Rationale, Notation and Structure of 120 Lessons for *Wand Phonics* (Wand Education)
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The content for the *Wand Phonics* 'systematic synthetic phonics' programme provided **digitally** is written by phonics specialist, Debbie Hepplewhite. The systematic and cumulative content is based on the 'systematic synthetic phonics teaching principles' as identified in England's official guidance for teachers and teacher-trainers. In England, the Department for Education has provided windows of opportunity for full 'systematic synthetic phonics' (SSP) programmes to apply for 'DfE-validation' based upon the DfE's own published 'core criteria'.

Debbie has written the *Wand Phonics* content to align with two existing DfE-validated SSP programmes for which she is the author:

Phonics International - a FREE, very comprehensive body of work provided online as printable and projectable resources by Phonics International Ltd. The scope of the content extends from 4+ years of age to older learners beyond infants, as required for intervention and/or extended spelling provision.
No Nonsense Phonics - hard copy, 'pick-up-and-go' core resources including the **No Nonsense Phonics Skills** series of 9 Pupil Books and 9 parallel Teacher Books (Raintree) and ready-made visual aids and manipulatives – this is a collaboration between Raintree and Phonics International Ltd.

Wand Phonics – an online, fully digital, audio-video, interactive SSP programme which features automatic feedback and assessment. This multi-sensory body of work is ideal for complementary use with the Phonics International programme when used in schools, and/or the No Nonsense Phonics programme. This is a collaboration between Wand Education and Phonics International, approved of and supported by Raintree.

Collaboration
In effect, publishers *Wand Education*, *Phonics International Ltd* and *Raintree*, each specialising in their various mediums, have been able to collaborate to provide resources and options for schools and homes with a complete and outstanding range of fit-for-purpose, multi-sensory activities for phonics training, teaching, learning, informing – and to form strong working partnerships between schools and homes.

Debbie Hepplewhite's authorship
Debbie created the *Phonics International* body of work at first – which she describes as 'the mother' of *No Nonsense Phonics (Skills)* and *Wand Phonics* – that is, rationale, notation and structure of code progression and resource design leading to subsequent developments with Raintree and Wand Education. The rationale and 'systematic synthetic phonics teaching principles' described via 'In a nutshell' document is pertinent for the entire suite of Debbie's resources including *Wand Phonics*:

https://phonicsinternational.com/Brief_overview_of_Phonics_International_in_a_nutshell.pdf

[Note: The range of letter/s-sound correspondences featured in the full *Phonics International* programme in the later Units of work extend slightly beyond the code in *No Nonsense Phonics* and *Wand Phonics*.]

Notation of the alphabetic code
In *Wand Phonics*, the letter/s used within the slash marks to denote the 'sounds' are not based on the International Phonetic Alphabet (IPA). This is because the IPA introduces the complication of some symbols to denote the sounds *that are not letter shapes* in addition to some symbols for the sounds that *do* look like letter shapes. The IPA, therefore, can be hard to get to grips with and is often *too* precise for enabling *regional* pronunciations of the various graphemes (letters or letter groups) in various words. Pronunciation

of sounds and spoken words needs to be a *flexible* process to account for different accents and to promote the freedom and need to routinely *modify* the overall sound of approximate spoken words after sounding out the letters and letter groups and blending the sounds (synthesizing) to reach the pronunciation of the words when spoken naturally (whatever the accent).

See the variety of FREE Alphabetic Code Charts for different uses at https://alphabeticcodecharts.com .

Phoneme = the smallest, most identifiable and practical 'main' unit of **sound** in systematic synthetic phonics programmes. Sounds are always shown in slash marks. In Debbie's work, /s/ blue lettering indicates consonant phonemes; /a/ red lettering indicates vowel phonemes. There are also some units of sound that are *combined* phonemes (for example, qu is code for /kw/ which is /k+w/; in some words u, -ew, -ue, u-e can be code for /yoo/ which is /y+oo/, or in some words, code for long /oo/. Although around 44 phonemes are identified in the English language, when actual spellings are brought into the picture (the print), the additional letters and letter groups which are code for 'combined phonemes' leads to there being around 50 units of 'sounds' as shown on Debbie's overview Alphabetic Code Charts.

