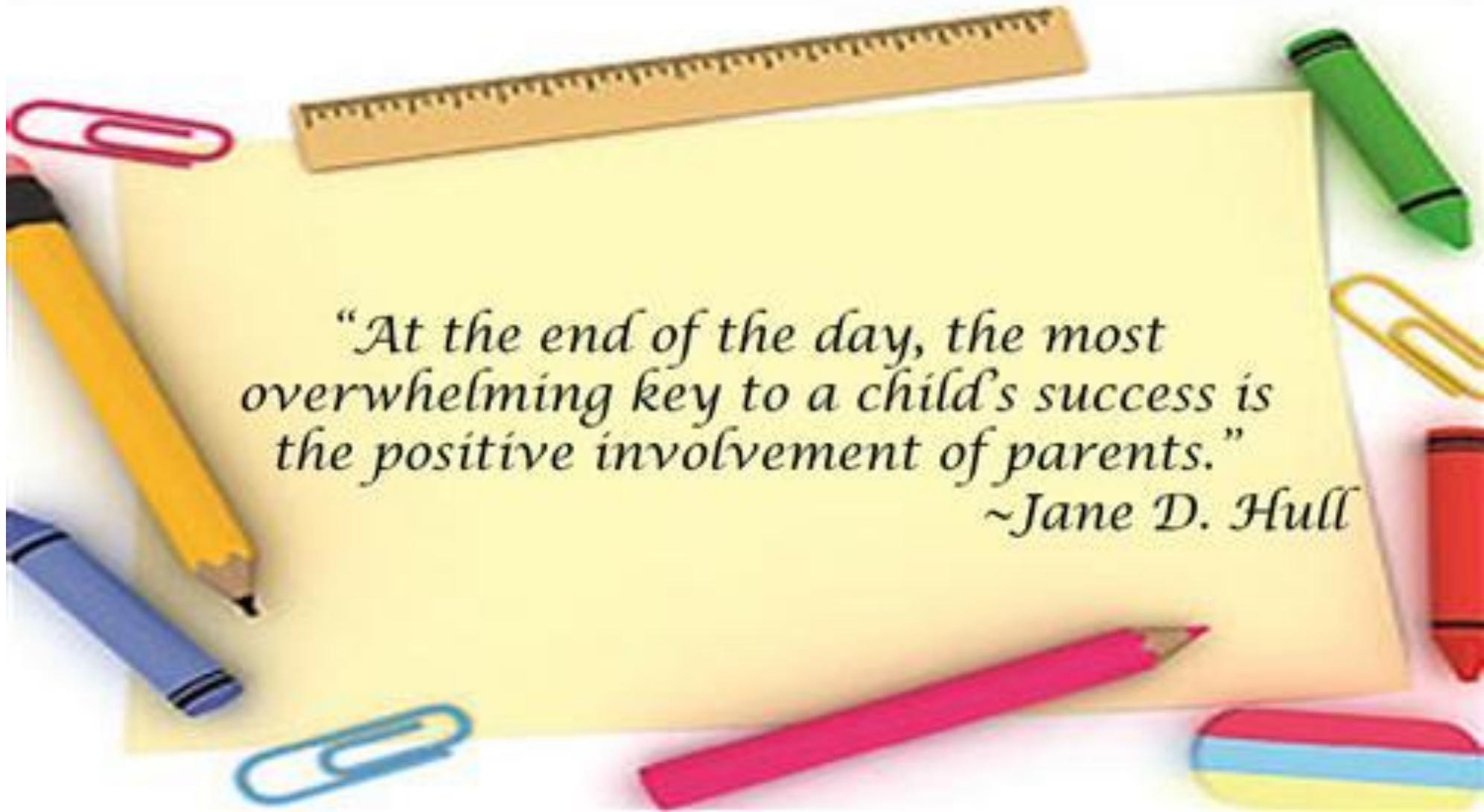




**POULTON ST CHAD'S**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

# Early Reading and Phonics Parent Workshop

**LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.**



**Thank you**

The Why...

