

## Book 4 Specimen Sheets

### HOW DIRECT PHONICS MATCHES THE 'LETTERS AND SOUNDS' PROGRAMME

In summer 2007, the Primary National Strategy introduced the six-phase phonics programme entitled Letters and Sounds (DfES, 2007). Letters and Sounds has been designed to be followed by the whole class from the age of five with the intention of equipping the children with the phonic knowledge and skills that enable them to become fluent readers by the age of seven.

Direct Phonics mirrors the principles and practice of Letters and Sounds. As it is intended for children who continue to struggle with basic literacy, the structure and repetition is more deliberate and includes frequent checks of progress. Although children take more time to learn, the cumulative practice ensures that the learning is retained. Direct Phonics reflects the six phases of Letters and Sounds in the following way:

- **Book One links with Phase Two (letters of the alphabet; blend and segment words such as *cat, sit, run*).**
- **Book Two links with Phase Three (blend and segment words containing sounds represented by more than one letter e.g. *chip, moon, thunder*) and Phase Four (blend and segment words with adjacent consonants e.g. *went, frog, stand*).**
- **Book Three spans Phase Three, Phase Four and some of Phase Five as polysyllabic words can contain easy elements as in *fan-tas-tic* or more advanced phonics as in *lem-on-ade*.**
- **Book Four mainly reflects Phase Five (blend and segment sounds represented by a good range of grapheme-phoneme correspondences) and some of Phase Six (word-specific spellings e.g. *see/sea, bed/head/said*).**

As in Letters and Sounds, blending for reading and segmenting for spelling are introduced as complementary activities throughout the programme.

### CHECKING WHETHER CHILDREN ARE READY TO START BOOK FOUR

Book Four builds directly on Book Two and assumes that children have learnt to read and spell words containing adjacent consonants and the following phonemes: *ar, ow, oo, ea, qu, ng, ee, ea, ay* (see tables 2 and 3 in Book Two). They will usually have completed Book One and Book Two of Direct Phonics although some children may have learnt this content through other programmes.

In order to check whether children are ready for Book Four, we list in Table 1 below a selection of sentences from Book Two. **You can use these sentences as a curriculum-based test to check children's progress. If the children can read the sentences in Table 1 with reasonable accuracy and fluency, you can assume that they are ready for Book Four.** Note also that Book Four starts by revising *ee, ea, ay* from Book Two.

(The sentences have also been used to see whether children are ready to start Book Three because books Three and Four both follow on from Book Two.)

If you find that children make many errors then it is useful to revise Book Two before starting Book Four. We recommend that you repeat the 20 'fast track' lessons in Book Two (see page 13 for an explanation of 'fast track').

**Table 1:**

**A selection of sentences from Direct Phonics Book Two to check whether children are ready to start Book Four**

Jolly can pick up sticks.  
Tim likes to play with Jolly.  
Emma went to Asma's house.  
Dad and Tim were in the garden.  
Tim and Max were going to school.  
Meg likes to play on the swing.  
I will bring some water for Sam and Jolly.  
Emma likes to read books about dogs.  
Milly has a ball of string.  
We can play in the tree house.

**THE CONTENT OF DIRECT PHONICS BOOK FOUR**

As in the previous Direct Phonics books, Book Four has 10 blocks of lessons with 6 lessons in each block, i.e. a total of 60 lessons. Each block of lessons is 'self-contained' in that it has its own:

- Summary lesson notes for teachers/teaching assistants
- Pupil sheets to be photocopied
- Words for top-up activities
- Sentences for assessment/dictation
- Words for assessment at the end of the block
- Certificate of achievement

Each block of 6 lessons introduces new learning and revises previous learning. Table 2 shows the phonics content and progression in Book Four and Table 3 lists the words that will be used to teach each of the phonemes.

**Table 2:  
Phonics content and progression in Direct Phonics Book Four**

Lessons	New	Revise	Lessons	New	Revise
Block 1 1. 2. 3. 4. 5. 6.	oa - - ai - -	ea ee ay ay oa ee ea oa ea ee ay ea oa ay ai oa ay ea oa ai ay ea	Block 6 31. 32. 33. 34. 35. 36.	oi - - ea(d) - -	ur ow igh ow igh oi ur igh oi ow ur ow igh oi igh oi ea ow oi ea ow igh
Block 2 7. 8. 9. 10. 11. 12.	ou - - a-e - -	ay ai oa oa ou ai ay oa ay ai ou ay ai ou ai ay ou a-e a-e ai ou ay	Block 7 37. 38. 39. 40. 41. 42.	aw - - ir - -	igh oa ea oa ea aw igh ea aw igh oa oa ea aw ea aw ir oa aw ir oa ea
Block 3 13. 14. 15. 16. 17. 18.	o-e - - i-e - -	ai ou a-e ai o-e a-e ou a-e ou ai o-e ou a-e o-e o-e a-e ou i-e i-e a-e o-e ou	Block 8 43. 44. 45. 46. 47. 48.	ew - - or - -	ir aw oa aw ew oa ir ew aw oa ir aw ir ew or ir aw ew ew or ir aw
Block 4 19. 20. 21. 22. 23. 24.	u-e - - ur - -	a-e o-e i-e o-e u-e i-e a-e u-e o-e a-e i-e o-e i-e u-e ur u-e i-e o-e i-e ur o-e u-e	Block 9 49. 50. 51. 52. 53. 54.	oy - - - - -	or ew aw ew aw oy or aw oy or ew ew ea or a-e ea or ew a-e a-e ea or ew
Block 5 25. 26. 27. 28. 29. 30.	ow - - igh - -	i-e u-e ur u-e ur ow i-e u-e ur ow i-e u-e ur ow igh ow ur u-e ow u-e ur igh	Block 10 55. 56. 57. 58. 59. 60.	- - - - - -	igh a-e i-e o-e a-e i-e o-e igh i-e o-e igh a-e ou oi oa ai oi ai ou oa ai ou oi oa

**Lesson: 4\***

**Match:**

<b>ea</b>	<b>oa</b>	<b>ay</b>	<b>ai</b>
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**Match:**

<b>toad</b>	<b>teacher</b>	<b>stay</b>	<b>paint</b>
<b>read</b>	<b>play</b>	<b>road</b>	<b>rain</b>

**Read:**

*The teacher gave Jane a book to read.*

*A brown toad hopped across the road.*

*Tom wanted to stay and play with his friends.*

*I will paint the shed if there is no rain.*

## Lesson: 23

Match:

ur	u-e	i-e	o-e
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Match:

burn	tube	mine	hope
nurse	twice	Luke	smoke

Read:

“Don’t burn the toast,” said Mum.

Luke said, “The tube of sweets is mine.”

The nurse rang the bell twice.

Black smoke rose from the chimney.

Lesson: 46\*

Match:

aw	ir	ew	or
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Match:

lawn	draw	new	threw
shirt	short	fork	skirt

Read:

“My football shirt is too short,” said Tim.

He threw the ball across the lawn.

Ann was given a new skirt for her birthday.

“Use a knife and fork,” said Mum.