





Phonics Training

- Blending and Segmenting at
SS2 and SS3

s sat	t tap	p pan	n nose	m mat	a ant	e egg
g goat	d dog	ck click	r run	h hat	u up	ai rain
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn
ch chin	sh ship	th think	th the	ng sing	ear near	air stair

 -un [-ʌn] 57	 -ut [-ʌt] 58
run sun gun	bun fun dun
 -ug [-ʌg] 59	 -um [-ʌm] 60
bug mug jug	hug rug plug
	gum hum drum
	sum tum yum

Purpose

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- Ideas for expanding these ideas with our own approaches and ideas.
- Some theory to help you understand how you can teach phonics better.
- Practical activities to go along with this.

Agenda

(1) Theory and practical activities for first introducing and teaching blending at SS2. The same for segmenting.

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- (3) SS3 Units 3 - 5; introducing consonant blends.

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- (2) Helping students increase their accuracy in pronunciation once they understand blending, in late SS2, early SS3 and beyond.
- (3) SS3 Units 3 - 5; introducing consonant blends.
- (4) SS3 Units 6 and beyond.

Agenda

(4) SS3 Units 6 and beyond.

Introducing Blending at SS2

Agenda

(1) Theory and practical activities for first introducing and teaching blending at SS2.

- The course only has a small number of CVC words for students to study.

cat dog Mel Ben Kev Vic leg
run can yes red ten six
hot bin fox box big pig

- To eliminate risk of students just learning these and not picking up the concept of blending, we can do more!

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A lot of us already are!

Starting with lots of CV and VC blending, and then building up.

HOWEVER, just spending ages on "b-a-ba"...

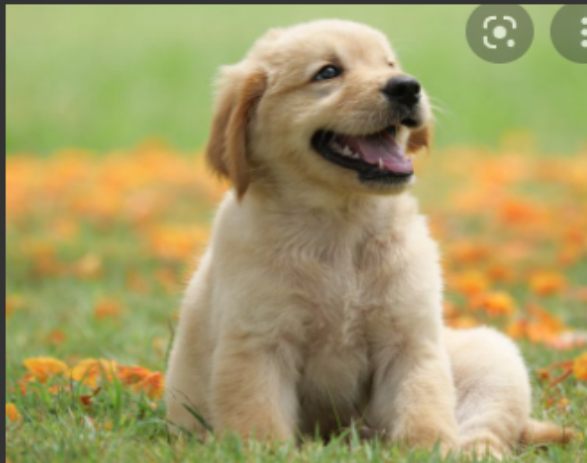


- We want students to know and feel they are reading actual words as quickly as possible.

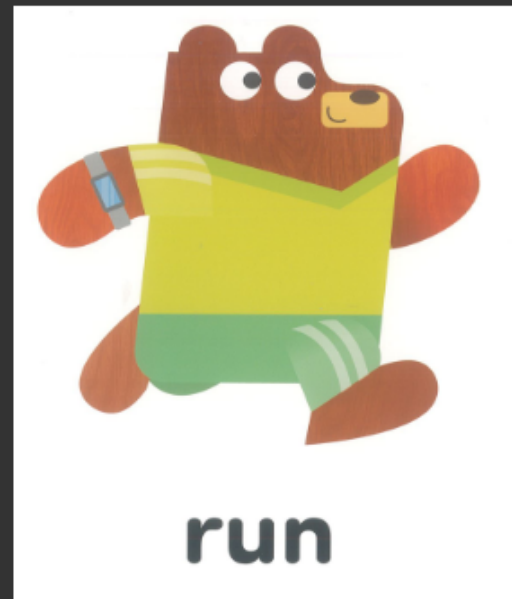
Words they are familiar with will make this easier.

This is why SS system has students decoding words they already know.

dog



run



r



run

run



Small Stars 2 - Blending Focus

To recap:

- A balance between learning to blend any word, starting with CV (or VC blending) and building up.

and

- Allowing students and parents to know they are reading actual words as early as possible.

- Increased accuracy can continue to be focused on.

Start blending earlier than SS2 Unit 6 if possible, but when you feel your students are ready.

Make sure good communication with your PA and co-teacher, so everyone is on the same page and PA can communicate with parents appropriately.

Introducing Blending at SS2

As with anything, the teaching needs to be appropriately scaffolded.

Small Stars 2 - Units 1 - 5

Introduction or consolidation of letter names and sounds.

Phonics is the relationship between letters in words and the sounds they make, so we want our students to have a good awareness of both.

Small Stars 2 - Units 1 - 5

Introduction or consolidation of letter names and sounds.

- However, begin to introduce your students to blending as early as possible,

Introducing Blending

Students need to be very strong with the sounds for letters, so that the main thing they are focusing on is the blending.

Hence have final consolidation of sounds before you begin blending.

