

THE TEACHING OF PHONICS AT  
CRUDGINGTON PRIMARY SCHOOL  
2023-2024



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## **Teaching and Learning:**

At Crudgington Primary School, we use Jolly Phonics to teach children the skills they need to read and write fluently. Jolly Phonics uses the synthetic approach of teaching letters and sounds in a way that is fun and multi-sensory. At the heart of our phonics program is the teaching of the English alphabetic code which expresses the relationship between the sounds that can be heard in words and the letter(s) that are used to represent those sounds.

Discrete phonics lessons are taught daily, led by the Class Teacher, and supported by the Teaching Assistant with small groups of between 10 – 20 children. The duration of each daily phonics lesson is 30 minutes. These lessons proceed at a pace and incorporate a wide range of practical and interactive activities to engage the children. The principal aim is to teach children the five key skills that they need to apply the English alphabetic code successfully in their reading and writing. Once children have mastered these skills, Jolly Phonics continues to consolidate and extend their learning, introducing alternative letter-sound spellings, new tricky words, basic sentence structure and reading comprehension.

The five basic skills for reading and writing are:

1. Learning the letter sounds
2. Learning letter formation
3. Blending
4. Identifying sounds in words
5. Spelling the tricky words

Children need to know the letter sounds to learn to read and spell. Each of the 42 letter sounds have a specific action which the children practice, the seven groups of letter sounds are shown below. The sounds are taught in a specific order (not alphabetically), this enables children to begin building words as early as possible.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

## Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class.

- **Assessment for Learning:** We continually assess our pupils and record their progress. Information for assessment is gathered in various ways: by talking to children, asking questions, observing their work, setting specific tasks and using Phoneme Tracker. Teachers use this assessment information to plan further work and set new targets.
- **Assessment of Learning:** The attainment and progress of children in phonics is assessed regularly across the year through Reading and Writing assessments. At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.
- **Feedback:** Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child's progress and achievement at parent's evening and through the end of year report.

## **Organisation:**

The Phonics Leader is responsible for Phonics through the school. This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget.
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget
- Monitoring the quality of teaching and learning in phonics across the school

The class teacher is responsible for:

- Ensuring progressing in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English
- Developing and updating skills, knowledge and understanding of phonics
- Identifying needs in phonics and take advantage of training opportunities
- Keeping appropriate on-going records
- Planning effectively for phonics, liaising with phonics leader when necessary
- Informing pupils and parents of their progress, achievements and attainment

## **Inclusion:**

All children have equal access to the curriculum, we will ensure that phonics is accessible to pupils by:

- Setting suitable learning objectives
- Responding to the variety of learning styles
- Overcoming potential barriers of individuals and groups

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

## **Intervention**

Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

## The Five Key Skills

### 1. Learning the letter sounds

There are approximately 42 sounds in English, represented by the 26 letters of the alphabet. Two, three or even four letters are combined to represent the sounds. Initially, the children are introduced to the letter sounds and taught one way to represent each of them. Each letter sound is introduced through a short story and an action to help the children remember it. At the same time, the children are shown how the sounds is represented in writing.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

### 2. Learning letter formation

To achieve fluent and neat handwriting, the children are taught how to hold their pencil and form letters correctly from the start. This is taught alongside the introduction of each letter sound; they will learn how to form and write the letters down during the lesson. We teach children to hold their pencil in the 'tripod' grip between the thumb and the first two fingers.



### 3. Blending

Blending is the process of saying the individual sounds in a word and then saying them together to make the word. Once the children can hear the word when an adult says the letter sounds, they are ready to try saying the sounds and listening for the word by themselves. Blending of regular words is practiced daily during the discrete phonics lessons. When they become fluent in this, they are encouraged to say and blend the sounds silently in their heads, only saying the word aloud. After a word has been blended a few times, it becomes known and then blending is only needed for reading unfamiliar words. Children are not expected to read words that contain letters sounds that have not been taught yet. Some words in English have irregular spelling and cannot be read by blending, such as *said*, *was* and *one*, these are called tricky words. Initially, only decodable reading books are used, these are books with only use the letter sounds and tricky words they have been taught.

