



Programme designed by Speech Therapists, Early Child Development experts and phonic teachers.



Articulation

a e i o u
ai ee igh oa oo oo
ar or ur ow oi er
ear air ure

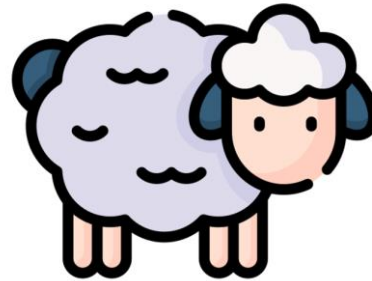
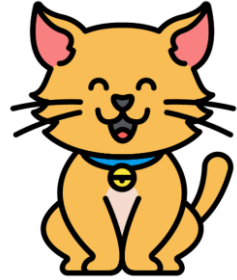
We use 'Pure
Sounds'.



Articulation

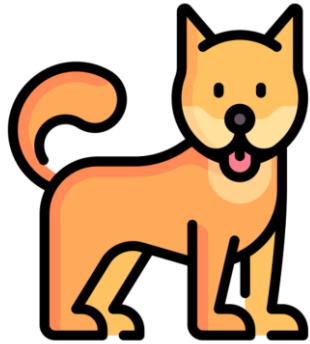
f l m n r s
sh th th v z j x ng
c p t ch h
b g d w y qu

Phoneme: the smallest unit of sound in a word.

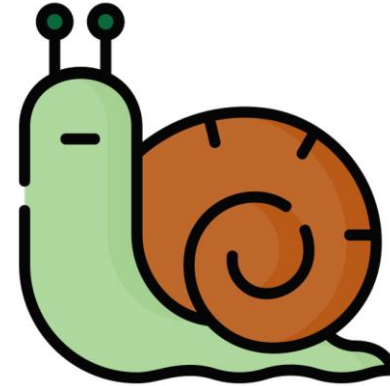


English has about 44 phonemes (20 vowel and 24 consonant phonemes)

Grapheme: a letter or group of letters that represent a single phoneme



d-o-g



s-n-ai-l

Digraphs and Trigraphs

Digraphs - two letters representing one phoneme

consonant digraphs

ll ss ff zz ng
hill mess puff fizz sing

vowel digraphs

ai ee ew oa ar
rain feet grew boat farm

split vowel digraphs

make these
time tone
 cube

Trigraphs: Three letters making one phoneme

ear air ure
dear fair sure

tch dge igh
watch hedge sigh

Blending

Oral blending: hearing the individual sounds (phonemes) and merging them together to hear and say a word.

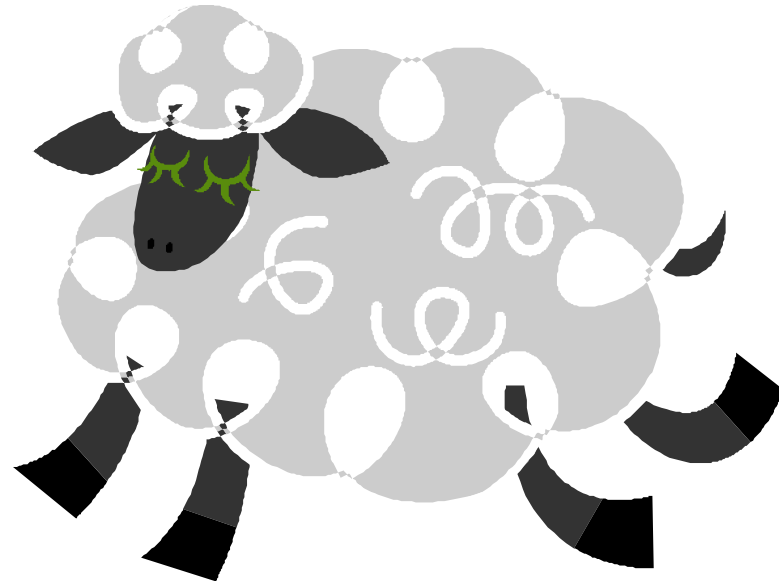
Blending to read words: decoding by recognising the graphemes and their matching phonemes. Then merging (synthesising) the phonemes together to read through the word.