Grapheme = **letter** (for example, **s**) or **letter group** (for example, **-ck**). A grey dash before a grapheme means that specific letter/s-sound correspondence is not likely to be at the *beginning* of the word. Hollow letters are used occasionally to show a letter pattern, or letter string in printed words, that alert the reader to a possible pronunciation which is not obvious from the first alphabetic code taught (for example, **c**i as in '**c**ity', **g**e as in '**g**erbil'; **w**a as in 'w**a**tch'; **qu**ar as in 'qu**ar**ter'; **a**lt as in 's**a**lt'). The hollow letters are *not* part of the focus pronunciation of the solid letters, but they support the reader in knowing what sound to produce such as the sound /s/ as in '**c**ity' rather than the sound /k/ as in '**c**at'.

Key picture-words = **pictures and their printed words** as shown on the Alphabetic Code Charts. These act as a mnemonic system (aid to memory) and exemplify every *letter/s-sound correspondence* (links between letters and sounds) introduced in the *Wand Phonics* lessons. Alphabetic Code Charts provide an understanding of the alphabetic code AS a code. They provide the rationale for the complexities of the English alphabetic code which is the most complex *alphabetic* code in the world. Overview Alphabetic Code Charts linked to phonics programmes also provide an accountability tool for the code introduced within the programme. Further, the use of Alphabetic Code Charts support '*two-pronged systematic and incidental phonics teaching and learning*' – the basis of Debbie Hepplewhite's phonics programmes' design and teacher guidance:

https://phonicsinternational.com/Debbie_RRF_Two_pronged_handout.pdf

For information, professional training and the 'shop' to use free resources and/or to buy ready-made resources to use alongside Wand Phonics in school contexts, go to these sites:

https://phonicsinternational.com　　　　　https://phonicsintervention.org

Structure and progression of the 120 lessons in Wand Phonics

Groups 1 to 10: In *Wand Phonics*, the English alphabetic code is 'chunked' or organised into colour-coded 'groups' of letter/s-sound correspondences introduced systematically throughout the programme. *Wand Phonics* may be used flexibly – selecting the lessons as required for the teachers' and pupils' needs for lesson introductions and first-time practice and/or for overlearning and revision. In *Wand Phonics*, the letter/s-sound correspondences of the alphabetic code, and their order of introduction in Groups 1 to 8 correlate with Units 1 to 6 (of 12 Units of resources) of the free systematic synthetic phonics programme *Phonics International*. *Wand Phonics* Groups 1 to 9 correlate with the code in the ready-made *No Nonsense Phonics Skills Pupil Books* 1 to 9.

Group 1

Lesson number	Focus of lesson (sounds & graphemes) Key picture-words as on Alphabetic Code Chart	Final Activity: Sorting activities and building up Spelling Word Banks
1	Sound /s/ Grapheme **s** [**S** and **s**] Key word: **s**nake	Which shapes are code for the sound /s/? Sort S and s mixed with other symbols.
2	Sound /a/ Grapheme **a** [**A** and **a**] Key word: **a**pple	Which letters are code for /a/ and code for /s/? Sort capital and lower case letters.
3	Sound /t/ Grapheme **t** [**T** and **t**] Key word: **t**eddy	Which letters are code for /s/ /a/ and /t/? Sort capital and lower case letters.
4	Sound /i/ Grapheme **i** [**I** and **i**] Key word: **i**nsect	Say the sounds for the letters. Sort capital letter and lower case letters.
5	Sound /p/ Grapheme **p** [**P** and **p**] Key word: **p**an	Read the words. Sort words written in capital or lower case letters.
6	Sound /n/ Grapheme **n** [**N** and **n**] Key word: **n**et	Read the words. Sort words written in capital or lower case letters.
7	Sound /k/ Grapheme **c** [**C** and **c**] Key word: **c**at	Read the words. Sort by their rhyming patterns: **can cap**
8	Sound /k/ Grapheme **k** [**K** and **k**] Key word: **k**it	Sort words into spelling word banks: **c** and **k** as code for /k/
9	Sound /k/ Grapheme **-ck** [**CK** and **ck**] Key word: du**ck**	Sort words into spelling word banks: **c**, **k**, **-ck** as code for /k/.
10	Sound /e/ Grapheme **e** [**E** and **e**] Key word: **e**gg	Sort words by their rhyming patterns: **tat pip**
11	Sound /h/ Grapheme **h** [**H** and **h**] Key word: **h**at	Sort words by their middle vowel sounds: /a/ /e/ /i/ **can ten nip**
12	Sound voiced /th/ and unvoiced /th/ Grapheme **th** [**TH** and **th**] Key words: **th**is **th**umb	Sort words written in capital or lower case letters.
13	Sound /r/ Grapheme **r** [**R** and **r**] Key word: **r**at	Sort words by their rhyming patterns: **pick sack**

