

RATIONALE

The English language employs some 44 sounds. With the knowledge of these sounds, most of the words contained in the English language (apart from those words that we use from other languages) can be produced with a fair degree of success.

Phonic awareness is an essential reading skill for any proficient reader and is the skill that is immediately employed whenever an unknown word is encountered. It is therefore a skill that needs to be developed in the students that we teach.

With a competent understanding of the English sound system, students will be able to: decode unknown words (which sometimes may have been heard and possibly even spoken, yet never seen in print before), pronounce new words with a fair degree of accuracy, increase their spoken fluency, develop their writing capabilities and further develop their spelling competency.

With the success that an increased phonic understanding can provide, students will gain the confidence to: read more difficult and challenging texts and take more risks in the classroom as well in real life situations.

Coupled with the afore-mentioned points; with the development of their phonic understanding, students are also emancipated from the teacher being the sole facilitator of all their reading awareness and are empowered, even from an early stage, to become independent learners.

Research has shown that the teaching of the phonic approach to reading, used in conjunction with the whole word recognition method, has over the years provided students with the necessary skills to become proficient readers.

Reading is an essential life skill that has educational and professional applications as well as potentially providing an enjoyable past time. It is therefore something that must be fostered and encouraged in the students that we teach.

OVERVIEW

The course is divided into two terms. For ease of reference, term one is called 'Phonics 1' and term two 'Phonics 2'. The course follows the completion of Alpha Books 1 and 2. Each term lasts 21 lessons and each lesson requires approximately twenty minutes of class time. Detailed lesson plans are provided for each lesson. Worksheets are also supplied to further develop: speaking, listening, reading and writing skills. The majority of the exercises on the worksheets will need to be completed in class time, though some could potentially be set as homework.

AIMS/OBJECTIVES

The aim of these two courses is to further develop the students' phonic understanding, once they have a sound knowledge of the alphabet sounds, and provide them with the necessary practice at orally blending together the forty plus sounds present in the English language. The two courses also aim to develop the student's auditory discrimination, reading, writing and spelling skills.

BLENDING

Blending is the process of connecting sounds to letters to form words. Phonics 1 starts by introducing simple three letter blends and as it progresses, begins to introduce double consonant blends.

Phonics 2 introduces some of the more common irregular sounds and blends them with previously taught sound combinations.

VOCABULARY

Within Phonics 1 and Phonics 2 certain vocabulary items will need to be taught (see **Appendix 6 for Phonics 1 and Appendix 7 for Phonics 2**) in order for the students to complete the worksheets. The vocabulary items have been selected on the basis that they are regularly phonetic, in respect to what the students have learnt beforehand, and constantly recycle sounds that have been previously introduced.

Some of the vocabulary has appeared before during the course of the student's tuition. You will however find that many vocabulary items have not. A spelling component, using the words from this course, will now appear in the end of term test, though they will only be required to insert the correct vowel/consonant sound into the word, not spell the whole word. Though vocabulary items, which incorporate the new sound/sounds being introduced, need to be taught, these are by no means the only items that necessarily need to be shown. Teachers however need to be careful when selecting vocabulary and should not introduce vocabulary items that incorporate spelling variations or sounds that have not been previously taught.

NON-SENSICAL WORDS

When teaching phonics the use of nonsensical words is a more than acceptable practice. The students, when learning phonics, are essentially learning a reading skill and therefore not all the words used to practice the blending of sounds together necessarily need to have any meaning.

LESSON FORMAT

Each lesson is designed to last 15 to 20 minutes. New sounds are introduced at a rate of three a lesson in Phonics 1 and one a lesson in Phonics 2. Vocabulary and individual phonic sound/sounds are introduced and practised through total physical response, drilling and games.

Blending techniques are taught and practised using a variety of games and activities. Finally these skills are consolidated through worksheets, which have a speaking, listening, reading and writing component.

Review lessons are scheduled for every fifth lesson, in Phonics 1 and every fourth lesson, in Phonics 2. These review lessons serve a number of purposes:

- x To allow time for longer activities, for instance: board games, Pelmanism.
- x To allow teachers to address particular areas of weakness.
- x To introduce key topics, for instance vowel sounds and the 'r' and 'l' sound.
- x To provide extra writing practice.

LESSON PLAN

Each lesson is divided into five sections:

- x **Review** of previously taught phonic sounds.
- x **Presentation and Practice** of the vocabulary and phonic sound/sounds.
- x **Blending of:**
 - 1 The individual phonic sounds.
 - 2 Consonant/Vowel blends
- x **Follow Up** with a fun activity.
- x **Worksheet** to consolidate target phonic structure.

GAMES

Games provide students with fun, motivational activities and can provide ideal practice opportunities for the review of previously taught sounds or for the further consolidation of the new vocabulary and sound/sounds being introduced. There is a list of games provided (see **Appendix 2**). The games suggested are not intended to be the only games used during the course, but are merely to provide the teacher with some ideas.

WORD PICTURE CARDS

Flashcards for all the vocabulary items to be taught can be found in the back of this book (see **Appendix 1**).

A picture dictionary for all the vocabulary items to be taught will also appear in the back of the student's book.

END OF TERM EXPECTATIONS

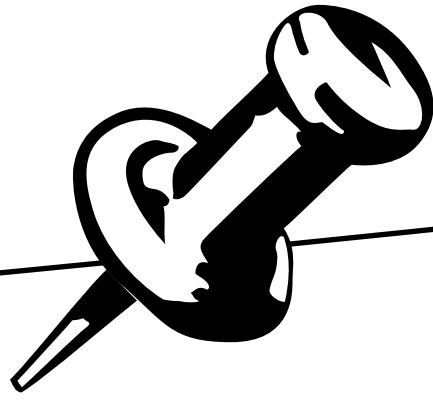
1st Term

By the end of the first term students should be able to read most 3, 4 and 5 letter words of one-syllable and spell three-letter words, although students will often confuse the vowel sounds. A list of useful consonant blends can be found in **Appendix 3**. Vowel combinations are not expected to be known at this stage, as this understanding will be developed in 'Phonics Course 2'.

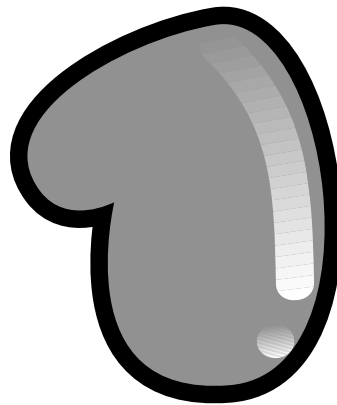
2nd Term

By the end of the second term the students will know 42 of the sounds that exist in the English language. They will recognise the phonic value for each new sound and be able to read most words, which contain these sounds. Students will be able to attempt to spell these new words, although mistakes will sometimes be made.

Vowel sounds are complicated, as there are many ways they can be written. For instance students are taught that the long 'a' sound is written 'ai'. However it has two other ways: 'a-e' (late) and 'ay' (stay). In this programme children are only taught to recognise one spelling form. Teachers should introduce students to spelling variations **after completing this course**. A list of the main spelling variations can be found in **Appendix 4** and a list of useful vowel sounds and blends can be found in **Appendix 5**. Sue Lloyd's 'The Phonics Handbook' is also a useful source of information and teaching material in regard to this.



Phonics



PHONICS 1

DAY	PHONICS
1	s a t p i n
2	
3	c k d e m
4	
5	Review
6	r m d
7	
8	g o l
9	
10	Review - 'l' and 'r'
11	u f b
12	
13	j z w
14	
15	Review - vowels
16	v w x
17	
18	Review - /s/ and /z/
19	Review - rhymes
20	Review - spelling
21	Review

Lesson 1

Phonics

Blending of **s, a, t, p, i, n**

Materials

Flashcards: s, a, t, p, i, n

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually.