# Proven Power of Reading

- Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.
- 16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.
- Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

**The What...**

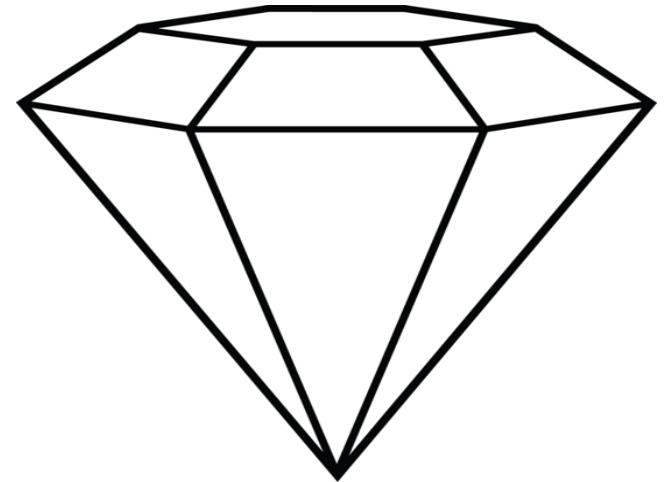
# Strategies to improve independent reading

- Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011).
- Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).
- An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008)
- Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).
- Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).
- Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).

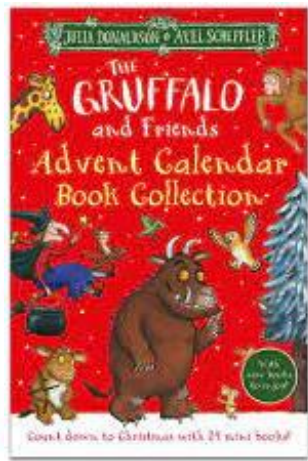
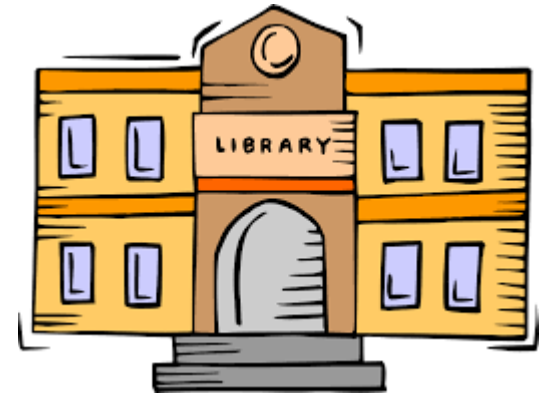
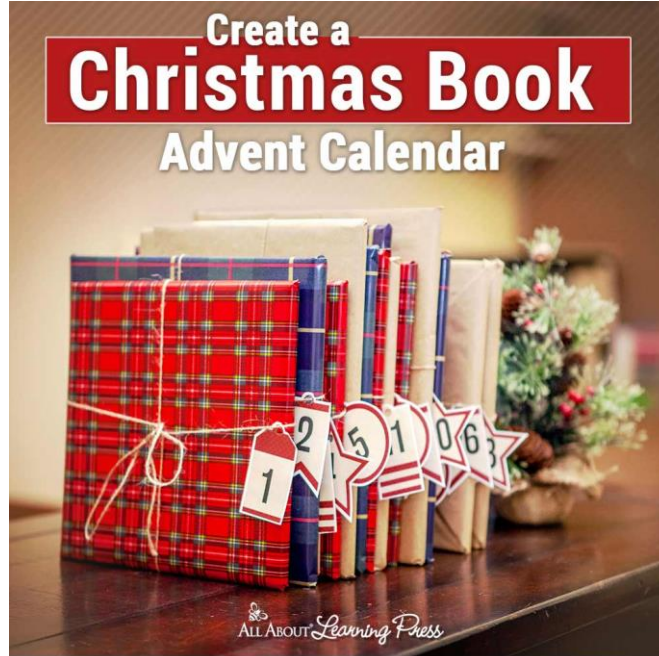
# What we are doing

- Phonics Books twice a week
- Mini-books on a Friday
- Rainbow Reads – KSI Library
- Guided Reading at least once a week
- Regular reading with adults in school
- Reading Rewards

