



# Classroom resources

## Sample pack

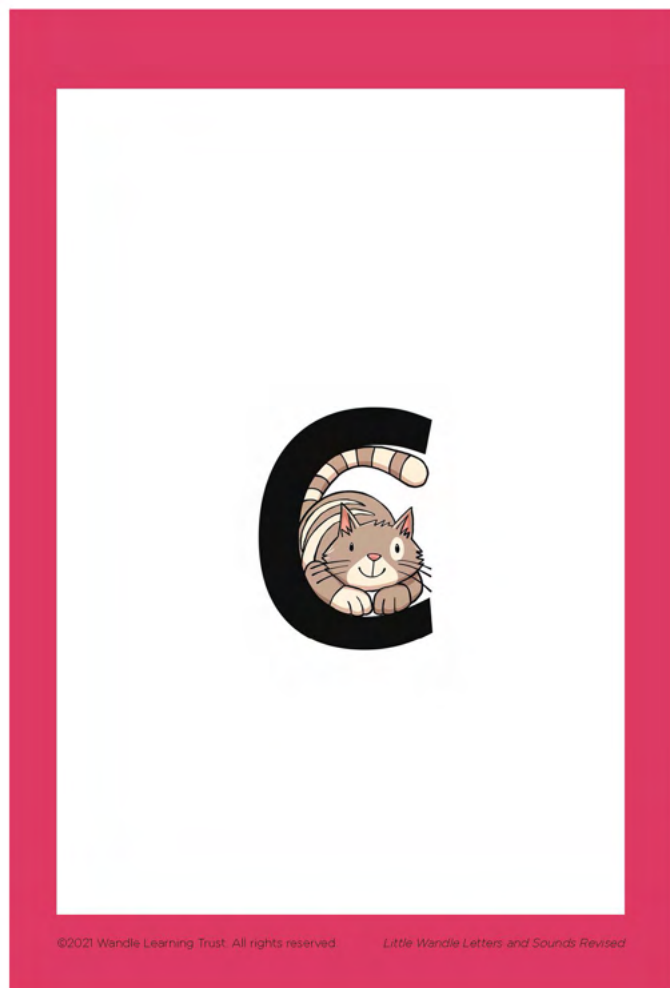
- Grapheme cards – samples & dimensions
- Picture cards – samples & dimensions
- Word cards – samples & dimensions
- Lesson prompt cards – samples & dimensions
- Grapheme charts – samples & dimensions
- Wall friezes – samples & dimensions
- Teacher Guides – sample extracts for Reception & Year 1



# Grapheme cards



Collins  
**BIG CAT**



Large Grapheme Cards for  
Reception: Phases 2 and 3

A4 (210 x 297mm)



Grapheme Cards  
for Reception:  
Phases 2 and 3

130 x 87mm

Grapheme Cards for Year 1: Phase 5

130 x 87mm

happy /ee/  
fly /igh/  
crystal /i/

# Picture cards



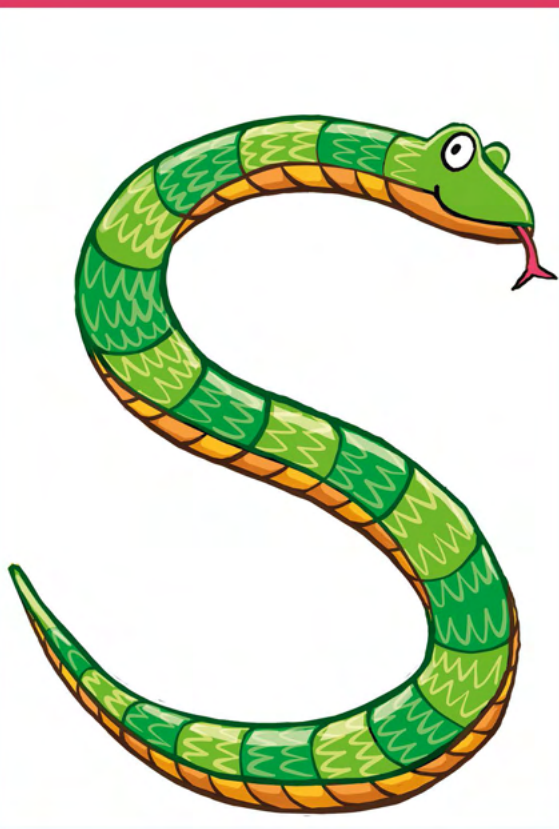
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Picture cards: Phase 2

