

An Introduction to our Phonics Scheme



The Teach Hub Letters and Sounds Phonics Scheme



The Teach Hub
www.theteachhub.co.uk

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<https://theteachhub.co.uk/shop/phonics/>



Mrs Claire Hubbard
Primary Teacher and
Consultant

Phonics Accreditation

The way in which phonics is taught in schools has evolved significantly in the last 10 years.

A key upcoming change in recognition of that evolution is the removal of the widely used **2007 Letters and Sounds** handbook from gov.uk and from the Department's list of validated phonics programmes.

Phonics Accreditation

So, what's changed – is there something wrong with Letters and Sounds 2007?

The 2007 Letters and Sounds handbook isn't a full Systematic Synthetic Phonics (SSP) programme because it doesn't provide the support, guidance, resources or training needed.

Phonics Accreditation

Does this mean we have to stop using Letters and Sounds 2007?

No. You don't have to stop using Letters and Sounds 2007 now, or at all.
Ofsted do not have a preferred programme or approach.

- approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach),
- achieves strong results for all pupils, including the most disadvantaged. The easiest way to achieve this is to use a full SSP programme from the validated list, but this is not mandatory.

OFSTED

Our phonics progression has been used in two OFSTED inspections (2022) with positive results.

“The school’s phonics programme is well planned and helps children make a quick start learning to read. Staff are well trained and regularly check what the children can remember. Books are well matched to the letter sounds pupils know. Pupils develop a love of stories and poems and can talk confidently about the stories they like.”

Phonics Validation with The Teach Hub

Will my school need to buy new sets of decodable books?

It is highly recommended that schools use a full SSP programme with decodable texts matching pupils' phonic knowledge.

We use Collins Big Cat Phonic Readers and Lesley Clarke texts as our base schemes.

We use Big Cat Phonics for Letters and Sounds



Big Cat Phonics for Letters and Sounds

Collins Big Cat Phonics for Letters and Sounds Sets

You can browse the Big Cat Phonics for Letters and Sounds sets [here](#). The sets include a 20% discount so are the best value way to buy. You can click on a set to see a list of books included.

Set 1 – 60 Lilac-Turquoise fiction and non-fiction books published in December 2017

Set 2 – 44 Pink A-Turquoise fiction and non-fiction books published in January 2019

Set 3 – 72 Pink A-Turquoise fiction and non-fiction books published in January 2020

Set 4 – 80 Lilac-Turquoise fiction and non-fiction books published in September 2020

Set 5 – 44 Pink A-Turquoise fiction and non-fiction books to publish June 2021

Big Cat Phonics for Letters and Sounds



38 books in
each set



Phases 5 and 6

Green Band

Offers early readers less familiar, more complex language with varied characters

[EXPLORE](#)

Green
Band

Orange Band

Offers varied text and characters, with action sustained over several pages and less support from illustrations

[EXPLORE](#)

Orange
Band

Turquoise Band

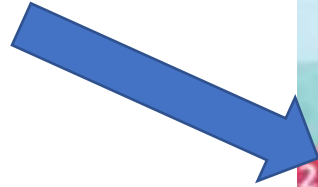
Offers literary and extended descriptions, with longer sentences and a wide range of unfamiliar terms

[EXPLORE](#)

Turquoise
Band

NOT THESE: Big Cat Phonics for Letters and Sounds

– Little Wandle

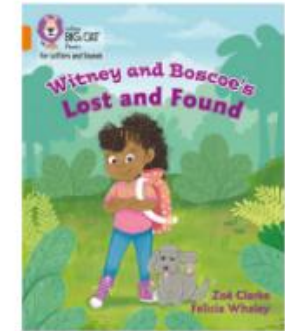


Browse and buy

Fully decodable reading books

Expertly aligned to Letters and Sounds to ensure all pupils move from decoding words to reading fluently and for pleasure

[EXPLORE](#)



Big Cat Little Wandle Letters and Sounds Revised

120 new readers available now

[EXPLORE](#)

