**The main sounds of English**

The SAGE programme suggests introducing the main sounds of English in the following order.   
You can have *fun with phonics* by introducing physical actions. For example, when saying the sound ‘ssssss’ – you can move your hand and arm like a wiggly snake.   
  
**Note:** *Before introducing the physical actions, make sure that learners know what the word means. For example,**do they know what an* ***umbrella*** *is? What about a* ***train*** *or* ***clown****?* Use pictures to introduce leaners to these words if they are new to them.

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|  | **Phoneme** | **Alternative graphemes** | **Example words** | | **Physical action** | | |
| **Phase 2** | |  |  | |  | | |
| **Set 1** | **/s/** | **ss, se, ce** | **snake, class, horse, city, ice** | | **snake** | | |
|  |  | **s** | **treasure** | |  | | |
|  | **/a/** | **a** | **ant, clap** | | **ants** | | |
|  | **/t/** | **tt** | **tap, letter** | | **tap fingers on your head** | | |
|  | **/p/** | **pp** | **put, tip, hippo** | | **blowing out candle** | | |
| **Set 2** | **/i/** | **e** | **ink, sit, rocket** | | **mouse squeak** | | |
|  | **/n/** | **nn, kn, gn** | **noise, dinner, knee, gnat** | | **aeroplane with arms out** | | |
|  | **/m/** | **mm, mb** | **mouse, hammer, lamb** | | **hungry belly** | | |
|  | **/d/** | **dd** | **dog, end, ladder** | | **playing a drum** | | |
| **Set 3** | **/g/** | **gg** | **gurgle, hug, egg** | | **gurgle down the sink** | | |
|  | **/o/** | **a** | **frog, orange, swan** | | **switch light on/off** | | |
|  | **/c/** | **k, ck, ch, q** | **clap, kitten, trick, school, queen** | | **clap hands together** | | |
| **Set 4** | **/e/** | **ea** | **egg, bread** | | **eggs cracked into pan** | | |
|  | **/u/** | **o** | **hug, glove** | | **put up umbrella** | | |
|  | **/r/** | **rr, wr** | **rabbit, cherry, wrist** | | **puppy rag in mouth** | | |
| **Set 5** | **/h/** | **h** | **hat** | | **hand out, out of breath** | | |
|  | **/b/** | **bb** | **ball, rabbit** | | **hit a ball with a bat** | | |
|  | **/f/** | **ff, ph** | **fish, off, dolphin** | | **balloon deflating** | | |
|  | **/l/** | **ll** | **lamb, lolly** | | **lick a lollipop** | | |
| **Phase 3** | |  |  | |  | | |
| **Set 6** | **/j/** | **g, ge, dge** | **jelly, rejoin, giant, cage, bridge** | | **wobble like a jelly** | | |
|  | **/v/** | **ve** | **van, sleeve** | | **steering wheel of van** | | |
|  | **/w/** | **wh, u** | **water, swift, wheel, quilt** | | **blow on hand as if wind** | | |
|  | **/x/** | **x** | **next, fix** | | **take an x-ray** | | |
| **Set 7** | **/y/** | **y** | **young, yawn** | | **eating a yoghurt** | | |
|  | **/z/** | **zz, ze, s, se** | **zebra, fizz, freeze, laser, cheese** | | **pretend to be a bee** | | |
|  | **/qu/** | **THRASS – see /c/** | **queen, quack** | | **duck’s beak** | | |
| **Consonant digraphs** (1 sound = 2 letters, the first being a consonant) | | | | |
|  | **/ch/** | **tch** | **chop, lunch, watch** | | **train choo, choo** | | |
|  | **/sh/** | **ti, ch** | **wish, station, chef** | | **finger over lips** | | |
