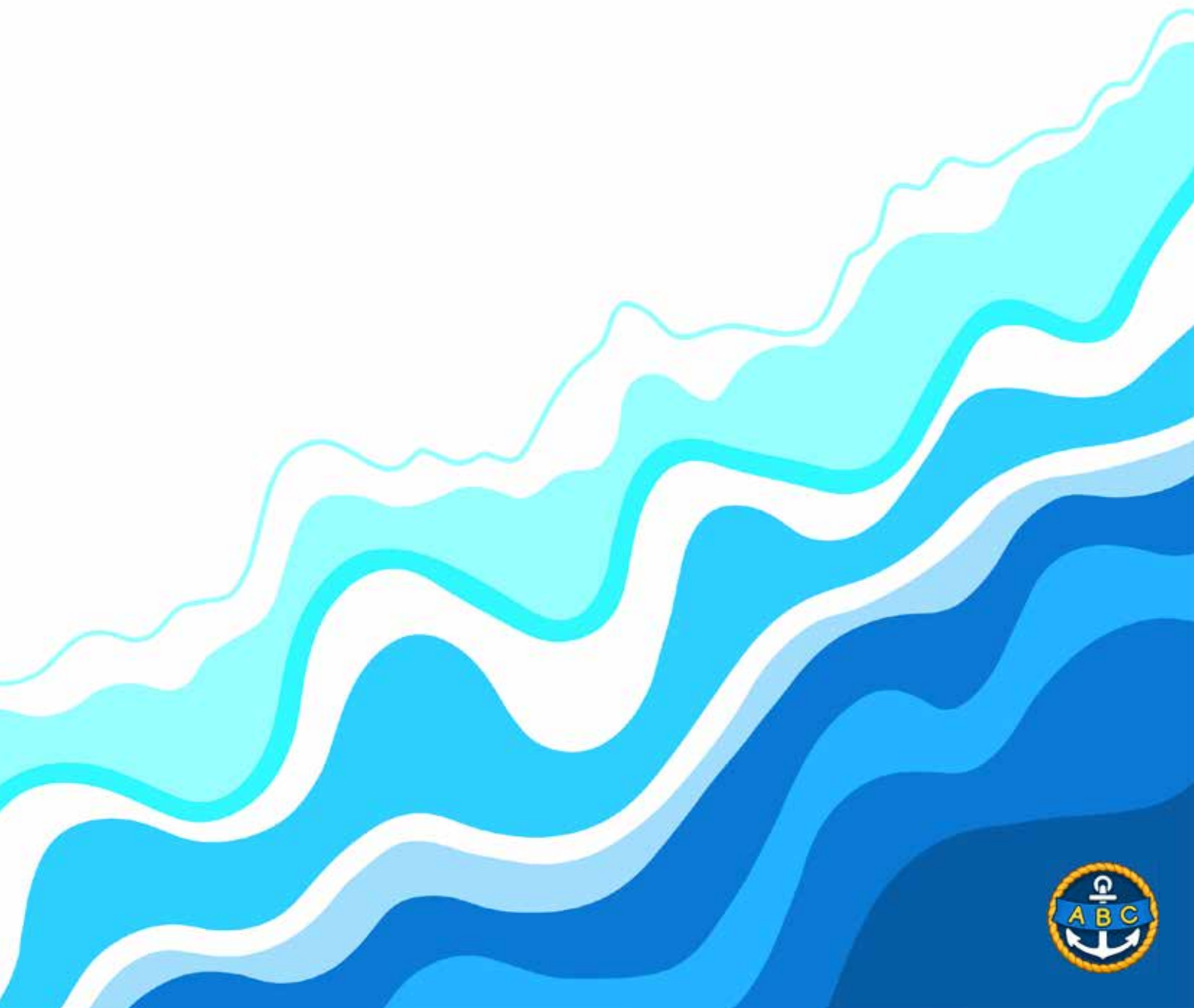
PHASE 2

All Aboard Phonics

Phase 2 Teacher Manual
Second Edition

David Morgan & Katie Selwood



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Second Edition

David Morgan & Katie Selwood

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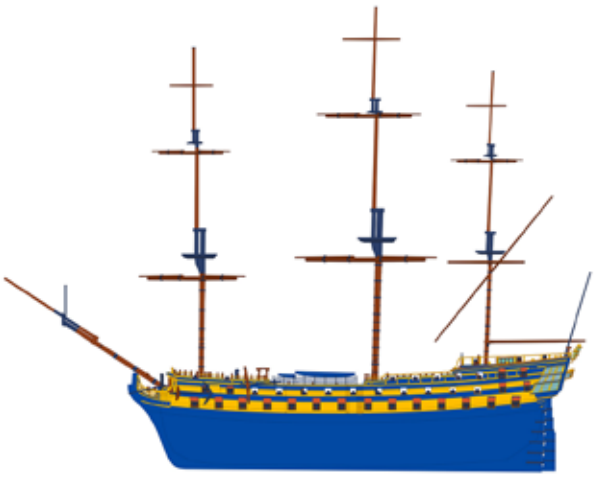
All Aboard Phonics Phase 2 Teacher Manual



Introduction

All Aboard Phonics is a systematic synthetic phonics programme (SSP) that is used by progressive school literacy teams who are looking to achieve the very best possible results for their children, year after year.

It provides a complete programme to teach phonics in a fun, multi-sensory way with clear signposting of expected progress. All Aboard Phonics taps into children's imaginations making learning fun and easy to remember. The manual includes all of the lesson plans, resources and assessment materials required to meet learning objectives.

In Phase 2, the children learn their first letters and sounds, build up their phonemic awareness and practise decoding and writing CVC words.

Why All Aboard Phonics?

Child-Friendly

We believe that the psychology of learning to read is one of the most essential elements to get right. So the All Aboard Phonics programme uses a lot of fun imagery and games to make it enjoyable.

We aim to present the whole process as an exciting journey, which it is if we can make it fun and easy for them. The more excited the children are, and the less stress they feel, the better the results you will see.

Building confidence is at the core of all learning.

Integrated Intervention Process

We are a research-based publishing team entirely focused on our mission to make reading and spelling progress easy and quick for anyone, anywhere. We research as we teach. So we help the children and they help us keep learning too.

We have been helping struggling readers and spellers all over the world since 2008, so we really understand how things can go wrong for individual children. All of this experience has been built into our SSP programme, so that you see more consistent success across the whole of each class.

Engaging Decodable Books

A key thing is to make reading easy, fun and interesting, but you will know that this has sometimes been a weakness of decodable books. The quality of our decodable books is an area that we feel sets All Aboard Phonics apart. Our books explore themes dear to children's hearts: silliness, food, weird animals, sport, ninjas, pranks, space... to name but a few!

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All Aboard Phonics Overview Phases 2-5

Phase 2 (6 weeks)

Early Years Foundation Stage (EYFS) - Reception

Week	Focus	Tricky Words
1	s a t p	
2	i n m d	
3	g o k c	
4	ck e u r	the to and
5	h b f ff l ll s ss	
6	Revision / Assessment	I go no

Phase 3 (12 weeks)

EYFS - Reception

Week	Focus	Tricky Words
1	j v w x	
2	y z qu	he she
3	sh ch th ng	we me be
4	ai ee igh oa	was my
5	oo ar or	no go
6	ur ow oi	you
7	ear air er	they
8	Writing sentences	

9	Revision	all
10	Revision	are
11	Revision	
12	Revision / Assessment	

Phase 4 (6 weeks)

EYFS - Reception

Week	Focus	Tricky Words
1	CVCC (consonant - vowel - consonant - consonant)	said so
2	CCVC	have like some come
3	Two syllable words	were there little one
4	Adjacent consonants	do when out what here says love
5	Revision	
6	Revision / Assessment	

Phase 5

Throughout Year 1

Unit 1 (New Graphemes)

Week	Focus	Tricky Words
0	Revision of previous phases	
1	ay ou ie ea	Mr Mrs Ms
2	oy ir ue aw	their people oh there
3	wh ew oe	looked asked called
4	au ey i_e o_e	could should would

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5	a_e u_e e_e ph	
6	Revision / Assessment	

Unit 2 (Reading Focus)

Week	Focus	High Frequency Words
7	Alternative phonemes for <a>	the and to said eye
8	Alternative phonemes for <c> and <ch>	he of know was you
9	Alternative phonemes for <ea> and <ear>	they on she is for
10	Alternative phonemes for <ey> and <g>	at his but that with
11	Alternative phonemes for <i> and <ie>	all we can are great
12	Alternative phonemes for <o> and <oo>	had my her what says
13	Alternative phonemes for <ou> and <ow>	out this have went be
14	Alternative phonemes for <s> and <th>	like some so not then
15	Alternative phonemes for <u> and <u_e>	were go little as no
16	Alternative phonemes for <ue> and <y>	mum one them do me
17	Revision / Assessment	

Unit 3 (Spelling Focus)

Week	Focus	High Frequency Words
18	Alternative graphemes for /ai/	down dad big when it's
19	Alternative graphemes for /ee/ and three syllable words	see word very look don't
20	Alternative graphemes for /igh/ and compound words	come will into back from
21	Alternative graphemes for /oa/	children him which get just
22	Alternative graphemes for long /oo/, /ue/ and /oy/	now came oh about got

23	Alternative graphemes for short /oo/ and /ow/	any friend laugh today want
24	Alternative graphemes for /or/ and /o/	their people your put could
25	Alternative graphemes for /er/ and /ear/	house old too by day
26	Alternative graphemes for /air/, /ar/ and /a/	
27	Vowel GPCs Revision / Assessment	
28	Alternative graphemes for /ch/, /f/, /j/ and /k/	made time I'm if help
29	Alternative graphemes for /m/, /n/ and /ng/	mouse called here off asked
30	Alternative graphemes for /r/, /sh/ and /s/	who where how saw make
31	Alternative graphemes for /w/ and /v/	again many two different work
32	Consonant GPCs Revision / Assessment	

Unit 4 (Word Endings)

Week	Focus	High Frequency Words
33	<s>, <es> and <ies> endings and <un> prefix	thought through though because shoe
34	<er>, <est>, <ed> and <ing> endings	water please whole hour busy
35	Revision / Assessment	

Year 2 National Curriculum

After passing the Phonics Screening Test

At the end of Year 1, children should have a firm grasp of all the GPCs covered in Phases 2-5. In Year 2, schools can begin to follow the National Curriculum for spelling.

Any children in Year 2 who did not pass the Phonics Screening Check or who are not confident in reading words with the Phase 5 GPCs should continue to learn phonics using the previous phases. You can use the end of phase assessments to identify where a student needs to start from.

You can find further assessment tools, lesson plans and resources in our All Aboard Plus intervention manual for children who need extra support with their phonics.

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Systematic Synthetic Phonics

All Aboard Phonics uses the synthetic phonics method, which means that the phonemes are taught first and then children are taught to blend sounds together to say words. The programme follows a systematic approach, meaning that the phonemes are introduced in a specific sequence.

In All Aboard Phonics, all the main sounds of the English language are taught and each sound is introduced with a character called a pictophone. This is a memorable, visual prompt to support phonemic awareness. For example, the Toad About to Explode represents the /t/ sound and the Oon on the Moon represents the long /oo/ sound.

Children should initially learn each letter by its sound, not its name. This will help when blending sounds to form words in the early stages. Later on in the programme, the letter names and alphabet song will be introduced and the variability of sound for the vowels and some consonants will be explained.

Blending

Blending is the process of saying the individual sounds in a word and then running them together to make the word. This is a technique that every child needs to learn and although it can be difficult for some children at first, with lots of practice this will improve.

We have a very particular process for introducing early blending, which is one of the key stumbling blocks for some children. It goes like this:

1. Introduce a word, “cat” for instance. Say the word and write it on the board.
2. Segment the word into the individual phonemes for the children, which are /c/ /a/ /t/ in this case. Be very precise about making just the sound of the letter, not “cuh... a.... tuh”. The /c/ sound is just a little pop at the back of the mouth and the /t/ sound is a little pop between the tongue and top front of the roof of the mouth.
3. Blend the sounds back together for the children into the word. Now get them to repeat the whole process. Although they know what they are blending the sounds back to, we find this process builds confidence much more quickly than if they learn by trying to blend sounds blind, into an unknown word.

When they progress onto digraphs and trigraphs, then the same routine should be used, highlighting how the graphemes have just a single sound.

Segmenting

The easiest way to know how to spell a word is to listen for the sounds in that word and relate those sounds to the possible graphemes for each of them. This is also called segmenting and is the reverse of blending. Games like Phonics I-Spy are ideal for this.

Begin with simple three letter words, say the word and demonstrate the three sounds by holding up a finger for each individual sound. Remember to take care with digraphs, which are two letters that make one sound.

Letter Formation

First, it is very important that a child learns to hold their pencil in the correct way from the outset. It is much more difficult to correct this later on. We encourage children to hold their pencil using a tripod grip between the thumb and first two fingers.

Once we have established the correct way to hold the pencil, then we must turn our focus to children forming each letter the correct way. This includes the direction and starting point for each letter.

A multisensory approach to teaching letter formation really helps children to learn. This is why we recommend a number of different ways children can practise their formation including writing in the air, on a classmate's back, on paper, in sand, in shaving foam or using chalk outside.

It is important to revise the formation of each letter regularly and when children are writing, be vigilant in checking their pencil hold. Of course, parental support here can be invaluable as they can work on a one-to-one basis.

Decodable Books

As soon as a child has begun to learn the phonemes, they will be able to identify them in words. At this stage they should move on to working out whole words through sounding out blending. Our decodable books are designed to match a child's development so there are appropriate texts for each stage of their phonics learning.

The National Curriculum for English (2014) aims to ensure that all pupils:

- Read easily, fluently and with good comprehension.
- Develop the habit of reading for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Reading underpins children's access to the curriculum and it clearly impacts on their achievement. To be able to read, children need to be taught an efficient strategy to routinely decode words, until that process becomes automatic and they become fluent readers.

Children need to be given the opportunity to regularly apply the phonics they have learned by reading fully decodable books. All Aboard Phonics decodable books match the progression of the All Aboard Phonics lesson plans.

When children are learning to read it is imperative that they are using fully decodable books that are matched to their phonics knowledge. This will establish the use of phonics rather than whole word sight reading or guessing.

Schools should provide guidance to parents on how best to support their child with their reading at home. More information on this can be found on page 166 *A Guide for Parents on Daily Reading Practice*. It is easy to think home reading will be straightforward; however it

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can be a source of frustration for many families. A few tips from us to the parents can be the difference between a stressful and a successful reading session.

Assessment Overview

We provide assessments for the end of every phase to identify children at risk of falling behind. At the back of this manual you will find the end of Phase 2 assessment.

When following All Aboard Phonics, it is vital to be confident in assessing children's command of phonic skills and knowledge in order to meet all children's needs and to support them in becoming fluent, independent readers and writers.

The first and most frequently used assessment will be daily formative assessments. It is vital to note down any children who have not met the daily objective so that gaps are addressed with a short recap at some point before the next phonics lesson. If this form of assessment is followed thoroughly, children should be getting the best possible phonics provision.

We recommend trying the assessment at the beginning of the phase as a baseline, but it is important to stop the assessment if the child is finding it too difficult. By the end of the phase you are looking for ticks in almost all boxes. Record your class results on the class analysis sheet.

Teaching Guidance

Overview

Prior to entering Phase 2, children will have experienced a number of listening activities, including songs, stories and rhymes and many will already be able to blend and segment words orally. Some children may have had less experience, however this should not prevent them from moving on to Phase 2 as speaking and listening activities continue throughout this phase.

The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters.

By the end of Phase 2 children should be able to:

- Give the sound when shown any Phase 2 letter, securing first the starter letters s, a, t, p, i, n.
- Find any Phase 2 letter, from a display, when given the sound.
- Orally blend and segment CVC words.
- Blend and segment in order to read and spell VC words such as if, am, on, up and 'silly names' such as ip, ug and ock.
- Read the six tricky words: the, to, and, I, no, go.

Some children will not have fully grasped CVC blending and segmentation but may know all the Phase 2 letters. CVC blending and segmentation continues throughout Phase 3 so children can progress to the next stage even if they have not mastered CVC blending.

Children's capacity to write letters will depend on their physical maturity and the teaching approach taken to letter formation. Some children will be able to write all the letters in pencil, correctly formed. Most children should be able to form the letters correctly in the air, in sand or using a paint brush and should be able to control a pencil sufficiently well to write letters such as l, t, i, h, n and m reasonably well.

The teaching materials in this phase are designed to be taught in order and provide a selection of suitable activities and resources to develop phonemic awareness.

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Pictophones

As you introduce each phoneme, as well as the grapheme you will introduce a pictophone which is a fun character representing a phoneme in the English language.

So the Astronaut Being Taught is the /a/ sound in apple, avocado and acrobat.

apple

avocado

acrobat

The Goat in a Boat is the /g/ sound found in grass, garden and gorilla.

grass

garden

gorilla

Pronunciation of Phonemes

The first step in teaching any systematic synthetic phonics programme is to teach the sounds, which is the easiest step for most children to make. However, if the sounds are pronounced incorrectly, it can make the next step, blending, quite difficult. It is critical to ensure all staff and children are pronouncing the sounds correctly.

Precise pronunciation is vital when teaching phonics. However, it is not uncommon to hear the pronunciation of consonants with an added sound at the end. For example, “suh” instead of “s”, “cuh” instead of “c” or “tuh” instead of “t”. The problem with this is that it adds a schwa sound (an unstressed vowel sound) to the end. With this incorrect pronunciation, you are actually producing two sounds instead of one; “c” and “uh” or “t” and “uh”.

Think of the word: “cat”. If you sound it out as “cuh + aa + tuh” and then blend them together you get a very different word, which is closer to “curatter”.

This is why we recommend teaching, right from the beginning, the precise pronunciation with no added sounds. This will deliver better results for the children and make learning to read easier. It is worth regularly revisiting the pronunciation of each phoneme and ensuring that no added sounds are being said by yourself, teaching staff, parents or pupils.

Lesson Format

Introduce

To signal the start of the lesson we recommend using the following call and response with your class:

Teacher: *“All aboard! Let’s sail the….”*

Children: *“Sea of Sounds!”*

At the start of every lesson, it is important to share the learning objective with the class. Learning objectives define learning outcomes and focus teaching. They help you and your students evaluate progress and encourage them to take responsibility for their learning.

Revisit

Every phonics lesson should start with some revision of the sounds previously taught. The simplest way to do this is by holding flashcards up, one at a time, in quick succession. The children should call out the sounds - we call this Quickdash. We also have a number of other activities that can be used to revise the sounds which you will find in each lesson plan and also in the Activity Bank.

Teach

This is the most exciting part of the lesson, when the children learn the sound of the day and are introduced to the grapheme and relevant pictophone. We recommend revealing the character slowly and seeing if the children can guess the name of the character! You can do

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this using the following format:

Teacher: *"Who is climbing on board today? Any guesses (slowly reveal card)? Stomp your feet, sailors... It's the Seal with a Wheel!"*

Once you have shown children the grapheme and pictophone, we have a story for you to read which includes the pictophone and lots of words containing the sound of the day. It is good practice to emphasise the words with the sound in, so the children can learn to hear these sounds in words. You can also ask the children to indicate when they hear the sound. This might be standing up when they hear a word with the sound in, or hands on head or finger on nose or saluting, for example.

Practise

In this part of the lesson it is important to practise reading and/or spelling words with the new letter. We recommend you introduce this part of the lesson with the following phrase:

Teacher: *"Now we're ready to set sail with our new sound!"*

Demonstrate how the letter is written and allow time for children to practise this. We have a number of games for this section which we recommend. Detailed instructions of each game can be found in the Activity Bank on page 139.

Apply

For the final part of the lesson, we have provided a suggested worksheet for children to complete. We also suggest additional activities if you prefer to not use worksheets in your school.

To end the lesson and get the classroom ready for the next lesson we recommend the following call and response:

Teacher: *"Scrub the decks!"*

Children: *"And abandon ship!"*

Guidance for Online Delivery

"Our brains don't learn differently using remote education, so everything we know about cognitive science and learning still applies."[1]

Introduction

2020 saw the unprecedented introduction of remote education for the majority of children in the UK, requiring schools to rapidly adapt to this new way of teaching. We appreciate that there are still some difficulties and challenges faced by teachers when teaching remotely, especially for younger children in EYFS and KS1. To help you and your pupils get the most out of each lesson together, we have compiled some guidance here on how teaching of All Aboard Phonics sessions can be best adapted for effective online delivery.

Preparation

In 2020, UK schools had very little time to prepare for this new remote way of teaching. Now that we are conscious of the impact and rapid adaptations necessary for distance learning, it is vital that we remain as prepared as possible. We recommend the following tips:

- Find out from pupils and parents what access they have to online learning in advance so that arrangements can be made for pupils who do not have access to technology.
- Prepare packs of offline learning that can be used in the home, in case online access is a challenge. This can include our worksheets, available online to download and in our teacher manuals.
- Have a clear school plan in place, in case a child is self isolating, school closures or national lockdown. Ensure parents know how to access daily timetables, lessons and resources.

Delivery

The key to a successful remote phonics lesson is all in the delivery. First, we recommend that you build routine into online lessons, following the same structure each session. It is vital to use clear, familiar routines so as to not waste any time.

- Welcome the children and introduce the lesson
- Revisit previous learning using your set of flashcards
- Teach the new learning using our printable resources
- Allow time for practising and applying

Limit teacher input so pupils don't lose focus and then provide a chance for them to practie independently. You might find that referring to our activity bank and extension activities will be useful, in case there is an activity in the lesson plan that doesn't work as well when teaching online.

It is also crucial that you set clear expectations for each session, including verbal and visual reminders and expected behaviours.

[1] Source: GOV.UK. 2021. What's working well in remote education. [online] Available at: What's working well in remote education - GOV.UK (www.gov.uk) [Accessed 15 July 2021]

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Format

It is harder for pupils to concentrate when being taught remotely, so we recommend keeping the phonics session short. It is believed that concentration online is shorter than that of a typical lesson so simply filming yourself teaching a classroom lesson may be ineffective. Keep up the pace of the lesson and then allow time for children to practise their new skill independently or with parental support.

We have PDF versions of all our manuals available to download from our website. You can set up a screenshare to share pages of the manual with your students, such as the pictophone and grapheme card pages.

If it is possible to record your online session, then this is a good idea as some children might find it difficult to attend lessons at the scheduled time, especially if they are sharing technology with siblings and parents.

We also recommend that you build in short, frequent breaks to help children maintain focus.

Parental Support

Communicating and working well with parents can help support effective home learning. Provide guidance on creating a suitable home learning space to help pupils focus, like a quiet area, free of distractions such as mobile phones or televisions. Keep in touch with parents and pupils through regular check-ins and be conscious to not put an unreasonable burden on them. As many of you know, juggling working from home and childcare is not an easy task!

We would recommend that parents complete our online training so they are familiar with All Aboard Phonics and have access to our resources.

Technology

Although technology plays a key role in remote learning, not all remote education needs to be delivered in a digital format. A blended methodology of complementary online and offline resources is a proven approach for effective delivery.

We believe that live lessons are excellent for phonics teaching and for retaining the attention of pupils, therefore it is best practice to be confident with the use of technology that enables this style of teaching.

This, of course, relies upon internet access so we need to consider whether pupils have this and what we can do if they do not. There may be the option to loan a laptop or tablet from school, or you might be able to apply for funding to provide this. During the first lockdown of 2020, there were opportunities to provide data for families who did not have access to the internet. These options should be explored to provide equal opportunities for all.

Phoneme /s/ and Grapheme <s>

Introduce

⚓ **Objective:** *"Today we will be learning the sound /s/. Who do you think this is?"* Reveal the Seal with a Wheel card and the grapheme card <s>.

Revisit

⚓ **Name Game:** Go round the circle with children making up alliterative phrases about themselves (Brilliant Billie, Joyful Josiah) to practise listening for sounds.

Teach

⚓ **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

> *"Sally the Seal was the star of the circus. She could spin, leap, and soar through the air with style. One day, her favourite spinning wheel sprung a leak. Suddenly, the air started to hiss out of the wheel... sssss! Can you hiss like her leaking wheel?"*

⚓ **Action:** Children mime balancing the wheel on their nose and make the /sssss/ sound of the air leaking.

Practise

⚓ **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.

⚓ **Sound Spy:** Students run to/point to/spy objects in the room that start with the /s/ sound.

Apply

⚓ **Mini Whiteboard Work:** Practise writing the letter.

⚓ Can also use worksheet.

Teacher Notes

This is the first day of phonics! A momentous occasion! It is important to build excitement and start their phonics instruction in a positive way. The children should feel excited - this is day one of learning to read and write! Throughout the day, see if the children can spot the letter <s> or find objects that start with the sound /s/. Provide lots of praise and they will be looking forward to learning a new sound tomorrow!

