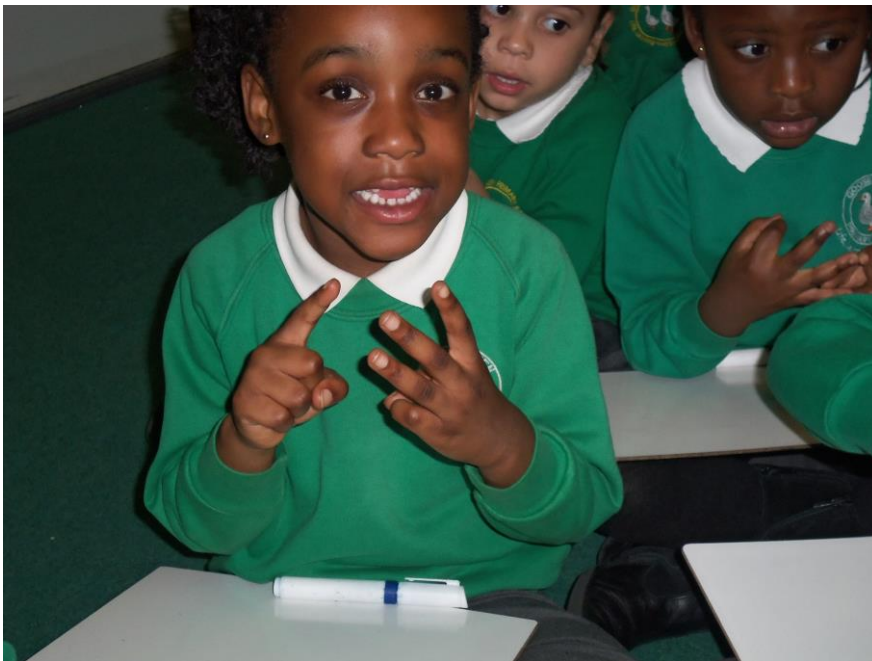




---

## Goose Green Phonics Teaching Guidance

(For teachers teaching phonics Years Nursery - Year 4 and all TA's teaching phonics groups)



Written by Louise Partridge based on information and techniques from Letters and Sounds, Read Write Inc and Jolly phonics

## Goose Green Phonics Teaching Guidance

### General

1. At the start of each session recap the sounds the children have already learnt. (When they get past phase 2 - single sounds, split the pack in 2 and recap half the sounds one day and half the sounds the next.
2. As you hold up the card the children should say the sound. If it is a stretchy sound (see individual letter cards) they should hold the sound for a few seconds. If it is a bouncy sound they should say the sound 3 times clearly, for example a - a - a. If they repeat the sound lots and lots of times quickly the sound becomes muddy and they won't be able to hear it as clearly when they are segmenting.



3. Correct any misconceptions as you hear them using the "My turn, your turn" technique.
4. If they don't remember a letter sound, show them the reverse of the card with the picture to remind them. Don't use this side unless they need a reminder as some of them start to think that "a" is "around the apple and down the leaf" rather than a sound.
5. Encourage the children to do the action that goes with the sound as they say the sounds (see jolly phonics summary sheet).

## Introducing a letter sound Phase 2 letters and sounds

1. Recap sounds learnt so far.
2. Explain that they will be learning a new sound today. Say the new sound using the "My turn, your turn" technique. (Say "My turn" Point to yourself then say the sound. Say "your turn" gesture towards the class and stay silent while the children repeat the sound.)
3. Give examples of words starting with the new sound using the "My turn, your turn technique". "My turn, ssss snake, your turn..." "my turn ssss sand, your turn..." etc.
4. Introduce the jolly phonics action for the sound and practice it. (See end of document for a summary of the actions)
5. Show the picture side of the phonics card. Describe the picture. Turn the card round and explain that the letter looks a bit like the picture. Flip the card from said to side with children saying either "sss" or "snake" depending on which side is showing.
6. When they are confident, show the letter side of the card and trace your finger over it saying the rhyme on the card. For example "slither down the snake". Ask children to get their writing fingers ready (point the index finger of the hand they write with) and air write the sound. Repeat several times saying the rhyme. Repeat a final time just saying the sound as they move their finger. Make sure you are watch their attempts so that you can help correct any mistakes so use the "My turn your turn" technique to model the formation.
7. Children write the sound on whiteboards. Use the phrase "1,2,3, show me to allow them to show their writing. Where possible correct misconceptions while other children write some sounds they have recently been learning.
8. FRED talk. Explain that FRED the frog can only speak in sounds (FRED can be any animal you have but use him consistently for this part of the lesson). Say a word in FRED talk e.g. s-u-n. Children repeat the sounds. You then say the word again then blend it "s-u-n, sun" children repeat this. As they get more confident let them blend the word independently.

