

Together We Can Do This: For Children with Additional Learning Needs- A Phonics Log for the Classroom and Overlearning Activities for the Home



Paperback – 25 Aug. 2025

by [Geoff Hannan](#) (Author)

Together We Can Do This

Is a home-school link workbook with a wide range of materials for parents to use at home to support the phonics development of children with Additional Learning Needs- including those on the autistic spectrum and/or with ADHD and communication difficulties.

It includes a simple and quick log for Teaching Assistants to note a full year's learning content, lesson by lesson; plus resources to use at home for 'overlearning': a proven way to enhance AN children's progress and skills development.

Reading is crucial both to a child's academic success and their happiness at school. This book is designed to resource and engage children, teachers and parents to work together to enhance and improve their child's outcomes.

Together We Can Do It

A phonics log and overlearning resources for children with additional learning needs

Geoff Hannan
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the moral right to be author of this work.

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Low-priced copies of this book for individual children and/or the whole class are available as part of Geoff Hannan's pro bono Diversity campaigning work.

Please contact him directly for current pricing and terms at geoff.hannan@btinternet.com

Geoff is also delighted to offer free support and advice on Additional Learning Needs.

The learning logs in this book are designed for a teacher or teaching assistant and/or the child, if able, to make a very brief note of the focus of each phonics lesson so that it may be supported regularly at home through the overlearning and other resources in Section Three.

For Oscar

My name:

My age:

My favourite things at school:

My hobbies:

My favourite TV and videos:

My friends:

My favourite people:

My favourite characters:

My favourite foods:

Section One



Phonics Learning Logs Autumn Term

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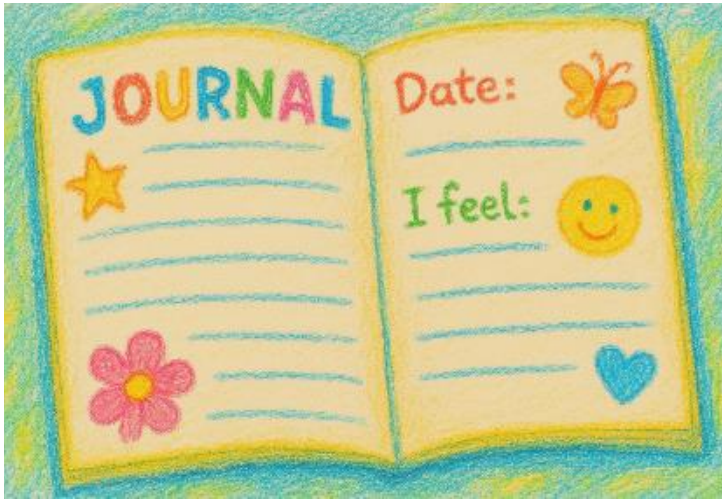
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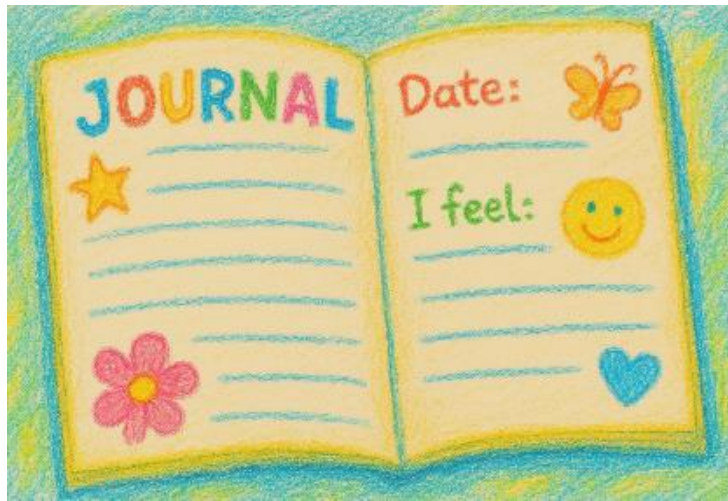
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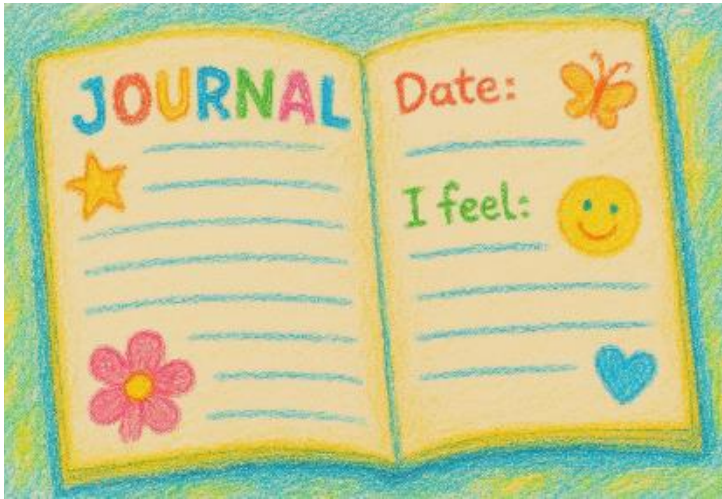
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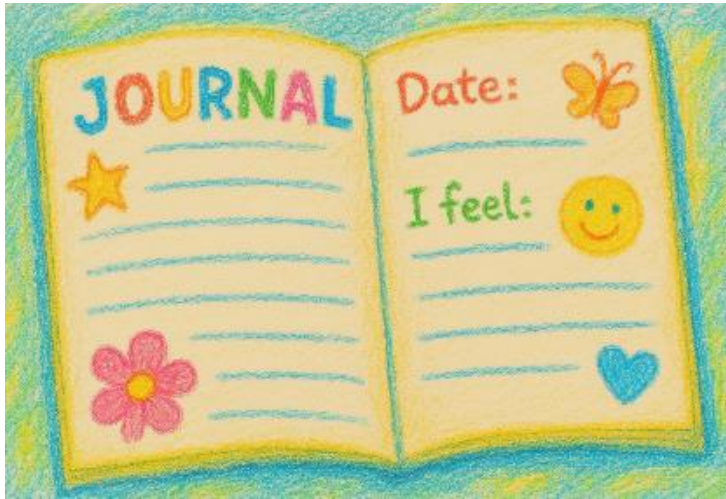
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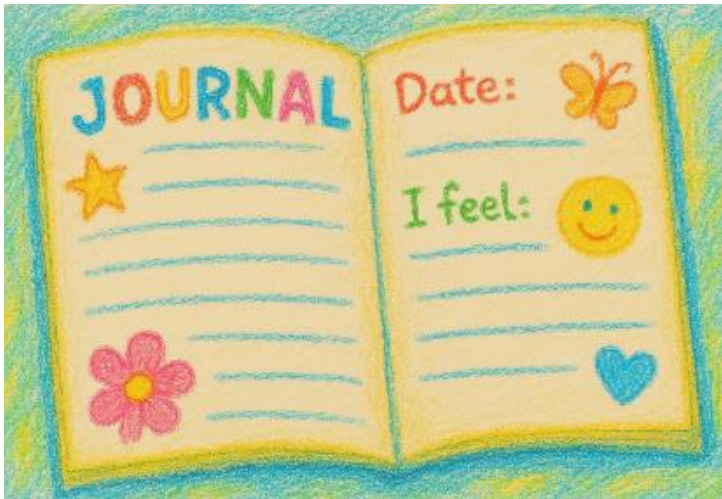
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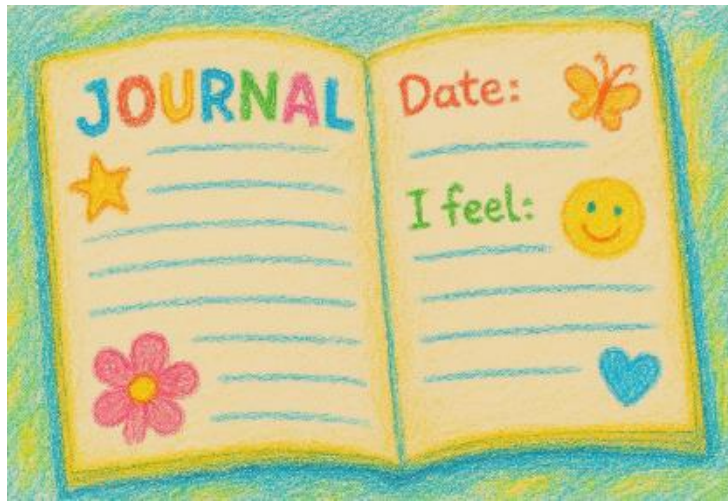
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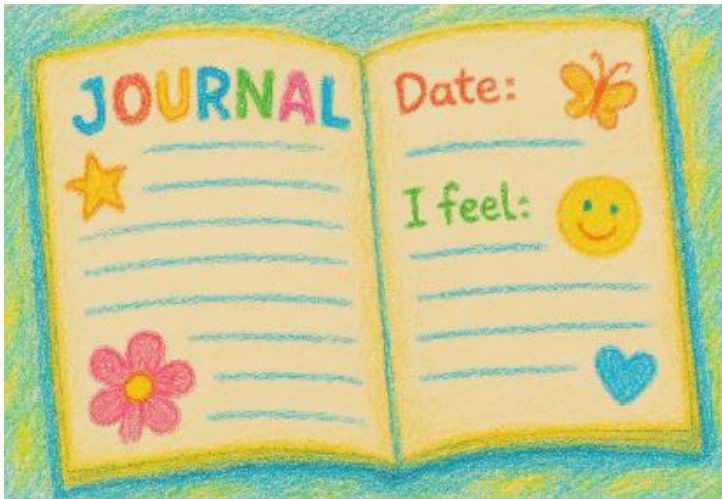
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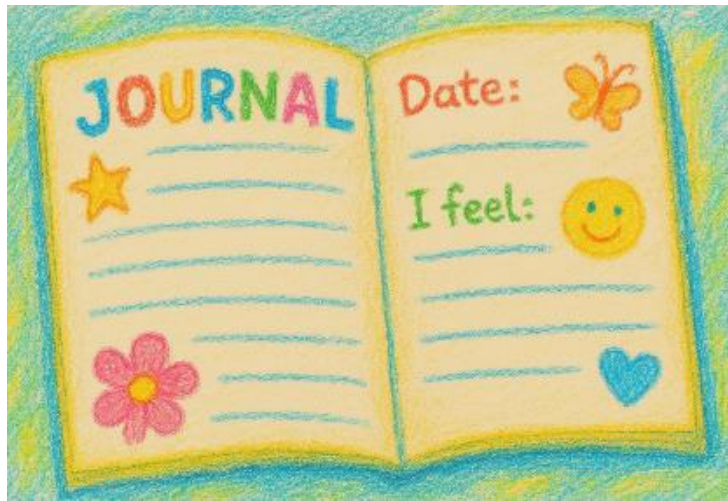
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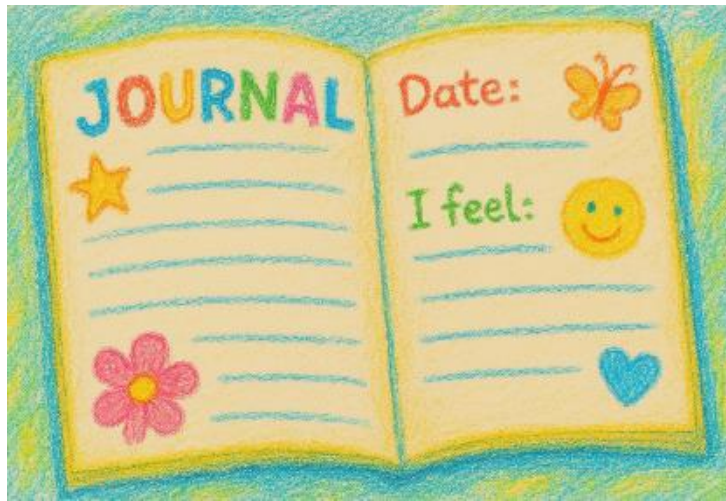
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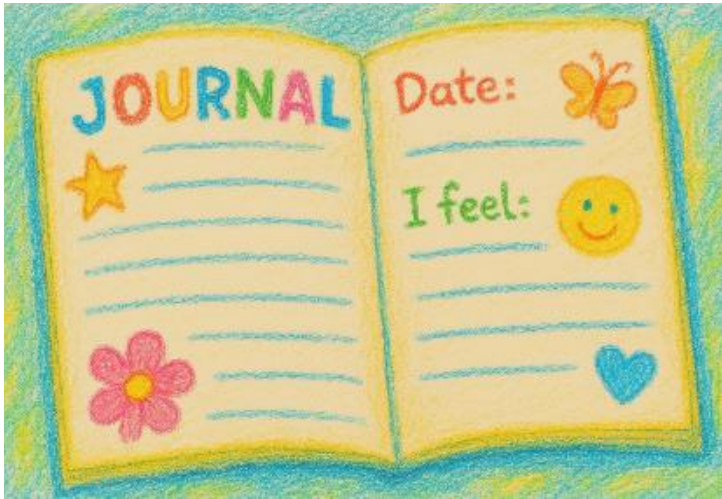
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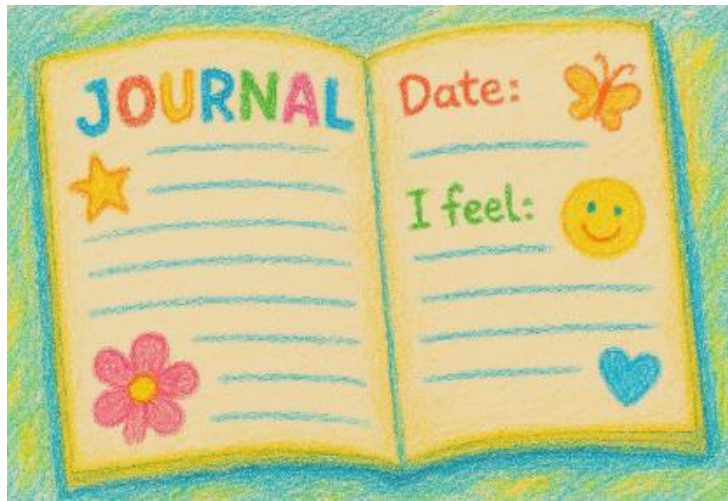
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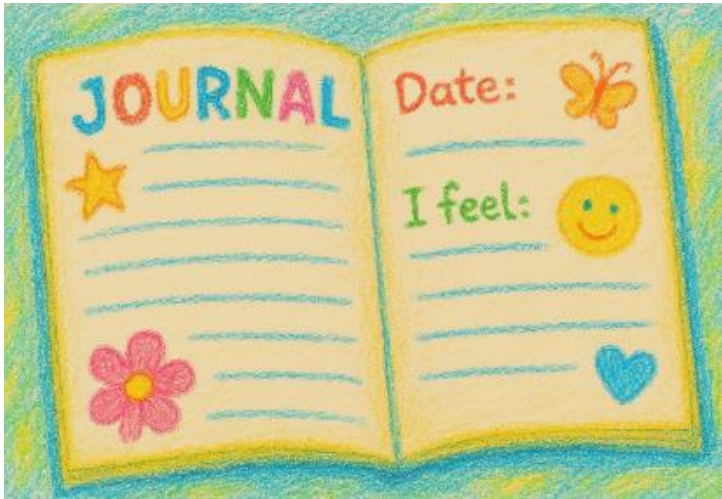
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Section Two



