

Appendix ii

Mnemonics and Rhymes to Support ELS

RECEPTION/PRIMARY 1 AUTUMN 1: PHASE 2

s – snake – **swerve around the snake**

a – ant – **around the head, down the body**

t – teacher – **down her body and cross her shoulders**

p – parrot – **down his body, around his face**

i – inventor – **down her body, spot her idea**

n – nest – **down the bird and over her nest**

m – meerkat – **meerkat, mound, mound**

d – duck – **over his back and around the tail, up his neck and down to his feet**

g – goat – **start at his ear, around the face and down the beard**

o – ostrich – **around the ostrich's body**

c – camel – **curl around the camel's back**

k – kid – **down the body, up the arm, down the leg**

ck – a camel and a kid – **the camel stood by the kid**

e – elephant – **around the head and down the trunk**

u – umbrella – **under the umbrella and down to the tip**

r – runner – **down her body, up over the arm**

ss – two snakes – **sunbathing snakes**

h – heron – **from his head to his feet, up and over his back**

b – bike – **down the person and around the wheel**

f – fox – **over the ear, down to the tail and across the jaw**

ff – two foxes – **two foxes facing forwards**

l – ladder – **down the long ladder**

ll – two ladders – **ladders in a line**

Plus: words with /s/ at the end (sits, fits, cats, bats)

RECEPTION/PRIMARY 1 AUTUMN 2: PHASE 3

j – jellyfish – swoop down the tentacles and dot the head

v – viper – down the tongue, up the tongue

w – wallaby – hop to the top, land and hop, land and hop

x – x x x – criss-cross the kiss

y – yacht – under the hull and down to the anchor

z – zigzag – zig and zag

zz – two zigzags – a zigzag duet

qu – quill – around the feather and down the pen

ch chew the chunky chips

sh the shabby ship shook

th they were thirsty

ng ping pong

nk oooh! a pink sink

ai wait for the train

ee bee on my knee

igh light up the night

oa float on the moat

Plus: words with /z/ at the end (dogs, beds, bees, zigzags)

Words ending in s and –es

RECEPTION/PRIMARY 1 SPRING 1: PHASE 3–4

| | |
|-----|---------------------|
| oo | the book nook |
| ar | a far star |
| ur | turn in the surf |
| oo | scoop with a spoon |
| or | order some popcorn |
| ow | prowl and growl |
| oi | coin in the soil |
| ear | clear that smear |
| air | a pair in the lair |
| ure | sure it's the cure |
| er | a bitter winter |
| ow | go slow in the snow |

Words containing adjacent consonants can be used as part of this teaching sequence (e.g. green, bright, paint, bloat, clown).

RECEPTION/PRIMARY 1 SPRING 2: PHASE 3–4

Review Spring 1

Plus: review words with double consonants

RECEPTION/PRIMARY 1 SUMMER 1: PHASE 4

Short and long vowels with adjacent consonants, building on previous exposure

CVCC, CCVC, CCVCC, CCCVC, CCCVCC

Words ending in suffixes –ing, –ed /ed/, –ed /t/, –ed /d/, –er, –est

Compound words

RECEPTION/PRIMARY 1 SUMMER 2: PHASE 5 INTRODUCTION

Alternative spellings:

| | |
|---------------|------------------------|
| <ay> /ai/ | play all day |
| <ou> /ow/ | a proud cloud |
| <ie> /igh/ | pie on your tie |
| <ea> /ee/ | each have a treat |
| <oy> /oi/ | the boy cries 'ahoy!' |
| <ir> /ur/ | a quirky shirt |
| <ue> /oo/ | true, the sky's blue |
| <aw> /or/ | fawn on the lawn |
| <wh> /w/ | whip with a whisk |
| <ph> /f/ | photo on a phone |
| <ew> /oo/ | the crew flew |
| <oe> /oa/ | tiptoe past the doe |
| <au> /or/ | pause the launch |
| <ey> /ee/ | use money to buy honey |
| <a-e> /ai/ | cake by the lake |
| <e-e> /ee/ | the athletes compete |
| <i-e> /igh/ | time to shine |
| <o-e> /oa/ | note in an envelope |
| <u-e> /(y)oo/ | tune on the flute |
| <c> /s/ | cycle in the city |

YEAR 1/PRIMARY 2 AUTUMN 1: PHASE 5

Review all previous learning.