Blending

Choose a three-letter word e.g. 'sit'. Tack 's' up on the whiteboard and say the phonic sound. Next to 's' but some distance away tack up 'i' and say its phonic sound. Now move the letters closer together and say the phonic sounds more quickly to produce 'si'. Next to 'si', but some distance away tack up 't' and say its phonic sound. Now move the 2 'sounds' closer together and say the phonic sounds more quickly to produce 'sit'. Change the 's' for other consonants even if the word produced is nonsensical.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap with three letter words, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. At this stage these games should practice reading the words, not writing them.

Worksheet

Listen and Circle

Students listen to the teacher read a word. They have to circle the correct word.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Read, Link and Write

Students read the word, link it to the matching word and copy it.

Lesson 2

Phonics

Blending of **s, a, t, p, i, n**

Materials

Flashcards: s, a, t, p, i, n

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually.

Blending

Choose a three-letter word e.g. 'sit'. Tack 's' up on the whiteboard and say the phonic sound. Next to 's' but some distance away tack up 'i' and say its phonic sound. Now move the letters closer together and say the phonic sounds more quickly to produce 'si'. Next to 'si', but some distance away tack up 't' and say its phonic sound. Now move the 2 'sounds' closer together and say the phonic sounds more quickly to produce 'sit'. Change the 's' for other consonants even if the word produced is nonsensical.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word e.g. 'spin' or 'past'. New double consonant blends include 'sn-', 'st-', '-st', '-nt', '-pt'

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. These can also be adapted to make a simple writing game.

Worksheet

Listen and Number

Students listen to the teacher read a word. They have to number the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Read, Link and Write

Students read the word, link it to the matching word and copy it.

Lesson 3

Phonics

Blending of **c, k, e, h**, with previously introduced sounds

Materials

Flashcards: c, k, e, h (s, a, t, p, i, n). Picture flashcards for the six vocabulary items. (**hen, ten, in, cat, sit, ant**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually. Show students that c and k have one sound when they appear together e.g. 'peck'

Blending

From the sounds taught choose a three letter word (four letters if using 'ck') e.g. 'neck'. Tack 'n' up on the whiteboard and say the phonic sound. Next to 'n' but some distance away tack up 'e' and say it's phonic sound. Repeat with the letters 'ck'.. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word e.g. 'spin' or 'past'.. New double consonant blends include 'sn-', 'st-', '-st', '-nt', '-pt'

Be sure not to introduce the 'sh', 'th', or 'ch' sounds as these are not phonically regular and are covered later in the course.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. At this stage these games should practice reading the words, not writing them.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **hen, ten, in, cat, sit, ant**

Worksheet

Listen and Circle

Students listen to the teacher read a word. They have to circle the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Read, Circle and Write

Students look at the picture, circle the correct word and then write the word.

Lesson 4

Phonics

Blending of **c, k, e, h**, with previously introduced sounds.

Materials

Flashcards: c, k, e, h (s, a, t, p, i, n) Picture flashcards for the six vocabulary items. (**hen, ten, in, cat, sit, ant**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually. Show students that c and k have one sound when they appear together e.g. 'peck'

Blending

From the sounds taught choose a three letter word (four letters if using 'ck') e.g. 'neck'. Tack 'n' up on the whiteboard and say the phonic sound. Next to 'n' but some distance away tack up 'e' and say it's phonic sound. Repeat with the letters 'ck'.. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word e.g. 'stick' and 'cast'.. New double consonant blends include 'sc-', 'sk-' and '-ct'.

Be sure not to introduce the 'sh', 'th', or 'ch' sounds as these are not phonically regular and are covered later in the course.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. These can be adapted to make a simple writing game.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **hen, ten, in, cat, sit, ant**

Worksheet

Listen and Number

Students listen to the teacher read a word. They have to number the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Look, Spell and Write

Students look at the picture, complete the word and then write the word.

Lesson 5 - Review

Phonics

Blending of **s, a, t, p, i, n, c, k, e, h**

Materials

Flashcards: s, a, t, p, i, n, c, k, e, h. Picture flashcards for the six vocabulary items. (**hen, ten, in, cat, sit, ant**)

Review – Option 1

Various games can be played to reinforce the sounds and blends already introduced including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word.

Review – Option 2

Play 11: Board Game

Review – Option 3

Review any area of weakness

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **hen, ten, in, cat, sit, ant**

Worksheet

Write

Children look at the picture and spell the word, looking back in their workbooks if necessary.

Circle

They then find the words in the word search puzzle.

Lesson 6

Phonics

Blending of **r, m, d**, with previously introduced sounds.

Materials

Flashcards: r, m, d, (s, a, t, p, i, n, c, k, e, h). Picture flashcards for the seven vocabulary items. (**map, neck, panda, deck, mask, pen, hat**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually.

Blending

Students should be familiar with this technique now so presentation time may be shortened. From the sounds already taught choose a three letter word preferably one the students will recognize, e.g. 'red'. Tack 'r' up on the whiteboard and say the phonic sound. Next to 'r' but some distance away tack up 'e' and say its phonic sound. Repeat with the letters 'd'. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word. E.g. 'stick' and 'east'. New double blends include; 'sc-', 'sk-', '-ct'

Be sure not to introduce the 'sh', 'th', 'ch', 'ar' and 'ir' sounds as these are not phonically regular and are covered later in the course.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. At this stage these games should be used to practice reading the words, not writing them.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **map, neck, panda, desk, mask, pen, hat**

Worksheet

Listen and Circle

Students listen to the teacher read a word. They have to circle the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Read, Circle and Write

Students look at the picture, circle the word and then write the word.

Lesson 7

Phonics

Blending of **r, m, d**, with previously introduced sounds.

Materials

Flashcards: r, m, d, (s, a, t, p, i, n, c, k, e, h). Picture flashcards for the seven vocabulary items. (**map, neck, panda, deck, mask, pen, hat**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually.

Blending

Students should be familiar with this technique now so presentation time may be shortened. From the sounds already taught Choose a three letter word preferably one the students will recognize, e.g. 'red'. Tack 'r' up on the whiteboard and say the phonic sound. Next to 'r' but some distance away tack up 'e' and say its phonic sound. Repeat with the letters 'd'. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word e.g. 'ramp' and 'drat'. Spend time practicing double consonant blends with 'r' as the 'r' sound is often difficult for students to hear and pronounce. The following combinations can be used; 'cr-', 'dr-', 'pr-', 'tr-', 'sm-', 'scr-', 'str-', 'spr-', '-mp', '-nd'

Be sure not to introduce the 'sh', 'th', 'ch', 'ar' and 'ir' sounds as these are not phonically regular and are covered later in the course.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. These can be adapted to make a simple writing game.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **map, neck, panda, desk, mask, pen, hat**

Worksheet

Listen and Number

Students listen to the teacher read a word. They have to number the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Look, Spell and Write

Students look at the picture, complete the word and then write the word.

Lesson 8

Phonics

Blending of: **g, o, l**, with previously introduced sounds.

Materials

Flashcards: g, o, l, (s, a, t, p, i, n, c, k, e, h, r, m, d)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds:

1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually.

Blending

Students should be familiar with this technique now so presentation time may be shortened. From the sounds taught choose a three-letter word e.g. 'log'. Tack 'l' up on the whiteboard and say the phonic sound. Next to 'l' but some distance away tack up 'o' and say its phonic sound. Repeat with the letter 'g'. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word e.g. 'ramp' and 'drat'. Spend time practicing double consonant blends with 'r' as the 'r' sound is often difficult for students to hear and pronounce. The following combinations can be used; 'cr-', 'dr-', 'pr-', 'tr-', 'sm-', 'scr-', 'str-', 'spr-', '-mp', '-nd'.