To read unfamiliar words - a child must recognise (sound out) each grapheme, not each letter, then blend the phonemes together to make a word eg see the word 'cat' and blend through eg sound **c-a-t**

Sound Buttons



dog



sheep



Segmenting

Oral segmenting: hearing a word and then hearing and separating it into its individual phonemes. Count the phonemes in a word

Segmenting to write words: encoding by hearing the individual phonemes in a word and writing the corresponding graphemes.

e.g. hearing the word **dog** and identifying the 3 individual sounds within the spoken word as **d - o - g** and writing the word

Phoneme Frames

--	--	--

--	--	--	--

Phoneme Frames



h

e

n

Phoneme Frames



c	r	ow	n
---	---	----	---

Sound-train

Station 2

All aboard for
phonics.



Platform 1 (phase 1)	Phonological awareness Tuning into sounds syllables Introduce the characters Oral blending and Segmenting		Can use these first few weeks to introduce the characters if the school is completely new to the programme
Platform 2 (phase 2)	Introduce Graphemes systematically Common exception words - I the no go to into Same order as Letters and Sounds	s a t p i n m d g o c k ck e u r h b f ff l ll ss	Simple phonic code Concept 1
Platform 3 (phase 3)	Introduce more graphemes - digraphs and <u>trigraphs</u> More common exception words Same order as Letters and Sounds	j v w x y z <u>zz qu ch</u> <u>sh th ng</u> <u>ai ee igh oa oo oo ar</u> or <u>ur ow oi</u> ear air <u>ure er</u>	Simple Phonic code Concept 2
Platform 4 (Phase 4)	Longer words with adjacent consonants / syllables More common exception words		
Platform 5 (Phase 5)	Alternative graphemes Alternative pronunciations More common exception words Systematic progression Inclusion of Year 1 National Curriculum requirements	<u>E.g</u> introduce the alternatives for ' <u>ai</u> ' Alternative pronunciations throughout the year as they occur	Complex phonic Code Concept 3 and Concept 4

Let's Meet The Characters

The Sound Train Characters sounds.