#### 4. Identifying the sounds in words

In order to write words, children must be able to say a word, hear the sounds in that word, say the sounds in order and then write the letters for those sounds. We teach children to listen identify all the sounds in the word, also known as segmenting. Teachers will model this skill and use pictures to support understanding before children try it independently. We use dictation to develop writing skills, beginning with calling out letter sounds for children to write and then moving onto words, phrases, and sentences.

#### 5. Tricky words

Tricky words include a part in the word that cannot be worked out by blending and segmenting. Many are high frequency words which need to be known in order to read and write simple sentences. There are a total of 72 tricky words taught in the Jolly Phonics program. Children use their phonics skills to work out which part of the word is tricky and then we use a range of techniques to store the word in children's long-term memory. The tricky words are taught in a systematic way and are practiced regularly.



## **Phonics in Reception**

In reception the learning of phonics is separated into three main steps that follow the systematic approach. These ensure the coverage of all the 42 letter sounds, alternative spellings and tricky words, as well as activities for reading and handwriting practice. Each step is taught through progressive daily sessions.

### **Step 1 – The 42 letter sounds**

Step 1 focuses on the five key skills of Jolly Phonics to teach reading and writing: learning the letter sounds, learning letter formation, blending, identifying the sounds in words and tricky words. Each lesson teaches on sounds, or two related sounds, and is structured to give children a solid grounding in the five key skills.

Each lesson follows a similar lesson structure:

1. **Revision**

Using flashcard, the children will revise the previously taught letter sounds and tricky words with the Class Teacher. This is a whole class activity where the Class Teacher can assess the speed at which the children say the sounds and do the actions and identify who needs more support.

2. **New letter sound**

During this part of the lesson, the children will be introduced to a new letter sound with a story that uses plenty of the words with the target sound. The target sound is stressed when it appears, and children are encouraged to listen for it.

3. **Action**

The children are taught the action for the letter sound.

4. **Letter formation**

The letter(s) that represent the sound are introduced to the children. At this point, they are only taught the lower-case formation. The Class Teacher will model how to form the letter(s) correctly. The children will practice writing it in the air with their finger before writing it in their books.

5. **Blending**

They will then practice blending words that include that letter sound. This will either be done by the adult aurally saying the sounds in a word for the children to blend; or by writing words and pointing to the letters as each sound is said.

6. Identifying the sound

At the stage of the lesson the children will practice segmenting words. The adult will say a range of words and sound out each word with the children, holding a finger up for each letter sound. The children will then be encouraged to try this independently.

7. Sound sheet

The children will then complete a sound sheet which provides them with the opportunity to practice the formation of the letter sound, blending and segmenting.

8. Listen and write

The adult will dictate the letter sounds and words and ask the children to listen and write them down. Afterwards, they will sound out each word together and write it will be written on the board for the children to check their work.

9. Tricky words

The children will either be introduced to a new tricky word or practice the tricky word they have been focusing on. They will work with the Class Teacher to identify which part of the word is tricky and use a range of techniques to store the word in their long-term memory.

10. Plenary

Each lesson will finish by singing the letter-sound song.

Step 2 – Builds on the learning from Step 1

Step 2 builds on the learning in Step 1, following a similar lesson structure. Within this step, the main alternative vowel spellings, capital letters and alphabet and new tricky words are introduced. Step 2 is divided into 13 weekly units, each weekly unit has five lessons focusing on alternatives, handwriting, tricky words, words and sentences, and other areas of literacy learning. At the start of each lesson the children will participate in daily practice where they will revise previously taught letter sounds and tricky words, and blend and segment a range of words.

1. Lesson 1: Alternatives

After the daily practice, the children will revise the target sound, the initial spelling, and any other spellings of that sounds that has been taught. They will then be introduced to a new alternative way of spelling that letter sound. The new spelling will be discussed, and they will practice blending and segmenting words that include the alternative spelling.

