



SetOut
PHONICS

Phases 1-6

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SetOut PHONICS

Dear Parents,

Welcome to Sprout Learning Centre, a centre for growing English language skills.

Sprout's Phonics courses provide an ideal platform for young learners of English spanning K1 to P1 (3 - 7 years old) to **SET OUT** on their English learning journey with the strongest of foundations. All phonics classes are taught by highly qualified 100% native English teachers (**NET**).

Courses follow best practice learning principles from the U.K primary national strategy "letters and sounds", incorporating Jolly Phonics and Letterland. We have created highly interactive, multi-sensory and resource rich phonics courses designed to be both fun and outcome driven.

We also follow the complete U.K primary national strategy "Letters and Sounds" six stages recommended for comprehensive and holistic learning outcomes.



Brent Hogan
Sprout Learning Centre



INCORPORATING
JOLLY PHONICS & LETTERLAND



BASED ON THE
UK PRIMARY NATIONAL STRATEGY



FORMULATED BY
SPROUT LEARNING LIMITED



PHASE 1

(7 weeks / 1 hour per week / max. 6 students)
每星期一小時，為期7堂，一堂最多六人

PURPOSE

To teach children how to tune into sounds through auditory discrimination, listening and remembering sounds and to utilise auditory memory, sequencing, and to talk about sounds while developing vocabulary and comprehension.

通過聲音辨認來提升孩子們對聲音的敏銳度
訓練聆聽、記認聲音與排序
探討發聲、增加詞彙和提升對語言的理解

LEARNING OUTCOMES

1. Environmental sounds (環境聲音辨識)
2. Instrumental sounds (器樂聲音辨識)
3. Body percussion (身體敲擊樂)
4. Rhythm and rhyme (節奏和韻律)
5. Alliteration (押頭韻)
6. Voice sounds (聲音)
7. Oral blending and segmenting (發音的拼合與分拆)



PHASE 2

PHASE 2 (18 weeks / 1 hour per week / max. 6 students)
每星期一小時，為期18堂，一堂最多六人

PURPOSE

To teach the first 19 letters sounds, and move children from oral onto letter blending and segmentation. By the end of the phase many children will be able to read some short two to three letter words (VC and CVC words) as well as many tricky sight words that can't be read or decoded using phonics.

這階段包括會教授至少19個原音，並教孩子們發音的拼合和分拆。階段完結時，許多孩子應該能讀一些簡短、二至三個字母的單詞(VC和CVC)以及幾個無法用語音讀出的棘手詞彙。

LEARNING OUTCOMES

Set 1:	s	a	t	p
Set 2:	i	n	m	d
Set 3:	g	o	c	k
Set 4:	ck	e	u	r
Set 5:	hbf	ffl	ll	ss



PHASE 3

18 weeks / 1.5 hour per week / max. 6 students)
每星期一小時，為期27堂，一堂最多六人

PURPOSE

To teach the next 25 letter sounds, the majority of them comprising of two letters, so that children can represent each of about 42 English sounds.

這階段會教授另外25個原音，其中大部分由兩個字母組成(例如oa)，孩子們將可以通過字母來表示大約42個英語音。

LEARNING OUTCOMES

j	v	w	x
y	z	zz	qu

Grapheme	Sample Words	Grapheme	Sample Words
ch	chain	ar	arch
sh	shook	or	for
th	thin/then	ur	assure
ng	looking	ow	cow
ai	rain	oi	poison
ee	sheep	ear	dear
igh	night	air	fair
oa	coach	ure	mature
oo	boot/book	er	corner



PHASE 4

(10 weeks / 1 hour per week / max. 6 students)
每星期一小時，為期10堂，一堂最多六人

PURPOSE

To consolidate children's knowledge of sounds and letters in reading and spelling words with consonants that blend together, and longer multi-syllable polysyllabic words. We actively practise blending for reading, dictation and spelling. Words are selected based entirely on key learning objectives.



