

Playing with sounds: a supplement to Progression in phonics

**Foundation Stage
and Year 1
practitioners and
teachers**

Status: Recommended

Date of issue: 05-2004

Ref: DfES 0280-2004



Contents

CD-ROM	Inside front cover
Playing with sounds	4
Overview of programme	6
Index of cards 1–24	8
How to use the cards	9
Progression in phonics and the NLS Framework	12
High-frequency words	13
Phonemes and graphemes	14
Segmentation and blending	16
Playing with sounds CD-ROM – an overview	17

The CD-ROM should start automatically. If it does not, double-click the icon 'my computer' on the desktop, double-click the icon for the CD-ROM drive then double-click 'autorun.exe'.

System requirements for this CD-ROM:

Windows 95 and above (98 and NT variants)

Windows Media player as installed with the above operating system

Pentium II 500 MHz or faster

128Mb system memory or higher

16 bit colour display or higher

12 x CD-ROM drive or faster

Soundblaster compatible soundcard and speakers

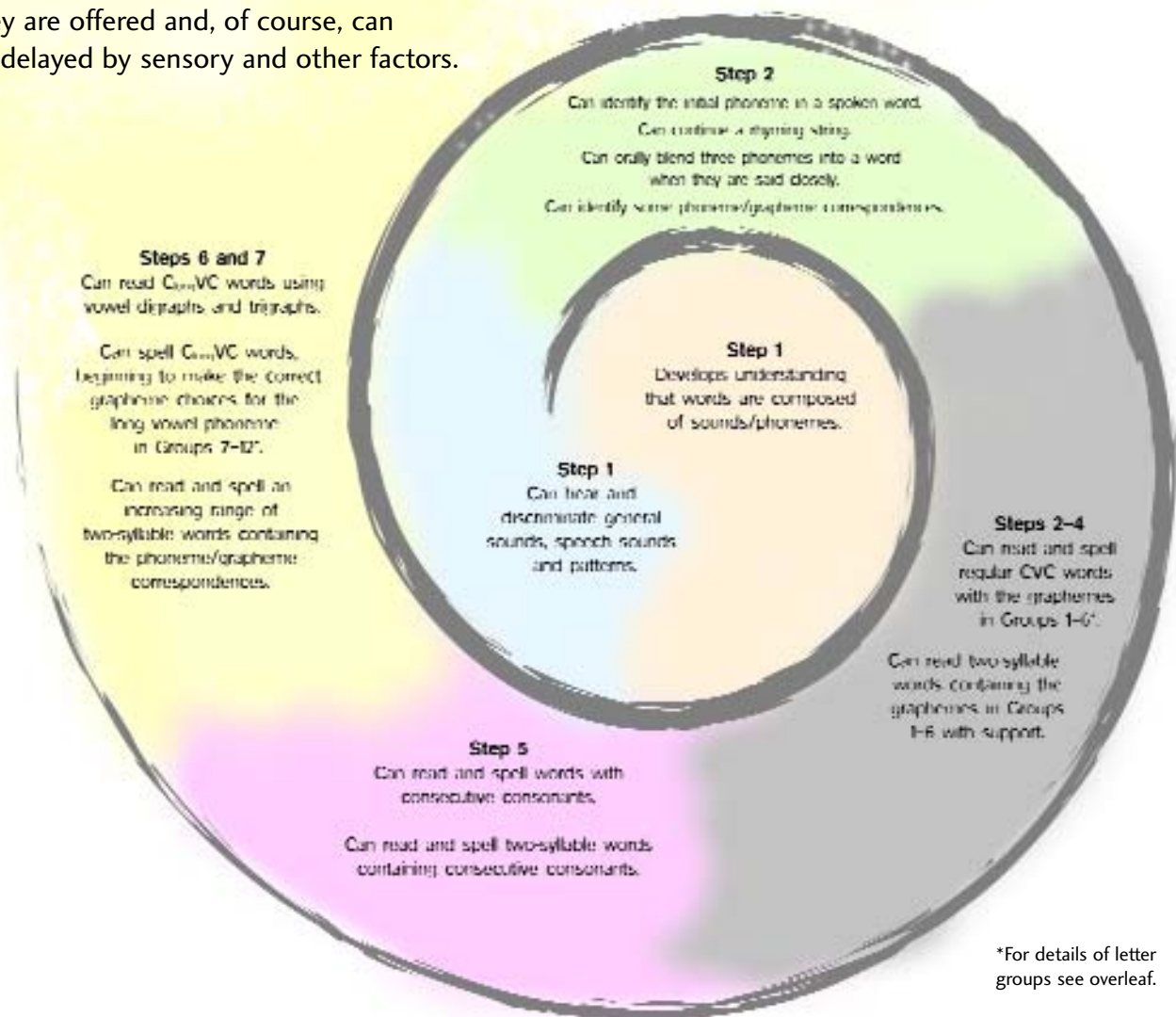
Playing with sounds



This supplement to *Progression in phonics* contains suggestions for working with children in Foundation Stage and Year 1 on the laminated cards in this folder and some guidance and resources on a CD-ROM (inserted into a sleeve at the front of the folder).

This diagram shows the progression from very young children's developing awareness and discrimination of sounds, through their early attempts at segmentation and blending to a growing ability to read and spell regular polysyllabic words containing vowel digraphs. The progression covers approximately the three years from age 3 to 6. Children's rate of movement through this progression is heavily dependent on the experiences they are offered and, of course, can be delayed by sensory and other factors.

The colours in this diagram relate to the Curriculum Guidance for the Foundation Stage 'stepping stones' and Early Learning Goals (light yellow, green, blue, grey), the Foundation Stage Profile (pink) and the National Curriculum (yellow). The merging of colours is intended to convey that children's progress will vary.



Playing with sounds: programme

STEP	Learning objectives	Concepts	Skills	Knowledge