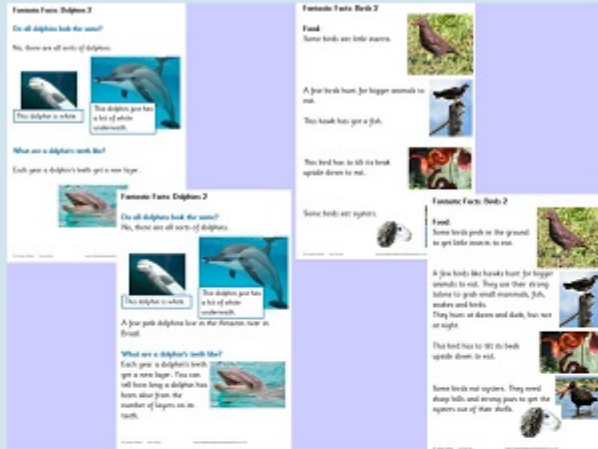


And we substitute with other schemes such as Rocket Phonics but they need to match these carefully.



Lesley Clarke Phonic texts and poems.

Phase 5a Fantastic Facts Factsheets



This pack of 18 Fantastic Facts factsheets (9 topics and 2 differentiated versions of each) contain all the new learning (graphemes and tricky words) in Phase 5a. There are at least two factsheets for each week of phonics teaching. Each factsheet has 2 differentiated versions (an easier one at approximately yellow band level and a harder one at approximately blue/green band level). At the bottom of each factsheet is a note of which week of phase 5a it links to and the new learning from that week which is practised in the factsheet. At the end of that line there is a guide to which book band (BB) the factsheet may fit with. Y = yellow, B = blue, G = green). **Please note, these have not been officially banded – I have used my teaching experience**

to identify the most likely band.

List of Fantastic Facts Factsheets:

The weeks follow Lesley's MT plan for Phase 5, which has been in circulation since 2007.

Week 1 (ie, ue, oe, oh, their): Fish 1

Week 2 (split digraphs, called, asked): Snakes 1, Snakes 2

Week 3: (ay, ou, ea, aw, people, looked) Trees 1, Trees 2

Week 4 (ir, ew, oy, au, Mr, Mrs): Birds 1, Birds 2

Week 5 (ey, wh, ph): Dolphins 1, Dolphins 2

Lesley Clarke Phonic texts and poems.

<https://www.lesleyclarkesyntethicphonics.co.uk/teaching-resources/shop/lesley-cl Clarke-s-letters-and-sounds/decodable-poems-for-each-phase>

Phase 2 Core Phonics Poems



This pack of 10 poems contains all the new learning (graphemes and tricky words) in Phase 2. There is at least one poem for each week of phonics teaching (from week 2 onwards). At the bottom of each poem is a note of which week of phase 2 it links to and the new learning from that week which is practised in the poem. At the end of that line there is a guide to which book band (BB) the poem may fit with. Pa) = pink a), Pb) = pink b). **Please note, these have not been officially banded – I have used my teaching experience to identify the most likely band.**

Topics covered include: the seaside, minibests, pets, nature, ourselves.

List of poems:

Weeks 1 & 2: Dad

Week 3: Kid

Week 4: On and in

Week 5: Pack the bag, Cat, No fun

Week 6: Moss, On a log, Can I?, In the pocket

Lesley Clarke Phonic texts and poems.

