

Discrete teaching Phase 2: introducing grapheme–phoneme correspondence

Main purpose: To introduce grapheme–phoneme (letter–sound) correspondences.

Outcome: Children know that words are constructed from phonemes and that phonemes are represented by graphemes. They have knowledge of a small selection of common consonants and vowels. They blend them together in reading simple CVC words and segment them to support spelling.

Typical duration: Up to 6 weeks.

Practitioners and teachers should use the exemplars in conjunction with the progression and pace document and the Strand 5 objectives (which include the relevant Early Learning Goals [ELGs] for the Foundation Stage objectives).

Sample session 1

Key components of phonic knowledge and skills for this phase are in bold.

Phase 2	letter group: /s/, /a/, /t/, /p/, /i/, /n/
Resources	Bag of objects or pictures, the names of which start with 's' Puppet Mnemonic for /s/ Small box with a lid Sentence prepared on a whiteboard and not revealed until application activity Make sure that any adult who is available to give additional help for this session is fully briefed to keep children focused on the task and is able to intervene early, or refer to the teacher any children observed to have particular difficulties.
Daily discrete teaching session (approximately 20 minutes for all children)	
Revisit and review recently and previously learned grapheme–phoneme correspondences	N/A for first session
Teach new grapheme–phoneme	Explain that the children are going to be learning how to recognise letters that make the sounds in words , to help them

<p>correspondence for this step: 's'</p>	<p>to learn to read and write on their own.</p> <p>Ask them all to listen while you say the phoneme, /s/. Enunciate the phoneme as purely as possible, extending and repeating the sound /sssssss/.</p> <p>Encourage the children to say the phoneme /s/, with you a number of times. Encourage them to be aware of the position of their lips, teeth and tongue as they say the phoneme.</p> <p>Explain that you are going to show them what that sound looks like when we write it down. Ensure that all children can hear and that they can see the whiteboard. Model writing the grapheme as you say the phoneme.</p> <p>Introduce a mnemonic which will help children link the letter and sound in a multisensory way.</p> <p>Encourage children to practise sky-writing 's', while saying the sound repeatedly out loud. This multisensory approach helps children to remember the grapheme–phoneme correspondence.</p> <p>Tell the children that you have lots of things in the bag that begin with the phoneme /s/. Introduce a puppet who is very clever at naming objects. As you take objects out of the bag, name them, emphasising the initial /s/. Explain that the children are now going to say the word again, but they are going to say the first sound twice to help them remember that phoneme. Model this for them, for example 's... s... snake'. Pull another six or seven items out of the bag, one at a time, naming each in this way. Saying the words with this clear repetition of the initial sound helps children to identify the initial sound at this early stage. Quickly recap the names of the six or seven items (again using the clear repetition of the initial sound).</p>
<p>Practise hearing the initial sound of a word</p>	<p>Play 'What's in the box?'</p> <p>Choose an item from the 's' bag and put it in a box (without the children seeing). Explain that there is something in the box which starts with 's' and they have to guess what the object is from the clues. Give them clues (e.g. 'It's a creepy-crawly'). Use the slow repetition of the initial sound on that word, 'We needed a creepy-crawly that starts with 's'.' If necessary give the class another clue, for example 'It has eight legs.' Repeat with one more item.</p>
<p>Apply their phonics learning while reading</p>	<p>Reveal a sentence or phrase on the whiteboard that includes the mnemonic you have chosen to use, for example if the mnemonic for /s/ is 'snake', reveal 'Sam the snake goes "sssss"'. Read it to the children, emphasising the /s/ phoneme when it occurs and</p>

	getting them to join in the /ssss/ with you.
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Sample session 2 – following day

Phase 2	Letter group: /s/, /a/, /t/, /p/, /i/, /n/
Resources	<p>Letter card 's'</p> <p>Bag of objects or pictures, the names of which start with 'm'</p> <p>Mnemonic for /m/ (and /s/ from yesterday)</p> <p>Letter fans (with letters 's', 'a', 't', 'p', 'i', 'n') – enough for one between two children, or one for each child</p> <p>Sentence prepared on a whiteboard and not revealed until application activity</p> <p>Make sure that any adult who is available to give additional help for this session is fully briefed to keep children focused on the task and is able to intervene early, or refer to the teacher any children observed to have particular difficulties.</p>
Daily discrete teaching session (approximately 20 minutes for all children)	
Revisit and review recently and previously learned grapheme–phoneme correspondences	<p>Show the children the letter card 's' from yesterday. They say the sound /sssss/. Then sky-write 's' (while saying /sssss/) in different sizes – large, medium, small, tiny.</p> <p>Recap mnemonic (displayed yesterday).</p>
Teach new grapheme–phoneme correspondence for this step	Follow the procedure used in this section yesterday but using /n/. Enunciate the phoneme as purely as possible, extending and repeating the sound.
Practise identifying the new grapheme–phoneme correspondence and the one from yesterday	<p>Encourage the children to find a partner. Give a letter fan to each pair. Call out the phoneme /s/ or /n/ and children find the correct letter on their fans and keep it hidden. Saying 'Hold it to your heart' works well. Count down '3–2–1: show me' and the children show you the letter. Ensure that all children are showing you something, even if they are not sure of the answer. Show the children the correct letter. Remind them to use the mnemonics displayed.</p>
Apply their phonics learning while	<p>Reveal a sentence or phrase on the whiteboard that includes the mnemonic you have chosen to use, for example if the mnemonic for /n/ is 'nose', 'Nip your nose'. Read it to the children,</p>

reading	emphasising the /n/ phoneme when it occurs and getting them to join in sky-writing the letter 'n' with you.
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