Be sure not to introduce the 'sh', 'th', 'ch', 'ar', 'ir', 'or', 'aw', 'al', 'ow', 'ng' and 'nk' sounds as these are not phonically regular and are covered later in the course.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. At this stage these games should be used to practice reading the words, not writing them.

Worksheet

Listen and Circle

Students listen to the teacher read a word. They have to circle the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Read, Match and Write

Students look at the lists of words, find the 2 that are the same, and then write them three times.

Lesson 9

Phonics

Blending of: **g, o, l**, with previously introduced sounds

Materials

Flashcards: g, o, l, (s, a, t, p, i, n, c, k, e, h, r, m, d). Picture flashcards for the five vocabulary items.
(dog, egg, bag, clock, glass)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds:
1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually.

Blending

Students should be familiar with this technique now so presentation time may be shortened. From the sounds taught choose a three-letter word e.g. 'log'. Tack 'l' up on the whiteboard and say the phonic sound. Next to 'l' but some distance away tack up 'o' and say its phonic sound. Repeat with the letters 'g'. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out. Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word e.g. 'ramp' and 'drat'. Spend time practicing double consonant blends with 'r' as the 'r' sound is often difficult for students to hear and pronounce. The following combinations can be used; 'gl-', 'cl-', 'pl-', 'sl-', 'gr-', '-ld', '-lf', '-lk', '-lm', '-ln', '-lp', '-lt'.

Be sure not to introduce the 'sh', 'th', 'ch', 'ar', 'ir', 'or', 'aw', 'al', 'ow', 'ng' and 'nk' sounds as these are not phonically regular and are covered later in the course.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. These can be adapted to make simple writing games.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **dog, egg, bag, clock, glass**

Worksheet

Listen and Number

Students listen to the teacher read a word. They have to number the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Read, Circle and Write

Students look at the picture, circle the word, and then write the word.

Lesson 10 - Review

Aim

To compare and contrast the 'l' and 'r' sounds

Materials

Flashcards: Picture flashcards for the six vocabulary items. (**black, leg, dress, rat, clock, glass**)

Presentation

Write up the words 'led' and 'red' on the whiteboard. Ask the students to read them and correct any errors ensuring that you pronounce each word with a short 'a' sound. Repeat with any of the following pairs of words: 'clock' and 'crock', 'clap' and 'crab', 'grass' and 'glass', 'lot' and 'rot' or 'rip' and 'lip'.

Practise

Play 4: Stand / Sit where students also take the role of teacher, 17: Correct Me If I Am Wrong, 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 2: Write 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 18: Memory Game.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **glass, rat, dress, clock, leg, black**

Worksheet

Listening Maze

Students listen to the word and work their way through the maze.

Point and Say

Students point to, and read the words.

Complete and Write

Fill in the missing letter to match the picture and copy the word.

Lesson 11

Phonics

Blending of: **f, u, b**, with previously introduced sounds.

Materials

Flashcards: f, u, b, (s, a, t, p, i, n, c, k, e, h, r, m, d, g, o, l). Picture flashcards for the six vocabulary items. (**dog, duck, fan, drum, clock, bat**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually.

Blending

Students should be familiar with this technique now so presentation time may be shortened. From the sounds taught choose a three-letter word e.g. 'fat'. Tack 'f' up on the whiteboard and say the phonic sound. Next to 'f' but some distance away tack up 'a' and say its phonic sound. Repeat with the letter 't'. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word e.g. 'ramp' and 'drat'. Spend time practicing double consonant blends with 'r' as the 'r' sound is often difficult for students to hear and pronounce. The following combinations can be used; 'gl-', 'cl-', 'pl-', 'sl-', 'gr-', '-ld', '-lf', '-lk', '-lm', '-ln', '-lp', '-lt'.

Be sure not to introduce the 'sh', 'th', 'ch', 'ar', 'ir', 'or', 'aw', 'al', 'ow', 'ng' and 'nk' sounds as these are not phonically regular and are covered later in the course.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. At this stage these games should be used to practice reading the words, not writing them.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **dog, duck, fan, drum, clock, bat**

Worksheet

Listen and Circle

Students listen to the teacher read a word. They have to circle the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Read, Circle and Write

Students look at the picture, circle the correct word, and then write the word.

Lesson 12

Phonics

Blending of: **f, u, b**, with previously introduced sounds.

Materials

Flashcards: f, u, b, (s, a, t, p, i, n, c, k, e, h, r, m, d, g, o, l). Picture flashcards for the six vocabulary items. (**big, duck, fat, drum, bed, bat**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually.

Blending

Students should be familiar with this technique now so presentation time may be shortened. From the sounds taught choose a three-letter word e.g. 'fat'. Tack 'f' up on the whiteboard and say the phonic sound. Next to 'f' but some distance away tack up 'a' and say its phonic sound. Repeat with the letter 't'. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word e.g. 'lamp' and 'plant'. Other consonant blends include; 'bl-', 'fl-', 'br-', 'fr-', '-lb', '-lf', '-ft'.

Be sure not to introduce the 'sh', 'th', 'ch', 'ar', 'ir', 'or', 'aw', 'al', 'ow', 'ng' and 'nk' sounds as these are not phonically regular and are covered later in the course.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. These can be adapted to make simple writing games.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **big, duck, fat, drum, bed, bat**

Worksheet

Listen and Number

Students listen to the teacher read a word. They have to number the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Look, Spell and Write

Students look at the picture, complete the word, and then write the word.

Lesson 13

Phonics

Blending of: **j, z, w**, with previously introduced sounds.

Materials

Flashcards: j, z, w, (s, a, t, p, i, n, c, k, e, h, r, m, d, g, o, l, f, u, b). Picture flashcards for the six vocabulary items. (**jug, duck, swim, win, zebra, jet**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds:
1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually.

Blending

Students should be familiar with this technique now so presentation time may be shortened. From the sounds taught choose a three-letter word e.g. 'jazz'. Tack 'j' up on the whiteboard and say the phonic sound. Next to 'j' but some distance away tack up 'a' and say its phonic sound. Repeat with the letters 'z'. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word e.g. 'lamp' and 'plant'. Other consonant blends include; 'bl-', 'fl-', 'br-', 'fr-', '-lb', '-lf', '-ft'.

Be sure not to introduce the 'sh', 'th', 'ch', 'ar', 'ir', 'or', 'aw', 'al', 'ow', 'ng' and 'nk' sounds as these are not phonically regular and are covered later in the course.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. At this stage these games should be used to practice reading the words, not writing them.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **jug, duck, swim, win, zebra, jet**

Worksheet

Listen and Circle

Students listen to the teacher read a word. They have to circle the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Read, Circle and Write

Students look at the picture, circle the correct word, and then write the word.

Lesson 14

Phonics

Blending of: **j, z, w**, with previously introduced sounds.

Materials

Flashcards: j, z, w, (s, a, t, p, i, n, c, k, e, h, r, m, d, g, o, l, f, u, b). Picture flashcards for the six vocabulary items. (**jug, zip, swim, win, zebra, jet**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually.

Blending

Students should be familiar with this technique now so presentation time may be shortened. From the sounds taught choose a three-letter word e.g. 'jazz'. Tack 'j' up on the whiteboard and say the phonic sound. Next to 'j' but some distance away tack up 'a' and say its phonic sound. Repeat with the letters 'z'. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word e.g. 'lamp' and 'plant'. Other consonant blends include; 'sw-', 'tw-'.

Be sure not to introduce the 'sh', 'th', 'ch', 'ar', 'ir', 'or', 'aw', 'al', 'ow', 'ng' and 'nk' sounds as these are not phonically regular and are covered later in the course.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. These can be adapted to make simple writing games.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **jug, zip, swim, win, zebra, jet**

Worksheet

Listen and Number

Students listen to the teacher read a word. They have to number the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Look, Spell and Write

Students look at the picture, complete the word and then write the word.