Phase 5a Core Phonics Poems



This pack of 7 poems contains all the new learning (graphemes and tricky words) in Phase 5a. There is at least one poem for each week of phonics teaching. At the bottom of each poem is a note of which week of phase 5a it links to and the new learning from that week which is practised in the poem. At the end of that line there is a guide to which book band (BB) the poem may fit with. Pa) = pink a), Pb) = pink b) R = red, Y = yellow, B = blue, G = green). **Please note, these have not been officially banded – I have used my teaching experience to identify the most likely band.**

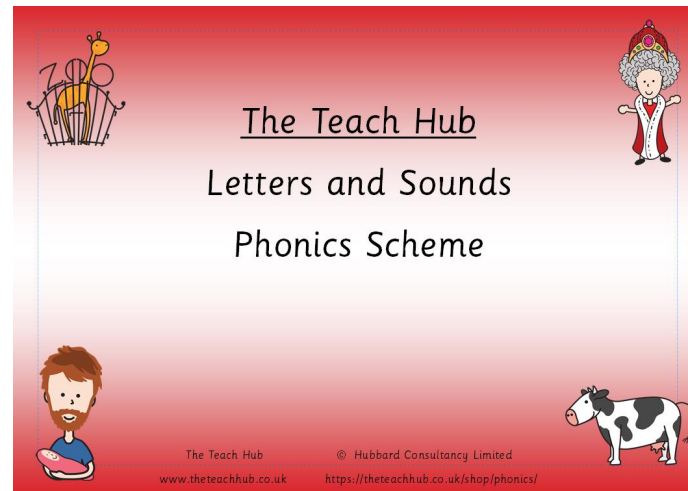
Topics covered include: riddles, food, animals, under the sea, people, names, sounds.

List of poems:

- Week 1: Oh!, What are they?
- Week 2: The king and queen's tea
- Week 3: Under the sea, Playing
- Week 4: Mr & Mrs
- Week 5: How it goes

Decodable texts list linked to The Teach Hub Phonics Progression

<u>The Teach Hub Letters and Sounds Coverage using decodable texts</u>	Phase 2						
Book Title	CEW	TTH Book Band Guide	Publisher Book Band	Text Type	Series	Publisher	Graphemes
Week 1: s, a, t, p							
Little Blending Book 1		Phase 2	Phase 2	word book	Little Blending Book for LaS	OUP	
Pat Sat		Phase 2	Phase 2	fiction	Ransom Reading Stars	Ransom	
Week 2: i, n, m, d	a, is						
Pat it	n/a	Phase 2	Phase 2	fiction	Big Cats Phonics (Not Little Wandle)	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/
Sit Sit	a	Phase 2	Phase 2	fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/
Tip, Sip, Nap	n/a	Phase 2	Phase 2	non-fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/
Tip it Tap it	n/a	Phase 2	Phase 2	non-fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/
It Tips	n/a	Phase 2	Phase 2	non-fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/
Sit Tip Pat	n/a	Phase 2	Phase 2	non-fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/
Pit Pat	n/a	Phase 2	Phase 2	non-fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/
Tap Tap	a	Phase 2	Phase 2	non-fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/
Nap Nap	n/a	Phase 2	Phase 2	fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/
Pat a Pan	n/a	Phase 2	Phase 2	non-fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/
Tap Tip Sip	n/a	Phase 2	Phase 2	non-fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/
Sit Sip Nap	n/a	Phase 2	Phase 2	fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/
Sip it	n/a	Phase 2	Phase 2	non-fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/ /d/
Tap it, tip it!	n/a	Phase 2	Phase 2	fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/
Sit in!	n/a	Phase 2	Phase 2	fiction	Big Cats Phonics	Harper Collins	/s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/



- Content of The Teach Hub Letters and Sounds Phonics Scheme
- Matching the scheme to be validated
- How the six phonics phases work together
- Links to handwriting, reading and spelling
- Revision, consolidation and spiral learning
- Games and activities
- ICT use
- Assessment and tracking
- Extra resources





Phase 1



Phase 1

7 aspects and 3 strands

Environmental sounds

Instrumental sounds

Body Percussion

Rhythm and Rhyme

Alliteration

Voice Sounds

Oral Blending and Segmenting

Tuning into sounds, Listening and remembering sounds and
Talking about sounds.



Phase One Tracker included





Phase 2-5 and Year 2

Overviews for each half term





Desk Charts and
Illustrated Desk Charts
Phase 2 to Year 6!