Notes for Educators

At School and at Home

Introduction

The Importance of Tailoring Phonics Teaching for Children with Additional Learning Needs

Tailoring phonics instruction for children with additional learning needs is essential to ensure that all learners can access and benefit from literacy education. These children often face unique challenges that require differentiated approaches to teaching. Tailoring Phonics Teaching to the needs of additional needs children:

1. Addresses Individual Learning Styles

Children with additional needs may process information differently. Tailored phonics instruction allows teachers to use multi-sensory methods—visual, auditory, and kinesthetic—to match each child's preferred learning style.

2. Builds Confidence and Motivation

Personalised support helps children experience success at their own pace, which boosts self-esteem and encourages a positive attitude toward reading and writing.

3. Closes Learning Gaps

Targeted phonics teaching helps identify and address specific gaps in knowledge, ensuring that children do not fall further behind their peers.

4. Supports Communication and Language Development

Phonics instruction tailored to individual needs can enhance speech clarity, vocabulary, and overall language skills, especially for children with speech and language difficulties.

5. Encourages Inclusive Education

Adapting phonics teaching ensures that all children, regardless of ability, are included in the learning process. This promotes equity and supports a diverse classroom environment.

Phonics Instruction for Autistic vs Neurotypical Children

Teaching phonics to autistic children often requires even more of a tailored and flexible approach than with neurotypical children, due to differences in communication styles, sensory processing, and learning preferences.

1. Individualised and Structured Instruction

- Consistency and routine are crucial. Autistic children often thrive with predictable structures.
- Lessons may need to be broken down into smaller, manageable steps with clear objectives.
- Visual schedules and task boards can help reinforce structure and reduce anxiety.

For many autistic children one-to-one tutoring is essential to build language skills, phonological awareness and reading fluency.

2. Multisensory Approaches

- While phonics is inherently multisensory, autistic children may benefit from customised sensory input:
- Some may prefer visual aids like colour-coded letters or picture cues.
- Others may respond better to tactile activities, such as tracing letters in sand or using magnetic letters.

3. Communication and Language Differences

- Autistic children may have delayed or atypical speech and language development, so phonics instruction might need to be paired with:
- Speech and language therapy support.
- Augmentative and alternative communication (AAC) tools if verbal communication is limited.

4. Attention and Engagement

- Lessons may need to be shorter and more engaging, with frequent breaks.
- Special interests can be incorporated into phonics activities to boost motivation (e.g., using words related to dinosaurs or trains).

5. Social and Emotional Considerations

- Group phonics sessions might be challenging due to social interaction difficulties. One-on-one or small group settings are often more effective.
- Teachers should be sensitive to emotional regulation needs, using calm environments and positive reinforcement.

6. Practical Strategies

- Use visual phonics: pairing sounds with pointing, hand signs or pictures.
- Repetition and overlearning: more frequent review and practice may be needed.
- Technology tools: apps and software designed for phonics learning can offer customisable, interactive experiences.

Importance of Precisely Defined and Short-Term Targets for Children with Additional Learning Needs in Phonics and Reading.

1. Predictability and Structure

Additional needs children very often thrive in environments that are structured and predictable.

Clearly defined short-term targets reduce anxiety by setting clear expectations.

They help children understand what success looks like and allow them to focus on one manageable goal at a time.

2. Cognitive Load Management

Phonics and reading involve multiple cognitive processes such as decoding, memory, and attention.

Short-term targets minimize cognitive overload and allow for incremental mastery of skills.

They make it easier to isolate and address specific difficulties.

3. Reinforcement and Motivation

Additional needs children often respond well to positive reinforcement.

Short-term goals provide frequent opportunities for success and praise.

They help maintain motivation and engagement and allow for timely feedback.

4. Individualised Learning Pace

Additional needs children may have uneven skill profiles (especially autistic children compared to neurotypical learners)—strong in some areas, delayed in others.

Short-term targets enable tailored instruction that meets the child where they are.

They allow educators to adjust pace and content based on progress and prevent frustration.

5. Generalization and Transfer

Learning to read involves applying skills across contexts.

Short-term goals help scaffold learning so that skills are generalized gradually.

They support the transition from phonics to comprehension in a controlled way.

6. Behavioural and Emotional Regulation

Reading can be emotionally challenging for additional needs children.

Short-term targets reduce the emotional impact of perceived failure.

They help build confidence and resilience and allow for better behavioral regulation.

Example of a 25-Minute Phonics Lesson Plan for a Child with Additional Learning Needs

This lesson plan is designed to support an autistic child as an example in learning the 'sh' digraph sound (/ʃ/ as in 'ship'). It incorporates structured activities, sensory-friendly strategies, and visual supports to enhance engagement and learning.

Lesson Overview

- Duration: 25 minutes
- Focus: 'sh' digraph (/ʃ/ sound)
- Target Learner: Autistic child (EYFS or KS1 level)

Lesson Structure

1. Welcome & Visual Schedule (2 minutes)

- Greet the child warmly.
- Show a visual schedule of the session (e.g., icons for 'listen', 'say', 'match', 'play', 'finish').
- Use a now/next board to reduce anxiety and increase predictability.

2. Concentration Activity and Sound Introduction (4 minutes)

A short concentration activity to support focus: (1 minute, see next page).

- Introduce the 'sh' sound using a visual cue card (e.g., a picture of a ship).
- Say the sound clearly: “This is the sh sound. Like in 'shhh', be quiet.”
- Let the child repeat the sound with you several times.
- Use a mirror so they can see their mouth shape.