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Hence have final consolidation of sounds before you begin blending.

Don't have to do for all letters. Just the letters you are blending with no

a

m

r

t

o

b

c

s

Start with either CV, or VC.

CV



VC



Start with either CV, or VC.

CV

ma

li

sa

te

bo

VC

at

ax

og

ip

Start with either CV, or VC.

CV



VC



CV are generally harder, so could do these second,
BUT it is still a good idea to teach them so that Ss
are reasoning words from the front.

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To Note

"Stop sounds" - that you can't , are harder to blend.



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b, c, d, g, k, p, t

Hence could move to them second.

Other consonants first.



b, c, d, g, k, p, t



Other consonants first.


b, c, d, g, k, p, t

Maybe only the more common ones;
m, s, f, n, r, l

w, y, j can be more difficult so
could do them later also.

Teaching "qu" is fine, but maybe wait until later when
students are familiar with the general concept of
blending.

/x/ at the end could maybe be focused on later also.

Differentiating the Vowel Sounds Can Be Difficult for Students

a e i o u

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Hence could do one vowel at a time initially, and begin to mix them later.

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a e i o u

Hence could do one vowel at a time initially,
and begin to mix them later.

Which vowel sounds are the easiest
and hardest.

Differentiating the Vowel Sounds Can Be Difficult for Students

a e i o u

Hence could do one vowel at a time initially.

"a" and "o" generally the easiest to pronounce.

Can do them first.

"e" and "i" hardest.

Can do them last.

In later part of SS2:

Consolidate CVC blending with "a", "o" and "u", and introduce with "e".

Remember to show target words and other words where possible.

Recap - Approach

Recap - Approach

(1) Introduce blending with simple CV and VC blends.

ma

sa

og

at

Always consolidate the letter sounds on their own first. (m, a, o, g...)

Recap - Approach

(2) Now focus just on CV.

Start with a, o and maybe u.

Also simpler and more common consonants

m n s z v f

ma

no

vu

sa

fo

Recap - Approach

(3) Now go back and do with the rest of the consonants.

a, o and maybe u.

Don't worry about "qu" yet.

If any blends are particularly difficult for them, don't worry too much. We can come back to work on these later. We are just getting students use to blending. Don't spend too long trying to correct. We want to get on to reading whole words as quickly as possible.

Recap - Approach

(4) By late Unit 6 or Unit 7.

Spend some time taking CV blends and begin to add on the second consonant.

Focus on the words from the course, so that students will be reading words they know. Add in some others if you like.

Even for vowels that students haven't studied yet, they should now have the blending skills to read the word with some guidance.

p i g pig 

Can then go back and consolidate
blending skills in the rest of SS2 and
SS3.

Possible Staging for Teaching Blending at SS2

(1) Start as early as students are ready. (Earlier than Unit 6 if possible.)
Communicate well with your PA and co-teacher.

(2) Start with consolidation of letter sounds.
(If students are still struggling to quickly recognise the sounds for the letters they see, there is a lot for them to focus on when reading blends. We want the actual blending to be the main focus.)

(3) Start with CV or VC blending as a first step. CV blending is harder, but means students will be reading words from the front. Hence, even if you start with VC, try CV after.

(4) CV blending is easier with certain consonants than with others.

Stop consonants (consonants where you can't hold the sound - b, c, d, g, k, p, t) are more difficult, as are consonants that students see less often - w, y, j. Finally, the r and l sounds can be difficult

Similarly, students can struggle to differentiate the vowel sounds. The vowel sounds for e and i are especially difficult for students.

Hence an approach might be as follows.

a) CV blending with "a", "o", and possibly "u". Also the consonants m, n, v, f, s, z. Do blending for each vowel separately at first.

b) Now go back and do CV blending with the rest of the consonant sounds for "a" and "o" and "u". (Leave out "qu" for now.) Some blends might be difficult for students. Don't worry too much. These can be practised more going forward. As long as students are picking up the concept of the blending, we are doing well.

c) Now, begin to add on the second consonant, so students are reading the *CVC* words.

Do this for the target words from the Small Stars course (cat, dog, Mel...) first. Then students will see they are reading actual words that they know. Also, it means we will still be studying words from the course (this could mean fewer issues from parents and so on....)

f o x fox 

Even if it is for a vowel they haven't blended with yet, because they are beginning to understand the concept of blending, they should be ready to make an effort, even if they need some guidance.

Aim to be at this stage - stage C - by the end of Unit 6, or Unit 7, so that students have begun to read whole words by now as the course requires, even if you need to go back and focus on accuracy in blending later.

Ensure good communication with parents about progress.