1	<p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> Hear and discriminate general sounds, speech sounds and patterns. <p><i>Curriculum guidance for the foundation stage stepping stones</i></p> <ul style="list-style-type: none"> Enjoy rhyming and rhythmic activities. Distinguish one sound from another. Show awareness of rhyme and alliteration. Recognise rhythm in spoken words. 	<p>Develop the idea that</p> <ul style="list-style-type: none"> sounds are different words are composed of sounds/phonemes 	<p>Developing ability to</p> <ul style="list-style-type: none"> listen carefully distinguish between sounds recognise and talk about differences and similarities between sounds join in with simple rhythms. 	<p>Developing knowledge of</p> <ul style="list-style-type: none"> vocabulary (e.g. first, next, same, different, matching).
2	<p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> To be able to continue a rhyming string. To hear and say phonemes in initial position. To know (some) phoneme-grapheme correspondences. <p><i>Curriculum guidance for the foundation stage stepping stones</i></p> <ul style="list-style-type: none"> Continue a rhyming string. Hear and say the initial sound in words and know which letters represent some of the sounds. 	<p><i>Developing</i></p> <ul style="list-style-type: none"> Words are composed of sounds/phonemes. Sounds/phonemes are represented by letters. 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Segmentation – can identify the phoneme in the initial position in a spoken word. Blending – can orally blend three phonemes into a word when they are said closely. 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Some phoneme/grapheme correspondences.
2–4	<p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> To use the skills of blending and segmenting and the knowledge of phoneme/grapheme correspondences in groups 1–4 to read and spell regular CVC words. <p><i>Curriculum guidance for the foundation stage early learning goals</i></p> <ul style="list-style-type: none"> Hear and say initial and final; sounds in words, and short vowel sounds within words. Link sounds to letters, naming and sounding the letters of the alphabet. Use their phonic knowledge to write simple regular words and make phonically plausible attempts at more complex words. 	<p><i>Developing</i></p> <ul style="list-style-type: none"> Sounds/phonemes are represented by letters. <p><i>Introducing</i></p> <ul style="list-style-type: none"> A sound can be represented by one letter, or by more than one letter. (Group 4 letters). 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Segmentation of 3-phoneme words. Blending 3-phoneme words. 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Phoneme/grapheme correspondences. <p>Group 1 Card 9 s, m, c, t, g, p, a, o;</p> <p>Group 2 Card 10 r, l, d, b, f, h, i, u;</p> <p>Group 3 Card 11 v, w, y, z, j, n, k, e</p> <p>Group 4 Card 12 ll, ss, ff, zz.</p>

