

THRASS® ENGLISH PHONICS CHART PROGRAMME

NAME

CLASS

1. FOCUS ON SPEAKING, LISTENING & READING SKILLS (pp8-45 of the S-80 Book)

○ I CAN say the keyword by speaking clearly and pointing under the large blue/red keyword:

☀ I CAN say an important word in the question by speaking clearly and pointing under it:

□ I CAN read the keyword question by speaking clearly and pointing under each word:

bird ○ ☀ □	ink ○ ☀ □	ant ○ ☀ □	fur ○ ☀ □
rabbit ○ ☀ □	panda ○ ☀ □	baby ○ ☀ □	tin ○ ☀ □
cat ○ ☀ □	hippo ○ ☀ □	tape ○ ☀ □	rocket ○ ☀ □
kitten ○ ☀ □	rain ○ ☀ □	snail ○ ☀ □	tiger ○ ☀ □
duck ○ ☀ □	cherry ○ ☀ □	tray ○ ☀ □	kite ○ ☀ □
school ○ ☀ □	wrist ○ ☀ □	hair ○ ☀ □	light ○ ☀ □
queen ○ ☀ □	sun ○ ☀ □	square ○ ☀ □	fly ○ ☀ □
chair ○ ☀ □	dress ○ ☀ □	car ○ ☀ □	frog ○ ☀ □
watch ○ ☀ □	horse ○ ☀ □	banana ○ ☀ □	swan ○ ☀ □
dog ○ ☀ □	city ○ ☀ □	bed ○ ☀ □	nose ○ ☀ □
ladder ○ ☀ □	ice ○ ☀ □	bread ○ ☀ □	boat ○ ☀ □
fish ○ ☀ □	treasure ○ ☀ □	me ○ ☀ □	note ○ ☀ □
coffee ○ ☀ □	shark ○ ☀ □	beach ○ ☀ □	snow ○ ☀ □
dolphin ○ ☀ □	station ○ ☀ □	tree ○ ☀ □	coin ○ ☀ □
gate ○ ☀ □	chef ○ ☀ □	key ○ ☀ □	toy ○ ☀ □
egg ○ ☀ □	tap ○ ☀ □	pony ○ ☀ □	book ○ ☀ □
hand ○ ☀ □	letter ○ ☀ □	ear ○ ☀ □	bull ○ ☀ □
jam ○ ☀ □	thumb ○ ☀ □	deer ○ ☀ □	moon ○ ☀ □
giant ○ ☀ □	feather ○ ☀ □	teacher ○ ☀ □	screw ○ ☀ □
cage ○ ☀ □	voice ○ ☀ □	collar ○ ☀ □	glue ○ ☀ □
bridge ○ ☀ □	sleeve ○ ☀ □	doctor ○ ☀ □	moor ○ ☀ □
leg ○ ☀ □	water ○ ☀ □	measure ○ ☀ □	fork ○ ☀ □
bell ○ ☀ □	wheel ○ ☀ □	zebra ○ ☀ □	ball ○ ☀ □
mouse ○ ☀ □	quilt ○ ☀ □	garden ○ ☀ □	sauce ○ ☀ □
hammer ○ ☀ □	yawn ○ ☀ □	fossil ○ ☀ □	saw ○ ☀ □
lamb ○ ☀ □	zip ○ ☀ □	lion ○ ☀ □	door ○ ☀ □
net ○ ☀ □	fizz ○ ☀ □	circus ○ ☀ □	cow ○ ☀ □
dinner ○ ☀ □	sneeze ○ ☀ □	fern ○ ☀ □	house ○ ☀ □
knee ○ ☀ □	laser ○ ☀ □	shirt ○ ☀ □	bus ○ ☀ □
king ○ ☀ □	cheese ○ ☀ □	worm ○ ☀ □	glove ○ ☀ □

2. FOCUS ON PHONICS SKILLS (pp6-7 and pp26-27 of the S-80 Book)

I CAN demonstrate these skills, speaking clearly and pointing accurately, without the T-51/S-85 soundtracks:

1. LANDMARKS PHASE

(The letter-boxes, sound-boxes, vowel line and rows)

1L. Slide my finger and move my hand in a circular motion over the sound-boxes, to locate each landmark and name it.

2. LETTERS PHASE

(The names of the 26 lower-case letters and their capitals)

2L. Point under each lower-case letter and name it by doing 2-3-7 raps.

2C. Point under each capital letter and name it.