3. Sound Sorting Game (4 minutes)

- Use picture cards or objects.
- Mix 'sh' words (e.g., shoe, shark, shell) with non-'sh' words (e.g., cat, dog, sun).
- Ask the child to sort them into two piles: 'sh' sound or not.
- Use a tray or mat with two sections for tactile learners.

4. Word Building (5 minutes)

- Use magnetic letters or letter tiles.
- Help the child build simple 'sh' words: ship, shop, shed.
- Say each word slowly, emphasising the 'sh' sound.
- Let the child tap each sound as they build the word.

5. Sensory Activity (5 minutes)

- Use shaving foam, sand, or playdough to write 'sh' words.
- Say the word aloud as they write or shape it.
- This supports multi-sensory learning and fine motor skills.

6. Interactive Game or Song (3 minutes)

- Play a short phonics song with the 'sh' sound (e.g., from BBC Bitesize or YouTube Kids).
- Or play a 'sh' sound hunt around the room (find objects that start with 'sh').

7. Cool Down & Review (2 minutes)

- Review 2–3 'sh' words they learned.
- Use a visual reward chart or give a sticker/token.
- End with a calming activity (e.g., deep breaths, soft music, or a favourite toy).

Tips for Success

- Use clear, simple language and visual supports.
- Allow extra processing time.
- Offer choices where possible (e.g., “Do you want to build 'ship' or 'shop'?”).
- Be flexible — follow the child’s lead if they’re particularly engaged or need a break.

Some Short Concentration Exercises for an Additional Needs Child Prior to a Phonics Lesson

- Finger Tracing - Trace shapes or letters on textured surfaces while saying them aloud.
- Body Squeeze or Chair Push - Gentle squeezes or pushing against a surface for sensory input.
- 'I Spy' with Sounds - Play 'I Spy' using phonics sounds to engage attention.
- Bubble Blowing - Blow and pop bubbles to encourage deep breathing and visual tracking.
- Pattern Copying - Use blocks or beads to copy simple patterns.
- Animal Walks - Short bursts of movement like crab walks or frog jumps.

- Listening Game - Close eyes and describe sounds heard.
- Mindful Touch Box - Explore textures and describe how each item feels.
- Visual Focus Cards - Look at a card for 30 seconds and describe it.
- Dot-to-Dot Drawing - Complete simple dot-to-dot worksheets.
- Tactile Letter Hunt - Find foam or magnetic letters in a sensory bin.
- Mirror Movements - Copy each other's slow movements.
- Stretch and Count - Gentle stretches while counting aloud.
- Puzzle Piece Focus - Complete a small puzzle quietly.
- 'What's Missing?' Game - Identify missing object from a group.
- Weighted Lap Toy or Blanket - Sit quietly with a weighted item for deep pressure.
- Sound Matching - Match pairs of sounds like animal noises or instruments.
- Mini Yoga Poses - Try simple poses like tree or child's pose.
- Focus Jar (Glitter Bottle) - Watch glitter settle as a visual timer.
- Breathing Buddies - Lie down with a soft toy on the tummy and count slow breaths.

Importance of Sharing Daily Phonics Learning and Progress with Parents of Children with Additional Learning Needs

Regular communication between teachers and parents of children with additional learning needs is essential for fostering a supportive and effective learning environment. Sharing day-by-day learning and progress helps ensure that educational strategies are aligned and responsive to the child's evolving needs.

1. Promotes Consistency Between Home and School

Daily updates allow parents to reinforce learning at home, using similar strategies and language. This consistency helps children feel more secure and supported in their learning journey.

2. Enables Early Intervention

Frequent communication helps identify challenges or setbacks quickly, allowing for timely adjustments to teaching methods or support strategies.

3. Builds Trust and Collaboration

Sharing progress fosters a strong partnership between teachers and parents. It builds trust and encourages collaborative problem-solving to meet the child's needs.

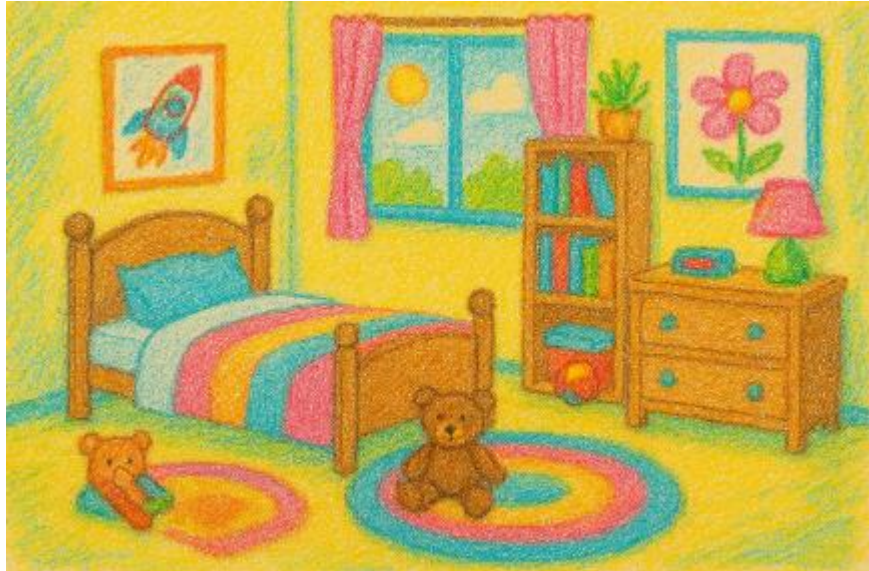
4. Supports Emotional and Social Development

Understanding a child's daily experiences helps parents provide emotional support and celebrate successes, which boosts the child's confidence and well-being.

5. Tailors Support to Individual Needs

Daily insights allow parents and teachers to adapt resources and strategies to suit the child's unique learning profile, ensuring more effective and personalised support.

Section Three



Quizzing, Reading and Writing Challenges for Overlearning

Phonics Strategies for Children with Additional Learning Needs

Multi-Sensory Approaches

- Use colourful flashcards, letter animations, or illustrated books.
- Repeat sounds clearly, use songs or rhymes.
- Encourage children to trace letters in sand, air, or on textured surfaces.
- Use magnetic letters, playdough, or textured cards.

Consistent and Clear Modelling

- Pronounce letter sounds slowly and clearly.
- Avoid adding extra sounds (e.g., say /m/, not 'muh').
- Use mirrors so children can see how sounds are formed.
- Provide extra time and repetition for mastery.

Personalize

Work more on sounds your child finds most difficult.

Visual Supports and Cues

- Use picture cues (e.g., 'a' with an apple image).
- Colour-code letters or sounds to aid memory.
- Display sound mats or charts in accessible places.

Technology and Assistive Tools

- Use apps or software that reinforce phonics through games.
- Provide audio books or talking pens for independent practice.
- Consider speech-to-text tools for children with speech or motor difficulties.

Scaffolded Practice

- Start with easier sounds and build gradually.
- Use guided practice before expecting child to go alone.
- Reinforce with games like sound bingo or matching activities.

Positive Reinforcement and Encouragement

- Celebrate small successes to build confidence.
- Use stickers, praise, or certificates.
- Create a supportive, non-judgmental environment.

Collaboration with Specialists

- Work with SENCOs, speech and language therapists, or educational psychologists.
- Incorporate strategies from individual education plans (IEPs).

Understanding Overlearning

Overlearning means practising something so much that it becomes automatic — like tying your shoes without thinking or remembering your address instantly.

Why is it especially important for children with additional learning needs?

1. Builds confidence

Repeating skills helps children feel more sure of themselves because they know they can do it.

2. Strengthens memory

Children with learning difficulties often need more time to remember things. Overlearning helps the brain hold onto information longer.

3. Reduces stress

When a task becomes automatic, it's less stressful. Children don't have to think hard every time they do it. It reduces 'cognitive overload.'

Cognitive overload happens when your brain has too much information to handle at once. It's like trying to carry too many things and dropping some — you can't focus, remember, or learn properly.

For children, especially those with learning difficulties, this can make tasks feel confusing or frustrating. Keeping things simple and clear helps them learn better.

4. Improves independence

If a child can do something without help, they feel more capable and can do more on their own.

5. Supports consistency

Overlearning helps children perform well even when they're tired, distracted, or in a new situation.

Quick Guide: Helping Your Child with Overlearning Phonics at Home

Overlearning means practising phonics skills until they become automatic. This is especially helpful for children with additional learning needs. Here are some simple ways you can support your child at home.

Tips for Overlearning Phonics

1. Keep it short and fun

Use short, daily sessions (5–10 minutes) to keep your child engaged.

2. Repeat often

Go over the same sounds and words many times to help your child remember them.

3. Use visuals and actions

Add pictures, hand movements, or songs to make learning more memorable.

4. Play games

Try matching games, sound hunts, or phonics bingo to make practice enjoyable.

5. Celebrate success

Praise your child for effort and progress, no matter how small.

Remember

Every child learns at their own pace. With patience and practice, overlearning phonics can build confidence and help your child succeed.

Part One: Phonics: Phase 1 & 2

These are the anticipated, average levels of progression for children. Remember: every child is different and works at their own pace and will- and should- when progressing through the phonic levels.

Phonics Phases and Key Sounds

Based on the UK Letters and Sounds framework:

Phase 1 – Listening Skills (Nursery/Reception)

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

Phase 2 – Initial Sounds (Reception)

Introduces 19 letters and their sounds:

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

Blending and segmenting simple CVC words (e.g. cat, dog, sun).

s

a

t

p

i

n

m

d

g

o

Point to and say the letter sound.



| | | |
|---------------------|---|------------------|
| Great Effort | Sticker Box Most Right | All Right |
| | | |

Write a letter here:

c

k

ck

e

u

r

h

b

f

Point to and say the letter sound.



| | | |
|---------------------|---|------------------|
| Great Effort | Sticker Box Most Right | All Right |
|---------------------|---|------------------|

Write a letter here:

ff

l

ll

ss

Point to and say the letter sound.



| Great Effort | Sticker Box Most Right | All Right |
|--------------|---------------------------|-----------|
| | | |

Write a letter here:

CVC and CVCC Words and Phonics Activities

CVC and CVCC Words (*Consonant-Vowel-Consonant* and *Consonant-Vowel-Consonant-Consonant Words*) are simple three- or four-letter words that help early learners practise phonics skills such as blending and segmenting sounds.

Blending

Blending is putting sounds together to make a word.

For example:

/c/ /a/ /t/ becomes **cat**.

It helps children read words by sounding them out and then saying the whole word.

Segmenting

Segmenting is breaking a word into its individual sounds.

For example:

dog becomes **/d/ /o/ /g/**.