Late SS2, early SS3 and Beyond if Necessary

Ensure that you are addressing the needs of the individual class.
Communicate well with your PA and co-teacher.

a) CVC blending with each vowel. For the harder vowels, can do CV blending first as scaffold.

b) Focus on particular blends or sounds students are struggling with, or sounds students get mixed up between.

c) Can introduce "qu____" now if you like, and consolidate words ending in x
"____ x".

Alongside other work, remember to regularly be showing students that they are reading actual words.

If it is not a word they already know, show them the meaning.

Activities for Teaching CV Blending

Teaching CV Blending

As always, present first:

m

a

As always, present first:

- Use any action or gesture that helps guide students.
- However, also as early as possible, run your finger over the letters, as this is what students will actually have to do when they read.

ma

fa

ba

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- Use any action or gesture that helps guide students.
- However, also as early as possible, run your finger over the letters, as this is what students will actually have to do when they read.

ma

As always, present first:

- Use any action or gesture that helps guide students.
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ma

Then do activities that are more receptive:

- You say the "letter" sounds.

Students find the letters, then follow your guidance to blend.

IWB

f

s

a

n

m



o

Letter Cards

Hear the two sounds, put them
together; say the blend.

b

o

r

f

u

Letter Cards

Something similar could be done as a flashcard game with two teams.



Letter Cards

Magnetic Letters



Letter Cards

Find the correct blend you hear.

- Good; gets everyone doing it together:

ma

mo

fa

fo

sa

so

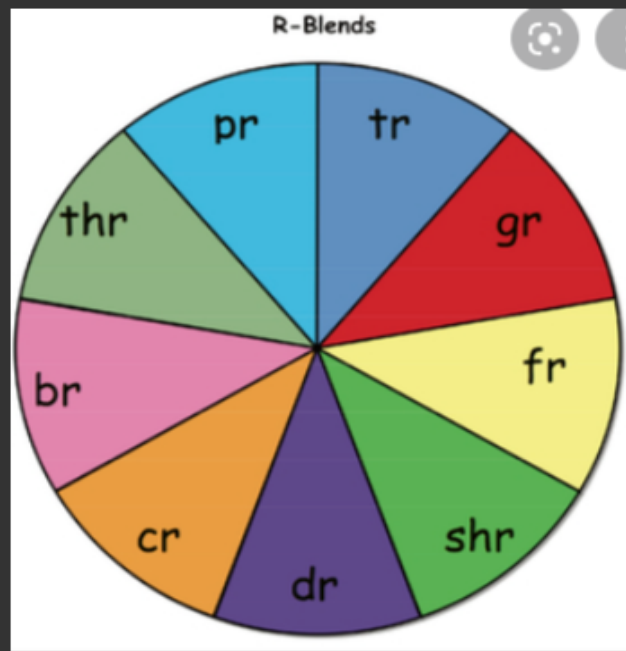
After receptive activities, move on
their own:

All the above activities are listening to the letters and saying the blend. Obviously this is a scaffold towards reading the blend yourself.

Activities for making reading the blend more engaging.

Dice Game

Spinner



1 **ma**

3 **sa**

5 **fa**

2 **ra**

4 **ta**

6 **na**

go 1

mo

fo

to 2

lo

po

ro 3

no

so

ga 4

ma

fa

ta 5

la

pa

ra 6

na

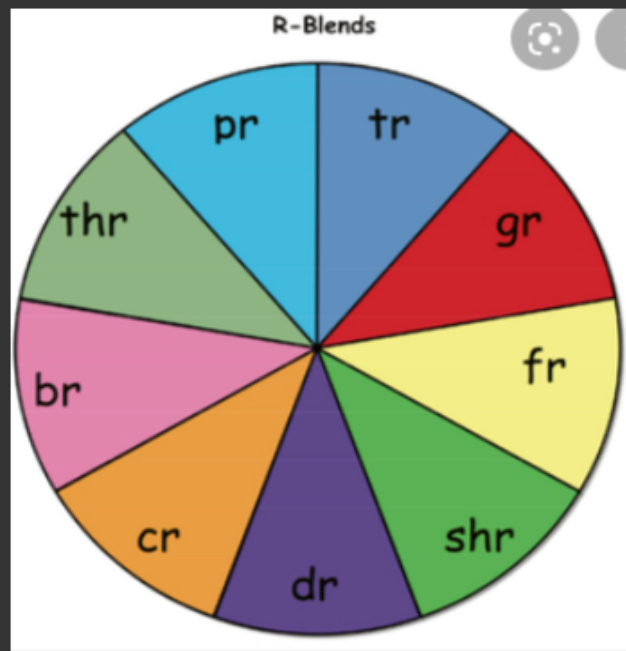
sa

You can do activities like as class,

OR in groups:

- Excellent for reducing student wait time.
- However, will need good monitoring to ensure, students b

Spinner



Dice Game

1 ma

3 sa

5 fa

2 ra

4 ta

6 na

Activities for making reading the blend more engaging.

