



## Listen ~Speak~ Write ~Read Phonics

### Introduction

Welcome to the Listen Speak Write Read Phonics programme.

The sheets in this programme have been designed to promote best practice in Synthetic Phonics Teaching and are both cumulative and multi-sensory. They can be used as either revision for learners who have already been introduced to each of the sounds, and need some further practise, or they can be used as an initial teaching resource for groups or whole classes.

Each sheet introduces a new sound/letter correspondence, known as a grapheme phoneme correspondence (GPC). As each GPC is introduced there is an opportunity to practise writing the letters which represent the sound (in joined handwriting), reading words which contain the GPC, writing words and sentences which contain the GPC and finally reading sentences made from the words on the page and other common words.

The cursor cards, provided below, are used when reading the single words. This is to promote left to right blending all through the word and is an important tool for making sure that children don't guess at words. Cover the whole word and then reveal one GPC at a time (this means NOT necessarily letter by letter). Once all the GPCs are revealed the child says the whole word.

Very occasionally words are used that have GPCs in that the child has not yet been taught – such as the ed ending on words. If the child does not know the sound, tell them it, saying “these letters represent the sound....., we will be learning that one soon.”

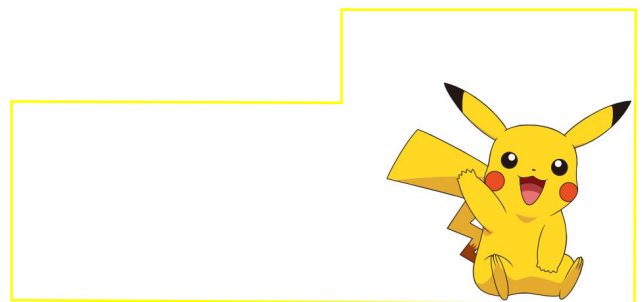
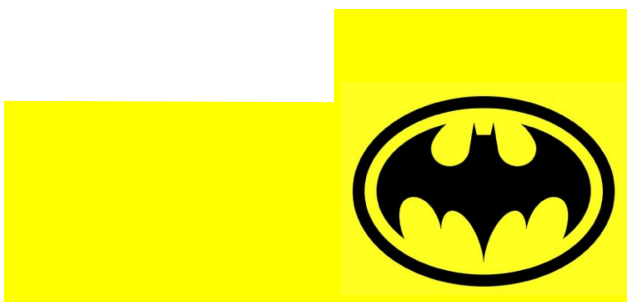
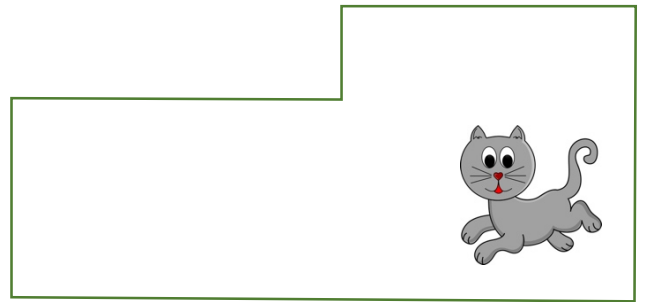
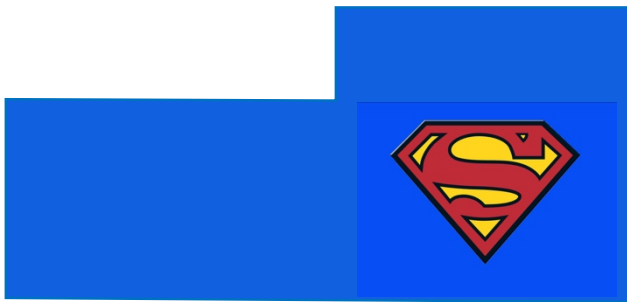
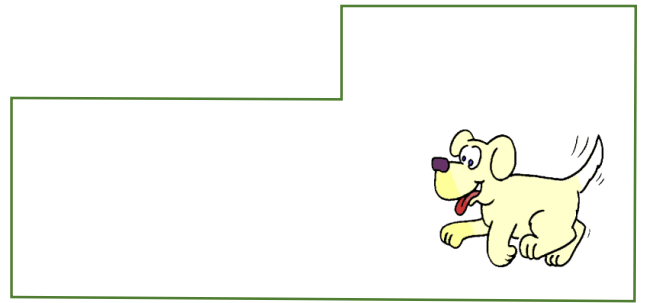
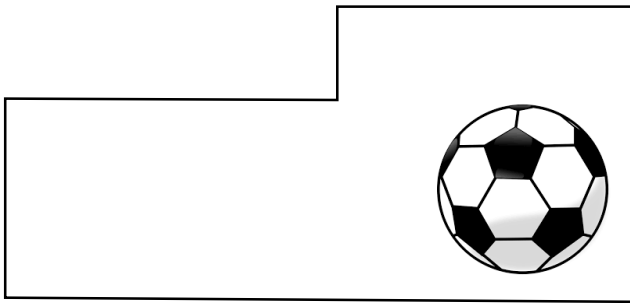
Ideally 2 new GPCs should be taught each week, alongside daily revision of the GPCs that have already been taught, and the initial letter sounds. Probe Sheets should be used for further practise of GPC recognition. Full instructions for how to use these are provided.