Alternative spellings:

| | |
|------------|-----------------------|
| <ay> /ai/ | play all day |
| <ou> /ow/ | a proud cloud |
| <ie> /igh/ | pie on your tie |
| <ea> /ee/ | each have a treat |
| <oy> /oi/ | the boy cries 'ahoy!' |
| <ir> /ur/ | a quirky shirt |
| <ue> /oo/ | true, the sky's blue |
| <aw> /or/ | fawn on the lawn |
| <wh> /w/ | whip with a whisk |
| <ph> /f/ | photo on a phone |
| <ew> /oo/ | the crew flew |
| <oe> /oa/ | tiptoe past the doe |

YEAR 1/PRIMARY 2 AUTUMN 2: PHASE 5

Alternative spellings:

| | |
|----------------|------------------------|
| <au> /or/ | pause the launch |
| <ey> /ee/ | use money to buy honey |
| <a-e> /ai/ | cake by the lake |
| <e-e> /ee/ | the athletes compete |
| <i-e> /igh/ | time to shine |
| <o-e> /oa/ | note in an envelope |
| <u-e> / (y)oo/ | tune on the flute |
| <c> /s/ | cycle in the city |
| <y> /ee/ | a lovely baby |
| <al> /or/ | walk along the wall |

YEAR 1/PRIMARY 2 SPRING 1: PHASE 5

Alternative pronunciations:

| | |
|---------------|-----------------------------|
| /aɪ/ <a> | apricot on your apron |
| /aɪ/ <ey> | they chose grey paint |
| /aɪ/ <ea> | a great break! |
| /aɪ/ <eigh> | my neighbour has a sleigh |
| /ɑː/ <a> | follow after my father |
| /ee/ <e> | she waved to me |
| /ɪgh/ <i> | tiger in the wild |
| /ɪgh/ <y> | fly in the sky |
| /oʊ/ <o> | let's both host |
| /o/ <a> | swallows and swans |
| /oo/ <u> | a bush full of berries |
| /y/+/oo/ <u> | a unicorn in uniform |
| /tʃ/ <ch> | the school orchestra |
| /ʃh/ <ch> | the chef has a machine |
| /e/ <ea> | heather in the meadow |
| /e/ <ie> | a good friend |
| /ʊr/ <or> | the worthy artwork |
| /ʊr/ <ear> | search for a pearl |
| /oo/ <ou> | you make the soup |
| /o/+/ʊ/ <oul> | boulder on his shoulder |
| /ee/ <ie> | a shield in the field |
| /v/ <ve> | move and groove |
| /ɪ/ <y> | a cygnet under the sycamore |
| /aɪr/ <are> | share the fare |
| /aɪr/ <ere> | "Where?" "Over there!" |
| /aɪr/ <ear> | a bear ate the pear |
| /tʃ/ <tch> | catch on the latch |

YEAR 1/PRIMARY 2 SPRING 2: PHASE 5

Alternative pronunciations:

| | |
|----------------------|----------------------------------|
| /u/ <o> | the monkey and his mother |
| /j/ <g> | an energetic giraffe |
| /j/ <ge> | take charge of the barge |
| /j/ <dge> | squidge on the bridge |
| /s/ <st> | listen to the whistle |
| /s/ <ce> | dance on the fence |
| /s/ <se> | a mouse in the house! |
| /n/ <gn> | a gnome with a sign |
| /n/ <kn> | kneel on your knees |
| /r/ <wr> | wrap it round your wrist |
| /m/ <mb> | the lamb climbed up |
| /z/ <se> | pass the cheese, please |
| /z/ <ze> | freeze in the breeze! |
| /ear/ <eer> | peer at the deer |
| /ear/ <ere> | here is the sphere |
| /sh/ <ti> | waiting patiently at the station |
| /ar/ <al> | balm on your palm |
| /or/ <augh> | she taught her daughter |
| /sh/ <ss> | permission for the mission |
| /zh/ <si> | the illusion caused confusion |
| /sh/+/u/+/s/ <tious> | scrumptious and nutritious |
| /sh/ <ci> | a special and precious relic |

YEAR 1/PRIMARY 2 SUMMER 1: ALL PHASES

No new GPCs.

Revise all sounds and spellings taught so far in preparation for Phonics Screening Check.

YEAR 1/PRIMARY 2 SUMMER 2: ALL PHASES

Revisit and revise all previous learning.

Exposure to all previously taught GPCs through longer text extracts to support reading fluency and comprehension.

By continuing to use the decodable readers children will have exposure to these more rarely used GPCs:

/s/ <sc> science

/t/ <bt> doubt

/i/ <y> crystal

/i/ <u> busy

/n/ <ne> gone

/m/ <mn> column

/g/ <gh> ghastly <gu> guard

/o/ <ou> cough

/u/ <ou> tough <oo> flood

/h/ <wh> whole

/f/ <gh> rough

/w/ <u> penguin

/ai/ <aigh> straight

/ee/ <ei> ceiling <i> police

/igh/ <eye> eyelash <is> island <uy> buy

/oa/ <ough> dough <eau> plateau

/ar/ <ear> heart

/ur/ <our> colour <re> centre

/oo/ <o> move <ou> group

/oo/ <ui> juice <oe> shoe

/yoo/ <eau> beautiful

/or/ <ar> warm <oar> roar <oor> floor <ore> more

/ow/ <ough> plough

/air/ <ar> scary

