

# Phonics International - Early Years Starter Package cumulative word bank for units 1 to 6

unit 1		cumulative word bank for spelling and reading - use the most simple words only at first	
/s/ s	/a/ a	/t/ t	at sat
/i/	i		it sit its
/p/	p		pit pat sip tip tap sap pip
/n/	n		nap ant tin pan pin nip
/k/	c		cat can cap act
/k/	k		kit kin kip kiss
/k/	-ck		tick sack pick tack sick pack kick
/e/	e		pen set ten pet net neck peck
/h/	h		hit hat hen hiss his has
/r/	r		rat rip ran rap
unit 2			
/m/	m		mat men map met am him ham
/d/	d		den dam dip dim red mad and
/g/	g		get gas gap tag dig peg
/o/	o		on top cot hop got hot pod rock
/u/	u		up mud run hug hut gum mug us put
/l/	l		let lap log lid leg luck
/l/	-ll		ill pull hull tell mill doll
/f/	f		fog fat fun fig full fell if elf of
/f/	-ff		cuff huff puff off
/s/	-ss		moss less fuss lass miss pass boss
/b/	b		bin bit bat big bug beg bed bag bun tub
/j/	j		jet jam jug jut jag
/y/	y		yet yes yam yak yap yell
/ai/	ai		aid aim main pain maid paid rail sail tail
/ai/	ay		day may say ray hay bay
/w/	w		wet web wag wig win
/oa/	oa		oak oats coat soap boat soak toad moan
/oa/	ow		own bow low row sow mow
/ie/	-ie		lie tie pie die
/ie/	-igh		high sigh night fight light tight might sight
/ul/	-le		little kettle bottle middle tickle muddle
/u/	-o		son won ton come some none done
/ai/	a		able
/ee/	e		me he be we
/igh/	i		I kind mind find mild wild
/oa/	o		no go so old told gold sold fold
/yoo/	u		unit emu
/igh/	-y		my fly try cry sty fry
unit 3			
/ee/	ee		eel see bee seed feet feel heel bees tree meet
/or/	or		or for fork fort form corn port horn born sort
/z/	z		zip zap zed
/z/	-zz		jazz buzz tizz fizz
/w/	wh		why when wheel whiff whack whip
/ee/	ea		eat tea sea meat seat team leaf heat mean peas
/e/	-ea		head dead
/z/	-s -ze -se		is his was bees ease size
unit 4			
/ng/	-ng		gong ring long bang sing song hang
/ngk/	-nk		ink pink bank sink wink hunk sank link
/v/	v		vet van vat
/v/	-ve		have live give love dove
/oo/	oo		look book cook hood took hook good
/oo/	oo		moon room pool food cool tool roof
/i-ee/	-y		mummy daddy
/ks/	x		ox box fox fix six mix tax wax
/ch/	ch		chat chin such much rich chick inch chop
/sh/	sh		she shop ship fish hush sheep shell shall dash

/th/	th	thin thick thud bath moth path tooth	think thanks things thump
/th/	th	the this that then with	smooth breathe
unit 5			
/kw/	qu	quit quiz queen quack quick	quins quest squid squeal
/ou/	ou	out ouch pout shout pouch mouth south loud	cloud sound found proud
/ou/	ow	owl how now row bow down town gown howl	brown crown clown frown
/oi/	oi	oil soil coil foil coin join boil	joint point boils spoil ointment
/oi/	oy	toy boy joy	enjoy royal loyal annoy
/yoo/	-ue	cue due duel fuel	rescue statue value
/loo/	-ue	clue blue true glue Sue	gruesome muesli Tuesday
/er/	-er	her kerb verb term serve herd (of cattle)	herbs perfect hermit thermal
schwa /er/	-er		joker sister mixer mother father
/ar/	ar	are art arm far jar car park farm cart hard sharp	start garden market argue
/s/	-ce	ace ice face	dance fence prince chance
/lj/	-ge	large barge forge hinge	package village cabbage manage
/s/	-se	house horse mouse	sense tense intense expense
unit 6			
/s/	c e, l, y	voice choice force icy	cent certain celery lacy
/lj/	g e, l, y	gem germ gym	giraffe ginger magic
/oa/	-oe	toe hoe woe doe oboe	tiptoe
/igh/	i-e	like bike pipe mine tide fine hide mice side time	slide slime spike slice spice
/ee/	e-e	eve theme	swede compete complete
/oa/	o-e	home hope woke dome hole rope bone rode	broke slope stone globe
/ai/	-ae	Mae Rae	sundae Gaelic reggae
/ai/	a-e	name same make cake made wade tame sale	place shakes takes flake frame
/yoo/	u-e	tube cute cube duke tune mule	refuse amuse
/loo/	u-e	rule chute	flute salute pollute
/air/	air	air fair hair pair chair	stairs fairy dairy repair
/air/	-are	hare bare fare mare share	scared stares aware
/air/	-ear	bear tear wear pear swear	footwear tearing
/air/	-ere	where there	nowhere everywhere
/eer/	eer	deer cheer sheer	sneer steer cheerful volunteer
/eer/	ear	ear hear fear dear near year clear tears	tearful nearly clearly
/eer/	-ere	here mere	adhere interfere
/eer/	-ier	pier tiers skier	pierce fierce
/er/	ir	sir fir (trees) girl bird shirt stir third birth	dirty thirsty thirteen birthday
/er/	ur	fur hurt burn surf nurse purse church	burnt curls burger Thursday
/er/	ear	earn earth earl learn search heard early	pearls research
/er/	wor	work worm word worth worse	world working worst

