

# Mnemonics and Rhymes to Support ELS

## RECEPTION/PRIMARY 1 AUTUMN 1: PHASE 2

s – snake – **swerve around the snake**

a – ant – **around the head, down the body**

t – teacher – **down her body and cross her shoulders**

p – parrot – **down his body, around his face**

i – inventor – **down her body, spot her idea**

n – nest – **down the bird and over her nest**

m – meerkat – **meerkat, mound, mound**

d – duck – **over his back and around the tail, up his neck and down to his feet**

g – goat – **start at his ear, around the face and down the beard**

o – ostrich – **around the ostrich's body**

c – camel – **curl around the camel's back**

k – kid – **down the body, up the arm, down the leg**

ck – a camel and a kid – **the camel stood by the kid**

e – elephant – **around the head and down the trunk**

u – umbrella – **under the umbrella and down to the tip**

r – runner – **down her body, up over the arm**

ss – two snakes – **sunbathing snakes**

h – heron – **from his head to his feet, up and over his back**

b – bike – **down the person and around the wheel**

f – fox – **over the ear, down to the tail and across the jaw**

ff – two foxes – **two foxes facing forwards**

l – ladder – **down the long ladder**

ll – two ladders – **ladders in a line**

Plus: words with /s/ at the end (sits, fits, cats, bats)

## RECEPTION/PRIMARY 1 AUTUMN 2: PHASE 3

j – jellyfish – **swoop down the tentacles and dot the body**

v – viper – **down the tongue, up the tongue**

w – wallaby – **hop to the top, land and hop, land and hop**

x – x x x – **criss-cross the kiss**

y – yacht – **under the hull and down to the anchor**

z – zigzag – **zig and zag**

zz – two zigzags – **a zigzag duet**

qu – quill – **around the feather and down the pen**

ch                      chew the chunky chips

sh                      the shabby ship shook

th                      they were thirsty

ng                      ping pong

nk                      oooh! a pink sink

ai                      wait for the train

ee                      bee on my knee

igh                     light up the night

oa                      float on the moat

Plus: words with /z/ at the end (dogs, beds, bees, zigzags)

Words ending in s and –es

## RECEPTION/PRIMARY 1 SPRING 1: PHASE 3–4

oo	the book nook
ar	a far star
ur	turn in the surf
oo	scoop with a spoon
or	order some popcorn
ow	prowl and growl
oi	coin in the soil
ear	clear that smear
air	a pair in the lair
ure	sure it's the cure
er	a bitter winter
ow	go slow in the snow

Words containing adjacent consonants can be used as part of this teaching sequence (e.g. green, bright, paint, bloat, clown).

## RECEPTION/PRIMARY 1 SPRING 2: PHASE 3–4

Review Spring 1

Plus: review words with double consonants

## RECEPTION/PRIMARY 1 SUMMER 1: PHASE 4

Short and long vowels with adjacent consonants, building on previous exposure

CVCC, CCVC, CCVCC, CCCVC, CCCVCC

Words ending in suffixes –ing, –ed /ed/, –ed /t/, –ed /d/, –er, –est

Compound words

## RECEPTION/PRIMARY 1 SUMMER 2: PHASE 5 INTRODUCTION

Alternative spellings:

<ay> /ai/	play all day
<ou> /ow/	a proud cloud
<ie> /igh/	pie on your tie
<ea> /ee/	each have a treat
<oy> /oi/	the boy cries 'ahoy!'
<ir> /ur/	a quirky shirt
<ue> /oo/	true, the sky's blue
<aw> /or/	fawn on the lawn
<wh> /w/	whip with a whisk
<ph> /f/	photo on a phone
<ew> /oo/	the crew flew
<oe> /oa/	tiptoe past the doe
<au> /or/	pause the launch
<ey> /ee/	use money to buy honey
<a-e> /ai/	cake by the lake
<e-e> /ee/	the athletes compete
<i-e> /igh/	time to shine
<o-e> /oa/	note in an envelope
<u-e> /(y)oo/	tune on the flute
<c> /s/	cycle in the city

## YEAR 1/PRIMARY 2 AUTUMN 1: PHASE 5

Review all previous learning.