It helps children spell words by listening to each sound and writing it down.

Below is a list of CVC words categorized by short vowel sounds, followed by some suggestions for more phonics activities suitable for early learners and for quick revision.

Kids: A quick fun quiz: how many can you read correctly?

Short 'a' sound

cat, bat, hat, man, pan, ran, bag, jam, lap, tap

Short 'e' sound

bed, red, net, pen, hen, leg, peg, ten, web, vet

| | | |
|---------------------|-----------------------------------|------------------|
| Great Effort | Sticker Box Most Right | All Right |
|---------------------|-----------------------------------|------------------|

Now look back and **circle** the ones you got wrong. Try them again!

Write a word here...

Quiz 2: how many can you read correctly?

Short 'i' sound

pig, dig, fig, lip, tip, zip, win, bin, fin, sit

Short 'o' sound

dog, log, fog, pot, hot, cot, mop, top, hop, pop

Short 'u' sound

sun, fun, run, cup, pup, mud, bud, hug, rug, tub

| Great Effort | Sticker Box Most Right | All Right |
|--------------|---------------------------|-----------|
| | | |

Now look back and **circle** the ones you got wrong. Try them again!

Write a word here...

CVCC Words and Activities

Quiz 3: how many can you read correctly?

Short A

band, land, sand, hand, mask, task, fast, last

Short E

bend, lend, send, tent, went, desk, nest, rest

| | | |
|---------------------|---|------------------|
| Great Effort | Sticker Box Most Right | All Right |
|---------------------|---|------------------|

Now look back and **circle** the ones you got wrong. Try them again!

Write two words here...

Quiz 4: how many can you read correctly?

Short I

lift, gift, list, fist, mint, hint, risk, disk

Short O

pond, fond, bond, cost, lost, soft, post, most

Short U

bump, jump, hump, dump, fund, hunt, runt, must

| | | |
|---------------------|---|------------------|
| Great Effort | Sticker Box Most Right | All Right |
|---------------------|---|------------------|

Now look back and **circle** the ones you got wrong. Try them again!

Write two words here...

Phonics Activities for Single Words

1. Sound Matching and copying : say a word and ask the child to identify the beginning, middle, and ending sounds in turn repeating them.
2. Word Building: use magnetic letters or letter tiles to build words from the list. No more than three at a time before jumbling them up and trying again.
3. Picture Matching: search with your child to find pictures on the internet corresponding words they are learning.
4. Rhyming Words: identify and list words that rhyme (e.g., cat, bat, hat).
5. Fill in the Blank: provide sentences with missing words for children to complete.
6. Sorting: words by vowel sound or ending consonant.
7. Writing Practice: trace and write words using dotted lines or sand trays.

Part Two: Phonics Phases 3 & 4

Phase 3 – More Letters and Digraphs

Introduces remaining letters and common digraphs:

- j, v, w, x, y, z, zz, qu
- Digraphs: ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 4 – Consolidation

- No new sounds introduced
- Focus on blending longer words (e.g. frog, stamp)
- Practise reading and spelling CVCC and CCVC words

Why Phonics Phase Four is Especially Important for Children with Additional Learning Needs

1. Consolidation of Core Skills

Children with additional needs may require more time and repetition to master earlier phases. Phase Four revisits and strengthens blending sounds to read words, segmenting words to spell, and recognising grapheme-phoneme correspondences (GPCs). This reinforcement helps build a more secure foundation for reading and writing.

2. Focus on Word Structure

Phase Four introduces CVCC (e.g., tent, milk), CCVC (e.g., stop, frog), CCVCC and longer words. These structures help children understand how sounds combine in more complex ways, which is crucial for decoding unfamiliar words.

3. Increased Vocabulary and Confidence

Children learn to read and spell a wider range of words, which expands their vocabulary, boosts confidence in reading and writing, and encourages independent learning.

4. Support for Speech and Language Development

For children with speech and language difficulties, Phase Four encourages accurate sound production, improves auditory discrimination, and supports expressive and receptive language skills.

5. Preparation for Phase Five and Beyond

Phase Four bridges the gap to Phase Five, where children encounter alternative spellings and pronunciations. A strong grasp of Phase Four helps reduce cognitive load in later phases, improve fluency and comprehension, and support long-term literacy development.

NB If you find your child is struggling with certain aspects of their phonics learning, then tell your school straight away.

j

v

w

y

zz

qu

Point to and say the letter sound.



Write them all here....

| | | |
|---------------------|---|------------------|
| Great Effort | Sticker Box Most Right | All Right |
|---------------------|---|------------------|

Common Phonics Words with Digraphs

ch



chip
chin
much
bech
chicken



1. Point to and say the word.
2. Point to and underline the digraph sound.
3. Say the word again slowly emphasizing the digraph sound.

| | | |
|---------------------|---|------------------|
| Great Effort | Sticker Box Most Right | All Right |
|---------------------|---|------------------|



sh

ship
shop
fish
brush
shell



1. Point to and say the word.
2. Point to and underline the digraph sound.
3. Say the word again slowly emphasizing the digraph sound.

Great Effort

Sticker Box
Most Right

All Right

th



thin
thick
bath
moth
with



1. Point to and say the word.
2. Point to and underline the digraph sound.
3. Say the word again slowly emphasizing the digraph sound.

Great Effort

Sticker Box
Most Right

All Right

ng

sing
ring
king
wing



thing
long
song

bang
hang
fang

strong
bring



sting
clung
sprung

Sticker Box
Great Effort

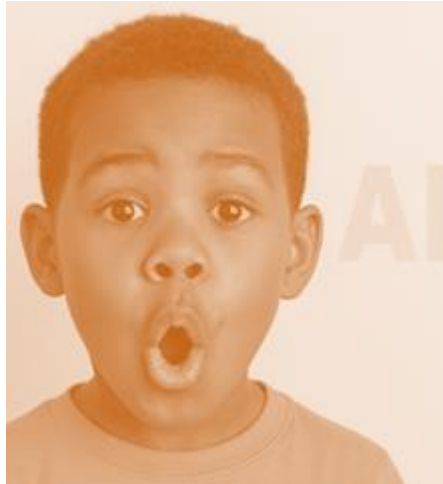
Most Right

All Right



ai

rain
snail
train
paint
tail



ee

tree
see
feet
green
sheep



Sticker Box
Great Effort

Most Right

All Right



Point
Say
underline digraph
Say again

igh

high
light
night
bright
sight

Draw your mouth saying
the 'igh' digraph!

Sticker Box
Great Effort

Most Right

All Right

oa
boat
coat
road
toad
soap

oo

moon
spoon
food
book
look

ar

car

star

park

hard

farm

Draw your mouth saying
the 'ow' digraph!

Sticker Box
Great Effort

Most Right

All Right

ow

cow

now

how

brown

down

oi

coin

boil

soil

join

point

Draw your mouth saying
the 'oi' digraph!

ear

ear

near

dear

fear

tear

Draw your mouth saying
the 'ur' digraph!

ur

fur

turn

burn

curl

hurt



P----t

S-y

underline digraph

S-y ag--n

air

I have fair hair.

My chair is big.

It is part of a pair.

I keep them at the top of the stairs.



Read the sentences and then underline the 'air' diagraph.

| | | |
|---------------------|---|------------------|
| Great Effort | Sticker Box Most Right | All Right |
|---------------------|---|------------------|

Ure

The air is pure.

Yes, I am sure.

I have a cold and I need a cure.

'Secure' means safe.

'Manure'... Ure!

er

fern

her

term



Read



The ship sails the seas.



I am going to the shop.



The boy shuts the door.



The girl finds a shell on the beach.



Rise and shine!



The boy shouts.

Write



The sails the seas.



I am going to the



The boy the door.



The girl finds a on the beach.



Rise and !



The boy .

Point and say:

| | |
|---|------|
|  | chip |
|  | chat |
|  | chin |
|  | chop |
|  | chew |

| |
|---------------------|
| Sticker Box |
| Great Effort |
| |
| Most Right |
| |
| All Right |
| |

Write

I like to _____ wood.

I like to _____ chips.

I use my _____ to _____ and _____.

Phonics Blends

Phonics blends (also known as consonant blends) are combinations of two or more consonants where each sound is still heard. They're different from digraphs, where two letters make one sound (like **sh**, **ch**, or **ai**). Here are the **main phonics blends** commonly taught to young learners:

Here's a **Phonics Blends Worksheet** for a circa seven-year-old, featuring:

- **Initial blends** like *bl, cl, fl, br, tr*, etc.
- **Final blends** like *-nd, -mp, -st*, etc.
- **Three-letter blends** like *scr, spl, str*, etc.

Practise writing and drawing with your child words that use these common phonics blends.

- **Do no more than three at a time.** They are colour-coded and use shapes to help recall. Use same-coloured pencils for writing and drawing.
- Revisit next time.
- Revisit next week.
- Layer with other writing and phonics activities.

Initial Consonant Blends

- Blend: **bl**

Write a word: _____

Draw a picture

- Blend: **cl**

Write a word: _____

Draw a picture: _____

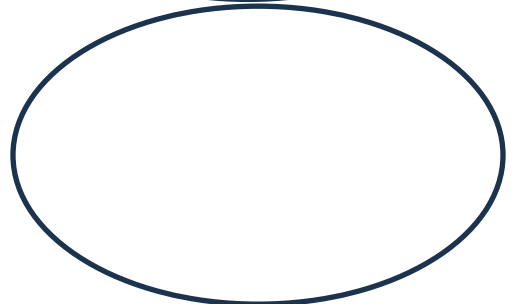
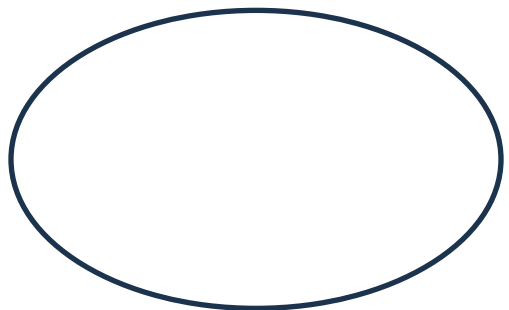
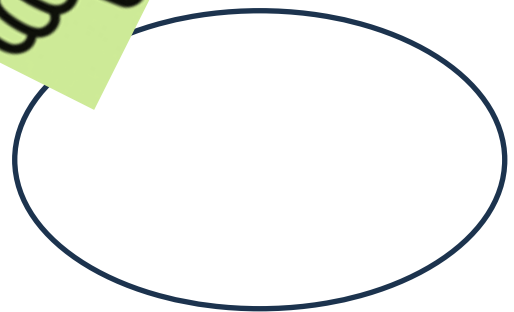
- Blend: **fl**

Write a word: _____

Draw a picture: _____



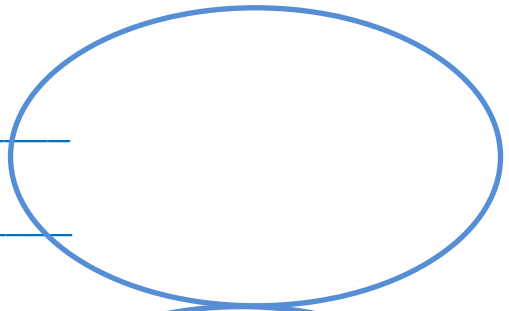
Try to make a small drawing about your word to fit inside the shape!