### Routine for blending - (reading):

At first, the 'teacher' (this can mean teacher or parent) **sounds out and blends** simple words to **model** how the **decoding** process works. The teacher sounds out the graphemes **as close to the sounds in real speech** as possible, for example, say "sss" and not "suh". Can the learner 'hear' the target words from hearing the sounds said by the teacher from beginning to end of the word?

When the learner can recognise the letters or letter groups (graphemes) of the target word and say the sounds independently from left to right and 'hear' the word blended, then that is decoding!

For reading, the learner needs plenty of practice to **learn the letter/s-sound correspondences to automaticity**, that is to "**See the letter/s, say the sounds**". The **Grapheme Tiles** can be used to play games and activities to learn to recognise the letters and the sounds they represent.

For reading, the teacher needs to do **plenty of modelling** at all times - but also **allow the learner the time** and opportunity to 'have a go' at sounding out and blending simple words.

### Routine for segmenting - (spelling):

The teacher says simple words **very slowly** and the individual sounds (phonemes) will seem to ‘**pop out**’ separately. For example, say “**ssss a t**” slowly so the learner can hear /s/ /a/ /t/. This is called developing ‘**phonemic awareness**’ - the awareness of the phonemes (sounds) all-through-the-spoken-word. Notice that vowel sounds like /a/ and /i/ are **loud**, whilst consonant sounds like /s/ and /t/ are **quiet** in comparison. Louder consonants are sometimes described as ‘voiced’ (like /b/) and quieter consonant phonemes are described as ‘unvoiced’ (like /p/).

Lots of practice of this ‘**oral segmenting**’ (splitting up spoken words) can take place at any time - during a walk, in the car, whilst setting the table! Play the game, “I hear with my little ear something beginning with /t/” remembering to use ‘pure’ sounds if possible.

Meanwhile, the teacher in school settings should be teaching the learner about letters and sounds and how **letters** are **code** for the **sounds** in speech. Teachers should demonstrate the relationship between letters and sounds by **finger-tracking under a printed word timed to match the word being spoken slowly**.

The teacher should also teach the **letter/s-sound correspondences** in an isolated way, “Say ‘sss’ when you see this letter shape” and “Point to the letter which is code for the /s/ sound”.

The learner can ‘spell’ **orally** without knowing any letter shapes if he or she can **identify the sounds** all-through-the-spoken-word from beginning to end. This is a sub-skill of full spelling.

The learner then needs to be able to **select the correct graphemes** (letters or letter groups) on Grapheme Tiles (or magnetic letters) - or to be able to **write down the correct letter shapes** pulled from memory (use a visual prompt if necessary with beginners). These spelling and writing skills are hard skills to achieve and some learners take much longer than others to reach this far.

### Model this spelling routine until the learner is ready to do it independently:

For a **spelling-with-graphemes** routine, the learner puts up his or her **left fist, palm facing**, to start counting the number of sounds identified in the word to be spelt. If the word is ‘rain’, the learner identifies the three sounds /r/ /ai/ /n/. The learner starts with counting the first sound by putting up his or her **thumb**, followed by the next two fingers, left to right, for the next two sounds. The learner counts how many sounds he or she has identified by segmenting the word.

The learner then draws three **horizontal dashes** from left to right on the page (or whiteboard)  
— — — that is, one dash for each sound identified. He or she then **selects the correct Grapheme Tiles** or **writes down the graphemes** on the dashes like this: **r ai n** .

He or she then **sounds out and blends** the graphemes **to check** or ‘edit’ the spelling.

There is a huge amount of teaching and learning in the word list above and the teacher needs to model reading, spelling and writing patiently when the learner has not yet acquired the necessary **Alphabetic Code Knowledge** and **Three Skills**. Start with teaching the **unit 1** letter/s-sound correspondences thoroughly. **Use mainly the ‘three sound’ simple words** (left column in word bank) in any games and activities whilst sometimes modelling the longer words.