130 x 87mm



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# Word cards



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Word Cards And Tricky Word  
Cards for Reception: Phase 2

A4 (210 x 297mm)

dig

pat

dad

man

cat

s

is

the

cap

to

I

put

pull

full

as

and



# Word cards



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rain

· — ·

wait

· — ·

tail

· — ·

sail

· — ·

fail

· — ·

me

· — ·

was

you

see

· — ·

fe

· — ·

they

my

by

all

are

sure

Word Cards And Tricky Word  
Cards for Reception: Phase 3

A4 (210 x 297mm)

# Word cards



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went

. . . .

help

. . . .

tent

. . . .

wind

. . . .

hand

. . . .

hu

. . .

lamp

. . . .

jur

. . .

said

so

have

like

some

come

love

do

Word Cards And Tricky Word  
Cards for Reception: Phase 4

A4 (210 x 297mm)

# Word cards



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Word Cards And Tricky Word  
Cards for Year 1: Phase 5

A4 (210 x 297mm)

puzzle

Yr1 Spr1 wk5

successful

Yr1 Spr1 wk5

triumph

Yr1 Spr1 wk5

sweeping

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Little W

could

Yr1 Au2

want

Yr1 Au2

any

Yr1 Spr1

who

Yr1 Spr1

two

Yr1 Spr1

call

Yr1 Spr1

work

Yr1 Spr1

once

Yr1 Spr2

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# Lesson prompt cards




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## Lesson Prompt Cards for Reception

A5 (148 x 210mm)



 <b>Revisit and review: Four recently learned GPCs</b>	<b>Notes</b> <b>Reception Terms: A1, 2 (All days)</b>
<p><b>Reinforce four recently learned GPCs</b></p> <ul style="list-style-type: none"> <li>• For each GPC:</li> <li>• Use the <b>copy me method</b> for each step so the children repeat after you each time.</li> <li>• Show the mnemonic side of the grapheme card and say what the object/animal is.</li> <li>• Draw over the letter as you say what the object/animal is.</li> <li>• Say the sound.</li> <li>• Show the grapheme side of the card and say the sound.</li> <li>• Ask the children to repeat the grapheme a few times.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>• Review all graphemes, including the four above.</li> <li>• <b>Say:</b> <i>Let's read our speedy sounds.</i></li> <li>• Show each grapheme card at a consistent pace to ensure quick recognition of sounds. <b>Use the grapheme side only.</b></li> <li>• Look at the children (not at the cards) to assess their reading.</li> <li>• Do not read or mouth the sounds to the children.</li> <li>• Shuffle the cards and repeat.</li> </ul> <p>Use with the 'How to videos' section of the website.</p>	<ul style="list-style-type: none"> <li>• The four recently learned GPCs are identified on the weekly grid.</li> <li>• Ensure good flashcard control. <ul style="list-style-type: none"> <li>◦ Take care to turn the cards at a fairly rapid pace.</li> <li>◦ Hold the cards at the edge.</li> <li>◦ Ensure the cards are at a height that is easy for the children to see.</li> </ul> </li> <li>• Pay close attention to the children at risk of falling behind, to ensure good participation.</li> <li>• Only show the mnemonic side if the children are unsure.</li> <li>• At this and every subsequent stage, take note of any children who are struggling, and pick up with them later in the day.</li> </ul>

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## Lesson Prompt Cards for Year 1

A5 (148 x 210mm)

