Order in which we teach letter sounds.

At The Blake School, we follow a certain order for teaching children letter sounds, digraphs (two letters making one sound) and trigraphs (three letters making one sound). Below is a table to show the order in which we work through these sounds. We teach the children to read and write words containing these sounds, at a pace that is appropriate for them.

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| Phonics Group | Sound | Phrase | Words containing this sound | Simple captions or sentences containing the focus sound & some sight words. You could say the sentence and ask your child to have a go at writing it. |
| All phonics groups have learnt these sounds. | qu | q and u stick together like glue | quit, quick, quack | I am quick. |
| ch | the horse sneezed when the caterpillar’s hairs get up his nose | chip, chop, chat | We can chat. |
| sh | ‘sh’ said the horse to the hissing snake | ship, shop, fish | The big fish. |
| th | the princess in the tower is rescued by the horse ‘thhhhank you’ | thin, thick, with  that, this, then | That is a pen. |
| ng | thing on a string | king, sing, string | I can sing. |
| Mrs Rowl-ands’ & Mrs Moss’ groups have learnt these sounds. | ai | snail in the rain | rain, pain, train | A long train. |
| ee | what can you see? | see, queen, tree | The green tree. |
| igh | fly high | light, night, high | Jump high. |
| oa | goat in a boat | boat, coat, road | My red coat. |
| oo | poo at the zoo  look at a book | food, moon, spoon  cook, shook, foot | The bright moon.  She can cook. |
| ar | start the car | star, park, sharp | I went to the park. |
| or | shut the door | short, sport, fork | I will get a fork. |
| ur | nurse with a purse | hurt, turn, fur | I hurt my foot. |
| Mrs Moss’ group have learnt these sounds. | ow | brown cow | how, down, town | How did you do that? |
| oi | spoil the boy | oil, join, noise | What is that noise? |
| ear | hear with your ear | near, year, fear | You are near me. |
| air | that’s not fair | hair, chair, stair | I have long hair. |
| ure | sure it’s pure | picture, mixture, adventure | It is a picture of me. |
| er | a better letter | never, after, corner | We can have sweets after the show. |
| ay | may I play | day, way, tray | Come in and play. |
| ou | shout it out | loud, found, mouth, | I found your coat. |

We have highlighted the sounds that your child has learnt so far.

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| Phonics groups | Sound | Phrase | Words containing this sound | Simple captions or sentences containing the focus sound & some sight words. You could say the sentence and ask your child to have a go at writing it. |
| No children have been explicitly taught these sounds yet. | ie | terrible tie | tie, magpie, flies | The tie was bright. |
| ea | cup of tea | eat, cheat, bleating | The sheep were bleating. |
| oy | toy for a boy | toy, boy, enjoy | We enjoy playing with toys. |
| ir | whirl and twirl | swirling, twirl, whirl | The sea was swirling. |
| ue | come to the rescue | rescue, blue, glue | Can you rescue that bird? |
|  | aw | yawn at dawn | paw, crawling, jaw | The children were crawling. |
| wh | whisk, whisk! | wheel, whisper, whirl | The wheels were going round. |
| ph | take a photo | alphabet, orphan, elephant | Can you sing the alphabet? |
| ew | chew the stew | new, stew, chewing | The tea was brewing. |
| oe | (no phrase) | toe, tomatoes, foe | The tomatoes grew in the garden. |
| au | paul the astronaut | dinosaur. author, pause | The dinosaur was eating meat.. |
| ey | (no phrase) | monkey, key, chimney | What a cheeky monkey! |
| a-e | make a cake | make, cake, same | She was brave |
|  | e-e | go pete and steve! | pete, theme, complete | The man’s name was Steve. |
| i-e | nice smile | mile, smile, nice | Quickly go and hide. |
| o-e | phone home | phone, hope, spoke | He was on his phone. |
| u-e | huge brute | brute, flute, huge | She was playing her flute. |
|  | kn | knock, knock, who’s there? | knock, knee, knit | Someone knocked at the door. |

The sounds ‘a-e’ ‘e-e’ ‘i-e’ ‘o-e’ and ‘u-e’ are ‘split digraphs’. One way to explain this to the children is as follows:

“Once upon a time, the digraph letters ‘a’ and ‘e’ were being very noisy making their ‘ae’ sound together. Mrs Letter their teacher decided that it would be a good idea to split them up from each other and sit another letter between them. They held hands behind the other letter’s back and still said their sound but quietly. She changed the letters sometimes, so that they had a different letter sitting between them.”

same