Flashcards and flip books.



Much quicker!

Students can test each other.

Now on to Blending CVC

Then to scaffold up to reading words:

Can have each letter covered up as initial scaffold.

b



Then to scaffold up to reading words:

Can have each letter covered up as initial scaffold.

b i g

big

To help with blending full words:

Boxes for students to put their fingers on are useful scaffold for students.



Agenda

(2) Helping students increase their accuracy in pronunciation once they understand blending, in late SS2, early SS3 and beyond.

Late SS2, early SS3 and Beyond if Necessary

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Communicate well with your PA and co-teacher.



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c) Can introduce "qu" now if you like, and consolidate "____ x".

Remember to always be showing students that they are blending real words.
If it is not a word they already know, show them the meaning.

To Build up Familiarity with Patterns -
Look at words in families

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This will also mean blending
onsets and rimes as further
practise in blending.

-ug

pug	sug
bug	zug
dug	
tug	

-ud

fud	sud
vud	zud
mud	
nud	


-ag 

bag	dag
gag	hag


-OX 

box	cox
fox	lox
pox	

jag	lag
nag	rag
sag	tag

-ed 

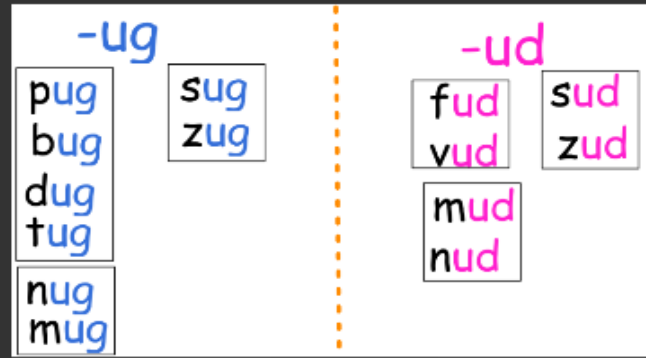
bed	fed
led	red
wed	

-en 

Ben	den
fen	gen

hen	ken
men	pen
ten	yen

To Build up Familiarity with Patterns -
Look at words in families



Can use flipbooks or a fast paced game for this also:



Example game:

- Different students hold the first letter and one the ending blend. Then the student with the ending blend walks. Two remaining students read the blends.
- Jumping game. Student quickly reads the blend.

If students struggling to differentiate two sounds:

From your experience, what sounds can be difficult for students to differentiate?

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From your experience, what sounds can be difficult for students to differentiate?

If students struggling to differentiate two sounds
- Pairs of words where only those sound differ.

pet
pat
pit

pick
peck
pack

lap
lip
lep

sat
set
sit

bet bat

beck back

pen pan

ham hem

fad fed

sat set

If students struggling to differentiate two sounds

- Pairs of words where only those sound differ.