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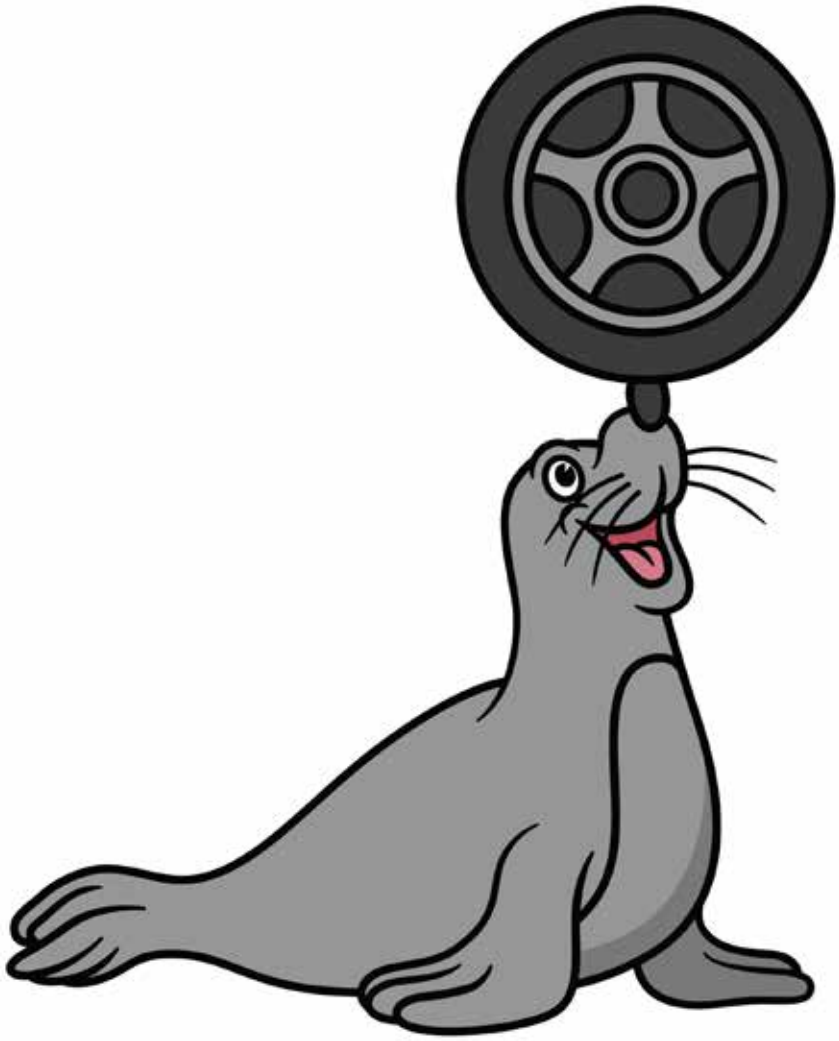

seal with a wheel

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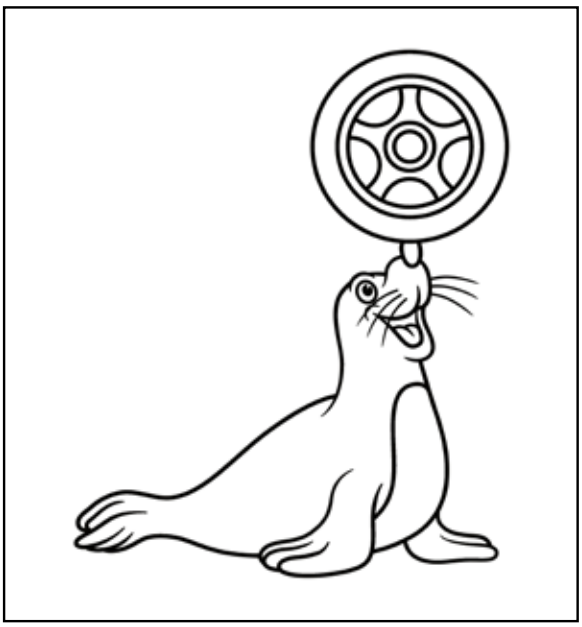
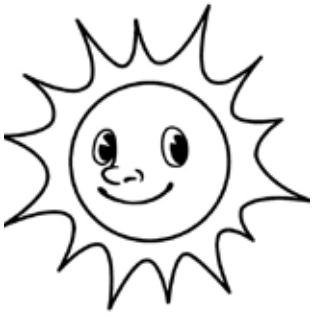
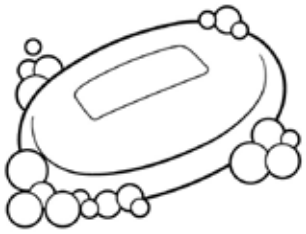


S

Circle the images that have a /s/ sound in them.





Phoneme /a/ and Grapheme <a>

Introduce

- **Objective:** *"Today we will be learning the sound /a/. Who do you think this is?"* Reveal the Astronaut Being Taught card and the grapheme card <a>.

Revisit

- **Rhyme Time:** Go round the circle with children saying a word that rhymes with the previous word until they get stuck and you provide a new starting word.

Teach

- **Story**: Introduce the sound with a story, emphasising the sound whenever it appears.

  "Annie the Astronaut was floating through space like an asteroid. She felt absolutely amazing. But then she began to feel a bit of anguish. Her nose began to tickle. She felt like she was going to sneeze in her helmet. She went /a/ /a/ /a/ atishoo!"

- **Action:** The children say /a/ /a/ /a/ as if about to sneeze in their space helmets.

Practise

- **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.
- **Sound Shout:** Call out words, some containing the /a/ sound and some not, and have children raise hands or shout when they hear the sound. (hat, sad, vet, boat, alphabet, doctor, back, attack)

Apply

- **Mini Whiteboard Work:** Practise writing the letter.
- Can also use worksheet.

Teacher Notes

Regional differences in pronunciation mean that the letter <a> in words like 'path', 'grass' and 'bath' can either make the /a/ sound or the /ar/ sound.

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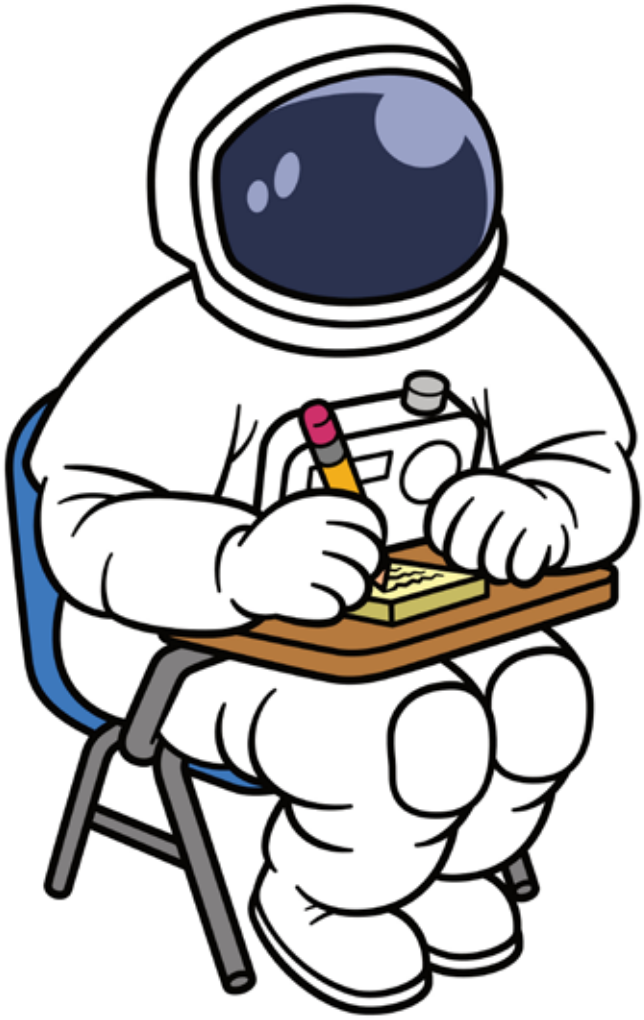

astronaut being taught

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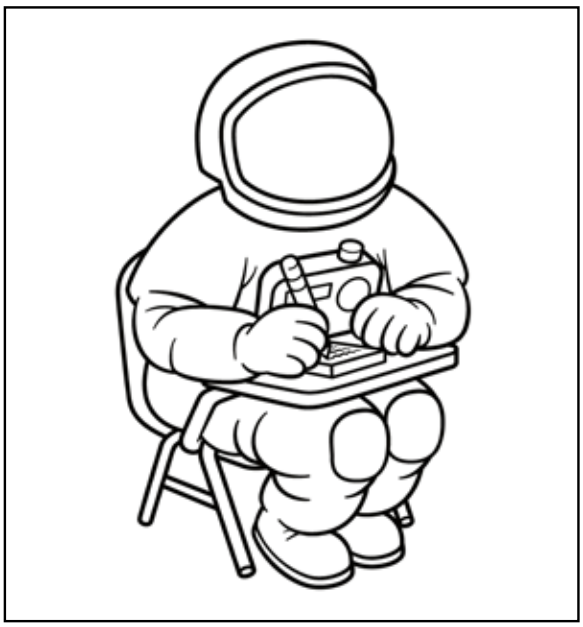
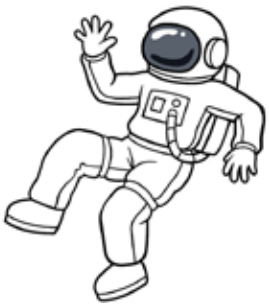


a

Circle the images that **start** with the short /a/ sound.



Phoneme /t/ and Grapheme <t>

Introduce

- **Objective:** *"Today we will be learning the sound /t/. Who do you think this is?"* Reveal the Toad About to Explode card and the grapheme card <t>.

Revisit

- **Sound Jump:** Put the Astronaut and Seal flashcards on the floor and divide the class into two groups, one around each card. Call out the sound and students in that sound group jump up. Repeat a few times.

Teach

- **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

  "Timmy the Toad was feeling a bit tired and flat one day. So he tried topping himself up with a tyre pump. He kept pumping and pumping until suddenly... he began to take off!"

- **Action:** Children say /t/ /t/ /t/ while pumping fists up and down like pumping up a tyre.

Practise

- **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.
- **Sound Shout:** Call out words, some containing the /t/ sound and some not, (or read the story again) and have children raise hands or shout when they hear the sound.

Apply

- **Mini Whiteboard Work:** Practise writing the letter.
- Can also use worksheet.

Teacher Notes

Now the children have learned three sounds. It is important to continue to revise these sounds so that they are able to recall all sounds they have previously learned. This should happen at the start of every lesson but can also be done throughout the day. For example, when walking to assembly can anyone spot the /a/ sound on the display boards? Or, you can use flashcards to revise the sounds when the class are sat on the carpet at the end of the day. The more familiar the children are with the sounds that letters make, the easier they will find blending and segmenting.

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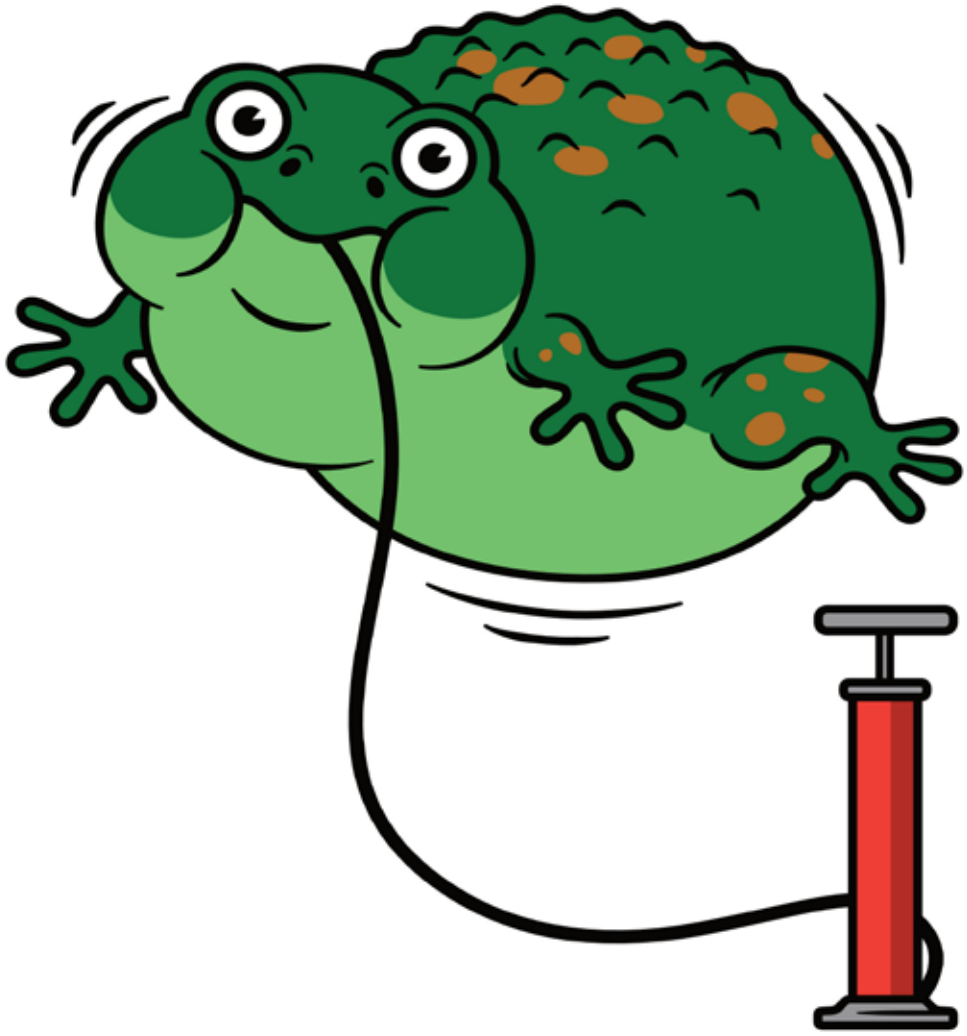

toad about to explode

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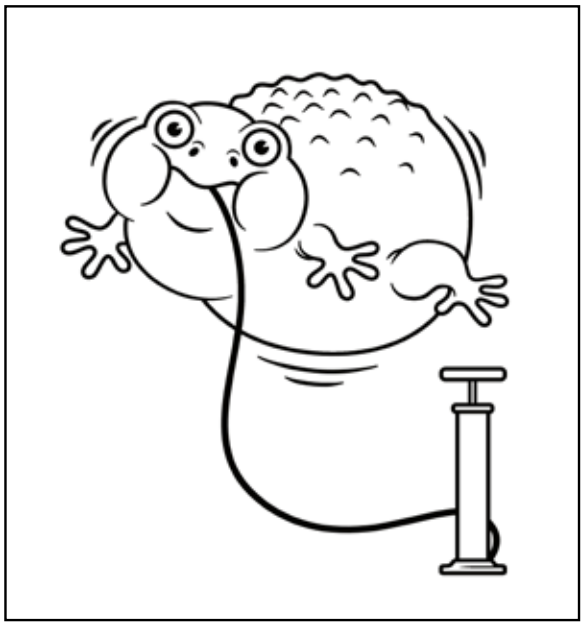
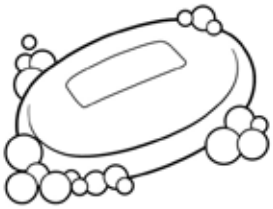
t

t



t

Circle the images that have a /t/ sound in them.



Phoneme /p/ and Grapheme <p>

Introduce

- **Objective:** *"Today we will be learning the sound /p/. Who do you think this is?"* Reveal the Pig in a Wig card and the grapheme card <p>.

Revisit

- **Sound Pops:** Hand out grapheme/pictophone flashcards learned so far (<s>, Seal, <a>, Astronaut, <t>, Toad) one to each child or small group. Teacher says sound and the children holding that sound or letter card hold it up high above their head.

Teach

- **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

  "Polly the Pig lives on a peaceful little farm. But every now and then, the pig likes to put on her prettiest dress, push her bike into town and go to a party! The pig parties to the disco beat and her soft shoes make a patting sound as she hops around... /p/ /p/ /p/."

- **Action:** Children dance and hop around while saying /p/ where their feet tap the ground.

Practise

- **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.
- **Sound Spy:** Students run to/point to/spy objects that start with the sound.

Apply

- **Mini Whiteboard Work:** Practise writing the letter.
- Can also use worksheet.

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pig in a wig

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p

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p

p p p p

Fill in the missing <p> in these words.

_ at ta _

Review Day

Revisit

- **Quickdash:** Review the grapheme/pictophone flashcards learned so far, cycling through the front and back at increasing speed. Children shout out the sound for each grapheme shown (i.e. /s/) and the name for each pictophone shown (i.e. Seal with a Wheel).

Teach

- Review the 4 sounds learned this week modelling letter formation with children air-writing or tracing on a friends back.

Practise

- **Games:** Pick one or two of the games from this week to repeat, mixing letters and sounds (Sound Pops, Sound Jump, Sound Spy, Sound Shout).
- **Clay Time:** Children make letters out of clay or playdough.
- **Lift and Rub:** Ask the group to stand up. They should now practise lifting their left arms in the air. It is best to turn around to face in the same direction as you model this. Now get them to rub their right side with their right arm. Now start by saying “lift your left” or “rub your right”. Each time you say the phrase they act it out and return to stationary. Once they are confident with that, reduce it to just “left” and “right” as the two commands. Start to give them a sequence like “left-right-left-right-right-left-left-right-left etc...” slowly speeding up as they get better. For a bit of extra fun you can sometimes say “left and right!”. Repeat this through the early stages of Phase 2 and keep emphasising the left-to-right direction of word scanning.

Apply

- **Mini Whiteboard Work:** Call out the sounds learned so far /s/ /a/ /t/ /p/ for children to write on their whiteboards.
- **Worksheet:** The Week 1 Day 5 worksheet has a review activity for the sounds learned this week.

Teacher Notes

Lift and Rub is a game designed to help children build a sense of left and right. It is essential that the children start to scan the words naturally from left to right. Always emphasise this when modelling decoding and blending on the board. And keep doing sessions of Lift and Rub to embed that left-right familiarity for the children, until they are all confident with it.

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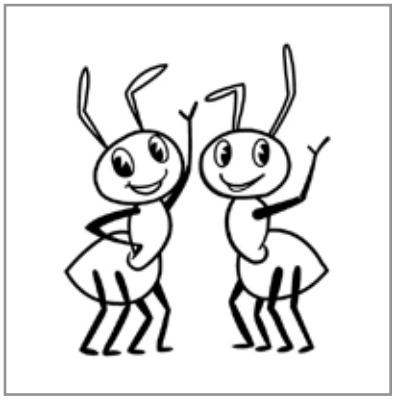
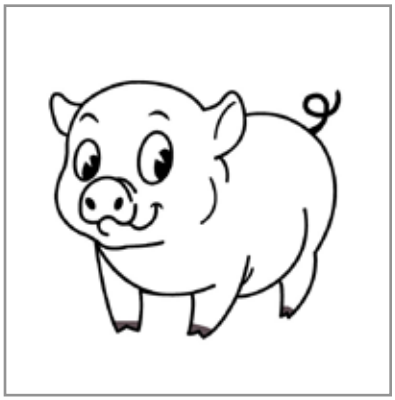
Onsets All Aboard

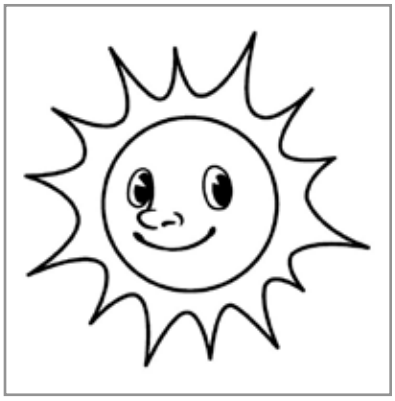
Join each image to the letter for its onset sound.



p



s



t

a

Phoneme /i/ and Grapheme <i>

Introduce

⚓ **Objective:** *"Today we will be learning the sound /i/. Who do you think this is?"* Reveal the Igloo with a Blue Hairdo card and the grapheme card <i>.

Revisit

⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

⚓ **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

> *"Immy the Igloo is always infinitely cool. The other igloos always want to imitate her. But none of them know how to ink their hair blue. They think the igloo is just incredible! Immy has her secret bottle of ink that she drips into her hair /i/ /i/ /i/."*

⚓ **Action:** Children say /i/ /i/ /i/ while dripping ink drops on their hairdos.

Practise

⚓ **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.

⚓ **Sound Sorter:** Have a variety of objects, or images on flashcards, and 3 trays with sound flashcards. Children sort objects/flashcards onto the correct tray by onset sound.

Apply

⚓ **Mini Whiteboard Work:** Practise writing the letter.

⚓ Can also use worksheet.

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igloo with a blue hairdo

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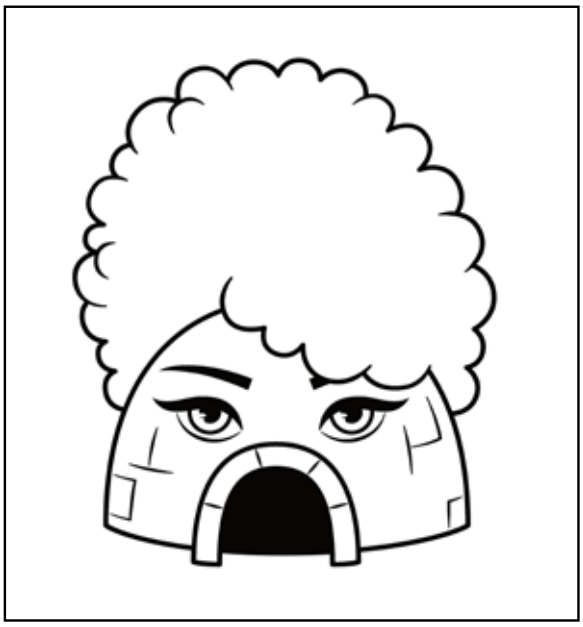
i

i



i

Circle the letter <i> in these words.

sit pip

it tips

Learn to blend words

Introduce

- **Objective:** *"Today is an exciting day because we will start building words by blending the sounds we have played with over the last few days."*

Revisit

- **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- **Sound Segmenting**: Pick a word to say out loud. Segment the sounds one by one then put them back together. ("Sit" becomes /s/ /i/ /t/ then becomes "sit" again!) Pick a few words and work through them as a class verbally. (at, sat, pat, tap)
- **Sound Buttons:** Write a word on the board and draw a sound button underneath each sound in the word. "Press" each button as you say each sound, then blend all the sounds together to say the word. Children repeat then try on their own. Repeat this with other words. (pats, sit, pip, tip, sip)

Practise

- **Sound Talk:** Play a game giving verbal instructions in sound talk. Ask children to /s/ /i/ /t/ down, /p/ /a/ /t/ your head, /s/ /i/ /p/ a drink, /t/ /a/ /p/ your toes, /t/ /i/ /p/ over etc. Can turn into Simon Says for extra fun!

Apply

- **Mini Whiteboard Work:** Dictate a couple words for the children to write, then have them draw the sound buttons underneath. (pit, sat)
- Can also use worksheet.

Teacher Notes

Blending is combining two or more phonemes to say a word. It can be tricky and you may find some of your students need extra support. Try the blending activity on page 13 either with the whole class or a few students. This is a great activity to share with parents as it is something learners can do anywhere, no resources required! When practising blending, remember to concentrate on saying the phoneme without adding an "uh" sound e.g. "cat" should be "/c/ /a/ /t/" rather than "cuh-ah-tuh".

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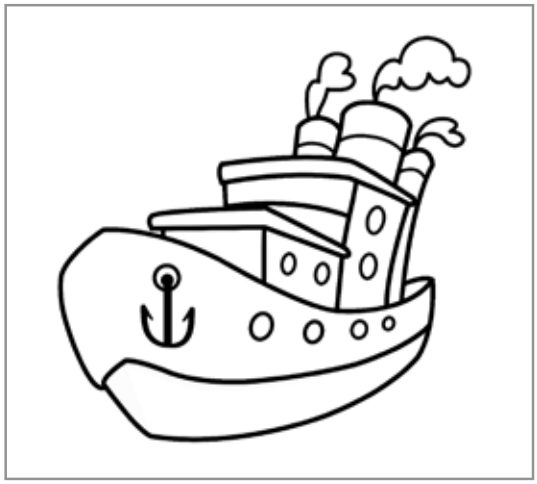
Blends Ahoy

Decode the words below and read them out loud. Draw a line from any nonsense words to the ship to make them walk the plank!

at

tap

sit



pap

tas

tip

Phoneme /n/ and Grapheme <n>

Introduce

- **Objective:** *"Today we will be learning the sound /n/. Who do you think this is?"* Reveal the Nurse with a Purse card and the grapheme card <n>.

Revisit

- **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

  "Nelly the Nurse with a purse is never late. She knows she has everything she needs in her nifty little purse. So, each morning at nine, she nabs her purse and nips over to the hospital on her neon pink electric scooter! Nice!"

- **Action:** Children say /n/ for the electric scooter noise and mime zooming around.

Practise

- **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.
- **Sound Count:** Call out words and have the children count the sounds and hold up a finger with the total number of sounds in each word. (an, in, nip, pan, pin, tin)

Apply

- **Mini Whiteboard Work:** Practise writing the letter.
- Can also use worksheet.

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nurse with a purse

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n

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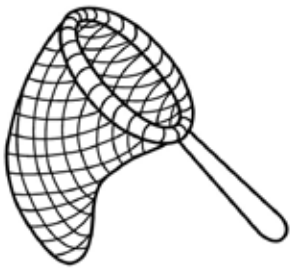
n

n n n n

Circle the images that **start** with the /n/ sound:



Phoneme /m/ and Grapheme <m>

Introduce

⚓ **Objective:** *"Today we will be learning the sound /m/. Who do you think this is?"* Reveal the Moose with a Juice card and the grapheme card <m>.

Revisit

⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

⚓ **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

> *"Mikey the Moose was out on his morning jog up the mountain. He made it to the top, and marvelled at the magnificent view. But as he turned to run down, his mouth felt dry and his legs moved more slowly... Moose was thirsty! He grabbed a juice from his backpack and felt much better. Mmm! so good!"*

⚓ **Action:** Children say /m/ while patting their tummy.

Practise

⚓ **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.

⚓ **Sound Scramble:** Lay out pictophone flashcards learned so far. Work together to create as many different words with those sounds as possible, then decode and blend them.

Apply

⚓ **Mini Whiteboard Work:** Practise writing the letter.

