Teaching and Learning Cycle for Books 1–9

Books 1–8: Follow the order of activities as provided in each book.
Book 9: The Multi-skills Activities pages are replaced with Spelling Word Bank activities.

Session One
Teacher-led, whole class interactive:
'revisit and review'
with **Frieze Cards** on screen
or hard copy cards

Individual pupil revision:
- at code level with a **Say the Sounds** page
- at word level with cumulative word bank from a previous **Multi-skills Activities** page
- and/or at text level with previous **Mini Story**

Wall Display

- **Giant Alphabetic Code Chart**
- **Giant Alphabet Poster**
- **Frieze Cards**
- **Say the Sounds Posters**
- **Word Posters**

Tabletop Support

- **Mini Alphabetic Code Chart**
- **Mini Alphabet Poster**

Teacher-led introduction of the new or focus letter/s-sound correspondence:
Use **Frieze Cards** on screen or hard copy cards
- Model the 'decoding' reading routine
- Model the 'encoding' spelling routine (with handwriting)
- Clarify the picture-words for the 'Phonemic awareness puzzle' of new **Multi-skills Activities** page

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At first, **individual pupil practice:**
'apply and extend' with **Mini Story** page
- Say the sounds and highlighted words at top
- Underline focus grapheme and note total
- Read story independently, circle unknown words

Followed by, **teacher with pupils:**
- Re-read story together, discuss in full
- Instruct pupils in follow-up activities: e.g. copywrite, self-dictation, write 'what happens next', illustrate – option to label (in pupils' exercise books as necessary)

- Complete **Spelling Word Banks** and other activities as presented in the nine books

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Session Two
Individual pupil revision:
- at code level with **Say the Sounds** page
- at word level with cumulative word bank from a previous **Multi-skills Activities** page
- and/or at text level with previous **Mini Story**

Individual pupil practice at code and word level:
- Complete new **Multi-skills Activities** page (independently at first)

Teacher together with pupils:
- Repeat all words in word bank: 1) sound and blend 2) say whole words
- Select words from bank to teach new vocabulary – note homophones

Teacher-led:
- Teacher says aloud some words from word bank for the *spelling routine.*
- Pupils write spellings in exercise books (check all spellings at the time)

Guidance for the Phonics Routines

Learn the code: Use the terminology "is code for" in preference to saying that letters "make sounds" or "say sounds" (they don't). Learners may know the focus letter/s-sound correspondence already but will still benefit from all the phonics skills practice and vocabulary enrichment.

Link letter formation with sounds: Explain that capital letters are code for the same sounds as their lower case (equivalent) letters and they are used for special reasons such as the first letter of names and beginning sentences. Constantly reinforce the tripod pencil grip saying, "Let me help you…". Encourage slow, very careful handwriting.

Phonemic awareness puzzle: Model how to say each picture-word very slowly and naturally to identify the focus sound at the beginning, within, or at the end of the word. The 'odd one out' is the picture-word that does not include the focus sound. Show learners how to put a cross next to it.

Decoding: The *reading routine* is print-to-sound. Model how to point under each grapheme as you say each sound then run your finger under the word, from left to right, as you say the word. **Marking**: Engage pupils with a sense of their own learning. They sound out and tick **in pencil** the graphemes (letters and letter groups) they think they know. They also tick after sounding out and blending the whole printed words. They circle any decoded words where the *meaning* is not known. Teachers tick **in pen** the graphemes and printed words they hear sounded out correctly. Do not mark incorrect responses with a cross – simply leave blank any graphemes or words not known. **More activities**: 1) Match capital and lower case graphemes. 2) Pupils decode all the words themselves, then re-read with the teacher, then discuss the meanings together. Use the exercise books as necessary. When English is a new language, select only a few words for teaching vocabulary.

Oral segmenting: This is a sub-skill of spelling. **How to tally:** Say each picture-word very slowly and naturally to identify all the sounds from beginning to end of the word. Then say each sound separately and tally the sounds on thumb and fingers of the left hand, palm facing. Count the sounds. **Note:** Identify how many *sounds* all through the word, NOT how many *letters*. In Book 1, ONLY write the number of sound dashes. Do not attempt to spell the picture-words.

Encoding: The full *spelling routine* is sound-to-print. Complete this skills activity *last* and in the exercise books.

1. Model how to orally segment the whole spoken word and tally the identified sounds to thumb and fingers of the left hand, palm facing.
2. Write a *sound dash* for every sound identified (dashes long enough for 2 letters).
3. Use the sound dashes as writing lines to write the correct graphemes (letters and letter groups) correctly formed and positioned on the dashes.
4. Next, sound out and blend to check the word. Immediately check and tick, or correct if required.
5. Re-write the whole word on a line below whilst saying or thinking the sounds /s/ /n/ /a/ /k/.

Note: This full *spelling routine* starts from introducing letter 't' on page 3 of Book 1.

"/s/ /n/ /a/ /k/"
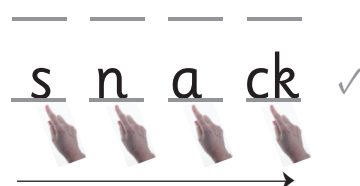
s n a ck ✓

Say each sound then run your finger under from left to right as you say the word.

snack

Multi-skills Activities

g

Refer to the focus grapheme on the Alphabetic Code Chart.