pet		pick
pat		peck
pit		pack
	lap	
	lip	
	lep	
		sat
		set
		sit

bet	bat
beck	back
pen	pan
ham	hem
fad	fed
sat	set

As well as reading words, can play "jump the line" or other activities to

-ug

pug
bug
dug
tug

nug
mug

sug
zug

-ud

fud
vud

sud
zud

mud
nud

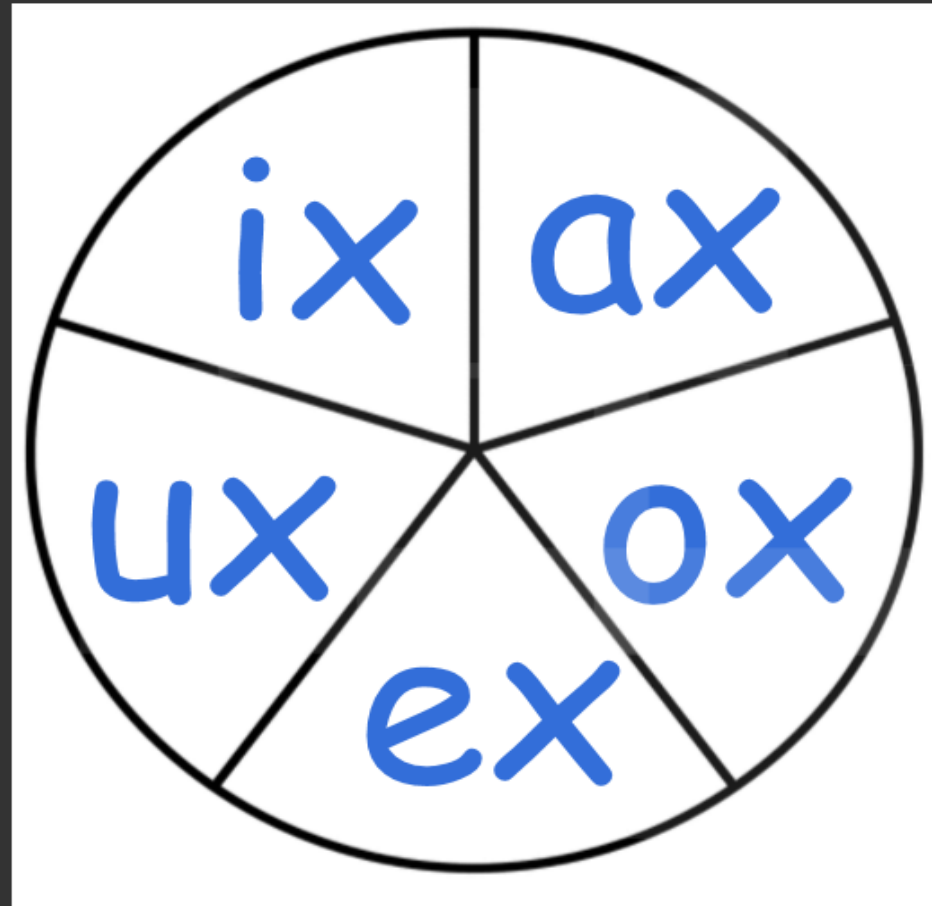
If students struggling with one sound

- Start with word containing that sound that they can pronounce, as comparison.

For example, /e/ is difficult.

Can do some work on words ending in "x".

Start with VC blends first as a scaffold.



Students can mix up /x/ with /k/ and /s/:

Try games and activities to
differentiate these:

us uk ux

If students struggling with one sound

- Start with word containing that sound that they can pronounce, as comparison.

For example, /e/ is difficult.

leg

beg

bet...

red

bed

ted...

Students know and can pronounce the words in red. Help them see the /e/ sound here and keep the sound the same as they move to the new words.

Ideas for Stretching the Reading Ability of Strong Class

Ideas for Stretching the Reading Ability of Strong Class

- Work on "qu" (quit).
- Introduce double consonant endings, for example, "ck", "ss", "ff"

"duck", "hiss", "puff"

Book 3

Book 3

New class:

- Find out their familiarity with Phonics as early in Unit 1 as possible.
- As much support at home with letter names and sounds in Unit 1 will help.
- Unit 2; follow accelerated process as for SS2, starting with CV, but quick step towards CVC. Due to older age, it will normally be more manageable for them to cope with.
- Moving to unit 3 onwards, give them the extra support that they need.

Book 3

Units 3 - 5

Agenda

(3) SS3 Units 3 - 5; introducing consonant blends.

Book 3

Units 3 - 5

Consonant Blends

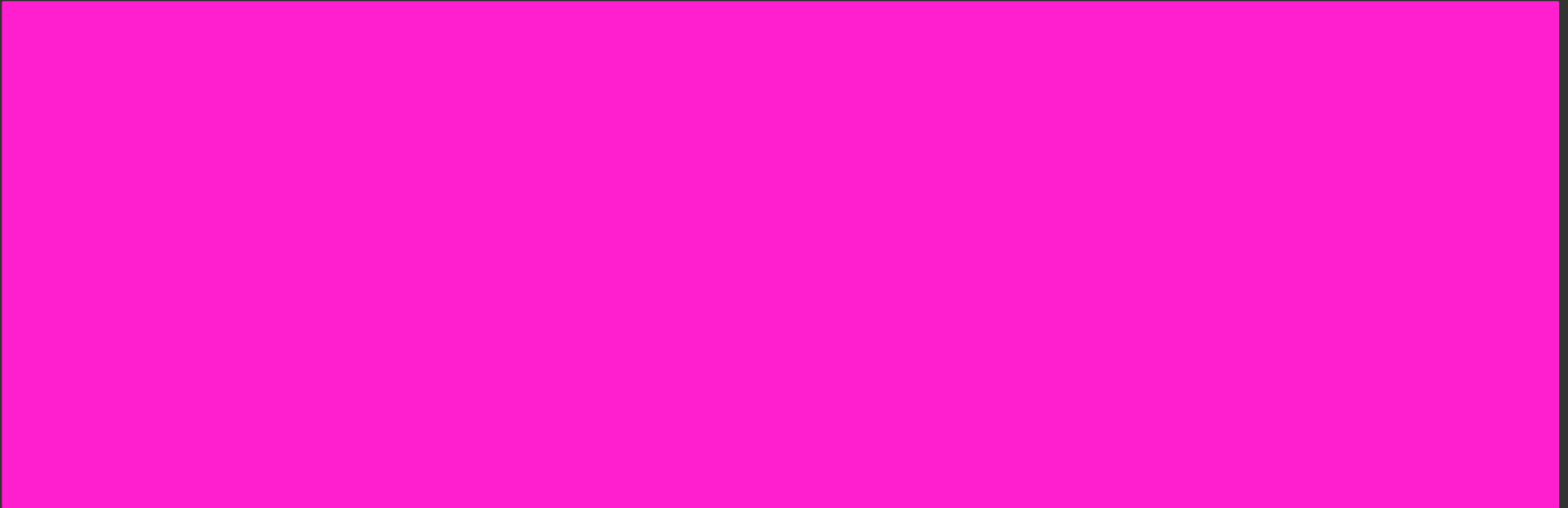
Book 3

Units 3 - 5

Consonant Blends

Focus

- Read consonant blends.