Lesson 15 - Review

Vowel Sounds: a, e, i, o, u

Materials

Flashcards: a, e, i, o, u (s, t, p, n, c, k, h, r, m, d, g, l, f, b). Picture flashcards for the six vocabulary items. (**cat, dog, hen, sit, drum, pen**)

Introduction

Most students have difficulty distinguishing the vowel sounds, especially 'a' 'e' 'o' and 'u'. It takes many hours of practise and frequent exposure to the language to begin to read and write the vowel sounds fluently and without error. By the end of this course it is expected that students will be able to read the vowel sounds but will continue to make mistakes when spelling.

Practice - Sounds

Drill the individual vowel sounds chorally and individually then practise using any of the following games: 1: Slap, 12: Read, 6: Listen and Say with individual vowel sounds, 3: Runaround, 8: Pelmanism, 7: Forfeits, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe – either write the vowels in the squares or keep squares blank and say the sound. Students then identify the letter. This is more challenging, 17: Correct Me If I Am Wrong, 4: Stand / Sit.

Practise - Blending

Write five three-letter words on the board, making sure each word uses one of the vowels. Ask students to read them chorally and individually and pay attention to the vowel sounds. Now read out a number of three-letter words and ask the students to tell you which vowel sound they are hearing. Play a game to practise reading the vowel sounds in a word, or if this proves to be too easy, omit it and go straight into a writing activity.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **cat, dog, hen, sit, drum, pen**

Worksheet

Listen and circle

Students listen and circle the word with the correct vowel sound.

Point and read

In pairs students practise reading the words.

Spelling

From picture prompts students write in the missing vowel sound and copy the word.

Lesson 16

Phonics

Blending of: **v, y, x**, with previously introduced sounds.

Materials

Flashcards: **v, y, x, (s, a, t, p, i, n, c, k, e, h, r, m, d, g, o, l, f, u, b, j, z, w)**. Picture flashcards for the seventeen vocabulary items. (**red, cat, egg, on, drum, black, dog, sit, under, clock, man, big, hat, duck, swim, in, box**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually.

Blending

Students should be familiar with this technique now so presentation time may be shortened. From the sounds taught choose a three-letter word e.g. 'vex'. Tack 'v' up on the whiteboard and say the phonic sound. Next to 'v' but some distance away tack up 'e' and say its phonic sound. Repeat with the letters 'x'.. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out. Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word e.g. 'lamp' and 'plant'.. Other consonant blends include; 'sw-', 'tw-'.

Be sure not to introduce the 'sh', 'th', 'ch', 'ar', 'ir', 'or', 'aw', 'al', 'ow', 'ng' and 'nk' sounds as these are not phonically regular and are covered later in the course.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. At this stage these games should be used to practice reading the words, not writing them.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **red, cat, egg, on, drum, black, dog, sit, under, clock, man, big, hat, duck, swim, in, box**

Worksheet

Listen and Circle

Students listen to the teacher read a word. They have to circle the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Read and Draw

This is the first time that sts are expected to read whole sentences rather than individual words.

Students read the sentences and draw a picture to demonstrate their understanding.

Lesson 17

Phonics

Blending of: **v, y, x**, with previously introduced sounds.

Materials

Flashcards: v, y, x, (s, a, t, p, i, n, c, k, e, h, r, m, d, g, o, l, f, u, b, j, z, w). Picture flashcards for the sixteen vocabulary items: **black, cat, egg, on, drum, dog, sit, under, clock, man, big, hat, duck, swim, in, box**

Review

This is a review of material already taught. The following games may be used to reinforce the sounds:
1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Phonic Sounds

Presentation/Practice

Hold up each individual letter, introduce and drill each phonic sound chorally and individually.

Blending

Students should be familiar with this technique now so presentation time may be shortened. From the sounds taught choose a three-letter word e.g. 'vex'. Tack 'v' up on the whiteboard and say the phonic sound. Next to 'v' but some distance away tack up 'e' and say its phonic sound. Repeat with the letters 'x'. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out. Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most three-letter words have the vowel in the middle. If the students pick up blending quickly try introducing words where the vowel appears first e.g. 'ant'. This will also give students the opportunity to practice linking consonants.

Consonant Blends

Follow the procedure above to introduce 4 and 5 letter words with consonant blends at the beginning and end of each word e.g. 'lamp' and 'plant'. Other consonant blends include; '-xt'.

Be sure not to introduce the 'sh', 'th', 'ch', 'ar', 'ir', 'or', 'aw', 'al', 'ow', 'ng' and 'nk' sounds as these are not phonically regular and are covered later in the course.

Follow Up

Various games can be played to reinforce sound blending skills including; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game. These can be adapted to make simple writing games.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **black, cat, egg, on, drum, dog, sit, under, clock, man, big, hat, duck, swim, in, box**

Worksheet

Listen and Number

Students listen to the teacher read a word. They have to number the word they hear.

Pairwork

Student 1 points to a word. Student 2 reads it. Swap. Teacher monitors

Write and Connect

Students look at the picture and complete the sentences using the prompts.

Lesson 18

Aim

To introduce students to the two sounds for the letter 's'. Compare and contrast the /s/ and /z/ sounds.

Materials

Flashcards: all letters of the alphabet except 'q'

Presentation

Write up two columns of words on the boards, one with /s/ words, one with /z/ words, for instance, 'cats, list, miss, ducks, desk' and 'bags, eggs, his, is, beds'.. Try eliciting the reason for the columns although it is unlikely at this stage the students will guess. Illustrate the difference between the /s/ and /z/ sounds by asking students to touch their throat as they sound them. The /z/ will produce a vibration. Elicit which sound goes with which column.

NB Teachers may decide to explain that if the 's' appears at the beginning or middle of the word it is usually sounded /s/. If it appears at the end of the word it can be either. **Words with double 's' are always pronounced /s/.**

Practice

Play 4: Stand / Sit, 17: Correct Me If I Am Wrong, 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 2: Write 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 18: Memory Game.

Worksheet

Sound Maze

Teacher says /s/ or /z/. Students listen and work their way through the maze

Touch and Say

Students point to and say the words while touching their throat and identify if the word has /s/ or /z/

Writing

Students look back in their workbook and find five words with the /s/ sound and five words with the /z/ sound and write them in the correct column

Lesson 19

Aim

To introduce rhyming words using ‘-og’, ‘-at’ and ‘-an’ sounds

Presentation

Write up ‘-at’ on the whiteboards. Say ‘at’, then ‘fat’. Elicit the first letter of the words and write it on the board. Repeat with ‘pat’, ‘mat’, ‘vat’, ‘rat’ etc. Concept check their understanding of rhyming words by asking them if ‘sun’, ‘pit’ and ‘man’ fit the pattern.

Repeat the presentation with ‘-og’ and ‘-an’

Practise

Children should have no problems at all reading these groups of rhyming words. The focus of the practice session should be spelling the words. Play any of the following games; 15: Tic Tac Toe – write the first letter of the word only. Students have to complete the word, 1: Slap: Write up ‘-og’, ‘-an’ and ‘-at’. Teacher calls out word eg ‘cat’.. Students race to slap the correct rhyming sound, 2: Write

If this proves to be too easy for the children, introduce more rhyming groups eg ‘-ip’, ‘-ed’, ‘-uck’ (take care with this one!!)

Worksheet

Listen and write

Students listen to the words and complete the words using ‘-og’, ‘-an’ or ‘-at’. Words are ‘fat’, ‘man’, ‘jog’, ‘frog’, ‘fan’, ‘hat’.

Touch, Say and Connect

In pairs, students take turns to read the words then link the words which rhyme. Teacher monitors.