s ss a t p i n m d g o c k ck



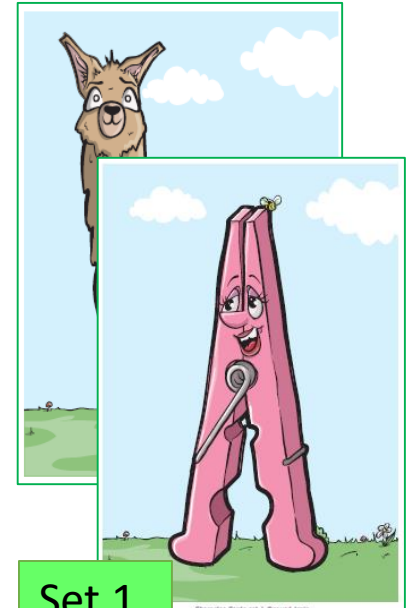
e u r h b fff lll j v w x



y z zz qu ch sh th ng ai ee igh oa

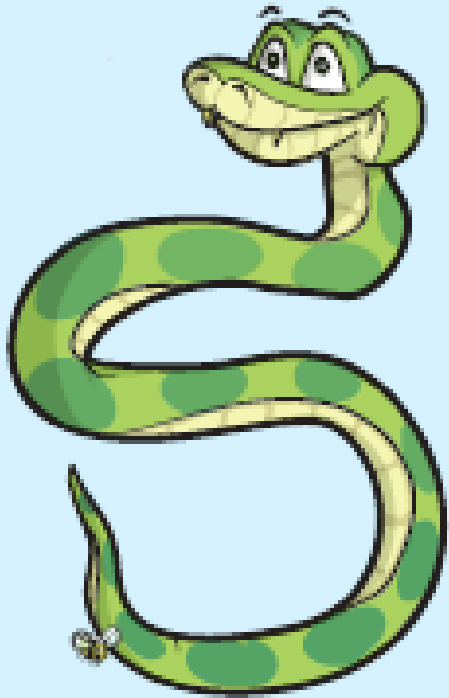


oo ar or ur ow oi ear air ure er ue



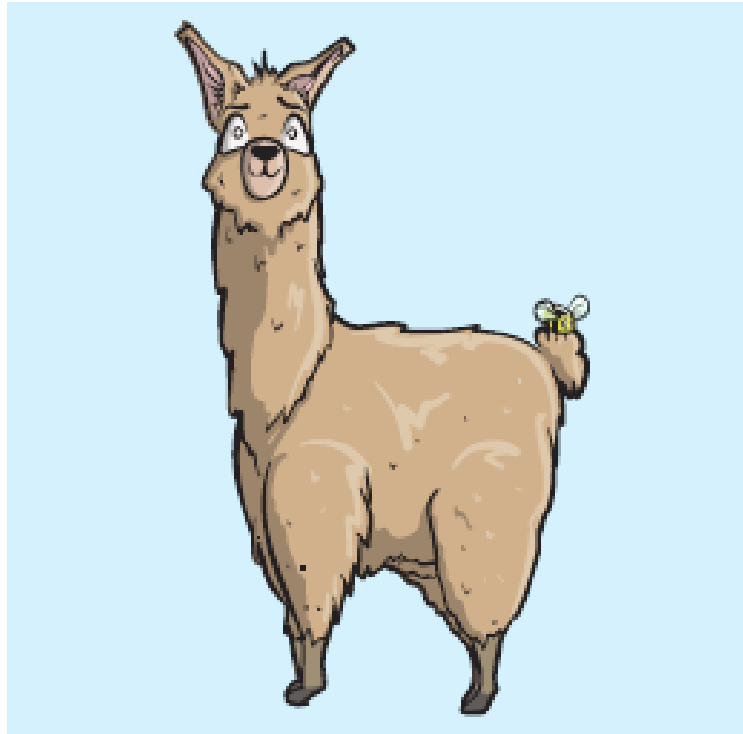
Set 1

Sam snake says "s".



Move hand and arm
like a snake.

Alan alpaca says "a".



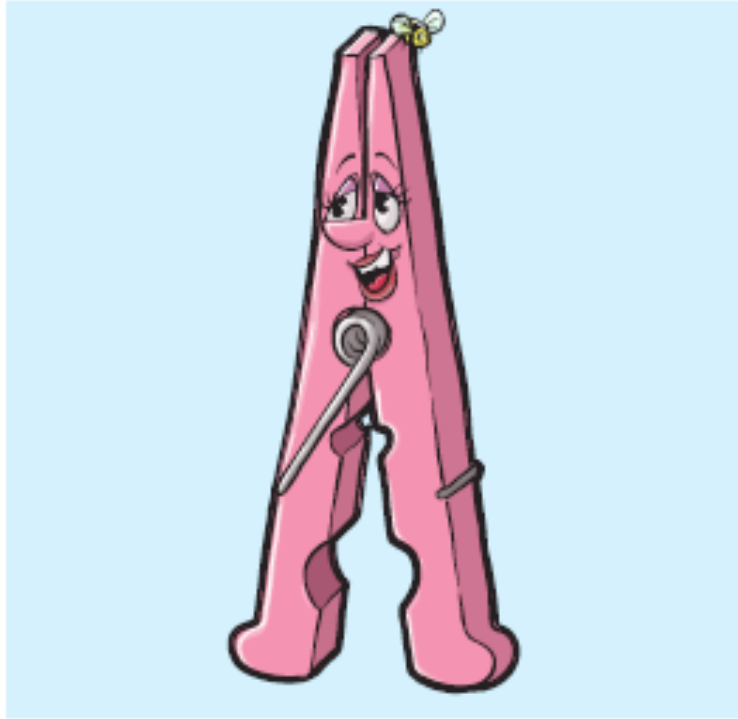
Stretch arm in the air, bend
your wrist and move your
hand left and right.

Tick tock clock says "t".



Sit on floor hands on floor
gently rock, or stand with
hands by side and gently rock
side to side.

Poppy peg says "p".



Pinch fingers as if opening a peg.

Idris iguana says "i"



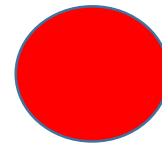
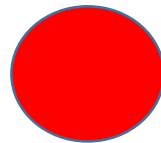
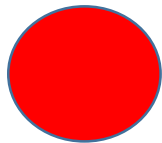
Put your finger by your mouth as if it is the iguana's tongue and flick finger in and out.