Group 2

Lesson number	Focus of lesson (sounds & graphemes) Key picture-words as on Alphabetic Code Chart	Final Activity 13: Sorting activities and building up Spelling Word Banks
14	Sound /m/ Grapheme **m** [**M** and **m**] Key word: **m**ap	See letters and letter groups and 'say their sounds'. Sort into capital and lower case letters.
15	Sound /d/ Grapheme **d** [**D** and **d**] Key word: **d**ig	See letters and letter groups and 'say their sounds'. Sort into capital and lower case letters.
16	Sound /g/ Grapheme **g** [**G** and **g**] Key word: **g**irl	Read the words. Sort by how many sounds they have all through the word: 2, 3 or 4 sounds
17	Sound /o/ Grapheme **o** [**O** and **o**] Key word: **o**ctopus	Sort words by their rhyming patterns: **hot mop**
18	Sound /u/ Grapheme **u** [**U** and **u**] Key word: **u**mbrella	Sort words by their end spelling patterns: '-**cket**' '-**ic**'
19	Sound /l/ Grapheme **l** [**L** and **l**] Key word: **l**adder	Sort words by their rhyming patterns: **lamp hand**
20	Sound /l/ Grapheme -**ll** [**LL** and **ll**] Key word: she**ll**	Sort words by their middle vowel sounds: /e/ /i/ /u/ **tell hill gull**
21	Sound /f/ Grapheme **f** [**F** and **f**] Key word: **f**eathers	Sort words into spelling word banks: **c**, **k**, -**ck** as code for /k/.
22	Sound /f/ Grapheme -**ff** [**FF** and **ff**] Key word: cli**ff**	Sort words into spelling word banks: **f** and -**ff** as code for /f/
23	Sound /s/ Grapheme -**ss** [**SS** and **ss**] Key word: gla**ss**	Sort words into spelling word banks: **s** and -**ss** as code for /s/
24	Sound /b/ Grapheme **b** [**B** and **b**] Key word: **b**at	Sort words by their rhyming patterns: **cab sob rub**
25	Sound /j/ Grapheme **j** [**J** and **j**] Key word: **j**ug	Sort words by their rhyming patterns: **jet jut just**
26	Sound /y/ Grapheme **y** [**Y** and **y**] Key word: **y**awn	Sort words into spelling word banks: **s** and -**ss** as code for /s/