Write

Students write in the rhyming sound for each column of words.

Lesson 20 - Review

Aim

To practise spelling three letter words, with particular focus on the vowel sounds. Children will make mistakes with the vowel sounds so do not expect them to master this by the end of the lesson.

Materials

Flashcards: all letters of the alphabet except 'q'. Picture flashcards for the twelve vocabulary items: **stand, hand, swim, flag, frog, ant, bag, fan, fox, egg, sit, nut**

Review

Write up the vowels on the white board. Drill the phonic sounds chorally and individually. If necessary play any of the following games to reinforce the sounds: 1: Slap, 12: Read, 6: Listen and Say with individual vowel sounds, 3: Runaround, 8: Pelmanism, 7: Forfeits, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe – either write the vowels in the squares or keep squares blank and say the sound. Students then identify the letter. This is more challenging, 17: Correct Me If I Am Wrong, 4: Stand / Sit.

Practise

Set the children a spelling test. Explain that each word is three letters and that the middle letter is the vowel. Say each word slowly and use fingers as you say the word to help children break up the individual sounds. The test should be a minimum of five words, but give up to ten words depending on time. The following words test all vowel sounds and many first and last letter sounds: **'cap', 'wet', 'hid', 'rob', 'dug', 'jam', 'fen', 'lot', 'pun'**

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **stand, hand, swim, flag, frog, ant, bag, fan, fox, egg, sit, nut**

Worksheet

Read, Link and Copy

Children read the word, link it to the picture and then copy the word.

Write

Children look at the picture and write the word.

Lesson 21 - Review

Aims

To revise and further extend consonant cluster blends and to provide further written practice of words introduced during the course.

Materials

Flashcards: all letters of the alphabet except 'q'. Picture flashcards for the eight vocabulary items: **cat, in, bed, six, pen, box, panda, hat**

Practice

Use any of the following games: 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write – students write either middle or last letter of the word, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Vocabulary

Present and practice the following words (picture and word recognition) prior to commencing the worksheet: **cat, in, bed, six, pen, box, panda, hat**

Worksheet

Listen and circle

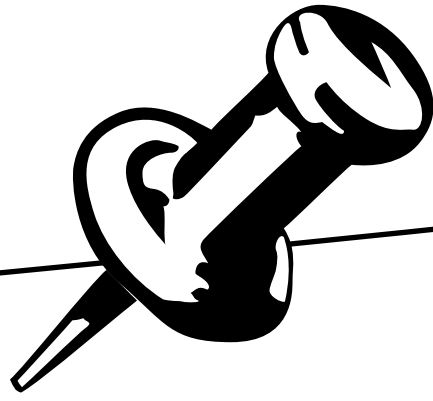
Teacher reads out a word. Student circles the correct one.

Point and say

In pairs students point to and read the words.

Complete the sentences

Using the picture prompts students fill in the missing words to complete the sentences.



Phonics

2

DAY	PHONICS
1	ai
2	oa
3	ie
4	Review
5	ee
6	or
7	ng
8	Review
9	oo
10	ch
11	sh
12	Review
13	th
14	ou
15	oi
16	Review
17	er
18	ar
19	ue
20	Review
21	Review

Lesson 1

Phonics

Blending of: **ai**, with known sounds

Materials

Flashcards: ai, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**train, snail, rain, jail**)

Review

This is a review of material already taught (Phonics 1). The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **train, snail, rain, jail**. Other words may be introduced, please refer to Appendix 4 for more information.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: cup your ear and look as if you are straining to hear what someone is saying. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'train'. Tack 't' up on the whiteboard and say the phonic sound. Next to 't' but some distance away tack up 'r' and say its phonic sound. Repeat with the sound 'ai', and finally 'n'. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen and Number*

Read out the 8 words in random order. Students listen and number the words from 1-8.

2) *Touch & Say*

Students touch and say the words from exercise 1. This can be done chorally as well as in pairs.

3) *Gap Fill, Link and Write*

Students fill in the missing letters, link it to the correct picture, then write the word underneath the picture.

Lesson 2

Phonics

Introduction and blending of: 'oa', with known sounds

Materials

Flashcards: oa, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items.
(boat, goat, coat, toast)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds:
1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **boat, goat, coat, toast**. Other words may be introduced, please refer to Appendix 4 for more information.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: look shocked and pretend to slap your forehead. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'boat'. Tack 'b' up on the whiteboard and say the phonic sound. Next to 'b' but some distance away tack up 'oa' and say its phonic sound. Finally add 't'. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen and Number*

Read out the 8 words in random order. Students listen and number the words from 1-8.

2) *Touch & Say*

Students touch and say the words from exercise 1. This can be done chorally as well as in pairs.

3) *Gap Fill, Link and Write*

Students fill in the missing letters, link it to the correct picture, then write the word underneath the picture.

Lesson 3

Phonics

Introduction and blending of: 'ie', with known sounds

Materials

Flashcards: ie, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**tie, pie, lie, die**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **tie, pie, lie, die**. Other words may be introduced, please refer to Appendix 4 for more information.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: salute and say 'aye' aye'. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'tie'. Tack 't' up on the whiteboard and say the phonic sound. Next to 't' but some distance away tack up 'ie' and say its phonic sound. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen and Number*

Read out the 8 words in random order. Students listen and number the words from 1-8.

2) *Touch & Say*

Students touch and say the words from exercise 1. This can be done chorally as well as in pairs.

3) *Read and Write the Correct Word*

Students fill in the empty space in accordance with the picture prompt given.

4) *Pairwork*

In pairs students read the sentences from exercise 3

Lesson 4 - Review

Phonics

Review the phonic values of **ai, oa, ie** using TPR and flashcards. If necessary reinforce using any of the following games 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Materials

Flashcards: **ai, oa, ie** and letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous 3 units. (**train, snail, rain, jail, boat, goat, coat, toast, tie, pie, lie, die**)

Vocabulary/Blending

Re-Introduce and practice words and sounds learnt from the previous 3 units. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See appendix A for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed above to practise spelling the words. Do not expect the children to spell the whole word at this stage. Instead focus on identifying the 'ai', 'ie' and 'oa' sound in each word and its position (beginning, middle, end) in each word.

Worksheet

1) Listen, Circle and Say

Call out one sound from each of the four groups. Students listen and circle the sound they hear. Students chorally and in pairs then practice saying all the sounds present.

2) Gap Fill

Students insert the correct vowel combination into the word, in accordance with the picture prompt given.

3) Word Puzzle

Students find the 8 words hidden in the puzzle, match them to the correct picture, then write the word underneath the picture.

Lesson 5

Phonics

Introduction and blending of: 'ee', with known sounds

Materials

Flashcards: ee, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**bees, feet, sleep, trees**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **bees, feet, sleep, trees**. Other words may be introduced, please refer to Appendix 4 for more information.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: Pretend that your hands are a set of donkey's ears and put them on top of your head, pointing straight up (TPR for the 'or' sound will require you to fold them down). As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words, e.g. 'trees'. Tack 't' up on the whiteboard and say the phonic sound. Next to 't' but some distance away tack up 'r' and say its phonic sound. Put up 'ee' and say its phonic sound. Finally add 's' and say its phonic sound. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen and Number*

Read out the 8 words in random order. Students listen and number the words from 1-8.

2) *Touch & Say*

Students touch and say the words from exercise 1. This can be done chorally as well as in pairs.

3) *Gap Fill, Link and Write*

Students fill in the missing letters, link it to the correct picture, then write the word underneath the picture.

