

# Discrete teaching Phase 3: blending and segmenting CVC words

**Main purpose:** To teach children one grapheme for each of the 44 phonemes in order to read and spell simple regular words.

**Outcome:** Children link sounds to letters, naming and sounding the letters of the alphabet. They recognise letter shapes and say a sound for each. They hear and say sounds in the order in which they occur in the word, and read simple words by sounding out and blending the phonemes all through the word from left to right. They recognise common digraphs and read some high-frequency words.

**Typical duration:** Up to 12 weeks.

## Sample session 1: Blending for reading and segmenting for spelling CVC words using short vowels

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

Phase 3	<p>Selection of letters: /i/, /u/, /r/, /l/, /d/, /b/, /f/, /h/, /a/, /o/, /s/, /m/, /c/, /t/, /g/, /p/</p> <p>These letters are given as examples only. They repeat and extend the selection of vowels and consonants /s/, /a/, /t/, /p/, /l/, /n/ at Phase 2, thus building incremental progress.</p>
Resources	<p>Magnetic letters or cards of all phonemes covered so far</p> <p>Sufficient bags containing the same selection of magnetic letters for each pair of children</p> <p>Magnetic boards</p> <p>Three or four objects or pictures of CVC words using letters from above list, for example 'bus', 'bag', 'hat', 'cat', 'dog', 'pig', 'cup', 'lid', 'bib'</p> <p>Small box with a lid</p> <p>'Silly question' cards with one of the following questions written on each: 'Is a pig fat?', 'Has a dog got a hat?', 'Can a bus sit?', 'Can a dog run?', etc.</p> <p>Note: Word and sentence cards should not be on display until after the main oral blending activity has been completed.</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</p>

	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	Have ready either magnetic letters or letter cards with magnetic tape on the back, for all the previously learned phonemes. First, ensure that all children can see the objects and letters being used, that they can hear, and that they can see the whiteboard. Produce one letter at a time, and ask the children to say each phoneme together as you stick the letter on the board. Do this at a brisk pace.
Teach blending and reading and segmenting for spelling CVC words using a range of letters	Display the magnetic letters of all the phonemes the children have learnt in the first activity. Make a CVC word using three of the magnetic letters, and then <b>model how to say the three phonemes before blending them together to read the whole word</b> , for example <i>'c-u-p/... cup'</i> . Ask them to join in saying each sound separately first, then <b>blending the sounds together, running your finger under the letters as you read the whole word with them</b> . Repeat with another CVC word. Go through a selection of CVC words modelling blending and inviting the children to join in. Display four CVC objects or pictures (e.g. 'bus', 'bag', 'hat', 'cat', 'dog', 'pig') and tell the children that you are going to make the word quickly for one of the objects or pictures for them to read with their carpet partner. Conceal the word as you make it, then reveal it and ask the children to decide with their partner which object or picture you have made.
Practise blending to read CVC words and segmenting for spelling using a range of letters	Play a variation on 'What's in the box?' as follows.  Choose one of the following objects or pictures: 'bag', 'hat', 'bib', 'lid', 'pig', 'dog', 'cup', 'bus'. Put it in the box with the lid without the children seeing. Explain that the children have got to work out what is in the box by reading. You are going to write the answer on the board, but not read it to them. Get the children into carpet partners and ask them to blend and read the word quietly together. <b>Blend and read the written word</b> altogether and then look in the box. Repeat with two or three more objects. Then select another item from the box and invite the children to use their own letters and boards to spell out the name of the object. Observe carefully which children have mastered this quickly. Make sure that those who are having difficulty with segmenting and blending receive immediate support, for example from a teaching assistant.
Apply their phonics learning while	Play 'Silly questions' using the questions listed in resources (above). Reveal large cards on which you have written the 'silly

reading	<p>questions', using words that the children can decode at this stage, that is, CVC words.</p> <p>After the children signal with thumbs up or down, get the whole class to read the 'Silly question', stopping at the underlined words to <b>blend and read them</b>. Agree on an answer to the question.</p>
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**Sample session 2: Blending for reading and segmenting for spelling CVC words using short vowels**

Phase 3	<p>selection of letters, for example, /e/, /v/, /w/, /y/, /z/, /j/, /n/, /k/, /i/, /u/, /r/, /l/, /d/, /b/, /f/, /h/, /a/, /o/, /s/, /m/, /c/, /t/, /g/, /p/</p> <p>These letters are given as examples only. They repeat and extend the selection of vowels and consonants both at Phase 2 and previous sessions thus building incremental progress.</p>
Resources	<p>Bags containing a whiteboard, pen and eraser – enough for one bag between two children as a minimum. You may decide that lower-attaining children need a whiteboard each, so they are getting maximum involvement and practice.</p> <p>If a teaching assistant is available, ensure that additional support is directed to keep this group of children focused on the spelling task.</p> <p>Phoneme frames – sufficient for one between two</p>
Daily discrete teaching session (approximately 20 minutes for all children)	
Revisit and review recently and previously learned grapheme-phoneme correspondences	<p>Encourage children to get into pairs: provide each pair with a whiteboard, pen and eraser (it is quicker to give these out if all three items are stored in a sealed plastic folder or bag). Call out a phoneme you have recently introduced and ask the children to write the phoneme on their whiteboards. Encourage them to use the displayed mnemonics to help them only if necessary. Count down '3–2–1: show me' and the children show you their whiteboards. Write the correct letter on the easel, referring the children to the relevant displayed mnemonic if necessary. Repeat with three or four other letters.</p>
Teach blending to read CVC words and segmenting and spelling CVC words using a range of letters	<p>Play 'Phoneme frame' using a set of laminated card phoneme frames. Ensure that all children can see the objects and letters being used, that they can hear, and that they can see the board.</p> <p><b>Model the writing of CVC words</b> on a large phoneme frame divided into three columns for initial, medial and final phonemes of each word. Invite the children to <b>read the word all through</b>.</p>

Practise	<p>Give the children CVC words to spell. Watch the children as they are writing and specifically praise any children who are using their fingers to count the phonemes before writing (as this shows an understanding of segmenting for spelling words). When the children show their whiteboards, draw attention to children's successes as well as building on errors to reinforce teaching points, for example 'There were some interesting ones there – let me show you one of the ones I've seen' (this makes the mistake impersonal). Write this incorrect spelling into your phoneme frame on the easel. Get the class to <b>blend and read the word</b> there (this is extra reading practice) and identify the changes needed to make it correct. This reinforces the teaching point and helps dispel misunderstandings. Repeat with four other words containing grapheme–phoneme correspondences you have covered.</p>
Apply their phonics learning while writing	<p>Use a puppet who is forgetful and needs help to write a shopping list for his mum. With their partners, the children are to write the list on their whiteboards. The puppet needs to buy 'ham' and 'jam' and he mustn't forget to take the 'dog' with him!</p>