

RATIONALE

The English language consists of 26 letter symbols and some 44 sounds. With the knowledge of the symbol-sound relationship, 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. Graphophonic (graph: visual symbol i.e. letters: Phonology: sounds in a language) awareness is an essential reading skill for any proficient reader and is the skill that is usually 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 graphophonic 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 unknown 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 as in real life situations. In addition to the afore-mentioned points, with the development of their graphophonic 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 readers and therefore learners. Research has shown that the teaching of the graphophonic 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 recreational 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 3' and term two 'Phonics 4'. The course follows the completion of Phonics 1 and Phonics 2. Each term consists of 21 lessons and each lesson requires approximately fifteen to twenty minutes of class time. Detailed lesson plans are provided for each lesson. Worksheets, titled Unit 1-42, are also supplied to further develop: speaking, listening, reading and writing skills. Phonics 3 covers Units 1-21 and Phonics 4 covers Units 22-42. 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' graphophonic understanding 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 by developing an understanding that vowel/consonant symbol representation can be both spelt and pronounced differently.

BLENDING

Blending is the process of connecting sounds to letters to form words. Phonics 3 starts by reintroducing the previously taught vowel symbols/sounds from Phonics 2 and then introduces some of the spelling variations associated with those vowel sounds. Phonics 4 consolidates the students understanding of short and long vowel sounds. Students are then re-introduced to some of the previously taught sounds from Phonics 2 and the spelling variations associated with those sounds. It finishes by introducing the students to two new sounds and provides them with the opportunity of blending them with known sounds.

VOCABULARY

Within Phonics 3 and Phonics 4 certain vocabulary items will need to be taught (**see Appendix 2 for Phonics 3 and Appendix 3 for Phonics 4**) 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 and symbol representations 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 symbol into the word, not spell the whole word. Though vocabulary items, which incorporate the spellings-sounds being introduced, need to be taught, these are by no means the only items that necessarily need to be shown (**see Appendix 4 for some additional vocabulary item ideas**). Teachers however need to be careful when selecting vocabulary items and should not introduce items that incorporate spelling variations or sounds that have not been previously introduced.

NON-SENSICAL WORDS

When teaching graphophonics the use of nonsensical words is a more than acceptable practice. The students, when learning graphophonics, are essentially learning a reading skill and therefore not all the words used to practice the blending of symbols/sounds together, need necessarily derive any meaning. 2

LESSON FORMAT

Each lesson is designed to last 15 to 20 minutes. Spelling variations of the previously taught sounds, from Phonics 2, are introduced at a rate of one every second lesson in Phonics 3. Phonics 4 continues this process though some items are a review from Phonics 1 (short vowel sounds). Two new sounds are introduced in Phonics 4 (see course guide for details). Vocabulary and individual graphophonic symbols/sounds are re-introduced/introduced and practised through total physical response (TPR), drilling and games. Blending techniques are further consolidated 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. Contained within Phonics 3, review lessons are scheduled for Units 5, 10, 11, 20 and 21. Contained within Phonics 4, review lessons are scheduled for Units 27, 32, 37, 41 and 42. 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 graphophonic symbols/sounds. x
- ⌘ **Presentation and Practice** of the vocabulary and graphophonic symbols/sounds. x
- ⌘ **Blending** of the individual phonic sound with previously taught sounds. x
- ⌘ **Follow Up** with a fun activity. x
- ⌘ **Worksheet** to consolidate the target graphophonic structure.

GAMES

Games provide students with fun, motivational activities and can provide ideal practice opportunities for the review of previously taught symbols/sounds or for the further consolidation of the new vocabulary and symbols/sounds being introduced. There is a list of games provided (**see Appendix 5**). 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

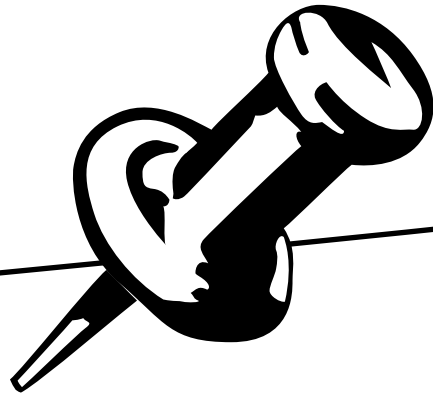
Flashcards for all the new vocabulary items to be taught can be found in the back of this book (**see Appendix 1**). Re-introduced vocabulary items can be found in 'Funtastic Phonics 1' (**see Appendix 1**). 3

END OF TERM EXPECTATIONS

Phonics 3

By the end of the first term, students should be able to identify the introduced spelling variations to the vowel sounds previously introduced in Phonics 2 and read words that contain those spellings. Students should also be able to insert the correct spelling for the various vowel sounds although mistakes will at times be made.

Phonics 4 By the end of the second term students should be able to identify the new sounds introduced, and identify the spelling variations to the vowel sounds previously introduced in Phonics 1 and 2. Students should be able to read words that contain those new sounds or spellings. Students should also be able to insert the correct spelling for the various vowel/consonant sounds into words, although mistakes will at times be made.



Phonics

3

Phonics 3

Unit	Phonics
1	a_e
2	Contrast a_e, ai
3	i_e
4	Contrast i_e, ie
5	Review 1-4
6	o_e
7	Contrast o_e, oa
8	u_e
9	Contrast u_e, ue
10	Review 6-9
11	Review: a_e, i_e, o_e, u_e
12	ay
13	Contrast ay, a_e, ai
14	y
15	Contrast y, i_e, ie
16	ow
17	Contrast ow, o_e, oa
18	oo
19	Contrast oo, u_e, ue
20	Review ay, y, ow, oo
21	Review 1-20

Unit 1

Phonics

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

Materials

Flashcards: **a_e**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**planes, snakes, game, ape**).

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **planes, snakes, game, ape**.. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **a_e** 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.

Students will be familiar with this, as it is the same TPR action used to introduce ‘ai’.

Blending

Choose one of the four words e.g. ‘game’. Tack ‘g’ up on the whiteboard and say the phonic sound. Next to ‘g’ but some distance away tack up ‘a’ and say its **regular** phonic sound. Repeat this with the ‘m’. Move these three letters closer together and say the phonic sounds more quickly to produce ‘gam’. Now add the ‘e’ to the end and demonstrate how the ‘e’ modifies the vowel sound, perhaps draw a line underneath the word to connect ‘a’ to ‘e’. Now 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 simply prompt them by pointing to the letters. It is essential that this technique’s practised both chorally and individually.

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.