**KSI Reading Rewards**



# What you can do





**The How...**

# An Introduction to Twinkl Phonics

for Parents and Carers



Effective Phonics, Done Simply

# Did You Know...?

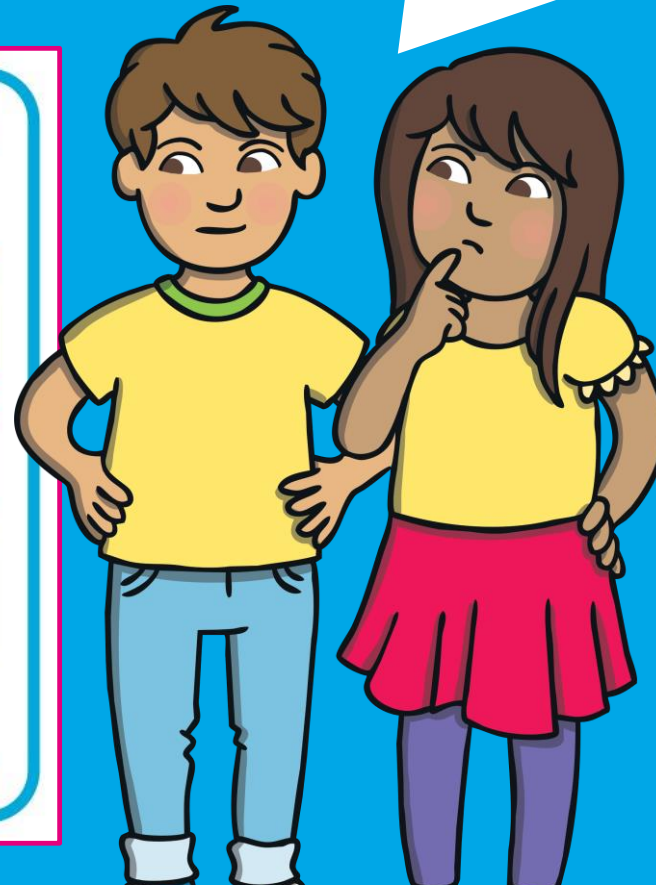
There are **26 letters** in the alphabet but there are **44 sounds** and over **100 different ways of spelling them**.

This is why English is one of the most complex languages to learn!

Whole Scheme Sound Mat

a a	e e ea	i i	o o	u u oo o	ai ai ay a_e a	ee ee y ie e_e ey e	igh igh i ie y i_e	oa oa ow o_e oe o	oo oo ue u_e ew
ar ar	or or ore aw al au a	ur ur er ir	ow ow ou	oi oi oy	ear ear eer	air air are ear	ure ure	u_e u_e ue u ew	b b
c c ck k ch	ch ch tch	d d	f f ff ph	g g	h h	j j dge g ge	l l el ll al le il	m m mb	n n gn kn
ng ng	p p	qu qu	r r wr	s s ss c	sh sh ch	t t	th th	th th	v v
w w wh	x x	y y	z z zz s	zh s	tion tion	ture ture			

twinkl phonics



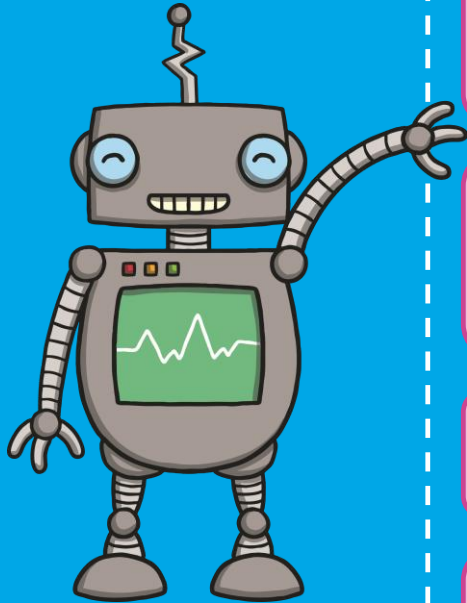
# Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

<b>Phoneme</b>	the smallest unit of sound in words
<b>Grapheme</b>	the written representation of a sound
<b>GPC</b> (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
<b>Blending</b>	joining individual speech sounds together to read a word
<b>Segmenting</b>	breaking down words into individual speech sounds to spell a word
<b>Digraph</b>	two letters making one sound e.g. 'sh'
<b>Trigraph</b>	three letters making one sound e.g. 'igh'
<b>Split Digraph</b>	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
<b>Tricky/Common Exception Words</b>	words that are not fully decodable such as 'the' and 'was'
<b>Sound buttons</b>	circles or spots that can be written underneath a sound to support reading
<b>Sound bars</b>	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
<b>Mnemonic</b>	a visual prompt to help children remember a sound