2. Lesson 2: Handwriting

In this lesson the children will practice their letter formation and pencil grip. The first half of Step 2 focuses on revising letters and introducing capital letters. The second half of Step 2 the lower-case letters are revised again, this time grouped according to their letter

shape.

3. Lesson 3: Tricky Words

The children will spend time revising previously learnt tricky words and be introduced to new tricky words using a range of activities.

4. Lesson 4: Words and Sentences

In this lesson the children use their knowledge and skills of segmenting and writing short regular words to write fluently in sentences, and to build their confidence in tackling any words they wish to write. Each lesson will have a writing topic, a picture and a model sentence to support their learning. In this lesson the children will participate in modelled and shared writing with the Class Teacher before writing their sentence.

5. Lesson 5: Other Areas of Literacy Learning

During this lesson, the Class Teacher will focus on an area of Literacy Learning based on 'assessment for learning' outcomes.

Step 3 – Consolidation and Extend Learning

Like Step 2, Step 3 is also divided in 13 weekly units, each unit has five lessons focusing on alternatives, read, write, and revise, tricky words, words and sentences, and other areas of literacy learning. This Step focuses on revising and consolidating what has been taught, while introducing the remaining tricky words and alternative spellings. During this step, there is strong focus on improving children's reading comprehension skills. At the start of each lesson the children will participate in daily practice where they will revise previously taught letter sounds and tricky words, and blend and segment a range of words.

1. Lesson 1: Alternatives

In this lesson the children will be introduced to the remaining alternative spellings and revise the alternative spellings for the vowel sounds.

2. Lesson 2: Read, Write and Revise

Revising letter formation, particularly for the digraphs and capital letters, and consolidating their knowledge of the alphabet is the main area of focus for this lesson.

3. Lesson 3: Tricky Words

The children will spend time revising previously learnt tricky words and be introduced to new tricky words using a range of activities.

4. Lesson 4: Words and Sentences

In this lesson the children will participate in a range of activities, all of which aim to improve their blending abilities and their reading comprehension skills.

5. Lesson 5: Other Areas of Literacy Learning

During this lesson, the Class Teacher will focus on an area of Literacy Learning based on 'assessment for learning' outcomes.

