, her, wear, pain)
 - b) jumped (bumped, walked, thumped, threaded, held)
 - c) telephone (groan, bone, one)
 - d) snuff (rough, buff, seraph, enough)
 - e) phoneme (seem, cream, theme, sound)

Glossary of terms for *LCP* Phonics

The following are words used in phonics teaching. Many of these words should be used with the children right from the start as precision is very helpful in learning phonics.

blend (verb)	To draw individual sounds together to pronounce a word, for example s/n/a/p, blended together, reads 'snap'.
consecutive consonants	Consonants positioned one after another, for example the first three letters of 'straight'. Some patterns of consonants occur frequently in English, others not at all.
consonant	A phoneme made by obstructing the flow of air with the lips, teeth, tongue, hard or soft palate. Also used to refer to the letters of the alphabet other than a, e, i, o, and u.
digraph	Two letters, which together make one sound, for example: sh, ch, th, ph, ee, and oa.
grapheme	A letter or a group of letters representing one sound, for example: sh, ch, igh, ough (as in 'though').
grapheme–phoneme correspondence	The relationship between the smallest units of sound in speech (phonemes) and the letters which represent those speech sounds (graphemes).
mnemonic	A device for memorising and recalling something.
phonemes	The phonological units of speech that make a difference to meaning. Thus, the spoken word 'rope' is comprised of three phonemes: /r/, /o/, and /p/. It differs by only one phoneme from each of the spoken words, soap, rode and rip.
phonemic awareness	The insight that every spoken word can be conceived as a sequence of phonemes. Because phonemes are the units of sound that are represented by the letters of the alphabet, an awareness of phonemes is key to understanding the logic of the alphabetic principle and thus to the learnability of phonics and spelling.

Parent handouts

Parent handout 1 – Step 1

Parent handout 2 – Step 2

Parent handout 3 – Step 3

Parent handout 4 – Step 4



Dear parents and carers

As you probably know, your child is beginning to learn to read. By reading stories and rhymes to and with your child at home, you teach them the most important lesson – that reading is fun. A child who shares lots of stories with their parents or carers is more likely to become a good reader.

Now that your child is starting to learn some of the more technical aspects of reading – known as phonics – you may want to know how we teach this in school and how you can help.

Listening

Your child is about to begin a fun phonics programme that develops their ability to hear and recognise sounds.

Children learn these things gradually. Using games, your child will practise listening to and recognising sounds, words, rhythms and rhymes.

When your child can do this, they will move on to listening for 'phonemes'. These are the smallest units of sound in speech, such as the ch at the beginning of child, or the t at the end of cat, and can be very difficult for young children to hear.

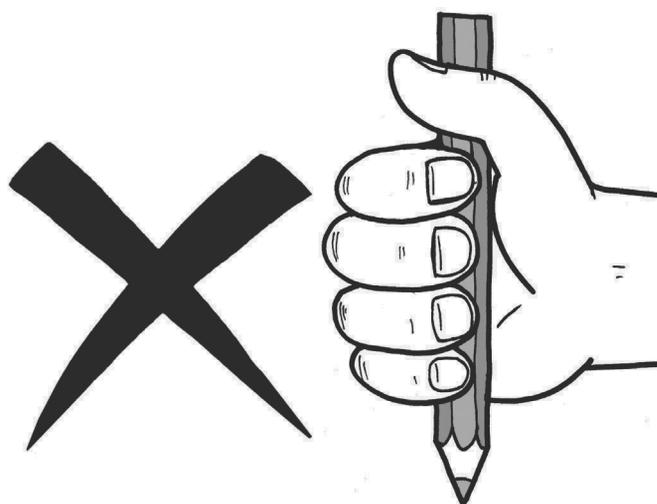
Letter names and the alphabet

Research shows that children who know letter names and the alphabet learn to read faster. We will be singing the alphabet song with your child and playing games to learn the letter names. Please feel free to sing the alphabet song with your child as often as you can. Also, point out letters wherever you see them to help your child learn the letter names.

Writing

Your child will also be learning to write letters. It really helps if you can form your letters in the school script when you write with them. Learning to form letters correctly now helps your child to develop joined writing later. In school, we have little memorable phrases we use as we form each letter, and we've listed them overleaf.

Your child is just developing a pencil grip, and any grip is fine except a fist around the pencil, pen or chalk.



At this point, all drawing, writing and mark making is good practice (except when it's on walls!) and deserves praise and encouragement.

We are keen to work together with you as your child learns to read. If you have any queries please do not hesitate to talk to your child's teacher.