Group 3

Lesson number	Focus of lesson (sounds & graphemes) Key picture-words as on Alphabetic Code Chart	Final Activity 13: Sorting activities and building up Spelling Word Banks
27	Sound /ai/ Grapheme **ai** [**AI** and **ai**] Key word: first **ai**d kit	Sort words written in capital or lower case letters.
28	Sound /ai/ Grapheme **-ay** [**AY** and **ay**] Key word: tr**ay**	Sort words into spelling word banks: **ai** and **-ay** as code for /ai/
29	Sound /w/ Grapheme **w** [**W** and **w**] Key word: **w**eb	Sort words by their rhyming patterns: **wag will went**
30	Sound /oa/ Grapheme **oa** [**OA** and **oa**] Key word: **oa**k tree	Sort words written in capital or lower case letters.
31	Sound /oa/ Grapheme **ow** [**OW** and **ow**] Key word: b**ow**	Sort words into spelling word banks: **oa** and **ow** as code for /oa/.
32	Sound /igh/ Grapheme **-ie** [**IE** and **ie**] Key word: t**ie**	Sort words written in capital or lower case letters.
33	Sound /igh/ Grapheme **-igh** [**IGH** and **igh**] Key word: n**igh**t	Sort words into spelling word banks: **-ie** and **-igh** as code for /igh/
34	Sound /ul/ Grapheme **-le** [**LE** and **le**] Key word: kett**le**	Sort words into spelling word banks: **-al** and **-le** as code for /ul/
35	Sound /u/ Grapheme **o** [**O** and **o**] Key word: s**o**n	Sort words into spelling word banks: **o** as code for /o/ and /u/ (pronunciation differences)
36	Sound /ai/ Grapheme **a** [**A** and **a**] Key word: t**a**ble	Sort words into spelling word banks: **a** as code for /a/ and /ai/ (pronunciation differences)
37	Sound /ee/ Grapheme **e** [**E** and **e**] Key word: **e**mu	Sort words into spelling word banks: **e** as code for /e/ and /ee/ (pronunciation differences)
38	Sound /igh/ Grapheme **i** [**I** and **i**] Key word: beh**i**nd	Sort words into spelling word banks: **i** as code for /i/ and /igh/ (pronunciation differences)
39	Sound /oa/ Grapheme **o** [**O** and **o**] Key word: y**o**-yo	Sort words into spelling word banks: **o** as code for /o/, /u/ and /oa/ (pronunciation differences)
40	Sound /yoo/ Grapheme **u** [**U** and **u**] Key word: **u**nicorn	Sort words into spelling word banks: **u** as code for /u/ and /yoo/ (pronunciation differences)
41	Sounds /ee/ /igh/ /i/ Grapheme **-y** [**Y** and **y**] Key words: sunn**y** fl**y** c**y**mbals	Sort words into spelling word banks: **y** as code for /y/, /ee/, /igh/ and /i/ (pronunciation differences)

Group 4

Lesson number	Focus of lesson (sounds & graphemes) Key picture-words as on Alphabetic Code Chart	Final Activity 13: Sorting activities and building up Spelling Word Banks
42	Sound /ee/ Grapheme **ee** [**EE** and **ee**] Key word: **eel**	Sort words into spelling word banks: **e**, **-y** and **ee** as code for /ee/
43	Sound /or/ Grapheme **or** [**OR** and **or**] Key word: **fork**	Sort words written in capital or lower case letters.
44	Sound /z/ Grapheme **z** [**Z** and **z**] Key word: **zebra**	Sort words by their rhyming patterns: **band test**
45	Sound /z/ Grapheme **-zz** [**ZZ** and **zz**] Key word: **jazz band**	Sort words into spelling word banks: **z** and **-zz** as code for /z/
46	Sound /w/ Grapheme **wh** [**WH** and **wh**] Key word: **wheel**	Sort words into spelling word banks: **w** and **wh** as code for /w/
47	Sound /ee/ Grapheme **ea** [**EA** and **ea**] Key word: **eat**	Sort words into spelling word banks: **ee** and **ea** as code for /ee/
48	Sound /e/ Grapheme **-ea** [**EA** and **ea**] Key word: **head**	Sort words into spelling word banks: **ea** as code for /ee/ and /e/ (pronunciation differences)
49	Sound /z/ Grapheme **-s** [**S** and **s**] Key word: **fries**	Sort words into spelling word banks: **s** as code for /s/ and /z/ (pronunciation differences)
50	Sound /z/ Grapheme **-se** [**SE** and **se**] Key word: **cheese**	Sort words by their rhyming patterns: **tease raise nose**
51	Sound /z/ Grapheme **-ze** [**ZE** and **ze**] Key word: **breeze**	Sort words into spelling word banks: **-se** and **-ze** as code for /z/
52	Sound /t/ /d/ /u+d/ (verb endings) Grapheme/s **-ed** [**ED** and **ed**] Key words: **ripped rained painted**	Sort words into spelling word banks: letter string **-ed** (verb endings) as code for /t/, /d/ and combined sound /u+d/
53	Sound /or/ (or, according to accent /aw/) Grapheme **aw** Key word: **dawn**	Sort words into spelling word banks: **or** and **aw** as code for /or/