Unit 1 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 and Write

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

Unit 2

Phonics

Contrasting of: **a_e** with **ai**.

Materials

Flashcards: **a_e**, **ai** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**planes, snakes, game, ape**) plus flashcards from 'Funtastic Phonics 1 (**train, snail, rain, jail**).

Review

This is a review of material already taught (Phonics 2). 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

Re-introduce the following words (picture recognition only): **planes, snakes, game, ape, train, snail, rain, jail**.

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the **ai**, **a_e** sound: cup your ear and look as if you are straining to hear what someone is saying. Students copy you and respond with the sound to your silent TPR action. If you cannot elicit the sound, repeat it as you do the action getting the students to copy you. Now hold up the flashcards and drill the phonic sound chorally and individually.

Blending

Choose two words, say **train** and **game**, practice blending them individually on the board. Once both words are boarded highlight the two different spelling forms for the same sound. As in Unit 1 clearly demonstrate how the magic 'e' modifies the vowel sound.

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

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.

Unit 2 Worksheet

1) *Listen and Circle*

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

2) *Touch & Say*

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

3) *Gap Fill, Circle and Write*

Students fill in the missing letters (students must refer to the two pictures and then choose the one that contains the correct number of letters to complete the gap fill) and then circle the correct picture. Students then write the word underneath the circled picture.

Unit 3

Phonics

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

Materials

Flashcards: **i_e**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**ride, nine, kite, five**).

Review

Review material taught in previous units. 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): **ride, nine, kite, five**.. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **i_e** 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. **Students will be familiar with this, as it is the same TPR action used to introduce 'ie'**.

Blending

Choose one of the four words e.g. 'kite'. Tack 'k' up on the whiteboard and say the phonic sound. Next to 'k' but some distance away tack up 'i' and say its **regular** phonic sound. Repeat with the 't'. Move these three letters closer together and say the phonic sounds more quickly. Now add the 'e' to the end and demonstrate how the 'e' modifies the vowel sound, perhaps draw a line underneath the word to connect 'i' to 'e'. Now 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 simply prompt them by pointing to the letters. It is essential that this technique's practised both chorally and individually.

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.

Unit 3 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*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3.

Unit 4

Phonics

Contrasting of: **i_e** with **ie**.

Materials

Flashcards: **i_e**, **ie** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**ride**, **nine**, **kite**, **five**) plus flashcards from 'Funtastic Phonics 1' (**lie**, **pie**, **die**, **tie**).

Review

This is a review of material taught in previous Units. 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

Re-introduce the following words (picture recognition only): **ride**, **nine**, **kite**, **five**, **lie**, **pie**, **die**, **tie**.

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the **ie**, **i_e** sound: cup your ear and look as if you are straining to hear what someone is saying. Students copy you and respond with the sound to your silent TPR action. If you cannot elicit the sound, repeat it as you do the action getting the students to copy you. Now hold up the flashcards and drill the phonic sound chorally and individually.

Blending

Choose two words, say **tie** and **kite**, practice blending them individually on the board. Once both words are boarded, highlight the two different spelling forms for the same sound. As in Unit 3 clearly demonstrate how the magic 'e' modifies the vowel sound.

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

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.

Unit 4 Worksheet

1) *Listen and Circle*

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

2) *Touch and Say*

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

3) *Read, Circle and Write*

Students circle the correct word in accordance with the picture prompt given. Students then write the circled word in the space provided.

Unit 5 - Review

Phonics

Review the phonic values of **ai/a_e** and **ie/i_e** 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, a_e, ie, i_e** and letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous 4 units. (**planes, snakes, game, ape, train, snail, rain, jail, ride, nine, kite, five tie, pie, lie, die**)

Vocabulary/Blending

Re-introduce and practise words and sounds learnt from the previous 4 units. The teacher is not expected to review all vocabulary introduced, but should focus on vocabulary items that they feel need further practice and that include all the phonetic sounds and spellings that have been introduced. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See Appendix 4 for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed in Appendix 4 to practise spelling the words. The main focus should be on identifying the **a_e, ai, i_e, ie** sounds and their position in the word, though the expectation is that students are increasingly developing the ability to be able to spell the whole word.

Unit 5 Worksheet

1) Listen and Number

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

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, circle them, then underneath the various pictures write the correct word.

Unit 6

Phonics

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

Materials

Flashcards: **o_e**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**bones, rope, stone, smoke**).

Review

Review material taught in previous units. 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): **bones, rope, stone, smoke**.. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **o_e** 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. **Students will be familiar with this, as it is the same TPR action used to introduce ‘oa’.**

Blending

Choose one of the four words e.g. ‘rope’. Tack ‘r’ up on the whiteboard and say the phonic sound. Next to ‘r’ but some distance away tack up ‘o’ and say its **regular** phonic sound. Repeat with the ‘p’. Move these three letters closer together and say the phonic sounds more quickly to produce ‘rop’. Now add the ‘e’ to the end and demonstrate how the ‘e’ modifies the vowel sound, perhaps draw a line underneath the word to connect ‘o’ to ‘e’. Now 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 simply prompt them by pointing to the letters. It is essential that this technique’s practised both chorally and individually.

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.

Unit 6 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 and Write*

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

Unit 7

Phonics

Contrasting of: **o_e** with **oa**.

Materials

Flashcards: **o_e**, **oa** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**bones, rope, stone, smoke**) plus flashcards from 'Funtastic Phonics 1' (**coat, toast, boat, goat**).

Review

This is a review of material taught in previous Units. 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

Re-introduce the following words (picture recognition only): **bones, rope, stone, smoke, coat, toast, boat, goat**.

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the, **oa, o_e** sound: look shocked and pretend to slap your forehead. Students copy you and respond with the sound to your silent TPR action. If you cannot elicit the sound, repeat it as you do the action, getting the students to copy you. Now hold up the flashcards and drill the phonic sound chorally and individually.

Blending

Choose two words, say **boat** and **rope**, practice blending them individually on the board. Once both words are boarded, highlight the two different spelling forms for the same sound. As in Unit 6 clearly demonstrate how the magic 'e' modifies the vowel sound.

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

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.

Unit 7 Worksheet

1) *Listen and Circle*

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

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, Circle and Write*

Students fill in the missing letters (students must refer to the two pictures and then choose the one that contains the correct number of letters to complete the gap fill) and then circle the correct picture. Students then write the word underneath the circled picture.

Unit 8

Phonics

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

Materials

Flashcards: **u_e**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**flute, cube, tune, Luke**).

