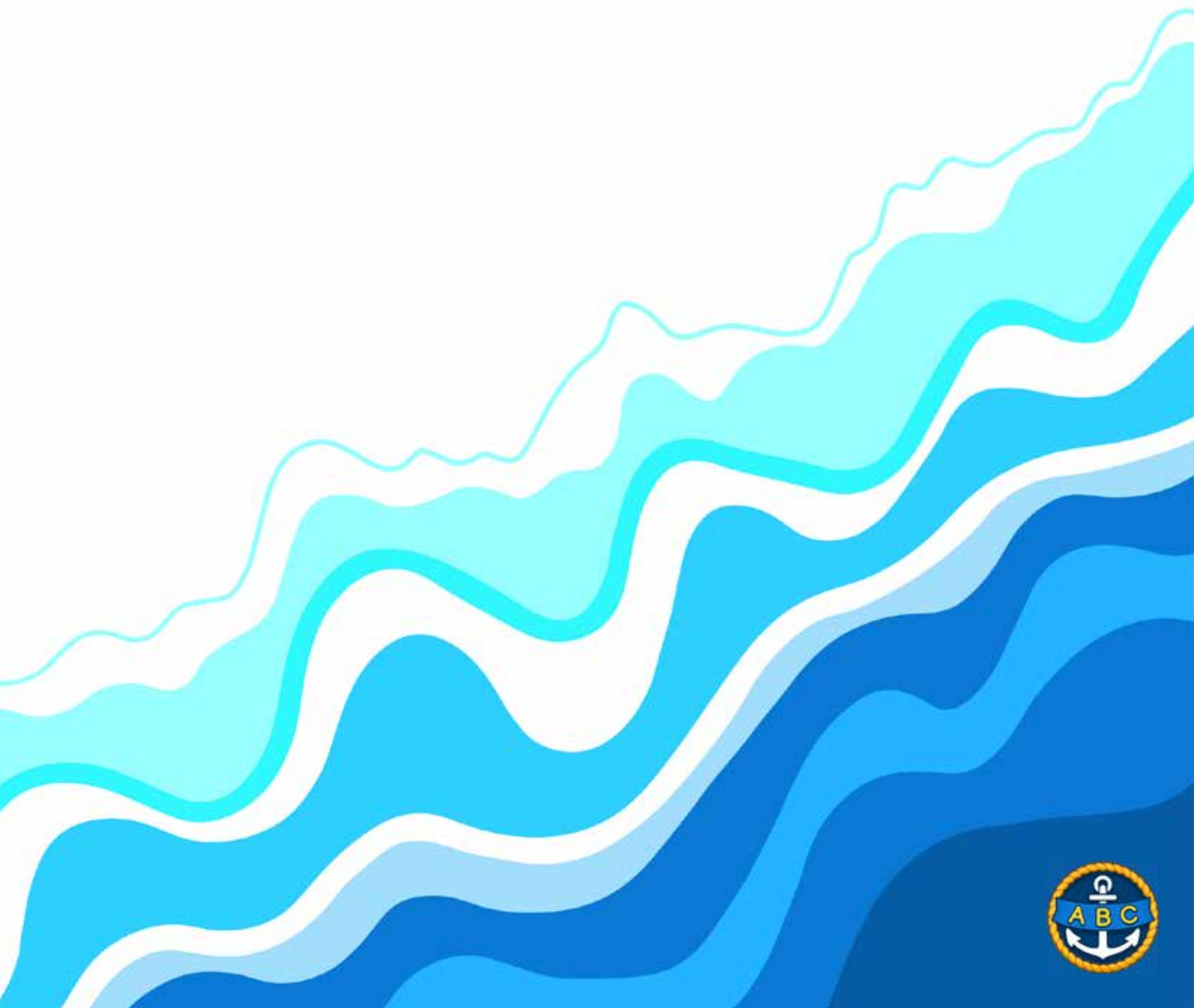
All Aboard Phonics

Phase 4 Teacher Manual
Second Edition

David Morgan & Katie Selwood



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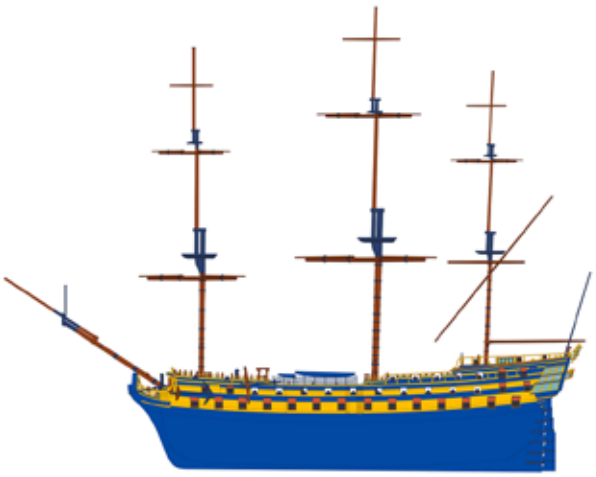

Introduction

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 4, children consolidate their knowledge of graphemes in reading and learn to spell words containing adjacent consonants and polysyllabic 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 All Aboard Phonics 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, fear, love, the future... 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, two syllable words	

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	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.

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.
2. Segment the word into the individual phonemes for the children, which are /k/ /a/ /t/ in this case. Be very precise about making just the sound of the letter, not “kuh... a.... tuh”. The /k/ 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.

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 decoding. 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 143 *A Guide for Parents on Daily Reading Practice*. It is easy to think home reading will be straightforward; however it 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.

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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 assessment for Phase 4.

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.

You can try the end of phase assessment at the beginning of Phase 4 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

Phase 4 consolidates learning from Phase 2 and 3.

Children entering this phase are expected to be able to represent each of the phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some tricky words

The purpose of Phase 4 is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

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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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 pupils evaluate progress and encourage them to take responsibility for their learning.

Revisit

Every phonics lesson should start with some revision of the sounds, graphemes, and tricky or high frequency words previously taught. The simplest way to do this is by holding up flashcards, one at a time, in quick succession. The children should call out the sounds (as in Quickdash) or write the graphemes (as in Quickwrite). We also have a number of other activities that can be used to practise decoding which you will find in each lesson plan and in the Activity Bank.

Teach

This is the part of the lesson where you will teach CVCC words, CCVC words, polysyllabic words or tricky words.

Practise

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

Teacher: *"Now we're ready to set sail!"*

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 106.

Apply

For the final part of the lesson, we have provided a game that encourages more independent work, and provides an opportunity to assess individual children's progress. We have also included a suggested worksheet for children to complete that you can use in place of the Apply activity, as an add-on, or to send home to work on. 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 practise independently. You might find that referring to our activity bank 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 practice 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.

CVCC Words

Introduce

- **Objective:** *"Today we are learning to read a new kind of word, called CVCC words! That is a word that starts with a consonant, has a vowel in the middle, then ends in 2 consonants."*

Revisit

- **Quickdash:** Review the graphemes/pictophones learned so far, cycling through the front and back at increasing speed. Children shout out the sound for each grapheme and pictophone shown (e.g. they say "sss" for <s> and the Seal).

Teach

- Teach reading CVCC words by drawing 4 boxes on the whiteboard. Fill in the first three with <t> <e> <n>. Sound-talk and blend. Add the letter <t> to make "tent". Sound-talk again. Ask children to join in. Repeat with other words. (went, best, tilt, help, lift, just, lost)

Practise

- **Word Match:** Stick the object flashcards on the board and hand out the word flashcards to children who are sat in pairs. Each pair decodes and blends their word, then finds the matching image on the board. (bend, tent, belt, tusk, gift, pond, wind, lamp)

Apply

- **Phoneme Frame:** Draw 4 frames on the board and have the children draw 4 frames on their mini whiteboards. Hold up 4 fingers, say a CVCC word from the word lists above, and then sound-talk it, pointing at a finger at a time for each phoneme. Ask the children to do the same. As a class, write each grapheme in the phoneme frames on mini whiteboards. Repeat with a few words without modelling it on the board first.
- Children can also use the worksheet.

Teacher Notes

Some children may find the inner consonants quite tricky to hear. If this is the case, additional blending support should be provided. You can find this support in our All Aboard Phonics Plus manual.

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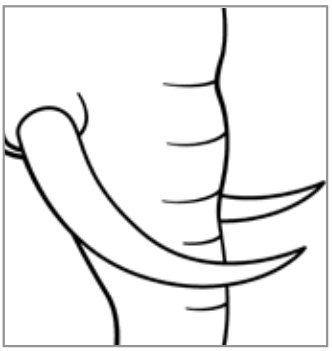
Word Fishing

We are trying to catch the images for these words today! Draw a line from the word to its matching image.

nest

tent



tusk

gift

Tricky Words (said, so)

Introduce

- **Objective:** *"Today we are learning the new tricky words: said, so."*

Revisit

- **Quickwrite:** Say a phoneme and ask the children to write it on their whiteboards then hold up to share. Repeat with a few phonemes.

Teach

- Introduce the new tricky words, sound-talking them. Cycle through them a few times. Ask the children for help using them in sentences.

Practise

- **Tricky Word Race:** Pick 5-10 of the tricky word cards learned so far, including today's words (we have included the tricky words from this unit at the back of this manual). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Apply

- **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase. Then show the picture included in today's resources and ask the children if it is a match to the phrase. Repeat with second set if desired. "I said not to do that!" "The sun is so bright."
- Children can also use the worksheet.

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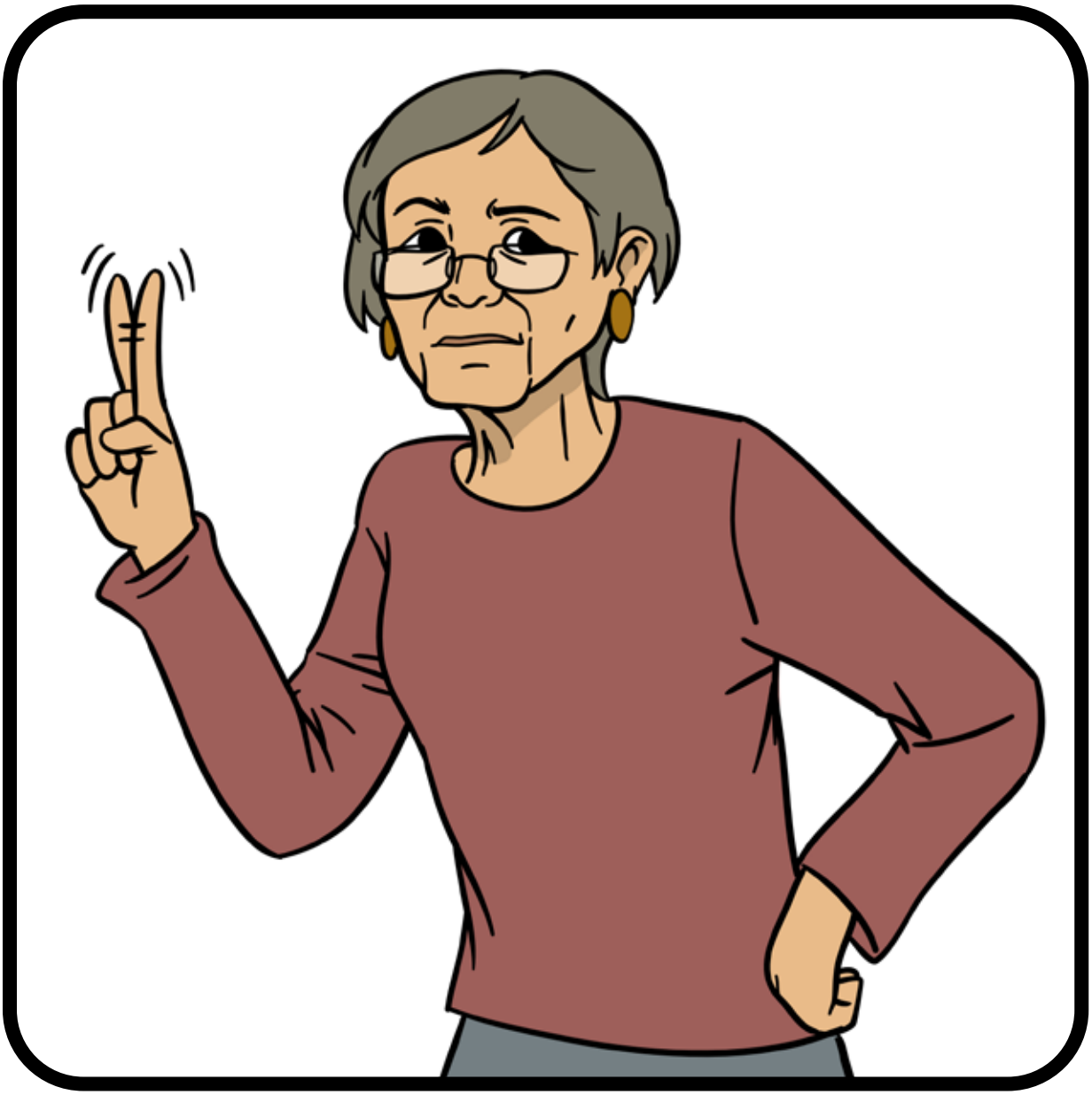

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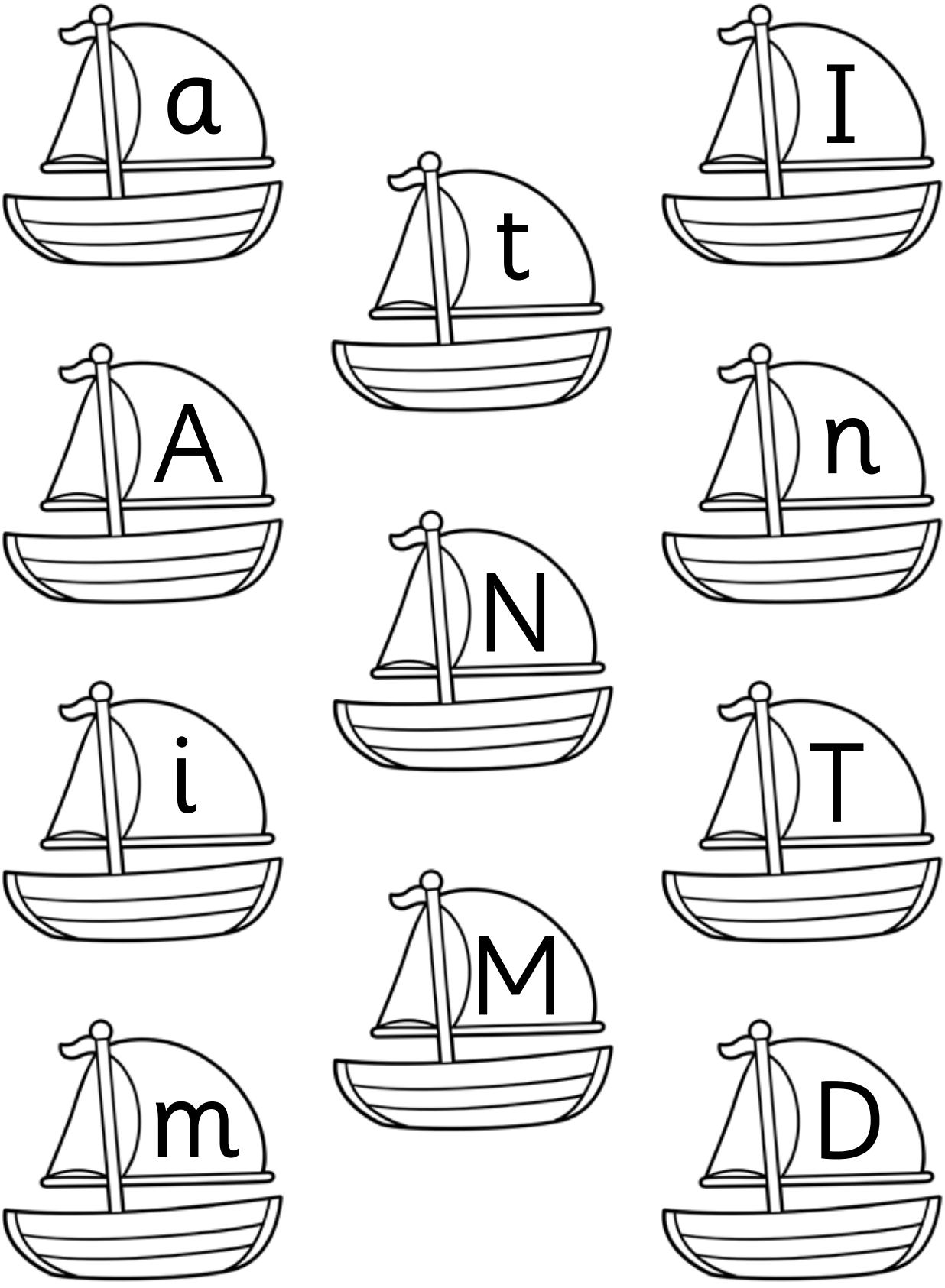
Captain Capital

You are the captain of all the boats with capital letters. Colour in the sails on the boats with capital letters.



Spelling CVCC Words

Introduce

- **Objective:** "*Today we are learning to spell our new kind of word - CVCC words.*"

Revisit

- **Quickdash:** Review the graphemes/pictophones learned so far, cycling through the front and back at increasing speed. Children shout out the sound for each grapheme and pictophone shown.

Teach

- Draw 4 phoneme frames on the board. Say the word "bend". Sound-talk it slowly. Write the word in the phoneme frames, phoneme by phoneme. Repeat with "gift".

Practise

- **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"! (felt, selp, lift, celb, nilt, lost, tilb, tilt)

Apply

- **Mini Whiteboard Work:** Dictate a word for the children to write on their whiteboards and hold up. (band, help, bolt)
- Children can also use the worksheet.

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Letters Lost at Sea

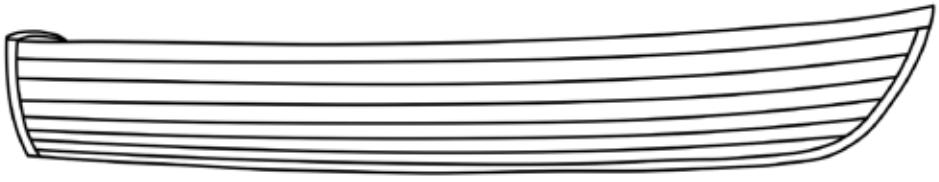
Oh no, the waves have almost completely washed away the letters! Spell out the word - the first letter(s) for each word is given. You can use the letter bank at the bottom of the page if you get stuck!

b

n

p

n e t d s l o



Spelling Tricky Words (he, she, we, me, be)

Introduce

- **Objective:** "*Today we are learning to spell some of our old tricky words: he, she, we, me, be. They have a pattern, so see if you can spot it!*"

Revisit

- **Quickwrite Capitals:** Say a phoneme and ask the children to write the capital letter for that sound on their whiteboards then hold up to share. Repeat with a few phonemes.

Teach

- Write the word "he" on a whiteboard. Check that all children can read it. Say a sentence using the word. Sound-talk the word, raising a finger for each phoneme. Ask children to do the same. Discuss the letters required for each phoneme, using letter names. Ask children to trace the shapes of the letters with their fingers. Write the other words on the board and point out that the <e> represents the long /ee/ sound in each word!

Practise

- **Phoneme Frame:** Draw 2 frames on the board. Hold up 2 fingers, say a tricky word, and then sound-talk it, pointing at a finger at a time for each phoneme. Ask the children to do the same. As a class, write each grapheme in the phoneme frames on the board/ mini whiteboards. Repeat with the remaining tricky words without modelling it on the board first. (he, she, we, me, be)

Apply

- **Write Race:** First, model writing the word "he". Then, give the children 60 seconds to see how many times they can write the word on a whiteboard. Count up at the end. Repeat with "she" and "we".
- Children can also use the worksheet.

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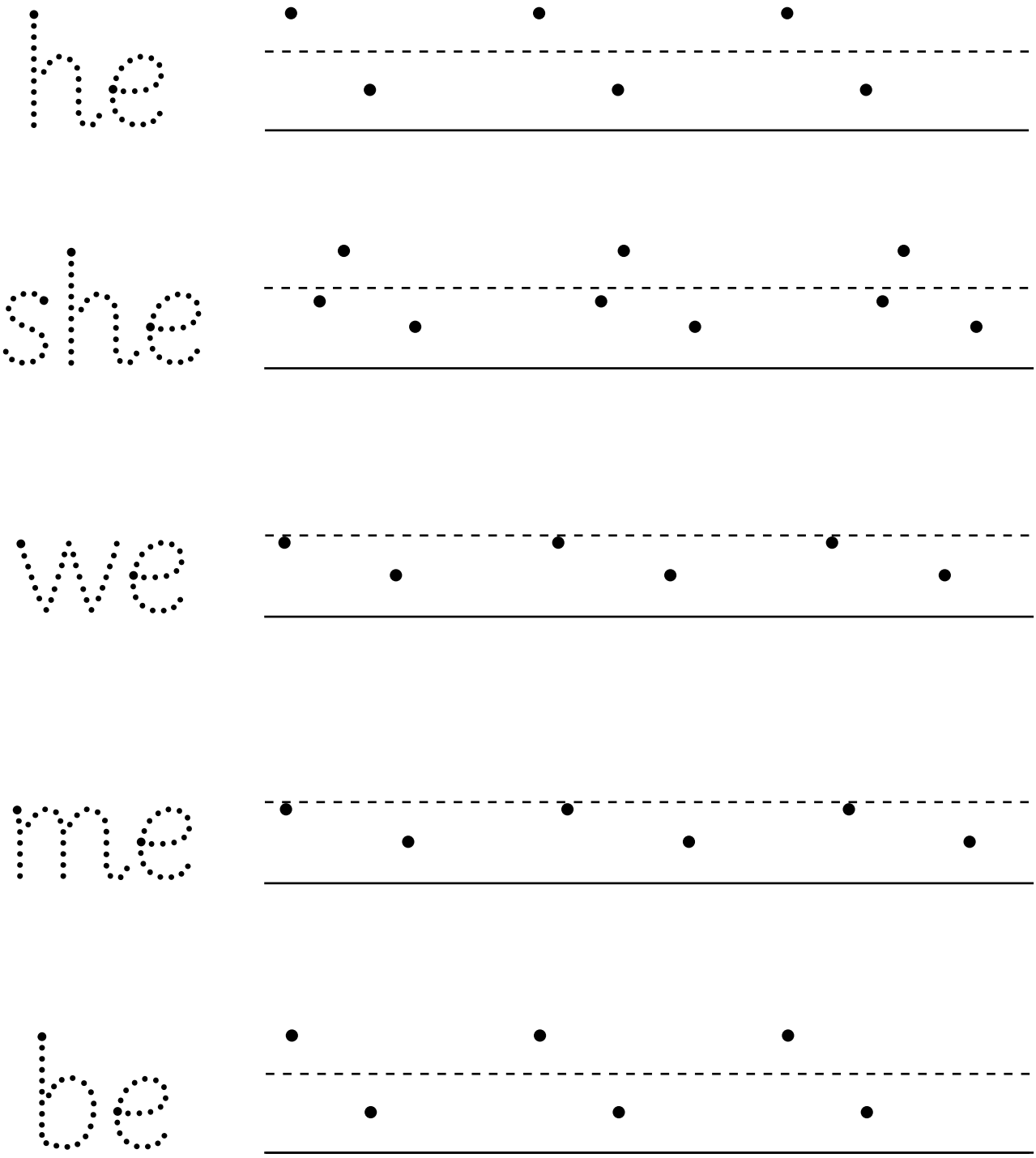
Ship-Shape Words

We have practised our letters before but now we need to get our tricky words right! Trace them then write them out three times.



Review Day: CVCC Words

Introduce

- **Objective:** "*Today we are reviewing reading and spelling CVCC words, and also reading and spelling our tricky words.*"

Revisit

- **Letter Pops:** Hand out some grapheme cards learned so far. Say a sound and the children holding that letter card hold it up high above their head.

Teach

- **Sound-A-Word:** Write some words on the board, to practise decoding and blending as a class. (lift, she, so, damp, said, hump, was, dent, kept, my)

Practise

- **Word Match Lines:** Children stand in 2 lines. Hand out the object flashcards to 1 line and the corresponding word flashcards to the other. The word flashcard student decodes their word (or holds it up for the class to decode together) and then finds the corresponding image from other line. (bend, tent, belt, tusk, gift, pond, wind, lamp, nest, sink, bank, lump, camp, dent, list)

Apply

- **Yes/No:** Give children cards which say YES or NO (with tick mark or x also shown). Have them decode the phrases then hold up the cards with the right answer! Ask for volunteers to read each phrase afterwards. "Can you get damp in the rain?" "Will a tusk be soft?" "Can I get milk in a pond?"
- Children can also use the worksheet.

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Capital Cannon

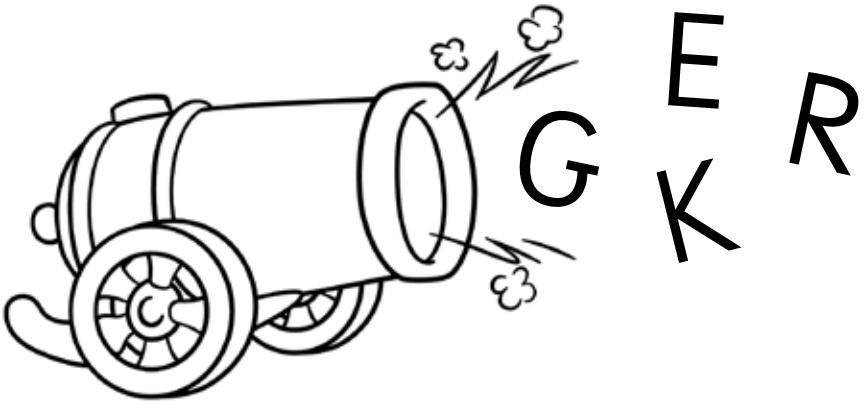
We need more capitals to fire out of the cannon! Trace the capitals and their lower case letters, then have a go at writing them on your own.

Gg Gg Gg

Kk Kk Kk

Ee Ee Ee

Rr Rr Rr



CCVC Words

Introduce

- **Objective:** *"Today we are learning to read a new kind of word, called CCVC words! That is a word that starts with two consonants, has a vowel in the middle, then ends in another consonant."*

Revisit

- **Quickdash:** Review the graphemes/pictophones learned so far, cycling through the front and back at increasing speed. Children shout out the sound for each grapheme and pictophone shown.

Teach

- Teach reading CCVC words by drawing 4 boxes on the whiteboard. Fill in the last three with <p> <o> <t>. Sound-talk and blend. Add the letter <s> to first box to make spot. Sound-talk again. Ask children to join in. Repeat with more words. (from, stop, spot, plan)

Practise

- **Word Match:** Stick the object flashcards on the board and hand out the word flashcards to children who are sat in pairs. Each pair decodes and blends their word, then finds the matching image on the board. (frog, step, flag, sniff, pluck, stop, swim, gran)

Apply

- **Phoneme Frame:** Draw 4 frames on the board and have the children draw 4 frames on their mini whiteboards. Hold up 4 fingers, say a CCVC word from the word lists above, and then sound-talk it, pointing at a finger at a time for each phoneme. Ask the children to do the same. As a class, write each grapheme in the phoneme frames on mini whiteboards. Repeat with a few words without modeling it on the board first.
- Children can also use the worksheet.

Teacher Notes

Some children may find the inner consonants quite tricky to hear. If this is the case, additional blending support should be provided with games like Word Breaker. You can find this support in our All Aboard Phonics Plus manual.

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Word Fishing

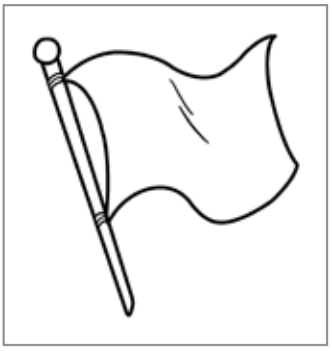
We are trying to catch the images for these words today! Draw a line from the word to its matching image.

frog

swim

flag

gran



Tricky Words (have, like, some, come)

Introduce

- **Objective:** *"Today we are learning the new tricky words: have, like, some, come."*

Revisit

- **Quickwrite:** Say a phoneme and ask the children to write it on their whiteboards then hold up to share. Repeat with a few phonemes.

Teach

- Introduce the new tricky words, sound-talking them. Cycle through them a few times. Ask the children for help to use them in sentences.

Practise

- **Tricky Word Race:** Pick 5-10 of the tricky word cards learned so far, including today's words (we have included the tricky words from this unit at the back of this manual). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Apply

- **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase. Then show the picture included in today's resources and ask the children if it is a match to the phrase. Repeat with second set if desired. "I have come for some butter." "I like plums."
- Children can also use the worksheet.