|  | **/th/**  /th/ | th | **thumb**, **thank,** this, feather | | **naughty clown – tongue out and then further** | | |
|  | **/ng/** | **n** | **wing, long, ink** | | **weightlifter** | | |
| **Vowel digraphs/trigraphs** (1 sound = 2 letters/3 letters) | | | | |  | | |
|  | **/ear/** | **ear, eer** | **hear, ear, deer** | |  | | |
|  |  | **air, are** | **hair, square, fair** | |  | | |
|  | **/ure/** |  | **pure** | |  | | |
|  | **/er/** | **ir, ur, or** | **teacher, shirt, fur, worm,** | | **roll hands over like a mixer** | | |
|  | **/ar/** | **a** | **mark, arch, banana** | | **open mouth wide and say ‘ah’** | | |
|  | **/ee/** | **ea, e, ey, y** | **feet, meat, me, key, pony** | | **donkey ears with /or/** | | |
|  | **/or/** | **aw, au, al, a, oor** | **acorn, paw, autumn, talk, ball, door** | | **donkey ears with /ee/** | | |
|  |  | **oor** | **moor** | |  | | |
|  | **/ur/** |  | **turn** | |  | | |
|  | **/ow/** | **ou** | **house, about, how** | | **prick finger with a needle** | | |
|  | **/oi/** | **oy,** | **boil, voice, boy** | | **ship ahoy!** | | |
|  | **/ai/** | **ay, a-e,** | **sail, train, say, take, baby** | | **hard of hearing** | | |
|  |  |  |  | |  | | |
|  | **/igh/** | **ie, y, i-e, i** | **pie, lied, try, lied, mice, flight, try, mind** | | **salute, aye-aye captain** | | |
|  | **/oa/** | **o-e, ow, o** | **boat, soap, hope, sow, bone** | | **hand over mouth, done**  **something wrong** | | |
|  | /oo/ **/oo**/ | u **ew, ue**, | book, put, **food, screw, glue,** | | **cuckoo clock** | | |
|  |  | **u-e, ew**  **JP /oo/** | **clue, due, flue, ewe** | | **point with your finger to ‘you, you, you’** | | |
|  |  | **er, ar, or, ure, a, e, i, o, u (schwa)** | **teacher, collar, doctor, measure zebra, garden, fossil, lion, circus** | |  | | |
| **Phase 4** | |  |  | |  | | |
| No new phonemes or graphemes are introduced in this phase. Consolidation of Phases 2 and 3 in reading and spelling words containing adjacent consonants (went – w-e-**n-t**). | | | | | | | |
| **Phase 5** | |  |  | |  | | |
|  | ay (day) | oy (boy) | wh (when) | | a-e (make) | | |
|  | ou (out) | ir (girl) | ph (photo) | | e-e (these) | | |
|  | ie (tie) | ue (blue) | ew (new) | | i-e (like) | | |
|  | ea (eat) | aw (saw) | oe (toe) | | o-e (home) | | |
|  |  | ey (honey) | au (Paul) | | u-e (rule) | | |
|  |  |  |  | |  | | |
|  | Known graphemes for reading: alternative pronunciations | | | | | | |
|  |  | **a** | hat | acorn | fast | | was |
|  |  | **e** | bed | he |  | | |
|  |  | **i** | tin | find |  | | |
|  |  | **o** | hot | no |  | | |
|  |  | **u** | but | unit | pull | | |
|  |  | **ow** | down | low |  | | |
|  |  | **ie** | pie | field |  | | |
|  |  | **ea** | sea | head |  | | |
|  |  | **er** | fern | farmer |  | | |
|  |  | **ou** | out | soup | could | mould | |
|  |  | **y** | yes | my | gym | happy | |
|  |  | **ch** | chin | chef | school | | |
|  |  | **c** | cat | cell |  | | |
|  |  | **g** | got | magic |  | | |
|  |  | **ey** | they | money |  | | |
|  |  |  |  |  |  | | |
| **Phase 6** | | Children become fluent readers and increasingly accurate spellers. Developing comprehension strategies for reading. Focus on spelling patterns. | | | | | |