Review

Review material taught in previous units. 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): **flute, cube, tune, Luke**.. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **u_e** 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. **Students will be familiar with this, as it is the same TPR action used to introduce ‘ue’ in Phonics 2.**

Blending

Choose one of the four words e.g. ‘cube’. Tack ‘c’ up on the whiteboard and say the phonic sound. Next to ‘c’ but some distance away tack up ‘u’ and say its **regular** phonic sound. Repeat with the ‘b’. Move these three letters closer together and say the phonic sounds more quickly to produce ‘cub’. Now add the ‘e’ to the end and demonstrate how the ‘e’ modifies the vowel sound, perhaps draw a line underneath the word to connect ‘u’ to ‘e’. Now 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 simply prompt them by pointing to the letters. It is essential that this technique’s practised both chorally and individually.

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.

Unit 8 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*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3.

Unit 9

Phonics

Contrasting of: **u_e**, with, **ue**.

Materials

Flashcards: **u_e**, **ue** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**flute, cube, tune, Luke**) plus flashcards from 'Funtastic Phonics 1' (**cue, glue, true, Sue**).

Review

This is a review of material taught in previous Units. 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

Re-introduce the following words (picture recognition only): **flute, cube, tune, Luke, cue, glue, true, Sue**.

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the **ue, u_e** sound: Pretend that you have a stomach ache. Students copy you and respond with the sound to your silent TPR action. If you cannot elicit the sound, repeat it as you do the action, getting the students to copy you. Now hold up the flashcards and drill the phonic sound chorally and individually.

Blending

Choose two words, say **cue** and **tune**, practice blending them individually on the board. Once both words are boarded, highlight the two different spelling forms for the same sound. As in Unit 8, clearly demonstrate how the magic 'e' modifies the vowel sound.

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

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.

Unit 9 Worksheet

1) *Listen and Circle*

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

2) *Touch and Say*

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

3) *Read, Circle and Write*

Students circle the correct word in accordance with the picture prompt given. Students then write the circled word in the space provided.

Unit 10 - Review

Phonics

Review the phonic values of **oa/o_e** and **ue/u_e** 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: **oa, o_e, ue, u_e** and letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous 4 units. (**bones, rope, stone, smoke, coat, toast, boat, goat, flute, cube, tune, Luke, cue, glue, Sue, true**).

Vocabulary/Blending

Re-introduce and practise words and sounds learnt from the previous 4 units. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See Appendix 4 for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed in Appendix 4 to practise spelling the words. The main focus should be on identifying the **o_e, oa, u_e, ue** sounds and their position in the word, though the expectation is that students are increasingly developing the ability to be able to spell the whole word.

Unit 10 Worksheet

1) Listen and Number

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

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 combination into the word. Students then transfer the word into the crossword in accordance with the number and direction the arrow is pointing.

Unit 11 - Review

Phonics

Review the phonic values and spellings of **oa/o_e**, **ue/u_e**, **ai/a_e** and **ie/i_e** 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: **o_e**, **u_e**, **a_e**, **i_e** and letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous 10 units. (**bones, rope, stone, smoke, coat, goat, boat, toast, flute, cube, tune, Luke, cue, glue, Sue, true, planes, snakes, game, ape, rain, snail, jail, train, ride, nine, kite, five, tie, pie, lie, die**).

Vocabulary/Blending

Re-introduce sounds and practise new words learnt from the previous 10 units (as above). The teacher is not expected to review all vocabulary introduced, but should focus on vocabulary items that they feel need further practice and that include all the phonetic sounds and spellings that have been introduced. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See Appendix 4 for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed in Appendix 4 to practise spelling the words. The main focus should be on identifying the **o_e**, **u_e**, **a_e** and **i_e** sounds and their position in the word, though the expectation is that students are increasingly developing the ability to be able to spell the whole word.

Unit 11 Worksheet

1) Listen, Connect and Say (Sound Maze)

The teacher dictates a path through the maze, which the students follow, marking with a pencil. Students can then practice saying the sounds both 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 combination into the word, in accordance with the picture prompt given.

Unit 12

Phonics

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

Materials

Flashcards: **ay**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**May, play, day, hay**).

Review

Review material taught in previous units. 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): **May, play, day, hay**.. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **ay** sound: cup your ear and look as if you are straining to hear what someone is saying. As you do this repeat the sound (alternatively, as the students are familiar with this TPR action try eliciting the sound from them). 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.

Students will be familiar with this, as it is the same TPR action used to introduce a_e and ai.

Blending

Choose one of the four words e.g. 'play'. Tack 'p' up on the whiteboard and say the phonic sound. Next to 'p' but some distance away tack up 'l' and say its phonic sound. Repeat with the 'ay', 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 simply prompt them by pointing to the letters. It is essential that this technique's practised both chorally and individually.

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.

Unit 12 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*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3.

Unit 13

Phonics

Contrasting of: **ay** with **a_e** & **ai**.

Materials

Flashcards: **ay**, **a_e**, **ai** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**May**, **play**, **day**, **hay**) and (**planes**, **snakes**, **game**, **ape**) from Unit 1, plus flashcards from 'Funtastic Phonics 1' (**train**, **snail**, **rain**, **jail**).

Review

Review material taught in previous units. 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

Re-introduce the following words (picture recognition only): **May**, **play**, **day**, **hay**, **planes**, **snakes**, **game**, **ape**, **train**, **snail**, **rain**, **jail**.

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the **ay**, **ai**, **a_e** sound: cup your ear and look as if you are straining to hear what someone is saying. Students copy you and respond with the sound to your silent TPR action. If you cannot elicit the sound, repeat it as you do the action getting the students to copy you. Now hold up the flashcards and drill the phonic sound chorally and individually.

Blending

Choose three words, say **play**, **train** and **game**, practise blending them individually on the board. Once the words are boarded, highlight the three different spelling forms for the same sound.

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

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.

Unit 13 Worksheet

1) Listen and Circle

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

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 and Write

Students insert the correct vowel/consonant combination into the word, connect it to the correct picture, then write the word underneath the picture.

Unit 14

Phonics

Blending of: **y (long vowel sound)**, with known sounds

Materials

Flashcards: **y**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items (**fly, cry, sky, by**).

Review

Review material taught in previous units. 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): **fly, cry, sky, by**.. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **y (long vowel)** sound: salute and say ‘aye, aye’.. As you do this repeat the sound (alternatively, as the students are familiar with this TPR action try eliciting the sound from them). 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. **Students will be familiar with this, as it is the same TPR action used to introduce ‘i_e’ from unit 3 and ‘ie’ in Phonics 2.**

Blending

Choose one of the four words e.g. ‘fly’. Tack ‘f’ up on the whiteboard and say the phonic sound. Next to ‘f’ but some distance away tack up ‘l’ and say its phonic sound. Repeat with the ‘y’, 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 simply prompt them by pointing to the letters. It is essential that this technique’s practised both chorally and individually.