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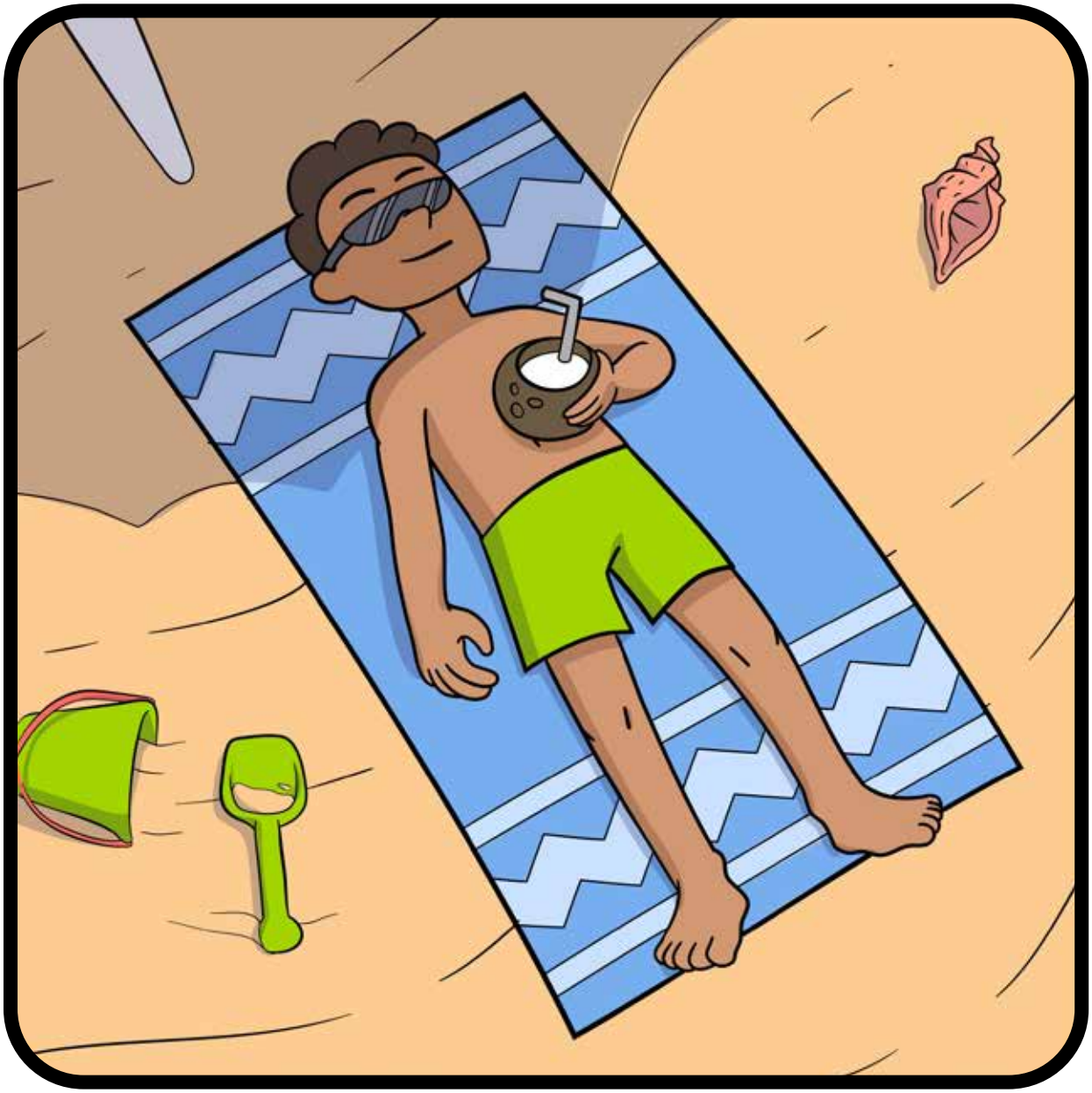

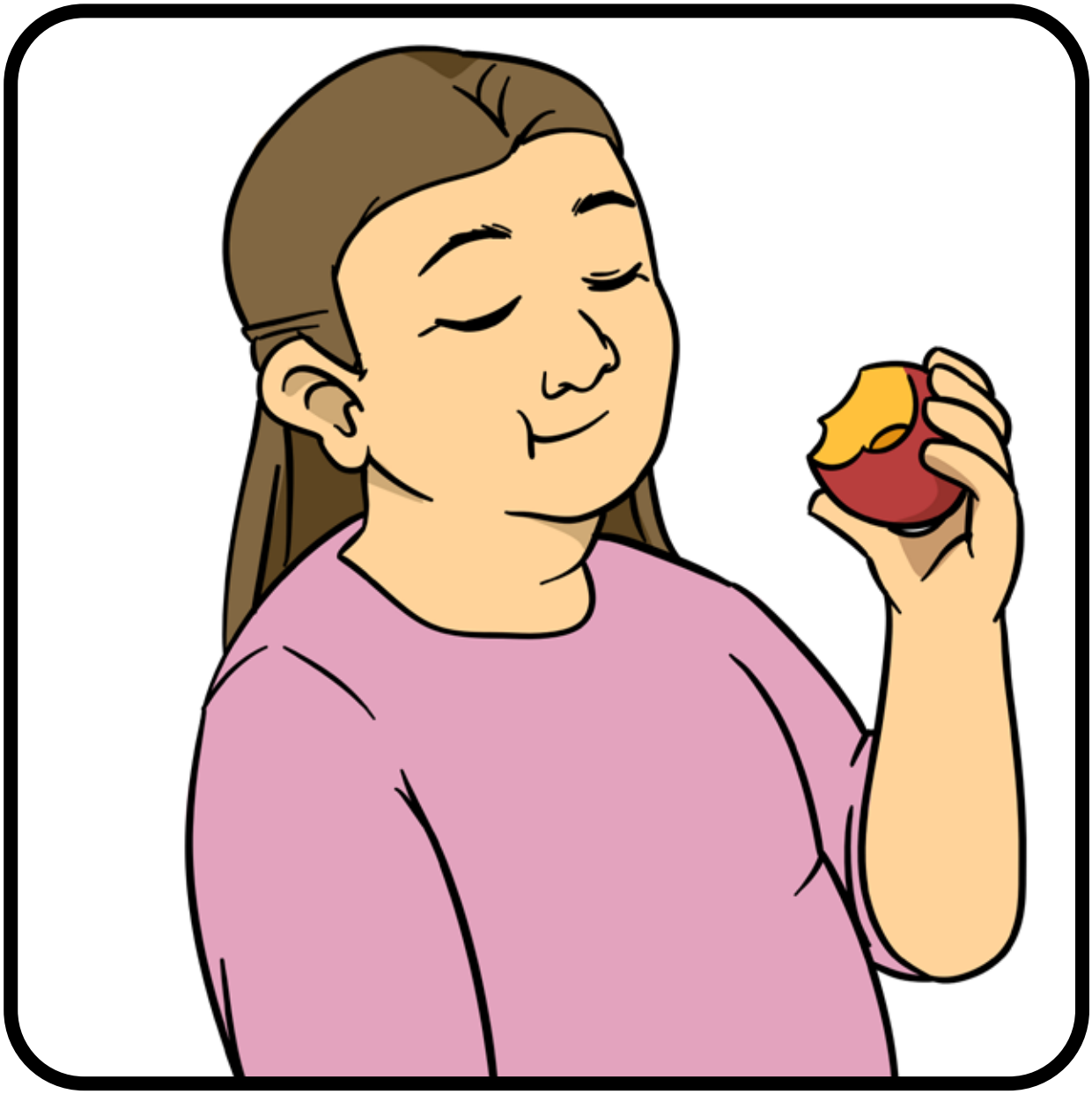

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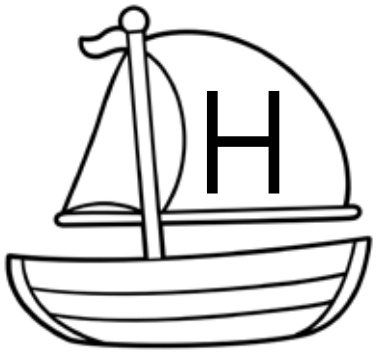
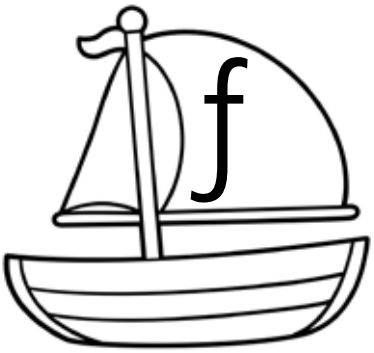
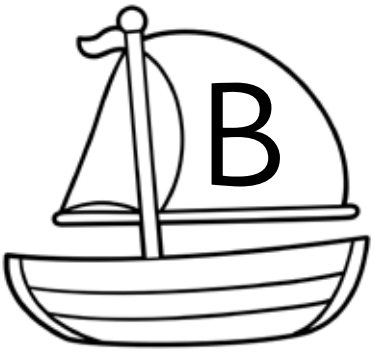
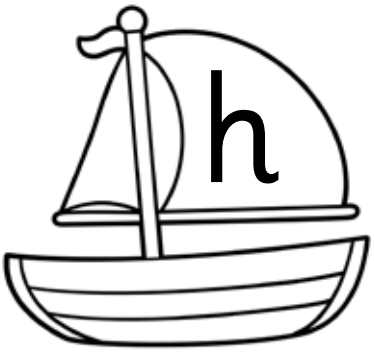
Captain Capital

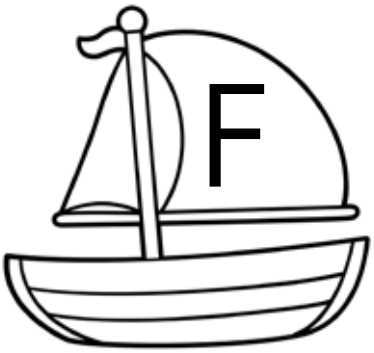
Captain, you need to get your boats in order. Draw a line from a boat with a capital letter to a boat with a matching lowercase letter.

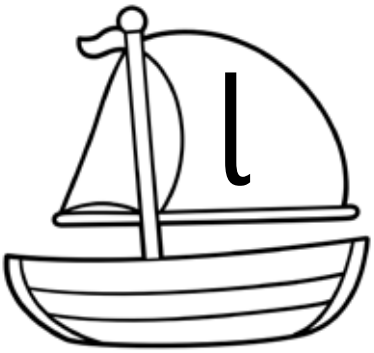


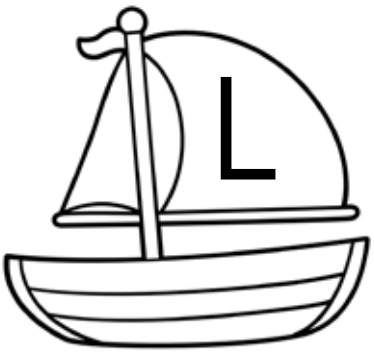


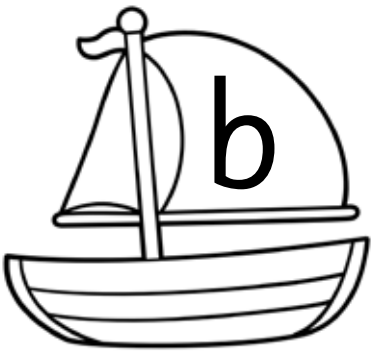












Spelling CCVC Words

Introduce

- **Objective:** "*Today we are learning to spell our new kind of word - CCVC words.*"

Revisit

- **Quickdash:** Review the graphemes/pictophones learned so far, cycling through the front and back at increasing speed. Children shout out the sound for each grapheme and pictophone shown.

Teach

- Draw 4 phoneme frames on the board. Teacher says the word "stop". Sound-talk it slowly. Write the word in the phoneme frame. Repeat with "spin".

Practise

- **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to segment it (or break it apart) into its sounds. Then the whole class blends the word together again. (trap, grab, spun, flag, trick)

Apply

- **Mini Whiteboard Work:** Dictate a word for the children to write on their whiteboards and hold up. (snug, spit, plan)
- Children can also use the worksheet.

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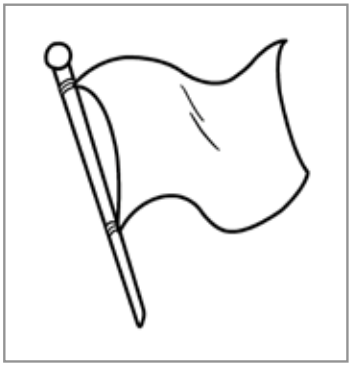
Letters Lost at Sea

Oh no, the waves have almost completely washed away the letters! Spell out the word - the first letter(s) for each word is given. You can use the letter bank at the bottom of the page if you get stuck!

s



f

g

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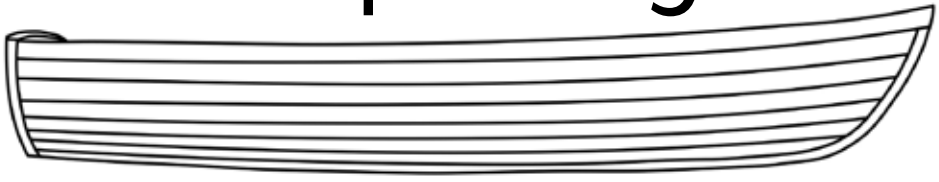

Spelling Tricky Words (was, you)

Introduce

- **Objective:** "*Today we are learning to spell some of our old tricky words: was, you.*"

Revisit

- **Quickwrite Capitals:** Say a phoneme and ask the children to write the capital letter for that sound on their whiteboards then hold up to share. Repeat with a few phonemes.

Teach

- Write the word "was" on a whiteboard. Check that all children can read it. Say a sentence using the word. Sound-talk the word, raising a finger for each phoneme. Ask children to do the same. Discuss the letters required for each phoneme, using letter names. Explain that it sounds like we need /o/ in the middle of this word but this word is special and we have to train our brains to remember to spell it with the letter <a>. Ask children to trace the shapes of the letters with their fingers. Repeat with the word "you."

Practise

- **Phoneme Frame:** Draw 3 frames on the board. Hold up 3 fingers, say one of the tricky words, and then sound-talk it, pointing at a finger at a time for each phoneme. Ask the children to do the same. As a class, write each grapheme in the phoneme frames on mini whiteboards. Repeat with a few words without modelling it on the board first. (was, you, fun, bit)

Apply

- **Write Race:** First, model writing the word "was". Then, give the children 60 seconds to see how many times they can write the word on a whiteboard. Count up at the end. Repeat with "you".
- Children can also use the worksheet.

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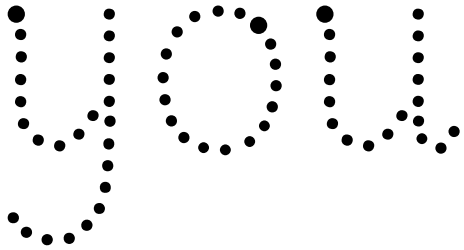
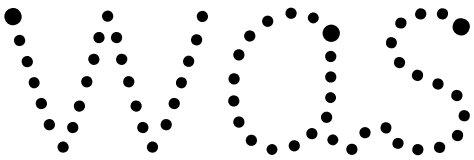
Ship-Shape Words

We have practised our letters before but now we need to get our tricky words right! Trace them then write them out three times.





Review Day: CCVC Words

Introduce

⚓ **Objective:** "*Today we are reviewing reading and spelling CCVC words.*"

Revisit

⚓ **Letter Pops:** Hand out some grapheme cards learned so far. Say a sound and the children holding that letter card hold it up high above their head.

Teach

⚓ **Sentence Sub:** Write a sentence on the board and model reading it. Then rub out a word and put in a different one. Ask the children to raise their hands if it makes sense. Ask for a volunteer to read it out, or decode it as a class. Repeat with new substitutions.

- I like to plan trips - like/have - plan/stop - trips/yelling.

Practise

⚓ **Word Match Lines:** Children stand in 2 lines. Hand out the object flashcards to 1 line and the corresponding word flashcards to the other. The word flashcard student decodes their word (or holds it up for the class to decode together) and then finds the corresponding image from other line. (gran, swim, clap, drop, sniff, flag, trip, frog, stop, crib, snap, crab, clam, scab, trap)

Apply

⚓ **Write the Caption:** Show the image representing the phrase. Try to work out what is going on in the picture as a class, then reveal the phrase and ask the children to write it on their whiteboards. "He trips on a frog."

⚓ Children can also use the worksheet.

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Capital Cannon

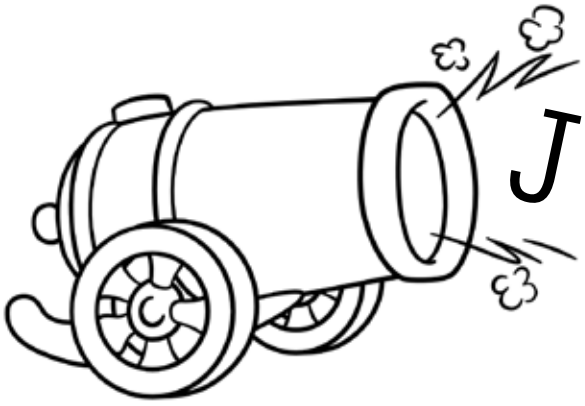
We need more capitals to fire out of the cannon! Trace the capitals and their lower case letters, then have a go at writing them on your own.

Jj Jj Jj

Vv Vv Vv

Yy Yy Yy

Zz Zz Zz



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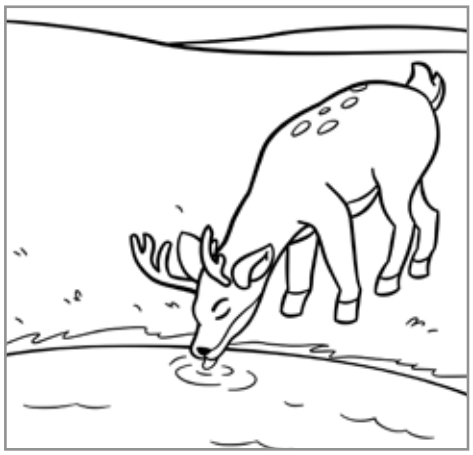
Aye-Aye Caption

Can you decode this caption, sailor? Read the caption and match it to the right image by drawing a line. Trace out the caption again below.

The deer sips from the pond.



The deer sips from the pond.

Two Syllable Words

Introduce

- **Objective:** *"Today we are learning how to read two syllable words."*

Revisit

- **Quickdash:** Review the graphemes/pictophones learned so far, cycling through the front and back at increasing speed. Children shout out the sound for each grapheme and pictophone shown.

Teach

- Write a two syllable word on the whiteboard making a slash between the syllables e.g. lunch/box. Sound talk the first syllable and blend it. Sound talk the second syllable and blend it. Combine both syllables. Repeat and ask the children to join in. Repeat with a few more words, asking for volunteers to come and put the slash between the two syllables. (problem, shellfish, upset)

Practise

- **Word Match:** Stick the object flashcards on the board and hand out the word flashcards to children who are sat in pairs. Each pair decodes and blends their word, then finds the matching image on the board. (starfish, windmill, treetop, sandwich, sandpit, sunlight, bedroom, batman, rocket, picnic, cactus, backpack)

Apply

- **Yes/No:** Give children cards which say YES or NO (with tick mark or x also shown). Have them decode the phrases then hold up the cards with the right answer! Ask for volunteers to read each phrase afterwards. "Can you jump on a rocket?" "Can a picnic be red?" "Can a hiccup hurt?"
- Children can also use the worksheet.

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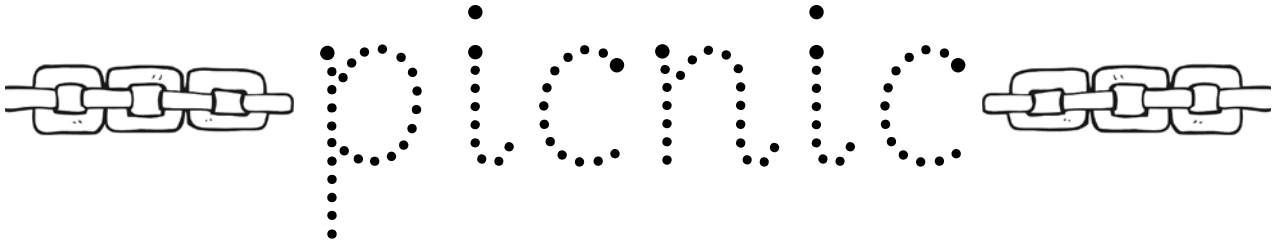
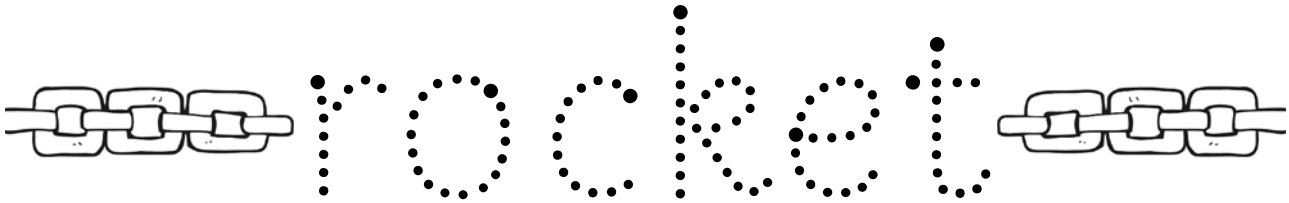
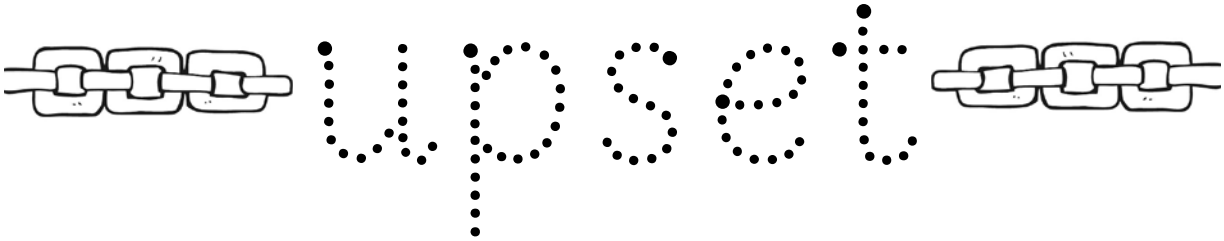
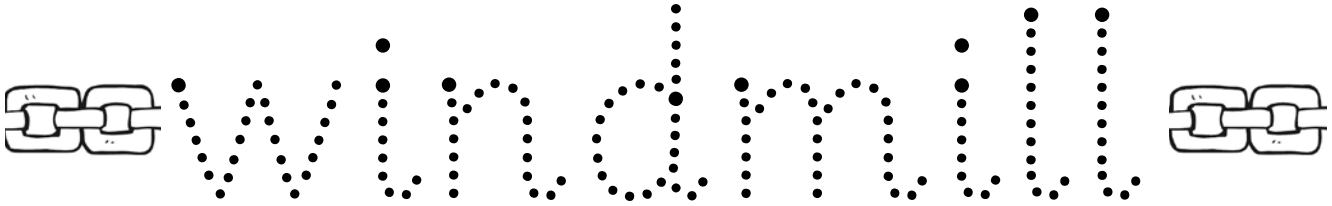
Save the Syllables

Oh no! These words have been captured by an enemy ship, help them escape by putting putting a slash in between the syllables and slashing their chains. Make sure to trace the words first.









Tricky Words (were, there, little, one)

Introduce

- **Objective:** *"Today we are learning the new tricky words: were, there, little, one."*

Revisit

- **Quickwrite:** Say a phoneme and ask the children to write it on their whiteboards then hold up to share. Repeat with a few phonemes.

Teach

- Introduce the new tricky words, sound-talking them. Cycle through them a few times. Ask the children to help you use them in a sentence.

Practise

- **Tricky Word Race:** Pick 5-10 of the tricky word cards learned so far, including today's words (we have included the tricky words from this unit at the back of this manual). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Apply

- **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase. Then show the picture included in today's resources and ask the children if it is a match to the phrase. Repeat with second set if desired. "That frog is a little one." "There were pigs in the pen."
- Children can also use the worksheet.

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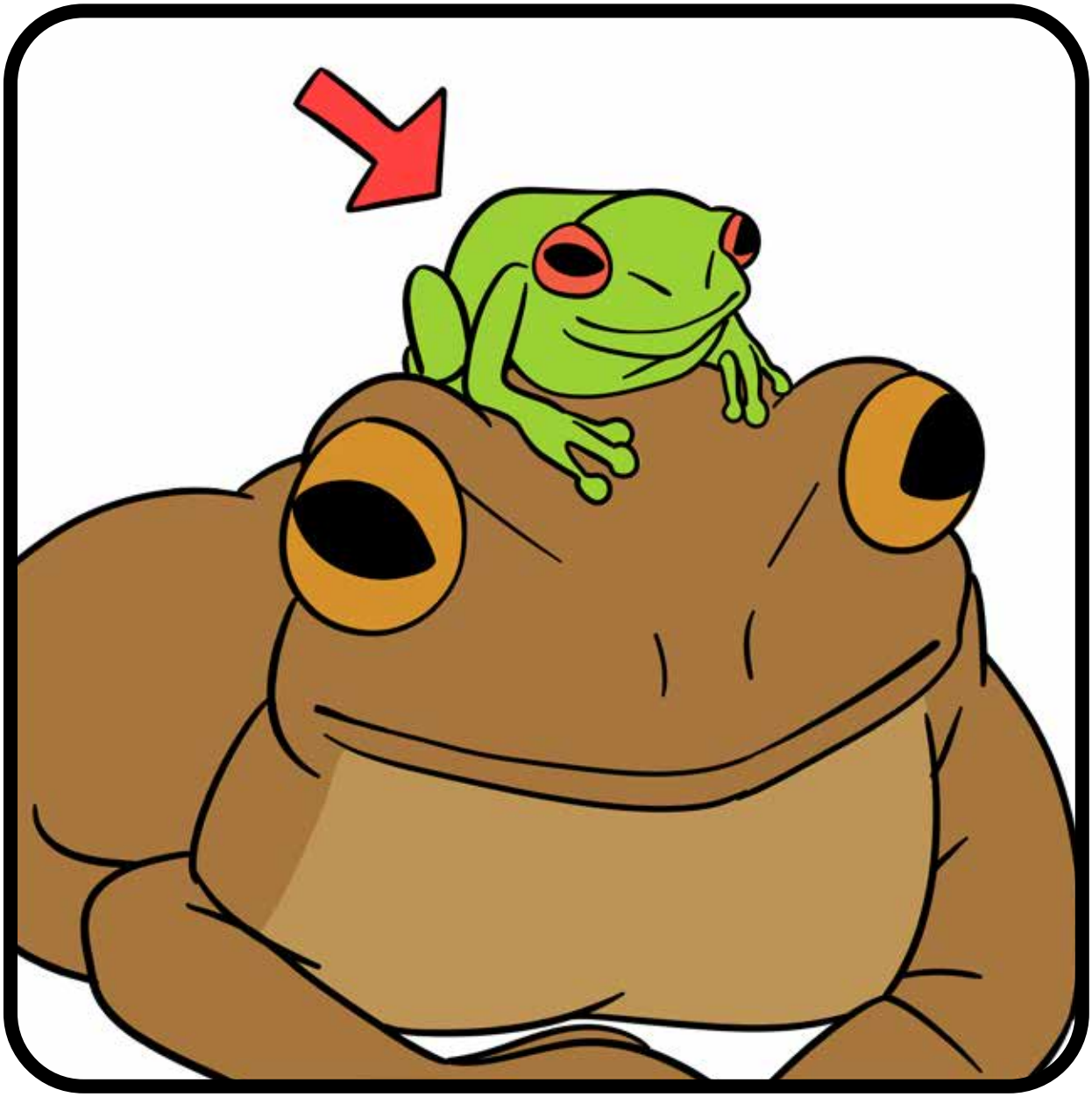

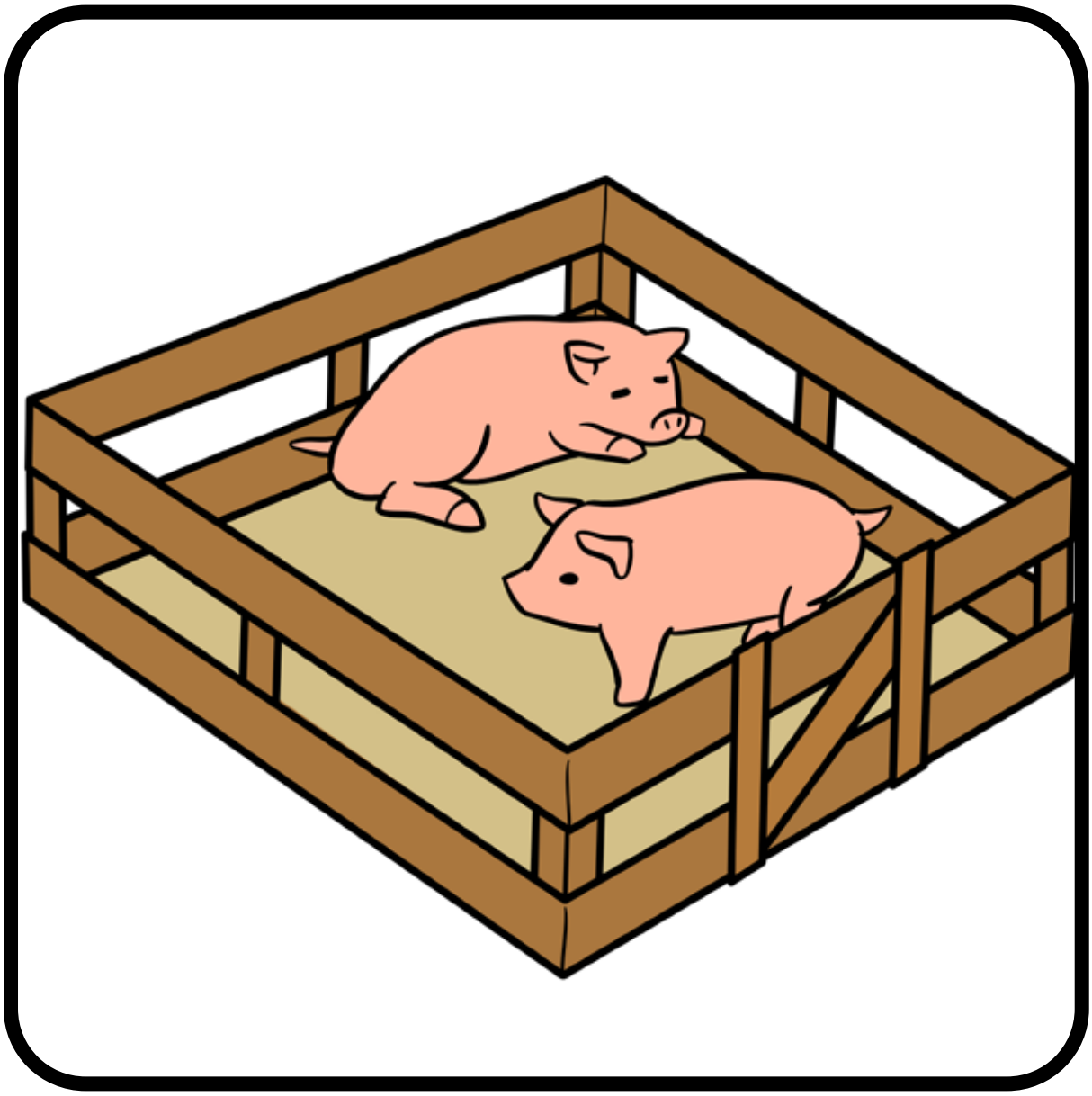

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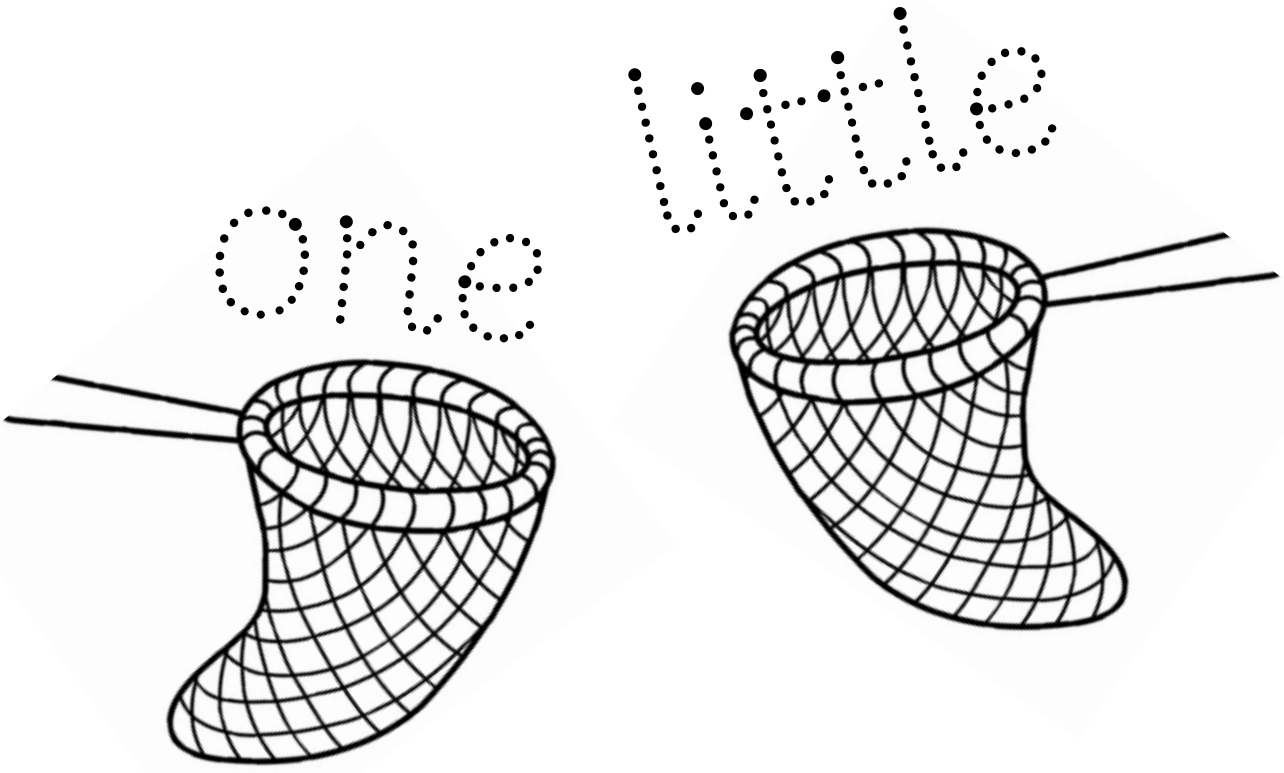
Trawling for Tricky Words

We are going to be catching some tricky words today! Complete these phrases using the tricky word choices in the nets. Make sure to trace the tricky words first.