Learn the code: This letter is code for the sound /**g**/ as in **g**irl.

G g

Check carefully for correct letter formation and provide extra practice, as required, in the learners' personal exercise books.

Link letter formation with sounds: Fing... letter shapes from the dots, then write the capital and lower case letters, while saying...

Provide the spoken words for the pictures.

X

Phonemic awareness puzzle: Where can you hear the sound /**g**/ in these words? pegs glasses hen flag

a ✓✓ k ✓✓ m ✓✓ p ✓✓ d ✓✓ s e r t i g ✓

D I G E T C (R) I S P ✓

gap ✓ (tag) dig ✓ drag ✓ get ✓

peg ✓ (gas) grip ✓ rag ✓ (magnet)

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding**: Use some of these words for the *spelling routine*.

Books 2–8: The spellings in the section below include letter/s-sound correspondences previously introduced.

a n t   n e t

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: **m d g**

Suggested Comprehension Questions for Mini Stories

Page | **Title/Questions**

3 The Map
Who has a map?
What happens to the map?
What do you think Menna could use to mend the map?

5 The Red Pen
Who sent a pen to Dan?
What colour is the tip of the pen?
Why do you think Dan's hand gets into a red mess?

7 The Cat and the Mat
Why does Greg dig a pit?
Why do you think Greg gets a sack?
Why do you think the mat attracts Pip?

9 The Pin Lid
What makes Dad mad and hop on the spot?
What does Dad discover about the pin tin?
Where does Sam keep his pet cricket?

11 Dad's Hut
Where does Sam hide his pet cricket at first?
What animals run into Sam's den and why do you think this is?
What does Sam do next. Why do you think he moves his cricket into his Dad's hut?

13 The Slug
What creature pecks at a log?
Where does the slug travel?
What might the hen be thinking about the slug and why?

15 Mum
Is Nanna sick?
What does Dad ask Nanna to get?
Who needs the glass of milk, and why?

17 That Fat Rat!
What is the rat called?
Why is Pip, the cat, fed up?
Do you think this is the first time that Fred has drunk Pip's milk?

19 Flop, Plop!
The first elf is full of fun but what does the other elf do to give the impression that he is 'full of himself'? What does the second elf do that makes him feel a bit daft (silly)?
What do you think the first elf might do when the second elf falls off the log?

21 The Last Lesson
Who sent the class off?
Where did the class go?
What job do you think Miss Fusspot does? Give some reasons for your thoughts.

23 Ben's Bag of Tricks
What does Ben grab?
Who dips his hand into the bag of tricks?
How do you think Ben might have played a trick on his dad?

25 Jenna and Justin
What does it mean to 'jump on a jet'?
What does Justin have in his backpack?
Why do you think Jenna has just packed 'a good book' in her handbag?

27 Yasmin's Pup
How is the pup behaving in his basket?
Who asks Yasmin whether the pup has been fed?
Why do you think the pup is making such a fuss in the basket?

The Alphabetic Code
Building Up the Sounds and Graphemes

Sounds & Picture Prompts	Graphemes (letters or letter groups) that are code for the sounds				
	Simple Code	Complex Code			
/s/	**s** snake	**-ss** glass			
/a/	**a** apple				
/t/	**t** teddy				
/i/	**i** insect				
/p/	**p** pan				
/n/	**n** net				
/k/	**c** cat	**k** kit	**-ck** duck		
/e/	**e** egg				
/h/	**h** hat				
/r/	**r** rat				
/m/	**m** map				

The slash marks around the letters indicate the sounds:

/s/ blue = consonant sounds

/a/ red = vowel sounds

A grey dash is not part of the grapheme; it indicates that the particular letter/s-sound correspondence does not usually appear at the beginning of a spelling:

-ck

Say the sounds as close to the sounds in real speech as possible:

"**sss**" not "**suh**"

Think about the volume and pitch of the vowel sounds compared with the consonant sounds (vowel sounds are generally louder and deeper).

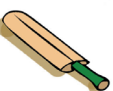Focus on the movements and position of the jaw, tongue, teeth and lips.

Sounds & Picture Prompts	Graphemes (letters or letter groups) that are code for the sounds		
	Simple Code	**Complex Code**	
/d/	**d** **d**ig		
/g/	**g** **g**irl		
/o/	**o** **o**ctopus		
/u/	**u** **u**mbrella		
/l/	**l** **l**adder	**-ll** she**ll**	
/f/	**f** **f**eathers	**-ff** cli**ff**	
/b/	**b** **b**at		
/j/	**j** **j**ug		
/y/	**y** **y**awn		

> Sound out double consonant letters as only one sound: **ss** is code for /**s**/
>
> Double consonant letters alert the reader to sound out the previous single vowel letter as its short vowel sound:
>
> /**a**/ /**e**/ /**i**/ /**o**/ /**u**/
>
> p**u**ppet

> The graphemes -**ll**, -**ff**, -**zz**, -**ck** are special cases of double consonant letters (-**zz** is introduced in Book 4).
> These graphemes are common at the end of single syllable words with short medial vowels such as gl**a**ss, sh**e**ll, cl**i**ff, d**u**ck.