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.

Unit 14 Worksheet

1) *Listen and Number*

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

2) *Touch and 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*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3.

Unit 15

Phonics

Contrasting of: y with i_e & ie.

Materials

Flashcards: y, i_e, ie and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**fly, cry, sky, by**) and (**ride, nine, kite, five**) from Unit 3, plus flashcards from 'Funtastic Phonics 1' (**tie, lie, die, pie**).

Review

Review material taught in previous units. 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

Re-introduce the following words (picture recognition only): **fly, cry, sky, by, ride, nine, kite, five, tie, lie, die, pie**

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the y, i_e, ie sound: salute and say 'aye' aye'.. Students copy you and respond with the sound to your silent TPR action. If you cannot elicit the sound, repeat it as you do the action getting the students to copy you. Now hold up the flashcards and drill the phonic sound chorally and individually.

Blending

Choose three words, say **fly, kite** and **tie**, practice blending them individually on the board. Once the words are boarded, highlight the three different spelling forms for the same sound.

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

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.

Unit 15 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) Word Puzzle

Students find the eight words hidden in the puzzle, circle them, then underneath the various pictures write the correct word.

Unit 16

Phonics

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

Materials

Flashcards: **ow**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary (**row**, **snow**, **slow**, **bow**).

Review

Review material taught in previous units. 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): **row**, **snow**, **slow**, **bow**.. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **ow** sound: look shocked and pretend to slap your forehead. As you do this repeat the sound (alternatively, as the students are familiar with this TPR action try eliciting the sound from them). 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. 'snow'. Tack 's' up on the whiteboard and say the phonic sound. Next to 's' but some distance away tack up 'n' and say its phonic sound. Repeat with 'ow', 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 simply prompt them by pointing to the letters. It is essential that this technique's practised both chorally and individually.

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.

Unit 16 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, Connect and Write*

Students read the word and match it the correct picture. Students then connect and write the word in the spaces provided in accordance with the prompts given.

Unit 17

Phonics

Contrasting of: **ow** with, **o_e** & **oa**.

Materials

Flashcards: **ow**, **o_e**, **oa** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**row**, **snow**, **slow**, **bow**) and (**bones**, **rope**, **stone**, **smoke**) from Unit 6, plus flashcards from 'Funtastic Phonics 1' (**toast**, **coat**, **boat**, **goat**).

Review

Review material taught in previous units. The following games may be used to reinforce the sounds/spellings: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game.

Vocabulary

Presentation/Practice

Re-introduce the following words (picture recognition only): **row**, **snow**, **slow**, **bow**, **bones**, **rope**, **stone**, **smoke**, **toast**, **coat**, **boat**, **goat**.

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the **ow**, **o_e**, **oa** sound: look shocked and pretend to slap your forehead. Students copy you and respond with the sound to your silent TPR action. If you cannot elicit the sound, repeat it as you do the action getting the students to copy you. Now hold up the flashcards and drill the phonic sound chorally and individually.

Blending

Choose three words, say **snow**, **rope** and **boat**, and practice blending them individually on the board. Once the words are boarded, highlight the three different spelling forms for the same sound.

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

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.

Unit 17 Worksheet

1) *Listen and Circle*

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

2) *Touch & Say*

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

3) *Crossword*

Students look at the picture clues provided and insert the correct vowel combination into the word. Students then transfer the word into the crossword in accordance with the number and direction the arrow is pointing.

Unit 18

Phonics

Blending of: **oo**, with known sounds. **As the short 'oo' sound was taught in Phonics 2, it may be necessary to briefly explain to the students that there are two ways to pronounce this spelling.**

Materials

Flashcards: **oo**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary (**spoon, moon, zoo, boots**).

Review

Review material taught in previous units. The following games may be used to reinforce the sounds/spellings: 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): **spoon, moon, zoo, boots**.. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **oo (short)** sound: Pretend that you have a stomach ache. As you do this repeat the sound (alternatively, as the students are familiar with this TPR action try eliciting the sound from them). 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. 'moon'. Tack 'm' up on the whiteboard and say the phonic sound. Next to 'm' but some distance away tack up 'oo' and say its phonic sound. Repeat with 'n', 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 simply prompt them by pointing to the letters. It is essential that this technique's practised both chorally and individually.

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.

Unit 18 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*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3.

Unit 19

Phonics

Contrasting of: **oo** with **u_e** & **ue**.

Materials

Flashcards: **oo**, **u_e**, **ue** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**spoon, moon, zoo, boots**) and (**flute, cube, tune, Luke**) from Unit 8, plus flashcards from 'Funtastic Phonics 1' (**cue, Sue, glue, true**).

Review

Review material taught in previous units. The following games may be used to reinforce the sounds/spellings: 1: Slap, 2: Write, 7: Forfeits, 8: Pelmanism, 3: Runaround, 12: Read, 13: Flashcard, 18: Memory Game.

Vocabulary

Presentation/Practice

Re-introduce the following words (picture recognition only): **spoon, moon, zoo, boots, flute, cube, tune, Luke, cue, Sue, glue, true**.

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the **oo, u_e, ue** sound: Pretend that you have a stomach ache. Students copy you and respond with the sound to your silent TPR action. If you cannot elicit the sound, repeat it as you do the action getting the students to copy you. Now hold up the flashcards and drill the phonic sound chorally and individually.

Blending

Choose three words, say **moon, cube** and **glue**, practice blending them individually on the board. Once the words are boarded, highlight the three different spelling forms for the same sound.

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

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.

Unit 19 Worksheet

1) *Listen and Circle*

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

2) *Touch & Say*

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

3) *Read, Connect and Write*

Students connect the word to the correct picture, then write it underneath the picture.

Unit 20 - Review

Phonics

Review the phonic values and spellings of **ay, y, ow, oo** 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: **ay, y, ow, oo** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in units 12-19. (**May, play, day, hay, fly, cry, sky, by, row, snow, slow, bow, spoon, moon, zoo, boots**).

Vocabulary/Blending

Re-introduce sounds and practise new words learnt from units 12-19. The teacher is not expected to review all vocabulary introduced, but should focus on vocabulary items that they feel need further practice and that include all the phonetic sounds and spellings that have been introduced. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See Appendix 4 for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed in Appendix 4 to practise spelling the words. The main focus should be on identifying the **ay, y, ow** and **oo** sounds and their position in the word, though the expectation is that students are increasingly developing the ability to be able to spell the whole word.