Lesson 6

Phonics

Introduction and blending of: 'or', with known sounds

Materials

Flashcards: 'or', and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**storm, fork, sport, corn**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **storm, sport, fork, corn**. Other words may be introduced, please refer to Appendix 4 for more information.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: This follows the same process as 'ee' except your hands are folded down. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'corn'. Tack 'c' up on the whiteboard and say the phonic sound. Next to 'c' but some distance away tack up 'or' and say its phonic sound. Finally add 'n'. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen and Number*

Read out the 8 words in random order. Students listen and number the words from 1-8.

2) *Touch & Say*

Students touch and say the words from exercise 1. This can be done chorally as well as in pairs.

3) *Read and Write the Correct Word*

Students fill in the empty space in accordance with the picture prompt given.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3

Lesson 7

Phonics

Introduction and blending of: 'ng', with known sounds

Materials

Flashcards: 'ng', and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**long, string, strong, song**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **long, string, strong, song**. Other words may be introduced.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: Pretend to be lifting a heavy weight. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'song'. Tack 's' up on the whiteboard and say the phonic sound. Next to 's' but some distance away tack up 'o' and say its phonic sound. Finally add 'ng' and say it's phonic sound. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) Listen and Number

Read out the 8 words in random order. Students listen and number the words from 1-8.

2) Touch & Say

Students touch and say the words from exercise 1. This can be done chorally as well as in pairs.

3) Gap Fill, Link and Write

Students fill in the missing letters, link it to the correct picture, then write the word underneath the picture.

4) Sentence: Read, Write and Say

Students fill in the missing letters and in pairs practice reading the sentence together.

Lesson 8 - Review

Phonics

Review the phonic values of **ee, or, ng** using TPR and flashcards. If necessary, reinforce using any of the following games 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Materials

Flashcards: **ee, or, ng** and letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous 3 units. (**bees, trees, feet, sleep, storm, fork, sport, corn, long, string, strong, song**)

Vocabulary/Blending

Re-Introduce and practice words and sounds learnt from the previous 3 units. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See appendix A for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed above to practise spelling the words. Do not expect the children to spell the whole word at this stage. Instead focus on identifying the 'ee', 'or' and 'ng' sound in each word and its position (beginning, middle, end) in each word,

Worksheet

1) **Listen, Circle and say**

Call out one sound from each of the four groups. Students listen and circle the sound they hear. Students chorally and in pairs then practice saying all the sounds present.

2) **Gap Fill**

Students insert the correct vowel combination into the word, in accordance with the picture prompt given.

3) **Crossword**

Students look at the picture clues provided and insert the correct vowel/consonant combination into the word, they then transfer the word into the crossword, in accordance with the direction the arrow is facing.

Lesson 9

Phonics

Introduction and blending of: 'oo', with known sounds

Materials

Flashcards: 'oo' (short sound), and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**foot, books, cook, look**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **foot, books, cook, look**. Other words may be introduced, please refer to Appendix 4 for more information.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: Pretend to be a monkey. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'books'. Tack 'b' up on the whiteboard and say the phonic sound. Next to 'b' but some distance away tack up 'oo' and say its phonic sound. Finally add 'k' and 's' and say their phonic sounds. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen and Number*

Read out the 8 words in random order. Students listen and number the words from 1-8.

2) *Touch & Say*

Students touch and say the words from exercise 1. This can be done chorally as well as in pairs.

3) *Gap Fill, Link and Write*

Students fill in the missing letters, link it to the correct picture, then write the word underneath the picture.

Lesson 10

Phonics

Introduction and blending of: 'ch', with known sounds

Materials

Flashcards: 'ch', and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**cheek, kitchen, catch, pitch**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **cheek, kitchen, catch, pitch**. Other words may be introduced.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: Pretend to be a steam train and move your bent arms too and fro. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'cheek'. Tack 'ch' up on the whiteboard and say the phonic sound. Next to 'ch' but some distance away tack up 'ee' and say its phonic sound. Finally add 'k' and say it's phonic sound. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Touch, Say, Connect and Write*

Students touch and say the words. This can be done chorally as well as in pairs. Students match the word to the correct picture and then write the word underneath.

2) *Gap Fill*

Students fill in the missing letters in accordance with the clues provided.

3) *Pairwork*

In pairs students read the sentences from exercise 3

Lesson 11

Phonics

Introduction and blending of: 'sh', with known sounds

Materials

Flashcards: 'sh', and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**ship, short, brush, dish**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **ship, short, brush, dish**. Other words may be introduced.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: Put your finger to your lips. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'ship'. Tack 'sh' up on the whiteboard and say the phonic sound. Next to 'sh' but some distance away tack up 'i' and say its phonic sound. Finally add 'p' and say it's phonic sound. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually. Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen, Circle and Say*

Call out one word from each of the four groups. Students listen and circle the word they hear. Students chorally and in pairs then practice saying all the words present.

2) *Sentence: Read, Write and Say*

Students fill in the missing letters in accordance with the prompts given. Chorally and in pairs practice reading the sentence.

3) *Gap Fill, Read and Draw*

Students fill in the missing spaces in accordance to the prompt given. Students then draw pictures in the box provided in respect to what the sentence stipulates.

Lesson 12 - Review

Phonics

Review the phonic values of **oo, ch, sh** using TPR and flashcards. If necessary reinforce using any of the following games 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Materials

Flashcards: **oo, ch, sh** and letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous 3 units. (**books, foot, cook, look, cheek, kitchen, catch, pitch, ship, short, brush, dish**)

Vocabulary/Blending

Re-Introduce and practice words and sounds learnt from the previous 3 units. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See appendix A for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed above to practise spelling the words. Do not expect the children to spell the whole word at this stage. Instead focus on identifying the 'oo', 'ch' and 'sh' sound in each word and its position (beginning, middle, end) in each word,

Worksheet

1) *Listen, Circle and Say*

Call out one sound from each of the four groups. Students listen and circle the sound they hear. Students chorally and in pairs then practice saying all the sounds present.

2) *Gap Fill*

Students insert the correct vowel/consonant combination into the word, in accordance with the picture prompt given.

3) *Word Puzzle*

Students find the 8 words hidden in the puzzle, match them to the correct picture, then write the word underneath the picture.

Lesson 13

Phonics

Introduction and blending of: 'th' (unvoiced, as in thin), with known sounds

Materials

Flashcards: 'th', and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**thin, three, teeth, tenth**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **thin, three, teeth, tenth**. Other words may be introduced.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: With two fingers act as if you are going to pull your tongue out. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'thin'. Tack 'th' up on the whiteboard and say the phonic sound. Next to 'th' but some distance away tack up 'i' and say its phonic sound. Finally add 'n' and say it's phonic sound. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen and Number*

Read out the 8 words in random order. Students listen and number the words from 1-8.

2) *Touch & Say*

Students touch and say the words from exercise 1. This can be done chorally as well as in pairs.

3) *Read and Write the Correct Word*

Students fill in the empty space in accordance with the picture prompt given.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3

Lesson 14

Phonics

Introduction and blending of: 'ou' with known sounds

Materials

Flashcards: 'ou', and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**mouth, shout, out, loud**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **thin, three, teeth, tenth**. Other words may be introduced, please refer to Appendix 4 for more information.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: Pretend that in one hand you have a needle and that you are sowing, accidentally jab yourself in the thumb. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'shout'. Tack 'sh' up on the whiteboard and say the phonic sound. Next to 'sh' but some distance away tack up 'ou' and say its phonic sound. Finally add 't' and say its phonic sound. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen & Circle*

Call out one word from each of the four groups. Students listen and circle the word they hear.

2) *Touch and Say*

Students touch and say the words contained in the 4 boxes. This can be done chorally as well as in pairs.

3) *Read, Connect & Write*

Students read the word, match it to the correct picture and write the word in the correct space, in accordance with the prompts given.