The complexities of the English Alphabetic Code:
*One sound (phoneme) can be represented by one, two, three or four letters.
     e.g. /**a**/ **a**pple, /**k**/ du**ck**, /**igh**/ n**igh**t, /**ai**/ **eigh**t
* One sound can be represented by multiple spelling alternatives (graphemes).
     e.g. /**oa**/: **o** yo-yo, **oa** oak, **ow** bow, **-oe** oboe, **o-e** rope, **-eau** plateau, **-ough** dough
* One grapheme can represent multiple sounds.
     e.g. '**ough**': /**oa**/ th**ough**, /**or**/ th**ough**t, long /**oo**/ thr**ough**, /**ou**/ pl**ough**, schwa /**uh**/ thor**ough**

th

th**is** th**umb**

Code introduced *incidentally*: The grapheme **th** as code for voiced and unvoiced /**th**/ as in 'th**is** th**umb**' is introduced to provide early sentences for reading and writing. It is re-introduced *systematically* in Book 5.

High-frequency words: The words '**the**' and '**I**' are introduced in Book 1.

Grammar: Talk about: sentences, spaces between words, punctuation, titles and the use of capital letters for beginning sentences, proper nouns and titles.
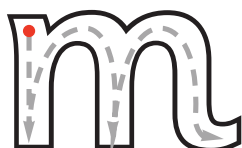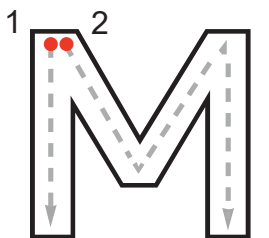
m

The content in this book can be practised again at home. Please aspire to work in partnership with parents and carers. Use the school bookbag routine and provide guidance on which content to revise at home.
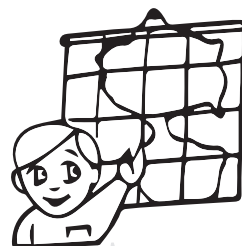
Learn the code: This letter is code for the sound /**m**/ as in **m**ap.

M

m

1 2

Line drawings of the key picture-words are provided to give the option of colouring or drawing additional features.

Link letter formation ~~w~~ pes from the dots, then write the capital and lower case le~~tters~~

Decoding: Some learners will be able to hear or discern the target words earlier than others. Just ensure plenty of practice and revision – eventually all of the learners will be able to sound out and blend independently.

When selecting some words from the word bank for the *spelling routine* in the exercise book, always select a combination of short words and longer more challenging words – even where it means more support may be needed for the spelling of longer words.

can you hear the sound /**m**/ in these words? mask swim hat lamp

Consonant 'blends' or 'clusters' are not one sound, for example: '**st**' is /**s**/ /**t**/, '**-mp**' is /**m**/ /**p**/ and '**-nt**' is /**n**/ /**t**/. This is the case whether sounding out for reading or oral segmenting for spelling.

k   n

A N

am met ma~~t~~ h~~i~~m ~~t~~en mat

maps stem camp mint stamp

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

_ t i n

c a t

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: m

s a t i p n c
k -ck e h r th

Say the sounds.

m

the has

s pronounced /**z**/

Read the words.

The Map

Show how to tick each grapheme (letter or letter group) that is sounded out in this box and circle any that are not known. (There is no need to tick or circle graphemes in the coloured bars at the foot of these pages.)

s a map.

This box features useful high-frequency words with unusual or tricky parts, or alphabetic code introduced incidentally.

Nick's cat, Pip, rips the map.

Can Menna stick the map?

We use capital letters at the beginning of sentences, for proper nouns, days of the week, months of the year and for the beginning of the first word and main words in titles. We can also use capital letters to show volume, surprise and warning:
BOOM
WOW
DANGER

Talk about sentences, including those which are questions. Encourage very careful copywriting while saying the sounds of the graphemes silently or aloud.

Value the learners' drawings and develop their language around the story themes. Provide support by modelling drawings and showing relevant photos or illustrations in books.
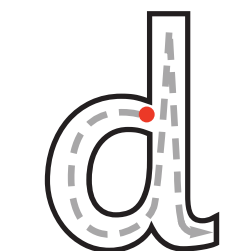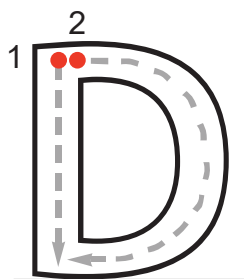
Grapheme search: Underline **M** and **m** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Write the sentences while you say the sounds of each word _in your head_. Draw a picture.

See the letters, say the sounds: **m**

d

Learn the code: This letter is code for the sound /**d**/ as in **dig**.

D d

D

d

d

> The more time, attention and care given to correct letter formation, the greater the benefit in the short and the long term. Angle the page so the learner's hand is below the letter shapes as they are being written – whether a right or left-hander.

Link letter formation with sounds: Finger[...]the dots, then write the capital and lower case letters, while saying th[...]

> When sounding out and blending printed words, point under each grapheme from left to right to say the sounds, then run your finger under the printed word from left to right as you say the whole word.