Norman nose says "n".

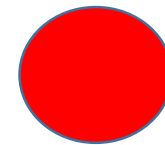
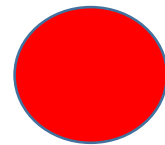
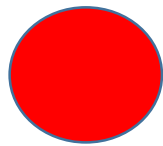


Press onto the side of your nose.

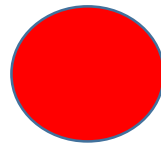
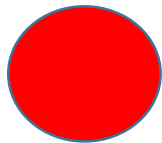
Oral Blending With the Characters



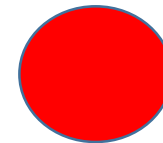
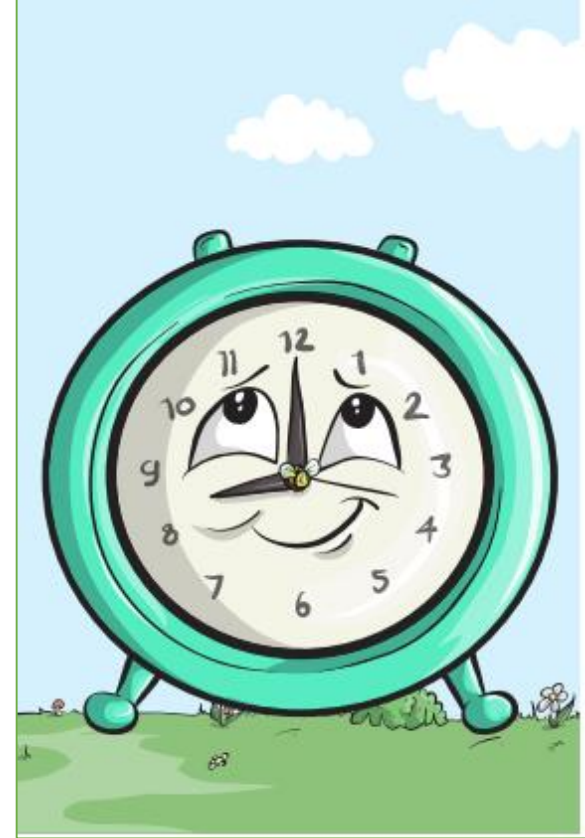
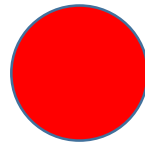
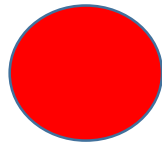
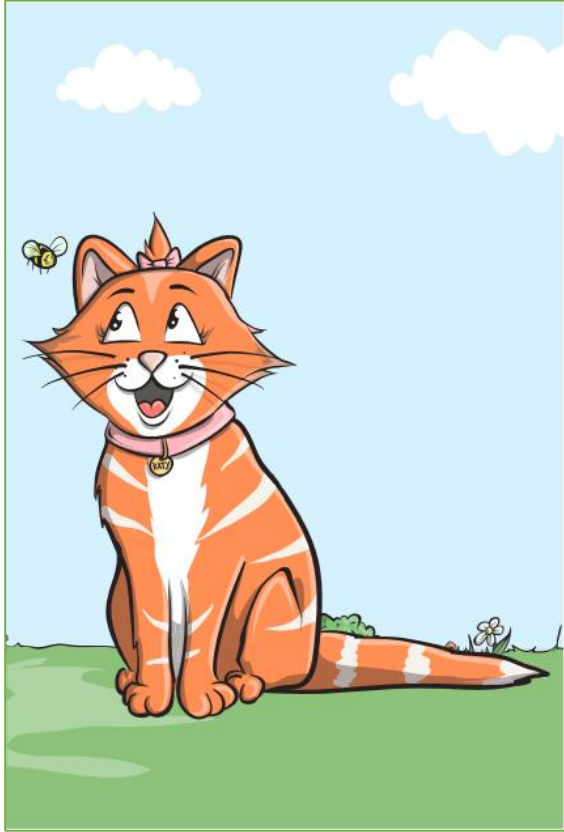
Oral Blending With the Characters