## Reception Scheme of Learning

Step 1						
Week	Grapheme Progression	Letter Formation	Blending	Tricky Words	Identifying Sounds in Words	
1	Assessment					
2	s, a, t, i, p	Learn the formation of new letters. Feel the letter shapes. Practise neat letter formation.	Children listen to the teacher blending.		Identify the sounds in a word and whether they come in the beginning, middle or end. Count the individual sounds in a word. Dictate letter sounds and simple regular words, including words with digraphs. Learn the sounds of the capital letters	
3	n, c/k, e, h, r					
4	m, d, g, o, u		Blend words with initial and final consonant blends, and double letters.			
5	l, f, b, ai, j					
6	oa, ie, ee, or, z, w		Little Word Book for children who can blend simple regular words.	the, he, she, me, we, be, I, was, to, do, are, all		
7	ng, v, oo/oo, y, x					
8	ch, sh, th/th, qu, ou					
9	oi, ue, er, ar					
Step 2						
Week	Alternatives	Handwriting	Words and Sentences	Tricky Words		
1	'y' as /ee/	Capitals S,A,T,P,I,N	the hen	you, your		
2	Short Vowels	Capitals C,K,E,H,R,M,D	in the park	come, some		
3	ck	Capitals G,O,U,L,F,B	on the pond	said, here, there		
4	Double letters	Capital J and revision	the fox	they		
5	Long vowels and a_e, e_e, i_e, o_e, u_e.	Capitals Z,W,V and revision	the fish	go, no, so		
6		Capitals Y,X,Q and revision	in the dark	my, one, by		
7	'ay' as /ai/, 'oy' as /oi/	Revise the alphabet	the noisy ducks	only, old		
8	'ew' as /ee/	Revise 'b' and 'd' and capitals A-M	the queen	like, have		
9	'y' and 'igh' as /ie/	Revise r, n, m, h and capitals N-Z	digging for gold	live, give		
10	'ow' as /oa/ and /ou/	Revise 'c' letters and alphabet order	the shark in the ship	little, down		
11	'ir' and 'ur' as /er/	Revise ascending letters and alphabet order	fixing the car	what, when		
12	'ew' as /ue/	Revise descending letters and alphabet	the statue	why, where		
13	'aw', 'au' and 'al' as /or/	Revise e, z, s, v, w, x and alphabet order	having a picnic	who, which		
Step 3						
Week	Alternative	Read, Write and Revise	Words and Sentences	Trick Words		
1	'ph' as /f/	A, B, C, D, E	out at sea	any, many		
2	Soft c	F, G, H, I	yes or no	more, before		
3	Soft g	J, K, L, M	at the park	other, were		
4	ai, a-e, ay	N, O, P, Q, R, S	read and match	because, want		
5	ee, e_e, ea	T, U, V, W	read and draw	saw, put		
6	ie, i_e, y, igh	X, Y, Z	sentence matching	could, should, would		
7	oa, o_e, ow	oa, ng	read, write, colour	right, two, four		
8	'ue', 'u_e', 'ew' as /oo/	oo, or	in the zoo	goes, does		
9	ou, ow	ie, ee, ue	having a party	made, their		
10	oi, oy	sh, ch, th	the bad-tempered goat	once, upon, always		
11	er, ir, ur	er, ar, ai	crossword clues	also, of, eight		
12	aw, au, al	oi, ou	on the beach	love, cover, after		
13	'air', 'ear', 'are' as /air/	Revise alphabet order	the mid-night feast	every, mother, father		

## Phonics in Year 1

Our phonics program in year one is designed to develop children's writing and reading skills. Children will become aware that they are writing for a purpose. They learn that their writing is easier to understand if it is grammatically correct, accurately spelt, well punctuated and neatly written. Children are also introduced to the past, present and future tenses. Like phonics in reception, our year one phonics program teaches using a multisensory and active approach. Each week will consist of five lessons, two lesson per week focusing on spelling, two lessons per week focusing on grammar or punctuation and one lesson focusing on tricky words.

Throughout year one, children will focus on the following.

- Nouns, pronouns, verbs, adjectives, and adverbs
- Vowel digraphs
- Alternative spelling of vowels
- Plural endings
- Short vowels and consonant doubling
- Consonant blends
- Develop basic sentence structure
- Alphabet

The spelling lessons all follow the same format.

1. Spelling Test

The children will participate in a spelling test including words that have been previously taught.

2. Revision

There will be a short bust of flash card revision. After each alternative spelling, short vowel sound, digraph and trigraph is taught, it will be added to the flash cards.

3. Letter Sound

The main focus of the majority of spelling lessons is the digraph they are learning that week. They will begin by creating a list of words that include this digraph and then think of some sentences including words in their list.

4. Spelling List

The children will practice that week's spelling list. The list can be found in the Year 1 Scheme of Learning document and will be sent home as homework on a weekly basis.

5. Activity

The children will then carry out an activity to consolidate the learning of the spelling lesson, whether it is a digraph, trigraph or the short vowel sounds.

6. Dictation

The teacher will read a range of words and sentences for the children to write independently. The words and sentence will include the new spelling pattern they have learnt throughout the lesson.

The format of the grammar or punctuation lessons are as follows:

1. Introduction

At the start of each grammar or punctuation lesson, the aim will be introduced and explain to the children.

2. Main Point

The children will be taught how to use the grammar or punctuation correct and practice the skill with the class teacher.

3. Activity

They will consolidate their learning by completing an independent activity in their workbooks.

4. Rounding Off

As a class, they will go over the activity with the class teacher and address any misconceptions are apparent.