⚓ Can also use worksheet.

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moose with a juice

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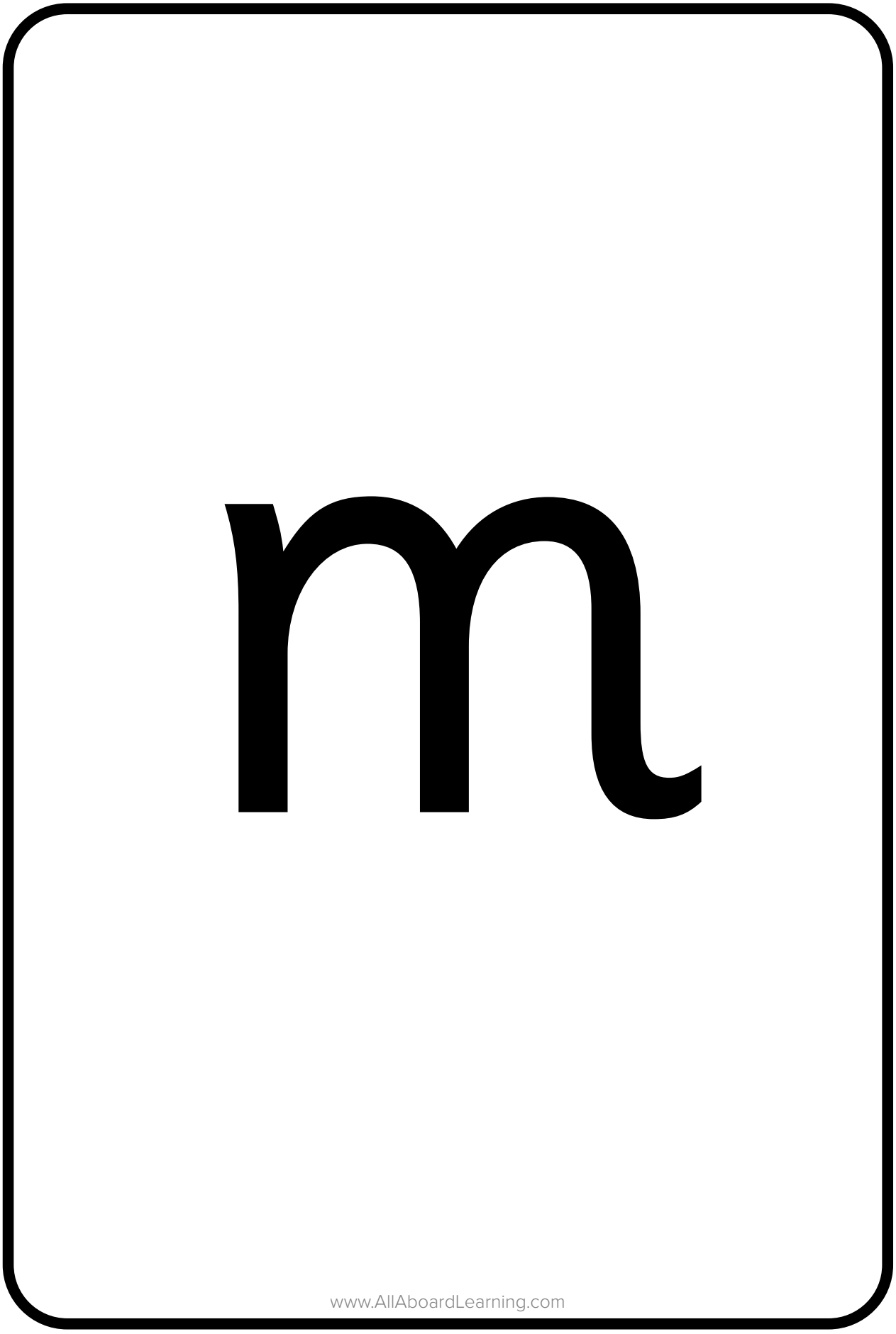

m

m

Circle the words that **start** with the /m/ sound.

dip mat

map pin

Phoneme /d/ and Grapheme <d>

Introduce

- **Objective:** *"Today we will be learning the sound /d/. Who do you think this is?"* Reveal the Dog on a Log card and the grapheme card <d>.

Revisit

- **Sound Jump:** Put a few grapheme/pictophone flashcards learned so far on the floor and divide class into groups, one around each card. Call out the sound and students in that sound group jump up.

Teach

- **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

  "Daisy the Dog loved dancing on the wooden decks of the boat docks. She liked to hear the d, d, d of her damp paws on the wood. Then one day she jumped on a hollow log and found it made the very same sound! /d/ /d/ /d/!"

- **Action:** Children say /d/ /d/ /d/ while padding around like a dog.

Practise

- **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.
- **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"! (dad, sad, dim, dip, din, did, Sid, and, dap, nim, pid, tid)
- **Lift and Rub:** Ask the group to stand up. They should now practise lifting their left arms in the air. It is best to turn around to face in the same direction as you model this. Now get them to rub their right side with their right arm. Now start by saying "lift your left" or "rub your right". Each time you say the phrase they act it out and return to stationary. Once they are confident with that, reduce it to just "left" and "right" as the two commands. Start to give them a sequence like "left-right-left-right-right-left-left-right-left etc..." slowly speeding up as they get better. For a bit of extra fun you can sometimes say "left and right!". Repeat this through the early stages of Phase 2 and keep emphasising the left-to-right direction of word scanning.

Apply

- **Mini Whiteboard Work:** Practise writing the letter.
- Can also use worksheet.

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dog on a log

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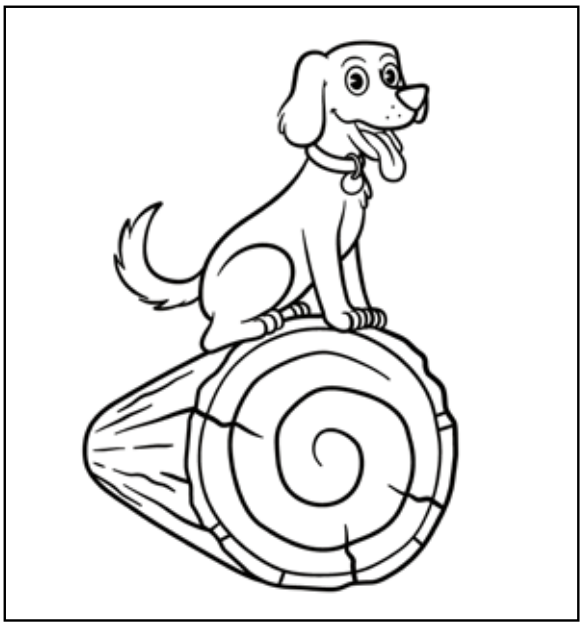
d

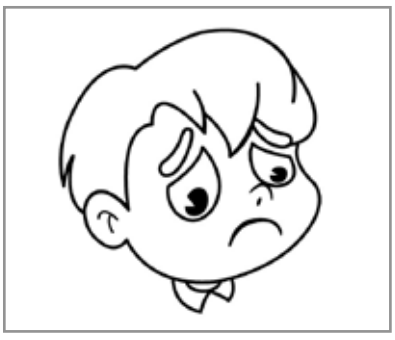
d



d d d d

Fill in the missing <d> in these words. Then draw a line from the image to the matching word!

_ im sa _



Phoneme /g/ and Grapheme <g>

Introduce

⚓ **Objective:** *"Today we will be learning the sound /g/. Who do you think this is?"* Reveal the Goat in a Boat card and the grapheme card <g>.

Revisit

⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

⚓ **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

> *"Garry the Goat was always on the move. He wanted to go, go, go. He galloped to school. He galloped home. He galloped to the store. One day he galloped all the way to the ocean... and got stuck! Golly gosh! You can't gallop in the ocean! What could the poor goat use to get across? Any ideas? Shout it out...! Yes! A boat! A great, gleaming boat! Let's help him row over the ocean... /g/ /g/ /g/ Go!"*

⚓ **Action:** Children mime rowing while saying /g/ /g/ /g/ to mimic the sound of oars.

Practise

⚓ **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.

⚓ **Word Match:** Children match object flashcards to word flashcards (see the Resources section of the manual) by decoding and blending each word. (pig, tin, map, pan)

Apply

⚓ **Mini Whiteboard Work:** Practise writing the letter.

⚓ Can also use worksheet.

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goat in a boat

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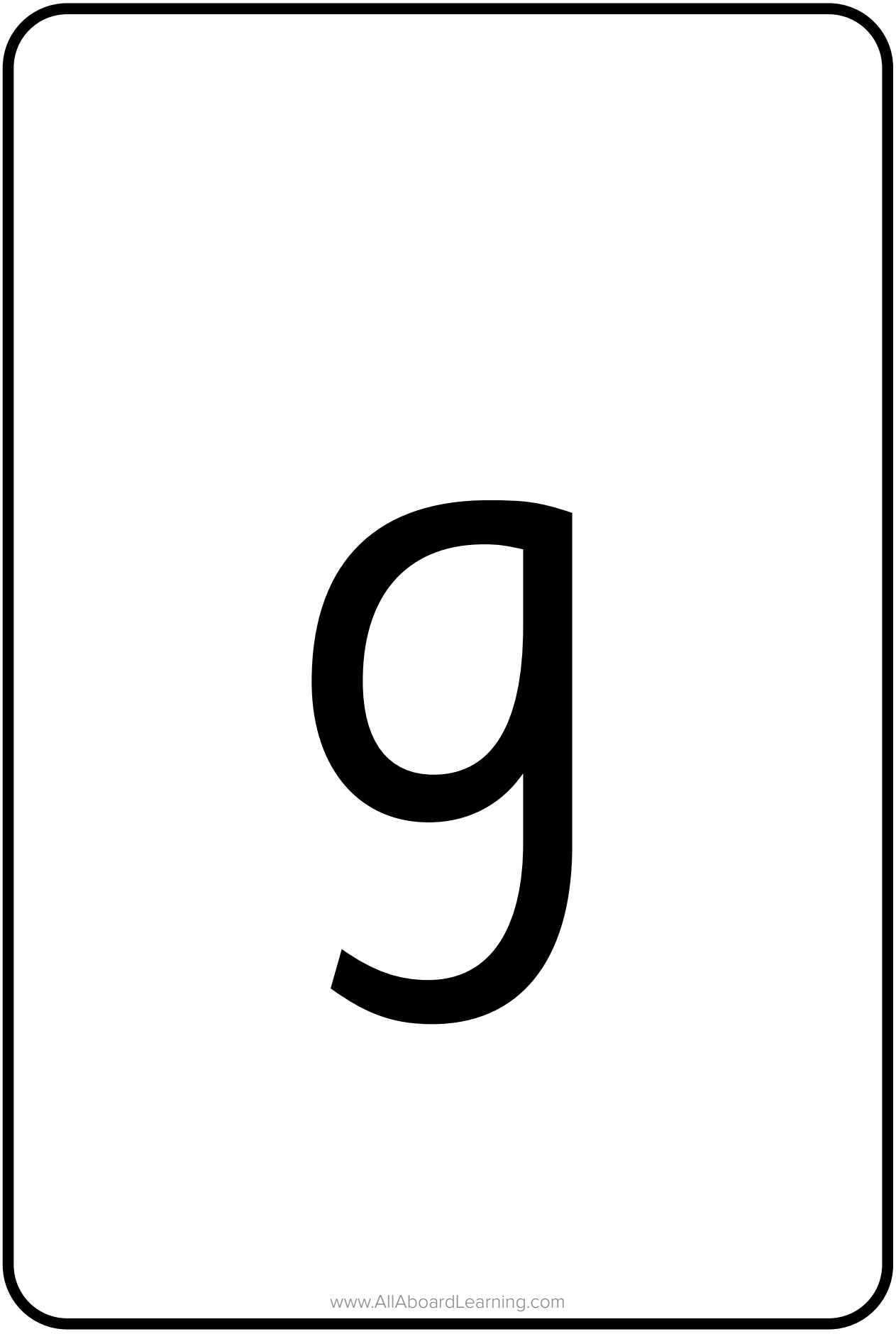

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g

g

Circle the letter <g> in these words.

gap pig

gig sag

Phoneme /o/ and Grapheme <o>

Introduce

⚓ **Objective:** “Today we will be learning the sound /o/. Who do you think this is?” Reveal the Octopus Who Knocked a Puss card and the grapheme card <o>.

Revisit

⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

⚓ **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

> *Olly the Octopus never liked to see any otters, ostriches, or offending creatures in his office! If he saw one, he would pull out his official office hammer and start knocking it on the head! Especially the office cat! The cat would go /o/ /o/ /o/ each time the octopus knocked that puss.*

⚓ **Action:** The children say /o/ /o/ /o/ while miming tapping with a hammer.

Practise

⚓ **Formation:** Show how the letter is written. Students finger write in the air or on a friend’s back.

⚓ **Word Act:** Write words on the whiteboard for children to decode, blend, and act out. (dog, cap, pig, dig, cat)

Apply

⚓ **Mini Whiteboard Work:** Practise writing the letter.

⚓ Can also use worksheet.

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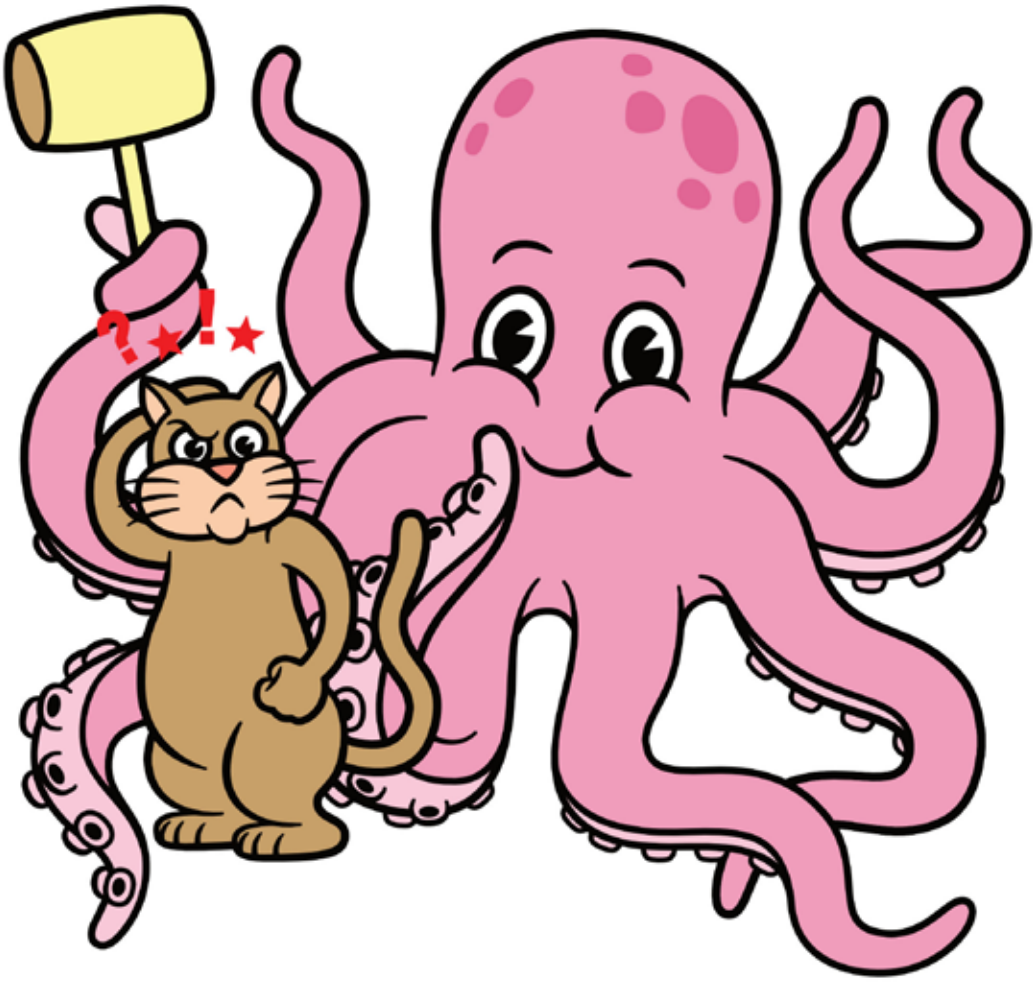

octopus who knocked a puss

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O

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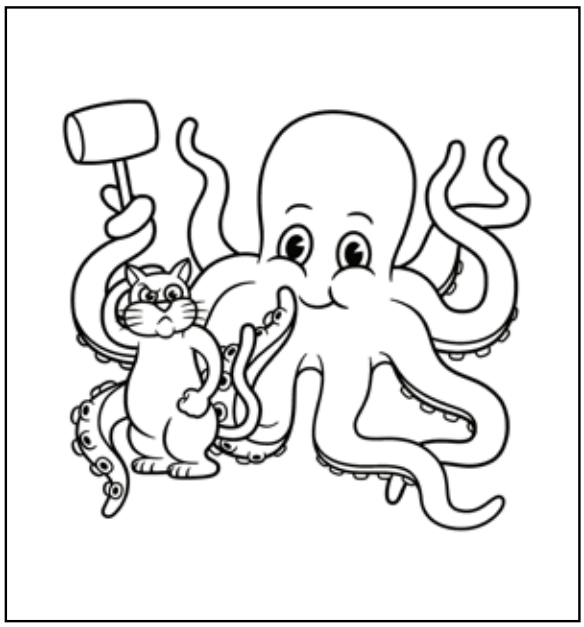
O



O

Circle the images that have the short /o/ sound in them.

Learn to segment words for spelling

Introduce

⚓ **Objective**: *"Today we will be learning how to break apart words to spell them."*

Revisit

⚓ **Sound Splat:** Put grapheme or pictophone flashcards on the floor, and call out a sound. First child to slap the dictated one gets a point. If playing this game with the whole class, you might want to split into teams and have one child from each team at a time hunting for the right card.

Teach

⚓ **Sound Segmenting**: Pick a word from past lesson plans and show children how to break it apart verbally. Do not write the word out - just segment the sounds out loud then put them back together. ("Sit" becomes /s/ /i/ /t/, then becomes "sit" again!) Pick 5 words and work through them as a class.

⚓ **Letter Segmenting**: Draw 3 boxes (frames) for the letters in a word on the whiteboard. Say a word. Segment it. Show how to match phonemes to letters and fill in the boxes. Ask the class to think about the first phoneme and choose which letter (from a selection of grapheme flashcards) it should be. Put that letter in the first section of a phoneme frame. Repeat with the other phonemes in the word. (pot, dog, sad, pan)

Practise

⚓ Practise segmenting by picking VC and CVC words from past lesson plans. Say the word and ask the class to help you pick the first phoneme and choose which letter (from a selection of grapheme flashcards) it should be. Put that letter in the first section of a phoneme frame. Repeat with the other phonemes in the word.

Apply

⚓ **Quickwrite Words:** Have the children draw 3 frames on their whiteboards. Hold up 3 fingers, say a CVC word from past lesson plans, and then sound-talk it, pointing at a finger at a time for each phoneme. Ask the children to write the letters on their whiteboards.

⚓ Can also use worksheet.

Teacher Notes

We recommend telling your class that segmenting is the reverse of blending. Rather than putting phonemes together to read a word, segmenting breaks a spoken word down into different phonemes ready for spelling.

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Letters Lost at Sea

Oh no, some of the letters have gone adrift! Fill in the missing letter for the sound at the **end** of each word using the choices from the boat.

do_

pa_

g d n

sa_

ma_

Phoneme /k/ and Grapheme <k>

Introduce

⚓ **Objective:** *"Today we will be learning the sound /k/. Who do you think this is?"* Reveal the Kangaroos Reading the News card and the grapheme card <k>.

Revisit

⚓ **Sound Pops:** Hand out grapheme/pictophone flashcards learned so far. Teacher says sound and children holding that sound or letter card hold it up high above their head.

Teach

⚓ **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

> *"Mama and Baby Kangaroo had a special morning routine. They would climb out of their kanga-beds, clatter down the stairs, and carefully pour their cups of coffee. Then Baby Kanga would clumsily hop around the room, making a /k/ /k/ /k/ sound with her claws on the floor, until Mama caught her up and carefully settled her into the pouch to read the morning newspaper. Baby kept hopping out, and Mama kept putting her back in! Can you hop around the room like Baby Kanga, and say /k/ /k/ /k/?"*

⚓ **Action:** The children hop around the room like Baby Kanga saying /k/ /k/ /k/.

Practise

⚓ **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.

⚓ **Missing Letter:** Put two letters up on the board, with a space in the middle. Draw a line with a pen to indicate a letter is missing. Can the children pick one of the letters you are holding in your hands to complete the word? (kit, kid, Kim, Ken)

Apply

⚓ **Mini Whiteboard Work:** Practise writing the letter.

⚓ Can also use worksheet.

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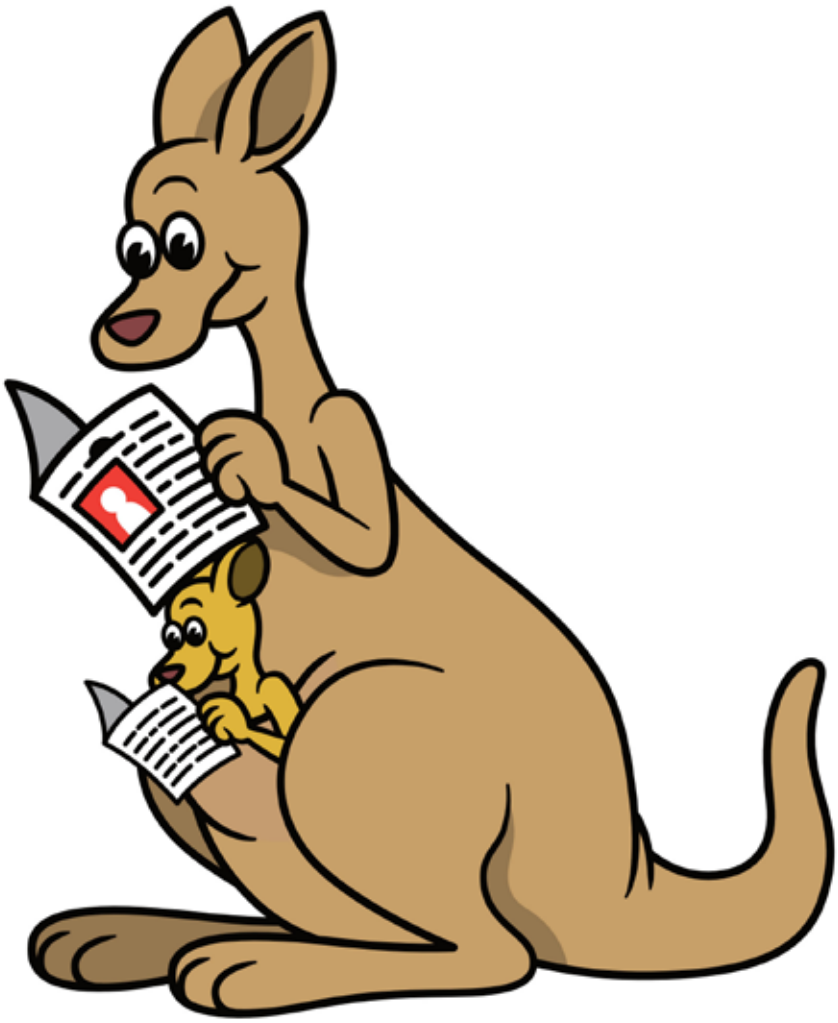

kangaroos reading the news

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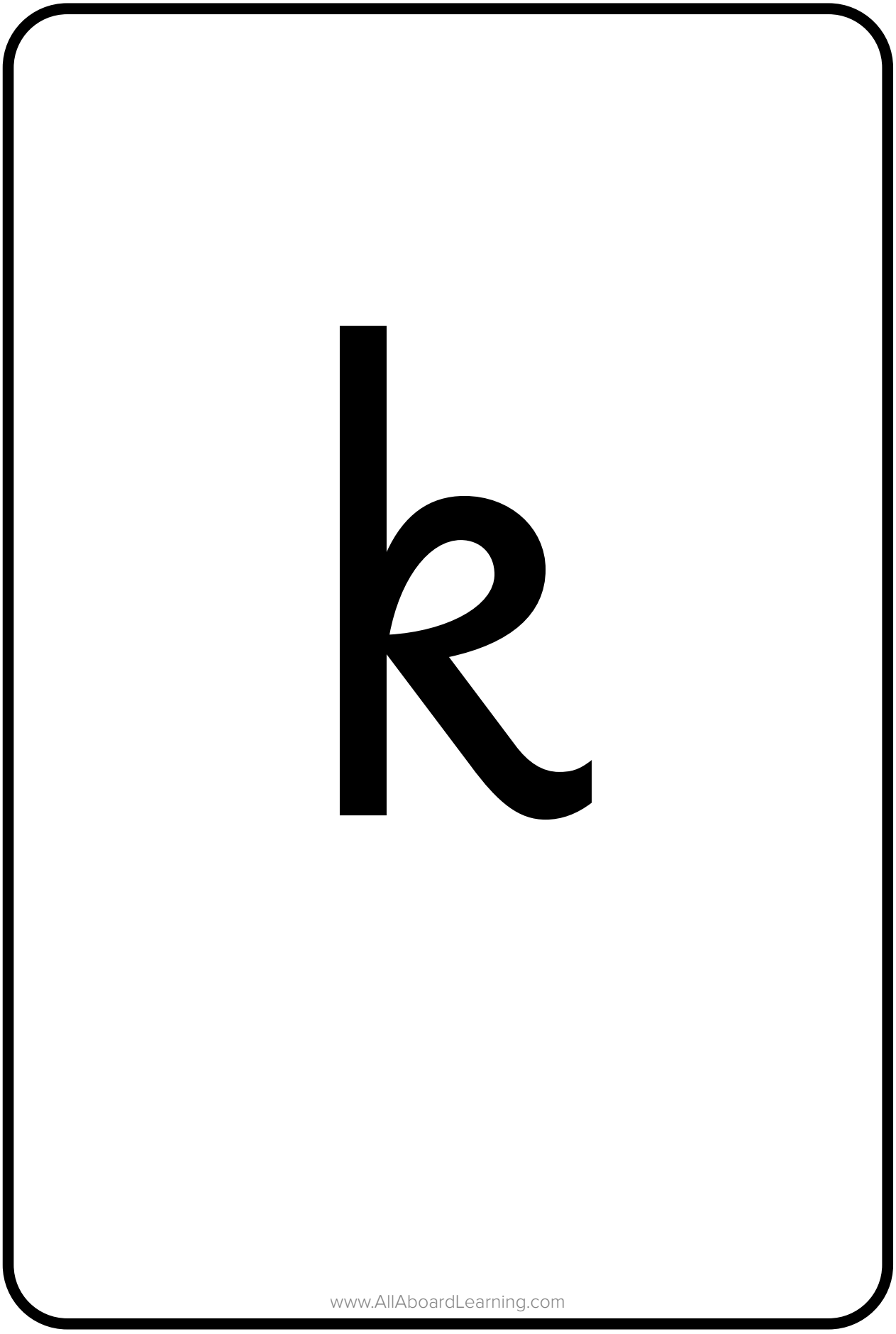
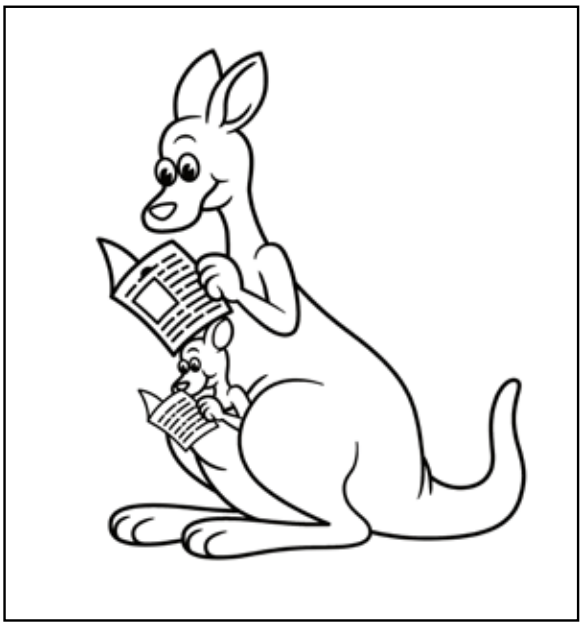

k

k

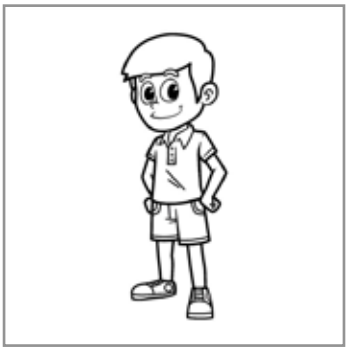


k k k k

Fill in the missing <k> in these words. Then draw a line from the image to the matching word!