### Introducing a letter sound phase 3 onwards

1. Recap sounds learnt so far.
2. Show the picture side of the card. Say the sound and the phrase for example "air that's not fair."
3. Say each of the words on the card in FRED talk (children do not read these). Children Repeat in FRED talk and then blend to say the word.
4. Introduce the jolly phonics action for the sound if applicable. (See the end of this document for a summary of actions.)
5. Show the picture side of the card and explain that we say the phrase when we see the picture. For example "That's not fair." Show the letter sound and explain that children need to say the sound when they see this side. For example "air". Turn the card around and practice.
6. Read words with new sound in them using the reading with sound button technique.
7. Segmenting to spell. Write words with target sound in them using the segmenting to spell process.
8. Speed words - use a mixture of words containing sounds already learnt hold up card and ask children to read the words.

### Segmenting to spell.

1. Say the word you are going to spell e.g. "cat"
2. Ask the children to show you the number of fingers corresponding to the number of sounds in the word you are spelling e.g. "show me three fingers". NOTE if there is a digraph in the word (a single sound made up of two letters such as "oo" or "ai") the children need to show one finger for this sound. They hold their hands up in front of themselves.



3. Ask the children to put the sounds onto their fingers. They need to point to each finger as they say the sounds, e.g. c-a-t. NOTE if the group has done this before let them generate the sounds independently as you point to each finger in turn. If this is a new activity model saying the sounds using the "my turn your turn" technique.



4. Model (using MTYT) sweeping your finger from left to right over the fingers to blend the word in our example "cat".
5. Ask the children to whizz their fingers around. As they do this they make a swooshing sound and turn their palm up at waist level.
6. Ask them to write the sounds on their fingers. Children trace the letter shapes onto each finger. For example making a "c" on their first finger an "a" on their second finger and a "t" on their third finger. NOTE if the word contains a digraph remind the children to write all of the letters that make up the sound on one finger.
7. Again model (using MTYT) sweeping your finger from left to right to blend the word.
8. Finally ask the children to write the word on their boards. If they are new to the activity repeat the word in sound talk again and again as they write. E.g. c-a-t, c-a-t, c-a-t.



9. Say "1,2,3 show me" and ask the children to turn their boards around to show you their writing. (If boards are held on their tummy you can see everyone's.)



### Blending to read.

1. Write or show the word to read.
2. Draw or show dots under each sound. Tell the children these are sound buttons and that when you press them they need to say the sound. NOTE if the word contains a digraph (two letters that make one sound) you draw one sound button under both letters (use a line for this so that the children can clearly differentiate between single letter sounds and digraphs)



3. Press each sound button (touch the dots). You can press them in any order but check that the children recognise all of the sounds in the word.
4. Press the sound buttons in order moving from left to right.
5. Repeat but press the buttons increasingly quickly.
6. Sweep your finger from left to right for children to blend the word. If they are new to the activity you may need to use "my turn your turn" for this bit until they are able to blend.

Read a sentence or ditty (from RWI ditty book)

1. Sit the children in pairs beside each other. Give one person a pointing stick.
2. Model reading the sounds with a partner. One person pointing and one person saying the sound.
3. Children read speed sounds in pairs. Ask them to read all the sounds then swap roles. They should continue to do this until you hold your hand up as a silent stop signal. While they are reading listen in to each group and correct any mistakes. If the children are stuck they should put their hand up.



4. Model reading a green word in FRED talk. The partner with the pointing stick should point to each sound while the other partner says it. They should sweep the stick from left to right so that their partner can blend the word.
5. Children read green words in pairs. Ask them to read all the words then swap roles. They should continue to do this until you hold your hand up to signal for them to stop. While they are reading listen to each group and correct any mistakes. If the children are stuck remind them to put up their hands.
6. Praise good partner work.
7. Ask the children to point to the red words. Explain that these are tricky words and that you can't sound them out. Ask if anyone recognises any of the red words. Work through the red words reading them using the "my turn your turn" technique.
8. Read the ditty. Explain to the children that they are going to take it in turns to read a line of the ditty. They should recognise all of the words as they have practiced them already. Again listen in to each pair as they read.
9. If you have time ask children to listen to you read the ditty and to track the words as you read. Deliberately hesitate on some words and ask the children to jump in and say the word to "help" you.
10. Questions to talk about. At the bottom of the page ask the question to check the children's understanding. Get them to discuss the question in pairs.

### Hold or write a sentence/ caption

1. Say the sentence using the "my turn your turn" technique.
2. Repeat it several times in different voices. (Say it in a low voice, squeaky voice, posh voice, cross voice, etc)
3. Ask the children what the first word we are going to write is. "1,2,3 call at me.....".
4. Tell them how many fingers to put up to segment the word onto. Follow the segmenting procedure. (Put sounds onto fingers, whizz fingers around, write sounds on fingers.)
5. Ask them what the next word in the sentence was. (If necessary repeat the sentence to prompt them.)
6. Repeat the segmenting procedure.
7. Continue as above until sentence is complete.
8. Ask for volunteers to have their work checked by the detectives.
9. Choose one person to come to the front. They hold up their whiteboard. The other children pretend to hold a magnifying glass and check the writing. If they can see something their friend can change to make their work even better they put their hand up. (They are looking for missing/incorrect sounds, lack of finger spaces, missing capital letters and full stops, incorrect letter orientation etc.)
10. Thank the child that volunteered and praise them for making their work even better.