## How to use the worksheets

1. Introduce the GPC saying the sound and naming the letters that we can see which represent that sound.
2. Show how the letters are joined together, from where the first letter ends to where the next letter starts. Draw the join.
3. The pupil then traces over the letters saying the sound (not the letter names) as they write the letters. Remind them to "Look at it, Say it, Write it" all at the same time. This makes the activity multi-sensory.
4. Next, using the cursor card, blend the words to read them. Reveal one GPC at a time with the cursor card, so that the pupil says one sound at a time, then blend the sounds together and say the target word. There is an opportunity here for learning new vocabulary and talking about the meanings of the words.
5. Fold the top of the sheet over, so that the edge lines up with the lines in the middle of the sheet (hiding the words). Write the GPC on the new blank space, point to it and say the sound again.
6. On the lines provided ask the pupil to write some words containing the GPC (use the words they have just read). First get them to say the word slowly and listen for each of the sounds, counting the sounds on their fingers. Next write letters for each of the sounds, then read the word back checking all the letters are in the right order. Correct if necessary.
7. Dictate a sentence for the child to write, using some of the words on the sheet. Read back the sentence and correct any words that are not spelled correctly. An alternative to this would be to sometimes ask the child to make up their own sentence to write using some of the words on the sheet.
8. Read the sentences at the bottom of the sheet. Read each sentence once through for working out the words, and then read again to increase fluency and to ensure understanding.

## Cursor Cards

Cut out around the chosen card so that the notch can be used to reveal the word.  
Laminate the cursor card for ease of use.



ng

ng

ng

ng

ng

ng

ng

ng

ng

ng

ring

sing

song

long

ding

dong

king

bang

hang

gang

wing

hung

sting

sling

bring

swing

fling

string

stung

strong

clung

stinging

clinging


The king had a ring.

The swing is strong.

I ring the bells and sing a song.

ch

ch

ch

ch

ch

ch

ch

ch

ch

ch

chop

chip

chap

chin

chick

chips

chill

much

such

lunch

punch

chimp

champ

flinch

winch

pinch

chicken

children

chilled

chopped

punched

champion

The chip shop was shut.

I am chopping chips for my lunch.

The children will have chicken and chips for lunch.

sh

sh

sh

sh

sh

sh

sh

sh

sh

sh

hush

rush

shot

shut

shop

ship

push

fish

wish

dish

mash

dash

flash

crush

splash

splish

splosh

crash

mashed

shopping

splashing

crashed

crushed

I wish a fish was on my dish.