_id

_it



Phoneme /k/ and Grapheme <c>

Introduce

- **Objective:** *"Today we will be learning the sound /k/ again. But this time I am going to show you a new letter that represents the same sound as yesterday."* Reveal the grapheme card <c>.

Revisit

- **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- **Story:** *"Today we have no new friends aboard the ship... but we do need an old friend to help us learn the letter <c>. Here are three friends already on board (show Kangaroos and two others). Which one do you think represents the same sound as the letter <c>? That's right! The Kangaroos! The letter <c> makes the /k/ /k/ /k/ sound. Your brain will start to learn which words have a <k> and which words have a <c>, as you practise."* Show how "kid" has a different grapheme than "can" on the board.

Practise

- **Formation:** Show how the letter <c> is written. Students finger write in the air or on a friend's back.
- **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"! (can, cot, cop, cap, cat, cod, mip, gid, tam, dat)

Apply

- **Mini Whiteboard Work:** Practise writing the letter.
- Can also use worksheet.

Teacher Notes

We use the Kangaroos for the graphemes <k>, <c> and <ck>. That is because these graphemes are all representing the /k/ phoneme. Remember as well that the pictophones represent phonemes rather than graphemes, and this is kept consistent throughout the whole phonics programme. You will find the pictophones becoming particularly helpful when we get to Phase 5 and start exploring graphemes that represent multiple different phonemes!

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C

c c c

Circle the words that **start** with the hard /k/ sound.

cod cat

cap not

Phoneme /k/ and Grapheme <ck>

Introduce

- **Objective:** *"Today we will be learning the letters <ck>, which also make the /k/ sound."* Show the grapheme card.

Revisit

- **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- *"Today we have no new friends aboard the ship... but we do need an old friend to help us learn the new digraph <ck>... AGAIN! Can you believe it?! But this new letter pattern is pretty cool because it uses 2 letters instead of 1. Sometimes single letters make single sounds, and sometimes we need 2 letters to do it. This is called a digraph. Here are three friends already on board (show Kangaroos and two others). Which one do you think represents the digraph <ck> for the /k/ /k/ /k/ sound? That's right! Your brain will start to learn which words have a <k>, a <c>, or a <ck>, as you practise."* Show how "kid" has a different grapheme than "can" and "kick" on the board. Explain that the <ck> never goes at the start of a word.

Practise

- **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.
- **Word Match:** Children match object flashcards to word flashcards (see the Resources section of the manual) by decoding and blending each word. (sock, kick, sack, pocket)

Apply

- **Caption Match:** Put the two pictures on the board included in today's resources and write the two phrases. Ask the children to help you read the phrase and match it to the right image. "A dog is sick." "Pick a cat."
- Can also use worksheet.

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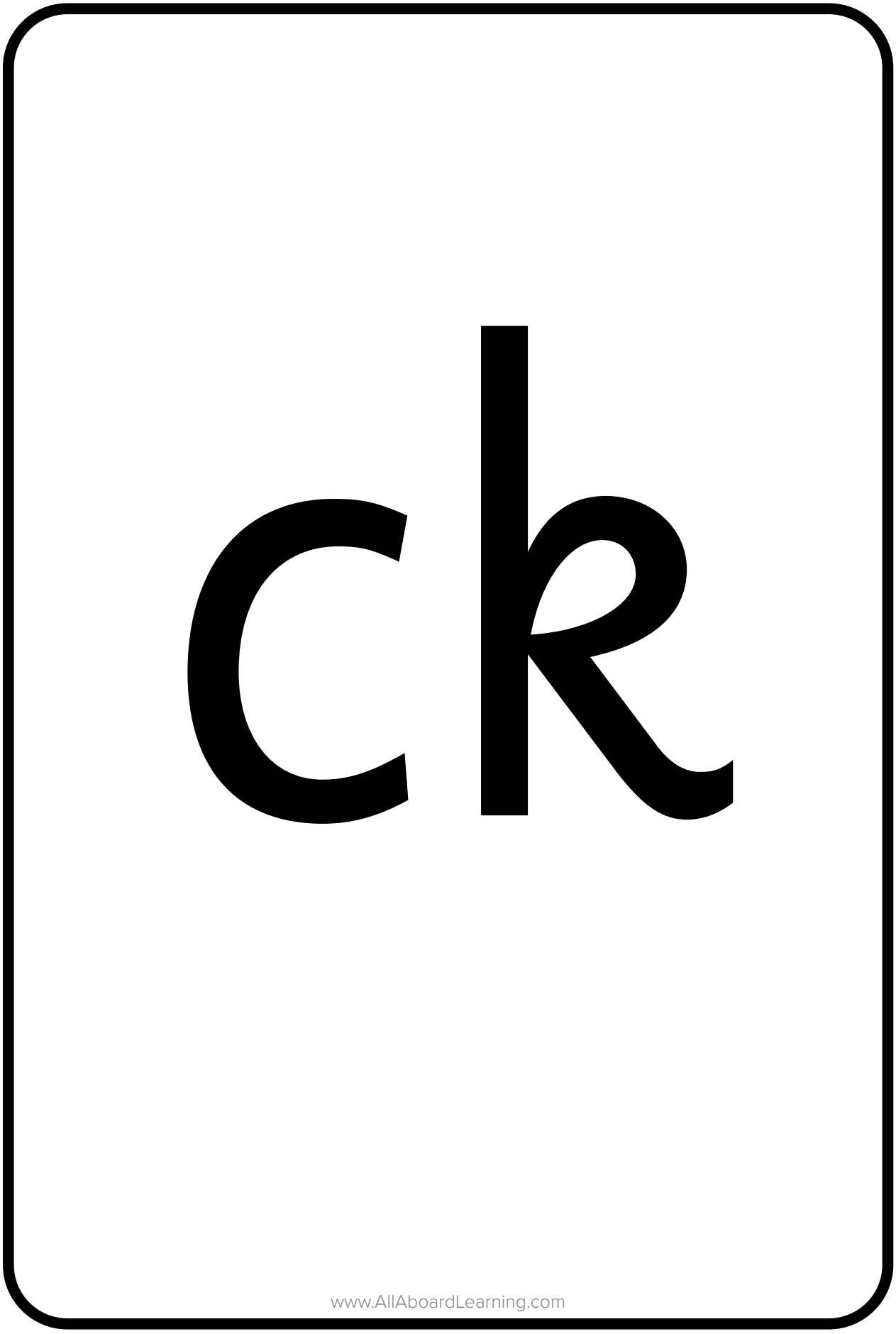

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kangaroos reading the news

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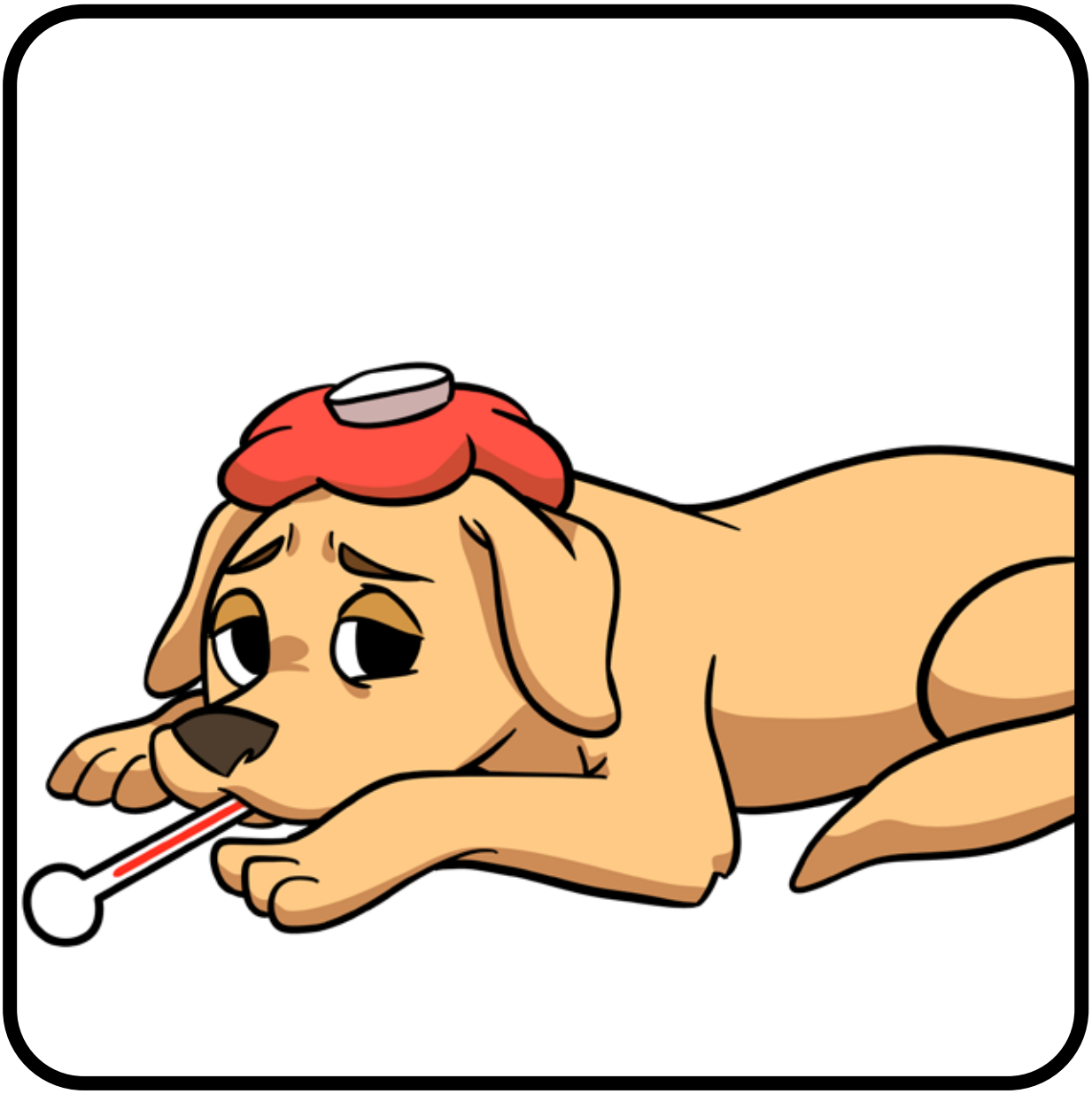

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ck

ck

Circle the letters <ck> in these words.

kick ticket

sock pack

Phoneme /e/ and Grapheme <e>

Introduce

- **Objective:** *"Today we will be learning the sound /e/. Who do you think this is?"* Reveal the Egg with Little Legs card and the grapheme card <e>.

Revisit

- **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

  "Eddie the Egg had an extraordinary hat! His hat extended up into some little propellers. And when his little legs were tired, there would be an /e/ /e/ /e/ sound as the propellers on his hat began to spin and lift him into the air!"

- **Action:** The children hold up a finger and spin it like a propeller, saying /e/ /e/ /e/.

Practise

- **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.
- **Missing Letter:** Write a word on the whiteboard, with a line drawn under the missing letter. Can the children pick one of the letters you are holding in your hands to complete the word? (get, pet, ten, net, pen, peg, met, men, neck)

Apply

- **Caption Match:** Put the two pictures on the board included in today's resources and write the two phrases. Ask the children to help you read the phrase and match it to the right image. "Get a pen." "A cap on a peg."
- Can also use worksheet.

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egg with little legs

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e

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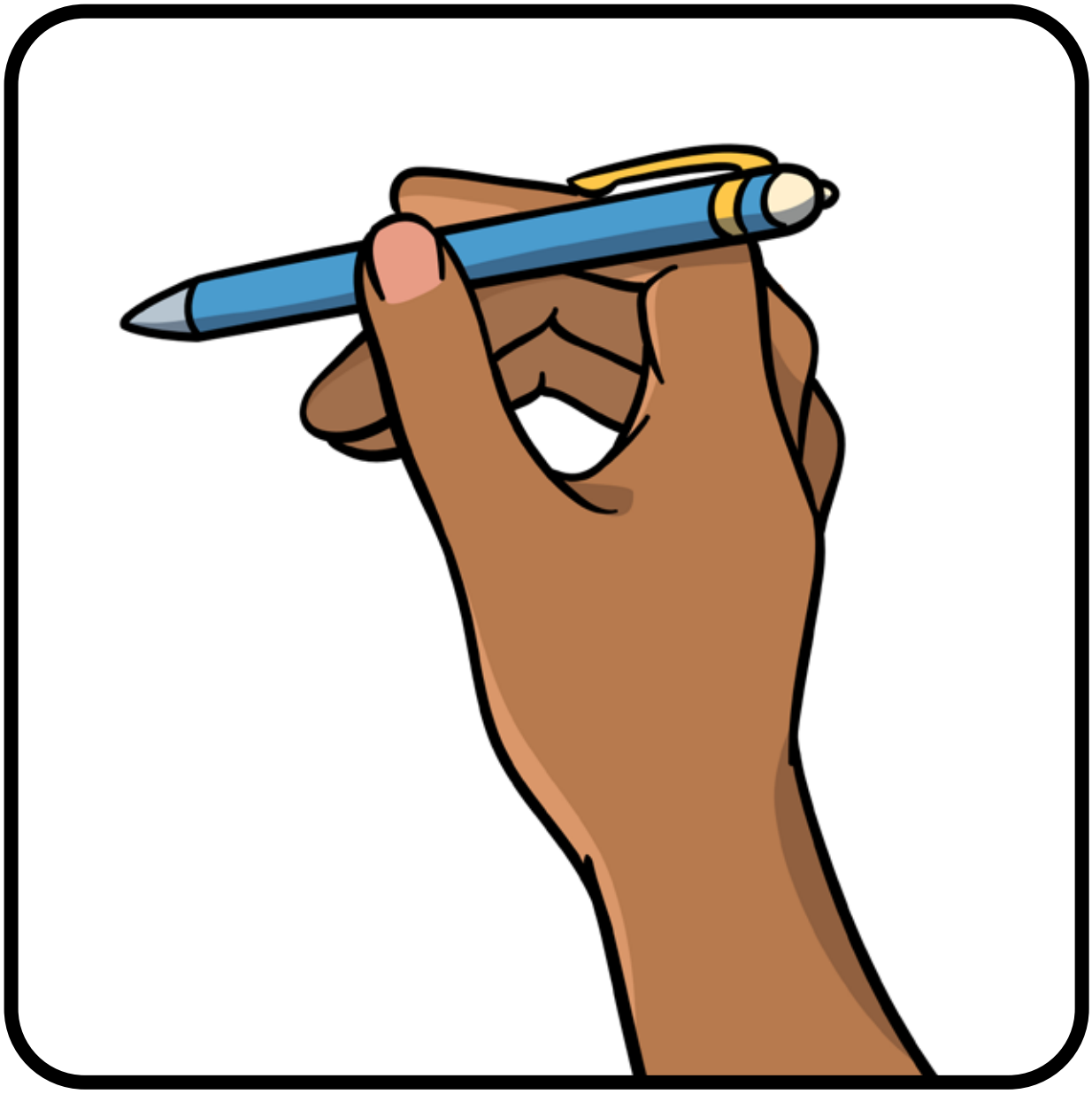

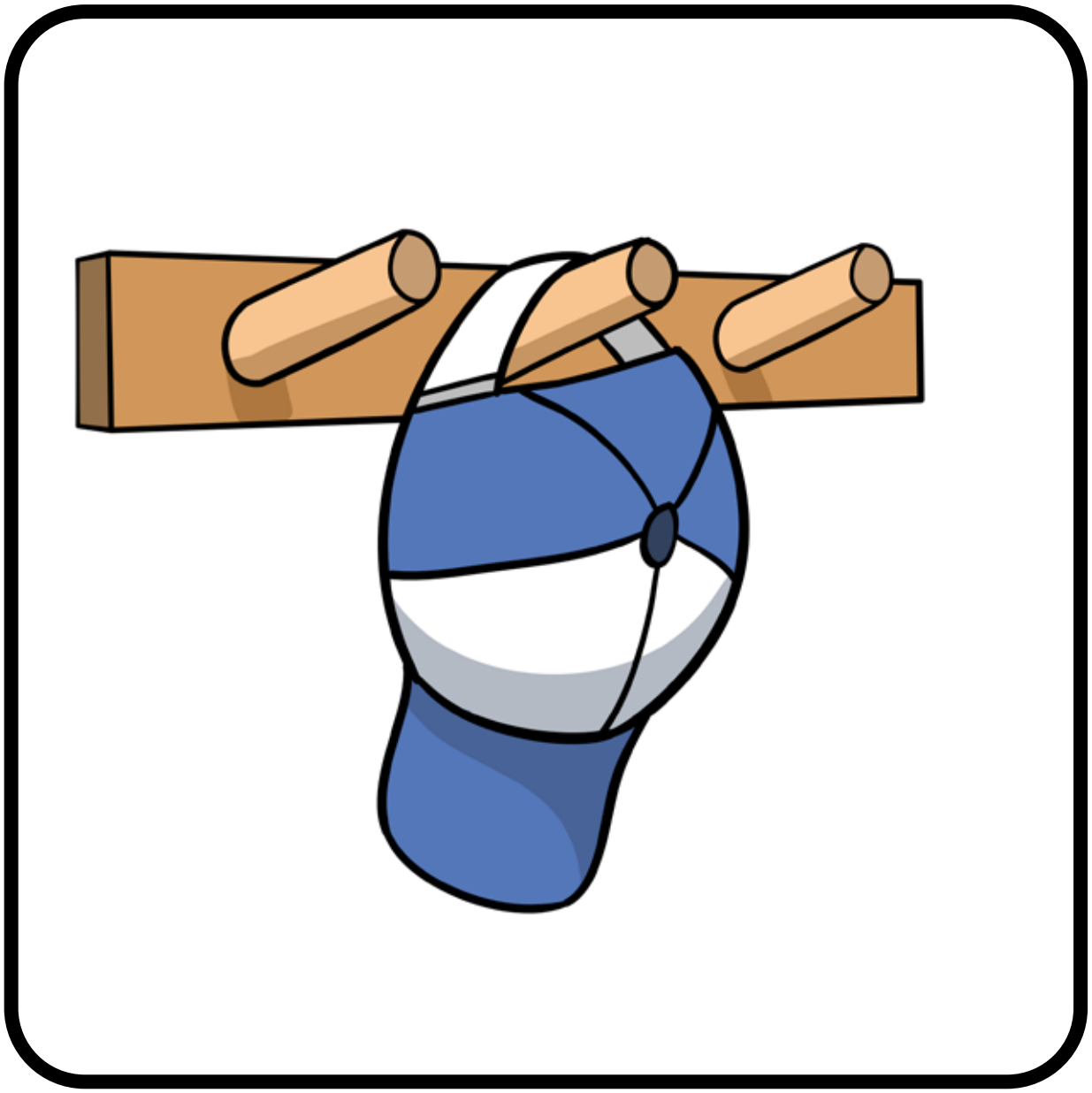

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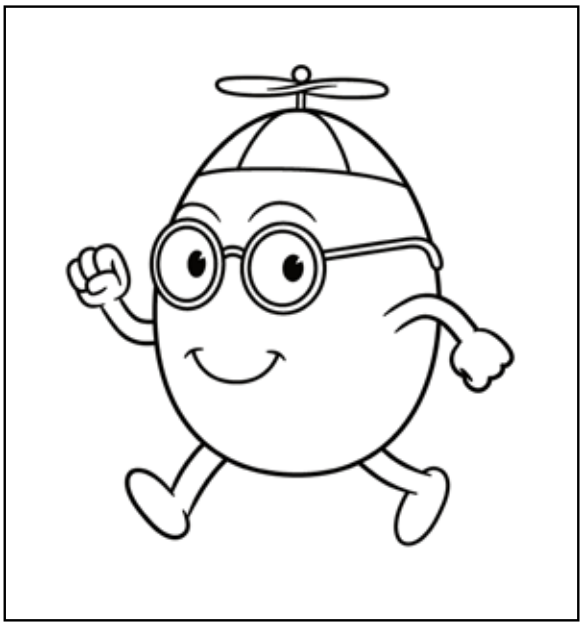
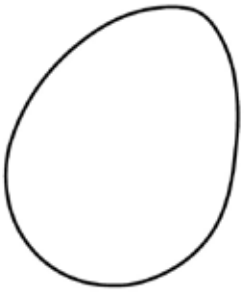
e



e

Circle the images that have a short /e/ sound in them.



Tricky Words (the, to, and)

Introduce

- **Objective:** *"Today we will be learning our first tricky words! Get excited!"*

Revisit

- **Flashcards Race:** Break the children into teams and see how fast they can identify the sound on the card, reviewing all of the grapheme/pictophone flashcards learned so far.

Teach

- **Tricky Words:** *"Some words don't follow the rules and are downright tricky. Today we are learning "the" "to" and "and." You can sound them out, but the sounds the letters make are tricky. Let's decode them together."* Write these words on the board with sound buttons and decode the words. Have the children count the sounds in each word and repeat the decoding and blending for these words.

Practise

- **True or False:** Children read phrases and shout out if the statement is true or false. "The tin can dig." "A cat and dog can nap." "A pig gets to sit on a man!"
- **Lift and Rub:** Ask the group to stand up. They should now practise lifting their left arms in the air. It is best to turn around to face in the same direction as you model this. Now get them to rub their right side with their right arm. Now start by saying "lift your left" or "rub your right". Each time you say the phrase they act it out and return to stationary. Once they are confident with that, reduce it to just "left" and "right" as the two commands. Start to give them a sequence like "left-right-left-right-right-left-left-right-left etc..." slowly speeding up as they get better. For a bit of extra fun you can sometimes say "left and right!". Repeat this through the early stages of Phase 2 and keep emphasising the left-to-right direction of word scanning.

Apply

- **Mini Whiteboard Work:** Sound-talk the three tricky words for the children to practise writing on their whiteboards.
- Can also use worksheet.