Lesson 15

Phonics

Introduction and blending of: 'oi' with known sounds

Materials

Flashcards: 'oi', and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**coins, oil, point, toilet**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **coins, oil, point, toilet**. Other words may be introduced, please refer to Appendix 4 for more information.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: Pretend that you are trying to get someone's attention, start waving your arm, similar to waving hello, except more vigorously. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'coins'. Tack 'c' up on the whiteboard and say the phonic sound. Next to 'c' but some distance away tack up 'oi' and say its phonic sound. Finally add 'n' and 's' and say their phonic sounds. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen and Number*

Read out the 8 words in random order. Students listen and number the words from 1-8.

2) *Touch & Say*

Students touch and say the words from exercise 1. This can be done chorally as well as in pairs.

3) *Read and Write the Correct Word*

Students fill in the empty space in accordance with the picture prompt given.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3

Lesson 16 - Review

Phonics

Review the phonic values of **th, ou, oi** using TPR and flashcards. If necessary reinforce using any of the following games 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Materials

Flashcards: **th, ou, oi** and letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous 3 units. (**thin, three, teeth, tenth, mouth, shout, out, loud, coins, oil, point, toilet**)

Vocabulary/Blending

Re-Introduce and practice words and sounds learnt from the previous 3 units. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See appendix A for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed above to practice spelling the words. Do not expect the children to spell the whole word at this stage. Instead focus on identifying the 'th', 'ou' and 'oi' sound in each word and its position (beginning, middle, end) in each word.

Worksheet

1) **Sound Maze**

The teacher says one of the sounds present. Students work their way through the maze, following the teacher's instructions. Practice saying the sounds chorally and individually. *As a follow up, students could erase the first one done and in pairs take turns to lead each other through the maze.*

2) **Gap Fill**

Students insert the correct vowel/consonant combination into the word, in accordance with the picture prompt given.

3) **Crossword**

Students look at the picture clues provided insert the correct vowel/consonant combination into the word. Students then transfer the word into the crossword, in accordance with the directional prompt given.

Lesson 17

Phonics

Introduction and blending of: 'ir' with known sounds

Materials

Flashcards: 'ir', and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**girl, birds, shirt, thirteen**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **girl, birds, shirt, thirteen**. Other words may be introduced, please refer to Appendix 4 for more information.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: Pretend that you are a dog growling. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'girl'. Tack 'g' up on the whiteboard and say the phonic sound. Next to 'g' but some distance away tack -up 'ir' and say its phonic sound. Finally add 'l' and say its phonic sound. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen and Number*

Read out the 8 words in random order. Students listen and number the words from 1-8.

2) *Touch & Say*

Students touch and say the words from exercise 1. This can be done chorally as well as in pairs.

3) *Gap Fill & Connect*

Students fill in the missing letters and connect it to the correct picture.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3

Lesson 18

Phonics

Introduction and blending of: 'ar' with known sounds

Materials

Flashcards: 'ar', and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**cars, arm, park, garden**)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **cars, arm, park, garden**. Other words may be introduced, please refer to Appendix 4 for more information.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: Pretend that you have a sore throat and that the doctor is going to have a look, open your mouth (perhaps pressing down on your tongue a little) and as you do so repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'park'. Tack 'p' up on the whiteboard and say the phonic sound. Next to 'p' but some distance away tack up 'ar' and say its phonic sound. Finally add 'k' and say it's phonic sound. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen & Circle*

Call out one word from each of the four groups. Students listen and circle the word they hear.

2) *Touch and Say*

Students touch and say the words contained in the 4 boxes. This can be done chorally as well as in pairs.

3) *Read, Match & Write*

Students read the word, match it to the correct picture and write the word in the correct space, in accordance with the prompts given.

Lesson 19

Phonics

Introduction and blending of: 'ue' with known sounds

Materials

Flashcards: 'ue', and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (Sue, true, glue, cue)

Review

This is a review of material already taught. The following games may be used to reinforce the sounds: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **Sue, true, glue, cue**. Other words may be introduced, please refer to Appendix 4 for more information.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the sound: Pretend that you have a stomach ache. As you do this repeat the sound. Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorally and individually.

Blending

Choose one of the four words e.g. 'glue'. Tack 'g' up on the whiteboard and say the phonic sound. Next to 'g' but some distance away tack up 'l' and say its phonic sound. Finally add 'ue' and say it's phonic sound. Now move the letters closer together and say the phonic sounds more quickly. Eventually place the letters next to each other and say the word smoothly pointing to each letter as you sound it out.

Continue the process with different words, getting the children to repeat the sounds and words after you. Once the children understand how to do this and are competent at it, they can then blend the letters and read the words themselves. The teacher can then simply prompt them by pointing to the letters. It is essential that this technique's practiced both chorally and individually.

Most words have the vowel sound in the middle. Whenever possible try introducing words where the vowel sound appears in the initial and final position. This will also give students the opportunity to practice linking consonants.

Follow Up

Various games can be played to reinforce sound blending and word recognition skills. These include; 1: Slap, 12: Read, 6: Listen and Say, 3: Runaround, 8: Pelmanism, 10: Reading Race, 5: Spelling, 7: Forfeits, 9: Missing First Letter, 2: Write, 13: Flashcard, 14: Heidi's Game, 15: Tic Tac Toe, 16: Bingo, 17: Correct Me If I Am Wrong, 18: Memory Game.

Worksheet

1) *Listen and Number*

Read out the 8 words in random order. Students listen and number the words from 1-8.

2) *Touch & Say*

Students touch and say the words from exercise 1. This can be done chorally as well as in pairs.

3) *Read and Write the Correct Word*

Students fill in the empty space in accordance with the picture prompt given.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3

Lesson 20 - Review

Phonics

Review the phonic values of **ir**, **ar**, **ue** using TPR and flashcards. If necessary reinforce using any of the following games 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Materials

Flashcards: **ir**, **ar**, **ue** and letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous 3 units. (**girl, birds, shirt, thirteen, cars, arm, park, garden, Sue, true, glue, cue**)

Vocabulary/Blending

Re-Introduce and practice words and sounds learnt from the previous 3 units. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See appendix A for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed above to practice spelling the words. Do not expect the children to spell the whole word at this stage. Instead focus on identifying the 'ir', 'ar' and 'ue' sound in each word and its position (beginning, middle, end) in each word.

Worksheet

1) **Sound Maze**

The teacher says one of the sounds present. Students work their way through the maze, following the teacher's instructions. Practice saying the sounds chorally and individually. *As a follow up, students could erase the first one done and in pairs take turns to lead each other through the maze.*

2) **Gap Fill**

Students insert the correct vowel/consonant combination into the word, in accordance with the picture prompt given.

3) **Word Puzzle**

Students find the 8 words hidden in the puzzle, match them to the correct picture, then write the word underneath the picture.

Lesson 21 - Review

Aim

To review perceived areas of weakness

Phonic Sounds

Review the phonic values you believe the students need the most practice of, using TPR and flashcards. If necessary reinforce using any of the following games 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game

Vocabulary/Blending

Re-Introduce and practice words and sounds learnt from the previous 20 units. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See appendix A for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed above to practice spelling the words. Do not expect the children to spell the whole word at this stage. Instead focus on identifying the vowel/consonant sound in each word and its position (beginning, middle, end) in each word.

Worksheet:

This will have the basic format for you to complete the below mentioned exercises, but you as the teacher will have to insert the words/sounds you feel the students need the most revision of.

1) Listen, Circle and Say

Call out one sound from each of the four groups. Students listen and circle the sound they hear. Students chorally and in pairs then practice saying all the sounds present.

2) Sound Maze

The teacher says one of the sounds present. Students work their way through the maze, following the teacher's instructions. Practice saying the sounds chorally and individually. *As a follow up, students could erase the first one done and in pairs take turns to lead each other through the maze.*

3) Listen, Circle and Say

Call out one word from each of the four groups. Students listen and circle the word they hear. Students chorally and in pairs then practice saying all the words present.