Group 5

Lesson number	Focus of lesson (sounds & graphemes) Key picture-words as on Alphabetic Code Chart	Final Activity 13: Sorting activities and building up Spelling Word Banks
54	Sound /ng/ Grapheme -ng [NG and ng] Key word: gong	Sort words by their rhyming patterns: **bang long ring**
55	Sound /nk/ (/ng+k/) Grapheme nk [NK and nk] Key word: ink	Sort words by their rhyming patterns: **bank sink hunk**
56	Sound /v/ Grapheme v [V and v] Key word: violin	Sort words written in capital or lower case letters.
57	Sound /v/ Grapheme -ve [VE and ve] Key word: dove	Sort words into spelling word banks: **v** and **-ve** as code for /v/
58	Sound 'short' /oo/ Grapheme -oo [OO and oo] Key word: book	Sort words into spelling word banks: **u** and **-oo** as code for [short] /oo/
59	Sound 'long' /oo/ Grapheme oo [OO and oo] Key word: moon	Sort words into spelling word banks: **oo** as code for short /oo/ and long /oo/ (pronunciation differences)
60	Sound /ee/ Grapheme -y [Y and y] Key word: sunny	Sort words ending with **-y** as code for /ee/; note spelling patterns (e.g. single vowel letter, double consonant letters)
61	Sound /ee/ Grapheme -ey [EY and ey] Key word: key	Sort words into spelling word banks: **-y** and **-ey** as code for /ee/
62	Sounds /ks/ (/k+s/) and /gz/ (/g+z/) Grapheme -x Key words: fox and exam	Sort words by their rhyming patterns: **mix box wax**
63	Sound /ch/ Grapheme ch [CH and ch] Key word: chair	Sort words by their rhyming patterns: **inch lunch**
64	Sound /sh/ Grapheme sh [SH and sh] Key word: sheep	Sort words by their rhyming patterns: **fish splash**
65	Sound 'unvoiced' /th/ and 'voiced' /th/ Grapheme th [TH and th] Key words: thistle and there (Introduced in Group 1 as 'this thumb')	Sort words into spelling word banks: **th** as code for voiced /th/ and unvoiced /th/ (pronunciation differences)
66	Sound /f/ Grapheme ph [PH and ph] Key word: photograph	Sort words into spelling word banks: **f**, **-ff** and **ph** as code for /f/