Distinct Reading and Spelling
Charts
for Year 1 and Year 2





Editable Weekly Units of Work including
plans, PowerPoints (3 different
versions of fonts/styles), tasks and
activities.





Phase Overviews





The Teach Hub Letters and Sounds

Phase 2 Week 1-6 Weekly Phonic Overview

Week 1

s a t p

Reading and find the letters

Tricky words new reading a, is

Week 2

i, n, m, d

Tricky words reading a, is

Decodable words new reading it, in, at

Week 3

g, o, c, k

Tricky words new reading and, as

Decodable words new reading an, dad, on





Weekly Overview



Phase 2 Week 3 Set 3 - g o c k

Weekly Phonic Overview

Day 1 - Introducing the letter <g>

Start the session by explaining that we are going to revise some letters that we already know and learn some new ones this week. We are also going to look at some other words too. Work through the PowerPoint.

Oral Blending - Begin with 'my turn, your turn' e.g. say k-i-ng king and the children copy. By the end of the week, just point to the picture and the children should do it independently. It doesn't matter that the children may not know the graphemes yet, as this is all oral work.

jug, kite, leg, map, bang, net, coat, coin

Show the new grapheme <g> and introduce it as a new letter. Show the picture of the girl and then how it looks as a capital letter and a lower case letter. Introduce the action as demonstrated on the flashcard and think of some words starting with the letter <g>. Use lots of practise at reading the words using blending out loud and then blending in their heads.

Sound Buttons - Segmenting - Find all the words using the sound buttons: tag, gag, gig, gap, nag, sag, gas, pig, dig

Alien words: gid, gad, tog, pag, pid

Independent Activity - Complete the task sheet to find the words matching the pictures.

Day 2 - Introducing the letter <o>

Follows exactly the same format as Day 1.

Sound Buttons - Find all the words using the sound buttons: got, on, not, pot, top, dog, pop, God

Blend the two and three letters together using the phoneme frames.

Alien words: gid, don, tog, pag, gos, sog

Complete the task sheet to find the words matching the pictures.

Day 3 - Tricky Word Day

Read the Tricky words from Phase 2: a, is, and, as

Read the decodable words from Phase 2: it, in, at, an, dad, on

Make a rainbow bank using the words. Use magnetic letters to make the words.

Day 4 - Introducing the letter <c>

Follows exactly the same format as Day 1.

Sound Buttons - Find the words can, cot, cop, cat, cap, cod

Blend the two and three letters together using the phoneme frames.

Read the Alien words cad, com, don, pag, gom, gop

Which word? Find the word to match the picture. Complete the task sheet.

Day 5 - Introducing the letter <k>

Follows exactly the same format as Day 1.

Sound Buttons - Find the words kid, kit, Kim, Ken

Blend the two letters together using the phoneme frames.

Read the Alien words kad, kon, kig, kom, kam

Demonstrate how to write the letters using the hollow letters. Use the handwriting task sheets.

Write a list of all the objects you can see using the phoneme frames and sound buttons.



The Teach Hub Letters and Sounds Phonics Scheme consists of:



Weekly units of work include a teaching overview, revision, oral blending, teaching objective, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)



Contents of a unit of work:

- 📁 TTH Phonics Phase 3 Week 2 Set 7 y z zz qu Comic Sans versions
- 📁 TTH Phonics Phase 3 Week 2 Set 7 y z zz qu PDF versions
- 📁 TTH Phonics Phase 3 Week 2 Set 7 y z zz qu Sassoon Primary Std versions
- 📄 TTH Phase 3 Week 2 Set 7 y z zz qu overview.docx