 <b>Revisit and review: Words</b>	<b>Notes</b> <b>Year 1</b>
<p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>• Shuffle the cards.</li> <li>• Tell the children to read the words without sounding out. Remind them this means blending in their heads.</li> <li>• Show each card and sweep beneath the word to signal blending.</li> <li>• Ensure full participation and lots of practice by asking individuals/rows of children, and then the whole class again, to read each word.</li> <li>• Shuffle again, asking children to read at a quicker pace this time.</li> <li>• Ensure there is enough time for the children to read each word.</li> <li>• Look at the children (not at the cards) to assess their reading and readiness to blend.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the children carefully to ensure they are all blending in their heads. (Children will often mouth the sounds to themselves at this stage.)</li> <li>• Encourage the children to indicate – with a silent gesture (e.g. nodding their head, thumbs up) – when they are ready to blend.</li> <li>• Provide additional keep-up sessions, outside of the phonics lesson, for the children who are struggling to blend.</li> </ul>
 <b>Revisit and review: Tricky words</b>	<b>Notes</b> <b>Year 1</b>
<p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>• Use all the tricky words covered in the week.</li> <li>• Tell the children you want them to read the words quickly.</li> <li>• Show each card.</li> <li>• Ensure there is enough time for the children to read each word.</li> <li>• Look at the children (not at the cards) to assess their reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideally, the children will read these words quickly and commit them to their long-term memory (orthographic store).</li> <li>• If the children cannot read a tricky word, identify the 'tricky bit' by pointing to the tricky grapheme and saying its sound.</li> <li>• Take note of the children who are not able to say the words with automaticity, and provide additional support outside of the lesson.</li> </ul>

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# Grapheme charts













































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## Grapheme chart

## Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr	 h	 b bb	 f ff	 l ll	 j	 v vv
 w	 x	 y	 z zz s	 qu	 ch	 sh	 th	ng ng	nk nk	 a	 e	 i	 o	 u
 ai	 ee	 igh	 oa	 oo	 oo	 ar	 or	 ur	 er	 ow	 oi	 ear	 air	

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Grapheme Chart for Reception:  
Phases 2 and 3

A1 (594 x 841mm), rolled

# Grapheme charts



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## Grow the code grapheme chart

## Phase 2, 3 and 5

s s ss c se ce st sc	t t tt	p p pp	n n nn kn gn	m m mm mb	d d dd	g g gg	c c ck cc ch	r r rr wr	h h	b b bb	f f ff ph	l l ll le al	j j jg dge ge	v v vv ve
w wh	x	y	z z zz s se ze	qu	ch tch ture	sh ch ti ssi si ci	th	ng ng	nk nk	a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si

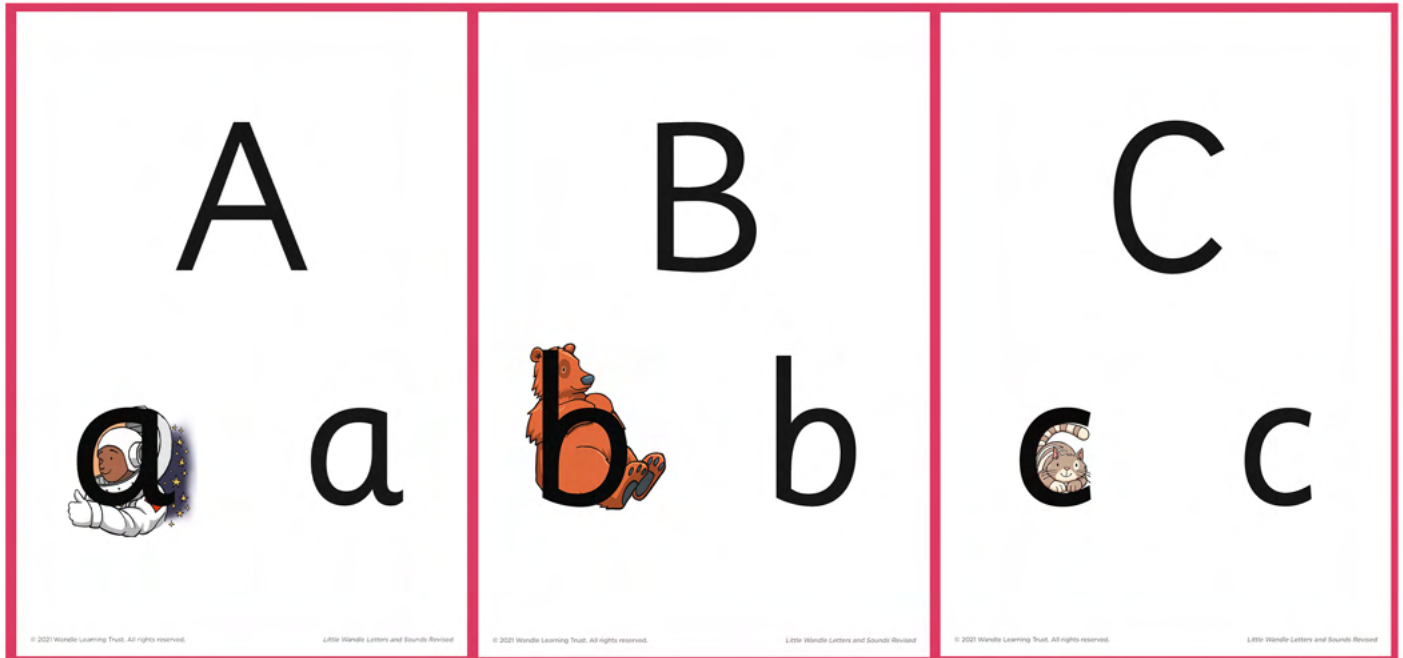
\*depending on regional accent  
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Grapheme Chart for Year 1:  
Phase 5