STEP	Learning objectives Concepts		Skills Knowledge	Phoneme/grapheme correspondences
2–4	<p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> – To use the skills of blending and segmenting and the knowledge of phoneme/grapheme correspondences in group 5 to read and spell regular CVC words. 	<p><i>Consolidating</i></p> <ul style="list-style-type: none"> – Sounds/phonemes are represented by letters. <p><i>Main focus</i></p> <ul style="list-style-type: none"> – A sound can be represented by one letter, or by more than one letter. <p><i>Introducing</i></p> <ul style="list-style-type: none"> – There can be more than one way to represent a sound. 	<p><i>Consolidating</i></p> <ul style="list-style-type: none"> – Segmentation of 3-phoneme words – Blending 3-phoneme words. <p><i>Extending</i></p> <ul style="list-style-type: none"> – To read and spell polysyllabic words. 	<p><i>Consolidating</i></p> <p>Groups 1-4</p> <p><i>Extending</i></p> <p>Group 5 Card 13 sh, ch, th, wh</p> <p>Group 6 Card 14 ck, ng, qu, x.</p>
5	<p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> – To use the skills of blending and segmenting to read and spell words with two and three consecutive consonant phonemes. – To begin to read and spell two syllable words containing consecutive consonant phonemes. 	<p><i>Consolidating</i></p> <ul style="list-style-type: none"> – A sound can be represented by one letter, or by more than one letter. – There can be more than one way to represent a sound. 	<p><i>Extending</i></p> <ul style="list-style-type: none"> – Segmentation of 4-phoneme words. – Blending of 4-phoneme words. – To read and spell polysyllabic words. 	<p><i>Consolidating</i></p> <p>Groups 1-6</p> <p>No new phoneme/grapheme correspondences.</p> <p>Cards 16 and 17</p>
6&7	<p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> – To use the skills of blending and segmenting to read words with one, two and more letter graphemes. – To begin to make appropriate grapheme choices when spelling. 	<p><i>Consolidating</i></p> <ul style="list-style-type: none"> – A sound can be represented by one letter, or by more than one letter. <p><i>Developing</i></p> <ul style="list-style-type: none"> – There can be more than one way to represent a sound. <p><i>Introducing</i></p> <ul style="list-style-type: none"> – The same grapheme may represent more than one phoneme. 	<p><i>Consolidating</i></p> <ul style="list-style-type: none"> – Segmentation of 3 and 4 phoneme words. – Blending of 3 and 4 phoneme words <p><i>Extending</i></p> <ul style="list-style-type: none"> – To read and spell polysyllabic words. 	<p><i>Consolidating</i> Groups 1-6</p> <p><i>Extending</i></p> <p>Group 7 Card 19 /ee/ ee, ea, y, e, e-e /ie/ igh, y, ie, i-e, i, /r/ r, wr</p> <p>Group 8 Card 20 /oe/ oa, ow, o, o-e /ae/ ai, ay, a-e, a</p> <p>Group 9 Card 21 /ue/ oo, ew, ue, u-e /s/ s, ss, se, ce, unaccented (schwa) vowel</p> <p>Group 10 Card 22 /oo/ oo, oul, u /ow/ ow, ou /oi/ oy, oi</p> <p>Group 11 Card 23 /ar/ ar, a /au/, or, au, aw, al, oor, (w)ar /ur/ er, ir, ur, ear, (w)or</p> <p>Graphemes representing more than one phoneme, e.g. 'ow', 'e'</p> <p>Group 12 Card 24 /air/ air, are, ear /eer/ ear, eer, ere /e/ e, ea /j/ j, g, ge, dge</p>