APPENDIX

2

List of Games

Many of these games can be adapted to practise both reading and writing skills, either of individual letters or whole words.

1. **Slap**
Letters and words.
2. **Write**
Students race to write letters, words or parts of words on the board.
3. **Runaround**
Students race to stand near flashcards of words or letters scattered on the floor.
4. **Stand / Sit**
Compare two sounds e.g. 'r' and 'l', /s/ and /z/ or vowel sounds. Students stand or sit depending on which sound they hear. Variation: students run to different sides of the room.
5. **Spelling**
Teacher sounds out individual letters. Students write the word and read it.
6. **Listen and Say**
Teacher sounds out the individual sounds of a word, e.g. 'b' 'a' 't'. Students respond with word. Vice versa is more challenging.
7. **Forfeits**
Students individually read words or letters. Keep the pace fast. If a student hesitates or fails to read it they must stand on one leg, hop round the room etc etc.
8. **Pelmanism**
Students find pairs of words or letters.
9. **Missing First Letter**
Teacher says word 'pink' students respond by omitting the first letter 'ink'.
10. **Reading Race**
Write 6 columns on the board each with 3 or 4 words. In two teams students roll the dice and read the corresponding column.
11. **Board Game**
Students work their way around the board throwing a dice reading words or letters as they land on each square. Forfeits and rewards can be introduced.
12. **Read**
Students race to read letters or words on the board.
13. **Flashcard**
Deal out the cards. S1 holds up card. First correct answer wins the card.
14. **Heidi's Game**
15. **Tic Tac Toe**
Noughts and Crosses. Students throw the sticky ball and read the words. Alternatively leave the squares blank, or write one letter. Students race to write a word.
16. **Bingo**
With letters and words.
17. **Correct Me If I Am Wrong**

Teacher reads out words. Students follow list and shout out if anything is read wrong.

18. Memory Game

Use flashcards or write words/letters on board. Give students a chance to look at them. With student's eyes closed, take away one of the words. Guess which is missing.

19. Running Dictation (phonics)

The teacher puts the students into pairs. Cards are placed outside the classroom with the phonic sounds/spellings that they wish to exploit. One of the students runs outside the room reads the spelling, comes back into the classroom and conveys the sound to their partner, who writes it down. Students can then swap roles.

Spelling variations for the same sound are introduced in Phonics 3&4. The teacher can stipulate before the commencement of the activity, which spelling they want (this could also be on the board in the room), or the students could write down all known spelling variations. Remember though that the activity is primarily designed to be a phonic exercise, not a spelling exercise.

APPENDIX

3

List of useful consonant blends

sn-	snug	snap	snip		
st-	step	stick			
-st	must	best	frost	nest	lost
-nt	tent	mint			
-pt	slept	kept			
sc-	scam	scan			
sk-	skip	skim	skin		
-ct	act	pact			
cr-	crab	crop	crib	crisp	
dr-	drag	drip	drop	drug	drum
pr-	print	prop			
tr-	trim	trap	trip		
sm-	smog				
scr-	scrap				
str-	strip	strap			
spr-	sprig				
-mp	lamp	lump	limp		
-nd	land	hand	sand	band	
gl-	glad	glum			
pl-	plot	plump	plan	plug	plum
cl-	clap	clip	club		
sl-	slim	slept	slap	slip	
-ld	held				
-lk	silk	milk			
-lm	film				
-ln	kiln				

-lp	help	gulp		
-lt	melt	belt		
bl-	black	block	blink	
fl-	flap	flip	flag	flat
br-	bran			
fr-	from	frost	frog	
-lb	bulb			
-lf	golf			
-ft	gift	lift		
sw-	swim	swam	swum	
tw-	twig	twin		
-xt	next			

APPENDIX

4

List of useful vowel sounds & blends

ai -	train	tail	rain	pain	sail	nail
ee -	see	tree	sleep	feet	meet	green
ie -	pie	tie	lie	die		
oa -	coat	moat	toast	gloat	float	oat
ue -	truent	Tuesday	fluent	cue	argue	
oo (short) -	look	shook	hook	took	good	
oo (long) -	soon	moon	spoon	balloon	baboon	zoo
ar -	car	marker	art	star	arm	bark
ir -	skirt	birth	sir	dirt	first	third
or -	sport	port	short	corn	corner	fork
oi -	boil	noise	soil	toilet	coil	
ou -	out	shout	trousers	snout	clout	

-lp	help	gulp		
-lt	melt	belt		
bl-	black	block	blink	
fl-	flap	flip	flag	flat
br-	bran			
fr-	from	frost	frog	
-lb	bulb			
-lf	golf			
-ft	gift	lift		
sw-	swim	swam	swum	
tw-	twig	twin		
-xt	next			

APPENDIX

5

Main Spelling Variations of Afore-Mentioned Vowel Sounds

<u>Vowel Sound</u>	<u>Also written as</u>	
ai	a-e, ay	(name, late, plate, play, say)
ee	ea	(dream, stream, team, eat, cheap)
ie	i-e, igh, y	(ride, hide, high, right, fly, cry, bye)
oa	o-e, ow	(bone, phone, snow, slow, crow, own)
ue	u-e, ew	(tube, tune, stew, flew, chew, new)
oo (short)	u	(put)
oo (long)	u-e, ue, ew	(as above)
ir	er, ur	(term, sister, her, Thursday, turn, burn)
or	au, aw, al	(Autumn, autograph, awful, talk, walk)
oi	oy	(toy, boy, soya)
ou	ow	(brown, crown, down)

APPENDIX

6

**WORDS THAT NEED TO BE TAUGHT
DURING THE COURSE**

Lesson 3	hen	ten	in	cat	sit	ant		
Lesson 6	map	neck	panda	deck	mask	pen	hat	
Lesson 9	dog	egg	bag	clock	glass			
Lesson 10	rat	dress	leg	black				
Lesson 11	bat	fat	duck	drum				
Lesson 12	big	bed						
Lesson 13	jet	jug	swim	zebra	win			
Lesson 14	zip							
Lesson 16	red	on	under	man	box			
Lesson 20	stand	hand	flag	frog	fan	fox	nut	
Lesson 21	six							

These words have been selected on the basis that they are regularly phonetic, in respect to what the students have learnt before-hand.

Some of these words have appeared before during the course of the student's tuition. You will however find that some have not. The afore-mentioned list contains the vocabulary items, which the students are expected to know, by the end of this term of study. A reading and spelling component, using the words from this course, has now been added to the end of term test. The spelling component of the test will require the students to insert individual letters into the word, not spell the whole word.

APPENDIX

7

WORDS THAT NEED TO BE TAUGHT DURING PHONICS 2

ai -	train	snail	rain	jail
oa -	boat	goat	coat	toast
ie -	tie	pie	lie	die
ee -	bees	trees	feet	sleep
or -	storm	fork	sport	corn
ng -	long	string	strong	song
oo -	books	foot	cook	look
ch -	cheek	kitchen	catch	pitch
sh -	ship	short	brush	dish
th -	thin	three	teeth	tenth
ou -	mouth	shout	out	loud
oi -	coins	oil	point	toilet
ir -	girl	birds	shirt	thirteen
ar -	cars	arm	park	garden
ue -	Sue	true	glue	cue

These words have been selected on the basis that they are regularly phonetic, in respect to what the students have learnt before-hand, and wherever possible recycle sounds that have been previously introduced.

Some of these words have appeared before during the course of the student's tuition. You will however find that many have not. The afore-mentioned list contains the vocabulary items, which the students are expected to know, by the end of this term of study. A spelling component, using the words from this course, will now appear in the end of term test, though the students will only be required to insert the correct vowel/consonant sound into the word, not spell the whole word.