A0 (841 x 1189mm), rolled

# Wall friezes

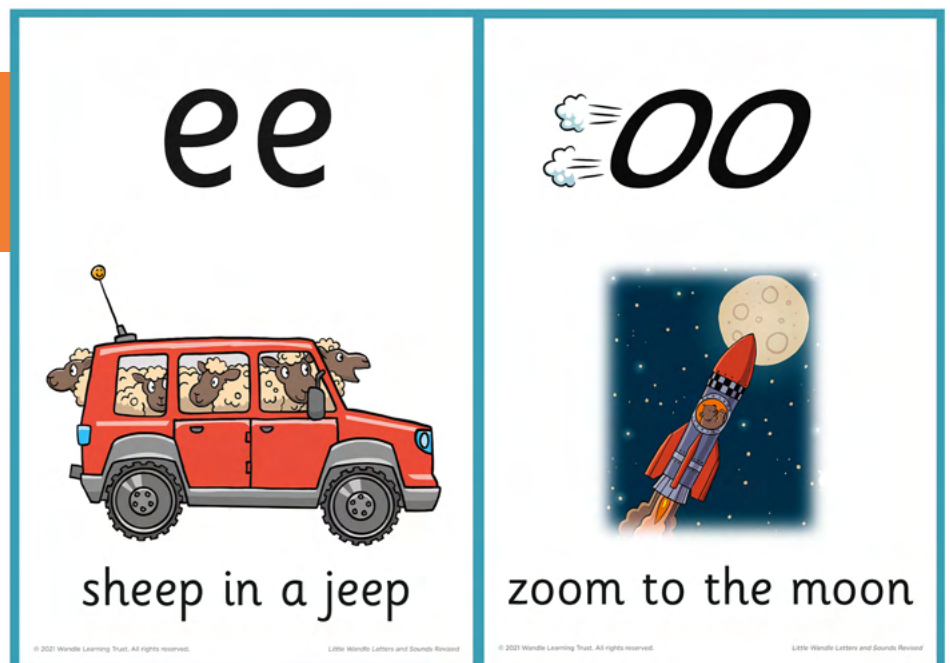


## Wall Frieze for Reception: Phase 2

Total length 6.72m  
Folded to A4 (210 x 297mm  
concertina)

## Wall Frieze for Reception: Phase 3

Total length 2.94m  
Folded to A4 (210 x 297mm  
concertina)







# **Teacher's Guide**

## **Reception**

Individual and Group  
Keep-up

**A complete systematic  
synthetic phonics programme**

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# Individual keep-up support

## Short five-minute daily sessions

- Learning to blend is the most important reading skill for the children to master in Reception.
- Use these one-to-one sessions to ensure all the children can read words independently.
- Do not stop teaching the children new GPCs in class – to do so risks these children falling further behind their peers.
- Do not stop these daily individual keep-up sessions until the child can read words independently.