## Year 1 Scheme of Learning

Week	Grapheme Progression	Grammar	Spelling	Tricky Words
1	sh	Capital letters	am, get, clap, shop, fish, shut, wish, shampoo	I, the
2	ch	Sentence structure	if, hot, blot, chips, lunch, chest, much, chicken	he, she
3	'th' as /th/ and /th/	Correcting sentences	us, sad, flag, this, with, that, thank, thinking	me, we
4	ng	Capital letters	in, leg, glad, ring, sang, strong, lung, length	be, was
5	qu	Proper nouns	on, but, plum, quick, quiz, queen, squid, squirrel	<u>to</u> , do
6	ar	Common nouns	at, yes, slug, arm, hard, scarf, card, farmyard	are, all
7	Short Vowels	Alphabetical order	dog, bran, (weekdays)	You, your
8	ff	'a' or 'an'?	up, man, crab, off, cliff, stiff, cuff, stuffing	come, some
9	ll	Plurals	red, win, drum, will, bell, doll, skull, windmill	said, here
10	ss, zz	Pronouns	ox, run, from, buzz, cross, less, miss, crossroads	there, they



11	ck	Initial consonant blends	hop, fit, grin, duck, neck, clock, lick, broomstick	go, no
12	'y' as /ee/	Initial consonant blends	bed, wet, prod, holly, party, story, happy, family	so, my
13	Short Vowels	Alphabetical order	sad, let, trip, blue, orange, grey, black, colour	one, by
14	a_e	Verbs	ran, hat, scar, came, grape, name, cake, baseball	only, old
15	i_e	Conjugating verbs	six, pad, smell, bike, time, smile, prize, bridesmaid	like, have
16	o_e	Past tense verbs	cod, lot, snap, bone, nose, home, globe, tadpole	live, give
17	'u_e' as /ue/ and /oo/	Verbs and the double rule	bus, pot, swim, cube, tune, used, excuse, useless	little, down
18	<del>wh</del>	Verbs in the future	did, cut, twin, whale, wheel, white, whisper, whenever	what, when
19	'ay' as /ai/	Alphabetical order	an, cat, skin, say, away, play, today, playground	why, where
20	'ea' as /ee/	Nouns	met, web, spin, tea, heat, leaf, each, seashell	who, which
21	'igh' as /ie/	Adjectives	lip, his, went, night, high, might, light, frightening	any, many
22	'y' as /ie/	Adjectives	win, sit, stop, fry, dry, crying, sky, myself	more, before

23	'ow' as /oa/	Final consonant blends	box, job, bulb, own, grow, elbow, tallow, snowman	other, were
24	'ew' as /ue/ and /oo/	Compound word birds	bud, sun, held, few, flew, grew, chew, newspaper	<u>because</u> , want
25	ou	Alphabetical order	bat, pet, self, out, our, round, mouth, outside	saw, put
26	'ow' as /ou/	Verbs	big, fox, milk, how, owl, brown, town, flowerpot	could, should
27	oi	Adverbs	bug, had, film, oil, coin, noisy, toil, boiling	would, right
28	'oy' as /oi/	Adverbs	jet, dig, help, boy, toy, enjoy, annoy, destroy	two, four
29	or	Plurals	got, bun, belt, fork, storm, horse, forty, morning	goes, does
30	'al' as /or/	Antonyms	bad, vet, fact, all, talk, walk, small, beanstalk	made, their
31	'nk' as /ng-k/	Using a dictionary	fin, sob, left, sink, pink, drink, think, winking	once, upon
32	er	Speech marks	mud, jam, sent, term, summer, river, number, woodpecker	always, also
33	'ir' as /er/	Synonyms	yet, hid, wept, skirt, girl, shirt, first, birthday	of, eight
34	'ur' as /er/	Questions and question marks	not, sum, next, turn, nurse, turkey, purple, hamburger	love, cover
35	'au' as /or/	Questions	map, fix, jump, fault, pause, haunt, August, astronaut	after, every
36	'aw' as /or/	Revision	zip, men, pond, saw, claw, dawn, prawn, strawberry	mother, father