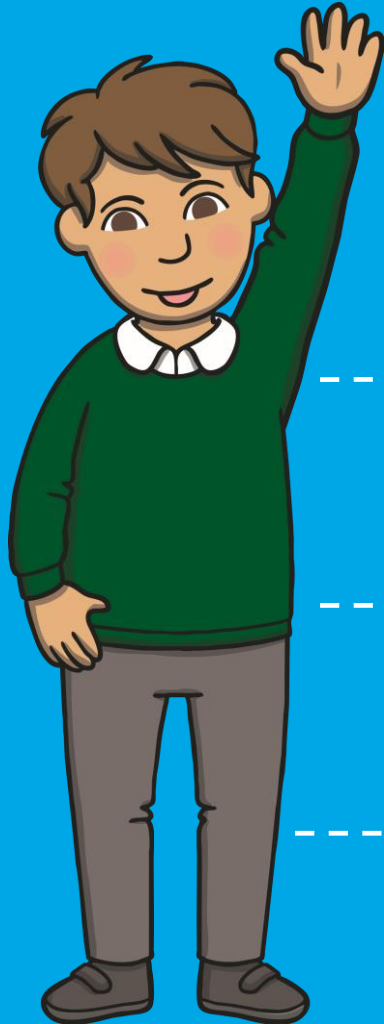


# What Is Synthetic Phonics?



- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.
- Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme.
- Sounds are then joined or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their sounds for writing.
- It is the UK's most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as 'sat,' 'tap' and 'pin'.

# What Are the Benefits of Synthetic Phonics?



Children progress through the stages as they are ready.

Planning ensures progression and coverage.

Children can attempt new words working from sounds alone.

Reading and writing become practices that are developed hand in hand.

# What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	7	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	5	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

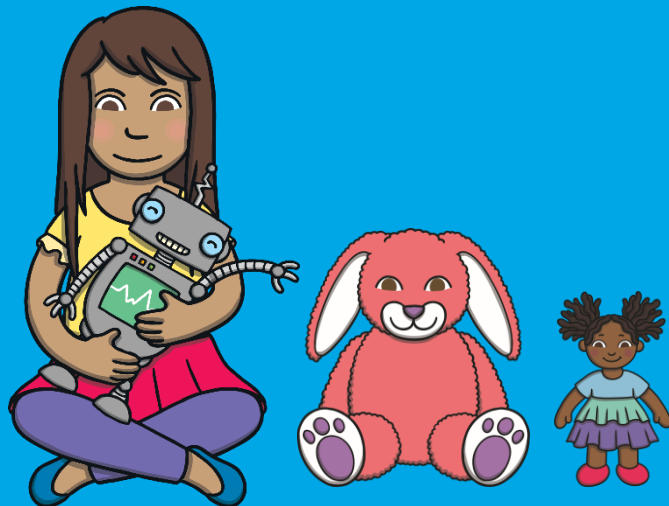
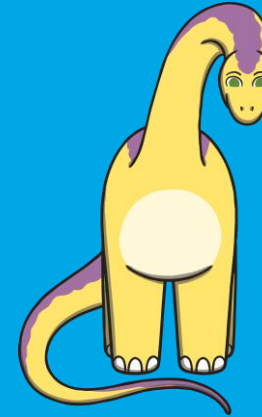
# Level 1



Level 1 is taught in Nursery/Preschool.

**By the end of Level 1, children will have had the opportunities to:**

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.



These learning opportunities are presented through 7 Aspects.



# What Are the 7 Aspects of Level 1?

## Aspect 1: Environmental Sounds

- ✓ Develop listening skills and awareness of sounds in the environment
- ✓ Identify and remember the differences between sounds
- ✓ Talk about sounds in greater detail

## Aspect 2: Instrumental Sounds

- ✓ Develop awareness of sounds made with instruments
- ✓ Listen to and appreciate the differences between sounds made with instruments
- ✓ Use a wide vocabulary to talk about instrument sounds

## Aspect 3: Body Percussion

- ✓ Develop awareness of sounds and rhythms
- ✓ Distinguish between sounds and remember patterns of sound
- ✓ Talk about sounds we make with our bodies and what the sounds mean

## Aspect 4: Rhythm and Rhyme

- ✓ Experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech
- ✓ Increase awareness of words that rhyme and develop knowledge about rhyme
- ✓ Talk about words that rhyme and produce rhyming words greater detail

## Aspect 5: Alliteration

- ✓ Develop understanding of alliteration
- ✓ Listen to sounds at the beginning of words and hear the differences between them
- ✓ Explore how different sounds are articulated

## Aspect 6: Voice Sounds

- ✓ Distinguish between the differences in vocal sounds
- ✓ Explore speech sounds
- ✓ Talk about the different sounds that we can make with our voices

## Aspect 7: Oral Blending & Segmenting

- ✓ Develop oral blending and segmenting of sounds in words
- ✓ Listen to sounds within words and remember them in the order in which they occur
- ✓ Talk about the different sounds that make up words



Aspect 1 -  
Environmental Sounds



Aspect 2 -  
Instrumental Sounds



Aspect 3 -  
Body Percussion



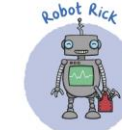
Aspect 4 -  
Rhythm and Rhyme



Aspect 5 -  
Alliteration



Aspect 6 -  
Voice Sounds



Aspect 7 -  
Oral Blending and  
Segmenting

# Level 2



Level 2 is taught in Reception.

