***Step by step guide to teaching phonics.***

1. Teach the 1st set of sounds namely the ***s a t p i n***
2. Put VC sounds together and say the sounds separately ***a+t=at , a+s=as, a+n=an*** then say the 2 sounds without a gap(together) like ***at, as and an***
3. Continue with the short vowel `i` ***i+t=it, i+s=is, i+n=in***. Now the children will know 6 words from just knowing sounds from book 1. The children have started to read.
4. The children need to continue with book 2 of sounds at the same time c k e h r m d plus ck together.

**Remember.**

Don’t spend time on what the children don’t need to know. They **do need** to know how to put sounds together. This is what reading is all about. Think about how some of you find it difficult to put sounds together without a gap so let us make sure the children in your class do not have the same difficulty.

Take tiny steps, starting with the VC words. Remember you are teaching English, so the children need to understand thoroughly. The children should be encouraged to recognise by sight and hearing the sounds they have been taught and encouraged to put sounds together eg***. a+t*** put them together and they say ***at***.

This takes time and lots of practice

Teach the 2nd set of sounds ***c k e h r m d*** and keep going over work already covered. Little and often is better than a long half hour lesson. Continue with the teaching of VC words

Put 3 letters CVC words together, encourage saying each separate sound then say the word by putting the sounds together. See the book titled **“A teachers Guide to Phonics and Reading”** page 10. Make sure it is only with the sounds the children have covered.

Make the lessons interesting….not just chanting and rote.

Build up sentences with the words **at, as, it, in, is an**

For example “**It is a cat”,** “**It is a tap”**, “**It is a pan**”, “**It is a pin**”, **“It is a pan”** Show the pictures with the sentence….different sentence each day.

Eg. It is a tap.

Display the sentence on the wall/blackboard so the children can be reminded.

Keep it visual as much as you can.

Keep going back over the sentences, sound out the words

Remember show pictures when you can eg. ***tap, sat.*** Talk about them.

Make flashcards of the letter sounds

Say each letter sound then put them together by the onset and rime **t+ap=tap** the sounds together and it says **tap**

Continue with the other sets of letter sounds but please do not rush them, the more confidence the children have, the more success they enjoy the more they want to learn. You need to make sure you are not going too fast for the children to understand. Each class you have will be different. Keep a record of what sounds each child knows.

There is no correct way to introduce the sounds.

Letter progression

1. **s a t p i n**
2. **c k e h r m d (ck)**
3. **g o u l f b**
4. **j z w y x v**
5. ff ll ss ck…these are at the end of words

**Remember**

Show pictures of what you are talking about when you can eg***. tap, sat***. Talk about them. Put them into sentences.

Make flashcards of the letter sounds, encourage the children, even when you have taught the 1st 3 sounds ***s, a, t***.

To put the a and t together is blending which is vitally important for beginners. Then the a and s together and as a teacher you need cement the foundation.

Say each letter sound, and then put them together

Continue with the other sets of letter sounds but please do not rush them as we need to overloading the brain may have negative effects.

**The more confidence the children have, the more success they enjoy the more they want to learn.**

You need to make sure you are not going too fast for the children to understand.

Each class you have will be different.

Keep a record of what sounds each child knows.

Practice putting sounds together using letters taught so far.

The more the children practice the easier it becomes.

Take each set of letters, practice, move to next set when majority of children can recognise the letters confidently and can put sounds together and say the word e.g. t…..a…..p says tap.

Read tricky words to, the, no, go, I in sentences and emphasize them. This is done with flashcards.

**Keep it simple.**

**Do not be confused by explaining too much.**

**Make it enjoyable.**

**Give plenty of praises.**

**Reinforce by keep going back over work already covered**