Unit 20 Worksheet

1) Listen, Connect and Say (Sound Maze)

The teacher dictates a path through the maze, which the students follow, marking with a pencil. Students can then practice saying the sounds both 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.

Unit 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 practise words, sounds and spellings learnt from the previous 20 units. The teacher is not expected to review all vocabulary introduced, but should focus on vocabulary items that they feel need further practice and that include all the phonetic sounds and spellings that have been introduced. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See Appendix 4 for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed in Appendix 4 to practise spelling words presented during the term. The main focus should be on identifying the sound, its spelling and the position it appears in the word, though the expectation is that students are increasingly developing the ability to be able to spell the whole word.

Unit 21 Worksheet

1) Listen and Number

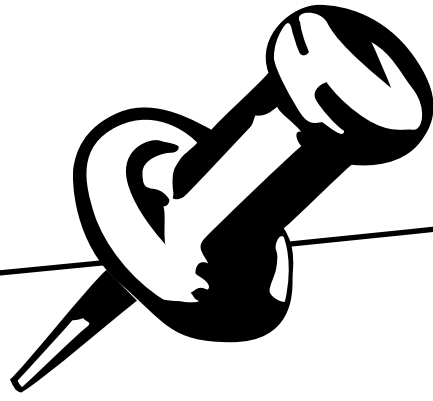
Read out the 8 words in random order. Students listen and number the words from 1-8.

2) Listen, Connect and Say (Sound Maze)

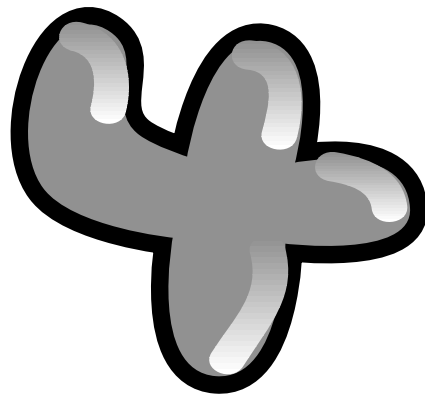
The teacher dictates a path through the maze, which the students follow, marking with a pencil. Students can then practice saying the sounds both chorally and individually. *As a follow up, students could erase the first one done and in pairs take turns to lead each other through the maze.*

3) Gap Fill

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



Phonics



Phonics 4

Unit	Phonics
22	Vowels a, a_e
23	Vowels u, u_e
24	Vowels i, i_e
25	Vowels o, o_e
26	Vowels e, ee
27	Review 22-26
28	ea
29	Contrast ea, ee
30	aw
31	Contrast aw, or
32	Review 28-31
33	oy
34	Contrast oy, oi
35	ur
36	Contrast ur, ir
37	Review 33-36
38	th
39	Contrast voiced/unvoiced
40	qu
41	Review 38-40
42	Review 22-41

Unit 22

Phonics

Contrasting of: **a** (short vowel sound) with **a_e** (long vowel sound)

Materials

Flashcards: **a**, **a_e**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items (**crab**, **stamp**, **lake**, **tape**) plus the 2 vocabulary items from both Phonics 1 (**ant**, **fat**) and Phonics 3 (**ape**, **game**).

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **crab**, **stamp**, **lake**, **tape** and re-introduce the vocabulary items from **Phonics 1 (ant, fat)** and **Phonics 3 (ape, game)**. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Hold up the flashcard of '**a**' and drill the phonic sound chorale and individually. Now hold up the flashcard of '**a_e**' and drill that phonic sound chorale and individually. Repeat this process by placing the two flashcards on the board and elicit from the students the two sounds by simply pointing to the different flashcards.

Blending

Choose two words, say **crab** and **lake** and practise blending them individually on the board. Once both words are boarded, highlight the short and long vowel sounds in the different words. As in Phonics 3 clearly show how the magic '**e**' modifies the vowel sound.

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

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.

Unit 22 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 chorale as well as in pairs.

3) *Gap Fill, Connect and Write*

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

Unit 23

Phonics

Contrasting of: **u** (short vowel sound) with **u_e** (long vowel sound)

Materials

Flashcards: **u**, **u_e**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items (**plum**, **gun**, **cute**, **June**) plus the 2 vocabulary items from both Phonics 1 (**drum**, **under**) and Phonics 3 (**flute**, **cube**).

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **plum**, **gun**, **cute**, **June** and re-introduce the vocabulary items from **Phonics 1 (drum, under)** and **Phonics 3 (flute, cube)**. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Hold up the flashcard of '**u**' and drill the phonic sound chorale and individually. Now hold up the flashcard of '**u_e**' and drill that phonic sound chorale and individually. Repeat this process by placing the two flashcards on the board and elicit from the students the two sounds by simply pointing to the different flashcards.

Blending

Choose two words, say **plum** and **June** and practice blending them individually on the board. Once both words are boarded, highlight the short and long vowel sounds in the different words. As in Phonics 3 clearly show how the magic '**e**' modifies the vowel sound.

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

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.

Unit 23 Worksheet

1) *Listen and Number*

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

2) *Touch & Say*

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

3) *Look and Write*

Students look at the picture and write the word underneath.

Unit 24

Phonics

Contrasting of: **i** (short vowel sound) with **i_e** (long vowel sound)

Materials

Flashcards: **u, i_e**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items (**kick, chick, bite, dive**) plus the 2 vocabulary items from both Phonics 1 (**in, zip**) and Phonics 3 (**ride, kite**).

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **kick, chick, bite, dive** and re-introduce the vocabulary items from **Phonics 1 (in, zip)** and **Phonics 3 (ride, kite)**. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Hold up the flashcard of '**i**' and drill the phonic sound chorale and individually. Now hold up the flashcard of '**i_e**' and drill that phonic sound chorale and individually. Repeat this process by placing the two flashcards on the board and elicit from the students the two sounds by simply pointing to the different flashcards.

Blending

Choose two words, say **kick** and **dive** and practise blending them individually on the board. Once both words are boarded, highlight the short and long vowel sounds in the different words. As in Phonics 3 clearly show how the magic '**e**' modifies the vowel sound.

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

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.

Unit 24 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 chorale as well as in pairs.

3) *Read, Look and Write*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students read the sentences from exercise 3.

Unit 25

Phonics

Contrasting of: **o** (short vowel sound) with **o_e** (long vowel sound)

Materials

Flashcards: **o**, **o_e**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items (**pot**, **stop**, **hose**, **nose**) plus the 2 vocabulary items from both Phonics 1 (**on**, **clock**) and Phonics 3 (**rope**, **bones**).