- 📄 TTH Phase 3 Set 7 Day 1 - worksheet Comic Sans.docx
- 📄 TTH Phase 3 Set 7 Day 1 - y Comic Sans.pptx
- 📄 TTH Phase 3 Set 7 Day 2 - worksheet Comic Sans.docx
- 📄 TTH Phase 3 Set 7 Day 2 - z Comic Sans.pptx
- 📄 TTH Phase 3 Set 7 Day 4 - worksheet Comic Sans.docx
- 📄 TTH Phase 3 Set 7 Day 4 - zz Comic Sans.pptx
- 📄 TTH Phase 3 Set 7 Day 5 - qu Comic Sans.pptx

Editable PowerPoints or PDFs for each day (Sassoon and Comic Sans style)

Unit overview – teaching points

Tasks or Task sheets for each day







Additional Games and Activities for each Phase



LO - I can read Phase 5a words using <oe> in sentences. Read the words in the sentences and circle the word or words that could also be used in the sentence to make sense in place of the underlined one.



A toad can <u>hop</u> .		jump	play
A <u>goat</u> is fast.		boat	car
The <u>boat</u> is long.		toe	toad
My <u>toe</u> is red.		boat	goat





High Frequency Words and Common Exception Words

Decodable and Tricky Words



Phase 2-6
Letters and Sounds
Decodable and Tricky Words

1

Phase 2
High Frequency Words
Decodable

2

it	dad	got	had
in	on	back	him
at	can	mum	if
an	not	put	off

3

★

Phase 2
High Frequency Words
Tricky Words

4

a	to	I
is	the	into
and	no	of
as	go	his

5

★

Phase 2
High Frequency Words
and
Common Exception Words

6

an

7

am

8

back

9

bad

10

bed

11

big

12

but

13

can

14

cat

15

dad

16

did

17

dog

18

duck

19

fell

20

fun

21

get

22

got

23

hat

24

had

25

hat

26

him

27

hot

28

if

29

in

30

it

31

let

32

man

33

miss

34

mum

35

not

36

off

37

on

38

put

39

ran

40

red

41

run

42

sat

43

sun

44

tell

45

top

46

up

47

us

48

Phase 3
High Frequency Words
Decodable

49

will	with	see
this	down	too
them	look	for
them	now	for

50

★

Phase 3
High Frequency Words
Tricky Words

51

bar	my	full	he
was	they	she	he
you	are	we	all
put	push	me	pull

52

★

air

53

bath

54

been

55

boat

56

book

57

box

58

car

59

dark

60

feet

61

fish

62

food

63

fox

64

good

65

hard

66

how

67

keep

68

king

69

long

70

miss

71

much

72

need

73

night

74

now

75

or

76

park

77





Phase Tricky Word Days

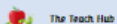




The Teach Hub
Letters and Sounds Phonics

Phase 4

Tricky word day



1

Phase 2
High Frequency Words

Tricky Words

2

a	to	I	
is	the	has	his
and	no	into	
as	go	of	

3

★

Phase 3
High Frequency Words

Tricky Words

4

her	my	full	be	
was	they	she	he	
you	are	we	all	have
put	push	me	pull	

5

★

Revise Phase 4
High Frequency Words

Tricky Words

6

like	do	house
so	some	one
little	come	were
ask	there	out

7

★

what	by	your	
when	our	ago	
that	here	become	animals
said	love	school	

8

★

Contractions

he's	didn't	we've
we'll	I've	hasn't
	haven't	they've



Read Phase 4 Tricky Words week 1

like	little
so	ask



like



so





CEW links to phonic
structures





Assessment and Trackers



Name: _____

Phase 3

j	v	w	x	y	z	zz
qu	ch	sh	th	th	ng	ai
ee	igh	oa	oo	oo	ar	ar
ur	ow	oi	ear	air	ure	er
tt	nn	pp	dd	bb	gg	rr
mm						



Name: _____

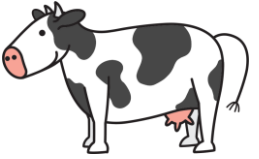


Tricky words to read

her	was	you	put	my	they
are	push	full	she	we	me
be	he	all	pull	have	

Tricky words to spell

a	is	and	as	to	the
no	go	I	into	of	his



Phonics Tracker- The Teach Hub Letters and Sounds



Phase 3

Phase 3 Graphemes - Read

%

[illegible]