By the end of Level 2, children will have had the opportunities to:

## Level 2 Coverage

In Level 2, children will learn the first 24 GPCs (19 letters, 4 digraphs and an alternative pronunciation) and the first 5 tricky words for reading.

Teaching Week	GPCs	Tricky Words for Reading
1	s a t p	
2	i n m d	
3	g o c k	
4	c k e u r	to, the
5	h, b, f, l	no, go, l
6	ff, ll, ss, 's' saying /z/	all level 2 tricky words
7	Recap of all Level 2 sounds	all level 2 tricky words



- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words such as, 'sat' and 'pat';
- blend sounds to read VC words such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words (words that cannot be sounded out): the, to, l, no, go.



# Level 2 Actions and Mnemonics

<p><b>s</b></p>  <p>Make a snake's head with your hands and wiggle your body like a snake!</p>	<p><b>a</b></p>  <p>Pretend to bite into a crunchy apple.</p>	<p><b>t</b></p>  <p>Pretend to stir a teaspoon around a teacup.</p>	<p><b>p</b></p>  <p>Make one hand into a puppy's head and pat it with your other hand.</p>	<p><b>i</b></p>  <p>Flap your hands like an insect's wings.</p>	<p><b>n</b></p>  <p>Make your fist into a nut and tap it.</p>
<p><b>m</b></p>  <p>Yummy! Rub your tummy.</p>	<p><b>d</b></p>  <p>Pretend to play your drum kit.</p>	<p><b>g</b></p>  <p>Pretend to wrap your scarf like Gabi.</p>	<p><b>o</b></p>  <p>Pretend to squeeze a juicy orange.</p>	<p><b>c</b></p>  <p>Wiggle your finger like a caterpillar.</p>	<p><b>k</b></p>  <p>Pretend to spread your hand like a kite and fly it in the air.</p>
<p><b>ck</b></p>  <p>Make a duck's beak with your hands and pretend to pick up sticks.</p>	<p><b>e</b></p>  <p>Make an egg with one hand and tap it with the other.</p>	<p><b>u</b></p>  <p>Make one hand into an umbrella and sprinkle rain on it.</p>	<p><b>r</b></p>  <p>Move your arms like a robot.</p>	<p><b>h</b></p>  <p>Pretend to open the door of the house.</p>	<p><b>b</b></p>  <p>Pretend to throw and catch a ball.</p>
<p><b>f</b></p>  <p>Pretend to wave a magic wand.</p>	<p><b>l</b></p>  <p>Pretend to lick an ice lolly.</p>	<p><b>ff</b></p>  <p>Pretend to switch off the light.</p>	<p><b>ll</b></p>  <p>Pretend to ring a bell.</p>	<p><b>ss</b></p>  <p>Blow a kiss.</p>	

Every sound has a corresponding action and mnemonic which helps children to remember them. You can support your child by modelling the same sounds and actions at home.

# Level 3



Level 3 is taught in Reception.

By the end of Level 3, children will have had the opportunities to:

## Level 3 Coverage

In Level 3, children continue to learn 28 new GPCs (6 letters, 17 digraphs, 3 trigraphs and 2 alternative pronunciations) and 12 tricky words for reading. They also learn the spelling of the Level 2 tricky words.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	j, v, w, x	all level 2 tricky words	
2	y, z, zz, qu, ch	he, she	the, to
3	sh, th, th, ng	we, me, be	
4	ai, ee, igh, oa	was	no, go, l
5	oo, oo, ar, or	my	
6	ur, ow, oi, ear	you	
7	air, ure, er	they	
8	all level 3 GPCs	here	
9	all level 3 GPCs	all, are	
10	trigraphs and consonant digraphs	was, my (recap)	
11	recap j, v, w, x and vowel digraphs	we, they (recap)	
12	all level 3 GPCs	all level 3 tricky words	the, to, no, go, l

○ say the phoneme when shown all or most Level 2 and Level 3 graphemes;

○ find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;

○ blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'chop' and 'night';

○ segment and make phonetically plausible attempts at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'paid' and 'seed';

○ read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, l, no, go;

○ write each letter correctly when following a model.