Playing with sounds: index of cards

Card	Phoneme ' grapheme correspondences	Activities	
1	Introduction to Steps 1&2		Stepping stones
2	Enjoy rhyming and rhythmic activities		
3	Distinguish one sound from another		
4	Show awareness of rhyme and alliteration		
5	Recognise rhythm in spoken words		
6	Continue a rhyming string		
7	Hear and say the initial sound in words and know which letters represent some of the sounds		
8	Introduction to Steps 2–4		Early Learning Goals
9	Steps 2–4	1. s m c t g p a o	
10	Steps 2–4	2. r l d b f h i u	
11	Steps 2–4	3. v w y z j n k e	
12	Steps 2–4	4. ll ss ff zz	
13	Steps 2–4	5. sh ch th wh	
14	Steps 2–4	6. ck ng qu x	
15	Introduction to Step 5		
16	Step 5	CVCC	
17	Step 5	CCVC	National Curriculum
18	Introduction to Steps 6&7		
19	Steps 6&7	7. vowel digraphs for /ee/, /ie/ – representations of phoneme /r/	
20	Steps 6&7	8. vowel digraphs for /oe/, /ae/	
21	Steps 6&7	9. vowel digraphs for /ue/ – unaccented vowel represented by 'er' – representations of phoneme /s/	
22	Steps 6&7	10. vowel digraphs for /oo/, /ow/, /oi/	
23	Steps 6&7	11. vowel digraphs for /ar/, /au/, /ur/ – graphemes 'e' and 'ow' each representing two phonemes	
24	Steps 6&7	12. vowel digraphs for /air/, /ear/, /ure/ – representations of phonemes /e/ and /j/	

How to use the cards

These cards, containing suggestions for working with children in the three years across Foundation stage and Year 1, describe activities to allow children to move seamlessly from Step 1 to Step 7. They are activities which form the everyday fare for all children. It is important that children have daily opportunity to play with sounds.

Introductory cards

Cards 1, 8, 15 and 18 introduce the steps in the progression. These cards summarise

- the experiences children need before embarking on the games and activities in the step(s) referred to on the card;
- the content of the step(s); and
- some indication of what children can do when they have achieved the step(s).



Cards for children working within the stepping stones

The light yellow, green and blue cards (2–7) provide activities and experiences to support children as they progress through the stepping stones towards the early learning goals. These cards show what young children can gain from their own self-propelled play, which builds the concepts, skills and knowledge for later reading and writing. There are also some ideas for playing alongside children to extend their play to develop their learning. Finally, there are some activities which practitioners can set up to help children to learn something which they are unlikely to learn unassisted.

A large number of activities are listed from which practitioners may choose those they feel to be most suitable. It is by no means essential to stay with one card at a time. The cards cover different areas of children's learning and it would provide a varied experience to dip into a card and then return to it a few days later.



All the activities in these cards revolve around playing with sounds. In card 7, children will be playing games such as **Tray game** and **I spy**, where they are listening out for the sound at the beginning of a word. They will have had lots of experience with books and will be interested in the letters that represent the sounds they can hear in words. It is perfectly appropriate to show children these letters and play games with letters, but not to drill them. They will learn them quite naturally as they start to make words from Card 9 onwards.

Almost all children have an insatiable desire to make their mark – to imitate others in communicating by writing. The environment in which children play should always have opportunities for them to write. They should not build up a fear of writing; it should develop naturally and the more sound play that they enjoy, the more easily children will translate those sounds (phonemes) into written words.

Cards for children working towards the early learning goals and in Year 1

On the grey, pink and yellow cards (9–24) specific letters are introduced for the first time. The letters for each card are clearly identified and a list of words which can be made from these letters is provided.

On each card, up to three games are described in detail and there are suggestions for further games and activities detailed on other cards.



These cards (9–24) also contain a mixture of activities – some which the children may set up on their own which further their understanding and knowledge of the language system, some which are clearly organised by the teacher and others where the children are applying their language and literacy skills. It goes without saying that daily opportunities to play with sounds and for reading and writing are essential at this age.

Playing with sounds: a supplement to *Progression in phonics* and the *National Literacy Strategy Framework for teaching*

The cards in this folder are in line with *Curriculum Guidance for the Foundation Stage*. This table shows the correspondence between the ‘Playing with sounds’ cards and the objectives listed in the National Literacy Strategy Framework for teaching. This clearly shows that by the end of Year 1 children will have completed the objectives originally intended in the NLS Framework for Year 2. It should be emphasized that this acceleration only applies to the phonics work, not the remaining word level and the sentence and text level objectives in the framework.

Playing with sounds: a supplement to <i>Progression in phonics</i>	National Literacy Strategy <i>Framework for teaching</i>
Earlier Foundation (Cards 1–3)	
Earlier Foundation (Cards 4 and 5)	
Earlier/Later Foundation (Cards 6 and 7)	Reception objectives
Later Foundation (Cards 8–14)	Reception and Year 1 Term 1 objectives
Later Foundation/Year 1 (Cards 15–17)	Year 1 Term 2 objectives
Year 1 (Cards 18–24)	Year 1 Term 3 and Year 2 Terms 1–3 objectives

For Year 2 phonics and spelling, see *Year 2 and Year 3 planning exemplification and spelling programme* (DfES 0493-2003).