For support, you will find 'How to' videos in the keep-up section on the website and easy-to-follow **Prompt cards** in this Teacher's Guide covering:

- Phase 2: Teaching a new GPC
- All phases: Precision teaching
- Phases 2 and 3: Teaching a digraph/trigraph
- Oral blending: Blend from the box and Point to the picture
- Phase 2: Blending and reading words – super-supported method
- Phase 2: Blending and reading words – supported method
- Phase 2: Blending and reading words – whisper method
- Phase 2: Blending and reading words – independent reading
- Phase 3: Reading words
- All phases: Reading words with speedy digraph recognition
- Phase 4: Reading words with adjacent consonants
- All phases: Reading words without overt blending
- Phases 3 and 4: Reading longer words
- All phases: Reading tricky words.



# Prompt cards

## Phase 2: Teaching a new GPC

You will need:

- grapheme card and picture card for the GPC you are teaching
- objects for **What's in the box?** – see Phase 2 grapheme chart on pages 17–20
- grapheme cards that the child can read with confidence for **Win it!**
- sticker on which to write the grapheme for the child after the session.

What to do	Notes
<b>Phoneme</b> <ul style="list-style-type: none"><li>• Model the correct enunciation of the phoneme a few times.</li><li>• Ensure the child can see how you make the sound.</li><li>• Practise saying the sound together. Then ask the child to say it after you, several times.</li></ul>	<ul style="list-style-type: none"><li>• Prior to teaching, ensure you practise the pronunciation phrase (see Phase 2 grapheme chart, pages 17–20) so you can teach the child how to form the phoneme correctly.</li><li>• Ensure you use a clear voice.</li><li>• You may need to exaggerate your mouth movements to help the child really 'see' how to make the sound.</li></ul>
<b>What's in the box?</b> <ul style="list-style-type: none"><li>• Explain that all the objects in your box begin/end with the same sound.</li><li>• Take out each object one by one. Say what it is, emphasising the initial/end sound.</li><li>• Use the <b>copy me method</b> so the child says the sound and then the name of the object.</li></ul>	<ul style="list-style-type: none"><li>• Use the picture card for the GPC you are teaching in <b>What's in the box?</b> (see Phase 2 grapheme chart on pages 17–20).</li><li>• You will need to source the other objects listed in the Phase 2 GPC grid for the grapheme you are teaching.</li><li>• Graphemes at the end of words are 'x', 'ck', 'll', 'ff', 'ss' and 'zz'.</li></ul>
<b>Grapheme</b> <ul style="list-style-type: none"><li>• Show the mnemonic side of the grapheme card.</li><li>• Draw the letter formation over the picture as you say the sound – saying the mnemonic at the end of the letter (e.g. <b>d d d duck</b>).</li><li>• Repeat a few times using the <b>copy me method</b>. The child can draw the letter formation over the picture as you say the sound together.</li><li>• Show the child the grapheme side of the card. Draw the letter formation over the grapheme as you say the sound.</li><li>• Repeat a few times using the <b>copy me method</b>. The child can draw the letter formation over the grapheme as you say the sound together.</li><li>• Play the <b>Grapheme game</b>. Show alternate sides of the card as the child calls out. Repeat.</li></ul>	<ul style="list-style-type: none"><li>• Always say the sound when you say the mnemonic, including in the <b>copy me method</b> and <b>Grapheme game</b>.</li><li>• Ensure there is lots of repetition of reading and saying the grapheme.</li><li>• Play the <b>Grapheme game</b> several times to ensure the child has lots of practice. This will help move the grapheme into their long-term memory.</li></ul>
<b>Win it!</b> <ul style="list-style-type: none"><li>• Add the new grapheme card to the review pack. Make sure it is close to the top of the pack.</li><li>• Each time the child reads the new grapheme, stop the game, shuffle the cards and move the card back a bit in the pack.</li><li>• Shuffle and repeat, incrementally moving the new card back.</li><li>• Each time the child reads the new grapheme correctly, they 'win' the card. Then ask the child to give you the card back to see if they can win it again.</li></ul>	<ul style="list-style-type: none"><li>• Choose graphemes that the child can read securely for <b>Win it!</b> If they do not read a grapheme easily, put that grapheme to the side and teach it in the next session.</li><li>• Play <b>Win it!</b> a few times, putting the new grapheme back several cards each time, to ensure the child has lots of practice. This will help move the grapheme into their long-term memory.</li><li>• Write the new grapheme on a sticker and stick it on the child's top or sleeve in such a way that they can look down and read it.</li><li>• Make sure the class teacher and parent/carer are told which graphemes the child is learning with you, so they can practise them with the child at other times.</li></ul>

## All phases: Precision teaching

- Use this activity to give children repeated practice, which will help them gain fluency and aid automatic recall of GPCs.
- You can also use this **precision teaching method** with words and tricky words – just set up the grid with the appropriate words that need additional practice.