# Level 3 Actions and Mnemonics

<p><b>j</b></p>  <p>Sweep your hand up like a jumbo jet taking off.</p>	<p><b>v</b></p>  <p>Draw a v shape on your chest to show the V-neck of the vest.</p>	<p><b>w</b></p>  <p>Make waves with your hand.</p>	<p><b>x</b></p>  <p>Hold one hand like a map and draw an x on it.</p>	<p><b>y</b></p>  <p>Pretend to raise and lower a yoyo.</p>	<p><b>z</b></p>  <p>Draw the zigzag path in the air.</p>
<p><b>qu</b></p>  <p>Give a royal wave.</p>	<p><b>ch</b></p>  <p>Use your thumb and forefinger to make a chick's beak.</p>	<p><b>sh</b></p>  <p>Put a finger to your lips.</p>	<p><b>th</b></p>  <p>Put your forefingers on your head and wiggle your moth's feelers.</p>	<p><b>th</b></p>  <p>Stroke your hand on your cheek like a soft feather.</p>	<p><b>ng</b></p>  <p>Tap your ring finger.</p>
<p><b>ai</b></p>  <p>Draw a spiral snail's shell.</p>	<p><b>ee</b></p>  <p>Make mouse whiskers.</p>	<p><b>igh</b></p>  <p>Hold one arm across your body as if holding a shield and pat it with your other hand.</p>	<p><b>oa</b></p>  <p>Pretend to row your boat.</p>	<p><b>oo</b></p>  <p>Point at the moon.</p>	<p><b>oo</b></p>  <p>Pretend to open a book.</p>
<p><b>ar</b></p>  <p>Make twinkly star fingers.</p>	<p><b>or</b></p>  <p>Pretend to press a car horn.</p>	<p><b>ur</b></p>  <p>Pretend to open a purse.</p>	<p><b>ow</b></p>  <p>Pretend to squeeze the squirty flower on your coat.</p>	<p><b>oi</b></p>  <p>Flick your thumb as if tossing a coin.</p>	<p><b>ear</b></p>  <p>Cup your hand around your ear.</p>
<p><b>air</b></p>  <p>Hold a chair, move it in and out from a desk.</p>	<p><b>ure</b></p>  <p>Swing your arm like a pirate.</p>	<p><b>er</b></p>  <p>Pretend to sneeze!</p>			

It is really important that children learn to form the letters using the correct letter formation when writing. As they are introduced to a new sound, children are taught how to write it correctly. It would be great if you could also model this at home.

# Level 4



Level 4 is taught in Reception.

By the end of Level 4, children will have had the opportunities to:

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants, such as 'sand', 'bench' and 'flight';
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation;
- orally segment words into phonemes.

## Level 4 Coverage

In Level 4, children are introduced to adjacent consonants, 14 new tricky words for reading and the Level 3 tricky words for spelling.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CVCC Words	have, like, come, some	was, you
3	Adjacent Consonants	were, there, little, one	they, are, all
4	Adjacent Consonants	do, when, out, what	my, here
5	three-letter adjacent consonants	all level 4 words	all level 4 words

Use Level 4 to consolidate Level 3 sounds, especially recognising and using digraphs and trigraphs.

No new sounds are taught in Level 4.

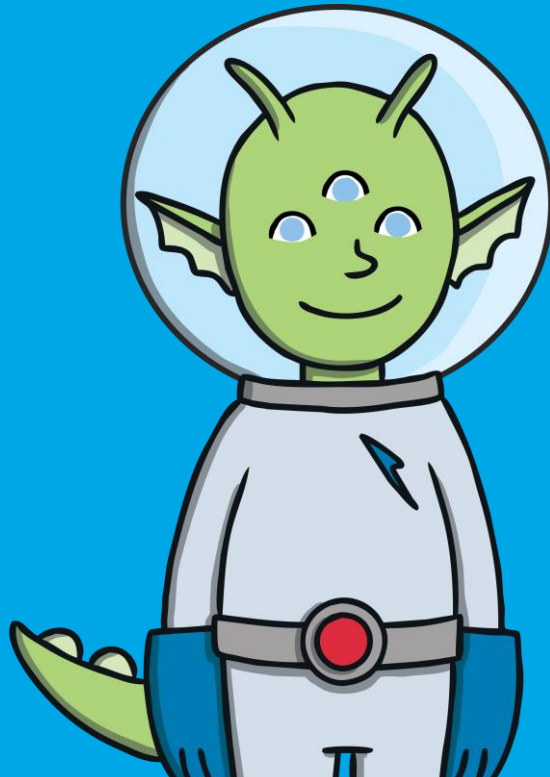


# Level 5































Level 5 is taught in Year 1.

