

# Introduce - core phonics lesson

Once you select a letter-sound you will be taken to a screen with the following activities:



1. **Revisit:** previously taught letter-sounds
2. **Tricky Words:** words that have one or more unusual letter sequences e.g. people.
3. **Teach:** focus letter-sound and formation.
4. **Blend:** Read words that include the focus letter-sound.
5. **Apply:** Includes a caption for dictation and a fully decodable reader for practise.

# 1. Revisit – oral blending

A variety of oral blending / sound-talk games are conducted at the start of each phase 2 lesson.

Sound-talk means splitting words up into their individual sounds. e.g. instead of saying **cat**, say **c-a-t**

Sound talk can also be used to focus on initial sounds or rhymes. e.g. instead of saying **cat**, say **c-at**

1. Sound-talk each question e.g.  
‘Can you touch your h-ea-d?’
2. Point at a part of your body  
and ask one of the children to  
sound talk it. Then get the rest  
of the class to repeat it.

Oral blending game: (mix up the order)

**Can you touch your ... ?**

**h-ea-d   t-o-p   ch-ee-k   h-ee-l**

# Revisit - previous letter-sounds

Start every core phonics lesson by revisiting previously learnt letter-sounds.



1. Start by showing the picture mnemonic, then the corresponding letter-sound.
2. Next, click on the 'speedy sounds' button to run through the letter-sounds without the picture mnemonics.

*Note: Revisit, Tricky Words, Practice are not taught for the first lesson /s/.*

## 2. Tricky words

Tricky Words are words that have one or more unusual letter sequences e.g. *is, the, people*



1. Review previously taught tricky words.
2. New tricky words are labelled 'new'.

*Note: the first tricky word taught is included with the lesson for /i/. Further guidance is provided on how to teach tricky words.*

### 3. Teach - letter-sounds

All lessons follow this sequence:

hear it

see it

say it

write it

1.

Say the **pure** sound, saying the mnemonic at the end (e.g. **h horse**).



2.

See the letter-sound and say the **pure** sound, saying the mnemonic at the end (e.g. **h horse**).

h

3.

Point to the horse and to the **h** and say **h**. Repeat with the children joining in.



h

4.

Children use their fingers in the air to copy the letter formation as you say it. e.g. "Start at the top, down up and around."

h

## 4. Blend - blending for reading

Blend words from right to left only using words that contain previously taught letter sounds.



*Note: blending for reading is introduced in the lesson for /p/. Further guidance is provided on how to teach blending for reading.*

## 4. Apply - reading a caption and matching decodable book

his hat has a rim