You will need:

- grapheme card for the GPC you are teaching
- photocopy of the blank grapheme grid:
  - Write the focus grapheme at least twice in each row in random places.
  - Write three other graphemes that the child knows fluently into the other spaces on the grid.

What to do	Notes
<p><b>Focus grapheme</b></p> <ul style="list-style-type: none"><li>• Show the child the grapheme side of the grapheme card. Draw the letter formation over the grapheme as you say the sound.</li><li>• Repeat a few times, using the <b>copy me method</b>.</li><li>• The child can draw the letter formation over the grapheme as you say the sound together.</li></ul> <p><b>Grapheme grid</b></p> <ul style="list-style-type: none"><li>• Put the filled-in grapheme grid in front of the child.</li><li>• Model pointing to the focus grapheme on the grid and reading it aloud.</li><li>• Point to the focus grapheme on the grid and ask the child to read.</li><li>• Ask the child to find the focus grapheme, point to it and read.</li><li>• Now ask the child to read all the graphemes in each line as you point.</li><li>• If the child does not recognise a grapheme, tell them the sound, get them to repeat and continue.</li><li>• Repeat, building on fluency.</li></ul>	<ul style="list-style-type: none"><li>• You can also use the Phase 2 and 3 grapheme mat to point to graphemes that the child needs to practise to gain fluency.</li><li>• Choose up to four graphemes to practise and point to them in random order on the mat.</li><li>• This method can be used with words as well as GPCs.</li></ul>



# **Teacher's Guide**

## **Year 1**

Individual and Group  
Keep-up

**A complete systematic  
synthetic phonics programme**



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## Phase 4: Reading words with adjacent consonants

You will need:

- Phase 2 and 3 grapheme cards to make the words the child will read
- Phase 4 word cards, if the child progresses to independent reading
- sticker to write the word on for the child after the session.

[illegible]

## All phases: Reading words without overt blending

You will need:

- word cards that the child can read but for which they continue to use overt blending when reading
- sticker to write the word on for the child after the session.

What to do	Notes
<p><b>Reading with overt blending</b></p> <p>For each word:</p> <ul style="list-style-type: none"><li>• Put the word card in front of the child.</li><li>• Ask if they can see any digraphs in the word.</li></ul> <p><b>Child</b></p> <ul style="list-style-type: none"><li>• Ask the child to sound-talk each grapheme and then blend to read the word aloud.</li><li>• Ask them to point to each grapheme and then sweep beneath as they blend. Do <b>not</b> help the child.</li></ul> <p><b>Together</b></p> <ul style="list-style-type: none"><li>• Ask the child to join in and read the word, blending in their head. Sweep beneath the word as you read.</li></ul> <p><b>Assess</b></p> <ul style="list-style-type: none"><li>• If the child is successful, read another word with this method.</li><li>• If the child is confident, move on to reading without overt blending – blending in their head to read the word aloud.</li></ul> <p><b>Reading without overt blending</b></p> <p>For each word:</p> <ul style="list-style-type: none"><li>• Put the word card in front of the child.</li><li>• Ask them to point to any digraphs in the word and say what they are.</li><li>• Tell the child to read the words on the cards without sounding out.</li><li>• Ask them to sweep beneath the word as they read.</li><li>• Repeat.</li></ul> <p><b>Assess</b></p> <ul style="list-style-type: none"><li>• If the child is successful, read another word with this method.</li><li>• If the child is still blending aloud, go back to <b>Reading with overt blending</b>.</li></ul>	<p>Use the cards without the sound buttons.</p> <ul style="list-style-type: none"><li>• Choose one word from the session to make a sticker, and stick it upside down on the child's top or right way up on their sleeve so they can look down and read it.</li><li>• Make sure the class teacher and parent/carer are told which words they are reading in these sessions – so that they can practise them with the child at other times.</li></ul>