Group 6

Lesson number	Focus of lesson (sounds & graphemes) Key picture-words as on Alphabetic Code Chart	Final Activity 13: Sorting activities and building up Spelling Word Banks
67	Sound /kw/ (/k+w/) Grapheme **qu** [**QU** and **qu**] Key word: **qu**een	Sort words into spelling word banks: **qu** as code for /kw/; and **ph** as code for /f/
68	Sound /ou/ Grapheme **ou** [**OU** and **ou**] Key word: **ou**ch	Sort words into spelling word banks: **oa** as code for /oa/, **oo** as code for [long] /oo/, and **ou** as code for /ou/
69	Sound /ou/ Grapheme **ow** [**OW** and **ow**] Key word: **ow**l	Sort words into spelling word banks: **ou** and **ow** as code for /ou/
70	Sound /oi/ Grapheme **oi** [**OI** and **oi**] Key word: **oi**ntment	Sort words into spelling word banks: **ai** as code for /ai/; and **oi** as code for /oi/
71	Sound /oi/ Grapheme **oy** [**OY** and **oy**] Key word: t**oy**	Sort words into spelling word banks: **oi** and **oy** as code for /oi/
72	Sound /yoo/ (/y+oo/) Grapheme -**ue** [**UE** and **ue**] Key word: stat**ue**	Sort words into spelling word banks: **u** and -**ue** as code for /yoo/
73	Sound 'long' /oo/ Grapheme -**ue** [**UE** and **ue**] Key word: bl**ue**	Sort words into spelling word banks: **oo** and -**ue** as code for [long] /oo/
74	Sounds /er/ and 'schwa' /uh/ Grapheme **er** [**ER** and **er**] Key words: h**er**bs and mix**er**	Sort words featuring -**er** within the word, and -**er** at the end of the word
75	Sound /ar/ Grapheme **ar** [**AR** and **ar**] Key word: **ar**tist	Sort words into spelling word banks: **a** (as in f**a**ther) and **ar** as code for /ar/
76	Sound /s/ Grapheme -**ce** [**CE** and **ce**] Key word: pala**ce**	Sort words into spelling word banks: **s**, -**ss** and -**ce** as code for /s/
77	Sound /j/ Grapheme -**ge** [**GE** and **ge**] Key word: cabba**ge**	Sort words into spelling word banks: **j**, -**ge** and -**dge** (as in fri**dge**) as code for /j/
78	Sound /s/ Grapheme -**se** [**SE** and **se**] Key word: hou**se**	Sort words into spelling word banks: -**ce** and -**se** as code for /s/

Group 7

Lesson number	Focus of lesson (sounds & graphemes) Key picture-words as on Alphabetic Code Chart	Final Activity 13: Sorting activities and building up Spelling Word Banks
79	Sound /s/ Grapheme ce ci cy (sce sci scy) [C and c] Key words: cents, city, bicycle; scissors	Sort words with 'soft c' spelling patterns into spelling word banks: ce ci cy c as code for /s/
80	Sound /j/ Grapheme ge gi gy [G and g] Key words: gerbil, giraffe, gymnast	Sort words with 'soft g' spelling patterns into spelling word banks: ge gi gy g as code for /j/
81	Sound /oa/ Grapheme -oe [OE and oe] Key word: oboe	Sort words with -o and -oe singular endings, and words with -os and -oes plural endings
82	Sound /igh/ Grapheme i-e [BIKE and bike] Key word: bike	Sort words into spelling word banks: -ie, i-e, i and -igh as code for /igh/
83	Sound /ee/ Grapheme e-e [CONCRETE and concrete] Key word: concrete	Sort words into spelling word banks: ee and e-e as code for /ee/
84	Sound /oa/ Grapheme o-e [ROPE and rope] Key word: rope	Sort words into spelling word banks: -oe and o-e as code for /oa/
85	Sound /ai/ Grapheme a-e [CAKE and cake] Key word: cake	Sort words into spelling word banks: ai, -ay, a and a-e as code for /ai/
86	Sound /yoo/ and 'long' /oo/ Grapheme u-e [TUBE and tube] Key words: tube and flute	Sort words into spelling word banks: u-e as code for /yoo/ and [long] /oo/ (pronunciation differences)
87	Sound /air/ Grapheme air [AIR and air] Key word: hair	Sort words into spelling word banks: ai as code for /ai/; and air as code for /air/
88	Sound /air/ Grapheme -are [SQUARE and square] Key word: square	Sort words into spelling word banks: air and -are as code for /air/
89	Sound /air/ Grapheme -ear [BEAR and bear] Key word: bear	Sort words into spelling word banks: air, -are and -ear as code for /air/
90	Sound /air/ Grapheme -ere [WHERE and where] Key word: where	Sort words into spelling word banks: air, -are, -ear and -ere as code for /air/