Phonics needs the whole of the word-level time in the literacy hour. Other word-level objectives can be taught elsewhere, e.g. vocabulary in shared text work and handwriting outside the hour.

High-frequency words

These are listed in the National Literacy Strategy *Framework for teaching* appendix list 1 as words which children will encounter frequently in their reading and will probably wish to use in their writing. In some of these words, one of the phonemes is represented by an irregular grapheme, e.g. **they**, **was**, **said**. When coming to learn the phonic code, children will notice these irregularities and ways of remembering the unusual spelling will need to be found by supplementing the auditory with visual and kinaesthetic stimuli (VAK).



Phonemes and graphemes

Terminology

phoneme

a sound in a word



grapheme

a letter or sequence of letters that represents a phoneme

1	2	3
c	a	t
b	ir	d
f	i	sh
kn	igh	t

These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme.

- Phonemes are represented by graphemes.
- A grapheme may consist of one (**t**), two (**kn**) or more letters (**igh**).
- A phoneme can be represented/spelled in more than one way **cat**, **kennel**, **choir**.
- The same grapheme may represent more than one phoneme **me**, **met**.

Consonant phonemes and their more usual graphemes

consonant phonemes	International Phonetic Alphabet	representative words	consonant phonemes	International Phonetic Alphabet	representative words
/b/	b	b aby	/r/	r	rab b it, wr o ng
/d/	d	d og	/s/	s	sun, mou s e, ci t y, sci en ce
/f/	f	fi el d, ph oto	/t/	t	ta p
/g/	g	g ame	/v/	v	va n
/h/	h	h at	/w/	w	wa s
/j/	d ₃	ju d ge, gi an t, ba rg e	/y/	j	ye s
/k/	k	co o k, qu ic k, mi x , Ch ris	/z/	z	zebra, plea s e, i s
/l/	l	la mb	/θ/	θ	th en
/m/	m	mo n key, co mb	/θ/	θ	th in
/n/	n	nu t , kn ife, gn at	/tʃ/	tʃ	ch ip, wa tc h
/ŋ/	ŋ	ri ng , si nk	/ʃ/	ʃ	sh ip, mi ss ion, ch ef
/p/	p	p aper	/ʒ/	ʒ	treasu r e

Vowel phonemes and their more usual graphemes

vowels	International Phonetic Alphabet	representative words	vowels	International Phonetic Alphabet	representative words
/a/	æ	ca t	/oo/	u	loo k , wou ld , pu t
/e/	e	pe g , br ea d	/ar/	ɑ:	ca rt , fa st (<i>regional</i>)
/i/	ɪ	pi g , wa nt ed	/ur/	ɜ:	bu rn , fi rs t, te rm , hea rd , wo rk
/o/	ɒ	lo g , wa nt	/au/	ɔ:	to rn , doo r , wa rn , ha ul , la w , ca ll
/u/	ʌ	plu g , lo ve	/er/	ə	woo d en, ci rc us, si st er
/ae/	eɪ	pa in , da y , ga te , sta ti on	/ow/	aʊ	do wn , sho ut
/ee/	i:	swee t , hea t , thi ef , the se	/oi/	ɔɪ	co in , bo y
/ie/	aɪ	tr ie d, li gh t, m y , sh in e, m in d	/air/	eə	sta ir s, bea r , ha r e
/oe/	ou	roa d , blo w , bo n e, co ld	/ear/	ɪə	fea r , bea r , he r e
/ue/	u:	mo on , blu e , gre w , tu n e	/ure/	uə	pu r e, tou r ist

phonemes are shown between slashes / /

Note: modifications made to *Progression in phonics* to bring it in line with the International Phonetic Alphabet:

/wh/ has been removed /or/ and /au/ have been combined /ure/ has been added.