**By the end of Level 5, children will have had the opportunities to:**



- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words such as 'dolphin' and 'parachute';
- read automatically all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

# Level 5 Mnemonics

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	y  sunny	aw  saw	au  autumn
ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin	ea  bread	ie  shield
tch  witch	are  bare	ear  pear	ore  core	ew  screw	ew  stew		

The new sound is displayed within a word linked to the mnemonic for Level 5.





# Level 5 Overview



Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling	Teaching Week	GPCs	Common Exception Words for Reading	Common Exception Words for Spelling
1	'ay' saying /ai/	could should	said so	16	'ow'/'oe' saying /oa/	once, please	thought through
2	'oy' saying /oi/	would want	have like	17	'wh' saying /w/	live, coming	work house
3	'ie' saying /igh/	oh their	some come	18	'c' saying /s/ 'g' saying /j/	Monday, Tuesday	many laughed
4	'ea' saying /ee/	Mr Mrs	were there	19	'ph' saying /f/	Wednesday, brother	because different
5	'a_e' saying /ai/	love your	little one	20	'ea' saying /e/	more, before	any eye
6	'i_e' saying /igh/ 'o_e' saying /oa/	people looked	do when	21	'ie' saying /ee/	January, February	friend also
7	'u_e' saying (y) /oo/ and /oo/ 'e_e' saying /ee/	called asked	what could	22	adding -ed (root word unchanged)	April, July	once please
8	'ou' saying /ow/	water where	should would	23	adding -s and -es	scissors, castle	live coming
9	Long Vowel Sounds	who why	want their	24	adding -er and est (adj)	beautiful, treasure	Monday Tuesday
10	'ch' saying /c/ 'ch' saying /sh/	thought through	Mr Mrs	25	'tch' saying /ch/	door, floor	Wednesday brother
11	'ir' saying /ur/	work house	love your	26	adding -ing and -er (verbs)	bought, favourite	more before
12	'ue' saying (y) /oo/ and /oo/	many laughed	people looked	27	'are'/'ear' saying /air/	autumn, gone	January February
13	'ew' saying (y) /oo/ and /oo/	because different	asked called	28	've' saying /v/	know, colour	April July
14	'y' saying /ee/	any eye	water where	29	'ore' saying /or/	other, does	scissors castle
15	'aw'/'au' saying /or/	friend also	who why	30	adding un-	talk, two	beautiful treasure

# Level 6



Level 6 is taught in Year 2.

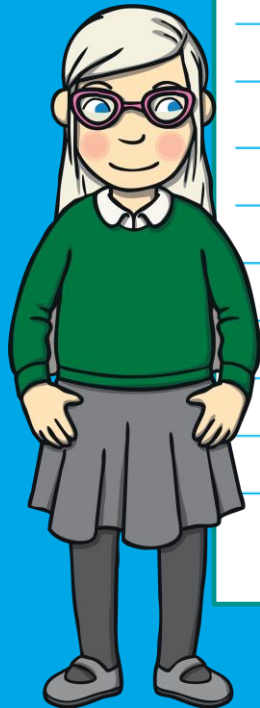
**By the end of Level 6, children will have had the opportunities to:**

At this stage, children can read hundreds of words automatically. They are now reading for pleasure and reading to learn rather than learning to read.



- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.