Group 8

Lesson number	Focus of lesson (sounds & graphemes) Key picture-words as on Alphabetic Code Chart	Final Activity 13: Sorting activities and building up Spelling Word Banks
91	Sound /eer/ Grapheme **eer** [**EER** and **eer**] Key word: d**eer**	Sort words into spelling word banks: **ee** as code for /ee/ and **eer** as code for /eer/
92	Sound /eer/ Grapheme **ear** [**EAR** and **ear**] Key word: **ear**s	Sort words into spelling word banks: **eer** and **ear** as code for /eer/
93	Sound /eer/ Grapheme **-ere** [**ERE** and **ere**] Key word: adh**ere**	Sort words into spelling word banks: **eer**, **ear** and **-ere** as code for /eer/
94	Sound /eer/ Grapheme **-ier** [**IER** and **ier**] Key word: cash**ier**	Sort words into spelling word banks: **eer**, **ear**, **-ere** and **-ier** as code for /eer/
95	Sound /er/ Grapheme **ir** [**IR** and **ir**] Key word: g**ir**l	Sort words into spelling word banks: **-er** and **ir** as code for /er/
96	Sound /er/ Grapheme **ur** [**UR** and **ur**] Key word: n**ur**se	Sort words into spelling word banks: **-er**, **ir** and **ur** as code for /er/
97	Sound /er/ Grapheme **ear** [**EAR** and **ear**] Key word: **ear**th	Sort words into spelling word banks: **ear** as code for /air/, /eer/ and /er/ (pronunciation differences)
98	Sound /er/ Grapheme **or** (after **w**) ᴡ**or** [**WOR** and **wor**] Key word: w**or**ld	Sort words into spelling word banks: **or** as code for /or/; (w)**or** as code for /er/
99	Sound 'schwa' /uh/ (or /er/ dependent on accent) Grapheme **-our** [**OUR** and **our**] Key word: hum**our** Further examples of the 'schwa' effect: **-er** (mix**er**), **-re** (theat**re**), **-ar** (coll**ar**), **-or** (sail**or**), **-a** (lav**a**)	Sort words into spelling word banks: 'schwa' /uh/ pronunciation at the end of words using the following examples: **-er**, **-our**, **-re**, **-ar**, **-or** and **-a** as code for 'schwa' /uh/

Group 9

Lesson number	Focus of lesson (sounds & graphemes) Key picture-words as on Alphabetic Code Chart	Final Activity 13: Sorting activities and building up Spelling Word Banks
100	Sounds /igh/ /ee/ Grapheme -ie Key words: tie briefcase	Sort words into spelling word banks: -ie as code for /igh/ or /ee/ (pronunciation differences)
101	Sounds /yoo/ 'long' /oo/ Grapheme ew Key words: new and crew	Sort words into spelling word banks: ew as code for /yoo/ or [long] /oo/ (pronunciation differences)
102	Sounds /ch/ /k/ /sh/ Grapheme ch Key words: chair chameleon chef	Sort words into spelling word banks: ch as code for /ch/, /k/ or /sh/ (pronunciation differences)
103	Sounds /ou/ 'long' /oo/ /u/ Grapheme ou Key words: ouch soup touch	Sort words into spelling word banks: ou as code for /ou/, [long] /oo/ or /u/ (pronunciation differences)
104	Sounds /a/ /ai/ /ar/ /o/ Grapheme a Key words: apple table father [watch qualify salt] Note: letter a is commonly pronounced as 'schwa' /uh/ in many words	Sort words into spelling word banks: a as code for /a/, /ai/, /ar/ or /o/ (pronunciation differences)
105	Sound /ch/ Graphemes ch -tch Key words: chair patch Sound /chuh/ or /cher/ (/ch + schwa/) Grapheme -ture Key word: picture	Sort words into spelling word banks: ch and -tch as code for /ch/; and -ture as code for /chuh/
106	Sound /sh/ Graphemes [sh ch] -ti -ci -ssi Key words: [sheep chef] station musician admission	Sort words into spelling word banks: -ti, -ci and -ssi as code for /sh/
107	Sound /zh/ Graphemes -si -s -ge -g Key words: television treasure collage courgette	Sort words into spelling word banks: -si, -s, -ge and g as code for /zh/
108	Sound /ul/ Graphemes -le -il -al -el Key words: kettle pencil hospital camel	Sort words into spelling word banks: -le, -il, -al and -el as code for /ul/
109	Sound /f/ Graphemes f -ff ph -gh Key words: feathers cliff photo laugh	Sort words into spelling word banks: f, -ff, ph and -gh as code for /f/
110	Sound /j/ Graphemes j -ge g (ge, gi, gy) -dge Key words: jug cabbage gerbil, giraffe, gymnast; fridge	Sort words into spelling word banks: j, -ge, g (e, i, y) and -dge as code for /j/
111	Unusual graphemes with small spelling word banks: Sound /n/	Sort words into spelling word banks: kn and gn as code for /n/