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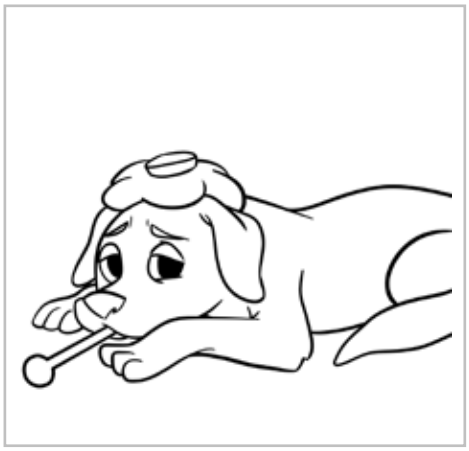
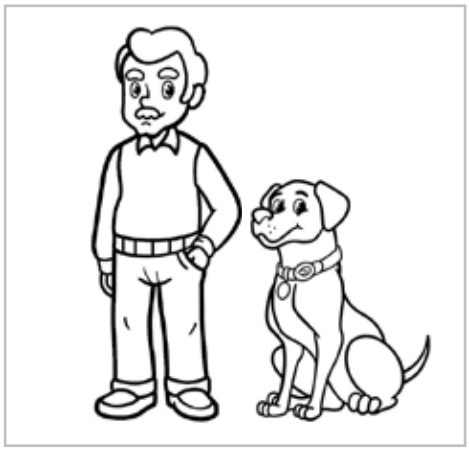
Aye-Aye Caption

Read the caption and match it to the right image by drawing a line.

a dog is sick





a man and a dog

Phoneme /u/ and Grapheme <u>

Introduce

⚓ **Objective:** *"Today we will be learning the sound /u/. Who do you think this is?"* Reveal the Umbrella Man with a Suntan card and the grapheme card <u>.

Revisit

⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

⚓ **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

> *"The Umbrella Man was unhappy with his suntan. So, up he got, out from under his umbrella, into the sunshine. But the sand was unbelievably hot! "Uh! Uh! Uh!" he said, jumping up and down on his toes so they wouldn't get burned. Now he has an unstoppable tan, but is uncomfortably hot!"*

⚓ **Action:** The children hop from toe to toe saying /u/ /u/ /u/.

Practise

⚓ **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.

⚓ **Word Match:** Children match object flashcards to word flashcards (see the Resources section of the manual) by decoding and blending each word. (sun, nut, cup)

Apply

⚓ **Yes/No:** Give children flashcards which say YES or NO (with tick mark or cross also shown). Have them decode the phrases then hold up the flashcards with the right answer! "Can the sun sip?" "Is a mum on a map?" "Can a dog sit on a sock?"

⚓ Can also use worksheet.

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umbrella man
with a suntan

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u

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u

u

Circle the words with a /u/ sound in them.

up dog

sun tuck

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Phoneme /r/ and Grapheme <r>

Introduce

- **Objective:** *"Today we will be learning the sound /r/. Who do you think this is?"* Reveal the Rabbit with a Bad Habit card and the grapheme card <r>.

Revisit

- **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

  "Ricky the Rabbit had a bad habit. It was rude and revolting! Daisy the dog really hated his habit so much that whenever she ran into him she would retreat, rear up and growl! Then the rabbit would get so scared he would rev up his motorbike and roar away!"

- **Action:** The children put their hands up as if on motorbike handles and rev up their engines saying /rrrr/.

Practise

- **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.
- **Phrase Act:** Children read the phrases and act them out, like charades. "Rip up the rag." "The cat gets a rat." "Dig up a rug in the mud."

Apply

- **Mini Whiteboard Work:** Practise writing the letter.
- Can also use worksheet.

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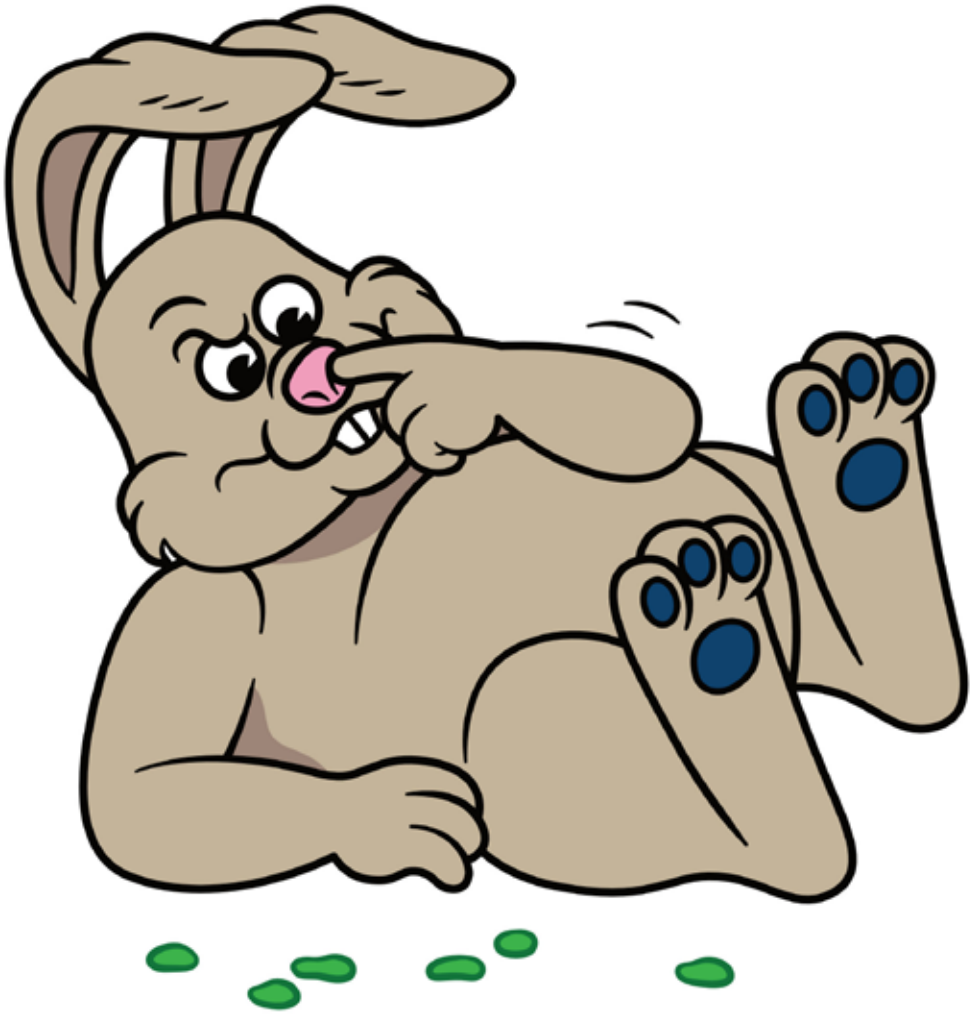

rabbit with a bad habit

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r

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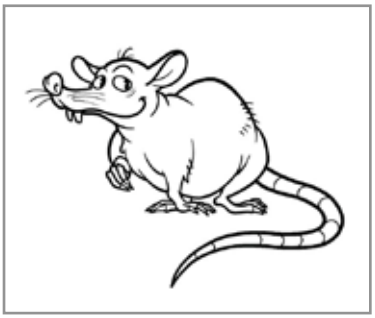
r

r

Fill in the missing <r> in these words. Then draw a line from the image to the matching word!

_ at

_ ug



Phoneme /h/ and Grapheme <h>

Introduce

- **Objective:** *"Today we will be learning the sound /h/. Who do you think this is?"* Reveal the Horse on a Course card and the grapheme card <h>.

Revisit

- **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

  "Harriet the Horse was happy when she was munching on hay in the meadows. She was NOT happy when it was time to race. It was too hot and her jockey was too heavy. Finally, she'd had enough. In the middle of a big important race, the horse suddenly stopped running and her rider heaved to the ground. The horse jumped on the jockey's back... and happily rode across the finish line while the jockey huffed and puffed! Can you huff and puff like you have a horse on your back?"

- **Action:** The children say /h/ /h/ /h/ while moving arms like a jogger.

Practise

- **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.
- **Caption Match:** Put the two pictures on the board included in today's resources and write the two phrases. Ask the children to help you read the phrase and match it to the right image. "The cat had a hat." "Hug a pet."

Apply

- **Mini Whiteboard Work:** Practise writing the letter.
- Can also use worksheet.

Teacher Notes

To help children with pronouncing this sound, we recommend that they hold their hand in front of their mouth as they say the sound. They should be able to feel their breath on their hand as they say it.

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horse on the course

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h

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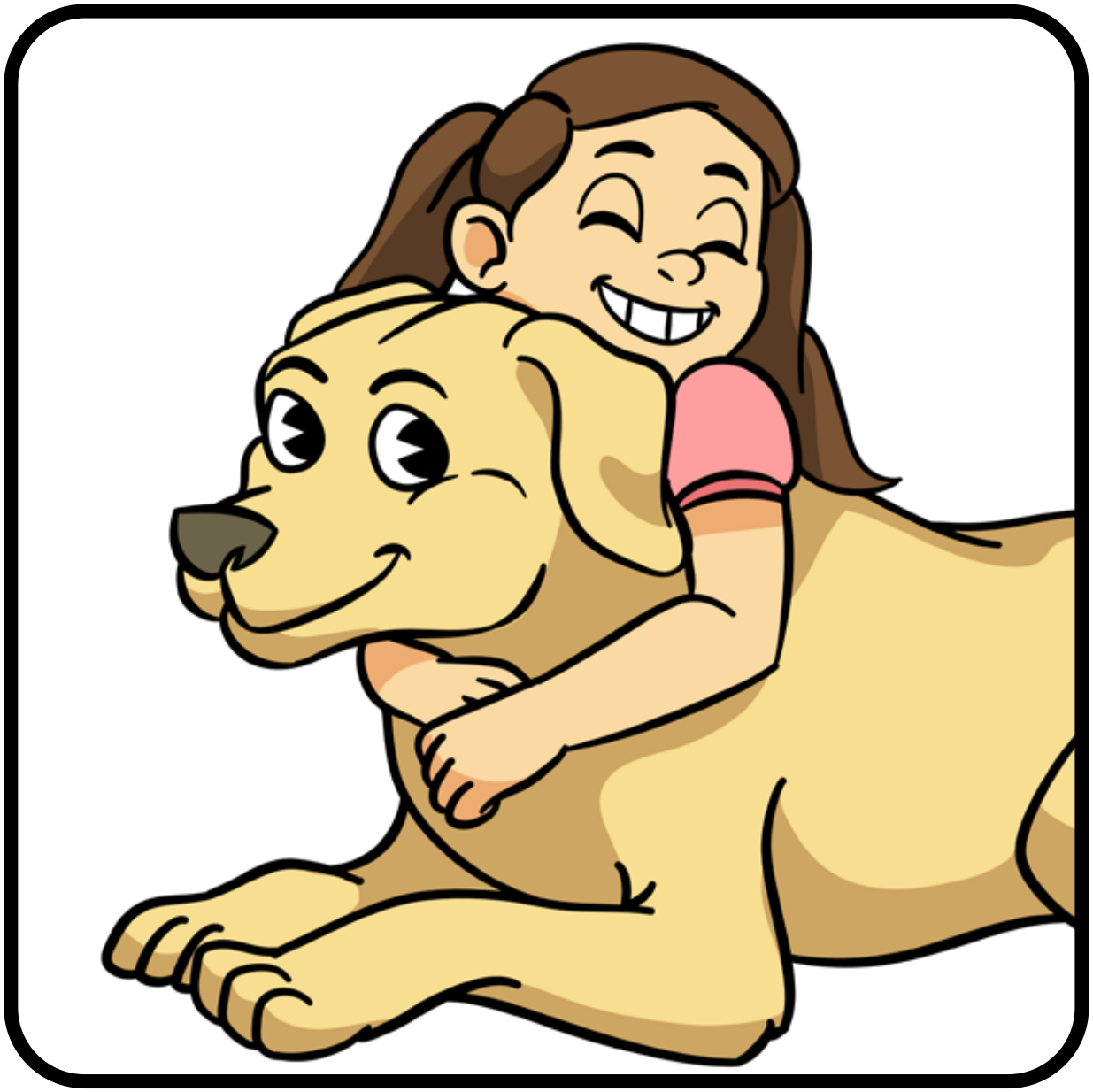

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h

h h h h

Circle the letter <h> in these words.

hug hack

hit hop

Phoneme /b/ and Grapheme <b>

Introduce

- *"***Objective:** *Today we will be learning the sound /b/. Who do you think this is?"* Reveal the Bear with Long Hair card and the grapheme card <b>.

Revisit

- **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

  "Barry the Bear had very long hair.
  He brushed it and babied it with utmost care.
  But there were big problems with very long hair.
  He couldn't quite see much at all, under there!
  He'd bump into tables, and bump into chairs.
  But he'd rather keep bumping than cut his best hair!"

- **Action:** The children say /b/ /b/ /b/ while tapping palm to forehead, as if bumping into it.

Practise

- **Formation:** Show how the letter is written. Students finger write in the air or on a friend's back.
- **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"! (but, big, back, bet, bad, bag, bed, bud, beg, bug, bun, bus, bat, bit)

Apply

- **Mini Whiteboard Work:** Practise writing the letter.
- Can also use worksheet.

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bear with long hair

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b

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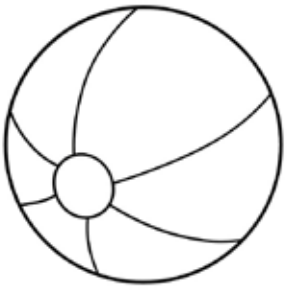
b

b b b b

Circle the images that **start** with the /b/ sound.



Phoneme /f/ and Graphemes <f> <ff>

Introduce

⚓ **Objective:** *"Today we will be learning the sound /f/. Who do you think this is?"* Reveal the Fish Who Goes Splish card and the grapheme flashcards <f>, <ff>.

Revisit

⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

⚓ **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

> *"Freddy the Fish loved to frolic in the frothy seas. He felt happiest when he was splashing his tail to and fro in the waves. His favourite thing was to play a little trick on his family and friends... he would swim up behind them and... /f/ /f/ /f/ flick his tail! Water would fly all over them!"*

⚓ **Action:** The children flick their hand like a fish tail and say /f/ /f/ /f/.

Practise

⚓ **Formation:** Show how the letter is written as either <f> or <ff>. Write the words fun and puff on the board with sound buttons to illustrate this point. Remind them that double letters often come at the end of words. Students finger write in the air or on a friend's back.

⚓ **True or False:** Children read phrases and shout out if it is true or false. "Mud is fun." "Fog is fat." "Sun is hot."

Apply

⚓ **Mini Whiteboard Work:** Practise writing the letter.

⚓ Can also use worksheet.

Teacher Notes

Double letters often come at the end of the words.

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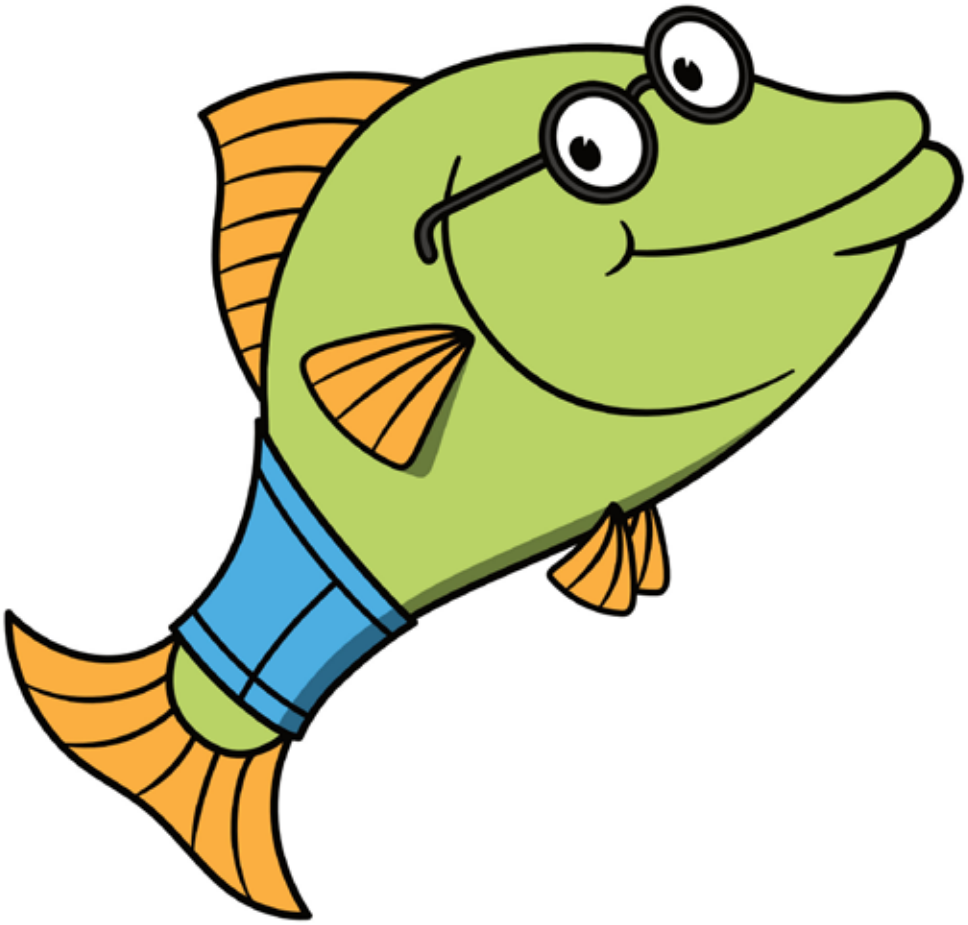

fish that
goes splish

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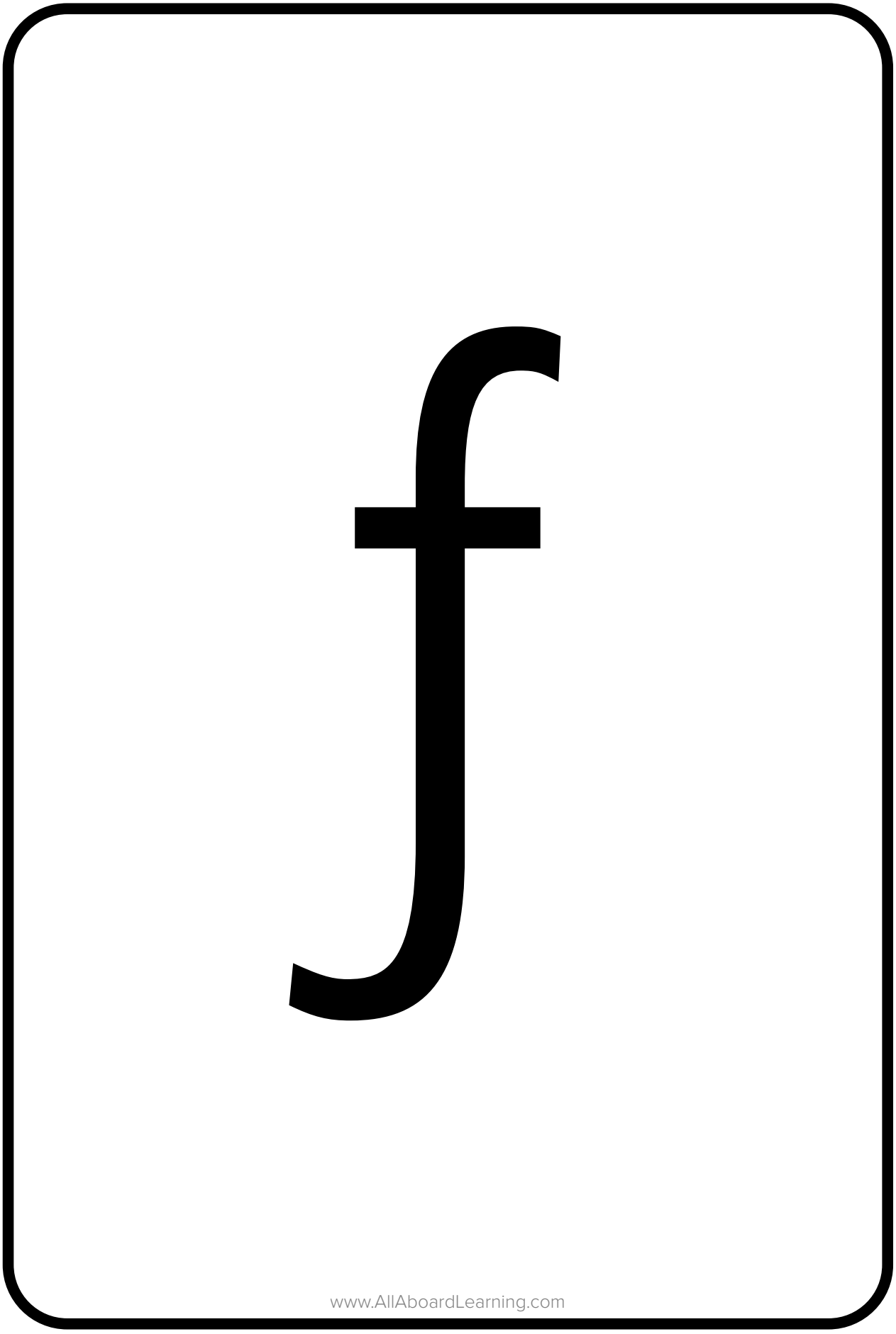

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ff

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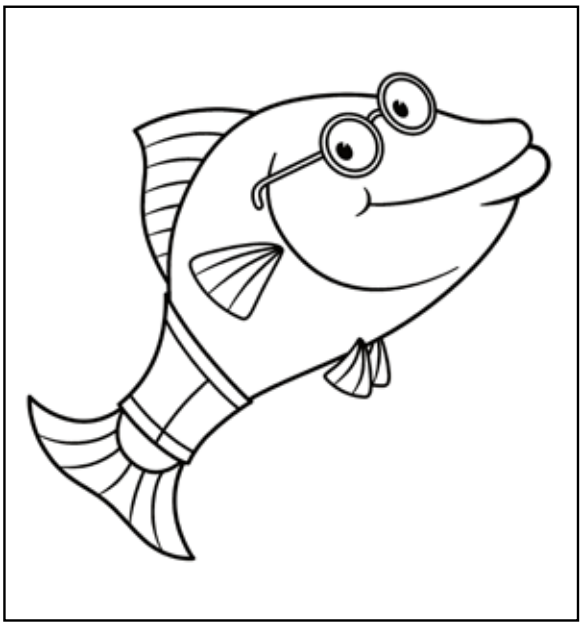
f



f

Circle the words that have a /f/ sound in them:

if big

fan huff

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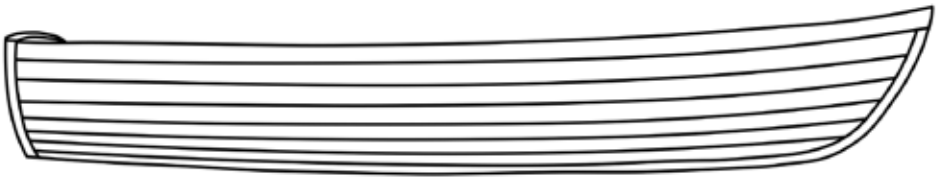
Letters Lost at Sea

Oh no, some of the letters have gone adrift! Fill in the letter(s) for the missing sound in each word using the choices from the boat.

du__

ro__

ck r



__ug

__at

Phoneme /l/ and Graphemes <l> <ll>

Introduce

- **Objective:** *"Today we will be learning the sound /l/. Who do you think this is?"* Reveal the Lion with a Tie On card and the grapheme flashcards <l>, <ll>.

Revisit

- **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- **Story:** Introduce the sound with a story, emphasising the sound whenever it appears.

  "Larry the Lion loved to lounge around and linger in the street looking lovely. As he lolloped through the town, his long tail would swing back and forth making a gentle /l/ /l/ /l/ sound."

- **Action:** The children swing an arm behind them like a tail, saying, /l/ /l/ /l/ as it swings back and forth.

Practise

- **Formation:** Show how the letter is written as either <l> or <ll>. Write the words let and hill on the board with sound buttons to illustrate this point. Remind them that double letters often come at the end of words. Students finger write in the air or on a friend's back.
- **Word Match:** Children match object flashcards to word flashcards (see the Resources section of the manual) by decoding and blending each word. (doll, bell, lips, hill)

Apply

- **Mini Whiteboard Work:** Practise writing the letter.
- Can also use worksheet.

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lion with a tie on

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l

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ll

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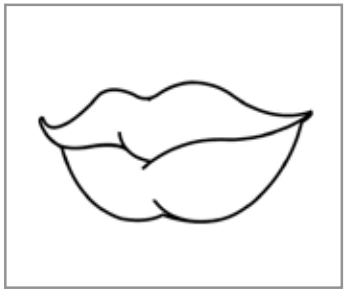
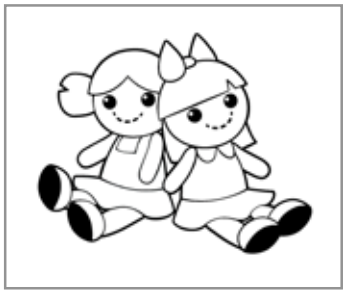
l

l

Fill in the missing <l> in this word. Then draw a line from the word to the matching image!

_ips





 © 2021

Onsets All Aboard

Join each image to the letter for its onset sound.

g

o

c

Digraph <ss>

Introduce

- ⚓ **Objective:** *"Today we will be learning a new letter pattern that represents an old sound."* Reveal the the grapheme card <ss>.

Revisit

- ⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- ⚓ *"Today we have an old friend who is going to show us a new letter combination. Do you remember this letter?"* Hold up the <s> grapheme card and have them shout it out. *"Now who do you think represents the sound for this?"* Hold up the <ss> and give three pictophonic character options for them to choose, including the Seal.

Practise

- ⚓ **Formation:** Show how the sound can be written as either <s> or <ss>. Write the words sun and mess on the board with sound buttons to illustrate this point. Remind them that double letters often come at the end of words.
- ⚓ **Phrase Act:** Children read phrases and act out the phrase, like charades. "A cat can hiss." "A dog can lick." "Get to the top of a hill."
- ⚓ **Lift and Rub:** Ask the group to stand up. They should now practise lifting their left arms in the air. It is best to turn around to face in the same direction as you model this. Now get them to rub their right side with their right arm. Now start by saying "lift your left" or "rub your right". Each time you say the phrase they act it out and return to stationary. Once they are confident with that, reduce it to just "left" and "right" as the two commands. Start to give them a sequence like "left-right-left-right-right-left-left-right-left etc..." slowly speeding up as they get better. For a bit of extra fun you can sometimes say "left and right!". Repeat this through the early stages of Phase 2 and keep emphasising the left-to-right direction of word scanning.