- Blend: gl

Write a word: _____

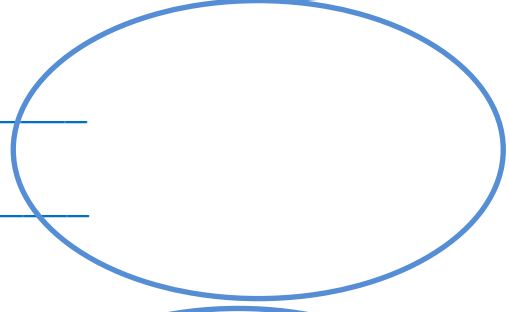
Draw a picture: _____



- Blend: pl

Write a word: _____

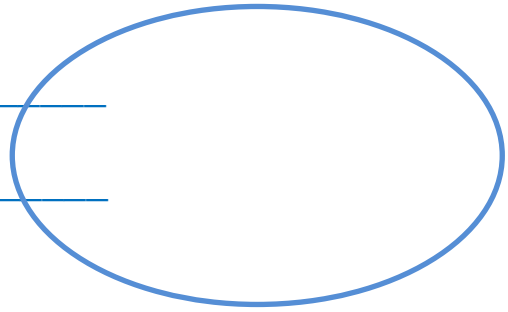
Draw a picture: _____



- Blend: sl

Write a word: _____

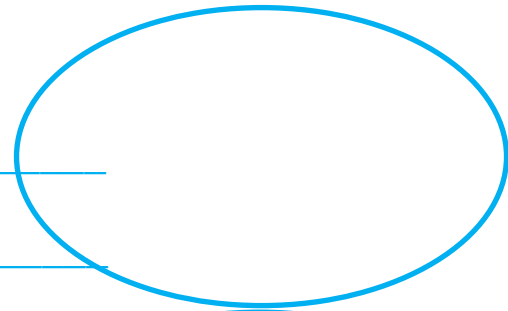
Draw a picture: _____



- Blend: br

Write a word: _____

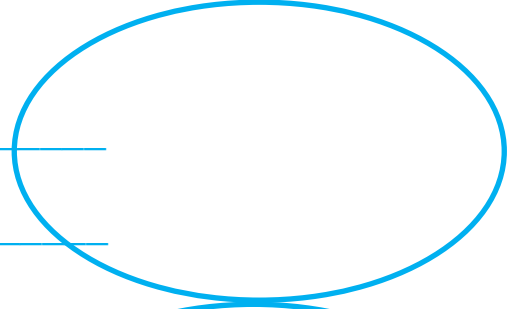
Draw a picture: _____



- Blend: cr

Write a word: _____

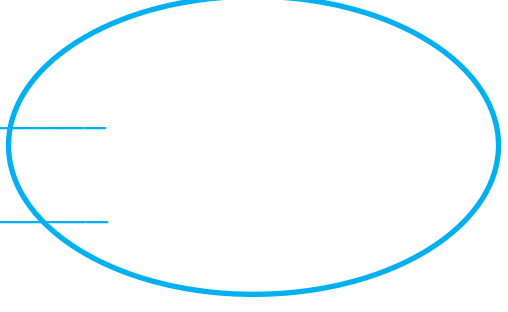
Draw a picture: _____



- Blend: dr

Write a word: _____

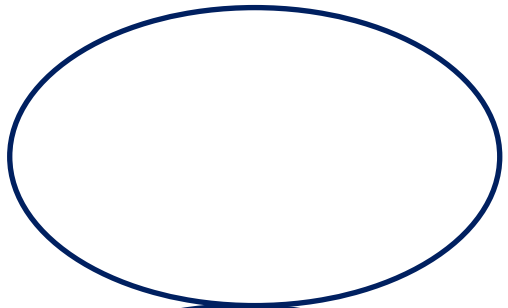
Draw a picture: _____



- Blend: fr

Write a word: _____

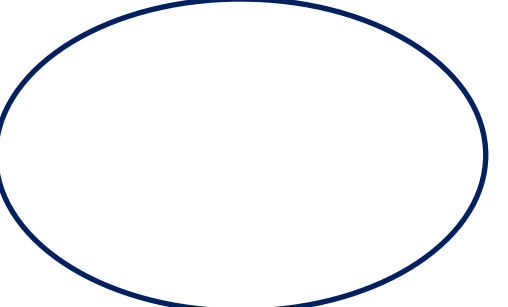
Draw a picture: _____



- Blend: gr

Write a word: _____

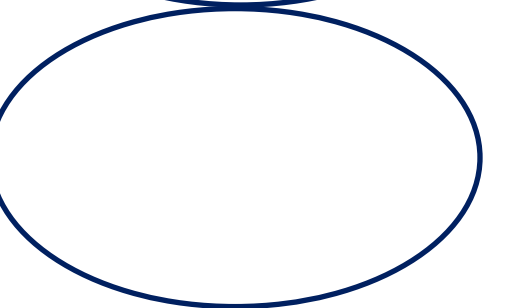
Draw a picture: _____



- Blend: pr

Write a word: _____

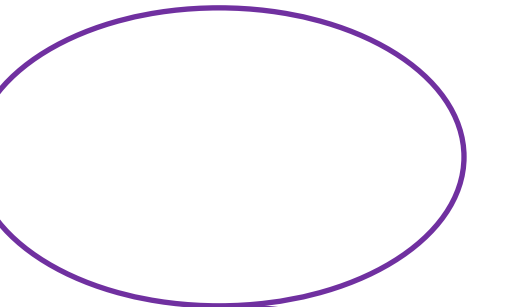
Draw a picture: _____



- Blend: tr

Write a word: _____

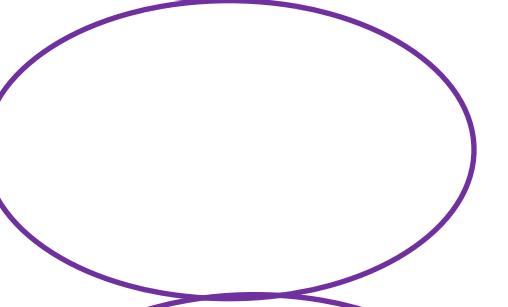
Draw a picture: _____



- Blend: sc

Write a word: _____

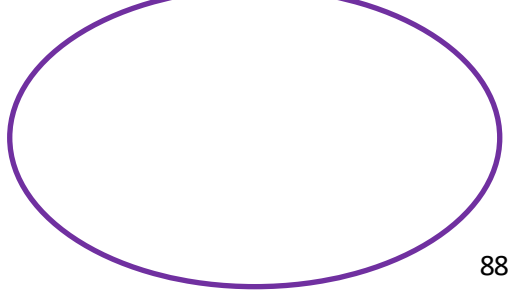
Draw a picture: _____



- Blend: sk

Write a word: _____

Draw a picture: _____



- Blend: sm

Write a word: _____

Draw a picture: _____



- Blend: sn

Write a word: _____

Draw a picture: _____



- Blend: sp

Write a word: _____

Draw a picture: _____



- Blend: st

Write a word: _____

Draw a picture: _____



- Blend: sw

Write a word: _____

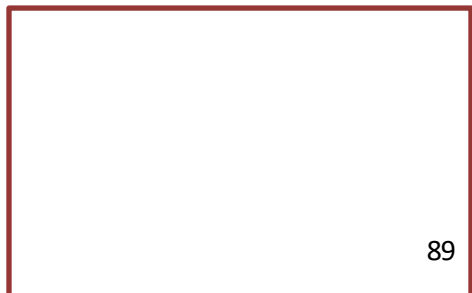
Draw a picture: _____



- Blend: tw

Write a word: _____

Draw a picture: _____



Final Consonant Blends

- Blend: -ld

Write a word: _____

Draw a picture: _____



- Blend: -nd

Write a word: _____

Draw a picture: _____



- Blend: -nt

Write a word: _____

Draw a picture: _____



- Blend: -mp

Write a word: _____

Draw a picture: _____



- Blend: -st

Write a word: _____

Draw a picture: _____



- Blend: -ft

Write a word: _____

Draw a picture: _____



- Blend: -lk

Write a word: _____

Draw a picture: _____



- Blend: -lp

Write a word: _____

Draw a picture: _____



- Blend: -rk

Write a word: _____

Draw a picture: _____

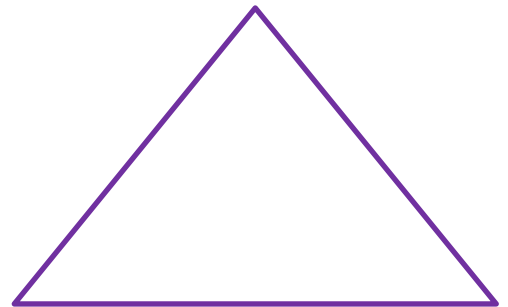


Three-Letter Blends

- Blend: scr

Write a word: _____

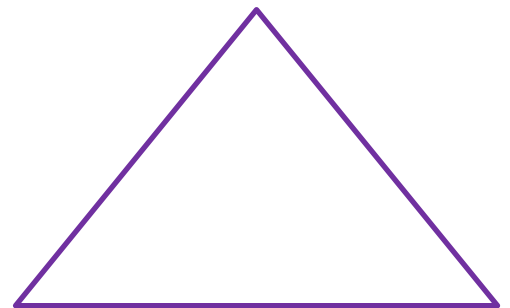
Draw a picture: _____



- Blend: spl

Write a word: _____

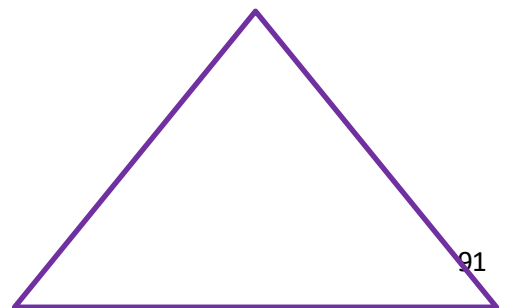
Draw a picture: _____



- Blend: spr

Write a word: _____

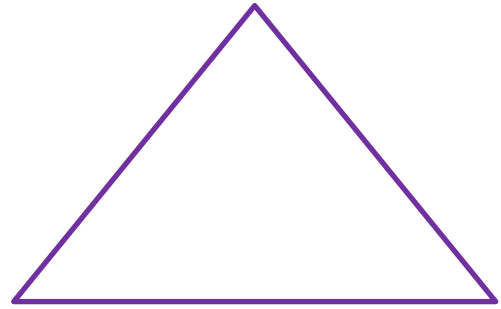
Draw a picture: _____



- Blend: str

Write a word: _____

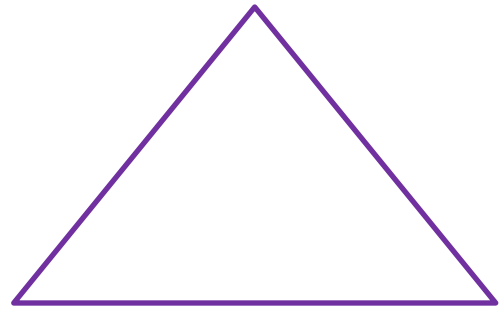
Draw a picture: _____



- Blend: thr

Write a word: _____

Draw a picture: _____



Initial Consonant Blends

These appear at the beginning of words:

- **bl** – *black, blue*
- **cl** – *clap, climb*
- **fl** – *flag, flip*
- **gl** – *glad, glow*
- **pl** – *plant, play*
- **sl** – *slip, slide*
- **br** – *bring, brush*
- **cr** – *crab, cry*
- **dr** – *drop, drum*
- **fr** – *frog, free*
- **gr** – *green, grow*
- **pr** – *print, prize*
- **tr** – *tree, truck*
- **sc** – *scarf, school*
- **sk** – *skip, skate*
- **sm** – *smile, small*

- **sn** – *snow, snail*
- **sp** – *spot, spin*
- **st** – *star, stop*
- **sw** – *swim, sweet*
- **tw** – *twin, twelve*

Final Consonant Blends

These appear at the end of words:

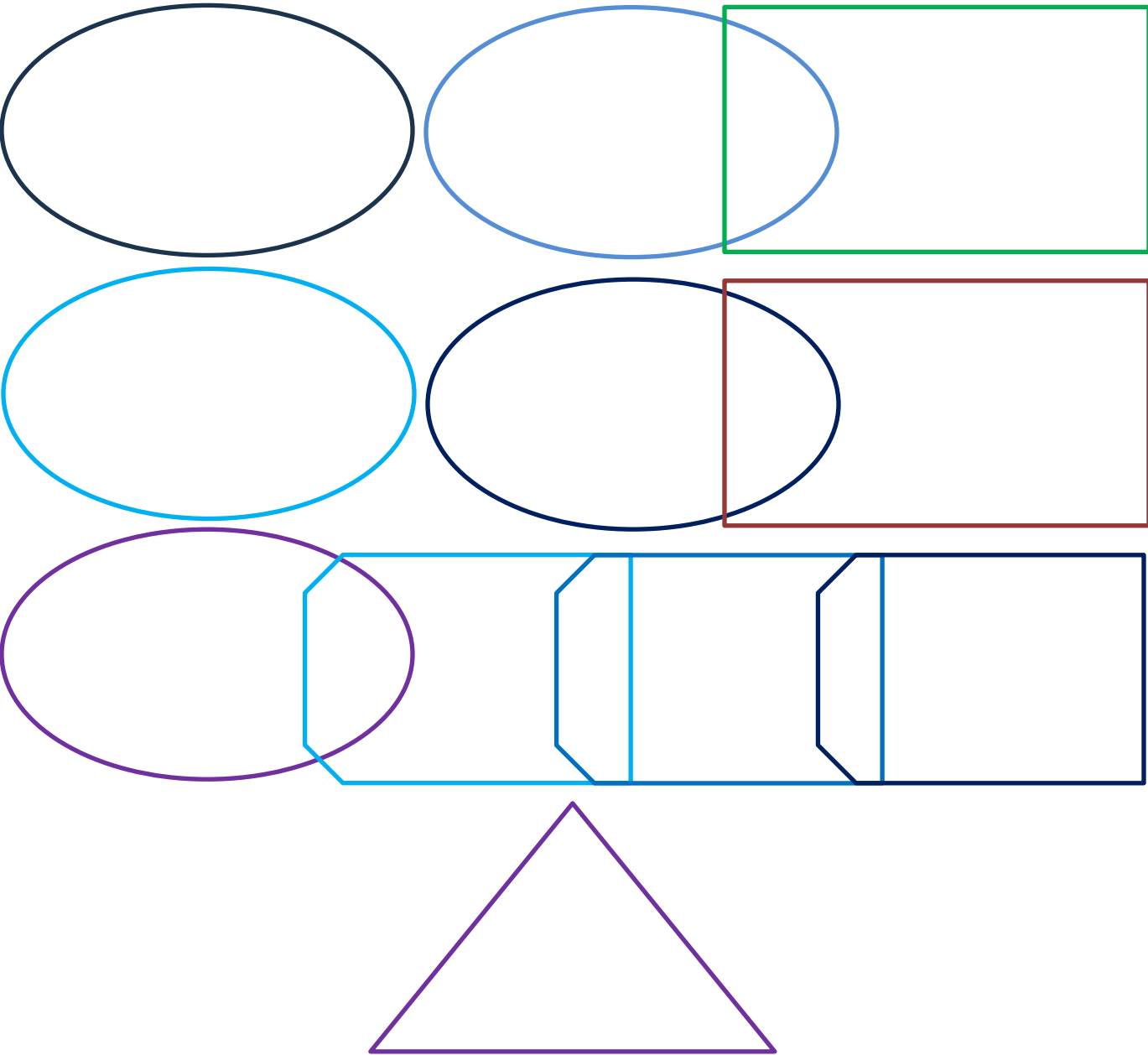
- **-ld** – *cold, gold*
- **-nd** – *hand, sand*
- **-nt** – *went, plant*
- **-mp** – *jump, lamp*
- **-st** – *best, nest*
- **-ft** – *left, gift*
- **-lk** – *milk, walk*
- **-lp** – *help, gulp*
- **-rk** – *park, dark*

Three-Letter Blends

These are a bit more advanced:

- **scr** – *scrap, scream*
- **spl** – *splash, splendid*
- **spr** – *spring, sprinkle*
- **str** – *street, strong*
- **thr** – *throw, three*

Your Sticker Page- One for each group of 3: find the correct colour and shape to put them into...



Well Done!

Phase Four Consolidation and Extension- Reading Together

Phonics Poetry and Stories

Method

- Practise reading the poem slowly and clearly.
- Read the poem to your child.
- Now chorus read- encourage your child to read out loud with you.
- Child reads alone with your help segmenting words.

Segmenting in phonics is the process of **breaking a word down into its individual sounds (phonemes)**. It's a key skill that helps children learn to spell and write words by identifying each sound they hear in a word and matching it to the corresponding letter or letters.

How Segmenting Works:

Let's take the word "**ship**" as an example.

- When segmenting, a child would break it into its sounds:
/sh/ /i/ /p/
- They then write down the letters that represent each sound:
sh-i-p

Why Segmenting Is Important:

- It helps children **spell unfamiliar words** by listening to the sounds.
- It supports **reading** by reinforcing the connection between sounds and letters.
- It builds **phonemic awareness**, which is essential for early literacy.

Tips for Teaching Segmenting:

- Clap or tap out the sounds.
- Start with **CVC words** (consonant-vowel-consonant), like *cat*, *dog*, *sun*.
Gradually introduce **digraphs** (like *sh*, *ch*, *th*) as single sounds.

The following are designed especially to consolidate and extend the key digraphs noted in the titles. Have fun!

- Digraphs: ch, sh, th, ng, ai, ee, igh,
oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

'ch' Digraph

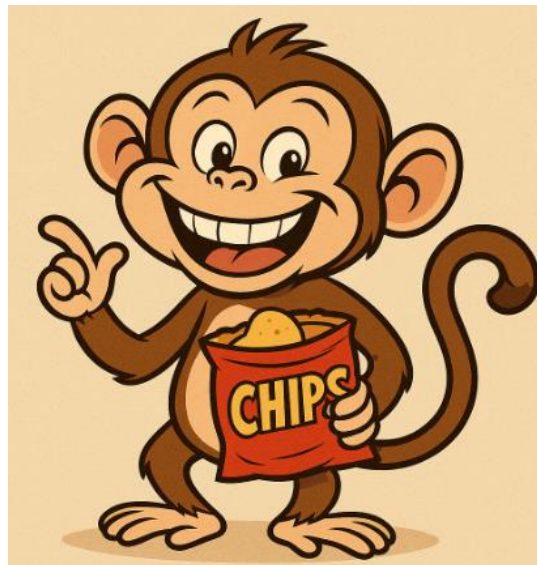
Charlie's Cheeky Chip Adventure

Charlie the chimp had a chip.

It was crunchy, cheesy, and thick!

He sat on a chair for a chat with his chum-

Chloe the cheetah who came with her mum-



“Mind your chin!” said Chloe with a chirpy sneer,

“You’ve got chip crumbs from ear to ear!”

Charlie chuckled and gave a loud chew,

Then picked up a carrot to chop it in two.

They chatted and chomped till the sun went down,

Two chummy, chewy friends in a chin-chippy town.

'sh' Digraph

Shiloh's Silly Shoe Search

Shiloh the sheep sailed a ship,
With a shiny red shoe on her sheepy hip.
She stopped by a shop to buy one more,
But the shoe shop was shut with a very shut door!



“Oh no!” she said, “I’ve lost my pair!”
She searched her shed, then under her chair.
She shook out her bag and gave a loud sigh,
Then spotted her shoe in the blueberry pie!
She giggled and grinned, “What a silly shoe day!”
Then skipped to her ship and sailed away.

'th' Digraph

The Thing with the Ths

There's a thing with the th that I think you should know,
It pops up in words wherever you go!
Like thumb and thistle, it's soft as a breeze,
But in this and in that, it rumbles with ease!



I met a thin thief who was chasing a moth,
He tripped on a thorn and fell in a broth!
He shouted, "That's it! I'm done with this stew!"
Then sneezed with a thud and a thankful "Achoo!"