	Graphemes **kn** **gn** Key words: **kn**ot **gn**ome Sound /r/ Graphemes **wr** **rh** Key words: **wr**ite **rh**inoceros	Sort words into spelling word banks: **wr** and **rh** as code for /r/
112	Unusual graphemes with small spelling word banks: Sound /m/ Graphemes **-mb** **-mn** Key words: thu**mb** colu**mn** Sound /s/ Graphemes **-st-** **ps** Key words: ca**st**le **ps**eudonym	Sort words into spelling word banks: **-mb** and **-mn** as code for /m/ Sort words into spelling word banks: **-st-** and **ps** as code for /s/
113	Sound /or/ Graphemes **or**, **ore**, **-our**, **oar**, **-oor**, **ough** Key words: f**or**k, sn**ore**, f**our**, **oar**s, d**oor**, th**ough**t	Sort words into spelling word banks: **-our**, **oar**, **-oor** and **ough** as code for /or/
114	Sound /or/ If accent is different, if preferred denote as: /aw/ Grapheme **aw**, **au**, **-al**, **-augh**, w**ar**, qu**ar** Key words: d**aw**n, s**au**ce, **al**together, ch**al**k, c**augh**t, w**ar**drobe, qu**ar**ter	Sort words into spelling word banks: **aw**, **au**, **-al**, **-augh**, (w)**ar** and (qu)**ar** as code for /or/ (or /aw/ dependent on accent)

Group 10

Lesson number	Focus of lesson (sounds & graphemes) Key picture-words as on Alphabetic Code Chart	Final Activity 13: Sorting activities and building up Spelling Word Banks
115	Sound /g/ Graphemes [g -gg] gu gh -gue Key words: [girl juggler] guitar gherkin catalogue	Sort words into spelling word banks: gu, gh and -gue as code for /g/
116	Sound /k/ Graphemes [c k -ck] qu que Key words: [cat kit duck] bouquet plaque	Sort words into spelling word banks: qu and que as code for /k/
117	Sound 'long' /oo/ Graphemes [oo -ue u-e] u -ui -ew -ou -o -ough Key words: [moon blue flute] superb pearl fruit crew soup move through	Sort words into spelling word banks: u, -ui, -ew, -ou, -o and -ough as code for [long] /oo/
118	Sound /ai/ Graphemes [ai -ay a a-e] -ey -ea eigh -et -ae -aigh Key words: [first aid tray table cake] prey break eight bouquet sundae straight	Sort words into spelling word banks: -ey, -ea, eigh and -et as code for /ai/
119	Sound /ar/ Graphemes ar a alm -alf -alves Key words: artist father palm half calves	Sort words into spelling word banks: ar, a, al(m), -al(f) and -al(ves) as code for /ar/
120	Grapheme: ough Multiple sounds: /oa/ though, /or/ thought, 'long' /oo/ through, /ou/ plough, 'schwa' /uh/ thoroughfare Note: Letter string: ough is two graphemes ou and -gh in some words such as, c-ou-gh, t-ou-gh, r-ou-gh, r-ou-gh-a-ge, e-n-ou-gh	Sort words with 'ough' grapheme into spelling word banks. (pronunciation differences) /or/, long /oo/, /oa/, /ou/, schwa /uh/