> Say the capital letters as the *sounds* they are code for and NOT the letter *names*.

Pho[...] Where can y[...] words? hands dolls bed belt

s c [...] e d p n i t

T R A M P I[...]

den sad red

hid stand damp [...]

> Even when learners cannot hear or discern the target words, they will still benefit from saying the sounds of the letters, or letter groups, they recognise in the words. Teachers can tick the sounds said correctly above each grapheme in the words.

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

p e n

r a t

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: m d

s a t i p n c
k -ck e h r th

d

the has

Read and spell the words.

As learners start to recall the sounds for the graphemes with more confidence, encourage them to repeat the activity while building up speed.

Red Pen

Dan's Nanna sent him a pen.

The pen has a red tip.

Dan's hand is in a red mess!

Note the apostrophes. They indicate *belongs to*. The story talks about Dan's Nanna (it is *his* Nanna) and Dan's hand (it is *his* hand).

At first, beginners can sound out and blend the words in the word banks and stories together with the teacher then increasingly allow the learners to decode the words by themselves. Mini Stories: Learners attempt to read the story independently. This is followed by reading the whole story together at a slow pace. Repeat read to increase fluency and expression.

Grapheme search: Underline **D** and **d** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Write the sentences while you say the sounds of each word *in your head*. Draw a picture.
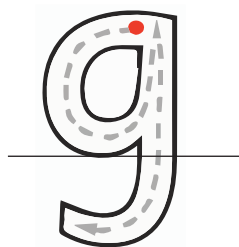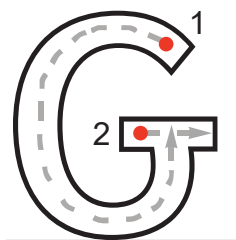
See the letters, say the sounds: **m d**

g

Learn the code: This letter is code for the sound /**g**/ as in **g**irl.

G
2

g

G

g

g

If learners are unable to complete letter formation activities successfully, let them refer to the tabletop or wall display Alphabet Posters to support them. Use these activities as opportunities for assessment and note troublesome letters in the personal exercise books.

Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letters, while saying the sound /**g**/.

Phonemic awareness puzzle: Where can you hear the sound /**g**/ in these words? pegs glasses hen flag

a k m p d s e r t i g

D I G E T C R I S P

gap   tag   dig   drag   get

peg   gas   grip   rag   magnet

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

_a_ _n_ _t_

_n_ _e_ _t_

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: **m   d   g**

6

s a t i p n c
k -ck e h r th

Say the sounds.

g

is his

Read and spell the words.

The Cat and the Mat

Greg digs a pit. It is his den. Greg gets a sack. It is his mat. The mat attracts Pip the cat! Is it Greg's cat? Is it Greg's mat?

Grapheme search: Underline **G** and **g** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Write the sentences while you say the sounds of each word *in your head*. Draw a picture.
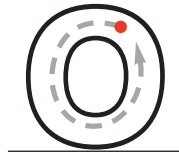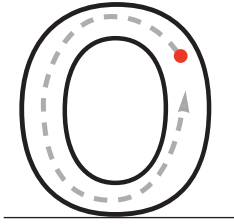
See the letters, say the sounds: **m d g**

O
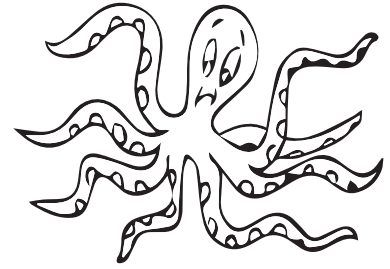
Learn the code: This letter is code for the sound /**o**/ as in **o**ctopus.

O

o

o

Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letters, while saying the sound /**o**/.

Phonemic awareness puzzle: Where can you hear the sound /**o**/ in these words? otter log bag ostrich

n p i t a s k o m d g

H O T R I P E G A S

on   cot   hop   got   top

hot   rock   stop   spot   crops

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

p a n

s k i p

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: **m d g o**

s a t i p n c
k -ck e h r th

Say the sounds.

o

the as has
is his

Read the words.

The Pin Lid

Sam drops _____ Then Dad stands _____ l is mad and hops o___ _____ ad gets the pin tin. _____ ot on it! Dad is cross that the top has gone. Sam has hidden it. Sam ha_ his pet cricket in it!

> **Differentiation**: Note that copywriting and self-dictation are important ways of enabling learners to work within their own capacity and at their own speed. In contrast, when a teacher dictates to a group or class of learners, the pace is influenced by the slowest learners and this does not utilise the teacher's time well nor enable quicker learners to reach their full potential.

> Note: Many words in English are spelt with letter '**e**' at the end. Generally, never sound out this last letter.

> Encourage very careful copywriting in a lined exercise book while saying the sounds of the graphemes silently or aloud. When appropriate, train learners how to do a 'self-dictation' in their exercise books. They read, reread and then write each sentence of the story held in memory – sentence by sentence.