My brother said, "Though it's a bit of a fuss,
The th sound is tricky — but learn it with us!"
So we thought and we thanked, and we threw out a cheer,
For the th sounds we mastered — now phonics is clear.

'ng' Digraph

The Singing King with a Ping-Pong Thing

In a castle far away,
Lived a king who loved to sing all day.
He'd hum a tune, then loudly ring
A bell shaped like a chicken wing!



He played ping-pong with a dancing stingray,
Wore a crown made of noodles and string, hooray!

His knights would laugh and loudly clang,
While juggling jellybeans that all went bang!
One day he tripped on a swing so wide,
And landed in a tub of spring-onion pie.

“Oh what a thing!” the jester did shout,
As the king sang on, with a pie-covered snout!

'ai' Digraph

The Snail Who Wanted to Paint

One sunny day, a snail named Gail
Decided she'd set off on a wild trail.

"I'm tired of slime and slow old ways—
I want to be a painter who gets lots of praise!"



She grabbed a brush and a pot of paint,
Wore a beret, and strutted like a saint.
She painted a train, a brain, and a plain,
Then slipped on a banana—oh, what a strain!

Her friend, a quail, flew in with a pail,
Filled it with glitter and bits of mail.
"Let's make art that's bold and loud—
We'll hang it up and draw in a crowd!"

They painted a chain on a giant grain,
A dancing drain, and a flying crane.
Though Gail was slow, she made her mark—

The world's first snail with a gallery in the public park!

'ee' Digraph

The Bee Who Couldn't Sleep

There once was a bee named Lee,
Who lived in a hive near a big oak tree.
He buzzed all day with endless glee,
But at night he just couldn't sleep—eek!

He tried a warm mug of tea,
Counted sheep—one, two, three!
He wore a fluffy onesie with a knee patch,
And even tried sleeping on a squashy pea batch.

His friend Dee said, "You need a screen,
With stars and moons and a peaceful scene."
But Lee watched cartoons with a loud squeal,
And bounced on his bed like a banana peel!

Then one night, he heard a creak,
A mouse in slippers began to speak:
"Try humming softly like a sleepy fleet,
And dream of cheese and dancing feet."

Lee gave a yawn, then a giant leap,
Snuggled in honey and fell fast asleep.
Now every night, he dreams of beetroot stew,
And snores so loud, all the cows
go "Moo!"



'igh' Digraph



The Knight Who Was Afraid of Heights

There once was a knight named Dwight,
Who wore shiny armour, all silver and bright.
He could joust, he could fight, he could dance in the light,
But there was one little problem... he feared any height!

He'd climb up a tower and squeal with fright,
Even ladders gave him a terrible plight.
He once saw a dragon take off in flight,
And fainted right there—what a scary sight!

His horse named Sprite was brave and spry,
He'd gallop through forests and leap through the sky.
But Dwight would cling on with all his might,
Screaming, "Too high! Too high! This is such a fright!"

One day the queen said, "You must face your fear,
The royal cat's stuck on the roof, my dear!"
So Dwight took a breath and climbed up the height,
And rescued the cat (though he turned ghostly white).

Now he's known as Sir Dwight the Brave,
Who once feared heights but learned to behave.
He still gets dizzy when flying a kite,
But he'll save the day—just not at midnight!

'oa' Digraph

The Goat Who Rowed a Boat

Once there was a goat named Moat,
Who dreamed of sailing in a boat.
He wore a coat and packed some toast,
Then set off proudly from the coast.



He waved to a toad on a floating road,
And sang a song in a silly load:
"Row, row, row your goat,
Gently down the gravy moat!"

But oh no! The boat began to float
Right into a sea monster's coat!
Who wobbled and bobbed and made a loud groan,
Then launched poor Moat like a flying cone!

He landed safe on a soap-bubble boat,
With a duck in a hat and a dancing stoat,
Where they all had tea with a cinnamon loaf,

And Moat declared, "Next time—I'll just take the road!"

'oo' Digraph



Molly's Magical Moon School

Molly the Moose went to moon school,
Where the stars were bright and the breeze was cool.
She sat in her room with a shiny spoon,
Eating jelly shaped like the golden moon.
Her teacher wore some glittery boots,
And danced around to a space-age flute!
They learned about planets and how rockets zoom,
Then painted moon maps all over the room.
Molly smiled wide — what a magical day,
At moon school where dreams float and idle and play!

'ar' Digraph

The Star Who Drove a Car

There once was a sparkly star named Char,
Who dreamed of driving a speedy red car.
She zoomed through space, past every radar,
Waving at planets from near and far!

She parked on Mars for a chocolate bar,
Then raced a comet to a space bazaar.
She honked at Saturn with a loud "Blar!"
And spun her wheels like a cosmic guitar.

But one day she hit a moon made of tar,
And got stuck next to a sleeping jaguar.
The jaguar snored with a mighty "Rar!"
So Char tiptoed off with her snack in a jar.

Now every night, from her glowing memoir,
She tells tales of driving near and far.
And all the stars cheer, "You're a superstar!"
To the brave little star who drove a car.



'or' Digraph

The Horse Who Played a Horn

There once was a horse named Thor,
Who found a shiny golden horn in a store.
He blew it loud with a mighty roar,
And startled a parrot who squawked "No more!"



Thor played tunes by the barn and shore,
He even performed on the grocery floor.
He wore a cape and danced with decor,
While fans threw carrots and begged encore!

One day he played for a dinosaur,
Who clapped so hard it shook the door.
Thor bowed low, proud to the core,
Then galloped off with a musical snore.

Now every night, from hill to moor,
You'll hear Thor's horn and want to hear more.
He's the horse with rhythm, flair, and lore—
The one and only horn-playing Thor.

'ow' Digraph

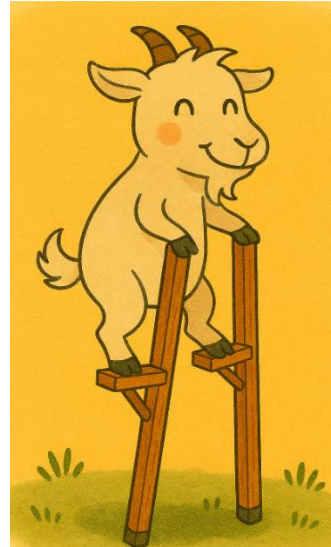
The Cow Who Said Wow

There once was a cow named Chow,
Who wandered the farm with a curious brow.
She saw a duck do a somersault somehow,
And gasped so loud, she shouted, 'Wow!'

She saw a pig wearing a purple gown,
And a goat on stilts falling down.
She saw a hen juggling with a pillow,
And a sheep doing yoga with a meow.

Everywhere she looked, she'd raise her brow,
And moo with joy, 'Wow, wow, wow!'
The farmer laughed and took a bow,
For having the funniest farm in town just now.

So if you hear a cheerful cow,
Just know she's seen something wild somehow.
She's not just mooing, she's making a vow—
To always be amazed and say, 'Wow!'

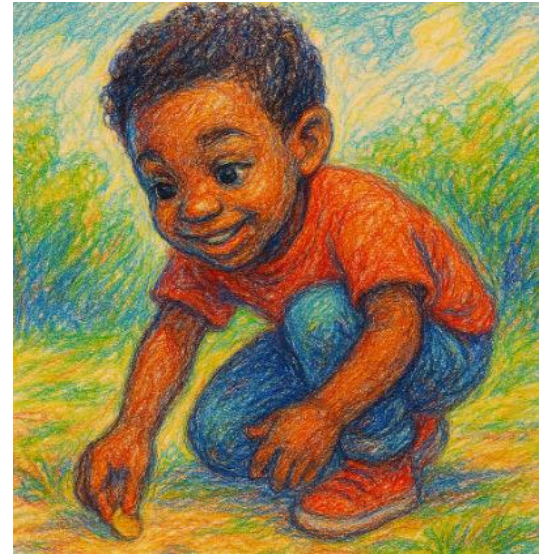


'oi' Digraph

The Joyful Coin Adventure

One bright morning, a boy named Roy found a shiny coin in the soil. He was filled with joy and ran to show it to his sister, Moira. They decided to use the coin to buy a toy from the store near the pointy hill.

On their way, they heard a noise coming from the bushes. It was a baby fox with a sore paw. Roy and Moira didn't want to spoil their day, but they couldn't ignore the fox.



So, they went to supermarket and bought a bandage. They used the bandage to help the fox, who wagged its tail in delight.

Finally, they reached the toy store and chose a colourful yo-yo. But they found that they didn't have their shiny coin anymore!

The shopkeeper smiled and said, 'I saw you helping that poor fox. You two have hearts full of gold!' He gave them the yo-yo for free. Roy and Moira waved goodbye and skipped home, proud of their coin adventure and proud as could be.

'ear' Digraph

The Brave Bear's Big Ear Adventure

Near the edge of the forest, there lived a nervous bear named Pear. Pear feared loud noises and would often disappear when he heard a cheer or a jeer.



One clear morning, Pear heard a whisper in his ear. It was his friend, the deer, who came near. The deer said, 'Pear, you must learn to be brave and not fear every sound you hear.'

Pear took a deep breath and decided to go on a journey to clear his fears.

He walked past the stream, where he could hear the water splash and birds sing. He climbed the hill and heard the wind roar, but he didn't shed a tear.

At the top, he found a cave where a cheer echoed from inside. Pear stepped in and saw his forest friends gathered to celebrate his courage.

From that day on, Pear no longer feared the sounds in his ear. He had found his courage, loud and clear.

'air' Digraph

Claire and Her Magic Chair

Claire had a magic chair that could sail through the air and was always fair.

One rainy day, Claire flying in her fair chair, heard a faint cry from the lane. A long shaggy dog was stuck in a door by its hair! Claire's chair said, 'This isn't fair! Let's not delay!' With a swirl and a twirl, the chair flew away.

Claire and her chair helped the dog get free of the door and sat it in her fair magic chair to cut its hair.



Next, they she saw a boy in pain who had fallen down the stairs. Claire's fair chair flew again, and she gave him a bandage and a sweet smile to make him laugh.

From mountain to plain, Claire and her chair helped people again and again. Her magic never did fail, and her kindness was known in every social media post and email.

Claire's chair was more than fair—it was a gift beyond compare!