3. KEYWORDS PHASE

(60 consonant keywords and 60 vowel keywords)

3C. Point under each consonant keyword and say it by doing 2-3-7 raps.

3V. Point under each vowel keyword and say it by doing 2-3-7 raps.

4. READING PHASE 1

(Learning the 44 sounds) See pp50-51 of S-80

4C. Point under the first consonant keyword and blue keyspelling in each sound-box and 'Say the keyword and the sound'.

4V. Point under the first vowel keyword and red keyspelling in each sound-box and 'Say the keyword and the sound'.

5. READING PHASE 2

(Revising the 44 sounds)

5C. Point under each consonant keyword and blue keyspelling and 'Say the keyword and the sound'.

5V. Point under each vowel keyword and red keyspelling and 'Say the keyword and the sound'.

6. READING PHASE 3

(Using the 44 sounds)

First practise using the sound tiles on pp46-47 and the large blue/red keywords on pp8-45.

6C. Say each consonant keyword and point under all the spellings and say their sounds.

6V. Say each vowel keyword and point under all the spellings and say their sounds.

7. SPELLING PHASE 1

(Naming the letters in the keyspellings)

7C. Point under each consonant keyword and blue keyspelling and 'Say the keyword and name the letters'.

7V. Point under each vowel keyword and red keyspelling and

'Say the keyword and name the letters'.

8. SPELLING PHASE 2

(Naming all the letters in the keywords)

8C. Look at each consonant keyword and then, while looking away, 'Say the keyword and name all the letters in it'.

8V. Look at each vowel keyword and then, while looking away, 'Say the keyword and name all the letters in it'.

THRASS® ENGLISH PHONICS CHART PROGRAMME

TO USE THIS CHECKLIST, YOU SHOULD REFER TO THE INFORMATION IN 'THE ENGLISH KEYWORDS BOOK' (S-80) AND ON THE 'KEYSPELLING OVERWRITE CHART' (S-81). BEFORE USING THESE TWO RESOURCES (OR ANY OF THE OTHER EPCP RESOURCES) IN A SCHOOL, COLLEGE OR CENTRE, TEACHERS, TUTORS AND ASSISTANTS SHOULD, AT STAFF MEETINGS OR A TRAINING DAY, DISCUSS EACH SKILL AND PRACTISE IT UNTIL EVERYONE KNOWS WHAT IS REQUIRED FROM BOTH THE TEACHER AND THE LEARNER. LEARNERS SHOULD PROGRESSIVELY PRACTISE THE SKILLS UNTIL THEY CAN DEMONSTRATE ALL OF THE SKILLS WITHOUT ANY ERRORS OR PROMPTING. WE RECOMMEND TEACHING YOUR LEARNERS FOR 15-60 MINUTES A DAY, DEPENDING ON THEIR AGE AND ABILITY. IDEALLY, TEACH FOR 45 MINUTES WITH 15 MINUTES EACH ON (1) READING, (2) PHONICS AND (3) SPELLING (ONCE THE NAMING AND WRITING OF THE LETTERS ARE AUTOMATIC). YOU CAN, IF YOU PREFER, INTRODUCE THE SPELLING FOCUS AT A LATER STAGE. PHOTOCOPIABLE CERTIFICATES FOR LEARNERS CAN BE DOWNLOADED. THE S-82 'RAPPS AND KEYSPELLINGS WALLCHARTS' ARE EXCELLENT REVISION AIDS FOR GROUPS AND CLASSES. THIS CHECKLIST IS ALSO USEFUL FOR EXPLAINING THE FUNDAMENTALS OF THE PROGRAMME TO OTHER PROFESSIONALS AND TO PARENTS.

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3a. FOCUS ON HANDWRITING SKILLS (p2-4 of the S-80 Book and the S-81 Chart)

I CAN name, trace over and write each lower-case letter without the T-51/S-85 soundtrack. Rounded k

a b c d e f g h i j k l m n o p q r s t u v w x y z

I CAN name, trace over and write each capital letter without the T-51/S-85 soundtrack.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

3b. FOCUS ON SPELLING SKILLS (the S-64 500 Book, pp44-47 of S-80 and S-81)

Repeat each of the 500 basewords, as spoken by a teacher/tutor or learner, before writing the letters.

I CAN spell the ten words in each Hotwords List: 1 2 3 4 5 6 7 8 9 10

I CAN spell the fifteen words in each Keywords List: 11 12 13 14 15 16 17 18

I CAN spell the words in each Other Basewords List: 19 20 21 22 23 24 25 26 27 28

29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49