Alternative spellings:

<ay> /ai/	play all day
<ou> /ow/	a proud cloud
<ie> /igh/	pie on your tie
<ea> /ee/	each have a treat
<oy> /oi/	the boy cries 'ahoy!'
<ir> /ur/	a quirky shirt
<ue> /oo/	true, the sky's blue
<aw> /or/	fawn on the lawn
<wh> /w/	whip with a whisk
<ph> /f/	photo on a phone
<ew> /oo/	the crew flew
<oe> /oa/	tiptoe past the doe

## YEAR 1/PRIMARY 2 AUTUMN 2: PHASE 5

Alternative spellings:

<au> /or/	pause the launch
<ey> /ee/	use money to buy honey
<a-e> /ai/	cake by the lake
<e-e> /ee/	the athletes compete
<i-e> /igh/	time to shine
<o-e> /oa/	note in an envelope
<u-e> /i(y)oo/	tune on the flute
<c> /s/	cycle in the city
<y> /ee/	a lovely baby
<al> /or/	walk along the wall

## YEAR 1/PRIMARY 2 SPRING 1: PHASE 5

Alternative pronunciations:

/ai/ <a>	apricot on your apron
/ai/ <ey>	they chose grey paint
/ai/ <ea>	a great break!
/ai/ <eigh>	my neighbour has a sleigh
/ar/ <a>	follow after my father
/ee/ <e>	she waved to me
/igh/ <i>	tiger in the wild
/igh/ <y>	fly in the sky
/oa/ <o>	let's both host
/o/ <a>	swallows and swans
/oo/ <u>	a bush full of berries
/y/+/oo/ <u>	a unicorn in uniform
/c/ <ch>	the school orchestra
/sh/ <ch>	the chef has a machine
/e/ <ea>	heather in the meadow
/e/ <ie>	a good friend
/ur/ <or>	the worthy artwork
/ur/ <ear>	search for a pearl
/oo/ <ou>	you make the soup
/o/+/l/ <oul>	boulder on his shoulder
/ee/ <ie>	a shield in the field
/v/ <ve>	move and groove
/i/ <y>	a cygnet under the sycamore
/air/ <are>	share the fare
/air/ <ere>	"Where?" "Over there!"
/air/ <ear>	a bear ate the pear
/ch/ <tch>	catch on the latch

## YEAR 1/PRIMARY 2 SPRING 2: PHASE 5

Alternative pronunciations:

/ʊ/ <o>	the monkey and his mother
/j/ <g>	an energetic giraffe
/j/ <ge>	take charge of the barge
/j/ <dge>	squidge on the bridge
/s/ <st>	listen to the whistle
/s/ <ce>	dance on the fence
/s/ <se>	a mouse in the house!
/n/ <gn>	a gnome with a sign
/n/ <kn>	kneel on your knees
/r/ <wr>	wrap it round your wrist
/m/ <mb>	the lamb climbed up
/z/ <se>	pass the cheese, please
/z/ <ze>	freeze in the breeze!
/ear/ <eer>	peer at the deer
/ear/ <ere>	here is the sphere
/sh/ <ti>	waiting patiently at the station
/ar/ <al>	balm on your palm
/or/ <augh>	she taught her daughter
/sh/ <ss>	permission for the mission
/zh/ <si>	the illusion caused confusion
/sh/+/u/+/s/ <tious>	scrumptious and nutritious
/sh/ <ci>	a special and precious relic

## YEAR 1/PRIMARY 2 SUMMER 1: ALL PHASES

No new GPCs.

Revise all sounds and spellings taught so far in preparation for Phonics Screening Check.

## YEAR 1/PRIMARY 2 SUMMER 2: ALL PHASES

Revisit and revise all previous learning.

Exposure to all previously taught GPCs through longer text extracts to support reading fluency and comprehension.

By continuing to use the decodable readers children will have exposure to these more rarely used GPCs:

/s/ <sc> science

/t/ <bt> doubt

/i/ <u> busy

/n/ <ne> gone

/m/ <mn> column

/g/ <gh> ghastly <gu> guard

/o/ <ou> cough

/u/ <ou> tough <oo> flood

/h/ <wh> whole

/f/ <gh> rough

/w/ <u> penguin

/ai/ <aigh> straight

/ee/ <ei> ceiling <i> police

/igh/ <eye> eyelash <is> island <uy> buy

/oa/ <ough> dough <eau> plateau

/ar/ <ear> heart

/ur/ <our> colour <re> centre

/oo/ <o> move

/oo/ <ui> juice <oe> shoe

/yoo/ <eau> beautiful

/or/ <ar> warm <oar> roar <oor> floor <ore> more

/ow/ <ough> plough

/air/ <ar> scary