'ure' Digraph

The Treasure of Pure Adventure

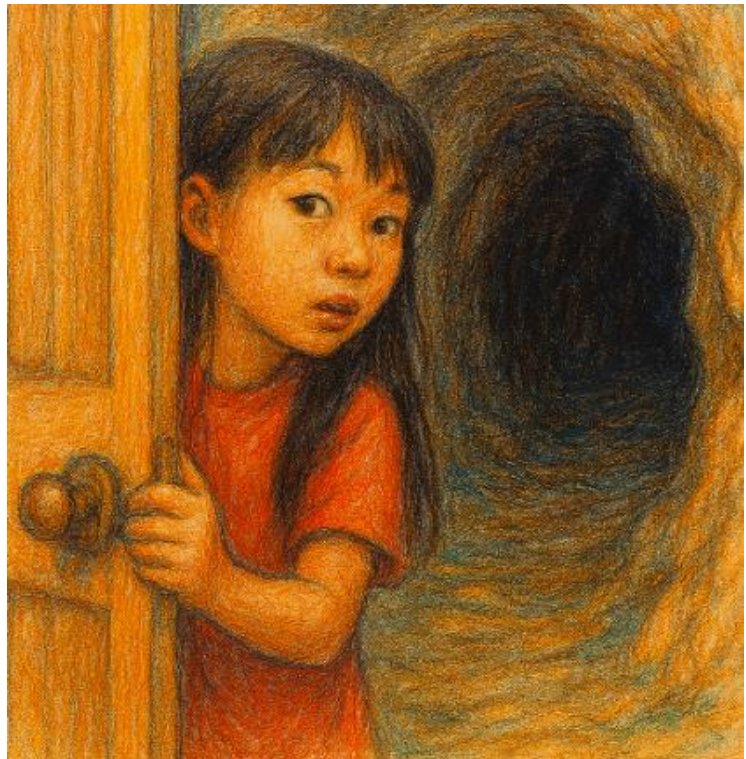
In a quiet village, there lived a girl named Azure who loved nature. She was sure there was a treasure hidden in the forest, full of magic and pure wonder.

One day, she packed her bag with a picture of her family and a small brochure about forest creatures. Azure followed a trail that led to a strange sculpture near a stream.

She was unsure if she should go further, but her courage was secure.

Suddenly, she heard a soft purr—it was a creature with fur as white as snow. The creature guided her to a hidden door in the rocks. Inside, she found a glowing gem that gave her the power to cure sadness.

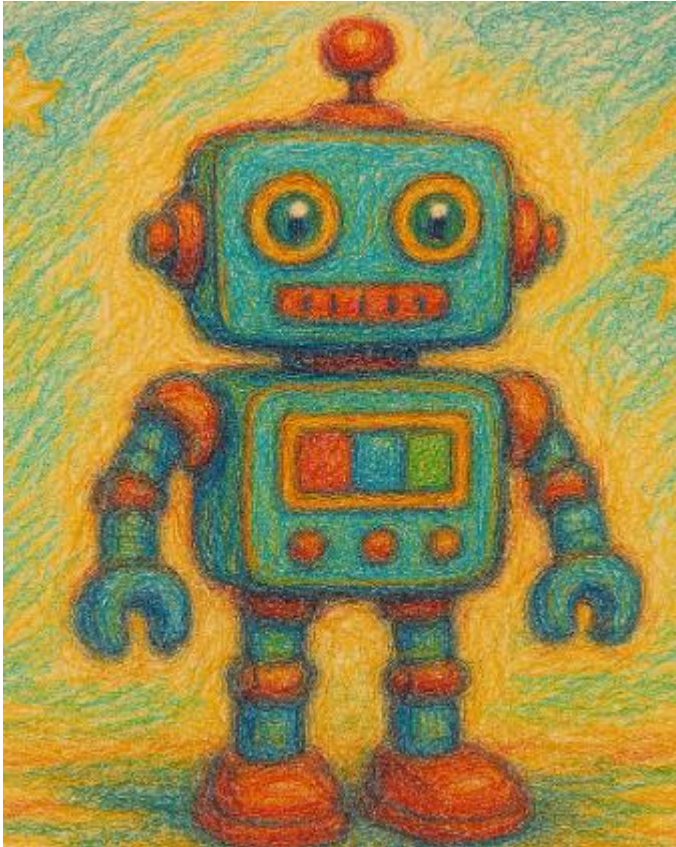
Azure returned home, her heart full of joy, knowing she had found a treasure more precious than gold.



'er' Digraph

The Clever Helper

Fern was a clever girl who loved to tinker. She had a corner in her room filled with paper, markers, and glitter.



One summer, Fern built a helper robot named Turner. Turner could water the flowers, deliver letters, and even make toast warmer!

Fern and Turner became the best team ever. They helped her brother fix his broken scooter and cheered up her sister with a funny poster.

Every morning, Fern would whisper, 'Let's make today better!' and Turner would whirr with joy. Together, they made their neighbourhood brighter, one clever idea after another.

Putting all the Digraphs Together

Happy Hearts: A Phonics Adventure

Once upon a time, a joyful boy named Roy lived in a cheerful village near the hills. Roy had a sister named Claire, who owned a magical flying chair. Together, they loved to explore and help others.

One day, Roy heard a whisper in his ear. It was a deer stuck in the mud near the stream. Claire flew over with her chair and helped the deer with care. The deer gave them a treasure map as a thank-you gift.

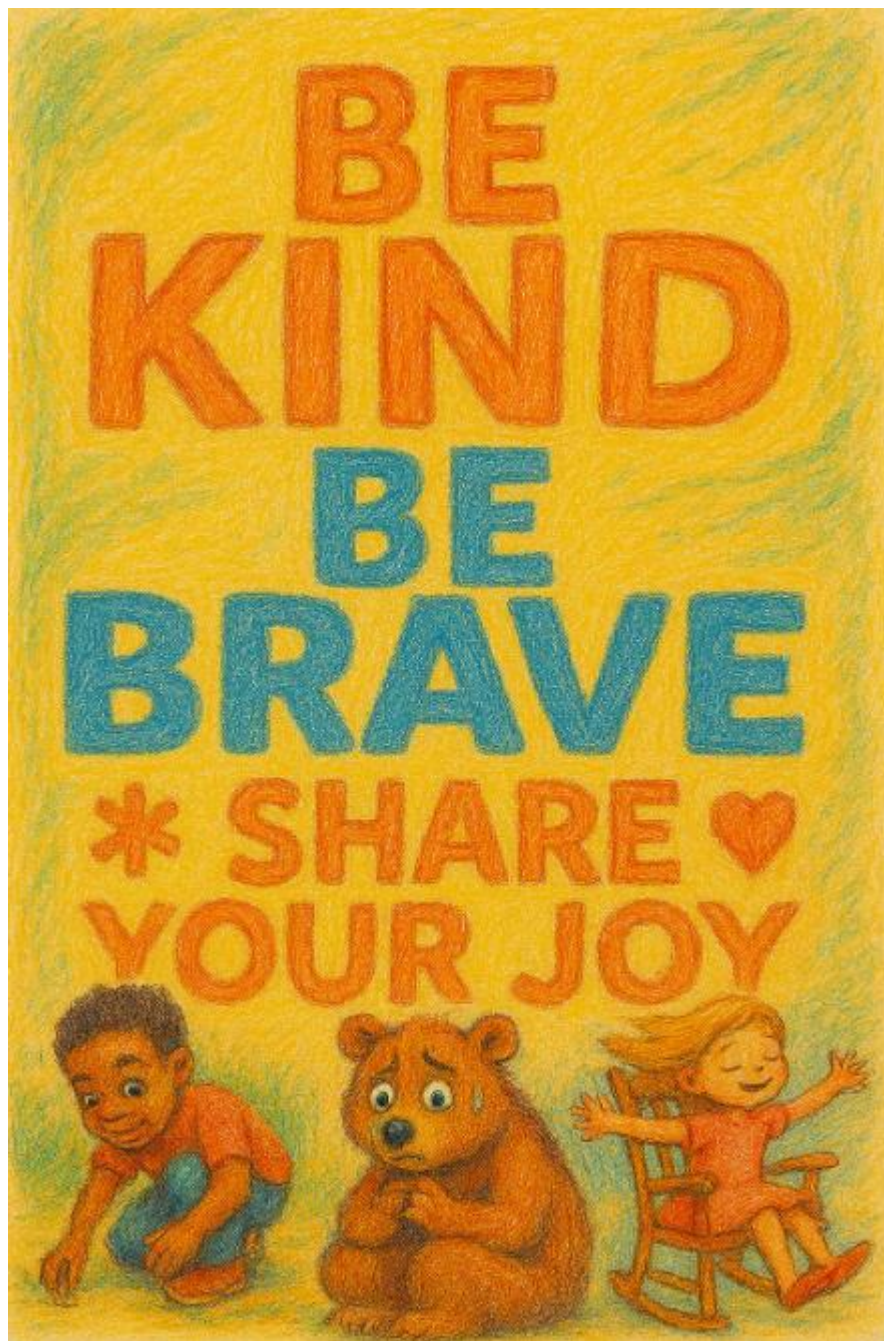
The map led them to a cave where they met a nervous bear named Pear. Pear feared the dark and loud noises. Claire whispered, 'We're here to help, not to scare.' Roy gave Pear a warm hug, and together they entered the cave.

Inside, they found a sculpture glowing with pure light. It was said to cure sadness and bring joy. They shared the light with their village, and everyone felt better.

Roy and Claire learned that happiness comes from helping others, sharing kindness, and being brave. They wrote a poster that said, 'Be kind, be brave, and share your joy!' and hung it on every corner.

From that day on, the village was full of cheer, laughter, and love. And Roy, Claire, and Pear became the clever helpers of happy hearts.

Together we can do it!



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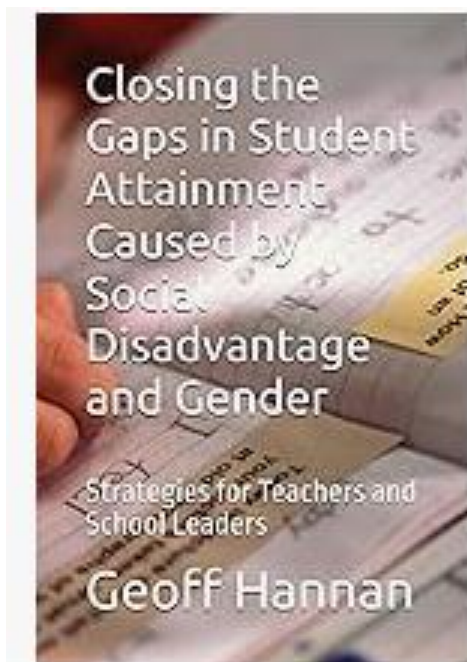
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