Grapheme search: Underline **O** and **o** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Draw a picture. Write some sentences (in a lined exercise book) while you say the sounds of each word _in your head_.
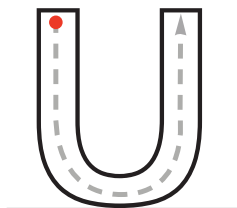
See the letters, say the sounds: **m d g o**

u

Learn the code: This letter is code for the sound /**u**/ as in **u**mbrella.
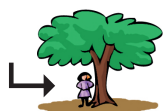
U

u

u

Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letters, while saying the sound /**u**/.

Phonemic awareness puzzle: Where can you hear the sound /**u**/ in these words? under egg jug run

u   o   g   d   m   r   h   e   c   ck

G U M A D R O P E N

up   mud   hut   rug   mug

run   drum   us   trumpet   tug

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

r i p

h e n

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: m   d   g   o   u

s a t i p n c
k -ck e h r th

Say the sounds.

u

to into

o pronounced 'long /**oo**/'

p u t s

u pronounced 'short /**oo**/'

Dad's Hut

Sam has hidden his pet cricket in his den. A rat runs into Sam's den. The cat runs into the den and then the dog runs into the den.

Sam panics and sprints to his Dad's hut! Then Sam puts his pet cricket in Dad's hut.

Grapheme search: Underline **U** and **u** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Draw a picture. Write some sentences (in a lined exercise book) while you say the sounds of each word *in your head.*

See the letters, say the sounds: **m d g o u**

l

Learn the code: This letter is code for the sound /**l**/ as in **ladder**.
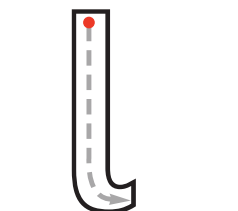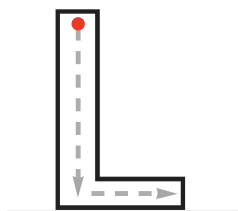
L   l   L
l
l

Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letters, while saying the sound /**l**/.

Phonemic awareness puzzle: Where can you hear the sound /**l**/ in these words? lamp puffin plums slide

e ck n i t a u l o m

L E G R I T [D

let   log   lid   s

luck plug lump clock slips

Note: The final sound identified for many plural words may be /**z**/. Teach that plural words are not spelt with letter **z** at the end. Book 4 features the sound /**z**/.

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

k i t   p i n s

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: **m d g o u l**

s a t i p n c
k -ck e h r th

Say the sounds.

l

thinks

n pronounced /**ng**/

The Slug

A red hen pecks at a log.

A slug slips up the damp

stump. The hen lets the slug
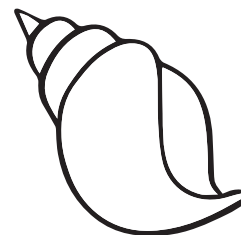
slip past. "Is it an insect?

Cluck, cluck!" thinks the hen.

Grapheme search: Underline **L** and **l** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Write the sentences while you say the sounds of each word *in your head*. Draw a picture.

See the letters, say the sounds: **m d g o u l**

-ll

Learn the code: This letter group is code for the sound /l/ as in she**ll**.

> Remember to point out that the dash tells us we never spell a word with this piece of code at the *beginning* of the word. We use it within the word or at the end of the word.

LL

ll

ll

Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letter groups, while saying the sound /l/.

Phonemic awareness puzzle: Where can you hear the sound /l/ in these words? ill bed hills dolls

s t p c e h m a u ll

L E M O T LL

> Note: In common words such as pull, put, push and full, the letter **u** is pronounced 'short /oo/'. When sounding out and blending printed words it is easy to modify the final pronunciation of the spoken word.

ill tell doll mill drill

spill pills pull smell stillness

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

n e s t   t e n t

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: m d g o u l -ll

s a t i p n c
k -ck e h r th

Say the sounds.

-ll

Read and spell the words.

the to

Mum

Mum is sick. Dad tells Nanna that Mum is ill. Then, Dad asks Nanna to get milk in a glass and Mum's pills. Nanna gets the milk and pills.

Grapheme search: Underline **ll** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Draw a picture. Write the sentences (in a lined exercise book) while you say the sounds of each word *in your head*.
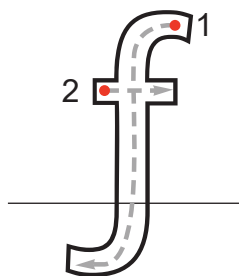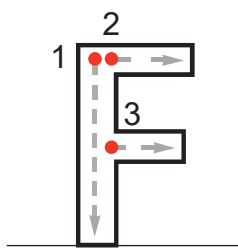
See the letters, say the sounds: **m d g o u l l -ll**

f

Learn the code: This letter is code for the sound /f/ as in **f**eathers.

Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letters, while saying the sound /**f**/.

Phonemic awareness puzzle: Where can you hear the sound /**f**/ in these words? flower shell golf fan

l o d g m r h i ck p f

I F U LL D A M U G S

fun   fell   if   full   film

golf   lift   self   soft   felt

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

s u n   m a s k

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: **m d g o u l -ll f**

s a t i p n c
k -ck e h r th

Say the sounds.

ƒ

of

ƒ pronounced /**v**/

That Fat Rat!

Fred is the fat rat. Pip is the

thin cat. Fred drinks Pip's milk!