There was _____ plum for me.

There were 3 _____ fish.



Spelling Two Syllable Words

Introduce

- **Objective:** "*Today we are learning how to spell two syllable words.*"

Revisit

- **Quickdash:** Review the graphemes/pictophones learned so far, cycling through the front and back at increasing speed. Children shout out the sound for each grapheme and pictophone shown.

Teach

- Say a two syllable word, e.g. desktop, clap each syllable and ask the children to do the same. Repeat with two or three more words (shellfish, upset, etc.). Clap the first word again and tell the children that the first clap is on "desk" so we need to start spelling that first. Ask the children for the sounds in "desk" and write them down sound by sound. Repeat with the second syllable. Ask for help to read the complete word. Repeat with another word.

Practise

- **Word Breaker:** Pick a two-syllable word and say it out loud to the class. Ask the children to segment it (or break it apart) into its syllables, and then its sounds. Then the whole class blends the word together again. (starlight, windmill, treetop, sandwich)

Apply

- **Mini Whiteboard Work:** Dictate a few two syllable words for the children to write on their mini whiteboards. (sandpit, sunlight, batman)
- Children can also use the worksheet.

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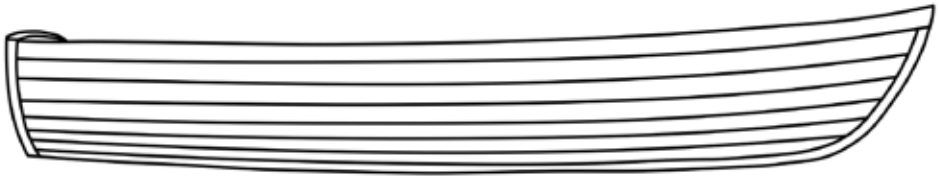
Letters Lost at Sea

Oh no, the waves have almost completely washed away the letters! Spell out the word - the first letter is given for the first two words. Can you write out the last word yourself? You can use the letter bank at the bottom of the page if you get stuck!

b

n

a t n b m



Spelling Tricky Words (they, all, are)

Introduce

- **Objective:** "*Today we are learning to spell some of our old tricky words: they, all, are.*"

Revisit

- **Quickwrite Capitals:** Say a phoneme and ask the children to write the capital letter for that sound on their whiteboards then hold up to share. Repeat with a few phonemes.

Teach

- Write the word "they" on a whiteboard. Check that all children can read it. Sound-talk the word, raising a finger for each phoneme. Ask children to do the same. Discuss the letters required for each phoneme, using letter names. Explain that although the word has the /ai/ phoneme at the end, we need to train our brains to spell it with <ey>. Ask children to trace the shapes of the letters with their fingers. Repeat with "all" and "are".

Practise

- Draw 3 frames on the board. Hold up 2 fingers, say a tricky word, and then sound-talk it, pointing at a finger at a time for each phoneme. Ask the children to do the same. Write each grapheme in the phoneme frames on the board. Have the children do the same on their whiteboards. (they, all, are)

Apply

- **Write Race:** First, model writing the word "they". Then, give the children 60 seconds to see how many times they can write the word on a whiteboard. Count up at the end. Repeat with "all", "are".
- Children can also use the worksheet.

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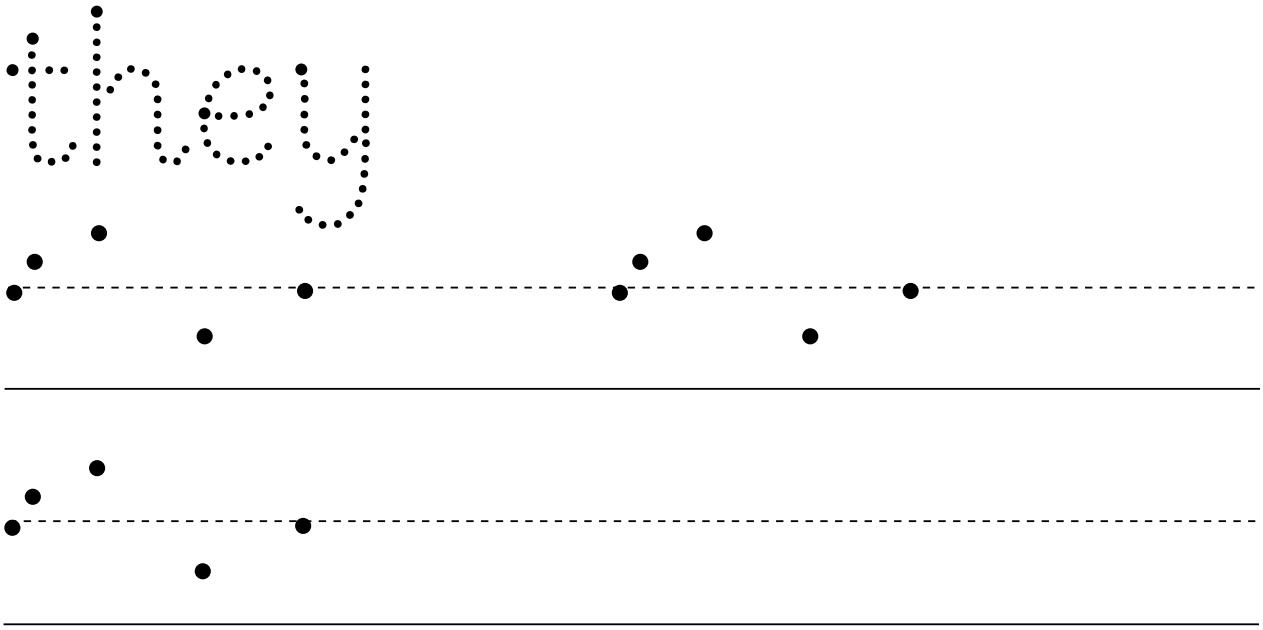
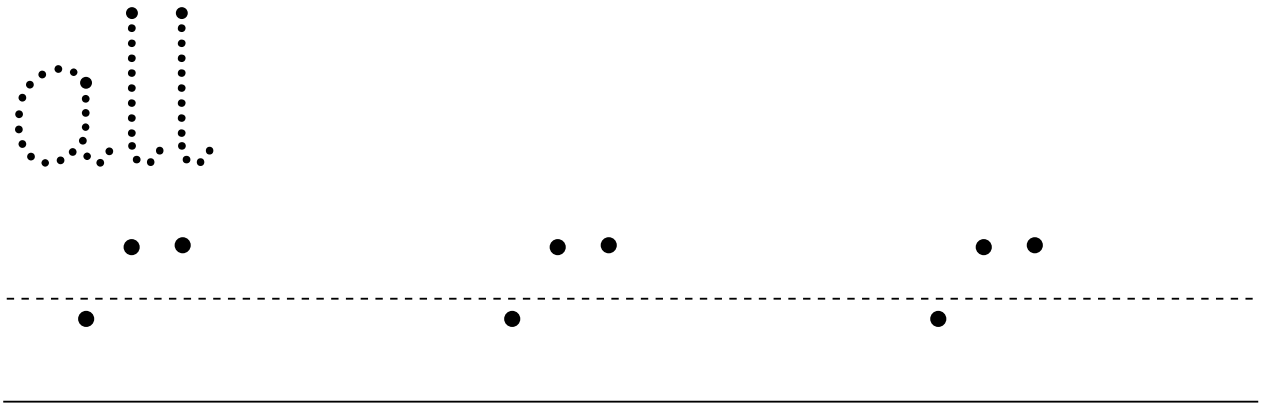
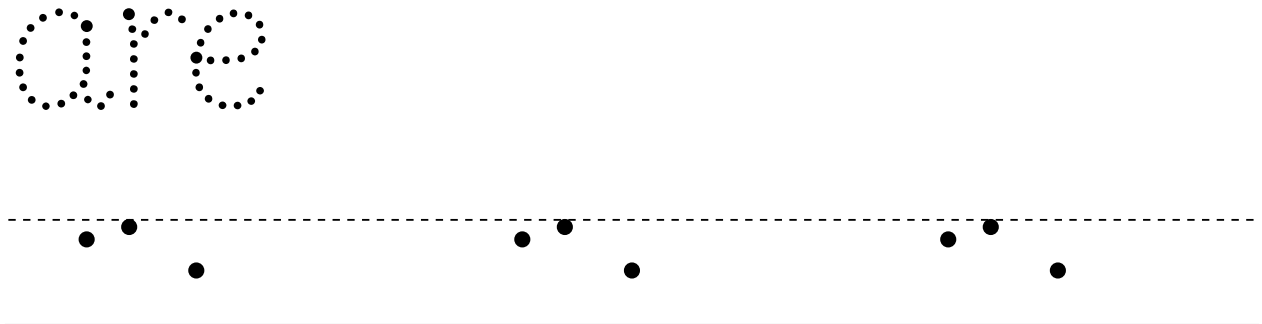
Ship-Shape Words

We have practised our letters before but now we need to get our tricky words right! Trace them then write them out three times.







Review Day: CVCC/CCVC

Introduce

⚓ **Objective:** "*Today we are reviewing reading and spelling CVCC and CCVC words.*"

Revisit

⚓ **Letter Pops:** Hand out some grapheme cards learned so far. Say a sound and the children holding that letter card hold it up high above their head.

Teach

⚓ **Sentence Sub:** Write a sentence on the board and model reading it. Then rub out a word and put in a different one. Ask the children to raise their hands if it makes sense. Ask for a volunteer to read it out, or decode it as a class. Repeat with new substitutions.

- There were six flowers on the desk - six/black - flower/socks - desk/slug.

Practise

⚓ **Word Match Lines:** Children stand in 2 lines. Hand out the object flashcards to 1 line and the corresponding word flashcards to the other. The word flashcard student decodes their word (or holds it up for the class to decode together) and then finds the corresponding image from other line. (gran, frog, trip, flag, list, nest, sandwich, windmill, batman, tent, tusk, lamp, belt, bunk, sink)

Apply

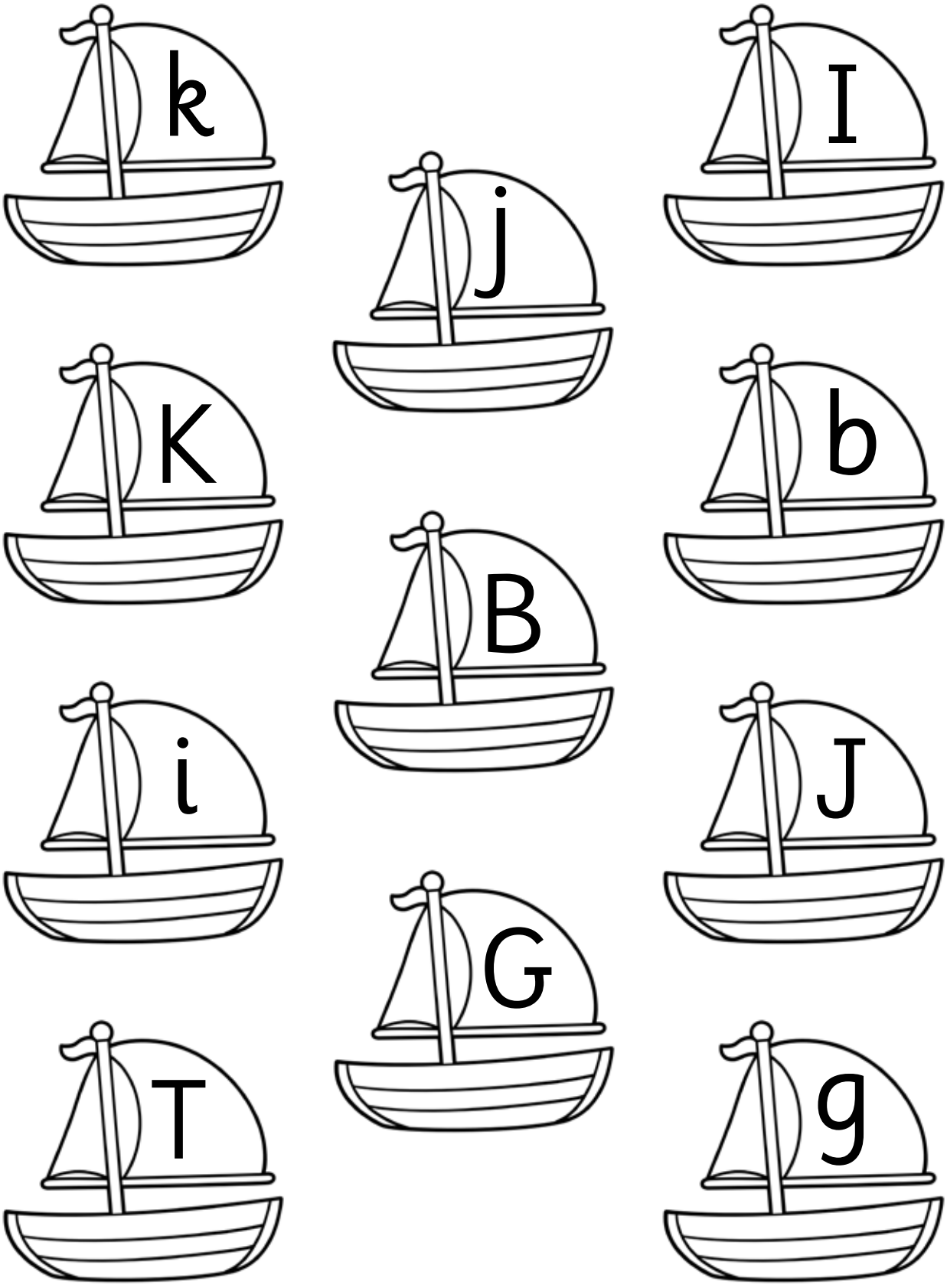
⚓ **Write the Caption:** Show the image representing the phrase. Try to work out what is going on in the picture as a class, then reveal the phrase and ask the children to write it on their whiteboards. "She slips on a damp rock."

⚓ Children can also use the worksheet.

 © 2021

Captain Capital

You are the captain of all the boats with capital letters. Colour in the sails on the boats with capital letters.



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Sound Stepping Stones

To get to the new island we'll need to take the stepping stone path, but we can only step on stones with real words! Colour in the stones with real words.

camp scab

lump plam

clat spin

gulp trip soft

relt land

band nust

help tilt

Tricky Words Review

Introduce

⚓ **Objective:** *"Today we are reviewing our tricky words and CVCC/CCVC words."*

Revisit

⚓ **Quickdash:** Review the graphemes/pictophones learned so far, cycling through the front and back at increasing speed. Children shout out the sound for each grapheme and pictophone shown.

Teach

⚓ **Word Match Lines - Tricky Words:** Children stand in 2 lines (in pairs, if the group is large). Hand out the tricky word flashcards from the back of the manual to 1 line and identical tricky word flashcards to the other. Children decode and blend their words all at once and try to find their match in the other line. (said, so, do, have, like, some, come, were, there, little, one)

Practise

⚓ **Sentence Sub:** Write a sentence on the board and model reading it. Then rub out a word and put in a different one. Ask the children to raise their hands if it makes sense. Ask for a volunteer to read it out, or decode it as a class. Repeat with new substitutions.

- There is some scum in this pond - scum/cash - pond/flat - some/fresh - scum/fish - flat/pond.

Apply

⚓ **Mini Whiteboard Work:** Dictate a few of the tricky words in the "teach" section for the children to write on their mini whiteboards.

⚓ Children can also use the worksheet.

 © 2021

Verbal Voyaging

Land ho! We have come ashore. Can you write out a sentence describing the scene?

Tricky Words (do, when, out, what)

Introduce

- **Objective:** *"Today we are learning the new tricky words: do, when, out, what."*

Revisit

- **Quickwrite:** Say a phoneme and ask the children to write it on their whiteboards then hold up to share. Repeat with a few phonemes.

Teach

- Introduce the new tricky words, sound-talking them. Cycle through them a few times. Have the children help you use them in sentences.

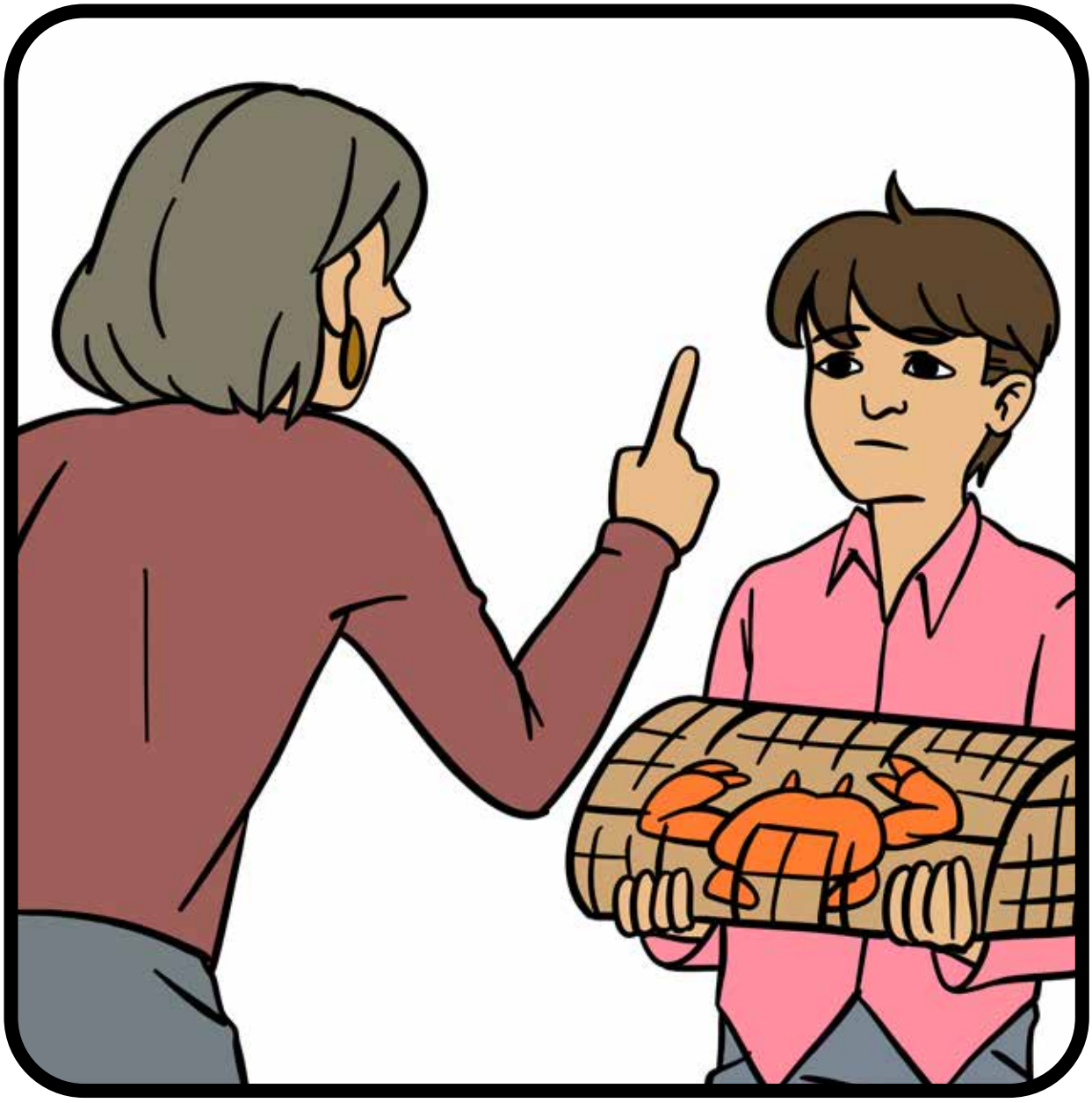
Practise

- **Tricky Word Race:** Pick 5-10 of the tricky word cards learned so far, including today's words (we have included the tricky words from this unit at the back of this manual). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Apply

- **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase. Then show the picture included in today's resources and ask the children if it is a match to the phrase. Repeat with second set if desired. "Do not let the crab out!" "When do the stars light up?"
- Children can also use the worksheet.

 © 2021



 © 2021

Tricky Word Treasures

We are so close to the treasure but these tricky words are blocking the way! Trace them and follow the maze to get to the reward.

out

do

when

what

Spelling Adjacent Consonants

Introduce

⚓ **Objective:** "*Today we are learning to read and spell words with adjacent consonants.*"

Revisit

⚓ **Quickdash:** Review the graphemes/pictophones learned so far, cycling through the front and back at increasing speed. Children shout out the sound for each grapheme and pictophone shown.

Teach

⚓ Draw 6 phoneme frames on the board. Say a word e.g. "think" and model counting out phonemes on your fingers. Ask children how to write each of the phonemes. Count them off against your fingers to check that you haven't forgotten any. Write the word, sound by sound, in the frame. Repeat with a few more words: "snack", "clunk" "stump".

Practise

⚓ **Word Breaker:** Pick a word with adjacent consonants and say it out loud to the class. Ask the children to segment it (or break it apart) into its syllables, and then its sounds. Then the whole class blends the word together again. (stick, truck, shrug, thank)

Apply

⚓ **Write the Caption:** Show the image representing the phrase. Try to work out what is going on in the picture as a class, then reveal the phrase and ask the children to write it on their whiteboards. "This sock stinks."

⚓ Children can also use the worksheet.

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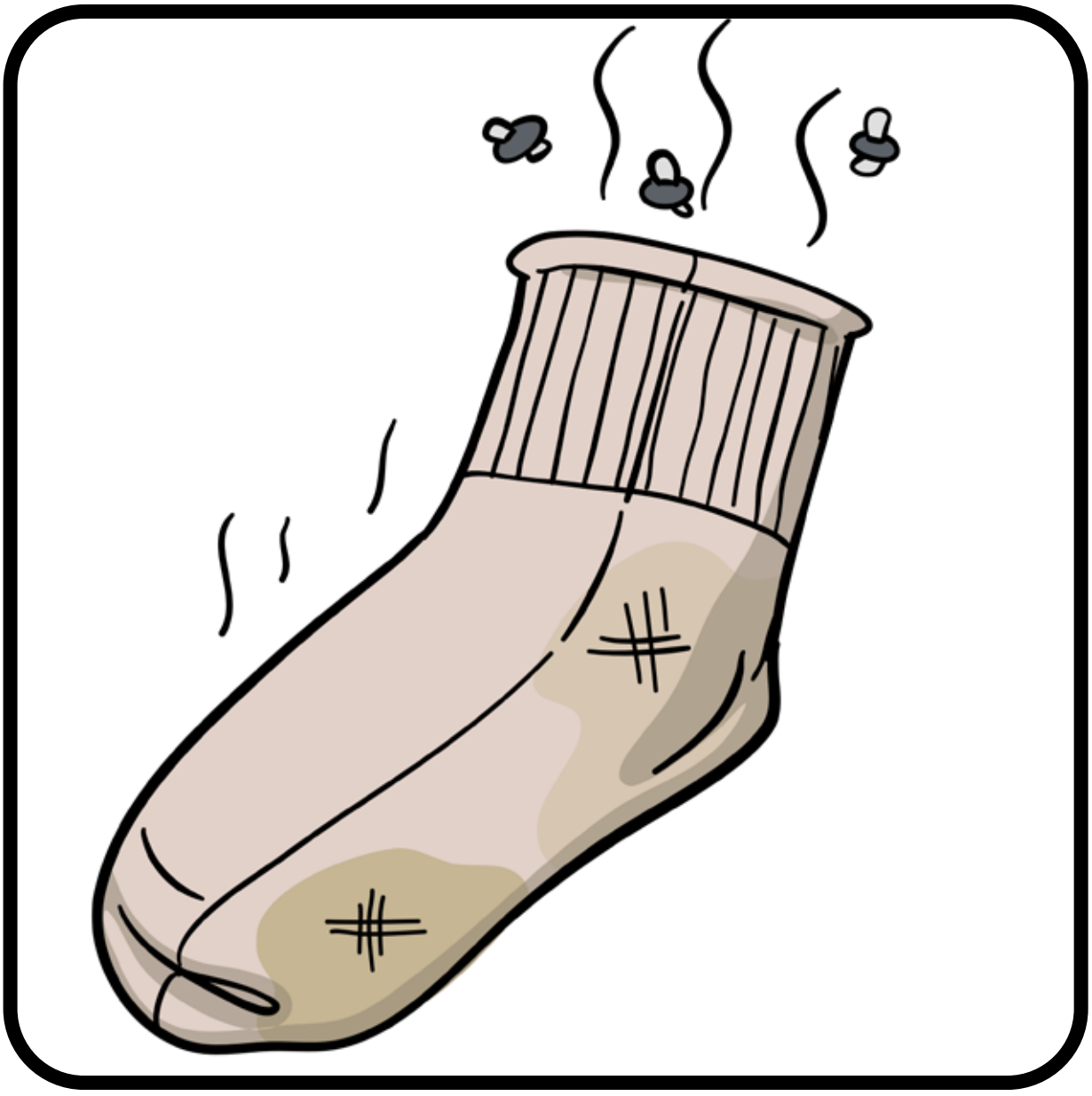

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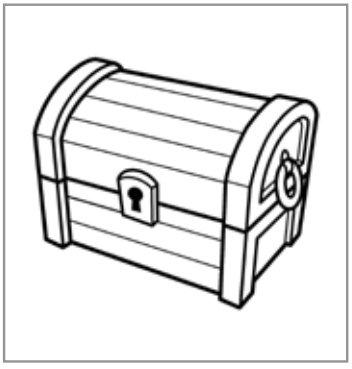
Letters Lost at Sea

Oh no, the waves have almost completely washed away the letters! Spell out the word - the first letter(s) for each word is given. You can use the letter bank at the bottom of the page if you get stuck!

c



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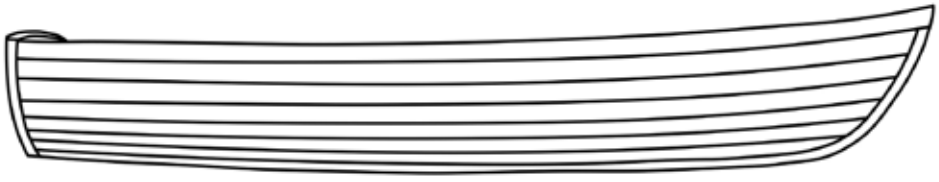


 © 2021

Capital Cannon

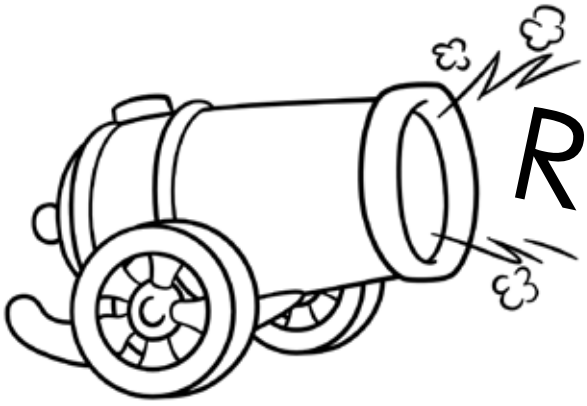
We need more capitals to fire out of the cannon! Trace the capitals and their lower case letters, then have a go at writing them on your own.