Phonics Tracker- The Teach Hub Letters and Sounds



Phase 5 Graphemes - Reading

		Phase 5a	ay	ea	ie	oe	ue (oo)	ue (yoo)	ou	ir	aw	wh	ph	oy	au
Name	Class	Date of assessment	day	bean	pie	toe	clue	cue	out	girl	saw	when	dolphin	boy	haul
0															
0															
0															
0															
0															
0															

Phonics Tracker- The Teach Hub Letters and Soun



Phase 5 Graphemes - Spelling

		Phase 5a	ay	ea	ie	oe	ue (oo)	ue (yoo)	ou	ir	aw	wh	ph	oy	au
Name	Class	Date of assessment	day	bean	pie	toe	clue	cue	out	girl	saw	when	dolphin	boy	haul
0															
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Phonics Tracker- The Teach Hub Letters and Sounds

[illegible][illegible]



Phonic Screening Check





1	2	3	4	5	6	7	8	9	10	11	12	13	14
Bank of words Phonic Screening Checks 2012-2019 400 words Real and Pseudo words		Section 1	CVC	dat	sut	yad	dop	pib	cag	wup	jub	rin	fot
15	16	17	18	19	20	21	22	23	24	25	26	27	28
vol	fip	lig	neb	sut	wop	vus	keb	teg	pon	mep	gax	yop	gan
29	30	31	32	33	34	35	36	37	38	39	40	41	42
jat	hab	gax	ccvc	chab	quop	quib	shig	shan	shog	chob	shup	chip	chum
43	44	45	46	47	48	49	50	51	52	53	54	55	56
chop	shop	thin	quiz	shed	chin	cvcc	desh	meck	jash	vuss	tull	dack	beff
57	58	59	60	61	62	63	64	65	66	67	68	69	70
sing	kick	yell	jazz	peck	back	long	deck	cvvc	poil	zook	coid	joil	veen
71	72	73	74	75	76	77	78	79	80	81	82	83	84
zued	weaf	waib	foid	nurt	doil	geaf	baim	jorb	yewn	keam	rird	hurt	reef

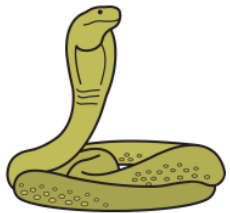




Flashcards and Wall Display Cards



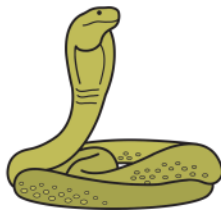
Flashcards



s



a



s



a



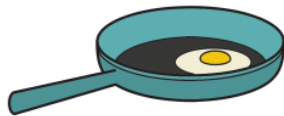
Wavy shape in the air
with two fingers in
front