Pip is fed up (upset). Fred,

the fat rat, is full of Pip's milk.

Grapheme search: Underline **F** and **ƒ** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Write the sentences while you say the sounds of each word *in your head*. Draw a picture.
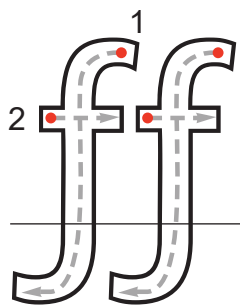
See the letters, say the sounds: **m d g o u l l -ll ƒ**

-ff

Learn the code: This letter is code for the sound /f/ as in **cliff**

FF

ff

ff

Link letter formation with sounds: Finger trace the letter group from the dots, then write the capital and lower case letter groups, while saying the sound /f/.

Phonemic awareness puzzle: Where can you hear the sound /f/ in these words? puffin coffee crab cuffs

m g d u o l f h r p s
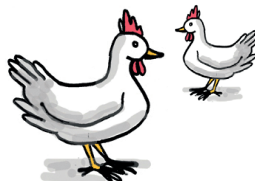
L E N D O G A P U FF

off 'huff and puff' fluff cliff

puffin staff stiff cuffs

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

l o g   h e n s

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: m d g o u l -ll f -ff

s a t i p n c
k -ck e h r th

Say the sounds.

-ff

Read and spell the word.

of

Flop, Plop!

This elf is full of fun. *That* elf huffs and puffs and is 'full of himself'.

The second elf fell off a log. Flop! Plop... into a dip full of soft mud. At last *that* elf felt a bit daft!

Grapheme search: Underline **ff** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Draw a picture. Write some sentences (in a lined exercise book) while you say the sounds of each word *in your head*.

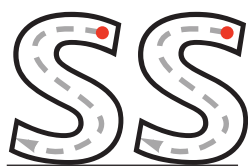See the letters, say the sounds: **m d g o u l -ll f -ff**

-SS

Learn the code: This letter is code for the sound /**s**/ as in **gla**ss.

SS

ss

ss

Link letter formation with sounds: Finger trace the letter group from the dots, then write the capital and lower case letter groups, while saying the sound /**s**/.

Phonemic awareness puzzle: Where can you hear the sound /**s**/ in these words? dress glass bat glasses

n p t g d ck h m e ss

A N T O D I M U G S

pass less fuss glass dresses

lesson mess classes grass

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

f a n   p e g s

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: **m d g o u l -ll f -ff -ss**

s a t i p n c
k -ck e h r th

Say the sounds.

-ss

onto

Read and spell the word.

The Last Lesson

Miss Fusspot sent the class off. The class ran fast – past the hut, up the hill and onto the grass.

Then the class ran off the grass and hill, then past the hut.

It's strict Miss Fusspot's last lesson at last!

Grapheme search: Underline **ss** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Draw a picture. Write some sentences (in a lined exercise book) while you say the sounds of each word *in your head.*
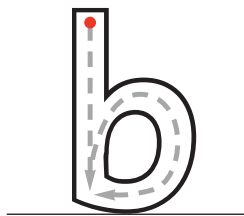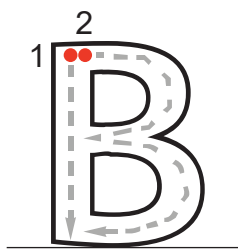
See the letters, say the sounds: **m d g o u l -ll f -ff -ss**

b
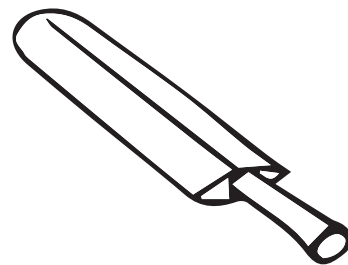
Learn the code: This letter is code for the sound /**b**/ as in **b**at.

2
1
B   **b**

B

b

b

Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letters, while saying the sound /**b**/.

Phonemic awareness puzzle: Where can you hear the sound /**b**/ in these words? ball crab run bag

k f l d p m g e r h t

F E D R A G O N S

bat   bag   beg   boss   big

best   cub   but   bricks   grab

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

h a t   c u p s

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

s a t i p n c
k -ck e h r th

b

the his
has of

Ben's Bag of Tricks

Ben grabs his bag of tricks.
In his bag, Ben has a bat
(the mammal). Ben has lots of
bugs and grubs.
Dad dips his hand in the bag
of tricks. The bat is plastic
but the bugs and grubs...
mmmm?

Grapheme search: Underline **B** and **b** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Draw a picture. Write some sentences (in a lined exercise book) while you say the sounds of each word *in your head.*
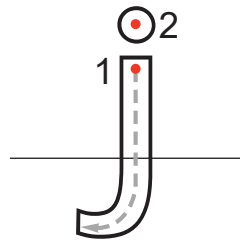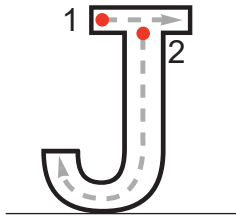
See the letters, say the sounds: **m d g o u l -ll f -ff -ss b**

j

Learn the code: This letter is code for the sound /**j**/ as in **ju**g.