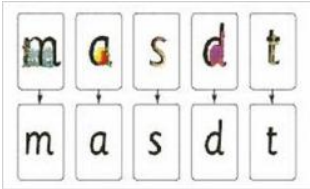
## Summary of Jolly Phonics Actions

When a new sound is introduced pair it with the relevant action to help children remember it below is a summary of the actions.

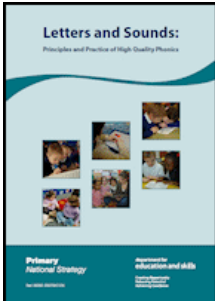
- s** Weave hand in an *s* shape, like a snake, and say *ssssss*
- a** Wiggle fingers above elbow as if ants crawling on you and say *a, a, a*.
- t** Turn head from side to side as if watching tennis and say *t, t, t*.
- i** Pretend to be a mouse by wriggling fingers at end of nose and squeak *i, i, i*.
- p** Pretend to puff out candles and say *p, p, p*.
- n** Make a noise, as if you are a plane - hold arms out and say *nnnnnn*.
- ck** Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.
- e** Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*.
- h** Hold hand in front of mouth panting as if you are out of breath and say *h, h, h*.
- r** Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *rrrrrr*.
- m** Rub tummy as if seeing tasty food and say *mmmmm*.
- d** Beat hands up and down as if playing a drum and say *d, d, d*.
- g** Spiral hand down, as if water going down the drain, and say *g, g, g*.
- o** Pretend to turn light switch on and off and say *o, o; o, o*
- u** Pretend to be putting up an umbrella and say *u, u, u*.
- l** Pretend to lick a lollipop and say *l l l l l*.
- f** Let hands gently come together as if toy fish deflating, and say *f f f f f*.
- b** Pretend to hit a ball with a bat and say *b, b, b*.
- ai** Cup hand over ear and say *ai, ai, ai*.
- j** Pretend to wobble on a plate and say *j, j, j*.
- oa** Bring hand over mouth as if you have done something wrong and say *oh!*
- ie** Stand to attention and salute, saying *ie ie*.
- ee**  
**or** Put hands on head as if ears on a donkey and say *eeyore, eeyore*.
- z** Put arms out at sides and pretend to be a bee, saying *zzzzzz*.
- w** Blow on to open hand, as if you are the wind, and say *wh, wh, wh*.
- ng** Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying *ng...*

- v** Pretend to be holding the steering wheel of a van and say *vvvvvv*.
- oo oo** Move head back and forth as if it is the cuckoo in a cuckoo clock, saying *u, oo; u, oo*. (oo as in book followed by oo as in zoo.)
- y** Pretend to be eating a yogurt and say *y, y, y*.
- x** Pretend to take an x-ray of someone with an x-ray gun and say *ks, ks, ks*.
- ch** Move arms at sides as if you are a train and say *ch, ch, ch*.
- sh** Place index finger over lips and say *shshsh*.
- th th** Pretend to be naughty clowns and stick out tongue a little for the *th*, and further for the ***th*** sound (*this* and ***thumb***).
- qu** Make a duck's beak with your hands and say *qu, qu, qu*.
- ou** Pretend your finger is a needle and prick thumb saying *ou, ou, ou*.
- oi** Cup hands around mouth and shout to another boat saying *oi! ship ahoy!*
- ue** Point to people around you and say *you, you, you*.
- er** Roll hands over each other like a mixer and say *ererer*.
- ar** Open mouth wide and say *ah*. (UK English) Flap hands as if a seal, and say *ar, ar, ar*. (US English)

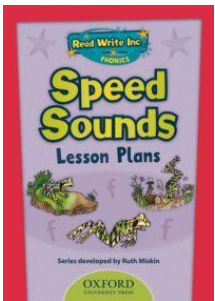
## Glossary of Resources



Speed sound cards. The picture and rhyme are on one side. The letter (grapheme) is on the other.



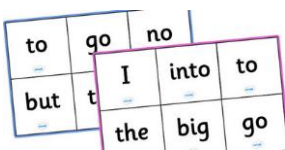
Letters and sounds Document. Details programmes of study and order that the sounds are taught in. Phase 1 - Mainly Nursery. Phase 2/3/4 Reception. Phase 5 Mainly Year 1. Phase 6 Mainly Year 2. (Please note that children progress through these stages at their own pace depending on their learning needs.)



Read Write Inc Lesson plan books



Word cards with sound buttons shown (for words that sound out)



Tricky words. Words that cannot be sounded out. Full list shown in appendix of Letters and Sound document.



Magnetic letters. Children can use them to sound out and spell words. Particularly good for children unable to write the letters clearly.



FRED the frog. He can only talk in sounds. Could be any small toy but you must choose one to use consistently.

---