# Level 6 Overview



Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus	Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus
1	'y' saying /igh/	door, floor	Capital Letters and Full Stops	16	'mb' saying /m/	famous, shoe	Using a Dictionary 1 - Finding Definitions
2	'dge' saying /j/ 'ge' saying /j/	bought, favourite	Proper Nouns (Names)	17	'al' saying /or/	pretty, neighbour	Coordinating Conjunctions
3	-es to words ending in y	autumn gone	Plural nouns	18	-ing, -ed to CVC, CCVC words	England, tongue	Irregular Past Tense
4	'gn' saying /n/	know colour	Alphabetical Order (1) - First/Second Letter	19	'o' saying /u/	group, country	Exciting Words (1) - alt words for said
5	'kn' saying /n/	other does	Alphabetical Order (2) - Second/ Subsequent Letters	20	'ey' saying /ee/	heart, dangerous	Exclamation Marks (to show emotion/shouting)
6	-ed, -ing to words ending in y	talk two	Verbs	21	-er, -est, -y to CVC, CVCC words	special, enough	Improving Sentences (1) Adjectives and Nouns
7	'wr' saying /r/	four, eight	Adverbs	22	contractions	aunt, father	Contractions
8	-le	world work	Common Nouns (Revision)	23	'war' saying /wor/ 'wor' saying /wur/	prove, improve	Subordinating Conjunctions
9	-er, -est to words ending in y	poor, great	Adjectives and Expanded Noun Phrases	24	suffixes -ment, -ness	hour, move	Improving Sentences (2) - Verbs and adverbs
10	-el	break, steak	Commas in Lists	25	's' saying /zh/	sure, sugar	Exciting Words (2) Using a Thesaurus
11	-al, -il	busy, clothes	Capital letters for place names	26	'wa' saying /wo/ 'qua' saying /quo/	half, quarter	Possessive Apostrophe
12	-ed, -er to words ending in e	whole, listen	Regular Past Tense	27	tion	straight, touch	Improving Sentences (2) - when, if, because
13	'eer' saying /ear/	build, earth	Regular Present Tense	28	suffixes -ful, -less, -ly	caught, daughter	Speech Marks
14	ture	delicious, fruit	Question Marks and Commands	29	homophones/near homophones	journey, area	Commas in Speech
15	-est, -y to words ending in e	learn, search	Exclamations and Statements	30	prefix dis-	heard, early	Using a Dictionary 2 - Checking Spellings

# Level 6 Mnemonics

y  f <u>ly</u>	dge  br <u>idge</u>	ge  fr <u>inge</u>	gn  g <u>nome</u>	kn  <u>kn</u> ife
wr  <u>wr</u> ist	le  ta <u>ble</u>	eer  <u>de</u> er	ture  p <u>ic</u> ture	mb  th <u>u</u> mb
al  wa <u>lk</u>	a  wa <u>ln</u> ut	o  gl <u>o</u> ve	ey  mon <u>key</u>	war  <u>war</u> m
wor  <u>wo</u> rd	s  tr <u>ea</u> sure	wa  wa <u>ch</u>	qua  s <u>qu</u> ash	tion  sta <u>ti</u> on



# Year 1 Phonics Screening Check

In June, all year 1 children are expected to complete the Year 1 Phonics Screening Check.

The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words. (Nonsense words can also be referred to as 'pseudo' or 'alien' words)

For more information why not take a look at the [Twinkl Phonics Year 1 Screening Check Guide for Parents](#)

If a child has not reached the expected standard, schools must give additional support to help the child to make progress in year 2.

Children who have not passed the check in year 1 will have the opportunity to retake it in year 2.



# How You Can Help Your Child at Home

Work on listening skills, taking turns and encouraging your child to look at you when you are speaking.

Practise segmenting and blending words.

Look for familiar sounds and words in the world around you. Such as, when in the supermarket, can your child find words on your shopping list or recognise letters on food packaging?

When outside, can they recognise letters on street names or on car number plates?

When in the house, can they recognise letters or words in magazines or letters you receive?



# How You Can Help Your Child at Home

Practise the new sounds and graphemes your child brings home using the Parent Information Sheets. Remember to use 'pure' sounds when pronouncing the sounds and model the correct letter formation as is taught in school.

Support your child to complete any homework they bring home.

Read to and with your child **every day**.

Finally, remember to ask your child's class teacher if you are unsure about any aspect of your child's phonics learning. A consistent approach is important.

This week, we have been learning to read and spell words containing **dge** and **ge** saying /j/.



Level 6

## The /j/ Sound Family

**dge** This spelling is used when the /j/ sound comes at the end of a word and after a short vowel sound. (Short vowels are spoken as a pure sound).

**badge**  
**bridge**

**ge** This spelling is used when the /j/ sound comes at the end of a word and after a long vowel sound, a vowel digraph or a consonant. (Long vowels are spoken like letter names.)

**huge**  
**barge**  
**orange**  
**challenge**

**g** This spelling is sometimes used when the /j/ sound is followed by e, i or y.

**gem**  
**gymnast**  
**giant**

**j** This spelling is used when the /j/ sound is at the start or in the middle of words.

**jump**  
**jelly**  
**injury**

Any Questions?







Effective Phonics, Done Simply