Rr Rr Rr

Aa Aa Aa

Dd Dd Dd

Qq Qq Qq



Tricky Words (here, says, love)

Introduce

- **Objective:** "*Today we are learning new tricky words: here, says, love.*"

Revisit

- **Quickwrite Capitals:** Say a phoneme and ask the children to write the capital letter for that sound on their whiteboards then hold up to share. Repeat with a few phonemes.

Teach

- Introduce the new tricky words, sound-talking them. Cycle through them a few times. Have the children help you use them in sentences.

Practise

- **Tricky Word Race:** Pick 5-10 of the tricky word cards learned so far, including today's words (we have included the tricky words from this unit at the back of this manual). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Apply

- **Write Race:** First, model writing the word "here", sound-talking it. Then, give the children 60 seconds to see how many times they can write the word on a whiteboard. Count up at the end. Repeat with "says", "love".
- Children can also use the worksheet.

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Ship-Shape Words

We have practised our letters before but now we need to get our tricky words right! Trace them then write them out three times.

here

says

love

Review Day: CVCC/CCVC and Spelling Tricky Words

Introduce

- **Objective:** "*Today we are practising reading CVCC and CCVC words, and spelling some of our old tricky word friends.*"

Revisit

- **Letter Pops:** Hand out some grapheme cards learned so far. Say a sound and the children holding that letter card hold it up high above their head.

Teach/Practice

- **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase. Then show the picture included in today's resources and ask the children if it is a match to the phrase. Repeat with second set if desired. "I bump into a shark!" "Start up the grill."
- **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"! (flap, trom, clap, sting, flup, crob, hamp, lomp, selt, julb)

Apply

- **Write Race:** First, model writing the word "do", sound-talking it. Then, give the children 60 seconds to see how many times they can write the word on a whiteboard. Count up at the end. Repeat with "when", "out", "what", pointing out the tricky graphemes in each.
- Children can also use the worksheet.

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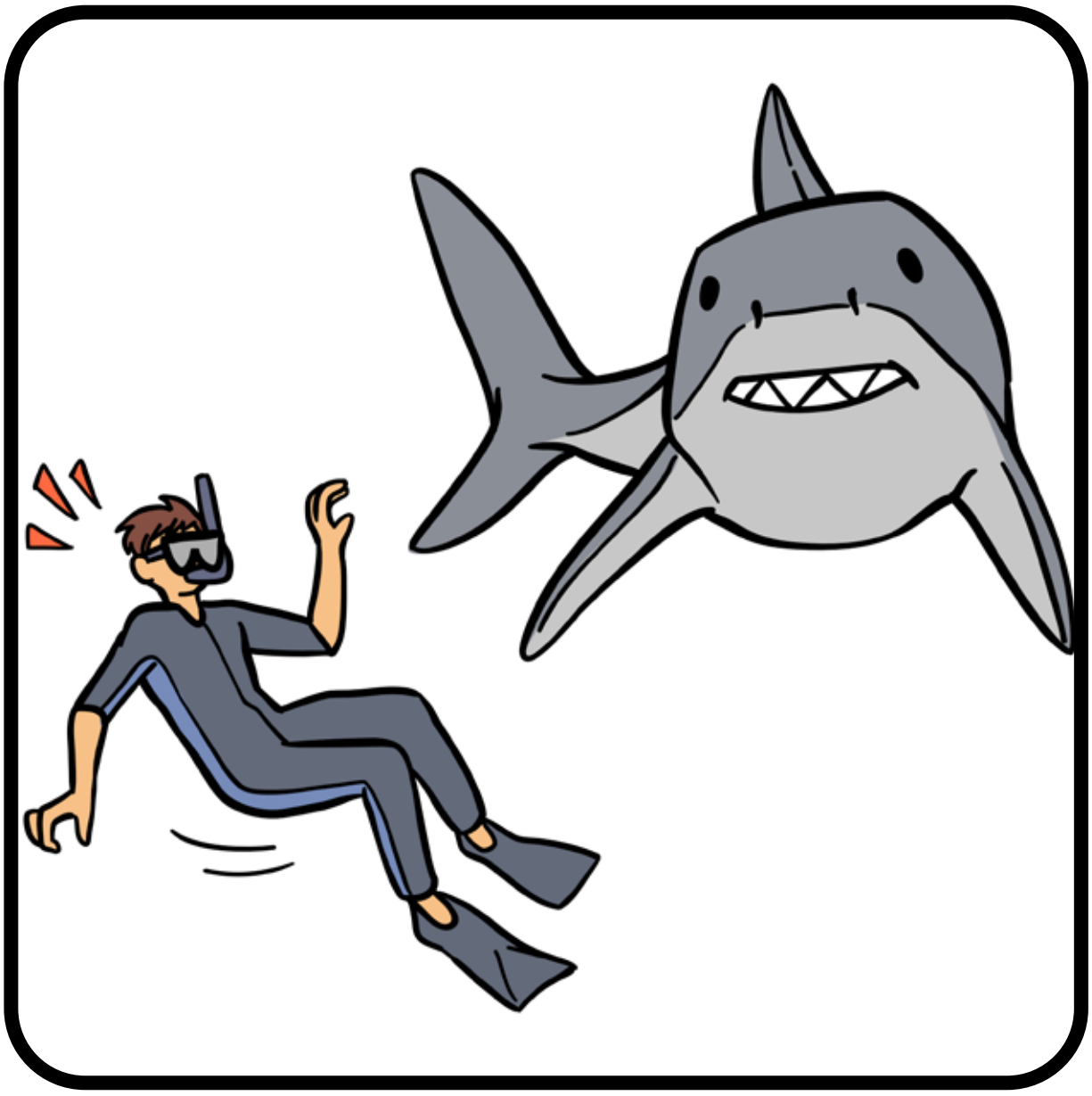

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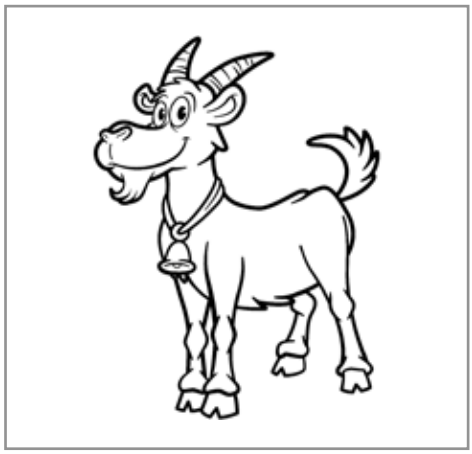
Castaway Captions

These captions got lost at sea so we need to make sure they match their images! Put a **tick** in the box if the caption describes the image and a **cross** if it doesn't.

Do not step on the track.



We are out of milk.

CCVC Review Day

Introduce

- **Objective:** *"Today is the first day of Phase 4 Review Week! Today we are reviewing reading and spelling CCVC words. Can anyone tell me what a CCVC word is?"*

Revisit

- **Quickdash:** Review the graphemes/pictophones learned so far, cycling through the front and back at increasing speed. Children shout out the sound for each grapheme and pictophone shown.

Teach/Practise

- **Sound-A-Word:** Write some words on the board, to practise decoding and blending as a class. (clam, clip, slip, spin, stem, twig, skip, skid, stop, trap, bolt, felt)
- **Word Match:** Stick the object flashcards on the board and hand out the word flashcards to children who are sat in pairs. Each pair decodes and blends their word, then finds the matching image on the board. (gran, swim, clap, drop, sniff, flag, trip, frog, stop)

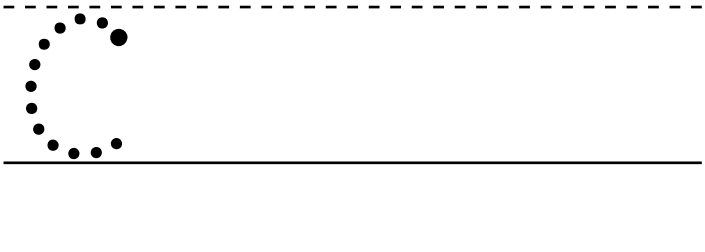
Apply

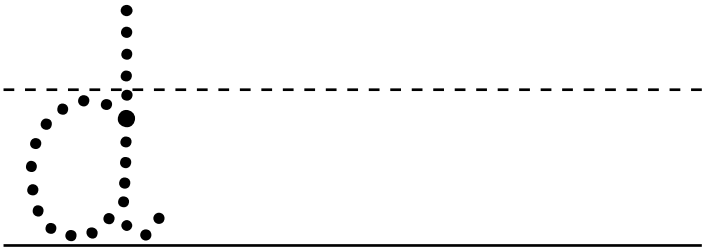
- **Mini Whiteboard Work:** Dictate a few of the words above for the children to write on their mini whiteboards.
- Children can also use the worksheet.

 © 2021

Letters Lost at Sea

Oh no, the waves have almost completely washed away the letters! Spell out the word - the first letter(s) for each word is given. You can use the letter bank at the bottom of the page if you get stuck!





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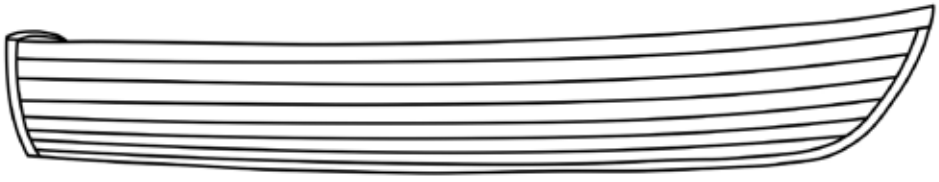

Tricky Words Review Day

Introduce

- **Objective:** *"Today is our second day of Phase 4 Review Week and we are focusing on reviewing tricky words."*

Revisit

- **Quickwrite:** Say a phoneme and ask the children to write it on their whiteboards then hold up to share. Repeat with a few phonemes.

Teach/Practise

- **Tricky Word Jump:** Shuffle all of the tricky word cards together from this phase. Tell children one of the words to look out for. Silently hold up each word card one at a time and ask the children to jump up when they identify the word they are looking for. Cycle through around 8 of the words. (said, so, have, like, some, come, were, there)
- **Tricky Word Race:** Pick 10 of the tricky word cards learned in this phase. Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Apply

- **Mini Whiteboard Word:** Dictate a few of the words above for the children to write on their mini whiteboards, holding it up after each word.
- Children can also use the worksheet.

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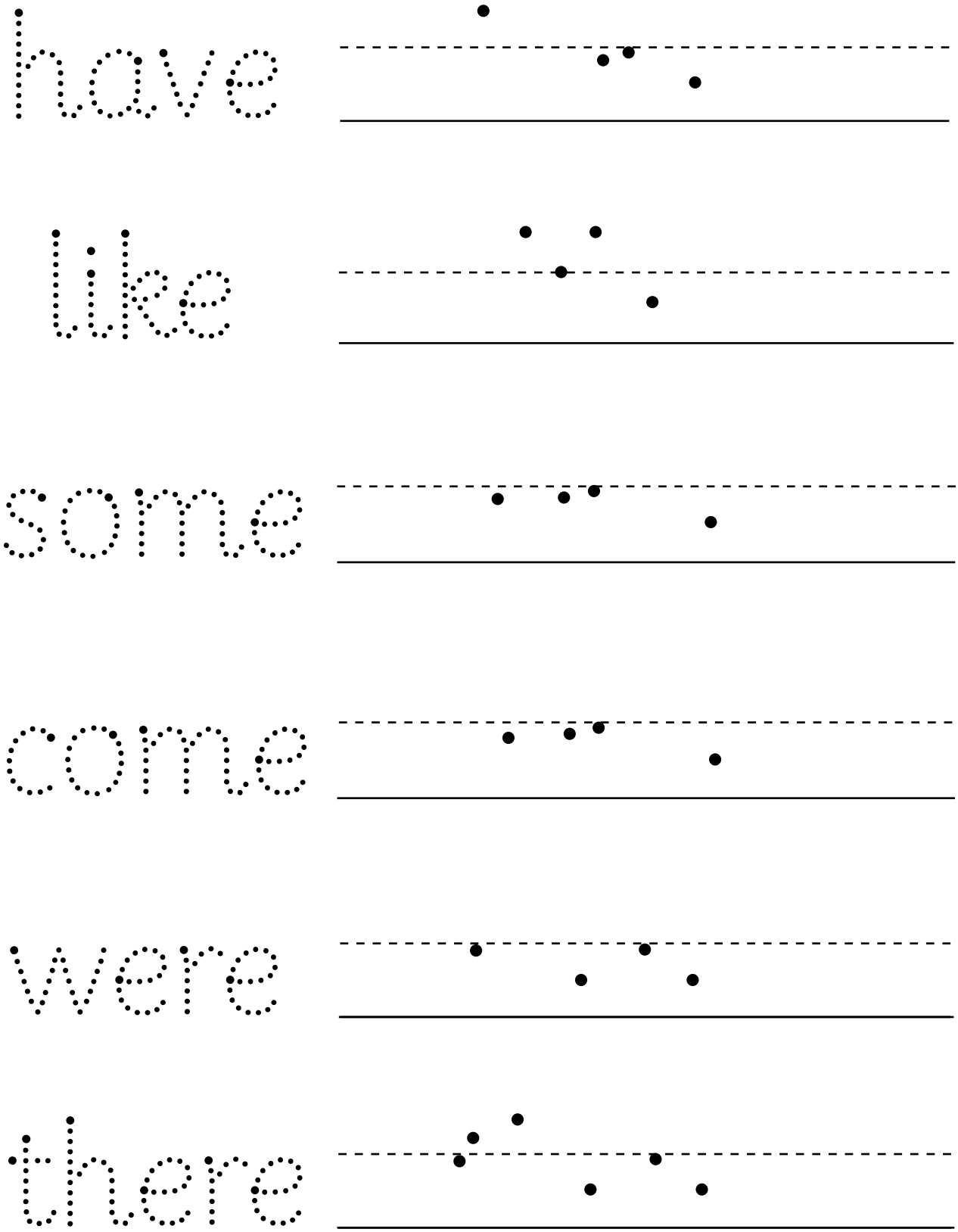
Ship-Shape Words

We have practised our letters before but now we need to get our tricky words right! Trace them then write them out again once.



CVCC Review Day

Introduce

⚓ **Objective:** *"Today is the third day of Phase 4 Review Week! Today we are reviewing reading and spelling CVCC words. Can anyone tell me what a CVCC word is?"*

Revisit

⚓ **Quickdash:** Review the graphemes/pictophones learned so far, cycling through the front and back at increasing speed. Children shout out the sound for each grapheme and pictophone shown.

Teach/Practise

⚓ **Sentence Sub:** Write a sentence on the board and model reading it. Then rub out a word and put in a different one. Ask the children to raise their hands if it makes sense. Ask for a volunteer to read it out, or decode it as a class. Repeat with new substitutions.

- Hand me the batman mask! - mask/milk - batman/flask of - hand/bump - bump/lend.

⚓ **Word Match Lines:** Children stand in 2 lines. Hand out the object flashcards to 1 line and the corresponding word flashcards to the other. The word flashcard student decodes their word (or holds it up for the class to decode together) and then finds the corresponding image from other line. (band, tent, belt, tusk, gift, pond, wind, lamp, nest, sink, bank, bunk, camp, dent, list)

Apply

⚓ **Mini Whiteboard Work:** Dictate a few of the words above for the children to write on their mini whiteboards.

⚓ Children can also use the worksheet.

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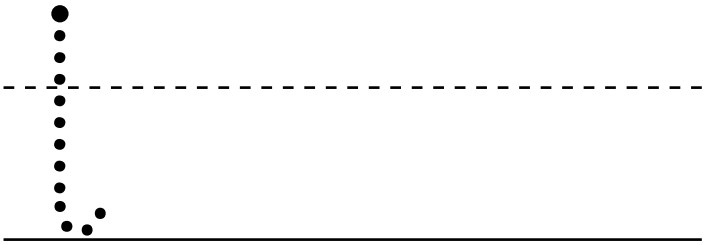
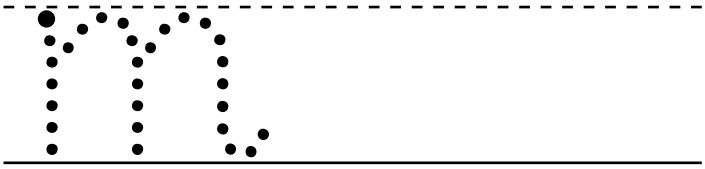
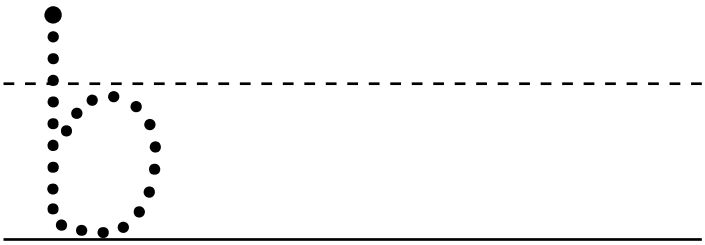
Letters Lost at Sea

Oh no, the waves have almost completely washed away the letters! Spell out the word - the first letter(s) for each word is given. You can use the letter bank at the bottom of the page if you get stuck!







a l m k p i t e

Tricky Words Review Day

Introduce

- **Objective:** *"Today is our third day of Phase 4 Review Week and we are focusing on reviewing tricky words."*

Revisit

- **Quickwrite Capitals:** Say a phoneme and ask the children to write the capital letter for that sound on their whiteboards then hold up to share. Repeat with a few phonemes.

Teach/Practise

- **Tricky Word Jump:** Shuffle all of the tricky word cards together from this phase. Tell children one of the words to look out for. Silently hold up each word card one at a time and ask the children to jump up when they identify the word they are looking for. Cycle through around 9 of the words. (little, one, do, when, out, what, here, says, love)
- **Tricky Word Race:** Pick 10 of the tricky word cards learned in this phase. Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Apply

- **Mini Whiteboard Work:** Dictate a few of the words above for the children to write on their mini whiteboards, holding it up after each word.
- Children can also use the worksheet.

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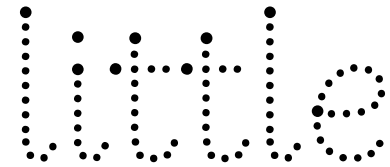
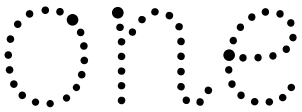
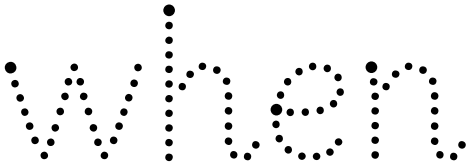
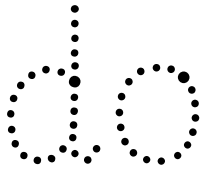
Ship-Shape Words

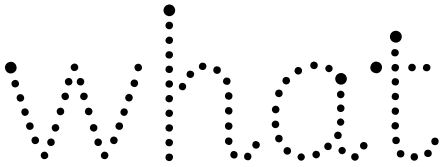
We have practised our letters before but now we need to get our tricky words right! Trace them then write them out again once.

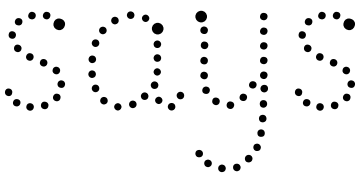












Review Day: Two Syllable Words

Introduce

- **Objective:** "*Today is our last day of Phase 4 Review Week and we are focusing on reviewing two syllable words.*"

Revisit

- **Letter Pops:** Hand out some grapheme cards learned so far. Say a sound and the children holding that letter card hold it up high above their head.

Teach

- Write a two syllable word on the whiteboard making a slash between the two syllables e.g. mag/net. Sound talk the first syllable and blend it. Sound talk the second syllable and blend it. Combine both syllables. Repeat and ask the children to join in. Repeat with a few more words, asking for volunteers to come and put the slash between the two syllables. (plastic, hubcap, catnap)

Practise

- **Word Match:** Stick the object flashcards on the board and hand out the word flashcards to children who are sat in pairs. Each pair decodes and blends their word, then finds the matching image on the board. (starfish, windmill, treetop, sandwich, sandpit, sunlight, suntan, batman, rocket, picnic, cactus, desktop)

Apply

- **Mini Whiteboard Work:** Dictate a few of the words above for the children to write on their mini whiteboards, holding it up after each word.
- Children can also use the worksheet.

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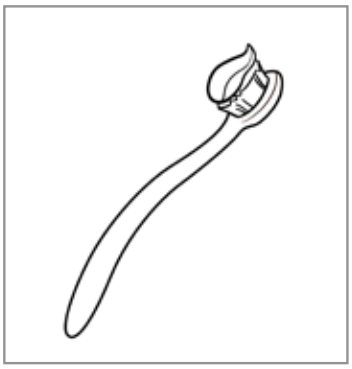
Letters Lost at Sea

Oh no, the waves have almost completely washed away the letters! Spell out the word - the first letter is given for the first two words. Can you write out the last word yourself? You can use the letter bank at the bottom of the page if you get stuck!

t

b



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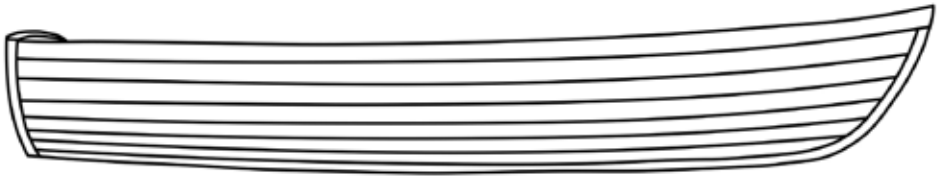


Assessment Week

Introduce

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

Revisit

Play one of the following review games each day: Quickdash, Quickwrite, Word Breaker, Tricky Word Race, Tricky Word Jump.

Apply

Divide children into groups and have them play these activities on different tables while you call out individual children to assess:

- **Table 1 - Yes/No:** Write out a few of the Yes/No phrases from this unit and place on the table. Children should practise reading them independently and mark them as Yes/No.
- **Table 2 - Word Match:** Give the children word flashcards to match to their object flashcards - re-use the word/image cards from this phase.
- **Table 3 - Mini Whiteboard Work:** Write the list of tricky words from this unit and place on table. Children should practise reading and writing the words independently on blank paper or whiteboards.
- **Table 4 - Spot the Fake:** Re-use any previous real/fake words from this phase and write them on cards. Have the children at the table sort them in the treasure/bin boxes.
- **Table 5 - Worksheets:** Copy a handful of previous worksheets for the children to review or use the ones from this week.

Assess

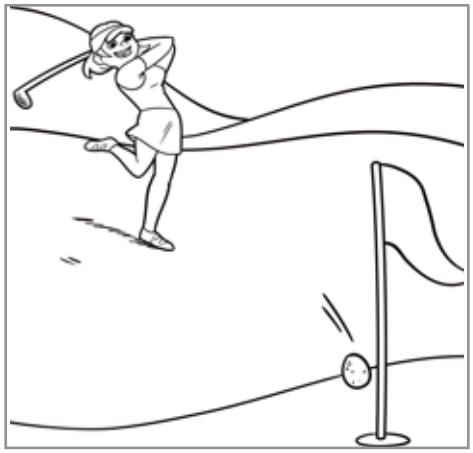
- Call out individual children to complete the assessment sheets for Phase 4.

© 2021

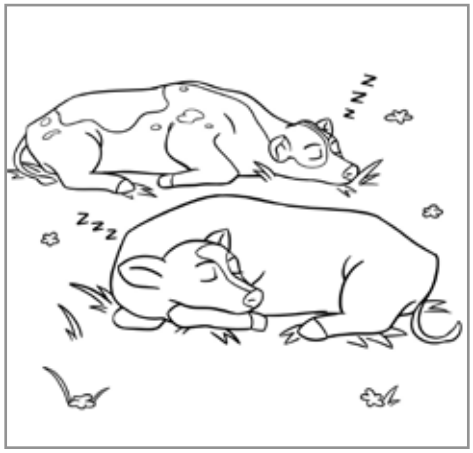
Castaway Captions

These captions got lost at sea so we need to make sure they match their images! Put a **tick** in the box if the caption describes the image and a **cross** if it doesn't.

She likes to golf.

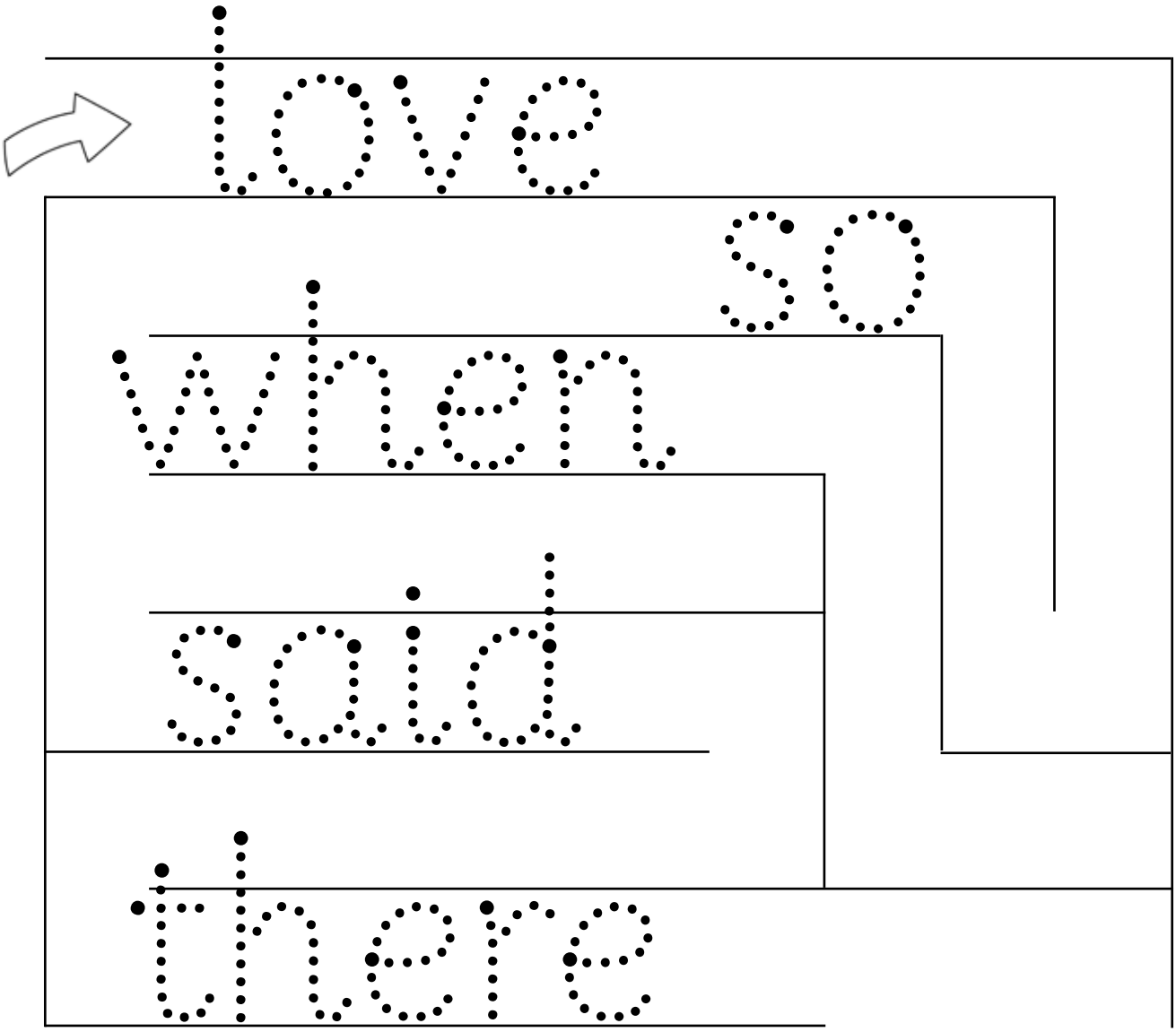


There were cows sleeping on the farm.



Tricky Word Treasures

We are so close to the treasure but these tricky words are blocking the way! Trace them and follow the maze to get to the reward.



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Anagrams Washed Ashore

These words have washed up on the shore, but the letters are all jumbled! Can you write out the word based on the image? Make sure to sound it out while spelling.

e t n t

f g a l

i l c ff

i f g t

Verbal Voyaging

Land ho! We have come ashore. Can you write out a sentence describing the scene?

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Sound Stepping Stones

To get to the new island we'll need to take the stepping stone path, but we can only step on stones with real words! Colour in the stones with real words.

plum

sniff

dent

crip

camp

nilt

out

flip

hamp

spot

kept

stip

truck

bump

lost

End of Phase 4 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.

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

If a child has found this assessment challenging and there are gaps in their knowledge, we recommend using our All Aboard Phonics Plus programme.

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 GPCs 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.

Analysis Sheets

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

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Pupil Name: _____

Teacher Assessment Sheet

Grapheme Recognition

Say each phoneme and ask the child to write the grapheme on a whiteboard or piece of paper. If they write it correctly, tick the first box.

Then, 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		
Grapheme	Write	Say
j		
v		
w		
x		

Set 2		
Grapheme	Write	Say
y		
z		
zz		
qu		

Consonant Digraphs		
Grapheme	Write	Say
ch		
sh		
th		
ng		

Vowel Digraphs					
Grapheme	Write	Say	Grapheme	Write	Say
ai			ur		
ee			ow		
igh			oi		
oa			ear		
oo			air		
ar			er		
or					

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.

j	v	w
x	y	z
zz	qu	ch
sh	th	ng

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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.

ai	ee	igh
oa	oo	ar
or	ur	ow
oi	ear	air
er		

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.

Words	Tick if correct	Record exactly what was said if incorrect
help		
gift		
wind		
shed		
crab		
cross		

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.

Words	Tick if correct	Record exactly what was said if incorrect
flip		
spot		
brown		
play		
start		
crunch		

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Student Worksheet

Blending

Give this sheet to the student and ask them to say the sounds then blend the sounds together to say the whole word e.g. t-a-p tap.

help

gift

wind

shed

crab

cross

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.

