**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.  |