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the digraph.
- ⚓ Can also use worksheet.

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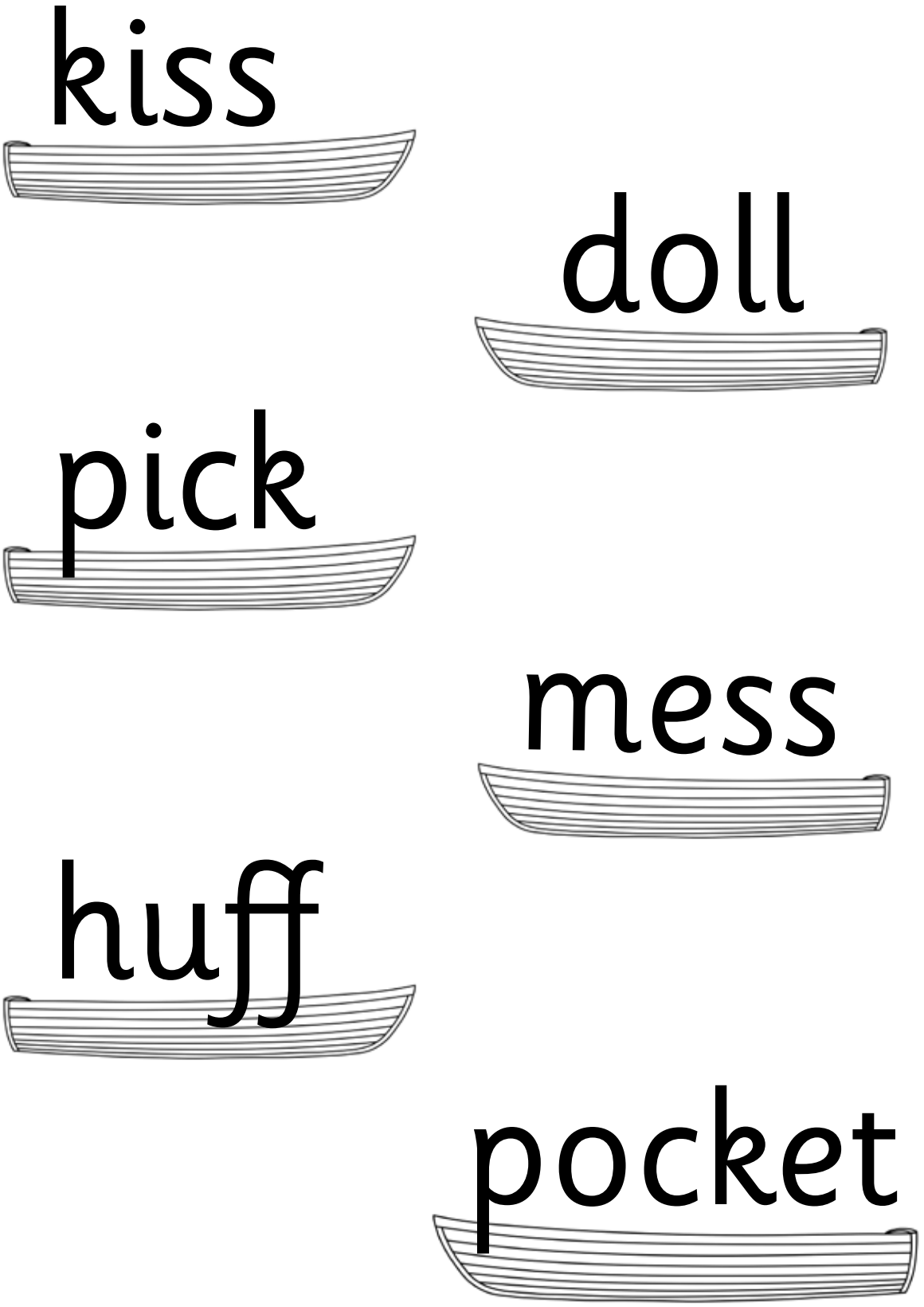
S s

www.AllAboardLearning.com

Captain of Consonants

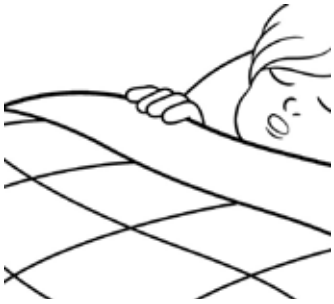
When sailing the sea of sounds, you'll need to know your consonants! Circle the double consonants in the words below.



 © 2021

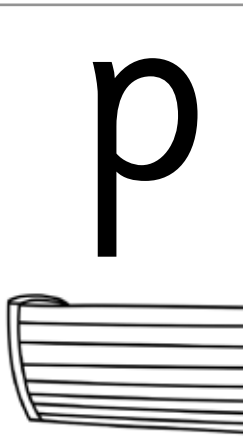
Letters Lost at Sea

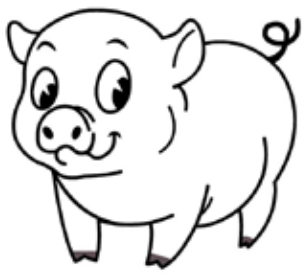
Oh no, some of the letters have gone adrift! Fill in the missing letter for the sound at the start of each word using the choices from the boat.



_ap _ut

p m n





_ap _ig

Tricky Words (I, go, no)

Introduce

- Objective: *"Today we will be learning three new tricky words: I, go, no!"*

Revisit

- **Quickwrite Letters:** Say a phoneme and ask the children to write it on their whiteboards.

Teach

- **Story:** *"Some words don't follow the rules and are downright tricky. Today we are learning "I", "no" and "go". You can sound them out, but the sounds the letters make are tricky. Let's decode them together."* Write on the board with sound buttons and decode the words. Have the children count the sounds in each word and repeat the decoding and blending for these words.

Practise

- **Tricky Word Race:** Divide into 2 teams. Write the 6 tricky words on flashcards. Go through the deck and have the children sound them out first, then say the word. On the second go round, make it a 2 team game to see if they can just say the word - time them for speed and see if they can get faster each time! (the, to, and, I, no, go)

Apply

- **Mini Whiteboard Work:** Sound-talk the three tricky words for the children to practise writing on their whiteboards.
- Can also use worksheet.

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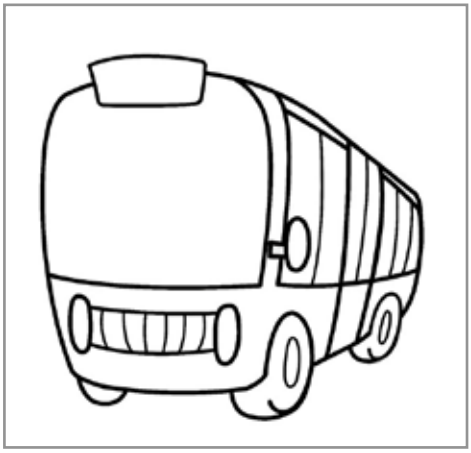
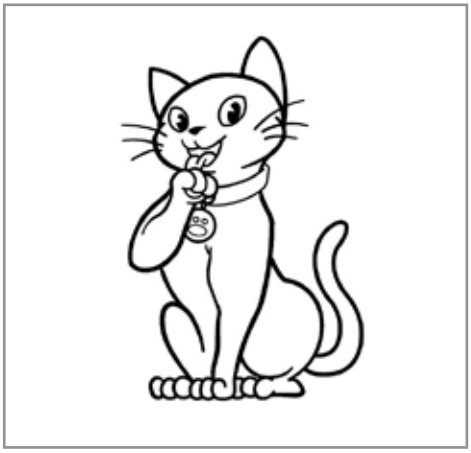
Aye-Aye Caption

Read the caption and match it to the right image by drawing a line.

I go on the bus





the cat had no cap

Assessment Days

Introduce

⚓ **Objective:** *"Today we will be reviewing all we have learned together!"*

Revisit

Play one of the following games each day:

⚓ **Sound Splat:** Put grapheme/pictophone flashcards on the floor, and call out a sound. First child to slap the dictated one gets a point.

⚓ **Letter Pops:** Hand out some grapheme flashcards learned so far. Teacher says sound and children holding that letter card hold it up high above head.

⚓ **Flashcard Race:** Break the children into teams and see how fast they can identify the grapheme/pictophone on the card. Add up points for each team!

⚓ **Sound Jump:** Put the grapheme/pictophone flashcards on the floor and divide the class into two groups, one around each card. Call out the sound and students in that sound group jump up. Repeat a few times.

Apply

Divide children into groups and have them play these activities on different tables while you pull individual children to assess.

⚓ **Table 1: Build a Word** - Use mini grapheme/pictophone flashcards to practise building words in small groups.

⚓ **Table 2: Letter Build** - Children practise letter formation using playdough or clay (make a list of letters to practise on the table).

⚓ **Table 3: Word Match** - Lay out object flashcards and word flashcards from the Resources section of the manual on the table for the children to match up.

⚓ **Table 4: Worksheets** - Children work to complete the worksheets for this week.

Assess

⚓ Select individual children to complete the assessment sheets with a teacher for Phase 2 from the back of this manual.

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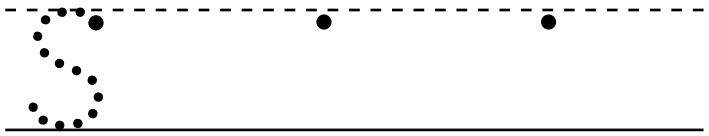
Ship-Shape Letters

Let's practise tracing our letters! Can you think of something to draw for each sound?

s



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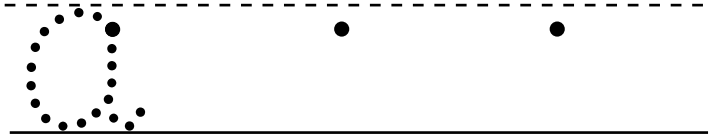

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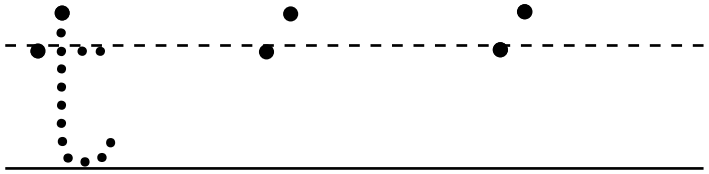

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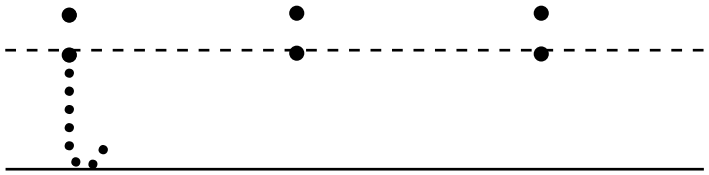

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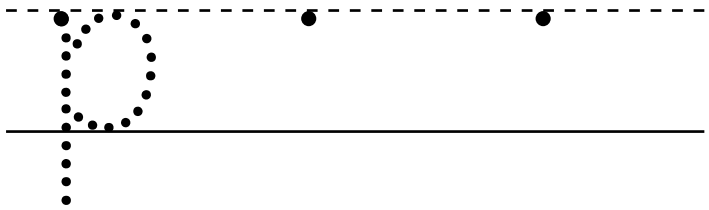

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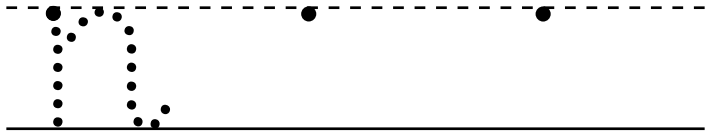
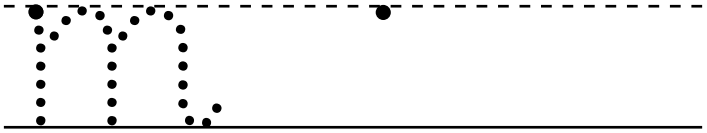


Ship-Shape Letters

Let's practise tracing our letters! Can you think of something to draw for each sound?

m



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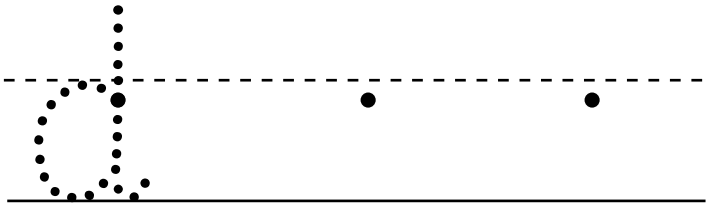

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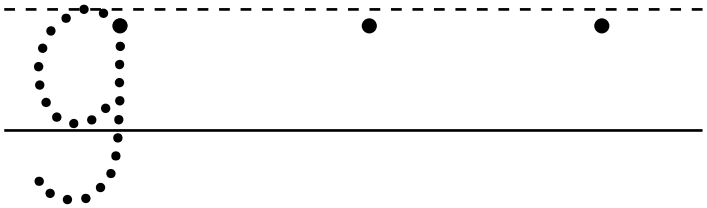

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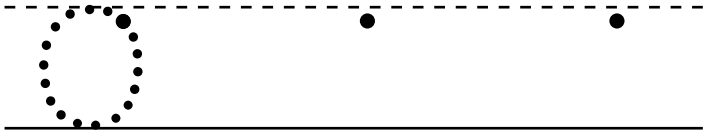

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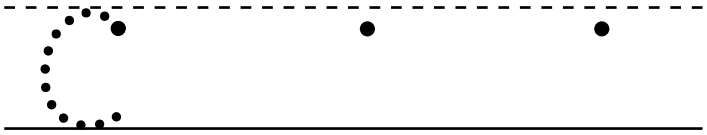

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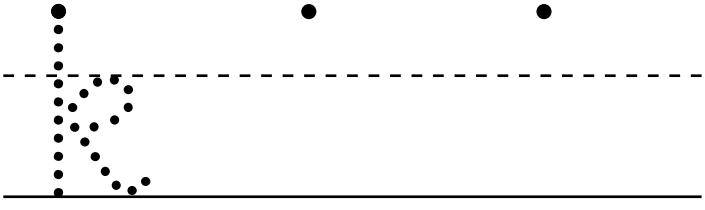

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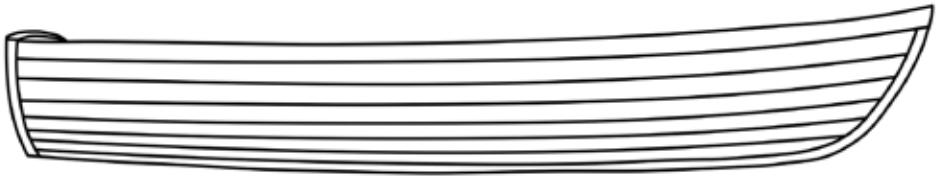
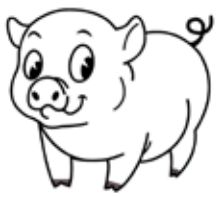
Letters Lost at Sea

Oh no, some of the letters have gone adrift! Fill in the missing letter for the sound at the **end** of each word using the choices from the boat.

an_ ba_ do_

g t p





ca_ ba_ pi_

End of Phase 2 Assessment

Introduction

At the end of each phase, you will find an assessment activity which contains everything you need in order to assess a child's phonological awareness upon completion of the phase.

These assessments do not have a standardised pass rate but are designed to be used as part of your day-to-day formative assessment to inform your next steps for every child. As a general indicator, a child should be able to recognise and pronounce the majority of graphemes and phonemes in the phases they have completed.

If a child has found this assessment challenging and there are gaps in their knowledge, you should refer to our All Aboard Plus manual for advice on how to proceed with intervention.

These assessments are also useful as a baseline assessment, for children new to your school or children that you may have concerns about.

General Instructions

You will find two types of sheet for each part of the assessment:

- A sheet for you to record the performance of each child
- A sheet for the child

Stop the assessment if the child seems to find it too difficult at any point.

All these assessments are designed to be completed on a 1:1 basis in order to help you assess, record and identify areas for development for each child.

It can also be very helpful in all lessons to jot down quick notes about any problems that particular children are having or any graphemes or phonemes that lots of children are struggling with. By doing this you can make sure that you can build extra support into future planning. Encourage any adults working in class to do this too.

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Pupil Name: _____

Teacher Assessment Sheet

Grapheme Recognition

Ask the child to tell you the sound for each grapheme on their sheet. Mark your sheet with a tick against each correctly identified grapheme.

Set 1	
s	
a	
t	
p	

Set 2	
i	
n	
m	
d	

Set 3	
g	
o	
c	
k	

Set 4	
ck	
e	
u	
r	

Set 5			
h		l	
b		ll	
f		ss	
ff			

Student Worksheet

Give this sheet to the student and ask them to go through saying the sound of each letter. Mark on the teacher assessment sheet which letters are read out correctly.

s	a	t	p
i	n	m	d
g	o	c	k
ck	e	u	r
h	b	f	ff
l	ll	ss	

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Pupil Name: _____

Teacher Assessment Sheet

Blending Assessment

Ask the child to go through the student worksheet and sound out and blend the words. Mark the words on your sheet with a tick if the child can decode and blend correctly.

Sounds	Tick if correct	Record exactly what was said if incorrect
t-a-p		
f-i-g		
s-o-ck		
b-e-ll		
r-o-t		
m-e-ss		

Segmenting Assessment

Read the word out loud and ask the child to break it down into the sounds. Mark the words with a tick if they are able to say the sounds correctly.

Sounds	Tick if correct	Record exactly what was said if incorrect
sit		
nap		
dog		
mum		
less		
pack		

Student Worksheet

Blending

Say the sounds then blend the sounds together to say the whole word e.g. t-a-p tap.

tap
fig
sock
bell
rot
mess

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Pupil Name: _____

Teacher Assessment Sheet

Tricky Words

Ask the child to go through the student worksheet and read out the tricky words. Mark the words on your sheet with a tick if the child can read them correctly.

Words	Tick if correct	Record exactly what was said if incorrect
to		
I		
go		
the		
no		
and		

Nonsense Words

Ask the child to go through the student worksheet and read out the nonsense words. Mark the words on your sheet with a tick if the child can read them correctly.

Words	Tick if correct	Record exactly what was said if incorrect
dop		
rit		
bick		
mig		
tass		
keb		

Student Worksheet

Tricky Words

Give this sheet to the student and ask them to read out the words.

to
I
go
the
no
and

 © 2021

Student Worksheet

Nonsense Words

Give this sheet to the student and ask them to read out the words.

dop
rit
bick
mig
tass
keb

Analysis Sheet

Write down the names of your students and then tick the graphemes that they were able to read correctly. Note down the number of errors made on the blending, segmenting, tricky word and nonsense word activities.

Student Name															
s															
a															
t															
p															
i															
n															
m															
d															
g															
o															
c															
k															
ck															
e															
u															
r															
h															
b															
f															
ff															
l															
ll															
ss															
Blending															
Segmenting															
Tricky															
Nonsense															

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Activity Bank

Introduction

In this Activity Bank you will find detailed instructions for all of the games suggested in the Phase 2 lesson plans. Remember to visit our website for all our extra printable resources.

Caption Match	
Objective	To be able to decode and blend captions
Resources	Two pictures and two captions
Procedure	1. Display the caption. 2. Sound-talk and read the first word (e.g. p-a-t pat). 3. Ask the children to repeat after you or join in with you, depending on their progress. 4. After sound-talking (if necessary) and reading the second word, say both words (e.g. a, pat a). 5. Continue with the next word (e.g. d-o-g dog, pat a dog). 6. Display the pictures and ask the children which picture the caption belongs to. Note: As children get more practice with the high-frequency words, it should not be necessary to continue sound-talking them.

Lift and Rub	
Objective	To help children build a sense of left and right and help them build stability in their left to right scanning of words.
Procedure	1. Ask the group to stand up. They should now practise lifting their left arms in the air. It is best to turn around to face in the same direction as you model this. Now get them to rub their right side with their right arm. 2. Now start by saying “lift your left” or “rub your right”. Each time you say the phrase they act it out and return to stationary. 3. Once they are confident with that, reduce it to just “left” and “right” as the two commands. Start to give them a sequence like “left-right-left-right-right-left-left-right-left etc...” slowly speeding up as they get better. 4. For a bit of extra fun you can sometimes say “left and right!”. 5. Repeat this through the early stages of Phase 2 and keep emphasising the left-to-right direction of word scanning.

Missing Letter	
Objective	To be able to identify the missing sound in a word
Resources	Grapheme flashcards
Procedure	Pick a 3-letter word. Write 2 letters up on the board and leave a blank for the final letter. Draw a line to indicate it is missing. Hold up 2 letter flashcards - can the children pick which one completes the word? You can move on to not holding up any letter flashcards as the children gain skills.

Name Game	
Objective	To develop understanding of alliteration (revision from Phase 1)
Procedure	Ask the children to sit in a circle. Then, go around the circle with children making up alliterative phrases about themselves (Sarah sings a song; Josiah jumps for joy etc.) to practise listening for sounds. Some children may need more support with this than others so ensure this is a team effort and encourage collaboration.

Phoneme Frame	
Objective	To be able to write VC and CVC words
Resources	Large two-phoneme or three-phoneme frame drawn on a whiteboard Grapheme flashcards List of words (visible only to the teacher)
Procedure	This sequence of suggestions will require building over a few days. Children should be able to spell VC words before moving on to spell CVC words. 1. Draw a large two-phoneme or three-phoneme frame on the whiteboard. 2. Say a VC word (e.g. at) and then say it in sound-talk. 3. Say another VC word (e.g. it) and ask the children to tell their partners what it would be in sound-talk.

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Phoneme Frame Continued	
Procedure	4. Ask the class to think about the phonemes they can hear and see if they can tell you what it is. Demonstrate choosing the letter <i> from the grapheme flashcards in the first square on the phoneme frame and the letter <t> in the second square, sound-talk "i-t" and then say "it". 5. Say another VC word (e.g. in) and ask the children to tell their partners what it would be in sound-talk. 6. Ask the children to tell you what to put in the first square in the phoneme frame and then in the second. 7. Ask the children to make the word on their own mini whiteboards. 8. Ask the children to hold up their frames for you to see.

Phrase Act	
Objective	To be able to decode and blend short phrases
Procedure	Children read phrases and act out the phrase, similar to charades. For example, you might write on the whiteboard “Rip up the rag.” The class needs to decode and blend each word in order to be able to read the phrase. Once they have read the phrase they can act out “Rip up the rag”.

Quickdash	
Objective	To revise and consolidate letter shapes and phonemes. To work towards a quick and automatic phoneme response to the plain letter
Resources	Pictophone flashcards Grapheme flashcards
Explanation for children	*"When you see the pictophones, say their names. When you see only the plain letter remember to quickly say only their sound."*

Procedure	Use about 10-16 previously introduced pictophones Step 1: Teacher shows the picture side of the card and says: *"Who is this?"* Step 2: Children say the character's name. Step 3: Teacher shows the plain letter side and says: *"What's their sound?"* Step 4: Children say the sound. Step 5: Repeat with the children saying just the sound for both pictophone and letter.
When to use	Quickdash is used for revision to begin the lesson. You may also want to include these phoneme reviews in small group sessions if children need more practice.
Development over time	As children internalise the phonemes, you will only need to use the pictophones for recently introduced phonemes. You will want to primarily have the children say the sound and not the name for the pictophone and grapheme.

Quickwrite	
Objective	To be able to correctly form different graphemes
Resources	Small whiteboards Pen and wipe for each child
Procedure	Say a sound and ask the children to write it. Once they have finished they should hold the board to their chest before you count down from 3 before the children hold their boards up to show their letter.

Rhyme Time	
Objective	To increase awareness of words that rhyme and to develop knowledge about rhyme (revision from Phase 1)
Procedure	Ask the children to sit in a circle. Then, go around the circle with children saying a word that rhymes with the previous word until they get stuck and you provide a new starting word.

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Simon Says	
Objective	To develop decoding and blending skills
Resources	Word flashcards
Procedure	A simple game of Simon Says but instead of saying the instruction, children need to decode and blend before they can act out the instruction! For example, “Simon says pretend to be a....” and then hold up the word flashcard that says “cat”. The class then needs to decode, blend and then act out being a cat! If you do not have a word card set to hand, you can just write the words on the board.

Sound Count	
Objective	To be able to identify how many sounds create a word
Procedure	Call out words from a word bank for each day and have the children count the sounds and hold up a finger with the total number

Sound Jump	
Objective	To develop children’s ability to hear sounds in preparation for reading and spelling
Resources	Grapheme and/or pictophone flashcards
Procedure	Divide the class into small groups sitting on the carpet and give each group a different grapheme/pictophone card. Call out the sounds in turn and when the group hears their sound they must jump up! After a few rounds, switch the flashcards around so each group has a new sound.
Development over time	As children begin to learn consonant and vowel digraphs, this activity will still be valuable.

Sound Pops	
Objective	To develop children's ability to hear sounds, for reading and spelling
Resources	Pictophone flashcards
Procedure	Distribute previously taught pictophones, one to each child/group Step 1: Teacher says a phoneme (ffff). Step 2: Children repeat it (ffff). Step 3: Child with the corresponding pictophone 'pops up' (stands) and says: I am the Fish that Goes Splish and I say fffff.
When to use	Use Sound Pops to help children get used to listening for sounds. It will help prepare them for reading and spelling.
Development over time	As children begin to learn consonant and vowel digraphs, this activity will still be valuable.