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **pot**, **stop**, **hose**, **nose** and re-introduce the vocabulary items from **Phonics 1 (on, clock)** and **Phonics 3 (rope, bones)**. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Hold up the flashcard of '**o**' and drill the phonic sound chorale and individually. Now hold up the flashcard of '**o_e**' and drill that phonic sound chorale and individually. Repeat this process by placing the two flashcards on the board and elicit from the students the two sounds by simply pointing to the different flashcards.

Blending

Choose two words, say **stop** and **nose** and practise blending them individually on the board. Once both words are boarded, highlight the short and long vowel sounds in the different words. As in Phonics 3 clearly show how the magic '**e**' modifies the vowel sound.

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

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.

Unit 25 Worksheet

1) *Listen and Number*

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

2) *Touch and Say*

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

3) *Read, Look and Write*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students read the sentences from exercise 3.

Unit 26

Phonics

Contrasting of: e (short vowel sound) with ee (long vowel sound)

Materials

Flashcards: e, ee, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items (**chest, nest, sheep, street**) plus the 2 vocabulary items from both Phonics 1 (**dress, bed**) and Phonics 2 (**bees, sleep**).

Vocabulary

Presentation/Practice

Teach the following words (picture recognition only): **chest, nest, sheep, street** and re-introduce the vocabulary items from **Phonics 1 (dress, bed)** and **Phonics 2 (bees, sleep)**. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Hold up the flashcard of 'e' and drill the phonic sound chorale and individually. Now hold up the flashcard of 'ee' and drill that phonic sound chorale and individually. Repeat this process by placing the two flashcards on the board and elicit from the students the two sounds by simply pointing to the different flashcards.

Blending

Choose two words, say **chest** and **sheep** and practise blending them individually on the board. Once both words are boarded, highlight the short and long vowel sounds in the different words.

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

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.

Unit 26 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 chorale as well as in pairs.

3) *Look and Write*

Students look at the picture and write the word underneath.

Unit 27 - Review

Phonics

Review the phonic values of **a/a_e, u/u_e, i/i_e, o/o_e** and **e/ee** 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: **a/a_e, u/u_e, i/i_e, o/o_e, e/ee** and other letters of the alphabet. Picture flashcards for the vocabulary items introduced in the previous 5 units. (**ant, fat, crab, stamp, ape, game, lake, tape, in, zip, kick, chick, ride, kite, bite, dive, drum, under, plum, gun, flute, cube, cute, June, on, clock, pot, stop, rope, bones, hose, nose, dress, bed, chest, nest, bees, sleep, sheep, street**)

Vocabulary/Blending

Re-introduce sounds and practise new words learnt from the previous 5 units (as above). The teacher is not expected to review all vocabulary introduced, but should focus on vocabulary items that they feel need further practice and that include all the phonetic sounds and spellings that have been introduced. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See Appendix 4 for suggestions. Have the children to read the words, using the blending technique.

Writing

Adapt any of the games listed in Appendix 5 to practise spelling the words. The main focus should be on identifying the **a/a_e, u/u_e, i/i_e, o/o_e** and **e/ee** sounds and their position in the word, though the expectation is that students are increasingly developing the ability to be able to spell the whole word.

Unit 27 Worksheet

1) Listen and Connect (Sound Maze)

The teacher dictates a path through the maze, which the students follow, marking with a pencil. Students can then practise saying the sounds both 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.

Unit 28

Phonics

Blending of: **ea** with known sounds

Materials

Flashcards: **ea**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items (**eat, speak, meat, team**).

Review

Review material taught in previous units. 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): **eat, speak, meat, team**. Other words may be introduced, please refer to Appendix 4 for suggestions.

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 (alternatively, as the students are familiar with this TPR action try eliciting the sound from them). Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorale and individually.

Blending

Choose one of the four words e.g. 'team'. Tack 't' up on the whiteboard and say the phonic sound. Next to 't' but some distance away tack up 'ea' and say its phonic sound. Repeat with 'm', 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 simply prompt them by pointing to the letters. It is essential that this technique's practised both chorale and individually.

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.

Unit 28 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 chorale as well as in pairs.

3) *Read, Look and Write*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3.

Unit 29

Phonics

Contrasting of: **ea** with **ee**.

Materials

Flashcards: **ea, ee** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**eat, speak, meat, team**) plus flashcards from Unit 5 (**bees, sleep, sheep, street**).

Review

Review material taught in previous units. 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

Re-introduce the following words (picture recognition only): **eat, speak, meat, team, bees, sleep, sheep, street**.

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the **ea, ee** sound: Pretend that your hands are a set of donkey's ears and put them on top of your head, pointing straight up. Students copy you and respond with the sound to your silent TPR action. If you cannot elicit the sound, repeat it as you do the action getting the students to copy you. Now hold up the flashcards and drill the phonic sound chorale and individually.

Blending

Choose two words, say **team** and **bees**, practice blending them individually on the board. Once both words are boarded highlight the two different spelling forms for the same sound.

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

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.

Unit 29 Worksheet

1) Listen and Circle

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

2) Touch & Say

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

3) Crossword

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

Unit 30

Phonics

Blending of: **aw** with known sounds

Materials

Flashcards: **aw**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items (**straw, draw, paw, saw**).

Review

Review material taught in previous units. 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): **straw, draw, paw, saw**.. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **aw** sound: This follows the same process as 'ea' & 'ee' except your hands are folded down. As you do this repeat the sound (alternatively, as the students are familiar with this TPR action try eliciting the sound from them). Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorale and individually.

Blending

Choose one of the four words e.g. 'draw'. Tack 'd' up on the whiteboard and say the phonic sound. Next to 'd' but some distance away tack up 'r' and say its phonic sound. Repeat with 'aw', 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 simply prompt them by pointing to the letters. It is essential that this technique's practised both chorale and individually.

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.

Unit 30 Worksheet

1) *Listen and Number*

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

2) *Touch and Say*

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

3) *Read, Look and Write*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3.

Unit 31

Phonics

Contrasting of: **aw** with **or**.

Materials

Flashcards: **aw, or** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**straw, draw, paw, saw**) plus flashcards from Phonics 2 (**storm, corn, fork, sport**).

Review

Review material taught in previous units. 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

Re-introduce the following words (picture recognition only): **straw, draw, paw, saw, storm, corn, fork, sport**.

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the **aw, or** sound: This follows the same process as 'ea' & 'ee' except your hands are folded down. Students copy you and respond with the sound to your silent TPR action. If you cannot elicit the sound, repeat it as you do the action getting the students to copy you. Now hold up the flashcards and drill the phonic sound chorale and individually.