Tricky words	Tick if correct	Record exactly what was said if incorrect
said		
so		
have		
like		
some		
come		
were		
there		
little		
one		
do		
when		
out		
what		
here		
says		
love		

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Student Worksheet

Tricky Words - 1

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

said
so
have
like
some
come

Student Worksheet

Tricky Words - 2

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

were
there
little
one
do
when

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Student Worksheet

Tricky Words - 3

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

out
what
here
says
love

Pupil Name: _____

Teacher Assessment Sheet

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.

Nonsense words	Tick if correct	Record exactly what was said if incorrect
blem		
drell		
quisk		
chort		
shig		
meck		

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Student Worksheet

Nonsense Words

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

blem
drell
quisk
chort
shig
meck

Analysis Sheet

Student Name														
j														
v														
w														
x														
y														
z														
zz														
qu														
ch														
sh														
th														
ng														
ai														
ee														
igh														
oa														
oo														
ar														
or														
ur														
ow														
oi														
ear														
air														
er														
Blending														
Segmenting														
Tricky														
Nonsense														

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Analysis Sheet

Student Name														
j														
v														
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z														
zz														
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ch														
sh														
th														
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ear														
air														
er														
Blending														
Segmenting														
Tricky														
Nonsense														

Activity Bank

Introduction

In this Activity Bank you will find detailed instructions for all of the games suggested in the Phase 4 lesson plans.

Caption Match	
Objective	To be able to decode and blend captions
Resources	Caption images found in the resources for each lesson plan
Procedure	1. Write the phrase on the board. 2. Sound-talk the words, or ask the children to help you read the phrase, or ask for a volunteer. Adapt the difficulty of this step based on the level of your students. 3. Then show the picture and ask the children if it is a match to the phrase. 4. Repeat with the second image/phrase set if there is time Note: As children get more practice with the high-frequency words, it should not be necessary to continue sound-talking them.

Letter Pops	
Objective	To be able to identify graphemes from phonemes
Resources	Grapheme flashcards
Procedure	Hand out some grapheme cards learned so far. Say a sound and the children holding that letter card hold it up high above their head.

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Phoneme Frame	
Objective	To be able to identify graphemes from phonemes
Resources	Mini whiteboards Pen and wipe for each child
Procedure	Draw 4 frames on the board and have the children draw 4 frames on their mini whiteboards. Hold up 4 fingers, say a CVCC word from the word lists given in the lesson plan, and then sound-talk it, pointing at a finger at a time for each phoneme. Ask the children to do the same. As a class, write each grapheme in the phoneme frames on mini whiteboards. Repeat with a few words without modelling it on the board first.

Quickdash	
Objective	To revise and consolidate graphemes 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 sound, not their name. When you see only the plain letter, say only their sound."*
Procedure: Pictophonics Names and Sounds	Use about 10-16 previously introduced pictophones and grapheme flashcards Step 1: Teacher holds up one pictophone or grapheme flashcards and says: *"Who is this?"* Step 2: Children say the sound. Step 3: Continue until you have gone through the deck several times.
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

Quickwrite	
Objective	To be able to correctly form different graphemes
Resources	Mini 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 and the children hold their boards up to show their letter.

Quickwrite Capitals	
Objective	To be able to correctly form capital letters
Resources	Mini whiteboards Pen and wipe for each child
Procedure	Say a phoneme and ask the children to write the capital letter for that sound on their whiteboards. Once they have finished they should hold the board to their chest before you count down from 3 and the children hold their boards up to show their letter. Repeat with a few phonemes.

Sentence Sub	
Objective	To practise reading sentences and working on comprehension
Procedure	1. Write a sentence on the board and model reading it. 2. Then rub out a word and put in a different one, as indicated. Ask the children to raise their hands if it makes sense with the new word in place. 3. Ask for a volunteer to read it out, or decode it as a class and decide together if it makes sense with the new word. 4. Repeat with new word substitutions.

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Sound-A-Word	
Objective	To practise decoding and blending
Procedure	Write words on the board to practise decoding and blending as a class, in pairs, or asking for volunteers. Pick words that focus on the sound of the day or sounds that need extra work.

Spot the Fake	
Objective	To develop decoding skills
Resources	Real and nonsense words written on coins Treasure chest (decorated small box) Small bin (plain box)
Procedure	Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into piles of “real” (into the treasure chest) or “fakes” (in the bin)! Use word bank and a few nonsense words (can, cot, cop, cap, cat, cod, mip, gid, tam, dat)

Tricky Word Jump	
Objective	To be able to identify tricky words
Resources	Tricky word flashcards
Procedure	Shuffle all of the tricky word flashcards together from this phase. Tell children one of the words to look out for. Silently hold up each word card one at a time and ask the children to jump up when they identify the word they are looking for. Cycle through around 9 of the words.

Tricky Word Race	
Objective	To be able to identify tricky words
Resources	Tricky word flashcards
Procedure	Write the tricky words learned so far on flashcards, or print out from our website. Go through the deck and have the children sound them out first, then say the word. On the second go round, split the class into two teams to see which team can read the word the fastest.

Word Breaker	
Objective	To practise segmenting and blending
Procedure	1. Pick a word and say it out loud to the class (“milk”) 2. Ask the chidlren to break it apart into its sounds (/m/ /i/ /l/ /k/) 3. Then the whole class blends the word together again (“milk!”)

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.

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Word Match Lines	
Objective	To develop decoding and blending skills
Resources	Word flashcards Object flashcards
Procedure	Children stand in 2 lines. Hand out the object flashcards to 1 line and the corresponding word flashcards to the other. The word flashcard student decodes their word (or holds it up for the class to decode together) and then finds the corresponding image from other line.

Write Race	
Objective	To develop writing skills
Resources	Mini whiteboards Pen and wipe for each child
Procedure	First, model writing the word from the lesson plan, sound-talking it. Then, give the children 60 seconds to see how many times they can write the word on a mini whiteboard. Count up at the end. Repeat with other words from the lesson plan, pointing out any tricky graphemes.

Write the Caption	
Objective	To practise writing short phrases or sentences
Resources	Mini whiteboards Pen and wipe for each child
Procedure	Show the image representing the phrase (included with the lesson plan). Try to work out what is going on in the picture as a class, then reveal the phrase and ask the children to write it on their whiteboards.

Yes/No	
Objective	To practise reading phrases
Procedure	1. Give children cards which say YES or NO (with tick mark or x also shown). 2. Have them decode the phrases you write on the board, then hold up the cards with their answer!

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Word Bank

The Phase 4 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**
went band tilt help lift just lost tent belt	damp hump bust best camp said so	dent gift felt kept gulp tusk		lamp limp wind soft hump pond bump lump milk

Week 2				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
from stop spot frog step plan	have like some come	trip grab spin flag track	grip glad twin sniff plum	gran swim clap drop glass grass

Week 3				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
nest cost green steep tree spear land husk were there				

Week 3 Continued				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
little one				

Week 4				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
do when out that				

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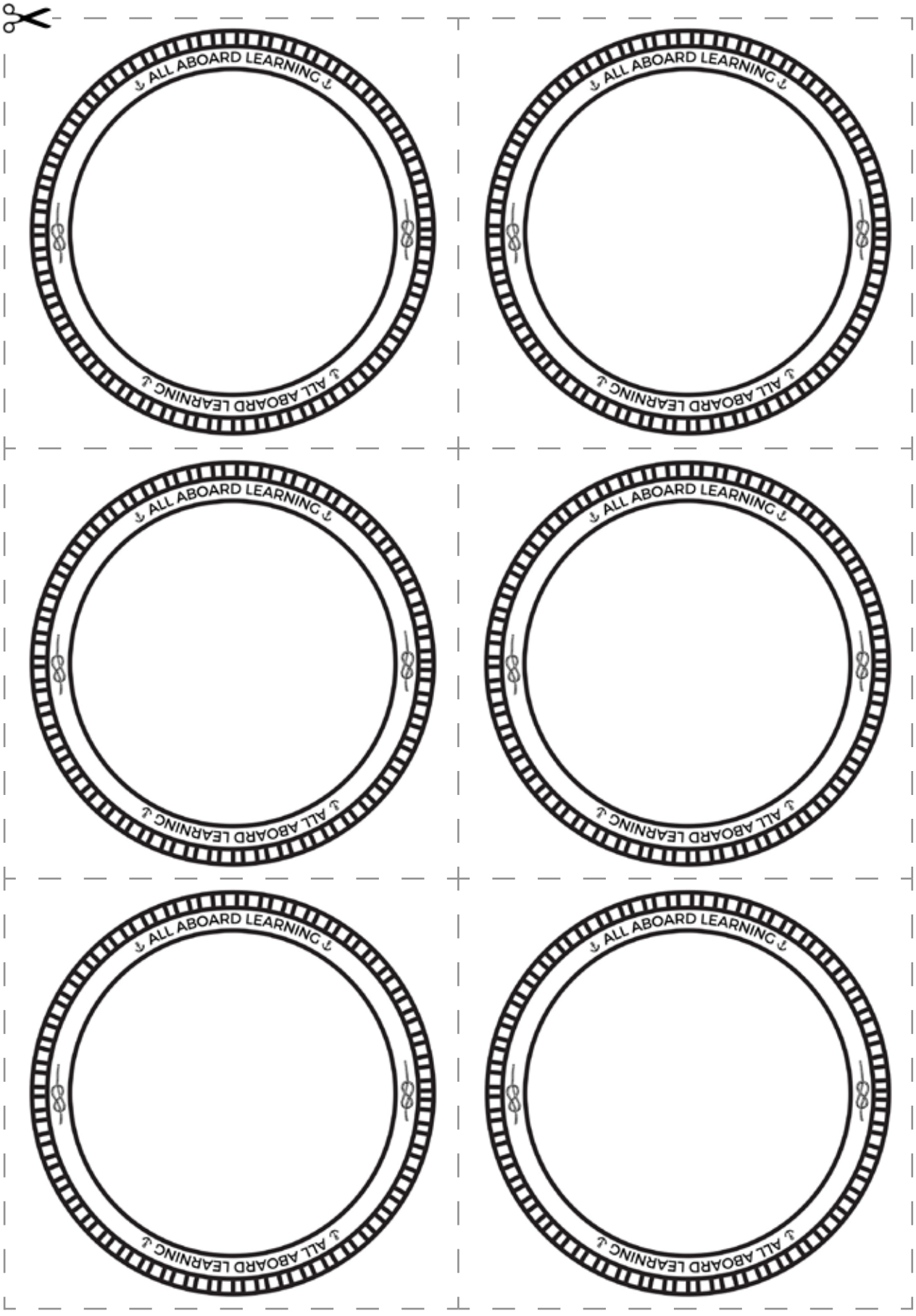
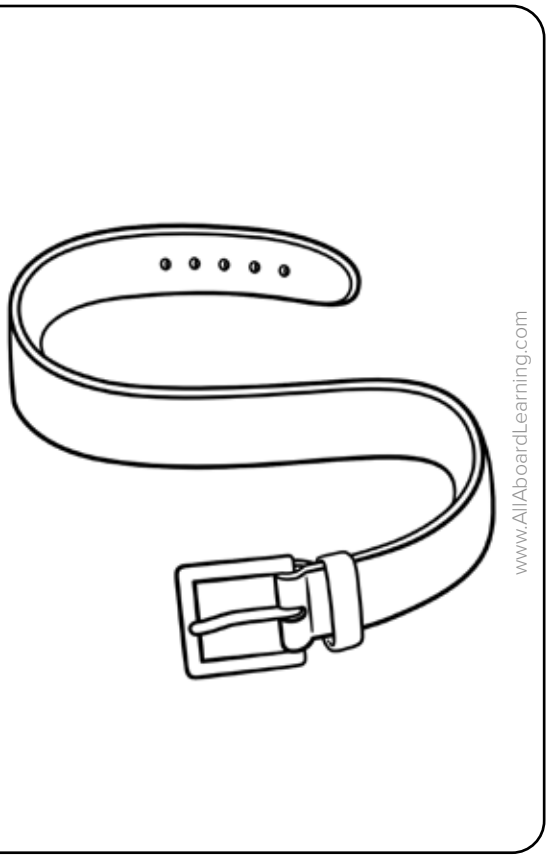
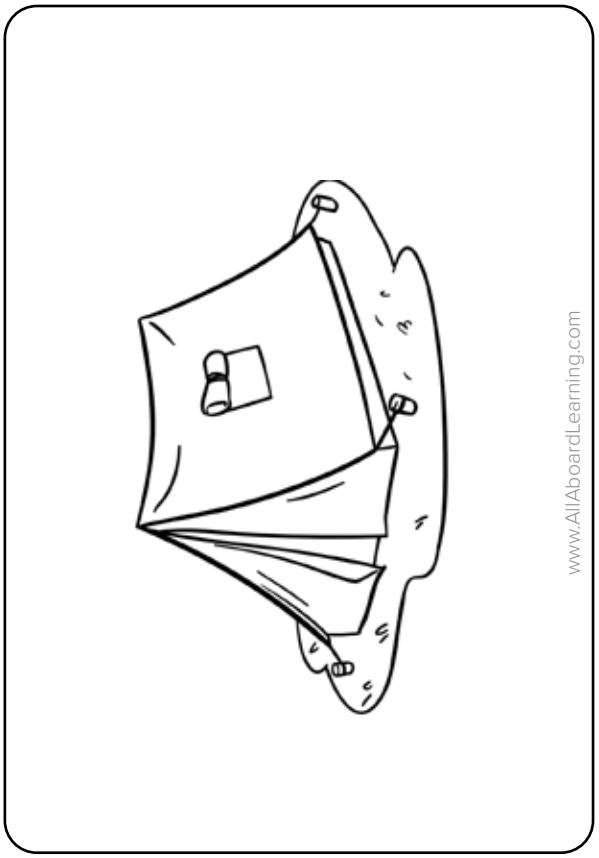
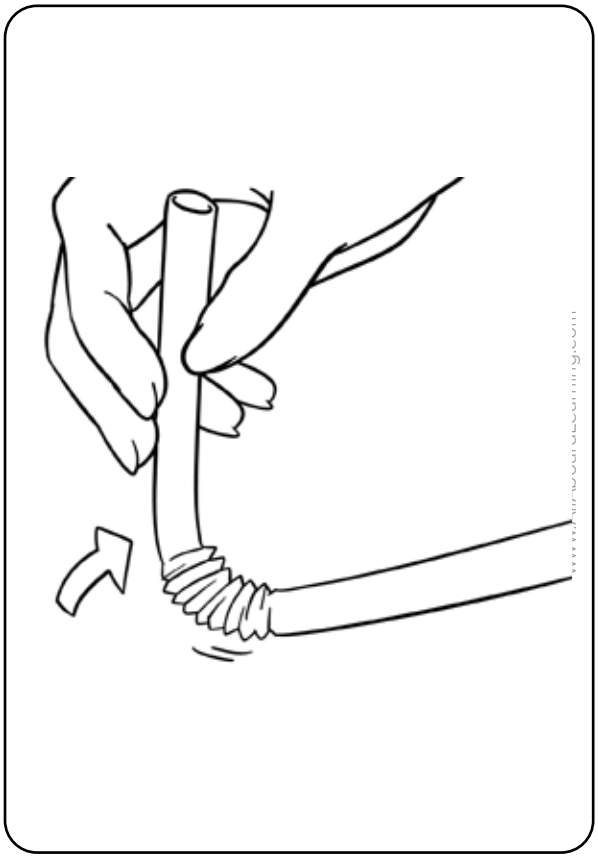
Spot the Fake Coins

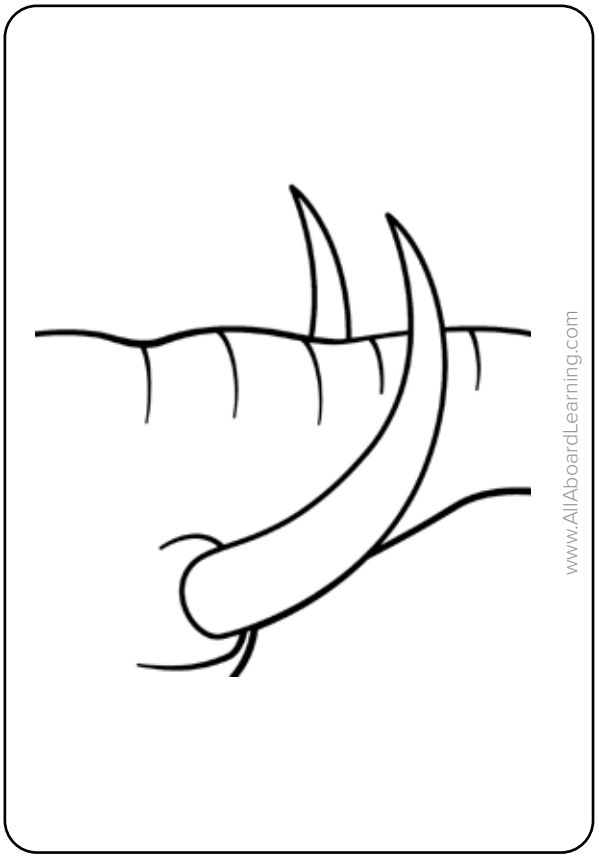


Word Match Flashcards









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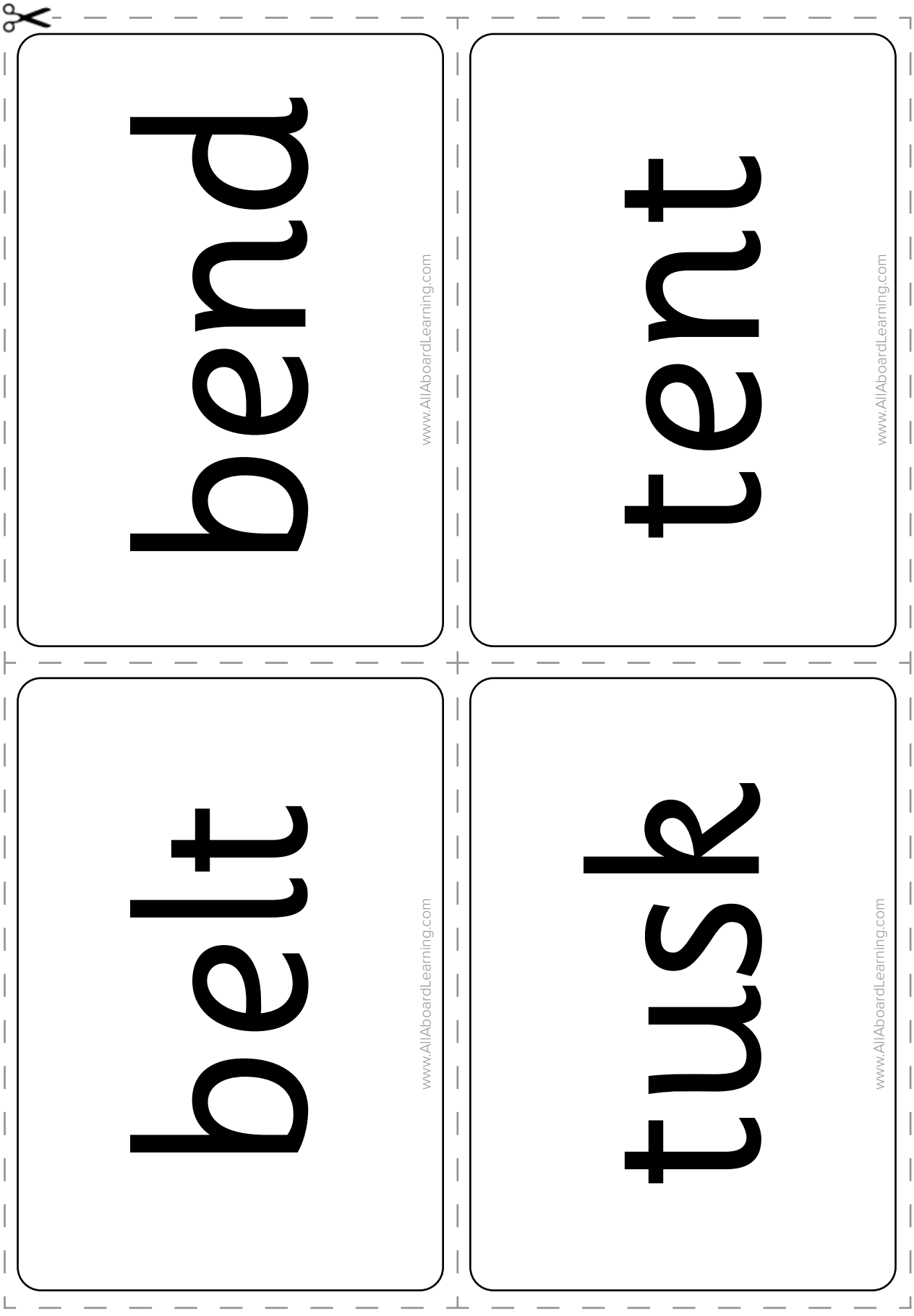
Word Match Flashcards



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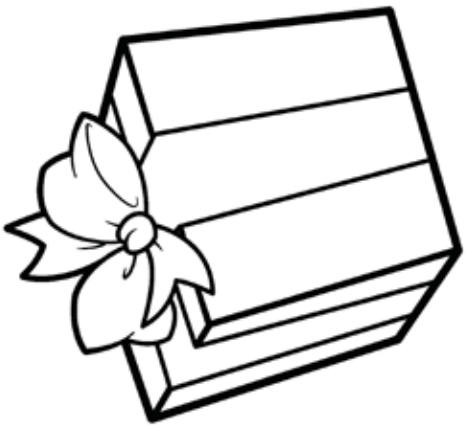

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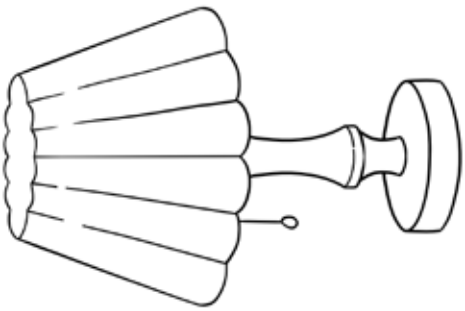

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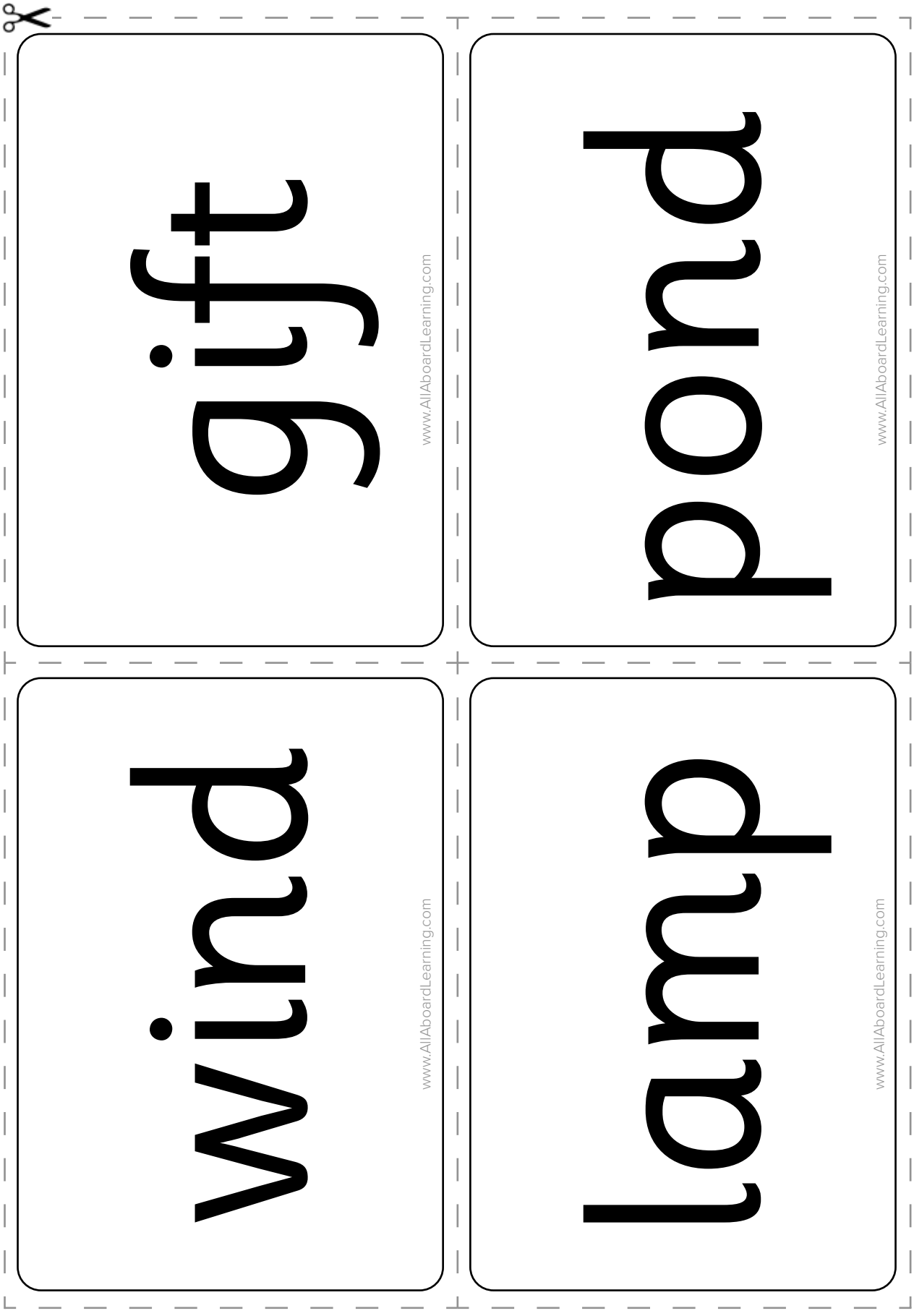

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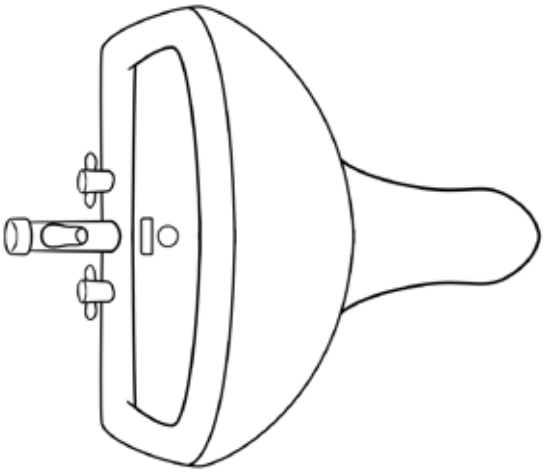

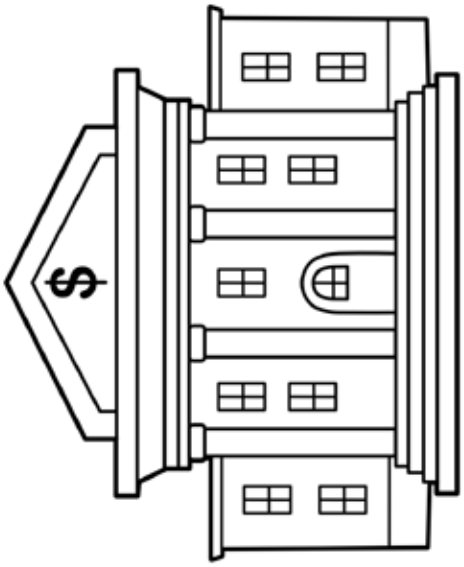

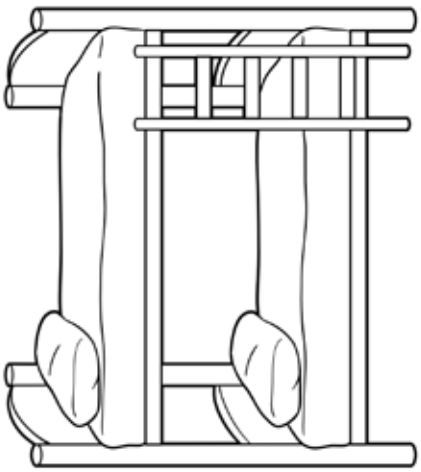

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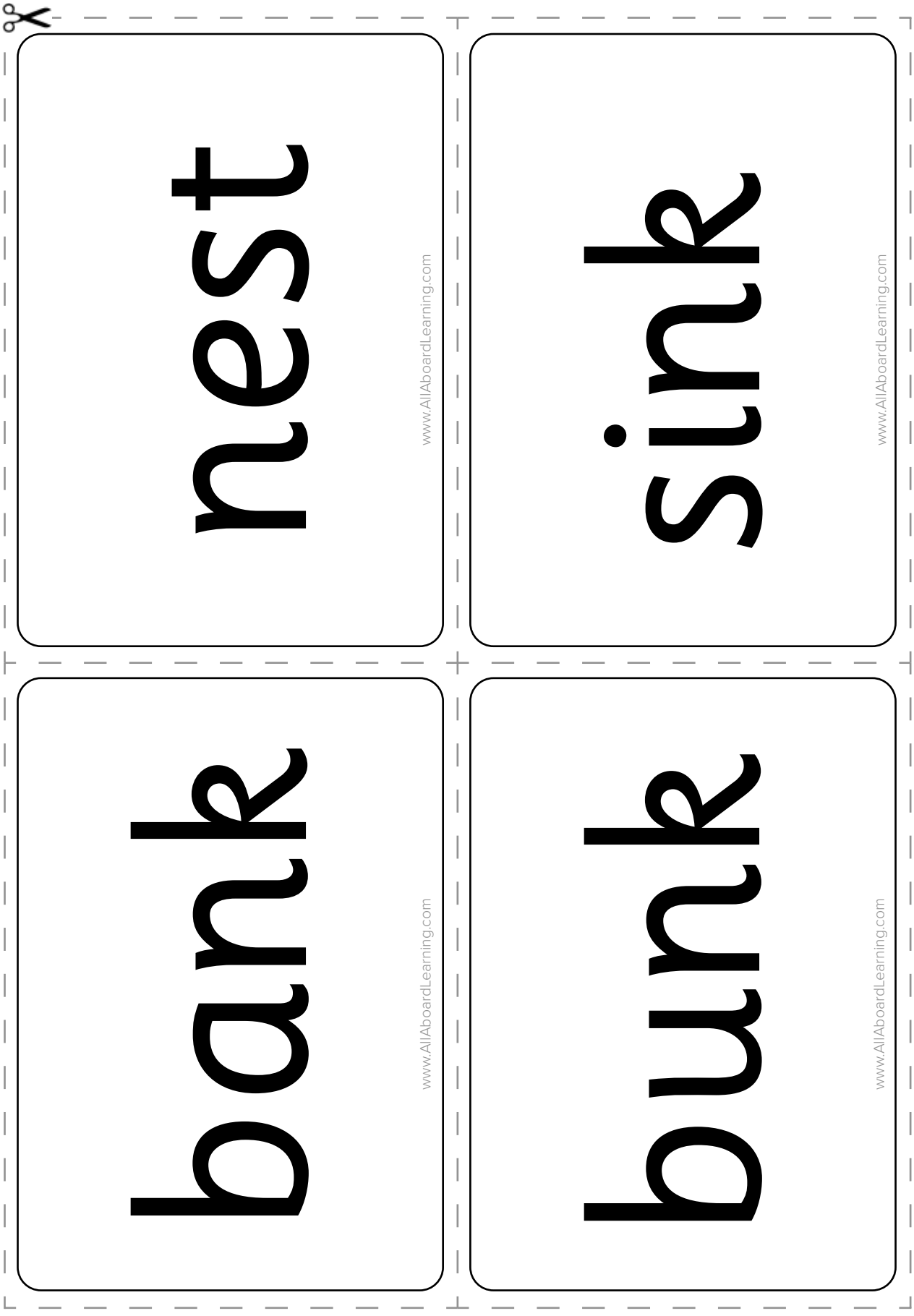