Sound Scramble	
Objective	To develop children's ability to recognise and pronounce vowel sounds
Resources	Grapheme flashcards
Procedure	Select two vowel sounds and an additional 3-5 consonants. Work together to create as many different words with those sounds as possible. It's okay to create nonsense words! If you notice a child sometimes confusing vowel sounds, then this game is ideal. The goal is to get them engaged with manipulating those vowel sounds so that they become more deeply embedded.

Sound Shout	
Objective	To be able to identify phonemes at the onset of a word
Procedure	Call out words, some of the words will start with the sound of the day, some words won't. Children indicate whether the word does or does not contain the sound. They can do this by raising their hand if they hear the sound. Or standing up if they hear the sound and sitting down if they don't.

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Sound Sorter	
Objective	To be able to identify onset sounds and sort objects into groups of the same sound
Resources	Pictophone flashcards/grapheme flashcards Three trays A variety of objects to be sorted or object flashcards
Procedure	This game uses the flashcards and some additional objects that can be found around the classroom. You will need three trays each with a pictophone card or letter card placed on/in it. Have a variety of objects on the table/floor that need to be sorted by the sound that they begin with.

Sound Splat	
Objective	To revise and consolidate letter shapes and phonemes To work towards a quick and automatic phoneme response to the plain letter
Resources	Pictophone flashcards Grapheme flashcards
Procedure	Lay out the flashcards on the floor and sit around the flashcards. You can have the pictophonic side facing up or the letters side facing upwards. Ask the child to hit their hand on a specific sound. For example, *"splat the /p/ sound"* or *"what sound does the word 'dog' begin with?"* If playing with more than one child - who can splat the card first!?
When to use	Sound Splat is used for revision to begin the lesson. You may also want to include these phoneme reviews in small group sessions if children need more practice.
Development over time	As children internalise the phonemes, you will only need to use the pictophonics for recently introduced phonemes. You will want to move on to using primarily the graphemes only.

Sound Spy	
Objective	To develop children's ability to identify phonemes
Procedure	Ask children to find/point to images or things in the room that start with the sound of the day. Prior to the lesson we recommend you check how many items/images you can find that start with sound of the day. You might want to place a few additional items in the classroom to help! You can also use our printable game card deck which has images of objects on it.

Sound Talk	
Objective	To be able to blend and segment orally
Procedure	Play a game giving verbal instructions in sound talk. Ask children to /s/ /i/ /t/, and see if they can blend the sounds together and sit down! Other ideas are, /p/ /a/ /t/ your head and /s/ /i/ /p/ a drink.

Spot the Fake	
Objective	To develop decoding skills
Resources	Real and nonsense words written on coins Treasure chest Small bin
Procedure	Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"!

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Tricky Word Race	
Objective	To be able to identify tricky words
Resources	Tricky Word Flashcards Decodable Word Flashcards
Procedure	Write the tricky words on flashcards and have the children sound them out first, then say the word. On the second go round, make it a 2 team game to see if they can just say the word.

Word Match	
Objective	To develop decoding and blending skills
Resources	Word flashcards Object flashcards
Procedure	If working with the whole class, stick the game card images on to the board. If working with a small group, lay out the object flashcards on the table or carpet. Show the children one word card at a time. Ask the children to decode and blend the word. Then the children can match object flashcards to word flashcards.

Extension Activities

Introduction

Over the next few pages, you will find suggested extension activities that can be used during the school day to ensure phonics is not only a 15 minute session but the learning continues throughout the day in a number of different ways. These activities are generally designed to be independent activities that children can do without much assistance. You can also suggest these activities to parents, so the learning continues at home.

Playdough

Playdough or clay can be used in a number of ways for phonics. You can use alphabet cookie cutters, letter stamps or simply roll out the play dough and shape it into letters.

Sand Writing

For some letter writing practice, use sand in trays and children can practise their letter formations using their fingers or small paint brushes.

Chalk

Using chalk outside on the ground is a fun way to practise letter formation. Once children have written their letters they can also dip a paint brush in water and trace over the chalk letters and make them disappear.

Letter Hunt

A scavenger hunt with a phonics twist! Children have to find a specific letter in the classroom. Can they find the letter they are looking for on display boards, on drawers, on the names on children's pegs or in books?

Sorting

This game uses object flashcards and some additional objects that can be found around the classroom. You will need three trays each with a pictophonics card or letter card placed on/in it.

Have a variety of objects on the table/floor that need to be sorted by the sound that they begin with.

Nature Letters

Can children form the letter of the day using items they can find outside the classroom? We recommend using leaves, sticks, pinecones and anything else they can find!

Drawing

Children can draw as many things they can think of that start with the sound of the day.

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Magnetic Letters

Using magnetic letters to build VC and CVC words, can they blend the sounds together to read the word aloud? Magnetic boards and letters are very effective in helping children to identify letter shapes and develop the skills of blending and segmenting.

Letter Circling

With a page of text in front of them, can they circle the sound of the day each time it appears? Can they count how many times it appears?

Shaving Foam

Another fun way to practise letter formation! Use a plastic tray with sides and squirt on a thin layer of shaving foam. Children can then practise their letter formation. Then rub it out and start again for more practice.

Collage

Children create a collage of the sound of the day. You might want to create an outline for the children before they decorate the sound with items of their choice (sequins, glitter, paint, buttons, beads, etc.)!

Printing

If you have some letter stamps, it is a good opportunity to revise the sounds they have learned and to also practise with some VC and CVC words.

Word Bank

The Phase 2 Word Bank is for using in the lessons and activities. The words can be used for practising blending for reading and segmenting for spelling.

Week 1				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
		at	sat pat pats tap taps	

Week 2				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
is sit tip pip sip it		an in nip pan pin tin tan nap nit	am man mat map Sam Tim Pam	dad sad dim dip din did Sid and

Week 3				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
tag gag gig gap nag sag gas pig dig	got on not pot top dog pop God Mog		kit kid Kim Ken	can cot cop cap cat cod

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Week 4				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
kick sock sack dock pick sick pack ticket pocket	get pet ten net pen peg met men neck	the to and	up mum run mug rug cup sun tuck mud sunset	rim rip ram rat rag rug rot rocket carrot

Week 5				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
had him hot hut hop hum hit hat has hack hug	but big back bet bad bag bed bud beg bug bun bus bat bit bucket beckon rabbit	of if off fit fin fun fig fog puff huff cuff fan fat		

Week 6				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
I go no				

Sound Bank

Here is an overview for which sounds have been introduced by each week of Phase 2. This will help with activities like Quickdash and Quickwrite.

Phase 2

Week	Graphemes	Pictophones
1	s a t p	
2	i n m d	
3	g o c k	
4	ck e u r	
5	h b f ff l ll s ss	

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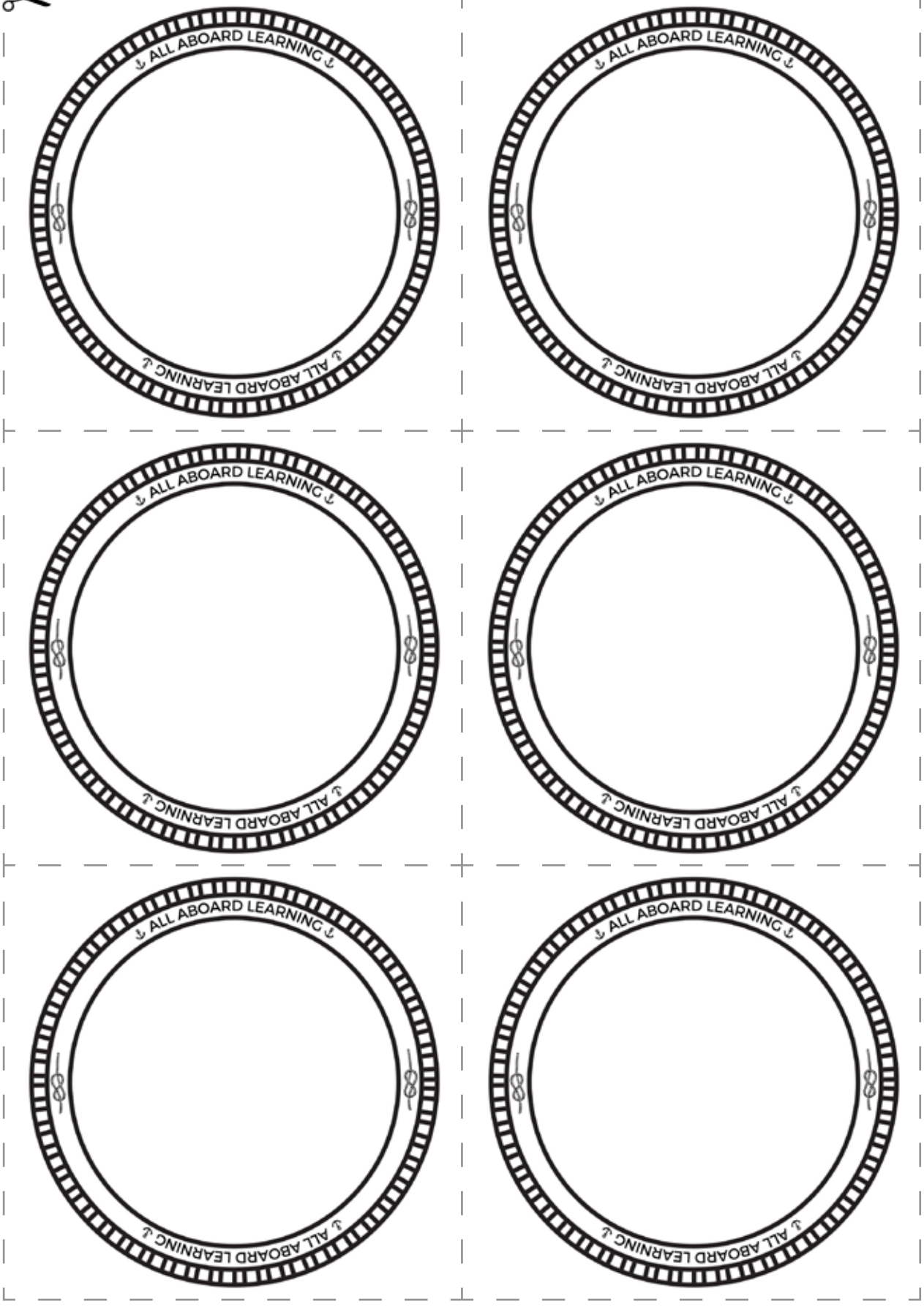
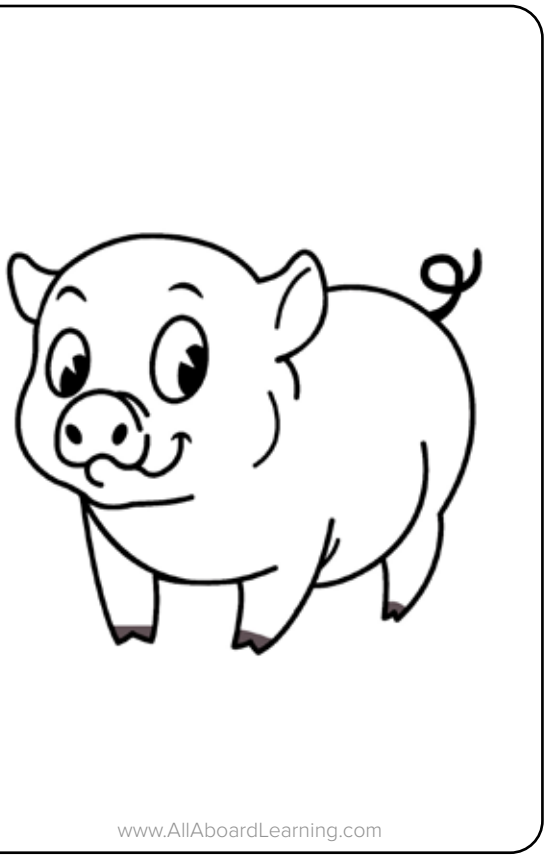
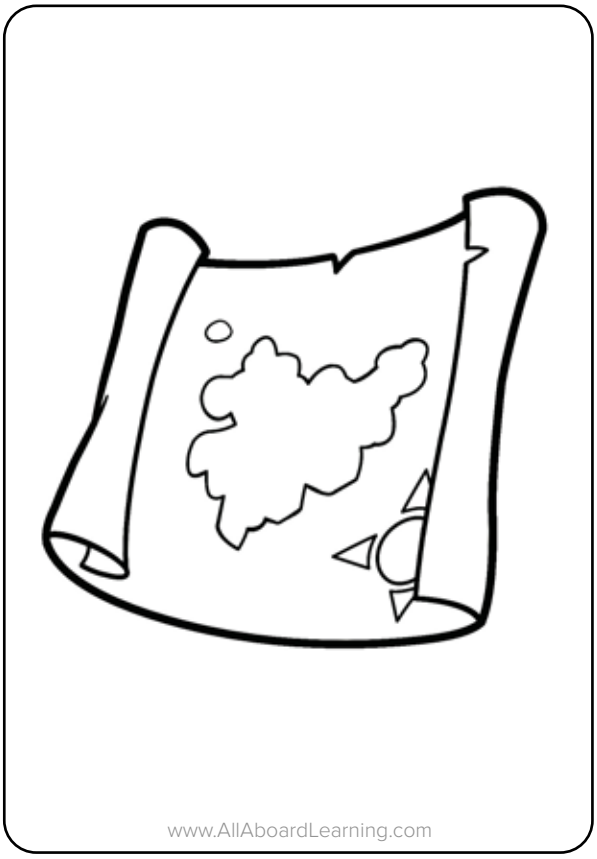
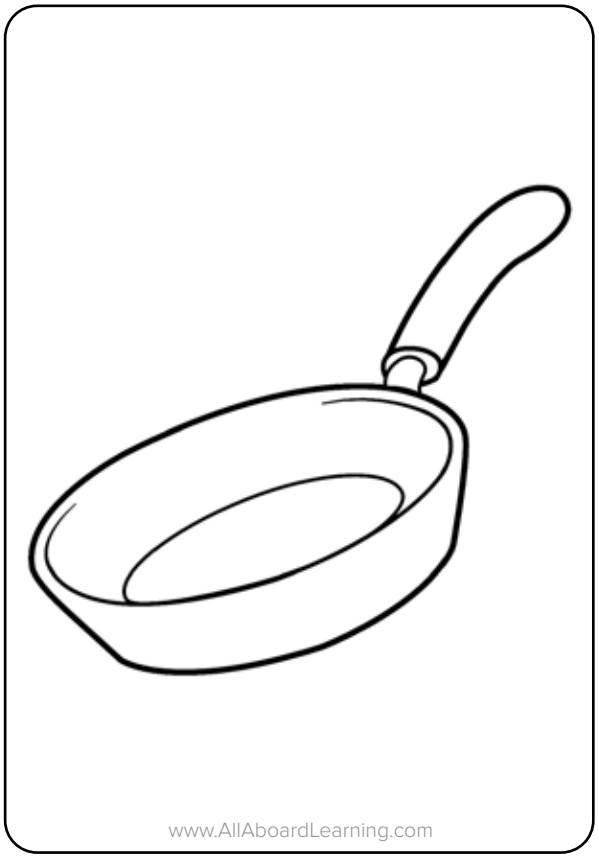
Spot the Fake Game Coins



Word Match Flashcards







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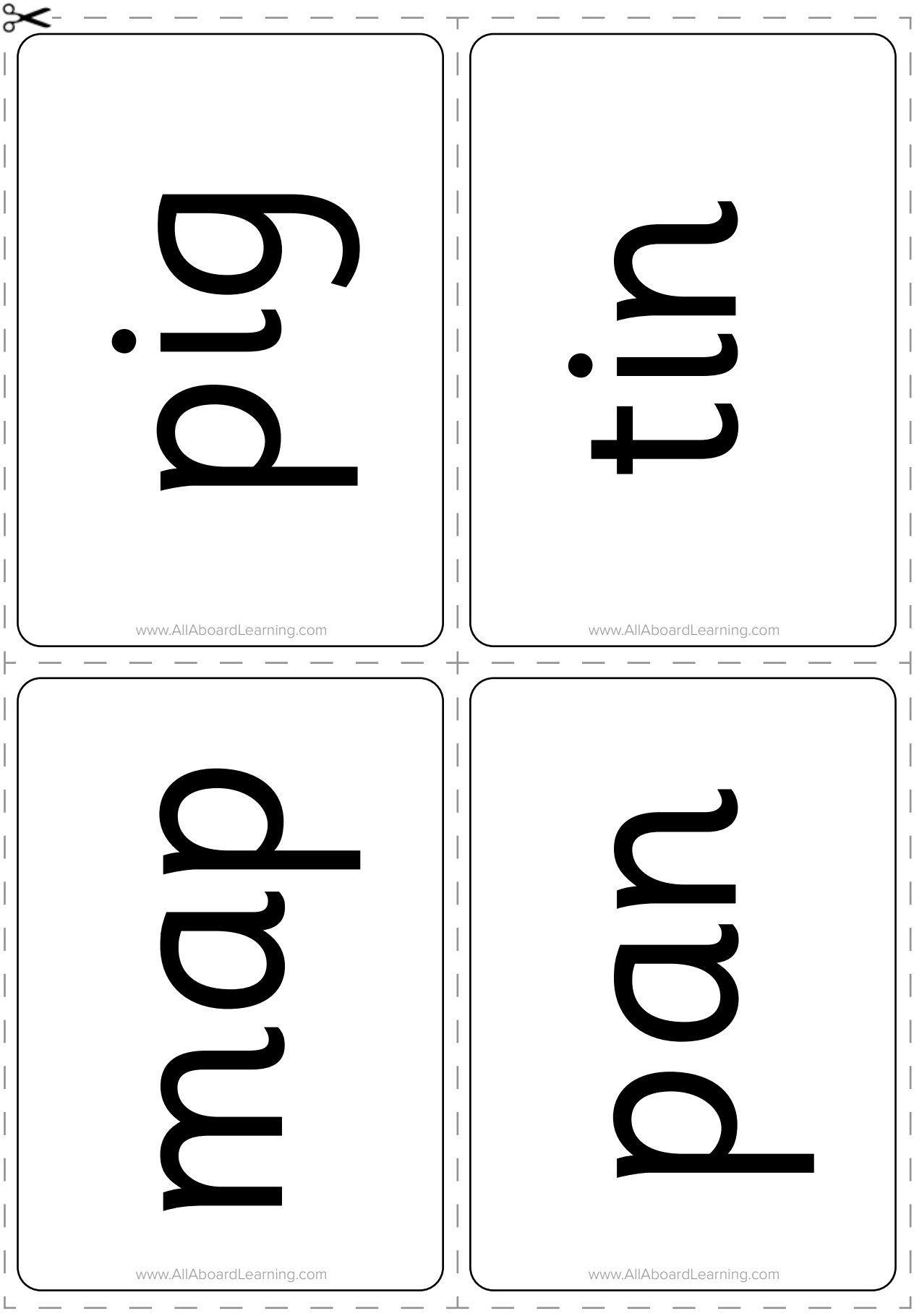

Word Match Flashcards

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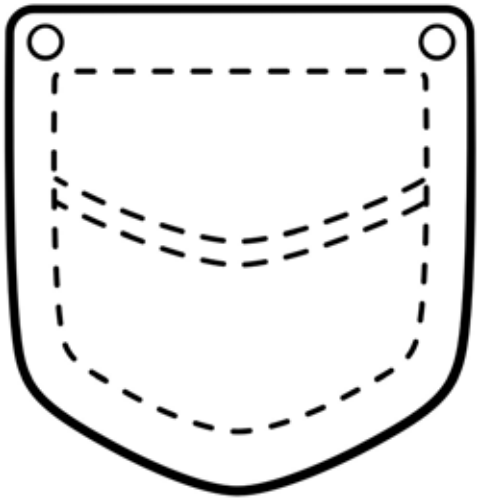

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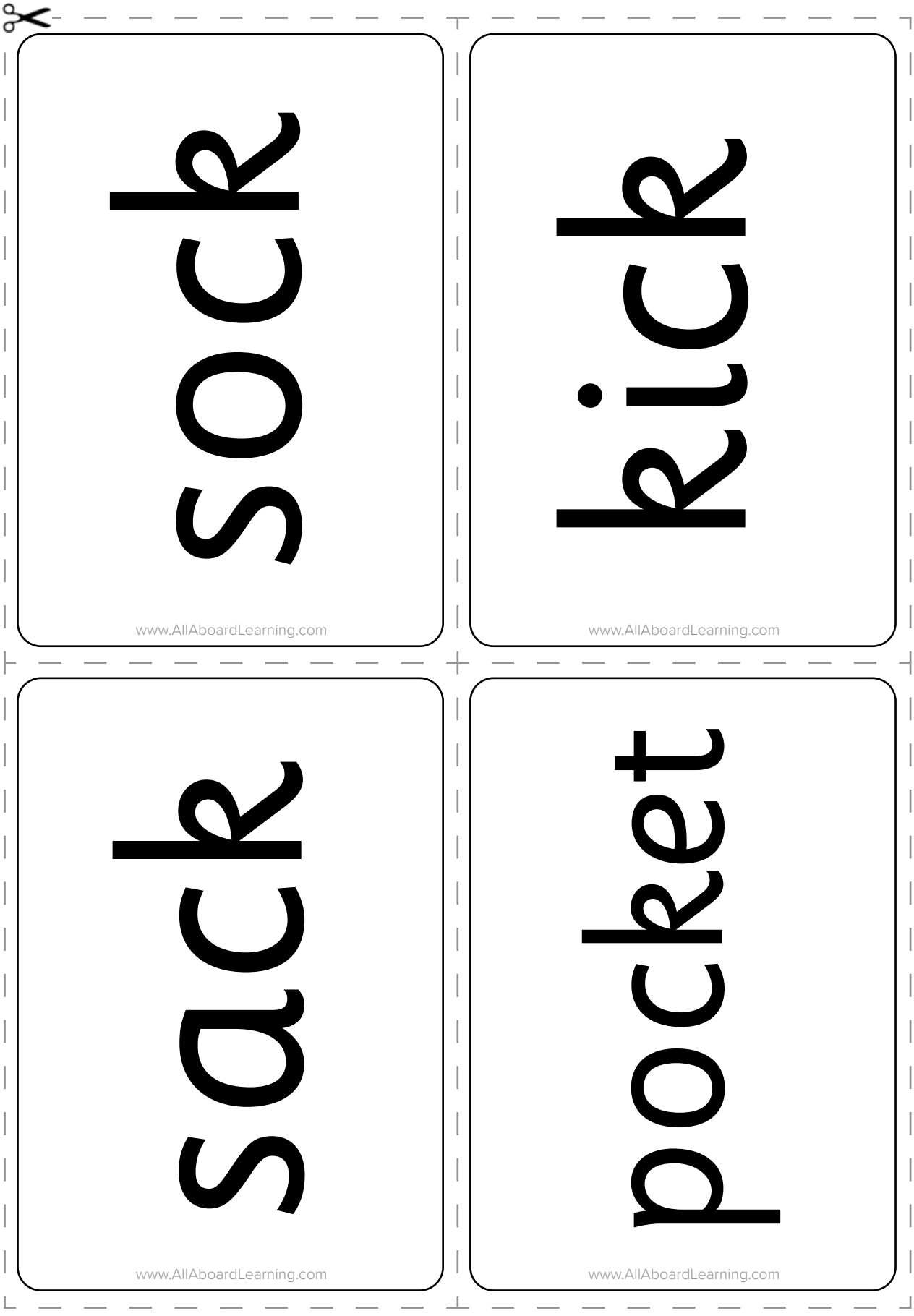

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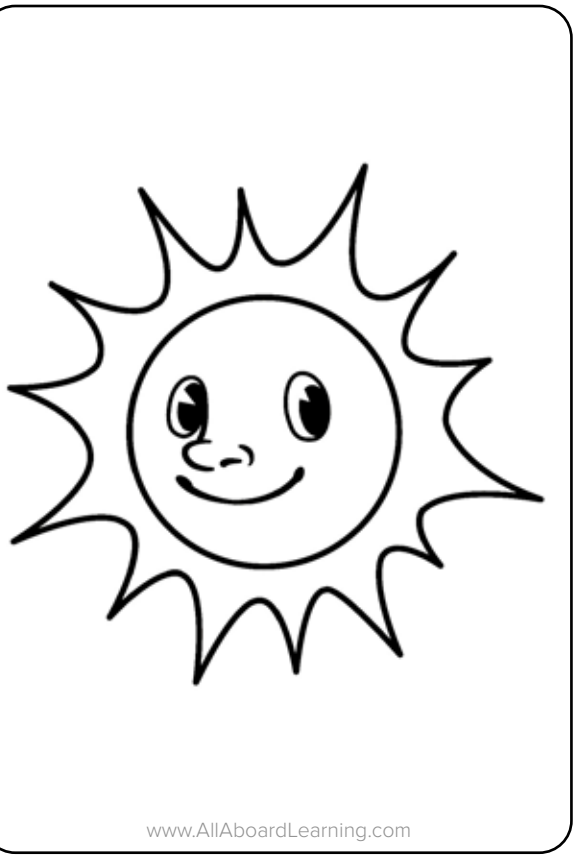