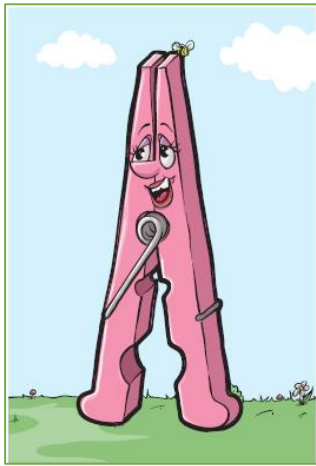
Oral Blending With the Characters



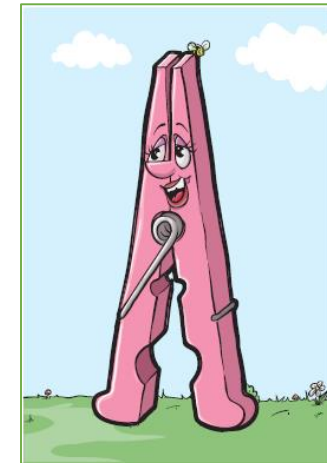
Oral Blending With the Characters



Oral Segmenting With the Characters



Oral Segmenting With the Characters



Lower Case Letter Formation

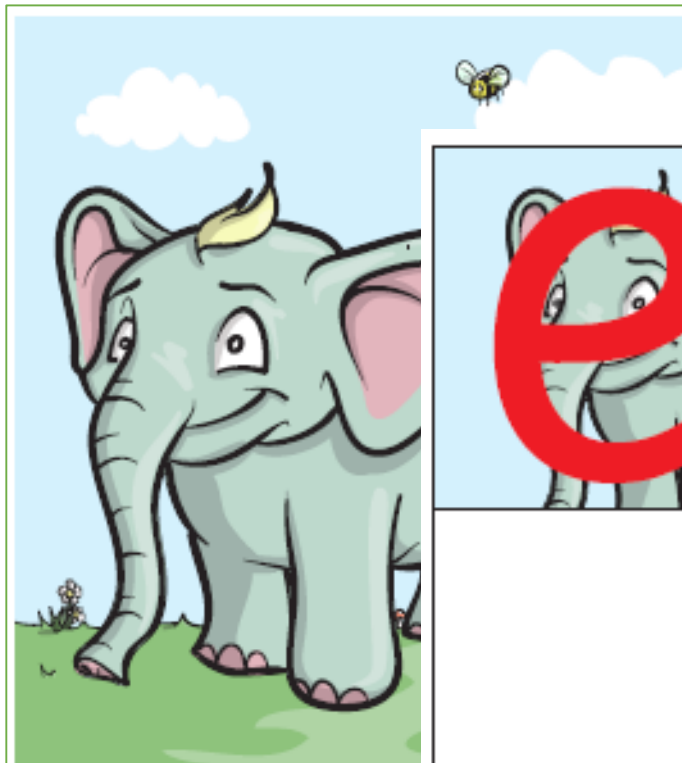


a



Around Alan's face, back up to his ear and down to his neck.

a



e



Under Ella's eyes up and back over right under her chin.

e

Handwriting Help From The Sound Train Characters.

The Sound Train Characters for the letters of the alphabet can be used to help children with their letter formation. Use the character pictures and their advice on the starting point and letter direction to help children follow the correct formation pattern. The characters outline how to print the letters.



Around Alan's face, back up to his ear and down to his neck.



From the sky to the floor up and round Beena Ball.



Stroke from Katy's ear and curl right under her chin.



Round Dre's drum up to the sky then down again.



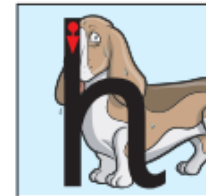
Under Ella's eyes up and back over right under her chin.



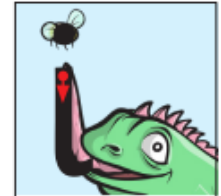
Round Faye's face down to the floor and curl to the bee. Now a line under her chin.



Around Gus's face, down to his hooves and curl to the bee.



Down Harry to the floor up and over to his paw.



From the tip of Idris's tongue flick into his mouth. Now dot the bee..