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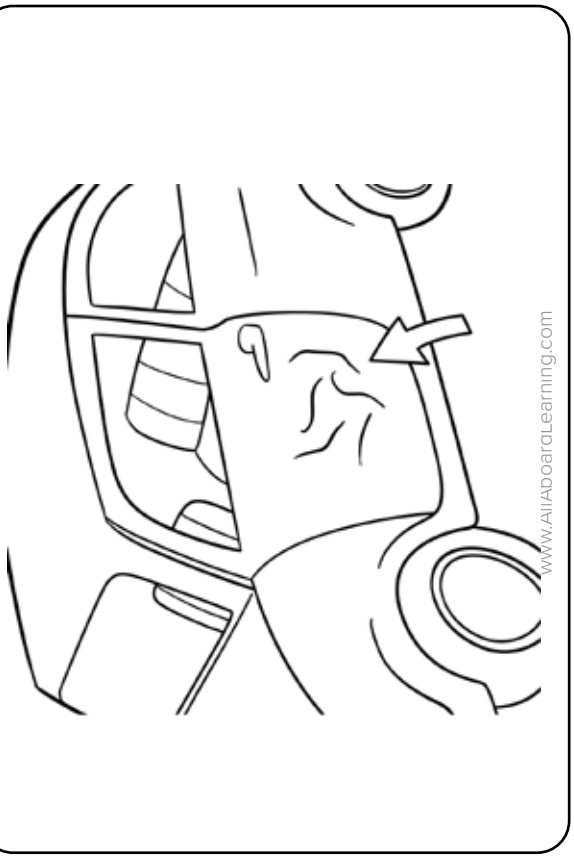

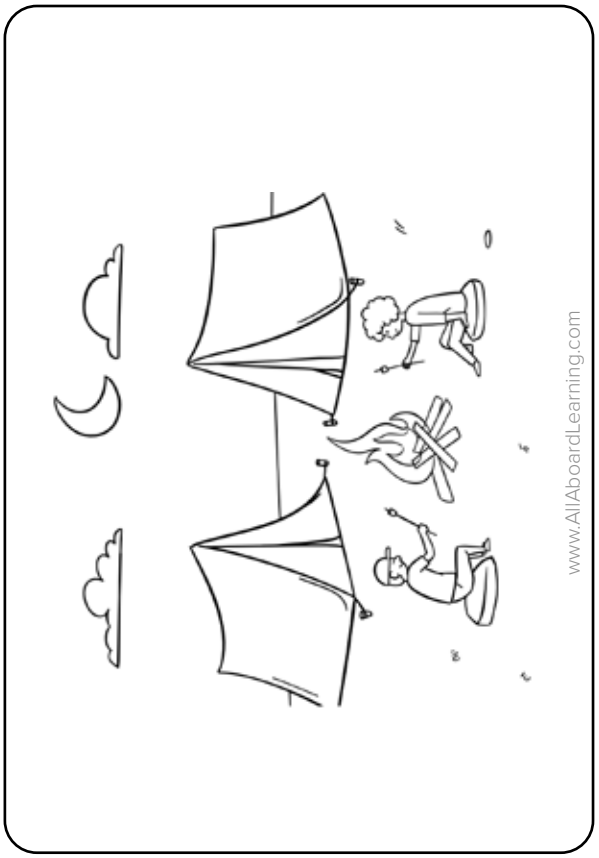

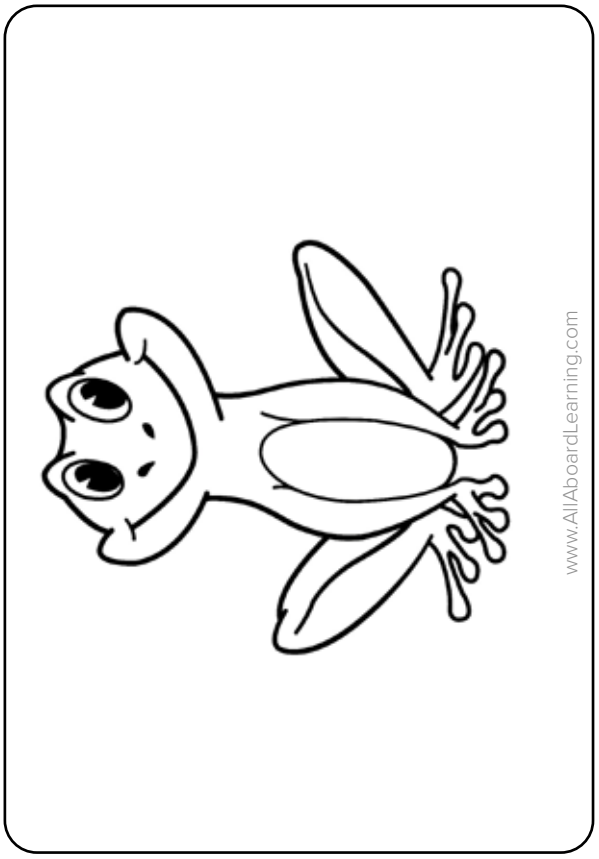

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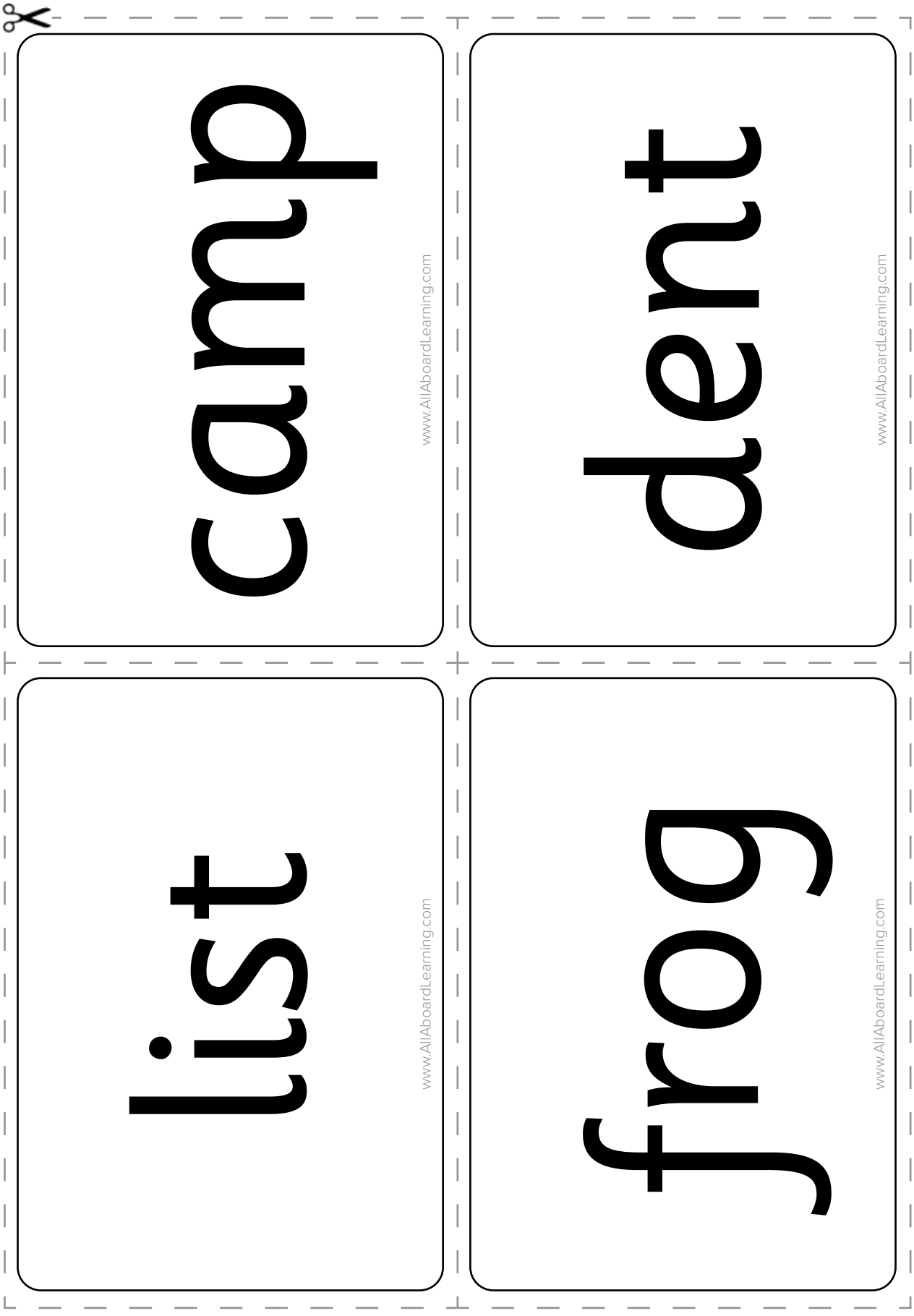
Word Match Flashcards



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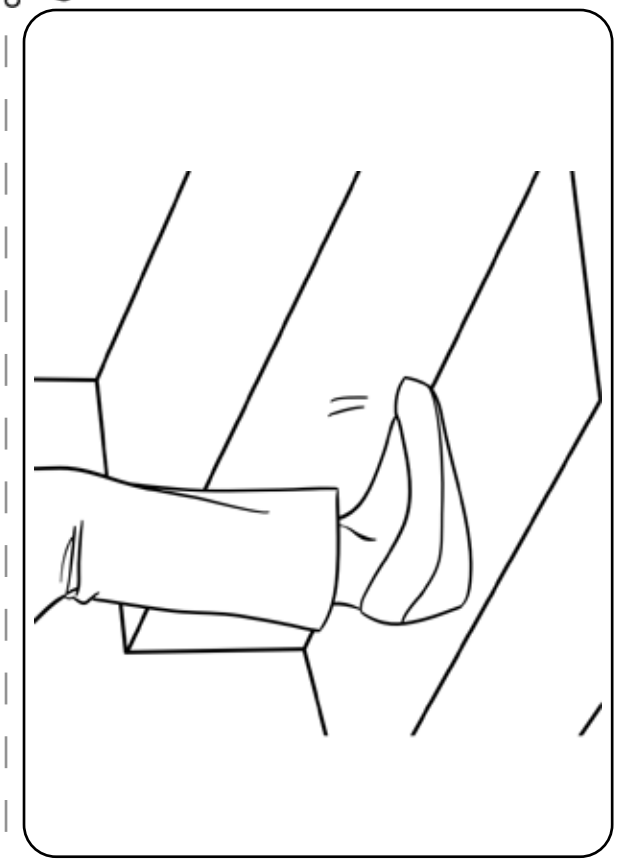

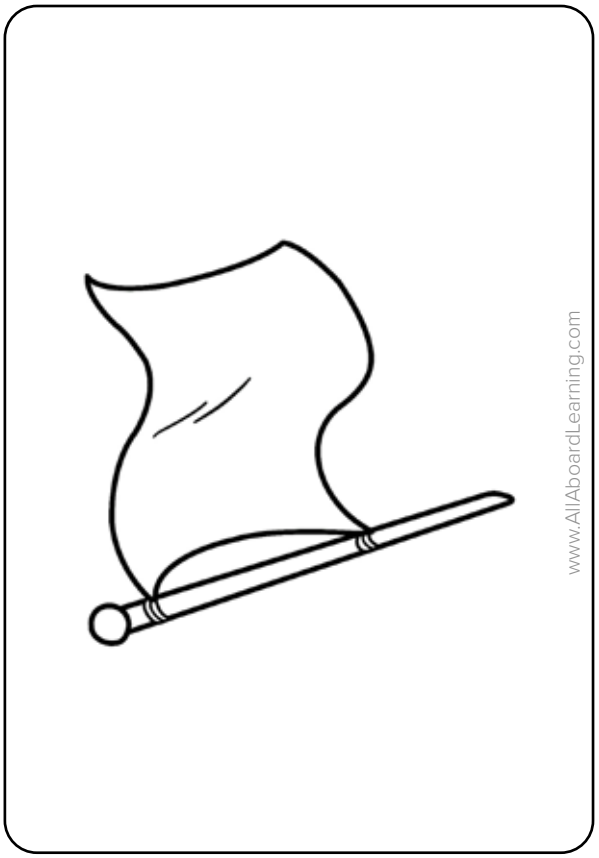

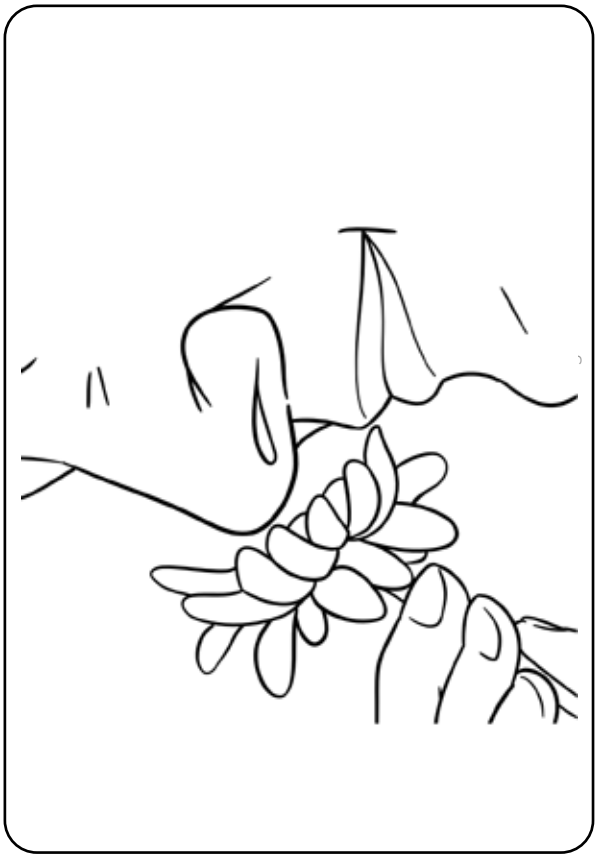

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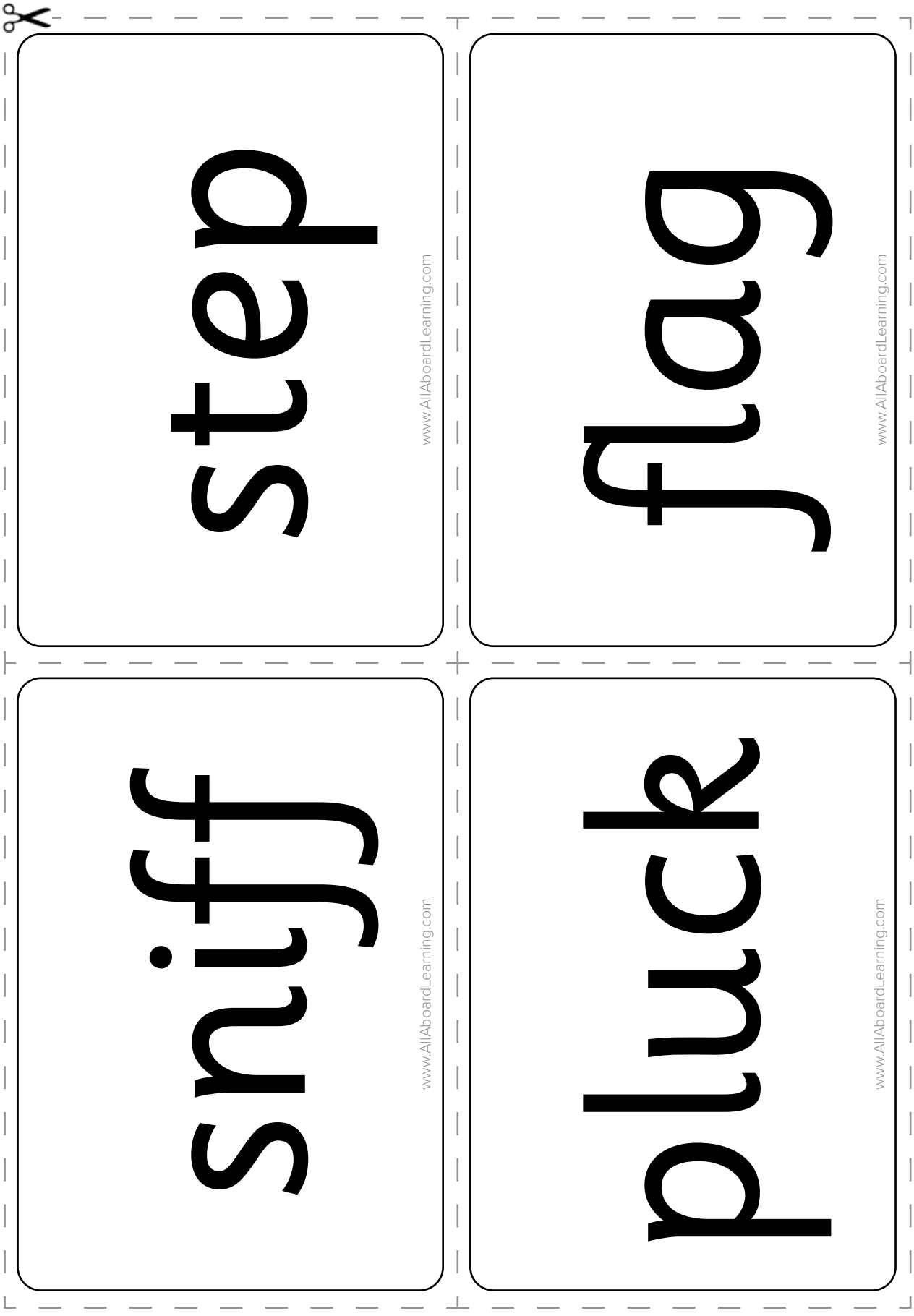
Word Match Flashcards



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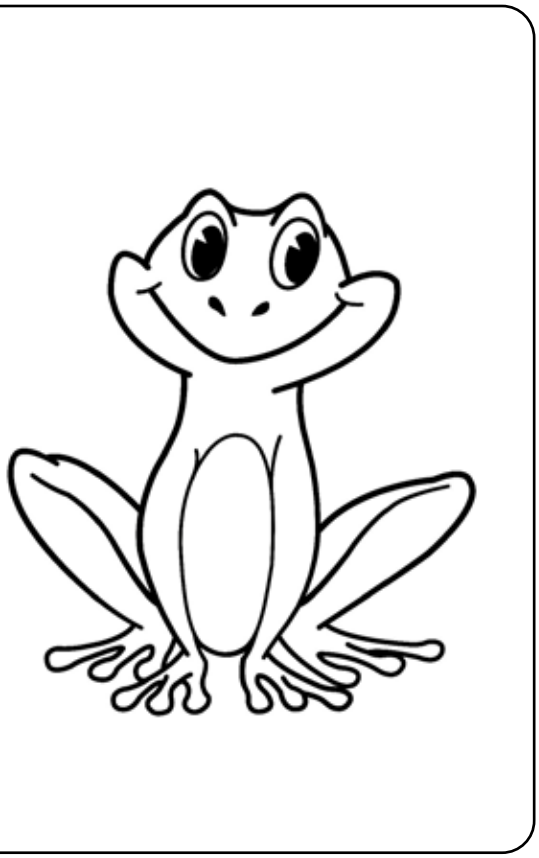

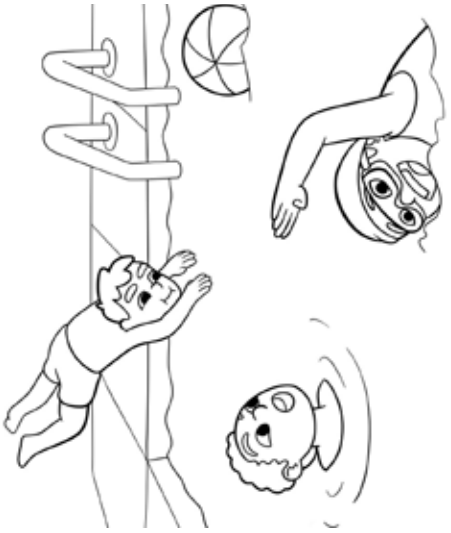

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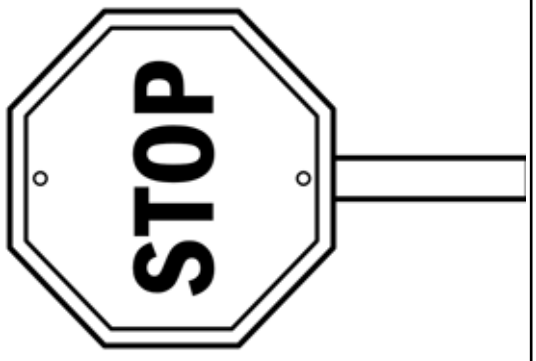

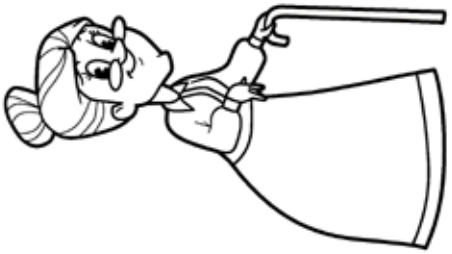

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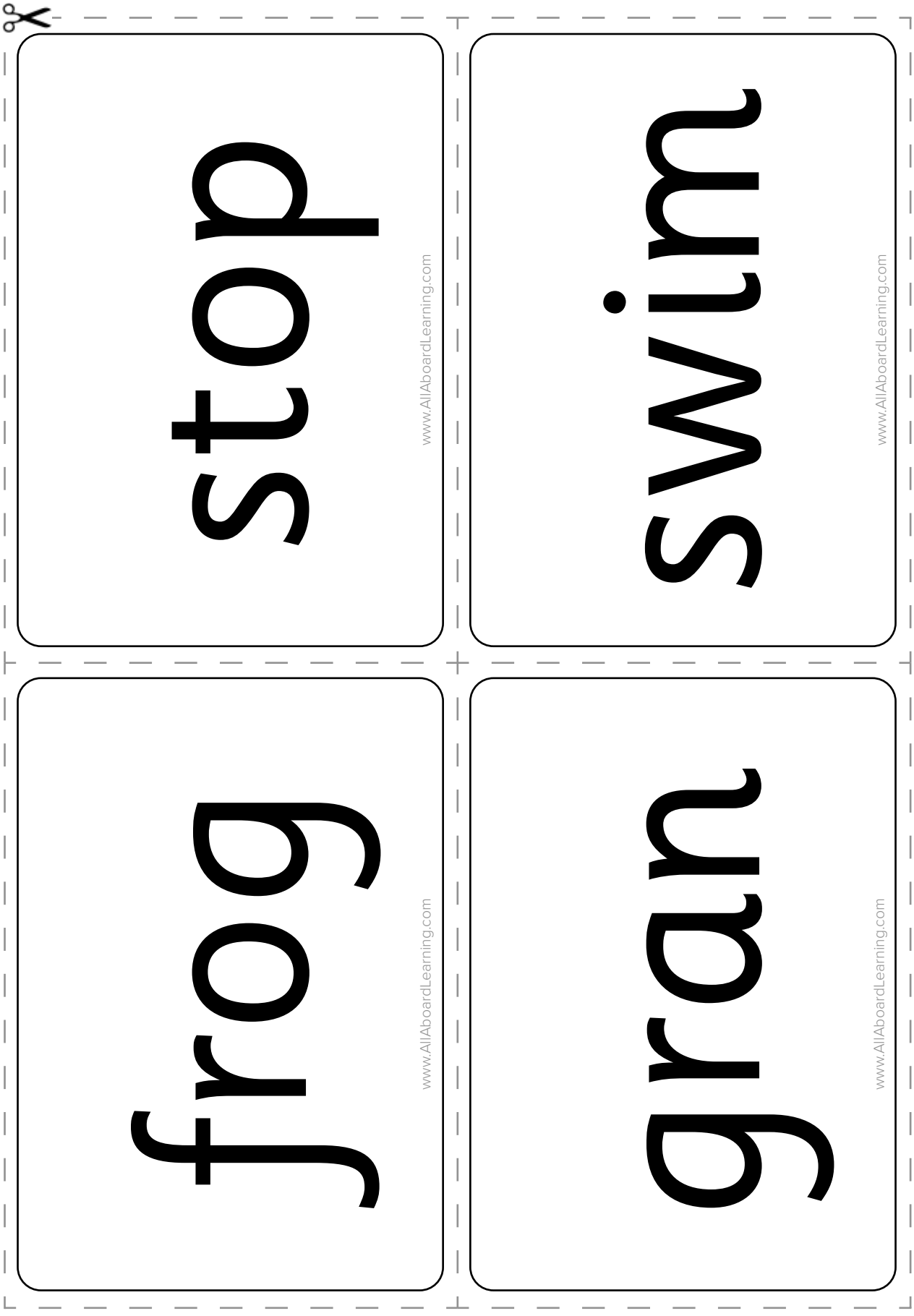
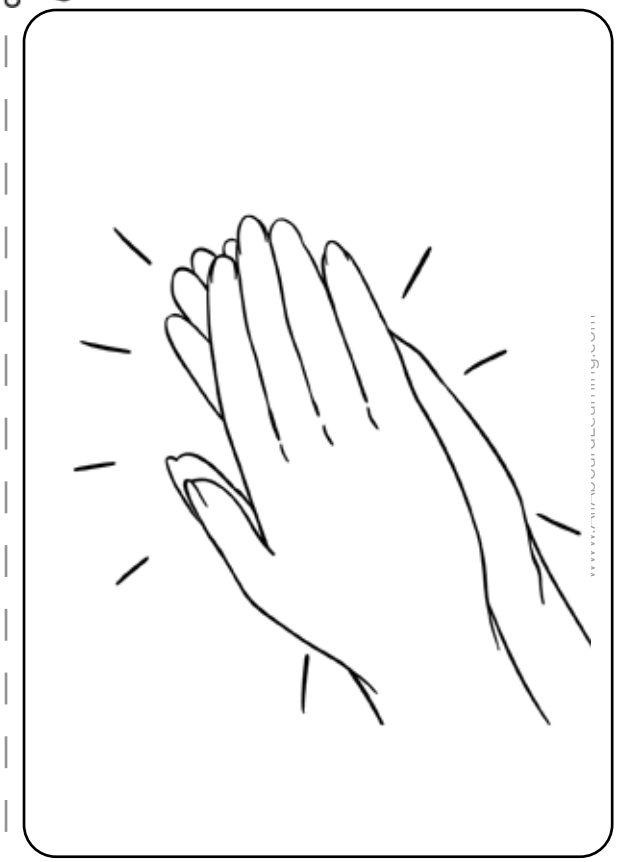
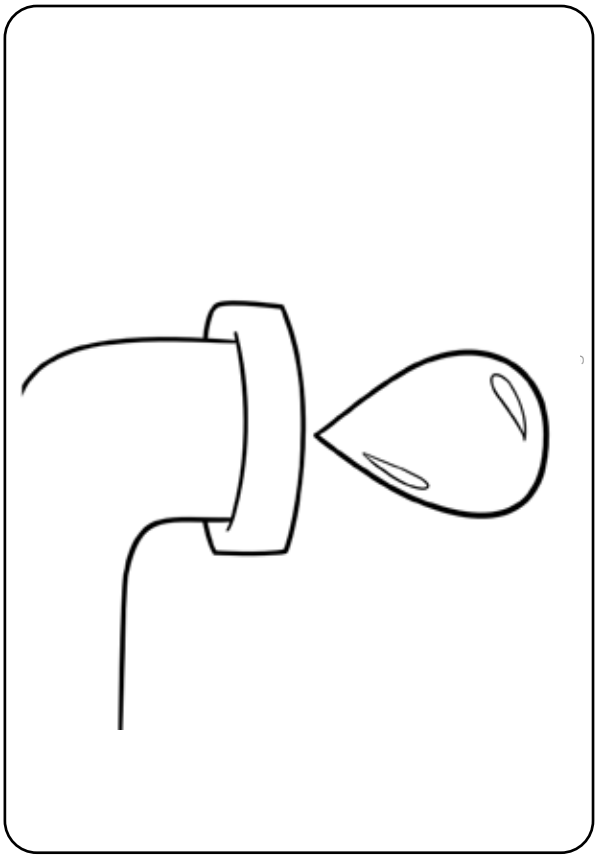
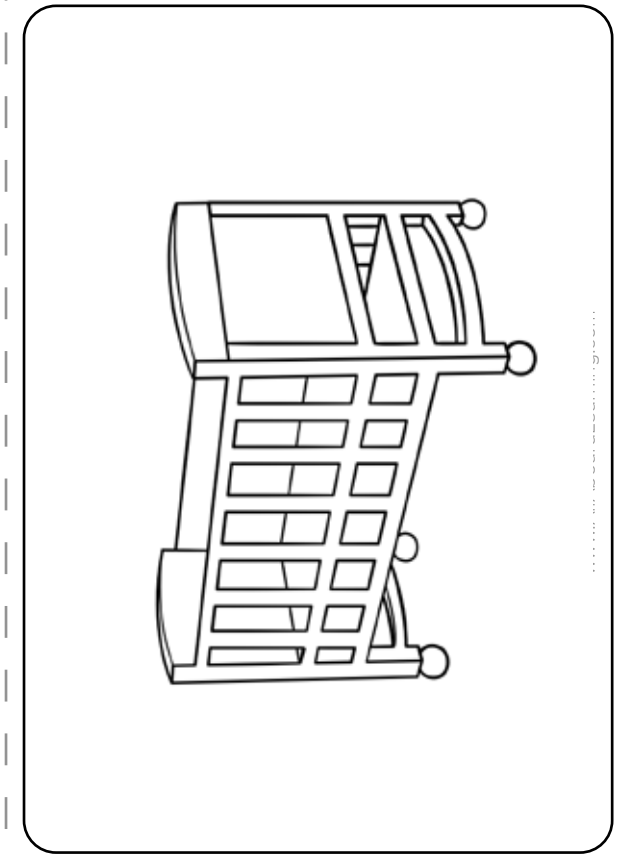
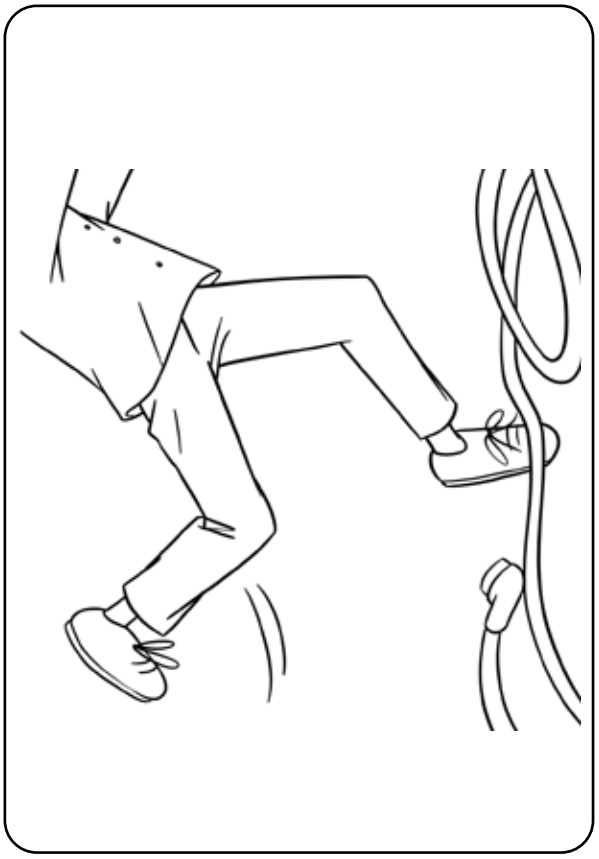