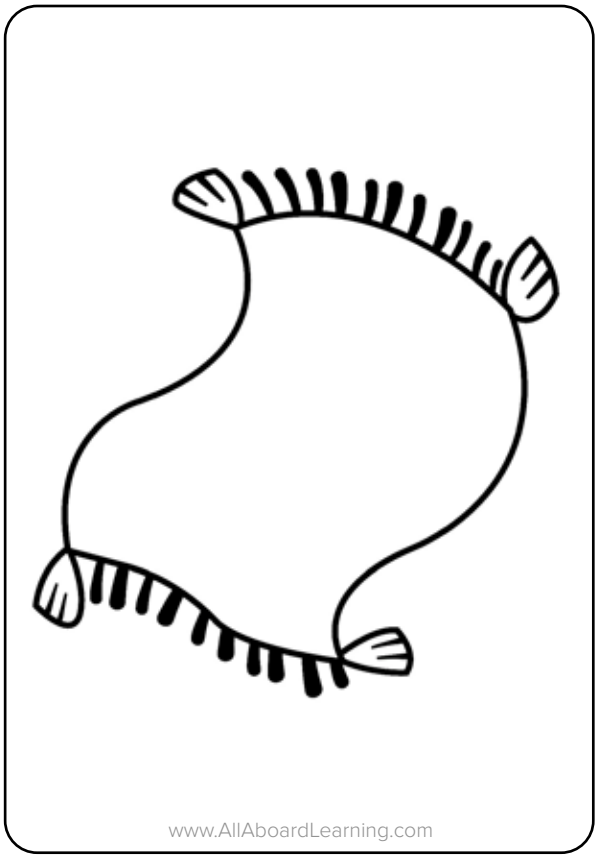

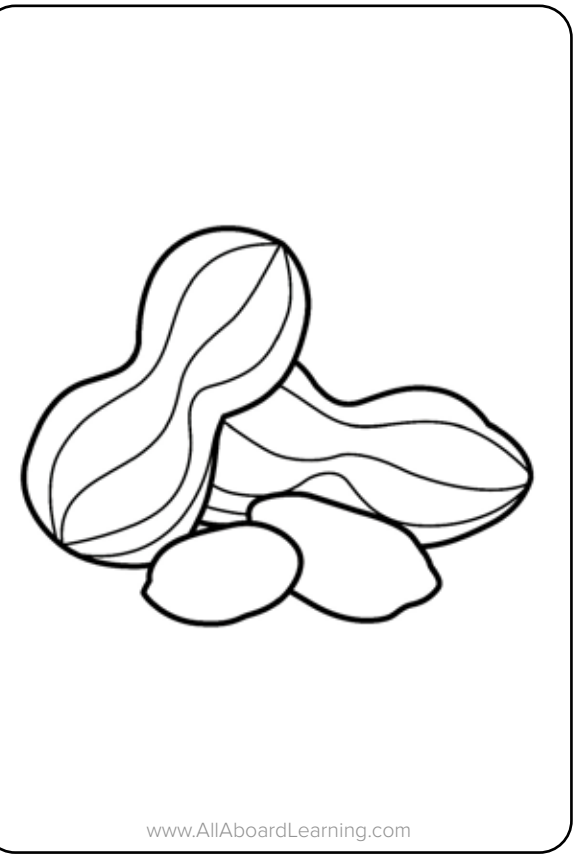

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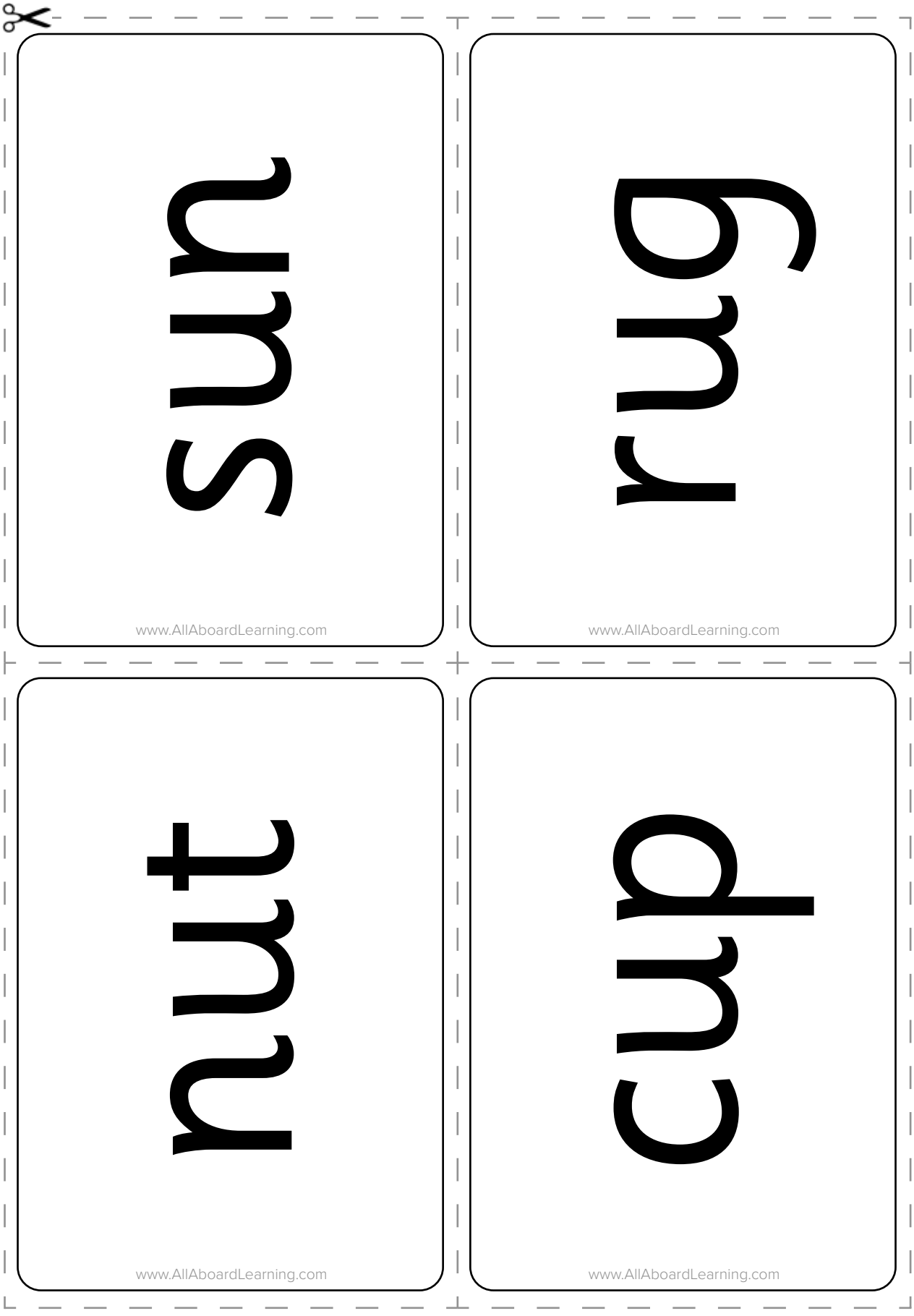

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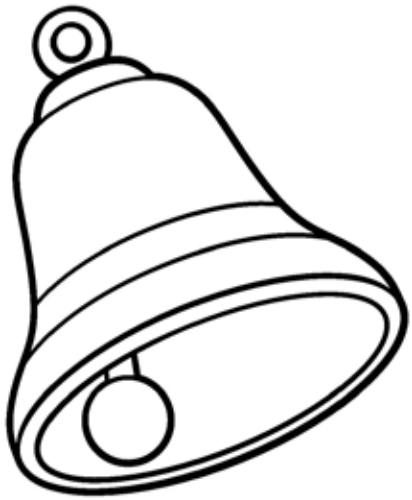

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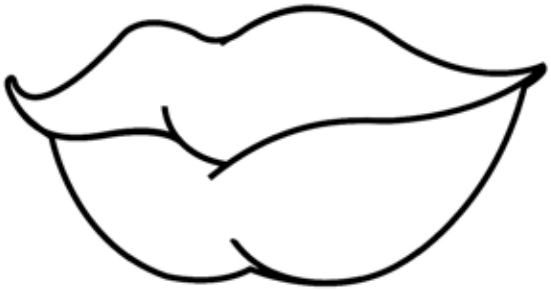

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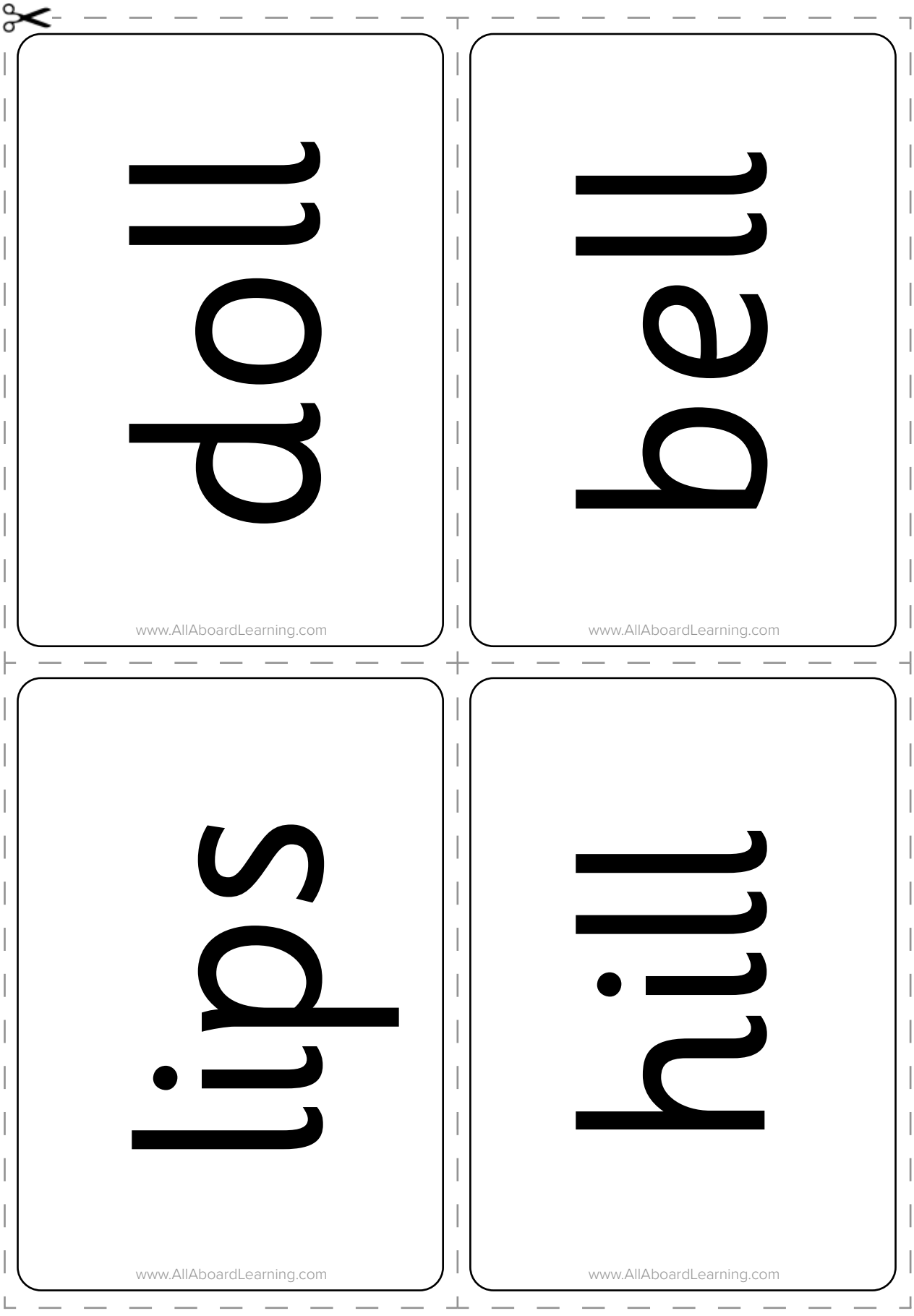
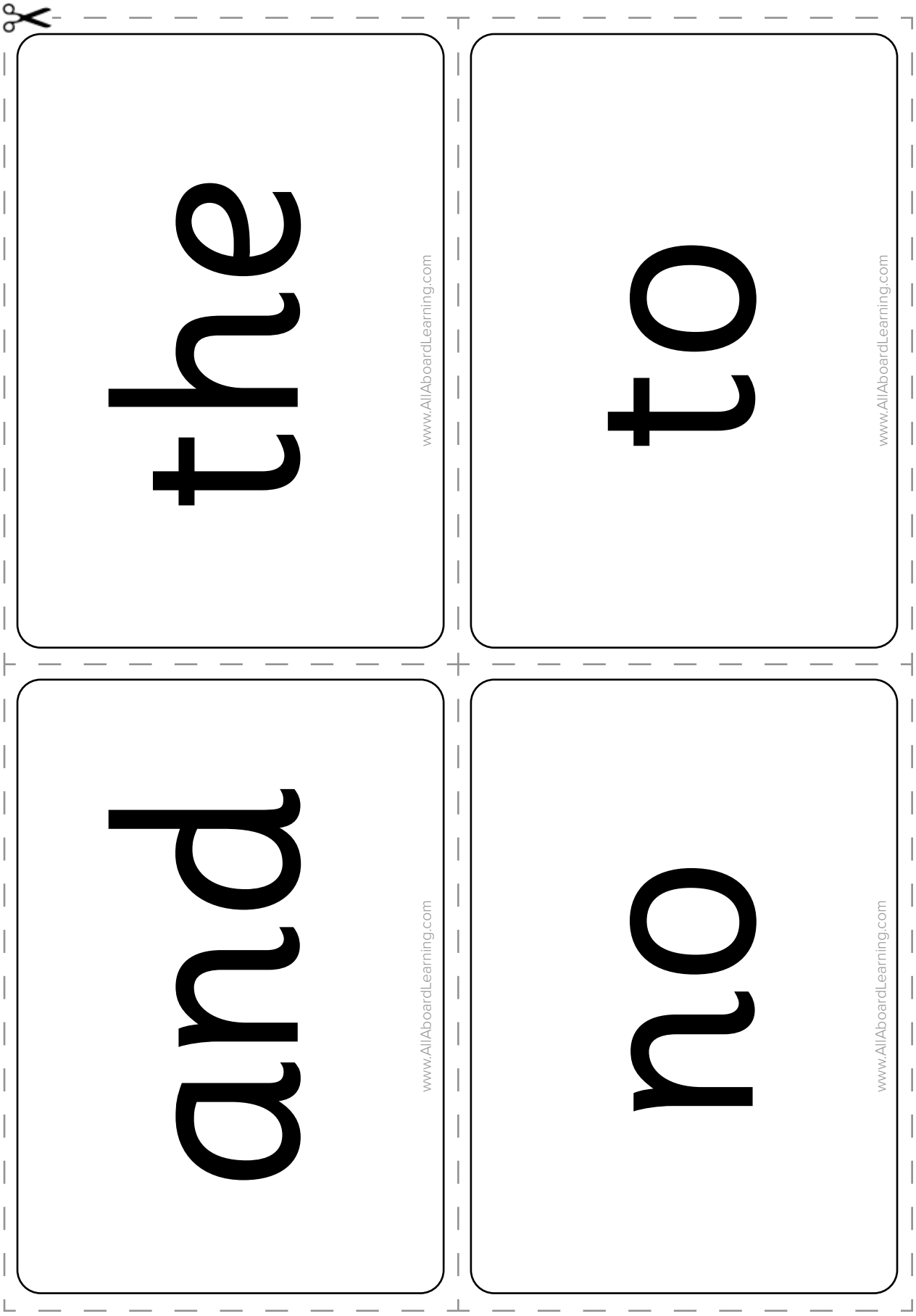


Tricky Word Flashcards



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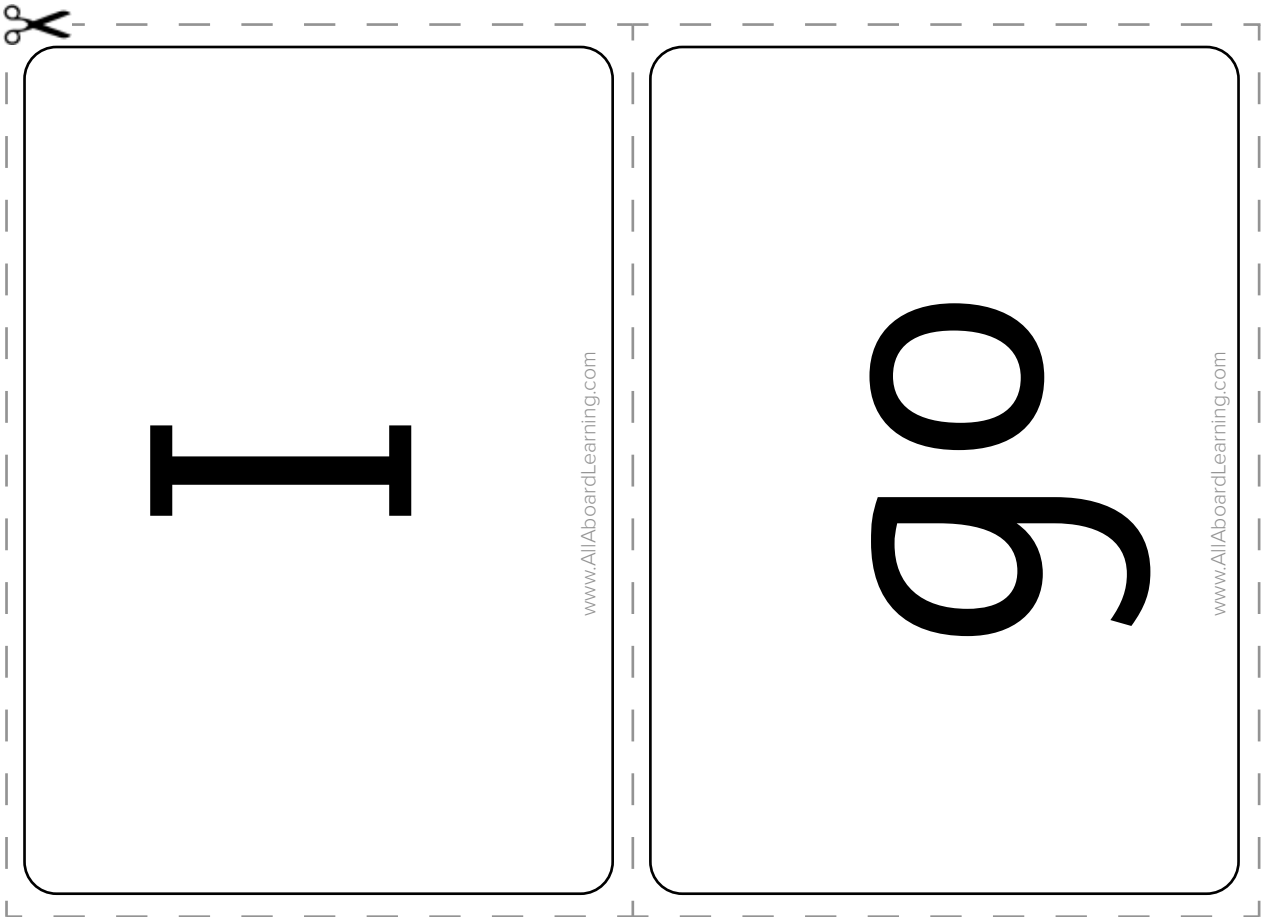
Tricky Word Flashcards



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A Guide for Parents on Daily Reading Practice

Dear Parent/Guardian,

Supporting your child with their reading development can be challenging, with time ever increasingly short these days!

These tips will help you to see the best possible reading progress for your child.

For many children who struggle, the act of reading becomes such a cycle of failure and stress that they can't even try at all. It's easy to become frustrated, as a parent, too. You must lower the stress level before any reading practice can become effective.

Tips for Reading Success

1. Short, Regular Lessons

- Keep reading practice sessions to no more than 10-15 minutes for better focus.
- Do reading practice every day as this makes it easier to build momentum and confidence.
- Always stop if frustration starts to rise. It is vital to reduce stress.
- Try a morning reading routine if your child finds it hard later in the day.

2. Affirm Frequently

- Give an affirmation ("yep", "good", "well done") every time your child gets something right or at least every 5 seconds.
- Avoid saying "no", and instead say something gentler like "Almost... let's have another look."
- Follow the Rule of 5: For every correction or criticism, you have to say 5 positive things. This avoids the association between the helper's voice and, "Oh no, I got it wrong!"

3. Help With Any Difficulties

- When your child has trouble with a word, avoid leaving them to struggle, as this can lead to low confidence. Help them sound out the word rather than guess.
- Walk through the difficult words as a team and then move on, so that more time is spent on reading easier words successfully.

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Glossary

Alliteration	When a phrase contains words beginning with the same onset sound e.g. “Betty bought a bit of butter”, “Sally Smith”.
Allophone	Phonemes get pronounced in subtly different ways, depending on factors like the position in the word and surrounding phonemes. These different versions are called the allophones of a single phoneme. For example, in most British dialects, the phoneme /l/ is pronounced in different ways depending on the phoneme’s position in the word. When at the beginning of the word, it’s pronounced with the tongue just behind the front teeth (think “love”). On the other hand, when the /l/ is not an onset sound, as in “bottle”, it’s articulated with the tongue further back in the mouth. Each of these versions is an allophone of the /l/ phoneme, because we still perceive them both as the /l/ sound, despite their differences.
Blending	The process of putting the sounds together to form the word, after sounding out a word. For example, a child might sound out /t/... /o/... /p/..., and then blend the sounds together to say “top”.
CVC	This initialism stands for consonant - vowel - consonant, which forms the structure of a word e.g. s-a-t is a CVC word. You will also see variations of this initialism, such as CVCC (e.g. hunt) and CCVC (e.g. slip).
Decoding	Reading words by working out the phonemes relating to each grapheme and blending those together. Sounding out + blending = decoding. With time and practice, decoding begins to happen in the subconscious and no longer involves consciously sounding out and blending. The brain starts to do it for you automatically.
Digraph	A grapheme containing two letters that represents just one phoneme, e.g. <ch>, <ai>.
GPC (Grapheme Phoneme Correspondence)	The fact of a particular grapheme being able to represent a particular phoneme. GPCs are not unique links for each grapheme and phoneme. For instance, there is a GPC between the grapheme <ow> and the phoneme /ow/ (as in “cow”). There is also another GPC between the same grapheme <ow> and the phoneme /oa/ (as in “low”).

Grapheme	A written representation of a phoneme. Graphemes can be made up from 1 letter or 2-4 letters. For example, in “thought”, the graphemes are <th>, <ough>, and <t>.
Letter Name	The name commonly used when referring to letter shapes and sung when singing the alphabet.
Oral Blending	This involves hearing phonemes and being able to merge them together to say a word. Children need to develop this skill before they will be able to blend the sounds of written words silently.
Oral Segmenting	The act of hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them. For example, a child could hear the word “dog” and they would then break it down into “/d/ /o/ /g/”.
Phoneme	The smallest unit of sound in a word. There are 44 phonemes in the English language. Phonemes can be put together to make words. For example, the word “cat” is made up of the phonemes /c/, /a/, /t/.
Phonemic Awareness	The ability to hear, identify and manipulate individual sounds in spoken words.
Pictophone	A distinctive visual character representing a phoneme of the English language which can be used as an aid in reading practice. For example, the Astronaut Being Taught is used to represent the short /a/ sound, as in “cat”. This is a term unique to All Aboard Phonics.
Segmenting (for spelling)	Segmentation for spelling is a combination of oral segmenting and letter recall. In the early stages of spelling development, one must first orally segment the word into its sounds, and then recall the letters which represent those sounds, and write them down.
SSP (Systematic Synthetic Phonics)	A method that teaches phonemes then the blending of those phonemes to say words. The phonemes are taught in a sequence following a set of phases, hence the term “systematic”.
Tricky Words	Frequently used words that cannot be decoded easily because they have unusual GPCs, such as “the”.
Trigraph	A grapheme containing three letters that represents just one phoneme, e.g. <air>, <igh>, <tch>.

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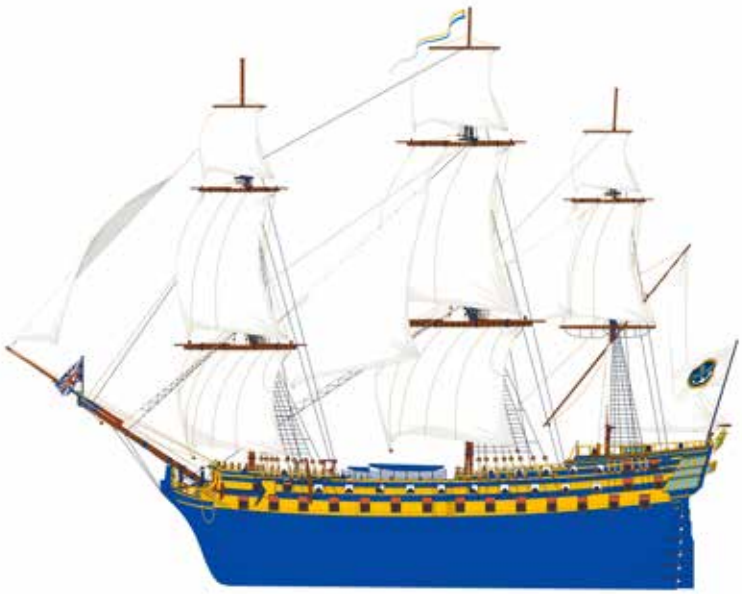
PHASE 2

All Aboard Phonics
Phase 2 Teacher Manual Second Edition



All Aboard Phonics is a systematic synthetic phonics programme that is used by progressive school literacy teams who are looking to achieve the very best possible results for their children, year after year.

It provides a complete programme to teach phonics in a fun, multi-sensory way with clear signposting of expected progress. All Aboard Phonics taps into children's imaginations making learning fun and easy to remember. The manual includes all of the lesson plans, resources and assessment materials required to meet learning objectives.

In Phase 2, the children learn their first letters and sounds, build up their phonemic awareness and practise decoding and writing CVC words.

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