Blending

Choose two words, say **draw** and **corn**, practice blending them individually on the board. Once both words are boarded highlight the two different spelling forms for the same sound.

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

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.

Unit 31 Worksheet

1) Listen and Circle

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

2) Touch and Say

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

3) Word Puzzle

Students find the 8 words hidden in the puzzle, circle them, then underneath the various pictures write the correct word.

Unit 32 - Review

Phonics

Review the phonic values of **ea/ee** and **aw/or** 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: **ea/ee, aw/or** and other letters of the alphabet. Picture flashcards for the vocabulary items introduced in the previous 4 units. (**eat, speak, meat, team, bees, sleep, sheep, street, straw, draw, paw, saw, corn, storm, sport, fork**)

Vocabulary/Blending

Re-introduce sounds and practise new words learnt from the previous 4 units (as above). The teacher is not expected to review all vocabulary introduced, but should focus on vocabulary items that they feel need further practice and that include all the phonetic sounds and spellings that have been introduced. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See Appendix 4 for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed in Appendix 5 to practise spelling the words. The main focus should be on identifying the **ea/ee** and **aw/or** sounds and their position in the word, though the expectation is that students are increasingly developing the ability to be able to spell the whole word.

Unit 32 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*
Students insert the correct vowel/consonant combination into the word, in accordance with the picture prompt given.

Unit 33

Phonics

Blending of: **oy** with known sounds

Materials

Flashcards: **oy**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**boy, toy, Joy, Roy**)

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): **boy, toy, soy, Roy**.. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **oy** 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 (alternatively, as the students are familiar with this TPR action try eliciting the sound from them). Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorale and individually.

Blending

Choose one of the four words e.g. 'boy'. Tack 'b' up on the whiteboard and say the phonic sound. Next to 'b' but some distance away tack up 'oy' 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 simply prompt them by pointing to the letters. It is essential that this technique's practised both chorale and individually.

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.

Unit 33 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 chorale as well as in pairs.

3) *Read, Look and Write*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3.

Unit 34

Phonics

Contrasting of: **oy** with **oi**.

Materials

Flashcards: **oy, oi** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**boy, toy, Joy, Roy**) plus flashcards from Phonics 2 (**coins, oil, toilet, point**).

Review

Review material taught in previous units. 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

Re-introduce the following words (picture recognition only): **boy, toy, Joy, Roy, coins, oil, toilet, point**.

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the **oy, oi** sound: Pretend that you are trying to get someone's attention, start waving your arm, similar to waving hello, except more vigorously. Students copy you and respond with the sound to your silent TPR action. If you cannot elicit the sound, repeat it as you do the action getting the students to copy you. Now hold up the flashcards and drill the phonic sound chorale and individually.

Blending

Choose two words, say **boy** and **coins**, and practise blending them individually on the board. Once both words are boarded highlight the two different spelling forms for the same sound.

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

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.

Unit 34 Worksheet

1) Listen and Circle

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

2) Touch & Say

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

3) Word Puzzle

Students find the 8 words hidden in the puzzle, circle them, then underneath the various pictures write the correct word.

Unit 35

Phonics

Blending of: **ur** with known sounds

Materials

Flashcards: **ur**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**burn, purse, church, nurse**)

Review

Review material taught in previous units. 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): **burn, purse, church, nurse**.. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **ur** sound: Pretend that you are a dog growling. As you do this repeat the sound (alternatively, as the students are familiar with this TPR action try eliciting the sound from them). Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorale and individually.

Blending

Choose one of the four words e.g. 'burn'. Tack 'b' up on the whiteboard and say the phonic sound. Next to 'b' but some distance away tack up 'ur' and say its phonic sound. Repeat with 'n' 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 simply prompt them by pointing to the letters.. It is essential that this technique's practised both chorale and individually.

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.

Unit 35 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 chorale as well as in pairs.

3) *Read, Look and Write*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students ask and answer questions and read the sentence from exercise 3.

Unit 36

Phonics

Contrasting of: **ur** with **ir**.

Materials

Flashcards: **ur, ir** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**burn, purse, church, nurse**) plus flashcards from Phonics 2 (**birds, thirteen, girl, shirt**).

Review

Review material taught in previous units. 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

Re-introduce the following words (picture recognition only): **burn, purse, church, nurse, birds, thirteen, girl, shirt**.

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the **ur, ir** sound: Pretend that you are a dog growling. Students copy you and respond with the sound to your silent TPR action. If you cannot elicit the sound, repeat it as you do the action getting the students to copy you. Now hold up the flashcards and drill the phonic sound chorale and individually.

Blending

Choose two words, say **burn** and **shirt**, practice blending them individually on the board. Once both words are boarded highlight the two different spelling forms for the same sound.

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

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.

Unit 36 Worksheet

1) Listen and Circle

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

2) Touch & Say

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

3) Crossword

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

Unit 37 - Review

Phonics

Review the phonic values of **oy/oi** and **ur/ir** 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: **oy/oi, ur/ir** and other letters of the alphabet. Picture flashcards for the vocabulary items introduced in the previous 4 units. (**boy, toy, Joy, Roy, coins, oil, toilet, point, burn, purse, church, nurse, birds, thirteen, girl, shirt**).

Vocabulary/Blending

Re-introduce sounds and practise new words learnt from the previous 4 units (as above). The teacher is not expected to review all vocabulary introduced, but should focus on vocabulary items that they feel need further practice and that include all the phonetic sounds and spellings that have been introduced. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See Appendix 4 for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed in Appendix 5 to practise spelling the words. The main focus should be on identifying the **oy/oi** and **ur/ir** sounds and their position in the word, though the expectation is that students are increasingly developing the ability to be able to spell the whole word.

Unit 37 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

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

Unit 38

Phonics

Blending of: **th (voiced, as in ‘this’)** with known sounds

Materials

Flashcards: **th**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**this, that, those, with**)

Review

Review material taught in previous units. 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): **this, that, those, with..** Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **th (voiced)** sound: Put your hand on your throat as if you're trying to strangle yourself. As you do this repeat the sound (your aim is for the students to be able to feel the vibration). Children copy you until they respond with the sound to your silent TPR action. Now hold up the flashcard and drill the phonic sound chorale and individually.

Blending

Choose one of the four words e.g. 'this'. 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. Repeat with '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 simply prompt them by pointing to the letters. It is essential that this technique's practised both chorale and individually.

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.

Unit 38 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 chorale as well as in pairs.

3) *Read, Look and Write*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3.