Word Match Flashcards









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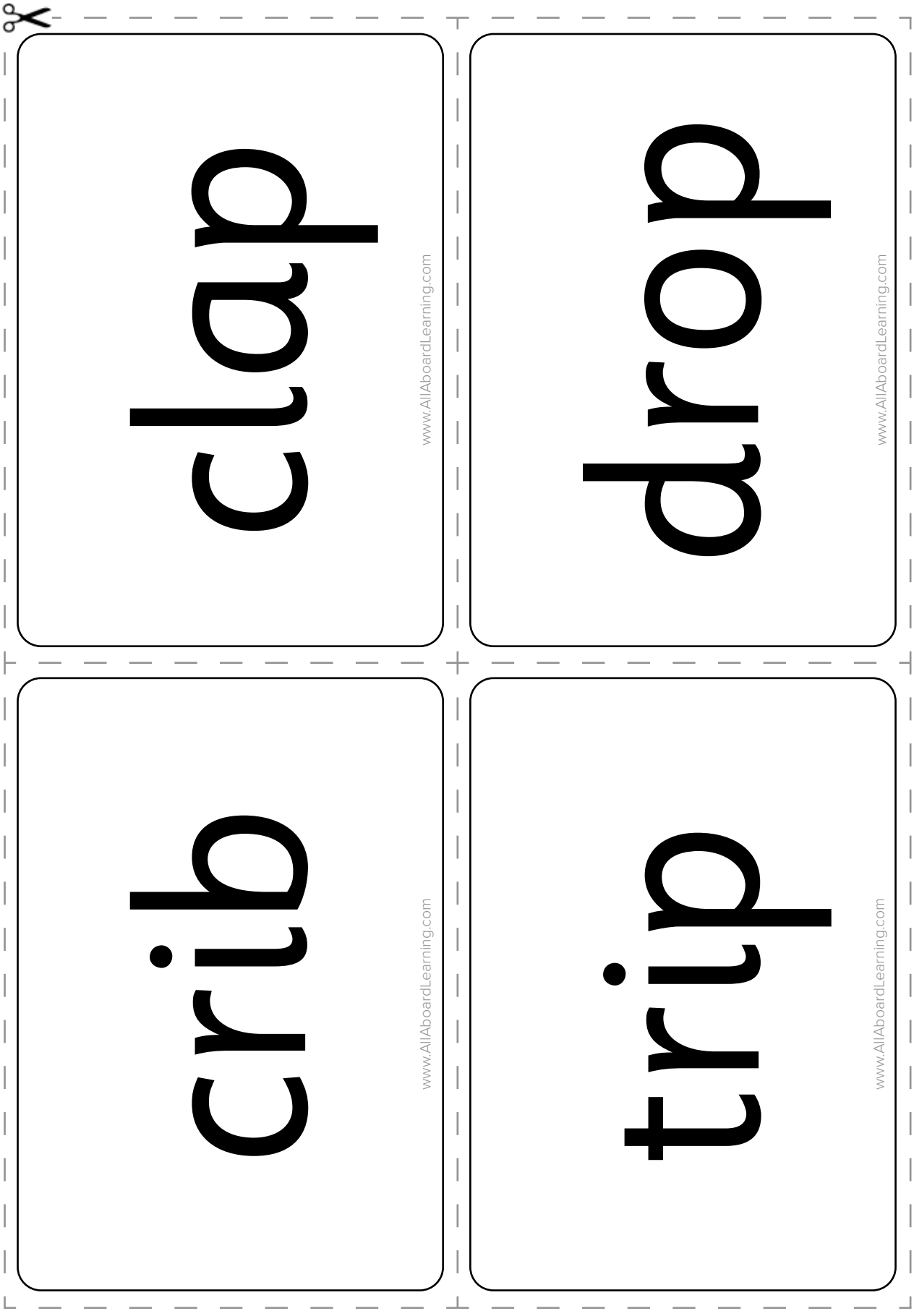

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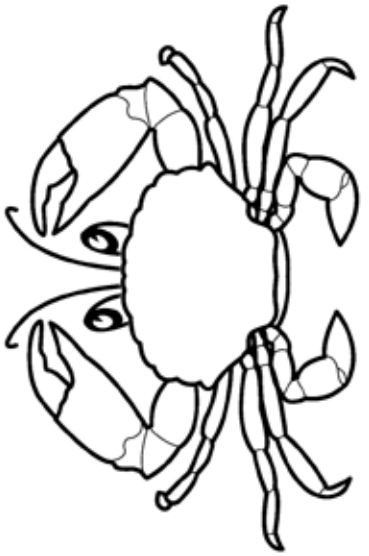

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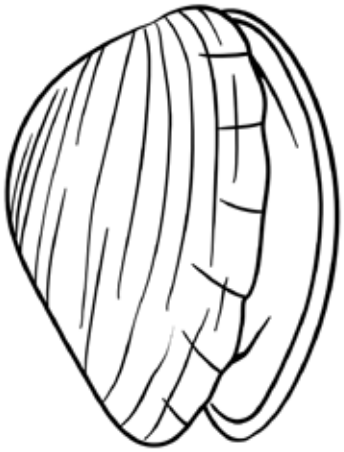

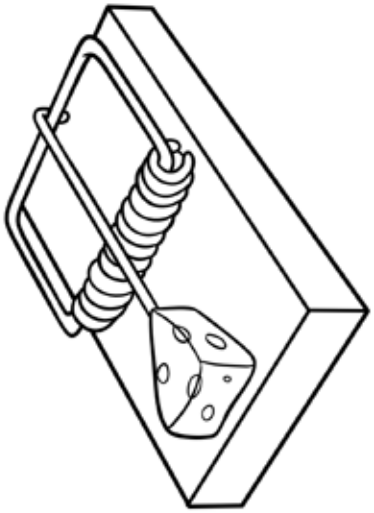

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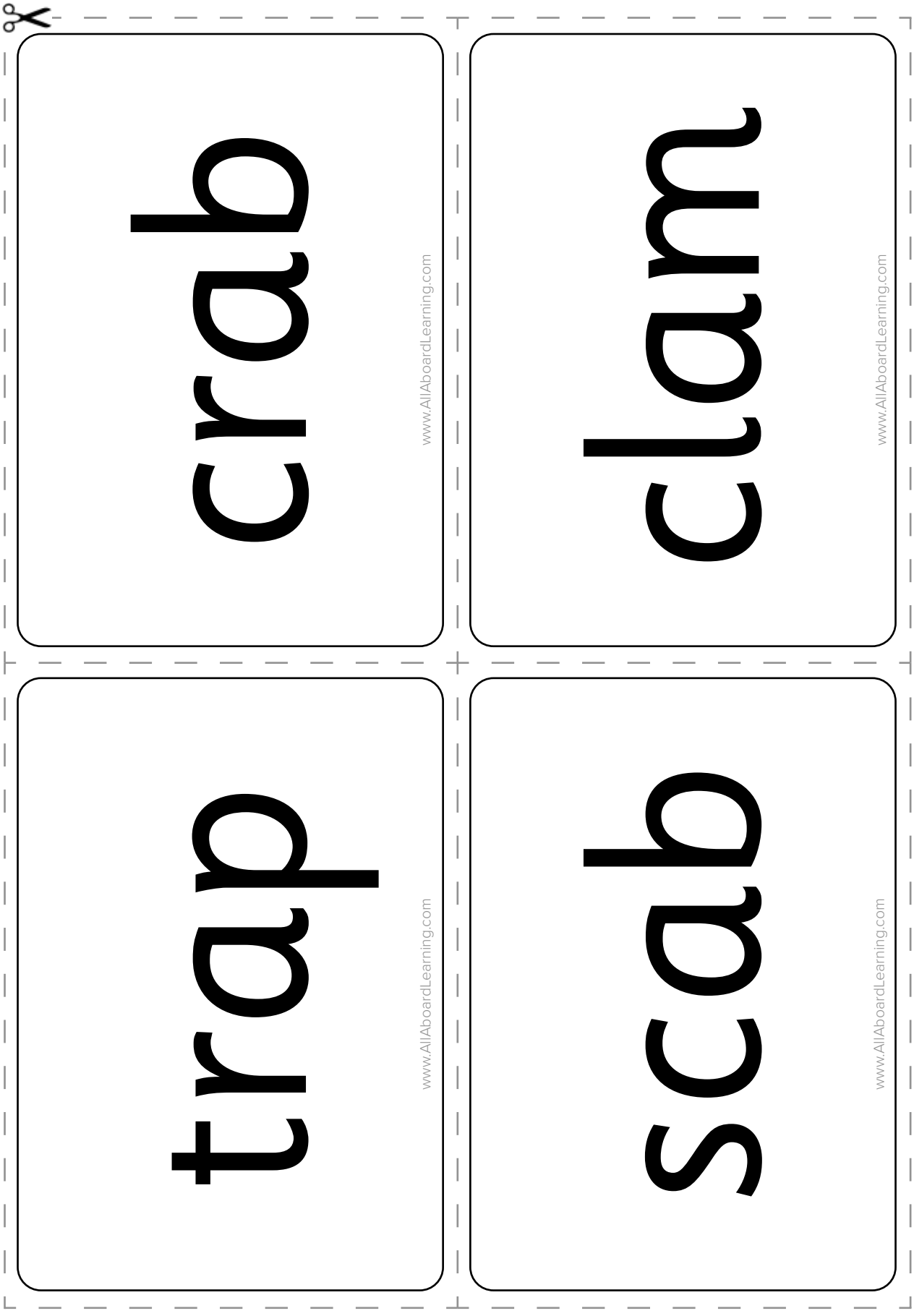

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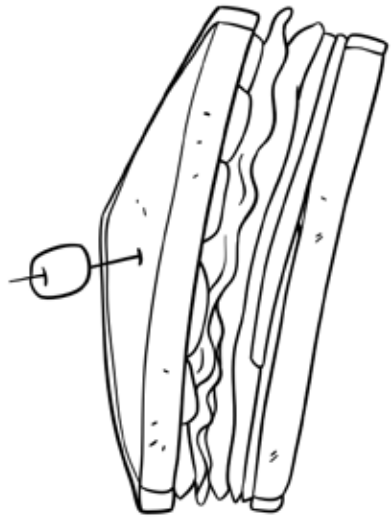

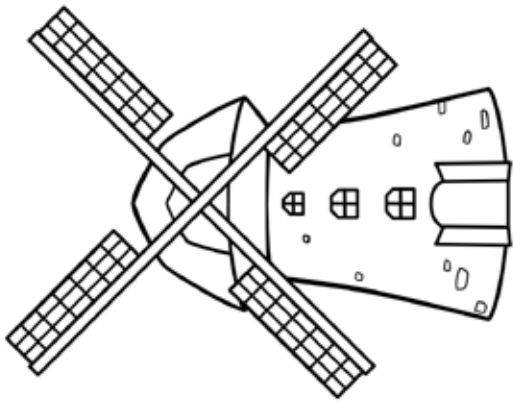

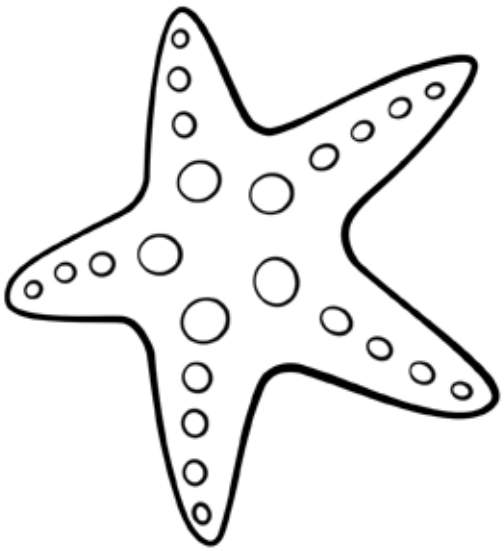

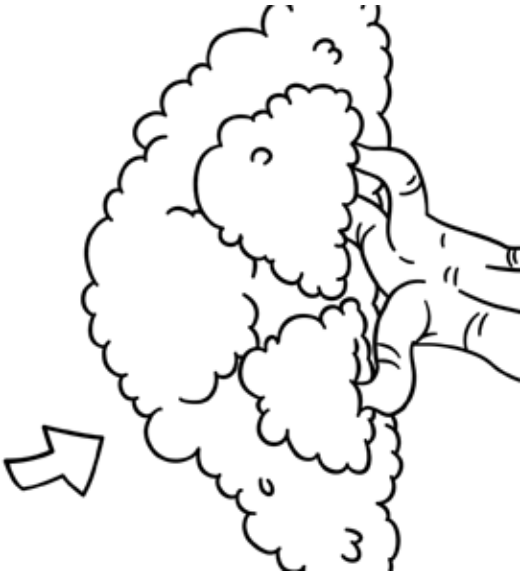

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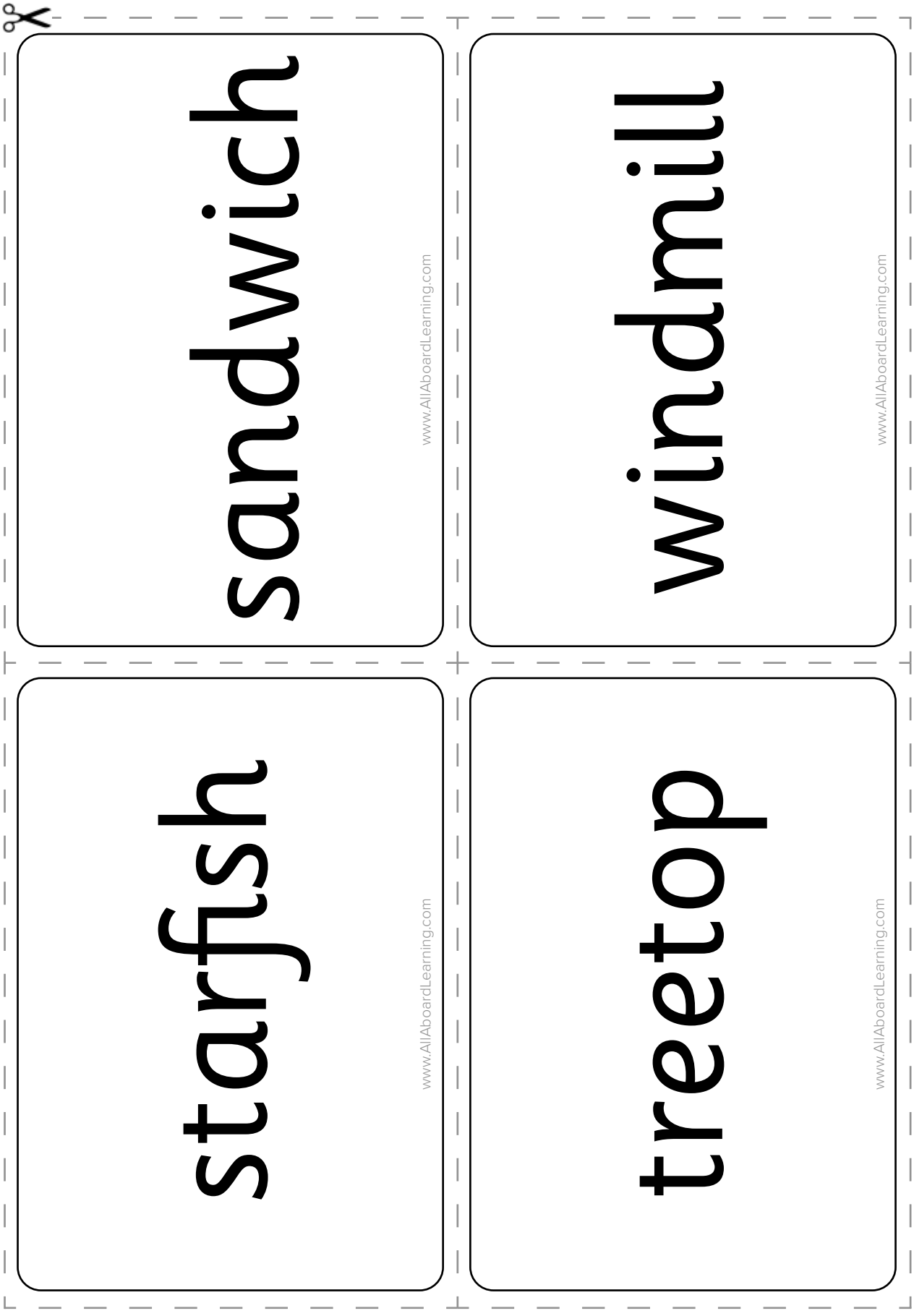

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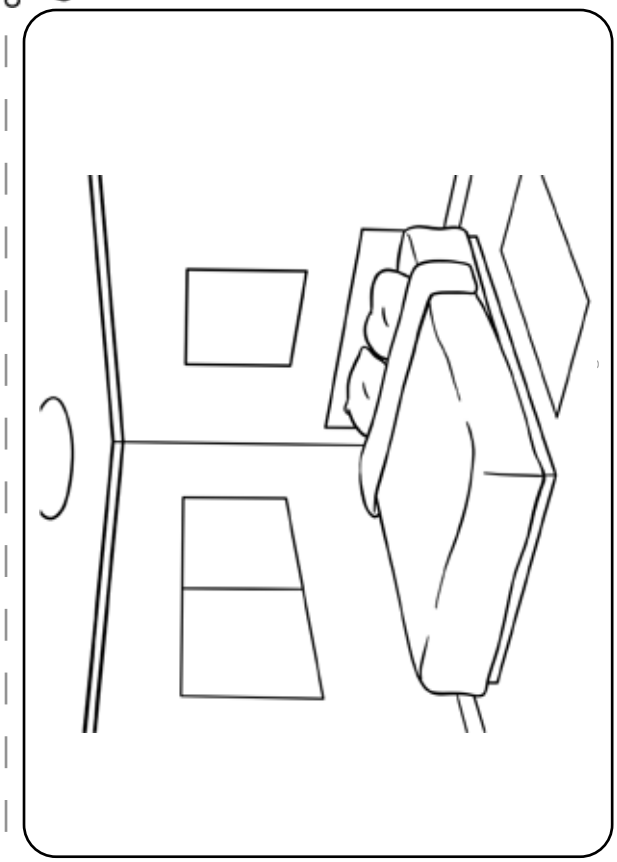

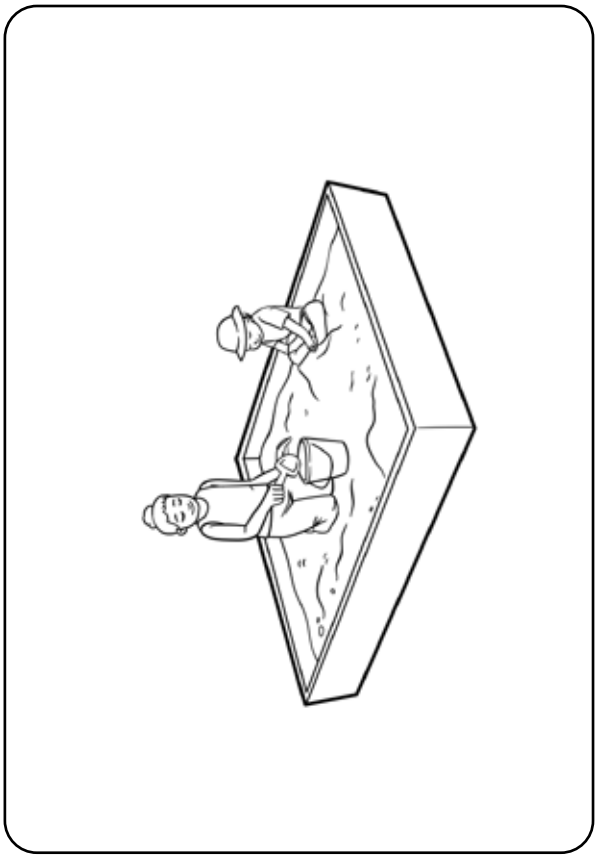

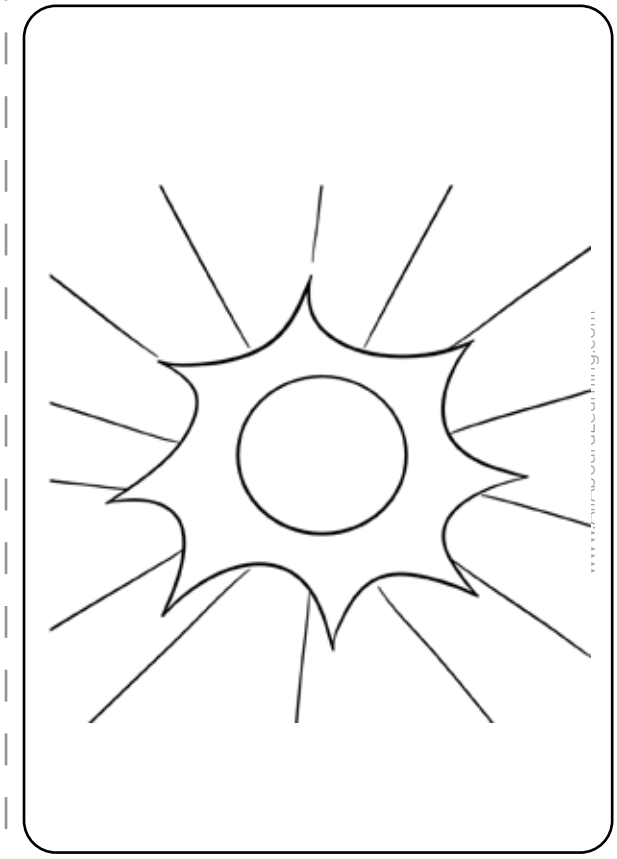

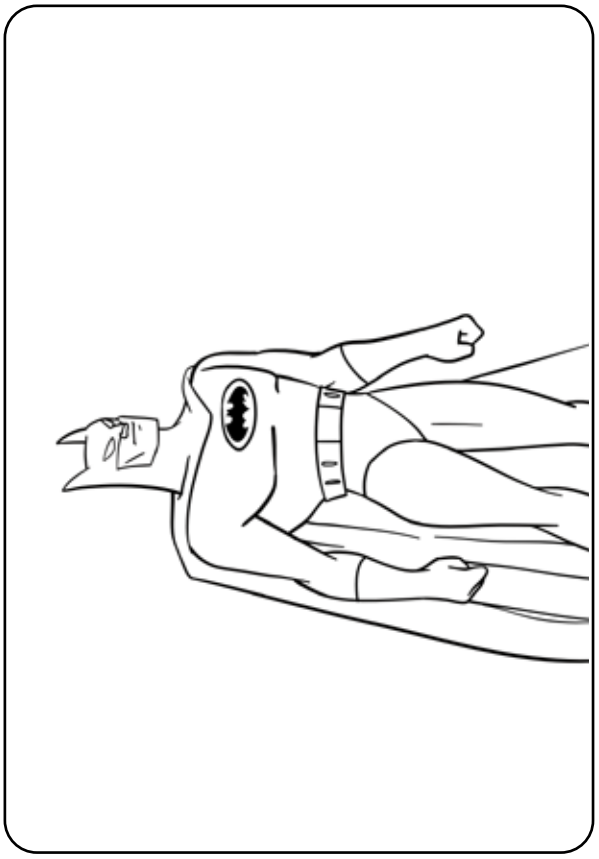

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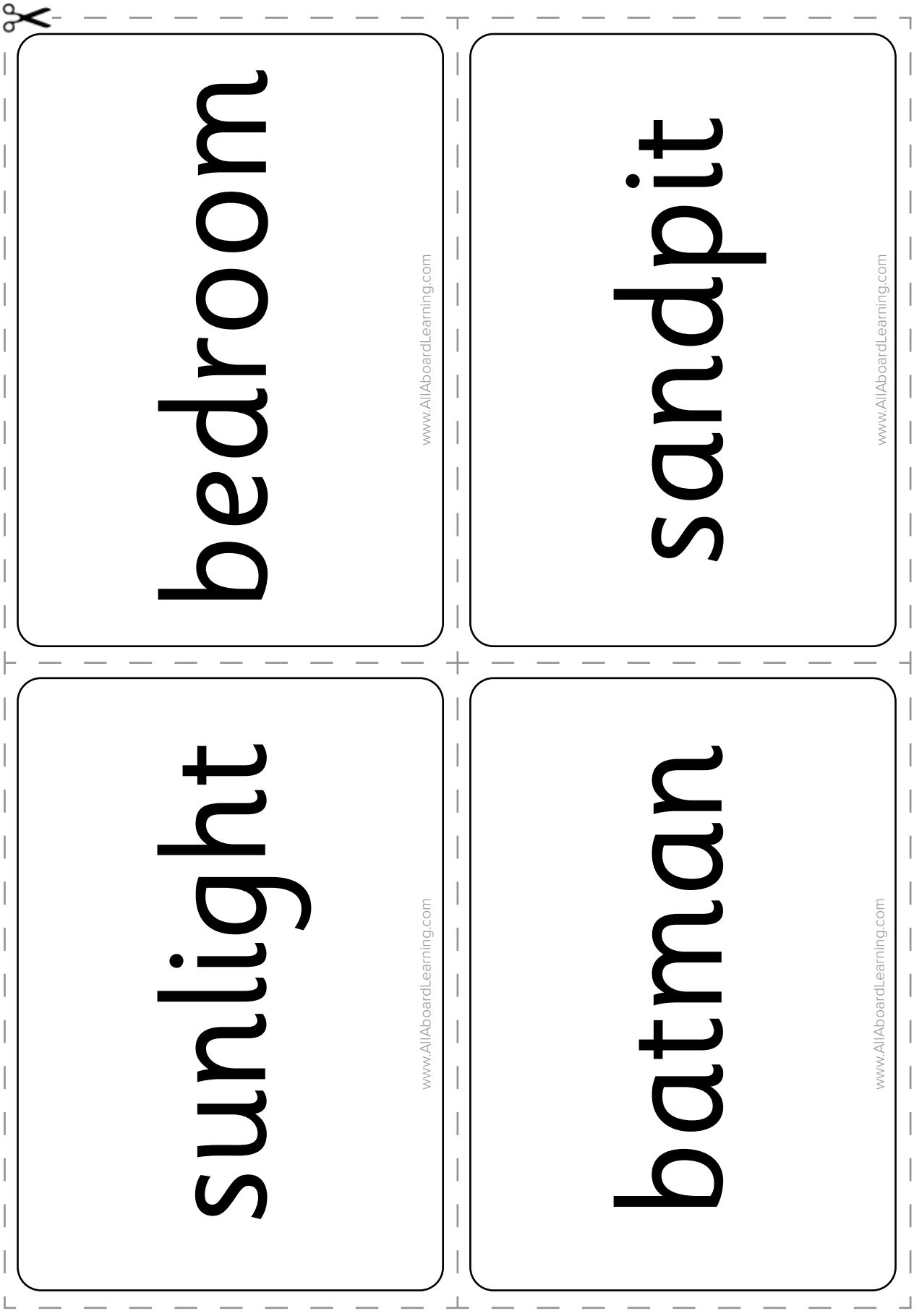