I rushed to the shop but it was shut.

I splish and splash when I swim.

## **Probe Sheets – Instructions**

The idea of the Probe Sheets is to develop both speed and accuracy in reading, through lots of practice. Each sheet contains 10 different words, which are repeated in a random order so that there are 60 words on each sheet. Both speed and accuracy are needed for fluency to be achieved.

Each Probe Sheet should be used on a regular basis until fluency is reached. Fluency is classed as around 60 wpm, but many pupils should be able to achieve consistently quicker than this and may aim to complete each sheet in 30 – 45 seconds. The most important factor is improving on the fluency, so aim to improve the time over a period of weeks rather than focussing on a specific time target. A timer is used to time the length taken to complete the sheet and a record sheet is used to measure progress.

Ask the pupil to read the words in order starting at the top left and reading across each line. Start the timer and point to each word with a pen or pointer and only move to the next one when the word has been read correctly. If a mistake is made point to the same word again. If the pupil does not read it correctly the second time provide the word and get them to look at it and repeat it. Mistakes should be counted and recorded alongside the time taken on the probe record sheet.

If there are a number of words on the sheet that the pupil does not know to start with, it may be necessary to take it in turns to read each word, saying “My turn...(adult inserts word)...., Your turn ...(pupil says word)....” for each word. As the pupil learns the words this phrase can then be dropped.

A record sheet is provided below to measure progress. The number of the probe sheet is at the top of each column, under this just record the amount of time taken to complete the sheet, and the number of mistakes made.

Probe sheets are also provided for the common Grapheme Phoneme Correspondences (GPCs) that children need to learn to aid fluent decoding. The same process is followed for the GPC probes. The same record sheet can be used for the GPC probes.





a	in	of	to	and	is
that	was	he	it	is	and
to	of	in	a	it	he
was	that	a	in	of	to
a	in	of	to	and	is
that	was	he	it	is	and
to	of	in	a	it	he
was	that	and	is	that	was
it	he	is	a	it	of
and	was	that	he	in	to

the	went	I	my	then	with
am	had	me	some	with	then
my	I	went	the	some	me
had	am	the	went	I	my
the	went	I	my	then	with
am	had	me	some	with	then
my	I	went	the	some	me
had	am	then	with	am	had
some	me	with	the	some	I
then	had	am	me	went	my

are	has	one	there	at	have
out	they	her	come	have	at
there	one	has	are	come	her
they	out	are	has	one	there
are	has	one	there	at	have
out	they	her	come	have	at
there	one	has	are	come	her
they	out	at	have	out	they
come	her	have	are	come	one
at	they	out	her	has	there

## GPC Pronunciation Guide Sheets 1- 3

s	<b>sun</b>
a	<b>apple</b>
t	<b>top</b>
i	<b>ink</b>
p	<b>pen</b>
c	<b>cat</b>
k	<b>king</b>
ck	<b>stick</b>
e	<b>egg</b>
h	<b>hen</b>
r	<b>run</b>
m	<b>man</b>
d	<b>dog</b>
g	<b>girl</b>
o	<b>orange</b>
u	<b>up</b>
l	<b>lion</b>
b	<b>bat</b>
ll	<b>pull</b>
ff	<b>sniff</b>

s	a	t	i	p	n
c	k	e	h	r	m
d	g	o	u	l	f
b	ll	ff	ss	a	i
n	k	e	r	d	o
l	b	s	t	p	c
h	m	ck	ss	g	ll
u	ff	p	t	s	a
d	m	n	i	k	o
g	c	r	e	u	ck
ss	o	h	ff	b	ll

s	a	t	i	p	n
c	k	e	h	r	p
i	n	t	i	ck	a
s	h	r	e	a	i
n	k	e	r	t	n
i	a	s	t	p	c
e	k	ck	n	r	i
h	e	p	t	s	a
c	h	n	i	k	p
s	c	r	e	n	ck
t	a	h	ck	i	h