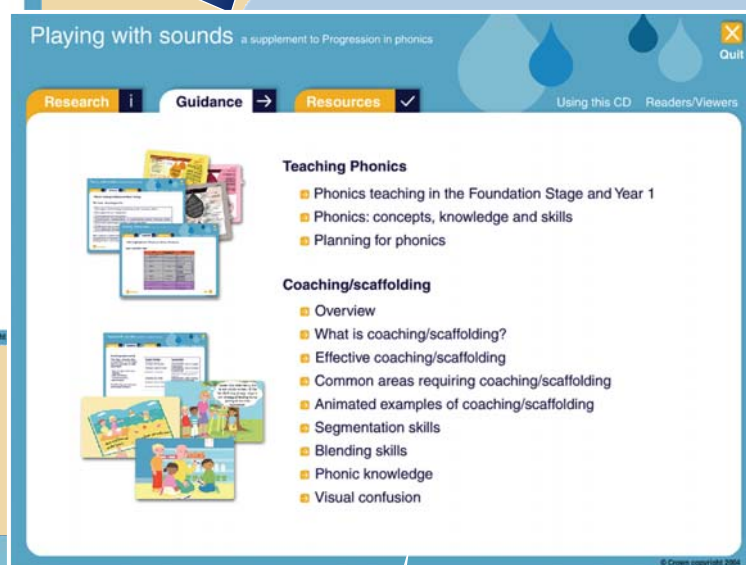
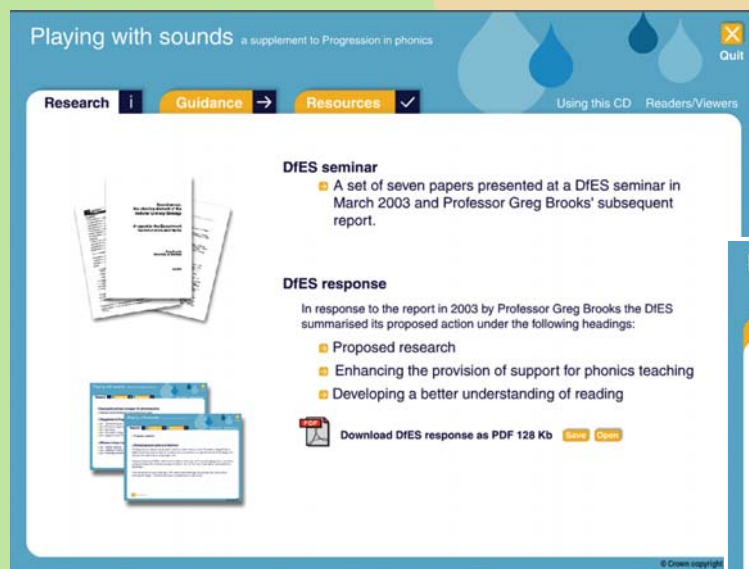
Segmentation and blending

Segmentation means hearing the individual phonemes within a word – for instance the word ‘crash’ consists of four phonemes: ‘c – r – a – sh’. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme.

Blending means merging the individual phonemes together to pronounce a word. In order to read an unfamiliar word, a child must recognise (‘sound out’) each grapheme, not each letter (e.g. ‘**th**-i-n’ not ‘**t-h**-i-n’), and then merge the phonemes together to make the word.



Playing with sounds: a supplement to Progression in phonics – CD-ROM





Research

Printable versions of the conference papers from the March 2003 seminar on teaching phonics from researchers and practitioners.