Unit 39

Phonics

Contrasting of: **th (voiced)** with **th (unvoiced)**

Materials

Flashcards: **th** and other letters of the alphabet. Picture flashcards for the vocabulary items taught in the previous Unit (**this, that, those, with**) plus flashcards from Phonics 2 (**three, teeth, thin, tenth**).

Review

Review material taught in previous units. 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

Re-introduce the following words (picture recognition only): **this, that, those, with, three, teeth, thin, tenth**.

Phonic Sound

Presentation/Practice

Use the following TPR to **elicit** the **th (voiced)** and the **th (unvoiced)** sounds: Put your hand on your throat as if you're trying to strangle yourself. Students copy you and respond with the sound to your silent TPR action. Next, with two fingers act as if you are going to pull your tongue out. If you cannot elicit the sounds, repeat it as you do the action getting the students to copy you. **It may be beneficial to get the students to hold their throats for both sounds so they can feel the difference between the voiced and unvoiced.** Now hold up the flashcards and drill the phonic sounds chorale and individually.

Blending

Choose two words, say **this** and **thin**, and practise blending them individually on the board. Once both words are boarded highlight the two different sounds for the same spelling.

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

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.

Unit 39 Worksheet

1) *Listen and Circle*

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

2) *Touch & Say*

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

3) *Word Puzzle*

Students find the 8 words hidden in the puzzle, circle them, then underneath the various pictures write the correct word.

Unit 40

Phonics

Blending of: **qu** with known sounds

Materials

Flashcards: **qu**, and other letters of the alphabet. Picture flashcards for the 4 new vocabulary items. (**queen, quilt, quick, squid**)

Review

Review material taught in previous units. 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): **queen, quilt, quick, squid**.. Other words may be introduced, please refer to Appendix 4 for suggestions.

Phonic Sound

Presentation/Practice

Use the following TPR to introduce the **qu** sound: Make your hand into a ducks bill. 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 chorale and individually.

Blending

Choose one of the four words e.g. 'queen'. Tack 'qu' up on the whiteboard and say the phonic sound. Next to 'qu' but some distance away tack up 'ee' and say its phonic sound. Repeat with '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 simply prompt them by pointing to the letters. It is essential that this technique's practised both chorale and individually.

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.

Unit 40 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 chorale as well as in pairs.

3) *Read, Look and Write*

In accordance with the picture prompt given, students insert the correct word into the space provided.

4) *Pairwork*

In pairs, students ask and answer questions from exercise 3.

Unit 41 - Review

Phonics

Review the phonic values of **th (voiced & unvoiced)** and **qu** 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 (voiced & unvoiced)**, **qu** and other letters of the alphabet. Picture flashcards for the vocabulary items introduced in the previous 4 units. (**this, that, those, with, three, teeth, thin, tenth, queen, quick, squid, quilt**).

Vocabulary/Blending

Re-introduce sounds and practise new words learnt from the previous 4 units (as above). The teacher is not expected to review all vocabulary introduced, but should focus on vocabulary items that they feel need further practice and that include all the phonetic sounds and spellings that have been introduced. The teacher can also introduce unfamiliar words, which contain both the target phonic sounds and previously learnt sounds. See Appendix 4 for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed in Appendix 5 to practise spelling the words. The main focus should be on identifying the **th (voiced & unvoiced)** and **qu** sounds and their position in the word, though the expectation is that students are increasingly developing the ability to be able to spell the whole word.

Unit 41 Worksheet

1) Listen and Circle

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

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

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

Unit 42 - Review

Aim

To review perceived areas of weakness.

Phonic Sounds

Review the phonic values (from the term) 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 practise 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 4 for suggestions. Invite the children to read the words, using the blending technique.

Writing

Adapt any of the games listed in Appendix 5 to practise spelling words presented during the term. The main focus should be on identifying the sound, its spelling and the position it appears in the word, though the expectation is that students are increasingly developing the ability to be able to spell the whole word.

Unit 42 Worksheet

1) *Listen and Connect (Sound Maze)*

The teacher dictates a path through the maze, which the students follow, marking with a pencil. Students can then practice saying the sounds both 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.

APPENDIX

2

WORDS THAT NEED TO BE TAUGHT
DURING PHONICS 3 Units 1-21

a_e -	planes	snakes	game	ape
i_e -	ride	nine	kite	five
o_e -	bones	rope	stone	smoke
u_e -	flute	cube	tune	Luke
ay -	May	play	day	hay
y -	fly	cry	sky	by
ow -	row	snow	slow	bow
oo -	spoon	moon	zoo	boots

These words have been selected on the basis that they are regularly phonetic, in respect to what the students have learnt beforehand, and recycle sounds and spellings that have been introduced in previous lessons.

Some of these words have appeared before during the course of the students tuition. You will however find that many have not. The list above contains the vocabulary items that 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 combination into the word, not spell the whole word.

APPENDIX

3

WORDS THAT NEED TO BE TAUGHT
DURING PHONICS 4 Units 22-42

a & a_e -	crab	stamp	lake	tape
i & i_e -	kick	chick	bite	dive
o & o_e -	pot	stop	hose	nose
u & u_e -	plum	gun	June	cute
e & ee -	chest	nest	sheep	street
ea -	eat	speak	meat	team
aw -	straw	draw	paw	saw (noun)
oy -	boy	toy	Joy	Roy
ur -	burn	church	nurse	purse
th -	this	that	those	with
qu -	queen	quick	squid	quilt

These words have been selected on the basis that they are regularly phonetic in respect to what the students have learnt beforehand, and recycle sounds and spellings that have been introduced in previous lessons.

Some of these words have appeared before during the course of the students tuition. You will however find that many have not. The list above 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 combination into the word, not spell the whole word.

APPENDIX

4

Phonics 3 Units 1-21 Additional Vocabulary

a_e	cake	lake	brake	make	tape
i_e	pine	dive	wife	bite	mine
o_e	robe	home	note	tone	zone
u_e	mule	duke	prune	mute	rune
ay	gray	tray	pay	ray	pray
y	fry	my	spy	sly	dry
ow	throw	crow	own	pillow	blow
oo	food	tooth	roof	shoot	noon

Phonics 4 Units 22-42 Additional Vocabulary

ea	stream	sea	teacher	beach	seat
aw	pawn	lawn	law	jaw	yawn
oy	enjoy	foyer	joy	employ	ahoy
ur	burst	turnip	hurl	curl	turn
th	these	father	mother	brother	the
qu	quickly	quake	quack	quit	quiz

APPENDIX

5

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**
comparing 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. Visa 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.