Down to Jim's foot and curl to the bee. Dot the drop.



From Katy's bow down to the floor up around her whiskers and out to her tail.



All the way down Laila's stick and give a little flick.



To make Murray go down, up over, down up over and down.



Down and up Normans nose over and down again.



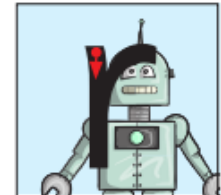
From Oscar's ear all around his face.



Down Poppy, up Poppy, round to her tummy



Round Queenie's crown down to the floor and tick back up.



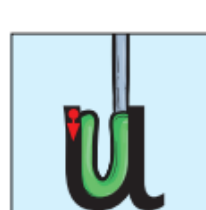
Down the side of Robbie back up and over his head.



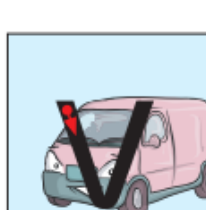
Curl back from Sam's head over his tummy to his tail.



Start at Tick Tock's 12, down to 6 and flick to 5. Now across from 9 to 3.



Curl under Usher's handle and back down to the ground..



Diagonally down and up Vida's Van.



Diagonally down and up, then diagonally down and up Woody's Windmill.



Draw a kiss on Xenia's lips.



From Yasmin's horn to her horn curling under her chin, down to her hooves and curl up again.

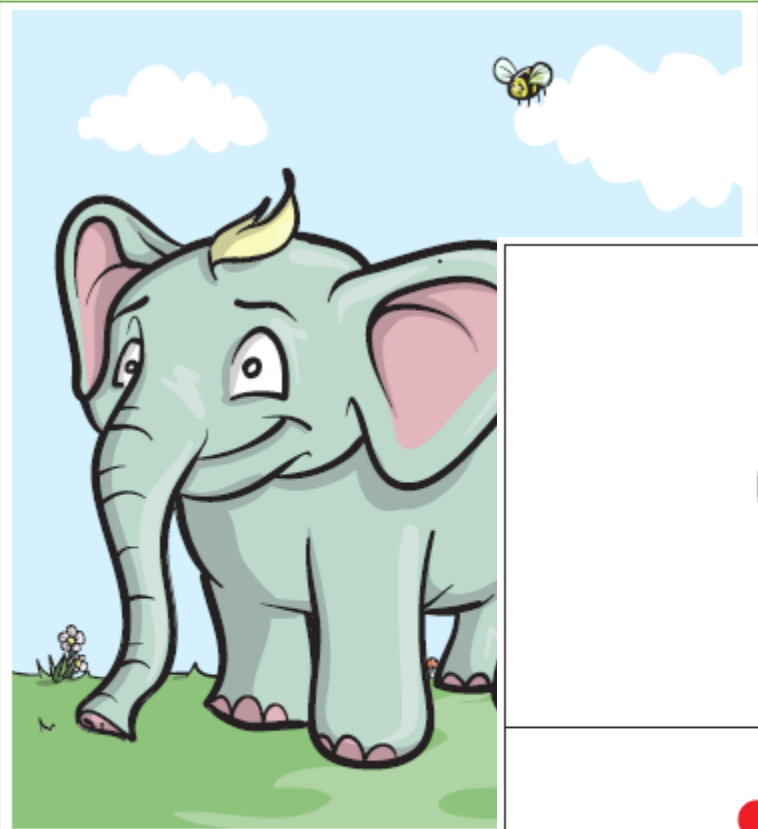


Zig zag down Zoe..