On-screen breakdown of the DfES response to Greg Brooks' report

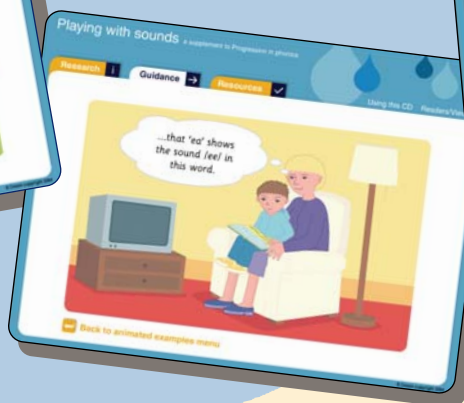
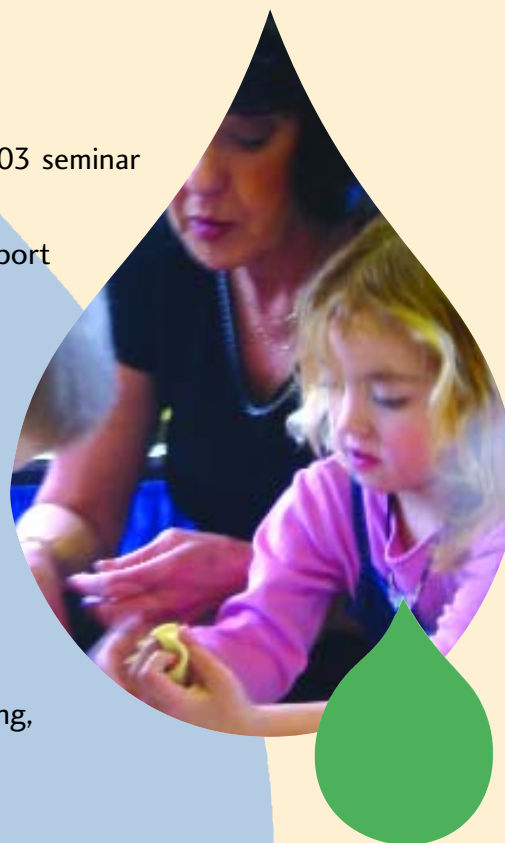
Guidance

- Teaching phonics

This section is an explanation of what we think we have learned since 1999 in England from the use of phonic programmes and Progression in phonics (PiP), with the emphasis on phonics. There is some restating of factors known to be important and guidance for teachers of children who may be considered to have barriers to learning phonics (e.g. those learning English as an additional language and those with hearing, speech and language disorders, etc.)

- Coaching

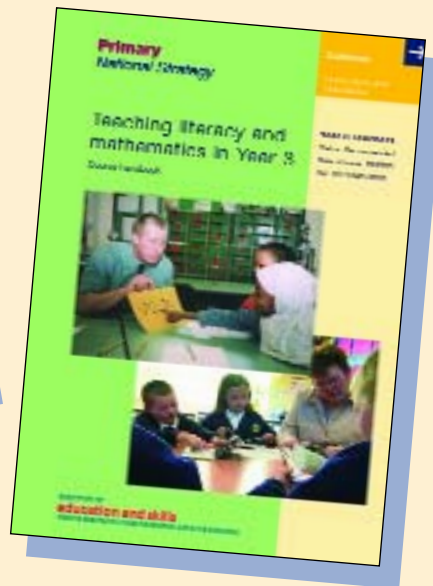
This is a set of scenarios which includes the dialogue between the practitioner and children in which the practitioner is assisting the children to help themselves in reading and spelling. Sound is required for this section of the CD-ROM.





Resources

- Printable copies of the phonics resources for Years 2 and 3:
 - Guided reading: Supporting transition from Key Stage 1 to Key Stage 2.
 - Teaching literacy and mathematics in Year 3.
 - Year 2 and Year 3 planning exemplification and spelling programme.

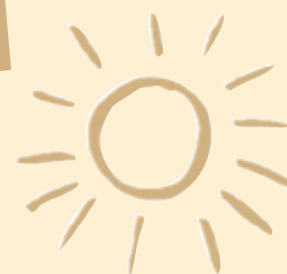




- Progression in phonics supplement folder – introduction and 24 cards (printable)



- A complete set of games with extension activities (printable)