Writing letters

a	Round and round, up, down and flick.
b	Down and down, up, round and round.
c	Round and round.
d	Round and round, up and down and flick.
e	Round and round, down and round.
f	Round, down, down and round. And cross.
g	Round and round, up, down, down and round.
h	Down and down, up, round and down and flick.
i	Down, flick. And dot.
j	Down and down and round. And dot.
k	Down and down, up, loop and long flick.
l	Down and down and flick.
m	Down, up, round, down, up, round, down and flick.
n	Down, up, round, down and flick.
o	Round and round and round.
p	Down, down. Up, up. Round and round.
q	Round and round, up, down and flick.
r	Down and up and round.
s	Round and round then back round and round.
t	Down and down and round. And cross.
u	Down and round, up, down and flick.
v	Down to a point and up again.
w	Down to a point and up again, down to a point and up again.
x	Across and off. Across and off.
y	Down and round and up and down and down and round.
z	Across, down and across.

Homework sheets

Step 2

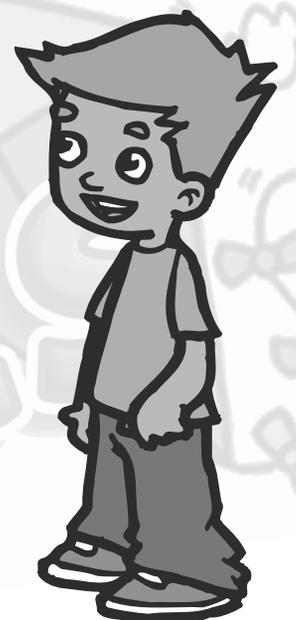
- Homework sheet week 1
- Homework sheet week 2
- Homework sheet week 3
- Homework sheet week 4
- Homework sheet week 5
- Homework sheet week 6
- Homework sheet week 7
- Homework sheet week 8
- Homework sheet week 9
- Homework sheet week 10
- Homework sheet week 11
- Homework sheet week 12

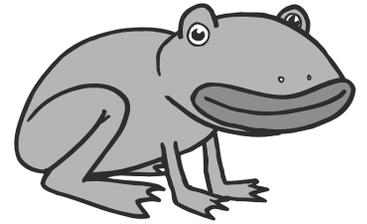
Step 3

- Homework sheet week 1
- Homework sheet week 2
- Homework sheet week 3
- Homework sheet week 4
- Homework sheet week 5
- Homework sheet week 6
- Homework sheet week 7
- Homework sheet week 8

Step 4

- Homework sheet week 1
- Homework sheet week 2
- Homework sheet week 3
- Homework sheet week 4
- Homework sheet week 5
- Homework sheet week 6
- Homework sheet week 7
- Homework sheet week 8
- Homework sheet week 9





Homework sheet

Activity 1

Here are this week's words for you to read to your child:

frog

free

glad

green

jump

As before, ask your child to listen to the sounds in each word (sound them out) and identify the phonemes. Then ask them to lay out the grapheme cards to spell the word.

Activity 2

Show your child the following words:

fry

glass

grab

stamp

dump



Ask your child to sound out the phonemes in each word and then read the word.

Assessment sheets

Unit assessment sheet (Step 1)

Individual assessment sheet (Step 1)

Unit assessment sheets (Steps 2, 3 and 4)

Individual assessment sheet (Steps 2 and 3)

Individual assessment sheet (Step 4)

Whole class summary sheet (Step 1)

Whole class summary sheet (Steps 2-4)

Pupil assessment sheet: writing graphemes

Sight words assessment sheet for groups or individuals (List 1)

Sight words assessment sheet for groups or individuals (List 2)

Sight words assessment sheet for groups or individuals (List 3)

Sight words assessment sheet for groups or individuals (List 4)

Sight words assessment sheet for whole class or group (List 1)

Sight words assessment sheet for whole class or group (List 2)

Sight words assessment sheet for whole class or group (List 3)

Sight words assessment sheet for whole class or group (List 4)



Unit assessment sheet (Step 1)

Unit	Children not reaching expectations	Children exceeding expectations
<p>Unit 1: Home</p>		
<p>Unit 2: The vet</p>		
<p>Unit 3: Seaside</p>		

Individual assessment sheet (Step 1)

Name:

Letter names (small letters)

a	f	k	p	u	z
b	g	l	q	v	
c	h	m	r	w	
d	i	n	s	x	
e	j	o	t	y	

Letter names (capital letters)

A	F	K	P	U	Z
B	G	L	Q	V	
C	H	M	R	W	
D	I	N	S	X	
E	J	O	T	Y	

	date / comment
Can recite alphabet.	
Can match sounds to pictures/objects.	
Can clap syllables in words.	
Can clap simple rhythms.	
Can recognise simple rhymes.	
Can sort objects with the same initial phoneme.	
Can distinguish between initial and final phonemes.	
Can sort objects with the same final phoneme.	

Class summary assessment sheet (Step 1)

										Child's name:
										Can match sounds to pictures/objects.
										Can clap syllables in words (use Step 1 picture cards as cues).
										Can clap simple rhythms (dog – rabbit).
										Can recognise simple rhymes.
										Can distinguish between initial and final phonemes.
										Can sort objects with the same initial phoneme.
										Can sort objects with the same final phoneme.
										Can recite alphabet (or sing alphabet song).
										Can recognise and name all letters – small letters.
										Can recognise and name all letters – capitals.