Book 3

Units 3 - 5

Consonant Blends

Focus

- Read consonant blends.
- Break consonant blends into two sounds (Segmenting practise.)
- Pronounce consonant blends smoothly. (In isolation and within words.)
- Differentiate consonant blends from single consonant sound (tr from t).
- Differentiate similar consonant blends (tr and dr...)
- Identify consonant blends in words they hear and read (for further scaffold towards reading and segmenting).

Activities

Focus

- Pronounce consonant blends smoothly. (In isolation and within words.)

This is a big scaffold to blend the four letter words later in the course.

br

sk

bl

tr

Focus

- Pronounce consonant blends smoothly. (In isolation and within words.)

Where the first consonant is a stop consonant, this will be more difficult, as with *CV* blending.

fr

tr

dr

gr

cr

br

fl

sl

cl

bl

pl

gl

sw

sk

st

sm

sn

sp

Focus

- Pronounce consonant blends smoothly. (In isolation and within words.)

This is a big scaffold to blend the four letter words later in the course.

br

br-ush

bl

bl-ue

sk

sk-ate

tr

tr-ee

Focus

- Pronounce consonant blends smoothly. (In isolation and within words.)

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br

br-ush

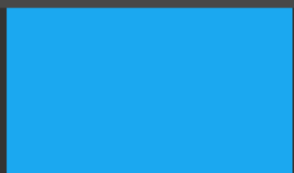
brush



bl

bl-ue

blue



sk

sk-ate

skate



tr

tr-ee

tree



Focus

- Differentiate consonant blends from single consonant sound (tr from t).

This will also be useful for differentiating the pronunciation of *CVC* from *CCVC* words for example later in the course. (Both for blending and segmenting).

trap

tap

flop

fog

Focus

- Differentiate consonant blends from single consonant sound (tr from t).

This will also be useful for differentiating the pronunciation of CVC from CCVC words for example later in the course. (Both for blending and segmenting).

trap

tap

flop

fog

voices, where appropriate, to bring the story to life.

● *Identifying Target Blends in a Story (7 minutes)*

- Display **activity 4, slide 1** of the **presentation**.
- Underline the two words from the title ('Fruit' and 'Fun').
- Have the class point to the words in the book.
- Say the blend "/fr/" and have everyone point to the correct word in the book ('Fruit').
- Do the same with the following words in the story, underlining two options each time and then saying a blend:
 - green
 - drop
 - brown
 - grapes

Focus

- Differentiate similar consonant blends (tr and dr...)

Also important for strength in both pronunciation and blending later.

tr

gr

dr

Focus

- Read consonant blends.
- Break consonant blends into two sounds (Segmenting practise.)
- Pronounce consonant blends smoothly. (In isolation and within words.)
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- Differentiate similar consonant blends (tr and dr...)
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black

glue

flop

slip

Focus

- Differentiate similar consonant blends (tr and dr...)

Also important for strength in both pronunciation and blending later.

trip

grapes

drop

Focus

- Read consonant blends.
- Break consonant blends into two sounds (Segmenting practise.)
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bl

fl

gl

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- Break consonant blends into two sounds (Segmenting practise.)
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bl

fl

gl

Unit 3 / Listening Listen Glue

ack

ap

ay

ue

40

Can also practise reading or
listening to and identifying r-blends
and l-blends together:

bl

br

cl

cr

Agenda

(4) SS3 Units 6 and beyond.

Book 3

- Unit 6

Now that students have learnt consonant blends on their own, it is time to blend and segment *CVCC* and *CCVC*.

Teachers Notes OK in this chapter.

Use similar approaches as in blending *CVC*.

Book 3

- Unit 7 Onwards

Base on needs of individual class!!!!

Book 3

- Unit 7 Onwards

Looking at words in families can help students recognise words more automatically.

r-blends

trip	crab	frog	grid	drop
trap	crop	from	grim	drip
trim	crib		grab	drum
			grip	

l-blends

clap	slip	plot	flip
clip	slim	plug	flap
		plum	flop
			flag

Book 3

- Unit 7 Onwards

Similarly, being familiar with the consonant blends, will enable student do go, "cr-o-p, crop" for example, which is quicker, than "c-r-o-p, crop".