J

j

j

Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letters, while saying the sound /**j**/.

Phonemic awareness puzzle: Where can you hear the sound /**j**/ in these words? jet jam jar juggle flag
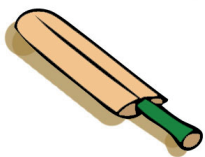
e d s k h m f l j i t

J U M P I N S E L F

jet   jam   jug   jut   jump

just   jets   jug   juts   jumps

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

b a t

c r a b

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: m d g o u l -ll f -ff -ss b j

s a t i p n c
k -ck e h r th

Say the sounds.

j good book

oo pronounced 'short /**oo**/'

<u>Jenna and Justin</u>

Jenna and Justin jump on the jet. Justin has a big backpack but Jenna has just a handbag. Justin has lots of stuff in his backpack — plastic animals, pens, comics and jam buns! Jenna has just a good book.

Grapheme search: Underline **J** and **j** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Draw a picture. Write some sentences (in a lined exercise book) while you say the sounds of each word *in your head*.
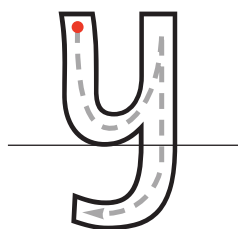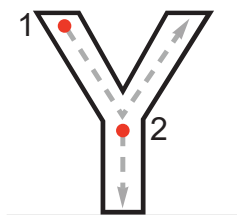
See the letters, say the sounds: **m d g o u l -ll f -ff -ss b j**

y

Learn the code: This letter is code for the sound /**y**/ as in **y**awn.

Y   y

Link letter formation with sounds: Finger trace the letter shapes from the dots, then write the capital and lower case letters, while saying the sound /**y**/.

Phonemic awareness puzzle: Where can you hear the sound /**y**/ in these words? yellow yak zip yo-yo

j b y i f l u g o d m

Y E L P I N J U S T

yes   yam   yells   yak   yap

yen   yaps   yet   yelp   yaks

Decoding: Point under the letters and letter groups from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine.*

j e t   l a m p

Oral segmenting with spelling: Say the words, identify and *tally* the sounds, write a *sound dash* for each sound. Write the graphemes on the dashes.

See the letters, say the sounds: **m d g o u l -ll f -ff -ss b j y**

s a t i p n c
k -ck e h r th

Say the sounds.

y

his has

Read and spell the words.

Yasmin's Pup

The pup yaps and yelps in his basket.

"Yasmin! Has Mum fed the pup yet?" yells Hassan.

"Yes, Mum has fed the pup, but the pup has not had his milk yet."

Grapheme search: Underline **Y** and **y** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Draw a picture. Write some sentences (in a lined exercise book) while you say the sounds of each word *in your head.*

See the letters, say the sounds: **m d g o u l -ll f -ff -ss b j y**

Ss Aa Tt Ii Pp

Nn Cc Kk Ee

Hh Dd

If learners are unable to complete letter formation activities successfully, let them refer to the tabletop or wall display Alphabet Posters to support them. Use these activities as opportunities for assessment and note troublesome letters in the personal exercise books.

Gg Oo Uu Ll

Ff Bb Jj Yy

1. Put a 'dot' to show the starting points of forming the letter shapes and say the sounds.
2. Write inside the hollow letters to show correct formation.

Spelling and Writing

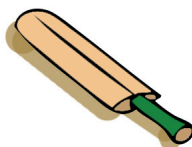|		
bag	belt	dolls
cup	fan	cliff
dog	run	glass
golf	bat	dress
jam	jug	crab
jet	log	lamp

1. Tally the sounds of the picture-words on your left hand, palm facing, and count the sounds.
2. Spell and write the words in lower case letters under the pictures.