## **Reading Books**

Children are introduced to reading decodable books in the following order. They can progress onto the next reading level once they have learnt and are confident reading all the letter sounds and tricky words that will appear in the next level of books. In reception, they will be introduced to Little Word Books when they can blend simple regular words. Each book provides guidance on the letter sounds and tricky words the child needs to know before reading the book. Each book also provides questions to ask children to check their understanding of the book. When they are secure reading Level 5 Our World Readers books, have reached a good level of fluency and can decode unknown words without support, they can progress onto reading non-decodable books.



## Key Terminology across School

**Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

**Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

**GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

**Digraph** - A grapheme containing two letters that makes just one sound (phoneme).

**Trigraph** - A grapheme containing three letters that makes just one sound (phoneme).

**Oral Blending** - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

**Blending**- This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading

**Oral Segmenting** - This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

**Segmenting** - This involves hearing a word, splitting it up into the phonemes

that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

## Actions

- s** Weave hand in an s shape, like a snake, and say *Ssss*.
- a** Wiggle fingers above elbow as if ants crawling on you and say *a, a, a*.
- t** Turn head from side to side as if watching tennis and say *t, t, t*.
- i** Pretend to be a mouse by wriggling fingers at end of nose and squeak *i, i, i*.
- p** Pretend to puff out candles and say *p, p, p*.
- n** Make a noise, as if you are a plane - hold arms out and say *nnnnn*.
- c k** Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.
- e** Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*.
- h** Hold hand in front of mouth panting as if you are out of breath and say *h, h, h*.
- r** Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *rrrr*.
- m** Rub tummy as if seeing tasty food and say *mmmm*.
- d** Beat hands up and down as if playing a drum and say *d, d, d*.
- g** Spiral hand down, as if water going down the drain, and say *g, g, g*.
- o** Pretend to turn light switch on and off and say *o, o; o, o*.
- u** Pretend to be putting up an umbrella and say *u, u, u*.
- l** Pretend to be a lollipop and say *lllll*.
- f** Let hands gently come together as if toy fish deflating, and say *ffff*.
- b** Pretend to hit a ball with a bat and say *b, b, b*.
- ai** Cup hand over ear and say *ai, ai, ai*.
- j** Pretend to wobble on a plate and say *j, j, j*.
- oa** Bring hand over mouth as if you have done something wrong and say *oh!*
- ie** Stand to attention and salute, saying *ie, ie*.
- ee or** Put hands on head as if ears on a donkey and say *eeyore, eeyore*.
- z** Put arms out at sides and pretend to be a bee, saying *Zzzz*.
- w** Blow on to open hand, as if you are the wind, and say *wh, wh, wh*.
- ng** Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying *ng...*
- v** Pretend to be holding the steering wheel of a van and say *Vvvv*.
- oo oo** Move head back and forth as if it is the cuckoo in a cuckoo clock, saying *u, oo; u, oo*. (Little and long oo.)
- y** Pretend to be eating a yoghurt and say *y, y, y*.
- x** Pretend to take an x-ray of someone with a camera and say *ks, ks, ks*.
- ch** Move arms at sides as if you are a train and say *ch, ch, ch*.
- sh** Place index finger over lips and say *shshsh*.
- th th** Pretend to be naughty clowns and stick out tongue a little for the *th*, and further for the *th* sound (this and thumb).
- qu** Make a duck's beak with your hands and say *qu, qu, qu*.
- ou** Pretend your finger is a needle and prick thumb saying *ou, ou, ou*.
- oi** Cup hands around mouth and shout to another boat saying *oi! ship ahoy!*
- ue** Point to people around you and say *you, you, you*.
- er** Roll hands over each other like a mixer and say *ererer*.
- ar** Open mouth wide and say *ah*. (British English)  
Flap hands as if a seal and say *ar, ar, ar*. (Nth Am English)