One reason why so much work on consonant blends earlier in the course.

Book 3

- Unit 7 Onwards

If any sounds come up now that students struggle with, can focus on these.

/m/	/n/	
met ¹ net	Nick ² Mick	sum ³ sun
gran ⁴ gram	skin ⁵ skim	rom ⁶ Ron

Book 3

- Unit 7 Onwards

When students get used to consonant blends, they can begin to read CVC words as consonant blend words. Hence some work differentiating CVC and CCVC minimal pairs can be useful.

rak¹
rank

spin²
sin

cop³
crop

bet⁴
best

fled⁵
fed

camp⁶
cap

Book 3

- Unit 7 Onwards

Differentiating similar blends.

block
brock

trip
drip

Book 3

- Unit 7 Onwards

Try 5-letter words as one way to stretch you students;

cramp

In Book 3, can also begin to do more work on segmenting.

Recap

- Start blending as early as possible in SS2, but only when the students are ready.
- As first scaffold, whenever doing blending, always review the relevant letter sounds first. Students need to be really strong with these.

Recap

- Start with some simple CV and VC blends to get your students used to blending.
- Then focus just on CV if possible.
- Ensure you progress to beginning to read CVC words in time, by Unit 6 or 7 of SS2.

Recap

- Once your students begin to get used to reading some full words, can go back and focus on difficult blends, or differentiating blends that students get mixed up between.
- As always, be creative with your games and activities to keep them engaging, and always ensure appropriate scaffolding.

Recap

- SS3, Units 3 - 5 introduces consonant blends. Don't need to blend words themselves words. Focus on pronouncing the blends correctly on their own and in words, differentiating similar blends, identifying blends in words they read and hear all as a scaffold towards more confident blending and segmenting later.

Recap

- SS3, Units 6 onwards. Introduce blending of four letter words, then focus on the needs of your class.

Think: differentiating *CCVC* from *CVC*, any sounds your class struggle with, differentiating similar blends.

SS2 and SS3:

- Practise extra so that students are seeing real application.

Final idea if time:

Extra readers focusing on particular sounds or blends.

SERIES ONE (Books 1-20)

BOOK	PHONICS
The Cat On The Mat	Short Vowel – 'a' as in 'cat'
Dan And A Van	Short Vowel – 'a' as in 'van'
The Lad	Short Vowel – 'a' as in 'lad'
Dan And His Cap	Short Vowel – 'a' as in 'cap'
The Pet In A Jet	Short Vowel – 'e' as in 'pet'
The Hen In A Pen	Short Vowel – 'e' as in 'hen'
Pip The Pup	Short Vowel – 'i' as in 'pip'
The Kid And A Pig	Short Vowel – 'i' as in 'pig'
The Tin Bin	Short Vowel – 'i' as in 'tin'
The Dog In The Well	Short Vowel – 'e' as in 'bell'
Will is ill.	Short Vowel – 'i' as in 'Will'
Pop And His Pot	Short Vowel – 'o' as in 'pot'
Hog and the Dog	Short Vowel – 'o' as in 'dog'
A Bug In The Mud	Short Vowel – 'u' as in 'bug'
Pets Are Fun	Plurals – 's' as in 'pets'
Jay Can Play	Long vowel – 'a' as in 'play'
Dan And The Bee	Long vowel – 'e' as in 'bee'
The Fox In The Box	Short vowel – 'o' as in 'box'
Joe Had To Mow	Long vowel – 'o' as in 'mow'
Tom Sows His Seeds	Long vowel – 'ee' as in seeds

BOOK	PHONICS
The Pirates	'ew'. / as 'sw', 'fl', .
Ride A Train	'eam'. / 'st', 'dr', 'tr'.
Fly My Kite	'ike' & 'ite'. / 'st', 'dr', 'tr'.
I Knew A Boy	'are'. / 'st', 'sp', 'st'.
We Went To the River	'out'. / 'st', 'dr', 'tr', 'wr'.
The Rain On The Plain	'ain'. / 'st', 'dr', 'tr', 'br'.
The Soccer Goal	'ass' & 'ick'. 'qu', 'ck', 'gr'.
A Dance In France	'ance' & 'ace'. / 'fr', 'fl', 'sh'.
A Goat And A Toad	'oat' & 'oad'. / 'thr', 'cr', 'st'.
The Roar Of The Boar	'oar' & 'ear'. / 'sc', 'cl', 'gr'.
My New Hammer	'end' & 'ail'. / 'wh', 'str', 'kn'.
A Christmas Wish	'ou' 'th', 'br', 'qu'. / 'wh', 'str', .
A Day At The Beach	'ush' & 'ash'. / 'br', 'fl', 'kn'.
My Chicken Pox	'ead' & 'ail'. / 'wh', 'str', 'kn'.
We Went For A Sail	'end' & 'ail'. / 'wh', 'str', 'kn'.
My Baby Bird	'eak' & 'eep'. / 'squ', 'sl', 'tr
Off To Camp	Abbreviations.
Our Secret Cave	'urst' & 'irst'.
A Day At The Zoo	'oo' & 'eal'. Complex words.
The Castle	'oat' & 'and'.