Spelling Word Banks: for -ll, -ff and -ss

-ll
tell

bell

skull

drill

-ff
stiff

cliff

sniff

stuff

-ss
mess

glass

lesson

cress

> Locate the graphemes '-ll', '-ff' and '-ss' on the Alphabetic Code Chart to show they are spelling alternatives for their various sounds. Emphasise that, over time, we try to remember which words are spelt with which letters or letter groups. We can play memory games and teachers are there to help with spelling.
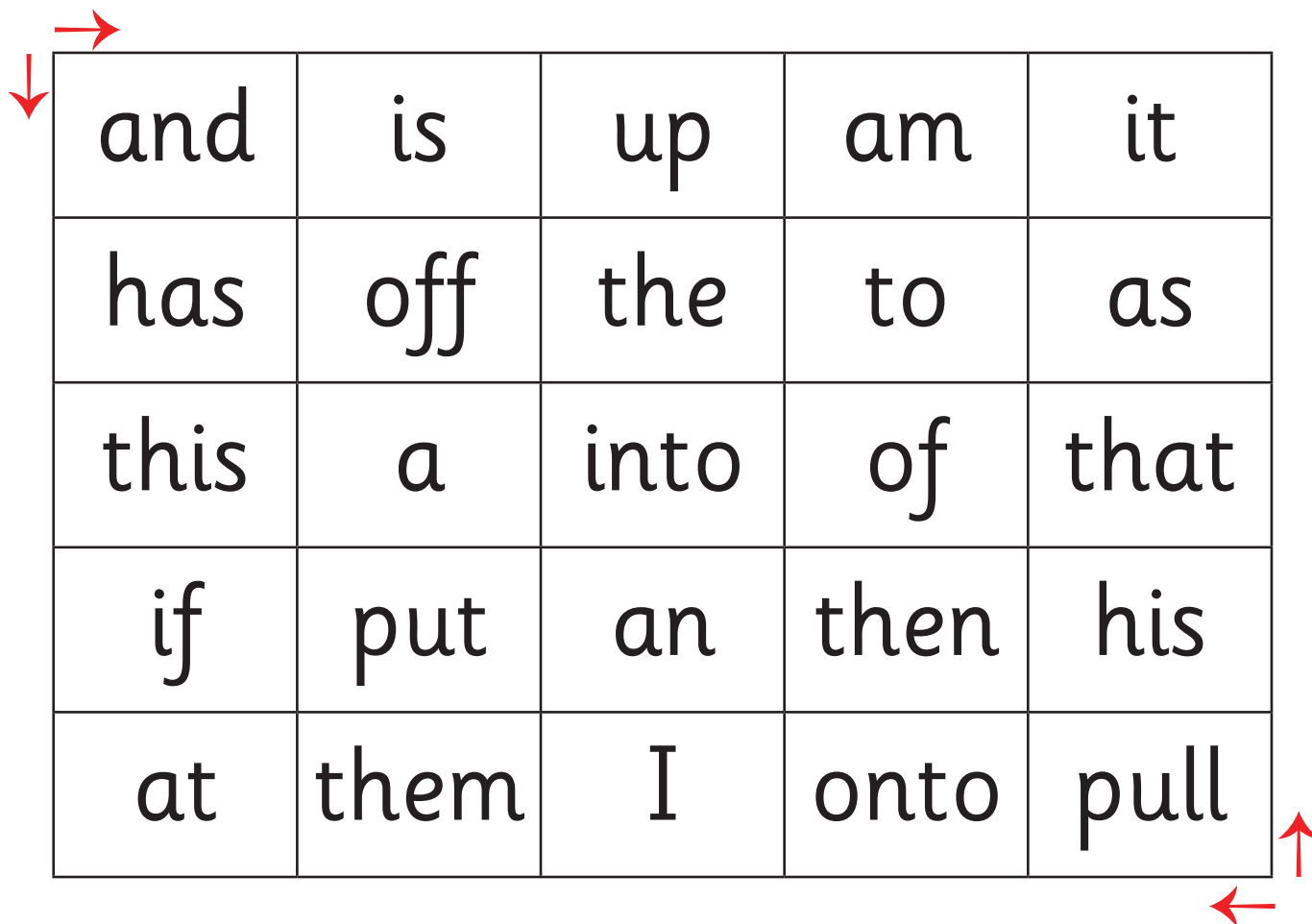
The -ll picture

The -ff picture

The -ss picture

1. Look in your book for more -ll, -ff or -ss words to add to the spelling word banks.
2. Draw pictures to help you remember the words in your lists.

Common Words: Speed Reading and Writing

and	is	up	am	it
has	off	the	to	as
this	a	into	of	that
if	put	an	then	his
at	them	I	onto	pull

1. Read and re-read the words in the grid as fast as you can – across and back, up and down.
2. Write some short sentences using some words from the grid and this book.

31

Revise the Letter/s-sound Correspondences

1. Point under the graphemes and 'say the sounds'. Repeat often.
2. Listen to the sounds and 'air-write', write or point to the graphemes.

m	d	g	o	u	l	-ll
f	-ff	-ss	b	j	y	

These are **lower case graphemes** (letters and letter groups). These graphemes **are code for** the **sounds** in English speech. These letter/s-sound correspondences are introduced in this book. Build up knowledge of each grapheme and its sound, one by one, **over time**.

M	D				L	LL
F	FF	SS	B	J	Y	

> The content in this book can be practised again at home. Please aspire to work in partnership with parents and carers. Use the school bookbag routine and provide guidance on which content to revise at home.

These ... nds as their lower case letters. Can yo...

j			g		-ff	d
u	f	-ll	g	-ss	j	l

> For example: map, sun, clock, hand/s, Mum, Mam, rag, clock, puffin, doll, bat, hut, jet, elf, rabbit, rug, milk, spill, glass, drum, trumpet, print/s, sandals, dress, plant, pot, brick/s, drumstick/s, black, red, peg/s, bag, jacket, tag, stump, mill, Gran, Grandad, tub, hat, dot/s, spot/s, grin, block/s, mess, stuff

On this page, the ...phemes that **are code for** the consonant sounds are in **grey** and the graphemes that are code for the vow... sounds are in **black**. Grey dashes indicate graphemes that are usually used in the middle or end of printed (writ...n) words.

Assessment: By the end of this book, can you say all the sounds for these graphemes?
When you hear the sounds, can you write the graphemes?
Challenge: How many picture-words can you see and spell on the front cover of this book?

Revisit the Alphabetic Code on this page constantly – even when you have completed the book and progressed to the next book.