Eating an apple



t



p



t



p



Make a triangle with
two hands moving
downwards



Hold the pan as if
frying



Flashcards



o_e



o



ou



s



o_e



o



ou



s



o_e

Some sons
are young



o

Some sons
are young



ou

Some sons
are young



s

Measure the
treasure



Wall display cards



u



o_e

o

ou


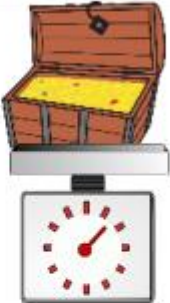

Some sons are young



5c 7-12 Phonic Ditties for

The Teach Hub Letters and Sounds phonics progression

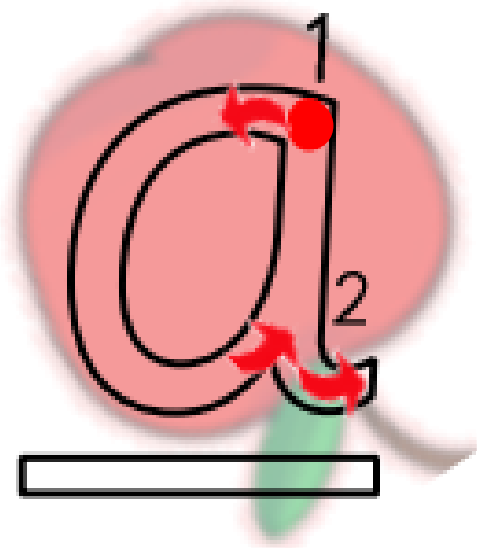
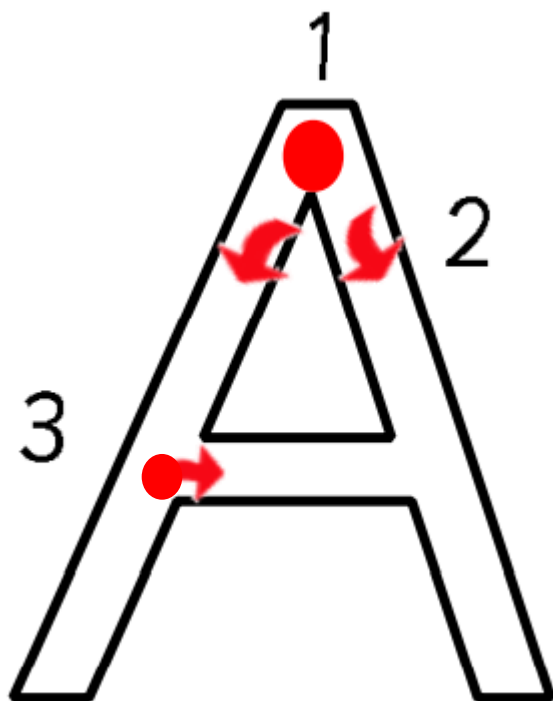
** as ## = phoneme as grapheme

5c 7-12 Alternative Graphemes		
Grapheme	Picture	Ditty
/u/ as o_e o ou		Some sons are young
/zh/ as s		Measure the trea sure
/ur/ as ear or		Search for the worm



Handwriting and Letter Formation





Round the apple – add a stalk





Spelling Resources



So why do we need 'tch'?



hutch

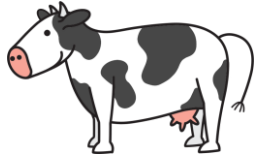


Read 'tch' as a trigraph.

kitchen



'tch' follows a **short** vowel



Find the short vowels in these words.

c tch

f tch

n tch

How does this fit with other spelling patterns?



There are a few words, such as those we used at the beginning of this module, that do not follow this rule.

Try to remember that these words use the code 'ch' and not 'tch'.

rich, which, much, such







Parent and Carer support and Information

https://www.youtube.com/watch?v=_GSN0rg4-RI&t=3s





Phoneme actions for
The Teach Hub Letters and Sounds phonics progression

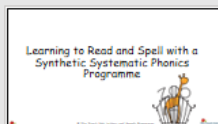
Phase 2			
Grapheme	Picture	Action	
s		s – snake	Wavy shape in the air with two fingers in front
a		a – apple	Eating an apple



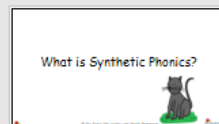
Parent and Carer Meeting PowerPoint plus resources