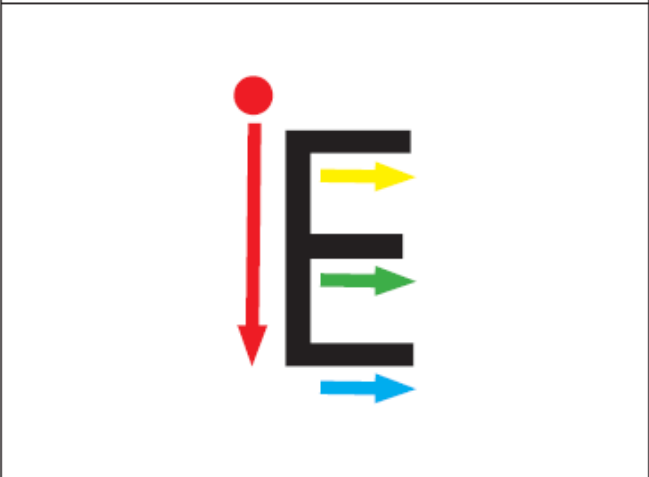
Capital Letter Formation



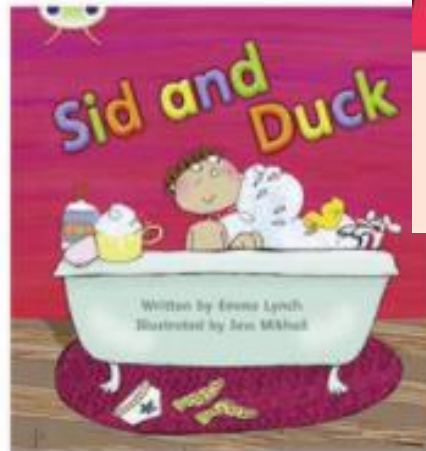
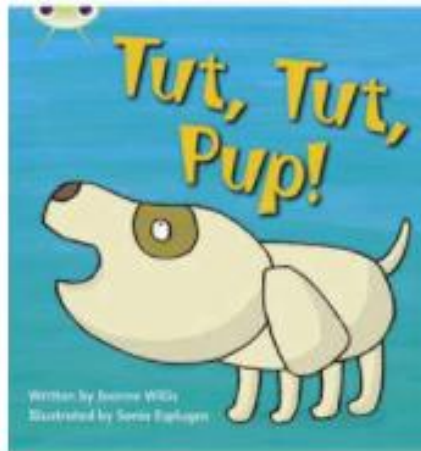
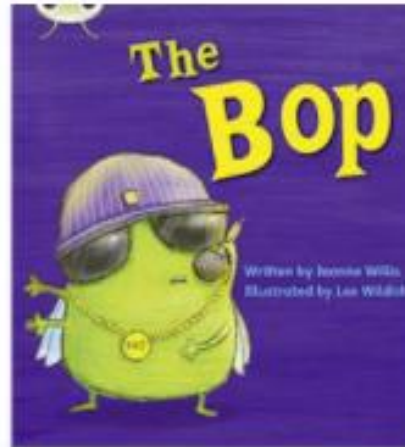
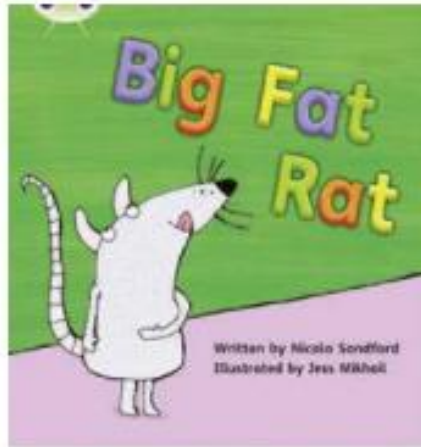
Aa



Ee



100% Decodable Books



Rat licks it.
"Less of it, Rat!"

Before and during reading

1 Say the sounds

h b f ff l ll ss

2 Blend the sounds

hops	off	licks
less	bobs	bet
ill	bed	but
big	fat	

3 Read the tricky words

I in/to

Point out the tricky bit of the word (i.e. the 'i' in 'in') sounds real) and then blend the rest.

Story comprehension

Ask the children to read the title and look at the picture on the cover. Who do they think the story is going to be about? What might a 'big fat rat' do?

Vocabulary check

Check that the children understand what we mean by the following expressions: 'licks up', 'licks in', 'What kind of dog is a 'pup'? Also ensure that the children understand that the phrase 'less of it' is a way of saying 'Don't do that!'

Reading the story

Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.

Point out that there are speech marks on the pages 1 and 5. What does this show us? Remind the children to read the words in speech marks as expressively as they can to show how the character might speak. Who is speaking here?

Stop on page 5 and ask the children to guess how they think the story will end.

Dots and dashes?
The dots show one sound made by one letter. The dashes show one sound made by two letters.