SERIES ONE (Books 1-20)

BOOK	PHONICS
The Cat On The Mat	Short Vowel – ‘a’ as in ‘cat’
Dan And A Van	Short Vowel – ‘a’ as in ‘van’
The Lad	Short Vowel – ‘a’ as in ‘lad’
Dan And His Cap	Short Vowel – ‘a’ as in ‘cap’
The Pet In A Jet	Short Vowel – ‘e’ as in ‘pet’
The Hen In A Pen	Short Vowel – ‘e’ as in ‘hen’
Pip The Pup	Short Vowel – ‘i’ as in ‘pip’
The Kid And A Pig	Short Vowel – ‘i’ as in ‘pig’
The Tin Bin	Short Vowel – ‘i’ as in ‘tin’
The Dog In The Well	Short Vowel – ‘e’ as in ‘bell’
Will is ill.	Short Vowel – ‘i’ as in ‘Will’
Pop And His Pot	Short Vowel – ‘o’ as in ‘pot’
Hog and the Dog	Short Vowel – ‘o’ as in ‘dog’
A Bug In The Mud	Short Vowel – ‘u’ as in ‘bug’
Pets Are Fun	Plurals – ‘s’ as in ‘pets’
Jay Can Play	Long vowel – ‘a’ as in ‘play’
Dan And The Bee	Long vowel – ‘e’ as in ‘bee’
The Fox In The Box	Short vowel – ‘o’ as in ‘box’
Joe Had To Mow	Long vowel – ‘o’ as in ‘mow’
Tom Sows His Seeds	Long vowel – ‘ee’ as in seeds



Page 2

The cat.



Cut &
Staple

Page 2a



The fat rat.



Page 3

The fat bat.



Cut &
Staple

Page 3a



The fat rat sat
on a mat.

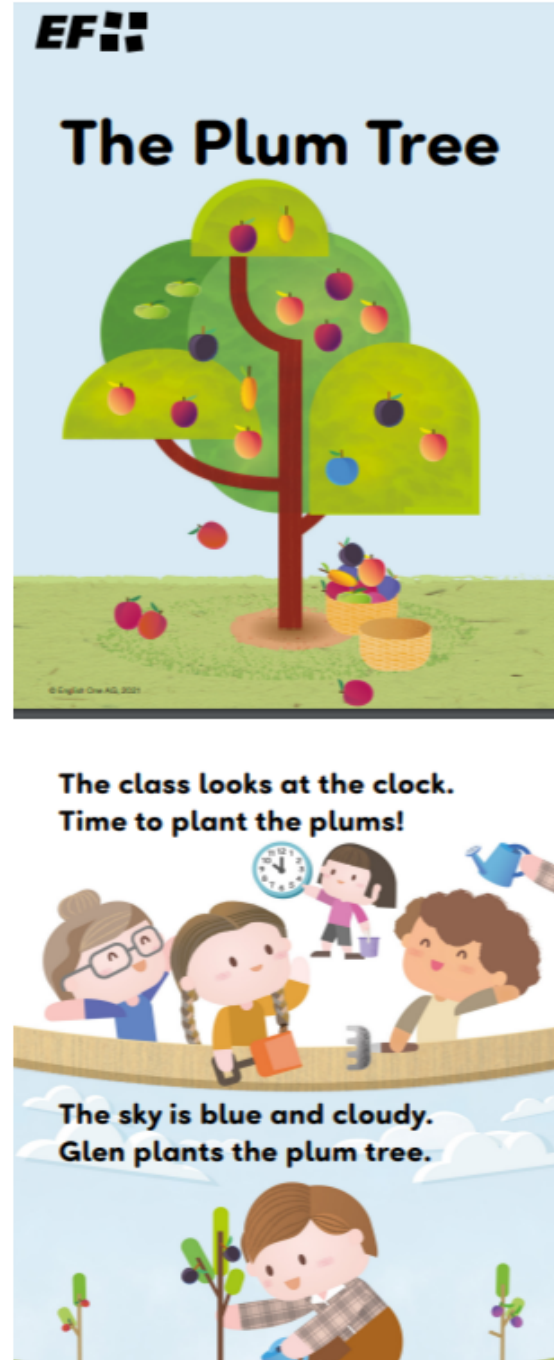
For consonant blend readers, can use OWP:

WORLD PHONICS

Joan Kang Shin

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Follow-Up Task

Extra readers focusing on particular sounds or blends.