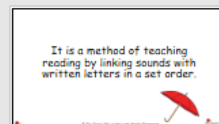
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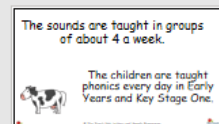
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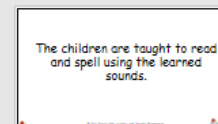
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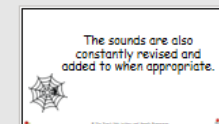
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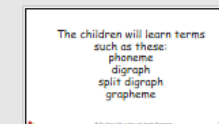
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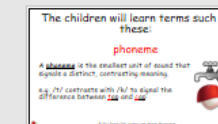
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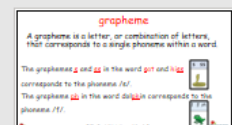
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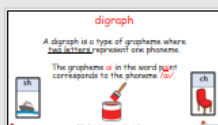
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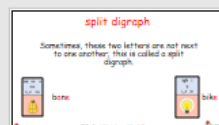
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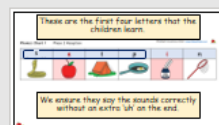
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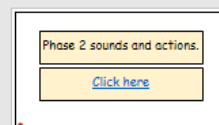
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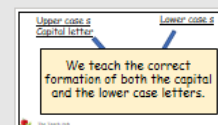
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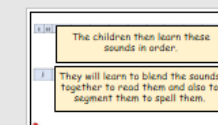
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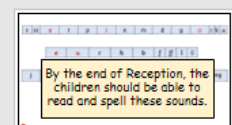
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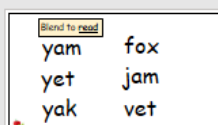
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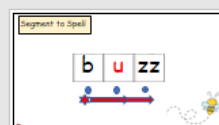
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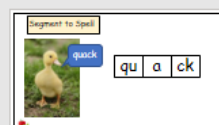
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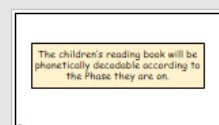
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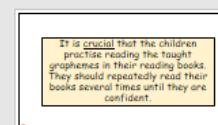
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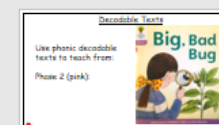
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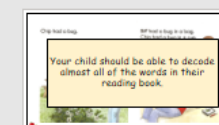
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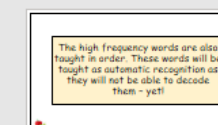
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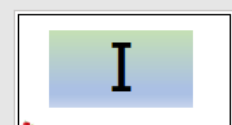
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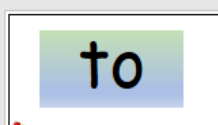
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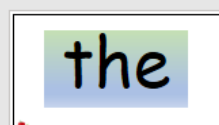
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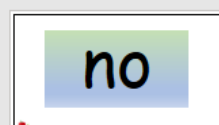
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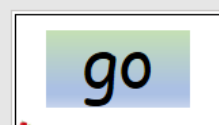
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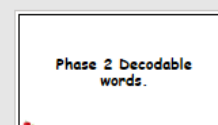
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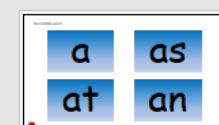
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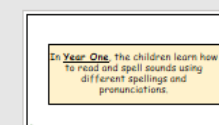
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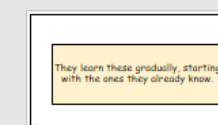
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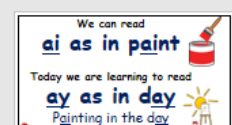
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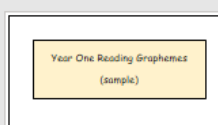
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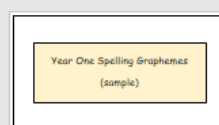
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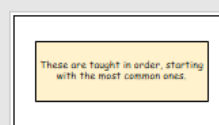
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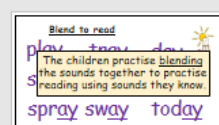
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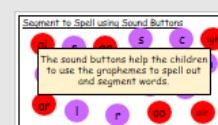
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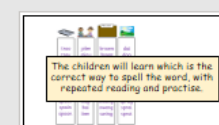
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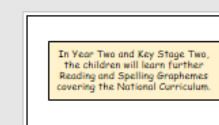
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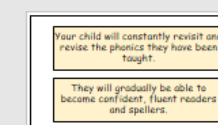
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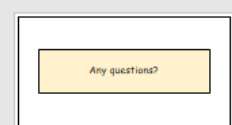
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