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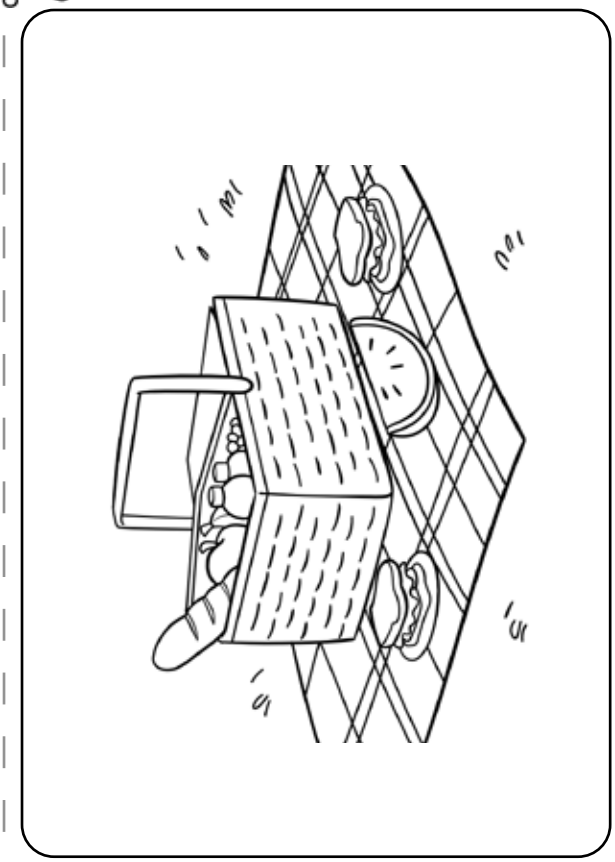

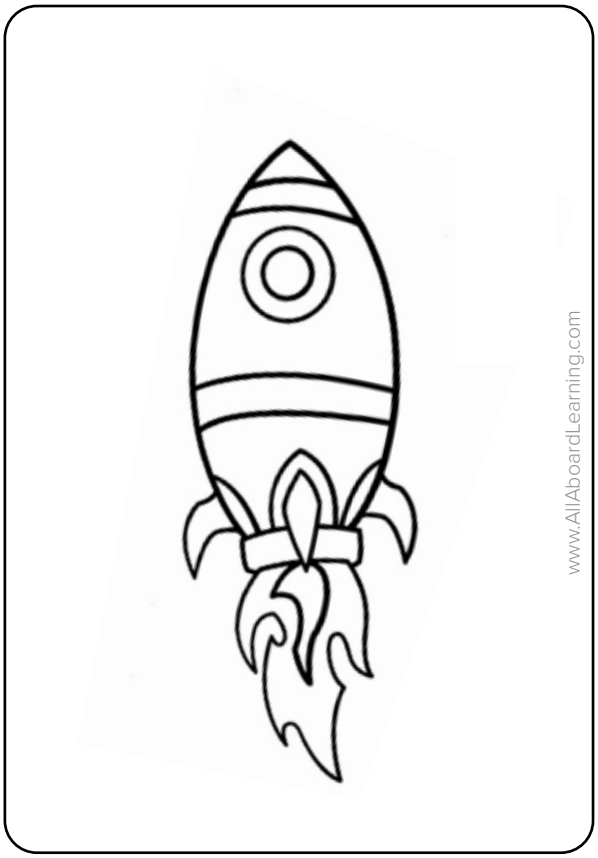

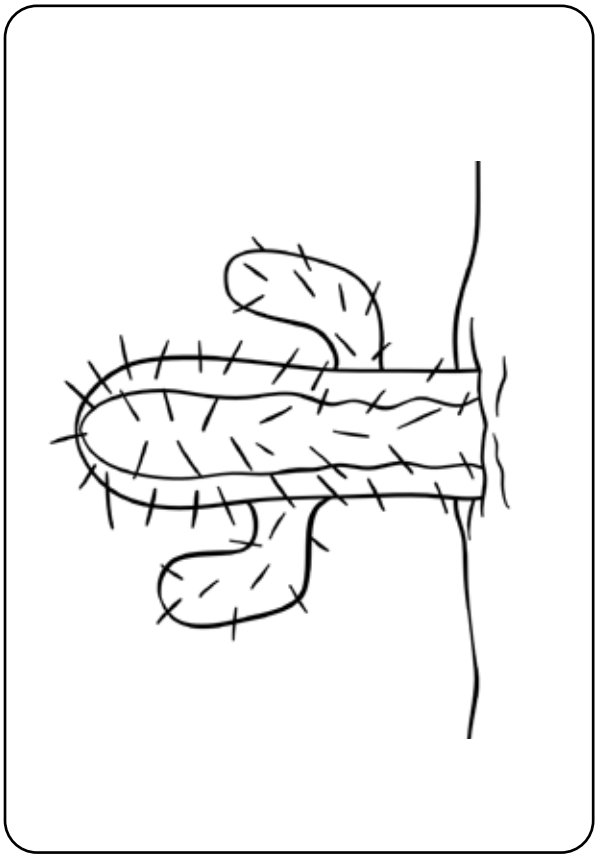

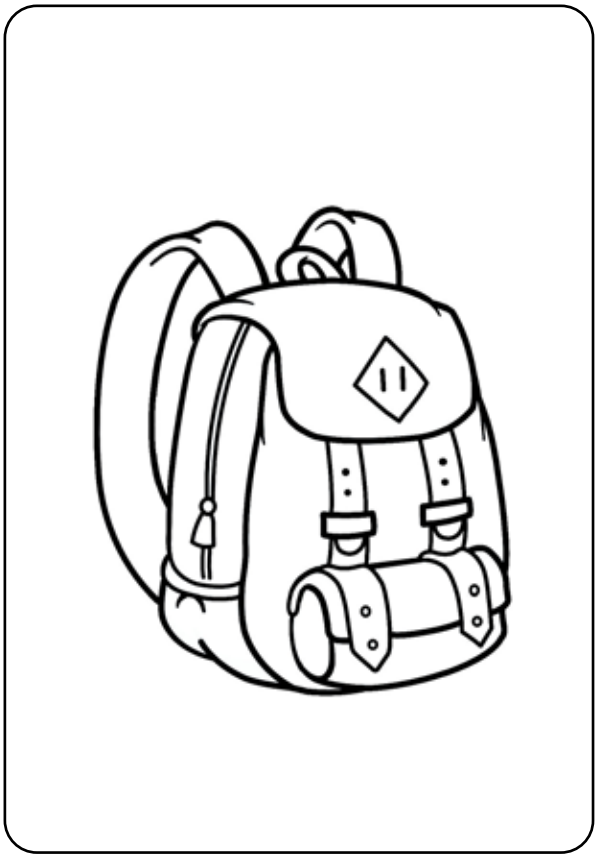

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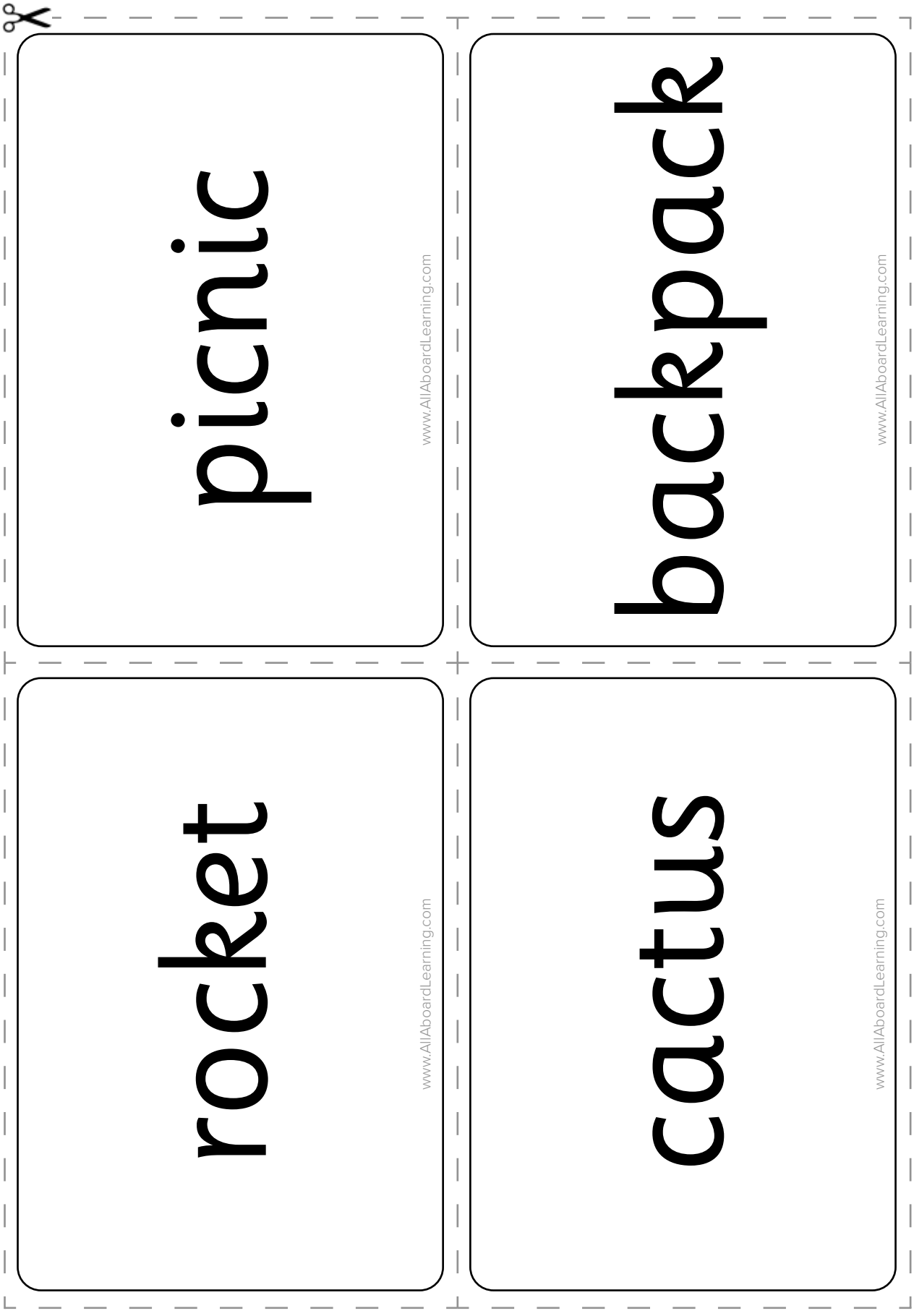

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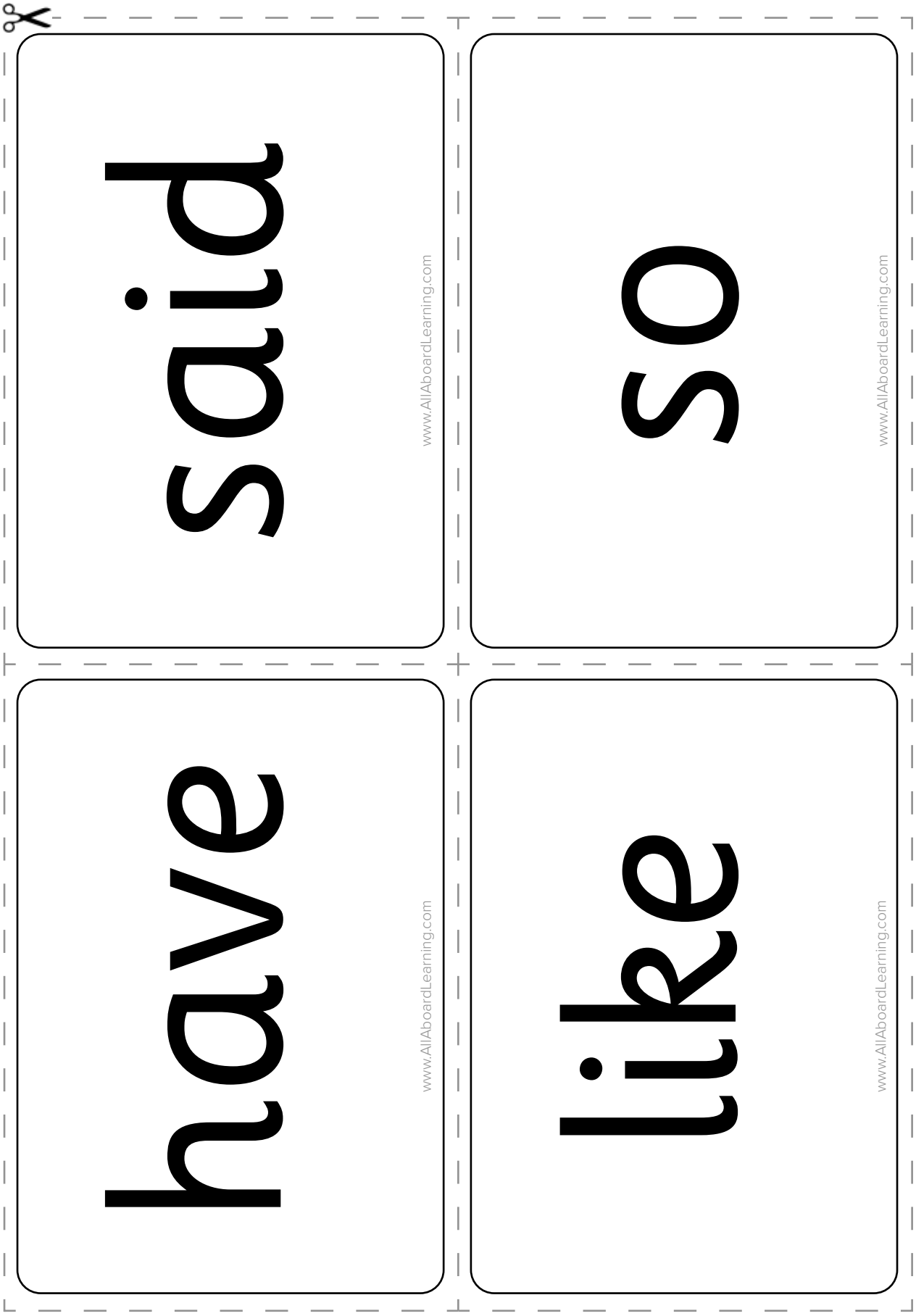

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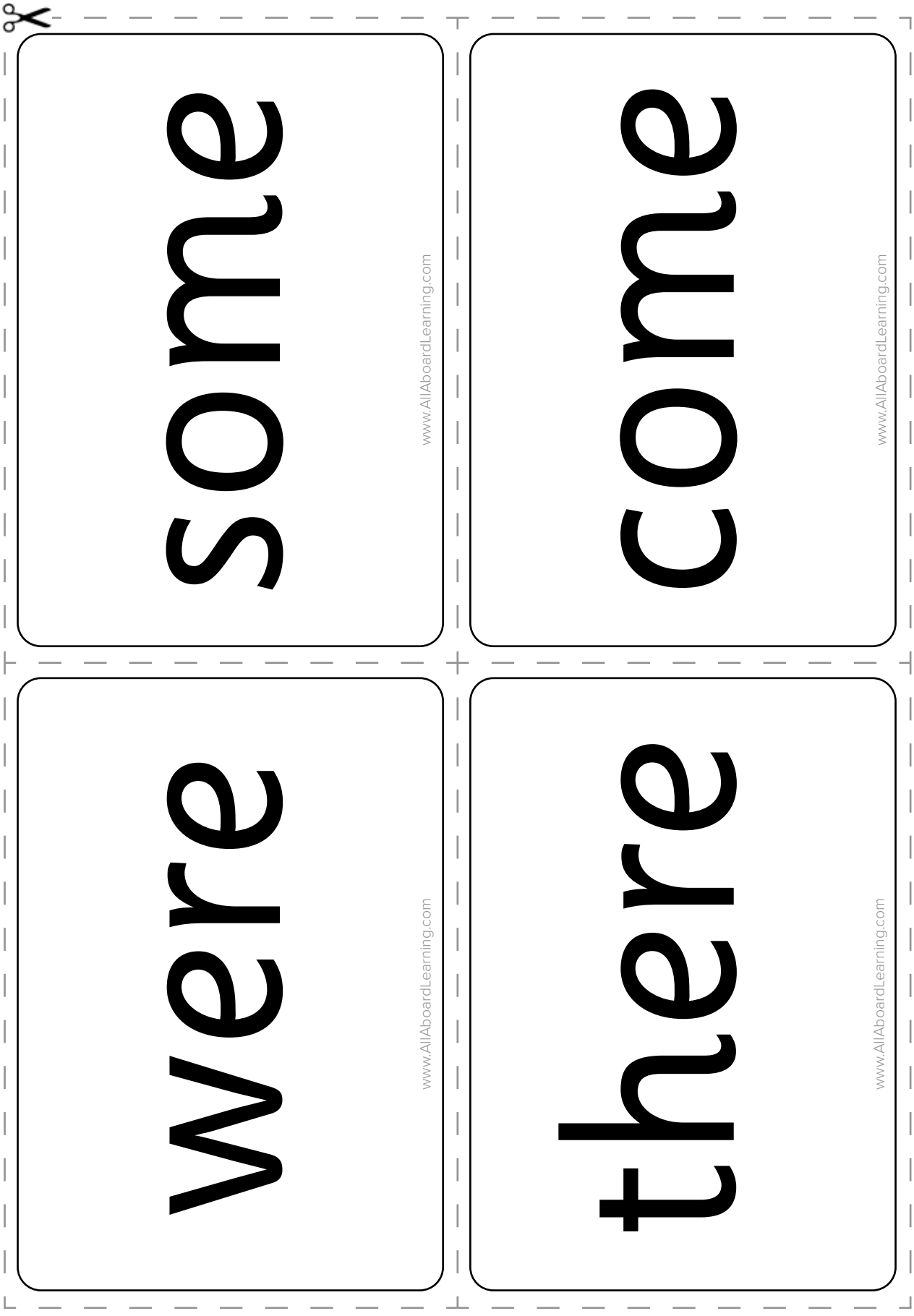

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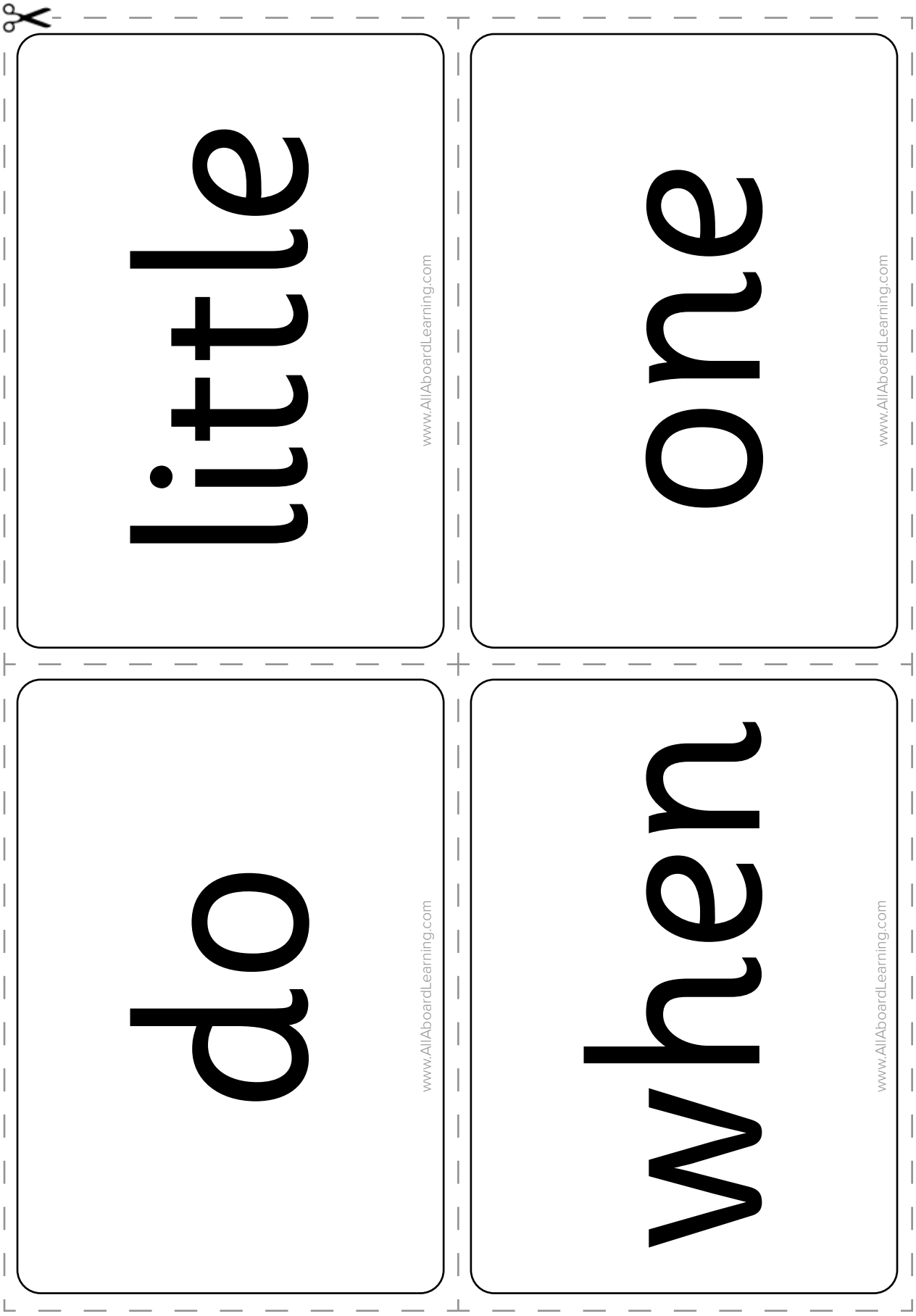

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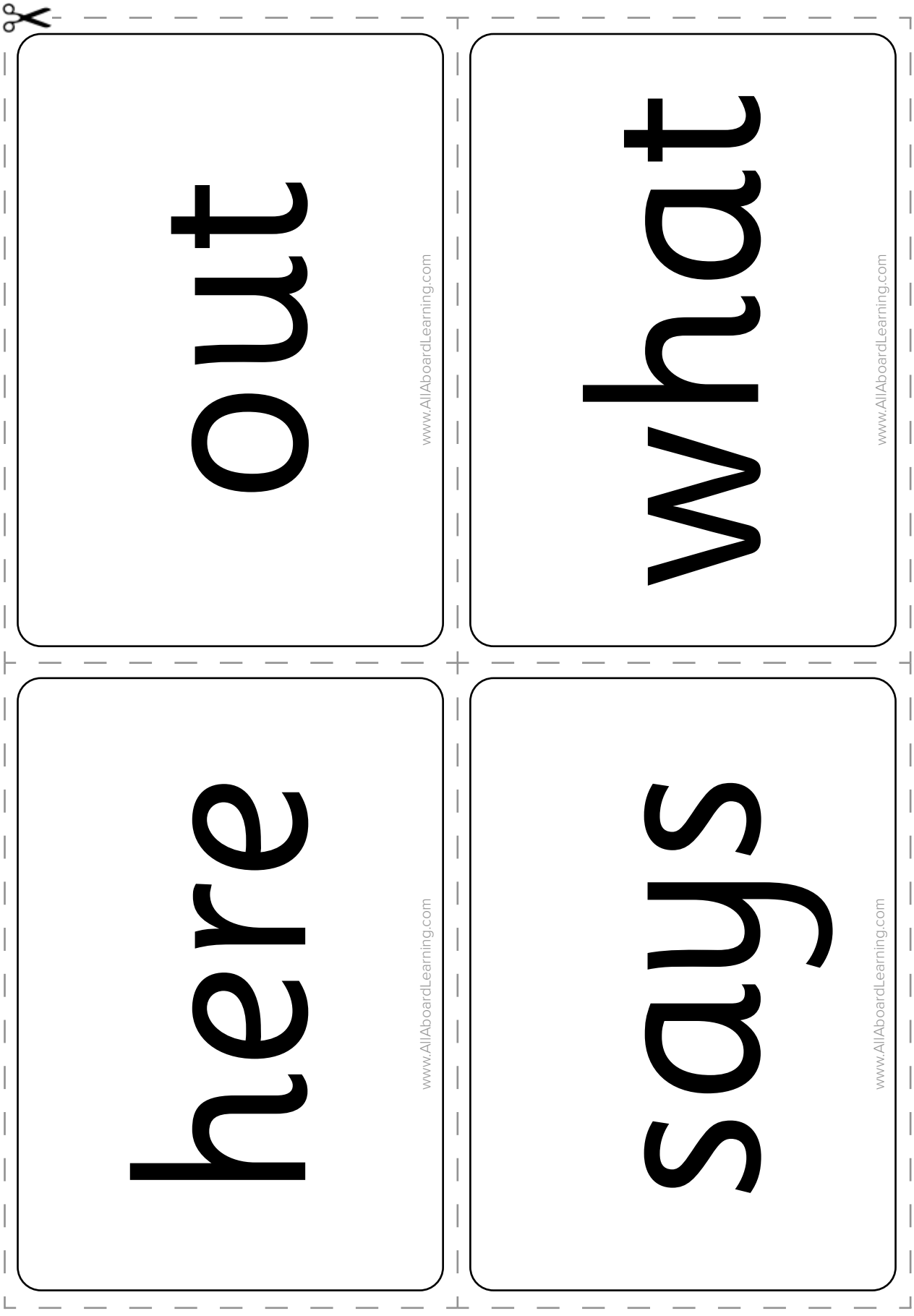

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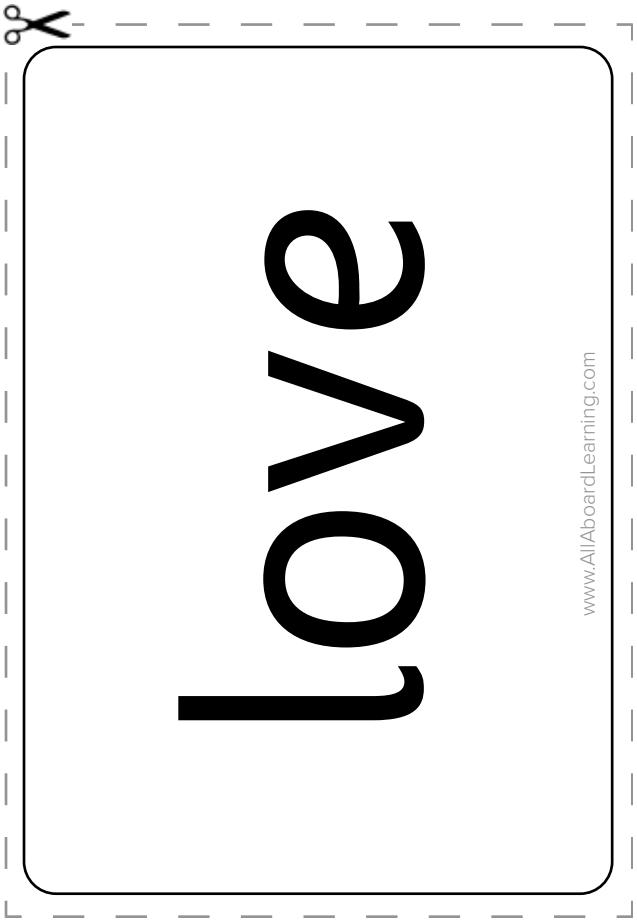

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A Guide for Parents on Daily Reading Practice

Dear Parent/Guardian,

Supporting your child with their reading development can be challenging, especially when you lead a busy life, have other children to look after and work to complete!

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 through it alone, as this can lead to stress and affect their confidence.
- 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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x

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 sound (phoneme), e.g. <ch>, <ai>
GPC (Grapheme Phoneme Correspondence)	The fact of a particular grapheme being able to represent a particular sound. 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>.

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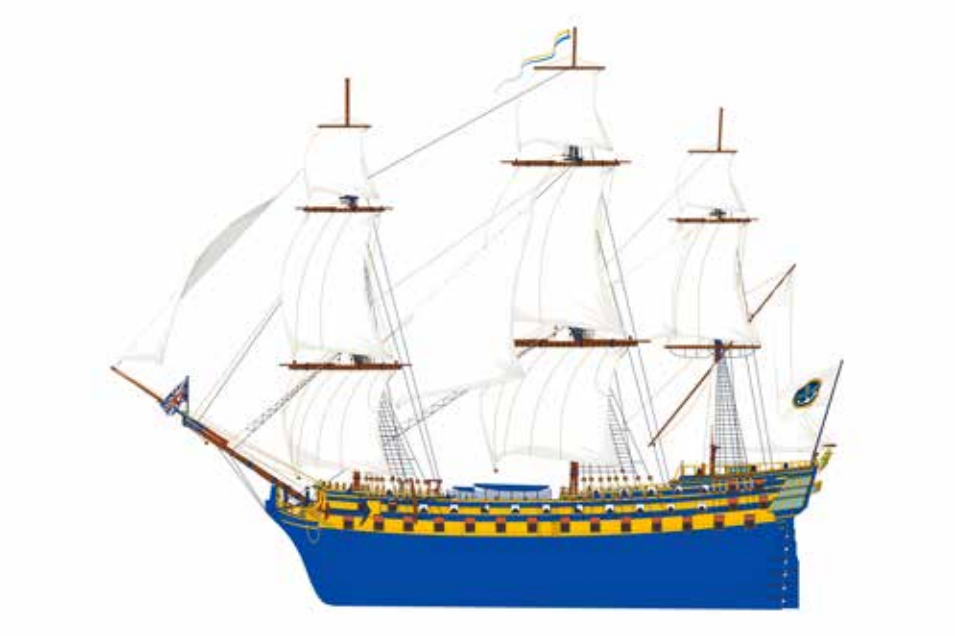
Letter Name	The name commonly used when referring to letter shapes and sung when singing the alphabet.
Oral Blending	This involves hearing phonemes and being able to merge them together to say a word. Children need to develop this skill before they will be able to blend the sounds of written words silently.
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 /k/, /a/, /t/.
Phonemic Awareness	The ability to hear, identify and manipulate individual sounds in spoken words.
Pictophone	A distinctive visual character representing a sound 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 sound (phoneme), e.g. <air>, <igh>, <tch>.

All Aboard Phonics
Phase 4 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 4, the children start decoding CVCC and CCVC words and continue practising the skills learned in Phases 2 and 3, including two-syllable words, tricky words, and phrase writing.

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