

Word Blending Boxes

Blending is an essential skills for learning to read. As children are taught the letter sounds it is important to have words with which they can practise this skill. The words for these boxes are for this purpose and have been carefully chosen to follow the order in which the letter sounds are taught in Jolly Phonics.

Letter sound order:

Group 1 s a t i p n

Group 2 c k e h r m d

Group 3 g o u l f b

Group 4 ai j oa ie ee or

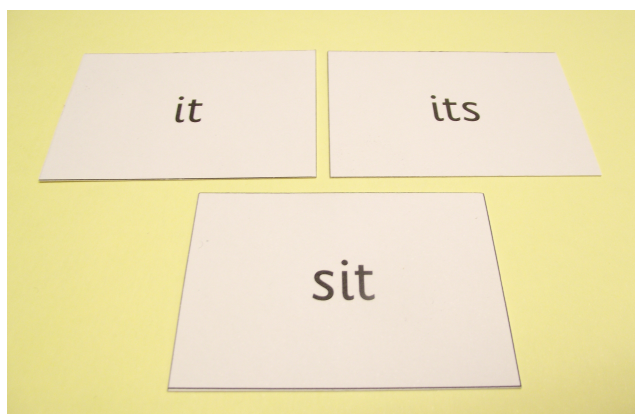
Group 5 z w ng v oo oo

Group 6 y x ch sh th th

Group 7 qu ou oi ue er ar

Group 8 y/ee/ a-e e-e i-e o-e u-e (alternative vowel sounds)

The number of words suitable for blending in Group 1 will naturally be limited. With knowledge of the first three letter sounds /s/, /a/ and /t/, the only suitable words for blending will be 'sat' and 'at'. When the /i/ sound has been taught more words become available, namely 'it', 'sit' and 'its'. It is possible to have approximately 40 words available by the time the first group of letter sounds has been taught. This number rapidly increases with the introduction of each new letter sound. The aim is to have suitable words available, for blending practice, as each new letter sound is taught.



Instead of using one box for storing words for each letter sound, it is more practical to have a box for each group of letter sounds. The words can be printed on to different coloured thin card so that words using the new letter sound can be distinguished from the others by its colour. This is particularly helpful in a classroom situation. For example, if a teacher has just taught the /ai/ sound, then she/he only has to go to the Group 4 box and pick out the 'yellow' words. These words use the new /ai/ sound and any of the previously taught letter sounds, ensuring that the words are reliably decodable.



Confidence with blending can be easily damaged if children are asked to read words that contain letter sounds that have not yet been taught.

In Jolly Phonics, a faint font is used to indicate letters which are not pronounced when reading aloud, but which are important for spelling. For example, the 'e' at the end of 'house' and 'mouse'.

It is also important to remember that /u_e/ can be pronounced as /ue/ or /oo/ as in 'duke' and 'rude'.

Preparing materials

The words are organised by colour. The group (and therefore box) that the words belong in are also indicated in the headings.

Yellow - pages 1-7

Blue - pages 8-16

Pink - pages 17-24

White - pages 25-33

Green - Pages 34-43

Peach - Pages 44-53

- Print the labels and attach them to the 8 boxes (label size 99.1mm x 67.7mm. If labels are not available, then they can be printed on A4 paper and stuck on)
- Print words on the thin card, using the appropriate colours. There are also black and white versions of the box labels available if you want to assign your own colours
- Laminate if necessary
- Cut up the words and put them into the relevant boxes