通過閱讀及練習串有輔音的拼合字，與有多音節的字去鞏固孩子們對字母與發音的認識；練習運用於閱讀上的拼合音和串字用的分拆。
這階段的練習是基於關鍵學習目標而設。

LEARNING OUTCOMES e.g

Words using sets 1-7 letters			Phase three grapheme		Polysyllabic words	
went	best	fond	champ	shift	children	shampoo
it's	tilt	gust	chest	shelf	helpdesk	Manchester
help	lift	cramp	tenth	joint	driftwood	champion

Phonics is the step up to word recognition. Our ultimate goal is automatic reading of all words – both decodable and tricky.

SIGHT WORDS			
was	my	you	her
they	all	are	me
he	she	we	be

PHASE 5

(10 weeks / 1 hour per week / max. 6 students)
每星期一小時, 為期10堂, 一堂最多六人

PURPOSE

For children to broaden their knowledge of graphemes (*the smallest units of written language*) and phonemes (*the smallest units of spoken language*) for use in reading and spelling. They will learn new graphemes and also alternative pronunciations. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words. Vitally important for dictation tasks required by many schools in H.K.

這個階段的目的是讓孩子們擴大他們在讀和寫方面的字形知識和音素。他們將學習新的字形和另類發音。兒童將能更快閱讀有多於一個很字形與拼合音素的字詞。當寫單詞時, 他們將學會選擇合適的字形來表示音素, 並開始建立寫單詞的知識。

LEARNING OUTCOMES - TEACHING FURTHER GRAPHEMES FOR READING

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	ie like
ea eat	aw saw	oe toe	au paul

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion, ure)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, jial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/oo/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
				eo					

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	er						u
	our							etc

PHASE 6

(15 weeks / 1 hour per week / max. 6 students)
每星期一小時，為期15堂，一堂最多六人

PURPOSE

At this stage many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from **learning to read** onto **reading to learn** takes place and children read for **information and for pleasure**.

Children need to learn some of the rarer pairings of graphemes and phonemes and to use them accurately.

A few children may be less fluent and confident, often because their recognition of graphemes consisting of two or more letters is not automatic enough. Such children may still try to use phonics by sounding out each letter individually and then attempting to blend these sounds (for instance /c/-/h/-/a/-/r/-/g/-/e/ instead of /ch/-/ar/-/ge/).



在這個階段，許多孩子已能閱讀較長的時間，並能獨立及流暢地閱讀不太熟悉的文本。孩子於這階段已能通過閱讀來獲取知識和樂趣。孩子們需要學習一些稀有的字形和音素，並要能在準確地使用它們。少數孩子可能還未那麼流利和自信，那是往往因為他們對於由兩個或以上字母組的音素還未那麼熟練。這些孩子可能仍然在嘗試通過單獨發出每個音然後嘗試拼合這些聲音(例如 /c/-/h/-/a/-/r /-/g /-/e/ 而不是 /ch/-/ar/-/ge/)

This is all too often misunderstood by some teachers as an overuse of phonics rather than misuse, and results in teachers suggesting to children that they use alternative strategies to read unfamiliar words. Instead the solution is greater familiarity with graphemes of two or more letters.

一些老師往往誤解這是由於過度使用拼音，而致使他們建議兒童使用另外的方法來閱讀不熟悉的單詞。相反地其實只要孩子們能繼續練習音素便能解決這問題。

LEARNING OUTCOMES

- activating prior knowledge; 複習先前的知識
- clarify learning / vocabulary work; 澄清意義 - 重點放在詞彙學習上
- generating questions, interrogating the text; 提出問題, 查問案文;
- constructing mental images during reading; 在閱讀過程中構建想像圖
- summarising; 總結

Many of the texts children read at this stage will be story books, through which they will be developing an understanding of the author's ideas, plot development and characterisation. It is important that children are also provided with opportunities to read a range of non-fiction texts, which require a different set of strategies.

許多兒童在這個階段閱讀的文本將是故事書，通過故事書兒童們會明白作者的理念，劇情與人物發展。這階段應用不同策略提供一系列非小說書籍給予孩子們。





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