

Guidelines for Teaching Letters, Sounds & Words

Emergent Students

Student Knows:

Less than 50% of letters

Teach:

Letters: focusing on both letter names and high frequency letter sounds. Select important letters to target, e.g. letters in their name. Focus on 2 or more letters per week.

Many letters (around 50%)

Letters. Increase letter knowledge, focusing on 5 or more letters per week, focusing on both letter names and high frequency letter sounds. Use Explicit Alphabet Instruction Routine for letter of the day, plus letter sorts and whole alphabet activities. Begin phonemic awareness work, focusing on initial sounds only.

Most letters (around 80%)

Explicit Alphabet Instruction Routine for letter of the day, plus letter sorts and whole alphabet activities. Continue with phonemic awareness. If student is hearing initial sounds in words easily, move onto final sounds e.g. "I have b. Which ending turns it into ball. All or at?"

Transitional / Conventional Students

Student Knows:

Most of the letters, most of the time. Can hear at least initial sounds in words as demonstrated in onset rime.

Teach:

Work through modified accessible Phonics Lessons for Phases 1 - 5 (original from Literacy Hub). Then move onto Simplified Systematic Synthetic Phonics Book 1 and Word Wall, plus other whole word activities e.g. Guess the Covered word, as appropriate.

Has completed Simplified Systematic Synthetic Phonics Book 1 and can read and write most of the first 100 high frequency words

Continue to cover high frequency words and use Simplified Systematic Synthetic Phonics Books 2, 3 and 4 as appropriate

All high frequency words and has completed Simplified Systematic Synthetic Phonics Books 4

Stop explicit words instruction block; student will continue to learn in this area via their reading and writing