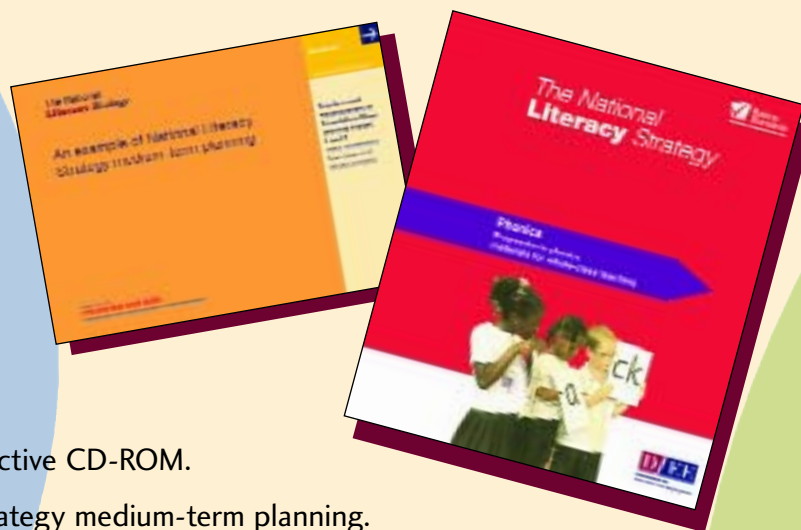
- Decoding cartoons

This is a set of animated cartoon stories for children to play with and read. There are several stories for each group of letters from Group 1 to Group 5 and more cartoons for children to practise words containing consecutive consonants. No material has been included for practising vowel digraphs as there is plenty of very good published material available.





- Progression in phonics 1999 book.
- Progression in phonics 2000 interactive CD-ROM.
- An example of National Literacy Strategy medium-term planning.

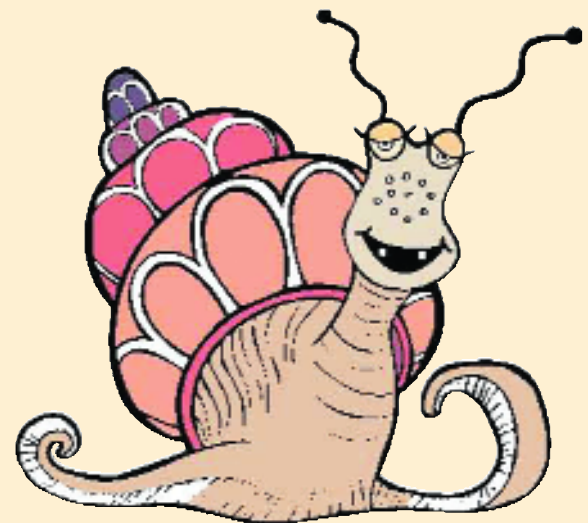
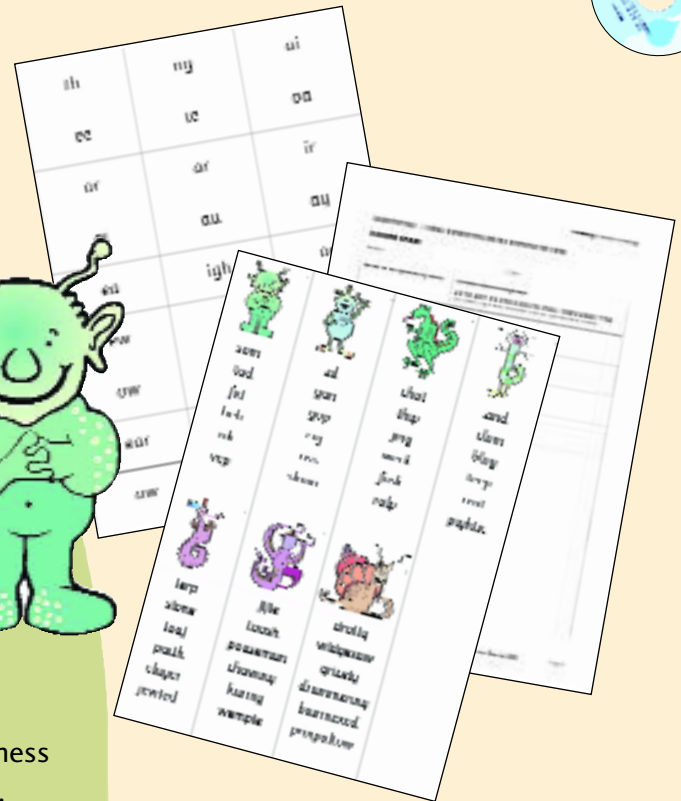




Screening for potentially 'at risk' children

This section is a set of materials to screen children who are not making expected progress in phonics. It is not expected that all the assessment tasks would be undertaken for all of children. The main purposes of the assessment tasks are:

- The early identification of children who are at risk of failing to acquire age-appropriate literacy.
 - To provide more specific information about the nature and extent of any difficulties.
 - To plan and evaluate the effectiveness of an early intervention programme.
- The assessment tasks are as follows:
- Blending skills.
 - Segmentation skills.
 - Phoneme-grapheme correspondences.
 - Decoding.



All tasks are criterion referenced and may be used and repeated at any time during YR or Y1.

